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## EUROPEAN REPORT -IO1REVIEW PAPER ON CONTEXT

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EU REPORT BASED ON THE DATA COLLECTION AND ANALYSIS  
CARRIED OUT IN THE 6 PARTNER COUNTRIES (O1)

TSEMY – Training for Sustainable Employment of Youth and Young Adults

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## **IO1 REVIEW PAPER ON CONTEXT EU REPORT BASED ON THE DATA COLLECTION AND ANALYSIS CARRIED OUT IN THE 6 PARTNER COUNTRIES**

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## **1. MAIN FEATURES OF THE EU REPORT**

The TSEMY EU Report on the data collection and analysis carried out in the 6 partner countries was delivered under the coordination of Archivio della Memoria (IT), in the framework of the IO1 'Review Paper on Context' which represents the foundation phase of the project, undertaken at the project start.

The aim of this initial review is the analysis, updating and sharing of all the most important and relevant information within the scope of the project, which will enable to guide, direct and contextualize the following intellectual outputs of TSEMY.

The outcomes and information obtained with the European report will be exploited for the design of the Training Curriculum, the Digital Platform and the Training Framework and Methodologies Guides.

The present EU report was developed based on the compilation of the 6 National Reports (Portugal, Italy, Romania, Czech Republic, Spain, Turkey) on the analysis conducted through the following 3 main activities:

- Desk research aimed at acquiring relevant information on current national legislation with regional specifications and identifying best practices related to the employment and job inclusion of young people with higher education;
- An online questionnaire shared with partners to analyse the operators' training needs and to collect information on their perception and experience related to the training and learning needs for young people;
- Organization of Focus Groups with operators and stakeholders, according to a shared methodology, aimed at further discussing problems and gaps in the job placement process and current training offer and training needs for youth and young adults, barriers to access a sustainable employment and possible solutions.

The participants in the research & review process belong to these main categories:

- a) mentors/tutors and the target audience (unemployed graduates composed by young people with higher education who are unemployed and/or looking for job)
- b) companies and recruiting entities from various areas of activity
- c) leaders/representatives of local communities; services and entities acting in terms of employment, capititation and professional integration
- d) representatives and actors of the labor sector
- e) trainers, teaching / training and personal development professionals.

The IO1 is broken down in the following steps/activities:

- Task 1. Transnational Review and Research Guidelines, Templates and Tools Preparation: Develop tools (e.g. online questionnaires, needs assessment framework, Data Analysis and Reporting Process);

- Task 2. National Data Collection and Analysis: In all partner countries, partners collected data from various resources; 4 focus group with different target group members per partner country, dissemination and collection online questionnaires among target group members and data analysis.
- Task 3. 6 EU Members State Reports (respectively Portugal, Italy, Romania, Czech Republic, Spain, Turkey) and 1 EU Report: partners developed their reports which were based on the data collection analysis;
- Task 4. Compilation of the review and research: The Review Paper on Context following the overview of the national and EU state of the art and gap analysis provides specific suggestions, comments and feedback on the development of the curriculum and online environment, in terms of content, design and technological infrastructure.

The final report will be finalized in the form of Paper with ISBN number and will be extensively distributed in to eLibraries, adult education actors, Policy Makers, public authorities, NGOs and CSOs representatives, stakeholders and practitioners.

#### METHODOLOGY:

The research of the TSEMY's project conducted in all the partners' countries was coordinated by AdM (IT) which provided all the partners with templates, grids and proposed the methodology to carry out the analysis that is based on the objectives of the 1st intellectual output, specifically:

- Providing the partnership with all the crucial elements, data, information, details on supported models for youth employment, perspectives training, the existence of relative training environments;
- Collect the best practices review on projects oriented at the integration strategies in society for sustainable employment to young people
- Research on the training/learning needs of the participants, the attitudes and perception context, their background, their expectations.

## **2. DESK RESEARCH – DESCRIPTION AND RESULTS**

### **2.1 LEGISLATION OVERVIEW**

#### **BRIEF DESCRIPTION OF GENERAL FRAMEWORK**

In this paragraphs each partner organization has developed a desk research aimed at acquiring relevant information on current national legislation with regional specifications and identifying best practices related to the employment and job inclusion of young people with higher education. Some statistical data have been also collected from the Eurostat and from the national and/or the Regional statistical offices. Due to the different context (countries, regions) the information and the statistics are heterogeneous in terms of numbers, strategies and local regulations, providing a broad and articulated framework of concrete specificities mixed with territorial policies.

#### **> PORTUGAL**

Portugal (according to Diário de Notícias [1]) is one of the European Union countries with the most acute signs of labor market degradation in this start of 2020 (January) (the data were revealed by Eurostat). Portugal recorded the second largest increase (in Europe) in terms of the total unemployment rate between January 2019 and the same month this year. The incidence of the phenomenon affected 6.6% of the active population at the beginning of last year and currently the rate is already 6.9% (plus three tenths of a percentage). Youth unemployment also reappeared after years of relief. Portugal now has the fifth highest youth unemployment rate in Europe (19.3%) following the fourth highest increase between January 2019 and the first month of this year in the EU as a whole. The rate has deteriorated by about 1.8 percentage points, what is the biggest increase since May 2013. The number of young people (under 25) without a job has skyrocketed by more than 9%.

The General Directorate of Education and Science Statistics (GDESS) regularly produces documentation, in particular on Higher Education Graduates and the Labor Market [2]. Every year, the Infocursos portal [3]., managed by GDESS, with the support of General Direction of Higher Education (GDHE), publishes statistical data on higher education courses in Portugal, including undergraduate and integrated master's degrees. It is through these statistics that we can identify which options have the greatest employability in the country. [4]

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[1] <https://www.dn.pt/dinheiro/taxa-de-desemprego-de-portugal-e-a-segunda-que-mais-alastra-na-europa-11883747.html>

[2] <https://www.dgeec.mec.pt/np4/62/>

[3] <http://infocursos.mec.pt>

[4] *Nevertheless, the numbers are analyzed according to the recent graduates registered at the employment centers of the Institute of Employment and Professional Training (IEFP). Thus, the idea drawn may not correspond 100% to reality, because the new graduates may be working in professional areas other than their area of training.*

Looking at the database made available in June 2020, and having as reference the recent graduates between the academic years 2014/15 and 2017/18, who were unemployed in June 2019 or in December 2019, we quickly concluded that the scenario is positive.

On the one hand, there are only 3.3% of new graduates from unemployed public universities and polytechnics, the rate being slightly higher in the private sector: 3.9%.

Data published by GDESS in December 2013<sup>5</sup> (numbers of graduates refer to individuals graduated between 2009/10 to 2011/12 and unemployment numbers refer to individuals registered with the Institute of Employment and Training (IET) with higher education completed between 2010 and 2013) reveal that: as for unemployment by large group, in the area of graduate students in the engineering and manufacturing industries there is an unemployment rate of 13.51% (and of these, 10.59% belong to the engineering and related techniques subgroup), in the group of sciences, mathematics and computers the rate is 11.63% (and of these, 10.7% belong to the IT subgroup) and in the area of social sciences, commerce and law the rate is 16.66% (and of these, 16.46% belong to the business science subgroup).

## > ITALY

In recent years, employment, especially youth employment, has been encouraged both through the provision of tax relief for new hires (most recently with a structural intervention contained in the 2018 Budget Law), and through the implementation of the European Youth Guarantee Programme (aimed at tackling the phenomenon of youth unemployment through the implementation of measures to promote the training and entry into the labour market of young people up to 29 years of age).

The 2018 Budget Law (Law No. 205 of 2017) introduced a reduction in social insurance contributions, in favour of private employers (with the exclusion of domestic employers), with reference to hiring with an open-ended employment contract, carried out as from 1 January 2018, of persons under 35 years of age, or under 30 years of age for hiring carried out from 2019 (currently from 2021), who have not had (not even with other employers) previous open-ended employment relationships; If, however, the reduction relating to a worker has been applied for a period of less than 36 months, another employer may take advantage of the reductions for the remaining period, if the same person is hired on an open-ended basis, regardless of the age of the worker at the time of recruitment.

With reference to the hiring of persons up to 35 years of age, the Budget Law 2020 (Article 1, paragraph 10, of Law No. 160 of 2019) extended the above-mentioned relief also for the years 2019 and 2020 as already provided by the transitional discipline dictated by Article 1-bis of Decree-Law No. 87 of 2018, which was abrogated at the same time since the discipline was never effectively applied due to the failure to issue the relevant ministerial decree.

The contribution reduction is: 50 per cent of the employer's social security contributions for the same ratio (excluding premiums and contributions relating to compulsory insurance against accidents at work and occupational diseases); within six months of acquiring the qualification, of students who have carried out school-work activities (amounting to at least 30 per cent of the

planned hours) or apprenticeship periods with the same employer; applied on a monthly basis, for a maximum period of 36 months, while the maximum amount of the reduction is €3,000 on an annual basis.

The contribution reduction applies to the transformation of a fixed-term contract into an open-ended one; it applies to the continuation of an apprenticeship contract into an open-ended one, provided that the worker has not reached the age of 30 at the date of the continuation; it does not apply to domestic work relationships and apprenticeships; it cannot be cumulated with other exemptions or reductions of the financing rates provided for by the regulations in force.

With regard to young graduates, Article 49-bis of Decree-Law No. 34 of 2019 introduces an incentive in favour of companies that offer donations for the upgrading of laboratories and innovative learning environments in favour of educational institutions with technical or vocational secondary education pathways and hire young graduates from the same educational institutions with an open-ended contract.

## > ROMANIA

Since 2005, the higher education system in Romania has been organised in three cycles: Bachelor the first degree programmes, master programmes and doctorate programmes compatible with the European qualification framework and laid out in [Law 288 of 2004](#).

The main governance approach to youth employment and entrepreneurship is top-down, as both youth and employment are subject to the national policies.

- the Ministry of Labour and Social Protection is responsible for policy design, monitoring and evaluation on youth employment;
- the National Employment Agency (NEA) is responsible for the implementation of most of the employment policies. The National Employment Agency functions under the Ministry of Labour and Social Justice and has county offices and local offices responsible for the direct provision of services to unemployed persons, including youth;
- The Ministry for the Business, Commerce and Entrepreneurship Environment is responsible for policy design, implementation, monitoring and evaluation on youth entrepreneurship. Local offices for SMEs are implementing the youth entrepreneurship programmes of the MBCEE in direct relationship with the young entrepreneurs

Youth employment and entrepreneurship have been among the subjects to be developed at EU level by Romania during its Presidency of the European Council in January-June 2019. However, this didn't generated reforms of the Romanian policy in the field of youth employment or entrepreneurship.

The main policy measures for youth employment, according to the [law on employment and unemployment, law no. 76/2002](#), include:

- young unemployed graduates (from secondary or tertiary education) have the right to an employment bonus of 1 000 lei (about 210 Euro)

- employers of young unemployed graduates (from secondary or tertiary education) have the right to a monthly state subsidy of 2 250 lei (about 473 Euro) for 12 months
- employers of young unemployed vulnerable persons have the right to a state subsidy of 2 250 lei (about 473 Euro)/month for a minimum 12 months of employment
- employers of school or university students during school holidays have the right to a monthly state --subsidy of 250 lei (about 55 Euro) for the employment period
- all unemployed persons (including young people) that are employed at more than 50 kilometres from their home have the right a mobility bonus of about 15 500 lei (about 3 300 Euro)
- all unemployed persons (including young people) that change their residence in order to find a job have the right a mobility bonus of about 12 000 lei (about 2 500 Euro)
- competences evaluation centres can access funding and provide free competences and skill evaluations to young people.

All these measures have been included in the [Youth Guarantee national scheme](#) and in some cases allocation and subsidies have been raised as a result of the streamlining of youth in employment policies as part of the Youth Guarantee scheme.

There are no flexicurity measures focusing on young people implemented in Romania. Among existing flexicurity measures beneficial for young people:

- "tele-working" (working from other places than the employers premises) is allowed and regulated since 2018 (through [Law no. 81/2018](#))
- a maternity leave is granted to mothers for a total of 126 days before and after the birth of a child, a leave is granted to the fathers after the birth of a child, and a separate leave for childcare can last up to 2 years, thus encouraging young families.

On the other hand, no information is available considering the following policy measures (both short-term and structural) implemented at top-level to foster the access of young job-seekers to employment:

- direct job-creation schemes;
- adapted measures to specific target groups identified within the youth population (e.g. long-term unemployed, low-skilled job seekers, NEETs, etc.);
- large-scale outreach strategies to disseminate information about job opportunities and employment support services (e.g. youth employment focal points, dedicated offices or agencies, awareness raising initiatives, etc.)

Funding for integration policy measures provided by the public employment services is ensured by a special budgetary fund of social insurance. It is impossible to separate the value of funding for the integration on the labour market of young people from the total budget of the National Employment Agency for active employment measures.



## > CZECH REPUBLIC

The Czech Republic pursues an active employment policy as outlined in the Employment Law (Act No.435/2004). The authority responsible for implementing the policy is the Ministry of Labour and Social Affairs (MLSA). It does so through the network of Labour Offices across the country, using instruments such as re-training, investment incentives, community service work and socially useful jobs and various contributions for employees, employers and those self-employed (such as contribution during partial unemployment, contribution for induction training, contribution for the transition to a new entrepreneurial scheme, etc.).

Under the Employment Law as amended, graduates can register with the Labour Office as job seekers but the years of study are no longer included in the period of ‘work performed’ as under the previous legislation. For them to be eligible for unemployment benefit, they must have worked for at least twelve months during the last three years, like any other job seeker asking for state support. This amendment is to motivate school leavers with no employment history to seek a job more speedily and has helped to reduce the number of NEETs significantly.

In general, people are protected under the law on social benefit support provided by the State (Act No. 117/1995), as well as other regulations regarding contributions under the country’s welfare and employment support schemes. Job seekers, young people included, can for example benefit from Government Regulation No.515/2004 on financial aid for creating new jobs, provided to employers in high unemployment areas. Education and schooling in the Czech Republic are governed by the Education Act, No.561/2004

The MLSA’s high-level document in place for supporting employment in the Czech Republic is Strategický rámec politiky zaměstnanosti do roku 2030 (The Employment Policy Strategy – 2030), which also addresses the issue of unemployment among young people. It supersedes the Employment Policy Strategy adopted in 2014 for the period until 2020, the results of which have recently been assessed by the MLSA, including the achievement of national objectives. As one of these objectives, the Czech Republic aimed at reducing the unemployment of those aged 15-24 by one-third, to 12.2%, and those with low qualifications by one-fourth, to 18,8%. According to the analysis issued in May 2021, unemployment among young people increased from 5.6% to 8.0% in 2020 on the previous year; for those with low qualifications, it went down from 10.7% to 10.4%. The youth employment national objectives were achieved [1]. Since those objectives were defined against the initial levels of 2010, though, this achievement has to be viewed in the context of historically record-low unemployment in the Czech Republic in the past few years. The same analysis reveals that young age groups have seen a drop in employment, mainly those with elementary and secondary education (without the Maturita examination certificate).

Related to the above strategy is the Czech Operational Programme – ‘Employment’, whose main purpose is to allocate funding from the European Social Fund, to employment-related projects and initiatives within the Czech Republic.

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[1] Source: The MLSA’s document Analýza vývoje zaměstnanosti a nezaměstnanosti v roce 2020 (Analysis of (un)employment trends in 2020), page 2

Until recently, the country's key strategic document focused on the youth was the National Youth Strategy for 2014-2020. Since 2021, there is no national youth strategy any more. Partial aspects of supporting quality youth work and non-formal education are mentioned in the new Education Strategy 2030+.

On the implementation level, the Czech Republic has put in place the Youth Guarantee scheme supported with EU funds through the Youth Employment Initiative (YEI).

Under the current 'reinforced' Youth Guarantee, the country is committed to ensuring that all young people under the age of 30 receive a good quality offer of employment, continued education, apprenticeship or traineeship within a period of four months of becoming unemployed or leaving education.

The Czech Youth Guarantee Implementation Plan was presented in 2013 and updated in 2014. Responsibility for its implementation and monitoring is divided between the MLSA (Ministry of Labour and Social Affairs) as the main coordinator and the Ministry of Education, Youth and Sports, whose focus is primarily on increasing the efficiency of the Czech schooling system to reflect the needs of the local labour market and prevent future unemployment among the youth. The MLSA has deployed the plan via the Labour Office, which, in addition to direct financial support of job seekers, provides counselling and re-training programmes as well as incentives for employers to offer traineeship, apprenticeship and jobs to young graduates.

The documents issued by the Ministry of Education, Youth and Sports that relate to the employment of young people are: the Education Strategy 2020, the Long-Term Policy Objectives of Education and Development of the Education System in the Czech Republic for 2019-2023, and the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and other Creative Activities at Higher-Education Institutions for 2016-2020.

The Office of the Government of the Czech Republic has prepared the Strategy for Combating Social Exclusion, for the period of 2016-2020, addressing the phenomenon of socially excluded (predominantly Roma) communities in some regions of the country.

Generally, government policies reflecting EU policies were prepared for the period until 2020 and updates have recently been issued or pending: for guidance on the updated government plans regarding education and preparation of the youth for employment, stakeholders can refer to the new national Strategy for Education 2030+ (Strategie vzdělávací politiky České republiky do roku 2030+) prepared by the Ministry of Education, Youth and Sports.[2]

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[2] The document is available from <https://msmt.cz/file/54104>

## > SPAIN

Youth Guarantee is a European initiative to help provide young people with access to the labour market.

It focuses on enabling young people who are unemployed and not enrolled in higher education or training to receive an offer of employment, education or training, including apprenticeships or traineeships, after leaving formal education or becoming unemployed.

Spain's national Youth Guarantee system was established by Law 18/2014 of 15 October, which approved urgent measures for growth, competitiveness and efficiency, such as the creation of a voluntary database of young people to serve as a unified demand list available to entities.

This Act was amended by Royal Decree-Law 6/2016, of 23 December, on urgent measures to boost the National Youth Guarantee System. This is an urgent reform of the National Youth Guarantee System, which improves the registration, management and coordination between public administrations of the system, and modifies the aid for hiring young people.

What type of measures are offered Youth Guarantee?

The measures and actions offered are:

- Employment
- Education, training, apprenticeship
- Company internships
- Mobility for international internships or contracts
- Assistance in launching your business idea

Who can offer assistance?

The following organisations offer assistance to people registered in the Spanish Youth Guarantee system:

- Servicio Público de Empleo Estatal (SEPE, State public employment service)
- All Autonomous Communities and the Autonomous Cities of Ceuta and Melilla
- Cámara Oficial de Comercio, Industria, Servicios y Navegación de España (The Spanish chamber of commerce, industry, services and shipping) and its entire network.
- Dirección General de Cooperación Autonómica y Local (MPTFP, General directorate for autonomous and local cooperation)
- Fundación Instituto Cameral de Creación y Desarrollo de la Empresa (INCYDE, Chamber institute for the creation and development of business)
- Fundación ONCE (Spanish organisation for the blind) for cooperation and social inclusion of the disabled
- RED.es (Public Business Network)
- Fundación Escuela de Organización Industrial (EOI, Foundation for the school of industrial organisation)
- Fundación Bancaria La CAIXA (La CAIXA banking foundation)
- Agencia Estatal Consejo Superior de Investigaciones Científicas (CSIC, Spanish national research council)
- Agencia Estatal de Investigación (MCI, National research agency)
- Fundación Secretariado Gitano (Gypsy secretariat foundation)
- The YMCA (Young Men's Christian Association)
- Cruz Roja Española (the Spanish red cross)
- Fundación Acción Contra el Hambre (Action against hunger foundation)
- Asociación Inserta Empleo (the Employment insertion association) under Fundación ONCE

## > TURKEY

In 1981, Turkey's higher education system in accordance with the new Higher Education Act 2547, was restructured in a comprehensive manner. Thus, all higher education institutions were connected to the Higher Education Council (YÖK) and the system was made centralized. After this restructuring, all higher education institutions were designed as universities.

The Turkish labour market has widely recognized structural problems: low education levels among the labour force and consequent skill mismatches; striking differences between men and women, particularly visible in labour force participation rates; different characteristics in rural and urban employment and high levels of rural-to-urban migration; as well as a high level of informal employment. These are problems that affect the whole population, but young people are a particularly disadvantaged group (Yurttagüler, 2016).

In Turkey, an important amount of policy papers identify young people as a disadvantaged group in the labour market. According to Nemutlu and Kurtaran (2008) the policy papers can be analysed in three categories. The first set of papers relate to legal regulations that are deemed necessary for a more effective youth policy. The second set of papers concern the framework of youth work, one of the main areas where youth policy is brought into practice. Finally, a third ones are coined to promote and support the viability and progress of youth policies.

Turkey is undergoing a restructuring process that is characterized by sectoral shifts, privatisation, public sector reform and post-crisis economic adjustment, all of which are likely to displace large numbers of workers. In addition, the expectation of a renewed economic crisis due to the ongoing war in neighbouring Iraq aggravates the problems already existing in the labour market, such as low and declining labour force participation, high levels of unemployment, especially youth unemployment, labour shedding, large informal sector, high underemployment, lack of qualified human capital, skill mismatch and lack of social dialogue. Moreover, the institutional framework of employment and social protection in Turkey has been weak, although a job security law and an unemployment insurance scheme have recently been introduced. A new law defining the role and the capacity of the Turkish Employment Organization (ISKUR), the only public agency delivering employment services in Turkey, is also currently under consideration. In dealing with privatisation or recession-induced redundancy, Turkey has mainly relied on passive labour market policies of income replacement such as early retirement and severance payments (recently also unemployment insurance), commonly used to protect the unemployed and the laid-off workers without increasing their employability. The active measures linking income replacement with active reintegration and reallocation policies, on the other hand, have not been given due attention. here is ample scope for active policies in the context of the Turkish labour market given the costliness of the passive policies on the one hand and the low employment rates on the other. Active labour market policies encompass measures to increase the quality of the labour supply (training and retraining), measures to raise the demand for labour (microenterprise development and self-employment support, wage subsidies, public works and public service employment) and measures to improve the matching of demand and supply (job search assistance and employment services). The background study pointed to the need to complement passive policies with such active measures and particularly emphasized the significance of using new combination of measures, using new implementation agents and structures, formulating a better matching

process between candidates and measures and promoting more involvement of the social partners at both national, regional and local levels in the process of policy design. The study argued for a community-led approach for redeployment of retrenched workers, which ought to be reinforced by improved public employment services. In this context, two important elements were identified as matching displaced workers and labour market measures through 'profiling' of both the unemployed and the vacancies in order to better allocate people to programs and increasing training take-up by raising the efficiency and appropriateness of training and by providing better job consultancy.

## 2.2 COLLECTION OF BEST PRACTICES RELATED TO THE EMPLOYMENT AND JOB INCLUSION OF YOUTH AND YOUNG PEOPLE

### *BRIEF DESCRIPTION OF GENERAL FRAMEWORK*

In this paragraph each partner organization collected a certain number of best practices related to the process of employment and job inclusion of the youth and young people in their national and regional labour market. Some specific projects carried out by Ministers or by Multinational or SME were collected and summarised to give an overview on how each country is in the last years involved in this complex scenario. Differences and sometimes similarities are frequent considering the particularities and the market evolution that the 6 nations have been living in the last decades. Also academic initiative and courses have been collected to give to this paragraph a complete and general overview in the different geographical context.

### > PORTUGAL

The Alliance for Youth was born as a private initiative of a company, Nestlé, concerned with the scourge of youth unemployment in Europe and is today a project<sup>9</sup> that unites 200 European companies, around the goal of creating new job opportunities and qualification for young people on the old continent. Not only do they promote jobs and internships, but they also work together with the authorities and schools to create new “opportunities”. The number of “allies” has not stopped growing since 2014. According to a recent study by the consultant Nielsen carried out among 1700 young people, 96% of respondents say they believe that the initiative can be a source of professional opportunities and an important ally to find jobs later completion of their studies. Dual education plays a vital role in the Youth Alliance's strategy. Since the creation of the initiative, the companies involved have created more than 620 dual education systems in countries like Spain, Croatia, Poland or Italy and have organized more than 10,000 structured workshops to prepare young graduates for job interviews and search strategies active employment, capable of supporting their integration into the labor market. In the specific case of dual education systems, they combine vocational training in the workplace with higher education diplomas and are already fully integrated into school curricula in countries like Germany or Austria, with a high success rate and a strong impact on employability. The aim of the Youth Alliance is now to extend its deployment to the rest of Europe, thereby hoping to increase the effectiveness of its strategy to combat youth unemployment.

In November 2019, the Green Paper for the Promotion of Employability of Higher Education graduates<sup>10</sup> was published. Concerning the monitoring and guidance of the professional path and career management, it is mentioned that the preparation of students to work in different cultures and with different realities from those in which they were born and grew up is, today, an obligation for higher education institutions in what concerns designates internationalization of the curriculum.

There are business associations that promote professional insertion, such as:

-Aveiro district industrial association: <http://aida.pt/aida/apresentacao.html>

Reasons that justify recommendations about the transition from the academic context to the work context, among which we highlight the following:

-On the part of the Employability Promotion Office (EPO): Encourage students to build a career management plan and promote the construction of portfolios of experiences and skills with significance for the development of employability. Promote the increase of economic, financial and labor literacy to support insertion in the labor market - ABC do Futuro Diplomado. Make relevant, up-to-date and differentiated information available online about Employment and the Labor Market. Conduct regular sessions / courses on career management, personal brand management and communication, CV writing, (e) portfolio, management of social networks and networking, oral and written communication. Provide career counseling spaces, both individual and group. Hold annual events in contact with the labor market, such as job fairs, recruitment presentation sessions, interactions with entrepreneurs. Create a network of mentors, using alumni and publicly recognized professionals, who are available to support students in their career management process.

In this item, lectures/workshops/webinars/open classes were sought, promoted by the HEI, regarding the development of students' skills for better integration in the labor market. Some of the most recent ones are mentioned, the range being very varied, and noting that many HEI show this attention to the importance of each student's personal development, in addition to academic training. All of these initiatives are attended by academics and employees of companies established in the market.

**Theme:** Job search techniques; Personal marketing and image management; preparation for a selection interview. (July 2019)

**Theme:** Entrepreneurship and Success Cases (April, May 2018)

**Theme:** Recent Dynamics in the Labor Market in Portugal (May 2019)

**Theme:** The Social Employment Market as an instrument to combat Social Exclusion (April 2020)

**Theme:** The evolution of the market, work and business in democratic Portugal and the great challenges of the near future (November 2020)

**Theme:** Perspectives and trends for the business application market

**Theme:** How to prepare your resume for the job market (27 and 28 January 2020)

**Theme:** Tools to approach the market; Job interviews; Social Networks in Job Search (LinkedIn Profile). (November and December 2020)

**Theme:** After the Internship... Integration Scenarios in the Labor Market (November 2020)

**Theme:** Time management; conflict resolution and negotiation; Communication; design thinking; motivation and purpose; collaboration; critical thinking, leadership, pitch (2020).

**Theme:** Millennials - A job is not for life (December 2020)

**Theme:** Job search techniques (November 2017)

**Theme:** anxiety management; time management; public presentations and job search.

**Theme:** People Management: Skills in the Labor Market (January 2021)

**Theme:** Shaping your Future (2020)

**Theme:** Skills with a Future (included in the Improve Yourself Program)

**Theme:** career management and identification of opportunities in the labor market

## > ITALY

**Teamwork. Train to change your life!** In Italy, Actionaid, an independent international organisation committed to fighting the causes of poverty, is promoting the Teamwork (Lavoro di squadra) project. The project takes place in Turin, Milan, Bari and Reggio Calabria. The aim is to consolidate a working model that contributes to the socio-economic integration of young people aged between 15 and 29 through sport. The project lasts 24 months and includes 3 phases: 1) selection and involvement of young people, 2) sports training, divided into 3 groups of about 16 young people each in each city, organisation of amateur competitions and a final tournament in the selected sports disciplines 3) orientation and accompaniment of young people towards employment opportunities, also through a work grant of 300 euros.

ConNEETtori (Connectors) Training and inclusion paths for young NEETs. In general, the aim is not simply to offer a job to get young people out of the NEET statistic, but to make young people themselves from passive spectators to active agents in planning their own lives, thus able to find their place in the world, even before a job.

The objectives are:

- analysis of existing arrangements at local level
- support for the implementation or continuation of instruments dedicated to the development of activities and policies towards NEETs
- analysis of the educational, training and work-accompanying pathways offered by the various institutions
- support for the development of local integrated programming
- involvement of trade associations and trade unions
- meetings with young entrepreneurs who are "trying out" in up-and-coming sectors that could be of interest to digital natives
- stimulating and promoting therefore the protagonist and awareness of the people involved
- support for active job search by promoting individual empowerment

**Green&Blue economy** Integrated measures between participatory local development and employment in the Green&Blue economy - Guidelines for project development [Sardinia Region](#). The paths, designed with the direct involvement of the economic and social realities of the territory (e.g. public bodies, employers' associations, enterprises), are addressed to people resident or domiciled in Sardinia, inactive, unemployed, with particular reference to long-term unemployed, young people up to 35 years old, NEET, with particular attention to the promotion of female participation. The aim of the pathways is to support business creation and self-employment.

**Project "Digital Skills For The Future"**



Professional profile: Professional figure supporting the development of Web services to ensure the conformity of what is realized with respect to Web accessibility specifications. Skills release: 1. To control, evaluate and manage accessibility issues, always intervening with appropriate language adapted to the type of user (developer, editor, end user); 2. Stimulate the productive involvement of users and stakeholders in the implementation and verification phases; 3. Produce accessible content; 4. Produce regular reports on the accessibility of products. Possible career prospects: The WEB ACCESSIBILITY EXPERT deals, in the various project phases, with the support of the implementation and verification of the accessibility of information and services based on Web technologies, based on the needs of all users. His/her role is related to the type of intervention: he/she can support the development of interfaces, applications or content for the Web. He/she may work as a freelancer, for agencies specialized in the development of Web services or within an organization.

**Project " Digital evolution in the South "**. Professional profile: He/she creates, sets up and codes multimedia applications and websites to optimize the presentation of information, including marketing messages; Makes recommendations on technical interfaces and ensures sustainability through the application of appropriate content management systems.

#### > ROMANIA

The Learning Center of the "Alexandru Ioan Cuza" University of Iasi is established in 2018, through [ROSE program](#), with funds from the World Bank and has been operating since the first semester of the 2018-2019 academic year, creating a special space dedicated to ensuring optimal conditions for individual and assisted study, especially for students at risk of dropping out or not being promoted, the main goal being to continue studies and improving educational performance. (centruldeinvatare@uaic.ro ).

[The Erasmus program for tertiary education](#): Within the Erasmus + program, 72 higher education institutions in Romania implement projects for which they receive funding from Erasmus + funds: mobility projects between program countries (KA1); mobility projects with partner countries (KA1); strategic partnership projects (KA2); centralized projects at EACEA level (Capacity Building in the field of Higher Education, Erasmus Mundus Joint Master Degree, Jean Monnet actions)

At the university level, there are Erasmus + Program Offices (BPE +) that manage Erasmus + projects, implement their activities, promote relevant information and disseminate the results obtained, organize mobility, support, guide and monitor mobility participants.

The 2014-2020 [Competitiveness Operational Program \(COP\)](#) supports investments to address the needs and challenges of low economic competitiveness, in particular with regard to (a) insufficient support for research, development and innovation (RDI) and (b) infrastructure underdeveloped by ICT and implicitly poorly developed services, thus positioning itself as a factor generating horizontal interventions in the economy and society, likely to lead to growth and sustainability. The following areas of smart specialization have been identified in the National Innovation Research Strategy 2014-2020 and are supported by the COP: bioeconomy; information and

communication technology, space and security; energy, environment and climate change; eco-nano-technologies and advanced materials.

The project [Relevant curriculum, open education for all \(CRED\)](#) is operating at national level during 2017-2021 and has a budget of aprox. 42 mil. A total of 55.000 teachers across Romania will be trained on how to apply the new school curricula, including Personal Development and Counselling and personal development (for pre-univ. students). A total of 7200 Open Educational Resources will be created to support the implementation of the new curriculum from the perspective of developing key competences and supporting vulnerable students.

[The Human Capital Operational Program 2014-2020 \(POCU\)](#) establishes the investment priorities, specific objectives and actions undertaken by Romania in the field of human resources, thus continuing the investments made through the European Social Fund during 2007-2013 and contributing, at the same time, to achieving the general objective of the Partnership Agreement (PA 2014-2020) - implicitly of the European Structural and Investment Funds in Romania, namely, to reduce the disparities of economic and social development between Romania and the EU Member States.

European Social Fund projects supported by the Operational Programme Human Capital:

- in 2018, the project [ACTIMOB 1](#) supported registration and support for young NEETs with a budget of 2 112 246 lei (about 470 000 Euro)
- in 2018-2021, the project [ACTIMOB 2](#) supports supported registration and support for young NEETs with a budget of 227 783 035 lei (over 49 500 000 Euro)
- in 2018-2022, the project [UNIT 2 RMD](#) supports the trainship and apprenticeship of young NEETs in Bucharest and Ilfov region with 6 053 956 lei (about 1 270 000 Euro) and project [UNIT 2 RMPD](#) supports the trainship and internship of young NEETs in less developed regions with 38 629 300 lei (over 8 115 000 Euro)
- since 2019, the project [UNIT 5 RMD & RMPD](#) supports the trainship and apprenticeship of young NEETs with about 76 million Euro
- in 2017-2019, the project [ACTIMOB NEETs](#) supported registration and support for young NEETs with a budget of 40 866 509 Euro
- in 2019-2021, the project [ACTIMOB 3](#) supported registration and support for young NEETs with a budget of 57 126 603 Euro Euro.

## > CZECH REPUBLIC

The Czech higher education system has undergone significant development from a quantitative point of view. As recently as 2002, some 22 000 new university graduates entered the labour market. Thanks to a massive increase in the proportion of students studying and graduating from university, there were almost 30 000 more of them 10 years later. However, this growth was gradually hampered, and eventually completely reversed, by demographic trends, with very weak

graduating classes, so that in 2017 just under 39,000 university graduates entered the labour market.

At the same time, the economic situation and the associated overall unemployment rate also changed significantly. The first period associated with low unemployment rates for both overall and young college graduates peaked in 2008. This was related to the rapid economic growth that took place in the Czech Republic from 2004 (EU accession) until 2008 (the beginning of the economic crisis) and the dynamics of new job opportunities creating favourable conditions for employability (low unemployment) and good employment of university students. Then the economic crisis occurred, which caused a general increase in unemployment. This period peaked between 2013 and 2014, when the unemployment rate for university graduates was the highest in the last 10 years. Since then, a significant improvement in the economic situation, coupled with a year-to-year decline in the number of new university graduates, has led to a situation where the unemployment rate of young university graduates in the Czech Republic is currently the lowest of all European Union.

In this perspective, there are no appropriate and up-to-date examples of good practice available in the Czech Republic. Those that are available are not reflecting the current situation and labour market trends in the country and cannot provide relevant reference for the development of further outputs of the project.

## > SPAIN

### **Dual VET system programs in CESUR**

The Dual VET system is a new modality in the vocational and educational system. This system is implemented in alternance between the training centre (CESUR) and the company, with a certain number of hours and days in each one.

The features of this kind of training are:

- It applies with new pedagogical methodologies (as project-based work), it promotes the curricular adaptations, and it is a training very linked to the current needs of the productive system.
- Collaboration with leading companies of the sector with the personal whom designed the student's training itinerary. At Cesur we collaborate with renowned companies such as Cash Converters International Limited, Accenture Limited.
- Financial remuneration to students by the companies in consideration for practical training. In Cesur, our students received 300€ per month.
- Training of excellence with distinction compared with the traditional methodology since it offers the students real possibilities of integration in the labour market with all the guarantees and the best training.
- The VET Dual system is consolidated as a source of labour insertion, reaching 65.12% facing the traditional VET system where this rate is 55.10%.

**Ceuta Open Future, the Telefónica and Cesur programme for the promotion of entrepreneurship and innovative training.**

The Ceuta Open Future program is an initiative whose main objective is the creation of an entrepreneurial ecosystem based on innovative projects that will have a direct impact on the promotion of employment. The promotion of talent, the digital transformation of companies, the commitment to entrepreneurship and technological training are the axes on which this joint collaboration initiative between Telefónica and Cesur revolves.

The aim of this program is the cohabitation of the selected startups by the Business Acceleration Hub by Telefonica and the Higher Education VET students from Cesur (web application development program).

Cesur students will benefit from all the advantages that the Open Future program provides to startups:

- Own company acceleration methodology focused on getting the maximum potential from accelerated projects.
- Personalized mentoring, adapted to each Project circumstances and lead by professional experts in all areas.
- Networking Open Future with others professionals, entrepreneurs, network of mentors and other stakeholders.

Telefónica Open Future, as part the of Connected Open Innovation Area, is a net made of more than 40 spaces or innovation hubs with presence in Spain and Latin America. A global platform designed to create business opportunities connecting entrepreneurs, investors and public/private partners around the world.

## > TURKEY

The Turkish Qualifications Framework (2015) establishes an integrated standards framework for all education levels to promote lifelong learning, permeability between tracks and international mobility. The Vocational Qualifications Authority (VQA) oversees implementation, supported by a 3-year action plan. VQA has been working to incorporate quality-assured general, vocational and academic qualifications. Within the first year, the TQF's alignment with the European Qualifications Framework was approved and, by 2020, all formal VET programmes were aligned to the TQF. The European Commission (EC) (2018) advised Turkey to continue efforts to fully establish quality assurance, credit systems, inclusion of qualifications, and validation of non-formal and informal learning. MoNE's General Directorate for Lifelong Learning (2011) leads non-formal educational provision for those beyond the age of compulsory schooling. The Lifelong Learning Strategy Paper (2014-18) identified six priority areas: raising awareness, increasing opportunities, expanding access, developing a guidance counselling system, recognising prior learning and establishing a monitoring and evaluation system.

The Distance Education for Lifelong Learning Project (2016-20), has aimed to increase access to flexible learning opportunities in general, vocational and technical courses through promoting online learning. The Literacy Campaign (2018) offers adult literacy courses through schools and public learning centres across the country. It reached over 1 million participants in its first two years, with 200 000 people receiving their primary school diploma. The General-Directorate for Lifelong Learning monitoring report (2018) indicates that participation had increased considerably

since 2007, particularly among women, but that in online learning specifically, only 36% of registered students were actively participating, calling for quality to be strengthened further.

Turkey introduced the Specialised Vocational Training Centres Skills'10 project (UMEM, 2010-15) to address high levels of unemployment stemming from the mismatch between skill supply and demand by involving employers in the skills development of the unemployed. To this end, Turkey conducted its first Labour Force Market Needs Analysis (2010), designing vocational courses aligned with the results, which covered three months in-school theoretical-practical training and a three-month internship. UMEM supported 140 VET secondary schools to expand their technical infrastructure to meet increased demand. Trainees received financial support during the training and subsequent job seeking, and companies employing successful trainees were exempted from certain charges. The OECD (2017) reported that 225 000 people were trained and approximately 75% of them employed through the programme, making it an important initiative for involving employers in developing the skills of the unemployed.

In 2010, Turkey launched the Movement to Enhance Opportunities and Improve Technology (FATİH) project, aiming to extend and enhance the use of technology in teaching and learning. The project was initially a collaborative effort led by the Ministry of National Education with the support of several other ministries, the Treasury and the Scientific and Technological Research Council. FATİH has evolved into a longer-term programme that seeks to foster digital skills and improve access to Information and Communication Technologies (ICT) in schools. The project has five key lines of action: Establishing the necessary infrastructure, including broadband internet connection, tablets, interactive boards, and online platforms; Developing and managing online educational content and resources; Promoting the effective application of ICT in teaching programmes; Offering professional development to teachers including face-to-face and online training; and Ensuring the ethical, reliable, manageable, and measurable use of ICT.

## 2.3 OVERVIEW OF TRAINING OPPORTUNITIES FOR YOUNG PEOPLE WITH HIGHER QUALIFICATIONS

### *BRIEF DESCRIPTION OF GENERAL FRAMEWORK*

In this paragraph a series of specific and local initiative were collected by the partner organizations related to the main activities carried out by the educational and training centres (University, school, VET, etc) in their context to support young and university students. Also some concrete examples of activities carried out by the local offices of Universities, municipalities and/or School and Vet institutions were listed to give to this report a general and specific overview of all the possible activities carried out. Subjects, courses, modules, seminars, workshop and more have been collected thanks to a series of specific surveys carried out at local, regional and national level.

### > PORTUGAL

Human Relations;

- Develop a Strategic Behavioral Management Plan, considering the fundamental axes and functions of Management: Define, Analyze, Measure, Change and Follow;
- Understand the strategic and operational implications;
- Know Management Functions;
- Align with Modern Organizational Thinking;
- The implication of Information and Communication Technologies in Human Resources Management;
- Results oriented;
- Candidates must know how to develop and manage a Management Control System, understanding its importance for the management of organizations;
- Monitoring and Follow – up model;
- Balanced Scorecard;
- The four perspectives;
- Key Performance Indicators to select;
- Organization levels.

### > ITALY

#### **Technical and cultural competencies and contexts:**

The contexts of education, training and work: public and private actors, policies and objectives

**The social context: local authorities, social services, communities**

Labor legislation, union rights and contracts  
Economics and business organization  
Fundamentals of psychology and sociology of work  
Safety in the workplace and privacy management  
Technical and professional skills  
  
Relationship and communication management  
Information retrieval and development of informational materials  
Profiling of the beneficiary of the orientation service  
Guidance information  
Guidance counseling  
Individual project development  
Guidance support during specific transition experiences  
Educational guidance and system functions  
Documentation management, monitoring and evaluation of services  
Innovative tools for knowledge, analysis and planning

**Total Quality Management in the management of human resources**

Techniques of analysis and individualized planning  
Economic-productive and professional panorama: insights and testimonials

**> ROMANIA**

The University of Bucharest has a Career Counseling and Orientation Department (DCOC) whose organizational structure includes: Information Center, Professional Guidance and Counseling (CIOCP) and the Labor Market Relations Office (BRPM). The department develops on three main pillars: counseling and career orientation services, training and workshops for information and promotion. The Career Counseling and Orientation Department of the University of Bucharest conducts a whole series of activities that follow a well-developed strategic plan aimed at developing the services offered to students and graduates, strengthening the university's relations with the business environment and developing projects or events for an easier transition from student life to employee life (University of Bucharest, 2018). DCOC provides students with a guide that includes details on the usefulness of counseling services, various forms of professional experience that students can access (volunteering, internship, company visits, etc.) and provides examples of drafting CVs and letters of intent. The guide is interactive because students can present their personal experiences from internships or volunteer programs. At the same time, the University of Bucharest manages a website that presents career opportunities (University of Bucharest, undated 1 and 2).

Among the events organized by the University of Bucharest through the Department of Career Counseling and Guidance, there are: UnibucPM (interactions between employers, teachers and

students), Career Days (professional training, presentation of opportunities, internships, volunteering and practice), Meetings of the Education-Industry Council (meetings between potential employers, teachers and students), Career Education Caravan (seminars with high school students on decision management, self-knowledge).

‘Alexandru Ioan Cuza’ University of Iași through the Department of Services for Students and Graduates (DSSA) provides services such as: educational counseling, psychological counseling and career counseling (focuses on the main aspects of career projects, identifying opportunities and strategies for presenting individual skills and potential). Within DSSA there are a number of centers such as the Center for Educational, Psychological and Special Needs Counseling – CCEPP, Center for Professional Information, Career Guidance and Placement – CIPO (provides professional planning services), Alumni Center (facilitates the process of communication between graduates and academia); INSERT Center (conducts studies and thematic research focused on investigating the insertion of students and graduates on the labor market). The activities regarding the face-to-face interaction of students with professionals and representatives of public and private institutions are: The Living Library – Read a professional (2011-2016); Having tea with a professional; UAIC Career Days (trainings and workshops on career development); Open Doors Days at UAIC; Freshmen Days; University caravans; Welcome to UAIC; trainings and thematic meetings. The INSERT Center periodically prepares a report on the insertion of UAIC graduates on the labor market, a document that includes information on the rate of professional absorption of former students of the university.

Babeş-Bolyai’ University (UBB) in Cluj-Napoca has the Center for Career, Alumni and Business Relations (CCARMA), accredited by AJOFM Cluj-Napoca. It is noteworthy that the CCARMA website hosts an online recruitment platform called Smart Dreamers (undated) which posts constantly updated job announcements, online counseling services, a platform with announcements on career related events in UBB. The Career, Alumni and Business Relations Center organizes thematic workshops, trainings, services for companies/ institutions that want to promote their job offers. UBB focuses on a series of hands-on activities with students, aimed at preparing them for the labor market: correct drafting of CVs, SWOT analysis, design of SMART objectives (specific, measurable, accessible, relevant and time-bound objectives), identification of personal skills, obtaining recommendations, outlining a correct personal image in the online environment, uploading CVs on various specialized platforms, following the activities of professionals in the field of interest, identifying events and opportunities in career development. In general, the services offered focus on career guidance, thematic workshops, evaluation and testing, internships and job promotion activities.

#### > CZECH REPUBLIC

Information N/A



## > SPAIN

Within the Pedagogy degree, there is a specific itinerary that specialises in Guidance in Education, understanding this speciality to guide young people of school age.

- Diagnostic techniques and tools
- Vocational guidance
- Personal and school guidance programmes
- Educational assessment of learning
- Pedagogical implications of learning styles

On 21 July 2020, EU leaders reached agreement on a budget for more than EUR 1.8243 trillion for the 2021-2027 budget. This package, which brings together the multiannual financial framework (€1.0743 trillion) and extraordinary recovery measures under the Next Generation EU instrument (€750 billion), will contribute to rebuilding the EU after the COVID-19 pandemic and support investment in the green and digital transitions.

Regarding Spain:

- Firstly, the new funds to finance physical and human capital, including 154.996 million from the Next Generation EU and 43.813 million from the Multiannual Financial Framework 2021-2027.
- Secondly, the reprogramming of existing funds, both to finance physical and human capital and to alleviate the crisis in a short term, which is the 36,839 million non-executed funds of the Multiannual Financial Framework 2014-2020.
- Thirdly, new funds for income and price support, including 39.193 billion from the European Agricultural Guarantee Fund and 21.3 billion in the form of loans from the European Temporary Support Instrument for Mitigating the Risks of Unemployment in an Emergency.

Finally, with regard to the Next Generation EU funds, Spain will receive a total of 154,996 million euros.

## > TURKEY

In Turkey, all higher education institutions have career consulting and development centres in their campuses. The provided services are below:

- counseling and career orientation services,
- training and workshops for information and promotion.

Besides they focus on a series of hands-on activities with students, aimed at preparing them for the labor market: correct drafting of CVs, SWOT analysis, design of SMART objectives (specific, measurable, accessible, relevant and time-bound objectives), identification of personal skills,

obtaining recommendations, outlining a correct personal image in the online environment, uploading CVs on various specialized platforms, following the activities of professionals in the field of interest, identifying events and opportunities in career development. In general, the services offered focus on career guidance, thematic workshops, evaluation and testing, internships and job promotion activities.

According to the source, the data are ILO estimates. In 2020, the estimated youth unemployment rate in Turkey was at **22.66 percent**. **Turkey's unemployment rate** reached 12.9% in the first quarter of 2021, up 0.1 percentage point from the previous quarter, the country's statistical authority announced on May 2021.

Turkey's late 2018 economic recession not only ended a period of increasing employment levels but also slashed more than 700,000 jobs. These losses affected young people (15-24) in terms of a tougher labour market and can be measured by increases in their NEET rate (21.9 to 23.5 per cent, 2018-2019) and unemployment rate (20.3 to 25.4 per cent, 2018-2019). Just when the economy had started growing again the COVID-19 pandemic arrived to Turkey bringing the NEET rate further up to 27.1 per cent as of November 2020.

As addressed in the ILO reports given below, which discuss the youth employment from various perspectives, young people work in precarious and informal jobs more than the adults and therefore hit by COVID-19 pandemic the hardest: The risk of losing jobs is three times higher for young people than adults.

### **3. FOCUS GROUPS WITH TARGET GROUPS ABOUT TRAINING OFFER AND LEARNING NEEDS**

#### *BRIEF DESCRIPTION OF GENERAL FRAMEWORK*

Each partner organization have planned and develop 4 **focus group**, a **method** of data collection that enabled the researcher to host a **discussion** between a number of respondents through an **online** platform; due to the Covid 19 restrictions, the respondents have been 144, around 24 for each partner, divided into 4 groups of 6

1. 6 participants coming from University personnel, like professors, teachers, department and faculty director, faculty communication manager, rector, etc.
2. 6 participants manager or expert in market sector **coming from university and non university.**
3. 6 participants **coming from public and private market sector** professionals like manager, chamber of commerce representative, career counselling, trade union employees, communication expert, trainers, etc.
4. 6 participants **between unemployed students and last year University student 20-29** years old.

The Focus Groups thanks to the operators, professionals and stakeholders involved, and according to a shared methodology, aimed at further discussing problems and gaps in the job placement process and current training offer and training needs for youth and young adults, barriers to access and sustainable employment, producing a series of specific ideas and possible solutions that the partners have listed and summarised.

#### > PORTUGAL

The main skills and competences to be integrated in future education, training and training plans in these employability areas were identified in the various focus groups carried out in order to enhance the professional integration of young people with higher education:

##### **Skills improvement**

- Strategic and organizational skills
- Ability to negotiate and reach agreement, solving problems, decision making
- Problem-resolution
- Human Resources Strategies
- Personal Training

##### **Personal branding**

- Personal development
- Good curriculum vitae
- Promoting differentiating and preparing

- Applications and interviews
- Professional posture
- Assertiveness
- Interpersonal relationships in a working world
- Knowledge of oneself
- Employment portfolio

### **Innovation and creativity**

- Proactivity
- Digital Solutions to Enrich Skills and Competences
- Willingness to learn
- self-learning
- Active learning methodologies
- Gamification

### **Entrepreneurship**

- The ability to turn an idea into a successful product
- The ability to turn an idea into a successful product
- Ability to identify business risks and opportunities
- Promotion of self-employment and accelerator of enterprises
- Risk management
- Basic business administration.

### > ITALY

One of the problems that emerged already during the first of the four focus groups was the difficulty of the ideation of a training course containing many competences related to many Faculty and Department. The main problem and lack listed by the participants were the limited transversal skills offered to the students during their university studies, the complexity for many students to get in touch with the labor market, the Covid dynamics that created strong limitations to meet the human resources offices of the companies, the lack of the University system to create a connection between students and a certain number of labor sectors.

We tried to make a brainstorming on potential modules to develop during the Tsemy project. These titles with relative contents were proposed:

Module 1: New Media and Social Network Communication

Module 2: Human Resources Strategies

Module 3: Third Sector and Circular Economy Context

Module 4: Digital Solutions to Enrich Skills and Competences

Module 5. Overcome Labour Market Obstacles

Module 6: Stages and Apprenticeship opportunities

All the six modules appeared to the participants suitable for the training path to be developed for the second focus group too. On the other hand, considering the specializations and expertise of the participants, some indications for the design of at least one module focused on the world of marketing, including sales techniques and a series of notions on social marketing and digital marketing, were considered absolutely necessary. Two new modules to be added at the previous list bringing the number of our modules from 6 to 8.

Module 7: Digital and Social Marketing

Module 8: Sales Promotion Marketing and Negotiations Techniques

After a deep analysis on all the possible new topics to be added at the training process, a list of other 3 new modules were added from the third focus group. The Covid 19 crisis was also part of the discussion and the enormous loss of jobs in the present time and in particular in the next future, has moved the discussion on contingent and structural critical issues. A list of four new concept were focused and indicated as essential: “Resilience and adaptation in the future labour market”, “Solutions and options to adapt skills and competences to the post pandemic new market needs”, “Approaching and solving the new labour market barriers” and “Work placement contracts”. So, another module was added to the list.

Module 9: Solutions and options to adapt skills and competences to the post pandemic new market needs

A list of four new Modules were focused and indicated as essential: “Personal Training on Time Management”, “Communicate effectively in different contexts”, “Working synergistically, flexibly and with a Critical approach”, “Covid 19 Crisis, how to manage the unemployment effects”

Module 10: Personal Training on Time Management

Module 12: Working synergistically, flexibly and with a Critical approach

Some suggestions were made on the possibility to learn and have the training modules available also on a mobile phone or tablet App, this because of the enormous time that these 2 devices are used by the young during the hole day.

Also, the possibility to create two different and diversified paths, the first for the University and non-University students, the second for NEET and unemployed youth, was discussed and considered as a positive solution.

## > ROMANIA

The main conclusions of the groups include the following ideas:

- Universities should invest in building a systemic longitudinal research for information and data collection which should reveal the main aspects of the graduates’ insertion in labor market. This data should include students, graduates, teachers but also other institutional actors, to ensure the capacity of institutional decision-makers, to adopt evidence-based policies in higher

education. These information could also be used for the management of qualifications, in curricula, covering the need for certain skills on the labor market, as well as the evaluation of career guidance services, but also the evaluation of the quality of the study programs. Also making typologies regarding the situation of graduates not inserted in the field of work is highly needed.

- There was a general agreement between respondents that even if the problem is global, solutions must be local – adapted for each context (domain, specialization, cohorts of students) and the whole group doubted that a systemic universal training program will have a long run success. This does not apply to developing support services for students (information, orienting and counselling) – which is already covered by the career counselling and orientation service (existing at university level) and the Alumni organization. Therefore, the general proposal for the training methods was to introduce small transversal skills modules inside the existing curricula (aiming to further develop the key competences such as communication and entrepreneurship) and to develop partnership programs together with strategic employers, divided by areas/domains, for each faculty, for specific insertion programs. Therefore, university teachers should be trained by experts in the field.

- Multidisciplinary teams should be set up to include representatives of universities, representatives of employers but also students or graduates to find solutions in which the contribution of these essential actors is explicit. Their needs and benefits are reflected in the quality of products and services made by companies. There is still too much theory to be learned at university and this is to the detriment of some basic practical skills that are required of any graduate on his first employment. The proportion between theory and practice should simply be reversed and practice stages increased. Complementary activities, such as job fairs, workshops, interviews with practitioners, mentorship programs or exploratory focus groups for different professions should be systematized at the level of each faculty and each year of study. An optional discipline dedicated to these aspects could be extremely valuable. Such optional discipline could include topics and activities like: employment portfolio preparation sessions, job interview simulation, company presentations, training sessions for the development of students' transversal competencies, activities with alumni, educational and occupational routes available in the university curriculum, specifics and essentials of labour legislation, educational visits, focus-groups, exploratory researches, study cases. There should be a specific expert who could organise such a program, in cooperation with employers, relevant associations, NGOs, students groups, public institutions, etc.

- Outlining the professional trajectories of graduates during university studies seems to be essential to increase employment rate of the graduates (but also their performance at work), accompanied by making the necessary correlations between the educational path, the field of specialization of graduates and the insertion process, respectively the current field of activity. Employers will always come up with developing specific job related skills through training activities but it is important to associate the specialization held with the field of work, for a better retention – on one hand, and for a maximum educational effect – on the other hand.

- The idea of designing a special training program is more than welcomed and useful, in the opinion of respondents. The general consensus is that students should learn in a practical way all

those things that are really useful for them in order to become good highly valued employees. This training should be modular and designed to work with reduced number of students, in order to properly focus on skills development, not only knowledge. Main topics should be related with communication, solving problems, entrepreneurship, decision making and personal development.

- development of contents and curricula that focuses much more on skills and competences training (opinions on the allocation of responsibilities in skills training), on personal development (self-assessment of having the necessary skills in the workplace, the usefulness of the diploma, the overall assessment of the usefulness of studies for the current job), on professional career (aspirational level).

For the relationship between teachers and students, the most important aspects that could be easily fixed are to provide detailed comments on student materials and establish a clear, better formalized and localized consultation program. Students consider that most employers are considering a greater importance given to one's own personality traits, but also to transversal competences than to the competences specific to one's own field – even if the same entrepreneurs require extensive work experience for recent graduates!

- some topics can address to all students – the development of transversal skills but other topics should address specifically for certain categories of students. Not all respondents were aware of the fact that the university provides a career orientation and counselling service so they concluded that this kind of services should be provided inside each faculty. While some of the respondents (from IT domain) could mention many activities/workshops/programs related with work field, others declared that there was not activity of this sort during their studies (Psychology) but mentioned the involvement of student's specific associations. They all considered that a training course on this topic should be designed in close cooperation with employers and it should include practical activities at employers' premises.

### > CZECH REPUBLIC

As the most important finding we consider a set of competencies necessary for every employee, especially the young university graduate, to have in order to be successful in seeking the job. These competencies occurred in all discussions and significantly overlap in most items. The full list of the competencies is as follows:

- Communication skills (oral and written expression)
- Reading and understanding work instructions
- Fluency in foreign languages
- Ability to work in multicultural or environmental environment
- Working with numbers in a job
- The ability to make decisions
- Ability to solve a problem
- Take responsibility

- Adaptability and flexibility
- Team work ability
- Ability to lead
- Presentation (of data)
- Willingness to learn
- Stress management
- Creative and flexible thinking and acting
- Ability to think and act „economically“
- Enterprising, to have a sense for opportunity
- Legal capacity

To provide the above mentioned findings with a framework, we suggest using the concept of **six skill domains**. We identified the above listed basic areas of training with **six global trends** that form the basis of the changing role of university graduates in economic life. We described each competence by several characteristics and stated indicators to measure them.

Based on all the above mentioned findings and conclusions, we suggest the following overall framework of the training:

<b>Global Trends</b>	<b>Competence</b>	<b>Competence characteristics</b>	<b>Competence indicators</b>
variability and diversity	flexibility	<ul style="list-style-type: none"> <li>● the ability to cope with change and uncertainty</li> <li>● the ability to learn new things</li> <li>● Skill to be employable (invest in further education, take responsibility for one's own career)</li> </ul>	<ul style="list-style-type: none"> <li>▪ ability to handle stressful situations and obstacles</li> <li>▪ the ability to adapt to changed circumstances and conditions</li> <li>▪ ability to learn and organize their learning</li> </ul>
new technologies (ICT)	innovation and knowledge management	<ul style="list-style-type: none"> <li>● innovative and creative abilities) creativity, curiosity)</li> <li>● network and strategic ICT skills</li> <li>● implementation capabilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ skills to work with information</li> <li>▪ ability to identify and solve problems</li> <li>▪ skill of creative and flexible thinking and acting</li> <li>▪ the ability to make independent decisions</li> <li>▪ computer skills</li> <li>▪ mathematical skills</li> </ul>



focus on organizational performance	mobilization of human resources	<ul style="list-style-type: none"> <li>● interpersonal skills (communication skills, ability to work in a team)</li> <li>● managerial skills (working in budgetary and time constraints, the ability to lead others and oneself)</li> <li>● strategic and organizational skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ organization and management, the ability to lead a team</li> <li>▪ team work ability</li> <li>▪ ability to communicate with people, negotiate</li> </ul>
globalization	international orientation	<ul style="list-style-type: none"> <li>● knowledge of foreign languages</li> <li>● intercultural skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ language skills in foreign language</li> <li>▪ ability to work in intercultural/international environment</li> </ul>
changing economic conditions	entrepreneurship	<ul style="list-style-type: none"> <li>● ability to identify business risks and opportunities</li> <li>● cost awareness</li> <li>● the ability to turn an idea into a successful product</li> </ul>	<ul style="list-style-type: none"> <li>▪ entrepreneurship, to have a sense of new opportunities</li> <li>▪ ability to think and act economically</li> <li>▪ legal capacity</li> <li>▪ ability to take responsibility</li> </ul>
necessity of communication	presentation	<ul style="list-style-type: none"> <li>● ability to communicate arguments and attitudes in writing and verbally</li> <li>● ability to negotiate and reach agreement</li> <li>● the ability to explain and persuade</li> </ul>	<ul style="list-style-type: none"> <li>▪ language skills in the mother tongue</li> <li>▪ presentation skills</li> <li>▪ writing skills</li> </ul>

> SPAIN

**Group 1:** In general terms, this group consider that the University system works to support young employment through their training and internship programs. However, they think that this is not enough, and internship programs should be much more reinforced.

**Group 2:** While talking about the potential problems for the youth sustainable employment, some solutions were also proposed during this focus groups. Some of them are the following:

- Promotion of self-employment and accelerator of enterprises
- Allocation of tasks/roles according to strongest skills of each person
- Social benefits for companies involved in training programs (tutoring and mentoring of interns)
- Training adapted to the current needs of the labour market (VET)
- Reinforce the communication between the training/academic field and the business network
- Promotion of training internships
- Consider work placement contracts as a tool to break the entry barrier to the labour market
- Promotion of the flexible work contracts by involving employees as active actors within the companies

**Group 3:** The solutions to the problems that were identified in the previous section were the following:

- Training on the identified problems/lack
- Incentives for companies to give opportunities to junior profiles so they can acquire working experience
- Promotion of job search and networking online platforms
- Letting know the companies which are the real aims of a work placement contract
- Support to the companies by the Government regarding work placement contracts

**Group 4:** The solutions to the problems that were identified in the previous section were the following:

- Improvement of the education system management
- Improvement of the work conditions for young people
- Companies should offer opportunities to young people to acquire experience instead of just requesting working experience
- Promoting internship programs and career counseling
- Internships and work placement contracts should have a certain time established as maximum and companies should have a commitment to hire if the intern pass successfully this period.
- Additional training in soft skills focused on employability
- Specialization course

## TURKEY

According to the collected data the Turkish respondents indicate that in order to meet the employment needs, it is necessary to evaluate the socio-cultural, political and economic structure of that society. First of all, it should be determined in which fields individuals should be trained as a labour force in the education system of a society. At this point, it is necessary for the country to

improve the economic conditions on the basis of this workforce in order to raise sufficient labour force, to ensure continuity in that work and to increase the quality of this labour. This should be improved by the decisions to be taken by the political authorities of that society, and the human living conditions (above the hunger-poverty line) should be improved and secured by laws.

Additionally it is vital that while determining the employment strategy, a youth profile should be created that will facilitate the identification of unemployed young people, reveal their main problems related to the labour market and thus ensure the appropriateness of the interventions to be made. The importance of not only civil servants but also trade, industry, production, innovation and product development should be emphasized to young people. Young people should be trained in a way that is ready for employment and commercial life and should be directed to various applied education programs that they will gain their professional training, entrepreneurship and market experiences while studying in school classrooms.

In this regard, technical schools should be encouraged to open instead of universities that produce ordinary and less equipped graduates. In order to solve the aforementioned problems, it should direct public and private institutions to open qualified, well-equipped technical and vocational high schools instead of establishing universities. Many departments of existing universities should be converted into technical and vocational colleges. The participants underline that otherwise, in Turkey we will have created a system that employs mechanical engineers at the customer reception desks of automobile services, business graduates in the cash registers of markets, and economics or finance graduates in the accounting service to write a book. Such a situation is demoralizing for those who work there, and creates an unnecessary wage differential burden for the employer.

And finally awareness raising activities and building a bridge between sector and university during the education year is vital. Also those people highlight an important development happened in national level with the support of government. Accordingly; the university students should be informed about “Internship Campaign Project” which will increase their vocational skills.

Briefly this group pointed that vocational training is important to train intermediate staff that respond to the needs of the industrial production sector. In this direction, regulation and fund support can be provided to industrial organizations to establish vocational high schools and higher schools according to their intermediate staff needs, to allow students to complete some of their education in these institutions, and to ensure employment guarantee at the end of their education.

This is also the target of technology high schools established within OGSs. Similarly, the participants think that the training modules that ensure that the students of the university engineering departments are also exposed to the production sector in pre-school are not frustrated with internships.

#### 4. ONLINE QUESTIONNAIRE ABOUT YOUTH TRAINING NEEDS AND EMPOWERMENT OF JOB OF YOUNG PEOPLE (STUDENTS AND TEACHERS)

TSEMY PROJECT is about a Conception of a Training for sustainable employment of youth and young adults.

We used a qualitative methodology, applying two questionnaires, to students and teachers, to each country. Data were both qualitative and quantitative.

We intend to understand: how a student or a job candidate can evaluate how useful he thinks it would be to deepen some topics in his personal training, if the student think it could be useful to learn more about some skills and competences and what kind of training methods do a student think might be best for his training.

To each teacher that was included in data, we tried to understand how useful he think it would be to deepen some topics in his personal training, tried to found out if the teacher would like to learn more about some skills and competences.

##### > PORTUGAL

In each section, the majority of the level of choices by students and by teachers is almost the same, when they had to identify the most and the less important topics (table below).

		STUDENTS	TEACHERS	IDENTIFIED IN IO1 (Report, section 8), by some higher education institutions
<b>section 2</b>  <b>(would like to include in their training)</b>	more useful	S1-skills <b>S4-inovation/creativity</b>	S1-skills <b>S4-inovation/creativity</b>	S1
	less useful	S6-diversity/inclusion	S2-personal branding S6- diversity/inclusion S7-globalization	S6
<b>section 3</b>  <b>(think usefull to include in their training)</b>	more useful	S3- negotiation/PBL/decision S7-effective communication	<b>S2-personal training on time management</b> S7-effective communication S11-personal relations <b>S13 – digital solutions</b> <b>S14-proactivity</b>	S3 S7 S11
	less useful	S15-gamification S17-introd. enterprises	S5-sherpening personal brand S6-job searching strategies S12-media	S17 S6

			S15-gamification S18-business opportunities	
<b>section 4 (type of training)</b>	more useful	S1-PBL	S1--PBL S4-active learning methods	
	less useful	S5-gamification S7-distance learning	S5-gamification S7-distance learning	
<b>section 5</b>		pc	laptop	

In blue, are identified the items that students and teachers consider useful and we don't find in the market available by higher education institutions, in Portugal, so this must be taken in account in a new program of training.

The type of training is clearly identified by students and teachers as PBL and active learning methods.

Can, eventually, be a surprise that they don't consider useful a program training with a distance learning format.

## > ITALY

### SAMPLE CHARACTERISTICS

The size of the sample teachers is including 15 individuals. Of the 15 individuals, 7 are female, 7 are male, 1 no gender. Regarding the age of the teachers who responded to the questionnaires, the data collected reveal that: The average age is 43.67 years old. Most teachers are 44 years old with the youngest 29 years old and the oldest 63 years old.

Regarding the age of the students who responded to the questionnaires, the data collected reveal that: The average age is 22.80 years old. Most students are 23 years old, with the youngest 15 years old and the oldest 26 years old.

### Teachers Survey:

Italian teachers consider that S3 (*Good and bad Communication such as Effective Communication, Build great teams, New Media and Social Network Communication*), S4 (*Innovation and creativity such as Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products*) and S6 (*Issues inherent to Diversity such as Inclusion and/or Gender Equality*) are the most important for their personal training and teaching, in order to increase the employability of their students/learners. Next importance is given to S1 (*Skills improvement- Strategic and organizational skills, solving problems, decision making*) and S2 (*Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand)*). S7 (*Globalization -*

*international orientation*) is placed on the last positions concerning the importance for being included as topics in the training.

Italian teachers considered the following as the most important skills and competences to be added to their courses and training: S1 (*Strategic and organizational skills - soft, digital and personal*), S13 (*Digital Solutions to Enrich Skills and Competences*) S12 (*New Media and Social Network Communication*), S14 (*Proactivity*) and S15 (*Gamification*).

Next as importance are considered: S7 (*Effective Communication*) and S8 (*Role of Listening in Communication*),

Last important were: S3 (*Negotiation, solving problems, decision making*), S11 (*Deal with the “me” and the “others”*), S10 (*Cross-cultural and Social communication*) and S3\_5: *Sharpening your personal brand, competences and going ahead of the competition*.

We can conclude that teachers who participated in this research consider that the best methods that could be used for their courses and training are S4\_1: *Project-based learning (A dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge)*, S4\_4: *Active learning methodologies* and S4\_6: *Blended Learning (An approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods)*.

S4\_2: *Service-learning (An educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs)* and S4\_3: *Self-learning (A method of garnering information and after processing and retaining it without taking the help of another individual)* are considered slightly less important.

We can conclude that teachers considered that the best device that could be used for their personal training is the *Laptop*. *Mobile phone* and *Tablet* are not considered to be appropriate devices to be used during the training.

### **Students Survey:**

Respondents considered that S1 (*Skills improvement- Strategic and organizational skills, solving problems, decision making*) and S2 (*Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand)*) are the most important for their personal training, to increase their employability. Next importance is given to S5 (*Identifying business opportunities, Markets, Need-Finding and Planning*) followed closely by S3 (*Good and bad Communication such as Effective Communication, Build great teams, New Media and Social Network Communication*) and S4 (*Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products*). S7 (*Globalization - international orientation*) is placed on the last positions concerning the importance for increasing employability for respondents.

Analysing the central orientation given by the mean of each question, we can conclude that respondents considered the following as the most important skills to learn in order to increase employability: S3\_1: *Strategic and organizational skills (soft, digital, personal)*, S3\_3: *Negotiation*,

*solving problems, decision making, S3\_4: How to identify and act on your goals, S3\_13: Digital Solutions to Enrich Skills and Competences, S3\_18: Identifying business opportunities*

Next as importance are considered: *S3\_2: Personal Training on Time Management, S3\_7: Effective Communication, S3\_11: Deal with the “me” and the “others”, S3\_12: New Media and Social Network Communication, S3\_16: Self-learning*

Last important were: *S3\_8: Role of Listening in Communication, S3\_9: Build great teams, S3\_14: Proactivity.*

We can conclude that respondents considered that the best method that could be used for their personal training is *S4\_4: Active learning methodologies*. Next are highly appreciated the *S4\_6: Blended Learning*.

We can conclude that respondents considered *Laptop. Mobile phone Tablet* are considered an appropriate device for the training.

## > ROMANIA

Concerning the usefulness of the 7 topics (section 2), Romanian teachers consider that S1 (Skills improvement- Strategic and organizational skills, solving problems, decision making) and S4 (Innovation and creativity such as Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products) are the most important for their personal training and teaching, in order to increase the employability of their students/learners. Next importance is given to and S2 (Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand) and S3 (Good and bad Communication such as Effective Communication, Build great teams, New Media and Social Network Communication) followed closely by S5 (Entrepreneurship - Identifying business opportunities, Markets, Need-Finding and Planning). S7 (Globalization - international orientation) and S6 (Issues inherent to Diversity such as Inclusion and/or Gender Equality) are considered of an average importance and are placed on the last positions concerning their importance for being included as topics in the training and teaching of the Romanian teachers who responded to the questionnaire.

Concerning the importance and usefulness of the 18 skills and competencies (section 3), Romanian teachers considered the following as the most important skills and competences to be added to their courses and training:

S3 (Negotiation, solving problems, decision making), S1 (Strategic and organizational skills - soft, digital and personal), S16 (Self-learning), S4 (How to identify and act on your goals) and S13 (Digital Solutions to Enrich Skills and Competences)

Next as importance are considered:

S2 (Personal Training on Time Management), S9 (Build great teams), S5 S5 (Sharpening your personal brand, competences and going ahead of the competition), S7 (Effective Communication),

S10 (Cross-cultural and Social communication), S12 (New Media and Social Network Communication) and S14 (Proactivity).

Last important were: S8 (Role of Listening in Communication), S18 (Identifying business opportunities), S11 (Deal with the “me” and the “others”), S15 (Gamification), S17 (Introduction to Entrepreneurship) and S6 (Job searching strategies).

Concerning the best training method (section 4), Romanian teachers who participated in this research consider that the best methods that could be used for their courses and training are Active learning methodologies and Gamification, followed by Project-based learning and Blended learning model. The Service-learning, Self-learning and Distance learning approaches are considered slightly less important.

Concerning the best device to be used for the training (section 5), Romanian teachers considered that the best device that could be used for their personal training is the Laptop. Mobile phone and Tablet are not considered to be appropriate devices to be used during the training.

Concerning the usefulness of the 7 topics (section 2), Romanian students considered that S1 (Skills improvement- Strategic and organizational skills, solving problems, decision making) and S2 (Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand) are the most important for their personal training, in order to increase their employability. Next importance is given to S4 (Innovation and creativity such as Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products) followed closely by S3 (Good and bad Communication such as Effective Communication, Build great teams, New Media and Social Network Communication) and S5 (Entrepreneurship - Identifying business opportunities, Markets, Need-Finding and Planning). S7 (Globalization - international orientation) and S6 (Issues inherent to Diversity such as Inclusion and/or Gender Equality) are considered of an average importance and are placed on the last positions concerning their importance for increasing employability for Romanian students respondents.

Concerning the importance and usefulness of the 18 skills and competencies (section 3), Romanian students considered the following as the most important skills to learn in order to increase employability:

S4 (How to identify and act on your goals), S3 (Negotiation, solving problems, decision making), S7 (Effective Communication), S8 (Role of Listening in Communication), S14 (Proactivity) followed by S2 (Personal Training on Time Management) and S5 (Sharpening your personal brand, competences and going ahead of the competition).

Next as importance are considered: S1 (Strategic and organizational skills - soft, digital and personal), S6 (Job searching strategies), S9 (Build great teams), S10 (Cross-cultural and Social communication), S18 (Identifying business opportunities) followed by S15 (Gamification) and S17 (Introduction to Entrepreneurship).

Last important were: S11 (Deal with the “me” and the “others”), S12 (New Media and Social Network Communication), S13 (Digital Solutions to Enrich Skills and Competences) and S16 (Self-learning).



Concerning the best training method (section 4), Romanian students considered that the best method that could be used for their personal training is Project-based learning, followed by Gamification. Next are highly appreciated the Service-learning, Active learning methodologies and Self-learning. Of an average value are considered the Blended learning model and the Distance learning approach.

Concerning the best device to be used for the training (section 5), Romanian students considered that the best device that could be used for their personal training is the Laptop. Mobile phone is evaluated as average, while Tablet is not considered to be an appropriate device for the training.

### > CZECH REPUBLIC

Concerning the usefulness of the 7 topics (section 2), the Czech teachers consider that S3 *Good and bad Communication (Effective Communication, Build great teams, New Media and Social Network Communication)* and S7 *Globalization - international orientation* are the most important for their personal training and teaching, in order to increase the employability of their students/learners. Next importance is given to S1 *Skills improvement (Strategic and organizational skills, solving problems, decision making)* and S4 *(Innovation and creativity (Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products)* followed closely by S5 (Entrepreneurship - Identifying business opportunities, Markets, Need-Finding and Planning) and S2 *(Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand)*. S6 (Issues inherent to Diversity such as Inclusion and/or Gender Equality) are considered of an average importance and are placed on the last positions concerning their importance for being included as topics in the training and teaching of the Czech teachers who responded to the questionnaire.

Concerning the importance and usefulness of the 18 skills and competencies (section 3), the Czech teachers considered the following as the most important skills and competencies to be added to their courses and training:

S3\_1 *(Strategic and organizational skills)* and S3\_7 *(Effective Communication)* to be the most important skills and competencies. S3\_3 *(Negotiation, solving problems, decision making)*, S3\_4 *(How to identify and act on your goals)*, S3\_15 *(Gamification)*, S3\_13 *(Digital Solutions to Enrich Skills and Competences)* and S3\_2 *(Personal Training on Time Management)* are only slightly less important. The following skills and competencies are of lower importance, but still above average: S3\_16 *(Self-learning)*, S3\_14 *(Proactivity)*, S3\_10 *(Cross-cultural and Social communication)*, S3\_12 *(New Media and Social Network Communication)*, S3\_8 *(Role of Listening in Communication)* and S3\_18 *(Identifying business opportunities)*. S3\_5 *(Sharpening your personal brand, competences and going ahead of the competition)*, S3\_11 *(Deal with the “me” and the “others”)*, S3\_6 *(Job searching strategies)* and S3\_9 *(Build great teams)* are the skills and competencies considered to be of average relevance, with S3\_17 *(Introduction to Entrepreneurship)* being not relevant at all.

Concerning the best training method (section 4), the Czech teachers who took part in the survey consider S4\_1 (*Project-based learning*) and S4\_4 (*Active learning methodologies*) to be the most adequate teaching methods to be applied in their training closely followed by S4\_5 (*Gamification*). S4\_3 (*Self-learning*) and S4\_2 (*Service learning*) is of average importance for the respondent Czech teachers. They view S4\_6 (*Blended-learning*) and S4\_7 (*Distance learning*) as the least adequate teaching methods.

Concerning the best device to be used for the training (section 5), the Czech teachers who took part in the survey consider S5\_1 (*Laptop*) the most relevant technological device to be used during their training. S5\_3 (*Mobile phone*) is of low importance to them, while S5\_2 (*Tablet*) is considered to be of no relevance to them.

Concerning the usefulness of the 7 topics (section 2), Czech students who took part in the survey consider S2\_2 (*Personal branding*) and S2\_5 (*Entrepreneurship*) as the two most and equally important topics regarding their personal training and employability closely followed by S2\_1 (*Skills improvement*) and S2\_4 (*Innovation and creativity*). S2\_3 (*Good and bad communication*) and S7 (*Globalisation*) can be seen as relatively important, while S2\_6 (*Issues inherent to diversity, inclusion, gender equality*) is of average importance for Czech students.

Concerning the importance and usefulness of the 18 skills and competencies (section 3), the Czech students who took part in the survey consider the following skills and competences (in descending order from mean value 4.44 to 4) as most important in order to increase their employability:

S3\_18 (*Identifying business opportunities*), S3\_7 (*Effective communication*), S3\_3 (*Negotiation, solving problems, decision making*), S3\_14 (*Proactivity*), S3\_4 (*How to identify and act on your goals*), S3\_13 (*Digital Solutions to Enrich Skills and Competences*), S3\_16 (*Self-learning*), S3\_9 (*Build great teams*), S3\_1 (*Strategic and organisational skills*), S3\_2 (*Personal training on time management*), S3\_10 (*Cross-cultural and Social communication*), S3\_14 (*Proactivity*). The following skills and competences seem to be less important for Czech students but still above average (in descending order from mean value 3.93 to 3.73): S3\_5 (*Sharpening your personal brand, competences and going ahead of the competition*), S3\_15 (*Gamification*), S3\_8 (*Role of Listening in Communication*), S3\_12 (*New Media and Social Network Communication*), S3\_6 (*Job searching strategies*). S3\_11 (*Deal with the "me" and the "others"*) is the least important topic for Czech students.

Concerning the best training method (section 4), Czech students who took part in the survey consider S4\_1 (*Project-based learning*), S4\_4 (*Active learning methodologies*) and S5 (*Gamification*) as the most effective training and learning techniques. S4\_3 (*Self-learning*), S2 (*Service-learning*) and S6 (*Blended learning*) are viewed as slightly less important. S4\_7 (*Distant learning*) can be seen as the least important training method.

Concerning the best device to be used for the training (section 5), Czech students who took part in the survey consider S5\_1 (*Laptop*) as the most important technological device for their training. S5\_3 (*Mobile phone*) and S5\_2 (*Tablet*) are less important but still slightly above average.

## > SPAIN

### TEACHERS QUESTIONNAIRE:

#### How useful do you think it would be to deepen this topic in your personal training?

In general, Spanish teachers rated the complete list of topics very positively as essential for their training. The topics that received the highest score (Rate 5: "Yes very much") were: Skills improvement, Innovation and creativity and Good and bad Communication. These were closely followed by Personal branding and Entrepreneurship. The last position was occupied by Issues inherent to Diversity/Inclusion/Gender Equality and Globalization - International orientation, where the maximum score was below 50% of the participating teachers.

- **Skills improvement (Strategic and organizational skills, solving problems, decision making)?:** When asked this question, 69 % of the surveyed answered that they would find improving their skills very useful, while 20.7 % gave it a rate of 4. Only three people gave it a rate lower than 4.
- **Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand)?:** According to this question, a 55.2 %, more than the half of the surveyed, find this very much useful. The 24.1 % find this quite a lot useful, while the 10.3% think it is so and so useful. A 3.4 % gave it a rate 2 and a 6.9 % gave it a 1.
- **Good and bad Communication (Effective Communication, Build great teams, New Media and Social Network Communication)?:** When asked about improving their communication skills, 62.1 % of the surveyed answered the maximum rate, meaning they would find it very useful, 27.6 % gave it a rate 4, and only three people gave it a rate lower than 4.
- **Innovation and creativity (Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products)?:** The vast majority find this question very much useful, with a 65.5 %. The 24.1 % thought it was quite a lot useful and only 3 people gave it a rate lower than 4.
- **Entrepreneurship (Identifying business opportunities, Markets, Need-Finding and Planning)?:** When it comes to entrepreneurship, 58.6 % of the surveyed answered that they would find this very useful, 20.7 % gave it a rate of 4 and 13.8 % gave it a rate of 3. Only two people gave this topic a rate lower than 3.
- **Issues inherent to Diversity / Inclusion / Gender Equality?:** Of the people surveyed, a 48.3 % found this topic very much useful. 17.2 % found it quite a lot useful and 31 % gave it a rate 3, which is so and so useful. Only a 3.4 % gave it a rate 1.
- **Globalization - international orientation?:** When asked about their international orientation skills, 48.3 % answered improving their abilities surrounding this topic would be very useful for their personal training. A 31 % of the surveyed gave it a rate 4 and 20.7 % gave it a rate 3.

Would you think that could be useful to learn more about these skills and competences?

The following competences stand out for having received the highest score from more than 50% of the participating teachers: Effective Communication, Build great teams, New Media and Social Network Communication and Proactivity. The rest of the competences on the list also obtained the maximum score, although with lower percentages. In general, with the exception of a few isolated responses that obtained the lowest score (Rate 1), all were considered to be very useful or useful skills.

- **Strategic and organizational skills (soft, digital, personal):** The majority of the surveyed find this question useful. There is a 41.4% of the surveyed that answered they believe learning about strategic and organizational skills would be very useful. Another 41.4% found this quite a lot useful. A 13.8% gave it a rate 3 and only one person found this just a little useful.
- **Personal Training on Time Management:** A 44.8% of the surveyed answered that they believe learning about time management would be very useful, while a 24.1% gave it a rate 4 and a 20.7% gave it a rate 3. 6.9% of the surveyed gave it a rate of 2 and only one person gave it a rate of 1, meaning they wouldn't find it useful at all.
- **Negotiation, solving problems, decision making:** Almost the half of the surveyed, a 48.3%, thought that this was very much useful. 37.9% found this very much useful. A 10.3% gave it a rate 3, and only one person (3.4%) gave it a rate 1, which means it is not useful at all.
- **How to identify your objectives and act on your goals:** 41.4% answered that they would be very interested in learning more about this topic, another 41.4% gave it a rate 4 and 13.8% gave it a rate 3. Only one person among the surveyed gave it a rate lower than 3.
- **Sharpening your personal brand, competences and going ahead of the competition:** As for this question, we find that a 34.5% of the surveyed believe this is very much useful. A 37.9% gave it a rate 4. 7 people, which is 24.1% gave it a rate 3, which means it is so and so useful, and only one person gave it a rate 2.
- **Job searching strategies:** 48.3% of the surveyed would find it very useful to learn about job searching strategies, 34.5% gave it a rate 4 and 13.8% gave it a rate 3. Only a 3.4% gave it a rate 1, meaning they wouldn't find it useful at all.
- **Effective Communication:** The vast majority, 17 people, which means a 58.6% of the surveyed, gave it a rate 5. A 27.6% gave it a rate 4 and two people gave it a rate 3. There were two people that gave it a lower rate than 3.
- **Role of Listening in Communication:** 44.8% of the surveyed gave this topic a rate 5, meaning that they would find it very useful. 37.9% gave it a rate of 4 and only five people gave it a rate lower than 4.
- **Build great teams:** According to this topic, 15 people, which is 51.7% of the surveyed, gave it a rate 5. 31% gave it a rate 4 and 10.3% gave it a rate 3, which means it is so and so useful. Only two people gave it a rate 2.

- **Cross-cultural and Social communication:** When it comes to cross-cultural and social communication, the vast majority of the surveyed would find it interesting or very interesting to learn more about these skills, given that 41.4 % gave it a rate 5 and 44.8 % gave it a rate 4.
- **Deal with the “me” and the “others”:** We find about this topic that there is a 31 % of the people surveyed that believed this is very much useful. A 48.3 % gave it a rate 4, which is almost half of the surveyed. A 13.8 % gave it a so and so useful rate. Only a 6.9 % gave it a rate 2.
- **New Media and Social Network Communication:** About this topic, the majority of the surveyed (51.7 %) gave it a rate 5, meaning they would find it very useful. 21.4 % gave it a rate for and a 17.2 % gave it a rate 3. only one person gave it a rate lower than 3.
- **Digital Solutions to Enrich Skills and Competences:** According to this topic, we find that the 37.9 % gave it a rate 5. A 44.8 % gave it a rate 4, while a 10.3 % gave it a rate 3. Only 2 people gave it a rate lower than 3.
- **Proactivity:** Within the surveyed, the majority (55.2 %) believe that learning more about proactivity would be very useful. 27.6 % gave it a rate 4 and 10.3 % gave it a rate 3. Two people gave it a rate 1, meaning they wouldn't find it useful at all.
- **Gamification:** When it comes to gamification, we find that a 41.4 % of the surveyed believed this was very much useful. A 31 % gave it a rate 4 and a 20.7 % gave it a rate 3. There was only one person that gave it a rate 2, which means they thought this was just a little useful.
- **Self-learning:** Almost half of the surveyed (48.3 %) gave self-learning a rate 5, meaning they would find this topic very useful. 34.5 % gave it a rate 4, 10.3 % gave it a rate 3 and only two people (6.9 %) gave it a rate 2, meaning they would find this topic just a little useful.
- **Introduction to Entrepreneurship:** According to this, we have quite different results. We find that a 34.5 % of the surveyed gave it a rate 5. A 27.8 % of them gave it a rate 4, which means this is quite a lot useful. A 20.7 % gave it a rate 3, which means it's so and so useful. A 13.8 % gave it a rate 2, meaning this is just a little useful, and only one person gave it a rate 1.
- **Identify business opportunities:** When it comes to identifying business opportunities, 37.9 % of the surveyed gave it a rate 5 and 34.5 % gave it a rate 4, meaning they would be interested/very interested in learning more about this topic. 20.7 % gave it a rate 3 and 6.9 % gave it a rate 2.

#### Which of this training method you think may be more adequate for your training?

In this section, a variety of responses can be observed, mainly rated from 5 to 3.

Project-based learning is the method that obtained the highest score by the greatest number of participating teachers (62.1%).

It surprises the fact that the distance learning methodology is not considered to be the best by the teachers, with 17.2% of them giving a score of rate 3 and one participant even giving a score of rate 2.

- **Project-based learning (A dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge):** When it comes to this topic, we can see that the vast majority find it very useful. A 62.1 % of the surveyed gave it a rate 5. A 31 % gave it a rate 4 and only a 6.9 % gave it a rate 3.
- **Service-learning (an educational approach that combines learning objectives with community service to provide a pragmatic, progressive learning experience while meeting societal needs):** When it comes to service-learning, 44.8 % of the surveyed answered that they would find this method very adequate for their learning. 37.9 % gave it a rate 4 and 17.2 % gave it a rate 3.
- **Self-learning (A method of garnering information and after processing and retaining it without taking the help of another individual):** What we find about self-learning is that a 51.7 % thought it was very much useful. A 27.6 % find this quite a lot useful, with rate 4. 10.3 % think this is so and so useful, and another 10.3 % thought it was just a little useful.
- **Active learning methodologies (is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement):** More than half of the surveyed believe that learning about active learning methodologies would be very useful. 31 % gave it a rate 4 and three people (20.3 %) gave it a rate 3.
- **Gamification (An educational approach to motivate students to learn by using video game design and game elements in learning environments):** According to this, a 44.8 % think this is very much useful. A 34.5 % gave it a rate 4 and a 17.2 % gave it a rate 3. Only one person thought this is just a little useful.
- **Blended Learning (An approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods):** The results show that almost all of the people that were surveyed believe this method would be useful, given that a 44.8 % gave it a rate 5 and 51.7 % gave it a rate 4. Only one person gave it a rate lower than 4.
- **Distance learning (Also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication):** When it comes to distance learning, we find a 34.5 % of the surveyed with a rate 5. A 44.8 % gave it a rate 4, which means this is quite a lot useful. A 17.2 % gave it a rate 3 and only one person gave it a rate 2.

#### Which of these devices do you prefer to adopt/use during training?

There is a significant preference for laptops during training. However, other gadgets are becoming more and more popular, such as the tablet becoming more preferable rather than the mobile phone.

- **Laptop:** The answers on this one are very consistent. All but two of the surveyed gave it a rate 5, meaning that they would be very interested in using a laptop during their training.

- **Tablet:** We find different opinions about this topic. There are 3 people, a 10.3 %, that gave it a rate 5. A 27.6 % gave it a rate 4, which is that this topic is quite a lot useful. 31 % of the surveyed believed this was so and so useful. Another 3 people said this was just a little useful, and 20.7 % found this not useful at all.
- **Mobile phone:** And finally, when it comes to using a mobile phone, the results aren't that clear. 20.7 % would find using their mobile phones during training very useful, while almost the same percentage, a 17.2 %, wouldn't be interested at all. A 37.9 % of the surveyed gave it a rate 3.

## STUDENTS QUESTIONNAIRE:

### How useful do you think it would be to deepen this topic in your personal training?

All topics were given the highest score (Rate 5) by more than half of the participants, with only two topics (Personal branding and Globalisation - international orientation) scoring below 50%. In general terms, it can be said that the participants rated all the topics as very necessary for their training. Special mention should be made of Issues inherent to Diversity/Inclusion/Gender Equality, which was rated with the highest score by almost 62% of the participants.

- **Skills improvement (Strategic and organizational skills, solving problems, decision making)?** : About their skills improvement, 52.4 % answered that they believe improving their skills would be very useful, giving it the maximum rate. 23.8 % of the surveyed answered gave it a rate 4, meaning that it would be useful, and 23.8 % gave it a rate 3.
- **Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand)?**: According to the personal branding, 47.6 % answered that the personal branding was very useful, giving the maximum rate of 5. 42.9 % answered a rate of 4, which means it was quite a lot useful. 4.8 % answered that it was just a little useful, with the rate 3 and another 4.8 % answered that it wasn't useful at all.
- **Good and bad Communication (Effective Communication, Build great teams, New Media and Social Network Communication)?**: When asked about improving their communication skills, 52.4 % of the surveyed answered the maximum rate, meaning it would be very useful, 38.1 % answered rate 4, 4.8 % answered a rate of 3 % and 4.8 % answered a rate of 2, meaning it wouldn't be that useful.
- **Innovation and creativity (Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products)?**: A 52.4 % of the surveyed answered that this was very much useful. A 19 % answered that it was quite a lot useful with rate 4. 23.8 % answered rate 3, so and so useful. And a 4.8 % that it was just a little useful.
- **Entrepreneurship (Identifying business opportunities, Markets, Need-Finding and Planning)?**: 52.4 % of the surveyed believe that improving their entrepreneurship abilities would be very useful. 14.3 % answered a rate 4, 23.8 % answered a rate 3 and a 9.5 % believe it wouldn't be useful at all.
- **Issues inherent to Diversity / Inclusion / Gender Equality?**: Of the people surveyed, a 61.9 % found this topic very much useful. 19 % found quite a lot useful and another 19 % found it so and so.
- **Globalization - international orientation?**: When asked about their international orientation skills, 47.6 % answered improving these abilities would be very useful for their personal training. A 23.8 % of the surveyed gave it a rate 4, a 23.8 % gave it a rate 3 and only a 4.8 % gave it a rate 2, meaning they don't find this skill to be that useful.

Would you think that could be useful to learn more about these skills and competences?

Although in among teachers' answers to this question, the scores were generally very positive, it is important to be mentioned that in the case of the students, they scored certain competences very low, even with a score of rate 1 (not useful at all). This is the case of Sharpening your personal brand, competences and going ahead of the competition, Job searching strategies, Digital Solutions to Enrich Skills and Competences, Proactivity, Gamification, Self-learning, Introduction to Entrepreneurship, Identify business opportunities.

- **Strategic and organizational skills (soft, digital, personal):** A 42.9 % of the surveyed answered that they believe learning about strategic and organizational skills would be very useful, while a 23.8 % gave it a rate 4 and a 33.3 % gave it a rate 3.
- **Personal Training on Time Management:** A 42.9 % found very much useful this topic. A 33.3 % rated 4, which means it was quite a lot useful. A 14.3 % rated so and so. And finally a 9.5 % rated just a little useful.
- **Negotiation, solving problems, decision making:** The vast majority of the surveyed believe that learning more about these skills would be useful, given that a 47.6 % gave it a rate 5 and a 42.9 % gave it a rate 4. Meanwhile, only a 9.5 % gave it a rate 2.
- **How to identify your objectives and act on your goals:** A 42.9 % found this very much useful. Another 42.9 % found it quite a lot useful, with rate 4. And a 14.3 % found it so and so useful, with rate 3.
- **Sharpening your personal brand, competences and going ahead of the competition:** When it comes to sharpening your personal brand, competences and going ahead of the competition, a 38.1 % of the surveyed answered that it would be very much useful to learn about this topic. A 19 % gave it a rate 4 and a 33.3 % gave it a rate 3. On the other hand, a 4.8 % answered that it wouldn't be that useful and another 4.8 % answered that it wouldn't be useful at all.
- **Job searching strategies:** According to job search strategies, a 71.4 % of the surveyed found this very much useful, with the maximum rate. A 4.8 % gave it a rate 4, which is quite a lot useful. A 19 % gave it a rate 3, which means so and so useful. And a 4.8 % found this not useful at all.
- **Effective Communication:** A 71.4 % of the surveyed believe that learning more about effective communication would be very useful. A 14.3 % gave this a rate 4 and another 14.3 % gave it a rate 3, meaning that they wouldn't be that interested.
- **Role of Listening in Communication:** About this topic, a 76.2 % of the surveyed thought that it was very much useful. A 14.3 % thought it was quite a lot useful and a 9.5 % thought it was so and so useful.
- **Build great teams:** When it comes to building great teams, opinion is polarised. A 38.1 % answered it would be very useful, while 19 % gave it a rate 4, another 19 % gave it a rate 3 and a 23,8 % answered that this would be just a little useful.
- **Cross-cultural and Social communication:** If we talk about communication, more specifically intercultural and social communication, we can say that there is a 52.4 % of the surveyed that believed this was very much useful. A 28.6 % found this quite a lot useful and a 19 % thought this was so and so useful.
- **Deal with the “me” and the “others”:** The vast majority thought learning about this would be useful, given that a 42.9 % gave it a rate 5 and another 42.9 % gave it a rate 4. A 4.8 % gave it a rate 3 and a 9.5 % gave it a rate 2, meaning they don't find it that useful.



- **New Media and Social Network Communication:** 28.6 % believed that this topic was very much useful, with a rate 5. 52.4 % gave it a rate 4. 14.3 % gave it a rate 3 and 4.8 % gave it a rate 2.
- **Digital Solutions to Enrich Skills and Competences:** A 28.6 % thought learning about digital solutions would be very useful, a 33.3 % gave it a rate 4 and another 33.3 % gave it a rate 3. Only a 4.8 % gave it a rate 1, meaning learning about this wouldn't be useful at all.
- **Proactivity:** A 23.8 % gave a rate 5 to the topic of productivity. A 38.1 % gave a rate 4. 23.8 % gave a rate 3, which means they thought it was so and so useful. A 9.5 % gave it a rate 2 and lastly a 4.8 % gave it a rate 1.
- **Gamification:** When it comes to gamification, a 19 % believe learning about this to be very useful, while a 42.9 % gave it a rate 4. A 14.3 % gave it a rate 3, a 19 % thought this would be just a little useful and a 4.8 % believe this wouldn't be useful at all.
- **Self-learning:** A 52.4 % rated this very much useful. A 23.8 % found this quite a lot useful. A 14.3 % gave it a rate 3, a 4.8 % found this just a little useful and a 4.8 % believed it wouldn't be useful at all.
- **Introduction to Entrepreneurship:** Only a 14 % considers this to be very useful, a 33.3 % gave it a rate 4 and a 28.6 % gave it a rate 3. On the other hand, a 14.3 % gave it a rate 2 and a 9.5 % gave it a rate 1, meaning that 5 people found this to be not that useful or not useful at all.
- **Identify business opportunities:** If we talk about this topic, we find that a 38.1 % of the surveyed believed it is very much useful. A 23.8 % thought it was quite a lot useful. A 9.5 % gave it a rate 3. A 14.3 % gave it a rate 2 and another 14.3 % gave it a rate 1, meaning they thought it wasn't useful at all.

#### Which of this training method you think may be more adequate for your training?

This is perhaps the question with the greatest variety of answers. All methods were rated with a wide range of scores, which shows the diversity of preferences among students. If we compare the score obtained by the distance learning methodology between students and teachers, we observe that students value this learning method less positively than teachers (more than 50% of the participants have given a score of ratio 3, 2 and 1).

- **Project-based learning (A dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge):** Overall, the people surveyed would find this method adequate, given that a 38.1 % gave it a rate 5 and a 42.9 % gave it a rate 4. A 4.8 % gave it a rate 3, another 4.8 % gave it a rate 2 and a 9.5 % gave it a rate 1, meaning they wouldn't find project-based learning adequate at all.
- **Service-learning (an educational approach that combines learning objectives with community service to provide a pragmatic, progressive learning experience while meeting societal needs):** According to this topic, we find positive results. A 28.6 % of the surveyed believed it was very much useful. A 47.6 % found it was quite a lot useful. A 19 % gave it a rate 3, and only a 4.8 % gave it a rate 1, which means they thought it wouldn't be useful at all.
- **Self-learning (A method of garnering information and after processing and retaining it without taking the help of another individual):** A 38.1 % of the surveyed believe self-learning would be a very adequate method for their training. A 23.8 % gave it a rate 4, a

19 % gave it a rate 3 and a 14.3 % gave it a rate 2. Only a 4.8 % gave it a rate 1, meaning they wouldn't find this useful at all.

- **Active learning methodologies (is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement):** The topic number 4 shows that there is a 23.8 % of the surveyed that believed it was very much useful. A 52.4 % said this was quite a lot useful, with rate 4. A 19 % gave it a rate 3 and only a 4.8 % gave it a rate 1, which is that it wouldn't be useful at all.
- **Gamification (An educational approach to motivate students to learn by using video game design and game elements in learning environments.):** Opinions when it comes to gamification are polarised. A 19 % gave it a rate 5, meaning they would find this method very interesting. A 33.3 % gave it a rate 4, a 14.3 % gave it a rate 3 and a 23.8 % gave it a rate two, which means they would find this just a little useful. A 9.5 % believes this method wouldn't be adequate at all.
- **Blended Learning (An approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods):** According to this a 19 % gave it a rate 5. A 42.9 % gave it a rate 4, which is quite a lot useful. A 23.8 % gave it a rate 3 and a 14.3 % gave it a rate 2, which means it was just a little useful.
- **Distance learning (Also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication):** Again, opinions on this topic are polarised. A 14.3 % gave it a rate 5, a 19 % gave it a rate 4 and a 38.1 % gave it a rate 3. A 23.8 % gave this a rate 2, meaning they would find this just a little useful and a 4.8 % gave it a rate 1, meaning it wouldn't be adequate at all.

#### Which of these devices do you prefer to adopt/use during training?

In this section, it is striking to note the different assessment of the mobile phone made by students and teachers. Almost half of the students gave the highest score to the mobile phone use as a support to the learning process. In any case, the students' preference continues to be the laptop, as it is for the teachers.

- **Laptop:** The answers show that more than the half of the surveyed found this very much useful, with a 57.1 %. A 19 % gave it a rate 4, which means it was quite a lot useful. A 9.5 % repeated with the rate 3 and 2, and only a 4.8 % said it wasn't useful at all.
- **Tablet:** The results show that only a 23.8 % of the surveyed would be interested in choosing a tablet as their preferred device during training. A 14.3 % gave it a rate 4, another 14.3 % gave it a rate 3 and a 28.6 % gave it a rate 2, meaning that a tablet probably wouldn't be the device they would choose. A 19 % gave it a rate 1, meaning they wouldn't be at all interested in using a tablet during their training.
- **Mobile phone:** And finally, according to the use of mobile phone, we find that a 47.6 % of the surveyed find this very much useful. A 14.3 % gave it a rate 4, which means it was very

much useful. A 19 % gave it a rate 3, which means it was so and so useful. And a 19 % gave it a rate 1, which means it wasn't useful at all.

In addition to the conclusions already set out in a previous section of this report, and those that can be found in the individual Focus Group and Questionnaires reports, we will include here a series of noteworthy highlights as an overview of the main conclusions so as not to be repetitive.

- In Spain, there are a set of initiatives and measures that are designed for young people through a State Agreement which allows reaching an improvement of the labour integration of this group of population.
- The Ministry of Labour, Migrations and Social Security has implemented a three-year strategy named "Shock Plan for Youth Employment 2019-2021".
- Spain's national Youth Guarantee system was established by Law 18/2014 of 15 October, which approved urgent measures for growth, competitiveness and efficiency, such as the creation of a voluntary database of young people to serve as a unified demand list available to entities.
- Some of the specific measures established by the Spanish Government are training for young people unemployed, training in languages, tourism, digital skills and strategic sectors, providing of career guidance services, employment launchers, returning of talent, EURES, employment for young entrepreneurs, "Go Digital" (Digital-technological training programme) and Youth Guarantee.
- Nowadays, in Spain, vocational guidance is a professional field that has grown in recent years, under different names such as: Employment counsellor, Employment technician, Technician of labour insertion, Agent of socio-occupational insertion, etc.
- Conclusion about Focus Group and Questionnaires are included in the respective reports.

## > TURKEY

Concerning the usefulness of the 7 topics (section 2), Turkish teachers consider that S1 (Skills improvement- Strategic and organizational skills, solving problems, decision making) and S4 (Innovation and creativity such as Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products) are the most important for their personal training and teaching, in order to increase the employability of their students/learners. Next importance is given to and S2 (Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand) and S3 (Good and bad Communication such as Effective Communication, Build great teams, New Media and Social Network Communication) followed closely by S5 (Entrepreneurship - Identifying business opportunities, Markets, Need-Finding and Planning). S7 (Globalization - international orientation) and S6 (Issues inherent to Diversity such as Inclusion and/or Gender Equality) are considered of an average importance and are placed on the last positions concerning their importance for being included as topics in the training and teaching of the Turkish teachers who responded to the questionnaire.

Concerning the importance and usefulness of the 18 skills and competencies (section 3), Turkish teachers considered the following as the most important skills and competences to be added to their courses and training: S1, S9, S16, S7, S8

Last important were: S5, S6, S15

Concerning the best training method (section 4), Turkish teachers who participated in this research consider that the best methods that could be used for their courses and training are Project-based learning Active learning methodologies and Gamification, followed by service learning and Blended learning model. The Self-learning and Distance learning approaches are considered slightly less important.

Concerning the best device to be used for the training (section 5), Turkish teachers considered that the best device that could be used for their personal training is the Laptop. Mobile phone and Tablet are not considered to be appropriate devices to be used during the training.

Concerning the usefulness of the 7 topics (section 2), Turkish students considered that S1 (Skills improvement- Strategic and organizational skills, solving problems, decision making) and S2 (Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand) and S3 (Good and bad Communication such as Effective Communication, Build great teams, New Media and Social Network Communication) are the most important for their personal training, in order to increase their employability. Next importance is given to S4 (Innovation and creativity such as Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products) followed closely by S7 (Globalization - international orientation). S5 (Entrepreneurship - Identifying business opportunities, Markets, Need-Finding and Planning) and S6 (Issues inherent to Diversity such as Inclusion and/or Gender Equality) are considered of an average importance and are placed on the last positions concerning their importance for increasing employability for Turkish students respondents.

Concerning the importance and usefulness of the 18 skills and competencies (section 3), Turkish students considered the following as the most important skills to learn in order to increase employability: S16, S7, S8, S18, S11, S1, S2, S3, S4

Last important were: S13, S15, S6.

Concerning the best training method (section 4), Turkish students considered that the best method that could be used for their personal training is Project-based learning, followed by service learning.

Concerning the best device to be used for the training (section 5), Turkish students considered that the best device that could be used for their personal training is the Laptop. Mobile phone is evaluated as average, while Tablet is not considered to be an appropriate device for the training.

## 5. CONCLUSIONS AND RECOMMENDATIONS

### TEACHERS

In this tables we briefly represent the TEACHERS answers collected through the distribution of the questionnaires. The table collect the most important and the next important data, leaving aside data that are not relevant or of lesser numerical impact. Each section have been completed listing the main subsections wrote by the partner in the national reports. In the right side column the statistical data results analysis furnish the quantitative data results of the listed subsections.

COUNTRY	SECTION 2	SECTION 3	SECTION 4	SECTION 5
PORTUGAL <b>Most Important</b>	S1, S4	S2, S7, S11, S13, S14	S1	Laptop
PORTUGAL <b>Next Important</b>	S2, S6, S7	S5,S6, S12, S15, S14	S5, S7	Other
ITALY <b>Most Important</b>	S3, S4, S6	S1, S13, S12, S14, S15	S1, S4, S6	Laptop
ITALY <b>Next Important</b>	S1, S2, S7	S7, S8	S2, S3	-
ROMANIA <b>Most Important</b>	S1, S4	S3, S1, S16, S4, S13	S4, S5	Laptop
ROMANIA <b>Next Important</b>	S2, S3, S5	S2, S9, S5, S7, S10, S12, S14	S1, S6	-
CZECH REP <b>Most Important</b>	S3, S7	S1, S7	S1, S4	laptop
CZECH REP <b>Next Important</b>	S1, S4, S5, S2	S3, S4, S15, S13, S2	S5, S3, S2	Mobile phone
SPAIN <b>Most Important</b>	S1, S3,S4	S7, S9, S12, s14	S1, S3, S4	laptop
SPAIN <b>Next Important</b>	S5, S2	S3, S6, S16	S5, S6	-
TURKEY <b>Most Important</b>	S1, S4	S1, S9, S16, S7, S8	S1, S4, S5	Laptop
TURKEY <b>Next Important</b>	S2, S3, S5	S5, S6, S15	S2, S6	-

### SECTION 2 – MAIN TOPICS

FIRST CHOICES NUMBER OF PREFERENCES: 1=4, , 3=3, 4=5, 6=1, 7=1

4 and 1 are the most appreciated in the first choices followed by 3, 6 and 7

SECOND CHOICES NUMBER OF PREFERENCES: 1=2, 2=6, 3=2, 4=1, 5=4, 6=1, 7=2

In the second choices 2 and 5 collected most of the preferences, followed by 1, 3 and 7

FIRST CHOICE	SECOND CHOICE	ORDER OF PREFERENCES	%
5	1	<i>S2_4: Innovation and creativity (Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products)</i>	4,38
4	2	<i>S2_1: Skills improvement (Strategic and organizational skills, solving problems, decision making)</i>	4,38
3	2	<i>S2_3: Good and bad Communication (Effective Communication, Build great teams, New Media and Social Network Communication)</i>	4,30
-	6	<i>S2_2: Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand)</i>	4,05
1	2	<i>S2_7: Globalization - international orientation</i>	4,00
-	4	<i>S2_5: Entrepreneurship (Identifying business opportunities, Markets, Need-Finding and Planning)</i>	3,98
1	1	<i>S2_6: Issues inherent to Diversity / Inclusion / Gender Equality</i>	3,82

## Final result for Section 2

Between first and second choices we have 4 and 1 have been considered the most appreciated followed by 3 and 2

## SECTION 3 – SKILLS AND COMPETENCES

FIRST CHOICES NUMBER OF PREFERENCES: (1=3, 13=3, 7=3, 14=2, 16=2, 2=1, 3=1, 4=1, 8=1, 9=2, 11=1, 12=2, 14=1, 15=1)

1, 7 and 13 are the most appreciated in the first choices followed by 14 and 16;

2, 3, 4, 8, 9, 11, 12, 15 complete the list

SECOND CHOICES NUMBER OF PREFERENCES: (5=3, 15=3, 2=2, 6=3, 7=2, 12=2, 13=1, 14=2, 3=2, 4=1, 8=1, 9=1, 10=1, 16=1)

5, 6 and 15 are the most appreciated in the second choices followed by 3, 2, 7, 12 and 14;

16, 13, 4, 8, 9 and 10 complete the list.

FIRST CHOICE	SECOND CHOICE	ORDER OF PREFERENCES	%
3	-	<i>S3_1: Strategic and organizational skills (soft, digital, personal)</i>	4,29
3	2	<i>S3_7: Effective Communication training.</i>	4,26
3	2	<i>S3_13: Digital Solutions to Enrich Skills and Competences</i>	4,18
2	1	<i>S3_16: Self-learning</i>	4,15
3	2	<i>S3_14: Proactivity</i>	4,13
1	2	<i>S3_3: Negotiation, solving problems, decision making</i>	4,13
1	1	<i>S3_4: How to identify and act on your goals</i>	4,12
1	1	<i>S3_8: Role of Listening in Communication</i>	4,12
-	1	<i>S3_10: Cross-cultural and Social communication</i>	4,07
1	2	<i>S3_2: Personal Training on Time Management</i>	4,01
2	1	<i>S3_9: Build great teams</i>	4,00
1	-	<i>S3_11: Deal with the “me” and the “others”</i>	3,94
2	2	<i>S3_12: New Media and Social Network Communication</i>	3,93
1	3	<i>S3_15: Gamification</i>	3,88
-	-	<i>S3_18: Identifying business opportunities</i>	3,88
-	3	<i>S3_5: Sharpening your personal brand, competences and going ahead of the competition</i>	3,84
-	2	<i>S3_6: Job searching strategies</i>	3,80
-	-	<i>S3_17: Introduction to Entrepreneurship</i>	3,76

## Final result for section 3

Between first and second choice 1, 7, 13, 16 have been considered the most appreciated followed by 14, 3 and 4.

## SECTION 4 – TYPOLOGY OF THE TRAINING

FIRST CHOICES NUMBER OF PREFERENCES: 4=5, 1=5, 5=2, 6=1, 3=1

4 and 1 are the most appreciated in the first choices followed by 5 and 6

SECOND CHOICE NUMBER OF PREFERENCES: 2=3, 5=3, 6=3, 3=2, 1=1, 7=1, 4=0

1 is the more appreciated, with 4 that maintain a high appreciation and 6, 2, 5, 3, 7 that complete the list.

FIRST CHOICE	SECOND CHOICE	ORDER OF PREFERENCES	%
5	2	<i>S4_1: Project-based learning (A dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge)</i>	4,37
5	-	<i>S4_4: Active learning methodologies (is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement)</i>	4,33
1	3	<i>S4_6: Blended Learning (An approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods)</i>	4,05
-	3	<i>S4_2: Service-learning (An educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs)</i>	4,01
2	3	<i>S4_5: Gamification (An educational approach to motivate students to learn by using video game design and game elements in learning environments.)</i>	3,97
1	2	<i>S4_3: Self-learning (A method of garnering information and after processing and retaining it without taking the help of another individual)</i>	3,87
-	1	<i>S4_7: Distance learning (Also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication).</i>	3,61

### Final result for section 4

Between first and second choice 4 and 1 have been considered the most appreciated followed by, 6, 2, 5, 3 and 7.

## SECTION 5 - DEVICE

Laptop have been chosen in all the first choices as the best device to use in the training activities.

## STUDENTS

In this tables we briefly represent the STUDENT answers collected through the distribution of the questionnaires. The table collect the most important and the next important data, leaving aside data that are not relevant or of lesser numerical impact. Each section have been completed listing the main subsections wrote by the partner in the national reports. In the right side column the statistical data results analysis furnish the quantitative data results of the listed subsections.

COUNTRY	SECTION 2	SECTION 3	SECTION 4	SECTION 5
PORTUGAL <b>Most Important</b>	S1, S4	S3, S7	S1	Laptop
PORTUGAL <b>Next Important</b>	S6	S15, S17	S5, S7	PC
ITALY <b>Most Important</b>	S1, S2	S1, S3, S4, S13, S18	S4	Laptop, Mobile phone, Tablet
ITALY <b>Next Important</b>	S5, S3, S4	S2, S7, S11, S12, S16	S6	-
ROMANIA <b>Most Important</b>	1, 2	4, 3, 7, 8, 14, 2, 5	S1, S5	
ROMANIA <b>Next Important</b>	4, 3, 5	1, 9, 10, 18, 15, 17	S2, S4, S16	
CZECH REP <b>Most Important</b>	2, 5	18, 7, 3, 14, 4, 13, 16, 9, 1, 2, 10, 14	1, 4, 5	laptop
CZECH REP <b>Next Important</b>	1, 4, 3, 7	5, 15, 8, 12, 6	3, 2, 6	Mobile phone, tablet
SPAIN <b>Most Important</b>	6	6, 7, 8	1, 3	Laptop
SPAIN <b>Next Important</b>	1,3,4,5	1, 10, 16	2	Mobile
TURKEY <b>Most Important</b>	1, 2, 3	S16, S7, S8, S18, S11, S1, S2, S3, S4	S1	Laptop
TURKEY <b>Next Important</b>	4, 7	S13, S15, S6.	S2	Mobile phone

### SECTION 2 - MAIN TOPICS

FIRST CHOICES NUMBER OF PREFERENCES: 1=4, 2=4, 3=1, 4=1, 5=1, 6=1; 1 and 2 are the most appreciated in the first choices followed by 3, 4 and 5

SECOND CHOICES NUMBER OF PREFERENCES: 4=5, 3=4, 5=3, 7=2, 1=2, 6=1

In the second choices 4 and 3 collected most of the preferences, followed by 5, 7, 1 and 6

FIRST CHOICE	SECOND CHOICE	ORDER OF PREFERENCES	%
4	2	S2_1: Skills improvement (Strategic and organizational skills, solving problems, decision making)	4,32
4		S2_2: Personal branding (strategies to promote yourself, your skills and experiences, your career as a brand)	4,31
1	4	S2_3: Good and bad Communication (Effective Communication, Build great teams, New Media and Social Network Communication)	4,16
1	5	S2_4: Innovation and creativity (Digital Solutions to Enrich Skills and Competences, Proactivity, turning ideas into products)	4,15
1	3	S2_5: Entrepreneurship (Identifying business opportunities, Markets, Need-Finding and Planning)	4,03
-	2	S2_7: Globalization - international orientation	3,94
1	1	S2_6: Issues inherent to Diversity / Inclusion / Gender Equality	3,78



## Final result for Section 2

Between first and second choices 1 and 2 have been considered the most appreciated followed by 4 and 3.

## SECTION 3 – SKILLS AND COMPETENCES

FIRST CHOICES NUMBER OF PREFERENCES: (3=5, 7=5, 4=4, 1=3, 18=3, 2=3, 14=3, 16=2, 8=3, 13=2, 5=1, 9=1, 10=1, 11=1, 6=1)

3, 7, 4, 1, 18, 8, 2 and 14 are the most appreciated in the first choices followed by 3, 16 and 13; 5, 9, 10 and 11 complete the list

SECOND CHOICES NUMBER OF PREFERENCES: (15=4, 17=2, 6=2, 1=2, 2=1, 5=1, 7=1, 8=1, 9=1, 10=2, 11=1, 12=2, 13=1, 16=2, 18=1)

15 is the most appreciated in the second choices followed by 17 and 6 with 2 preferences and all the others that collected 1 preference each.

FIRST CHOICE	SECOND CHOICE	ORDER OF PREFERENCES	%
5	1	<i>S3_7: Effective Communication</i>	4,44
5	-	<i>S3_3: Negotiation, solving problems, decision making</i>	4,39
4	-	<i>S3_4: How to identify and act on your goals</i>	4,32
3	1	<i>S3_8: Role of Listening in Communication</i>	4,28
2	2	<i>S3_16: Self-learning</i>	4,21
3	2	<i>S3_1: Strategic and organizational skills (soft, digital, personal)</i>	4,20
3	1	<i>S3_2: Personal Training on Time Management</i>	4,18
1	2	<i>S3_10: Cross-cultural and Social communication</i>	4,12
3	1	<i>S3_18: Identifying business opportunities</i>	4,11
3	-	<i>S3_14: Proactivity</i>	4,10
1	1	<i>S3_11: Deal with the “me” and the “others”</i>	4,07
2	1	<i>S3_13: Digital Solutions to Enrich Skills and Competences</i>	4,06
1	1	<i>S3_5: Sharpening your personal brand, competences and going ahead of the competition.</i>	4,05
1	2	<i>S3_6: Job searching strategies</i>	4,00
-	1	<i>S3_12: New Media and Social Network Communication</i>	3,99
1	1	<i>S3_9: Build great teams</i>	3,96
-	2	<i>S3_17: Introduction to Entrepreneurship</i>	3,84
-	4	<i>S3_15: Gamification</i>	3,75

## Final result for section 3

Between first and second choice 7, 4, 3, 8, 16, 1, 2 have been considered the most appreciated followed by 10, 18, 14.

## SECTION 4 – TYPOLOGY OF THE TRAINING

FIRST CHOICES NUMBER OF PREFERENCES: 1=5, 4=2, 5=2, 3=1

1 is the most appreciated in the first choices followed by 4 and 5

SECOND CHOICE NUMBER OF PREFERENCES: 2=4, 6=2, 1=1, 3=1, 4=1, 7=1, 5=1

2 is the more appreciated, with 6 that maintain a high appreciation and the others that collect 1 preference each.

FIRST CHOICE	SECOND CHOICE	ORDER OF PREFERENCES	%
5	1	<i>S4_1: Project-based learning (A dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge)</i>	4,29
2	1	<i>S4_4: Active learning methodologies (is "a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement)</i>	4,13
-	4	<i>S4_2: Service-learning (An educational approach that combines learning objectives with community service in order to provide a pragmatic, progressive learning experience while meeting societal needs)</i>	3,97
1	1	<i>S4_3: Self-learning (A method of garnering information and after processing and retaining it without taking the help of another individual)</i>	3,94
-	2	<i>S4_6: Blended Learning (An approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods)</i>	3,85
2	1	<i>S4_5: Gamification (An educational approach to motivate students to learn by using video game design and game elements in learning environments.)</i>	3,69
-	1	<i>S4_7: Distance learning (Also called distance education, e-learning, and online learning, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student - teacher and student-student communication).</i>	3,46

### Final result for section 4

Between first and second choice 1 and 4 have been considered the most appreciated followed by 2, 3, 6, 5, 7.

## SECTION 5 - DEVICE

Laptop have been chosen in all the first choices as the best device to use in the training activities.

## ANNEXES

### **a) NATIONAL DESK RESEARCH**

- Portugal
- Italy
- Romania
- Czech Republic
- Spain
- Turkey
- Template used for national desk research

### **b) FOCUS GROUPS Report**

- Portugal
- Italy
- Romania
- Czech Republic
- Spain
- Turkey
- Templates used for the Focus Group

### **c) QUESTIONNAIRES Findings Report**

- Portugal
- Italy
- Romania
- Czech Republic
- Spain
- Turkey
- Template questionnaire used for carrying out the survey