



PRO PULSE +

A new perspective for production schools

O2 STATE OF THE ART TRANSNATIONAL REPORT

Multi-country study

CITEVE - Centro Tecnológico das Indústrias Têxtil e do Vestuário de Portugal
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INTRODUCTION

Everywhere in Europe, countries are facing the challenge of higher unemployment rates, which especially hit weakened publics of youngsters (less 29 year-old) and seniors (+ 45) who have lower-qualified profile, often combined with social difficulties which may cause drop-outs and reluctance to training. In addition, Europe is suffering from a lack of sector-adapted technical competences as well as transversal job-oriented skills for a successful integration into the Labour market.

PRO PULSE + intends to provide adapted learning settings and environments which can offer a qualitative apprenticeship experience to priority-target groups of young people who are low-qualified/or drop-out young (16-29) who are characterized by "NEET" (Not in Employment, Education or Training) situation as well as to low-qualified adults NEETs (45+) facing a long unemployment period.

In this context, alternative training, including apprenticeship or labour oriented training for young and less young adults have grown and many see in it, an adapted compromise to tackle issue of unemployment. This is why interesting success models such as "Production School" have emerged, proved their efficiency and caught the attention of many actors in Europe. More people could benefit of this model as it is currently only implemented in Denmark, Austria, Germany and France, whereas in Sweden and Finland the concept was launched only recently.

In order to achieve its goal, the project can rely on a solid partnership made of organisations from Austria, Italy, France, Portugal and Turkey. All partners are expert VET providers and sector-oriented representatives in the field of work-based training and in insertion initiatives, notably for youngsters and senior adults facing exclusion situations and long term unemployment. These partners have a very good knowledge of the target groups involved and can rely on their long experience in European cooperation to successfully develop their common proposition.

The expertise and differentiated sector orientation of the partnership organisations, able the development of the Productions Schools Units in five different sectors: Social and Healthcare (Austria), Sales/Trade (France), Tourism (Italy), Textile and Clothing (Portugal) and, Construction and Furnishing (Turkey).

The PRO PULSE + Output 2, STATE OF ART TRANSNATIONAL REPORT, has the purpose of present a compilation analysis on current national and partners' organisation contexts. This report is based on the findings reported on the first output "Good Practices Collection" and also comprises the results of the different research methods and techniques implemented by each partner:

- Desk Research - Study of the sector/area to develop the unit school, including labour market needs, job requirements, skills mismatch, stakeholders to be involved;
- Focus Group – with VET teachers/ trainers/ counsellors/ coaches/ tutors, specifically to provide an overview of the team expertise and skills gaps, engagement of the target groups and an inventory of didactic resources developed/used by those partners in their VET programmes/projects;



- Interviews - with top-manager, programme designer and programme manager;
- Online surveys - with the final target groups, i.e., young and adults, in order to understand the needs and skills gaps in view of the development of future project outcomes.

1. SECTORS TO DEVELOP THE PRODUCTION SCHOOL UNITS

Austria

In Austria, there is and will be a labour demand in the social and health care sector. Scientific progress in medicine, demographic changes, such as aging of society as well as an increased health awareness are key causes of the continuous growth in social and health services. Even in the child care field, there are good job prospects.

In 2015, 247 698 people were employed in the health and social sector. 22 000 people were unemployed in the sector of education/culture and health in 2014, +3 000 in 2015 and +2 300 in 2016. The branch specific trend forecasts an increase of employment with +5 900 in 2016, while the number was +7 000 in 2015. Most of these occupations are part-time.

Although the number of people employed in the sector increased in the past years and is still increasing, there is demand for skilled labour.

The health and social sector comprises a variety of professions, therefore education in the field of social and health care is provided on different levels and in different institutions. For assisting professions, specialist courses are offered by vocational schools for health care or VET providers. Although these courses target people, who don't have to have qualification or experience in the field, the requirements are completed compulsory education and a minimum age of 18 years.

France

The sales and distribution industry in France has more than 3 000 000 employees. It continues to expand and offers a wide range of employment possibilities in various and diverse sectors.

The biggest names in the French distribution market employ the majority of employees in the sector (635 800 people in 11 250 retail outlets). There are also employees in retail trade, "B to B", craft industry or mail order companies. Furthermore, marketing is eminently linked to trade and sales industries.

In the region PACA, 85% of the companies in the sales and distribution industry are small and medium-sized businesses. Moreover, professions related to trading and selling face a high seasonal activity. Sales and distribution industry represent 34% of the establishments registered within the companies and registration office in the department of Vaucluse, 33% of the employees and 18,4% of labour market. On July 1st, 2015 almost two thirds of the establishments registered within the companies and registration office (64%) do not have any employees and more than 93% of the establishments have less than 10 employees. Throughout the department, only 235 establishments employ 50 workers and more. Vaucluse counts: 9 116 establishments for 26 871 employees.

Retail trade employs more than 7 000 employees within a total of 6 142 stores (2013 figures). Trade sectors decreasing in the department of Vaucluse are food retail (apart from frozen food, wine and beverage), non-food business, in particular DIY, household/electrical appliances and fuel and gas retail. On the contrary, household and personal items, health and beauty retail and luxury goods are increasing.

Italy

In Italy, according to the National Institute for Economic, Political and Social Studies, the incidence of the Tourism sector on the national Italian GDP is around 10% with the forecast that, with interventions to re-launch the sector, the datum will go to double in the turn of about ten years. Accordingly, Tourism is considered one of the "pillars of Italian economy" and as a key factor for a reconstruction of the role of Italy in the world.

Besides these important data, a recent Report (2016) made by Confturismo (the major representative Italian Organisation for tourism sector) states that the sector in Italy is more and more losing its competitiveness. Also, the last Report "Country Brand Index 2014-2015" confirms that Italy has slipped since the 28th to the 57th place and the quality of the services is the first cause of malcontent among the foreign tourists. The other factor concerns the advertising and promotion capacity of the reception operators.

The specifics above mentioned, the experience and studies carried out, in order to aid the sector to achieve its goals, MCG will focus in the development of a unit school, on promotional services for tourist accommodations and/or for tourist products that imply the use of new technologies and/or applications.

Portugal

«For the first time since the late 80s, the sector generated employment in 2014. They were created nearly three thousand jobs. And just have not generated more jobs, they say, for lack of skilled labour... says the President of the Technological Centre of Textile and Clothing Industries of Portugal to Jornal de Notícias. » (2015).

The scenario above reported about the Textile and Clothing Industry in Portugal, is up-to-date. CITEVE through its associates, customers and partners have experienced a high demand for skilled labour in the textile sector, especially in the sewing area. There is a need to hire people for sewing functions, with different qualifications, but the job search in this area does not meet the supply, according to IEFP (National Institute for Employment and Training) in 2015 were 2085 job offers to 1988 candidates hired (there are many more offers that are not registered in the Institute), nor does the existing vocational training meet the needs of the market.

Thus, it was thought to create a sewing workshop, in which will be worked the technical, educational, social and cultural skills of the participants in order to set a new level in seamstresses training and consequently contribute to the dignity of the profession and explore the dimension of technicality and thoroughness of operations.

Turkey

The construction and furnishing sectors are the two leading sectors of Turkish economy and are in continuous growth with constant job opportunities. This sectors, that work with more than 200 different other sectors, are directly related with the interior architect or/and assistant interior architect professional careers. The career of interior architect obliges the people to have a university degree (minimum of 4 years in this subject). Although in Turkey, the official data about this is



insufficient and since there's no legal obligation to the practice of the activity, many architects provide interior design services and lots of people who even don't have university degree work as "interior designer" in the sector.

With the expectation of being the 3rd most growing country in the world in 2017 in the construction sector, according to OECD and being in the first top five European countries, and in the first top ten in the world in furniture exporting countries, Pera Fine Arts Educations intends to provide an one year training in "Interior Design and Decoration" to the target people of the Pro Pulse + project, in order to offer them the necessary Knowledge in this theme so that people can be properly prepared to work as "interior design assistant" and therefore appropriately execute their professional career and help the country reaching its goals.

2. LABOUR MARKET NEEDS

Austria

In Austrian healthcare sector the demand for employees is higher than the number of those starting to work in it. In recent years, labour migration movement from former Eastern European countries as well as from Asia can be observed bringing health care workers to Austria. Many of them show needs in terms of qualification to adapt to Austrian system's standards or challenges with recognition of qualification achieved in another country. There are mainly, two professional profiles, for which there is a high demand.

The "home helper" ("HeimhelferIn") supports care needy people with financial management and activities of daily life by supporting self-help. The main activities include household tasks like cleaning, running errands, assistance in the preparation of meals and eating, heating, encouraging contacts with the social environment and the observation of the general condition. Home helpers support care needy people, who are by age, health impairment or difficult social circumstances not able to provide for themselves, but want to remain in their home environment. Home helper work in a team with the home nursing and the members of the mobile care services.

The work environment of a "home helper" is characterised by field service, emergency service and home visits. It is connected with high psychological distress, permanent customer's contact and requires the willingness for weekend service.

Regarding the personal precondition for this occupation, the minimum age for work as a "home helper" is 18 years. The typical skill levels can be achieved with special training courses. Certificates and diplomas from care educations and a completed home helps training are required.

Employment opportunities for "home helper" are at home helper/care providers or municipal social institutions and social institutions such as "Caritas" and "Red Cross". These opportunities, for low-skilled people can be seen in the high demand for home care.

The second profile, "social worker for elder care", endeavour to preserve the quality of life of older people by responding to their physical, mental, social, health and psychological needs. They help and support them in coping with everyday life, for example, with personal hygiene, eating, daily activities and revitalisation of the relations with their environment.

Employment opportunities for "social workers for elder care" are in hospitals or nursing homes, nursing stations and geriatric centres. Employer for ambulatory elder care are communities, associations or charities. Public, church and private institutions as well as home care are further employment opportunities for social workers for elder care.

The occupation of social workers for elder care requires physical strength, as well as high psychological distress and willingness for weekend service.

The typical skill levels can be achieved with special training courses. The job requires a medium vocational education and training.



France

Even during a period of crisis and suffering from a poor image, employment in sales and distribution sector are numerous and particularly available for youngsters with no particular diploma or qualification and low work experience. There are approximately 50 000 to 80 000 sales-representative job positions to be occupied. Young graduates are not attracted by them. Companies focus their recruiting criteria on motivated people who are passionate in trading and often offer the proper training on their products and sales techniques. Many young people recruited begin with a 6-month professional training contract. PACA and VAUCLUSE areas are the most important in this sector.

The sales and distribution sector leads to a great diversity of professions. Trading, above all, means being in direct contact with customers (salesperson, cashier, store manager...), selling, satisfying customers' needs and building their loyalty. Moreover, it includes back office professions (dealing with suppliers, budget, team and stock management, prospection, contractor...). In this sector there are amongst 3 000 000 employees (2 000 000 in retail trade, and 1 000 000 in wholesale trade or "B2B"). Retail and wholesale trade, recruit approximately 120 000 sales representatives each year and remain an employment market potential with more than 630 000 employees. It also offers stable contracts (89% of permanent contracts), although mostly part-time jobs. Cashiers and sales representatives represent about half of labour force.

Online business continues its expansion with 160 000 web-sites and 112 000 job positions in 2014 (eBay, Voyages-sncf, Amazon.fr...) and the real estate sector represents, 300 000 people, mostly independent sales representatives.

There are more than 1 000 000 salesmen in France in all sectors (food goods, cultural items, textile, etc.). 82 % are women and work mostly in clothing and luxury items sales. Each year, almost 25 000 jobs are offered in stores and supermarkets and this trend has no reason to tarry in forthcoming years. The most researched jobs in Vaucluse in sales and distribution are: salesperson, technical sales representative, sales representative in real estate and butcher. In areas where field experience is important, most jobs can be carried out starting at different levels.

Certain professions like cashier or counter sale staff do not require qualifications. However even a minimal qualification will ensure immediate employment for youngsters. Without qualification, a minimum working experience of 6 months is required. A qualification such as a CAP (certificate of professional aptitude), which is granted after training periods in the trade, give the required work experience and facilitates job search. An employment in the commercial sector, without a minimum of a *baccalauréat* (or equivalent) and one-year experience, it's difficult to find. For craftsmen (butchers, fish mongers), professional qualification is a must, either a CAP or professional *baccalauréat*. The CAP opens up immediate employment, but to gain that steady job it is recommended to obtain at least a professional BAC. Going on to a BTS, this can lead to management status.

In the emerging e-commerce, 73% of staff are between 25 – 39 years old, and this is most definitely a sector employing youngsters, up to twice other professions (38% all sectors included). This employment availability is confirmed by the number of non-qualified workers (34%), double that of other professions.

Italy

According to National Plan for Tourism Development (2016, Italian Ministry for Tourism) the competitive ability of Italy in the international market of tourism is largely below its potentialities. It is necessary to recover on the Plan of innovation, of digital technologies, of exploitation of the huge cultural and heritage Italian patrimony, of marketing both for destinations than for accommodation facilities and therefore, give a unitary frame to tourism in Italy, by which all the operators can be moved in coherent way, improving the policies on this sector.

The Fourth Observatory on the job market of Tourism in Italy, states that the Italian tourism sector employs about 1 million people (2015), representing 5% of the national occupation – percentage. Also confirmed by National Statistic Institute (ISTAT) data. This is also the leading sector for the occupation of youngsters, representing 63% of the total employed in the sector (602 thousand employees under 40 and 342 thousand under 30). From the industry of the trips, with agents and tour operators, to the hotel and catering sector, tourism offers opportunity not only to adults but also more and more to young people.

According to the National Network for Employment Policies (www.clicklavoro.gov.it), besides the traditional careers linked to the “reception/accommodation world”, that mostly employ adults but also youngsters quite exclusively on seasonal basis, new professional profiles are emerging with more stable employment. This new profiles are connected to the technological evolution and require new competences linked to the knowledge and use of the web and the social networks. Another increasing area is the one connected to the different destinations and to the different experiences that tourists can live.

Today, among the most requested competences, social communication represents the prerequisite for an immediate entrance in this slice of job market, together with the knowledge of the web and his mechanisms, and fluency in foreign languages. In the forthcoming years the so called “hybrid” professions, with knowledge and qualifications in digital matter, will be the most requested from Italian tourist businesses in the marketing and tourist communication areas.

Among the new emerging professional profiles (Excelsior Unioncamere Periodic Surveys 2015-2016 - National Informative System for Training and Employment) appears: the *Community Manager* a figure which builds and manages the online relationships by the web and the social media with clients, consumers and stakeholders; the *Web Content Specialist* a figure who produces coordinates and distributes the promotional contents according to the different platform channels (web, social media or blog) and according to the different targets. Among the profiles demand there is also the *Revenue/Pricing figure* who deals with optimizing the entrances, modifying the rates through the management of the price levers and inventory ones, (i.e.: for a hotel to choose the more advantageous distributive channel among the booking services).

Besides the size of tourism operators/enterprises (characterized by micro, small and medium enterprises) the common need seems more and more to be enhancing business competitiveness against foreign competition and tourist market homologation.



Portugal

Portugal is currently going through an improvement phase of unemployment rates. At the end of 2015, it stood at 13.7%, having declined 1.1% in comparison with to the end of 2014.

Despite the improvement presented, Northern unemployment rate, continues to be the highest in the country, 12.4% in 2015. In the last quarter, in this region, a third of young people between 15 and 24 years old had no job.

Manufacturing industry and exports of goods continue to be the engine of the North economy of the country. The employment rate in this region increased 0.9% in the last quarter of the year 2015 (over more 15 000 individuals were employed in comparison with the last quarter of 2014) and manufacturing industries were the ones that contributed most to this performance, employing over 24 000 people than the previous year, representing an annual increase of 6.2%.

The Region VALE DO AVE, with around 1 280 km² and more or less 511 737 habitants, is a region where the major companies of textile and clothing industries are located. The region involves different cities (Barcelos, Fafe, Guimarães, Póvoa de Lanhoso, Santo Tirso, Trofa, Vieira do Minho, Vila Nova de Famalicão and Vizela), and considered the heart of the Portuguese textile and clothing industry.

A statistical analysis about the situation regarding employment of the population in VALE DO AVE Region, was performed, using for this purpose the study document “Estatísticas Mensais por Concelhos”, 02/2016, provided by the Institute of Employment and Training, in the webpage <https://www.iefp.pt/estatisticas>.

In February 2016, this region had 34 731 unemployed people (6.5% of the unemployed Portuguese people). In demographic terms, concerning the unemployed people, 52% are women and 48%, men with low qualifications, more or less 66% have qualifications from 0 to 9 years of education and only 34% have secondary or upper education. Regarding the age, the analysis reports that these people are mainly over 35 years (23 393).

The data collected, also provides information of the job offers in this region, regarding only the month of February 2016 and mainly in textile and clothing industry, were 1 840 job offers and only 828 were filled. The number of unemployed people registered in IEFP (Institute of Employment and Training) is 2 907.

Everyday textile and clothing industries present employment offers to the labour market, mainly for careers, related to manufacturing, although requiring some experience, do not require high qualifications. Normally, if the candidates have no experience, the companies offer to give the proper on the job training. Despite the presented conditions, this job offers usually take a long period of time to be fulfilled or even aren't satisfied.

Turkey

Turkish furniture sector is mainly based on small sized enterprises (SMEs) that own 1.4 million-dollar part of the 3.5 billion dollars' market. Generally, these companies produce, sell and purchase within the domestic market. This sector has its foundations on a family structure that makes their capacity usage rate around 40%, less than half of the EU capacity usage (90%).

This is a labour-intensive sector with needs for a qualified labour force. Once Turkey has a large young population and the sector is based on a family structure, there is no problem in finding employees, the problems appear when the companies need to find qualified employees. This creates serious difficulties to the companies' internationalization, once the sector is becoming each day more and more modern and these companies are still producing at a labour intensive and non-technological level. The sector needs to evolve and adapt to a more modern industry, in terms of different concepts of production, design, sales, marketing, etc., and therefore qualify properly their labour force or employee qualified people. The forecast is that the future of the furniture industry will be based on modern electro-furniture, smart and green furniture in parallel of smart and green houses, the furniture which improve the quality of the human life, functional, respectful to the environment and people, light, easy movable, modular, easy to clean and using Nano-technology.

Turkish construction sector is one of the biggest in terms of employability. It's also a labour-intensive sector, similar to furniture sector, that employs many unskilled labour force and needs to hire qualified employees, especially for intermediate staff, that currently are in a primary graduated level. In this sector there is many high staff employees or candidates to those positions that have a minimum of university graduate degree, such as engineers, architectures, designers, etc.

In general, the Turkish construction and furniture sectors have the need to employ qualified staff in low and middle levels (Assistant Interior Designer, Project Director, Expert Assistant, Field Sales Staff, Operator, Finishing Work Chief, Site Chief, etc.), with skills and knowledge in design, team working, environmental issues, ICT, social works, customer relations, new sale techniques, etc., especially if they want to be capable of following the changing trends of the world (Nano-technology, environmental friendly applications, concept designs, customer satisfaction approach, etc.).

3. SKILLS MISMATCH

Austria

To avoid skills mismatch, bodies in the Austrian VET sector continually develop adaptation instruments and processes to anticipate future skill needs. Examples for developed instruments and processes are research networks, skill needs studies and the “qualification barometer” (Qualifikations-Barometer) by the AMS-Austrian employment service. Practices to anticipate future skill needs concern to achieve congruency between VET and employment as well as between qualification demand and supply. Major stakeholders in this process are the social partners, as well as education providers, which support the matching process between their programmes and qualification requirements. The outcomes of various analyses of skill needs are considered accordingly in this process.

The VET system in Austria is characterised by specific frameworks of training regulations, i.e. the designing of programmes on non-medical healthcare professions, which are based on the laws regulating the respective occupations. The training regulations are designed and developed with the involvement of experts and interest representations of the Federal Ministry for Health (Bundesministerium für Gesundheit, BMG) and adopted by the Health Minister.

To match occupational requirements with a person’s skill, there are in particular formal requirements. The formal requirements for home helper are in particular a completed home helps training. The areas concerned are elder care, accompanying services, care for people with disabilities or care for people with dementia. In this connection, technical vocational skills are required. Interdisciplinary professional skills, such as skills in social work and pedagogy (care for people with disabilities, care of sick people, care for the elder people, including care documentation) are required, as well as knowledge of basic medicine (first aid). Besides the aforementioned sector specific skills, cleaning skills (ironing, room care, dry cleaning), and home management, home maintenance and cooking in private households are part of the daily work of a home helper. Soft skills required for this occupation are operational readiness, friendliness and helpfulness (Community Relations), as well as frustration tolerance and a high level of empathy.

For social workers in elder care technical vocational skills, occupational therapy skills, health promotion (relaxation techniques, creating movement plans) are required. Interdisciplinary professional skills in social work and pedagogy (care of dependent people, caring for the elderly), educational knowledge and nursing and midwifery (elderly care), knowledge of basic medicine (first aid), medical expertise (geriatrics, medical specialties) and physical medicine and rehabilitation (physiotherapy) are necessary skills.

People working in social and health care sector have to have management skills, in view of organisation of their own work as well as clients’ domestic organisation. Soft skills for this occupation are open-mindedness, friendliness, helpfulness (Community Relations). Further, flexibility, i.e. for weekend service and frustration tolerance (balance) and a high level of empathy due to the pressure are required.

France

Sales and distribution sector, which comprises transportation, commerce, and associated services are the primary employer sectors of under 30 year-olds in Vaucluse, and more than one in two young employees work in this sector.

However, employers have difficulty finding staff in certain posts, cashiers, supermarket staff, and non-qualified workers in packaging, handling, sales staff in clothing, and commercial staff. Jobs that have a negative image essentially because of the availability to working weekends, long hours, standing for long periods. Despite this conditions, lots of youths from Vaucluse find their first jobs in this sector (1 in 3), the majority as sales staff. This type of work is accessible without work experience, resulting in 60% workers being under 35. However, contracts are often on a part time basis, or for a specified period, and wages do not exceed the minimum wage.

In Vaucluse nearly one quarter of youths (24.5%) from 15 to 29 years old have no qualifications and have difficulty in finding work. Getting into the work market, is particularly difficult for these non or low qualified youths, who have not obtained any work experience. Recognized qualifications are needed to help them integrate the working world, and find a steady job.

On top of this, many commercial job offers are not open to them not only because of lack of qualification, but also by the necessity to master more and more sophisticated tools enabling them to resource information they need (mobile phones, computer skills, multimedia, internet...). Qualification requested by potential employers start with CAP to professional BAC for sales staff and for commercial staff professional *baccalauréat* to BTS.

To promote insertion of youngsters into the working world, going through the professional gateway seems to be an alternative, especially in retail and larger distributors, with apprenticeship contracts, or form of professionalization contract.

Apprenticeship for the 16 to 25 year-olds with a combination of formal study in an education centre, and work experience with the master. Apprenticeship, depending on the future employment or qualification required can last from 1 to 3 years, with a wage calculated on age and ability.

Professional work contracts, aimed at 16 to 25 year-olds, and job seekers over 26, means professional training, work experience and a qualification.

Italy

Forecasting that, with interventions to relaunch the Italian tourism sector, its incidence in the national Italian GDP will be around 20% in about ten years, it is clear that in order to increase and enhance Italian enterprises operating in Tourism sector, it is more and more crucial to take into consideration 6 keys factors identified by ISFOL (Italian Institute for Vocational Training Development of Workers):

- Web 2.0 and new ICT technologies development;
- The increasing number of tourist destinations;
- The building of new mental maps by final customers;
- The quality aspect;
- A new emerging research of equilibrium between people and nature;
- The need of new kind of governance that involves public and private actors.

This change factors, deeply influence skills and training requirements of Tourism sector which is becoming a sector more and more connected with other employment and economic activities. Finding a permanent job in tourism sector just taking into account foreign languages and/or general communication skills will become very difficult.

In a study entitled “Evolution of Professional system in Tourism sector - 2015” ISFOL identifies the 3 key competencies needed to successfully face the changes occurring in the sector:

1. Being able to define web communication objectives and strategies towards target markets and final customers;
2. Being able to choose contents and languages of communication in order to present tourist products on the web;
3. Being able to define and implement contacts with targets by the web and to manage relationships by the web.

Briefly, not only promotion and communication, digital skills but also the ability of negotiation and relationship management with customers and other stakeholders are extremely important in order to build up more and more integrated touristic products.

Another important aspect to take into consideration is that the activities connected to the above mentioned competencies and requirements, will be more and more carried out outside of the tourist operator/enterprise (hotel, tour operator, agritourism...) in order to facilitate the creation and promotion of tourist products more and more connected with other relevant actors and stakeholders of the territories concerned.



Portugal

In the Textile and Clothing Sector, after diagnosis made to processing industries in the VALE DO AVE region a huge gap was detected at the job search level in the productive sector.

The productive sector of the Textile and Clothing Industry, especially in seamstresses' job, is normally a sector that does not require a high level of education, but technical and professional skills that are acquired through lifelong learning or vocational training.

In this same diagnosis, immediate hiring needs were detected, mostly sewing machine operators.

The current training offer in this particular industry area and occupation, at a national level, is slightly staggered with the immediate needs, as its duration is quite extensive and is still somewhat inadequate for the level of qualifications of the unemployed population in the VALE DO AVE region.

Regarding the duration of the existing training offer, the average length is 1940 hours, more or less 1 year, not satisfying therefore the immediate needs of hiring employers.

Concerning the level of qualifications required to attend these training courses, only a fraction of the unemployed population, can access it, because they must have educational qualifications / level professionals 1 (2nd Cycle Basic). According to the study document "Estatísticas Mensais por Concelhos" 02/2016, provided by the Institute of Employment and Training (IEFP), more or less 11 000 unemployed people from this region, with lower school or professional qualifications cannot attend the training offer in question and thus acquire technical and vocational skills in this area of activity.

In addition to the shortcomings above mentioned, we can also reference that the existing vocational training, although the program includes a Work Context Practice component (Internship), this will not be enough for trainees to acquire the technical skills and experience to develop their tasks in accordance with the requirements of the sector's production lines.

In general, the existing training offer in Portugal, according to the National Catalogue of Qualifications (NQC) designed by VET institutions and approved by the 16 Sectorial Councils for Qualifications (CSQ), which comprise representatives of education and training institutions, trade unions, employers' associations, enterprises, technological centres, and experts in specific areas, and managed by the National Agency for Qualification and Vocational Education and Training (ANQEP), does not correspond to the immediate needs of the textile and clothing production industries. It is therefore necessary to create an adequate training programme in which will be worked the technical, educational, social and cultural skills of the participants in order to set a new level in seamstresses training and consequently contribute to the dignity of the profession and explore the dimension of technicality and thoroughness of operations in short period of time.

Turkey

According to the key people of the construction sector, there is a major problem about qualified staff and at the same time, there is a problem between matching the sector needs with the content of the current training programmes. The current training contents do not correspond to the needs and necessities of the sector. There are no vocational standards, certification system and no organisation that could provide this system within the country, which makes harder to employ the suitable person to suitable position. It is important to define the vocational qualifications and education standards by the sector representatives and by this way, a healthy connection between education and employment will be developed. Creation of an international recognized certification system is also important for the mobility of the staff since Turkey has a large youth population.

The changes in the current training system must be done at all levels of the education such as: vocational technical high schools, vocational secondary schools, universities, informal training providers and workplace training programmes. The education system must be developed in parallel with the investments in the sector. According to the statics, every additional one-year education, people earn 5 % more salary.

The lack of the qualified middle staff is also highlighted by Turkey Construction Industry Employers Union (INTES) and they said that the lack is in several jobs, from operator to concrete former, and this lack, costs to the employers too much by spending time and money to train new employee about their subjects. The Turkey Building Contractors Union also mentions the importance of the qualified middle staff workers and lack of the suitable training systems.

The training needs of an interior design and decoration assistant (middle staff worker) in terms of skills mismatching are identified in “Basic Art training”, “Technical Drawing”, “Fine Structure”, “Perspective”, “Materials Knowledge”, “Furniture History”, “Contemporary Trends”, “ICT (specific computer programmes)”, “Art History”, “Life arrangement in a single place (drawing technique)”, “Measurement and supporting drawing techniques”, “Furniture technique drawing – basic perspective”, “Multiple places life arrangements”, “Wood, synthetic, ceramic, water colour and paint techniques works”, “Clothe and skin plating” and “Isolation – outdoor – environment / building relationship”.

Currently the interior design and decoration education in Turkey is given in 4 different levels Bachelor (Universities), Associate Degree (Vocational School of Higher Education), High School Graduate (High School) and Certificate approved by Ministry of National Education (Education Centres), each one with a different position in the career hierarchy. It is therefore necessary to create a proper training programme in order to set a new level of interior design and decoration assistant, revised accordingly with the sectors needs and the targeted groups.

4. RESOURCES TO IMPLEMENT THE PRODUCTION SCHOOL UNITS

Human resources' profile and expertise

Towards a successful implementation of a production school unit in partners' organisations, the following key-staff was identified.

Austria	<ul style="list-style-type: none"> - The institution must be a recognized VET institution with experience in the labour market policies and working with the target-groups; - 3 trainers/coachers (experts in the sector); - 1 project leader (not working full time in the project); - 1 project assistant (not working full time in the project).
France	<ul style="list-style-type: none"> - 1 trainer (expert in sales); - 1 expert in Pedagogy and Methodologies; - Field professionals (with a few hours for module); - 1 development manager involved with the training, in order to diffuse a more attractive view of the production school unit to strategic companies; - 1 project coordinator; - 1 project manager.
Italy	<ul style="list-style-type: none"> - 1 Service Unit Coordinator (expert in training programmes management, activities and job insertion activities coordination); - 1 Programme Designer (expert in training programmes planning and management and training activities and coordination); - 1 Tutor (expert in training activities management and VET activities tutoring together with a solid experience in dealing with disadvantaged target groups); - A Team of skilled and qualified Teachers/Trainers (with work experience in the specific sector and/or experts in the their specific subject); - 1 Coach/Mentor with a psycho-socio pedagogical background and with a deep experience in social/ "personal empowerment" activities management (better if disadvantaged groups targeted), in social work and in counselling activities management as well.
Portugal	<ul style="list-style-type: none"> - The organisation must be a Certified VET provider, being therefore conditioned by a series of regulations, such as having qualified human resources ensuring the quality of the organisation and management of the training activities; - Work with direct partnership with Social institutions, Employment Centres, Guidance Service institutions and have a strong relationship with the business community; - 1 project manager (expert in pedagogical coordination); - 1 pedagogical technician; - 1 Team of Trainers/Tutors/Coachers (1 expert in Social matters, 3 in Technical Orientation).
Turkey	<ul style="list-style-type: none"> - The interior design programme already developed by Pera has a strong relation with the sector representatives and is focused on the sectorial needs operating very closely to a PS model; - Master Teacher/Trainer (Expert in Interior design); - 4 teachers/trainers (experts in different technical modules) – Current team;

	<ul style="list-style-type: none"> - Additional trainer/teachers for modules of soft skills; - 1 Administrative Staff (connecting the project with the enterprises); - 1 Educational Counsellor; - 1 Financial Counsellor; - Complementary staff (cleaning, security, kitchen...).
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Key-skills and competences

Bellow it is presented the major key-skills and competences that the professional staff who's going to be involved within the production school/unit.

Austria	<ul style="list-style-type: none"> - Working experience with the target groups and in social projects or social enterprises; - Everyone must have recognized training and coaching formation; - At least one of the trainers/coachers must be a qualified social worker/social education worker; - All staff must have case management training and an additional outdoor training.
France	<ul style="list-style-type: none"> - Staff with a good knowledge of the sales/trade sector; - Competences that should enable them to make a clear link between the different exercises/activities; - People who can interact with employees and companies on a more frequent basis; - Being receptive to new methodologies and teaching approaches.
Italy	<ul style="list-style-type: none"> - All staff must have a good knowledge of the social economical context of the target group and sector of intervention; - Be familiar with the regulation of the Training and Job insertion activities; - Good relationship with the enterprises acting in this sector and knowledge of it; - Trainers, tutors and teachers with work experience in the sector and disadvantaged target groups; - Everybody must be acquainted with the PS model and have work experience in their specific area of intervention in the service unit.
Portugal	<ul style="list-style-type: none"> - Each member of the staff must have experience or be an expert in their occupation area; - Trainers must have the certification diploma of competences and have deep knowledge of the area that will monitor; - Tutors/Coachers need to have an excellent know-how for teaching the practical production operations; - Pedagogical technician preferably with training in Education or Social Sciences must have high leadership and negotiation skills and pedagogical competences.
Turkey	<ul style="list-style-type: none"> - Total understanding of the PS model and target groups; - The training staff must have competences to work with each student individually. Be updated with the current sector needs and applications and adapt the material to be trained. Be at the same time teacher, pedagogue, friend and master for the trainees.

Training needs and/or didactic materials

The following learning methodologies, training/didactics materials were suggested, to be used in order to achieve the best results for the production school/service unit.

Austria	<ul style="list-style-type: none"> - Learning by doing – Producing services/products to sell; - Outdoor and Sports activities – Activate and motivate the participants' social skills; - Theoretical learning – workshop knowledge; - Coaching – Individual or small groups coaching and “walking coaching”; - Inclusion of the parents of the youngsters, once the period of training will be temporary for them; - Trainers and responsible staff must have training in case management and process development as well as recognized training/coaching course.
France	<ul style="list-style-type: none"> - Trainers with the necessary training for the programme; - Revision of the current didactic material for a more practical training; - Access to the mock shops of Carpentras and Bordeaux.
Italy	<ul style="list-style-type: none"> - Use of the most recent ICT technologies and/or applications; - Access to modern computer guided technology (Tablets, internet, printers...); - Latest applications /programmes/software's of the sector; - Digital version of the didactic materials supporting the training; - Writing materials kit.
Portugal	<ul style="list-style-type: none"> - Didactic videos; - Work Instructions; - Technical Files; - Contract Documents; - Visually appealing Handbooks; - Prototypes/Finished samples.
Turkey	<ul style="list-style-type: none"> - Current training materials used; - Training on the job, practicing in the existing ateliers using the necessary equipment and/or materials.

Physical resources

The most important and necessary physical resources that organisations should considered for implementing their production school/service unit are presented below.

Austria	<ul style="list-style-type: none"> - Classrooms; - ICT lab; - Workshop rooms (for creative workshop, handcraft); - Complementary rooms (canteen, bathroom, break room, library, etc.).
France	<ul style="list-style-type: none"> - 2 agencies with the current conditions to provide the training; - Mock shops.
Italy	<ul style="list-style-type: none"> - Classrooms; - ICT equipment (Pcs, printers, scanners, tablets...) - Internet access; - Enterprises to host practical activities.

Portugal	<ul style="list-style-type: none"> - 1 attendance office; - 1 guidance office for individual support; - 1 workshop room for theoretical learning and creative working; - 1 computers room (access to internet for research); - 1 Production unit (prepared with tailoring and manufacture clothes equipment); - Tools and working materials; - Consumables; - Complementary rooms (bathroom and breakroom); - 1 Vehicle for transportation of the products.
Turkey	<ul style="list-style-type: none"> - Classrooms; - Workshops/ateliers provided with technical equipment; - Conditions to provide outdoor activities (construction site, visit thematic fairs, short time trainings).

Financial resources

Regarding to the description of the financial resources necessary and possible sources of funding for the implementation of the production school/service unit in partners' organisations, the following were mentioned.

Austria	<ul style="list-style-type: none"> - 16 500€ to 17 000€ per participant/year; - Public Funding (Public Employment Service Austria); - Social Funding (Federal State Government); - Municipalities and Social Ministry Funding.
France	<ul style="list-style-type: none"> - European Funding; - Regional and National Councils Funding; - Funding from the National Employment Centre; - Training funds from the Compte Personnel de Formation (CPF).
Italy	<ul style="list-style-type: none"> - Public Funding (Ministry of Labour and Social Policies; Ministry of Education; Youth Guarantee); - European Social Funds (Training and Employment Programmes to Sicilia and Sardinia regions); - Partnership with private stakeholders; - Own funding.
Portugal	<ul style="list-style-type: none"> - Necessary budget per year more or less about 210 000€ (14 000€ per participant); - Hopefully in the new funding program POISE can appear an opportunity to submit this type of projects; - The beneficiaries for this type of funding usually are social institutions; - Nowadays only the formal education has access to public funding and there are no local or regional funding that could sustain the project; - Enterprises want an immediate answer for their production problems and do not have or want to finance a project that only in a long-term will bring them added value; - The financial support must be demanded in partnership with the key-stakeholders.

Turkey	<ul style="list-style-type: none">- Students have to pay to study in Pera. Depending on their economics and personal conditions, some scholarships, covered by the school budget, are given;- There are no public funding for private organisations as Pera.
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5. STRATEGIES TO ENGAGE TARGET-GROUPS

The project is addressed to two risk groups with regards to specific social situations, since its scope is precisely to offer work-based learning opportunities adapted to those who are less likely to engage into training pathways or to meet job opportunities:

- Young people aged between 16 and 29 years' old, who left school without a diploma and who haven't got a first professional experience;
- Adults aged +45 years' old who have a low qualification or no qualification at all and who undergo a long unemployment period.

Both, are low-skilled groups that have been severely impacted by the current global economic crisis and are also at higher risk of social exclusion and poverty. The highest long-term unemployment rates are found in the least educated section of the population in every EU Member State.

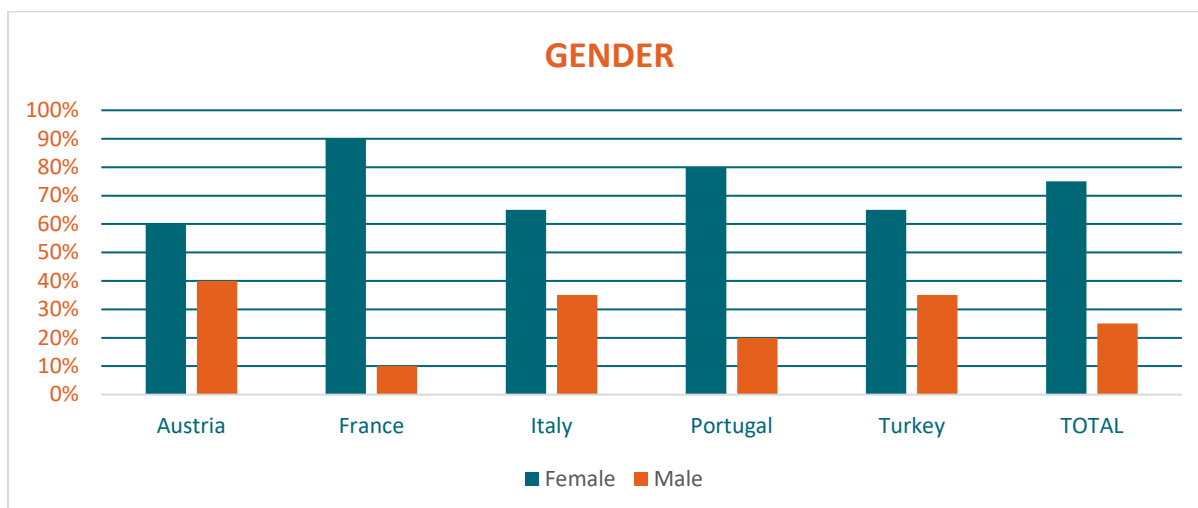
To engage the attention of these target groups, the experience of the partnerships suggests some possible approaches:

- Disclosure in production schools with ongoing projects;
- Continuous interaction with Social Agencies and Employment Centres;
- Public disclosure for the target groups on behalf of Employment Centres;
- Outdoor publicity;
- Strong cooperation with local relevant organisations and public or private counselling/career guidance services;
- Demonstrating the target groups, the added value of this kind of programmes (practical training; individual follow-up; connection with the enterprises; the demand of job for trained people with those skills...);
- Promoting this programmes involving the enterprises in the dissemination activities and following stages, always demonstrating that professional success is within the reach of all.

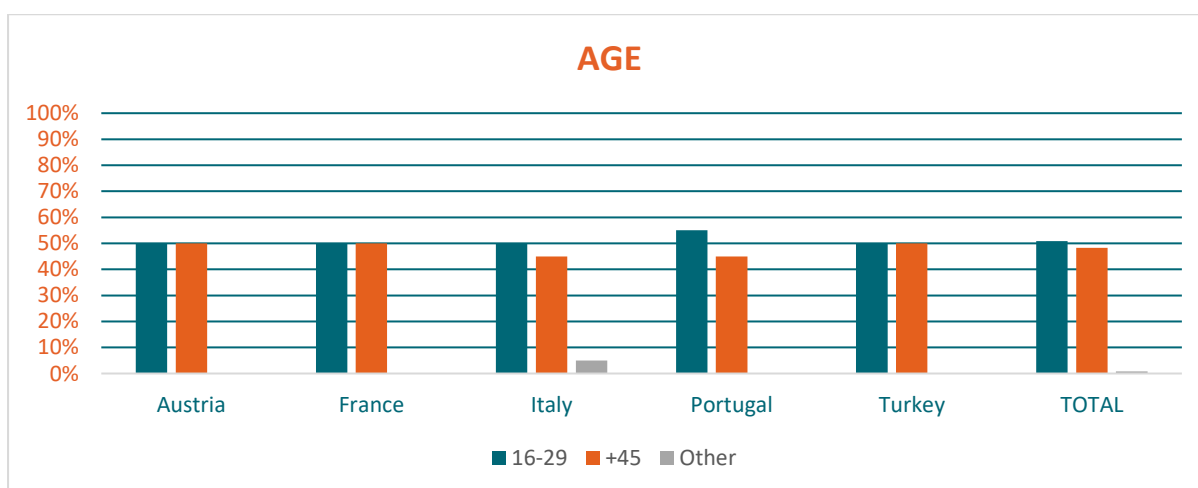
Note: The engaging process in Turkey is different from the rest of the countries since the training is not funded and there is selection process to the candidates' recruitment. Therefore, the process must be more exhaustive, analysing the background of the applicant (educational, professional), his/her expectations, social-economic and cultural situation, future plans, etc. The analysis must involve the professional staff that may work directly with the candidate (teachers/trainers/master, pedagogue).

Target-groups' profile

The gender and age group of the project beneficiaries involved in the field research presents some similarities across the partners' countries as presented below.



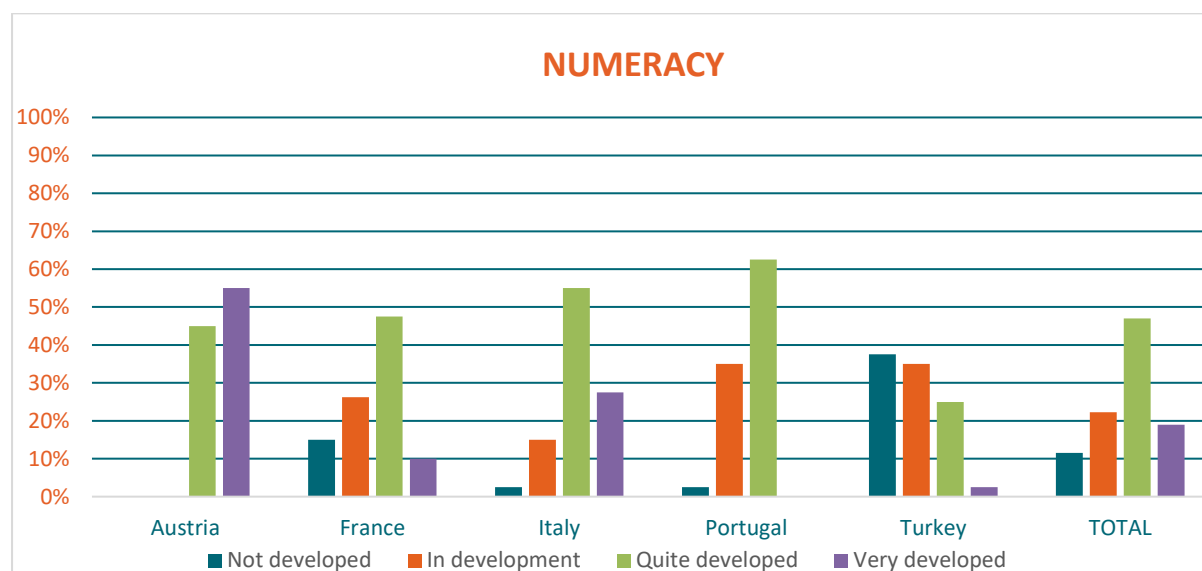
As shown in the graphic, female are dominant in both target groups. In a global view, the target group is composed by 75% female and 25% male. Analysing the information by partner/country, we can verify the following: Austria - 60% female; France – 90% female; Italy - 65% female; Portugal - 80% female; Turkey - 65% female.



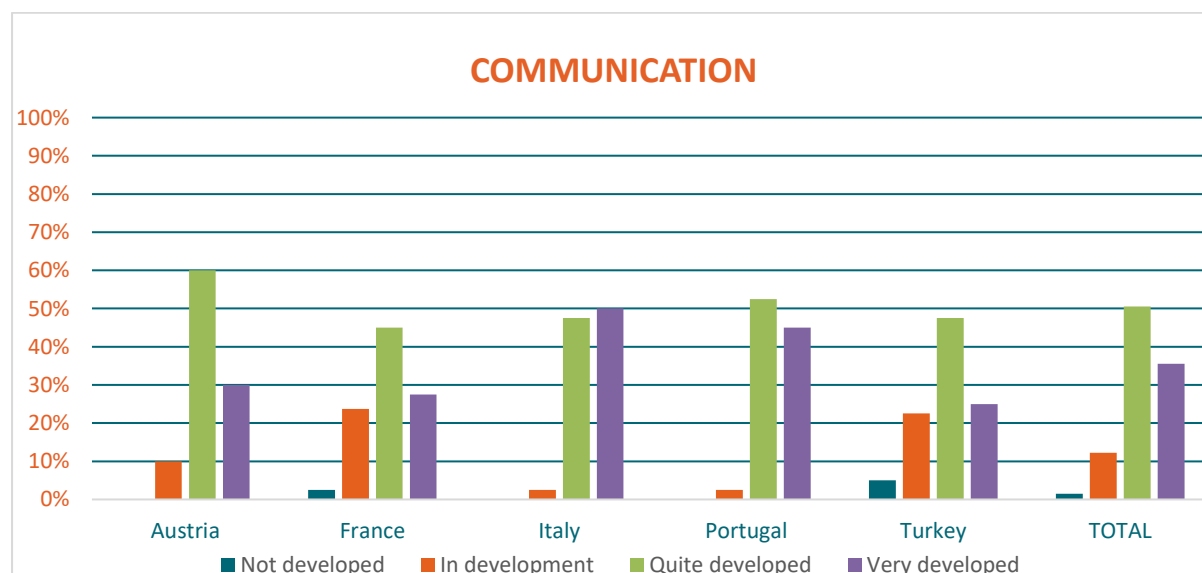
Analysing the graphic, the target group is very similar in terms of age, 50.8% have between 16 and 29 years old, and 48.3% are +45, 0.8% are outside the target audience. Analysing by country/partner, it's possible to verify that the information is very similar to the global analysis, meaning that in all countries the situation is alike: Austria - 50% (16-29) and 50% (+45); France – 50% (16-29) and 50% (+45); Italy - 50% (16-29), 45% (+45) and 5% (38); Portugal - 55% (16-29) and 45% (+45); Turkey - 50% (16-29) and 50% (+45).

Self-assessment of employability skills

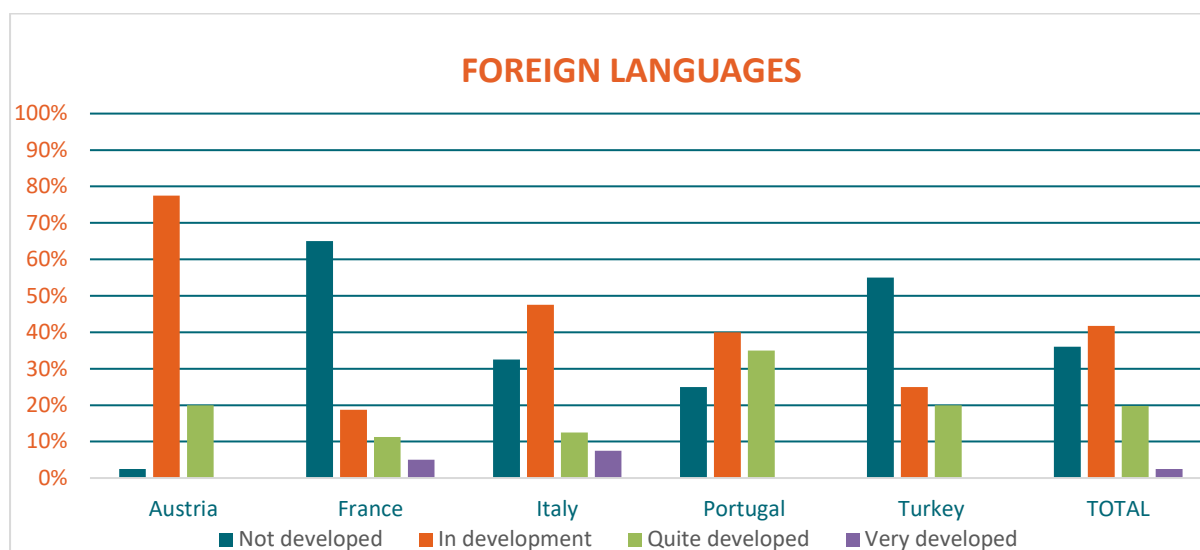
Thereafter it's graphically represented the self-assessment of the target groups, regarding their different skills in terms of employability.



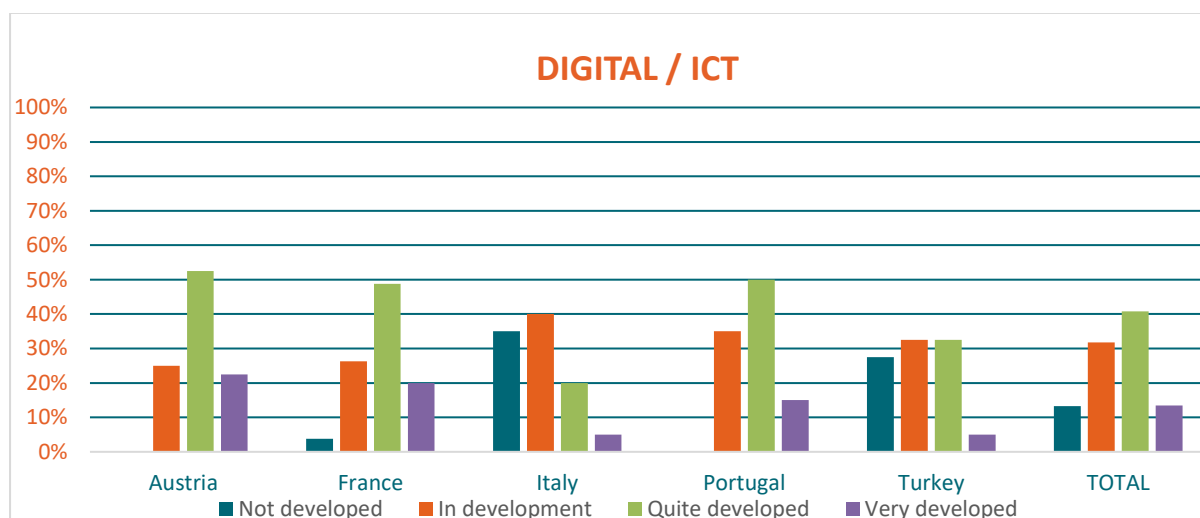
Numeracy is mainly considered a “Quite developed” skill by the target groups (47%). Nevertheless, in Turkey it's a skill that is less developed, once 38% of the people inquired mentioned that this skill is “Not developed” or “In development”.



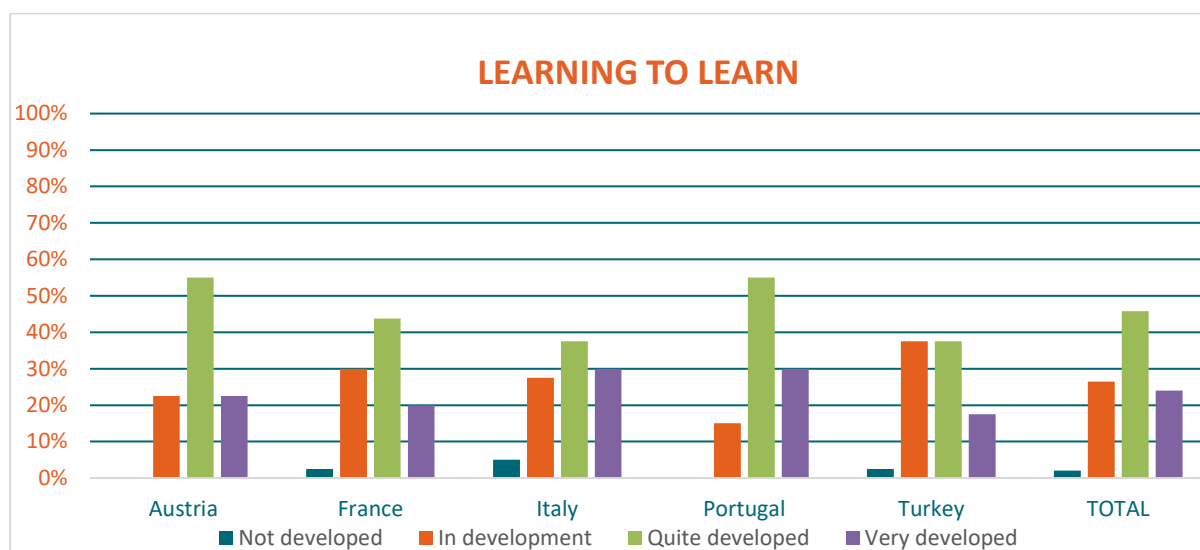
In terms of communication 51% of the overall target groups consider themselves in a “Quite developed” knowledge level or in the “Very developed” level (36%). These results are also expressed in similar way in all partners' countries.



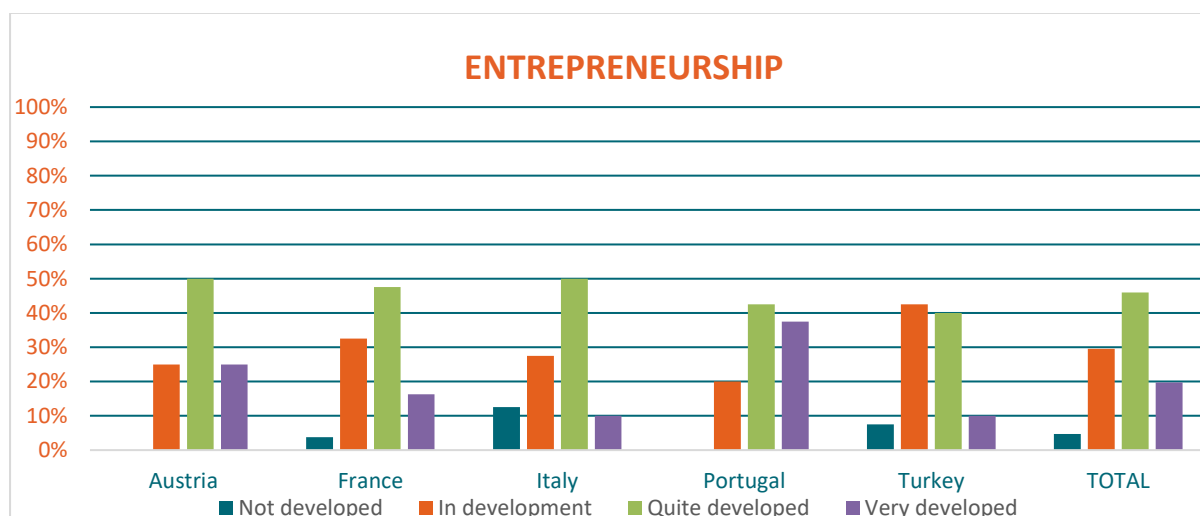
The “Foreign languages” skill is considered one of the skills less developed. Most of the target groups have identified the need for training in this area, especially in France (65%) and Turkey (55%). Overall this skill is being developed (42%) but with the need for development (36%).



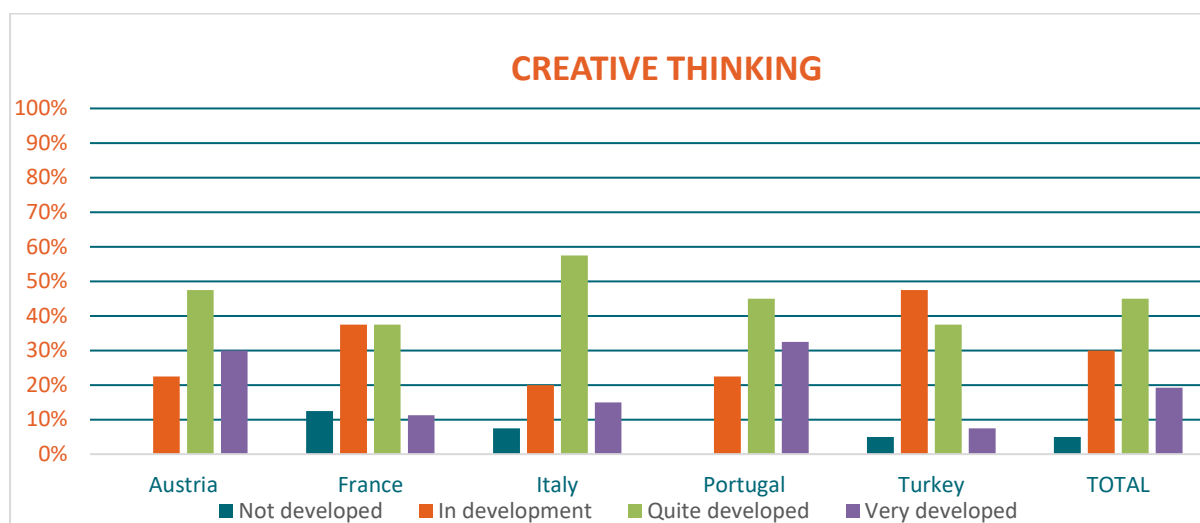
These days most of the jobs require the usage of ICT. Therefore, this skill is “Quite developed” (41%) or “In development” (32%) since it makes part of furthestmost training programmes. Even though its visible that Italy and Turkey have an urgent need for levelling up their knowledge in this area.



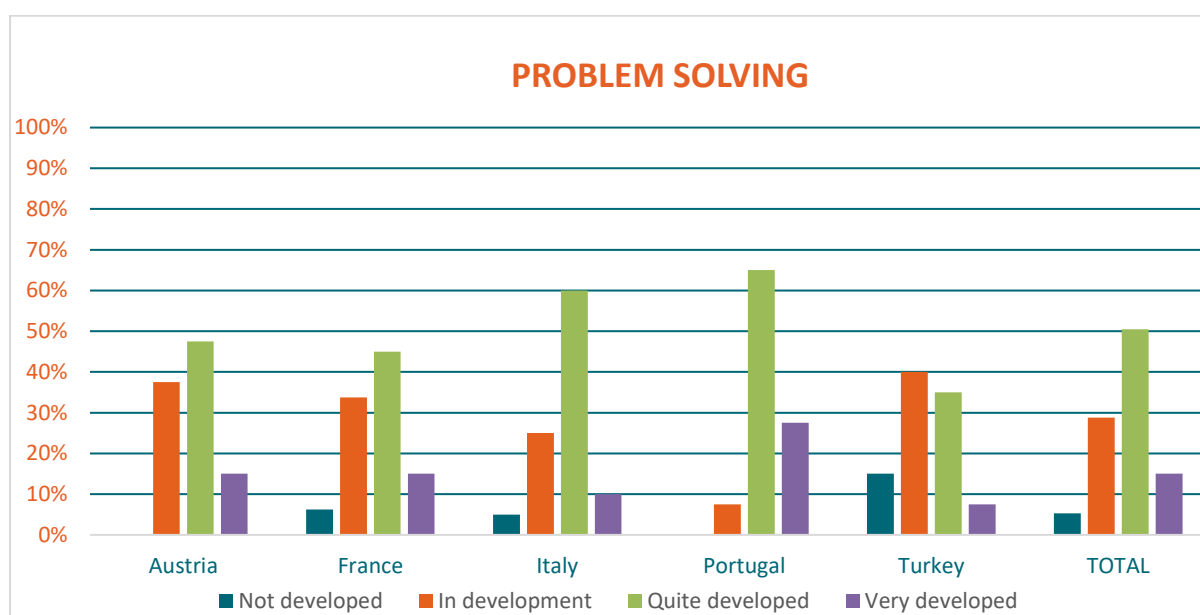
Once again, it's perceptible that this skill is "Quite developed" between the target groups (46%). Followed by a "In development" level (27%) and "Very developed" (24%). A low number of people considered themselves with no skills in this topic.



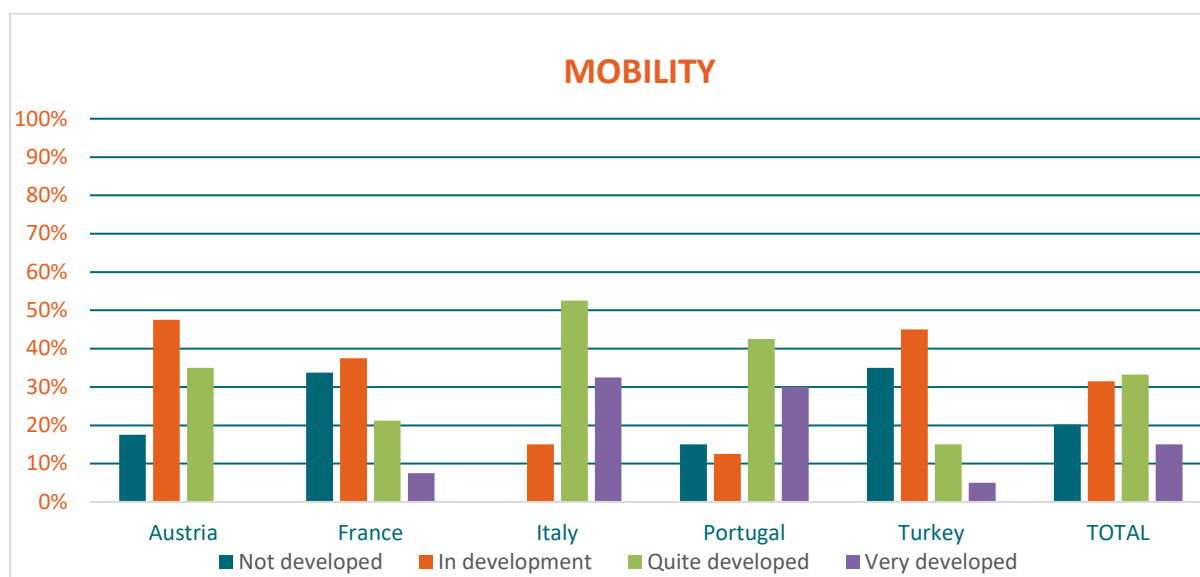
Every country has a high rate of knowledge in this theme or in ways of getting it. The target groups (46%) consider themselves in the "Quite developed" level or are already developing their skill in this theme (30%).



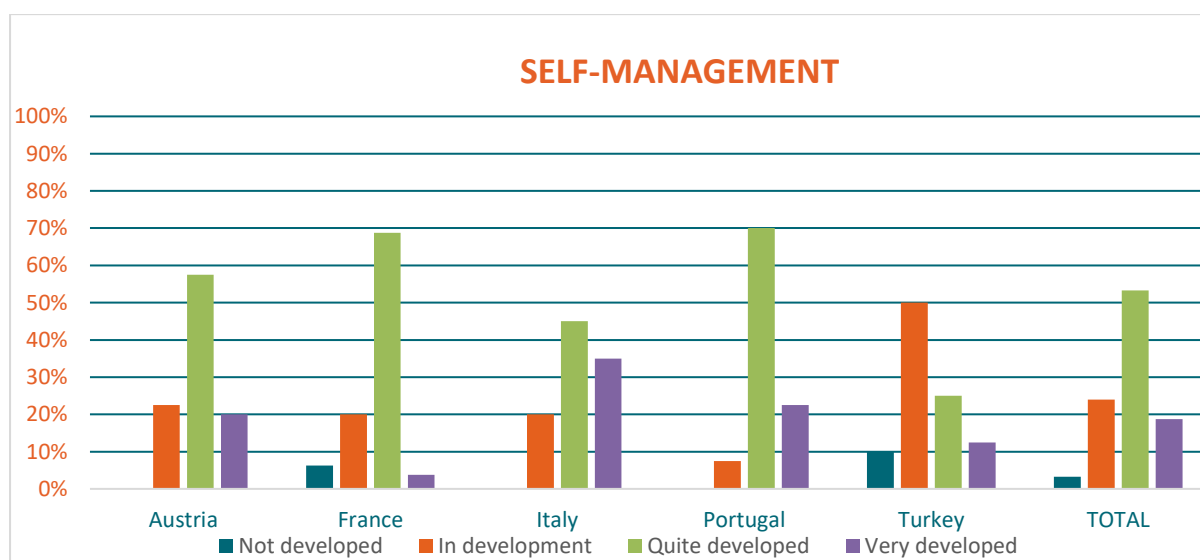
Being a fundamental part for “Entrepreneurship”, “Creative thinking” is similarly self-assessed by the target groups. 45% consider their knowledge as “Quite developed” and 30% are developing this skill.



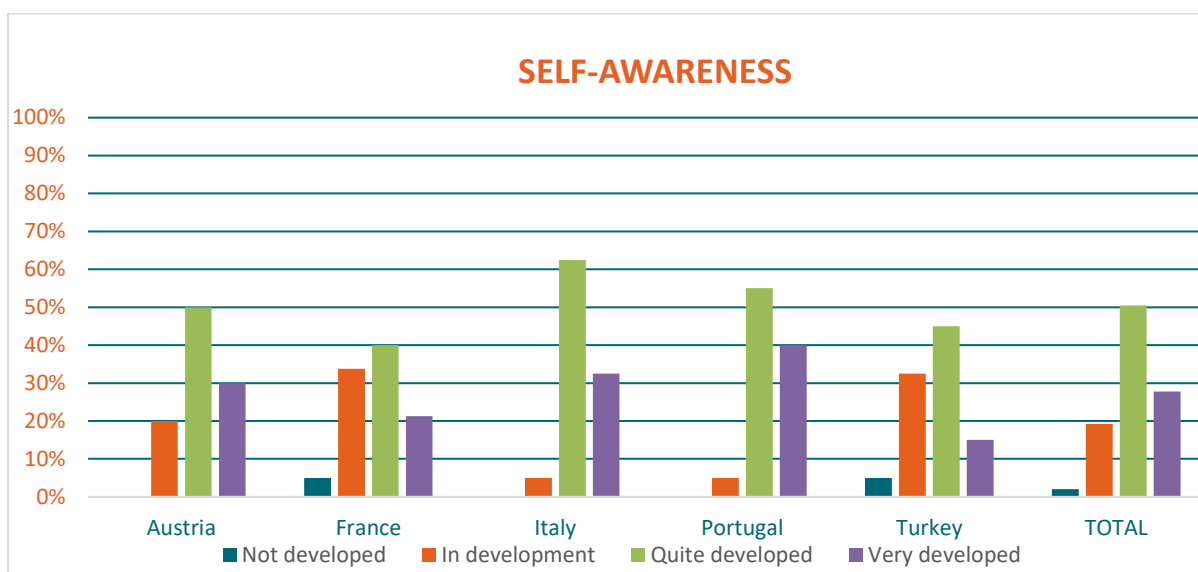
Almost everyone considers themselves to be a person with the ability for making well thought decisions, and foresee potential risks and find the adequate solutions. 51% of the people are in the “Quite developed” level, followed by 29% in the “In development” level.



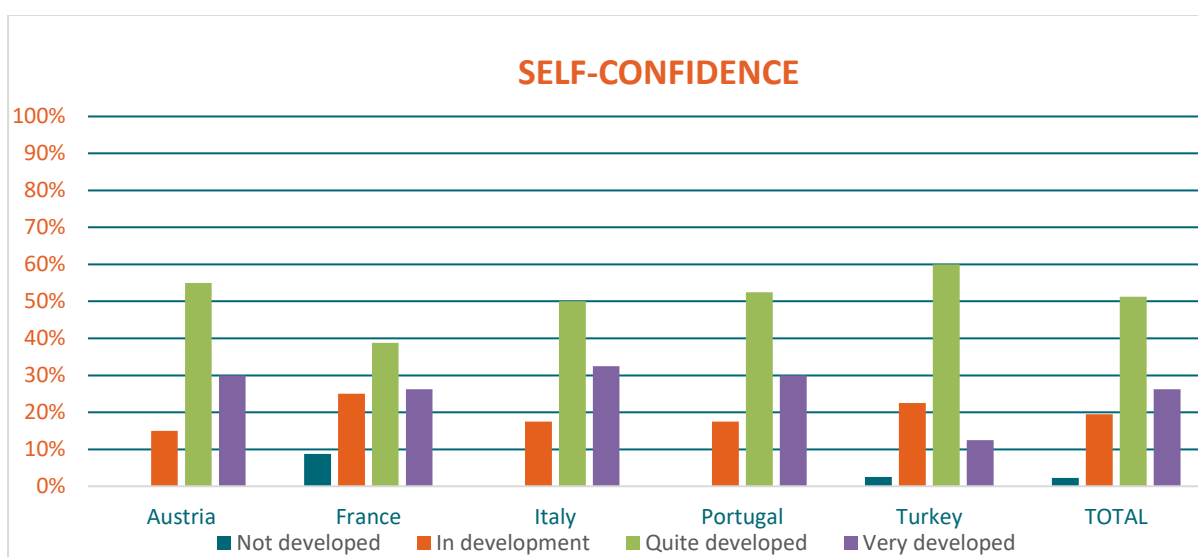
This skill is quite homogenous. The target groups are distributed by all levels. 33% consider that in terms of geographic movement or adaptation to other sectors or working contexts, have “Quite developed” skills, 32% are “In development”, 20% need to develop these skills and 15% are in the “Very developed” level.



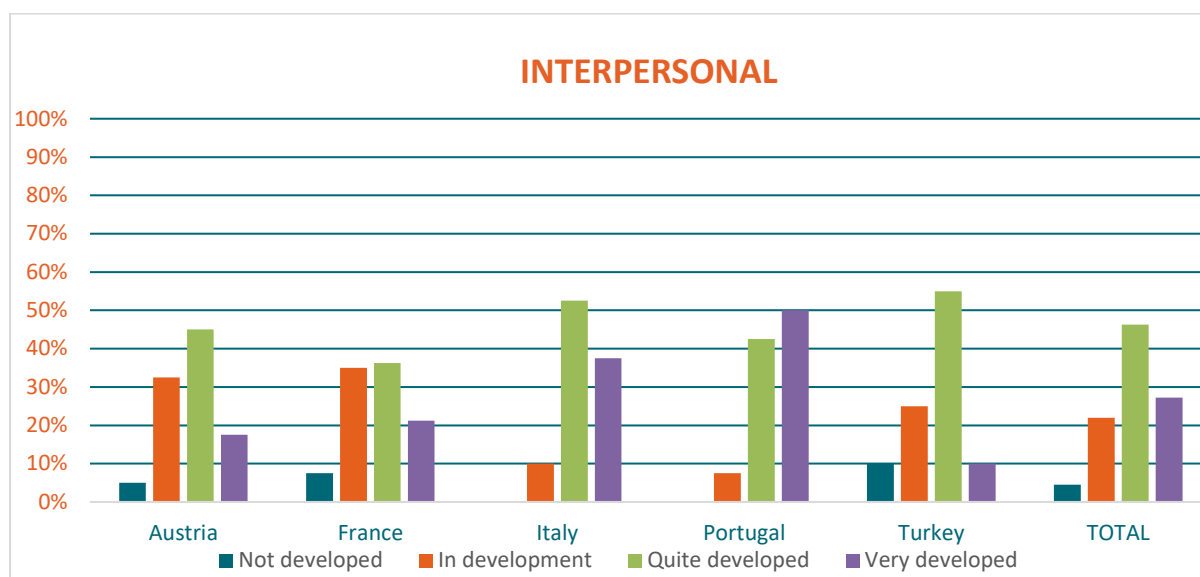
In self-management standings, the target groups have their skills “Quite developed” (54%), “Very developed” (19%) or “In development” (24%). Few people do not have any knowledge in this matter (3%).



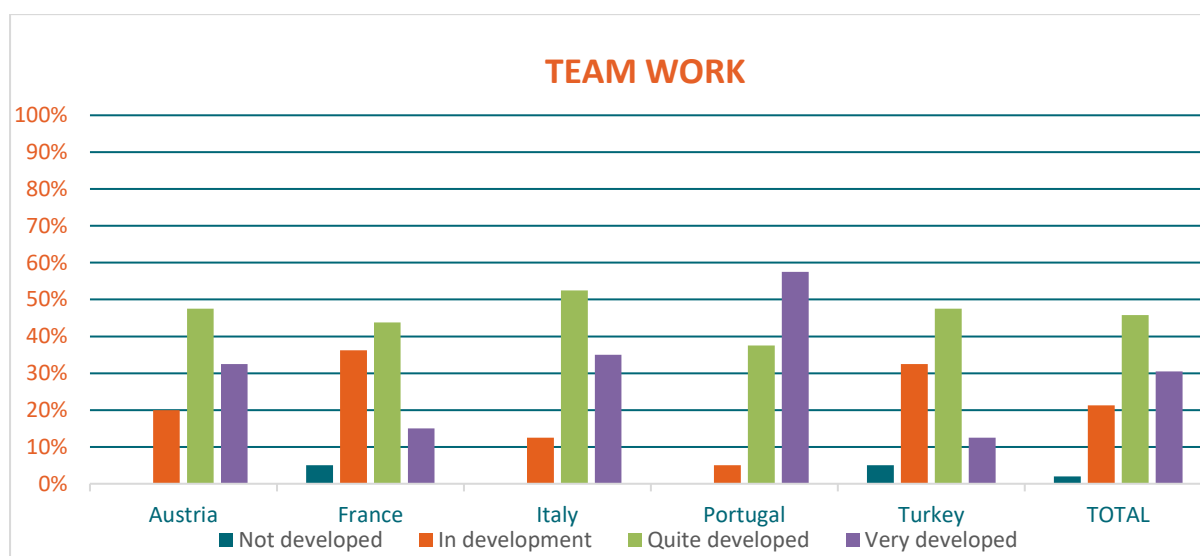
Around 80% of the respondents are aware of their strengths, talents and weakness and focus on them or, try to fight them towards their elimination and getting the best professional result. More or less 20% of the target groups need some help in developing this skill.



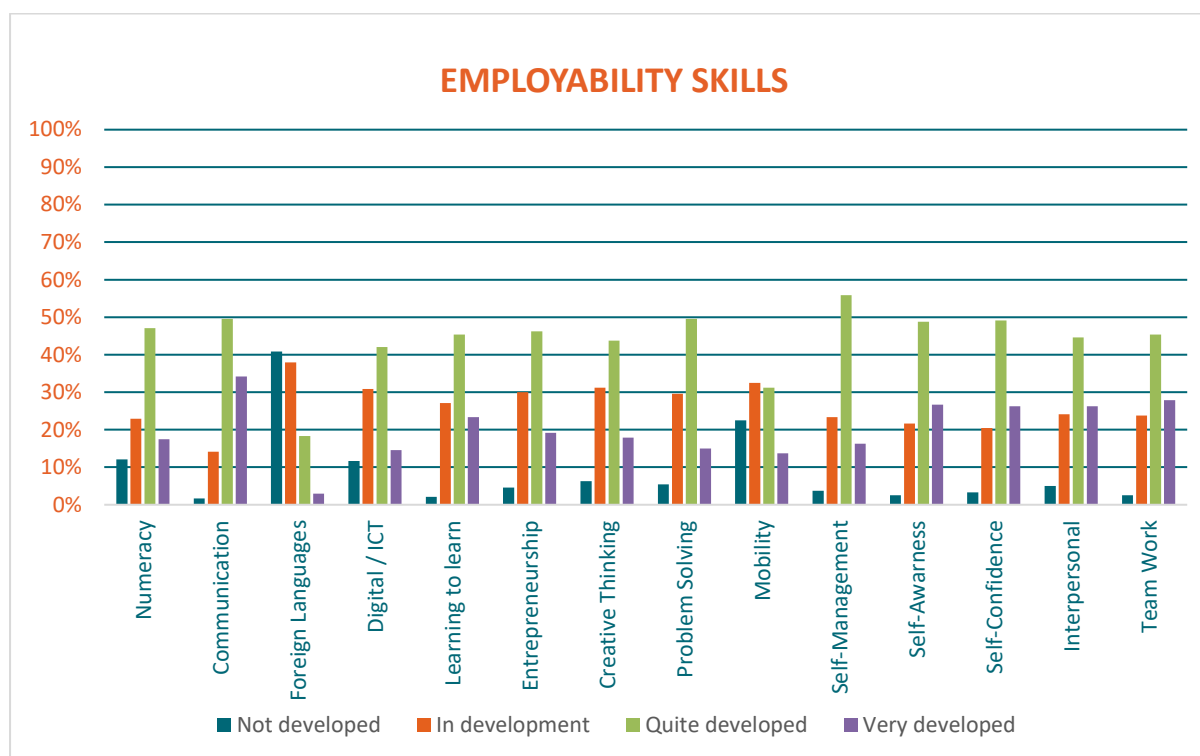
Knowing their capabilities, the target groups feel themselves self-confidence not allowing to be manipulated or misguided, being capable of having their own opinion (78%). Although there's a need for some orientation in this topic, that is already ongoing (20%) or for future development (2%).



Regarding interpersonal relationships, it's possible to say that there's a high percentage of people that have this skill "Quite developed" (46%) or "Very developed" (27%). A part of the group is developing (22%) the skills of being able to accept different opinions, and building a network of professional contacts, business acquaintances and friends.



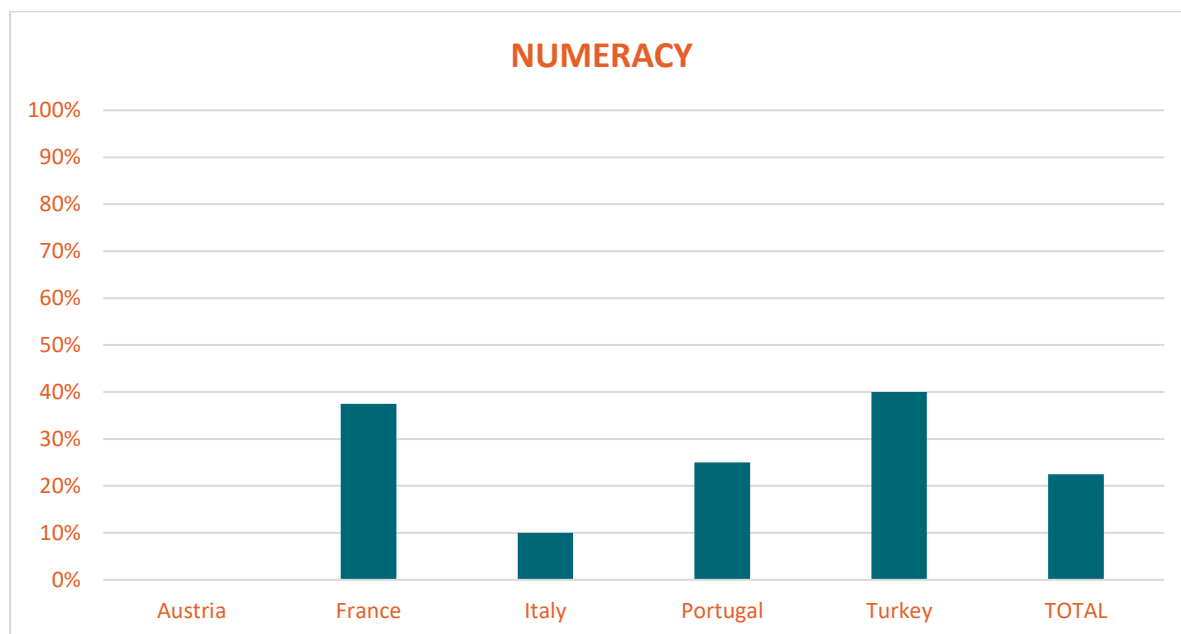
Team work is a skill that almost everyone thinks to have! Only in 2 countries, France and Turkey, there's someone that states not having this quality (2%). In general terms, the target groups are positioned by "Quite developed" (46%), "Very developed" (31%) and "In development" (21%).



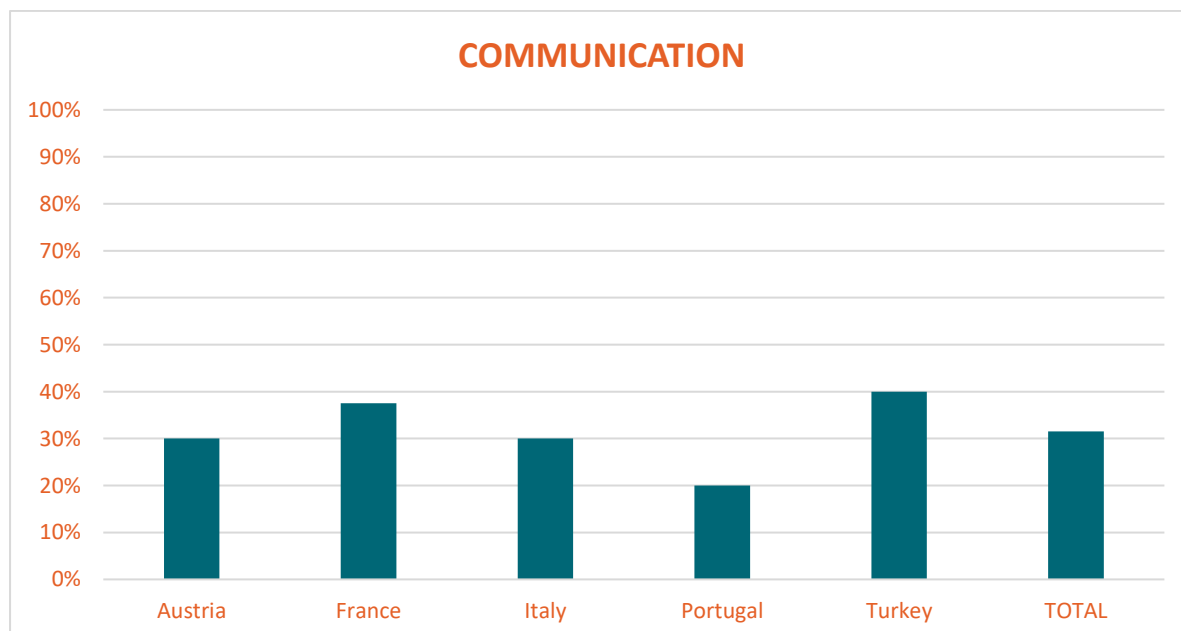
In terms of “Employability Skills”, it’s noticeable that the target group consider themselves in a “Quite developed” level in the majority of the different abilities. Although, there are a few skills that need a perceptible knowledge increase, such as “Foreign Languages” and “Mobility”, followed by “Numeracy” and “Digital/ICT”. The remaining skills are already mainly developed or in development.

Self-assessment of training needs

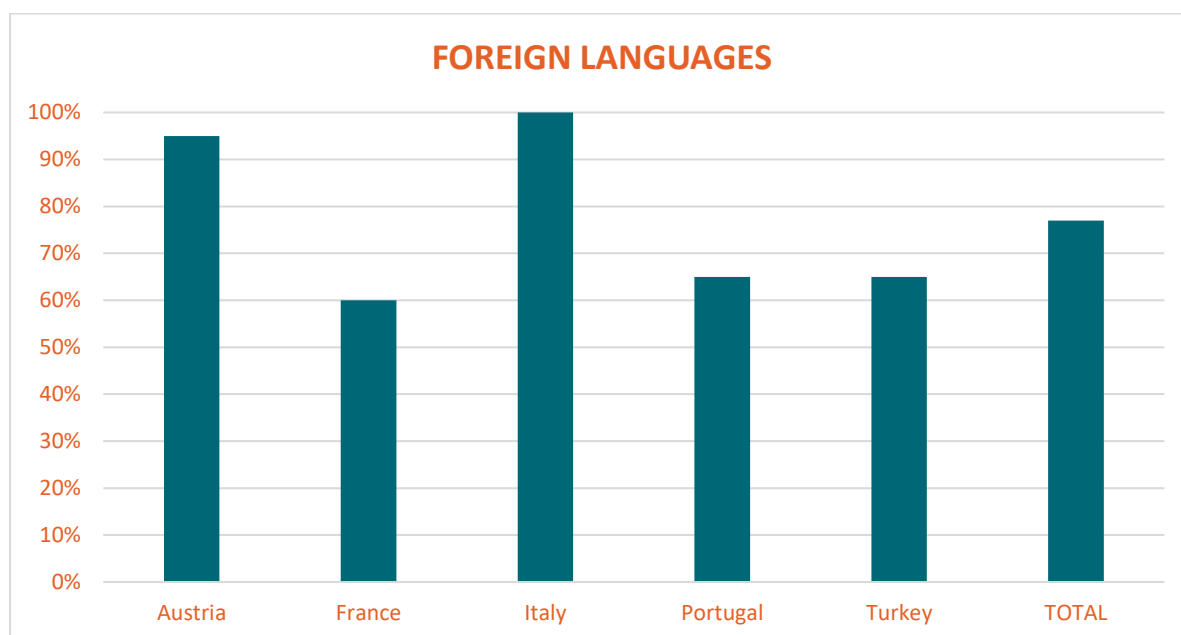
Thereafter it's graphically represented the self-assessment of the target group, regarding their training needs on the different skills selected.



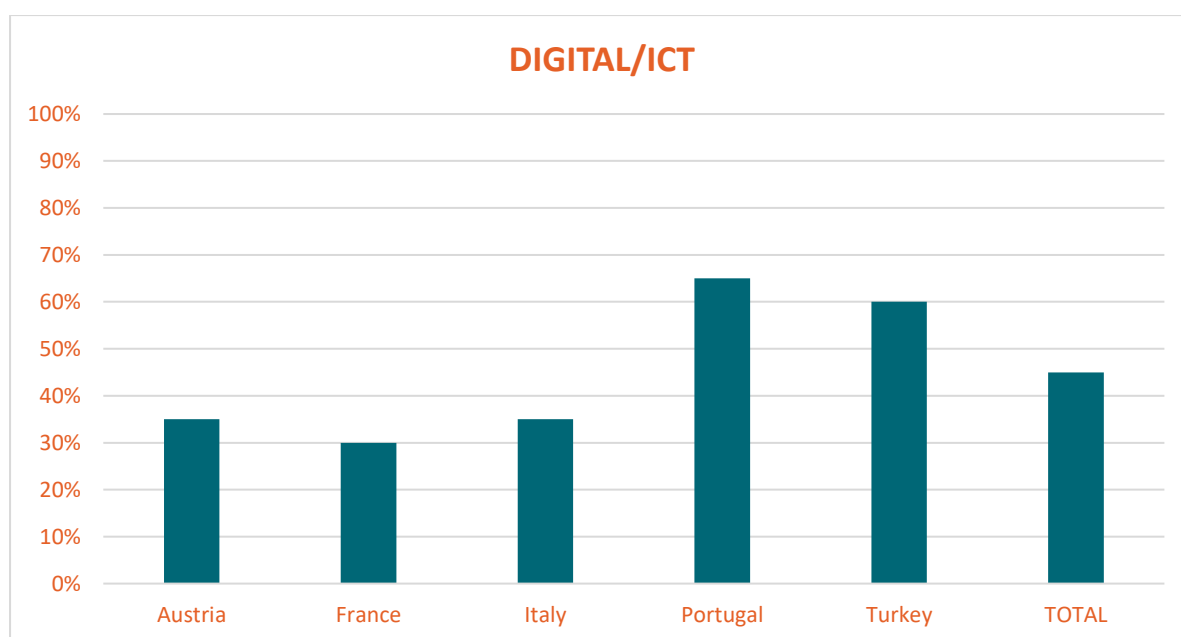
Turkish (40%), French (38%) and Portuguese (25%) target groups, identified “Numeracy” as a skill to be trained, followed by the Italian (10%). In Austria everybody has this skill developed. Overall, 23% of the target groups identified a need for developing this skill.



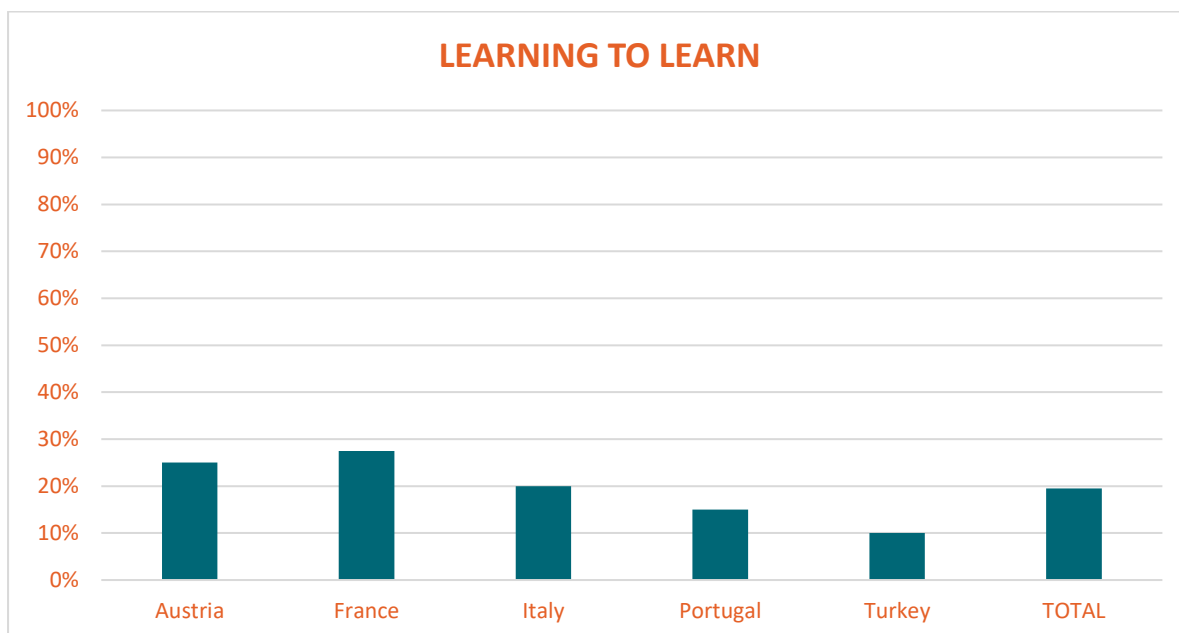
In every country, “Communication” is a skill to be trained. 32% of the target groups have recognized to have this need.



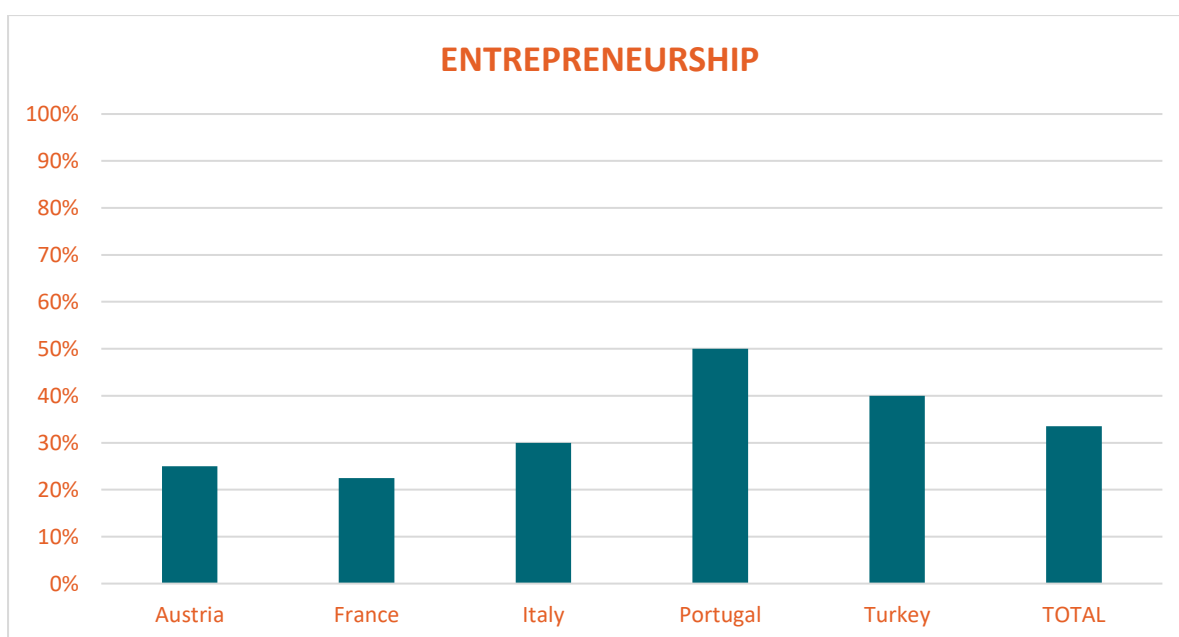
“Foreign Languages” are the most underdeveloped skills in all countries. In some countries the rate reaches the 100% (Italy) or is very close to this (Austria). A global analysis indicates that this is one of the areas that must be included in the PRO PULSE + hybrid model of Production School.



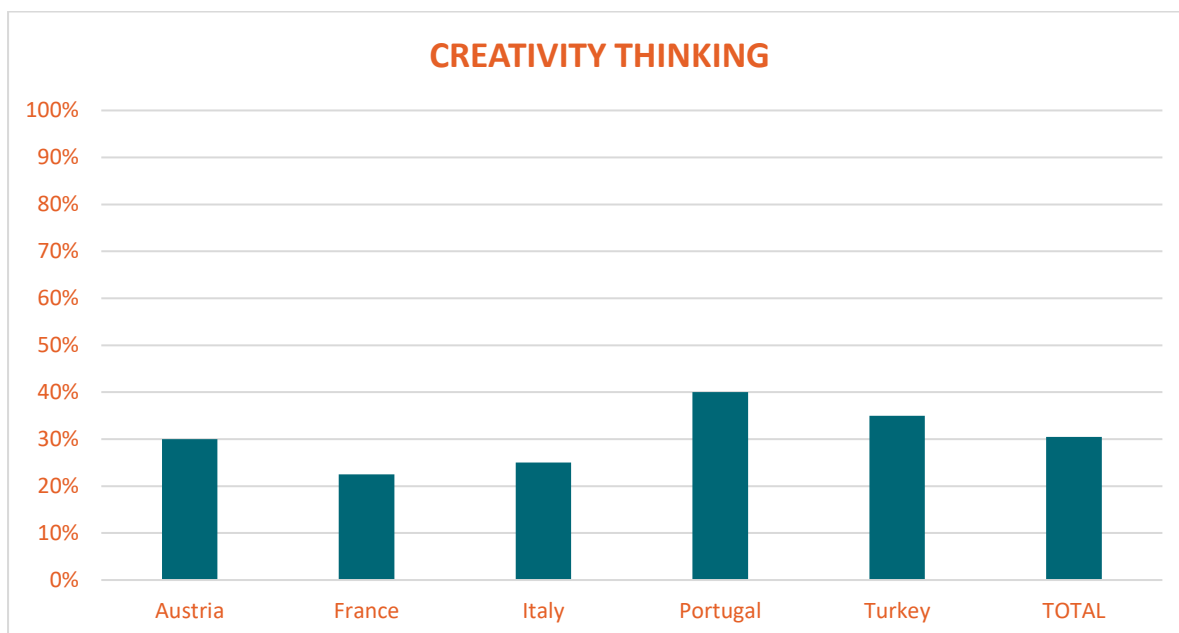
All countries show the need for training in “DIGITAL/ICT” competences. Portugal leads the chart with 65% followed by Turkey with 60% of the target groups.



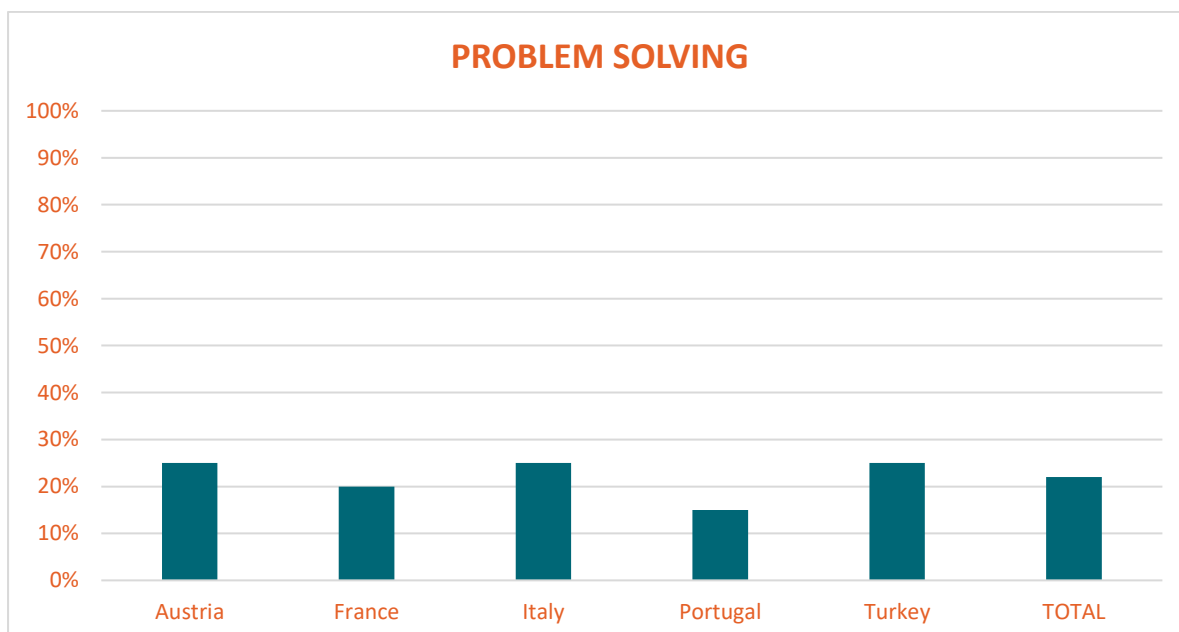
The graphic shows that the majority of the target groups have the “Learning to Learn” skill developed and few people have the need for training in this area. Beside the low rate of training need, all countries show the necessity for it.



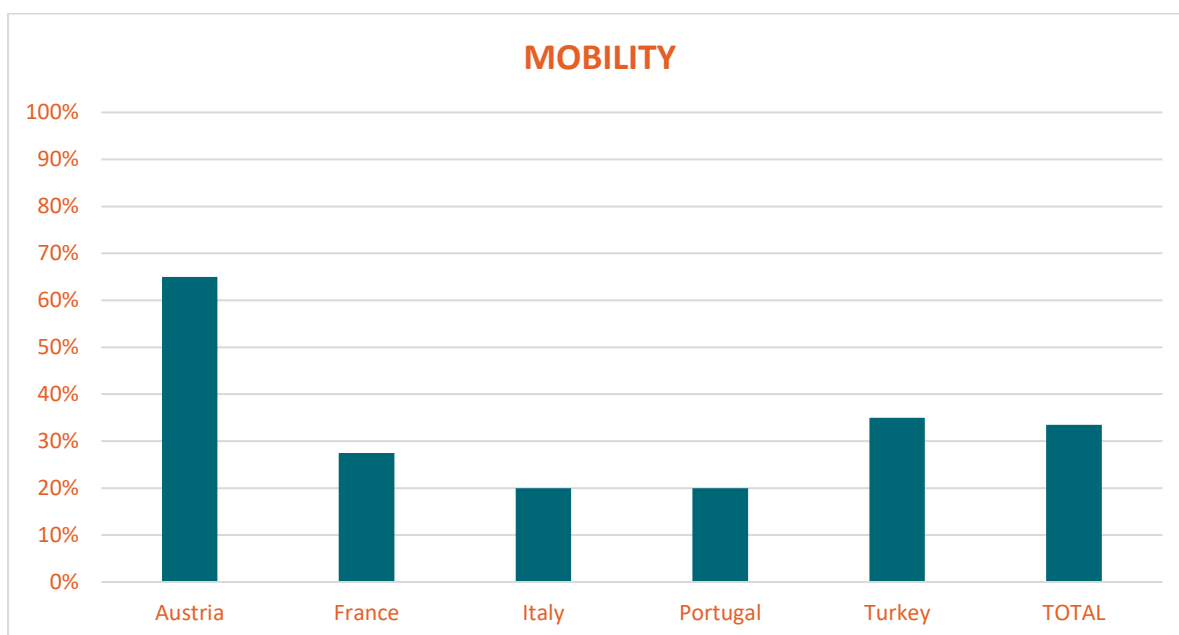
“Entrepreneurship” is a very developed skill in most countries. Only Portugal (50%) and Turkey (40%) show a high rate for training needs in this ability. A global analysis, shows that 34% of the target groups have a need for increasing their skills in this area.



Portugal leads the need for training in this area, followed by Turkey and Austria. A general overview, show us that besides the skill was identified in all countries as an ability to be developed.



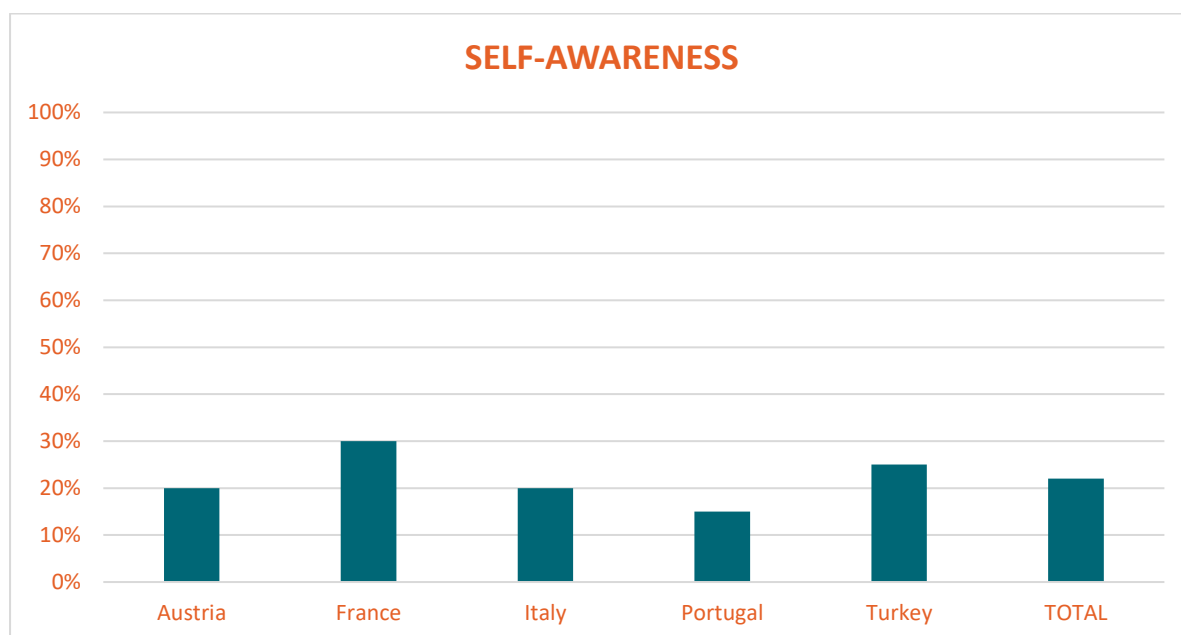
Almost everyone has their skills in terms of making the right and well thought decisions developed. A low percentage of the target groups show a necessity for training in this area (22%).



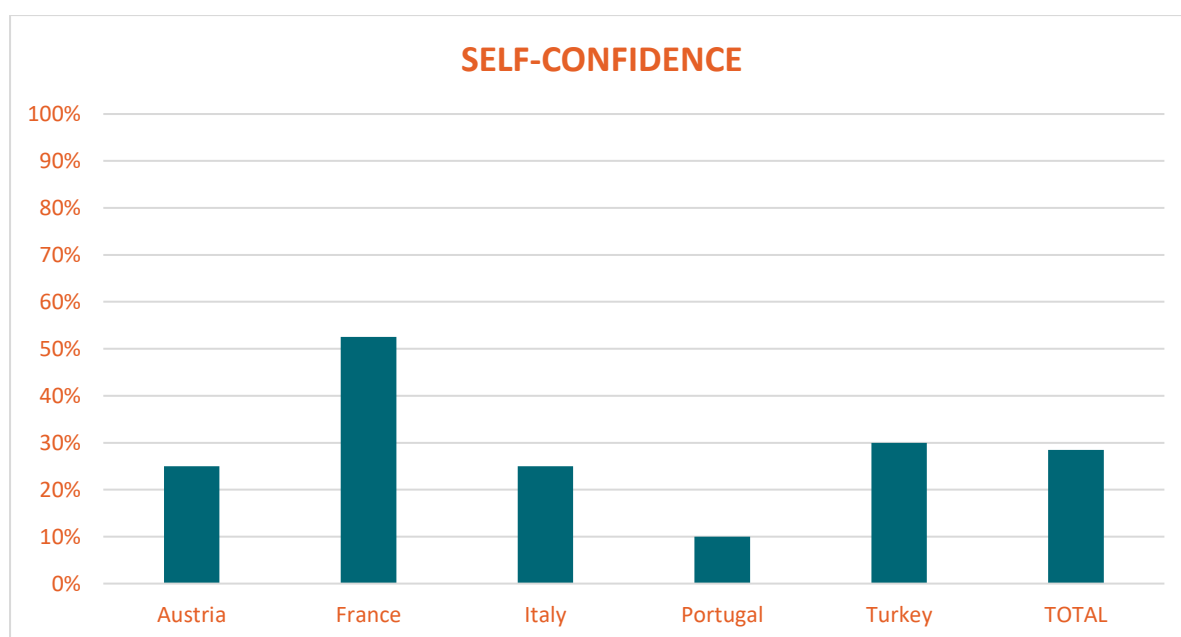
Austria is the country that shows the most need for training in this area. Around 65% of the target group feel that should participate in a training that could facilitate an eventual change of professional sector or be able to move to other regions or countries. The rest of the target groups show that some people feel this need also but in a low percentage.



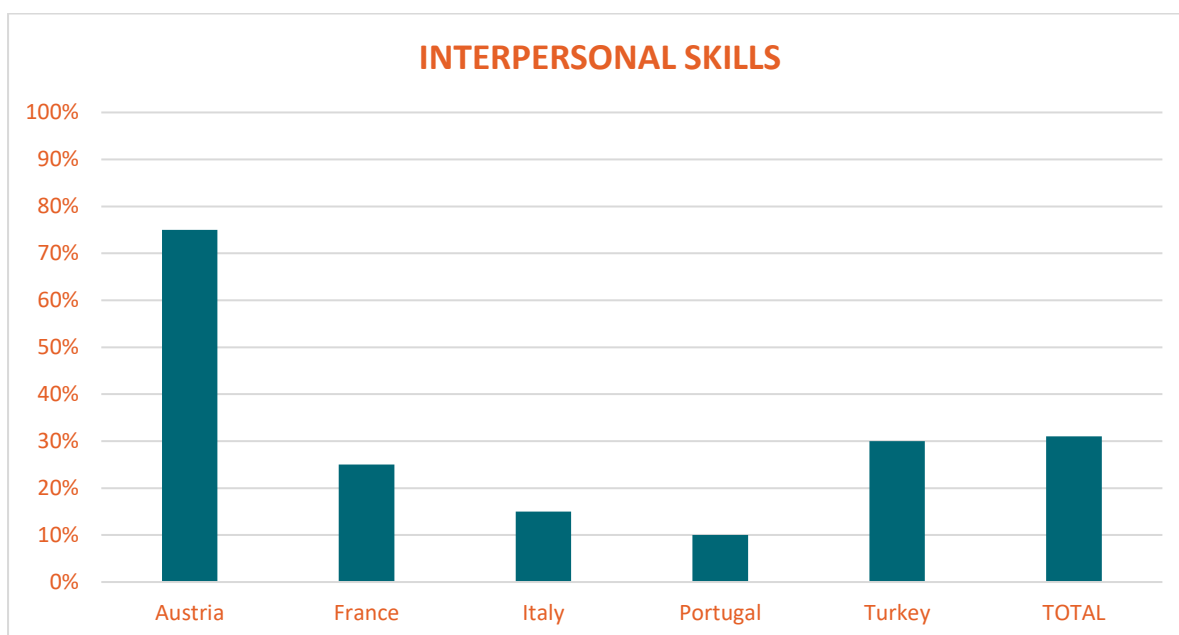
Nearly everybody has competences in this area feeling therefore that are prepared to organize their work with the work of others to reach a common goal and also set their priorities. "Self-Management" skills are identified by a low part of the target groups as an ability to be trained.



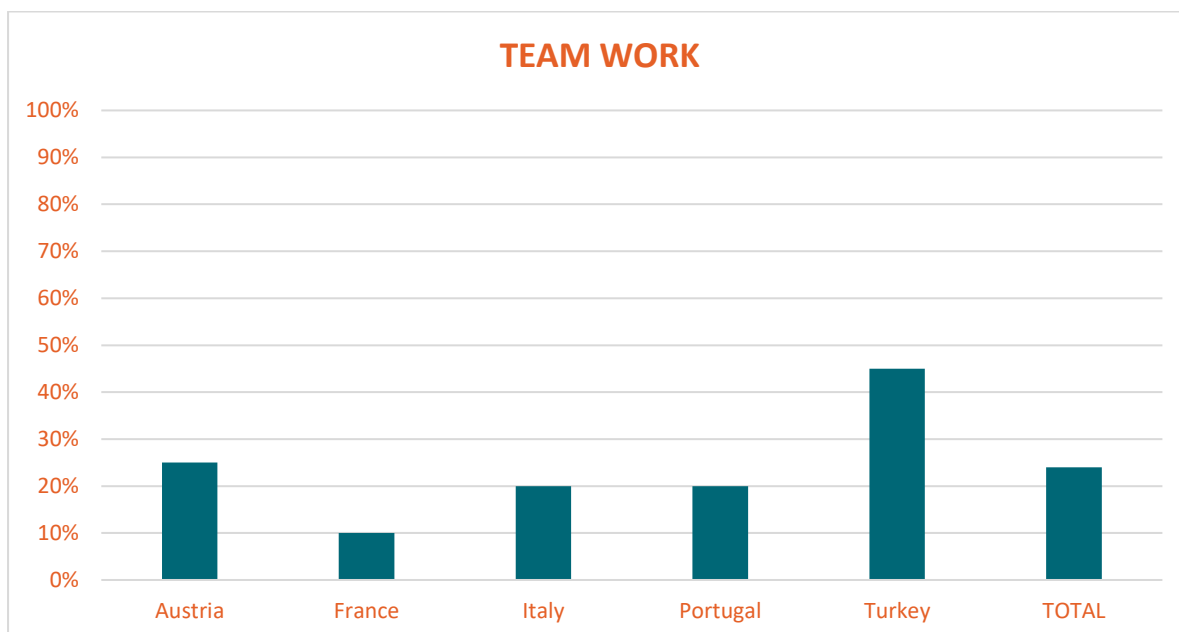
Another area where the majority of the target groups have their skill quite developed and only few people feel the need to increase their competences in knowing their talents, strengths and weaknesses and use them properly in their professional life.



The French target group is the utmost group (53%) that feels the need to develop their inner skills about being able to trust their own judgement and not be manipulated by group-thinking. In a global view 29% of the target group feel the necessity for training in this ability.



Being able to accept different opinions and perspectives and handle them in a respectful way and, having a good network of friends, professionals, and business acquaintances is not a skill that most of the Austrians feel to have. In this way there's a high need detected for training the "Interpersonal Skills" in this country. In all the other countries this need was also detected although in a lowest number of people.



"Team Work" is a skill that almost everyone has. Although Turkish people feel that they have the need to develop further their abilities in terms of being able to work and cooperate with colleagues, to motivate them or seek for others opinions.



Analysing the self-assessment for training need graphic, it's possible to indicate that there are two areas that stand out, "Foreign Languages" and "Digital/ICT". In the first area, 77% of the people feel the need for training and in the second more or less 45% of the target groups mentioned having needs in this skill. The remaining skills presented themselves with a very short range of values, since 33,5% of the target groups until 18,5%. In this training needs it can be highlighted high rates in "Interpersonal" and "Mobility" skills by Austrian target group, "Self Confidence" by the French, "Entrepreneurship" and "creativity Thinking" by the Portuguese target group and also "Team Work" by the Turkish target group.

Recruitment of beneficiaries

Below are presented the most important local partners that can be activated by the partners in order to facilitate the dissemination of the training opportunity through the target groups (low-skilled young and adults unemployed).

Austria	<ul style="list-style-type: none"> – The Employment Service Austria (AMS) and/or the Social Ministry and its service departments (the formal way to access the training); – Local networks and stable organisation structures in this field are important also to inform the legal guardians and other social organisations.
France	<ul style="list-style-type: none"> – Agencies for the inclusion of young people (Mission locales); – The national Agency for Employment; – Local authorities for supplementary allowance beneficiaries (County Councils).
Italy	<ul style="list-style-type: none"> – Employment Services network; – Third sector volunteering or associations; – Schools; – Counselling and career guidance services; – Website and social media.
Portugal	<ul style="list-style-type: none"> – Public Services for Employment and Social Security; – Centres responsible for the Qualification and Professional Training Guidance (CQEP).
Turkey	<ul style="list-style-type: none"> – Municipalities (Beyoglu; Besiktas; Sisli); – Interior Design Chamber; – Labour – Employment Exchange Office; – Trade Unions.

6. KEY-STAKEHOLDERS

The key stakeholders to take into consideration to implement the PRO PULSE + project are National Employment Institutes, Social Institutions, VET Providers, Production Schools already functioning and not less important business companies that work in the different sectors that the partners are studying to implement the hybrid model of a Production School. The following table shows the key-stakeholders identified by country and for all partners:

COUNTRY	STAKEHOLDER	BRIEF DESCRIPTION	WEBSITE
Austria	AMS-Austrian Employment Service	The AMS is the main public body on national level for labour market related issues such as unemployment, training and research.	www.ams.at
Austria	Research network AMS-Forschungsnetzwerk	This platform, which was launched by AMS, serves to exchange information and use synergies between a number of Austrian research institutes, including in the area of skills forecasts.	www.ams-forschungsnetzwerk.at
Austria	AMS-Qualifikations-Barometer	AMS-Qualifikations-Barometer is a skills forecasting tool: This online system, which was set up in 2002, summarises current and foreseeable labour market trends and skill needs and makes them accessible to the general public in a structured format via the internet.	www.ams.at/qualifikationsbarometer
Austria	NEBA	NEBA is a differentiated and needs-based system to support people with disabilities and at risk of exclusion adolescents. The network comprises public and private bodies and institutions, providing 54 production schools.	www.neba.at
Austria	Produktionsschule (production school) Golden Goal Wiener Neustadt	Production schools are the bridge between education and employment for those who ended education early and/or without any qualifications. The duration of programs is usually between 6 and 12 months. Learners are awarded certificates of attention. The model follows “four pillars”: coaching, training, knowledge-workshops and sport.	www.best.at

Austria	Produktionsschule (production school) Golden Goal Bruck/Leitha	See above	www.best.at
Austria	Federal Ministry of health	The federal ministry of health is the responsible body for issues in Austrian health care, including concerns of the sector and its professions.	www.bmg.gv.at
Austria	Federal ministry for labour, social affairs and consumers` protection	The social ministry is responsible for social and health care issues on governmental level and related to funding and implementation of educational programmes.	www.sozialministerium.at
Austria	Federal ministry for women and education	The ministry is a strategic partner of the NEBA network, which is responsible for the implementation of production schools	www.bmbf.gv.at
Austria	Vocational schools	The Austrian vocational schools offer a variety of professions on secondary and tertiary level in the formal education system.	www.berufsbildendes.chulen.at
France	C.C.I.	Chamber of commerce	www.vaucluse.cci.fr
France	OPCA AGEFOS	Representative organisation responsible for collecting training funds	http://www.agefos-pme-paca.com
France	OPCA FORCO	Representative organisation responsible for collecting training funds in sales and distribution	www.forco.org
France	OPCALIM	Representative organisation responsible for collecting training funds	www.opcalim.org
France	MISSION LOCALE	Mission Locale du Comtat Venaissin (local organisation for youth insertion)	accueil.siege@milocv84.fr
France	POLE EMPLOI	National employment agency	
France	CBE Pays du Ventoux Comtat Venaissin	Comités de Bassins d'Emploi du Vaucluse (local organisation for youth insertion on the labor market)	www.cbeventoux.com

France	CBE HVI	Comité de bassin d'emploi Haut-Vaucluse (local organisation for youth insertion on the labor market)	www.cbe-hautvaucluse.com
France	Région PACA	Regional council	www.regionpaca.fr
France	FCD	Trade Federation	fcd.asso.fr
Italy	Eidèsia	Eidèsia is a consulting company which organizes Vocational Training Courses and provide consulting services for tourist operators/actors dealing with cultural, sustainable tourism.	www.eidesia.com
Italy	Your Sardinia Experience	As Tourist service provider YSE is Specialized in the project and the realization of touristic-cultural excursions in Sardinia, creating a nice friendly atmosphere during the itineraries.	www.yoursardiniaexperience.com
Italy	Aritzo Municipality	Local Municipality in Nuoro Province really active in the field of sustainable tourism.	http://www.comune.aritzo.nu.it/
Italy	IAL Sardegna	Training Agency and Employment Service Provider at Regional Sardinia Level: IAL has 11 agencies in 6 of the 8 Sardinian provinces	http://www.ialsardegna.it/
Italy	Regione Sardegna Assessorato del lavoro, formazione professionale, cooperazione e sicurezza sociale	Local Regional Authority Department connected with employment, vocational training and apprenticeship issues	http://www.regione.sardegna.it/
Italy	Fondazione IMC	Research Body at Sardinian Regional Level	http://www.fondazioneimc.it/
Italy	SANDALIA SERVICE SOCIETA' COOPERATIVA	Consulting services provider	Not available
Italy	Agriturismo Bergi	Agri tourism settled in Madonie mountain context providing accommodation and catering services	www.agriturismobergi.com
Italy	Consorzio dei produttori madoniti	Consortium of agri food enterprises of Madonie mountains	http://www.vette delgusto.it/

Italy	City Sight Seeing Palermo	Official Tour Operator	http://www.palermo.city-sightseeing.it/
Portugal	CITEVE	Textile and Clothing Technological Centre	www.citeve.pt
Portugal	CÂMARA MUNICIPAL DE VILA NOVA DE FAMALICÃO	City Hall	www.cm-vnfamaliao.pt
Portugal	MODATEX	Professional Training Centre of Textile, Clothing, Tailoring & Wool	www.modatex.pt
Portugal	IEFP	Institute of Employment and Training	www.iefp.pt
Portugal	GPSA Têxteis, S.A.	Textile Industry	www.tmg.pt
Portugal	CIM do AVE	Association of municipalities	www.cim-ave.pt
Portugal	Riopele – Têxteis, S.A.	Textile Industry	www.riopele.pt
Portugal	Indústrias Têxteis Somelos, S.A.	Textile Industry	www.somelos.pt
Portugal	Lameirinho – Indústria Têxtil, S.A.	Textile Industry	www.lameirinho.pt
Portugal	Coelima – Indústrias Têxteis, S.A.	Textile Industry	www.moretextilegroup.com
Turkey	Chamber of Interior Architects of Turkey	It aims to develop interior architecture sector, to protect the rights of interior architects and advocating and lobbying activities.	www.icmimarlarodasi.org.tr
Turkey	World Construction Magazine	It is an online magazine which publishes news about construction and other related sectors	http://www.dunyaainsaat.com.tr/
Turkey	Construction Workers Union İnşaat-İş	It is an independent union for construction workers	http://insaat-is.org/
Turkey	Turkey Road-Building-Construction Workers Union	It is an independent union for construction workers	http://www.yol-is.org.tr/

Turkey	Pak Construction Workerks Union	It is an independent union for construction workers	http://www.pakin-saatis.org
Turkey	Ministry of National Education Istanbul Office	Ministry which is responsible for all educational activities in the country	www.meb.gov.tr
Turkey	Interior Designers Magazine	It a monthly magazine which publishes news about design and construction world	http://www.icmimar.org.tr/
Turkey	Turkey Construction Industry Employers Union (İNTES)	It is an independent union for construction employers	http://www.intes.org.tr/
Turkey	Turkey Building Contractors Union (TMB)	It is an independent union for building contractors	http://www.tmb.org.tr/
Turkey	Interior Designers Portal	A portal for interior designers and related people	www.icmimar.com.tr/

7. CONCLUSIONS

The compilation on the current national and partner's organisational context and also with basis on the findings reported in the Good Practice Collection and countries' research allow for the conclusion that in addition to the sector identification, partners also identified the activities for the study:

- Austria – “Home Helper” and “Social worker for elder care”;
- France – “Sales Representative”;
- Italy – “Promotional Services for Tourist accommodation and/or products”;
- Portugal – “Seamstress”;
- Turkey – “Interior Design Assistant”.

In all countries is noticeable a high demand for hiring people with skills in this areas and the partnership intends to fill this gap by training low skilled groups (young and adults) giving them the necessary abilities to be integrated in the labour market (France, Portugal) or adapt their competences to the regulations of the country to where they migrated (Austria) or even update skills (Italy and Turkey).

Concerning the Human Resources, skills and expertise, there's a similarity in the identification of the professional roles necessary to develop the Production School Service Unit, such as: Project Manager; Project Coordinator/Assistant; A team of trainers/Tutors/Coachers (Technical, Pedagogical and Social); and Administrative Staff.

In relation to the Physical Resources, the basis for the service unit is alike for all partners, being necessary classrooms (Theoretical, Computers; Practical), workshop rooms (prepared with the indispensable equipment for “on the job” monitoring) and complementary rooms. Each partner identified other physical resources according to the strategic training that will be provided, e.g. kitchen in Austria.

In order to support the costs of the service unit, partners foresee the resource to funding (European, Public, Social, Regional, Municipal National Employment Centres, Training), establishing partnership with key stakeholders (Enterprises or institutions that can have access to funding in this area) and also by own resources.

The above mentioned key stakeholders are mostly public organisations with easy access to the target groups (Employment Centres, Social Institutions, Municipal Chambers, Ministries and also enterprises from the sectors). Some of these stakeholders are also identified as excellent partners to reach the target groups and to engage their attention to this form of training.

Besides the necessary technical training it is also necessary to develop some social and basic skills in these target groups, recognized by a small sample of the target groups in all countries through the survey created. The skills are mainly in “Foreign Languages” and “Digital/ICT”. The remaining skills presented themselves with a very short range of values.

Strengths and challenges

The PRO PULSE + model of Production Schools Unit should be created/implemented taking into consideration the previous experience from the partner's organisations in the educational and training context in their countries.

Austria	<p>Strengths</p> <ul style="list-style-type: none"> - Ongoing partnership with the Employment Service Austria in similar projects; - High experience with the target groups; - The possibility of providing basic education with a professional/educational orientation using diverse methodologies with high rates employment; <p>Challenges</p> <ul style="list-style-type: none"> - To build up fast and possible local networks, concerning the key-stakeholders for a PS
France	<p>Strengths</p> <ul style="list-style-type: none"> - Solid experience in providing vocational training with practical approaches; - Experience in working with the target groups; - The monitoring of the trainees through the inclusion on the labour market; - The possibility of answering local economic needs, involving local enterprises; <p>Challenges</p> <ul style="list-style-type: none"> - To succeed in the involvement of local actors towards conciliate local economic needs with the needs of the target groups;
Italy	<p>Strengths</p> <ul style="list-style-type: none"> - Experience in similar projects and job insertion programmes for disadvantaged youngsters; - Practices, approaches and methodologies already implemented useful for the project stakeholders and target groups involvement; <p>Challenges</p> <ul style="list-style-type: none"> - Finding the right funding that can insure the financial issues; - Getting the relevant stakeholders and actors, especially enterprises and local authorities to be involved in the project; - Re thinking a more pro-active VET provider role;
Portugal	<p>Strengths</p> <ul style="list-style-type: none"> - Experience in similar projects in the sector and activity area, involving similar target groups (SAFTA; ReSTART); - Ongoing projects in partnership with key-stakeholders; - The professional integration opportunities for the target groups that without this training response will remain without studying or working, having a hard time leaving the cycle of exclusion; <p>Challenges</p> <ul style="list-style-type: none"> - Having the possibility for submitting an application to National or European funds that can provide a proper running of the project; - Establishing partnerships with key stakeholders;
Turkey	<p>Strengths</p> <ul style="list-style-type: none"> - Focus on sectorial needs for the development of training contents; - Few students for class that allow a better individual monitoring; - Practical lessons in the workshops completing the theoretical lessons; - Some experience in job insertion; <p>Challenges</p>

- | | |
|--|--|
| | - The application for funds that can provide financial sustainability, because of the necessary changes on the organisations' structure. |
|--|--|

8. RECOMMENDATIONS FOR PRO PULSE+ MODEL

Local diagnostic and tailored solutions

The construction of a successful model must be supported by an adequate analysis of the region or local needs, by consulting all actors that can be a part of the project and build a suitable solution for the existing gap.

Austria	A successful cooperation between BEST and AMS provides a big amount of quality material and studies on the possible target groups, education and training, economic situations, etc., allowing to do a proper study on the surrounding environment of the society needs and situation, taking in consideration critical aspects for the program as funding it, create a network of contacts of possible employers, build a content suitable to the target group with proper methods.
France	Aiming for a construction of a suitable training offer a local diagnosis is built with the help of surveys (trainees and companies) and direct links with the OPCA and Local Employment Committees. Using the existing tools and infrastructures (stores spaces), the programmes contents can be created, through brainstorm method with the agencies involved, through the proper use of the store places for on the job training, making simpler the adaptation to the labour market for the target group and also involving all stakeholders.
Italy	The programmes are shaped based on the local diagnosis elaborated with consolidated methods and tools. They are also based on the analysis of the available official data supported by an integration of a deeper diagnosis and analysis tools (direct and/or phone interviews with relevant stakeholders and focus groups), the social and economic local context, local means and resources at disposal for training, VET provider organisation characteristics, means and resources.
Portugal	On a regular basis, training needs and recruitment gathering are carried out within the Textile and Clothing enterprises. Studies are conducted with focus on demographic, social, cultural and economic aspects, which result in the definition of lines of action in education and training, employment, social inclusion, innovation (...) oriented audiences' priority in the sector and region. The programme must be adapted to the target groups and sector needs. Motivating and achievable goals, with practice oriented pedagogies must be established, as well as diversified and engaging pedagogical contents.
Turkey	The Turkish culture is open to practical learning and has tradition in craftsmanship, which, in some points is very similar to the production school/service unit studied. The population is very young and there is a need for new training and employability alternatives and also meet the job demands of the construction and furniture sectors.

Innovative approaches and new didactics

The PRO PULSE + hybrid model will be supported on the current model of PS but also will integrate different training methodologies and new didactics (listed below), building up advantages for the target groups by working on an intergenerational learning, aiming to the transfer of knowledge and boosting mutual learning relationships, contributing therefore for the social capital and cohesion development in our societies.

- Outdoor activities, Sports and Fieldtrips;
- Handcrafted production with product sale;
- Walking Coaching;
- Usage of on the job training facilities;
- Exploitation of the training and practice tool for jobs in the tertiary sector provided from “Entreprise d’entraînement pédagogique”;
- Constant involvement of the stakeholders in all phases of the project, since planning until the development, facilitating the job insertion of the target groups;
- Practical training approach on the job in enterprises environment accompanied by company tutors from the company and the VET provider;
- Tutorials and videos showing the target groups how the activities must be done (used in theoretical modules);
- Methodologies and approaches, in soft skills training already implemented in a European Union project.

Quality Assurance

PRO PULSE + project has the goal to reach two different target groups, young (16-29 years) and adults (+45 years), with low qualification profile and often disadvantaged, providing them an alternative training solution in order to qualify them with new skills, previously identified as necessary to the labour market, and give them the possibility for integration in work and in the society. It is extremely important for the implementing institution/organisation to have a continuous evaluation of the process that will be applied and confirm that all activities, procedures, training (theoretical and practical), guidance, satisfaction, expectations, financial, etc., are in accordance with the strategic objectives established and/or if necessary implement corrective measures.

Having one Quality Assurance procedure, with some of the following examples, the institutions/organisations will achieve the strategic objectives and contribute for the accomplishment of the project.

- A process-orientated implemented in the organisation;
- Work with constant feedbacks and control loops;
- Certified Institution/Organisation with the label ISO 9001;
- Application of different kinds of inquiries;



- Consolidated monitoring and evaluation system implemented involving all actors and/or stakeholders;
- Recognized/Certified Quality System for Planning, Managing and Evaluation of training activities;
- Continuous evaluation practices through participatory assessment methodologies;
- Interviews with all actors of the project (participants, teachers/trainers/coachers);
- Regular meetings with participants and professional staff.

9. ANNEXES

Desk Research

1. Sector/area to develop the unit school
2. Labour market needs
3. Skills mismatch
4. Stakeholders

STAKEHOLDER	BRIEF DESCRIPTION	TYPE*	CITY/REGION	WEBSITE

*public, private, project, platform, etc...

Focus Group

Introduction

The PRO PULSE+ project aims will develop a new generation of production schools, based on a hybrid model covering four innovative aspects:

- 1) New targets, low-skilled adults besides young** - Both low-skilled groups have been severely impacted by the current global economic crisis. The highest long-term unemployment rates are found in the least educated section of the population in every Member State. Low-skilled are also at higher risk of social exclusion and poverty.
- 2) New didactics, including intergenerational learning** - Production schools are per nature constructivist, work-based, skill oriented, individual-centred. Building up advantaged from a mixed group of learner, also an intergenerational learning will be promoted, aiming to transfer of knowledge, boost reciprocal learning relationships and contribute to develop social capital and social cohesion in our ageing societies.
- 3) New sectors/workshops, both production and service-oriented** - Matching skills and labour market needs is crucial. To face this reality, five different sectors will be considered: catering (France), health and social care (Austria), textile (Portugal), crafts (Turkey), tourism (Italy)
- 4) Small-scale, implementing production/service units instead production schools** - Sustainability is a critical aspect of any project. Although the ultimate goal of all the implementation partners is to create a production school, there are bureaucratic, legal, financial and time constrains, and realistic objectives must be settled for the PRO PULSE+ project. In this sense, and based on partners' resource, five units of production/service will be set up, tested and established during the project life and maintained after it ends.

In this frame, the focus group aims to contribute for the preparation of the compilation report on current national and partners' organisation contexts in France, Austria, Italy, Portugal and Turkey, specifically to provide an overview of the team expertise and skills gaps, engagement of the target groups and an inventory of didactic resources developed/used by those partners in their VET programmes/projects (e. g., models, approaches, methods, methodologies, tools, learning/teaching materials). The results of the interviews will be reported separately by each partner till the end of May 2015, using the present guide. After, all interviews will be complied in the O2 State of the Art Transnational Report.

Focus group script

- 1. What kind of profile and expertise would be required for implementing a production school/service unit by your organisation?**
- 2. What are the key-skills and competences that any professional should have to work in this context and with this target groups?**
- 3. What kind of training and/or didactic materials educational staff might need to operate the production school/service unit?**
- 4. What kind of specific support and strategy would be needed to engage low-skilled young and adults unemployed and ensure their success in this kind of programmes?**
- 5. Tell us your best experience, or practice that you may know, of models, approaches, methods, methodologies, didactics, tools, learning/teaching materials, online resources, etc., and could be integrated into PRO PULSE+ model for a new generation of production schools.**

Interviews

Introduction

The PRO PULSE+ project aims will develop a new generation of production schools, based on a hybrid model covering four innovative aspects:

- 1) New targets, low-skilled adults besides young** - Both low-skilled groups have been severely impacted by the current global economic crisis. The highest long-term unemployment rates are found in the least educated section of the population in every Member State. Low-skilled are also at higher risk of social exclusion and poverty.
- 2) New didactics, including intergenerational learning** - Production schools are per nature constructivist, work-based, skill oriented, individual-centred. Building up advantaged from a mixed group of learner, also an intergenerational learning will be promoted, aiming to transfer of knowledge, boost reciprocal learning relationships and contribute to develop social capital and social cohesion in our ageing societies.
- 3) New sectors/workshops, both production and service-oriented** - Matching skills and labour market needs is crucial. To face this reality, five different sectors will be considered: catering (France), health and social care (Austria), textile (Portugal), crafts (Turkey), tourism (Italy)
- 4) Small-scale, implementing production/service units instead production schools** - Sustainability is a critical aspect of any project. Although the ultimate goal of all the implementation partners is to create a production school, there are bureaucratic, legal, financial and time constrains, and realistic objectives must be settled for the PRO PULSE+ project. In this sense, and based on partners' resource, five units of production/service will be set up, tested and established during the project life and maintained after it ends.

In this frame, the interview aims to contribute for the preparation of the compilation report on current national and partners' organisation contexts in France, Austria, Italy, Portugal and Turkey, specifically to provide an overview of own organisation, including physical, financial, human resources, expertise and skills gaps, access to target groups, networking, including national authorities and responsible bodies. The results of the interviews will be reported separately by each partner till the end of May 2015, using the present guide. After, all interviews will be compiled in the O2 State of the Art Transnational Report.

Interview model for top-manager

1. Please describe the physical resources that your organisation has and/or can plan to implement a production school/service unit.
2. Please describe the financial resources that your organisation has and/or can plan to implement a production school/service unit.
3. Please describe the human resources that your organisation has and/or can plan to implement a production school/service unit.
4. What previous experience in similar approaches does your organisation has?
5. From your point of view, what are the strengths of the concept “Production school” for the national context and your organisation?
6. Which key-stakeholders, including national authorities and responsible bodies would be needed you engage to implement a production school/service unit.

Interview model for programme designer

7. What are the national funding programmes that can support the development of a production school/service unit by your organisation?

8. How do you carry out the local diagnostic in order to reflect in objective way, the local “picture” in terms of socio-economic, sector needs and cultural aspects?

9. What aspects do you consider in design of contents, structure, organigram, activities plan, etc. of the production school/service unit?

Interview model for programme manager

10. What kind of profile and expertise would be required for implementing a production school/service unit by your organisation?
11. What kind of training and/or didactic materials your team might need to operate the production school/service unit?
12. How would your organisation have access to low-skilled young and adults unemployed?
13. Which are the quality assurance mechanisms and practices that your organisation has for programmes management?
14. What are the main challenges for the implementation of a production school/service unit by your organisation?



Questionnaire

This questionnaire aims at mapping knowledge, skills and competences acquired based on educational, social or occupational experiences. It was developed under the European project **PRO PULSE+ -A new perspective for production schools** implemented by partners from France, Austria, Italy, Portugal and Turkey, from September 2015 till August 2017, aiming to foster the labour market inclusion of unemployed young people and adults (+45) by increasing its employability skills.

It will be conducted in all partner countries in order to understand the needs and skills gaps in view of the development of future project outcomes. Your opinion is very important for the PRO PULSE+ project and all data will be treated with confidentiality. Thank you in advance for your participation.

A. DEMOGRAPHICS

A.1 Gender

☐ Female

☐ Male

A.2 Age

☐ 16-29

☐ +45

☐ Other (Please indicate):

A.3 Year of education completed

☐ Primary school or equivalent

☐ Secondary school or equivalent

☐ Upper-level secondary school or equivalent

☐ Other (Please indicate):



A.4 Current occupational status

- ☐ Left school
- ☐ Unemployed
- ☐ In education/training
- ☐ Other (Please indicate):

A.5 Unemployed situation (if applied)

- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ More than 5 years

A.6 Years of professional experiences (please consider altogether)

- ☐ None
- ☐ Less than 1 year
- ☐ 1-3 years
- ☐ 3-5 years
- ☐ 5-10 years
- ☐ 10-20 years
- ☐ more than 20 years

B. EMPLOYABILITY SKILLS

B.1 Please mark the option that better describes your current level regarding:

List of skills		Not developed	In development	Quite developed	Very developed
Numeracy	I know the basic arithmetical operations and calculate percentages, use statistics and interpret graphs.				
	I use mathematical knowledge in order to solve problems in everyday situations.				
Communication	I express my thoughts clearly in form of speech and writing and understand texts and listen actively to oral statements.				
	I communicate with different kinds of people in a respectful and effective way.				
Foreign Languages	I express my thoughts in a foreign language in form of speech and writing and understand texts and listen actively to oral statements.				
	I communicate in a foreign language with different kinds of people with a sense of intercultural understanding.				
Digital/ICT	I use of information society technology critically and in a confident way.				
	I have basic knowledge of information and communication technology.				
Learning to learn	I pursue my own learning, either individually or in groups.				
	I organise my learning in regard of my needs and in awareness of methods and opportunities.				
Entrepreneurship	I have new ideas and strive to realise them.				
	I plan and manage projects in order to achieve objectives.				
Creative thinking	I have innovative ideas and find new ways to solve problems.				
	I know how to find information and I am able to use it effectively and creatively.				
Problem solving	I study my options and am able to make well thought out decisions.				
	I am able to foresee potential risks and find adequate solutions.				

List of skills		Not developed	In development	Quite developed	Very developed
Mobility	I am capable and willing to move abroad, to other regions or other countries.				
	I am able to adapt my work performance/interests to different working contexts and even other sectors.				
Self-management	I set and work towards goals and coordinate my work with the work of others.				
	I set priorities and organise my time to achieve them.				
Self-awareness	I know what my talents and strengths are and intentionally focus on using them.				
	I know what my weaknesses are and have strategies in place to support me.				
Self-confidence	I trust my own judgment and state my position clearly in spite of disagreement from others.				
	I resist group-thinking, manipulation, suggestively presented data and misinformation				
Interpersonal	I accept different opinions and perspectives and handle them in a respectful way.				
	I have a good network of friends, professionals, and business acquaintances.				
Team Work	I know how to assemble, motivate and support others.				
	I cooperate actively with others and seek out for others opinions.				



B.2 Which skills would you like to further develop and/or attend training?

- ☐ Numeracy
- ☐ Communication
- ☐ Foreign languages
- ☐ Digital/ICT
- ☐ Learning to learn
- ☐ Entrepreneurship
- ☐ Creativity thinking
- ☐ Problem solving
- ☐ Mobility
- ☐ Self-management
- ☐ Self-awareness
- ☐ Self-confidence
- ☐ Interpersonal skills
- ☐ Team work
- ☐ Other (Please indicate):