



Intellectual Output - 1

Need Analysis Report

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3	Fondazione Polo Universitario Grossetano	POLO	IT
4	Mediterranean Maritime Research and Training CentreCoop. Soc. Ltd.	MMRTC	MT
5	ARTES 4.0 Advanced Robotics and enabling digital TEchnologies& Systems	ARTES	IT
6	INESC TEC - INSTITUTO DE ENGENHARIADE SISTEMAS E COMPUTADORES, TECNOLOGIA E CIENCIA	INESC	PT

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1. Introduction

1.1. Document Purpose

This document reviews the State-of-the-Art of the knowledge areas for consideration for the development of a model for Life Skills VR system. The document compiles the current theoretical and practical approaches to create a foundation for the curriculum and VR application development. The objective is to identify which are the good practices available in partners' countries, existing solutions, and tools and to what extent they can be applied and reused. Based on this work the consortium will identify scientific and technological activities directions and areas that have not been sufficiently elaborated so far.

1.2. Approach Applied

Initially each Partner Country in the project was provided with a template in order to guide their research to identify three relevant areas of knowledge for this needs analysis report:

1. Analysis of current problems faced by youth in finding their occupation in the partner country
2. Identification of existing tools/services to support youth in developing life skills in the partner country
3. Identification of most commonly needed skills for occupation/job in the partner country
4. Analysis of Youth's Behaviour Model

In order to gather data, the partners designed two questionnaires, one for youth and another for Employers/Career Advisors/HR/Teachers/ Recruitment Agencies to be filled in online by the target group, the questionnaires were translated into each partner language. A minimum of 25 responses were required from each partner country and this was achieved. The results of this questionnaire are included in later in this report. The purpose of this surveys was to understand youth's needs and most commonly needed life skills for their occupation/job role, tools and services available in their countries to support them to choose their future occupations.

Finally, the results of the Desk Research and the Questionnaire were reviewed in tandem and recommendations for content and approaches for the Life Skills VR training course and application were developed taking into account EU commonalities, national differences and examples of good practice.

2. Need Analysis: United Kingdom

2.1. Introduction

Prior to the Industrial Revolution, the economy relied on agriculture, small farms owned and worked by families themselves. This required families to pull together, several generations living and working the land to survive. Jobs were a matter of destiny not choice and parental influence meant children entered the same type of occupation as their parents or grandparents. Whilst following in your parent's footsteps does still exist today, eventually better education and some major social and economic changes, in particular new technology and advances in communication created a revolution of diverse career opportunities for young people outside of the family.

Today "what do you want to be when you grow up" is a question many children are asked from a very early age, indeed it's fair to say some parents start mapping their children's lives out as soon as they are born. Parental influence begins from an early age, when parent's decide which schools their children should go to, some moving house to ensure their children go to the best schools. In a study conducted by Zammit (1984, cited in Mifsud, 2004) parents were asked what job they would like their son or daughter to take, and most of them stated that they would like their children to do something better than themselves.

2.2. Context Analysis

2.2.1. Analysis of current problems faced by youth in finding their occupation

In today's society the youth of today face a whole host of obstacles to negotiate when considering their chosen occupation:

Education Inequality – the numbers

- A child from a disadvantaged background is 18 months behind when they take their GCSEs.
- In England and Wales, we spend nearly £ billion a year dealing with problems that start in childhood
- A disadvantaged child is three times more likely to be excluded from school
- The chance of a child from a poor background going to a high-performing school is falling
- Millions of British children live in poverty. Fewer than half reach expected levels for English by the end of primary school. Source <https://www.teachfirst.org.uk/inequality-education>

The Shifting Economy

Technology, the open market and globalisation have all had an impact on youth employment today i.e. large scale laying off of worker **and outsourcing manufacturing to third world countries where labour is cheaper devastating communities where generations of families have been employed in industries such as Steel, Textile, Coal and the Potteries.** This makes it more difficult for young people growing up within these areas to find jobs.

In a poll carried out by the Health and Education Charity Central YMCA who interviewed 1,600 young people between the ages of 16 -25, the lack of employment opportunities was ranked top of the list of challenges faced by young Brits today. The charity asked them to assess the nature of the challenges they face and the survey produced the following results:

1. Lack of employment opportunities
2. Failure to succeed in education system
3. Issues related to body image
4. Family problems
5. Substance abuse
6. Pressures of materialism
7. Lack of affordable housing
8. Negative stereotyping
9. Pressures of 24-hour social networking
10. Crime

2.2.2. Analysis of Youth's Behaviour Model

Choosing a Career

Children might not start planning their careers until they are in secondary school when they start choosing GCSE's but in reality it's parents who serve as the major influence in their children's career development and career choices, good or bad. It starts with the developmental toys they buy their children as babies, followed by musical instruments, and all the different after school clubs they sign their children up to if they are lucky. Parent evenings set the bar and some even go so far as moving house in order to get children into better schools in search of a better education and go on to pay for tutors to ensure grades are achieved for the best universities. Parents want their children to find happiness and success in life and like to speak proudly of the achievements of their children and one factor which influences happiness and success is their career choice.

Research also indicates that when students feel supported and loved by their parents, they have more confidence in their own ability to research careers and to choose a career that would be interesting and exciting. This is important because studies show that adolescents who feel competent regarding career decision-making, tend to make more satisfying career choices later in life. (Keller 2004).

Parents also influence the quality of education and training that their children achieve, transferring their own knowledge of different occupations through networking with friends and relations, engaging in discussions, sharing views, beliefs and attitudes to working and the motivation they have to succeed in life. Most of this is learned unconsciously, children and teenagers absorb their parents attitudes and expectations as they grow up. They either want to be just like them or achieve better than them if they have grown up dissatisfied with their lot.

The key influencers for youths when making their career choices are:

- Their parents expectations on their education and career
- The example parents set for their children i.e. work ethic
- The values children have learned from their parents, friends and society
- The opportunities available to children by way of early year development education i.e. nursery.
- Positive reinforcement, encouragement and praise for genuine effort goes a long way in building self-esteem and shaping career aspirations
- Parent-child relationship - nurturing and supporting environment

What motivates youth in their career choices

The following are some of the most common motivators:

- Choosing a career path which is aligned with your own unique talents, passions, or skill sets.
- Personality or interests can be a major motivation when choosing a career, i.e., a very dynamic, outgoing person might want to go into sales but would not be suited to working in a library.
- First-hand experience i.e., following in your family footsteps. A youth who has grown up on a farm might know from a very early age that he/she is going to follow a career in farming albeit they might choose to get a degree in an area of agriculture or business that can help to diversify and modernise the family business.
- Personal and work-related values e.g., family, religion, cultural, power, intellectual stimulation, personal values and money are all factors which can motivate a career choice.

According to Frontiers in Education, youth who are intrinsically motivated choose careers based on their interests, curiosity and enjoyment. Externally motivated youth look for jobs that offer prestige, status, salary and job availability. The ideal career path offers job satisfaction, personal reward, job stability and a liveable wage. <https://www.frontiersin.org/articles/10.3389/feduc.2018.00058/full>

Obstacles and barriers facing today's youth's

The common obstacles and barriers facing youths when making a career choice are as follows:

- Social or disadvantaged background
- Drug and alcohol abuse
- Criminal record
- Lack of qualifications
- Prejudice i.e. to race or disability
- Cultural and Religious

2.3. Existing Tools/Services in United Kingdom

Table 1 - Tool/Service (1)

Title	All about school leavers
Details/Description	Is an online careers advice service and contains articles, CV and interview tips as well as a jobs board where you can find apprenticeship vacancies and more with various top employers. They've also got advice for school leavers in each of these areas, as well as dedicated sections for parents and employers.
Relevant website (if applicable):	https://www.allaboutschooleavers.co.uk/
Key Features:	Check out their career test - a valuable resource to help school leavers match their personalities and interests with appropriate careers.
Target Group(s):	School Leavers
Name of the developer of the tool/service	Allaboutgroup.org founded in 2008 by Jack Denton & Paul Harris, Specialties are Graduate Recruitment, Careers Information, Apprenticeship Recruitment, School Leaver Recruitment, Recruitment Advertising, Research, Apprenticeships, and Recruitment Solutions
Full address of the owner/developer/provider:	25 Corsham Street, London, N1 6DR

Contact information:	Tel: 0203 6514919 hello@allaboutgroup.org
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Table 1 - Tool/Service (2)

Title	The Prince's Trust
Details/Description	Provides help for 11 - 30 year-olds to find the tools and confidence to try free courses and start careers.
Relevant website (if applicable):	https://www.princes-trust.org.uk/
Key Features:	In 2010 The Princes trust kick started it's focus on STEM (Science, Technology, Engineering and Maths) skills to better equip young people for a digital future. They work with delivery partners across the UK to offer hundreds of free courses, grants and mentoring opportunities to inspire young people to build their confidence and start a career and support them to achieve their full potential.
Target Group(s):	11-30 year olds
Name of the developer of the tool/service	It all began in 1976, when HRH The Prince of Wales had a bold idea. Having completed his duty in the Royal Navy, His Royal Highness became dedicated to improving the lives of disadvantaged young people in the UK. He founded His Trust to deliver on that commitment. Since it was set up the trust has supported more than 1,000,000 young people across the UK.
Full address of the owner/developer/provider:	
Contact information:	Freephone 0800 842842

Table 1 - Tool/Service (3)

Title	Young Careers
Details/Description	Young Careers is a Greater London Authority initiative that provides students in the capital with innovative and useful careers advice.
Relevant website (if applicable):	https://youngcareers.org.uk/
Key Features:	They create important links between employers and local schools and colleges that help young people to fulfill their potential.
Target Group(s):	School leavers
Name of the developer of the tool/service	Young Careerrs is co-funded by Greater London Authority and European Social Fund
Full address of the owner/developer/provider:	Academy Court, 94 Chancery Lane, London WC2A 1DT
Contact information:	

Table 1 - Tool/Service (4)

Title	Youth Employment UK
Details/Description	A one stop-shop for young people providing a wealth of career guidance, job hunting tips, free courses, work experience, apprenticeships etc.

Relevant website (if applicable):	https://www.youthemployment.org.uk/careers-hub/
Key Features:	Provides 14-24 year olds with free resources, advice and guidance. Designed with input from young people, the Skills and Careers Hub offers practical tools to support young people through education, transition into employment and beyond in a process of lifelong learning.
Target Group(s):	Unemployed youths up to the age of 24
Name of the developer of the tool/service	Youth employment UK is an independent, not for profit social enterprise founded in 2012 to tackle youth unemployment.
Full address of the owner/developer/provider:	Britannia House, 29 Station Road, Kettering NN15 7HJ
Contact information:	Tel: 01536 513388 Email: info@youthemployment.org.uk

Table 1 - Tool/Service (5)

Title	LifeSkills
Details/Description	LifeSkills created with Barclays provides young people with a range of interactive tools, films and activities to help equipment with the essential Life Skills required to prepare them for the future work place.
Relevant website (if applicable):	https://barclayslifeskills.com/young-people/
Key Features:	LifeSkills also provides support for Employers, Employees, Educators and Families
Target Group(s):	14+
Name of the developer of the tool/service	Barclays Bank
Full address of the owner/developer/provider:	1 Churchill Place, London E14 5HP
Contact information:	https://t.co/27M8hmY6vl

2.4. EU/national RTD activities

How do essential skills influence life outcomes?

An evidence Review – The Centre for Education and Youth 2020

Since 2009, the Skills Builder Partnership (formerly known as Enabling Enterprise) has focused on building essential skills. The Skills Builder Universal Framework and the wide partnership of organisations adopting it provide a new opportunity: to focus and consolidate the evidence based around essential skills – both why they matter, and how they can be most effectively built. There are plenty of reports which emphasise the importance of building essential skills in light of structural changes in the labour market, including technological disruptions and changing work norms, but less available are the range of experimental, quasi-experimental, and highquality qualitative research to investigate the links between essential skills development and education, employment and social outcomes. The Skills Builder Partnership have developed a research strategy to build that evidence base. More information on:

<https://cfey.org/wp-content/uploads/2020/09/How-do-essential-skills-influence-life-outcomes-3.pdf>

Why Skills – Not Degrees – will shape the future

This article is part of the Jobs Reset Article

This document describes how the nature of work and careers is changing fast and how in the future having the right skills will be prized over academic qualifications alone.

The COVID-19 slowdown has forced employers to diversify and introduce new technology, reshaping their working and hiring practices around this shifting paradigm. Companies with the ability to adapt and change their mindset will be better able to define their future performance. No longer does the nature of our work along with the skills and knowledge required to execute it remain unchanged for a lifetime, the points out that our children can expect to have many jobs throughout their professional lives and clearly, the future of work will not be about college degrees; it will be about job skills. It puts forward the case to steer those without college degrees towards successful careers and increase diversity amongst our workforce.



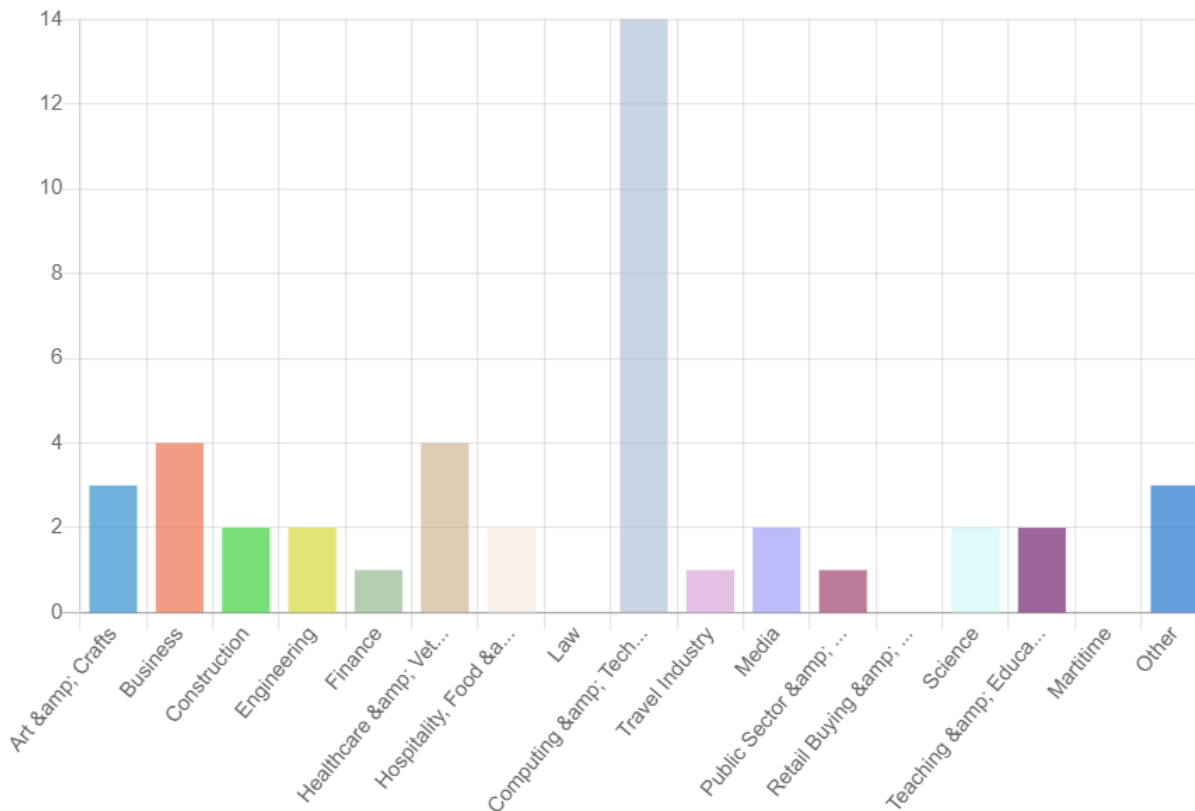
More information on: <https://www.weforum.org/agenda/2020/09/reckoning-for-skills>

2.5. Stakeholder

Title/ name	Type	Website
Jobcentre Plus	Government-funded employment agency	https://www.gov.uk/contact-jobcentre-plus
Skills Development Scotland	National Skill Body	https://www.skillsdevelopmentscotland.co.uk/
OECD	Charity - OECD Career Readiness project	https://www.oecd.org/education/career-readiness/
Youth Employment UK	An independent, not for profit social enterprise to tackle youth unemployment.	https://www.youthemployment.org.uk/
Impetus	Youth Employment Group	https://www.impetus.org.uk/youth-employment-group
Talent Rise	Charitable foundation	https://talentrise.org/rise-uk/
UK Youth	Charity	https://www.ukyouth.org/
Youth Action Northern Ireland	Youth work charity.	https://www.youthaction.org/
Youth Work Ireland	Youth organisation	https://www.youthworkireland.ie/
Career and Placement Department in Universities	Student support service provider	n/a
Learning and Work Institute	Independent policy, research and development organisation dedicated to lifelong learning, full employment and inclusion	https://learningandwork.org.uk/
Creative UK	Independent network for the UK's Creative Industries	https://www.wearecreative.uk/
Skills for Life	Government	https://skillsforlife.campaign.gov.uk/
Trade union or employers' association	Employers network	N/a

2.6. Questionnaire Results: United Kingdom

Youth identified career interests:



The initial findings demonstrate that career interests very strongly lie within the computing and tech industry; with interest in business and healthcare following. This would indicate that the development of critical soft skills would be instrumental in pursuing careers in these fields.

Career path interests:

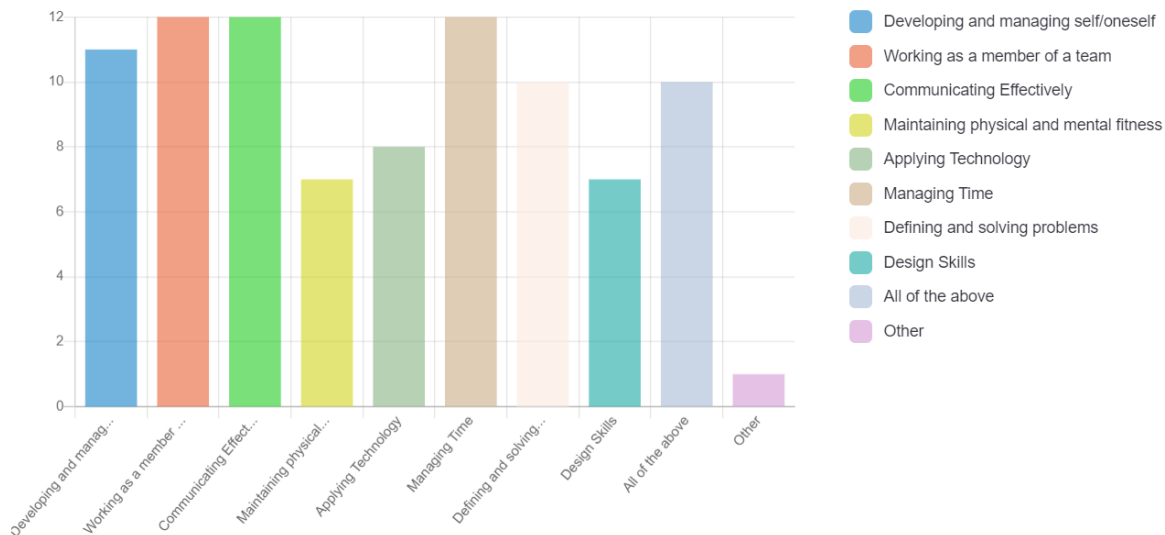
Answer	Count / Gross percentage
Administration - Admin Assistant - Executive Assistant - Office Manager (AO01)	0 / 0.00%
Advertising: Advertising Account Coordinator - Assistant Account Executive - Account Executive - Senior Account executive (AO02)	2 / 8.33%
Communications: PR Assistant - PR Representative - Assistant Director of PR - Director of PR (AO03)	0 / 0.00%
Customer Services: Customer Services Assistant - Internal Sales - External Sales - Key Account Holder - Regional Sales Manager - Sales Director (AO04)	0 / 0.00%
Editorial: Editorial Assistant - Associate Editor - Editor - Senior Editor - Editorial Director (AO05)	0 / 0.00%
Education: Teacher - Curriculum Coordinator - Assistant Principal - Principal (AO06)	4 / 16.67%

Engineering: Junior Engineer - Senior Engineer - Project Engineer - Engineering Consultant (AO07)	2	8.33%
Human Resources: HR Assistant - HR Business Partner - HR Manager - HR Director (AO08)	2	8.33%
Retail: Retail Sales Assistant - Assistant Manager - Department Manager - Store Manager - Regional Manager (AO09)	1	4.17%
Other User Experience Testing/ Computer Networking/ User Experience Testing Network Security/ Apprentice, Junior Developer, Software Developer, Senior Developer, Lead Developer/Data scientist/Health professional/Not sure/Computing - Games design - Software design Public Services: Policing/Cyber security	0	0.00%

The career paths that were of interest, as shown above, would also indicate a need to develop core skills in effective communication, critical thinking, problem solving, effective teamwork and creative thinking skills.

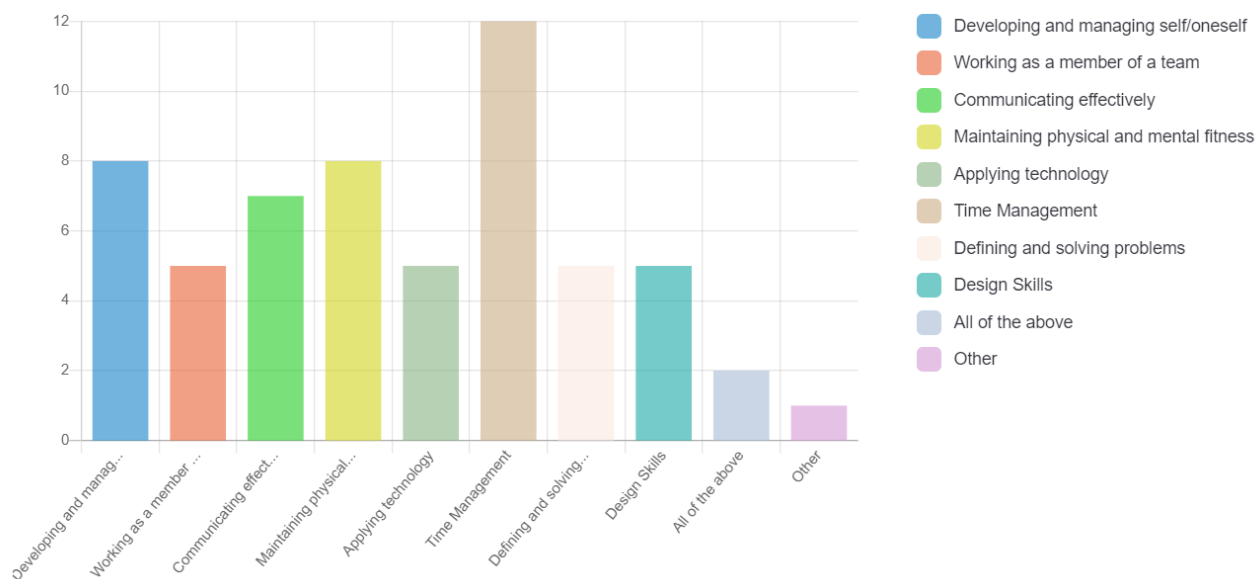
Whilst all areas of interest have specific skillset requirements in terms of knowledge and understanding, the core soft skills would be applicable to all.

Commonly identified life-skills required for chosen occupation/job role:



Integrating the described life-skills that ranked highest in importance into a VR* experience would be of benefit to the young people therefore core components could include managing time, communicating effectively, working as a member of a team and developing and managing oneself.

Life-skills requiring development to progress in chosen career:



From the data gathered it is clear that young people require further training in time management therefore this could be a core component or perhaps a continual aspect of the development of the VR* experience.

Tools/services available to help you figure out your chosen occupation:

- School/College/University/VET Centres – 37%

What is more effective that you feel would help the youth to make their career choice?

- Personality Profiling – 43.83%

Available opportunities to explore career choices:

Answer	Count	Gross percentage
Volunteering (SQ001)	11	45.83%
Work Exerience (SQ002)	19	79.17%
Virtual Career Activities (SQ003)	7	29.17%
Career Fairs (SQ004)	7	29.17%
Shadowing (SQ005)	3	12.50%
Mentoring (SQ006)	5	20.83%
Sponsored learning and development via recruiters (SQ007)	8	33.33%
Sponsored recruiter events, from idea to attraction and delivery (SQ008)	3	12.50%
Roles and placement opportunities (SQ010)	15	62.50%
Other (SQ009)	1	4.17%
Total(gross)	79	100.00%

The most valuable tool for assisting in career choice is seen to be work experience, closely followed by roles and placement opportunities, therefore the opportunity to explore virtual work environments could be of benefit.

Previous experience using VR* in training/learning-life skills:

Answer	Count	Gross percentage
Yes, please specify the added value of the tool. (AO01)	4	16.67%
No (AO02)	20	83.33%
Comments <input type="button" value="Browse"/> Q I have Not used VR, however, I do know that VR is used for work and gaming Q Yes Q i have never used VR for this	3	12.50%

Interest in the use VR* for training/learning life-skills:

Answer	Count	Gross percentage
Yes, please specify the added value of the tool. (AO12)	15	62.50%
No, please specify the reason. (AO22)	5	20.83%
Comments <input type="button" value="Browse"/> Q Yes I would like to see if VR is useful for software testing and basic skills needed for every day life management Q More immersive learning Q VR is a cool technology that can make unique learning experiences, allow dangerous activities to be performed safely, and can engage a lot of young people Q I would safely be able to experience and do what will be needed in life Q You can have a visual experience of what your chosen profession might be like. So if you want to become a software developer you can see what a working day might be like for them through by using VR technology Q Yes, VR is very good technology. Q Training Q My career requires coding and math skills Q VR wouldn't help Q Yeah I possibly would Q It provides experience without the pressure of being perfect the first time. Q allows you to immerse yourself	11	45.83%

As more than 80% of participant had never used VR it would be important to cater to a novice user, therefore develop an experience that requires no previous knowledge of the functionality of the device.

Users also felt that using VR* as a training tool could be beneficial in allowing them to explore environments/skills safely, and without the additional pressure of real-life interaction, as this can some times lead to unnecessary stress surrounding the idea of entering the a workforce.

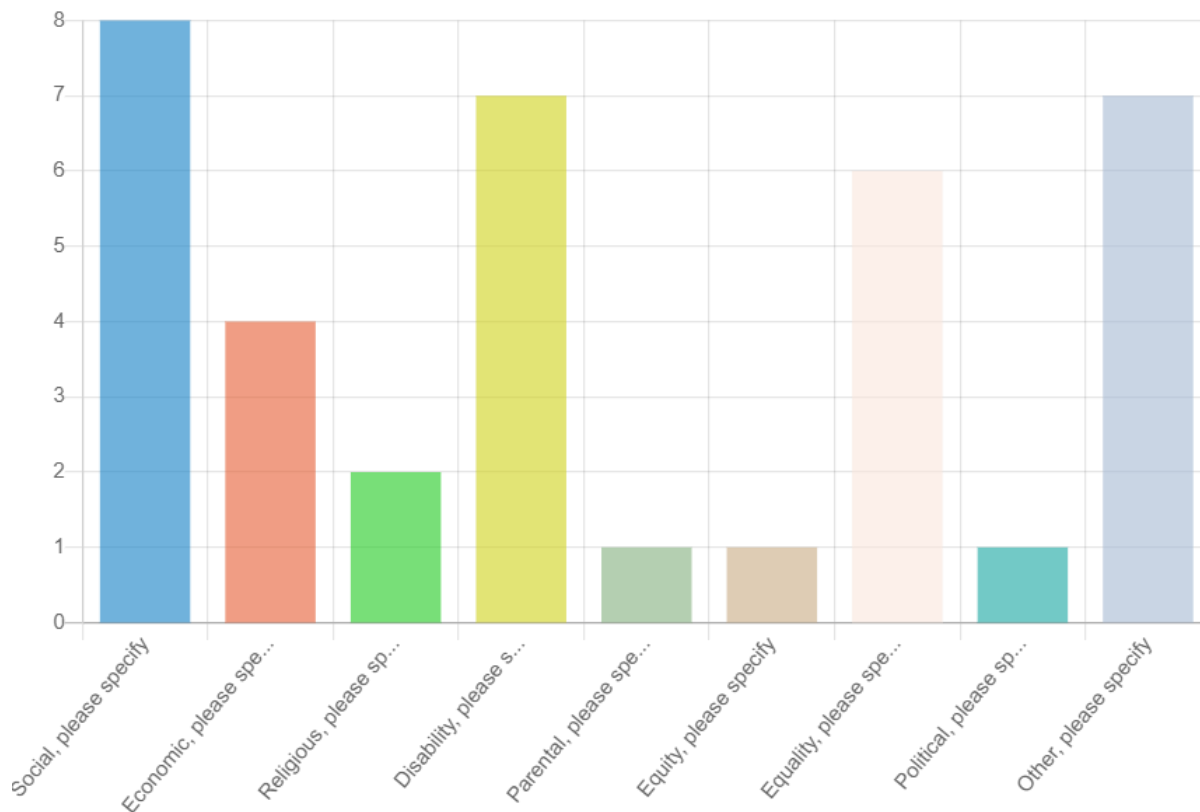
Career choice motivating factors:

Answer	Count	Gross percentage
Money (SQ001)	14	58.33%
My values (SQ002)	8	33.33%
My interests (SQ003)	19	79.17%
My strengths (SQ004)	8	33.33%
Peer Pressure (SQ005)	0	0.00%
Relatives *** (SQ006)	2	8.33%
Parental pressure/advice (SQ007)	2	8.33%
Guaranteed employment (SQ008)	8	33.33%
Enjoying the career work tasks (SQ009)	10	41.67%
Other <input type="button" value="Browse"/>	1	4.17%

Q First Employment

From the data viewed it would be important to cater to broad interests in order to captivate a broad range of user. Creating an enjoyable VR* experience that also develops strengths (and perhaps identifies areas for growth and change) would also be of benefit.

Potential barriers to career development identified by young people:



Due to the isolating nature of the recent global pandemic, young people are finding face to face social interactions to be a challenge. Disabilities identified can also hinder the development of employability skills either due to mental or physical capacity, or by limiting exposure to experience in general.

Question posed: What barriers might you come up against?

Economic

- Not wealthy
- There may be times where I may struggle with having enough money

Disability

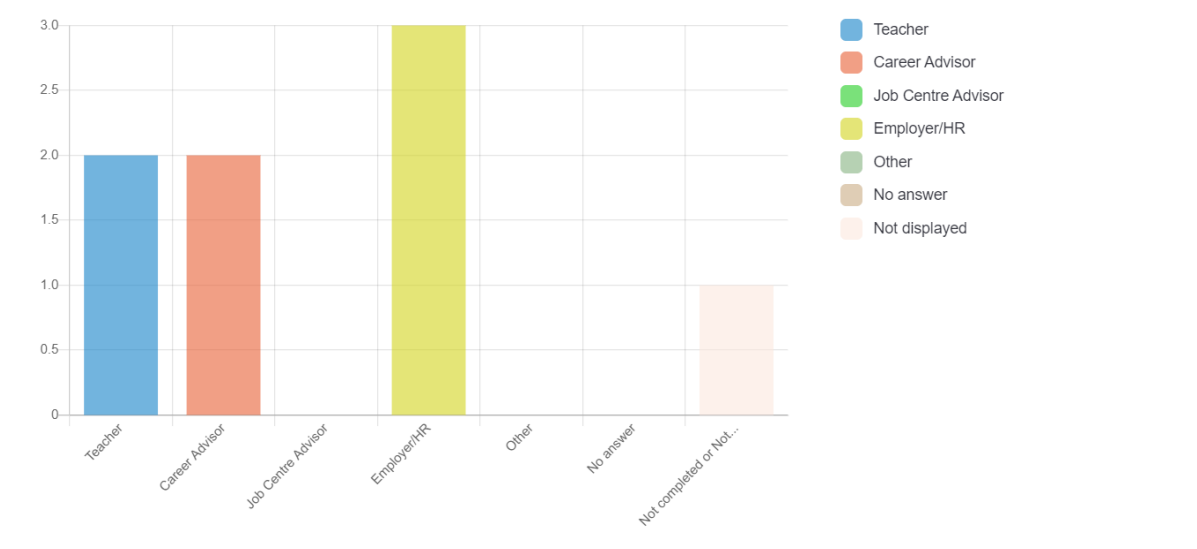
- Dyspraxia, Dysgraphia & Autism
- I have autism
- As someone who is Transgender and has Autism, access to work can be difficult
- I have Autism, Dyspraxia and Dysgraphia
- Autism.
- There are certain jobs don't allow or prefer not to have someone who may be colourblind or have a learning disability

Social

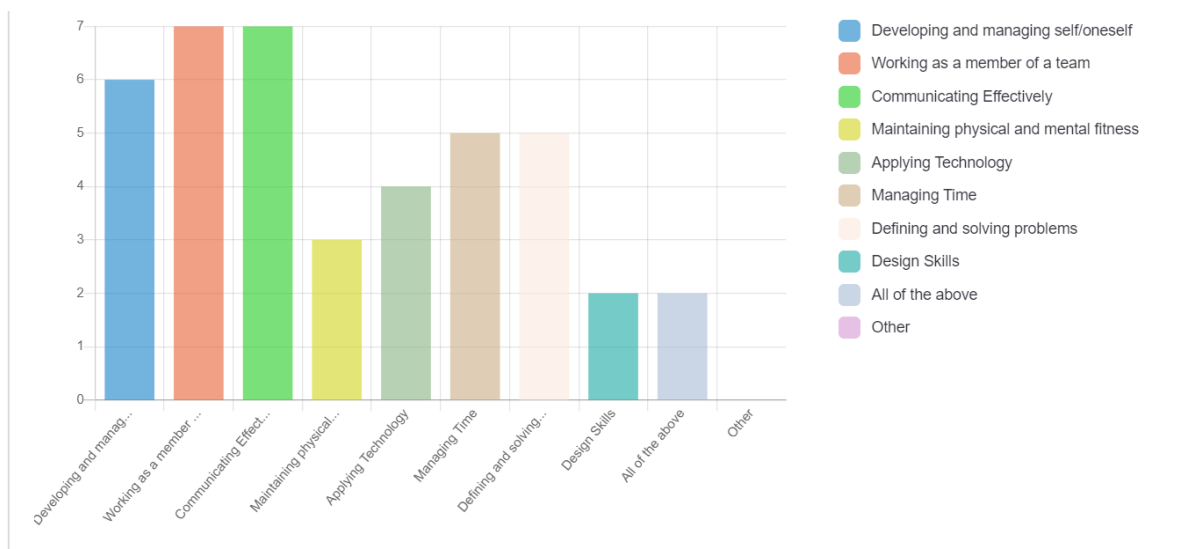
- Difference in culture
- Culture difference
- Socializing and networking skills
- Pressure
- There may be social problems that occur
- I find it hard to talk to new people but recently I have been working on this and getting better.
- Lack of communication skills

Employer/Teacher Survey

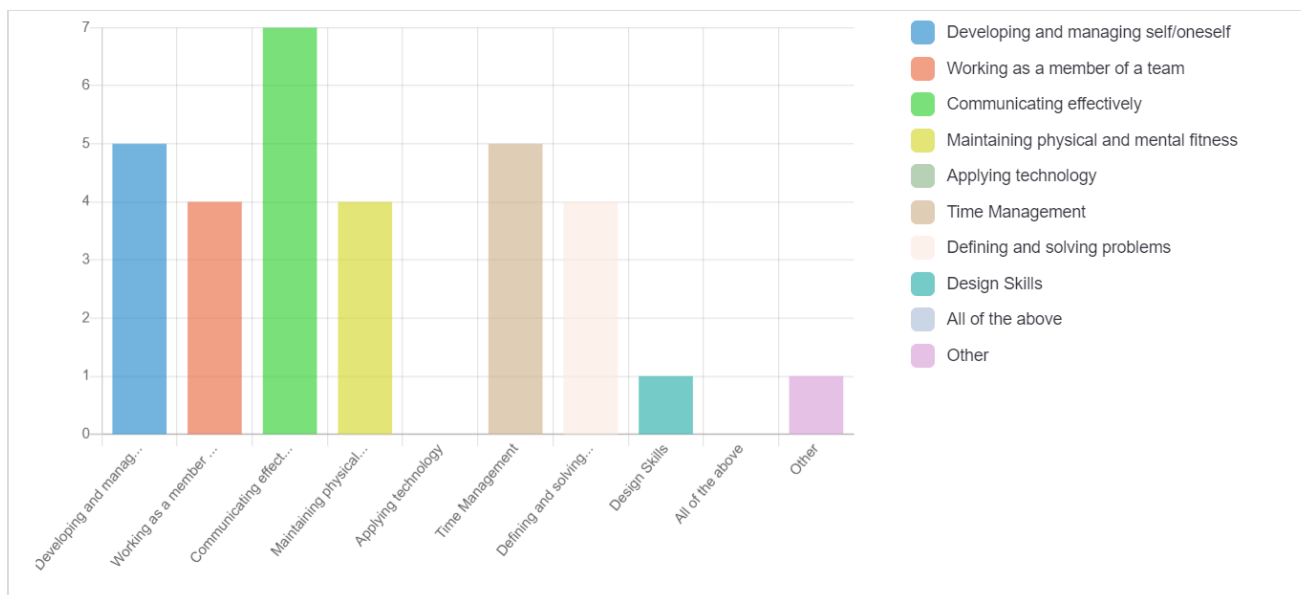
Participants Profile:



Most commonly required life-skills identified for a job role in any organisation:



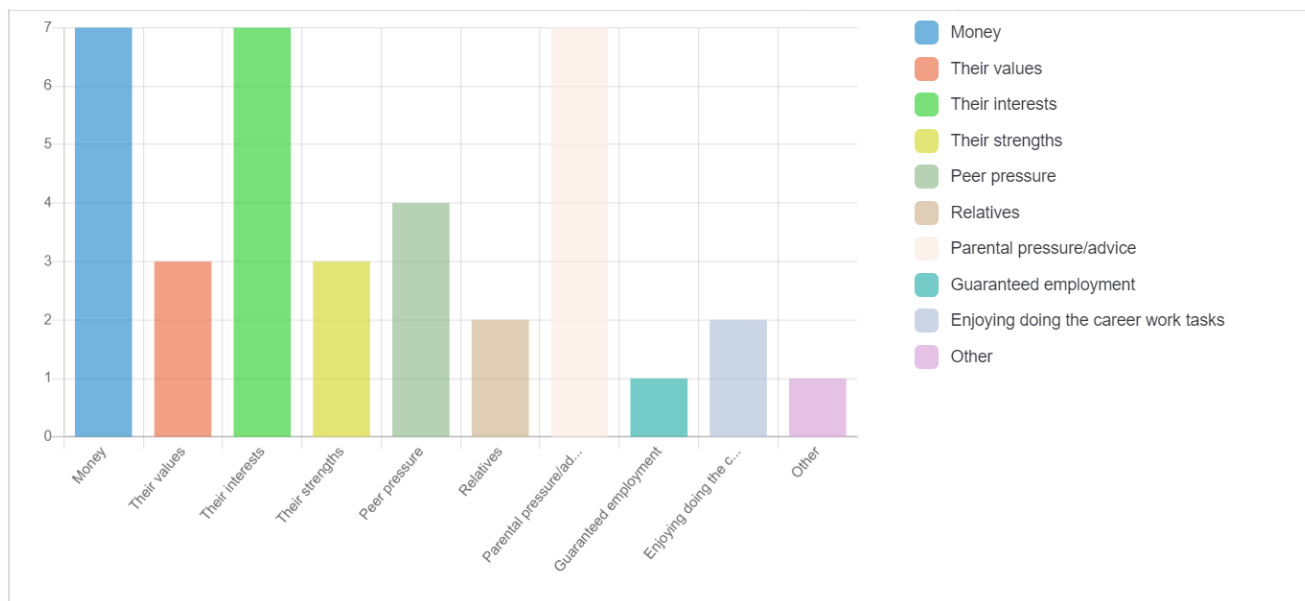
Skills identified as lacking in youths to meet the demanded of their preferred career:



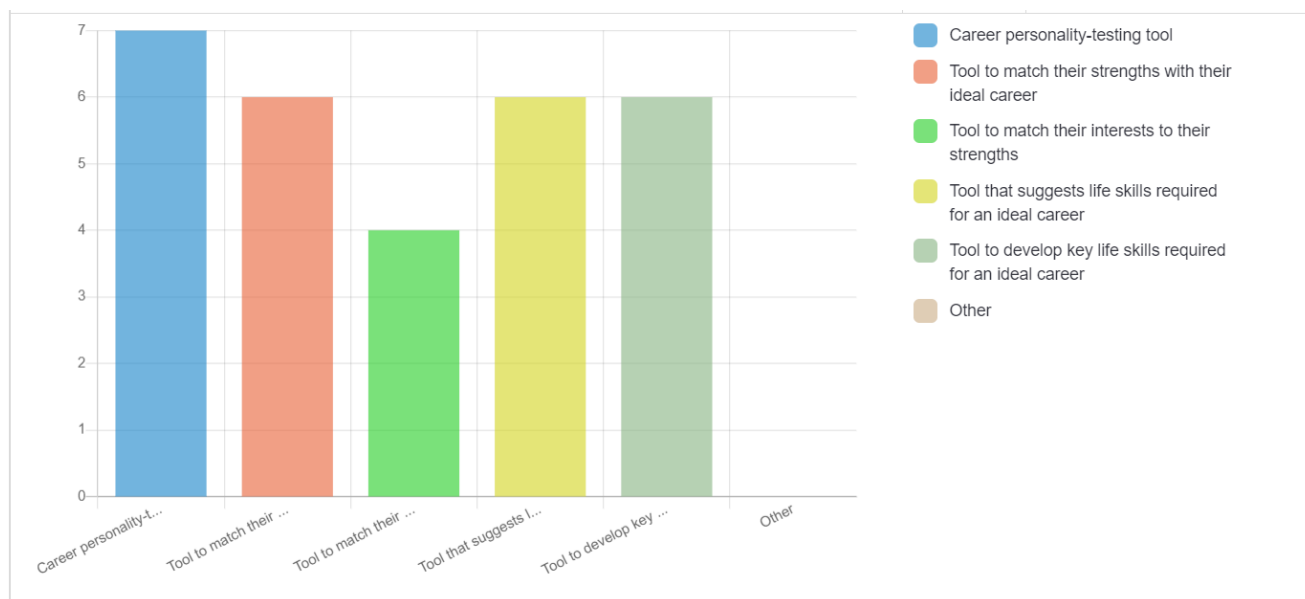
It is clear from the research that there is a core requirement for strong skills in communicating effectively, working within a team, developing and managing oneself, time management and problem solving. These have also been identified as currently lacking in youths that are approaching their career paths.

Effectively communication and developing and managing oneself are both skills that youth have lacked training on, especially in recent years due to the pandemic, therefore, should be an integral element of any future training to prepare them for work.

Youth career choice motivational factors:



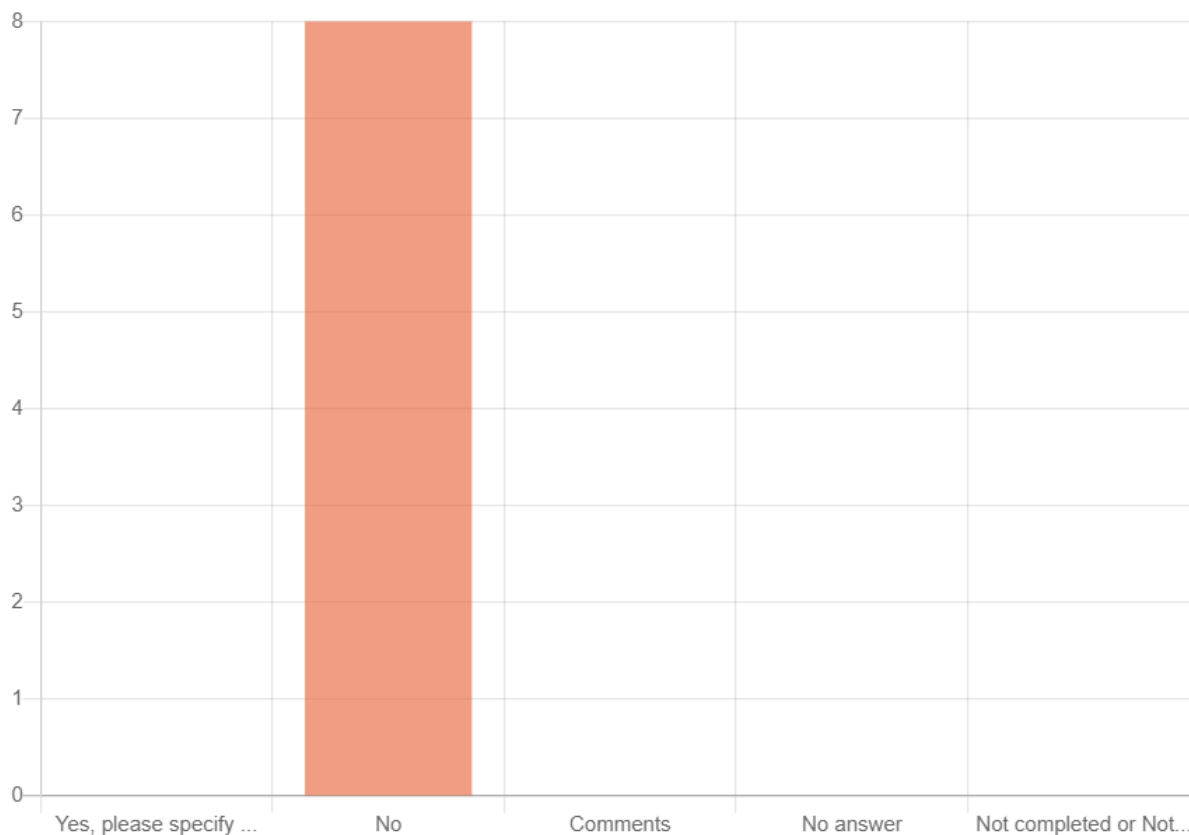
Identified effective support tools to enable youth career choices:



Parent/carer influence, potential earning capacity and interests are motivators for career choices therefore any tool developed would need to be engaging, accessible and potentially inspiring in term of demonstrating career potential.

A tool/experience that creates a career personality profile whilst developing skills that would be useful to all career paths would be effective in assisting youths in career progression. There could be further development opportunities to also match strengths, life skills and key skills for the user to develop in order to progress in a career.

Previous VR* in training/learning life-skills experience:



Reasons for wanting to explore VR* for training and to develop life-skills:

Answer	Count	Gross percentage
Yes, please specify the added value of the tool. (AO12)	7	87.50%
No, please specify the reason. (AO22)	1	12.50%
Comments Browse <ul style="list-style-type: none"> Q Need to move with the times and try new tools Q closer to real life Q VR could be useful for practicing skills outside of a classroom environment. For students who may not be able to afford some equipment, it would still be a cost, but potentially less of a cost. Q to check if the experience is supporting the development of life skills Q I am intending to retire soon so do not want to develop me career Q Tool to match their strengths with their ideal career Q Interactive for participants 	7	87.50%

The consensus is that there is a great need for an effective contemporary tool that allows for skills profiling, the development of core identified employability skills, and that meets the need of both industry and the user.

3. Need Analysis: MALTA

3.1. Introduction

One would think that asking the directly concerned, therefore the youths themselves, what are their needs and most commonly needed life skills for their occupation/job role, and what tools and services are available in Malta to support them to choose their future occupations, is indeed not an easy task. The engagement level amongst the youths is very low and very difficult to even initiate. Feedback received from some of the interviewed Career Advisors resonates with this reality.

In fact, some of these Career Advisors highlighted how the Maltese Education system does not challenge the youths at an individual level, and instead spoon feeds knowledge from a very young age, resulting in un-motivated youths with a lack of self-initiative and work ethic amongst other missing skills. Professor Suzanne Gatt, from the Department of Early Childhood and Primary Education at the University of Malta, states that,

“Although the number of Maltese graduates has increased significantly, almost a third of 14-year-olds are below the acceptable level of education. “Some of these students will manage to get into MCAST and obtain some qualifications, but too large a percentage will end up with no education qualifications at all,” says Prof Gatt. “What we are left with is too many adults who are low-skilled, and this obviously affects the labour market.”¹

Even though the above statement might come across as a prelude to a high unemployment rate, particularly amongst youth, the opposite is actually happening. Malta’s unemployment rate has been very low for the past 20 years, amongst the lowest in Europe. In fact it is no secret that hundreds of foreign workers, both European and Third Country Nationals, have been ‘imported’ to work in the various sectors.

Taking a snapshot view of the official National Statistics Office (NSO) Labour Force Survey for 2021/22, the Maltese Labour Force amounts to approximately 274,110 individuals. The Unemployment rate is of 3.1%, 8498 individuals, and only 28% of those, 2379, are considered as unemployed youth – between the ages of 17-24².

This infographic published by the NSO on the occasion of the International Youth Day 2020, gives a very clear and somewhat clean picture of the situation of the Maltese Youth. Unfortunately there has not been an update on this infographic post the COVID pandemic, however as you can see from the above quoted statistics, not much has changed.

¹<https://epale.ec.europa.eu/en/blog/closing-maltas-skills-gap?msclkid=ef04aa7ea6b211ec9a886f4db42fbc4>
²https://nso.gov.mt/en/News_Releases/View_by_Unit/Unit_C2/Labour_Market_Statistics/Pages/Unemployment-Rate.aspx?msclkid=cc97875fa5cb11ecbfaaf6891e40c321

International Youth Day 2020



Reference Year: 2019 (15-29 yrs)



101,124
Youths

54,242



46,882

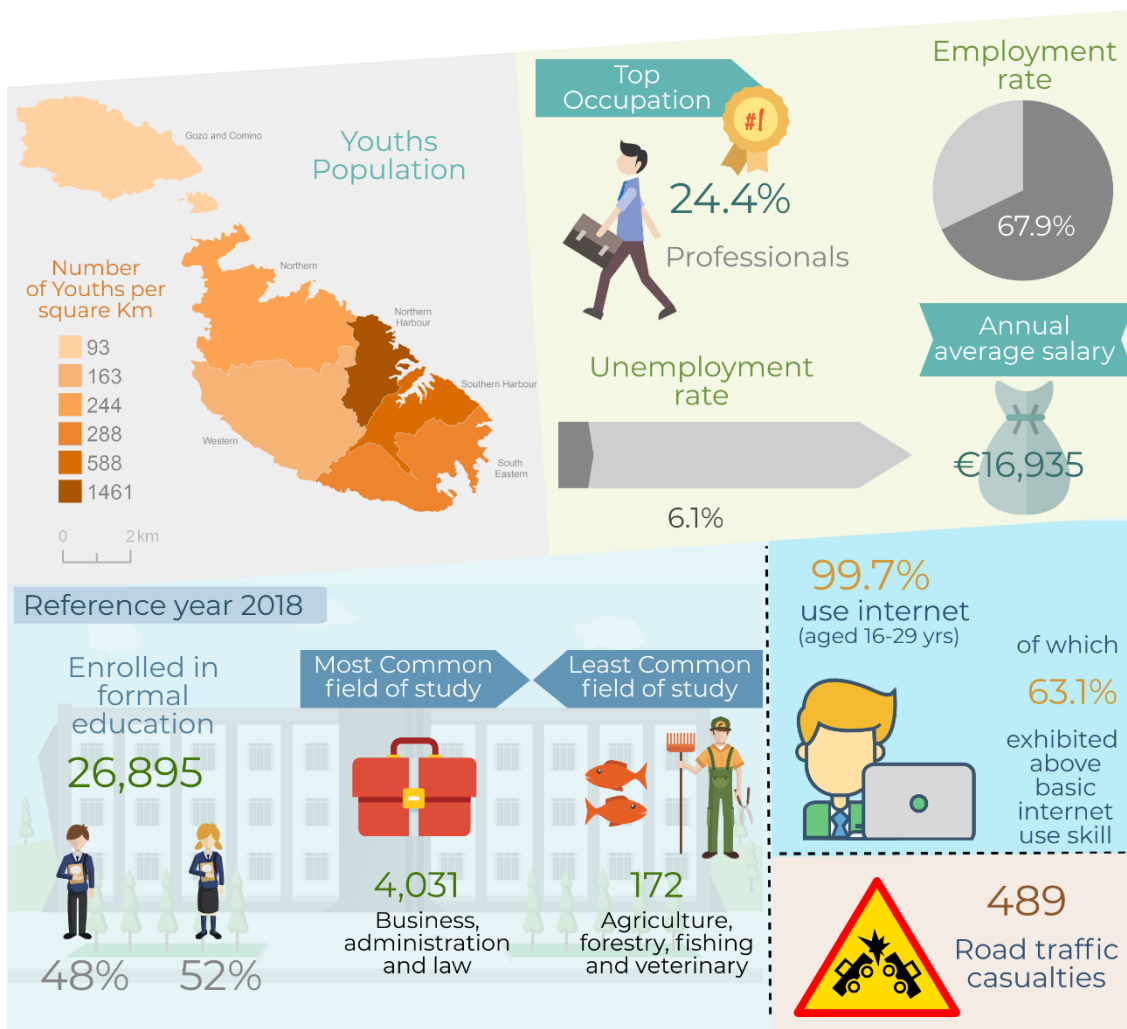


Babies born to resident birth parents

1,719

Deaths

18



3.2. Context Analysis

3.2.1. Analysis of current problems faced by youth in finding their occupation

Even though Malta's unemployment levels are low and low-skilled individuals do find employment, usually this occurs in jobs like deliveries or supermarkets. This has created a high demand with regards to skilled workers for our industries, resulting in head hunting or importation of workers.

In February 2015, the then Minister for Education and Employment, Evarist Bartolo, penned an article where he wrote that "a survey carried out by the European Roundtable of Industrialists observed a skills-mismatch: a deviation between a graduate's skills and the skills needed in their company. Skills and experiences mentioned most frequently as underdeveloped or lacking include personal and social skills; autonomy and personal independence; working in teams, communication; practical experience; digital and technical skills and proficiency in the English language." He further explains that "...many companies face recruitment problems in filling certain key positions. There are numerous vacancies wherein companies find it difficult to employ competent people with the skills required for the particular job."⁴

Prof Gatt outlines that Malta's shift to liberal education has possibly contributed to people who are overqualified and who cannot do certain jobs, while creating a lack of people who are able to do skilled work. She explains that "Sectors like manufacturing and tourism cannot move forward without a supply of high-level qualified workers. And while MCAST has contributed towards solving this problem, there is still a lot to be done."⁵

A 2015 Census on Youths NEET, based on the findings of a series of 270 interview-based research held amongst Maltese youths aged 16 to 24, the following barriers were identified as problems for getting into work, education, or training:

Statement	Yes	No
My lack of work experience	200	75
I am worried I will not have enough time with my child	20	12
My lack of required skills and qualifications	162	110
My family or close friends are not able to provide childcare	14	15
There are no suitable jobs in my locality	103	167
My lack of self-confidence	95	181
Financial factors – cost of transport, clothes, etc..	92	182
I do not want to lose the flexibility/freedom I currently have	75	199
I don't know how to prepare for a job a qualification	73	199
Prejudice or discrimination	58	216
Working will not improve my financial situation	45	222
I have a learning difficulty or disability	34	241
I have a mental health condition	17	256
I am concerned about losing the Security of social benefits	14	257
My parents/partner/Friends do not want me to work	8	266

⁴https://www.maltatoday.com.mt/comment/blogs/57855/tackling_the_skills_gap?msclkid=ef03afc9a6b211ec86d2d42c33b4bf4c#.YjclOOrMI2y

⁵<https://epale.ec.europa.eu/en/blog/closing-maltas-skills-gap?msclkid=ef04aa7ea6b211ec9a886f4db42fbc4>

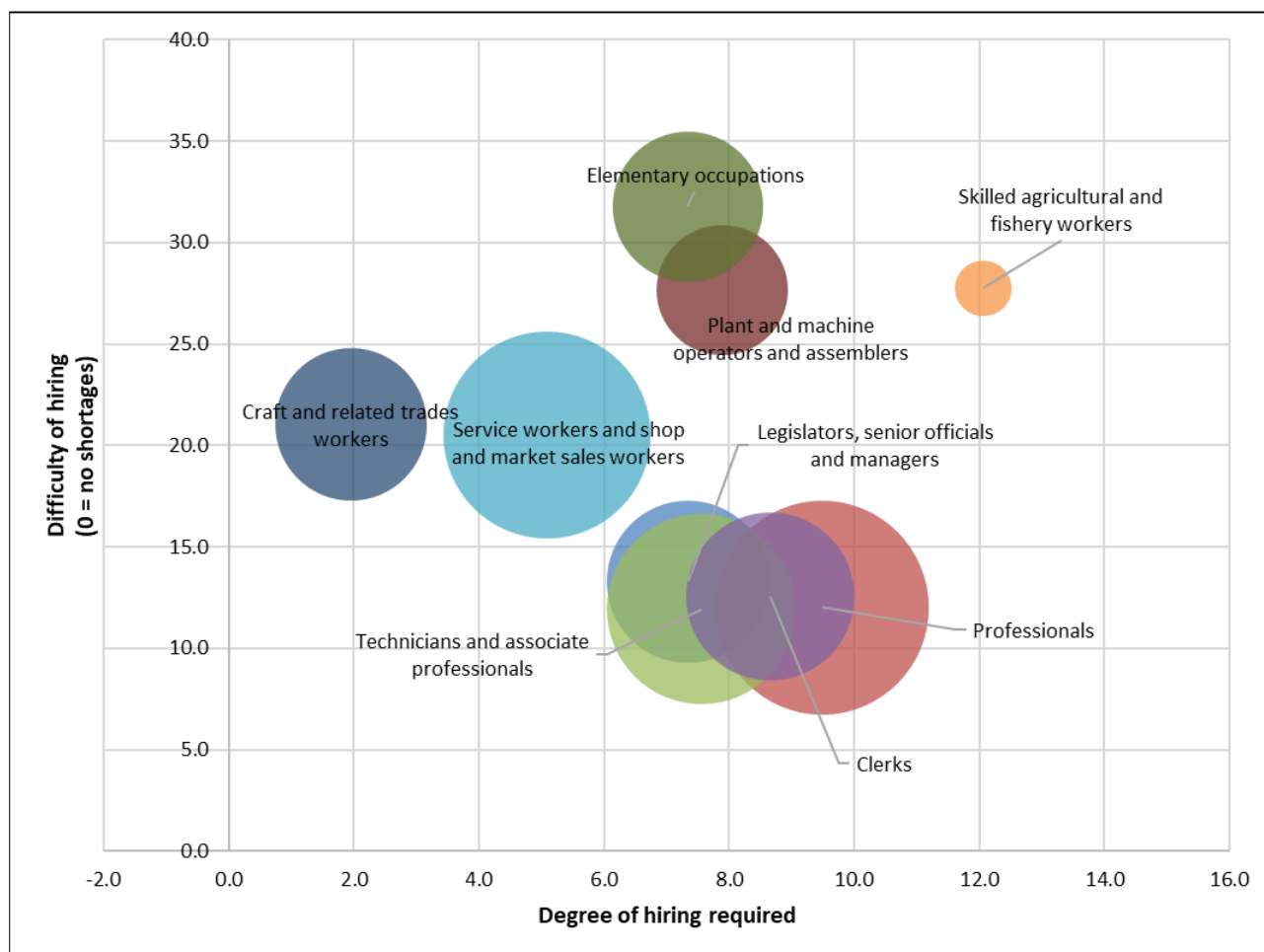
3.2.2. Identification of most commonly needed skills for occupation/job

The 2020 CEDEFOP Skills Forecast Report⁶ covering economic growth till 2030, states that 66% of the total job openings to be created in Malta, are projected to require medium level qualifications and 34% will require high level qualifications, leaving a near to zero demand for low level qualifications.

However the same report shows that occupations within *skilled agricultural and fishery workers* are forecast to experience changes that will require the hiring of new workers. It is also expected that there will be many hiring difficulties for this group, however, as they require mainly lower and intermediate qualified jobseekers who are projected to be in shortage.

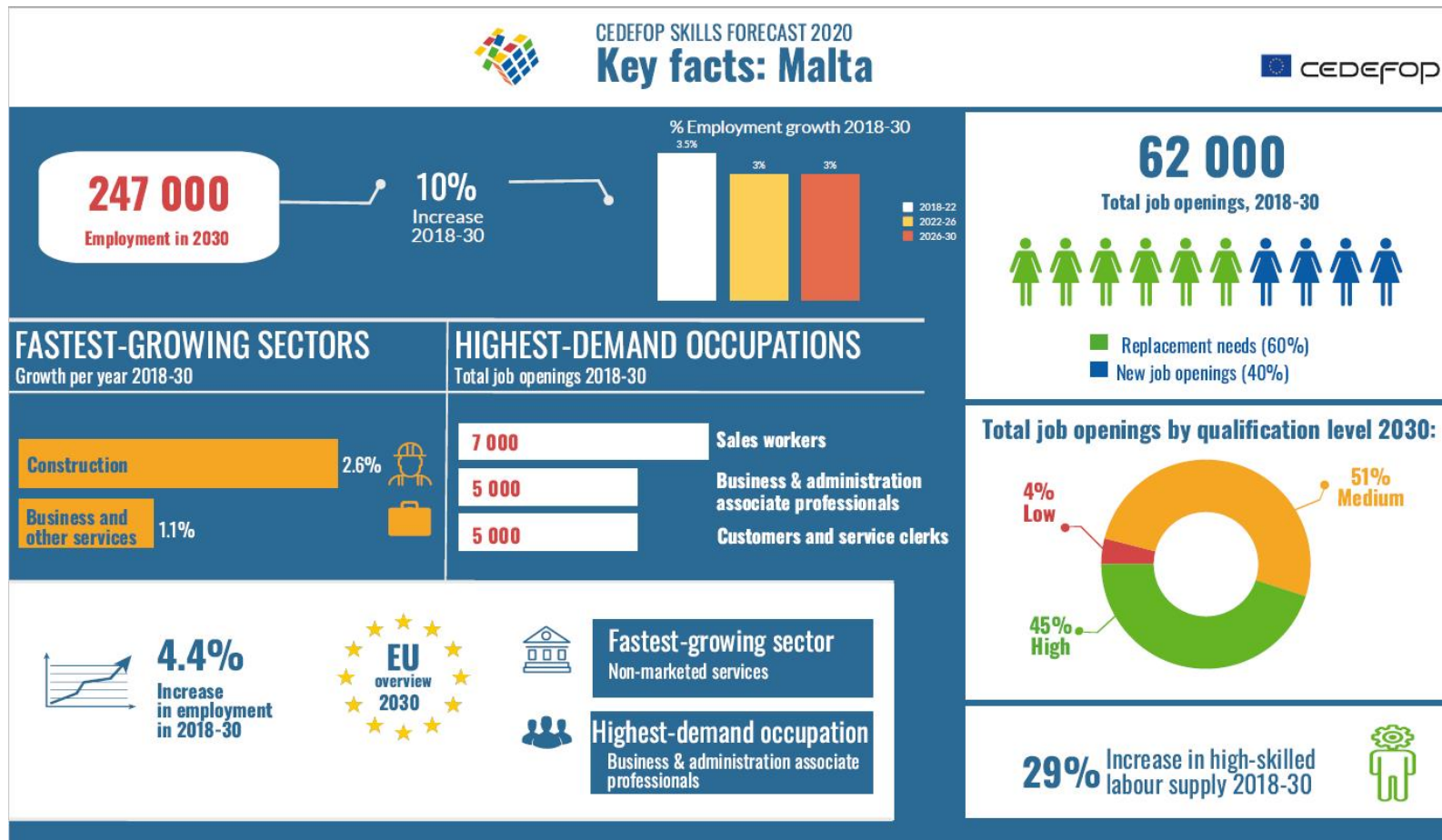
This pushes also the qualification mix of this occupation upwards, increasing the share of higher qualified. *Professionals* as well as *technicians and associate professionals* are expected to experience lower levels of hiring difficulties, while there is only limited hiring. *Elementary occupations* are hit by the shortage of low qualified workers as well as *plant and machinery operators and assemblers*. Whether this will result in the projected hiring difficulties will depend on the willingness of higher qualified workers to be employed for the typical work conditions and salaries of these occupations.

The following diagram shows the projected **Future hiring difficulties, for the period leading to 2030**.



⁶ <https://www.cedefop.europa.eu/en/country-reports/malta-2020-skills-forecast>

This Diagram gives a snapshot overview of the key factors that will determine employment in Malta for the next 8 years.



3.2.3. Analysis of Youth's Behaviour Model

The response obtained in the survey was low in numbers. Based on the replies registered, when asked whether they have already chosen their career path, many of the respondents answered positively and expanded that they had decided from a young age and that they had based their decision mainly on their interests, their strengths as well as their liking of the particular job/career.

In order to increase their understanding of the required life skills, young people feel they need to gain access to work experience. They also highlighted that they do rely on their studies while also needing to have a better knowledge of and more information about the different types of work, as well as working on themselves with the help of supervisors.

They consider that specific training, attending professional courses and courses where they learn how to use technology are useful. The main information process towards getting a direction into a career path is mainly based on the efforts done by the guidance teachers at secondary school level.

Attending career fairs organised by the schools as well as at a National level seems to be the main source of reliable information and access to career exposure amongst youth. Peer pressure and family pressure are also determining factors in their career path choices.

The participating youth expressed their view that the use of technology, especially the idea of the virtual world, could possibly entice them to be more interested in planning their future.

3.2.4. Existing Tools/Services in MALTA

Title	Young Parliamentarians
Details/Description	Young Parliamentarians is a programme that gives young people the opportunity of representing their respective schools in a debating competition #ejjewniddibattu. It is run in 3 phases. The first 2 phases are training opportunities to equip the young people with the skills to present their ideas and debate them ahead of the #ejjewniddibattu final challenge. The 3rd and final phase culminates in a debating competition between the participating schools
Relevant website (if applicable):	https://youth.gov.mt/young-parliamentarians-2/
Key Features:	Apart from gaining skills in public speaking, pitching of ideas, lobbying and debating, young people will increase their awareness of responsible citizenship and become inspired to take an active interest in democratic processes.
Target Group(s):	Senior school students in Years 9, 10, 11 (ages 14-16)
Name of the developer of the tool/service	Aġenzija Żgħażaġħ
Full address of the owner/developer/provider:	Aġenzija Żgħażaġħ, St Joseph High Road – St Venera – Malta
Contact information:	agenzia.zghazagh@gov.mt

Title	Fine Online
Details/Description	The Fine Online programme is designed to present information and generate discussion and reflection to enable young people manage their digital health and wellbeing more effectively – the first aid of digital well-being. In these unprecedented times of Covid-19 pandemic, everyone is relying on digital devices more than ever to remain socially connected while physically distancing from each other.
Relevant website (if applicable):	https://youth.gov.mt/life-skills-programmes/
Key Features:	<ul style="list-style-type: none"> • To become aware about the importance and scope of digital wellness. • To acquire strategies to enable virtual well-being • To be able to self-manage a healthy online/offline balance.
Target Group(s):	There are 2 Fine Online programmes: <i>deFINEonline</i> – for young people in Year 7 & 8 (ages 12-13) <i>reFINEonline</i> – for young people in Year 9 & 10 (ages (14-15)
Name of the developer of the tool/service	Aġenzija Żgħażaġħ
Full address of the owner/developer/provider:	Aġenzija Żgħażaġħ, St Joseph High Road – St Venera – Malta
Contact information:	agenzia.zghazagh@gov.mt

Title	Stand Up Speak Out
Details/Description	Stand Up Speak Out is an online life skills programme designed to enable young people to deal with hate speech and equip them with skills to counter intimidating behavior in schools, outside of schools, and online. Through interactive sessions, young people will discuss and express themselves on different scenarios while outlining other solutions to minimize and stop hate speech.
Relevant website (if applicable):	https://youth.gov.mt/life-skills-programmes/
Key Features:	<ul style="list-style-type: none"> • To understand what hate speech is and be able to distinguish different types of intimidation • To identify and discuss the actions of the perpetrator's behaviour • To outline different skills needed to help victims and bystanders to stand up and speak out • To become aware of the different professionals that can help and support me.
Target Group(s):	There are 2 Stand Up Speak Out programmes: One targets young people in Year7 & 8, (ages 12-13) while another targets young people in Year 9 & 10. (ages (14-15)
Name of the developer of the tool/service	Aġenzija Żgħażaġħ
Full address of the owner/developer/provider:	Aġenzija Żgħażaġħ, St Joseph High Road – St Venera – Malta
Contact information:	agenzija.zghazagh@gov.mt

Title	InTune with Myself
Details/Description	In Tune is an Aġenzija Zghazagh Life Skills programme that will precisely focus on identifying and expanding young people's emotional vocabulary and dealing with stressful situations effectively. Furthermore, the programme promotes empathy, an attitude that fosters understanding and cooperation.
Relevant website (if applicable):	https://youth.gov.mt/life-skills-programmes/
Key Features:	<ul style="list-style-type: none"> • To expand my emotional vocabulary. • To get in touch with my feelings from a personal perspective. • To discuss how relationships play an essential role in emotional literacy. • To understand the connection between emotional literacy and mental and physical health. • To outline several actions on who to deal with emotional challenges • To equip the young people with the necessary skills and tips to overcome related challenges.
Target Group(s):	In Tune is a two-tier programme: <ul style="list-style-type: none"> • for pre-teens between 11 to 12 years of age • for teens between 13 to 14 years of age
Name of the developer of the tool/service	Aġenzija Żgħażaġħ

Title	Youth Guarantee
Details/Description	The Youth Guarantee scheme (ESF.01.002 - Youth Guarantee 2.0) is an EU-funded project, developed for young people under the age of 29, and which consists of four education and employment related initiatives.
Relevant website (if applicable):	https://jobsplus.gov.mt/schemes-jobseekers/youth-guarantee-scheme
Key Features:	The Youth Guarantee is composed of the NEET Activation Scheme II, SEC Revision Classes, MCAST Preventive Classes, and the ICT Courses.
Target Group(s):	The scheme is targeted towards job seeking and inactive youth, including the long-term unemployed and youth detached from the labour market. This scheme targets the sustainable integration into the labour market of young people, in particular those not in employment, education or training (NEETs), including young people at risk of social exclusion and young people from marginalised communities.
Name of the developer of the tool/service	Youth Guarantee Unit Jobsplus
Full address of the owner/developer/provider:	Youth Guarantee Office Jobsplus Head Office Triq Birzebbuga, Hal Far, BBG3000.
Contact information:	Ms Amber Darmanin +356 22201161 amber.darmanin@gov.mt
Full address of the owner/developer/provider:	Aġenzija Żgħażaġh, St Joseph High Road – St Venera – Malta
Contact information:	agenzija.zghazagh@gov.mt

Title	Youth.Inc
Details/Description	Youth.inc is a youth work programme with the aim to guide young people to develop in a holistic way. The programme is developed around a youth centred approach with the aim to engage the young people in their own process of development and enable them to live more independently and access further study or employment.
Relevant website (if applicable):	https://youth.gov.mt/youth-inc-2/
Key Features:	<ul style="list-style-type: none"> • Level 1 Qualification: Access Skills for Independent Living and Working Life (1 year) • Level 3 Qualification: Connect: Skills and Competences for the Workplace (2 years)
Target Group(s):	Young people between the age of 16 and 21
Name of the developer of the tool/service	Aġenzija Żgħażaġh
Full address of the owner/developer/provider:	Aġenzija Żgħażaġh, St Joseph High Road – St Venera – Malta
Contact information:	agenzija.zghazagh@gov.mt

Title	Work Exposure Scheme
Details/Description	The Work Exposure Scheme is intended to facilitate transition into employment by providing jobseekers with initial hands-on training that would help individuals obtain the knowledge, skills and competences required to find and retain employment. This scheme is designed to mirror contemporary labour market demand, whereby the job preferences of the jobseekers are matched with employers' requests. This scheme will continue to be offered until June 2023.
Relevant website (if applicable):	https://jobsplus.gov.mt/schemes-jobseekers/work-schemes
Key Features:	The Work Exposure Scheme consists of 240 hours of placement and trainees have a maximum period of 12 weeks to complete these hours. The on-the-job training takes place at the employer's premises. Throughout the scheme, trainees receive a training allowance for every hour attended. The training allowance, which is paid by Jobsplus through an ESF funded project, is calculated on the National Minimum Wage.
Target Group(s):	The Work Exposure Scheme is available for both registered unemployed persons and inactive job seekers.
Name of the developer of the tool/service	Jobsplus
Full address of the owner/developer/provider:	Jobsplus Head Office, Triq Birzebbuga, Hal Far, BBG3000.
Contact information:	Ms Mariella Vella +356 22201621 mariella.b.vella@gov.mt

Title	Training Courses
Details/Description	Jobsplus offers free of charge courses aimed at helping individuals acquire transversal or specific skills which are labour market related. Different types of courses are available, varying from short courses to vocational courses pegged to the Maltese and European Qualification Frameworks.
Relevant website (if applicable):	https://jobsplus.gov.mt/training-opportunities
Key Features:	Over 85% of courses at Jobsplus are accredited by the MFHEA and are pegged at MQF levels between 1 and 4. The workload for each course is defined in ECTS, and the number of tuition hours for each course can be found on the Jobsplus website. The courses are based on the learning outcomes approach, and each course level descriptor is based on defined knowledge, skills and competences which the learner would gain after the successful completion of the course.
Target Group(s):	All working age individuals residing in Malta can participate in Jobsplus' training courses given that they meet the required eligibility criteria
Name of the developer of the tool/service	Jobsplus
Full address of the owner/developer/provider:	Jobsplus Head Office, Triq Birzebbuga, Hal Far, BBG3000.
Contact information:	Ms Mariella Vella +356 22201621 mariella.b.vella@gov.mt

Title	Job Bridge Training
Details/Description	The Job Bridge Programme is a pre-employment programme targeting youths with a disability (particularly intellectual disability) who have completed compulsory education. Applicants will participate in a structured programme which will introduce them to a number of job experiences that cater for the acquisition of particular skills.
Relevant website (if applicable):	https://jobsplus.gov.mt/schemes-jobseekers/job-bridge
Key Features:	The Job Bridge Training Programme aims at assisting participants in acquiring employability skills, social skills, and independent living skills. It should also be noted that applicants can participate in this programme for a period not longer than 12 months.
Target Group(s):	Young persons with disability
Name of the developer of the tool/service	Jobsplus
Full address of the owner/developer/provider:	Jobsplus Head Office, Triq Birzebbuga, Hal Far, BBG3000.
Contact information:	Ms Olivia Farrugia +356 22201999 olivia.a.farrugia@gov.mt

Title	Work Placement Scheme
Details/Description	The Work Placement Scheme provides training to participants following a course offered by Jobsplus, which includes a practical component. The Work Placement Scheme gives Jobsplus' trainees an opportunity to acquire both theoretical and practical training.
Relevant website (if applicable):	https://jobsplus.gov.mt/schemes-jobseekers/work-placement-scheme
Key Features:	<p>The Work Placement Scheme is aimed at providing training to participants following a course offered by Jobsplus, which includes a practical component. Namely:</p> <ul style="list-style-type: none"> • Vocational Education and Training Award in Child Care (0-3years) • Vocational Education and Training Award for Care Workers for Persons with Disability • Vocational Education and Training Award for Care Workers for the Elderly <p>The Work Placement Scheme gives Jobsplus' trainees the opportunity to acquire both theoretical and practical training. The duration of the Work Placement Scheme is of a maximum of 26 weeks, on an average of 30 hours/week. The on-the-job training will take place at the employer's premises with whom the trainee is placed. The hours trainees have to perform is set by Jobsplus, although trainees are allowed a degree of attendance flexibility ranging approximately between 20 hours to 40 hours per week. The classroom training programmes are recognised by the NCFHE and pegged at respective levels with the Malta Qualifications Framework (MQF). Participants are paid a training allowance, payable by</p>

	Jobsplus for every hour attended, which is calculated on the national minimum wage.
Target Group(s):	This scheme is available to persons who were/are unemployed or inactive. Other entry requirements may be requested depending on the chosen work/study area;
Name of the developer of the tool/service	Jobsplus
Full address of the owner/developer/provider:	Jobsplus Head Office, Triq Birzebbuga, Hal Far, BBG3000.
Contact information:	Ms Mariella Vella +356 22201621 mariella.b.vella@gov.mt

Title	Investing in Skills
Details/Description	The Scheme was launched to promote the training of persons actively participating in the Maltese Labour Market, with the aim to increase productivity and enhance adaptability.
Relevant website (if applicable):	https://jobsplus.gov.mt/iis
Key Features:	<p>The scheme is demand driven, therefore the employer can apply whenever a training need is identified within their entity. A grant is issued should the beneficiary meet the below eligibility criteria at application stage and reimbursement stage:</p> <p>Eligibility Criteria:</p> <ol style="list-style-type: none"> a. Complete documentation b. Project implemented within / for the direct benefit of the eligible territory. c. Incentive Effect: Aid shall be considered to have an incentive effect if the Beneficiary has submitted a written application for the aid before work on the project or activity starts. Therefore, claim and proof of deliverables should be dated after the submission date of the IIS application. d. Eligible Training Programme: Aid shall not be granted for training which employers carry out to comply with National Mandatory Standards on training (in other words, it must be voluntary training as opposed to legally enforced training). Furthermore, information sessions and team building events are not eligible under Investing in Skills since these are not considered as training.
Target Group(s):	Eligible applicants cover all employers having an economic activity irrespective of their legal form. These include partnerships, companies, family businesses, associations, individual self-employed or other body of persons, NGOs and Social Partners. NGOs and Social Partners not having an economic activity are also eligible to benefit from the scheme.
Name of the developer of the tool/service	Jobsplus
Full address of the owner/developer/provider:	Jobsplus Head Office, Triq Birzebbuga, Hal Far, BBG3000.

Contact information:	Ms Marthanne Castillo +356 22201305 marthanne.castillo@gov.mt
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3.3. EU/national RTD activities

- **INTERCEPT programme** - <https://eeagrants.org/archive/2014-2021/projects/RF-YOUTH-0032> : Jobsplus has launched this programme aiming to motivate, mobilise and support NEETs through a Green Career Pathway. The Project is funded through EEA and Norwegian funds. It will seek to activate youths through a series of deliverables aimed at increasing awareness and competences in green skills, creating a better equipped workforce. The project will be utilising research and meta-analysis to activate NEETs aged between 25-29 years through an outreach strategy, career counselling, tailored activation, training and workplace exposure which will increase their competences in green skills. The project will see an innovative pilot training programme leading to 300 trained youths in green skills in three countries, of which 100 participants will be trained in Malta.

- **SMARTLY – NEETs’ Employability in the Green and Digital Economy programme:** This programme was launched in 2021 and is funded through Erasmus+. The priorities of the programme are to adapt vocational education and training to labour market needs while strengthening the employability of young people in a changing world of work. SMARTLY’s objectives include a survey and needs analysis with industry stakeholders, design of training content in green jobs, design in training content in digital jobs, design and testing of an enhanced profiling tool which features specific elements relevant for digital and green skills as well as general awareness and promotion of these sectors.

- **Eurodesk** : Raising awareness among young people on mobility opportunities and encouraging them to become active citizens.

- **EYCA** : It’s main aim being that of promoting youth mobility and active citizenship amongst European youths. All of this can be realised and achieved through EYCA’s mission to promoting and delivering excellent European Youth Card services and contributing to better youth policy.

- **Youth Information Centre:** Agenzija Zghazagh, the national youth agency in Malta runs the Youth Information Service One Stop Shop (YIOSS). YIOSS is an information centre that works with young people to enable them to access information and advice in a safe and friendly environment. The centre’s aim is to help young people find answers to questions about education, work, housing, health, relationships, money, leisure, and cultural activities among others. It offers a drop-in service to all young people between the ages of 13 and 30 and strives to use modern technologies in order to facilitate access. The service is free of charge.

3.4. Stakeholders

Title/ name	Type	Website
Ministry for Education and Sports	Public Body	https://education.gov.mt/
JobsPlus	Public Body	www.jobsplus.gov.mt
Agenzija Zghazagh – Malta’s National Youth Agency	Public Body	https://youth.gov.mt/
Directorate of Lifelong Learning	Public Body	https://lifelonglearning.gov.mt/

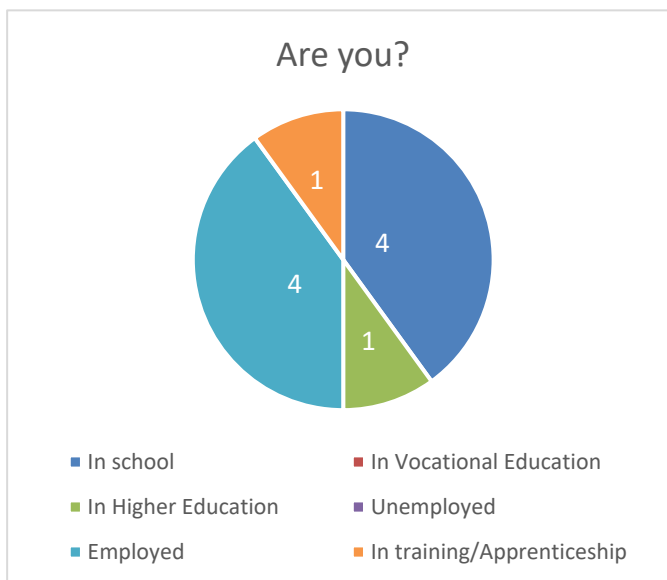
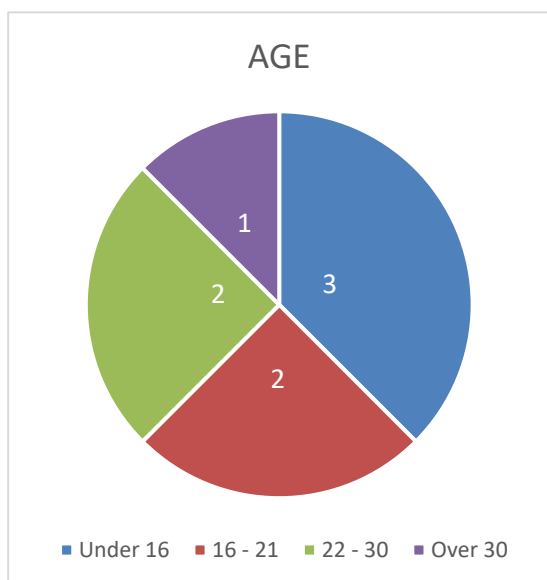
3.5. Questionnaire Results: MALTA

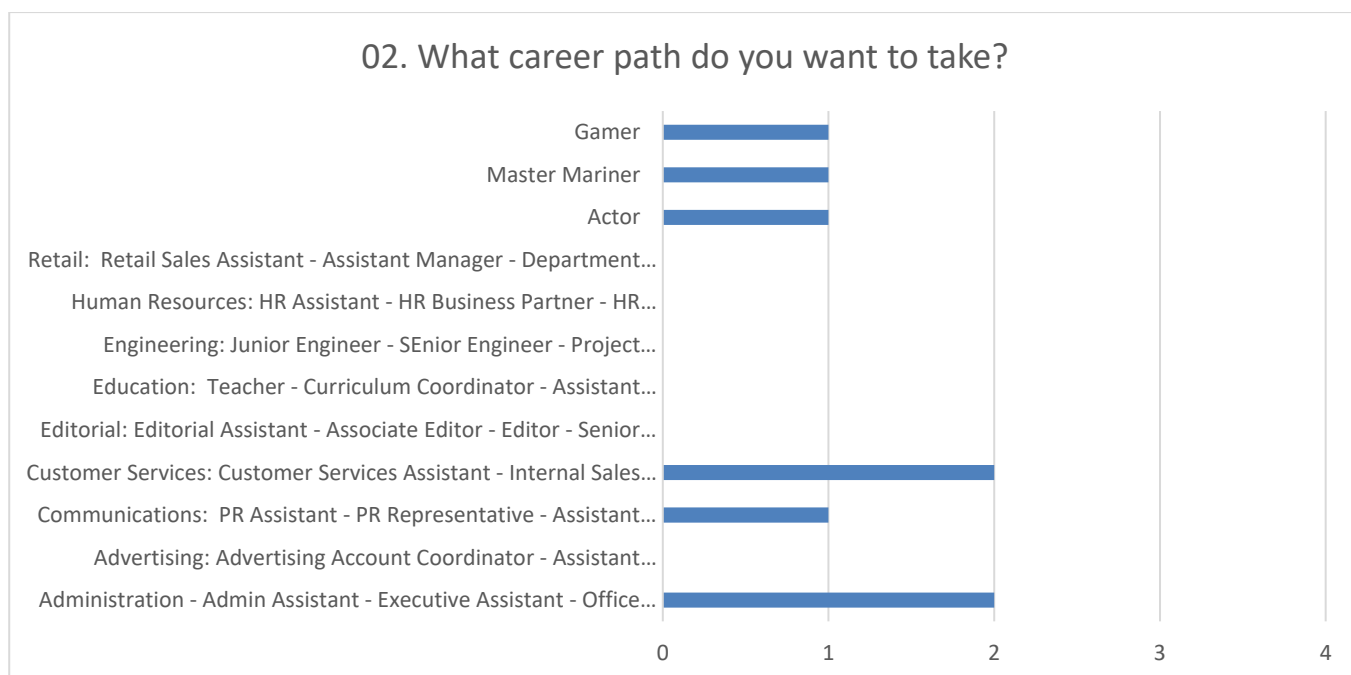
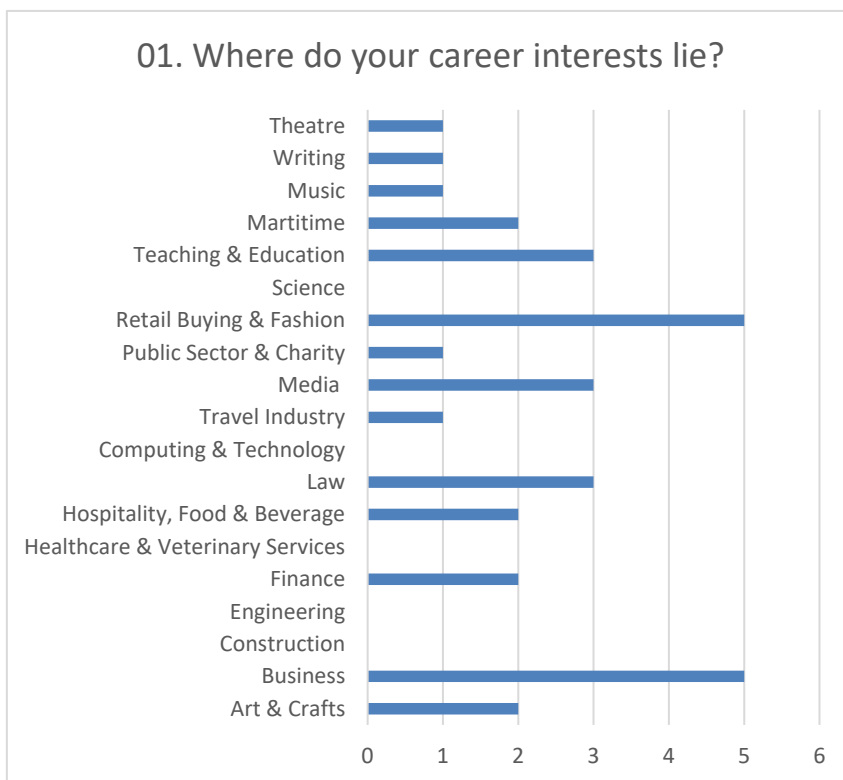
The main entities that offer support services related to the youth generation are mainly the National Youth Agency (Aġenzija Żgħażaġh), specific units within the National entity for employment – JobsPlus, the Guidance Teachers Unit within the National Education Department, and other educational setups, some public and some private. Most of these have been contacted to participate either directly or by dissemination, in the research exercise.

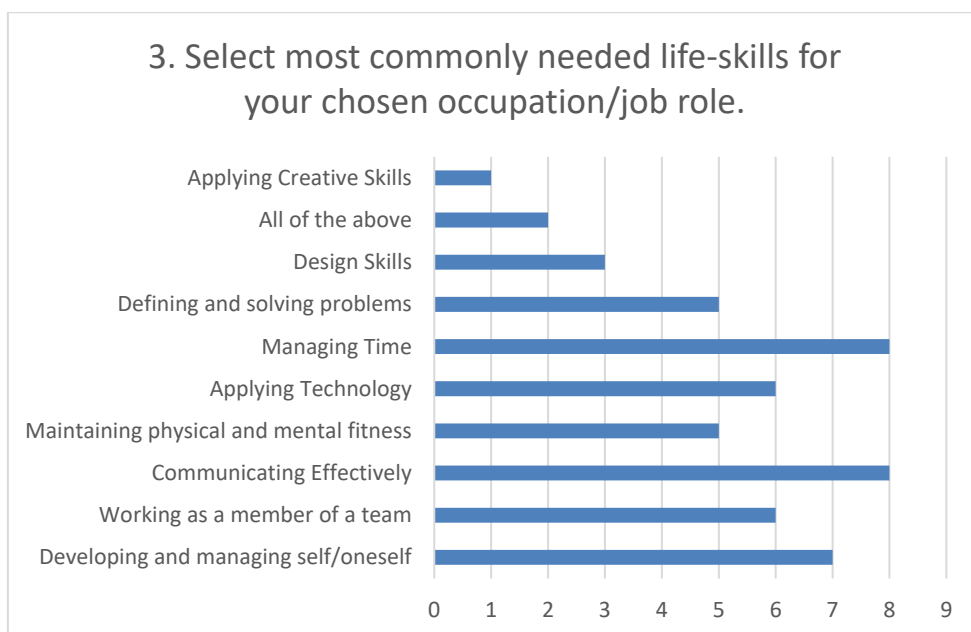
One highlight from the results was that many of the participating youth did not know about some of the above-mentioned entities, or the services they offer. Another result of interest was that there was agreement in some respects, between the replies given by both the youth and the career advisors.

Youth Survey

This survey was accessed by 16 participants. Only 7 participants completed the survey and 1 partially completed it. Gender – 1 Male and 7 Female.



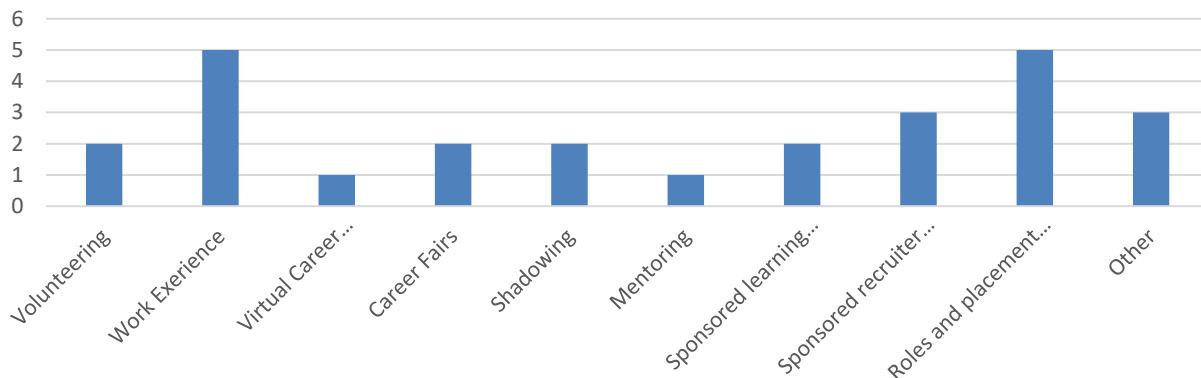




How can you improve the skills you selected?	
i.	By putting them into practice more often
ii.	By being more exposed to the career and travelling more to better opportunities
iii.	Getting help
iv.	Understanding and commit to learning
v.	Follow Courses
vi.	By understanding how I can improve
vii.	By understanding the issue rather than ignoring it
viii.	Allocate more time to rest and exercise

Select the tools/services available to support you figure out your chosen occupation.		
Training	Private Recruitment Agency**	3
	School/College/University/VET Centres	5
	Government Agency	2
	Youth Organisation/NGO/Social Organisations	
	Employer	1
	No answer/Other	1
Advice	Private Recruitment Agency**	3
	School/College/University/VET Centres	3
	Government Agency	1
	Youth Organisation/NGO/Social Organisations	1
	Employer	1
	No answer/Other	2
Videos	Private Recruitment Agency**	2
	School/College/University/VET Centres	3
	Government Agency	3
	Youth Organisation/NGO/Social Organisations	1
	Employer	3
	No answer/Other	2
Online Quizzes	Private Recruitment Agency**	4
	School/College/University/VET Centres	4
	Government Agency	
	Youth Organisation/NGO/Social Organisations	1
	Employer	1
	No answer/Other	3
Personality Profiling	Private Recruitment Agency**	2
	School/College/University/VET Centres	4
	Government Agency	1
	Youth Organisation/NGO/Social Organisations	3
	Employer	3
	No answer/Other	2

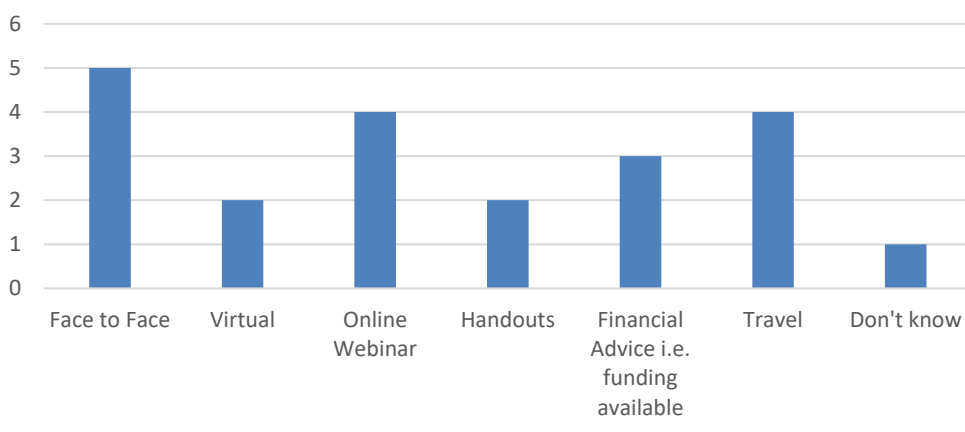
7. What opportunities are available to help you with your choice of career?



Please rank the opportunities in order of effectiveness - 1 being the most effective.

	Y.1.	Y.2.	Y.3.	Y.4.	Y.5.	Y.6.	Y.7.
Volunteering	6	6	5	4	10	5	3
Work Experience	10	10	10	8	4	1	2
Virtual Career Activities	4	6	3	8	3	2	2
Career Fairs	9	6	5	8	5	2	2
Shadowing	5	6	8	6	2	3	
Mentoring	5	8	6	6	1	1	2
Sponsored learning and development via recruiters	7	7	6	6	2	1	2
Sponsored recruiter events, from idea to attraction and delivery	8	7	6	6	2	1	3
Roles and placement opportunities	10	10	8	9	2	1	3
Other	6	10	1	5	3		

9. What forms of advice are available to you for choosing your career?



Please rank the advice available in order of effectiveness - 1 being the most effective.							
	Y.1.	Y.2.	Y.3.	Y.4.	Y.5.	Y.6.	Y.7.
Face to Face	9	10	10	9	3	1	2
Virtual	6	8	3	8	4	1	2
Online Webinar	5	7	3	7	10	1	2
Handouts	5	7	5	7	10	3	5
Financial Advice i.e. funding available	7	8	4	8	10	1	5
Travel	9	10	7	8	4	2	3
Other							

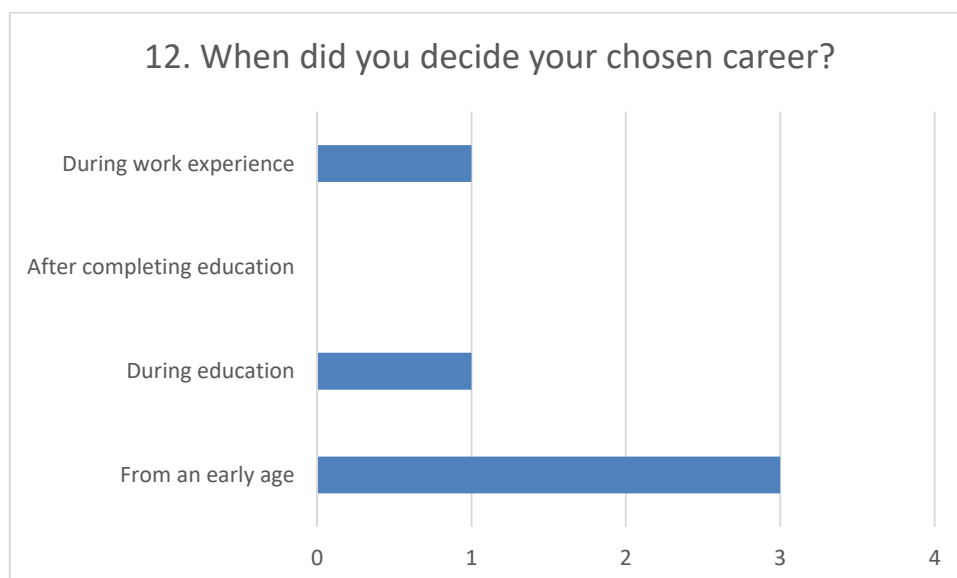
Have you decided what career to follow?

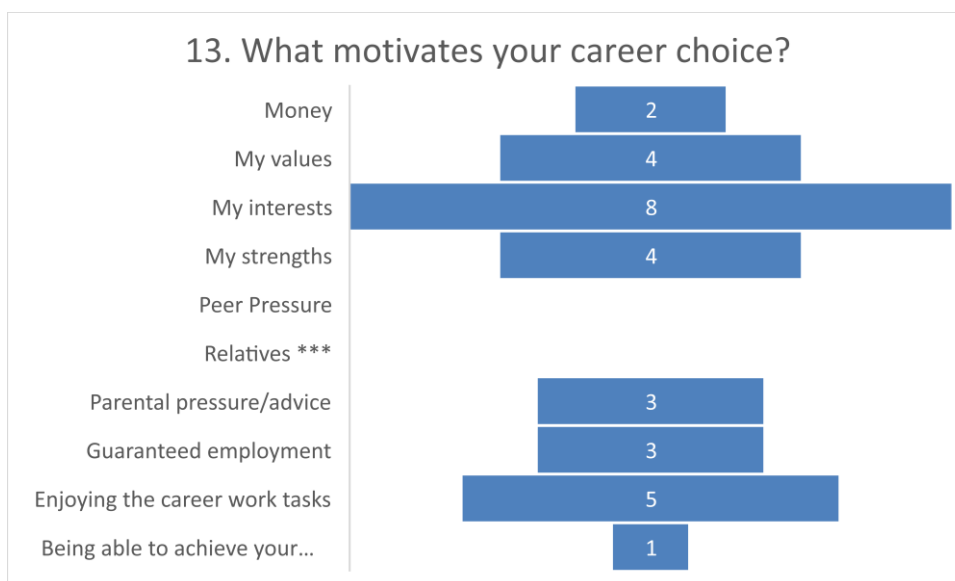
YES – 5

- i) Acting;
- ii) Master Mariner;
- iii) Administration;
- iv) Accounts;
- v) Accounts

NO – 2

- i) There are many career paths which I'd like to follow although I can't seem to choose the most suitable and fitting for me
- ii) I do have an idea but not sure
- iii) Uncertain





When asked to choose what qualifications they believe they need to pursue their career, the participants opted to refer to more than 1 option:

Higher Certificate (HNC)/Professional Development Awards [4] - EQF Level 5 (RQF Level 4) [5]	4
Higher National Diploma (HND)/Foundation Degree/ Professional Development Awards - EQF Level 5 (RQF Level 5)	4
Vocational Qualifications/Unversity Degree/Professional Development Awards - EQF Level 6	4
Masters Degree/Professional Development Awards - EQF Level 7	6
Doctorial Degrees/Professional Development Awards - EQF Level 8	
Training/Apprenticeship [6]	4
Experience	6

For question 15, asking to specify what barriers participants might come up against, the replies were as follows:

Social – 3

- i) I'm not that much of an extrovert
- ii) I do not know many people who are interested or are of help in this specific field
- iii) Thoughts/Uncertainty

Parental - 1

- i) I might not see my family as often due to travel

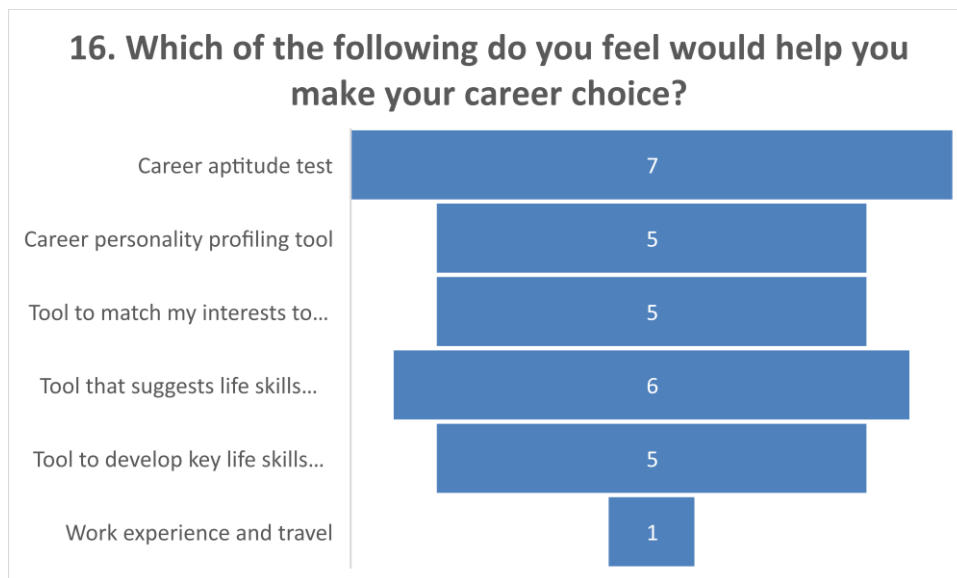
Equality – 1

- i) The Industry I want is male dominated

Political – 1

Other – 3

- i) There are much work opportunities in the area of acting in Malta
- ii) Lack of Experience
- iii) Uncertainty



When asked whether they had ever made use of VR in training/learning life-skills,

YES- 3:

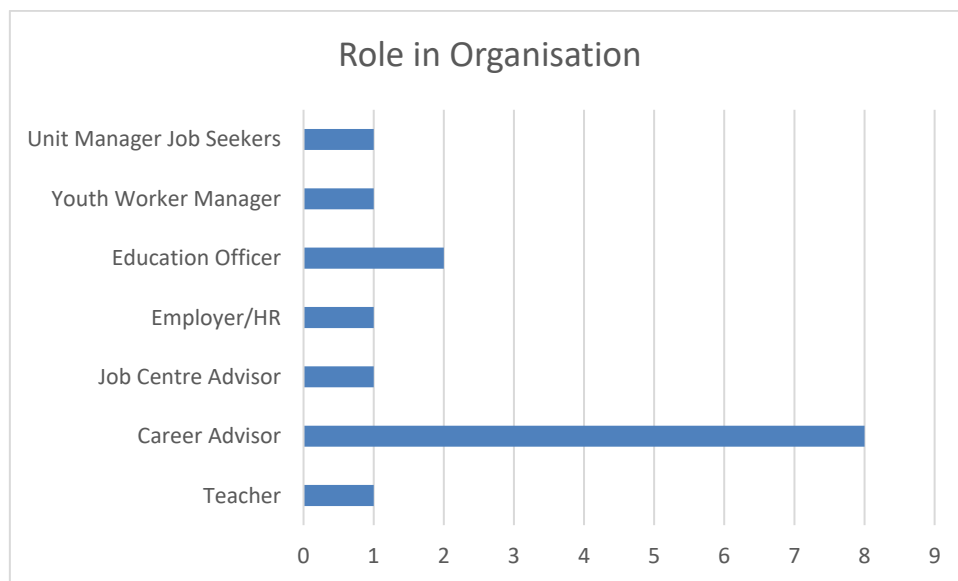
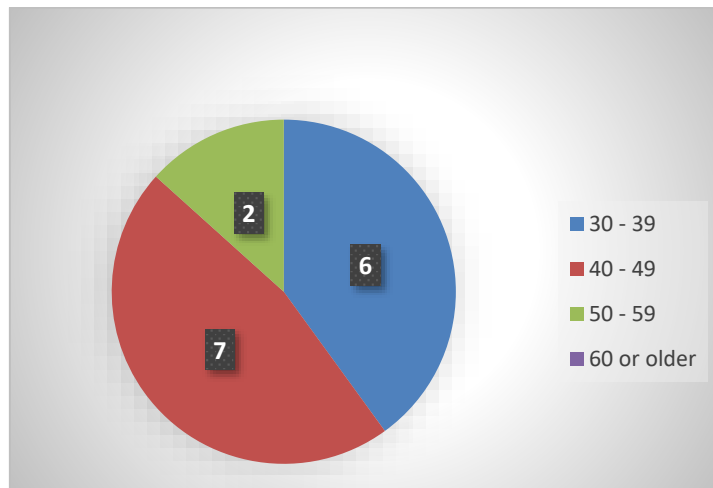
- i) I've used VR at school in year 8 in science class where we learned about space;
- ii) I have used virtual reality technology when I visited a science fair where a session about space was held;
- iii) It's a decent way to get a clearer picture and a better understanding

NO - 5: Never

When asked whether they would like to use VR for training/learning life-skills, 4 replied in the affirmative saying that it would be a good tool.

Career Advisors Survey

This survey was accessed by 30 participants. Only 15 participants completed the survey and 2 partially completed it. Gender – 6 Male and 9 Female made up the completed surveys.

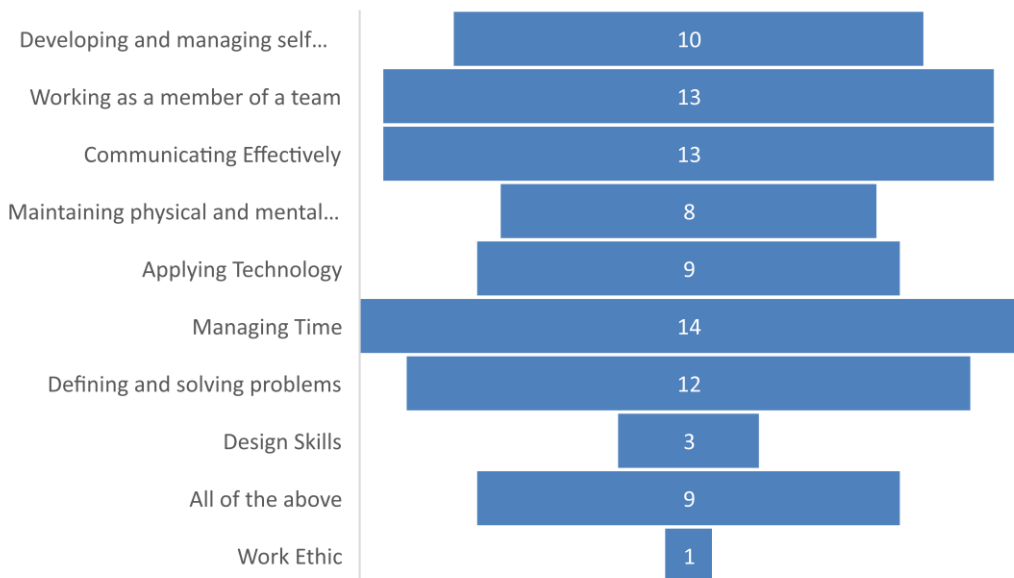


As already highlighted, the participation at this level was definitely more engaging. The respondents offered a mix of both state and private employees:

Name/Type of Organization

- 4 x Ministry for Education – Public Body
- 2 x Agenzija Žgħażaġh (National Youth Agency) – Public Body
- 5 x JobsPlus – Public Body
- 2 x Vocational School – Private Sector
- 1 x San Andrea Senior School – Private Sector
- 1 x Manufacturing Company/HR – Private Sector
- 2 x Unknown

1. Select most commonly needed life-skills for a job role in any organisation



2. What skills do you feel Youth are currently lacking for their preferred career?



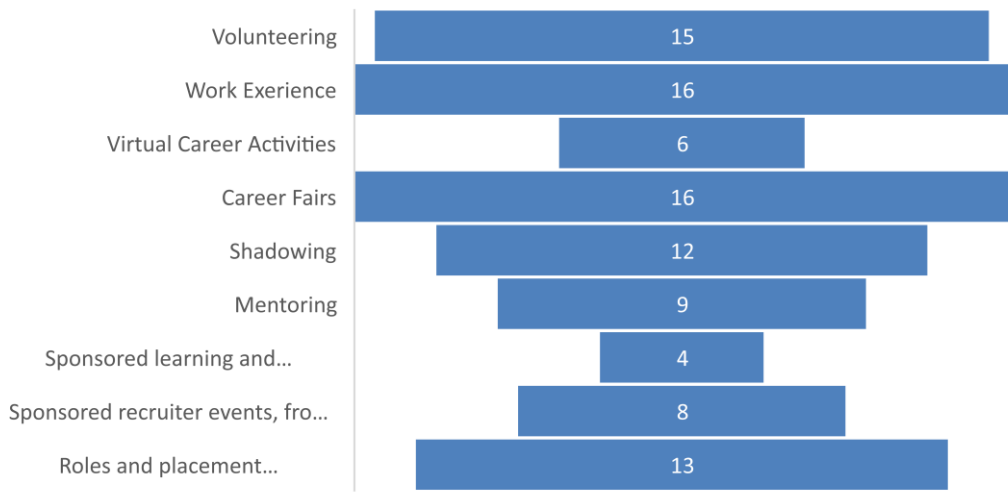
3. When asked to explain how the *Youth* could improve these skills, all participants offered a response:

1. Their education needs to be less focused on knowledge and information and more focused on practical knowledge – how what they are being taught in school can in practice be applied in their working and daily life.
2. Complimentary support to their education and exposure to the importance of these skills beyond schooling hours through families first and foremost and via social media.
3. By being engaged in activities during their education which help them develop these skills
4. They need to be active in other activities beyond school, both formal and informal activities. Ideally, every so often they should be given the opportunity to share their experiences with their peers and adults.
5. By participating in extra-curricular activities within an organised environment so that their participation can be evaluated and analysed by professionals, so that these activities can be assessed and the pro and cons are considered.
6. A structured education system that prioritises these skills
7. More PSCD lessons
8. It has to start from early years. Students should be exposed to work places in order for them to come out of their fantasy world that everything is done on its own without any effort from their end. They should be given more life skills.
9. More seminars need to be organised during school hours, secondary and post secondary. The latter students should also be allocated tasks that train them for these skills. In other words, less assignments and exams and more debates, presentations, voluntary work and activities beyond curriculum requirements.
10. Through continuous training, KPI's and monitoring. Incentives also help youth to reach their goals and targets.
11. They need to participate in sport activities, youth organisations or commit to some voluntary work. In other words, they need to leave the house and stop being slaves to the laptop, mobiles and gaming.
12. By practicing more self awareness and mindfulness as this would allow them to recognise what they need to improve about themselves skills & attitude wise in order to be more adaptable and successful in the workplace.
13. Experience on the workplace with a good Leader
14. There needs to be more specialised training in soft skills and practical placements within the industry and various work sectors
15. They need to receive training within the industries through purposed schemes.
16. By allocating time for physical social interaction beyond technological mediums.
17. More team working activities, which will help develop working with others as well as communication skills.

Select the tools/services available to support you figure out your chosen occupation.		
Training	Private Recruitment Agency**	2
	School/College/University/VET Centres	13
	Government Agency	15
	Youth Organisation/NGO/Social Organisations	11
	Employer	11
	No answer/Other	2

Advice	Private Recruitment Agency**	2
	School/College/University/VET Centres	14
	Government Agency	13
	Youth Organisation/NGO/Social Organisations	12
	Employer	2
	No answer/Other	0
Videos	Private Recruitment Agency**	1
	School/College/University/VET Centres	7
	Government Agency	9
	Youth Organisation/NGO/Social Organisations	6
	Employer	0
	No answer/Other	5
Online Quizzes	Private Recruitment Agency**	4
	School/College/University/VET Centres	3
	Government Agency	5
	Youth Organisation/NGO/Social Organisations	3
	Employer	0
	No answer/Other	8
Personality Profiling	Private Recruitment Agency**	5
	School/College/University/VET Centres	6
	Government Agency	11
	Youth Organisation/NGO/Social Organisations	3
	Employer	0
	No answer/Other	3

5. What opportunities are available to help Youth with their choice of career?

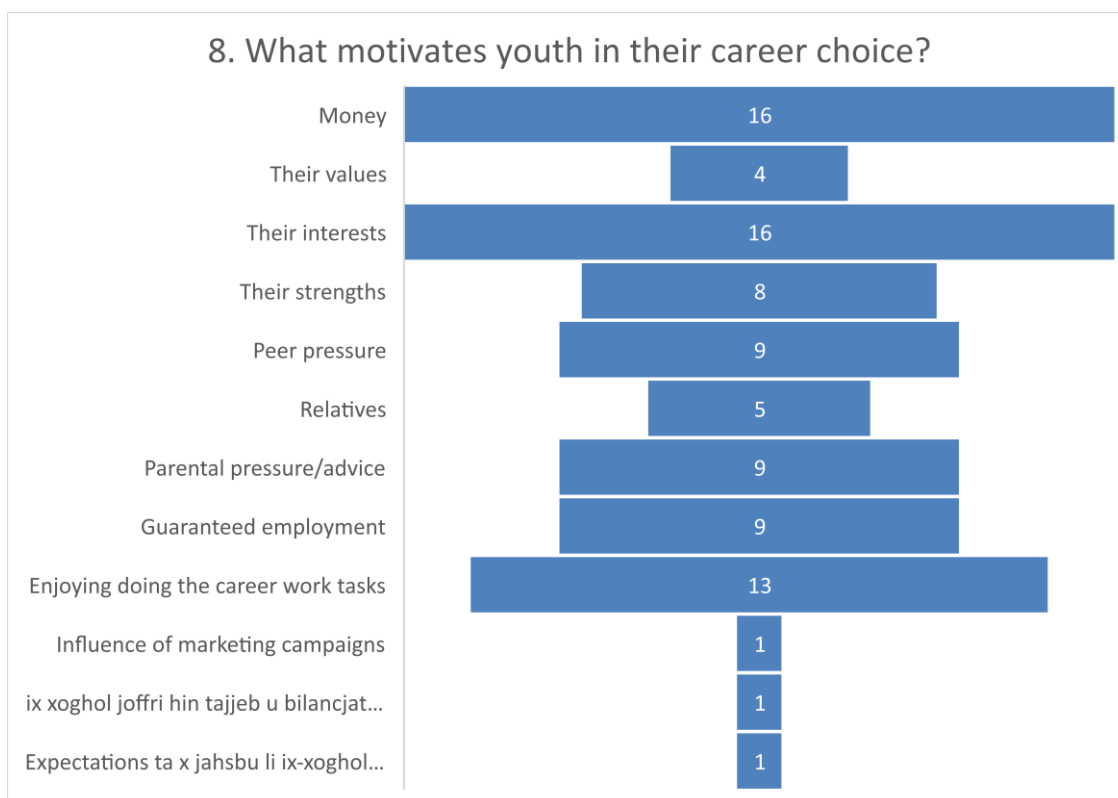


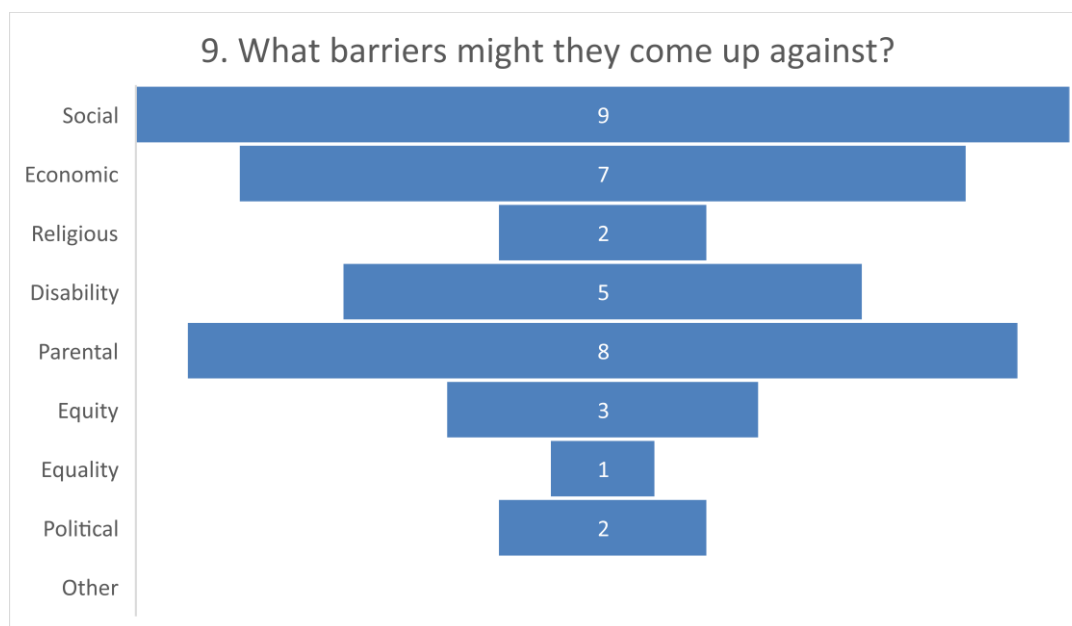
Please rank the opportunities in order of effectiveness - 1 being the most effective.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Volunteering	3	3	1	8	1	5	2	5	1	6	1	3	4	3	1	1	3
Work Experience	1	2	2	7	2	3	1	2	1	6	1	1	1	1	1	1	1
Virtual Career Activities	7	5	6	2	3	5	8	4	2	5	9	5	5	1	1	9	
Career Fairs	8	5	4	4	3	6	9	4	1	2	4	8	5	4	3	1	8
Shadowing	1	4	3	5	3	4	3	3	1	6	2	4	4	3	1	1	4
Mentoring	1	4	5	7	2	3	4	3	1	6	1	5	4	3	1	1	5
Sponsored learning and development via recruiters	2	3	7	7	4	5	5	3	2	7	4	6	5	4	1	3	6
Sponsored recruiter events, from idea to attraction and delivery	3	4	8	8	4	4	7	2	2	7	1	7	5	2	1	1	7
Roles and placement opportunities	1	2	9	8	2	3	6	1	1	6	1	2	5	1	1	1	2
Other	10	10	10	1	6	10	10	10	1	10	4	10	6	1	10		

Please rank the advice available in order of effectiveness - 1 being the most effective.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Face to Face	1	3	1	9	1	2	1	1	1	2	1	1	2	1	1	1	1
Virtual	4	4	2	6	1	5	4	5	2	2	1	2	3	1	1	1	3
Online Webinar	4	4	3	3	2	7	3	5	2	3	1	4	4	7	1	1	5
Handouts	3	8	6	3	2	7	2	5	4	6	2	3	5	4	3	1	6
Financial Advice i.e. funding available	3	6	4	2	1	7	5	5	2	6	2	6	5	5	3	1	6
Travel	1	4	5	6	2	5	6	5	2	6	2	5	5	2	3	2	4
Other	10	10	7	6	6	10	7	10	1	7	2	10	5	10	3	1	7





Social – 9

- i) Upbringing circumstances determines ambition
- ii) Some careers are not valued as much as others by society influencing their take up by youths
- iii) Lack of social capital to access certain careers
- iv) Refer to reply in Economic factor
- v) Some students do not have the means to get to where they want to go and are stuck in their social class
- vi) Some youth prefer to work on their own
- vii) Peer pressure
- viii) Not having the necessary skills or proper qualifications. Their social/economic/parental background may have impeded proper schooling which could result in less education opportunities
- ix) Lack of communication/information

Economic – 7

- i) Certain education and training might not be accessible because of cost or because individuals need to stop studying and find employment to be able to provide for their loved ones.
- ii) Training for some jobs is quite expensive
- iii) Some subjects and career require more financing
- iv) Not everyone has access to the same level of technology even though technology is today more accessible
- v) Low pay
- vi) Many seek immediate high wage with the least commitment/sacrifice
- vii) Lack of disposable cash to be able to pay for private tuition, education and training

Religious – 2

- i) Malta is experiencing a new reality. Various new ethnicities are peppering our communities. It is likely that our education system is not yet ready to cater for these new circumstances.
- ii) Foreigners holding different beliefs from their employers or colleagues, don't feel understood and accepted – lack of integration

Disability – 5

- i) Unfortunately for many, disability means incapability!
- ii) Refer to reply in Economic factor
- iii) They might not be employed because of their disability
- iv) Limitations arising because the focus is not on their abilities.
- v) Health, physical and mental conditions that might not allow certain youth to achieve their potential

Parental - 8

- i) Too much pressure to pursue a particular career, or discouragement from pursuing as a particular career
- ii) No real appreciation of formal education
- iii) Parents don't show interest in the children's development
- iv) Pressure from parents
- v) Some parents interfere and don't allow their children the liberty to pursue their choices and make their own decision.
- vi) Pressure from parents to enter certain sectors which are not of interest or beyond their capability
- vii) Extra pressure from certain parents who choice force their children
- viii) Some parents do not help to motivate or encourage their children – lack of support

Equity – 3

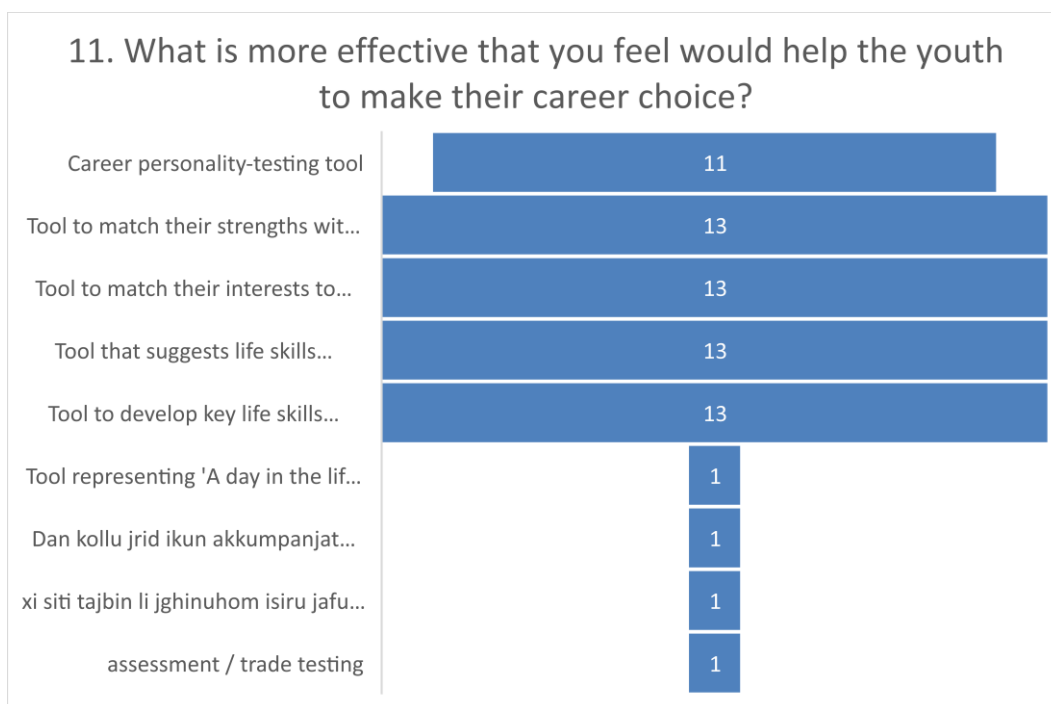
1. Lack of exposure, family talk about certain options etc.
2. Some careers are only advertised within certain social circles
3. The Education system does not promote Equity

Equality – 1

1. No Comment

Political – 2

1. You get job if you have connections in small communities like Malta
2. The cultural of partisan politics on the Island also effects youth



Please rank the advice available in order of effectiveness - 1 being the most effective.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Career personality-testing tool	1	8	3	4	2	5	3	1	2	1	5	5	2	1	2		
Tool to match their strengths with their ideal career	2	6	1	2	3	1	3	2	3	1	4	3	1	1	2		
Tool to match their interests to their strengths	2	3	2	6	5	2	2	1	3	1	3	1	2	1	2		
Tool that suggests life skills required for an ideal career	1	5	5	3	3	3	2	1	3	1	1	2	3	1	1		
Tool to develop key life skills required for an ideal career	2	5	4	5	1	4	2	2	2	1	2	4	3	1	1		

When asked whether they had ever made use of VR in training/learning life-skills,

YES- 3:

- i) It was related to values. It was done on a clever way, and it made me realise some of my biases. Unfortunately there was no follow up or discussion afterwards.;
- ii) During COVID, various online interventions were held by Jobsplus in schools and these had a better reach since they were held virtually. Some guidance sessions were also held via MS Teams and they seem to have been more effective with the youth;
- iii) Career Testing

NO - 12:

- i) I believe this could be a very good idea especially since currently due to COVID we are not allowed to hold extra curricular visits and experience the environment of a 'work place'.

When asked whether they would like to use VR for training/learning life-skills, 9 replied in the affirmative:

- i) This type of tool might help make more accessible certain types of jobs/careers that are difficult to have immediate access to.
- ii) Adds value as it might be appealing to some youths who might be more difficult to engage.
- iii) A tool that works on problem solving
- iv) Don't really know....what can be proposed at this stage?
- v) Would give it a try
- vi) I need more information on how this can help the youth in relation to the working world reality
- vii) It give you the opportunity to experience reality in a virtual manner and therefore gives you more opportunity to teach, learn and experience.**

Conclusion / Observation

Overall, it is felt that the career advisors are struggling to communicate with their target audience. They do have a good idea of the skills which are lacking amongst youth and the problems youth face when seeking a career. However there seems to be a missing link in the communication chain.

4. Need Analysis: Italy/Tuscany

4.1. Introduction

In November 2021, two surveys were launched to collect data and understand the needs in terms of the most commonly required skills for the employment of young people.

Fondazione Polo Universitario Grossetano sent the first questionnaire to Youth, specifically current students and graduates, for a total of about 250 contacts.

The second questionnaire was addressed to employers, career consultants, human resources officers, teachers and recruitment agencies. The survey was therefore sent to Banks, Foundations, Onlus, Consortia, Cooperatives, Enterprises, Research and Training Centres, Professional Orders, Service and Trade Associations, for a total of 26 stakeholders. In order to reach the target number of respondents, the employers' survey was also extended to suppliers of goods and services that collaborate with Fondazione Polo Universitario Grossetano, for a total of 7 more contacts.

At the end of the survey exercise, the respondents were 58 youth and 27 Labour market stakeholders.

4.2. Context Analysis

4.2.1. Analysis of current problems faced by youth in finding their occupation

According to the employers, the main barriers that young people may encounter when looking for a job are economic, while young people state various issues impinging on their capacity to access the Labour Market, such as University organizational constraints, the economic crisis and consequent lack of jobs, precariousness, insufficient communication with institutions, bureaucratic burdens and public competition.

The least disabling barriers in the employers' perspective are equality and politics, while for youth these are religion and politics.

In order of relevance, Youth classified the main barriers as follows:

1. Others
2. economic
3. equity
4. parental
5. social
6. equality - disability
7. religious – political

4.2.2. Identification of most commonly needed skills for occupation/job

Both employers and young people agree that the most needed skills when looking for a job and for employment positions are the ability to define and solve problems, time management and the ability to apply technological resources.

For young people, one of the main relevant skill is also to maintain psychophysical health.

Employers consider maintaining physical and mental fitness, Teamwork, developing and managing self/oneself as skills that play a secondary role in their search for employees.

Among the identified skills, both young people and employers agree that time management and design skills are among the skills that young people should develop. For employers, defining and solving problems and effective communication skills should be developed, while young people feel they should focus more on developing skills in the application of technology.

The skills young people feel they are lacking the least are defining and solving problems and communicating efficiently.

4.2.3. Analysis of Youth's Behaviour Model

In order to increase their life skills, young people feel they need to gain work experience, rely on studies and have a better knowledge of the available information material for the different types of work, as well as working on themselves with the help of supervisors.

They consider that specific training, attending professional courses and courses where they learn how to use technology are useful.

In order to be helped and directed towards a career choice, youth rely more on school and university education.

They also consider important the support of government training and advisory agencies.

Youth make use of orientation quizzes during school and university to orient themselves towards a job profile suited to their characteristics and of profiling advice of agencies to have guidance towards a job profile suited to their profile.

Young people have the perception that the opportunity to choose a suitable career can be given to them during employment and from placement opportunities.

Both face-to-face and virtual counselling are considered effective and equally used.

The motivation guiding youth towards a certain type of career comes from their own interests and enjoyment of the work tasks related to that specific career.

They believe that they would be better supported in their career choice by developing life skills for an ideal career and tools to match their interests and strengths.

According to their point of view, the use of technology can be useful for learning and training, as it allows distance learning and might solve economic barriers.

4.3. Existing Tools/Services in Italy/Tuscany

Title	Centri per l'impiego Sezione Grosseto
Details/Description	According to Legislative Decree no. 150/2015, Job Centres are the access point to the regional system of active employment policies. They facilitate the matching of labour supply and demand in the area and implement active labour policy initiatives and measures. They offer free services to jobseekers

	who need support in choosing a training and/or work path and to companies looking for personnel.
Relevant website (if applicable):	www.centroimpiego.it/centro-impiego-grosseto_c7503
Key Features:	It performs functions and provides services in the field of job placement management, pre-selection, matching labour supply and demand, job orientation, initiatives to increase employment and prevent unemployment.
Target Group(s):	<ul style="list-style-type: none"> - persons of working age who are seeking their first job (unemployed); - unemployed persons seeking employment - employers who are looking for staff - persons wishing to change jobs or improve their job position, consider further training - individuals seeking certificates or certifications - public administrations
Name of the developer of the tool/service	Centro per l'impiego GROSSETO is a decentralised structure of the Provincial Administration of Grosseto
Full address of the owner/developer/provider:	Via Giuseppe Scopetani, 6 - 58100 Grosseto
Contact information:	Tel. 05519985081 – Email: uti.grosseto@arti.toscana.it

Title	Centri per l'impiego Sezione Siena
Details/Description	According to Legislative Decree no. 150/2015, Job Centres are the access point to the regional system of active employment policies. They facilitate the matching of labour supply and demand in the region and implement active labour policy initiatives and measures. They offer free services to jobseekers who need support in choosing a training and/or work path and to companies looking for personnel.
Relevant website (if applicable):	https://www.regione.toscana.it/-/centri-per-l-impiego-di-arezzo-e-siena#Siena
Key Features:	It provides services in the field of job placement management, pre-selection, matching labour supply and demand, job orientation, initiatives to increase employment and prevent unemployment.
Target Group(s):	<ul style="list-style-type: none"> - persons of working age who are seeking their first job (unemployed); - unemployed persons seeking employment - employers who are looking for staff

	<ul style="list-style-type: none"> - persons wishing to change jobs or improve their job position, consider further training - individuals seeking certificates or certifications - public administrations
Name of the developer of the tool/service	Centro per l'impiego Siena is a decentralised structure of the Provincial Administration of Siena (D.Lgs 469/97 and D.Lgs 181/00).
Full address of the owner/developer/provider:	via Fiorentina, 91 Siena (Si)
Contact information:	Tel. 05519985081 – Email: ci.siena@arti.toscana.it

Title	Giovanisì
Details/Description	Giovanisì is a Regione Toscana initiative whose main objective is to encourage the transition process of young people towards autonomy, through the enhancement and promotion of opportunities related to the right to study and training, the support of paths for the inclusion of young people in the world of work and the facilitation of start-ups. The project offers many opportunities connected to the main dimensions of a young person's life, it is based on coordinated communication and information, and has an integrated, transversal governance model. The calls are addressed to young people from 14 to 35 years of age and are funded by Regional and National funds, the Youth Guarantee Programme and further funds from the 2014/2020 ESF, EARDF, ERDF, FSC and other regionally funded initiatives targeting youth.
Relevant website (if applicable):	www.giovanisi.it
Key Features:	The Tuscany Region's project for the autonomy of young people, is a system of opportunities structured in 7 areas: Apprenticeships, Home, Civil Service, Doing Business, Work, Study and Training and Giovanisì+ (participation, culture, legality, social and sport).
Target Group(s):	Young people up to 40 years old , different age restrictions apply to different areas of the project.
Name of the developer of the tool/service	Tuscany Region set up the project in 2011, it is managed and coordinated by a dedicated office based at the Presidency of the Region of Tuscany (Fondazione Sistema Toscana)
Full address of the owner/developer/provider:	
Contact information:	Tel: 800 098 719 ; Email: info@giovanisi.it

Title	Garanzia Giovani – Youth Guarantee
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Details/Description	It is the European initiative implemented by Regione Toscana and addressed to NEET young people between 15 and 29 years old to fight youth unemployment. The aim is to support and encourage young people under the age of 30 who are not studying, not working and not in education or training to find a quality job, further education, apprenticeship or traineeship, job exposure or other training measure.
Relevant website (if applicable):	http://webs.rete.toscana.it/idol/garanziagiovani/index.html www.garanziagiovani.it
Key Features:	Those enrolled in the Youth Guarantee scheme can follow training courses. The programme provides for two types of training courses, as follows: - job-oriented training courses (individual or group courses to learn a profession, lasting between 50 and 200 hours); - Courses aimed at reintegration into the education system, aimed at people under 19 who do not have a qualification or diploma.
Target Group(s):	Neet young people between 15 and 29 years old
Name of the developer of the tool/service	Regione Toscana
Full address of the owner/developer/provider:	
Contact information:	Email: garanziagiovani@regione.toscana.it Tel: 800.098719

Title	Ali spa
Details/Description	An italian HR consultancy and services company.
Relevant website (if applicable):	www.alispa.it
Key Features:	Areas of expertise: Labour Administration, Personnel Administration, Search and Selection, Human Resources and Labour Law Consultancy, Outplacement and Career Consultancy, Training, Corporate Welfare, Industrial Relations and Active Labour Policies.
Target Group(s):	unemployed jobseekers and companies looking for personnel
Name of the developer of the tool/service	HR Business Partner founded in 1997
Full address of the owner/developer/provider:	Via Trento, 72- 58100 Grosseto
Contact information:	Tel.: 0564417958 ; fax: 056427634

Title	Orienta
Details/Description	An italian HR consultancy and services company.
Relevant website (if applicable):	https://www.orienta.net/it/chi-siamo/contatti-filiali.html?ag_country=Italia&ag_city=Siena
Key Features:	ACTIVITY/SPECIALISED DEPARTMENTS: Orienta Administration / Temporary Work; Orienta Staff Leasing; Orienta Permanent /

	Selection of Personnel; Orienta Outplacement / professional appointment; Orienta Training; Orienta Health / medical personnel
Target Group(s):	unemployed jobseekers and companies looking for personnel
Name of the developer of the tool/service	Orienta is one of the major Italian companies specialising in the development of human resources. It was founded in 1933 as a company for temporary work with ministerial authorisation number 42/99.
Full address of the owner/developer/provider:	Via B. Ricasoli, 24- 53100 Siena
Contact information:	Tel:0577 / 223566 ; Email: siena@orienta.net

4.4. EU/national RTD activities

<<List of existing EU /national project to support youth in developing life skills>> <<1-2 page>>

Garanzia Giovani (*Youth Guarantee*)

In Italy, Youth Guarantee is coordinated by National Government (Ministry for Employment – ANPAL) and it is implemented by the Regional Administrations who are competent for the employment policies. This European initiative implemented by Regione Toscana is dedicated to NEET young people between 15 and 29 years old to fight youth unemployment. It aims at supporting young people under the age of 30 who are not in education, employment or training in finding quality jobs, further education, apprenticeship, traineeship or relevant training opportunities.

After an initial interview, a Service Pact is signed in order to benefit from one of the measures envisaged by the programme (guidance opportunities, job accompaniment, training, support for self-employment and self-entrepreneurship). After registration, young people can benefit from several active policy measures.

Those enrolled in the Youth Guarantee scheme can also follow training courses. The programme provides for two types of training courses, as follows:

- Job-oriented training courses (individual or group courses to learn a profession, lasting between 50 and 200 hours);
- Courses aimed at reintegration into the education system, aimed at people under 19 who do not have a qualification or diploma.

<http://webs.rete.toscana.it/idol/garanziagiovani/index.html>
www.garanziagiovani.it

Piano NEET - Cambia la tua vita (*Change your life*)

The Italian Ministry for Youth Policy has formalised the Government's adoption of a National NEET Working Plan, which aims to reduce the more than three million young people in the 15-34 age group who are not in education, employment or training.

The objective of the plan is to reduce the inactivity of NEET through actions including three main phases: "Identification, Engagement and Activation". A methodological approach defined at central level by the Department for Youth Policies will be used and implemented through a collaboration with local actors.

The tools are the reinforced Youth Guarantee, the Youth Desks in the Job Centres and a travelling information campaign by the Department for Youth Policies starting in March, the Universal Civil Service, the GIOVANI2030 portal and the European programmes managed by ANG as well as the Multiannual National Plan (2021-2027) on the inclusion of young people with fewer opportunities.

The policies will be implemented on the basis of territorial proximity.

The reinforced Youth Guarantee and the Youth Desks in Job Centres With the launch of the EU Multiannual Financial Framework 2021-2027, the Youth Guarantee programme in the new NOP "Youth, Women and Work" will be refinanced, strengthened and improved to improve both the quantity of employment and its quality. A project of this kind requires a synergy between ANPAL, the Ministry of Labour, the regions and autonomous provinces to invest more in more stable activation tools with better employment outcomes, such as apprenticeship training or orientation and training paths for self-entrepreneurship, guaranteeing opportunities to increase the skills and qualifications of the young person and insertion into more stable and lasting professional paths. For this to happen, it is necessary to build a network of cooperation between the actors involved that is able to create a system of existing and new measures, such as the new Guarantee of Employability for Workers (GOL), which includes NEETs among the beneficiaries of its services and funding. GOL, like the new Youth Guarantee, aims to assess the individual and his or her skills, initiate refresher and retraining courses where necessary, and finally - or simultaneously through dual training tools - proceed to job placement.

"A new course for your life" (Un nuovo corso alla tua vita) is the name of the Region's communication campaign aimed at raising awareness of the package of training courses for 400 NEET young people financed by the Youth Guarantee programme. The courses are aimed at 400 girls and boys in the 18-29 age group (NEET). They will be offered 100 hours of training to acquire skills in different areas, from business accounting to marketing, from cooking to foreign languages. A total of 132 training paths are planned. They are among the opportunities promoted by GiovaniSi, the regional project for the autonomy of young people.

https://www.politichegiovani.gov.it/media/fodnvowp/piano_neet-2022_rev-gab.pdf

<https://www.politichegiovani.gov.it/comunicazione/news/2022/1/firma-piano-neet/>

https://www.toscana-notizie.it/archivio/-/asset_publisher/Lyd2Is2gGDzu/content/id/105308959

Nuovo patto per il lavoro in Toscana (*New Pact for Employment in Tuscany*)

The New Pact for Employment in Tuscany introduces a wide range of active policy instruments aimed at favouring the inclusion or reintegration of the unemployed people into the labour market. The Pact, which will be implemented with the available resources, will be integrated with the new Programma Nazionale per la Garanzia Occupabilità dei Lavoratori (GOL - *National Programme for the Guaranteed Employability of Workers*) and the Piano Nuovo Competenze (*New Skills Plan*), financed within the PNRR (Piano Nazionale Ripresa e Resilienza), with the next PON (Piano Operativo Nazionale "Giovani Donne e Lavoro") "Young Women and Work" and with the 2021/2027 Regional programming ESF+ (European Social Fund Plus) Regional Programming, thus widening the possible active policy tools and the types of recipients that can be reached.

The Pact will be based on employment and training policies implemented at local level, in line with the characteristics and needs of the local labour market, but within a single framework shared by

the Permanent Regional Tripartite Commission (Commissione Regionale Permanente Tripartita, CRPT). It's in this context where the definition of a governance is placed, with active policies closely connected to the territory, for reasons of greater effectiveness and efficiency.

The Active Policy Instruments are:

- EMPLOYMENT CHEQUE which finances individual active policy measures for which duration and cost standards are determined.
- CONTRIBUTIONS FOR THE "START UP" STAGE of enterprises granted to activities having some substantial elements that make them potentially suitable to be maintained over time and thus create stable employment in the territory.
- INDIVIDUAL TRAINING VOUCHERS for personalised vocational training to facilitate the matching of labour supply and demand. The courses are provided by training bodies accredited for training according to the regulations of the Tuscany Region.
- JUST IN TIME VOUCHERS to meet the demands of workers and companies that need specific professional skills to be introduced into the world of work, intervening promptly to identify staff who need to fill training gaps or diversify or increase their basic skills.
- CONCILIATION VOUCHERS are measures accompanying active policy paths, aimed at favouring work-life balance.
- SHORT TRAINING COURSES AIMED AT EMPLOYMENT - MISMATCH for short-term training or retraining.
- TRAINING COURSES LINKED TO TERRITORIAL PROTOCOLS for training interventions (projects identified through selective procedures) addressed to employed persons, employees and entrepreneurs of companies in crisis or undergoing reconversion and not employed.
- NOTICE FOR THE RELOCATION OF WORKERS INVOLVED IN CORPORATE CRISES for a specific counter measure aimed at workers involved in company crises.
- EMPLOYMENT INCENTIVES aimed at employers who hire individuals who have signed the Intensive Research Plan (PRI) and have effectively started the process. The amount will be increased up to EUR 10,000 for the hiring of disabled workers.

<https://www.intoscana.it/wp-content/uploads/patto-per-lo-sviluppo.pdf>

https://www.livornine2030.it/wp-content/uploads/2022/02/Delibera_n.111_del_07-02-2022.pdf

Green Skills

The EU Commission's December 2019 'European Green Deal' plan aimed to enshrine the adoption of a sustainable development model, through clean and digital technologies.

In the 'Annual Growth Strategy 2021' there is also a reference to the need to achieve competitive sustainability through massive reskilling and upskilling, with an explicit request to Member States to make unprecedented investments in green skills through their National Recovery and Resilience Plans.

The 'New skills Pact' must be cross sectoral and open to all stakeholders, it emphasises the priority for action in some of the sectors already identified in the European Green Deal, for which ambitious skills development and retraining strategies will be essential.

To implement the commitments on the circular economy, the European Green Deal has adopted the "New Circular Economy Action Plan".

The EU Pact for Skills is another way in which the Commission helps companies and workers prepare for the green and digital transition. By creating a forum where all partners can discuss current and future skills needs and initiate partnerships, the Pact acts as an intermediary between the demand and supply of talent in Europe.

The Commission supports Member States in transforming their IFP (Istruzione e Formazione Professionale – *Higher and Vocational Education*) systems to make them fit for the green transition. One example is Erasmus+ funding, which helps establish Centres of Vocational Excellence. They bring together a wide range of local partners to develop 'skills ecosystems', contributing to regional development.

Currently, the following tools are available:

- **GREENOVET**: the European platform for IFP (Istruzione e Formazione Professionale or VET-Vocational Education and Training) excellence in green innovation; **EPLUG**, The European Platform for Urban Greening aims to intensify collaboration within the knowledge triangle (VET - Research and Development - Business) to facilitate these adaptations and develop high-quality curricula and qualifications focused on these urban greening skills needs and societal challenges;
- **3LOE, professional excellence in the green economy, which will focus on developing qualification, entrepreneurship and innovation in the green economy.**

https://excelsior.unioncamere.net/images/pubblicazioni2021/CompetenzeGreen_2021.pdf

4.5. Stakeholders

Title/ name	Type	Website	
Regione Toscana (Arti)	Government/ public organisation	https://arti.toscana.it/home	
Anci Toscana	Government/ public organisation	https://ancitoscana.it/	
Ali Spa	Private company	www.alispa.it	
Orienta	Private company	www.orienta.net	
Centro per l'impiego Grosseto	Public amministration	www.centroimpiego.it/centro-impiego-grosseto_c7503	
Centro per l'impiego Siena	Public amministration	https://www.regione.toscana.it/-/centri-per-l-impiego-di-arezzo-e-siena#Siena	

4.6. Questionnaire Results: Italy/Tuscany

RESPONDENTS' PROFILE

EMPLOYERS profile

Total number of Respondents: 27

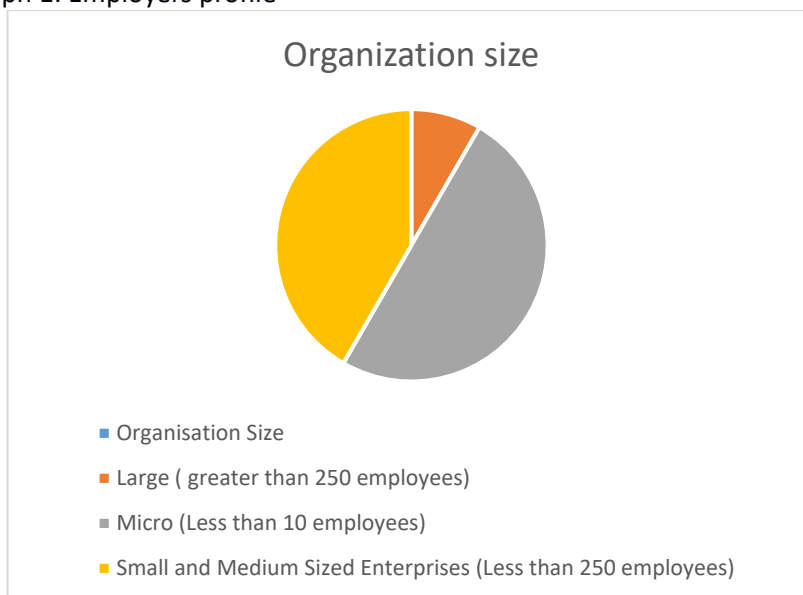
Age:

30 - 39	1
40 - 49	6
50 - 59	4
60 or older	1

Gender:

Gender	
Female	4
Male	8
Other	0

Graph 1: Employers profile



YOUTH profile

Total number of Respondents: 58

Age:

>30	9
22-30	16

Gender:

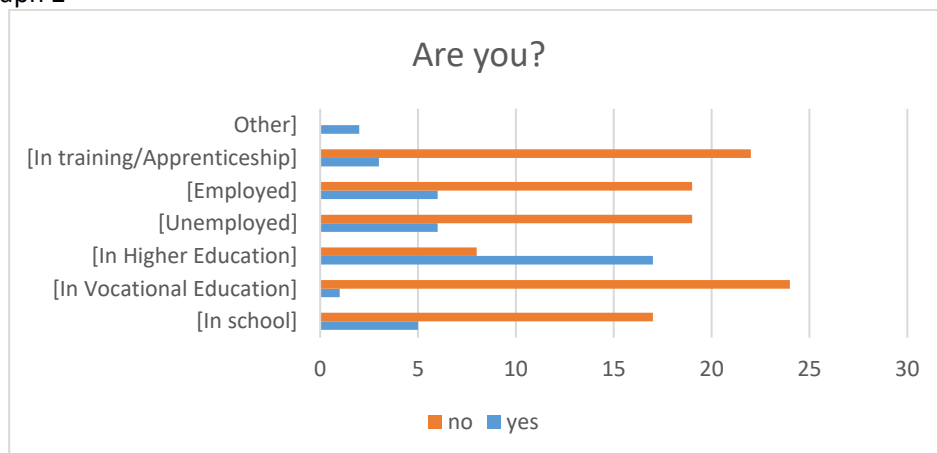
Gender	
Female	19
Male	4
Other	2

Most of the young people who participated in the survey are in higher education and employed or unemployed in equal numbers (Graph 2).

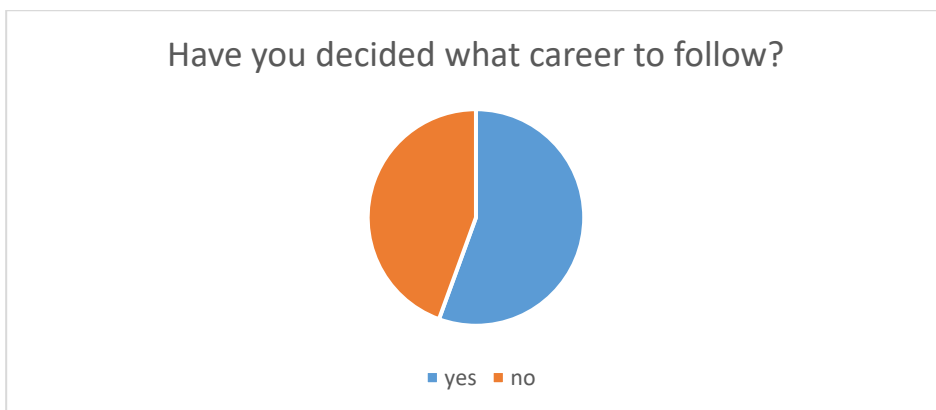
The majority of them have already decided what career to follow (Graph 4). Preferences lean toward jobs such as: working in the field of nutrition, Shop manager, financial advisor, nurse, UX/UI designer, museum employee, teacher, healthcare provider, tourist guide, university professor, technician and web developer and archeologist.

The causes of indecision of the remaining group of young people, on the other hand, include indecision between different careers, age, willingness to complete their studies first, uncertainty of job opportunities, economic and job insecurity of the sector they are oriented toward, lack of opportunities, and lack of clear ideas.

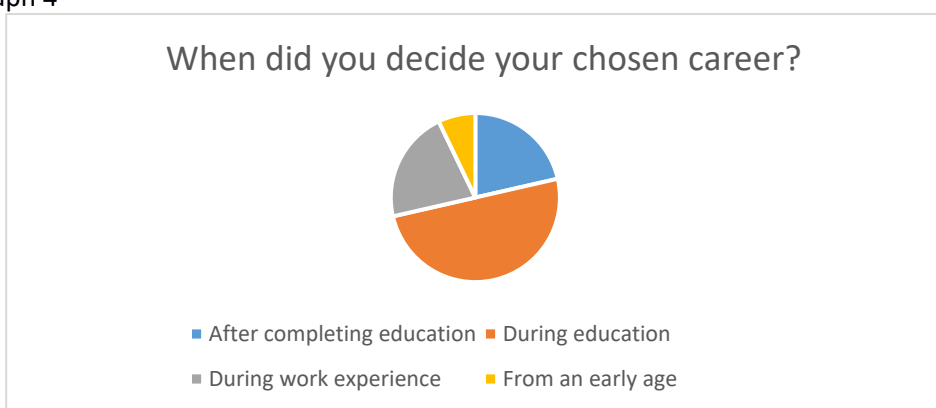
Graph 2



Graph 3



Graph 4



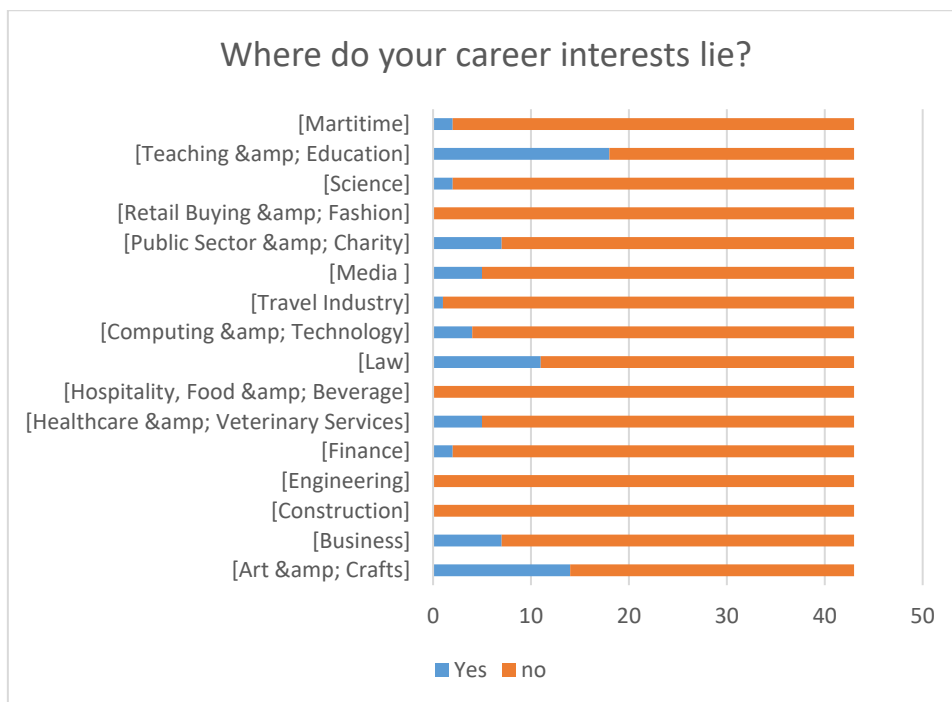
▪ **YOUTH CAREER INTEREST**

The areas of greatest interest in terms of career choice for young people are teaching, education, art, crafts and law (Graph 5).

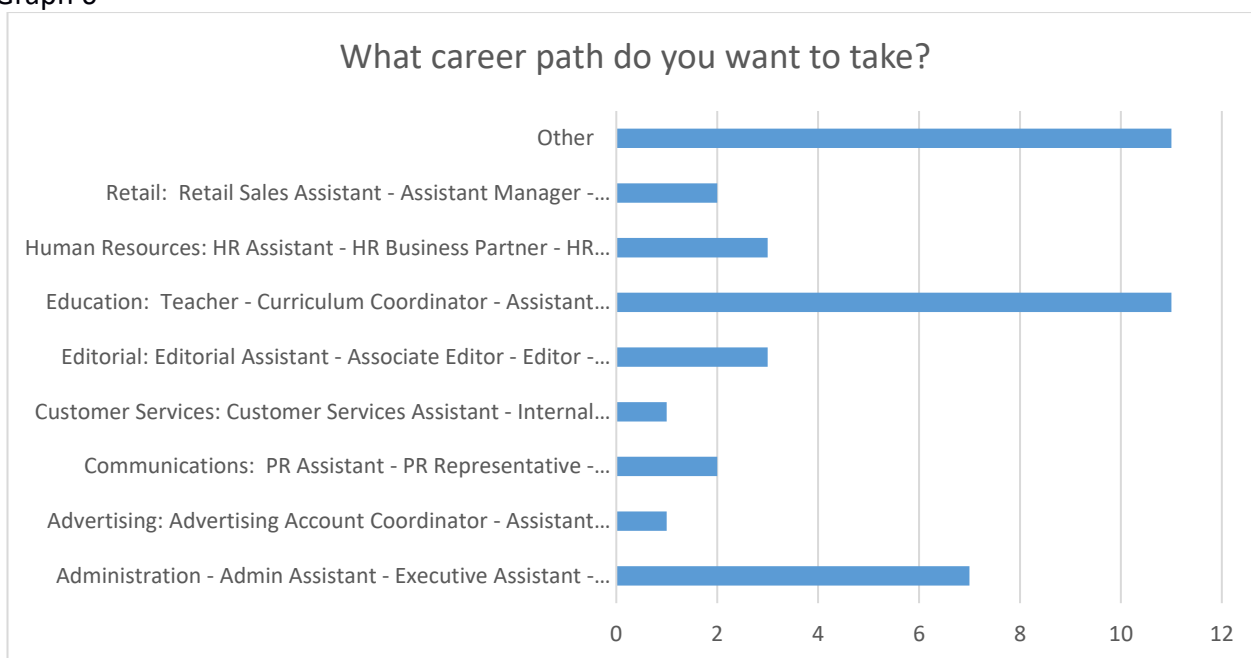
Preferred career paths are in education, administration or others like healthcare or archeologist (Graph 6).

The qualifications that most young people think are required for their chosen career are master’s degree – EQF 7 and training/apprenticeship (Graph 7).

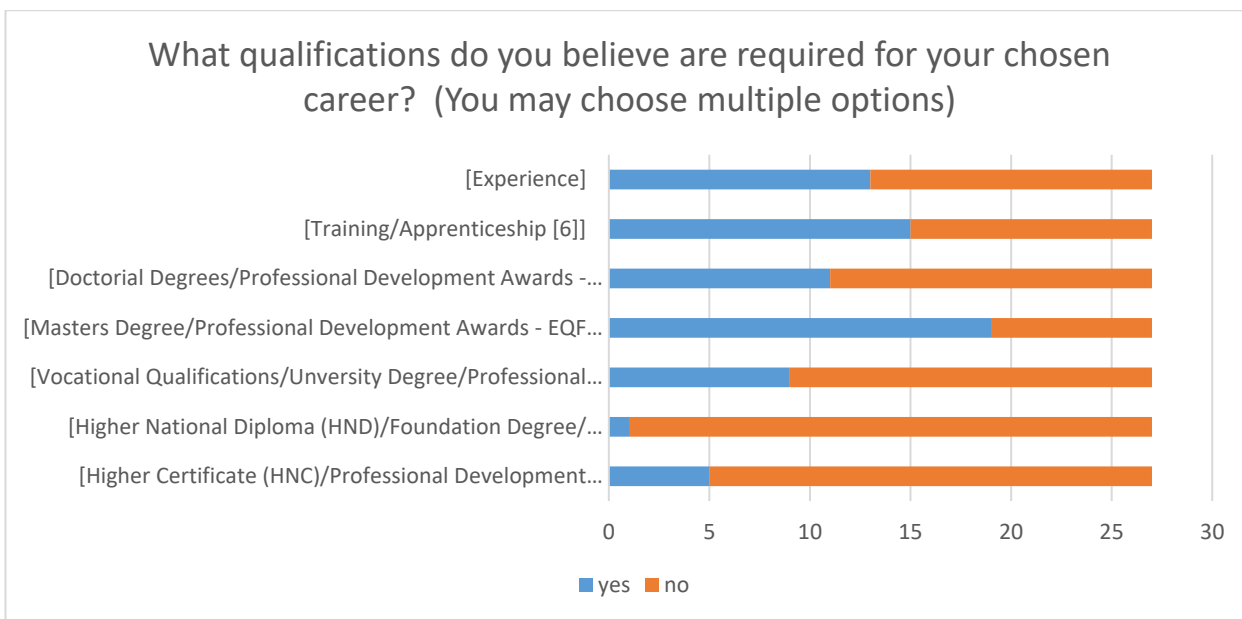
Graph 5



Graph 6



Graph 7



▪ REQUIRED LIFE SKILLS FOR A JOB ROLE (EMPLOYERS AND YOUTH)

Both employees and young people believe that the most needed skills are defining and solving problems, managing time and applying technology (Graphs 8 and 9).

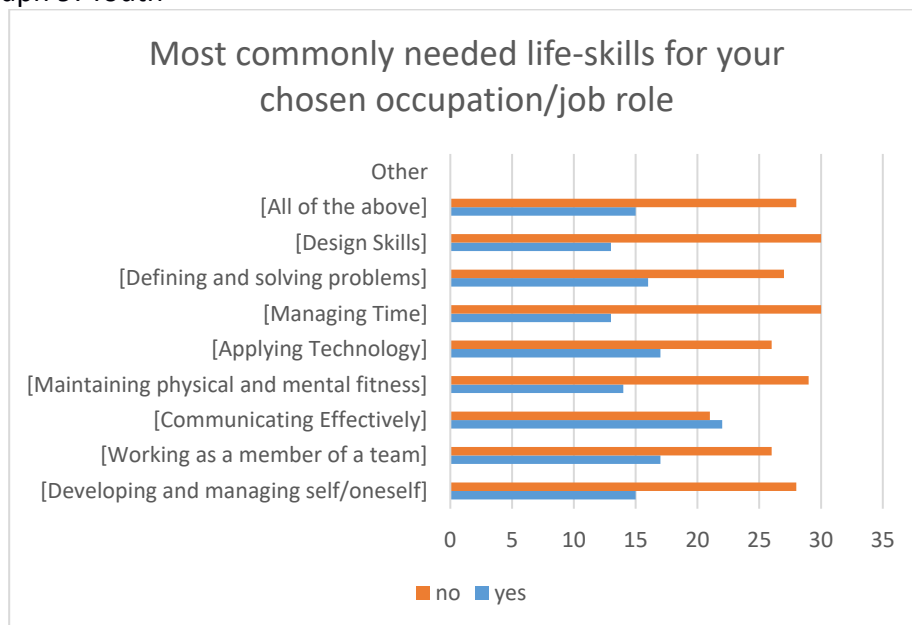
Young people think that skills like maintaining physical and mental fitness, communicating effectively and the ability of teamwork are important.

In the employees' opinion, the least requested skills are maintaining physical and mental fitness, teamwork and developing and managing self/oneself.

Graph 8: Employers



Graph 9: Youth



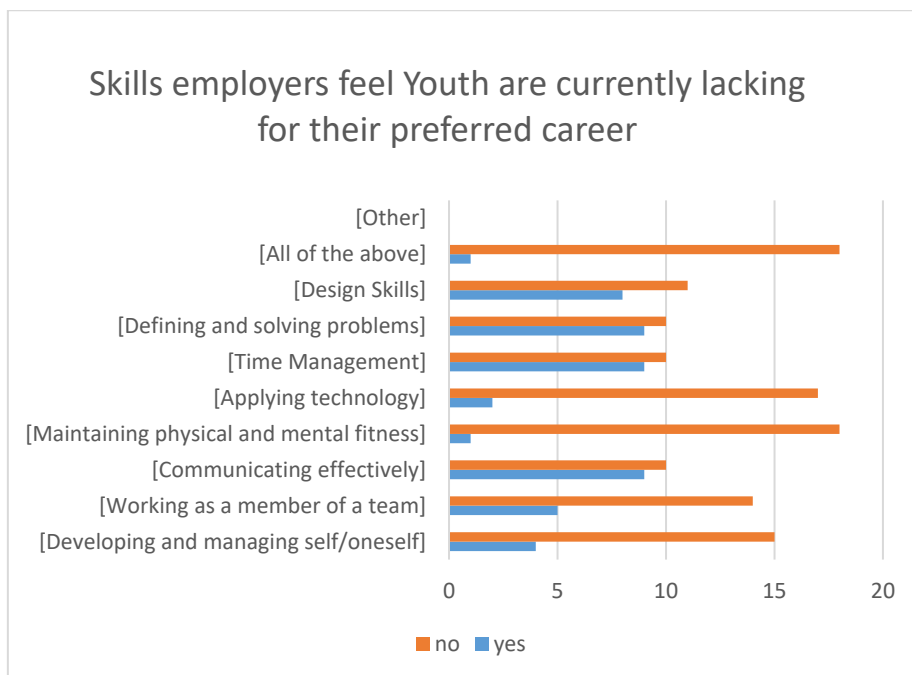
▪ **SKILL TO BE DEVELOPED BY YOUTH**

Skills that both employers and youth feel youth are currently lacking for their preferred job are time management and design skills.

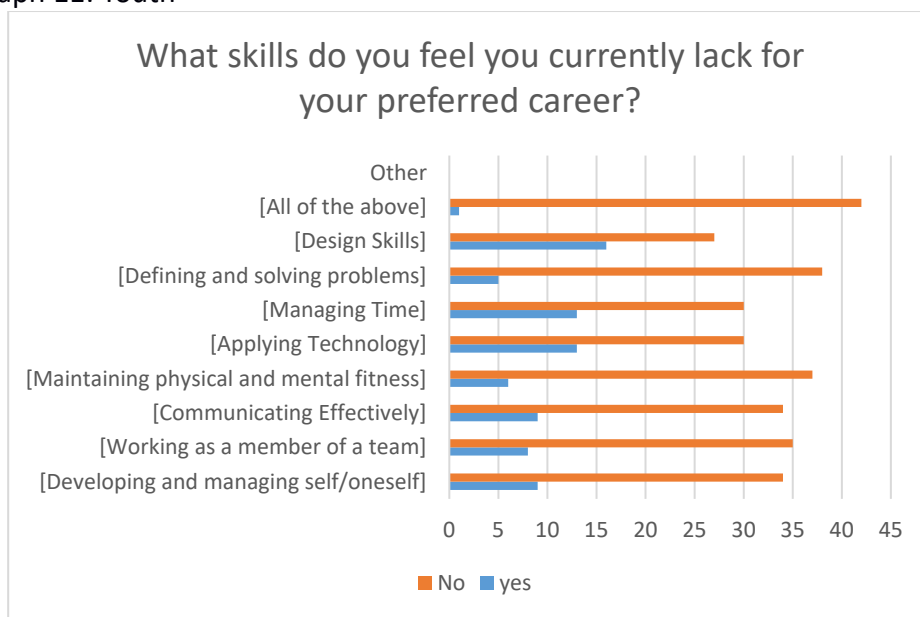
Employers believe it is important for young people to implement skills like defining and solving problems and communicating efficiently (Graph 10).

Young people believe applying technology it is essential, while defining and solving problems and communicating efficiently are less important to be developed (Graph 11).

Graph 10: Employers



Graph 11: Youth



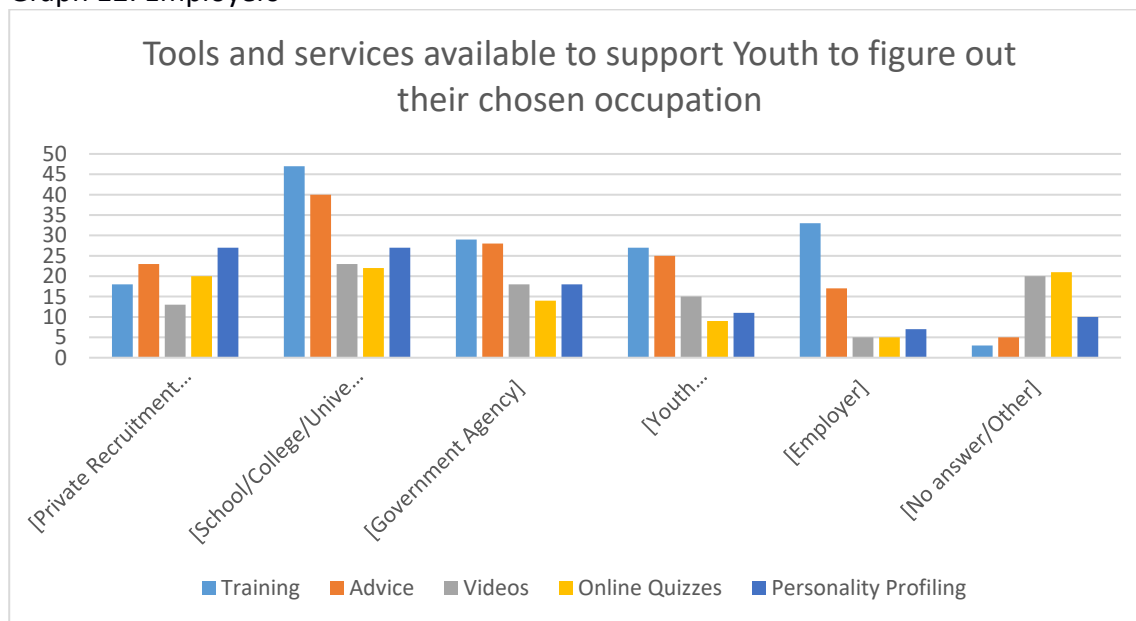
▪ TOOLS TO FIGURE OUT CHOSEN OCCUPATION

Both employers and youth think that the tools and services available that make a greater contribution to figure out their chosen occupation are school and university with training and Government Agency with training and advice (Graphs 12 and 13).

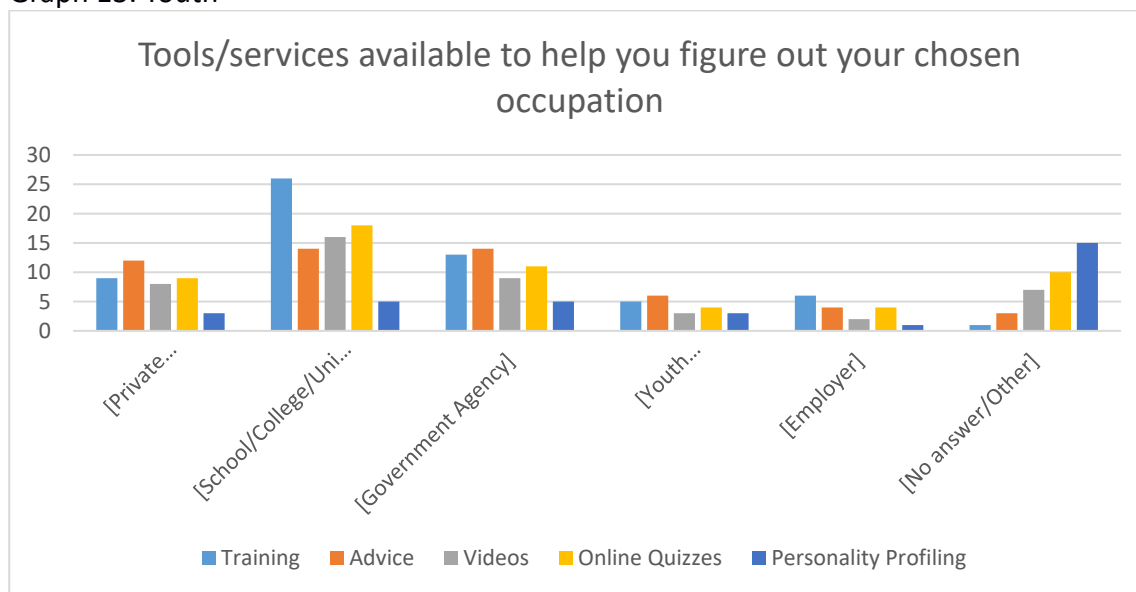
Employers feels that training at the employers and advise from university are very helpful instead youth feels that online quizzes from school and university and advice from Government Agency can help them.

Interestingly, young people believe that training at the employers is the least useful tool.

Graph 12: Employers



Graph 13: Youth

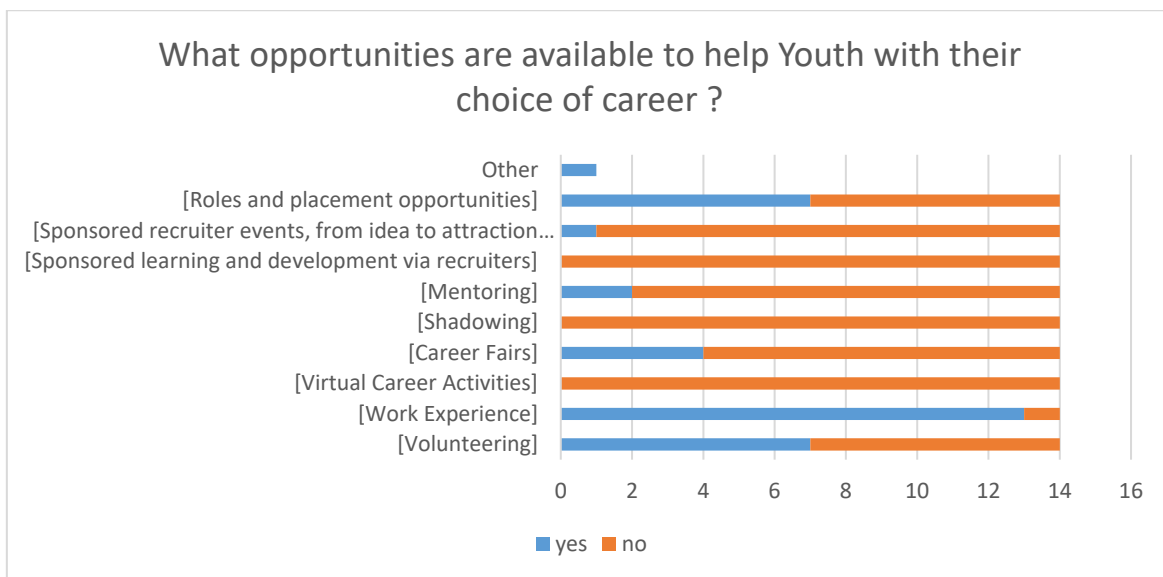


■ PERCEPTION ON OPPORTUNITIES TO CHOOSE CAREER

For both young people and employers the opportunities available to help youth choose their career are provided by roles and placement opportunities and from work experiences (Graphs 14 and 15). Employers believe that volunteering is important.

Both youth and employers agree that sponsored learning development via recruiters and mentoring are the least useful (Graphs 16 and 17).

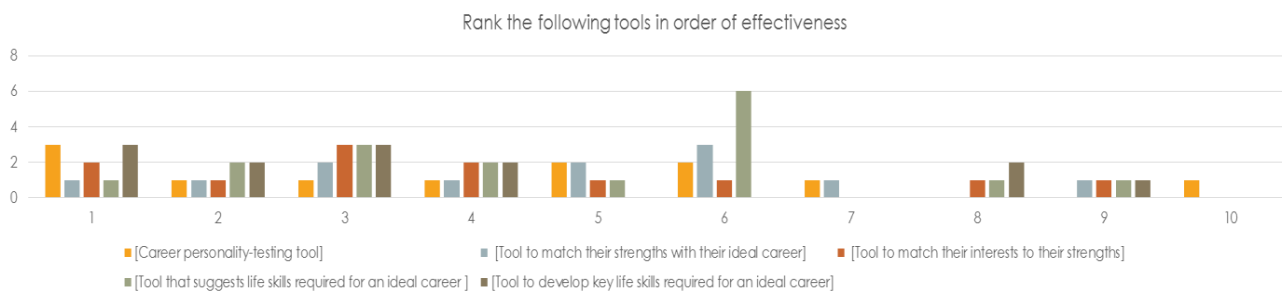
Graph 14: Employers



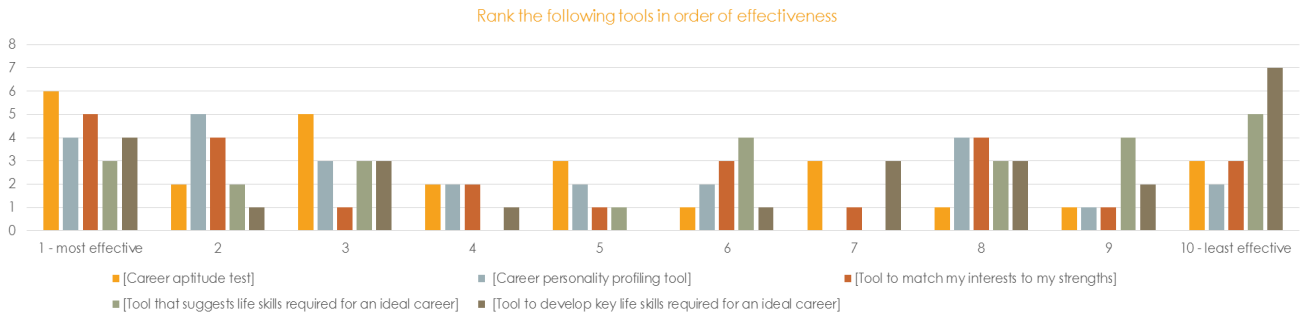
Graph 15: Youth



Graph 16: Employers



Graph 17: Youth



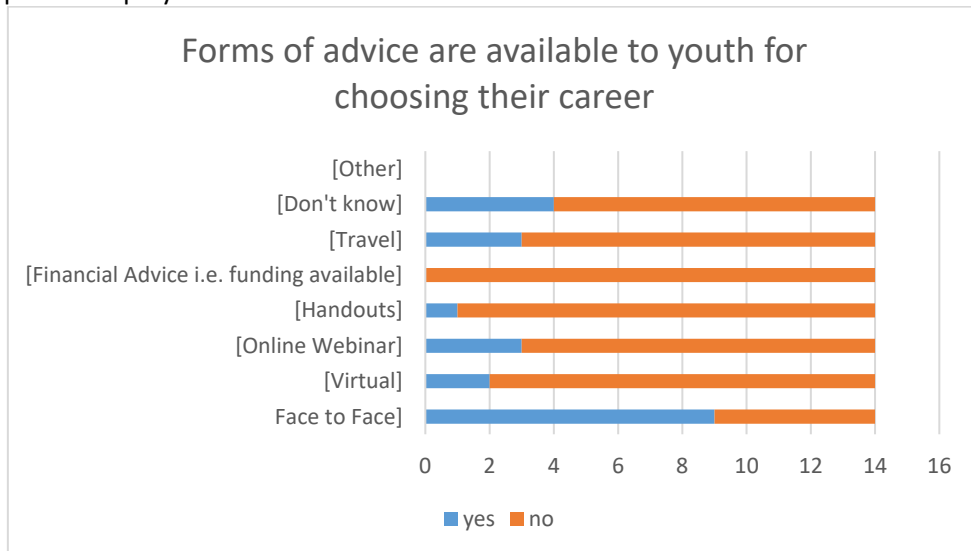
ADVICE AVAILABLE

Both youth and employers refer to the same available forms of advice available to youth when choosing their career (Graphs 18 and 19).

Both groups of respondents agree that face to face advice is the most effective (Graphs 20 and 21).

While employers believe travel and webinar are very useful, youth trust that virtual reality can provide results close to face to face advise.

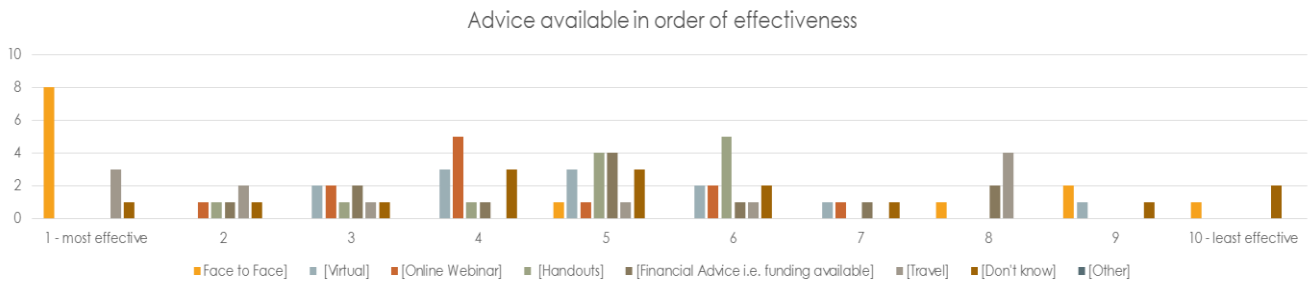
Graph 18: Employers



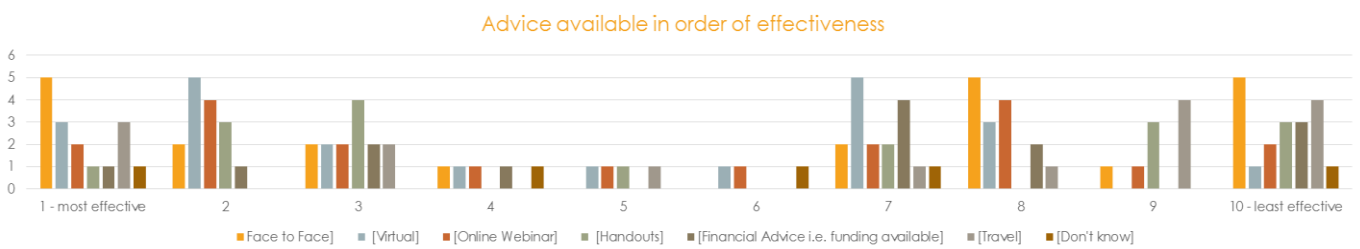
Graph 19: Youth



Graph 20: Employers



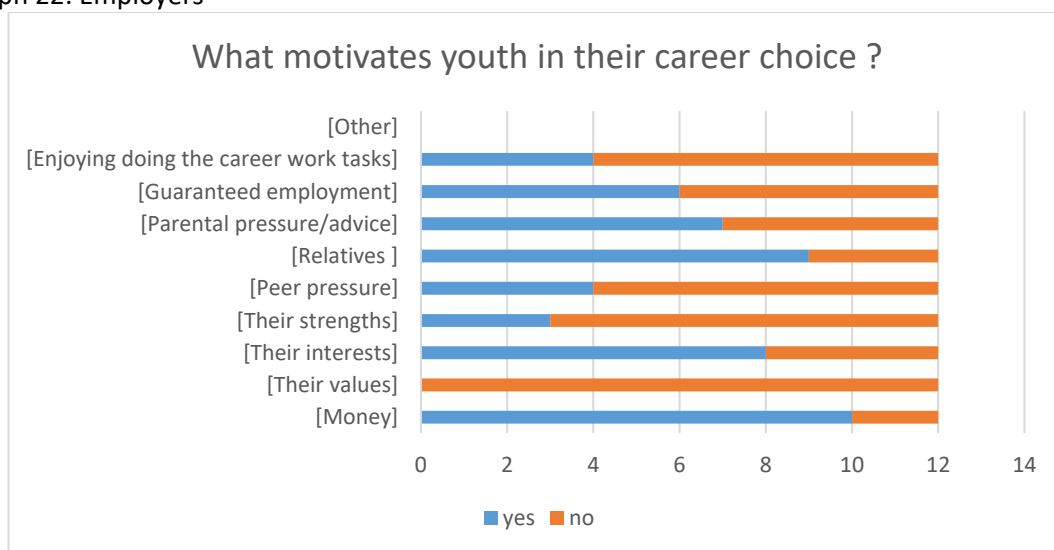
Graph 21: Youth



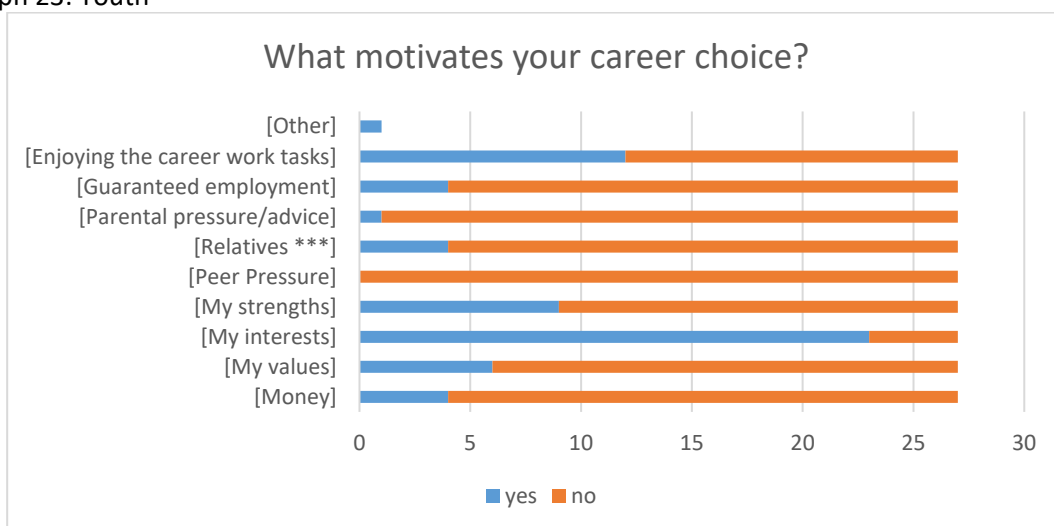
▪ **MOTIVATION: DIFFERENT PERSPECTIVES**

Both employers and youth believe that the first motivating factor is youth’s interests (Graphs 22 and 23). In the employers’ perspective, the main factors that motivate youth career choice are money, relatives, and parental pressure are. In contrast, youth claim that their interests and the career work tasks are the main motivation drivers. Employers think that youth are not motivated by their values, while youth consider that money, parental pressure and relatives are less motivating factors.

Graph 22: Employers



Graph 23: Youth



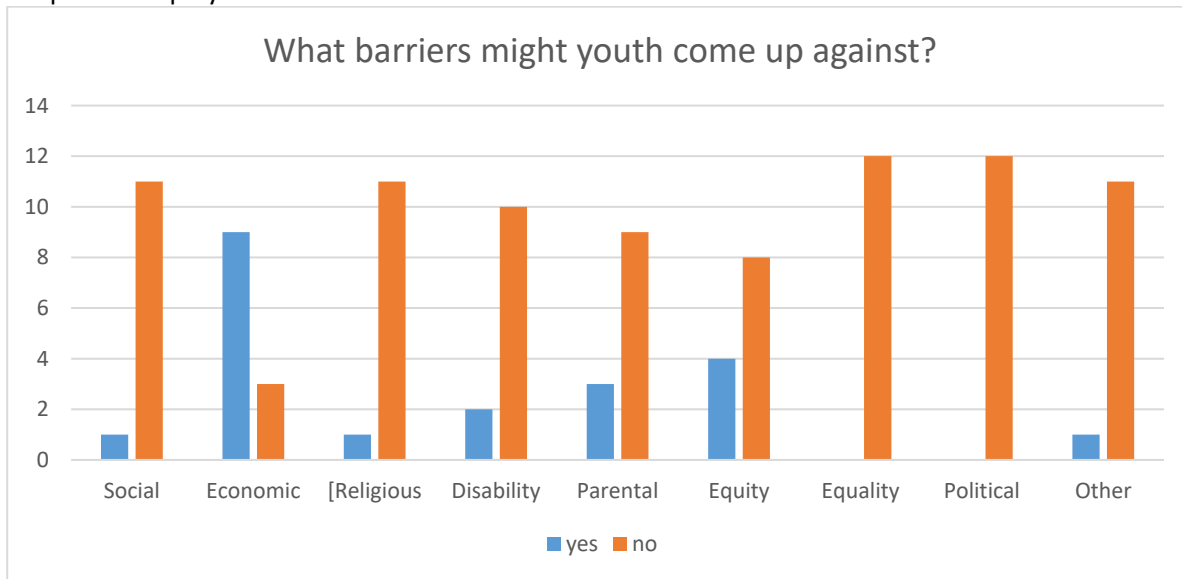
▪ **BARRIERS FOR YOUTH**

In the employers’ opinion, the main barrier that youth can encounter is the economic one (Graph 24). In contrast, youth feel that the main obstacles are organizational by the university, the economic crisis and consequent lack of jobs and precariousness (Graph 25).

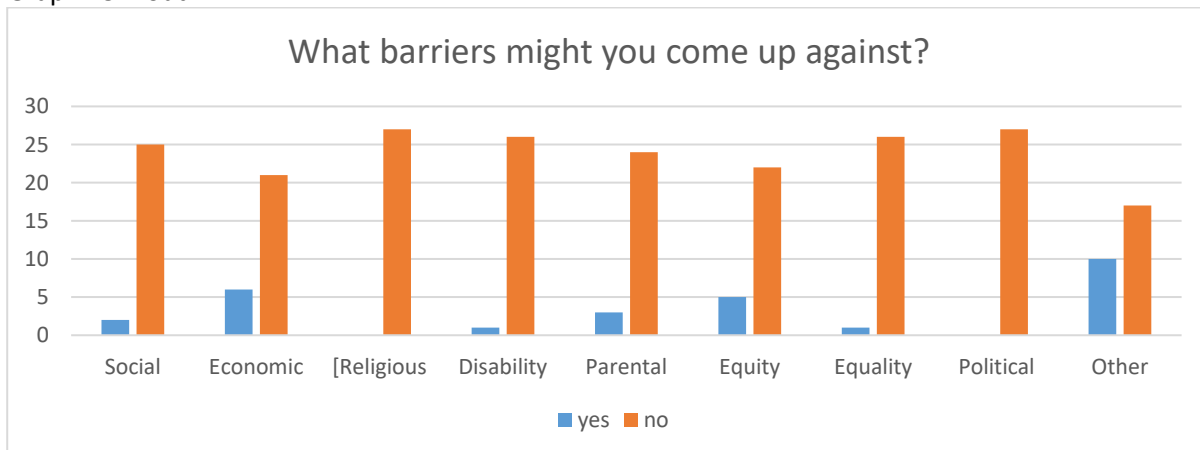
Young people think that there is too much bureaucracy for their age and that it is difficult to access into the labor work due to public competition.

Equality and political issues are considered less problematic barriers in the employer’s opinion. Youth believe that religious and political barriers have the least important obstacles.

Graph 24: Employers



Graph 25: Youth

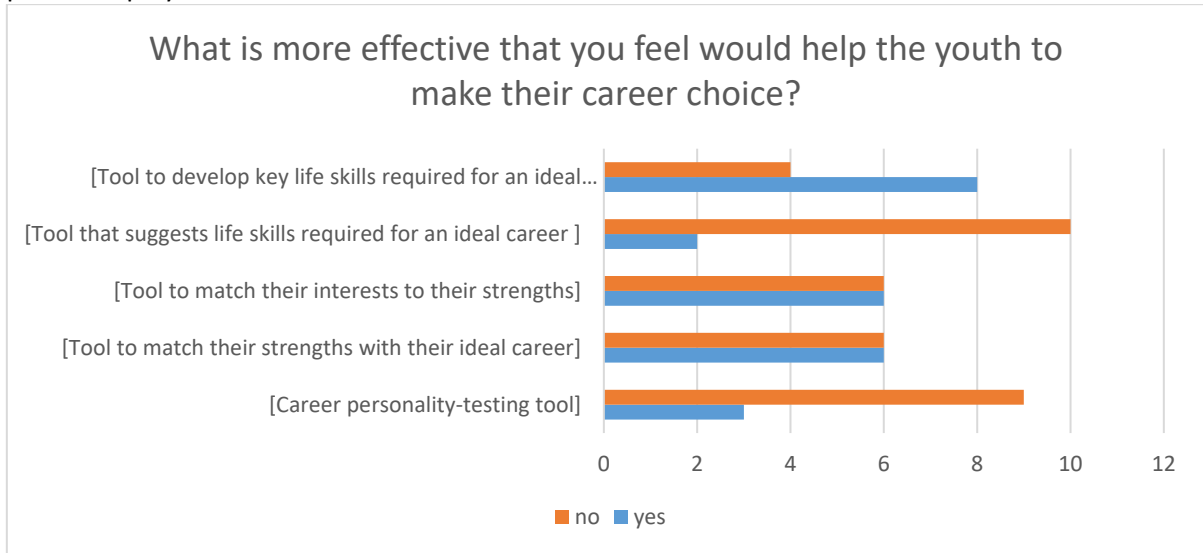


- **EFFECTIVE TOOLS FOR CAREER CHOICE**

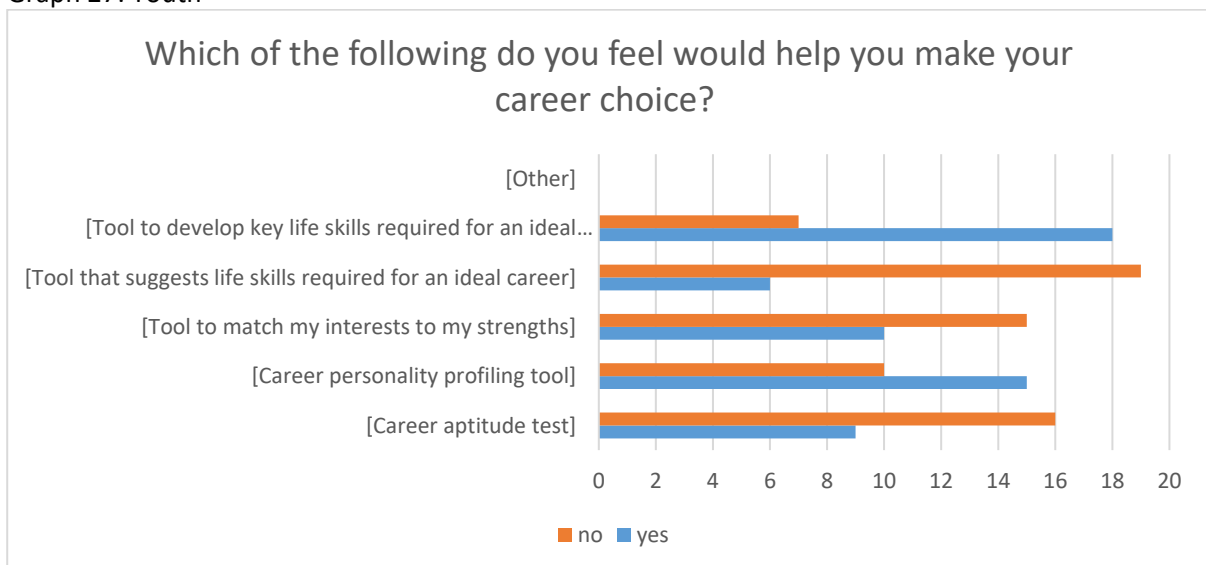
Both employers and youth feel that developing life skills for an ideal career and personality profiling tools to match interest and strengths might be beneficial (Graph 26 and 27).

Young people think that the use career of personality profiling tools and career aptitude tests are helpful, while employers believe that the latter are not useful.

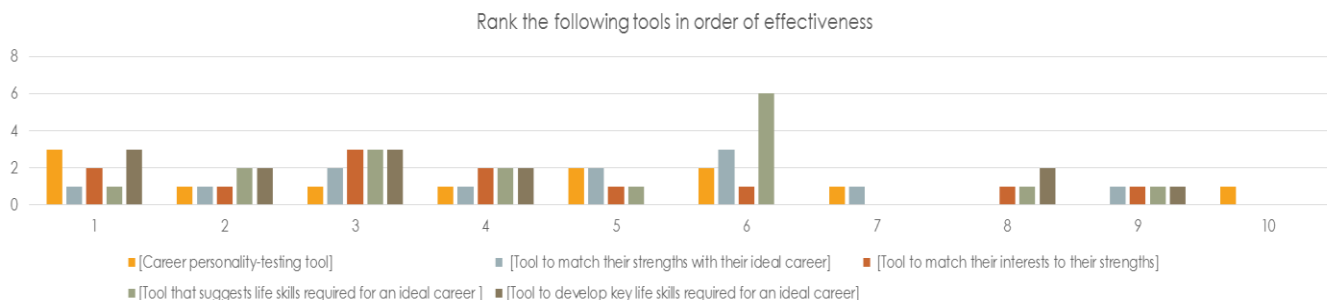
Graph 26: Employers



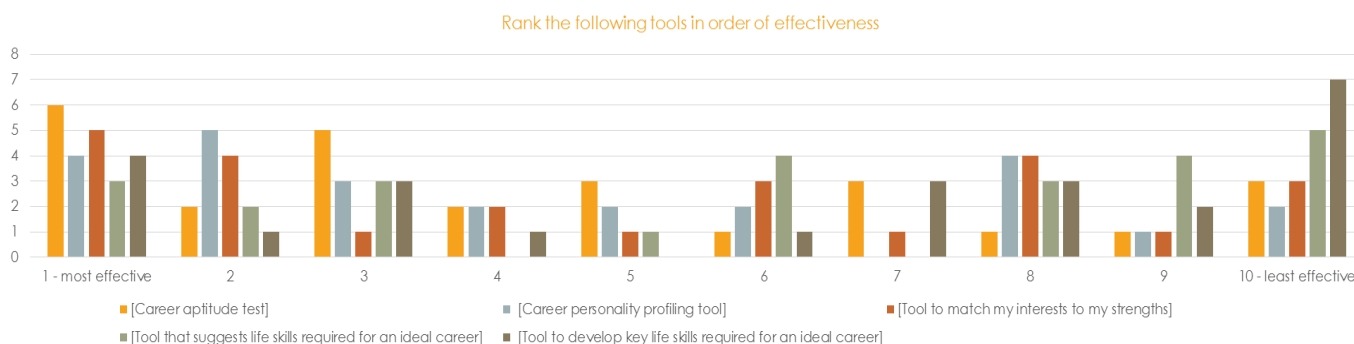
Graph 27: Youth



Graph 28: Employers



Graph 29: Youth

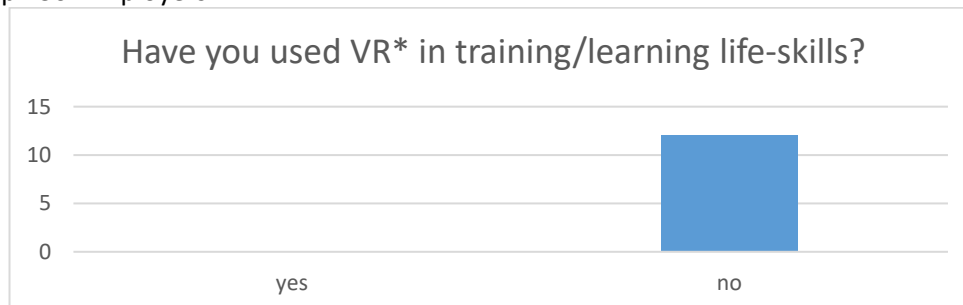


HAVE YOU USED VR IN TRAINING/LEARNING LIFE-SKILLS?

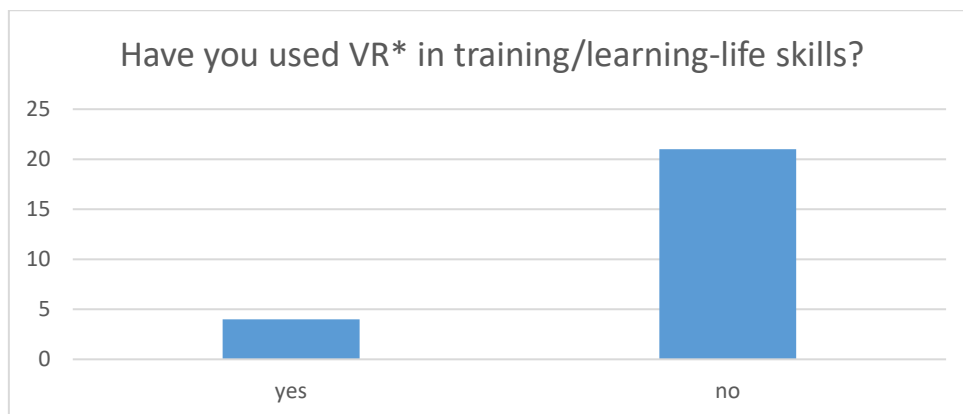
None of the respondents in the employers’ group experienced VR, while youth who did so think it has many added values (Graph 30 and 31).

VR can help people to move better in the world of Information Technology, it can provide tutor experience for online support, distance learning and give the opportunity to take courses which otherwise it would not be possible due to economic and distance restraints.

Graph 30: Employers



Graph 31: Youth



▪ **WILLINGNESS TO USE VR FOR LEARNING/TRAINING**

Although they never used VR for learning or training, employers believe that this tool might be both an opportunity to learn and a preparatory element for candidates’ interviews. They feel it would be interesting to value the contribution of VR and how this can replace direct work experience.

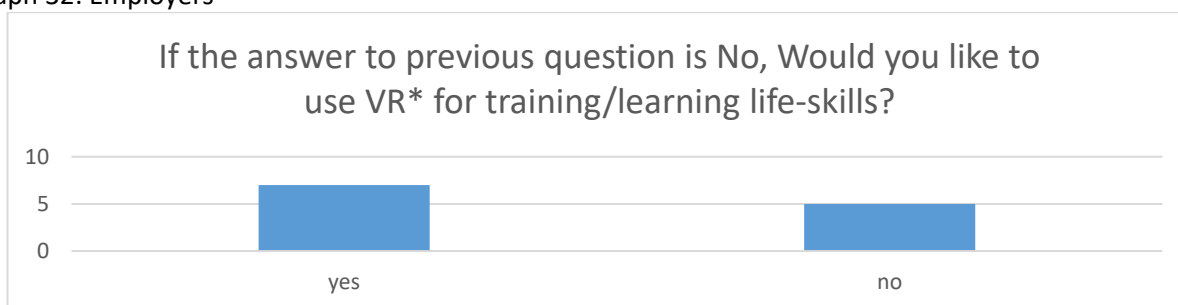
Young people think that VR might help them to simulate and learn how to manage different situations in advance. VR as a training tool might provide knowledge of new forms of experience and acquire the ability to perceive and manage space more effectively.

Through VR, youth could increase creative and critical skills and use new technologies to improve other life skills. Some respondents are not interested in trying VR tools.

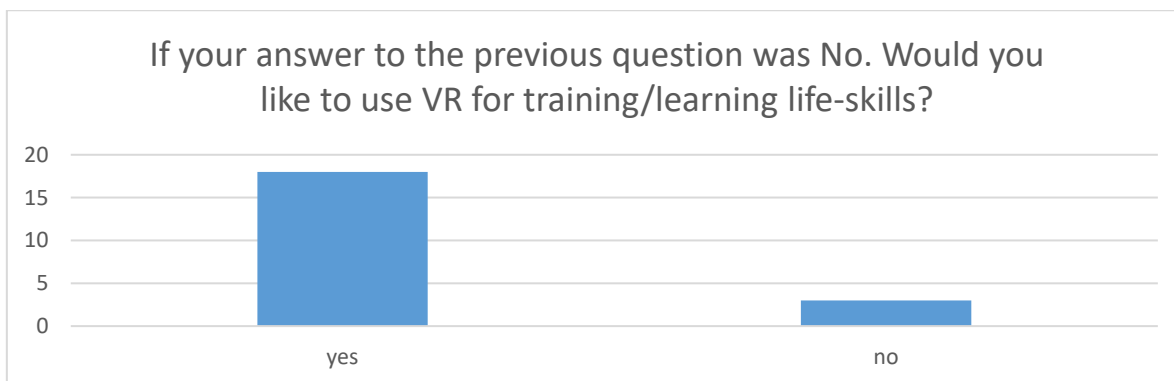
The employers group do not find the VR is an effective tool and believe that young people are not interested in it, as they think it would be distracting and would not help them to focus.

Youth not interested in VR prefer to gain experience through internships or work experience and do not think that virtual reality is relevant to their career.

Graph 32: Employers



Graph 33: Youth



▪ CONCLUSIONS

Youth and employers agree on the following points:

- The most commonly needed life-skills for a job role are Defining and solving problems, Managing time, Applying technology.
- Skills youth are currently lacking for their preferred job are Time management and Design skills
- Within the tools and services available to help youth figure out their chosen occupation, education and training from school and University provide the greater contribution, as well as Governmental Agencies training and advice tools.
- The most effective opportunities available to help youth choose their career are Roles and placement opportunities and Work experience.
- The best form of advice available to youth for choosing their career is face-to-face.
- As far as Motivation and Barriers are concerned, youth and employers have in general different perspectives.
- The development of the life skills required for an ideal career and a tool to match their personal interests and strengths are considered very effective to help youth making their career choice.

Employers understand the importance of VR technology in relation to needed life skills, lacking skills, but rely less on it even when youth are involved. They never tried it, they prefer a more «human» contribution, i.e. face-to-face, work experience or travel.

Youth believe that teamwork, work experience, apply technology to improve skills and to identify their career path, such as Quizzes and profiling tools, are very important. They think that VR can allow distance learning by solving the economic barrier and in general are willing to try and use it to acquire new skills and be guided towards their career choice.

5. Need Analysis: Portugal

5.1. Introduction

In Portugal, orientation activities and contact with the world of work start in elementary school, with subjects that integrate issues related to professions, seminars, company visits, career guidance fairs, and other events with associated themes. Counselling for the different areas of work takes place in the last year of elementary school. Once the area is chosen, the student enters high school or vocational school with subjects focused on the chosen area. At the end of this stage, they take a national exam, and those who pass have access to general or vocational higher education.

Young people's motivation for choosing a field/career comes from an early age and comes mostly from their own interests and enjoyment of the work tasks related to the career.

They agree that developing life skills can positively modify career choice and that the use of technology can be useful for learning and training.

However, unemployment is still a recurring theme, and although it is one of the countries where the unemployment rate for the total population is below the European average, in the case of youth unemployment it is higher than the average for the 27 member states. In 2021, youth unemployment in Portugal, for the 15-24 age group, was 23%.

Portugal was one of the countries where the total unemployment rate fell, but where youth unemployment increased by 5.1 percentage points.

The higher the level of education, the lower their unemployment rates.

The unemployment rates of college graduates are lower than those of post-secondary graduates or those with lower-level qualifications.

5.2. Context Analysis

5.2.1. Analysis of current problems faced by youth in finding their occupation

In Portugal, 13.3 percent of the active population is unemployed, of which 33.6 percent are young people. Since wages are very low, many young people prefer to emigrate to other countries, which causes the active population to be made up of older people. This affects the entire productive chain, mainly because companies claim that they cannot find qualified people for the various services. The government has developed some initiatives to support the return of these young people with entrepreneurship projects, and special types of visas for digital nomads.

Young people in Portugal are motivated by economic difficulties, which are remarkable when compared to other EU countries, especially in this globalized context of proximity to young people from other countries. They also point to the lack of opportunity, discrimination, and instability, with many job openings without contracts, or for short periods of time.

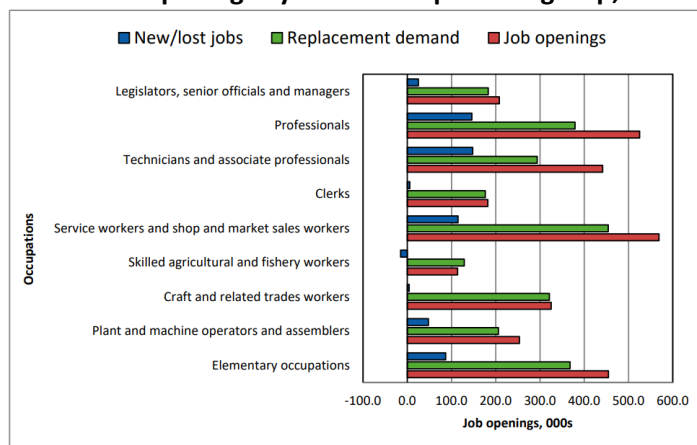
5.2.2. Identification of most commonly needed skills for occupation/job

According to the 2020 CEDEFOP Skills Forecast report, the Portuguese economy is expected to create new jobs in almost all areas. However, the largest number of new jobs will be created in professional, associate professional and technical groups.

Among these occupations, additional jobs will be created for business and administration professionals and associate professionals (129,000), science and engineering professionals (48,000), and health professionals and associate professionals (43,000).

On the other hand, very few new jobs will be created in positions such as clerical and craft and related trade workers. Job vacancies in these occupations will come from the need for replacement. At the same time, net job creation in skilled agricultural and fishing occupations is expected, due to declining jobs in subsistence agriculture. Chart 1 shows this projection through the year 2030.

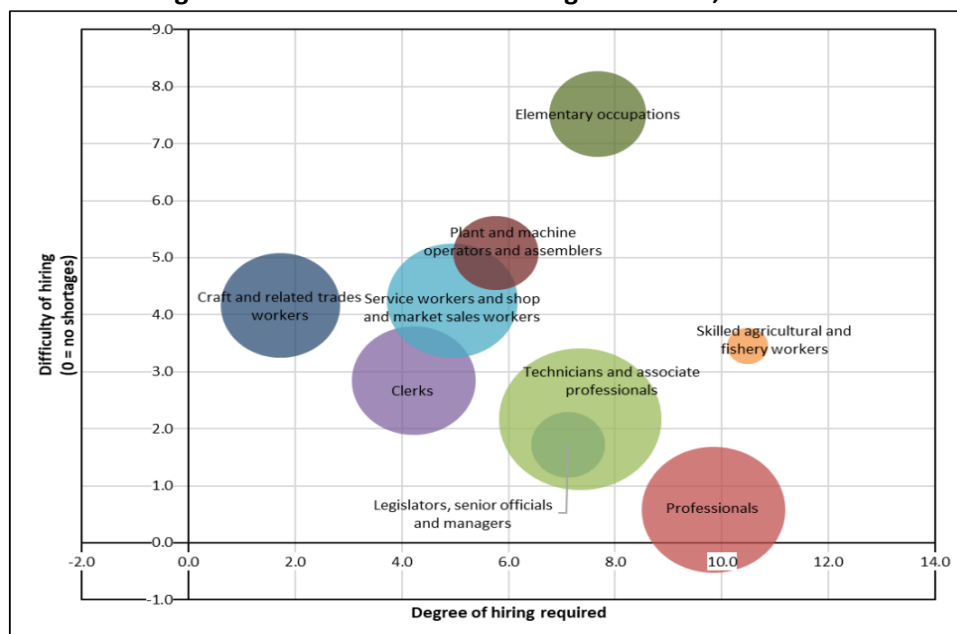
Chart 1: Job openings by broad occupational group, 2018-30



Source: Cedefop (2020 Skills Forecast)

Almost half (45%) of the total job openings that are expected to be created in Portugal over the period up to 2030 will require high level qualifications, about 7 pp less than the EU-27 average. More than one third of total job openings will require medium level qualifications and 18% will require low level of qualifications. Figure 1 shows the indicators of hiring difficulties.

Figure 1: Indicators of future hiring difficulties, 2018-30



N.B: Indicators were calculated at the level of the underlying two-digit occupation groups. Aggregation was based on the employment weights within each one-digit occupation group.

Source: Cedefop (2020 Skills Forecast).

Among the skills that young people most often point to as having deficits and that represent a barrier to achieving professional goals are time management, personal organization, difficulty maintaining physical and mental fitness, and effective communication.

5.2.3. Analysis of Youth's Behaviour Model

Young people seek to increase their skills and life skills by gaining work experience, studies, and knowledge about work, as well as working on themselves with the help of supervisors. They find it useful to have specific training, attend professional courses and learn to use technology. To choose a career, they rely on school and university education. Young people use orientation questionnaires to identify a suitable job profile and seek advice from schools. The motivation for a certain career comes from their own interests, and they believe that technology can help them learn and solve complex problems.

5.3. Existing Tools/Services in Portugal

Title	Young Guarantee
Details/Description	The initiative appears as a response to the high rate of youth unemployment. It is a commitment that gradually and within 4 months of the young person leaving the education system or the labor market, they will be offered a job, continued studies, vocational training or an internship. The Youth Guarantee is not a guarantee of employment. But it aims to give young people, as soon as possible, an opportunity to invest in their qualification and to be in contact with the labor market, in order to combat inactivity and youth unemployment.
Relevant website (if applicable):	https://www.garantiajovem.pt/
Key Features:	
Target Group(s):	Young people who have just graduated or are seeking a job or qualification
Name of the developer of the tool/service	
Full address of the owner/developer/provider:	
Contact information:	

Title	Youth foundation
Details/Description	The Youth Foundation offers a range of opportunities for young people to take their first steps into the labor market, with internship programs and professional integration into the labor market through projects in partnership with other foundations and employment programs at the European level.
Relevant website (if applicable):	https://www.fjuventude.pt/
Key Features:	
Target Group(s):	Young people who have just graduated or are seeking a job or qualification

Name of the developer of the tool/service	
Full address of the owner/developer/provider:	Largo de S. Domingos, 16-22 4050-545 Porto
Contact information:	(+351) 223 393 530

Title	Undertake young
Details/Description	The Youth Entrepreneurship Program, called eJovem, promoted by the Regional Secretariat for Social Inclusion and Citizenship, through the Employment Institute of Madeira IP-RAM, aims to foster the entrepreneurial spirit of unemployed youth, providing them with the knowledge and skills necessary to implement a business idea. The program provides theoretical training, financial support to investment projects that show technical, economic and financial viability, and also consulting in its implementation phase.
Relevant website (if applicable):	https://www.iem.madeira.gov.pt/programas/ejovem/
Key Features:	
Target Group(s):	Young people between 18 and 29 years old
Name of the developer of the tool/service	
Full address of the owner/developer/provider:	Rua da Boa Viagem, n.º 36 9060-067, Funchal
Contact information:	(+351) 291 145 740

Title	Local Pact for Youth Employability and Entrepreneurship
Details/Description	The Local Pact for Youth Employability and Entrepreneurship is a networking initiative between municipalities committed to providing their young people with more and better opportunities for their future, creating conditions for their personal, social and professional development. Following the European Commission guidelines and the principles of the European Year of Youth 2022, the Local Pact for Employability and Youth Entrepreneurship aims to serve as an informal sharing platform so that municipalities can facilitate opportunities for the development of skills essential to quality employability and youth entrepreneurship, and thereby support the settlement of their young people.
Relevant website (if applicable):	https://pactoempregojuvem.pt/
Key Features:	
Target Group(s):	Youth in search of employment
Name of the developer of the tool/service	

Full address of the owner/developer/provider:	Rua da Boa Viagem, n.º 36 9060-067, Funchal
Contact information:	(+351) 291 145 740

5.4. EU/national RTD activities

Fundação José Neves – Brighter Future

It is a research and analysis tool that explores and compares employability-related information. It reveals labor market trends, identifies employers' needs and reveals courses, training, occupations and skills that meet the demand for talent.

A unique and highly valuable tool for students, workers, employers, educational institutions and other institutional decision-makers that maps the match between courses/training, skills and occupations, adapted to the national labor market context.

It serves to visualize, analyze and compare information on occupations, skills and training or courses in order to extract answers that can help organize decisions.

<https://brighterfuture.joseneves.org/>

B-Side Life Skills Project

TecMinho's "B-Side Life Skills" was one of the 10 winning projects of the international contest Social Innovation Fellowship 2022, being the only one from Portugal. The program is promoted by Steelcase, a multinational company based in the United States that operates in the areas of office furniture and architectural and technological products for education and health environments. Through Steelcase's Social Innovation Lab and the Steelcase Foundation, it also stands out in the development of programs in the scope of Social Innovation, Education and Community. TecMinho thus joins entities, projects and "creative problem solvers" that, worldwide, address issues related to equity and well-being in Education.

With a monetary prize to support participation, TecMinho started a four-month international acceleration program, where the ten selected projects receive tools, training and support to build their working prototype. They also receive access to specialized consulting and online workshops where co-creation and creative and participatory interaction are dominant notes given the challenges involved in the development process of a Social Innovation project.

B-Side Life Skills assumes itself as a device for personal and professional development, as well as the empowerment of higher education students, to enable them to make more conscious decisions and approach their career path through a mindset of possibility and capacity to achieve the results they desire.

The Steelcase Social Innovation Fellowship Program always has an underlying core issue associated with the theme of equity in education, with reference to one of the United Nations Sustainable Development Goals. This year's challenge addresses barriers to quality education, asking, "How can we reimagine support systems for students during the transition to higher education or the labor market?"

In addition to TecMinho with B-Side Life Skills, the program features the following entities and projects:
American Red Cross Los Angeles Region: READYteens Program

Bennett College: Reimagining Student + Alumnae Relationships
Grand Valley State University, Center for Educational Partnerships: The Future Educators of Color Network
Innovation, Design, and Entrepreneurship Academy (IDEA) at Rutgers University: College Learning Lab (ColLab)
Multiplicity Design: Perception
NEST4US: NEST Tutors
Prosperity Design Labs: Career Snapshots
ReDI School of Digital Integration Munich: ReDI for SkillUp: Learning to Learn for Tech
SuitUp Incorporated: Life After SuitUp Alumni Program

Information: Paulo Silva - psilva@tecminho.uminho.pt

Bringing life skills into the classroom project – Erasmus+ No. 2020-1-PL01-KA229-081512_2

"Bringing life skills into the classroom" is an "Erasmus +" project dedicated to students aged 12-15 and teachers from 6 countries: Croatia, Portugal, Poland, Romania, Slovakia and Turkey.

The project activities and tasks are based on an article written by Polish psychologist, Michał Pasterski (<https://michalpasterski.pl>) who selected a number of life skills that are missing in the school curriculum. Our main goals include promoting innovation, entrepreneurship, creativity, employability, exchange of experiences and know-how, inclusion of disadvantaged children in the project, and development of essential skills.

Among the project's main activities are: short exchanges of students; creation of a logo; preparation of digital presentations; preparation of a Curriculum Vitae, as well as cover letters in English; maintenance of a house with the respective family budget; techniques to manage daily stress; promotion of physical activity among the children; creation of virtual businesses.

The whole project is based on the STEAM methodology, which we worked on during the first virtual meeting.

This educational approach equips our students with skills and knowledge needed to succeed in the 21st century, in order to become creators and not just passive consumers.

Students work in groups and, especially during project meetings, carry out activities in mixed groups (one or two students from each country).

The results include a digital document comparing food prices in all partner countries in euros and other partner currencies; a digital handbook with methods for dealing with stressful situations; a digital handbook of effective learning methods, and a mandatory digital handbook for travelers in the different regions involved.

Other results prove life skills learning, improving key skills and competencies in English and Information and Communication Technology.

The students involved become innovative, entrepreneurial, active, and develop essential skills for a future in the labor market. In addition, teachers and students, gain unforgettable experiences from various educational systems, different languages and distant countries.

Thanks to the Erasmus + project, each partner develops a network of schools/partners to exchange experiences and new ideas for the years to come.

LIFE SKILLS Project

The LIFE SKILLS project aims to produce an innovative approach according to the needs of primary and secondary schools.

In cooperation with two schools in Denmark, with the professional support of the Danish Foundation for Entrepreneurship-Young Enterprise and with a young entrepreneurial company in Portugal-AKTO that supports young people in their training at national and international level, the school of Grand Bourg in Guadeloupe together with an SME-Caribsat and the mayor of Grand Bourg, on the picturesque island of Marie Galante in the Caribbean. The project will contribute to the training of innovative students by generating a training programme, with the aim of increasing the school success rates of the students. It also aims to create a link between businesses and schools, thus promoting entrepreneurship and creative thinking processes.

What is this all about?

The main idea of the LIFE SKILLS project is to provide tools to teachers so that they can help students, through democratic processes and incorporated lesson plans, to acquire real life skills and experiences. The project aims to develop in the local community various activities, reinforcing self-help and organisation, where ideas and good practices for the creation of start-ups will be a possibility.

Project Objectives

This project intends, with the collaboration of different social, linguistic and cultural levels to implement subject matter for students and teachers with a different teaching approach.

The synergies between Institutions and Communities that want to develop innovation and support young entrepreneurs, will help to develop an international and intercultural social network, connecting different socio-economic sectors with each other. They will contribute to the improvement of employability skills and the creation of new businesses (including Social Entrepreneurship), increasing access to the labour market and to a European network. It will be easier for young people to seek inspiration in other countries and/or cultures, taking advantage of multiculturalism.

The use of foreign languages will play a major role in this project.

Adaptation to the modern world

Due to the challenges of the modern world, with or without higher education, it becomes more and more difficult to follow traditional paths to find a job. As a result, new measures are needed. Today's young people need to be prepared for a life different from that of their parents, as youth unemployment has become an increasing problem in most countries of the European Union.

Modernisation of Education

There is an imperative need to modernise education in order to make it more coherent with the needs society presents us with; making it more creative, flexible and with young people more entrepreneurial and better prepared for today's challenges. The EU has agreed that at least 40% of young people in the EU should have a tertiary level qualification by 2020. For this, taking into consideration the current economic

crisis, unemployment, demographic changes, the emergence of new competitors, new technologies and ways of working, it is necessary to cooperate between countries, become more outward-looking and innovative thus creating sustainable foundations in our societies for the future.

Innovative Aspects

This project is innovative by its method, where young people teach young people and act as role models, thus breaking the norms regarding conventional teaching methods.

The project aims to teach students and teachers throughout Europe and possibly the world to teach children and young people how to become project managers.

It is the young people of today who will start new businesses in the future and it is they who can use this new knowledge to succeed in life and change society.

Popular Movement

The project will create a grassroots movement among youth, teachers and students, to lead the way to self-help and inherently help change the current high rates of youth unemployment, especially those most at risk of dropping out of school. This approach will be to address the needs of young people that are not being met in today's schools in order to make a shift in the norms and patterns they follow in life, giving them choices that are meaningful and relevant to them and opportunities that will open doors to a brighter future. The activation and inclusion of students in the project will also ensure the sustainability of the project itself, giving it a life of its own.

This project doesn't just rely on the teachers' work in the classroom, the students will be able to teach themselves how to become innovative, independent, and dynamic wherever they are. Be it in their bedroom, living room or in a classroom and not being important where they come from their social class. All they need is internet access.

Information: <https://lifskillseurope.com/language/pt/>

5.5. Stakeholder

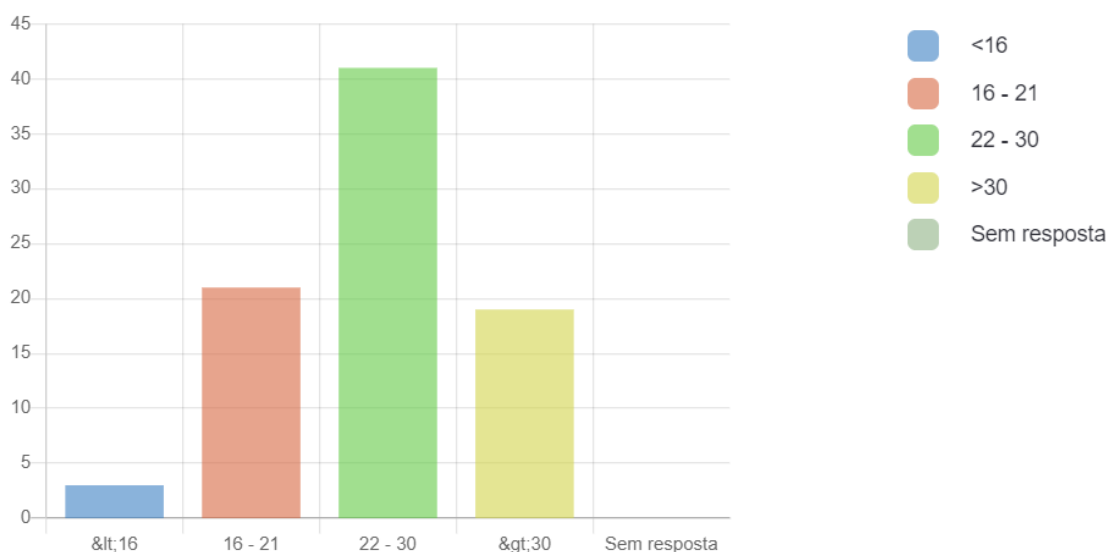
Title/ name	Type	Website
IEFP - Instituto do Emprego e Formação Profissional	Government funded employment agency	https://www.iefp.pt/
ACT – Autoridade para as condições de trabalho	Government	www.act.gov.pt
ONGD – Plataforma portuguesa	Non-governmental organization for recruitment	https://www.plataformaongd.pt/
Randstad	Employers' Network	https://www.randstad.pt/
Adecco	Placement agency	https://www.adecco.pt/
Manpower	Private agency	https://www.manpowergroup.pt/
Kelly services	Private agency	https://www.kellyservices.pt/

5.6. Questionnaire Results: Portugal

Youth

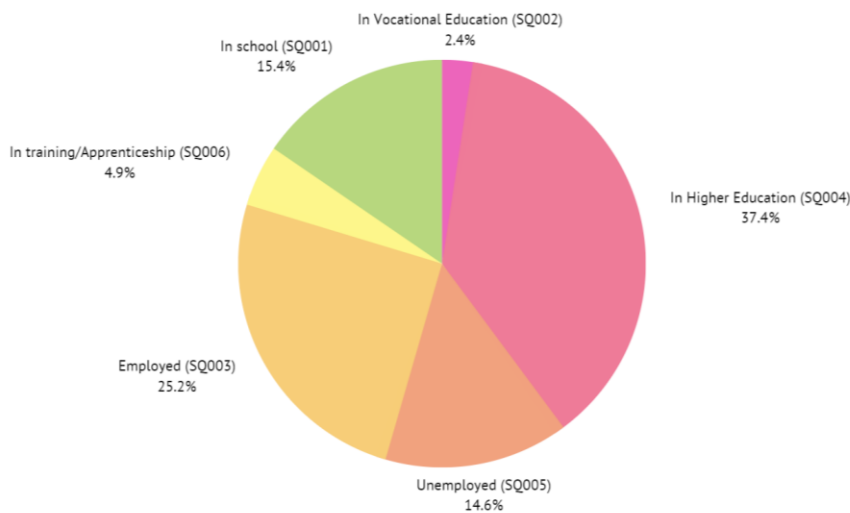
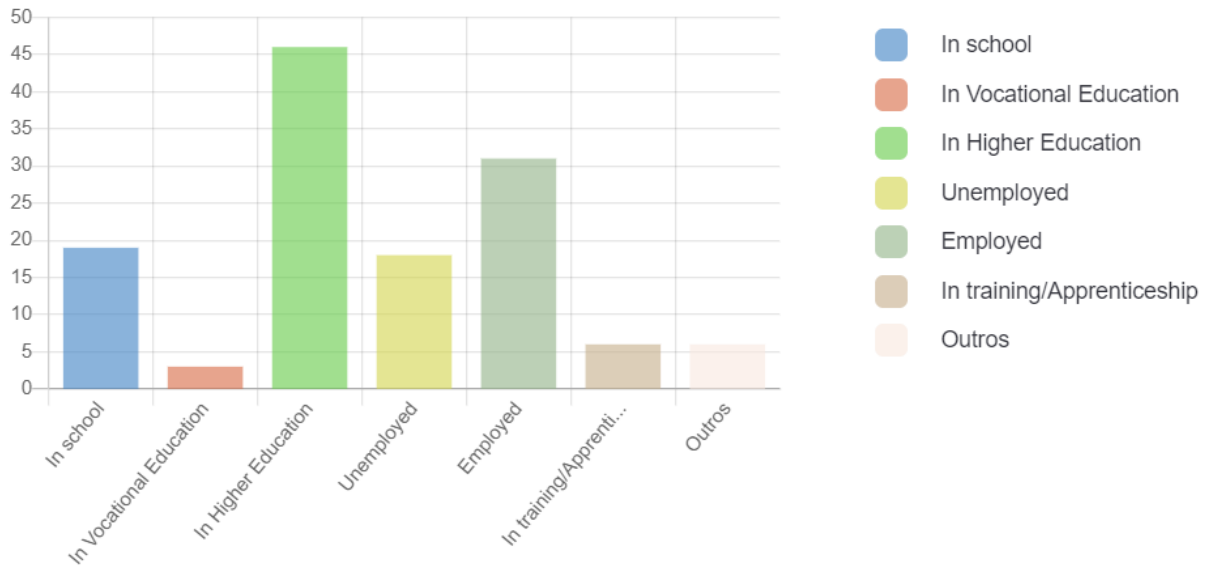
Participants Profile:

In this research, the majority of young people belong to the age group of 22-30 (48.81%), with the remaining 16-21 and over 30 years old (47% of the participants respectively). 63.10% were women, 29.76% men, while only 3.57% chose the “others” option.

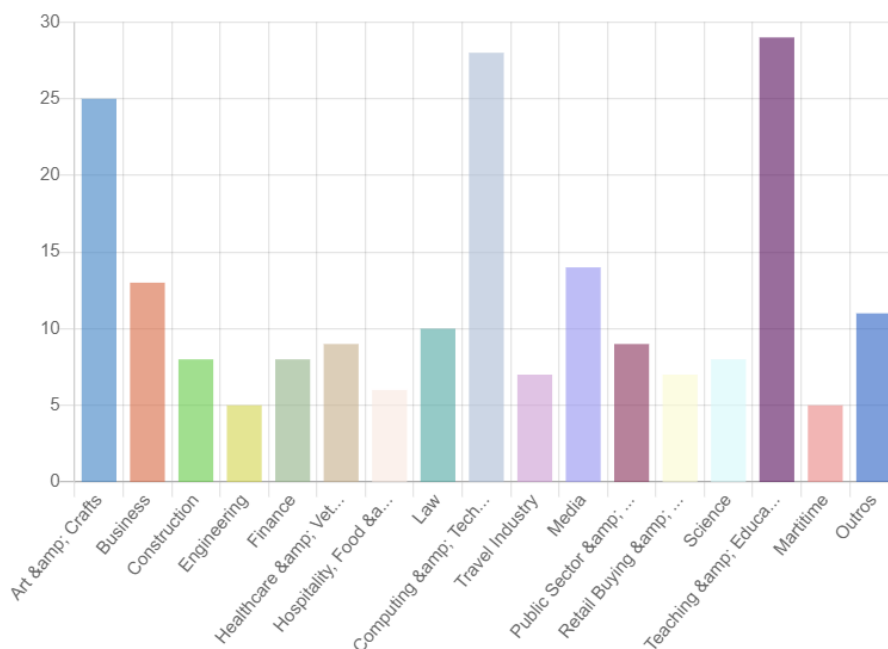


Many have already decided the career they want to follow (61.90%), while 38.10% still have doubts.

Among all, 37.4% are in higher education and 15.4% are in school. 25.2% are employed while 14.6% are unemployed. The current occupancy can be seen in the following chart:



Understanding Youth's Needs

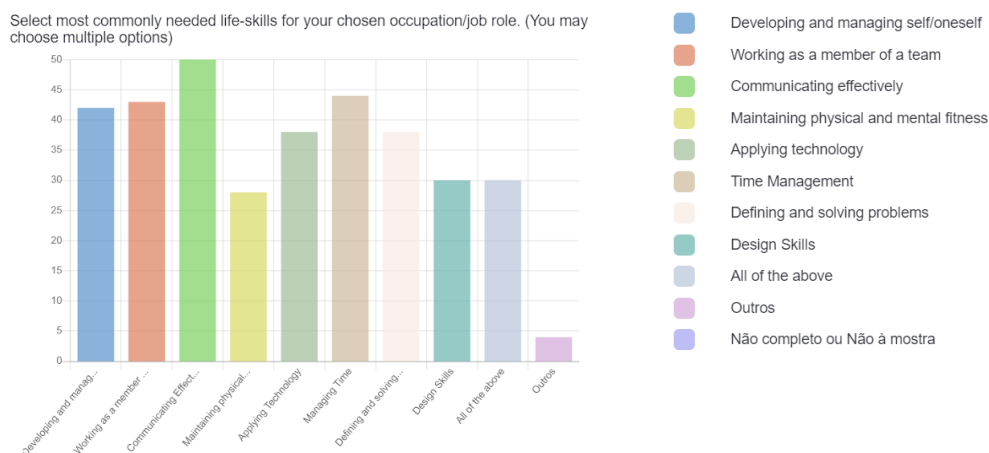


As can be seen from the graph, career interests are almost equally mostly in the education and computing and technology sectors; followed by the art & crafts, media and business sector. The development of soft skills is critical for those looking to pursue a career in these fields.

Career path interests:		
Answer	Count	Gross percentage
Administration - Admin Assistant - Executive Assistant - Office Manager (AO01)	23	8.24%
Advertising: Advertising Account Coordinator - Assistant Account Executive - Account Executive - SEnior Account executive (AO02)	8	2.87%
Communications: PR Assistant - PR Representative - Assistant Director of PR - Director of PR (AO03)	7	2.51%
Customer Services: Customer Services Assistant - Internal Sales - External Sales - Key Account Holder - Regional Sales Manager - Sales Director (AO04)	4	1.43%
Editorial: Editorial Assistant - Associate Editor - Editor - Senior Editor - Editorial Director (AO05)	4	1.43%
Education: Teacher - Curriculum Coordinator - Assistant Principal - Principal (AO06)	34	12.19%
Engineering: Junior Engineer - SEnior Engineer - Project Engineer - Engineering Consultant (AO07)	12	4.30%
Human Resources: HR Assistant - HR Business Partner - HR Manager - HR Director (AO08)	5	1.79%
Retail: Retail Sales Assistant - Assistant Manager - Department Manager - Store Manager - Regional Manager (AO09)	9	3.23%
Other	0	0.00%

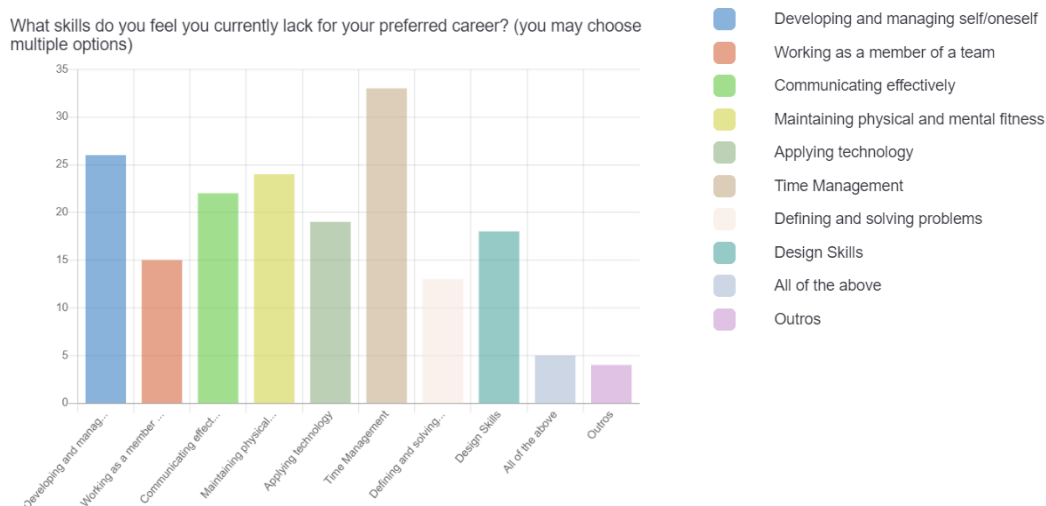
Commonly identified life-skills required for chosen occupation/job role:

For these activities, the most necessary lifeskills pointed out by the participants center on communicating effectively, managing time, working as a member of a team and developing and managing oneself.



However, the results show that the lack of effective time management is the biggest problem to be addressed.

Life-skills requiring development to progress in chosen career:



Tools/services available to help you figure out your chosen occupation:

- School/College/University/VET Centres – 76%

What is more effective that you feel would help the youth to make their career choice?

- personal interests – 79%

Available opportunities to explore career choices:

Answer	Count	Gross percentage
Volunteering (SQ001)	30	35.71%
Work Experience (SQ002)	65	77.38%
Virtual Career Activities (SQ003)	18	21.43%
Carrer Fairs (SQ004)	23	27.38%
Shadowing (SQ005)	7	8.33%
Mentoring (SQ006)	14	16.67%
Sponsored learning and development via recruiters (SQ007)	18	21.43%
Sponsored recruiter events, from idea to attraction and delivery (SQ008)	11	13.10%
Roles and placement opportunities (SQ010)	39	46.43%
Other(SQ009)	11	13.10%

The most valuable tool to assist with career choice is seen as work experience, followed by roles and placement opportunities.

Previous experience using VR* in training/learning-life skills:

Answer	Count	Gross percentage
Yes	16	19.05%
No	68	80.95%

Interest in the use VR* for training/learning life-skills:

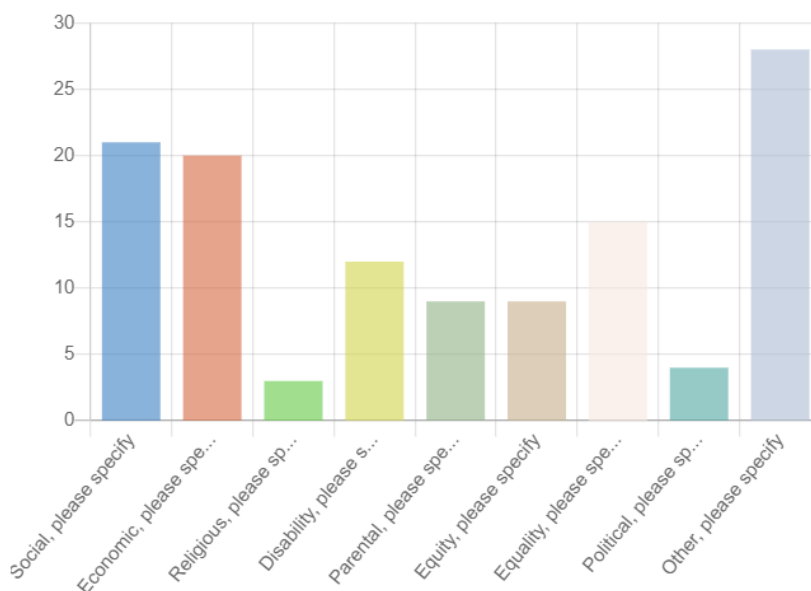
Answer	Count	Gross percentage
Yes	54	64.29%
No	14	16.67%

Career choice motivating factors:

Answer	Count	Gross percentage
Money (SQ001)	27	32.14%
My values (SQ002)	26	30.95%

My interests (SQ003)	67	79.76%
My strengths (SQ004)	36	42.86%
Peer Pressure (SQ005)	3	3.57%
Relatives (SQ006)	11	13.10%
Parental pressure/advice (SQ007)	9	10.71%
Guaranteed employment (SQ008)	20	23.81%
Enjoying the career work tasks (SQ009)	43	51.19%
Other	4	4.76%

Potential barriers to career development identified by young people:



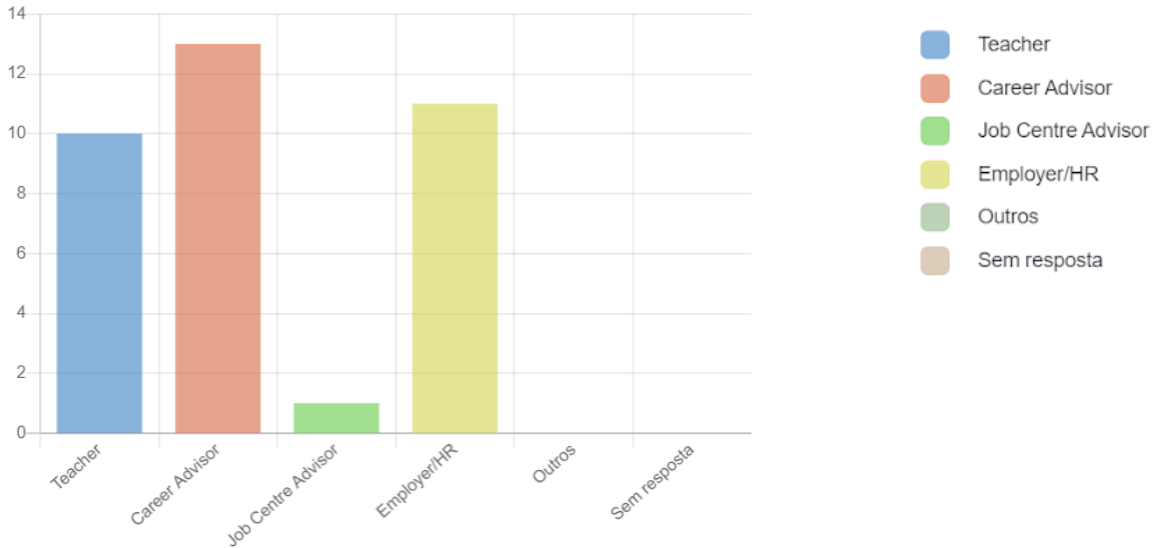
Question posed: What barriers might you come up against?

Some responses:

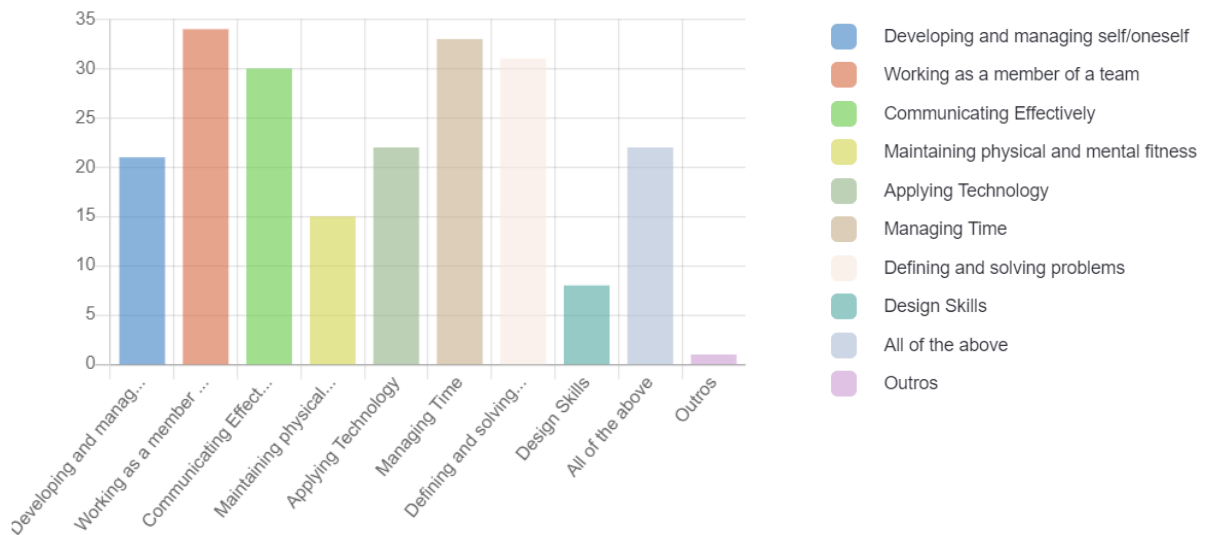
- No incentives for poor/peripheral people among other minorities
- Employer values may differ from mine
- Low wages
- High tuition fees in university courses
- Price of transport to the company if it is far from home
- Little incentive of free courses with job guarantee
- Lack of own resources for investments in training and specializations
- Little incentive and adaptability (people with physical and behavioural disabilities)
- Discrimination between men and women according to the type of work
- Discrimination against immigrants

Employer/Teacher Survey

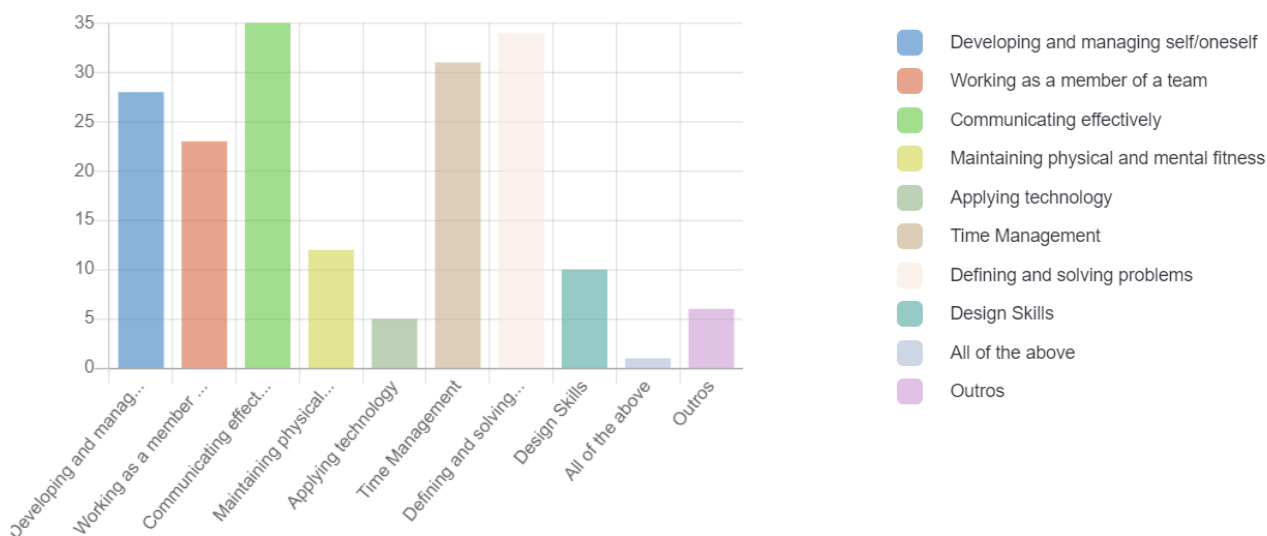
Participants Profile:



Most commonly required life-skills identified for a job role in any organisation:

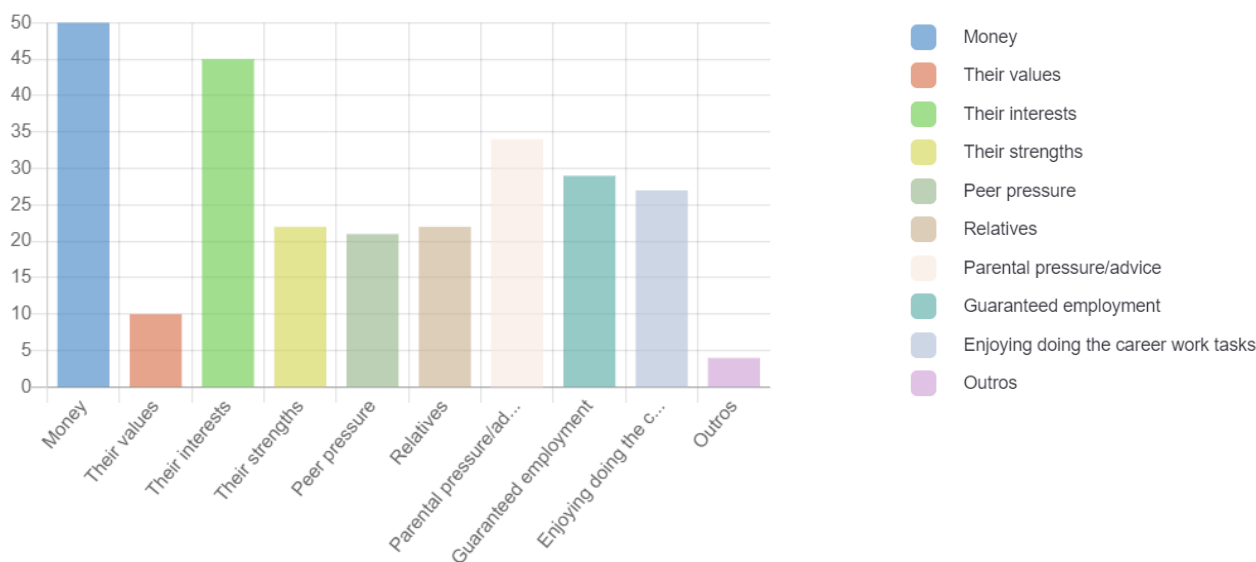


Skills identified as lacking in youths to meet the demanded of their preferred career:

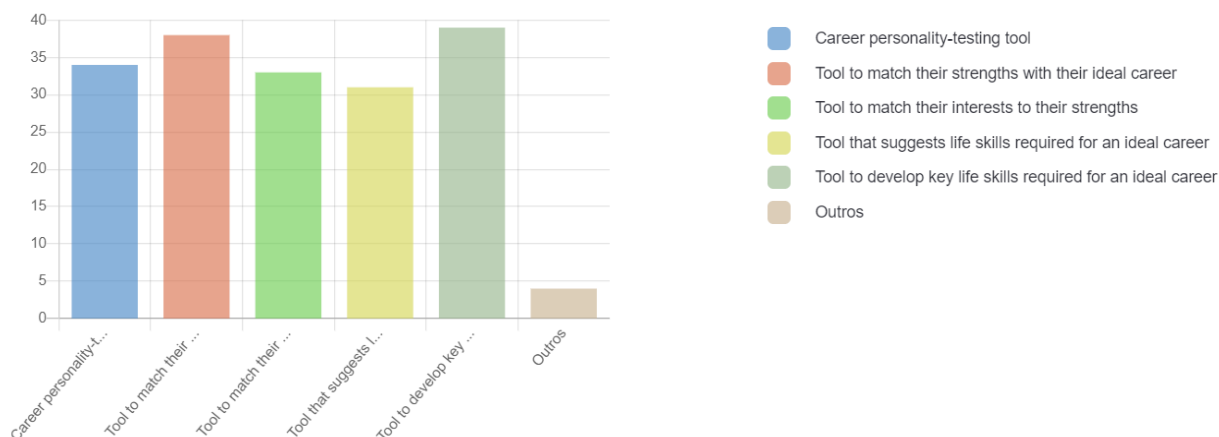


Employers reported some problems commonly seen in young people such as lack of effective communication, problem solving, time management and self-management. Teamwork was also mentioned as a flaw to be improved upon.

About the Youth career choice motivational factors, contrary to what young people responded as being the motivator for choosing a career, employers believe that young people are motivated by money, before personal interests.

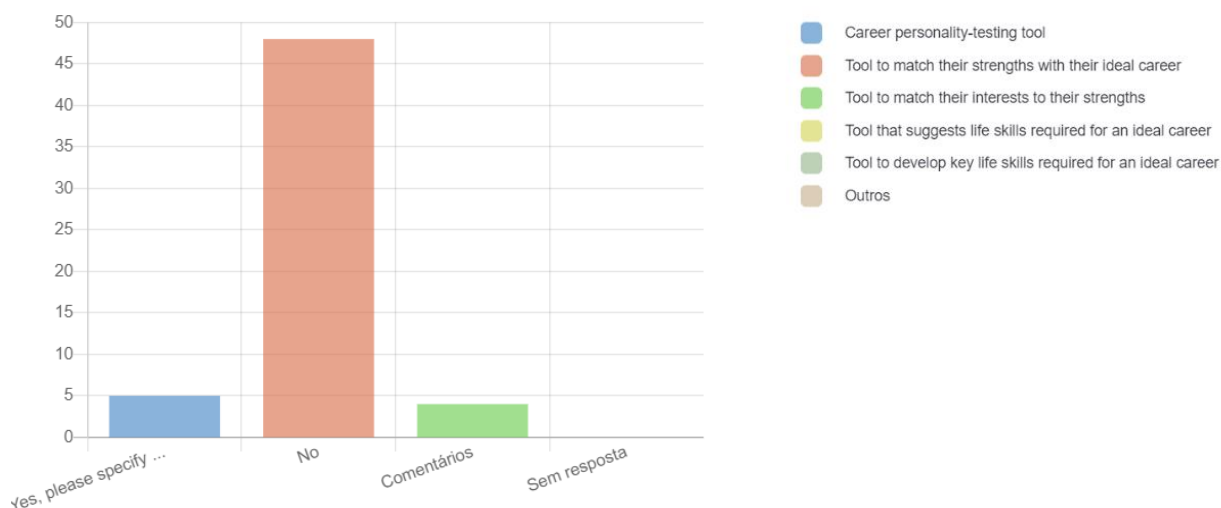


Identified effective support tools to enable youth career choices:



Most employers have never had contact with virtual reality tools, but they were willing to test it.

Previous VR* in training/learning life-skills experience:



Answer	Count	Gross percentage
Yes	5	9.43%
No	48	90.57%

Some responses:

No - So that it is possible to experience situations in a more practical way, so that we have the idea whether or not we identify with a certain activity.

No - I would like to test it to see if it will be useful.

Conclusions

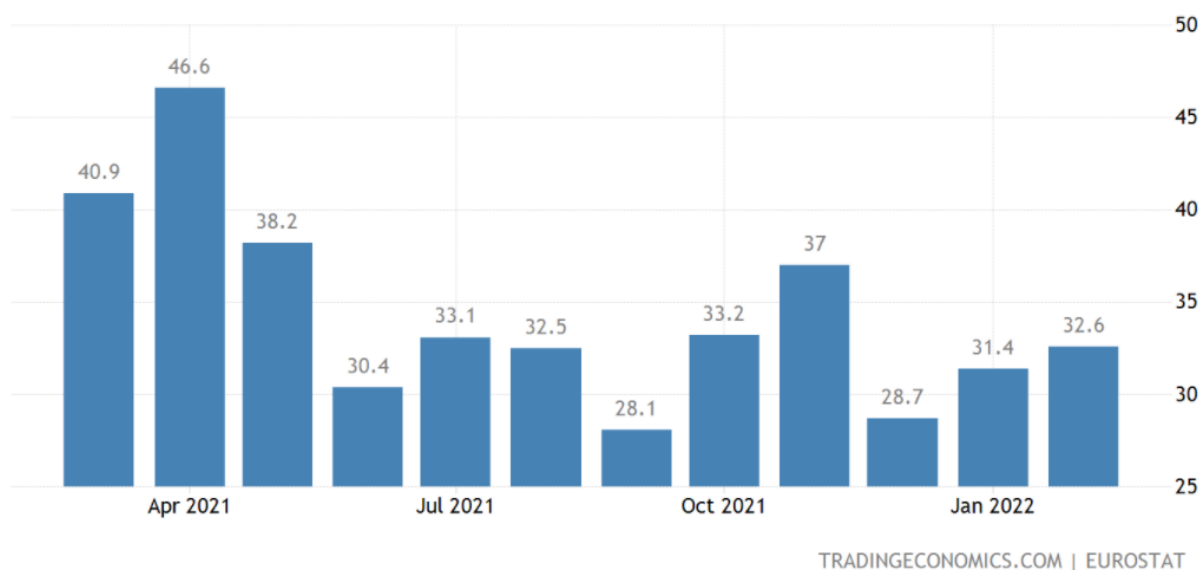
- The most needed life skills for young people are communicating effectively, managing time, working as a member of a team and developing and managing oneself.
- As skills that young people lack for their preferred work, most point to time management.
- Among the tools available to help young people in choosing a profession, school and university education were identified as primary choices.
- Young people and employers alike agree that tools like VR can be useful and that opportunities to test potential are lacking.

6. Need Analysis: Greece

6.1. Introduction

In general, young people tend to be disadvantaged when entering the labour market due to limited or no work experience, a mismatch between the skills young people possess and those demanded by the labour market, a lack of career management / job search skills or access to professional networks, as well as a higher share of temporary contracts. This phenomenon tends to be more pronounced in times of recession. At its peak, Greece experienced an alarming youth unemployment rate of 59.5 % in the first quarter of 2013. Currently, youth unemployment is at a higher level than before the crisis, with young people being hit the hardest. An explanation as to why is the impact of austerity, and more specifically cuts in public spending, privatisation, wage decreases, partial tightening of social protection, liberalising of temporary contracts and part-time arrangements and reducing employment protection. In addition, this current generation of young people has been through many crises, apart from the economic one (pandemic, immigration, climate) and major political events. One out of three young unemployed in Greece has been unemployed for over a year, with severe consequences (i.e. more challenging and costly integration).^{7,8}

The Greek Youth Survey of 2021 also produced similar results, with Greek youth seeming pessimistic about their future employment prospects.⁹



Picture 1: Greek youth unemployment rate

⁷ [https://www.europarl.europa.eu/RegData/etudes/BRIE/2015/542220/IPOL_BRI\(2015\)542220_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2015/542220/IPOL_BRI(2015)542220_EN.pdf)

⁸ <https://tradingeconomics.com/greece/youth-unemployment-rate>

⁹ <https://kaparesearch.com/en/greek-youth-survey-2021/>

Fear of unemployment overshadows their future / 4 out of 10 unemployed in long-term unemployment – gloomy estimates on jobs due to the pandemic and automation



Picture 2: Greek Youth Survey 2021 results

Supporting the Greek youth with innovative technologies and skills will be crucial in aiding them through the problems they currently face, in order to improve their prospects and restore faith in their futures.

6.2. Context Analysis

6.2.1. Analysis of current problems faced by youth in finding their occupation

The Covid-19 pandemic, in conjunction with the already present effects of the economic crisis, has greatly hindered the Greek youth’s process of finding their occupation. There are reports that youth occupation percentages have traditionally been low in Greece, even before the economic crisis of 2009. Simultaneously, the pandemic has brought about the biggest change in skill redistribution since WW2, with the most highly requested skills having changed radically.

The process of choosing their occupation of preference has a lot of problematic elements. An overarching issue seems to be the lack of proper vocational guidance from education institutions. Simultaneously, a lot of Greek youths report parental pressure to be affecting them in their decision. The common issue in Greek society is a high demand for third-degree education, with it being deemed an indicator of social prestige, resulting in an inflated job market of overqualified professionals, that exceeds job market needs. Getting in that place isn’t easy either, with preparation for university admission being a costly and hard process.

Upon entering the job market, Greek youngsters find the aforementioned issue of lack of new, well-paid & full-time job positions for highly skilled candidates. This often leads to solutions like unregistered, temporary or half-time jobs for youth. Thousands of young people left the country during the crisis, and for the ones that stayed in Greece unemployment percentages are at an all-time high.

On the other hand, Greek company stakeholders claim to be unable to find properly skilled candidates. A recent study suggests that 35.6% of production companies seem to have this issue, with the percentage rising for big and exporting companies.¹⁰

¹⁰ <https://www.capital.gr/me-apopsi/3494661/apo-tin-krisi-xreous-stin-pandimia-oi-duskolies-entaxis-ton-neon-stin-agerasia>

Overall, there seems to be a paradoxical situation with Greek youths being deemed over- and underqualified at the same time. This cannot be caused by anything other than the downgrading of vocational and technical guidance and education in Greece, highlighting the need of better tools and infrastructures to support youth in choosing their career.

6.2.2. Identification of most commonly needed skills for occupation/job

Greek HR professionals report that the four sectors with greater need of personnel currently are:

- Informatics/Data
- Industry/Production
- Supply chain/Business functions
- Sales/Marketing

To cover these positions, they suggest that they seek the optimal combination of hard and soft skills. Soft skills seem to be more important than ever in this era of fast changes and precariousness. Soft skills seem to be more useful than ever now, in order for employees to be able to upgrade relevant hard skills.

Greek employers suggest that the soft skills they seek after the most are:

- Leadership & Social influence (58%)
- Taking Initiatives (51%)
- Creativity and authenticity (49%)
- Critical thinking & Analysis (48%)¹¹

6.2.3. Analysis of Youth's Behaviour Model

<<1/2 page to 1 page max >>

6.3. Existing Tools/Services in Greece

Table 1: Life Skills Handbook

Title	Life Skills Handbook in Greek
Details/Description	A handbook aiming to inform youngsters of Greece about their rights, education and occupation matters, everyday matters, life quality and integration to society as adult citizens.
Relevant website (if applicable):	https://athenslifelonglearning.gr/wp-content/uploads/2020/06/01.-Life-Skills-Handbook-in-Greek.pdf
Key Features:	Online handbook in pdf form
Target Group(s):	Teenagers under 18 that are about to enter adulthood
Name of the developer of the tool/service	Athens Lifelong Learning Institute
Full address of the owner/developer/provider:	Kifisias 62 Marousi – Athens, Greece 151 25
Contact information:	(+30) 211 0138400 info@athenslifelonglearning.gr

¹¹ <https://www.moneyreview.gr/business-and-finance/37150/giati-dykolevontai-na-vroyn-talenta-oi-ergodotes-oi-pio-dyseyretes-dexiotites/>

Table 2: VR Safety Training

Title	Virtual Reality Safety Training
Details/Description	A VR Training application aiming to offer a virtual environment for high quality employee training with a gamification element for hard to simulate such as: <ul style="list-style-type: none"> • Working in big heights • Fire Fighting • Escaping a building during fire or earthquake • Working with heavy machinery • Working close to sources of electricity • Working in construction
Relevant website (if applicable):	https://enneas.gr/digital-training-vr/
Key Features:	Team training, real time VR simulation of workplace hazards, administration panel
Target Group(s):	Employees (general), firefighters, construction and production workers
Name of the developer of the tool/service	Enneas
Full address of the owner/developer/provider:	Merlin 9 Athens - Kolonaki, Greece 15278
Contact information:	(+30) 210 3643731 info@enneas.gr

Table 3: VR Planet Educational Applications

Title	VR Planet Educational Applications
Details/Description	VR Educational activities on topics such as zoology, geography, history, astronomy. Interested parties can either schedule a group visit at VR Planet facilities or use the 2 portable VR units in their own space. Besides learning on the aforementioned topics, students also practice their English, seeing how the activities are offered in the English language.
Relevant website (if applicable):	shorturl.at/rtxCP
Key Features:	
Target Group(s):	School/Tutoring Centre/University Students, Mental Health Institutions
Name of the developer of the tool/service	VR Planet
Full address of the owner/developer/provider:	Pavlou Mela 43 Peristeri – Athens, Greece 121 31
Contact information:	(+30) 6972176450 vrplanetgr@gmail.com

6.4. EU/national RTD activities

- **Life Skills Training programme**

The British Council of Greece offers a dual programme aiming to develop life skills of school or VET students. The programme consists of two modules:

- Life Skills: Developing Active Citizens, which consists of six one-hour workshops for children and teenagers aged 10 to 16.
- Life Skills: Developing Social Entrepreneurs, which consists of online training sessions for teachers and six one-hour workshops for young adults aged 16 to 24.

The aim of the programme is to teach students how to:

- participate actively in a variety of decision-making and voting processes
- weigh up what is fair and unfair in different situations, realise that justice is fundamental to a democratic society, and study the role of law in maintaining order and resolving disputes
- assess how democracy, justice, diversity, tolerance, respect and freedom are valued by people of different beliefs, backgrounds and traditions within a changing democratic society
- comprehend the role of active citizens and actions with social impact
- explore diverse national, regional, ethnic and religious cultures, groups and communities in Greece, and the connections between them
- take into account the interaction between Greece, the rest of Europe and the world

and provide teachers with:

- a community of peers with a special interest in the idea of the community
- the tools they need to:
 - cultivate the idea of social entrepreneurship among their students
 - help their students develop the skills they need individually and in groups to create, innovate and develop their critical thinking
 - support co-operation between young people in order to resolve social and environmental issues.

The main components of this life skills training programme are knowledge, skills and aptitudes, values and attitudes. The program mostly aims to teach respect, good communication and adequate social skills to both students and teachers. In addition, the programme will also help the students to develop their language skills.

- **Skills for Life and Work in Europe Project**

This Erasmus+ project is implemented in Romania, Greece, Italy, Portugal and Turkey and aims to improve students learning abilities, digital literacy and life skills. Through cooperation of VET schools in partner countries, the end goal of the project is to increase youth employment prospects after graduation.

Project objectives include:

1. Allowing students and teachers to make exchange VET practices and experiences
2. Improving the professional skills of 21st Century students
3. Creating the context so that students to apply their acquired skills
4. Increasing the capacity of students to identify career opportunities and to enhance their employability
5. Developing language skills, ICT and professional skills

6. Developing tolerance, intercultural competence and respect for other cultures

In regard to the participants, students and teachers will be directly involved, with the target group consisting of 600 students aged between 16 and 17 years old. At the end of the project, they will be in the last level before graduation and the impact on them as a result of the whole project will be directly assessed. Those students are trained in different professional fields and the activities that will be carried out will be designed so that, regardless of their specialization, they can all be involved into the project. From the total group of 600 students, a total of one hundred students will be selected at the level of the partnership (20 / country), which will participate in the international exchanges.

Project activities include:

- Meet Europe – VET opportunities and challenges
- Empowering VET students with learning skills
- Empowering VET students with literacy skills
- Empowering VET students with life skills (Italy, NOV 2019)
- Job seeking and job applications in the VET field

The project will have a number of tangible and intangible results. Intangible results are related to the acquisition of knowledge and development of abilities and skills by students, improving cooperation between vocational high schools in European countries, which can lead to future partnership initiatives and cooperation. Concrete results will include written courses on the basis of which the learning activities for the development of skill sets will be implemented during the workshops, presentations of the labour market trends in each country, description of online tools and search engine lists to identify employment opportunities in all partner countries, reports of transnational meetings, images from events and activities, dissemination tools for project, presentations of schools, promotional materials. List of existing EU /national project to support youth in developing life skills.

6.5. Stakeholder

Title/ name	Type	Website
Greek Ministry of Education and Religious Affairs	Public Body	https://www.minedu.gov.gr/
Athens Lifelong Learning	Research & Education Institute	https://athenslifelonglearning.gr/
Hellenic National Youth Council	Non-Profit Federation of Youth Organizations	http://www.esyn.gr/en/
National Organisation for the Certification of Qualifications & Vocational Guidance	Public Body	https://www.eoppep.gr/index.php/en/

6.6. Questionnaire Results: Greece

83 people in total answered the Greek questionnaire, including 26 employers/NGOs and 57 young people.

7. Questionnaire Results: Cumulative

7.1. Analysis of youth questionnaire results

The majority of the youths who answered the respective questionnaire belong to the age group of 22-30 (40%), with the ages 16-21 and over 30 making up the rest (30% of the participants respectively). 50% were women, 20% men, while a remaining 30% chose the option "other". Their current occupation can be seen on the following graph:

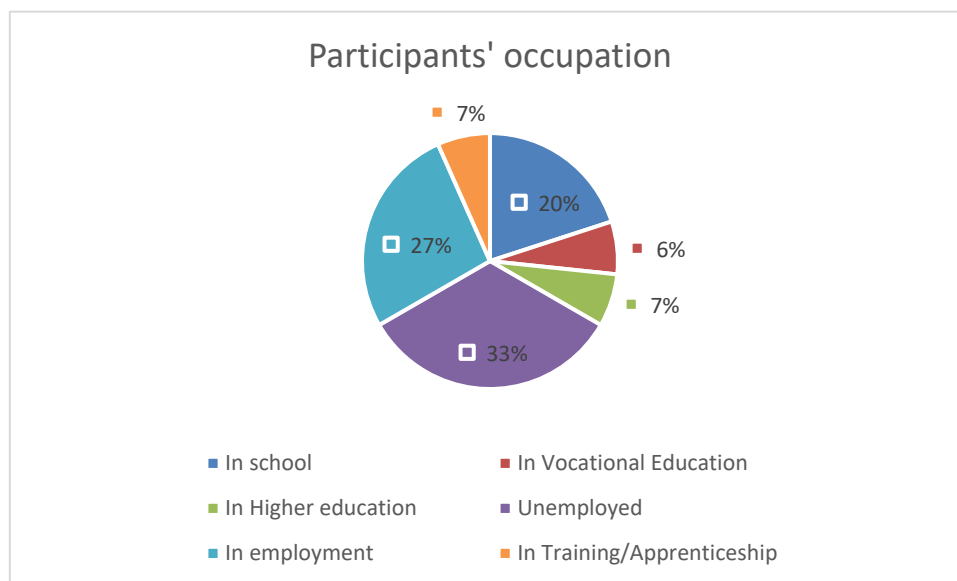


Figure 1: Current occupation of youth survey participants.

7.1.1. Understanding Youth’s Needs

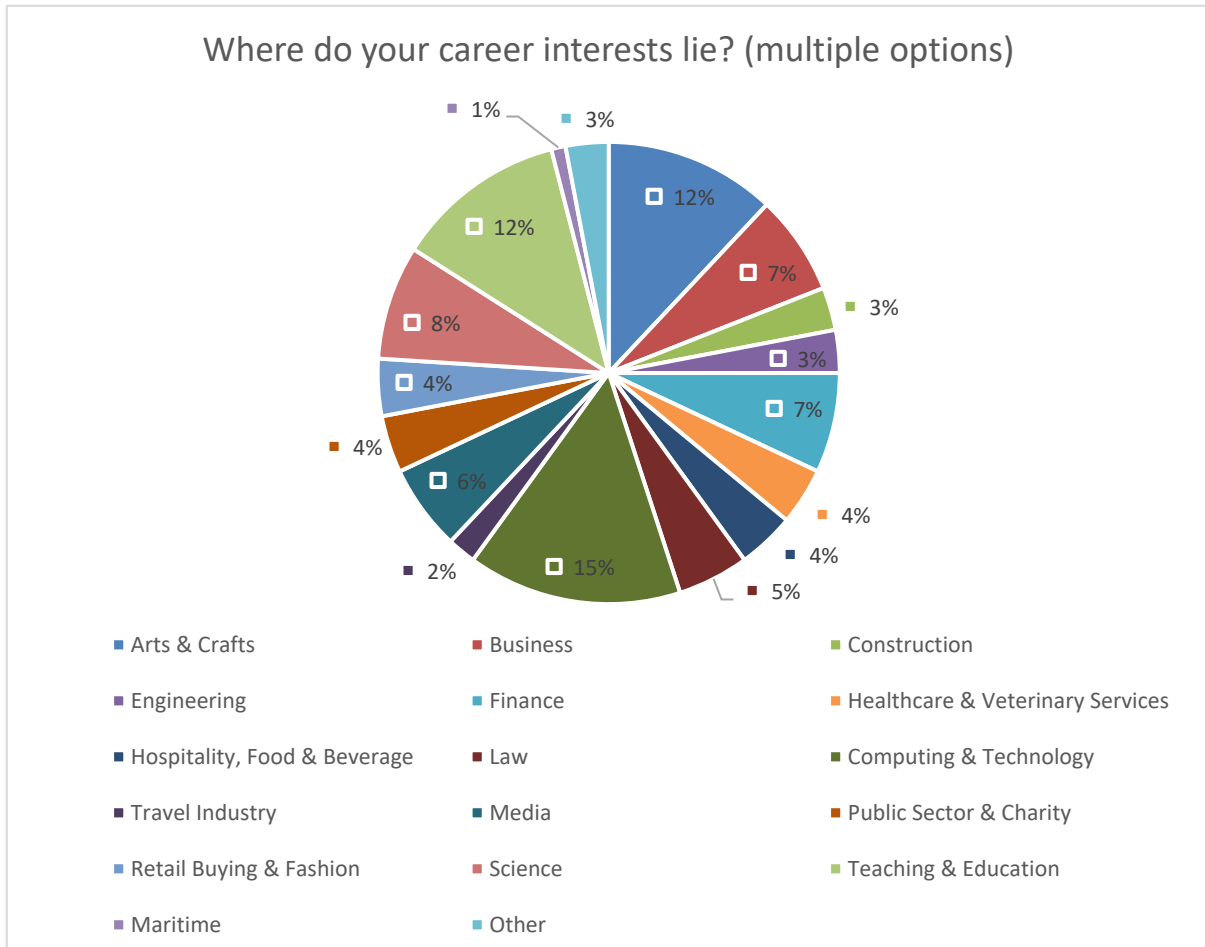


Figure 2: Youths' career interests

The areas most of the participants seemed to be most interested career-wise were Computing & Technology (15%), with Arts & Crafts and Teaching & Education coming second (12% each). The Travel Industry and Maritime areas seemed to gather the least interest, with 2% and 1% indicators respectively. Other answers included Sound Recording, Medicine and Entrepreneurship.

When asked about which career path they want to take later on, a majority of 10 responses regarded other answers than the ones suggested and more specifically Graphic Design, Sound Design, Physical Therapy, Scientific Research and Music Production. Regarding the suggested answers, the majority of the youths want to work on Education. None wanted to work on Human Resources.

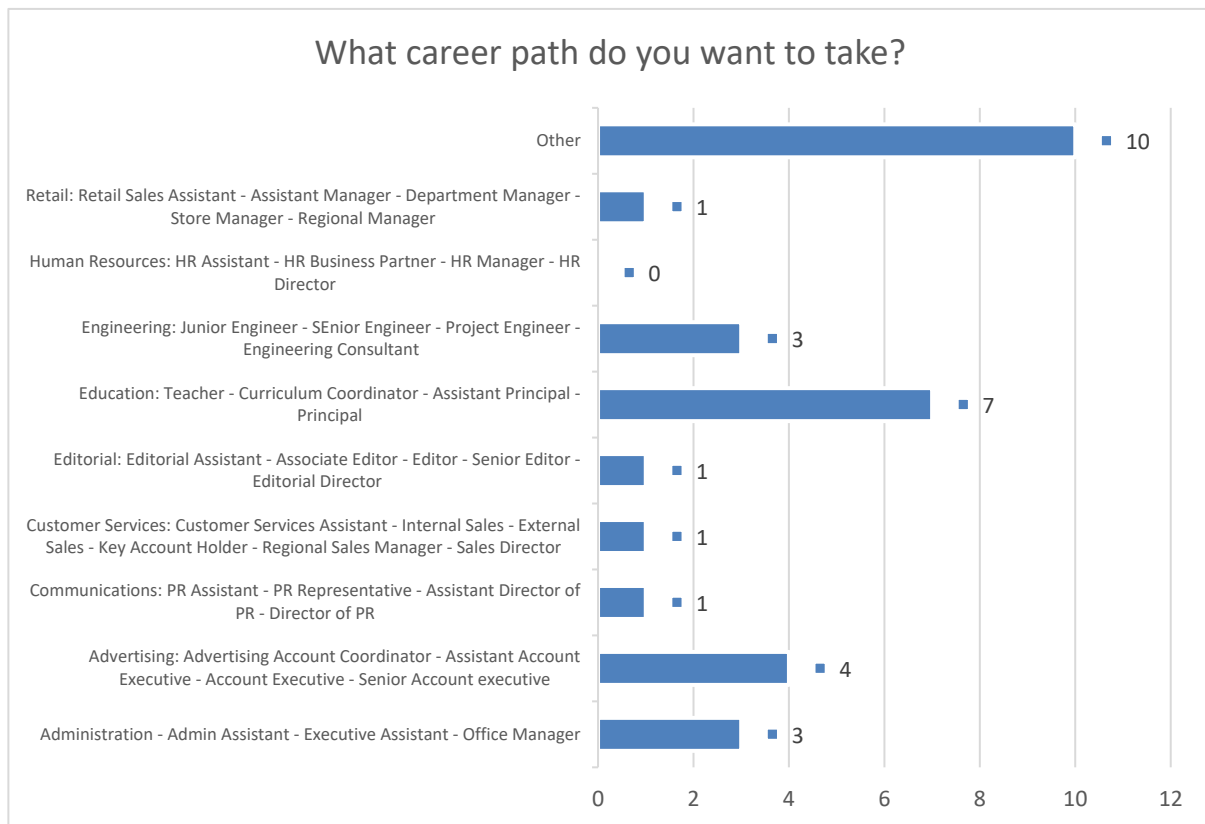


Figure 3: Participant's desired career paths

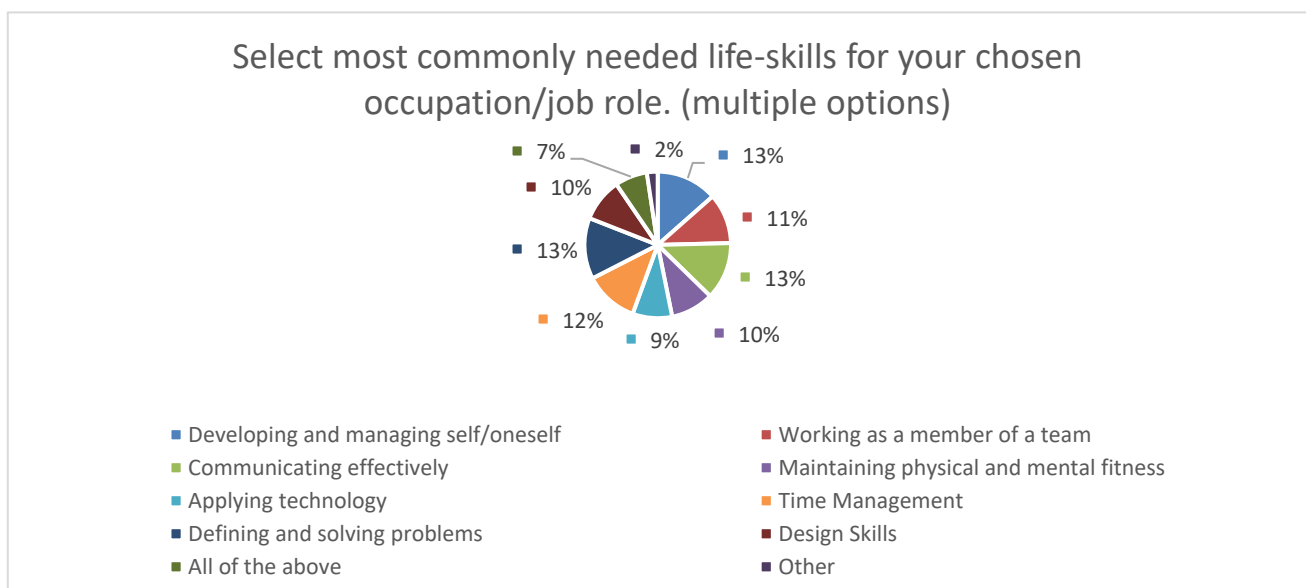


Figure 4: Most common needed life-skills for participants current occupation

The most common necessary life skills that youths identified for their chosen occupation were mostly effective communication, problem solving & definition and personal development and

management. All other skills also were deemed necessary to a degree, while another proposed skill that some found necessary for their job was musical knowledge.

From the aforementioned skills, a majority of the survey participants found their skills of maintaining physical and mental fitness, applying technology and managing time to be lacking. However, a 4.5% of participants deemed that they lack in all aforementioned skills.



Figure 3: Skills youth participants found lacking

Next, the youths were asked how they can improve the skills they selected before. A common answer was through education and practice, while some other answers included better time management, passage of time and subsequent gathering of experience.

7.1.2. Available Tools and Services

In the next section, youths were asked to identify tools and services regarding their current occupation.

The first question concerned tools that helped support them in figuring out their chosen occupation. Those were divided in different categories and the answers will be presented in that manner:

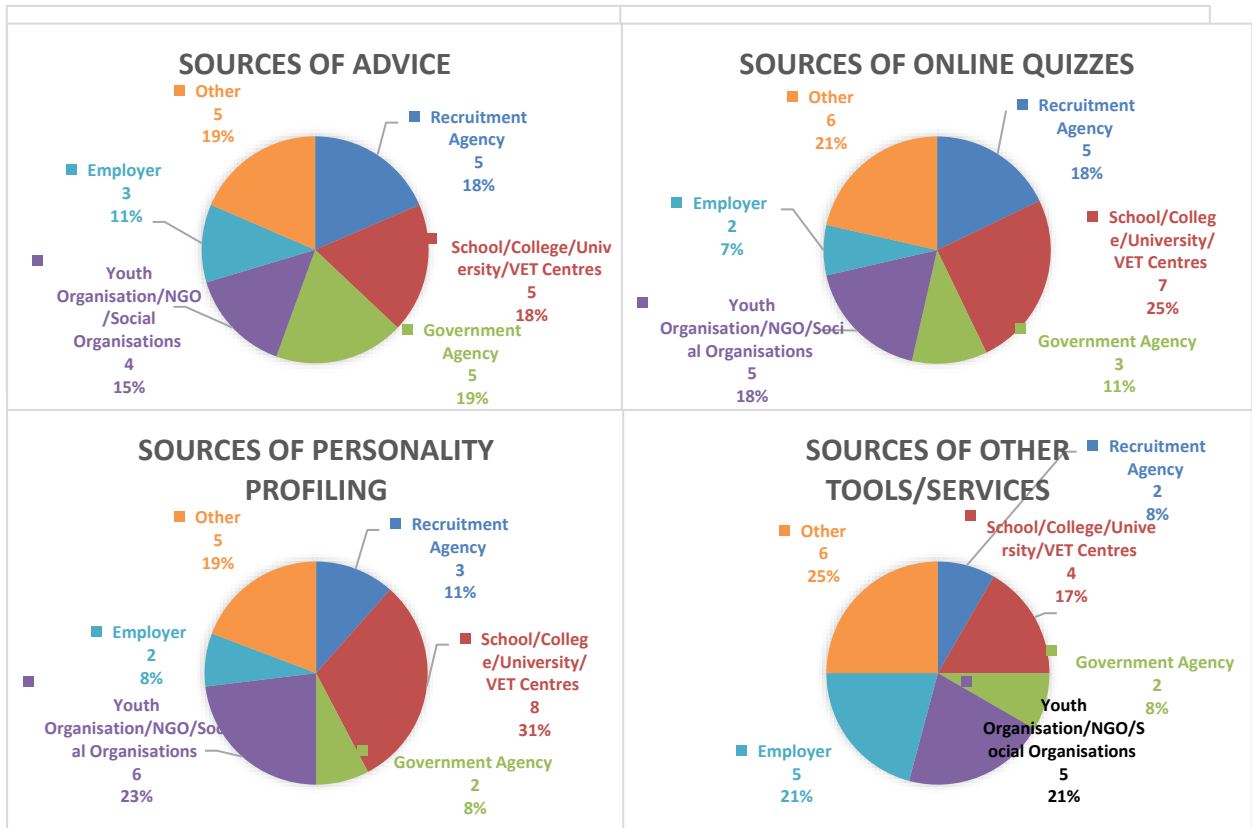
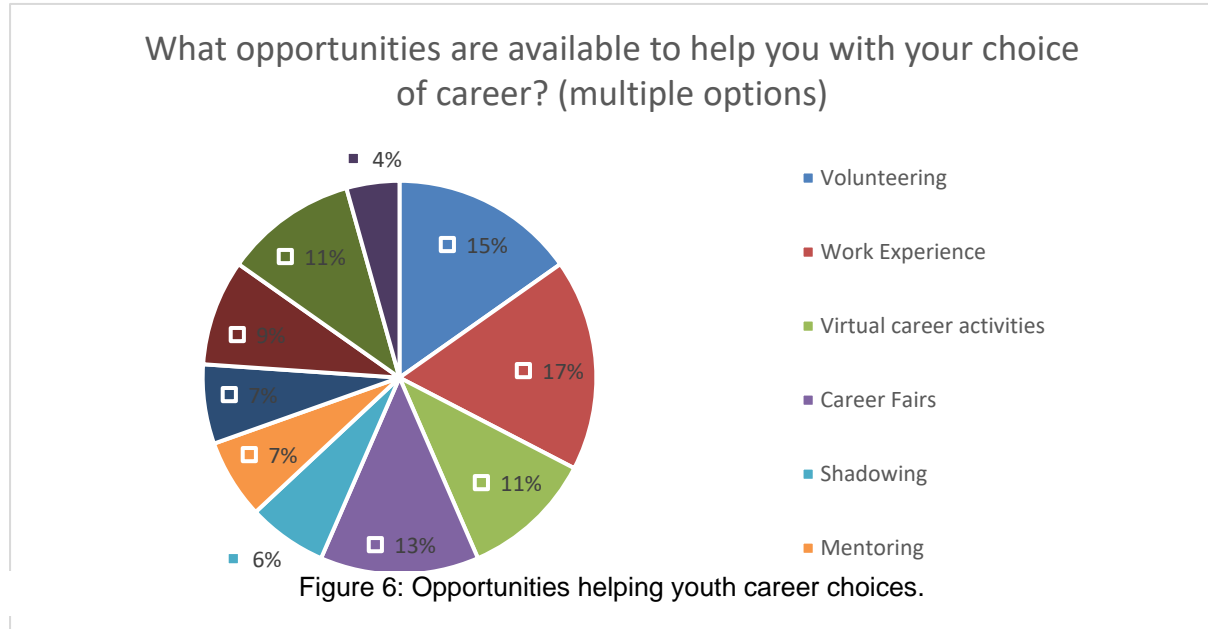


Figure 5: Sources of used tools (2/2)

As can be seen from the above figures, Educational entities seem to provide the majority of resources to the youth. Youth/Social Organizations and NGOs seem to consistently provide a good

percentage of resources too, with a constant in all the above graphs being the low contribution of employers.

The most identified opportunities for youngsters to decide their career choice is previous work



experience (17%) and volunteering (15%). Other good ways are career fairs, virtual career activities and other role and placement opportunities.

When asked to rank these opportunities in order of effectiveness, the results were the following (most to less effective):

- Work experience
- Volunteering
- Mentoring & Roles and placement opportunities
- Virtual career activities
- Career fairs
- Sponsored learning and development & Sponsored recruiter events
- Shadowing
- Other

Finally, youths were asked to identify available forms of advice they had in choosing their career.

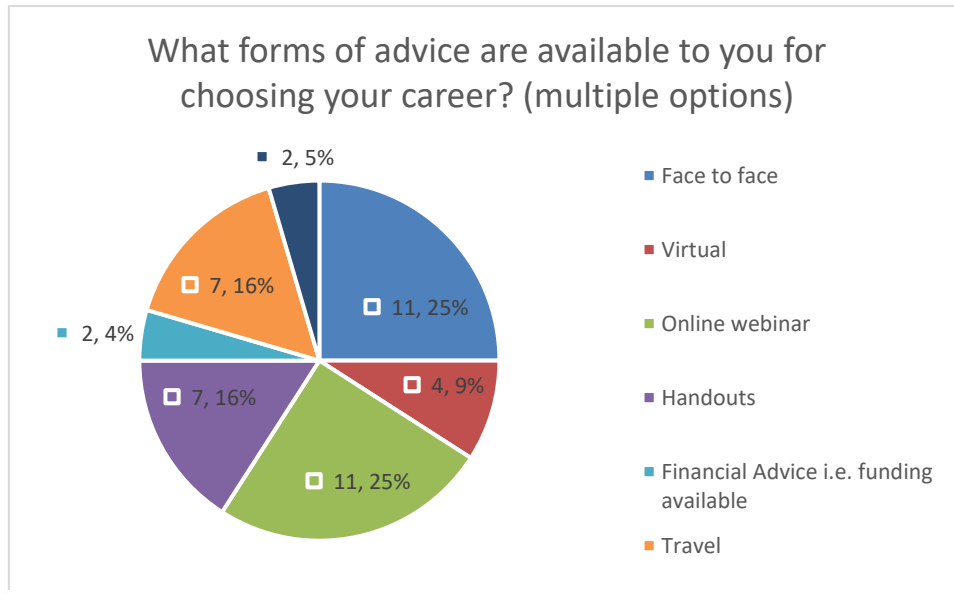


Figure 7: Available forms of advice to youths in choosing a career.

Most young people (11.25%) identify online webinars and face to face advice as forms of advice in choosing their career, while a 7.16% also point out travel and handouts. A small percentage suggests available funding is a factor, while 2.5% don't have an answer.

In ranking those in order of effectiveness, the following results were produced (most to least effective):

- Travel
- Face to face
- Handouts
- Online webinar
- Virtual
- Financial advice
- Don't know

7.1.3. Youth's behaviour model analysis

12.3% of participants have already decided which career to follow, with some examples being teaching foreign languages, electrical engineering. 15.8% have not yet decided, and when asked to specify what is holding them back they mentioned doubt regarding opportunities, job market lack of stability, too many choices and lack of end-goal. Most decided their chosen career at an early age or during education.

The most common motivators of youths' choice in a career are their interests, their values and



Figure 9: Youths' motivation in choosing a career
 Figure 8: Qualifications required for youths chosen careers

strengths and money. All other factors seem to play an important role too.

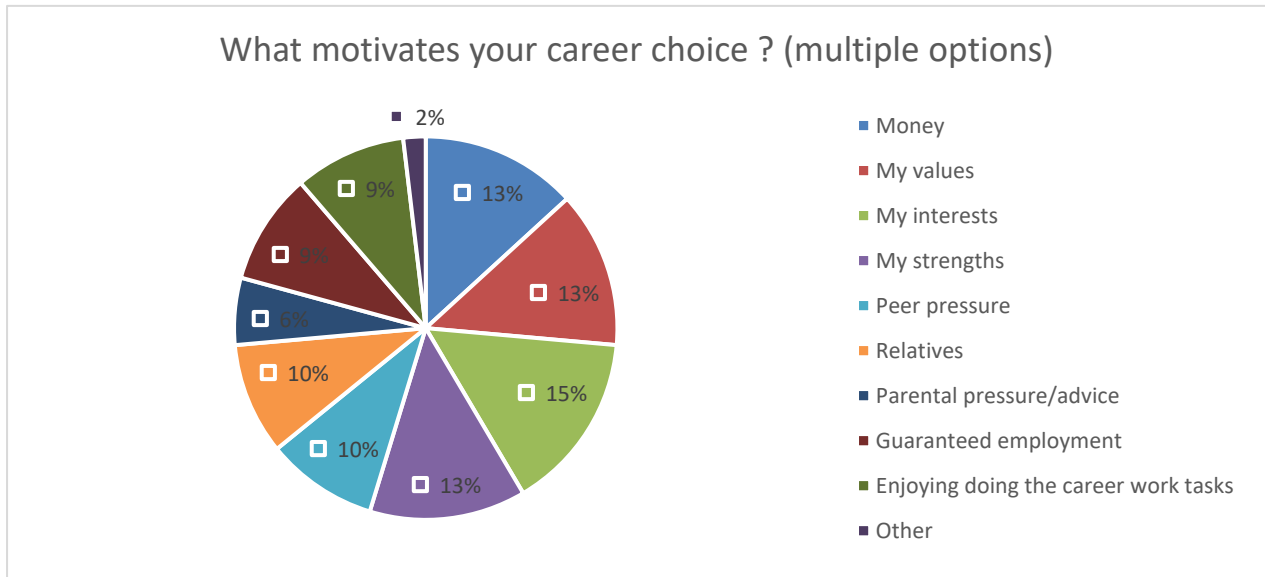


Figure 11: Youth’s motivation in choosing a career

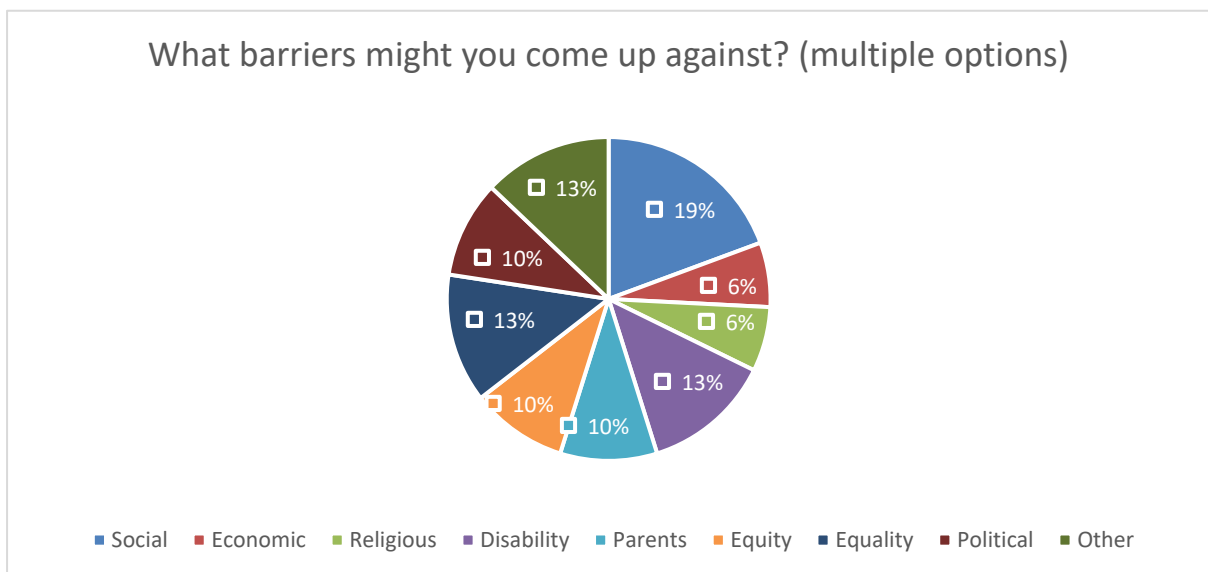


Figure 10: Barriers for youths in career choice

Most youths (26%) believe some sort of Vocational Qualification or a University Degree is necessary for their career of choice, while a 22% deems a Master’s Degree/Professional Development Award necessary and 19% suggest a Higher National Diploma(HND)/Foundation Degree. Only 7% deem trainings, apprenticeships or experience necessary, while only 4% seems to believe they need a PhD.

The barriers most young people find in their effort to choose a career are mostly social in nature (19% - most specifically keeping a neutral social attitude when dealing with different people, feminist issues), or have to do with a disability or matters of equality (13%). The other factors also

seem to play a significantly important role, with 10% mentioning parental factors and 6% mentioning economic and religious factors. Other factors that came up were bad employers or low salaries.

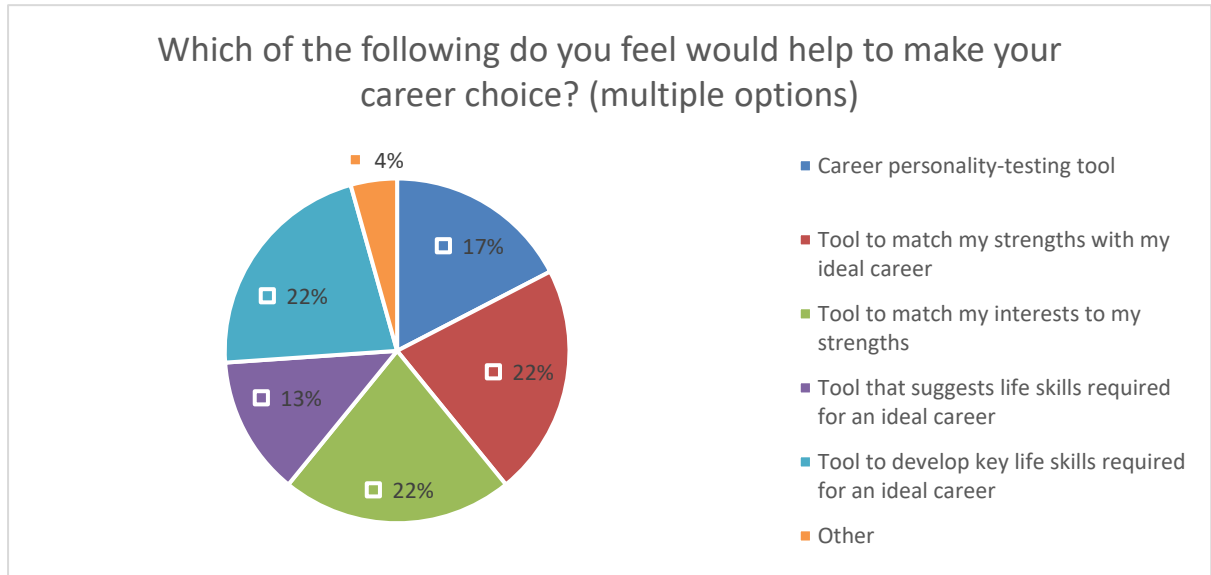


Figure 12: Suggestions for Life-Skills VR Services to aid career choice

7.1.4. Suggestions for Life-Skills

The Life-Skills VR Services that most young people think would help them in making their career choice are tools to match their strengths with their ideal career, their interests to their strengths and to develop key life skills required for an ideal career (22% each). A career personality testing tool seems also like a good idea to 17% of participants.

When asked to rank the suggested tools in order of effectiveness, the results were as follows (most to least effective):

- Tools to match interests to strengths
- Tools to match strengths with ideal career, tools that suggest life skills required for ideal career, tools to develop key life skills required for ideal career
- Career personality testing tool

Only one of the participants has used VR in training or learning life skills before. 7 of the participants that haven't used VR before mention that they would like to do so, in order to achieve a more realistic training experience, utilise a way to manage different scenarios better, while one mentions that for instance in training of surgeons VR would make an excellence risk-free training tool.

7.2. Analysis of employers' questionnaire results in Greece

The majority of employers who answered the questionnaire were males (58.3%), while the remaining 41.7% were female. From the total of 12 participants, the majority (58.3%) belonged to the age group of 40-49, with another 25% belonging to the age group of 30-39 years and finally a 16.7% of employers younger than 30. Half of them are occupied in teaching, with another 25% being career advisors. They all belonged to small or medium sized enterprises in Greece.

7.2.1. Understanding youth's needs

In order to better understand youth’s needs, employers were first asked to identify the most common life skills necessary for a role in any organisation.

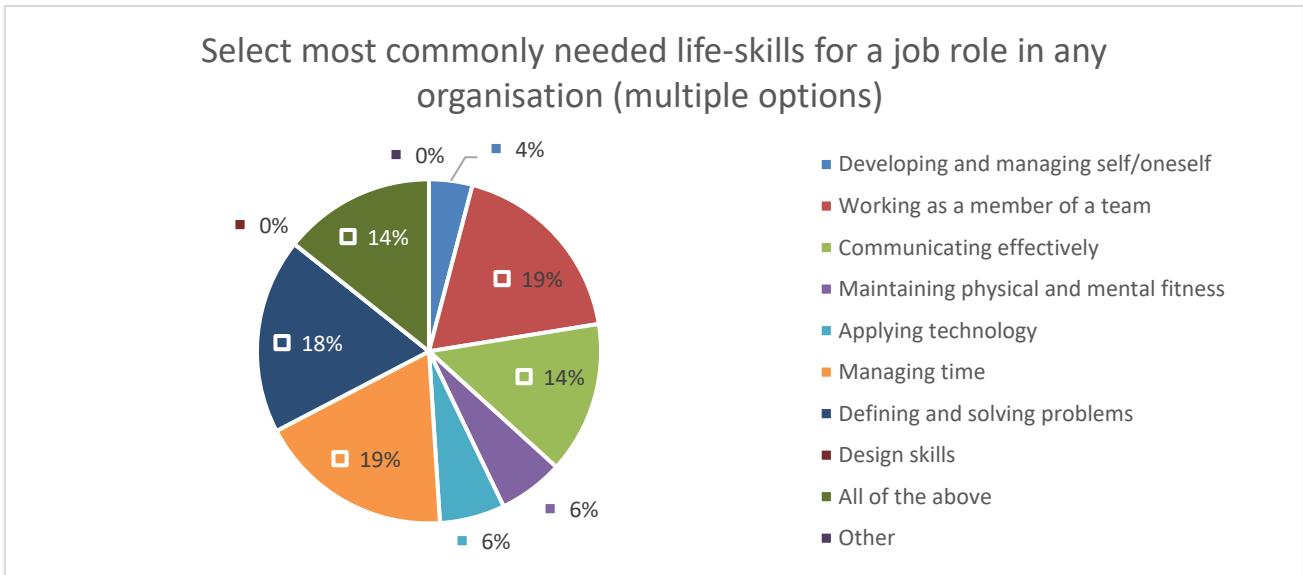


Figure 13: Most common youth skills necessary for a role in any organisation

The most commonly sought-after skills that employers identified were teamwork and time management (19%), as well as problem solving and definition (18%) and good communication (14%). When asked to identify the skills that youth currently lack in their careers, employers find personal

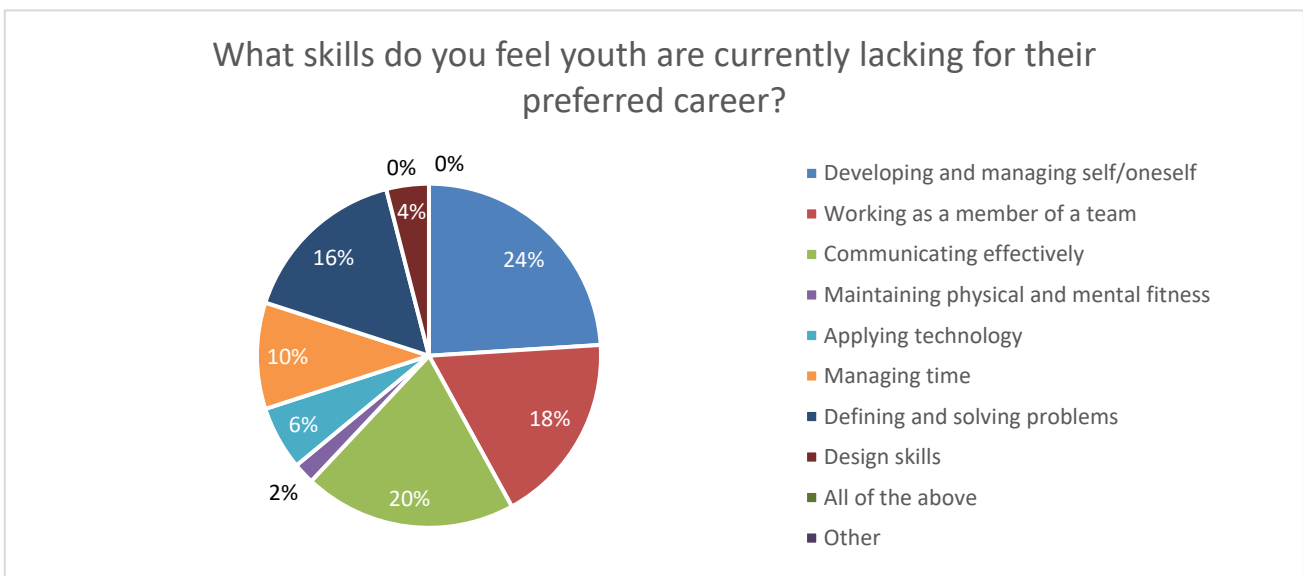


Figure 14: Skills youth lack in their preferred career

development and management the most problematic one (24%). Other lacking skills also seem to be communication (20%), teamwork (18%) and problem solving and development (16%). They seem to believe that youth do have good design skills and an ability to maintain physical and mental fitness.

For the youth to improve skills they may lack in, professionals suggest proper education through seminars or workshops, active participation in decision making, mentoring, proactive team work and constant effort.

7.2.2. Available tools and services in your country

In the next section, employers were asked to identify tools and services regarding their current occupation.

The first question concerned tools that helped support youth in figuring out their chosen occupation. Those were divided in different categories and the answers will be presented in that manner:

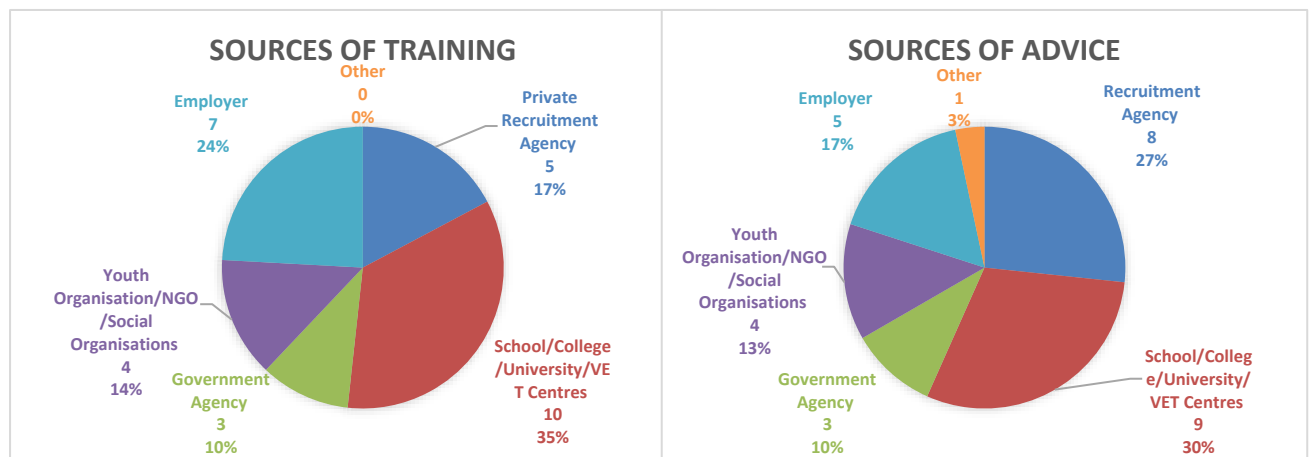


Figure 15: Sources of used tools (1/2)

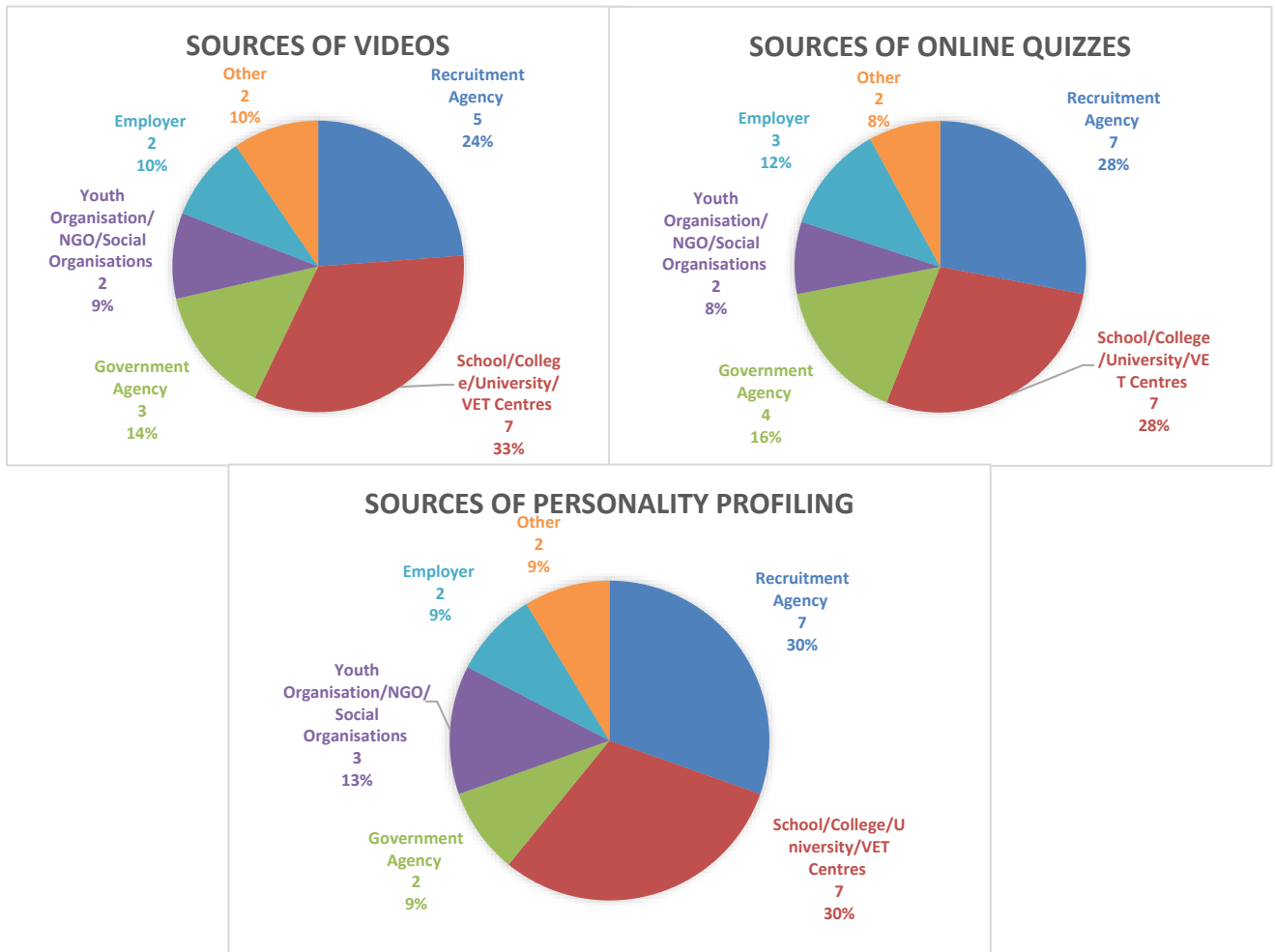


Figure 16: Sources of used tools (2/2)

In agreement to the answers that the youth gave in their respective questionnaire, employers too seem to believe that Educational Sectors seem to provide the most resources to youth in order to choose their occupation. They also seem to believe that recruitment agencies also do the same, something that the previous questionnaire results did not indicate.

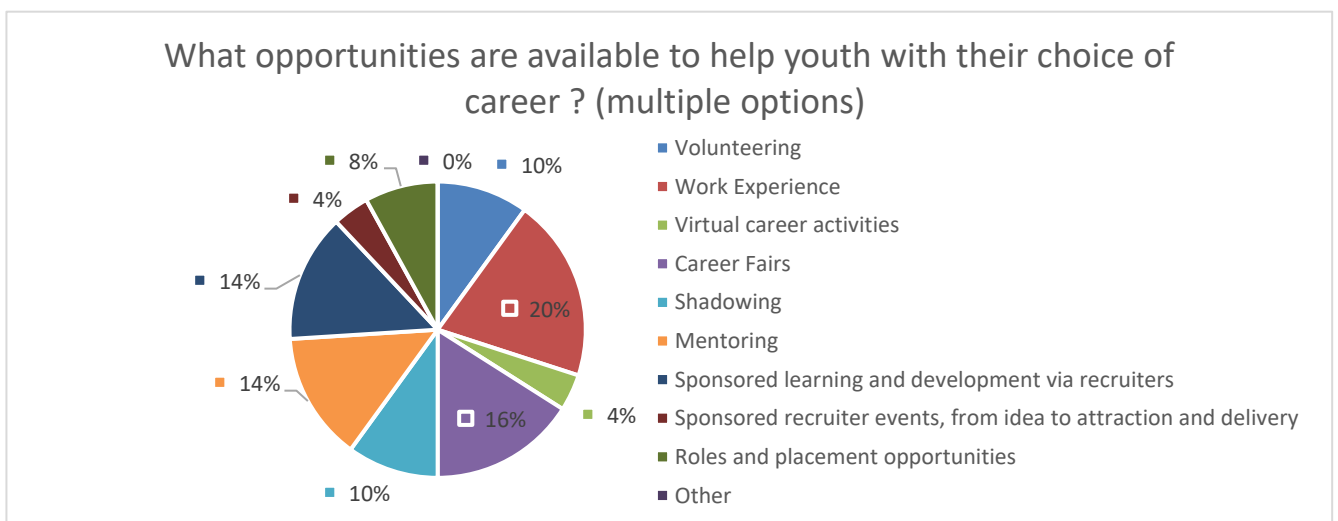


Figure 17: Opportunities to help youth choose a career.

When asked to identify opportunities in helping young people in Greece to choose their career, company employers seem to believe that having relative work experience is the most common factor (20%). Other opportunities that stand out are career fairs (16%), sponsored learning and development via recruiters and mentoring (14% each).

The ranking of the above opportunities from most to least effective is as follows:

- Volunteering & Mentoring
- Roles and placement opportunities
- Career fairs & Sponsored learning and development via recruiters
- Shadowing
- Sponsored recruiter events
- Volunteering
- Virtual career activities & other

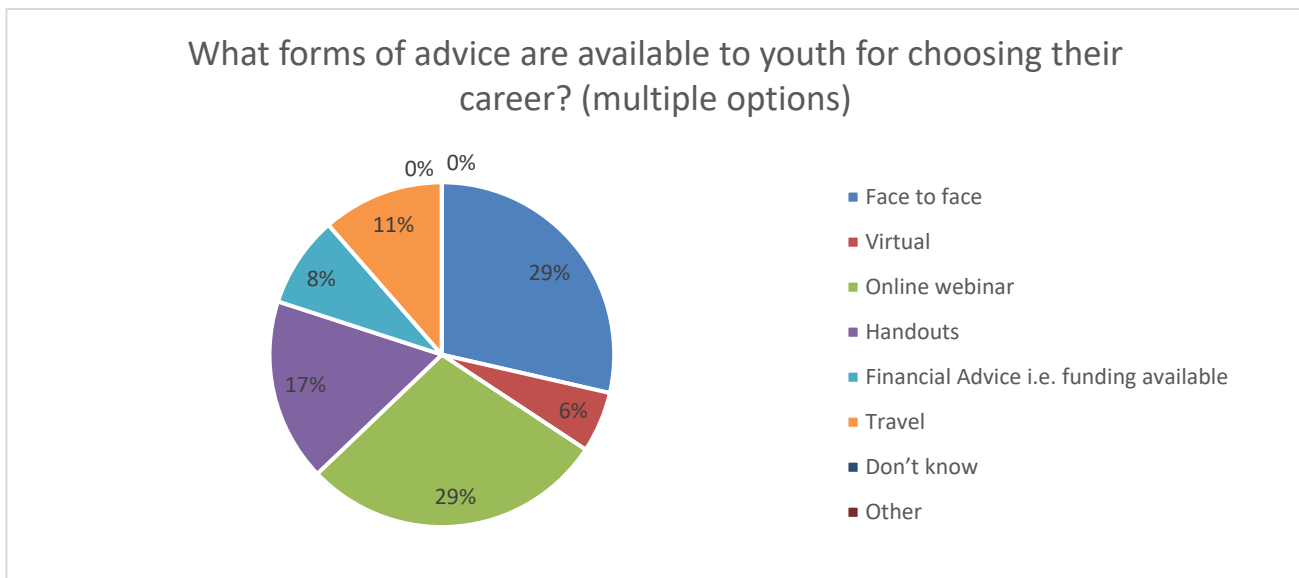


Figure 18: Forms of advice available to youths for choosing a career

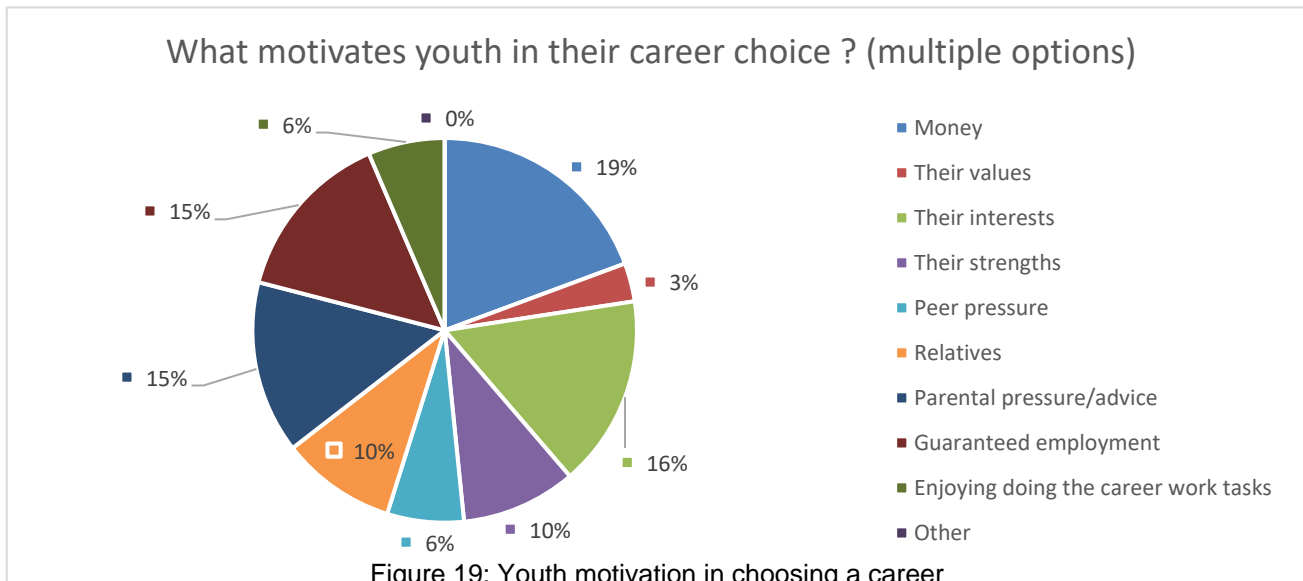
In the question regarding available forms of advice for youths to choose their career, company employers mostly identify face to face opportunities and online meetings (29% each), while 17% also mentioned handouts.

The effectiveness of the above forms of advice ranked from most to least effective is the following:

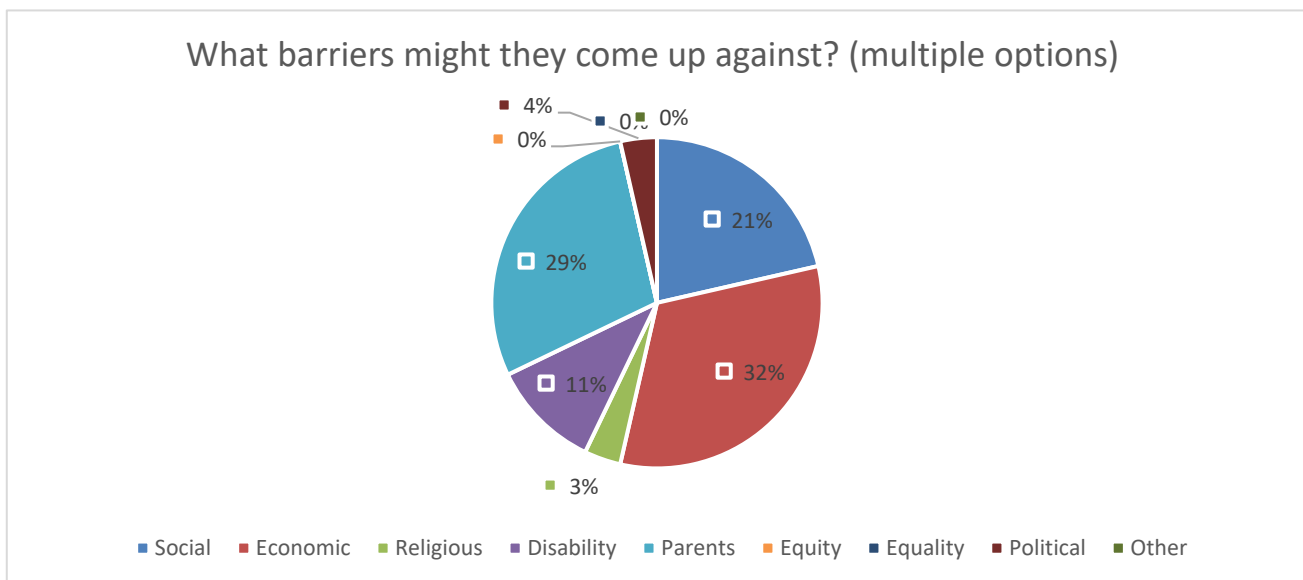
- Handouts
- Online webinar
- Face to face
- Virtual & Financial advice
- Travel

7.2.3. Youth’s behaviour model analysis

In order to analyse youth’s behaviour, the employers were first asked what they think motivates youth in choosing a career.



Most of them believe that those factors are firstly money (19%) or their interests (16%), as well as their values and parental pressure or advice (15%). It is worth noting that only 6% believes that enjoying the work is a factor of motivation for young people.



The majority of participants seems to believe that economic and parental factors are considerable barriers in youth’s choice of a career (32% and 29% respectively). Economic barriers they identify is high cost of education and low salaries, while parental ones are pressure from parents to follow a specific career path, lack of understanding or existent family business. Some social factors (21%) are

gender and racism issues or a desire for acclaim, while in terms of disability (11%) employers point out that there is a lack of accessibility in buildings, as well as an overall pattern of discrimination

7.2.4. Suggestions for Life-Skills VR Services

Finally, employers were asked to rate some possible tools for life-skill VR services in terms of career choosing.

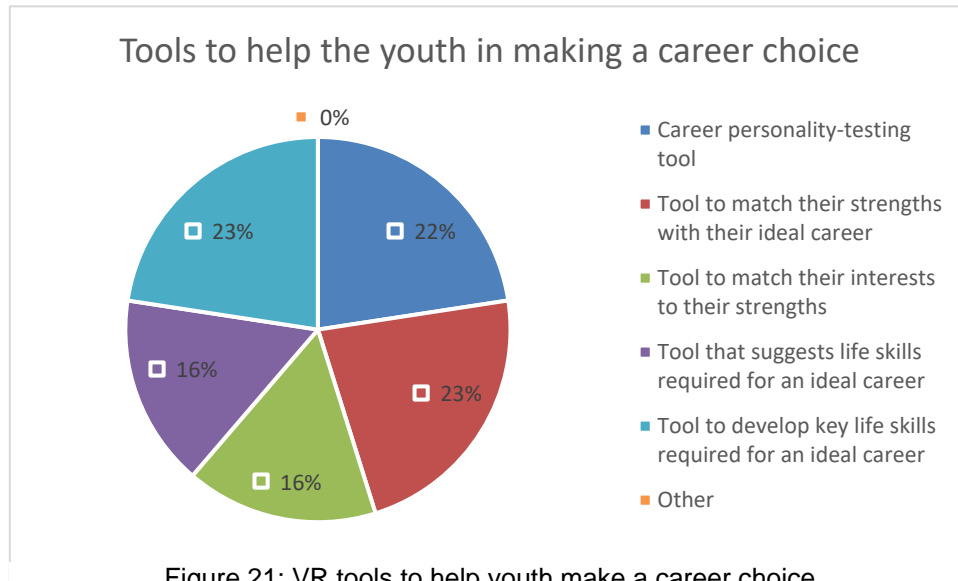


Figure 21: VR tools to help youth make a career choice

All tools suggested seem to be more or less positively evaluated. The ones ranking the highest for the participants are the career personality testing tool and the tools to match strengths with ideal careers and develop key life skills for them.

The ranking of those tools from most to least effective is the following:

- Tool to match strengths with ideal career
- Tool to match interests with strengths
- Tool that suggests life skills required for an ideal career
- Career personality testing tool & tool to develop key life skills required for an ideal career

Finally, the participants were asked whether they've used VR in training or learning life skills before. Only one of them had used VR before, while from the rest who hadn't 45.5% would like to use it in the future, believing it to be a valuable and interesting tool that allows to teach skills that could not be taught in real life. One participant replied negatively, believing that VR has nothing more to offer than simply watching a video.

8. Conclusion

The need analysis report served as the initial output of the Life Skills VR Project, playing a pivotal role in gathering pertinent data to gain a comprehensive understanding of the needs of youth and the skills most commonly required for their desired occupations or job roles. It also aimed to identify the tools and services available in their respective countries to support young individuals in navigating their career paths effectively.

Throughout the need analysis process, various factors were explored, including cultural differences, inclusive practices, and other relevant considerations. These insights provided valuable information to inform the future development of the project, ensuring its alignment with the specific needs of the target audience.

The need analysis report comprised several key components that shaped its comprehensive nature:

1. **Current Perspectives of Youths:** This section delved into the perceptions and self-awareness of young individuals regarding their own talents and abilities. By understanding their unique strengths, the report aimed to empower them to recognize and harness their skills effectively.
2. **Youth Capabilities and Understanding:** The report assessed the existing capabilities and knowledge of young individuals related to their desired occupations. By comprehending their qualifications and areas of expertise, the goal was to enable them to make informed decisions and leverage their skills to their fullest potential, leading to personal satisfaction and fulfillment in their chosen career paths.
3. **Analysis of Youth's Behavior Model:** This section examined the behavioral patterns and decision-making processes adopted by young individuals during their pursuit of suitable career opportunities. By understanding these behaviors, the project sought to provide targeted guidance and support, aiding them in their search for fulfilling occupations.
4. **Guidelines and Suggestions from Target Groups:** The need analysis report incorporated valuable input and feedback from the project's target groups. This inclusive approach included suggestions, recommendations, and guidelines for the development of subsequent project outputs. By involving the target groups in this manner, the project ensured that their perspectives were considered and integrated into the project's overall strategy.

As a result of this study, the partnership identified five Life Skills deemed crucial for youth development. These skills, along with the RIASEC model, formed the basis for supporting young individuals in exploring suitable occupations through training within a virtual reality world. The selected Life Skills are as follows, with each partner responsible for developing the corresponding training materials:

1. Time Management
2. Working as a Member of a Team
3. Defining and Solving Problems
4. Developing and Managing Oneself
5. Communicating Effectively

Overall, the need analysis report laid a solid foundation for the Life Skills VR Project, providing essential insights into the needs, skills, and aspirations of young individuals. It served as a guiding document for the subsequent outputs, ensuring that the project's development and implementation aligned seamlessly with the requirements and aspirations of its target audience.