Report on analysis of competences needed for people with disadvantaged backgrounds and fewer opportunities for their successful integration into labour market

Project acronym: JOB-YES!

Project title: Choose a job not a dole

Project Number: 2014-1-LT01-KA204-000617

Partners:

> P1 - Social Innovation Fund (Socialiniu inovaciju fondas) (LT), P2 – CESIE (IT), P3 Vidzeme regional Vocational competences center (Vidzemes reģiona profesionālās izglītības Attīstības kompetences centrs) (LV), P4 - Baltic Education Technologies Institute (Viesoji istaiga Baltijos edukaciniu technologiju institutas) (LT), P5 – DEFOIN (ES), P6 - Merseyside Expanding Horizons (UK), P7 - Kaunas Labour Exchange (Kauno teritorine darbo birza) (LT);

Erasmus+

Table of Contents

Erasmus+

Introduction

The main aim of this Report is to evaluate the current unemployment situation of the target group (people with disadvantaged background and fewer opportunities), their learning opportunities and their needs to upgrade their soft skills coherent with employment-related key competences in Lithuania, Latvia, UK, Italy and Spain.

This report was prepared on the basis of the country reports, developed by partners P1, P2, P3, P4, P5 and P6. Each of these partners:

1) Completed a desk research on target groups' needs to strengthen their integration into labour market by upgrading their soft skills coherent with employment-related key competences. Partners have examined the nature of unemployment of project's target groups in partner countries and main obstacles for them to re-enter labour market; further analysis of the results of the national and/or European surveys on reduction of number of low-skilled adults emphasizing the need for upgrading their soft skills coherent with the employment-related key competences.

2) Each partners organized two focus groups:

- learners with disadvantaged backgrounds and fewer opportunities with the main goal to assess their real needs for training on soft skills necessary for successful (re-)integration into labour market, as well as attractiveness of blended and reversed learning and possibility to use exercises based on OERs. Also they have been asked to define important to them soft skills coherent with employment-related key competences such as sense of initiative and entrepreneurship, social and civic competences, digital competences, learning to learn.

- adult educators - in order to define the gaps in the learning process for target group, map the training, counselling and support services currently available at national level for upgrading relevant soft skills, define and agree on the list of soft skills that the learners from the target group need for successful (re-)integration into labour market and which will be used for learner's self-need analysis, link defined soft skills with employment-related Key Competences, and finally, suggest the themes and topics for employment-related exercises based on Open Educational Resources (OERs) for upgrading the defined set of soft skills.

Every partner chose the participants facing different obstacles according to their experience and the nature of the target groups they are working in their daily routine.

Obstacles	P1	P2	P3	P4	P5	P6
Cultural obstacles	x	x		x	x	
Economic obstacles		x	x		x	x
Social obstacles	x	x	x	x	x	
Geographical Obstacles			x			x
Disability						x

Partners have organized 5 focus group meetings with 41 adult educators'/trainers and 7 focus group meetings with 73 learners with disadvantaged backgrounds and fewer opportunities, more precious:

1) 17 facing cultural obstacles (including migrants and ethnic minorities);
2) 5 facing disability;

Erasmus+

3) 24 facing economic obstacles (including low income people);
4) 25 facing social obstacles (including long-term unemployed and single parents)
5) 2 facing geographical obstacles (including people from rural areas).

On the basis of the results of Analysis the partners will develop 4 online tools for learners: self-needs analysis (activity O1-A2), the set of employment related OERs (activity O1-A3), knowledge portfolio (activity O1-A4) and action plan (activity O1-A5).

1. Summary Report of Desk Research

The overview summarizes general statistics of Lithuania, Spain, Italy, United Kingdom and Latvia, as well as the situation of unemployment, labour market needs. It also tries to identify main obstacles to re-enter to labour market and analyze results of the national and/or European surveys on reduction of number of low-skilled adults.

1.1. Nature of unemployment of project's target groups

Main aim in this overview is to evaluate the current unemployment situation of the target group. In order to achieve this aim, each country were asked to present a detailed information about general statistic, profile of unemployed, revealing it by different and critical groups of unemployed.

1.1.1. General statistic of partner countries

If we look at the size of territory, population, employed and unemployed persons, we can see that there are big differences between size of territories, population (largest -Italy and United Kingdom, smallest – Lithuania, Latvia) and employed and unemployed persons. The critical unemployment rate is in Spain, because of severe and prolonged recession. But the lowest and the most positive indicator are in United Kingdom. (Table 1: general statistic in partner countries). The same situation is with the comparison the data with low skilled workers – the highest rate is for Spain and Lithuania, and the lowest is for UK.

Table 1: General statistic in partners' countries

	Lithuania	Latvia	Spain	Italy	UK
Size of territory, km^2	65 300	64 589	504 645	301 336	243 820
Population	2 943 472	2 040 000	46 464 053	61 680 122	63 181 775
Employed persons	1 292 800	860 000	17 569 100	22 319 640	29 769 000
Low-skilled unemployment rate %	33.7	24.8	34.7	15.6	12.5
Unemployed persons	174 400	86 246	5 457 700	3 220 890	1 862 000
Unemployment rate %	**9.6**	**10.60**	**23.70**	**12.60**	**5.70**

1.1.2. Profile of unemployed

Unemployment situation of men and women almost in all partner countries are similar. The unemployment rate of men is higher than women in all partner countries, with the exception of Latvia (Table 2: Unemployment rate **by sex**)

Table 2: Unemployment rate **by sex**

	Lithuania	Latvia	Spain	Italy	UK
Men	**55**	45	**52**	**54**	**56**
Women	45	**55**	48	46	44

According to report of Lithuania, in 2013, the number of employed persons totalled 1 292.8 thousand, that of the unemployed – 172.5 thousand, economically inactive persons aged 15 and older – 1 061.1 thousand. In 2013, the number of persons classified under the labour

Erasmus+

force totaled 1 465.2 thousand. Over the year, the labour force decreased by 7.3 thousand persons.

In 2013, the number of the unemployed amounted to 172.5 thousand, i.e. by 24.3 thousand less than in 2012. The largest groups of unemployed in Lithuania in 2013 were young unemployed (15-24 years) – 17% and persons at pre-retirement age – 16%.

As regarding Italy, the critical groups in unemployment process are:
- NEET (young people in the age range from 15 to 34 years who are not in education, employment or training) is one of the most problematic topics in Italy. NEET number corresponds to 35.5 % of total unemployment rate in 2013. Additionally, 35.7% of Sicilian young people can be considered as NEETs.
- Foreign - born citizens. The occupational situation of foreign - born citizens is also worsening. Between 2008 and 2013, the employment rate of foreign - born citizens (especially among men) shows a negative trend in every year.
- Women. The situation of female labour is getting worse also. Especially, the employment rate of women aged between 15 and 49 years has decreased;
- Immigrants. Italy has a big numbers of immigration. Official immigration by country is presented below, however illegal immigration is a problematic question for the country; more than 670,000 undocumented residents per year pass the boarder of Italy.

As regards Latvia, the largest age group of registered unemployed in Latvia is 50-54 years (16% of all unemployed). At the same time, largest groups of unemployed are persons at pre-retirement age (5 years before pension) –13% and young unemployed (15-24 years)– 10%.

In reference to Spain, since the crisis began, the number of out of work foreigners has tripled and counts for one in four of the unemployed in Spain. Rates of unemployment for over 45 year olds and youths under 25 years old have also tripled.

Currently, the profile of an unemployed Spaniard is that of a male, between 30 and 34 years of age, who has been unemployed for two or more years.

As regards UK, the number of employed persons in The United Kingdom increased to 29811 Thousand in December of 2014 from 29769 Thousand in November of 2014. Employed Persons in the United Kingdom averaged 26023.04 Thousand from 1971 until 2014, reaching an all-time high of 29811 Thousand in December of 2014 and a record low of 23187 Thousand in April of 1983. Employed Persons in the United Kingdom is reported by the Office for National Statistics.

1.2.   Labour market needs

In order to clarify the existing situation in labour market, each country has presented statistical data related to employment and vacancies, as well as highlighting main obstacles to (re-enter) to labour market.

As regards **Lithuania,** over the year, the largest growth in the number of employed persons was observed in construction and public administration and defense, compulsory social security while the largest drop − in education and information and communication. Therefore, the largest number of job vacancies by economic activity was registered in industry 23.9%, trade −12.6 %, public administration and defense, compulsory social security and transportation and storage – 11.7 and 11 per cent respectively.

In reference to **Latvia**, in labour market redundancies are affecting low-skilled workers and men more than women. The largest number of unemployed was registered in the following occupations: hodman, shop assistant, cleaner, builder, driver, yard keeper, security

Erasmus+

guard, cook or a person without any profession. Moreover, the largest number of unemployed with higher education previously was working as engineer, economist, teacher, manager or the head of the company or unit, lawyer or an expert in personnel, public relations, logistics, design, environmental protection or bank sector.

Accordance to **Italy** report, the higher potential for employment people can face in such sectors of activities: arts, entertainment and recreation, accommodation and food service activities, construction, information and communication. Additionally, Italy has one of the highest proportions of unfilled positions in the ICT sector.

As regards **Spain,** the largest increase in employment was recorded in the agriculture sector, which added 62,800 jobs. The number of jobs in industry and construction also improved, whereas the services sector lost 17,200 jobs. Despite the improvement, unemployment remains astonishingly high and continues to impact the economy.

As regards **UK**, Job Vacancies in the United Kingdom increased to 735 Thousand in January of 2015 from 723 Thousand in December of 2014. Job Vacancies in the United Kingdom averaged 573.20 Thousand from 2001 until 2015, reaching an all-time high of 735 Thousand in January of 2015 and a record low of 430 Thousand in June of 2009. Job Vacancies in the United Kingdom is reported by the Office for National Statistics.

According to all partners report, commonly there are 3 main obstacles of integration into labour market:

- the low level of education and qualification (skills mismatch and lack);
- lack of work experience;
- not satisfying available job vacancies and salary.

At the same time, it is worth to underline main obstacles to enter (re-enter) to labour market for each country separately:

- In Lithuania - lack of information, job search skills, information about available job vacancies;
- In Italy - economic effect of 2008/ 2009 and 2011/2013 economic crisis, inflexible employment policies and high level of taxation on labour, long school – to - work transition and lack of higher vocational training, ineffective gender equality in all aspects of employment
- In Latvia - regional differences in economic activity and historical employment situation in certain regions of Latvia, labour market supply and demand is not balanced.
- In UK - Lack of common sense, poor attitude / personality or lack of motivation, lack of working world / life experience or maturity

Overall, problematic group of each country in unemployment process are young people and group of 55+ because of skills mismatch, poor education and unsatisfying with job vacancies and salary.

1.3. Analyse of the results of the national and/or European surveys on reduction of number of low-skilled adults emphasising the need for upgrading their soft skills coherent with the employment-related key competences

In order to clarify the existing situation in labour market, each partner was requested to present detailed information about peculiarities regarding labor market situation in its country in order to reveal competences needed for people with disadvantaged backgrounds and fewer opportunities for their successful integration. It can be revealed that all 5 countries, more precisely, Lithuania, Latvia, United Kingdom, Italy and Spain have their own ways how to motivate, support as well as educate society and individuals who are willing to accept this assistance.

As regards **Lithuania**, there were interviewed employers of big, small and medium enterprises. The results reveal that there are various training opportunities and support measures implemented in Lithuania by the Lithuanian Labour Exchange as well as the Ministry of Social Security and Labour of Lithuania. Still, there are no official programs of Lithuanian Labour Exchange on social rehabilitation of unemployed which should include the trainings on soft skills. Such trainings usually are organized by the non-governmental organizations in the framework of national and EU projects. For instance, there some ESF funded projects for social rehabilitation of unemployed:

- Social incubator,
- Better job than a dole.

The trainings provided within these projects were oriented to reducing the social exclusion of unemployed through development of their general and professional skills (including the development of soft skills such as self-confidence, communication, behavior during the job interview, team work etc.).

Further, support is provided to the employers creating new jobs or adapting the existing ones to the disability needs and hiring unemployed people under opened employment contracts, to former unemployed people within 36 months of the date of company registration or to entities implementing local employment initiatives to create jobs for unemployed registered with territorial labour exchanges. Moreover, Support is also provided to the unemployed starting up their business to create the workplace for themselves.

In additionally, employers that hire the unemployed are paid fixed subsidies from the Employment Fund for the period of employment.

At the same time, Lithuania supports graduates of universities, further education and vocational training schools, the unemployed completing vocational training and in-service professional rehabilitation to acquire the missing labour skills.

Moreover, the country encourages the former unemployed and employers to create jobs and hire the disabled and other groups of unemployed people registered with territorial labour exchanges for unlimited duration and/or encouraging the unemployed and disabled to create self-employment. Thus, it opens the labour market for persons or groups who face difficulties finding a job.

In accordance to survey completed by representatives from **Italy**, different vocational training opportunities are offered by the training centers (Centri Provinciali di Formazione Professionale - CPFP) managed by the Provinces. More precisely, they support youth who have to perform compulsory training or education, and adults who are looking for retraining

Erasmus+

or qualification opportunities. Still, there are obstacles which interfere providing support. These obstacles are as follows - economic situation of the country, management barriers of local and public institutions, financial capacities and etc. Therefore important role in this process is delegated to NGOs which create additional opportunities for people who can face disability, educational, geographical, economic, cultural or and social differences/obstacles in employment process.

Further, there are several offices which facilitate the process of finding the job. For instance, the Employment office (ufficio di collocamento) of the government employment service (Sezione Circoscrizionate per l'Impiego). The offices provide information about registration, unemployment cards, vacancies, residency, apprenticeships, public bodies, and benefit applications and payments and organize thematic seminars about job search.

Another worldwide network is EURES (European Employment Service). This network provides the latest information on job vacancies in all European countries (Norway and Iceland included). Therefore, there are a lot of resources where people who are willing to work, can easily find a job in his/her country or in some other EUR country.

As regards **Latvia**, there are training program for persons subjected to the risk of unemployment (not being implemented currently). Moreover, there are training programs which help to involve adults in lifelong learning, as well as encourage learning the official state language. In additionally, there are advanced training, vocational retraining and further education for economic operators, employed persons and self-employed person (not being implemented currently). If the person doesn't know where to find a job, he can apply to Career-related consultations. These are consultations regarding career include aid in career planning, determining professional suitability as well as mastering the skills necessary when searching for a job and staying there. Individual career consultations are taking place that include also providing a service both electronically and in consultation groups.

In order to support the person, there are created a complex support measures. More precisely, complex support measures is a body of complex (including unemployed persons from several target groups and is oriented towards individual needs of a person) employment support measures promoting the inclusion of target group unemployed persons in the labour market thus reducing the risk of social exclusion and supporting the increase of motivation and competitiveness of unemployed persons in the labour market.

In accordance to all above mentioned, employment after training measures is consistently higher for vocational training over any non-formal education activities.

As regards social work, there are set measures for mastering and maintaining the work skills for unemployed persons, creating a social benefit to society, carried out in local municipalities, societies or foundations without aiming to profit. Remuneration is paid to unemployed person for paid temporary social work.

Unlike the other countries, **Spain** argues that in professional offers, aptitude -in strict labor sense- is defined as the set of conditions that make a qualified professional to perform a specific function. But in addition to "know the profession", a plus that brings something more to the own performance of a job is required (Soft Skills). Tenders detailing the required technical skills, but increasingly employers give more importance to the attitude of the candidates in the job, so they are very present in ads personal and social skills. These attitudes exercised in performing the work, whether with colleagues, customers, suppliers, etc., are crucial in the current labor relations, both for employment and to maintain it. They have become a transversal requirement in most occupations.

Moreover, Spain has determined the main criteria which facilitate the process of job search. More precisely, the person need to have prior experience, either generic or specific,

depending on the specific guidance that has the experience offered as expressly specified. Being a key requirement when entering the labor market, and considering the many unemployed not be credited, it is necessary to look for alternatives and build bridges on the way:-practices-job training.

- Language knowledge is another essential requirement in the practice of professions, is increasingly present in offers, and even not necessarily skilled or technical occupations. The English, with a high, remains the language par excellence in the workplace, allowing access to employment opportunities within and outside our borders.
- Skills related to information technology and communication, called ICT skills are another of those requirements generally demanded.
- Mobility, both geographically and functionally, has joined definitely work as a fundamental aspect of labor relations to market laws call for adaptability, flexibility and availability, conditioned by a job influenced by factors of various kinds, including climate, opportunity and timing.

Employers insist on regarding the qualification and continuous specialization of the candidates, based on a profile with versatile and committed attitude towards work, as well as specialized skills and updated; starting point that adds value to the candidate and significantly increase their employment chances. In the field of employment training run by the public employment services, the share of the unemployed in occupations requiring higher vocational or college, is not very high, although performing denotes seeking additional training in skills such as teaching skills, languages, sales, business management, quality control, teaching methodology, graphic design, web and multimedia and foreign trade.

Therefore, attitude, experience, language skills, mobility play a big role in labour market in Spain. Moreover, in contrast to other countries, employers in Spain desire for already qualified employees, who have already gained all required skills.

As regards **United Kingdom**, most employers report that they have a proficient workforce with no skill gaps. While at the same time proficiency problems affect a slightly larger proportion of employees in Northern Ireland, Scotland and Wales. These problems are due at least in part to employees being new in their roles and/or still in training for their roles. In fact, employers tend to be challenged either in terms of having inadequate skills among some of their existing workforce or struggling to find new recruits with the skills that the vacant positions require.

Unlike in other countries, workers in UK are reported as being over-skilled and overqualified for the jobs that they are currently doing. Thus, employees have already gained a sufficient knowledge in order to compete in the labour market.

In additionally, an even greater proportion of employers predict that their skills requirements will change over the next 12 months.

Over-skilled and overqualified workforce leads to the next finding - employers do not provide training for their employees whereas they believe all their staff to be fully proficient in their roles. In recent years, there is evidence of more employers providing off-the-job training, and training being more widely offered across the workforce. On the other hand, there is evidence of less training being provided on an individual basis meaning that the total number of training days employers had provided over the previous 12 months has decreased slightly since.

Erasmus+

Overall, the skills of unemployed are not in line with the needs and requirement of labour market. In order to solve this problem training institution offer wide range of training programs in professional skills, but training on soft skills are very new, even employed people do not understand in reality what does it mean.

Erasmus+

2. Main results of the focus group meeting with learners with disadvantaged backgrounds and fewer opportunities

In order to assess learners with disadvantaged backgrounds and fewer opportunities real needs for training on soft skills necessary for successful (re-)integration into labour market, as well as attractiveness of blended and reversed learning and possibility to use exercises based on OERs, partners have organised meeting of the focus group.

The partnership has organised 5 focus groups in total, in which 73 learners with disadvantaged backgrounds and fewer opportunities have participated. Participants from the focus groups have been asked to assess their motivation to participate in learning process based on participatory approach. In addition they have been asked to define important to them soft skills coherent with employment-related key competences such as sense of initiative and entrepreneurship, social and civic competences, digital competences, learning to learn.

Partner	Country	Date of focus group meeting	Number of participants
P1; P4	Lithuania	25.02.2015.	12
P2	Italy	23. and 24.02.2015.	21
P3	Latvia	10.02.2015.	15
P5	Spain	17.02.2015.	10
P6	UK	13.02.2015	10
		Total	**73**

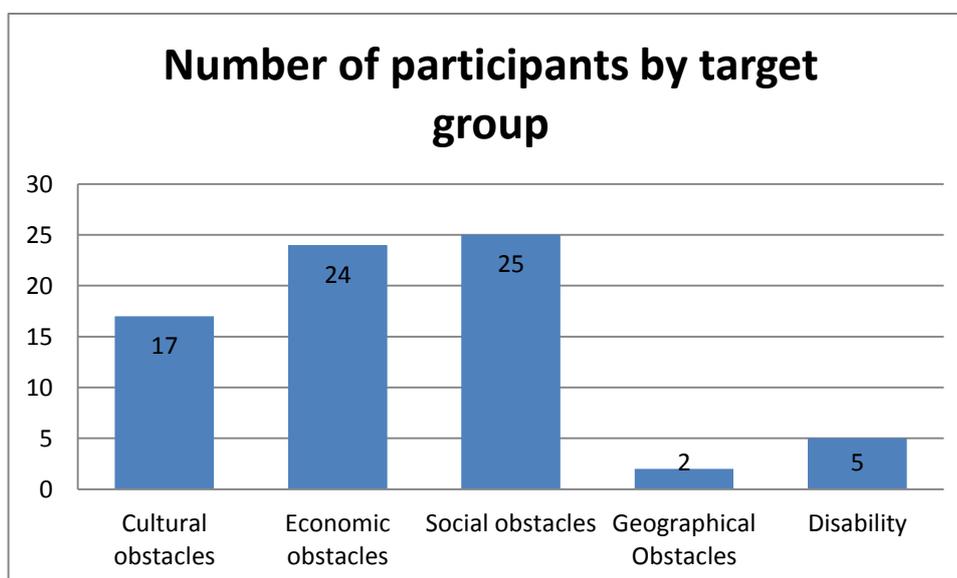Number of participants by target group, determined by obstacles presented in figure below.

Figure: Number of participants by target group.

2.1 Summary of discussions

1.	Their employment/unemployment stories as linked with their soft skills
By country	
Lithuania	The participants of the focus group shared some their life stories related with their unemployment/past employment, showing the obstacles they have met during their integration into labour market: some of them told that they had some problems during the job search as they do not know how to properly behave during the job interview; many of them mentioned that they have failed with a questions about the enterprise during the job interview as they did not use internet search before going to organisation; some mentioned that they could not effectively give the feedback to the employer via internet; few participants told that they had difficulties working in international capital enterprise as they lack the intercultural competences.
Italy	Young people in long-term unemployment (from the first meeting group) have university degree and are looking for job opportunities in Sicily (and Italy) for more than 12 months. The main obstacle to enter in the labour market, for these young people is the lack of practical skills, which they are trying to gain thorough the unpaid internships. Works experiences of second focus groups are mostly based on unqualified and short term work and do not require strong soft skills. Participants of both groups do not have specific knowledge about preparation of CV, presentation during job interviews, job search using online tools. They agree that development of soft skills related to these topics is very important, especially if they want to find qualified job offer.
Latvia	In discussion with focus group participants, it was concluded each of them has own unemployment story and has his own lifetime 'baggage' of knowledge and skills. But they didn't realise exact meaning of soft skills and what kind of skills are included.
Spain	This topic it was very interesting for many of the participants as in many cases they were not aware about the concept of Soft Skills itself. Once this concept was clarified many of them understood how important it is. They identify some stories where Soft Skills were essential in losing a job or in other cases they lost the opportunity of a new job position. They think that maybe it was an important fact that they were not conscious many time.
UK	The group of learners were able to share a wealth of employment/unemployment stories in relation to their soft skills. One deaf learner explained how she had become deaf at a young age and lost all confidence in her ability and refused to use sign language or integrate with the deaf community. This presented many challenges in relation to employment, she recognised she needed support to develop soft skills but any employment support she received, the focus was upon what hard skills she had. She expressed a desire to seek support to develop her confidence and communication skills before she felt she could consider entering the labour market. Another learner shared how in their experience employment support services stress the importance of gaining qualifications, however he feels he has great communication, interpersonal and employment related skills, but this is

Erasmus+

	not valued in his opinion or seen as relevant to enter the labour market unless he is a qualified joiner for example. A deaf learner shared with the group how valuable when in the work place soft skills are, in particular resilience and having basic IT skills. She shared with the group that all training she gained whilst in the work place was to develop hard skills not soft skills. The group shared that any soft skills training they had undertaken was not directly related to employability but more towards a personal and social development focus.

2. Have you ever participated to training, learning courses on soft skills? If yes, what is your experience? If no, would you like to participate in the future?

By country	
Lithuania	All participants told that participation in soft skills training within the project "Social incubator" was the first time for them to try such kind of trainings and that they have found it really interesting. Earlier they have only tried trainings on hard skills and ICT.
Italy	All the participants do not have experience in learning courses or trainings about soft skills, and activities which could develop personal soft skills would be very interesting for them and could create additional value to their professional portfolio. Information about these trainings/courses should be available at Labour Exchange Offices, national/local employment organisations, support/reintegration centers, higher education institutions, vocational training – places where people with disadvantaged backgrounds and fewer opportunities meet and get support. The second sub group mentioned that they need additional training regarding computer literacy and this training could be a start for online learning process, at this moment they feel lack of this skills and this could be a challenge for them in participating in future activities based on OERs.
Latvia	Only 5 participants from focus group have ever participated in training or learning courses to improve soft skills through active employment measures. All participants would like to take a part in training courses, but there is no chances to get to the courses because have long ways to travel to reach the places where courses take place, which means transport costs alone are too expensive. In order to solve this problem, we offered to use online training programs in local libraries. Reaction of focus group was very positive.
Spain	Most of them had never participated in training about Soft Skills but all of them express their interest in doing it, as they recognized that it´s an important topic. In Spain there are not many specific courses in Soft Skills for unemployed people this is the main reason why they do not had attend to any course before.
UK	The group shared that any soft skills training they had undertaken was not directly related to employability but more towards a personal and social development focus. Examples of soft skills training of learners include: • Conflict Resolution • Anger Management • Basic ICT Skills • Basic Functional Skills • Confidence and Self Esteem

Erasmus+

	• Working as part of a group • Sexual Health • Drug Awareness

3. Do you think a training course focusing on your soft skills will be useful in order to encourage you to re-enter labour market?

By country	
Lithuania	The biggest part of participants fully agreed that such kind of training would be useful for them and some of them expressed their opinion that they would like to get more information about it. They agreed that soft skills trainings is not only important for developing the skills but also helps to meet new people and get some contacts which could be useful in the future.
Italy	The both groups of young people agreed that there is a need in soft skills development and that ICT tools could be very important, because they create unlimited access to information, especially they are important for youth from the small cities/villages and young people with low incomes, who cannot travel to other cities/countries due to financial and other reasons and participate in face to face trainings/lectures/meetings.
Latvia	In discussion we have concluded that learning, training courses are useful not only for upgraded skills, but also to get new contacts and communication experience. These factors (for focus group) are important to re-enter in labour market and these factors is also higher motivation to participate in learning process.
Spain	Yes, they think training in Soft Skills could be really useful and will give and add value to their Curricula. Of course they agreed that having a good level in Soft Skills will make much easier to re-enter into the labour market again. As we explain in details the idea of Soft Skills they were more interest on it.
UK	The group all agreed that they would benefit from soft skills training particularly in relation to employment. It was noted in the group how important it is to have awareness of disability as if there was more understanding within the work place employers would not be so reluctant to employ disabled people. Many members of the group shared that they have low self-confidence; they shared a common understanding of the fear of being in a working environment without the core skills they feel are necessary to have a positive work experience. Half of the group were deaf, this created a large discussion around communication skills, it was identified that the group feel communication is an essential skill to have and there is not enough training available particularly in relation to employment. A learner shared that they are frightened at the thought of an interview, largely due to the fact that they do not know what to expect. Training that the group felt would be useful to their employability included: • Communication skills • Interview skills • ICT skills • Presentation skills • Digital skills

Erasmus+

	• Assertiveness • Organisation skills • Management skills/ themselves and others

4. How in your opinion could learners with disadvantaged backgrounds and fewer opportunities be motivated, interest to participate in learning process?

By country	
Lithuania	Such kind of learners could be motivated maybe through showing the possibility for them to validate what they have learned through informal learning courses, to give more information about the definition of soft skills, how useful it is to have high level of such skills for future job (searching for it and working later), it would be very useful to get some feedback from the employers about the importance of the soft skills for various kind of works.
Italy	Both groups made a conclusion that due to a big number of unemployed qualified people in the country and their needs of self-improvement, learners should be more active in development of the soft skills and professional skills, especially because they are representing socially vulnerable groups of Italian population. . Learners should know the final benefits of this learning process, therefore a short informative leaflet can be prepared, the aim of the leaflet is to inform learners about leaning opportunities, tools, benefits regarding employment process.
Latvia	Higher motivation to participate in learning process for focus group is new contacts and communication experience.
Spain	Honestly we think it´s not so simple. We should explain very clear the link between new opportunities and training in soft skills. During the Focus Group at the beginning they were a little sceptical about this topic but after some explanations they change their point of view and recognized that it could be a very interesting training. We would suggest creating some module about how to motivate our target group for taking part in training in soft skills. It´s difficult to be interested in something that you not understand or that you do not see the link with new job opportunities. We will have to explain it before. But in our experience if you explain it most of the people have a very positive reaction.
UK	According to the group learners like themselves with disadvantaged backgrounds and fewer opportunities would be motivated to participate in the learning experience through: • Incentives • Sign language interpreters as it is very hard to get the communication support • Child Care • Links to the labour market • Real opportunities to find work • Information Advice and Guidance

Erasmus+

	· Inclusive learning environments

5. What's your experience of using ICT recourses for training/learning?

By country	
Lithuania	The participants told that their experience of using OERs for learning is very little as when they tried to search for it in the internet they could not find much information and available OERs in Lithuanian. They could find some OERs in English but they do not know the language very good that could try to do some exercises in English.
Italy	The focus group have a basic experience in relation to ICT use as a resource of trainings and learning, but participants will be happy to get more information about new ways of learning. However the second group would like to start from the participation in computer literacy course firstly.
Latvia	There is no experience to use ICT resources for training. To half of focus group haven't basic ICT skills. They understand that computer skills are core job skills in any industry, but they haven't interest to acquire this knowledge. There is more than one reasons why: 1) it's too expensive; 2) low motivation; 3) haven't asses to internet or have low connection; 4) no necessasity in daily work.
Spain	Our experience in this field is very positive but it depend also very much of the target groups. In our experience people with low level of education are not so willing to use ICT tools for learning and they prefer direct contact with the teachers. Of course it depends also in the resources we can provide. Within ICT there are many different things, some are really useful and interesting and other are really terrible. If we´ll provide our target group with a good ICT tool friendly to use and intuitive we think they will use it.
UK	The group had a real mix bag of experience in relation to ICT resources for training/learning; this demonstrated the diversity within this focus group. Many of the learners shared they often use social media but have poor ICT skills. One deaf learner explained that he longs for an inclusive application whereby sign language is used. One learner shared that they do not have access to a computer at home, and that this has damaged their confidence when using a computer as they do not feel they have had enough practice. The group have had some experience of using ICT resources for learning including · Basic ICT skills · Type Talk (a learning resource for deaf people) · Social Media Training

6. Would you like to learn by using innovative e-learning tools?

Erasmus+

By country	
Lithuania	The participants of the focus group were involved into the ongoing project "Social incubator" where the OERs developed within EC KA3 project "e-Mentoring" were used during the mentoring process. The participants expressed their positive opinion about these OERs and told that they would like to try some similar e-learning tools in the future.
Italy	First group is very motivated and is ready to get more information, practical suggestion about e-learning tools. They are interested in self-evaluation tests, videos and other material. The second group would like to start using these tools, but as it was mentioned before they need more practical skills regarding computer literacy and benefits, which these tools can bring.
Latvia	Approximately half of focus group would like to learn by using innovative e-learning tools. According to their opinion, it's new challenge and something fashionable.
Spain	During the Focus Group this issue was discuss. Many of them feel that they should be able to use it and get use to this kind of learning tools. The age it´s very important in this point. Of course young people are more interest in this kind of education. At the same time people over 50 feel they should update their competences to the ICT tools. We think is part of our role to facilitate them to start using this ICT tools for learning.
UK	Suggestions for what the group would like to learn using innovative e-learning tools included: • Interview skills • Communication skills • How to start a business • First aid • Health and Safety • Following policies and procedures • How to resolve conflicts • Disability Awareness

7. Would you like to learn from the experiences (how to re-enter in labour market) of others in social media?	
By country	
Lithuania	All the participants of the focus group expressed their interest in the possibility to learn from the experience of others as it is more motivating to see the successful examples of other people and try the same methods.
Italy	The participants prefer professional training than learning from the experiences of others in social media, due to the fact that social media does not present all processes which person can face during the employment. Meanwhile, these experiences can be presents as personal examples.
Latvia	Approximately half of focus group would like to learn from experience of others in social media.

Spain	The topic of using Social Media was a very good point of discussion. Here the age of the different participants make the different among them. Of course young people are more active in Social Media and are more interested in learning from the experiences of other people participating also in different social media. We gave them some good examples in how it could be done and they were really very surprise about it.	
UK	There was mutual agreement that the learners felt they would be able to benefit from others experiences via social media, as they are all familiar with social media and use it in their everyday lives but not in relation to employability. They discussed how a support employability online community would be really beneficial and above all inclusive and would remove communication barriers and would help people develop in confidence and prove useful in sourcing opportunities. It would also suggested that it would be really useful for employers to be involved and promote opportunities or provide support for individuals to become more employable and also to know what is expected from an employer's perspective. It was also discussed that computers are accessible within the community so even if there is not the opportunity at home local libraries etc. will be able to meet their needs.	

2.2. Summary of soft skills rating

Project partnership have made list of soft skills related to employability. The partners selected 49 soft skills out of 141 presented. This list of soft skills was used during the focus groups as an exercise. To ensure that partners understand correctly the meaning of each soft skills, P6 – UK have made definitions of soft skills selected by partnership. The participants have to indicate how important are these skills for successful integration into labour market on scale of 0 (not important) to 10 (extremely important).

Summary of soft skills presented in table below.

Nr.	Soft Skills	Rate of importance					Average rate
		P1, P4	P2	P3	P5	P6	
1	*Able to assess and take risk*	8	7	7.6	7	6	**7.1**
2	*Able for self-monitoring*	8.3	9	8.8	6	6	**7.6**
3	*Able for self-presentation in verbal and written form*	9.80	9	8.6	8	6	**8.3**
4	*Able reflect critically on the purposes and aims of learning*	8.7	8	6.3	10	6	**7.8**
5	*Able to access internet search and use internet-based services*	9.8	10	7.7	8	7	**8.5**
6	*Able to create good attitude*	8.2	9	9.3	9	7	**8.5**
7	*Able to establish interpersonal relationships*	7.8	8	8.4	8	7	**7.8**
8	*Able to follow Instructions and regulations*	8.6	9	8.7	8	7	**8.3**
9	*Able to Follow Rules*	7.9	9	8.9	9	8	**8.6**
10	*Able to identify available opportunities*	8.5	9	6.6	8	6	**7.6**
11	*Able to make decisions*	9.1	9	8.8	7	7	**8.2**
12	*Able to organise one's own learning*	9.3	9	8.5	8	6	**8.2**

13	*Able to plan actions*	9.1	9	8.3	9	6	**8.3**
14	*Able to resolve conflicts and problems*	9.7	9	7.1	8	7	**8.2**
15	*Able to search for information / data*	9.9	7	8.6	7	7	**7.9**
16	*Able to seek advice, information and support when appropriate*	9.2	8	7.5	7	7	**7.7**
17	*Able to Stay on Task*	8.4	10	9.4	7	6	**8.2**
18	*Able to use appropriate body language*	9.9	7	5.2	8	7	**7.4**
19	Accepting feedback and constructive criticism	9.2	10	8.5	7	7	**8.3**
20	*Active in Social Media*	8.3	9	7.7	9	7	**8.2**
21	*Adaptable*	8.8	8	8.2	7	7	**7.8**
22	*Aware about Disabilities*	8.3	8	6.5	7	9	**7.8**
23	*Aware about Diversity*	8.6	9	6.4	7	8	**7.8**
24	*Aware about Gender Equality*	8.8	9	5.6	8	8	**7.9**
25	*Aware about the opportunity to validate self- skills and competences*	9.2	9	6.4	8	7	**7.9**
26	*Creative Thinker*	9.8	8	7.5	9	8	**8.5**
27	*Critical Thinker*	9.4	8	8.3	8	8	**8.3**
28	*Dedicated*	9	9	7.1	10	8	**8.6**
29	*Dependable*	7.9	9	8.9	8	8	**8.4**
30	*Effective Communicator in verbal and written form*	9.8	9	8.3	8	7	**8.4**
31	*Entrepreneurial Thinker*	8.7	8	7.3	8	6	**7.6**
32	*Flexible*	9.4	8	7.5	7	7	**7.8**
33	*Functions Well Under Pressure*	9.6	9	8.7	9	8	**8.9**
34	*Having basic ICT skills*	9.9	9	6.8	10	7	**8.5**
35	*Having intercultural understanding*	9.3	9	6.4	10	8	**8.5**
36	*Independent*	8.8	9	8.7	7	8	**8.3**
37	*Motivated*	9.7	10	8.7	8	8	**8.9**
38	*Patient*	8.3	9	8.6	8	7	**8.2**
39	*Positive Work Ethic*	9.8	8	8.2	8	8	**8.4**
40	*Punctual*	9.6	9	7.7	7	8	**8.3**
41	*Result-oriented*	9.2	8	8.7	9	5	**8.0**
42	*Self-Aware*	8.9	9	9.1	8	5	**8.0**
43	*Self-confident*	9.7	9	8.1	8	7	**8.4**
44	*Team Builder*	8.8	8	7.9	8	7	**7.9**
45	*Team player*	9.4	8	8.1	8	7	**8.1**

Erasmus+

46	*Tolerant*	9.5	8	8.3	7	7	**8.0**
47	*Trainable*	7.8	9	7.1	8	8	**8.0**
48	*Understanding Work-Life Balance*	8.2	9	7.7	8	5	**7.6**
49	*Well-presented*	9.6	8	7.9	8	6	**7.9**

As shown in table the highest rate is for following skills:

37 -Motivated (8,9)
33 - Functions Well Under Pressure (8,9)
28 - Dedicated (8,6)
9 - Able to Follow Rules (8,6)
35 - Having intercultural understanding (8,5)
34 - Having basic ICT skills (8,5)
5 - Able to access internet search and use internet-based services (8,5)
6 - Able to create good attitude (8,5)
26 - Creative Thinker (8,5)

3. Main results of the focus group meeting with adult educators trainers

Partners have organized 5 focus group meetings with adult educators trainers in which participated 41 participants in total. They have completed such tasks as:

- to define the gaps in the learning process for target group, map the training, counselling and support services currently available at national level for upgrading relevant soft skills;
- to define and agree on the list of soft skills that the learners from the target group need for successful re-integration into labour market and which will be used for learner's self-need analysis;
- to link defined soft skills with employment-related Key Competences;
- to suggest the themes and topics for employment-related exercises based on Open Educational Resources (OERs) for upgrading the defined set of soft skills.

Partner	Country	Date of focus group meeting	Number of participants
P1; P4	Lithuania	20.02.2015.	9
P2	Italy	19.02.2015.	8
P3	Latvia	16.02.2015.	8
P5	Spain	19.02.2015.	8
P6	UK	13.02.2015	8
		Total	**41**

3.1 Summary of discussions

1. Do you have experience to train learners with disadvantaged backgrounds and fewer opportunities in general and in soft skills development in particular?	
By country	
Lithuania	All 9 participants of the focus group meeting have the experience in working with Project target groups but mostly on a basis of EU and national projects. 5 participants represented high education institution where they work with training of adult educators, 2 of them represented the NGO working directly with adult learners, 1 was from the local public adult education centre and 1 from local authority's department of adult education. However all of them defined that the soft skills were not the priority of the trainings until now. The most attention in Lithuania is given to professional skills and soft skills were developed in the trainings only episodically with the main orientation to the personal development and self-esteem but not connected to work experience and entrepreneurship. The opinion of academicals from high education institution was that soft skills are becoming more important from the employers' point of view. The results of some surveys which involved the employers showed that they need their future employees to be an active team players not only being cooperative but also showing leadership skills when necessary, also the employees have to be flexible and adapt to every situation arising during the work and they also should learn from their mistakes, accept not only positive but also the negative feedback and apply the lessons learned in their daily work.
Italy	We invite migrant organisations representatives, representatives of organisations working with people facing economic/social distress, and as well mentors/trainers working with adults as volunteers.
Latvia	All adult educators' have experience in teaching people with disadvantaged backgrounds and fewer opportunities, but mostly training is connected with development of hard skills. According to the participants they feel lack of information about opportunities to develop soft skills in Latvia.
Spain	Yes, all the Trainers who took part on the Focus Group had previous experience in teaching people from different disadvantages backgrounds. Not all of them had experience in teaching this group in Soft Skills. There was a consensus among all the participants that training in Soft Skills for these target groups will be really very useful for their future in the labour market.
UK	There was a diverse range of experience of training learners with disadvantaged back grounds including: ☐ Offenders and Ex-Offenders ☐ Early school Leavers ☐ Looked After Children ☐ Not in Education, Training or Employment ☐ Physically Disabled ☐ Individuals with Mental Health Issues ☐ Long Term Unemployed

2. Counselling and support services currently available at national level for upgrading relevant soft skills (please mention 3-4 most know training centres in your

Erasmus+

country/region)	
By country	
Lithuania	The common opinion of the participants was that it is not very visible from the advertisements of adult education services what trainings of the soft skills for disadvantaged groups are available. In most cases such trainings are offered for the companies to train their employees. Such trainings are really expensive because the daily rates of the trainers are very high due to their high qualification. Concerning the trainings for unemployed people they mentioned few organizations organizing it – European Innovation Centre, Kaunas Women Employment and Information Centre, Social Innovation Fund and Lithuanian Adult Education Association. For the training of employees within the companies the most known organisations are TMD partners and Institute of responsible business and mentoring.
Italy	According to the participants Italian labour market has need in fast and qualitative upgrade, it means that policy makers should reduce preparatory period for integration of national instruments which will help to reduce number of the unemployed people. National and regional institutions could be more active in retraining process of unemployed people, however bureaucracy and regional independence of these organisations stimulates stagnation of the offering services. There is a need of available information and trainings, which can help unemployed adult people to understand a need of self-analysis and learning opportunities for reintegration into the labour market. Unfortunately, according to the respondents, there are no regional institutions which could take responsibility of the mentioned activities. Meantime vocational training institutions, placements at national /foreign companies could be a solution for those who need upgraded or new professional skills for employment needs, moreover new learning methodologies (as OERs) could create easily acceptable, visible and proactive actions/material for improvement of soft skills. However not all unemployed people have computer literacy skills, thus preparatory work should be done with them.
Latvia	According to their opinion there are sufficiently wide range counselling and support services available in Latvia. But adult educators have mentioned also main barriers in participating in different activities: □ certain groups of people in Latvia don't have access to formal and informal education (geographical obstacles); □ there is information about the training possibilities, but unemployed haven't basic ICT skills and access to detailed and actual information; □ doubts about the necessity of learning; □ unemployed hesitate to ask for help.
Spain	In Spain there are two support services for unemployed people that provide different kind of training and counselling. One is the **National Service**, in Spain call SEPE (SERVICIO ESTATAL PARA EL EMPLEO). The second one is de **Regional Service** called SAE (SERVICIO ANDALUZ DE EMPLEO).This is the Regional Service for unemployed people. Both services are complementary. From our experience and from the experience of the people in the Focus Group it´s not very common to find specific courses for upgrading Soft Skills provide by this Services. This topic is quite new for this target group.

Erasmus+

	We consider this a negative point but at the same time it reflects an opportunity for our Project. Participants were pretty sure that it could be a good proposal for these services for unemployed people.
UK	There was a good level of knowledge of services available amongst the group although there was discussion and disagreement whether or not the organisations listed were best placed to upgrade soft skills, it was suggested that a number of organisations focus more upon hard skills. However it was recognised within the group that even organisations who focus on hard outcomes take a lot of time and effort to work of softer skills to achieve the desired result. The educators in the room agreed upon 4 organisations which include: Talent Match – This is a national programme targeting young people who are furthest away from the labour market, including those who are completely outside the benefits, work and training system and facing severe barriers to gaining the skills they need to get into work. Young Persons Advisory Service- YPAS assist young people who are experiencing difficulty in their lives which can impact their physical, emotional and mental well-being. Positive Futures- Their vision is to see all young people realise their potential regardless of their circumstance, to help young people help themselves and others through programmes of Engagement and Education, Empowerment, Enterprise and Environment and all by way of Excellence Job Centre Plus- This is a government funded agency that supports chronically unemployed individuals to find work.

3.   Is it enough training services to developing soft skills? How much attention is given to develop soft skills?

By country	
Lithuania	By the common opinion of the participants we feel lack of such training services; especially we promote the necessity of such training provided by the Labour exchange office for unemployed and NEET. Nowadays the Labour Exchange provides only the trainings which are orientated at the development of the hard skills of unemployed. Only the trainings for development of the soft skills related to two main competences – digital and foreign language – are available in Lithuania via Labour Exchange free of charge. Recent years the entrepreneurial training became important but it is still implemented not very wide. The trainings on the skills related to social and civic, cultural and learning to learn competences still need to be added to the curriculum.
Italy	Answer goes together with Nr 2.
Latvia	Participants of focus group have recognized that State Employment Agency provides measures to increase competeness (MIC). The MIC cover individual consultations and group classes (courses, seminars, lectures) on mastering job searching methods, psychological support and key skills and competences demanded in the labour market. But in reality information about MIC isn't available
Spain	Our National and Regional services for unemployed people do not really pay attention to developing Soft Skills. This is a new approach and they are not very

	familiar with it. At the same time they assume that it is a very important point to be considered for people looking for a new job. Maybe some counsellor gives more attention to Soft Skills development but there is not a national or regional strategic about it. Trainers during the Focus Group agree that there should be an agreement in how developing soft skills for unemployed people with special disadvantages background.
UK	The consensus of the group was that the majority of training relating to soft skills is predominately for young people, which the group felt was highlighted when identifying support services available to upgrade soft skills. There was a mutual agreement that when applying for funding in the UK there is little recognition or validation of soft skills, the funding is dependent upon what hard outcomes are achieved. In reality the group identified that many of the individuals they work with have not engaged with services or little experience of education, therefore they require basic fundamental skills, an educator gave an example of a young person she had worked with who had been excluded from school at an early age and had a fear of figures of authority. When she tried to arrange a meeting the young person shared that they did not know how to get there, and would not know how to find out. She explained how common it is to assume soft skills and the level of support individuals require accessing a service. The educators agreed that as individuals, they embed personal and social development within their practice but often feel frustrated for the learner that their distance travelled is not recognised. All educators stressed the importance of using individual action plans, and emphasised that this should be used as a tool for all vulnerable groups as it is an opportunity to establish specific, measurable, achievable, realistic and time bound goals, it was stated that this tool in beneficial specifically in relation to soft skills. There was a discussion amongst the group in relation to the high demand for such services, which often results in long waiting lists particularly in relation to counselling and mental health services. It was also highlighted within the discussion that funding cuts have been detrimental to services as there is less money to spend with a need for increasing value for money which are related to hard skills, for example payment on results contracts relating to getting people back into the labour market. Working within these contracts, an organisation would be paid once an individual was in work not on the level of support that was given to reach the outcome.

4. Gaps in the learning process for learners with disadvantaged backgrounds and fewer opportunities on developing soft skills (which soft skills in your opinion are most develop in training and which are still to be added to the training curriculum).

By country	
Lithuania	According to the participants of the focus group every learner with disadvantaged background and fewer opportunities should develop the soft skills related to social and civic, cultural and learning to learn competences. The skills related with sense of initiative and entrepreneurship is also very important for such learners. Unfortunately the trainings on soft skills are not provided very

	wide in Lithuania and they need to be included in the curriculum.
Italy	Participants do not present the answer saying that needs depend on personal portfolio and should present deeper analysis of target groups. People with fewer opportunities (our target groups) require more time and work with them, starting with explanations about CVs, understanding of skills and competence and etc. Therefore basic information is very useful and can give a proactive start for self-development in a future.
Latvia	Recommendation of target group is to change learning programs and include more practice lessons to improve learning process.
Spain	General speaking they agree that all the Soft Skills should be develops. As we explain and present our Project they consider this idea quite interesting and useful for this target group. They propose that we should make an official presentation of the final product to the National and Regional Service for unemployed people. This is indeed a very good point that we should consider at the end of this project.
UK	The group identified various gaps in the learning process for learners who are disadvantaged and have fewer opportunities. From the learner's perspective the group felt the following factors have an impact upon the learning process: ☐ Socio-economic status of learners. ☐ Few positive role models ☐ Lack of Value/respect for learners overcoming barriers to learning and the skills involved in this.. ☐ Lack of basic skills ☐ Low aspirations and overcoming and problems which the learner may have faced previously in education and learning ☐ Need for more one to one support (mentors) to assist learning. It was suggested that the most common soft skills that are developed in training include: ☐ Confidence ☐ Punctuality ☐ Communication ☐ Respect ☐ Basic ICT skills It was suggested that the skills that need to be developed in soft skills training include: ☐ Entrepreneurial Spirit ☐ The validation of soft skills (life experiences) ☐ Have an understanding of diversity, age, sex, race, disability and gender ☐ Personal and Professional relationships ☐ Social Media ☐ Problem Solving ☐ Assessing and taking risks

5. Suggestions of the themes and topics for employment-related exercises based on Open Educational Resources (OERs) for upgrading the defined set of soft. If there are any good suggestions, please make the list of the exercises and add to this report.

Erasmus+

By country	
Lithuania	The participants of the focus group suggested some ideas and promised to suggest some exercises later on when the partnership will decide on the main themes for the OERs. Suggestions of the participants: 1. for the first competence – initiative and entrepreneurship – they suggest to divide the OERs into two themes – Do I want to be an employee? Do I want to be self-employed or entrepreneur? 2. for social and civic competence they suggested two themes – Am I constructively prepared to participate in working and social life? Am I prepared for effective interpersonal and intercultural communication in different environments? 3. for learning to learn they suggested three themes – Can I effectively organise my own learning including effective management of time and communication? Can I effectively identify my learning needs, connect it with available learning opportunities and monitor learning achievements? Can I reflect critically on the purpose and aim of learning? 4. For the last – digital competence – they suggested two themes – Do I have the basic skills in ICT: the ability to search, collect and process information, the ability to access, search and use internet-based services, word processing, spreadsheets, databases, information storage and management, communication via electronic media etc.? How effectively I use internet based services (Social networks, databases, LEO databases) for my employment related issues?
Italy	Respondents recommend to collect and present information about meaning and use of soft skills in daily lives of learners, this background information will give common understanding of the research object to project learners and will motivate them to transfer the current life experience into working environment, especially because not all of the learners understand the meaning of soft skills. As well such topic as personal presentation (preparation of CV and motivation letter, job interview and etc.) cannot be common for all participating project countries, this material must underline specific cultural differences and match learning needs of the focus group. After the soft skills ranking, were concluded - there is a consensus that almost 70 percent of presented skills could be understood as a part of one or another competence. Therefore it is important to prepare a list of exercises on OERs which may reveal content of the each key competence important for employment process. Another recommendation of the target group is to describe a practical approach to recognize and improve competencies based on experience of others, and present this material online as a case study.
Latvia	There haven't suggestions about exercises based on OERs for Soft Skills.
Spain	There were not any concrete suggestions about exercises based on OERs for Soft Skills. They just made a suggestion in order to design OERs very easy and friendly to use due to that fact that many people with disadvantages background have very low level of education and are not very familiar with ICT. Maybe the problem was that some of them were not really very familiar with the concept of OERs so that´s why they could not make any concrete

		suggestions.										

UK	Suggestions of the themes and topics for employment related exercises based upon Open Educational Resources for upgrading soft skills included: ☐ Diverse Case studies of people who have successfully found employment, who ☐ How to overcome barriers in finding a job. ☐ How to navigate and make online applications. ☐ Interview skills ☐ Action planning and developing smart objectives. ☐ Work based scenarios to support job interviews. ☐ How to give and receive constructive feedback. ☐ How to build rapport in working relationships ☐ Verbal and non-verbal communication. ☐ Personal branding – writing effective applications and CVs. ☐ Understanding your local labour market and making it work for you. ☐ Networking (social/real life)	

3.2 Analyse of soft skills

Project partnership have made list of soft skills related to employability. The partners selected 49 soft skills out of 141 presented. This list of soft skills was used during the focus groups as an exercise. To ensure that partners understand correctly the meaning of each soft skills, P6 – UK have made definitions of soft skills selected by partnership. In order to clarify learners possibilities to integration into labour market, participants of focus group have to rate importance of soft skills on scale of 0 (not important) to 10 (extremely important) and have link defined soft skills with employment – related Key Competences. Key competences for employment-related issues in the project:

1. Sense of initiative and enterpreneurship;
2. Social and sivis competences;
3. Learning to learn;
4. Digital competences.

According to adult educators trainers choices and leading partners (P3-LV) assessment, in the table below the soft skills are rated and linked with Key Competences

Nr.	Soft Skills	Rate of importance					Average rate	Main competence					Main competence
		P1 P4	P2	P3	P5	P6		P1 P4	P2	P3	P5	P6	
1	*Able to assess and take risk*	8.6	6	6.8	7	6	**6.87**	1	1,2	1	1	1	**1**
2	*Able for self-monitoring*	9.4	7	7.9	6	7	**7.46**	3	1,2,3	2	4	2	**3**
3	*Able for self-presentation in verbal and written form*	9.4	8	8	7	8	**8.08**	2	1,2	2	2	2	**2**
4	*Able reflect critically on the purposes and aims of learning*	8.3	7	6.9	6	8	**7.24**	3	3	3	3	3	**3**
5	*Able to access internet*	9.6	8	8.6	8	7	**8.25**	4	3,4	4	4	4	**4**

	search and use internet-based services											
6	*Able to create good attitude*	9.7	8	8.4	9	9	**8.82**	2	2	2	2	2	**2**
7	*Able to establish interpersonal relationships*	9.4	7	7.4	8	8	**7.96**	2	1,2	2	2	2	**2**
8	*Able to follow Instructions and regulations*	8.4	6	8.1	8	9	**7.91**	3	2,3	2	3	3	**3**
9	*Able to Follow Rules*	8.2	9	8.6	8	9	**8.57**	4	2,3	3	3	3	**4**
10	*Able to identify available opportunities*	9.6	7	6.9	9	7	**7.90**	1	1,2,4	2,3	3	3	**1**
11	*Able to make decisions*	9.4	7	7.9	8	8	**8.06**	1	1	1	2	2	**1**
12	*Able to organise one's own learning*	9.7	6	6.9	6	8	**7.32**	3	1,3	3	2	3	**3**
13	*Able to plan actions*	9	5	5.6	7	7	**6.73**	1	1,2	1	1	1	**1**
14	*Able to resolve conflicts and problems*	8.9	7	7	8	7	**7.58**	2	2	2	2	2	**2**
15	*Able to search for information / data*	9.8	7	8.6	7	8	**8.09**	4	4	3	1	3	**4**
16	*Able to seek advice, information and support when appropriate*	8.8	8	8.5	7	8	**8.06**	3	1,2	3	3	3	**3**
17	*Able to Stay on Task*	9	8	7.6	7	8	**7.93**	1	1,2,3	2	3	2	**1**
18	*Able to use appropriate body language*	9.8	7	5.3	7	7	**7.21**	2	2	2	2	2	**2**
19	Accepting feedback and constructive criticism	9.7	7	7.6	7	8	**7.87**	2	2,3	2	2	3	**2**
20	*Active in Social Media*	8.3	6	5.8	6	6	**6.41**	4	2,4	4	4	4	**4**
21	*Adaptable*	7.9	8	7.9	10	8	**8.36**	2	2	2	2	1	**2**
22	*Aware about Disabilities*	8.6	8	7.1	8	8	**7.95**	2	2	2	2	2	**2**
23	*Aware about Diversity*	8.7	8	6.1	8	8	**7.77**	2	2	2	2	2	**2**
24	*Aware about Gender Equality*	9.3	8	7	6	8	**7.66**	2	2	2	2	2	**2**
25	*Aware about the opportunity to validate self- skills and competences*	9.3	7	7.8	7	8	**7.81**	3	1,3	3	3	3	**3**
26	*Creative Thinker*	7.7	7	5.4	8	8	**7.22**	1	1	1	2	1	**1**
27	*Critical Thinker*	8.4	7	7.3	7	7	**7.33**	1	1,3	1	2	2	**1**
28	*Dedicated*	8.4	8	7.4	9	8	**8.16**	1	1	1	2	2	**1**
29	*Dependable*	8.6	8	6.9	8	8	**7.90**	2	1,2	2	2	2	**2**
30	*Effective Communicator in verbal and written form*	9.9	7	6.8	7	8	**7.73**	2	1,3	2	2	2	**2**
31	*Entrepreneurial Thinker*	8.2	7	6.4	8	7	**7.32**	1	1	1	1	1	**1**
32	*Flexible*	8.8	8	7.8	9	8	**8.31**	2	2	2	2	1	**2**

Erasmus+

33	*Functions Well Under Pressure*	8.7	6	7.5	10	8	**8.04**	1	1,3	2	2	2	**1**
34	*Having basic ICT skills*	9.9	7	7.9	9	8	**8.36**	4	4	4	4	4	**4**
35	*Having intercultural understanding*	9.8	8	5.4	7	9	**7.84**	2	2	2	2	2	**2**
36	*Independent*	8.7	7	7.5	8	8	**7.84**	1	1	3	2	1	**1**
37	*Motivated*	9.9	9	8.1	9	9	**9.01**	3	1,3	2, 1	2	1	**3**
38	*Patient*		8	7.3	8	9	**8.06**		2,3	2	2	2	**2**
39	*Positive Work Ethic*	8.3	8	8.5	7	9	**8.16**	1	2	2	2	3	**2**
40	*Punctual*	9.1	9	9.3	8	9	**8.87**	1	2	1	2	3	**1**
41	*Result-oriented*	8.9	8	8.3	8	8	**8.23**	1	1,3	1	1	3	**1**
42	*Self-Aware*	9.8	7	7.1	7	8	**7.79**	2	2	2	2	2	**2**
43	*Self-confident*	10	6	6.6	8	8	**7.73**	2	1,3	2	2	3	**2**
44	*Team Builder*	8.3	7	5.4	7	8	**7.14**	1	2,3	2	2	3	**1**
45	*Team player*	9.8	7	7.9	7	9	**8.14**	1	2	2	2	3	**1**
46	*Tolerant*	9.2	9	8.1	7	9	**8.47**	2	2	2	2	2	**2**
47	*Trainable*	10	9	7.4	7	9	**8.48**	3	2,3	3	2	3	**3**
48	*Understanding Work-Life Balance*	8.6	8	6.6	7	8	**7.65**	2	2	2	2	2	**2**
49	*Well-presented*	8.4	8	8.8	7	8	**8.03**	2	2	2	2	2	**2**

According to adult educators trainers analyse of soft skills, there are different average evaluations of soft skills, but the highest score are for the following:

        37 - Motivated (9,01)

        40 – Punctual (8,87)

        6 – Able to create good attitude (8,82)

        9 – Able to Follow Rules (8,57)

        47 - Trainable (8,48)

The highest rate by adult educators' trainers is for soft skill "Motivated", which go together with learners rating.

Erasmus+

Conclusions

1. In accordance with the comments from the Focus groups, more deep explanation is needed to the soft skills conception. It is suggested to partnership to give more attention for developing clear and learner-friendly explanation of each soft skill and to show it connection to the new job opportunities and importance for seeking employment. This explanation could be used within the Self-need analysis tool.

2. All adult educators' trainers from focus groups have the experience in working with project target group – learners with disadvantaged backgrounds and fewer opportunities and they have recognized that they feel lack of soft skills training opportunities.

3. The research showed that training on soft skills coherent with the employability is rather innovative approach and is not very widely-implemented in most of the partners' countries. The research also confirmed the importance of such training for the disadvantaged learners and its further promotion in the partners' countries.

4. It is suggested to create new module which could help to motivate project target group for taking part in training programmes of soft skills. It´s difficult to be interested in something that you not understand or that you do not see the link with new job opportunities. Person have to realise itself, what kind of skills he has, what kind of skills he has need, it's important for his job opportunities.

5. The self-need analysis tool then could be used for motivation of learners for further development of their soft skills.

6. After the analysis of score of learners and score of adult educators we can find out the main score for each skill. The skills between 9 and 7 are the following:

Nr.	Soft Skills	Main competence	TOTAL AVERAGE RATE
37	**Motivated**	**3**	**8.94**
6	**Able to create good attitude**	**2**	**8.65**
9	**Able to Follow Rules**	**4**	**8.57**
40	Punctual	1	8.56
33	Functions Well Under Pressure	1	8.45
34	Having basic ICT skills	4	8.45
28	Dedicated	1	8.39
5	Able to access internet search and use internet-based services	4	8.38
39	Positive Work Ethic	2	8.28
47	Trainable	3	8.22
46	Tolerant	2	8.21
35	Having intercultural understanding	2	8.19

3	Able for self-presentation in verbal and written form	2	8.18
29	Dependable	2	8.13
38	Patient	2	8.12
11	Able to make decisions	1	8.12
45	Team player	1	8.11
41	Result-oriented	1	8.10
19	Accepting feedback and constructive criticism	2	8.10
8	Able to follow Instructions and regulations	3	8.09
30	Effective Communicator in verbal and written form	2	8.08
21	Adaptable	2	8.08
36	Independent	1	8.07
32	Flexible	2	8.05
17	Able to Stay on Task	1	8.04
43	Self-confident	2	8.04
15	Able to search for information / data	4	7.99
49	Well-presented	2	7.97
7	Able to establish interpersonal relationships	2	7.90
16	Able to seek advice, information and support when appropriate	3	7.90
42	Self-Aware	2	7.89
14	Able to resolve conflicts and problems	2	7.87
25	Aware about the opportunity to validate self- skills and competences	3	7.87
22	Aware about Disabilities	2	7.86
27	Critical Thinker	1	7.84
26	Creative Thinker	1	7.83
23	Aware about Diversity	2	7.78
24	Aware about Gender Equality	2	7.77
10	Able to identify available opportunities	1	7.76
12	Able to organise one's own learning	3	7.74
48	Understanding Work-Life Balance	2	7.62
44	Team Builder	1	7.54
2	Able for self-monitoring	3	7.54
4	Able reflect critically on the purposes and aims of learning	3	7.52
13	Able to plan actions	1	7.51
31	Entrepreneurial Thinker	1	7.46
18	Able to use appropriate body language	2	7.32
20	Active in Social Media	4	7.31
1	Able to assess and take risk	1	7.00

As shown in the table, there are no soft skills which average rate is fewer than 7 and above 9. The analysis shows all selected soft skills are significant and should be develop through Open Educational Resources.

Erasmus+

7. It is suggested that the OERs will be developed in 4 main topics in accordance with the 4 main competences defined by partnership. Below there is a table with the soft skills linked to the competences and ranked.

1. Sense of initiative and entrepreneurship	40	Punctual	8.56
Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.	33	**Functions Well Under Pressure**	**8.45**
	28	**Dedicated**	**8.39**
	11	Able to make decisions	8.12
	45	Team player	8.11
	41	Result-oriented	8.10
	36	Independent	8.07
	17	Able to Stay on Task	8.04
	27	Critical Thinker	7.84
	26	Creative Thinker	7.83
	10	Able to identify available opportunities	7.76
	44	Team Builder	7.54
	13	Able to plan actions	7.51
	31	Entrepreneurial Thinker	7.46
	1	Able to assess and take risk	7
	6	**Able to create good attitude**	**8.65**
	42	**Positive Work Ethic**	**8.28**
	46	**Tolerant**	**8.21**
	35	Having intercultural understanding	8.19
	3	Able for self-presentation in verbal and written form	8.18
2. Social and civic competences	29	Dependable	8.13
	38	Patient	8.12
These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.	19	Accepting feedback and constructive criticism	8.10
	30	Effective Communicator in verbal and written form	8.08
	21	Adaptable	8.08
	32	Flexible	8.05
	43	Self-confident	8.04
	49	Well-presented	7.97
	7	Able to establish interpersonal relationships	7.90
	42	Self-Aware	7.89
	14	Able to resolve conflicts and problems	7.87
	22	Aware about Disabilities	7.86
	23	Aware about Diversity	7.78
	24	Aware about Gender Equality	7.77
	48	Understanding Work-Life Balance	7.62

	18	Able to use appropriate body language	7.32
3. <u>Learning to learn</u> Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.	**37**	**Motivated**	**8.94**
	47	**Trainable**	**8.22**
	8	**Able to follow Instructions and regulations**	**8.09**
	16	Able to seek advice, information and support when appropriate	7.90
	25	Aware about the opportunity to validate self- skills and competences	7.87
	12	Able to organise one's own learning	7.74
	2	Able for self-monitoring	7.54
	4	Able reflect critically on the purposes and aims of learning	7.52
<u>Digital competences</u> Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.	**9**	**Able to Follow Rules**	**8.57**
	34	**Having basic ICT skills**	**8.45**
	5	**Able to access internet search and use internet-based services**	**8.38**
	15	Able to search for information / data	7.99
	20	Active in Social Media	7.31

8. It is suggested to make an official presentation of the final product to the National and Regional Service for unemployed people.

9. The research showed some recommendations for the themes and topics of OERs:
   - for the first competence – initiative and entrepreneurship – it is suggested to divide the OERs into two themes – Do I want to be an employee? Do I want to be self-employed or entrepreneur?
   - for social and civic competence it is suggested two themes – Am I constructively prepared to participate in working and social life? Am I prepared for effective interpersonal and intercultural communication in different environments?
   - for learning to learn it is suggested three themes – Can I effectively organise my own learning including effective management of time and communication? Can I effectively identify my learning needs, connect it with available learning

Erasmus+

opportunities and monitor learning achievements? Can I reflect critically on the purpose and aim of learning?

- for the last – digital competence – it is suggested two themes – Do I have the basic skills in ICT: the ability to search, collect and process information, the ability to access, search and use internet-based services, word processing, spreadsheets, databases, information storage and management, communication via electronic media etc.? How effectively I use internet based services (Social networks, databases, LEO databases) for my employment related issues?

It is suggested to include following topics for employment related exercises based upon Open Educational Resources for upgrading soft skills included:

- Diverse Case studies of people who have successfully found employment, who
- How to overcome barriers in finding a job.
- How to navigate and make online applications.
- Interview skills
- Action planning and developing smart objectives.
- Work based scenarios to support job interviews.
- How to give and receive constructive feedback.
- How to build rapport in working relationships
- Verbal and non-verbal communication.
- Personal branding – writing effective applications and CVs.
- Understanding your local labour market and making it work for you.

Moreover, it is suggested

- to describe a practical approach to recognize and improve competencies based on experience of others, and present this material online as a case study.
- to design OERs very easy and friendly to use due to that fact that many people with disadvantages background have very low level of education and are not very familiar with ICT.
- such topic as personal presentation (preparation of CV and motivation letter, job interview and etc.) cannot make common for all participating project countries, this material must underline specific cultural differences and match learning needs of the focus group.

10. Data of this report will be used within the self analysis (O1-A2) and for the developing of OERs (O1-A3).