

Partner Report Template

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1. The Changing Labour Market

1.1 Drawing on recent developments and technological changes to the world of work, can you describe the impact (or potential impact) of these changes?

Note:

In this section we would like to know the impact of the changing labour market in terms of automation, digitalisation and future opportunities, in your Country and at an EU Level.

1. Which areas of the labour market are showing the most significant changes in your Country and at EU level?

Are reported below some results of a 2019 Ludovico Albert publication "The demands of qualified work by companies", in which the author deals with the topics related to which professions are growing and which are declining and what are the specific skills, more demands in the new world of work. The demand for knowledge, skills and competencies is profoundly, with a different composition of the set of skills and tasks required of workers (hard, soft, e-skill). Training will have to provide the employability skills, the characteristics that a person must be equipped to enter and remain in the labour market, to qualify and retrain in this world characterized by change.



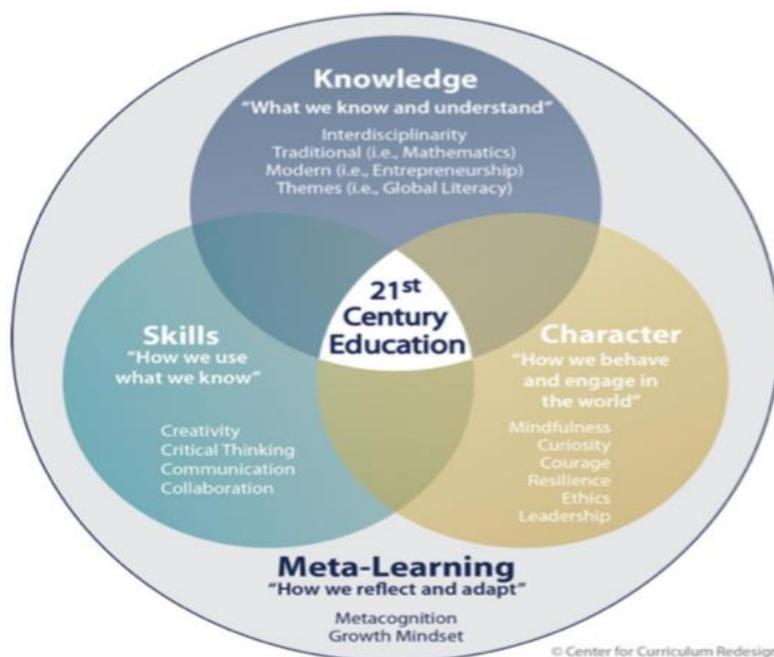
Structural changes in the world of work will have an impact in terms of:

- The creation/destruction of jobs. Robots that perform more complex tasks, Artificial Intelligence in many professions, security issues, communication etc. Microsoft's Tomorrow's Jobs (2018) predicts

that 65% of today's students will do a job that doesn't exist yet. Nesta and Pearson (2019) estimate that 10 percent of professions are growing, 20 percent are probably down, especially those with low/medium specialization;

- For 7 out of 10 professions, we have uncertainties: redefining jobs and investing in training are crucial to boosting their growth. The skills and competencies requie are changed, with a different composition of the set of skills and tasks required of workers (hard, soft, e-skill), both for new jobs and for jobs that will continue to exist and will affect the entire stock of employees;
- The transformation of the types of contracts: a gradual decline in indefinite time and the growth of determinated or more flexible contractual relationships.

Studies agree that in order to increase the chances of increasing their demand, it is essential to enrich the content of the professions in terms of skills: technical, specific and complementary. Development or not-decline has a lot to do with the consolidation of "complementary skills", the so-called "21st century skills" (Center for Curriculum Redesign).



The Excelsior Information System on the employment needs of companies, created by Unioncamere in collaboration with ANPAL, has carried out a survey on the *Analysis of the demand for digital skills of companies in 2018*, which shows that the digitization of many production and disbursement processes and, in perspective, also of decisions, is one of the macro-trends that are literally reshaping not only the landscape of the world of work but also of society itself (and therefore of the consumer and the institutions that govern and regulate the market). This link between companies and customers becomes increasingly close with digital: undigitized customers, in fact, slow down the digitalization processes of companies. The way in which the market is transforming must also be kept in mind in order to fully understand the need for digital skills.

In particular, the progressive tertiaryisation of the economy puts the service sector at the centre, once considered to be ancillary to manufacturing and essentially low in innovation. Today, however, it is in this area that the economy runs faster and expands. The world of software, logistics and transport, the media sector, the welfare universe (from healthcare to wellbeing) are examples of sectors related to the so-called

innovative tertiary sector where a lot of innovation takes place and where sophisticated and continuously updated skills are increasingly required.

The Excelsior Information System as part of the survey that ended in 2018, has created a focus on e-skills with the aim of capturing and qualifying the developments in the demand of job in the era of the Digital Economy.

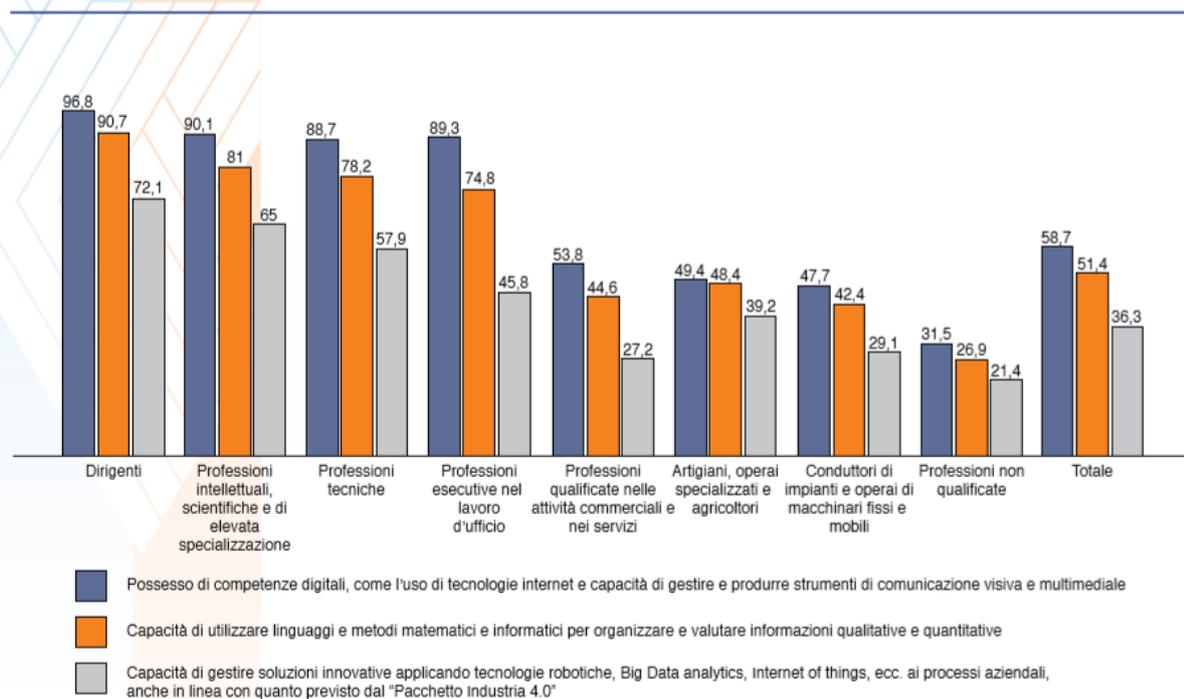
The survey results show a demand for a demand for cross-digital skills, and widespread within the production sectors, territories, business areas, as well as the professional profiles sought by companies. The competence that records the highest frequency of demand by companies is related with to basic digital skills, such as the use of internet technologies and the ability to manage visual and multimedia communication tools", requests to 58.7% of incoming profiles (up one percentage point compared to the figure of 2017). There are 270,000 / 300,000 entries (2019-2023) with digital skills ("Unioncamere – ANPAL, Excelsior Information System, 2018").

2. What predictions are being made on the impact of digitisation/automation?

Digital transformation impacts all business areas and business categories. In 2018, the Excelsior Survey finds a more obvious demand for e-skills from some profiles operating in some areas rather than in others. Analyzing the demand for skills by area of inclusion of profiles sought by companies, it is not surprising that the business areas where the greatest use of e-skills is expected are precisely the areas most affected by the change technology, particularly IT and information systems, design, research and development and quality control systems.

E-skills are most in demand for "higher" professional groups (so-called high skills): managers, specialists, technicians (Figure 3.5). It should be noted, however, that there are some specific professional profiles to which, although belonging to the "lower" professional groups (craftsmen, specialized workers; plant operators and machinery workers), companies require high e-skills .

Figura 3.5 – Richiesta di e-skills per grande gruppo professionale (% sul totale entrate per ciascun grande gruppo)



(“Unioncamere – ANPAL, Sistema Informativo Excelsior, 2018”)

3. Which industries are considered high risk (of loss) and how might this impact low skilled workers?
4. Are there any significant areas of growth in the labour market? Which areas?

Are reported below some data from an Excelsior System survey on employment need with eco-friendly and digital skills and for sectors for the period 2019-2023:

- Between 518,000 and 576.00 placements expected between 2019 and 2023 with skills related to the environment and circular economy.
- The need to equip staff capable of exploiting developments in the eco-efficiency sector, for greater sensitivity, to optimise the use of raw materials (savings, waste reduction, recycling, increased use of energy sources renewables).
- The question concerns: the search for new figures (expert in energy management, green chemist, environmental marketing expert, waste management, low-impact plant installer, etc.), in a cross-cutting way, both high-skilled professions and specialization, both technical professions, employees, as well as commercial and tourist service workers, people's service workers, workers and craftsmen.
- The attitude to energy saving and environmental sustainability: in 80% of the professions required, even in 73% of those with low qualifications and for figures not related to environmental issues. The most requested skill after soft-skills. From production and food preparation technicians (77 percent important), as well as other professions, mechanical technicians (64%), power line and dog installers (59%), services (especially tourism, commerce and advanced services) etc.

Another 25% of the work needs are concentrated in five sectors:

- Health and well-being (in addition to specific skills also relational and organizational related to the care of the person, but also new frontiers of medicine).
- Education and culture, innovation in educational systems and processes, lifelong training system, distance learning.
- Mechatronics and robotics, automation and mechatronic systems technicians, industrial robot technicians, designers and numerically controlled machines. Industry 4.0, large but also small and medium-sized enterprises.
- Mobility and logistics, changes in purchasing and consumption models related to online platforms, logistics workers, warehouse workers, department managers, drivers heavy goods...
- Energy, electrical production technicians, chemical control workers, waste recovery and treatment, water... public utilities.

("Unioncamere – ANPAL, Excelsior Information System, 2018")

5. Will there be significant disruption in terms of the job roles and tasks performed by individuals? If so, what are they?

The Excelsior survey (see above) also lists recruitment forecasts for qualification.

For those with a degree:

- Trending lack of overall supply: the offer decreases from the average of 205 thousand graduates/year between 2010 and 2017 to about 133 thousand arriving on the labor market (fonte: Alma Laurea). Against a demand estimate of 164 thousand/180 thousand hires (62% private and 32% public).
- Today there is a stock of 350,000 unemployed graduates, but there is a "qualitative" theme, both in terms of study and territorial affiliation, and for the lack of other personal characteristics, which companies require.
- Demand is more consistent in economic-social, humanistic, architectural engineering, health care, more residual are scientific (8%) and legal areas.
- For several sectors of study, there is a shortage of supply. The main one is that of the "teaching" group, which in part could be filled by the stock. More difficult the situation for graduates of the economic- statistic group and for the engineering, legal, scientific, physical, mathematical, paramedical, health groups.

Recruitment accuracys for those with a diploma:

Annual supply average of 435 thousand graduates against a demand of between 270 thousand and 258 thousand. Aggravated by the stock of many graduates looking for a job (1,241,000 in 2017).

This section should be between 1.5 – 2 A4 pages.

Please summarize your findings here...

1.2 Drawing on Country and EU research, can you describe what skills will be most needed in the future world of work?

Note:

1. Having identified where job losses are likely to happen, what skills/upskilling will be most needed?

http://www.centroestero.org/repository/23_06_2016_17_17_report-soft-skill-e-mdl.pdf

Below the result of an Erasmus plus survey involving six countries (Austria, Bulgaria, France, Germany, Italy and Sweden) in the first half of 2015, with the aim of identifying the perception of soft-skills of companies and economic organisations in the recruitment, placement and development of human resources with medium-high professionalism.

Soft Skills are a set of non-technical skills and know-how that support effective participation at work. They are not specific to the type of work and are strongly linked to personal qualities and attitudes (trust, discipline, self-management...), social skills (communication, teamwork, emotion management...) and management (time management, problem solving, critical thinking...). Due to their intangibility, some of these capabilities are difficult to quantify, recognize, evaluate and develop.

Soft skills are not specifically related to a job; are closely related to personal attitudes that are intangible. This makes them more difficult to quantify, measure and develop.

In the search, 21 Soft Skills were mapped, grouped into 3 macro-areas:

Project -1-IT02-KA204-003515

<p>A. . Making your way in the world of work This area of skill is about the ability to turn personal insights into goals while maintaining control of factors that influence decisions and actions in the workplace, as well as in personal careers, identifying development paths and plans career.</p>	
A.1. Identify work goals	Ability to make decisions about how, when, where to work; turning personal insights into goals
A2. A.2. Learn how to learn	Aptitude for: <ul style="list-style-type: none"> • Curiosity: know (yes) to ask and search for information ; • To direct the ability to learn towards one's own needs (responsibility for one's personal/professional growth) ; • Chatc opportunities
A.3. Adaptability and flexibility	Ability to: <ul style="list-style-type: none"> • Accept the changes as a new challenge; • Adapt to new situations and change your approach when required by context
A.4. Motivation	Tendency to be energetic and enthusiastic and ability to (self)motivate and motivate others.
A.5. Recognize and apply rules and values at work	Ability to: <ul style="list-style-type: none"> • Recognize and apply company values, culture and etiquette • Act in accordance with places and situations (appropriate clothing, acceptance of working practices, etc.)

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A.6. Respect hierarchical rules and levels	Ability to: <ul style="list-style-type: none"> • Recognise/understand the policies and structure of the organisation, • Recognise/apply work roles, workplace rights/duties, demands and expectations
A.7. Manage responsibilities	Ability to: <ul style="list-style-type: none"> • Check that you understand the assigned task and ask for help if needed, • Take responsibility for your actions without accusing anyone else of something you are responsible for
A.8. Time-management	Ability to schedule actions on deadlines and be on time
A.9. Manage the digital process	Ability to: <ul style="list-style-type: none"> • Receiving information with digital systems and technology; • Work in harmony with Netiquette; • Manage the risks associated with new digital technologies and online environments
<p>B. Mastering Social Skills This area of skill is about the ability to use communication effectively and build relationships with each other to achieve a result in a working group. It involves the ability to understand others and build relationships, understand values, goals, expectations and emotions of their own and interlocutors, and make choices that take into account other people's needs, as well as understand the explicit/implicit social rules of the reference context (such ability implies the use of emotional intelligence). In the case of immigrants, mastery of the language of the new country of residence is essential.¹²</p>	
B.1. Communicative skills	Ability to: <ul style="list-style-type: none"> • Speak clearly and politely with each type of subject (superiors, colleagues, customers, etc.) • Use non-verbal language (posture and gestures) and para-verbal (tone and tone of voice) adequately in relation to different contexts • Choose the most suitable media for reference contexts
B.2. Manage the communication process	Ability to listen, collect the message, rephrase, interpret, have awareness of other people's feelings (empathy) and give feedback
B.3. Self-control and integrity (stress management)	Ability to manage difficulties and maintain a good work performance when under pressure from external factors and difficulties (self-control, resilience, self-confidence)
B.4. team-working	Know how to reap the benefits of working in groups and know how to implement collaborative ways with others to achieve goals.
B.5. Service orientation (understanding the needs of others)	Ability to: <ul style="list-style-type: none"> • Offer support to others when required • To grasp the needs of the customer (internal and external) and offer the most appropriate response, managing any problematic situations in a polite manner (customer orientation)
B.6. Leadership	Ability to: <ul style="list-style-type: none"> • Lead yourself and groups of people to work on common goals • Influence others with a positive impact • Give and receive positive or negative feedback on work activities • Delegating activities or responsibilities to others
B.7. Conflicts management	Ability to: <ul style="list-style-type: none"> • Identify the presence of a conflict in its early stages, without being afraid to call it "conflict" • Manage conflict situations with the knowledge that not all conflicts can

	<ul style="list-style-type: none"> be resolved • Mediate and negotiate trying to maximize results for both parties (WIN-WIN approach)
B.8. Intercultural awareness (recognizing and using different perspectives)	Ability to: <ul style="list-style-type: none"> • Recognise and use multiple perspectives based on differences in values, beliefs and behaviours between different cultures, in an attitude of respect • Take appropriate action to minimise risks and difficulties arising from cultural, gender or other diversity, whether real or perceived

C. Achieving results This third area of skill is about the ability to work with a result-oriented approach, in the name of continuous improvement and development. Because these skills are linked to the ability to turn ideas into actions, they are among the so-called "entrepreneurial skills." The essence of this skill group is the implementation of actions aimed more at the realization of activities than the impact on other people.	
C.1. Decision-making	Ability to make a choice from a wide range of possibilities (setting priorities) and use different decision-making approaches, knowing also reflect on the outcome of the decision.
C.2. Problem-solving	Ability to: <ul style="list-style-type: none"> • It is important to understand and solve routine and new problems to achieve work objectives; • Predicting problems that may occur in the future • It is important to consider the results of their resolution.
C.3. Creativity and innovation	Ability to develop new solutions, approaches, etc. and to think outside the box.
C.4. Critical thinking	Ability to analyze and value information, rethinking it, and ability to make/accept constructive criticism

3 EC, EU Skills Panorama (2014), *Entrepreneurial Skills Analytical Highlights*, prepared by ICF and Cedefop for the European Commission; OECD (2014), *Job creation and local economic development*, chapter 6 "Building entrepreneurship skills".

More than half of the sample in this study, with the exception of the German participants, stated that they checked the possession of Soft Skills during the selection interview by capturing information about the candidates through their narrative of previous work experiences, volunteering experiences, hobbies, sports and interests expressed outside of professional activity. A key element for the evaluation of some Soft Skills, such as communication skills, creativity and motivation, is the cover letter of the CV, which is not by chance in France, but also in The Anglo-Saxon countries, it is called "Motivation letter". Less than a third say they use specific tools during selection to assess soft skills, such as psycho-attitudinal tests (14%), group assessment (9%), individual simulations (5%). 6% of companies prefer to evaluate the possession of Soft Skill directly in the field using the internship and/or the trial period, which is therefore still considered a time of selection (6%). Then there is a 9% of companies that do not make any specific assessment on Soft Skills, mostly bulgarian and Austrian ones. Within the sample, the Swedes and French use psychoattitudinal tests more.

The data collected reflect what is the main characteristic of Soft Skills, which is their intangibility that makes them difficult to measurable and certifiable and the lack of shared methods of evaluation and certification, as is the case for other skills. IS not a coincidence that when is asked what are the main difficulties in assessing these skills, 35% of respondents say that they are absolutely unable to do a Soft Skills assessment

and 28% do not trust the soft skills' evaluation systems because the candidate can put in place fiction skills that are difficult to unmask than directly in the field when the placement has already started. 20% also believe that a selection process that accurately evaluates these skills would involve a too long process, while the time available for companies to research and recruit is decidedly short (less than a month for 41% and 1 to 3 months for half of the sample). So the research notes a degree of scepticism about the real effectiveness of soft skill assessment systems.

<https://www.money.it/lavoro-soft-skills-piu-richieste>

The following is the result of a recent survey by LinkedIn, which analyzed thousands of job ads to determine which skills companies need most in 2019.

1) Creativity

Creativity can be a very popular quality in candidates as it is the basis of innovation.

In the modern society a company needs to be able to reinvent itself as much as possible, which is why a creative employee can be a great asset.

Creativity is about taking advantage of lateral thinking that can be used to propose unconventional solutions to problems or simply to introduce novelty elements into the company.

2) Teamwork

The ability to work in a team is linked to a person's relational skills and is very important especially because in companies you are often required to work in a group.

Working as a group, in fact, allows to pool the resources of the individual, amplifying and enhancing them.

In addition, having good relational skills also allows you to create a good relationship with customers and coordinate with others, making the working environment healthy and free from tensions.

3) Time management

Another skill that is very popular in a candidate and not always easy to find is to manage the time so that time is timely, identify goals and achieve them efficiently and effectively, organize activities on the agenda, but also know how to handle stress well, without ever losing control even in the most difficult situations.

This type of skills are among the most requested in a possible employee, also because we live in a way that always runs and sometimes no slowdowns are allowed.

4) Problem Solving

Problem solving is definitely one of the most requested skills in an ideal employee because it consists of the ability to analyze and understand the various situations in order to always find the optimal solution.

In essence, this characteristic consists of a proactive, solution-oriented attitude that allows you to deal with all kinds of problems or eventualities.

5) Flexibility

Flexibility allows you to easily adapt to the work environment, facing new things without anxieties or stress and knowing how to make the maximum from every situation.

Being flexible does not mean not expressing your needs or being surrendering, but only being able to always adopt the most appropriate behavior for the situation and to perform different tasks with the same skill and ability.

This type of skill is useful in a changing and diverse society like ours because it allows the company to find multiple resources in the same employee.

6) Motivation

Motivation is another of the skills now essential in a working environment because we know that between a thing done with commitment and passion and one made with reluctance there is a big difference in terms of quality.

Being motivated people, then, can be a good reason why a company should prefer you than another candidate.

Hiring you, in fact, would know that you have an employee who is committed to his profession, that really care about the success of the work.

7) Persuasion

Among the top 5 soft skills, in fact, we find creativity, adaptability, time management and collaboration. There is, however, another capacity particularly sought by companies, namely persuasion. Thus, companies - especially those in the field of marketing - prefer candidates who can persuade others, able to become real thought leaders.

Below is the result of a survey on the needs of companies in Sardinia conducted in 2019 by Ciofs -FP Sardinia

Tabella 10/b

Risposte	Agroalim.	Artigianato tipico e artistico	Informatica e telecom.	Lavor. legno	Servizi alla persona	Servizi e Consulenze	Tessile	Turismo	Totale
Comunicative e di lavoro in gruppo	35%	23%	31%	52%	69%	35%	15%	34%	36%
Organizzative e gestionali	30%	29%	27%	45%	19%	59%	17%	20%	32%
Linguistiche	9%	16%	60%	0%	11%	33%	6%	70%	30%
Informatiche e telematiche	12%	19%	6%	6%	26%	29%	15%	37%	21%
Di marketing e conoscenza del mercato	14%	23%	44%	3%	4%	11%	8%	19%	16%
Commerciali in genere	16%	16%	21%	0%	0%	3%	4%	7%	9%
Amministrative e contabili	7%	10%	15%	0%	2%	6%	6%	8%	7%
Altre competenze	0%	0%	2%	0%	4%	0%	0%	0%	1%
Nessuna	27%	23%	6%	26%	11%	5%	29%	10%	16%
Non risponde	0%	0%	0%	3%	2%	0%	21%	1%	3%

<https://inapp.org/sites/default/files/piaac/Scheda%20Schleicher%20%281%29.pdf>

Here are the contributions of Andreas Schleicher, a statistician and researcher in the field of education, and Head of the division and coordinator of the OECD programme for the international evaluation of students, which gives us a definition of what are the three fundamental skills necessary to live and work today: Literacy, Numeracy and Problem solving in technologically advanced environments. The researcher explains why certain specific skills have been identified as those that are fundamental to orienting and actively participating in today's and future society. Usually when one wonders what a person can do and how, one tends to look at the path of education and formal qualifications that the individual has achieved over time, points out Schleicher. Often this approach, however, is fallacious, that is, it does not actually correspond to what that individual really knows how to do in the present. The innovation of the methodology implemented with the PIAAC Survey is to directly test people's skills today; In addition, the survey allows not only to assess the level of skills, but also how they are activated by the individual, cognitively set with each other and in relation to different areas.

The three skills considered fundamental in the first cycle of PIAAC are Literacy, Numeracy and Problem solving in technologically advanced environments. The complex and innovative definition of these three skills in the PIAAC Framework includes not only different cognitive operations for each, but also the consequence that such operations have for the individual and his effective action in the world, for himself and for others.

Literacy is defined as "the interest, aptitude and ability of individuals to appropriately use socio-cultural tools, including digital technology and communication tools to access, manage, integrate and evaluate, building new knowledge and communicating with others in order to participate more effectively in social life."

Numeracy is defined as "the ability to access, use, interpret and communicate mathematical information and ideas, to address and manage mathematical problems in different situations of adult life, responding to content, information, ideas represented in multiple ways."

Problem solving in technologically advanced environments is defined as "the ability to use digital technology and communication and network tools to capture and evaluate information, communicate with others, and perform practical tasks."

All three include cognitively relevant and complex operations. These skills also allow you to acquire those navigation skills – as Andreas Schleicher calls them – that allow people to have the ability to orient themselves, find and develop the knowledge they need to live and work, being able to independently innovate and diversify according to personal needs and demands from society."

Jobiri (www.jobiri.com) is an innovative social startup that has created the first digital career consultant based on artificial intelligence, which was born to give a concrete answer to the need for innovation of career guidance and support services, has devised, realized and promoted the "Online and Offline Job Search Barriers" Observatory – Focus Young 2020 with the aim of helping to create culture, provide training and information opportunities for job-seeking candidates, recruiter, journalists and all stakeholders in the galaxy of the national labour market.

From this survey have emerged interesting data on the recognition of soft-skills during the active research phase of work.

Resume is often the first source of information on which an employer or recruiter decides whether to call a candidate for an interview. Resume is also often the first tool a young person uses to introduce themselves and promote themselves in the professional world.

Candidates and employers consider the purpose of a resume differently. Employers see the resume as a tool to drastically reduce the number of applicants to be considered for an interview. They often receive dozens (if not hundreds) of requests for a single hire. Therefore, it is essential for a company to apply a skimming process that reduces the number of candidates to be interviewed. At this stage, the recruiter is looking for a reason to discard all unfit resumes. A slight mistake or a small lack, the absence of a competency, the disorganization of content, might be enough to fend off a candidate. On the contrary, a candidate uses the resume as a way of presenting himself to a potential employer, with the misplaced expectation that those who evaluate the cvs are eagerly waiting to receive it or have time to read every single word carefully. Unfortunately, the logic adopted by companies is intended to exclude as efficiently and safely as possible candidates who do not have the characteristics that are ideal. Is not coincidence, in fact, that many companies also use semantic software that can automatically read resumes, letting human intervention take place only on the shortlist of papable candidates selected by software and algorithms. The introduction of these technology tools further raises the standards required for candidates to write resumes to avoid the risks of the software discarding the CV.

The Observatory's data show that there are still many problems in the resumes of young people looking for a job and that undermine their inclusion in the company. You can identify two main problem areas, which can be broken down into dimensions: 1. Consistency of candidate profile with skill gap 2. Ability to effectively promote yourself to recruiters and employers.

In the first category of factors, it appears that in 44% of cases young people lack adequate training in relation to the needs of companies. In 34% of cases, however, recent graduates or recent graduates do not have or effectively highlight important personal traits (soft-skills) required in the job offer. Finally, 1 in 3 young people lack technical skills or haven't had the opportunity to have professional experiences consistent with the offer. On the other hand, in the case of the ability to promote themselves, in 89% of cases, young people are not able to describe according to results logic and enhance their experiences of study, work or personal. Almost 9 out of 10 young people don't know the importance of putting keywords on their resumes, and almost 6 out of 10 young people have a pedantic or graphically unclear CV format. In 4% of cases, however, the CV includes errors.

2. What steps are being taken in your Country to address the challenges and skills gap, particularly for low skilled workers and those of low educational attainment and disabilities? (*National and Local initiatives, training etc..*)

Cohesion policy 2014-2020, in supporting Europe 2020's priorities for intelligent, sustainable and inclusive growth, plays a significant role in developing intelligent specialisation strategies to identify territorial excellence and identify their growth potential. The European Commission's communication COM (2010)553 "The contribution of regional policy to intelligent growth within Europe 2020" defines the role of the Smart Specialisation Strategy (following S3) in regional policies, specifying that it is aimed at concentrating policy interventions not on specific sectors, but on "application areas", such as areas of research and innovation or high-value-added markets where regions can count on a competitive advantage. Unlike in the past, the development trajectories of the Sardinian Region affect not only areas of "vertical" innovation, related to specific sectors, but also those "specialist areas" and technologies that tend to converge and integrate in different areas, in which Sardinia has better possibilities to develop innovative products and/or services, even if placed in particular market niches.

With the deliberation G.R. N.43/12 of 1.9.2015 ("Ex-ante conditionality –POR FESR 2014-2020. Addresses for the definition of Sardinia's Intelligent Specialization Strategy and its governance") the Sardinian Region, in accordance with the Eu guidelines, selected the Priority Areas of Specialization and mandated the Management Authority of the POR FESR Sardinia 2014-2020 to continue in the process of defining the S3. The areas that in the first instance show the greatest potential for competitive innovation have been identified in biomedicine, ICT, agrifood, aerospace, tourism and cultural heritage, smart networks for efficient energy management.

In line with Sardinia's 2014-2019 Regional Development Programme, which insists on the enhancement of human capital and the innovation and specialization of the productive fabric, as the levers needed to create stable and sustainable employment, the Regional Council, with the resolution 19/9 of 27.5.2014 "Strategic Address for Unitary Programming 2014 - 2020", adopted an unified strategic approach for resources not only from a community source, but also national and regional, with the aim of ensuring a coordinated vision of the actions to be taken, with an integrated development perspective and an integrated approach

to optimise the impact of interventions. The implementation of the Intelligent Specialization Strategy³ in Sardinia involves the investment of resources to promote research and innovation, to integrate different specialized sectors in common application areas, create new job opportunities and valuable supply chains that distribute benefits and create opportunities for contamination between one sector and another.

In this context, the initiative to promote the development of the "Green&BlueEconomy" within the framework of the Sardinia ESF 2014-2020, aims to promote integrated activities, functional to create job positions in sectors that show potential for growth and development, through the activation of synergies between local development policies and training and employment policies, with the direct involvement of economic and social realities of the territory (e.g. businesses, employers and social associations, local action groups), together with key players in vocational training, primarily training agencies.

Several project proposals were then financed to meet the real needs of the business system operating in the regional area through the integration of empowerment activities, vocational training, certification of skills, accompaniment to work, promotion of new entrepreneurship, transnational mobility within the green & blue economy.

Areas of intervention

The areas of action of the initiative cover six areas of specialisation (AdS):

1. ICT;
2. Smart networks for intelligent energy management;
3. Green Chemistry;
4. Biobuilding;
3. Agrifood;
6. Tourism and cultural and environmental heritage;
7. Aerospace

Articulation of the initiative

The initiative includes five design development lines, each of which will be the subject of a specific Notice:

Line 1 (unemployed): projects for accompaniment, empowerment and vocational training aimed at the release of qualifications and/or certification of skills or the promotion of new entrepreneurship within the Green & Blue Economy;

Line 2 (unemployed): projects aimed at stimulating self-employment and entrepreneurship within the Green & Blue Economy through the direct involvement of groupings of partners representing both public bodies and economic operators present in the rural and coastal areas of Sardinia (Local Action Groups-LAGs and Coastal Action Groups-GAC);

Line 3 (unemployed and employed): projects for the specialist training of innovative qualification profiles within the Green & Blue Economy. These profiles will be tasked with systematically raising awareness of Green & Blue's regional businesses and basic techniques for submitting, managing and reporting projects.

Line 4 (unemployed): projects to qualify the training of technical and vocational institutions within the Green & Blue Economy, through the participation of local businesses, thereby promoting better employability of young people and the decrease in school dispersion.

Line 5 (employed): projects for the training of workers to be carried out through company training plans aimed at process or product innovation with a Green & Blue perspective.

At the regional level in Sardinia, the following measures were put in place for the certification of skills as a result of training courses, and acquired in the professional or non-professional field:

1. Delib. 33-9 del 30.6.2015_RRPQ Institution and Discovery-Validation-Certification of Skills. Establishes RRPQ and competency identification, validation and certification system by adapting the Regional System to National Indications
<http://www.sardegna.lavoro.it/formazione/repertorio-rrpq>
2. Delib.G.R. n.32-18 of 7.8.2014_ Individ.-Valid.comp.-cf. Del.33-9 2015 – Regional System for Skills Identification and Validation
https://www.regione.sardegna.it/documenti/1_274_20140812111427.pdf
3. DETERMINATION 29766-3990F.P. OF 25.07.2014 - Recognition of skills acquired in the professional and non-professional field. Approval of procedural provisions.
https://www.regione.sardegna.it/documenti/1_19_20140729121150.pdf
4. DETERMINATION No. 6545 of 16/12/2015_Certification of skills as a result of training courses, in a public funding or self-financing scheme, recognized by the Autonomous Region of Sardinia. Transitional regime, in reference to the RRPQ standard.
https://www.regione.sardegna.it/documenti/1_422_20151217105123.pdf
5. Skills Identification and Validation Service: Definition of the Discovery and Validation Service of skills acquired in the non-formal and informal field in the Validation and Certification Of Skills Detection System of the Sardinia.

Below is a 2017 INAPP report on the European qualification and credit process EQF and ECVE

https://oa.inapp.org/bitstream/handle/123456789/154/INAPP_Bonacci_EQF_ECVET_2017.pdf?sequence=1

3. *What recommendations are being made for low skilled workers, in the future labour market in your Country and/or at EU level?*

This section should be approx. 1.5 - 2 A4 pages.

Please summarize your findings here...

2. Theoretical Approach

2.1 Identify and explore relevant theories and research evidence which can be used to inform project and tool development

Note:

Review of formal and non-formal Learning

1. Please provide an up to date definition of formal and non-formal learning

Cedefop (European Centre for the Development of vocational training <http://www.cedefop.europa.eu/>) is a European Union agency based in Thessaloniki that disseminates information and conducts research on vocational training and more generally on lifelong learning.

In 2009 CEDEFOP published the **European Guidelines for validating non-formal and informal learning**

<http://www.cedefop.europa.eu/en/news/4041.aspx>.

https://www.cedefop.europa.eu/files/3073_it.pdf (ita)

The guidelines use the following definitions:

- **Formal learning:** learning provided in an organized and structured context (for example, in an educational or training institution or at work), specially designed as such (in terms of learning objectives and time or resources for learning). Formal learning is intentional from the learner's point of view. It usually results in validation and certification.
- **Non-formal learning:** learning provided in planned activities not specifically designed as learning (in terms of objectives, timing or learning support). Non-formal learning is intentional from the learner's point of view.
- **Informal learning:** learning resulting from the activities of daily life related to work, family or leisure. Is not structured in terms of learning goals, time frames or learning resources. In most cases informal learning is not intentional from the learner's point of view.

The Guidelines have no legal value (Member States are not obliged to apply them) but they can be applied on a voluntary basis by the states and training agencies that consider them useful.

According to CEDEFOP, European-wide guidelines are needed in order to make compatible the different systems that have been developed or are developing in different countries.

The guidelines distinguish between identification and validation of non-formal and informal learning (from now on when not otherwise specified 'non-formal learning' and 'informal learning' will be referred to as 'non-formal learning').

In particular (for an in-depth look at Evangelista 2006):

- **Identification** is a process that identifies and lists the results of learning but does not lead to certification. It is also called "Training assessment". Training approaches do not normally lead to the issuance of a certification but rather provide an opportunity for reflection for the person. They are very important in contexts such as guidance and staff management.

- **Validation** is a process by which a competent person identifies and measures the results of learning. It is also called “summative assessment”. Summatory approaches are typically used to release a certification of learning.

Cedefop defines the term certification, which is to formally attest that the knowledge, skills and/or skills acquired by an individual have been examined and validated against a predefined standard by an enabled subject. Certification results in the issuance of a certificate, diploma or title.'

Validation assumes the previous definition of the reference standards (i.e. levels). Validation of non-formal learning can be related to two different areas:

- ✓ Work environment (case 1)
- ✓ Educational field (case 2)

The two areas correspond to professional standards and educational/training standards respectively. Professional standards are the description of the main activities carried out by each professional figure (i.e. professional profiles). These standards are formulated in terms of results (e.g. filling a tooth) and also describe how and at what level such activities should be carried out. Professional standards are a possible bridge between the labour market and the world of education provided that educational standards (see below) are also formulated in terms of results.

Educational/training standards on the contrary describe what people need to learn and how to verify such learnings. These standards are normally formulated in terms of input (subjects, programmes, teaching methods, assessment methods) rather than in terms of learning outcomes. Educational standards are not always linked to professional standards because educational bodies are often self-referential.

In order to give social relevance and credibility to the validation of non-formal learning, the involvement of professional associations (especially in case 1) and educational institutions (especially in case 2) is very important.

In enterprises, the process of validating non-formal learning can take place within a circuit that provides:

- The definition of the skill catalog, i.e. the compilation of job descriptions of all business activities. Each job description must indicate among others the main tasks performed by each professional figure and the necessary characteristics (see Evangelist 2007)
- The evaluation of each employee, also on the basis of the development of a portfolio and the possible identification and validation for internal use of non-formal learning
- The development of personalised professional development plans
- The implementation of business or external training activities.

The validation process should consist of three steps:

- **1. Guidance:** Provides information on how the process is structured and assists the person throughout the process
- **2. learning assessment**
- **3. analysis and control of the validation process conducted by an independent observer.**

The process of evaluating learning outcomes can be conducted by various methods, such as:

- Interview/debate (with evaluator)
- Presentation (of a particular theme to an audience of experts)
- declarative methods (the candidate describes in writing what are the things he can do and his characteristics)

- Observation in situation
- Portfolio
- Simulations
- Product presentations of his own business
- The question (one or more experts require the candidate to present his knowledge)
- Written tests (tests, tutorials).

Educational organisations generally prefer tests and examinations, the use of observation at work is more widespread in vocational training, declarative methods and portfolios are more widespread in the private sector. Declarative methods are effective if the person is able to give an objective assessment of their characteristics (here it is important that there are clear guidelines and that an expert facilitates the process), the use of portfolio has the advantage of reducing the risk of subjectivity.

With regard to the methodology to be used, in some countries, such as France, it is considered sufficient that the assessment is carried out by a third person unknown to the candidate, and is left with the utmost freedom of choice in terms of methods. However, this approach leaves doubts as to the effectiveness and transparency of the assessment procedure and there is a risk in another direction that the required evidence is higher than the minimum actually required. These problems can be solved by defining in advance which evaluation tools are to be used.

5 different figures may be involved in the validation process:

- 1. Orientation operators. Their role is to recruit candidates for evaluation, prepare them for evaluation by assisting them in identifying their skills mappings also through the development of the portfolio, help them to develop professional projects after the validation period.
- 2. Evaluators. Their role is to analyse the evidence presented by the candidates and assess whether they meet the benchmarks.
- 3. Managers of assessment centres. Their role is to coordinate the validation process and the activities of the centres, also dealing with the economic aspects.
- 4. External observers of the validation process. Their role is to check that the professionalism of the operators is adequate and that the procedures for validation are followed correctly. In some cases they may also play a role of supervising operators and advising on improving procedures.
- 5. Other case-propelled persons (stakeholders), such as public decision-makers, human resources managers, representatives of social partners, representatives of educational organisations in the field of formal learning, etc. Their role is to participate in committees to support the management of the centres and to act as a liaison with the different groups interested in validation.

For an overview of non-formal and informal learning certification, see Evangelista 2010.

Bibliografia

CEDEFOP (2009). European Guidelines for validating non-formal and informal learning. Luxembourg: Office for Official Publications of the European Communities. Reperito il 5 maggio 2010 all'indirizzo <http://www.cedefop.europa.eu/en/news/4041.aspx>.

Evangelista L. (2006). [Le competenze. Cosa sono, come rilevarle, come si utilizzano nell'orientamento.](#)

Evangelista L. (2007). [Job description, job analysis, task analysis e profili professionali: cosa sono e a cosa servono.](#)

[Evangelista L. \(2010\). Perché e come certificare l'apprendimento non formale e informale.](#)

<https://www.orientamento.it/le-linee-guida-europee-sulla-validazione-dellapprendimento-non-formale-e-informale/?rml=eyJyIjozMDAsInMiOiJoaHpSdVp2cWYwUzhreDZ5ZUhRZyJ9>

2. What are the characteristics of formal and non-formal learning?
3. Are you aware of any methods and/or tools for testing/validating formal and non formal learning, if so, what are they? Why do you like them? How do they relate to FYC client group?

See Identification and validation of non-formal skills mentioned above

Evangelista L. (2006). [Le competenze. Cosa sono, come rilevarle, come si utilizzano nell'orientamento.](#)

[Evangelista L. \(2010\). Perché e come certificare l'apprendimento non formale e informale.](#)

This section should be two to three pages of A4.

Please summarize your findings here...

3. Identifying and Measuring Soft skills for the Future Labour Market

3.1 Review of theories which underpin INFORM and identifying and measuring soft skills

Note:

Thinking about the current theories which underpin the INFORM tool, please identify relevant and up to date research in these common areas.

Explore and document the process of recognising worker oriented skills. For example: as identified in O*NET, worker characteristics, requirement and experience requirements. Soft, digital and cognitive skills recognition

1. Reviewing the theories which underpin the INFORM tool, do you think that they are still relevant? If so, why? If not, please provide up to date literature and research. *(for example does 'hardiness', described as inner strength that allows people to overcome stressful events (Kobasa 1979), need to be replaced with a more current theory such as resilience?)*
2. Are there any relevant soft skills frameworks which you find useful and applicable to the target group? If so, why?
3. What existing tools and methods are present to identify, measure and/or recognise soft and cognitive skills (worker orientated skills) both nationally and in an EU context? (Technology, Initiatives, EU projects etc..)

<https://www.laborplay.com/playyourjob/>

Laborplay: is an innovative start-up formed in July 2015 and approved as a Spin-off of the University of Florence and then included in the Fiorentino University Incubator (IUF).

Play your job is a free app, designed within Laborplay, used as a tool that can profile soft- skills from preferences and gaming habits, and create a matching between supply and demand based on the soft-skills that have emerged in the Test.

<https://www.attide.eu/>

Atti2de is an Innovative Start-Up that develops technologies applied to research and recruitment, organisational analysis and career guidance. With the involvement of a video game, it collects more than 200 clues about the player's personality in less than 30 minutes, to process their Personal Profile on 12 dimensions in real time. The algorithms compare the Personal Profile with 400 ISCO professions (International Standard Classification of Occupations) and over 900 professional positions, calculating a synthetic index of affinity, strengths and criticalities. Candidates can then improve their self-knowledge, move towards the most suitable job opportunities and communicate their objectively measured soft-skills. Companies, thanks to the Personal Profile, can know the soft skills of candidates before they even meet them, reducing the selection time and immediately

identifying the most suitable ones. Companies can measure the attitudes of their employees, better guide their career paths, their professional development potential and optimize the composition of their work teams. With Atti2de, Schools and Universities can base their orientation activity on an innovative measurement of their students' attitudes and help them discover and know them, as well as use them in professional areas that can make the most of them.

Below are several tools for assessing soft-skills and their bibliography

- Direct observation
- Measuring the "drivers" of the behavior:
 - Psychometric tests
 - Personality indicators
- Simulations
- Structured interview
- Self-assessment questionnaire
- Feedback 360 degrees

Direct observation

The observation is the one that takes place "on the job", directly in the work context.

Measuring the "drivers" of the behavior.

In this case, psychometric tools are used to measure attitudes or personality traits that are the basis of certain abilities.

For example, OPQ32 is a personality questionnaire that measures 32 relevant personality traits in the work environment.

<https://www.assessmentday.co.uk/personality-questionnaire.htm>

Simulations

In the so-called "assessment" or "development centre" are evaluated the soft-skills of medium high profiles.

In these cases you use a mix of assessment tools including simulation.

Simulation builds a realistic situation in which candidates have to use the soft skills you want to measure.

For example,:

- A role play where you simulate the management of an angry customer
- A meeting to resolve a problem
- The response to several (simulated) emails with which you make decisions and delegate tasks before going on a (simulated) work trip.

Bibliography: *Gestire L'Assessment Center di John Sponton e Steward Wright* EDITO da GIUNTI O.S. ; *Assessment Center Tecniche e Strumenti per il Valutatore di Emanuela del Pianto* EDITO da F. Angeli
Linea Test

Structured interview

With the structured interview we take into account the behavioral indicators that interest us the most, and build questions that help to understand whether the person you are talking to:

- Use or not that kind of behavior
- and under what circumstances.

Self-assessment questionnaire <https://www.survio.com/survey/d/J5E7W9U8O7O9J4S0N>

In this case it is the person who evaluates himself. In particular, what certain behaviours can be traced back to cross-skills are used.

To do this, we identify the behavioural indicators relating to the cross-competence that you want to evaluate and for each one we ask "how often these indicators are put in place.

Feedback 360 degrees

360-degree feedback is a tool where the person's behavior is evaluated by different vantage points.

The evaluation questionnaire is filled not only by the person concerned but also by the boss and colleagues and is carried out by the collaborators (anonymously to ensure objectivity).

This section should be between one and one and half 4. Pages of A4.

Please summarize your findings here

4. Summary of Desk Research

Note:

Please summarize your desk research here, making reference and connections to automation in the workplace and the changes required to the previous INFORM tool

This section should be between one and one and half 4. Pages of A4.

Please summarize your findings here...

Digital transformation impacts all business areas and business categories. In 2018, the Excelsior Survey finds a more obvious demand for e-skills from some profiles operating in some areas rather than in others. Analyzing the demand for skills by area of inclusion of profiles sought by companies, it is not surprising that the business areas where the greatest use of e-skills is expected are precisely the areas most affected by the change technology, particularly IT and information systems, design, research and development and quality control systems.

E-skills are most in demand for "higher" professional groups (so-called high skills): managers, specialists, technicians (Figure 3.5). It should be noted, however, that there are some specific professional profiles to which, although belonging to the "lower" professional groups (craftsmen, skilled workers; plant managers and machinery workers), companies require high e-skills . ("Unioncamere – ANPAL, Excelsior Information System, 2018")

About the changes required to the previous INFORM tool we do not have enough knowledge of the tool.

5. Qualitative inquiry in the partner countries

5.1 Please summarise how you implemented the interviews and focus groups and give us feedback of the people involved.

Note:

Please describe the methods you used to gather the information (e.g. interviews or focus groups with guidance provider, employers and clients)

Please describe the range and types of interviewees/focus groups that you targeted (and how and why you made these choices). State how many you interviewed, the timeframe in which you operated and the method(s) that you interviewed (e.g. telephone, face-to-face, skype, a mix) and how many of each etc.

Please distinguish between guidance practitioners, employers and clients

Please then go on to describe the characteristics of your groups; how and where you organised them, how you recruited; the characteristics of the attendees and summarize the approach you took with them in terms of your facilitation and recording of the events

This section should be between one and one a half pages of A4.

Please summarize your findings here...

The Ciofs-FP Sardinia for collecting information for the desk review on Cagliari conducted semi-structured interviews involving three types of targets: employers, operators of guidance services, and users of employment services.

Individual interview was chosen as a tool because this allowed more flexibility for the researcher and participants to schedule the timing for the interview.

The interviews were conducted by a researcher, through two modes, the face-to-face meeting and the telephone interview.

A total of 16 participants were interviewed, including 2 employment service counsellors, an FP tutor, 1 FP teacher, 2 employers/entrepreneurs (from marketing and tourism) and 10 users.

Users are divided into: 4 FP alumni, including a girl under 25, who currently works as a beautician, and 3 adults between 40 and 60 years old, who have totally changed their professional background and recently have re-entered the world of work as a Health Social Worker (OSS); 3 young people from university, 2 of whom have just entered the world of work and one who is still looking for employment; 3 adults between the ages of 40 and 50 who are currently unemployed and are re-entering the labor market.

Counsellors, tutors, teachers, employers and a part of the users were identified and recruited through the formal network of Ciofs-FP Sardinia, a part of the users was instead contacted through an informal network of Ciofs-FP Sardinia and the researcher.

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Out of 16 participants 8 were interviewed in person, and the interviews took place in a location made available by Ciofs-FP Sardinia, and 8 by telephone interview.

In all cases people were initially contacted by telephone, the project and the purposes and manner of the interview were explained and the appointment was arranged by person or telephone.

6. The Changing World of Work, Stakeholder Experiences

6.1 Please describe your stakeholder experiences of automation in the workplace. Include Practitioner, Employer and Service User Feedback (Capturing any useful text/literature/initiatives)

Note:

What changes are your stakeholders experiencing? What concerns do they have? How are they currently addressing these concerns?

With regard to the guidance operators who manage the services for work, they point out that their activities have also been impacted by digital.

In fact, in the past the intermediation was done using the classic recruiting channels, today the selection activities are done online, so operators also have to work with intermediation platforms.

The change of digital has also had an impact with regard to job searching: today the online job offer channel, where the intermediary is the web, is more used. Operators push and train users to use online work websites and platforms, and to use specific apps. In particular, immigrants looking for work are educated in this mode, which they are often unaware of.

They advise users to abandon the way of delivering of CVs personally, and invite them to answer to specific ads on the platforms, to shorten the time and make the job search more targeted.

Guidance practitioners highlight that the way they search for work on the web has a positive impact on young people.

In fact, younger and with less work-experience, and adult or young but with work experience, who fall into the 25-40 range, find it easy to use the web and the different platforms that exist as a way of applying and searching for work, but believe that online applications are less effective than showing up in person.

Different situation for adult users (45-60), who are reintegrating to the world of work and who are not familiar with new technologies, in fact consider online applications a waste of time and consider much more effective the application in person.

With regard to automation in the workplace, the teachers of vocational training interviewed explain that in their daily work in the classroom they now constantly need the use of technology, through Lim, projectors, videos and power- points, tools that serve to keep high students' attention, otherwise difficult to manage because they are not stimulated by the classic frontal lesson of the past.

Regarding the impact of automation on the world of work, guidance workers and vocational training tutors, who act as an intermediary between the jobseeker and the company, provide us with a picture that is confirmed by the employers interviewed.

The general and unequivocal perception on the part of this target is that the new labour market cannot ignore the digitization of processes: both communication and work aspects are focused on the use of the PC, therefore the skills more demands are related to the digital aspects. Specifically, the employers interviewed belong to the world of marketing and tourism. In the first case the change has started 20 years ago, and the technology is constantly evolving and the market demand is to keep up with the continuous innovation.

Automation has also increased in the tourism sector: softwarer are used to manage infrastructures; the important channels with which you sell the structure and with which you maintain contact with clients are social, fb, twitter, instagram.

However, there seems to be a differentiation on the basis of the areas of work. For those regarding the target on which Ciofs- FP Sardinia operates (wellness, social-health care – welfare, agri-food, catering) there is still no high demand for the use of digital. There has been a change in management to take orders and appointments, but it is not so widespread, and since 2013 teachers, to meet this demand, have approved using software to teach the children how to handle them.

In the field of aesthetics and catering is mainly required the ability to communicate, relate and manage the customer. The technical aspect is overshadowed, because it can be learned through practice, and it is given greater importance to the relational skills of the employee.

According to the perception of guidance professionals, who have a broad vision and come into contact with different types of users, the labour market is differentiated by target: there is a labour market for high profiles and a market for low profiles. High profiles, such as graduates, are more ready to cope with digital change, because they have been able to acquire the use of technology during the course of study. For low profiles, on the other hand, there is an urgent need to acquire technology-related skills so as not to be cut-off from the labour market, and according to the interviewees, the world of school and vocational training is not always ready to close this gap.

In Sardinia, disqualified profiles have a great difficulty finding a job, both because the supply of labour is much higher than the demand, and because automation and technological innovations lead to a decrease in demand for labour. Es. The work of salesmen and salespeople is suffering from the crisis of commerce due to the emergence of online commerce. It is clear that if these professional profiles do not retrain, with the aim of acquiring computer and digital skills, they will be excluded from the labour market.

It is often found that in adult users there is a perception of work and the tasks they have to perform that is not adhering to reality: they do not think that it is necessary to master technologies, because they are resistant to technological innovations that are gradually affecting all professions.

It also emerges that in some companies there is still a shortage of IT tools, which are not perceived as a problem-solving tool but something difficult and to avoid. As if there is a resistance to change that leads to a slow ness in updating.

Regarding to automation in the workplace, the perception of the users interviewed is different.

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The alumni of vocational training between the ages of 20 and 45, who work as OSS and in the field of aesthetics, perceive a general demand for computer skills in the new world of work, but not specifically in their fields, where is not particularly required this competence, which is not strictly necessary for the purpose of carrying out the profession. Where it is required they do not feel particularly disadvantaged and difficult in using it.

Users of the FP over 60, who are reentering the market, perceive the enormous impact that automation has had in today's world of work. They find it difficult to use email and management tools.

Users between 40 and 60 years old from other sectors, who have already held professions where the use of technology was required don't perceive great difficulty in adapting because they felt part of this change, they grew during this transformation, and they have often been accompanied in this process through the support of companies (e.g. training in the company), and claim that being young during change have not suffered as much as people who have undergone automation in age already advanced. On the contrary, they understand the need for innovation because living through the phase of change has provided them with the basis for keeping up with this need for the world of work.

7. Identifying and Measuring Soft skills for the Future Labour Market

7.1 Please provide us with examples of effective tools and methods used to capture formal and non-formal learning

Note:

Examples collected through discussions with the participants of the Interviews/focus groups...how practitioners currently identify/test etc.

Please provide us with max. 5 examples. If you have more examples choose the ones which are most relevant to our project.

Name of tool or method	Short description (2-5 sentences max)	Link to source	Why this method is relevant (3-6 sentences)
ePortfolio	The e-Portfolio is an eJob tool to tell companies about their experiences and give evidence of their acquired skills.	http://www.smartciofs-fp.it/site/eportfolio/	

7.2 Please provide us with examples of effective tools and methods used to identify/measure soft skills

Note:

Examples collected through discussions with the participants of the Interviews/focus groups... how practitioners currently identify/test etc.

Please provide us with max. 5 examples. If you have more examples choose the ones which are most relevant to our project.

Name of tool or method	Short description (2-5 sentences max)	Link to source	Why this method is relevant (3-6 sentences)
Smartciofs	It is a platform that allows you to:	http://www.smartciofs-fp.it/site/smartciofs-fp-	

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	<ul style="list-style-type: none"> • Navigate the world of vocational training and work • Build your CV, update it and export it to the main national and European institutional platforms • Access the e-learning training catalogue to update soft-skills knowledge and skills that will be useful for a job interview • Consult the job offers of companies in the CIOFS-FP network and those that interact and publish their work needs. 	landing/	
Multiple Cognitive Styles Questionnaire	The MCSQ measures the cognitive styles applied to the work environment, where they are of fundamental importance for the design of training interventions and for the composition of workgroups.	https://www.giuntios.it/catalogo/test/mcsq	<ul style="list-style-type: none"> - Evaluation of the multitasking approach to work. - Comprehensive assessment of personal learning characteristics. - Ideal for team-building
M4DAQ Mindset for Digital Agility Quotient	The M4DAQ measures the digital mindset, understood not as a necessary skill for the use of new technologies, but as a necessary soft-skill to work effectively within digital contexts. Digital Agility, in fact, is a multidimensional construct that identifies the propensity to act and interact in an agile and adaptable way in increasingly 'digital' organizational contexts, which require speed, flexibility and ability to comfortable with technology and complexity.	https://www.giuntios.it/catalogo/test/m4daq-Mindset-for-Digital-Agility-Quotient-test-standardizzato-per-valutare-mindset-digitale	<ul style="list-style-type: none"> • Test based on an innovative construct borrowed from the most recent literature. • Developed with the collaboration of leading digital companies. • Validation conducted on a sample made up of digital people and non-digital people. • It can be used by all types of organizations and all types of employees. • Automated scoring and generating interpretive reporting on Giunti Testing platform.
Jobapp	JobApp gives you access to	http://www.meettheneet.i	

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	orientation and job search opportunities	t/	
Save	Is a tool of self-assessment and guidance that gives you the opportunity to make concrete a process of self-awareness and empowerment. It can be achieved through a system of interactive tools to support personalized orientation, self-assessment and learning paths.	http://www.smartciofs-fp.it/site/save/	
Play your job	Play your job is a free app used as a tool that can profile soft-skills from preferences and gaming habits, and create a matching between supply and demand based on the cross-skills that emerged in the test.	https://www.laborplay.com/playyourjob/	
Osservazione strutturata	At Ciofs-FP Sardinia, for each module, an initial and final assessment of the teaching is carried out and an overall assessment to present the student to the exam. This assessment includes not only the formal learning aspects of the content but also an assessment of personal resources, e.g. motivation, team-work skills, creativity, relational skills, autonomy. This assessment stems from the observation of the teacher/tutor in the classroom, for example, non-verbal behaviour, relational attitude, motivation and determination, based on the commitment placed on by the pupil considering the pupil's starting point. These observations are placed in a grid, and it is at		It is useful because you can follow the progress of the pupil – because the assessment takes into account the two aspects, formal and non-formal learning And gives a more individual and comprehensive assessment of the person Limit: There are no common and shared observation criteria and indicators to observe each area. It is a subjective assessment.

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	the discretion of the teacher the way to fill in the part of the soft-skills.		
Atti2de	Atti2de is an app that, through the involvement of a video game, collects more than 200 clues about the player's personality in less than 30 minutes, to process their Personal Profile on 12 dimensions in real time.	https://www.atti2de.eu/	<p>Candidates can improve their self-knowledge, focus on suitable job opportunities, and communicate their objectively measured soft skills.</p> <p>Companies, thanks to the Personal Profile, can know the soft skills of candidates before they even meet them, reducing the selection time and immediately identifying the most suitable ones.</p> <p>Companies can measure the attitudes of their employees, better guide their career paths, their professional development potential and optimize the composition of their work teams.</p>
Validatore di competenza	It is a specific figure who must operate in the employment services that have to evaluate the soft-skills, it is a figure is expected but is not actually used.		
Apprendimen to indiretto	<p>The method consists of providing pupils with theoretical features on one or more soft-skills that the teacher/operator want to investigate (e.g. interpersonal communication styles, passive assertive and aggressive).</p> <p>Subsequently, the pupils are involved in group-work (e.g. small projects with small objectives). The teacher creates categories (e.g. non-verbal behaviour, listening, negotiation, communication skills, etc.) where students are asked to enter and give a self-</p>		<p>It is a method to observe students' soft-skills and to make them aware of what skills they have and which ones they have to develop.</p> <p>It is difficult to work with students on this, because depending on the target, especially if very young, they have very few ability to meta-cognition and meta-reflection</p>

	<p>assessment of each of them.</p> <p>The teacher during the work in groups makes an assessment by looking at the indicators identified for each category.</p> <p>It reflects with students on how they felt about each soft-skills, in which they feel stronger and which they feel they need to empower.</p>		
Colloquio	<p>Through the interview you can identify and measure indicators that you choose to observe in order to evaluate the soft-skills that you want to investigate</p>		<p>Useful because you can investigate thoroughly. Limit: non-standardized</p>
Interviste	<p>With the structured interview we take into account the behavioral indicators that interest us the most and build questions that help to understand whether the person you are talking to:</p> <ul style="list-style-type: none"> • Use or not that kind of behavior • And under what circumstances 		
Referenze	<p>Employer references can be a way to certify skills acquired during work experience in a specific profil</p>		

7.3 Please provide us a list of *informal or non-formal activities* as identified by your stakeholders

Guidance practitioner

Informal activities	
1) table-football tournament – volleyball and	

<i>soccer challenge between two groups</i>	
<i>2.) Talent show: required the boys to act their talents and in complete autonomy they organized and were judged by a jury of teachers</i>	
<i>3.) mural creation workshoop</i>	

Employers

Informal activities	
<i>1) Brainstorming: creative director, agency chief, client, and all employees sit at a table at the same level and everyone can say their opinion, it emerges the leader who makes the decision.</i>	
<i>2) Briefings – short meetings to decide the purpose of the day -</i>	
<i>3) supporting people at work. their direct involvement in all activities(it's an approach to assessing soft skills)</i>	<i>The employee who is supported realizes whether he has the necessary cross-skills; the employer who works alongside makes an assessment of cross-skills.</i>

Users

Informal activities	
<i>1.)Take a group trip</i>	
<i>2.) volunteering</i>	
<i>3.) Arrange a group evening exit</i>	
<i>4) Volunteering with associations to organize a patronage party</i>	

7.4 Briefly describe why your stakeholders think it important to identify and measure formal and non-formal learning

According to the orientation operators and teachers/tutors of the FP it would be important to measure the learning of soft-skills in a unique and structured way, because it would be easier for them to have common and observable indicators in order to identify which soft-skills they are observing in the user and to what extent they possess them.

In the management of the training activities, the Ciof-FP Sardinia requires that for each module a test of initial and final assessment of the teaching is carried out. This assessment includes both the dimension of content learning and the assessment of

personal resources: commitment/motivation, collaboration/cooperation, management of interpersonal relationships, use of problem solving strategies, time management, autonomy, creativity.

The evaluation of "individual resources" (see learning assessment) comes from the observation of the teacher and tutor in the classroom. However, there are no specific shared indicators that allow an objective measurement of soft skills. The observations are then inserted into a grid, and the compilation is subjective as it depends on the teacher's ability to observe and hypothesize which soft-skills the student has acquired.

Counsellors argue that it is important to make pupils aware even in non-formal and informal activities that acquire/implement soft skills.

The same vision emerges from users, that having clear that even in non-formal/informal learning contexts, certain soft skills are learned/implemented, they would have greater awareness of which ones they own, to be able to spend them in different work contexts, and to feel more effective in presenting themselves in the world of work.

Employers recognise that it would be relevant to be able to measure non-formal and informal learning and identify the soft skills acquired/implemented. This is especially the case in the first phase of recruitment, and they believe that it is important to observe and support the dependencies in the company, to prove what has been declared during the selection phase.

7.5 Please provide us with a list of *soft skills* used in informal and non-formal activities, as identified by your stakeholders

Below are reported the soft- skills as defined by the respondents

Guidance practitioner

1) Collaboration	
2) Relational skills	
3) Working in a group	
4) Leadership	
5) Recognition of roles	
6) Organizational capacity	
7) Creativity	
8) Time management	
9) Proactivity	
10) Negotiation	
11) Role Management and Division	
12) Public speaking	

Employers

1) creativity	
2) self-confidence	
3) respect and shared rules of common life	
4) Communication and relational skills	
5) Language skills	
6) Digital skills	
7) Problem solving	
8) Adaptability	
9) Flexibility	

Servis users

1) Planning capacity	
2) communication skills	
3) Identify Roles	
4) Leadership skills	
5) Negotiation	
6) Problem solving	
7) Adaptability	
8) Team -working	
9) dealing with other people	

10) leadership
11) Group- management
12) Organizing skills
13) Ability and speed to adapt to change;
14) flexibility;
16)) knowledge of multiple foreign languages
17) propensity for interpersonal relationships

7.6 Briefly describe why your stakeholders think it important to identify and measure *soft skills* relevant to the work place.

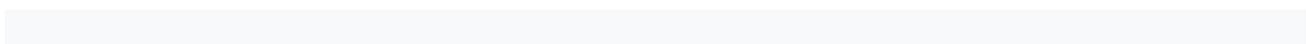
According to guidance operators, identifying and measuring soft-skills is important for a number of reasons. First of all, to increase the sense of effectiveness of job seekers: in fact, making the person aware of the soft skills possessed increases the sense of effectiveness, and affects the way in which they search for a job. It would also be useful to the operator and the user because the path of orientation and accompaniment to work becomes more effective. In fact, when you identify what soft-skills the person has and in which they need to improve, you can design a personalized and targeted path of job placement and implementation of the skills gap.

Currently, is given a lot of relevance to the work environment: it has been seen that a healthy and positive working environment leads to an increase in productivity. It is therefore important that people have good relational skills, and that they are aware of their own communication styles and we know how to manage conflicts. It is therefore important to identify people's relational skills, to enhance them where the profession requires them, and to direct the person to professions more similar to his livell of relational skills.

With regard to the views of the users interviewed, the target between 25 and 50 considers very useful to identify and measure soft-skills. Through this process you become self-aware. It means that you can act to improve those in which you are deficient, or even to move towards job opportunities more relevant to your own attitudes. Being self-aware allows you to act, or in some cases, is seen as a way to anticipate or avoid making certain job choices.

According to some respondents, identifying and measuring soft-skills is actually useful in order to be able to deal with job interviews in a safer and more effective way. Most of the target doesn't know how to define soft-skills, but when they are presented/described they recognize that they own them but don't know about them. They highlight that knowing how to recognize them is fundamental and useful to be able to spend them better in work contexts.

Only one respondent, in the 50-60 year range, believes that it would have been useful if it had been younger, but that at the moment it doesn't find it useful because it already feels cut off from the job market, and considers it more useful to verify through the practice, in the field, the skills of a person.



8. Main Findings and Conclusions

8. 1 Please describe your main findings and implications after the finalization of the interviews/focus groups.

Note:

In this final section we ask you to summarize your main findings and implications for the project.

What are the main findings? What are the main implications? Do you have solutions to propose?

Please feel free to provide us here with information which wasn't queried so far, but what you think is relevant for the further project development.

This section should be between one and two pages of A4.

Please summarize your findings here...