

## Partner Report Template

<b>Partner Organization</b>	Tomillo Foundation
<b>Drafted by</b>	Studies and Social Innovation Area

## Table of Content

### Contents

<b>1.</b>	<b>The Changing Labour Market.....</b>	<b>3</b>
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? .....	3
1.2	Drawing on Country and EU research, can you describe what skills will be most needed in the future world of work?.....	4
<b>2.</b>	<b>Theoretical Approach.....</b>	<b>9</b>
2.1	Identify and explore relevant theories and research evidence which can used to inform project and tool development .....	9
<b>3.</b>	<b>Identifying and Measuring Soft skills for the Future Labour Market ....</b>	<b>10</b>
<b>4.</b>	<b>Summary of Desk Research.....</b>	<b>10</b>
<b>5.</b>	<b>Qualitative inquiry in the partner countries .....</b>	<b>12</b>
5.1	Please summarize how you implemented the interview and focus groups and give us feedback of the people involved	
<b>6.</b>	<b>The Changing World of Work, Stakeholder Experiences.....</b>	<b>9</b>
<b>7.</b>	<b>Identifying and Measuring Soft skills for the Future Labour Market ....</b>	<b>15</b>
7.1	Please provide us with examples of effective tools and methods used to capture <i>formal and non-formal learning</i> .....	15
7.2	Please provide us with examples of effective tools and methods used to <i>identify/measure soft skills</i> .....	15
7.3	Please provide us a list of <i>informal or non-formal activities</i> as identified by your stakeholders .....	17
7.4	Please provide us with a list of <i>soft skills</i> used in informal and non-formal activities, as identified by your stakeholders .....	17
<b>8.</b>	<b>Main Findings and Conclusions .....</b>	<b>18</b>
8. 1	Please describe your main findings and implication after the finalization of the interviews/focus groups. ....	18

## 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?

There are two main views about how the technology is going to impact in the world of work. One is that technology will make many workers expendable and certain previously traditional professions may disappear. The other major view is that technology will create abundant opportunities for workers and boost economies. Historically, as technology has changed the way work is done, the number of jobs created has outstripped the number of jobs eliminated.

Technology can eliminate tasks but it doesn't eliminate work. Technology is going to automate some specific tasks rather than whole occupations.

Given these visions, it should be noted that the main impacts of technological changes in the world of work are:

- Development of new occupations probably defined and determined by digitalization and technology.
- Destruction of employment and creation of new jobs.
- Changes in job skills and abilities.
- Changes in personnel management and human resources in companies.

*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.*

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

The process of digitalization and technological development are having a direct impact on all sectors of the Spanish economy, however, there are some sectors in which this impact is deeper, increasing employment opportunities. These sectors are the following: logistics, commerce, agriculture, food and automotive. The main reasons for these impacts are related to the increase of electronic commerce that has a direct impact on the logistics and trade model and, in the other hand, with the automation of processes in both the agri-food and automotive industry.

**What predictions are being made on the impact of digitalisation/automation?**

Artificial Intelligence and Robotics will have consequences, direct and indirect, on several million jobs in Spain during the next decade, especially with regard to the content of jobs, which will tend to be less routine, requiring in return, more specialized technological knowledge.

Around 36% of occupations in Spain are at risk of being automated. This is a level relatively similar to that observed in Finland, but below what is observed, for example, in Germany or the United States. (BBVA Research. *The future of Employment.2019*)

Which industries are considered high risk (of loss) and how might this impact low skilled workers?

The industries most threatened with job loss are mainly related to those activities that have a routine nature and that can be subject to automation and replacement by robots. *Among the most affected sectors are the food industry, construction, health, transportation, administration, industry and services sectors.* This trend not only affects sectors that may have a low qualification of their workers but also affects those sectors that require a medium qualification such as the financial or legal sector.

The automation process will mainly affect workers with medium and low qualifications, so many of the jobs occupied by these people will disappear, which will increase the unemployment of these profiles. This can lead to an increase in social inequality between people with low qualification and those with more training. Therefore, there will be an increase in employment polarization between those workers with digital and technological skills and those who do not.

Are there any significant areas of growth in the labour market? Which areas?

The main growth labour sectors are commerce, logistics, transport, restoration, residential aged care.

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

Automation and new technologies will involve not only the replacement of tasks and positions of working by machines, but will imply a change in professional skills required. There are capabilities that can be performed in an automated way, such as those related to managing or processing. However, other activities require skills that machines cannot acquire, such as multifunctionality, commitment, service, teamwork, emotional intelligence, resilience, leadership, initiative, creativity.

Among the capacities that will have less demand are those of a manual nature, those related to memory or the management of financial or material resources, all of them more easily automated tasks.

However, the technological process will require need for technological capabilities such as design, programming and computer/digital knowledge.

Please summarize your findings here...

- There are two main views about how the technology is going to impact in the world of work. One is that technology will bring less make workers redundant or end work by replacing workers. The other major view is that technology will create abundant opportunities for workers and boost economies.
- The process of digitalization of the economy will produce changes in different sectors, especially in logistics, commerce, agriculture, food industry and automotive.
- The automation process will mainly affect workers with medium and low qualifications, so many of the jobs occupied by these people will disappear, which will increase the unemployment of these profiles.

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

The future of jobs in Spain will be focused on the following areas: distribution and transport sector, businesses and services. However, this future will be characterized by job losses in manufacturing and non-marketed (mainly public sector) services.

In Spain, most job opportunities, around 27%, will be for service and sales workers, much higher than the 16% forecast for the EU as a whole. The share of job opportunities for professionals (high level occupations in science, engineering healthcare, business and teaching), around 13% in Spain is lower than the 24% forecast for these occupations in the EU as a whole.

Most job opportunities in Spain will require high-level qualifications. However, there will also be significant numbers of job opportunities requiring medium-level qualifications.

By last, Spain's labour force will be more highly qualified. This is explained by older less qualified people leaving and younger more highly-educated people entering the labour market. By 2025, the share of Spain's labour force with high-level qualifications is forecast to rise to 37.8% compared to 35.5% in 2013 and 31.2% in 2005.

People with medium-level qualifications in 2025 will account for 31.1% of the labour force compared to 26.4% in 2013. The share of the labour force with low-level or no qualifications is forecast to fall from 38.1% in 2013 to 31.1% in 2025. According to Cedefop's forecasts, by 2020 in Spain, around 41% of 30-34 year olds will have high level qualifications, above the EU's educational attainment benchmark of 40%, but lower than the national target of 44% by 2020.

In relation to job skills, it is important to be noticed that Spanish organizations and companies will needed in the next future:

- Knowing how to manage in organizations without instructions
- Teamwork
- Solving problems
- Leadership
- Negotiation and entrepreneurship
- Creativity
- Resilience, optimism and enthusiasm
- Basic digital skills (working in the cloud or knowing how to search for information online)
- Continuous training and learning

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

Automation and new technologies will involve not only the replacement of tasks and jobs by machines, but will imply a change in professional skills required. There are capabilities that can be performed in an automated way, such as those related to managing or

processing. However, other activities require competencies that machines cannot acquire, such as multifunctionality, commitment, service, teamwork, emotional intelligence or resilience.

Other skills and abilities that will be necessary: Technology design and programming, analytical thinking and innovation, active learning, creativity and initiative, critical thinking and analysis, Leadership, Emotional intelligence, reasoning and problem solving (The future of employment and the professional skills of the future: the perspective of companies“. IESE. Business School. University of Navarra. 2019)

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..)

Administratively, Spain is a decentralized country so many training and employment programs are offered by both cities, regions and the central state. Even private organizations also have training initiatives.

For example, the Spanish Chamber of Commerce launched a program to improve the training of young people between 16 and 30 years of age called **Comprehensive qualification and employment program**. It is an individualized program that will guide and accompany young people along a training itinerary whose ultimate objective is the insertion into the labor market or self-employment. It is designed taking into account the demands of companies and focusing on improving the qualification of young people.

Other important and innovative program is held by **Telefonica Foundation** named **Campus 42**. It is an initiative for comprehensive training in digital skills and competencies that the labor market really demands. No previous training or qualifications are needed. It is a free program.

**Campus 42** is a space in which students learn through gamification, where each student freely marks their learning pace and in which collaborative work, effort and perseverance prevail. The learning process usually lasts 3 years on average and follows a project-based methodology of the different branches of programming. The 'peer to peer' (peer) concept is fundamental in the learning process and within the methodology itself. Students cannot advance in the levels if they do not work collaboratively since it is the students themselves who evaluate each other. The effectiveness of this methodology has resulted in a 100% labor insertion of students in all the countries in which it is present **Campus 42**.

Regarding the public initiatives of the different Spanish administrations, the following should be noted:

- **Plan Re-incorporate 2019-2021**. The Spanish Ministry of Labor, Migration and Social Security has launched this plan for people especially vulnerable in employment called which aims to update the professional and technological skills of unemployed people and reduce the unemployment rate among groups most disadvantaged. This plan

falls within the framework of the 'Sustainable Development Goals of the 2030 Agenda' of the United Nations Organization (UN) and covers 5 of its objectives: (1) End poverty, (4) Ensure a inclusive and equitable quality education, and promote lifelong learning opportunities for all (5) Achieve gender equality and empower all women and girls (8) Promote sustained, inclusive and sustainable economic growth, full employment and productive, and decent work for all (10) Reduce inequality.

Some measures to develop this plan are the following: i) coordination between active employment policies and economic protection against unemployment that facilitates active search, ii) strengthen public employment services and promote public-private collaboration in labor intermediation and the development of active employment policies.

➤ **Strategic Plan for Professional Training of the Education System 2019-2022.** This plan aims to improve employability and meet the needs of the labor market, as well as consolidate the flexibility of these teachings that allow the student a high qualification and guarantee a quality work experience that serves to promote a competitive professional curriculum.

Professional Training is a priority for Spain. European Union estimates that by 2025 exclusively 14% of low-skilled and 49% average jobs will be needed, so the level of knowledge of citizens must be increased. It must be noticed that Spain is the country with the lowest proportion of students (12%) enrolled in Vocational Training (FP). The European average is at 29% and the average of the Organization for Economic Cooperation and Development (OECD) at 25%.

➤ **Digital Agenda for Spain 2013-2020** This Agenda marked the roadmap in the field of Information Technology and Communications (ICT) and Electronic Administration for the fulfillment of the objectives of the Digital Agenda for Europe in 2015 and 2020, and incorporated specific objectives for the development of the economy and the digital society in Spain.

The objectives, lines of action and plans established in this Digital Agenda are articulated to favor the creation of employment opportunities and economic growth through an intelligent adoption of digital technologies, thus contributing to the collective effort to boost the economic recovery of the country.

The main objectives are the following:

- Promote the deployment of networks and services to ensure digital connectivity.
- Develop the digital economy for the growth, competitiveness and internationalization of the spanish company.
- Improve electronic administration and digital public services.
- Strengthen confidence in the digital field.
- Promoting R&D in the industries of the future.
- Promote the inclusion and digital literacy and training of new ICT professionals.

➤ **Digital inclusion and employability Plan.** The Plan is the result of the contributions of multiple actors, public and private, that have been incorporated to join efforts in the

common objective of increasing Internet accessibility, advancing digital literacy, reducing the digital gender gap and improving employability in Spain. This Plan was launched in 2013 and has been reviewed every year to evaluate the results achieved, determine the need or not for adaptation of objectives and measures and, where appropriate, prolong the temporal scope to meet the objectives already set in the Digital Agenda for Europe. The last year of review is 2020.

➤ **The Madrid Employment Agency** is a local employment agency which helps unemployed people to enter in the labor market and makes it easier for companies to search for personnel. It develops, in collaboration with the Region of Madrid, programs for long-term unemployed young people for professional qualification and activation. They offers free occupational training appropriate to the real needs of the labor market.

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

The main recommendations are related to the acquisition of basic digital skills in order to improve their capabilities, give a value to their CV and finally get a job:

- Basic computer knowledge.
- General digital skills through beginner training.
- Knowledge of the main communication technologies that exist in the market.
- Inclusion and develop of soft skills in the workplace.

### **Please summarize your findings here...**

- Spain is one of the countries where the highest percentage of jobs run the risk of disappearing as a result of automation processes, according to the Organization for Economic Cooperation and Development (OECD).
- 21% of jobs have a "high risk of automation", while an additional third has a high probability of significant changes. Spain is above the average of the OECD countries, set at 14%, and only behind Slovakia (33.6%), Slovenia and Greece. (*OECD employment prospects 2019*).
- The main competencies that will be needed in the future are related with Technology design and programming, analytical thinking and innovation, active learning, creativity and initiative, critical thinking and analysis, Leadership, Emotional intelligence, reasoning and problem solving.
- There will be a gap in Spain between the population that will have specific technological training and thus be able to find work in the future and the one that does not. There will be those who have not achieved adequate preparation to assume the new activities. There is a risk that there will be an increase in social inequality and a polarization in employment.

## 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
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?

*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..)

*This section should be between one and half to two 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...**

## 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)***

The methodology that has been used was mixed and has contemplated different tools such as questionnaires to users and companies, and the realization of a focus group with practitioners. Each of these tools had different characteristics in order to gather information about the impact of technologies and the future of work and the personal skills or abilities that companies will need.

The questionnaires were addressed to companies and users. Firstly, all companies were asked for a telephone interview but for agenda reasons they preferred that we send them the questions by email and answer them. The questionnaires to the companies were designed with the objective to gather the opinions and experiences of different companies about their vision of the future of work and the impact of automation on their professional activity. The companies are located in different regions of Spain (Madrid, Cataluña, Valencia)

On the other hand, personal interviews were conducted with the users of our entrepreneurship service through a questionnaire related to their experience and context in order to get their opinions and points of views. We have designed a brief questionnaire of 6 questions about the impact of automation in the world of work. Also, we asked them about its entrepreneurial initiative and the indispensable personal skills in order to get a job in the future.

The services users were questioned as they arrived at the office. We explained them what the project consisted of and if they wanted to participate by answering a series of questions.

Finally, the focus group had the participation of the professionals of Tomillo Foundation in order to collect their opinions, experiences and thoughts on the process of automation and its impact on employment. The focus group is a methodological technique that consists of collecting information on a certain subject through the opinions and experiences of a group of people.

***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.***

Questionnaires were sent to different companies in the social economy and catering sector that are located in different parts of Spain (Valencia, Barcelona, Madrid). These companies have been chosen due to the direct link we have had for a European Project on social entrepreneurship and its accessibility and collaboration.

Service users were contacted both in the morning and in the afternoon at the headquarters of the Tomillo Foundation and once they have completed their personalized advice. The questionnaire has passed on paper and in Spanish. It was a questionnaire of 6 questions that didn't take more than 10 minutes to be completed.

Lastly, the focus group was developed the 5<sup>th</sup> of February in the morning with the participation of the professionals of Tomillo Foundation who work directly with unemployed people and those who are taking courses to update their professional profile. The focus group was held at the Tomillo Foundation offices and was recorded to have a better collection of information.

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.

The group was recruited taking into account the experience of the Foundation's professionals and their relationship with the issues to be addressed. They looked at several profiles of people and contacted those most appropriate who could give information on the reality of the labor market and professional skills. Therefore, these people were contacted via email and a working group was convened. Among the participants were economists, psychologists and educators.

The climate of the group was friendly and collaborative at all times and they were conveyed the idea that there were no bad or good answers but that they simply gave their opinion.

**Please summarize your findings here...**

- The methodology that has been used has been mixed that has contemplated different tools such as questionnaires aimed at companies, interviews through questionnaires to service users and the realization of a focus group with practitioners. Each of these tools has different characteristics and logic in order to gather information about the impact of technologies and the future of work and the personal skills or abilities that companies will need.
- The questionnaires were sent to different companies in the social economy and catering sector. They are companies that are located in different parts of Spain (Valencia, Barcelona, Madrid) so it was necessary sent them the questions by email.
- Users were interviewed in a personal way through questionnaires at the Foundation's own headquarters while the initiative was explained to them.
- The realization of the focus group will be mainly in the morning and we want the participation of the professionals of Tomillo Foundation. The Focus Group will be held at the Tomillo Foundation offices and will be recorded to have a better collection of information.

## 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? How are they currently addressing these concerns?**

According to the information of the stakeholders, two of the concepts that emerges with strength in order to comprehend the future of work are **Adaptation and Flexibility**. Adaptation and flexibility to face the technological changes that will happen in the coming years. Adaptation to the labor market through technology training. Flexibility by updating professional profiles. Adaptation of synergies and communication with other organizations and people. Flexibility to find to new jobs opportunities, new tasks and new professions.

Another concept that has emerged in the discourse and the experience of the stakeholders is **Duality**. There is a dual vision of how technology will impact in workforce and how the labor market will be in the future. It is important to note that this duality is influenced by a traditional social imaginary that stakeholders have and consist in how the future will be: intelligent machines, advanced communication technologies, new professions, changes in the economic and social structure, etc.

Stakeholders have a positive and a negative view of what the future of work will be like and the impact of new technologies on the economy. On one hand, they point out that it can be beneficial to make themselves known to other companies, customers or people since communication is much faster and more direct. Moreover, it is a source of opportunities to develop new projects and new professions but it is necessary to train in the appropriate technologies.

It is an opportunity, specifically, for our services users in order to expand contacts with companies, increase customers and continue to train and specialize themselves in technology and computer issues. Service users discern the future of the labor market as a matter that cannot be stopped and already it occupies part of our lives, so we must be prepared for that. Somehow, it could be seen as an optimistic view of the impact of technology; an opportunity that only needs to be seized through training or technological self-training.

It should be noted that the services users have had enough difficulties to know and identify the daily activities and soft skills that can help them in their (future) work. We have noticed that it has been very difficult for them to analyze and specify what concrete activity of their daily life benefits their professional activity. They may have these skills but they are not aware that they have them, do not give them importance or do not consider that they can be used to improve their work. There may be a lack of knowledge of what informal learning and soft skills really mean.

On the other hand, this technological process could destroy many jobs, widen the digital divide between those who have more training and those who have

less, threatens social relations and most importantly, perpetuate the exclusion of people who were already in a situation of social vulnerability.

The companies consulted face these changes by adapting their processes and personnel to automation. At the same time, they emphasize that companies will be more diverse because different worker profiles will coexist. Finally, they point out that thanks to technological development they will gain in efficiency, improvement of costs and processes and communication. For this they are incorporating the new technologies in the different areas of their businesses.

Finally, practitioners are concerned about another duality that can take place: the increase of the social and economic digital gap between low skilled workers and those with medium and high training and education. According to the practitioners, the automation of the economy is unstoppable but solutions can be sought so that this gap does not get bigger in the future. To this end, they propose that public administrations and third sector organizations help workers with less skills to change their life and short-term work strategy to a more long-term one. A scheme of action and thought that helps them leave the stage of temporary and precarious work and look for higher quality and more durable jobs.

Therefore, it is necessary for everyone to act in a coordinated manner so that these workers can develop a vital and labor strategy that provides training and work to be able to aspire to better jobs.

## 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 relevant (3-6 sentences)
Our stakeholders couldn't identify any formal and non-formal learning			

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

Note:

FUTURE PROOF YOUR CAREER – CAREER GUIDANCE FOR A MODERN LABOUR MARKET

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 relevant (3-6 sentences)
Training Course	Through the realization of a course on soft skills, the Foundation's professionals are able to identify what the competences of each of the users are		Because it is a direct and reliable method of knowing what are the competences of each person.
Direct Observation	By observing how people behave in working groups and in training dynamics, it is possible to know which are the soft skills that each one of them has and which have to be strengthened		Because by observing the behavior of people interacting with others you can get an idea of what soft skills a person has.
Classic methods of recruitment	Through personal interviews or the analysis of the cv and the activities described in it you could know the soft skills that have job seekers.		Because he knows and analyzes the reality of the person in a direct way and through personal interaction.
Programa Emplea+	<p>It is a program that helps develop skills in vulnerable groups in an objective, efficient and attractive way.</p> <p>It is based on the measurement and training of those transversal competences really demanded by the labor market. It has tools</p>		<p>-It provides objective instruments for the improvement of employability in transversal skills.</p> <p>-It reinforces a specific part of the Labor Intervention process.</p> <p>-It adapts to different types of groups and personal situations.</p>

	for the measurement and objective self-measurement of the competence level, and specific training materials for the competence development.		-Reduces subjectivity in the diagnostic process -Connect skills with the needs of the labor market
--	---	--	---

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

**Guidance practitioner**

Informal activities	Soft Skill
Prepare a trip / manage a tourism trip	Organization / Compromise / Good Communication
Make food purchase and domestic economic management	Economic management / Commitment
Assistance to cultural workshops in civic centers	Creativity / Empathy

**Employers**

Our stakeholders couldn't identify any informal or non-formal activities	

**Service Users**

Our stakeholders couldn't identify any informal or non-formal activities	

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

It is important because we are always learning. We learn every day and informal learning can help improve a person's skills. You always have to improve and be active.

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

**Guidance practitioner**

Flexibility	
Adaptation	
Communication	

**Employers**

Empathy	
Compromise	
Creativity	

**Service Users**

Leadership	
Empathy	

Good Communication	
Creativity	

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

Knowing and measuring which are the soft skills can be the key for a person to access a job since companies give more and more importance to this type of skills over the techniques ones. The latter can always be learned in the workplace.

## 8. Main Findings and Conclusions

### 8. 1 Please describe your main findings and implication 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...

- The future of work focuses on the digitalization of all professional and vital processes, so the knowledge of technological tools is essential to find a job and to develop our daily life.
- The impact of the automation of the economy is not the same on all workers. Low-skilled workers will have to adapt radically to the digitalization process if they don't want to see their jobs disappear. Many of these jobs will be replaced by machines. Many of these workers are not aware that they need certain digital skills for the future since they are surviving from precarious low-skilled jobs. They should think in long term.
- The impact with workers with more training is going to be less, but they are also exposed to the dispatch of their job. The answer to this is the specialized training in technologies to give them added value in their curriculum.
- The digital gap is going to get bigger especially for people with less qualification and it makes them difficult to access employment already too precarious.
- Companies especially value competencies such as punctuality, responsibility, teamwork, ability to manage conflicts, flexibility, collaboration, discretion, empathy or good communication. It is important that it is a person, that the person to be hired has values. The company offers a job and the worker gives what he/she is.
- It is important that workers think in the long term when it comes to having a job and not in the short term. Therefore, it is important that they be formed to aspire to more lasting and less precarious jobs. The short term would be those temporary jobs that

require low training and do not usually enjoy indefinite contracts. Continuing education is essential along with the flexibility to improve employability.