

FLOWS – Further Learning, Outreach and Working Skills

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FLOWS Framework Development

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1. Introduction

1.1. The project objectives and overall report

The “Further, Learning, Outreach and Working Skills” Flows project is a project funded by the European Commission for 24 months and it aims to develop a project tool and method focused on the identification **of transversal skills** through a **guidance process**. **Transversal skills** are essential for the future careers of disadvantaged young job seekers and enable **sustainable employment opportunities** for that target group. The project consists of **5 partners** representing **4 EU countries**.

- Çarşamba İşkur Hizmet Merkezi Müdürlüğü – Coordinator (Türkiye)
- Universitatea Nationala De Stiinta Si Tehnologie Politehnica Bucuresti (Romania)
- Ballymun Job Centre Co- Operative Society Limited (Ireland)
- Hafelekar (Austria)
- Mozaik İnsan Kaynakları Geliştirme Derneği (Türkiye)

Flows project organisations collaborated in order to plan, execute, and monitor these project outcomes.

- Framework Development (Work package 2)
- Tool Specification and Content (Work package)
- Developing Training module for practitioners and Online Platform (Work package 4)
- Piloting of the FLOWES Tool and Psychometric Evaluation (Work package 5)

On the **first stage of the Flows project**, the project partners carried out national research and implemented a range of activities to collect information presented in this document as a broader transnational framework. This overall report collected findings to give an insight into **the current situation of skills for the future labour market in several European countries** and to identify structural challenges faced by young job seekers in the respective partner countries: Austria, Ireland, Romania, and Türkiye.

Some interesting findings include further training needs among young people, for the future world of work. The present report provides general and comparative data about **employment trends** and **career counselling needs among young people** in the countries involved, as well as examples of tools and good practice in the project field. In this way, the

opportunities, and challenges of employability and the future jobs for young people in the context of a globalised and digitalised society should become clearer.

1.2. Methodology used for national and overall reports

This overall report is predominantly based on the findings of the national reports that were developed by the four partner countries (Austria, Ireland, Romania, and Türkiye). This research builds upon the national reports developed within the scope of the previous Future-proof your Career (FYC) project, that was implemented between 2019-2022, and offers the grounds for the Flows project.

The main results of this report include a combination of in-depth exploration and statistics summarised, compared, and placed in a theoretical framework. It consists of two main components: **A theoretical part** that is based on the comparative results of a literature desk research (data, document, and archive research) in the partner countries and an empirical part including **the results of the focus groups and discussions** that were held by the project partners with young job seekers, employers, and professionals affected by a digitalised labour market.

This report provides useful insights into **the conditions in career counselling for youngsters** and **transversal skills** that are demanded by the labour market in each country and it derives some recommendations on current approaches and further training needs. The findings on the policy context for employment and skills in the project countries were compared, and graphically visualised, to sustain the conclusions and recommendations, that will be considered and further elaborated in the next steps of the Flows project.

A note on the comparability of the results from the national reports seems appropriate:: The employability and digitalisation processes and their interrelation is a very complex, context-dependent field. So, the results of the country reports are comparable to a limited extent. Additionally, their findings from the focus groups may differ regarding key issues and comprehensiveness. This means, a specific topic may be described in detail in one report, but only be touched upon by another, while different perspectives complement each other to provide a comprehensive research background to our project.

1.3. Employability in a globalised society

The past three years have been shaped by a challenging combination of health, economic and geopolitical discontinuity combined with growing social and environmental pressures. These increasing transformations have and continue to direct the world's labour markets and shape the demand for jobs and skills of tomorrow, driving divergent economic trajectories within and across countries, in developing and developed economies alike.¹

A country's overall economic performance depends largely on the expansion or rapid attainment of new technologies and productive workforce skills. These factors closely concern all developed or developing countries, as the education systems in the countries must take new developments and progress in the labour market system into account.

Employability skills are vital for citizens of both developed and developing countries. The clearest indication of this is that a person must change jobs at least a few times throughout his life. Rapidly changing technology in developed countries requires learning new knowledge and skills in a short time. The same situation applies to many developing countries due to international investments and local economic crises.

Employability skills are qualities that make employees valuable in the eyes of employers and increase the quality of the work done, apart from technical qualifications related to the job. Apart from basic skills such as literacy and numeracy, employment skills include **high order thinking skills such as problem solving and decision making, and affective skills and traits such as reliability, positive attitude and collaboration.**

Global employment growth will be only 1.0 per cent in 2023, less than half the level in 2022. Global unemployment is slated to rise slightly in 2023, by around 3 million, to 208 million (corresponding to a global unemployment rate of 5.8 per cent). The moderate size of this projected increase is largely due to tight labour supply in high-income countries. This would mark a reversal of the decline in global unemployment seen between 2020-2022.²

As well as those who are unemployed, this measure includes people who want employment but are not actively searching for a job, either because they are discouraged or because they

¹ <https://www.mckinsey.com/~media/mckinsey/featured%20insights/future%20of%20organizations/the%20future%20of%20work%20after%20covid%2019/the-future-of-work-after-covid-19-report-vf.pdf>

² https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_865256/lang--en/index.htm

have other obligations such as care responsibilities. The global jobs gap stood at 473 million in 2022, around 33 million above the level of 2019.

Many countries are experiencing a persistent gap between the skills needed in the labour market and those offered by the workforce. **Skills anticipation is a strategic and systematic process through which labour market actors identify and prepare to meet future skills needs, thus helping to avoid potential gaps between skills demand and supply.** A skills anticipation strategy enables training providers, young people, policymakers, employers, and workers to make better educational and training choices, and through institutional mechanisms and information resources lead to improved use of skills and human capital development.³

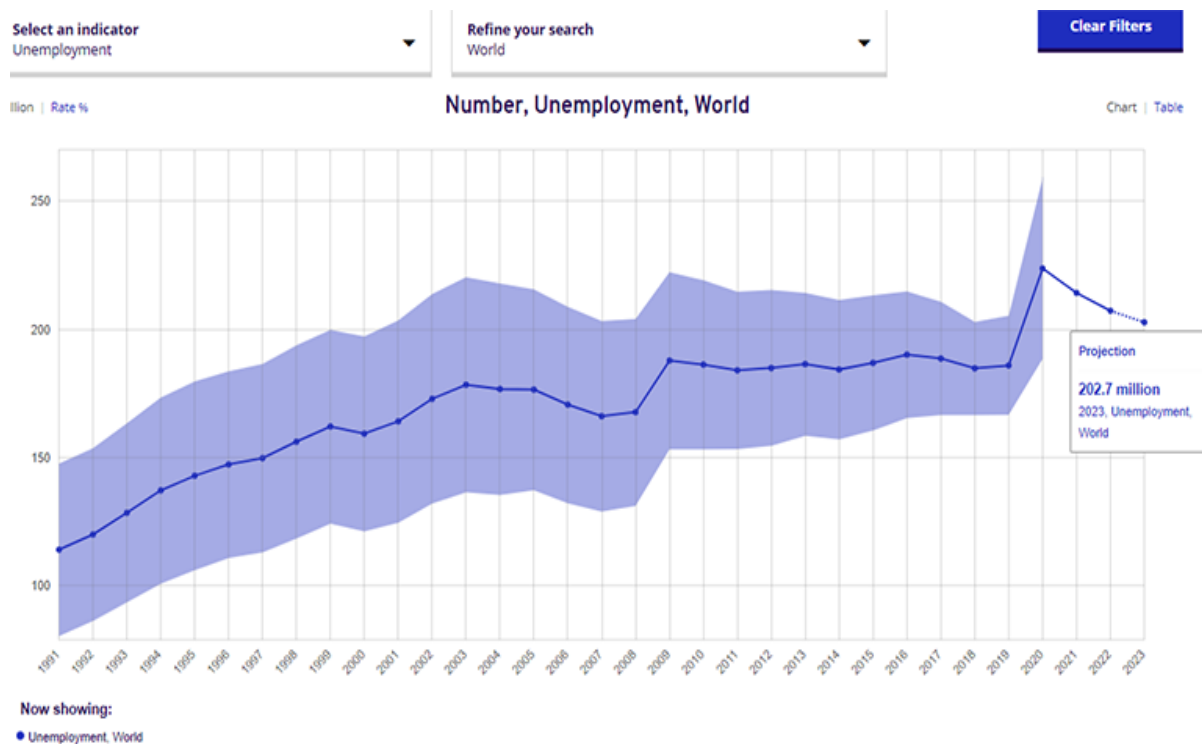
What has been achieved and how should youth policies in Europe respond to their challenges during the coming years?

Governments have to adopt more relevant skills development policies to meet the needs of rapidly evolving labour markets. Education and training systems will also need to take advantage of **new educational technologies** and give greater attention to digital skills.⁴ In general, while income replacement systems (unemployment insurance and assistance) should be made somewhat less “generous” regarding wage replacement rates and duration, an activation strategy putting more emphasis on active labour market policy.

Social dialogue is another way to overcome the employment crisis. Promoting youth employment is a global priority. **Equipping youngsters with the skills needed in the labour market** and giving them opportunities to become well-integrated into the world of work leads to the **productive potential of the economy and to social cohesion** more generally.

³ <https://www.ilo.org/skills/areas/skills-training-for-poverty-reduction/lang--en/index.htm>

⁴ <https://www.ilo.org/global/topics/skills-knowledge-and-employability/lang--en/index.htm>



Source: International Labour Office, Trends Econometric Models (ilo.org/wesodata)

This dataset includes both real and imputed data from 1991-2021, as well as projections from 2022-23. Estimates may differ from official national sources. In addition to unemployment “job quality remains a key concern”, the report says, adding that “Decent Work is fundamental to social justice”. A decade of progress in poverty reduction faltered during the COVID-19 crisis. The obvious conclusion to be drawn is that the EU supports young people’s employment, employability, and social inclusion, especially under its agenda for jobs, growth and investment, the **Europe 2020 strategy** and through EU funds. The cooperation framework calls upon the EU and the Member States to:

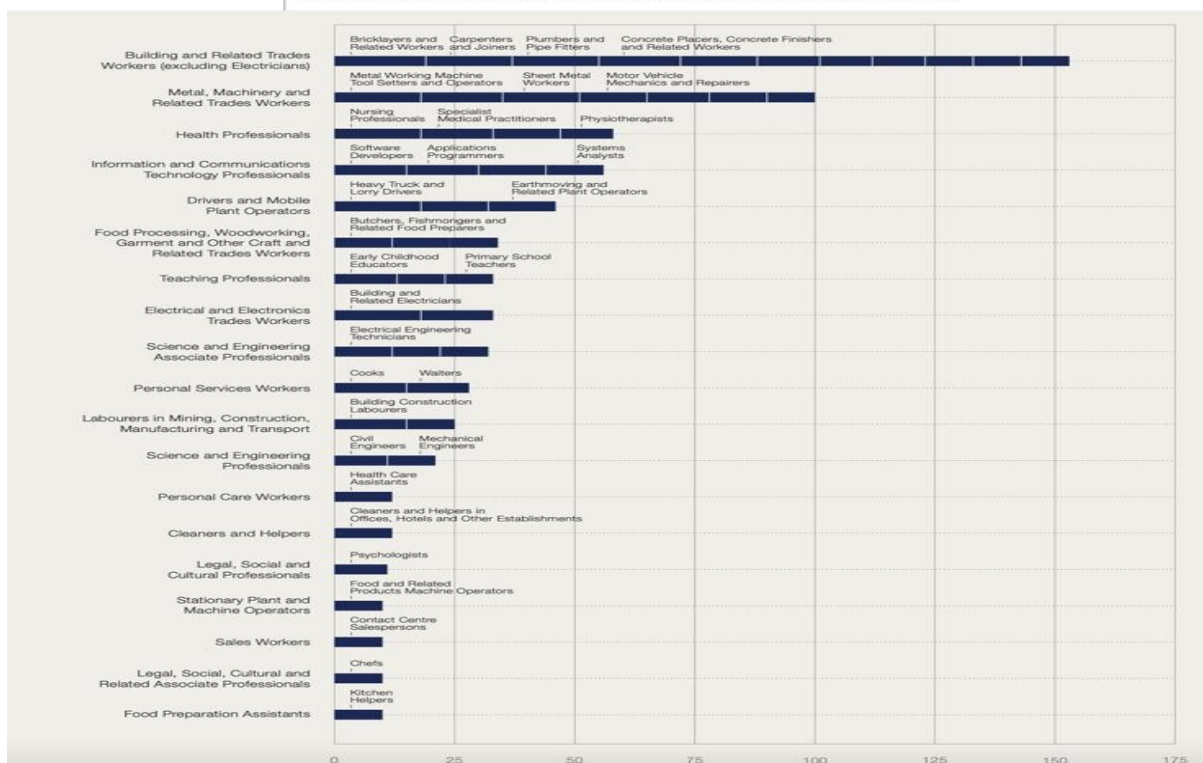
- **create more and equal opportunities** for all young people in education and in the labour market; and
- promote the active citizenship, social inclusion, and solidarity of all young people through actions including education and training, employment and entrepreneurship, health and well-being, participation, voluntary activities, social inclusion, youth and the world, and creativity and culture.

Between now and 2027, businesses predict that 44% of workers’ core skills will be disrupted, because technology is moving faster than companies can design and scale up their training programmes. Cognitive skills top the list of those deemed to be of greatest importance for

workers in 2023. The World Economic Forum has predicted these likely skill sets – and how demand for them could grow in its Future of Jobs 2023.

Moreover, according to the Labour shortages report 2022, the European Labour Authority, it shows that in many countries the increase in unemployment from 2019 to 2021 of workers with a basic education level was more than twice as large as the impact on workers with advanced education.

FIGURE 1.2 Most common labour shortages by occupations in 2022 in Europe
Number of economies in Europe reporting labour shortages for top occupations, grouped by job families



Source: The Labour shortages report 2022

1.4 Digitalisation and future job opportunities

In both small and large enterprises, globalisation and technology had a tremendous effect and business sectors have been improved by globalisation and technological development, but the effects are diverse on jobs, incomes, and economies of scale. Moreover, it has positive and negative effects of globalisation and technology. As a positive effect it enables more access to goods and services. As negative impacts it leads to lack of regulation.

The impact of globalisation has strong consequences for young people. It is necessary to prepare economies and employees for new opportunities to ensure a well-designed approach for job creation that can be achieved by focusing more on digitally enabled services.

Many countries are experiencing an increasing gap between the skills needed in the labour market and those offered by the education and training systems. In order to overcome this increasing gap, skills recognition is necessary to ensure a strategic and systematic process through which labour market actors identify and prepare to meet future skills needs, thus helping to avoid potential gaps between skills demand and supply. A skills recognition strategy enables career counsellors, young people, decision makers, employers, and workers to make better educational and training choices for job seekers and it can be used to address the needs for the employability, skills utilisation or career advancement, or further skills development for young job seekers.

According to the World Economic Forum's Future of Jobs Report., 50% of all employees will need re-skilling by 2025, as adoption of technology increases. Moreover, analytical & creative thinking and problem-solving top the list of skills employers believe will grow in prominence in the next five years. In addition, newly emerging this year are skills in self-management such as active learning, resilience, stress tolerance and flexibility.



Source: Cognitive skills top the list for 2023, World Economic Forum

However, it should not be forgotten that social media proficiency and excellence demands creativity, strategic thinking, and a clear understanding of how to effectively convey messages to large audiences via digital media as many sectors in the labour market view this proficiency as the base of the future workplace.

According to the World Economic Forum, Future of Jobs Survey 2023, analytical thinking is a core skill by more companies than any other skill and constitutes on average 9% of the core skills reported by companies. Other core skills are listed in the following order.

- creative thinking,
- resilience, flexibility and agility.
- motivation and self-awareness.
- and curiosity and lifelong learning
- technological literacy.
- Dependability and detail to attention
- empathy and active listening and leadership and social influence
- and quality control

In this report, Management skills, engagement skills, technology skills, ethics and physical abilities are generally considered to be less important than cognition, self-efficacy, and working with others.

1.5. The key role of Vocational Education Training to employability

The economic and employment impacts of the pandemic have disproportionately affected young people. As this report emphasises, the rate of recovery of youth labour markets in numerous countries and regions remains behind that of the labour market for older workers. In recent times, the challenges encountered by the youth have been worsened by the emergence of additional obstacles, including increasing food and energy costs, poor financing conditions, and developments in Ukraine and other regions. Recent adverse developments stand in opposition to the Sustainable Development Goals (SDGs) and 2030, the target year for their realisation. Specifically, they compromise progress towards SDG target 8.6, which aims to significantly diminish the percentage of young individuals who are not engaged in employment, education, or training. Vocational education can be effective in developing skills and ensuring a smooth and successful transition into the labour market. In nearly all countries for which there is data available, employment rates tend to be higher

among young adults who graduated from vocational training than among those who pursued an upper secondary general programme. Keeping young people in education while upskilling through vocational qualifications can be used as a successful policy option for some countries. One of the basic problems that all countries will face about vocational training is how to adapt vocational training to this transformation in the labour market and respond to rapidly changing sets of skills.

It is anticipated that worldwide youth unemployment will decrease to 73 million by 2022, representing a 6 million increase over the level observed in 2019.

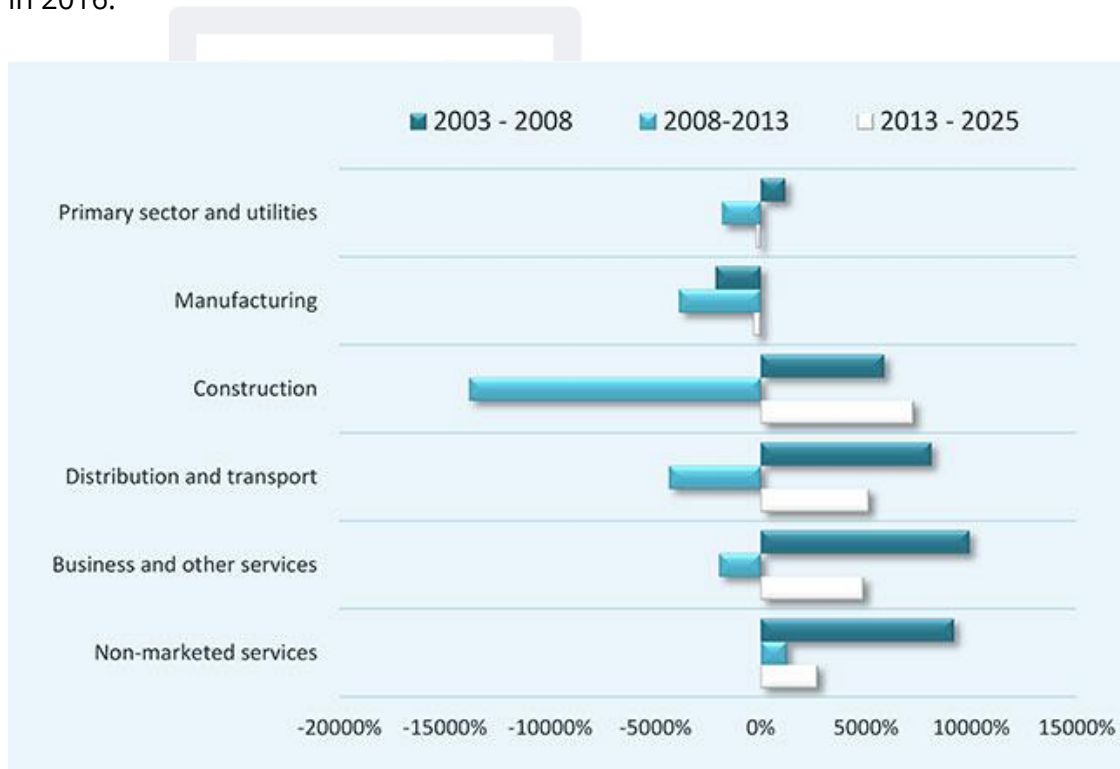
As a result of the reintegration of young people into the labour market between 2020 and 2021, youth unemployment increased by 4.1 million, which led to the current decline. In 2020, the unemployment rate increased significantly by 1.7 percentage points due to a contraction in the labour force (the baseline) and a rise in the number of unemployed (the nominator). The adolescent unemployment rate experienced a modest increase of 0.4 percentage points in 2021, notwithstanding the more substantial surge in the unemployed population compared to 2020. This is because the labour force, which constitutes the denominator of the ratio, expanded substantially at the same time. Overall, NEET rates serve as a more reliable indicator of deficiencies in young individuals' labour market accessibility compared to unemployment rates. This is due to the fact that unemployment requires an active participation in the labour force, whereas the NEET rate encompasses the entire population.⁵

⁵ https://www.ilo.org/wcmsp5/groups/public/--dgreports/--dcomm/--publ/documents/publication/wcms_853321.pdf

2. Comparative Literature and Document Review: Ireland, Austria, Romania, and Türkiye.

2.1. Ireland

Following the economic crisis in 2008, Ireland’s GDP started to recover in 2013. In 2013, Ireland’s unemployment rate was 13.1%, above the European Union (EU) average of around 11%. The European Commission forecasts GDP growth for Ireland of 3.6 in 2015 as well as in 2016.



Source: Future employment growth (in %) in Ireland in 2018-2030 across sectors

In Ireland, for the last number of years technology is also changing the delivery of guidance services in the country. This change was accelerated by Covid-19. Very quickly guidance services and clients alike found themselves navigating a journey through the world of remote guidance. In a 2020 CEDEFOP report that assessed guidance and life-long learning during the pandemic, Ireland’s distance learning approach was cited as being more widely embraced in areas such as finance and I.T. More “traditional” courses provided by the Further Education and Training (FET) sector in Ireland had to adapt to remote learning. The premise of FET

courses is work based learning WBL or the practical element of instruction, thus this proved challenging in the era of Covid-19 where placements and facilities were scarce. Various channels for remote guidance were used such as email, digital communications platforms, online video channels, collaborative file-sharing software, telephone calls and text messages. The guidance landscape in Ireland has seen dramatic changes in how it operates because of Covid-19. It has forced organisations to adopt a more digitalised approach which will allow for best practice approaches to emerge, be shared and integrated as a result.

In the Irish context, SOLAS is the policy development agency in charge of the Further Education and Training (FET) sector and they published “The Spring competencies Bulletin 2023”, which examines the contribution of younger people (aged 15-24 years) to the Irish labour force inside the final 3 years. “With the easing of COVID-19 regulations and the bounce back of the economy, this age cohort has seen employment stages recover and an accelerated call for labour. In quarter three 2022, there were a total of 311,900 younger people (15-24 years) employed.

Inside the Irish context, the publication ‘digital Transformation: Assessing the impact of Digitalisation on Ireland’s group of workers’, reflects on the impacts of the adoption of digital technologies over time 2018 to 2023, demonstrating that a big shift in the labour market is probably needed because of technological changes, declaring that ‘one in 3 jobs in Ireland are at risk (an opportunity more than 70%) of being disrupted through the adoption of virtual technology’.

Digitalisation inside the administration sector will likely bring about a change to processes, roles and tasks, estimating that the adoption of virtual technology over the following 5 years will lead to a loss while compared to increased predictions for jobs without accounting for the adoption of digital technology.

It is noted through much of the research that digitalisation impacts on the availability of various jobs, along with significant changes to associated skills. The shift from manufacturing to predominantly service driven economies is noted in much of the country research. One example of stark transformation of customer service provision, seen in areas such as finance, insurance, and telecoms, with companies reporting a rethinking of their organisational strategy, while equally assessing the needs and experience of their current and future employees.

Findings in a report carried out by Skillnet Ireland, that is national business support agency of the Irish Government, and the Limerick School of Business, shows that, while CX

(Customer Experience) employee skills themselves have not considerably changed due to digital transformation, yet the level and frequency at which they must be applied is significantly increased.

In fact, some experts suggest that the 'successful implementation of digital technologies will hinge on the workforce's 'soft skills' (EGFSN, 2018). This implies that employees will increasingly be required to possess these soft skills to ensure that their organisations will not be left behind in the adoption of technology.

The Youthreach Soft Skills framework is the culmination of many years of work by practitioners working directly in or providing support services to centres for education and training delivering the Youthreach programme to early school leavers in Ireland. The framework centres on the wellbeing of the students, often working with challenging young adults in the exploration and identification of their competencies and transferable skills.

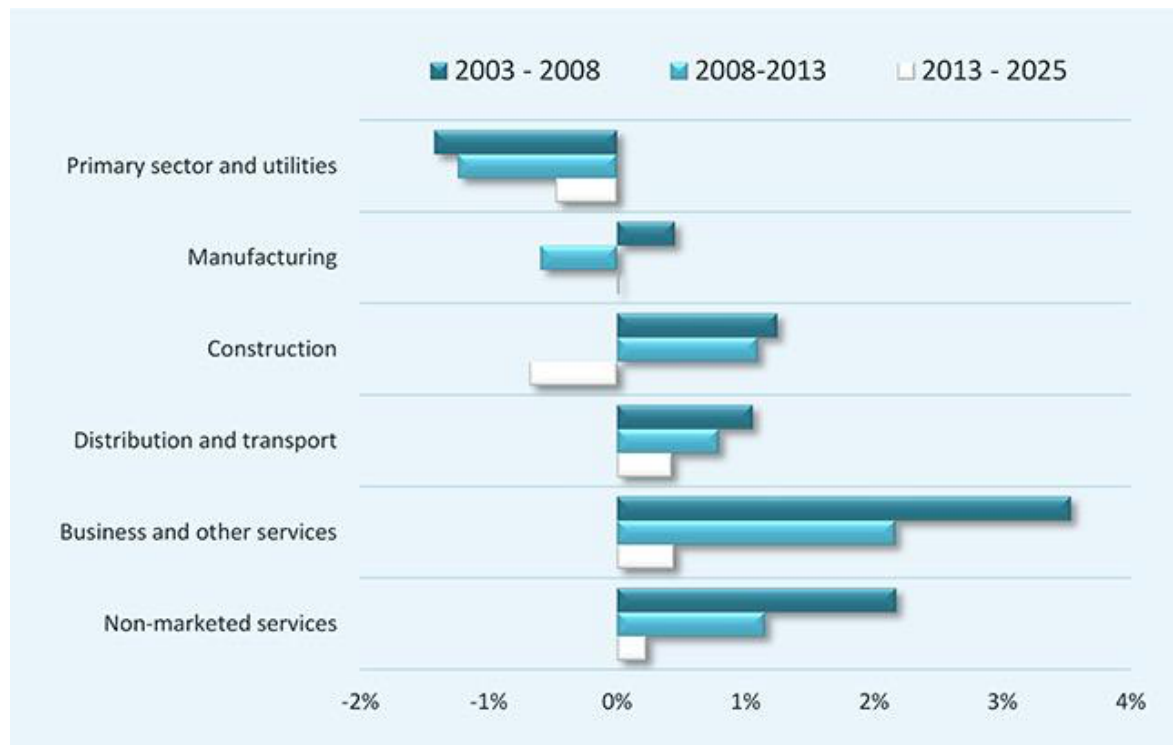
- Development of confidence through an awareness and acceptance of the self
- Development of responsibility through awareness and consideration of other
- Development of power through knowledge and appreciation of the world.

Another platform available in the Irish context is CareersPortal, which was developed by Durrow Communications Ltd as a direct response to a report generated by the Expert Group which recommended that Ireland develop a central career guidance portal. The website provides Self-Assessment Tools which enable a user to find out how their interests, personality, skills etc. can tie-in with various courses and careers the following key audiences consisting of 2nd and 3rd level students, adult Learners, Jobseekers, parents and guardians and career guidance Professionals/Providers. An element of the Careers Portal, career advice tool, offers users an opportunity to read and reflect on four areas of skills relevant to job seekers and to the workplace that consist of career skills, people skills, tasks skills and personal skills.

2.2. Austria

There are 9 090 868 people living in Austria (as of 1 October 2022). As an average over 2022, 3 913 652 were in employment, of whom 926 992 were foreign workers. In 2022, the labour market continued to recover in the aftermath of the coronavirus pandemic, with a further increase in the number of jobholders.13.3% of Austrian workers commute to another province and 0.8% commute abroad (only figures for 2020 are currently available). The

labour market in 2022 was characterised by a sharp increase in companies' demand for staff. Although growth momentum slowed somewhat during the year, some sectors still face acute labour shortages. Most vacancies are to be filled using unskilled workers (in the construction sector, in general unskilled work, tourism, etc.) and skilled workers.



Source: Total job opportunities by qualification, 2013-25, Austria

In Austria, one change in the world of work - which is particularly visible to the public - is taking place in the retail sector in Austria, driven by the rapid developments in online trading: The working world in sales has changed considerably, mainly due to transparency of costs and information, better informed customers in stationary trade, an increasing number of small regional suppliers who produce their own products and the use of social media channels for marketing.

E-commerce has developed very dynamically in recent years and especially in 2020. In 2016 Austrian companies turned over 16.8 billion euros via websites, apps, or online marketplaces. Four years later, in 2020, this figure has almost

doubled to 30.2 billion euros. This underlines the fact that important growth impulses for the Austrian economy come from e-commerce. On the consumer side, an even stronger

change has taken place in the last 15 to 20 years. The share of people who make purchases online has risen from about 8 percent in 2003 to 54.2 percent in 2021.⁶

Another issue, which is currently being discussed very intensively in Austria (as in most EU-countries), is the labour shortage in certain sectors. The yearly published "Report on Labour Shortages and Surpluses" states that three occupational groups dominate the list of shortages in the EU countries: There is a high demand for workers especially in the health sector, for academic specialists in the software sector and for craftsmen in building construction and civil engineering⁷.

In Austria, more than 600 managers of medium-sized companies with 30 to 2,000 employees were surveyed by the auditing and consulting firm EY for the study "Employment and Skilled Labour Shortage in Austria". The conclusion is that there is hardly a sector of the Austrian labour market that is not currently in staff shortage. The tourism industry, the health sector, but also the transport industry and trade are particularly badly affected.⁸

In Austria we can clearly identify one major impact of recent developments and technological changes to the world of work: "The trend towards higher qualification and professionalisation continues. On the one hand, this is reflected in the increasing demand for academics and for professions at school leaving examination (e.g. technical professions, social and health professions). On the other hand, occupational groups with lower qualification levels are also confronted with increasing demands and a greater need for specialist skills.⁹

Digital Austria is the Austrian Federal Government's initiative for a successful digitalisation in Austria. The aim is to consolidate Austria's role as a digital nation to guarantee and expand prosperity, job opportunities as well as the quality of life in the long term. In its latest published report for 2021 it is stated that there are still a lot of things to do in the digital transformation potential for lasting, sustainable growth. When coping with the corona pandemic, Austria progressed in home schooling and home office and various public administrative services.

⁶ Ecoaustria: https://ecoaustria.ac.at/wp-content/uploads/2022/06/EcoAustria-Studie-Ecommerce_Oesterreich_Juni_2022.pdf

⁷ AMS Forschungsnetzwerk: https://www.ams-forschungsnetzwerk.at/downloadpub/AMS_info_553_-_EU-Arbeitsmarktentwicklung_-_COVID-19-Pandemie-ELA.pdf

⁸ Ernst & Young: https://www.ey.com/de_at/news/2023/02/ey-at-mittelstandsbarometer-2023-fachkraeftemangel

⁹ AMS Qualifikationsbarometer: http://bis.ams.or.at/qualibarometer/load_top.php?load=berufsbereiche_toptrends

However, these successes should not hide the fact that Austria must proceed strategically and systematically in the digital transformation and the changes in the world of work go far beyond digital technologies: trends such as internationalisation, diversification or green transition will also influence the professional landscape in Austria in the coming years. Many of these trends influence each other or are side effects of digitalisation.

According to a study conducted by the WIFO - Austrian Institute of Economic Research, some of the industrial fields most at risk of job loss due to digitalisation and automation include manufacturing, retail trade, and transportation. In manufacturing, for example, robots and other automated systems are increasingly taking over routine and repetitive tasks, leading to a decline in the need for manual labour. Similarly, in retail trade, self-checkout machines and online shopping platforms are reducing the demand for cashiers and sales personnel. In transportation, self-driving vehicles are likely to replace many drivers in the coming years. The impact of these changes on low-skilled workers is likely to be significant. Many of these workers are employed in routine and manual jobs that are most susceptible to automation. In fact, a study by the Organisation for Economic Co-operation and Development (OECD) suggests that low-skilled workers in Austria are three times more likely to be affected by automation than high-skilled workers. This means that a significant number of work workers may be at risk of job displacement if they are unable to upskill or find alternative employment.

The AMS (The Austrian Public Employment Service) Qualification Barometer¹⁰ is Austria's first comprehensive online information system on competence trends and is a service of AMS. It is aimed at AMS employees, journalists and those responsible in politics and business, as well as at people who are about to decide about their professional future. The Corona pandemic has had a significant impact on the Austrian economy. The effects were and continue to be felt in all occupational sectors, albeit in various ways. Some industries and sub-sectors, on the other hand, have been less damaged and are likely to recover in the medium term.

In recent months, there has been a hype about AI, partly due to the release of ChatGPT (AI-powered language model developed by OpenAI, capable of generating human-like text based on context and past conversation). There are more and more reports¹¹ about drastic changes in the world of work, which contain everything from panic to hope, but there is

¹⁰ AMS Qualifikationsbarometer: <https://bis.ams.or.at/qualibarometer/hilfe.php?load=methodik2>

¹¹ <https://www.tagesschau.de/wissen/forschung/berufe-kuenstliche-intelligenz-100.html>

important insight about the future of robotic technology in the labour market that it is hard for robotic technology to take the place of the necessary human skill. These are the job groups with the lowest AI influence potential, and human skills are essential for continuity of these job groups.¹²

1. Education, training and library
2. Social and welfare services
3. Management
4. Law
5. Physical and social services
6. Computers and mathematics
7. Business and financial processes
8. Architecture and engineering
9. Health care practitioners
10. Sales and related activities

One Good practice example on information and support on Digitalisation in Austria should be mentioned: The "I am the Future of Work campaign" highlights the realities of work today. And it shows how learning and social security systems should change to accommodate change. The aim of this campaign is to involve all sections of the population in the debate and to communicate their views to decision-makers in politics and business.¹³

It is critical to note that in Austria the recognition of informal and non-formal, competences - despite the many efforts mentioned above - is in its infancy, and formal educational qualifications are still considered essential. In this respect, both the education experts cited

¹² Automation Risk Index (ARI): <https://lis2.epfl.ch/resiliencetorobots/#/>

¹³ <https://www.oecd.org/berlin/themen/zukunft-der-arbeit/>

above and the participants in our survey call for a rapid change in thinking and action. One sentence sums up the challenge well.

"Open-mindedness has become perhaps the most important competence."

AMS/IBW: New Digital Skills

This open-mindedness is aimed at all parties involved in the process: Decision-makers in the field of education policy must be held accountable, as must employers, practitioners and job seekers. In summary, we would like to emphasize again those overarching aspects that seem particularly important to us for the FLOWS project.

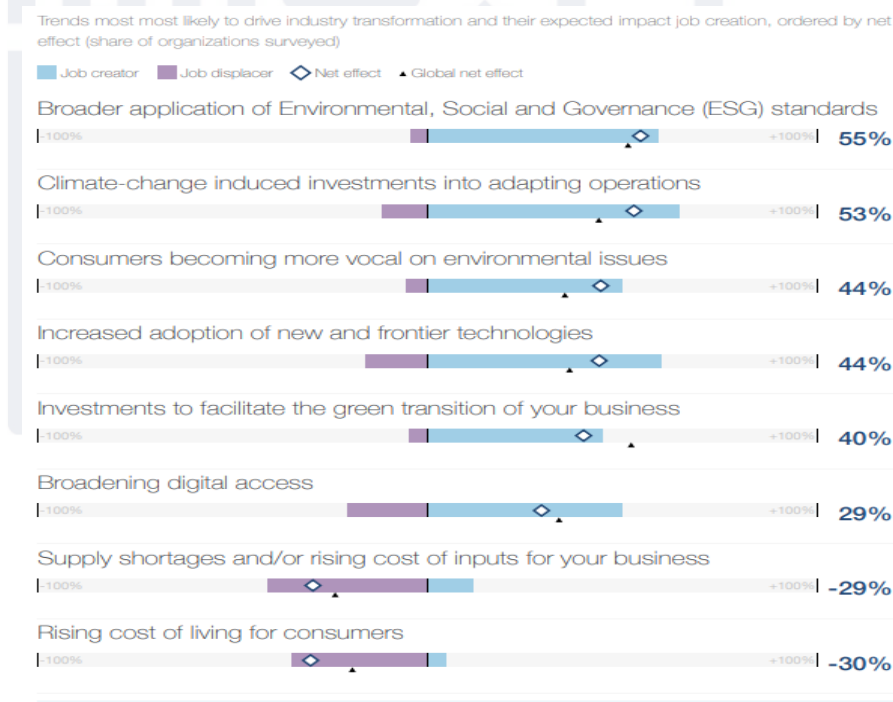
2.3 Romania

Employment Rate in Romania increased to 63 percent in the second quarter of 2023 from 62.90 percent in the first quarter of 2023. Most of the employees were working in the services sector (3.5 million people), while 1.85 million persons were employed in industry and construction. The number of employees in agriculture, forestry and fisheries was 0.1 million persons. In 2022, the employment rate of the active population was 62.3%, with a higher rate for men (66.8%, compared to 57.4% for women). According to ANOFM (the Public Employment Service) data, in the first quarter of 2023, most vacancies at national level were registered in the following occupations: unskilled workers for the assembly and installation of parts, couriers, commercial workers, unskilled construction workers, security guards, goods handlers, drivers for road freight transport, assistant cooks, salespersons, and unskilled workers in the ready-made-garment industry. In Romania there is a mismatch between education and the labour market. In fact, tertiary education is still significantly below the EU average. Furthermore, adult learning remains particularly low (1.2 % in 2016) compared to the EU average (10.8 %), despite the need for upskilling, and the market relevance of vocational training is insufficient [European Commission (2018) Commission staff working document, Country Report Romania 2018.] Steps taken in Romania to address the challenges and skills gap, particularly for low skilled workers and those of low educational attainment and disabilities. In the strategy for the period 2014-2020 Bulgaria set up inter-institutional cooperation between the education sector and businesses to support skills matching as a priority. In this regard, the NNCA's approach to stakeholder involvement is considered an effective model and offers potential for further development at sectoral and regional levels.

Bucharest-Ilfov is the most developed region in Romania, with the highest GDP per capita in the country, at EUR 49 200, representing 164% of the European average (EU27) according to Eurostat 2022, based on 2020 data. Due to the opportunities provided by the capital city, the employed population tends to have a high level of training and qualifications. For the most part, the economy of the region is dominated by the functions of the capital. All industrial branches are present in the region since Bucharest-Ilfov represents the main industrial agglomeration in the country. At the same time, trade, storage activities, distribution, administration and communal management, and constructions have also evolved rapidly.

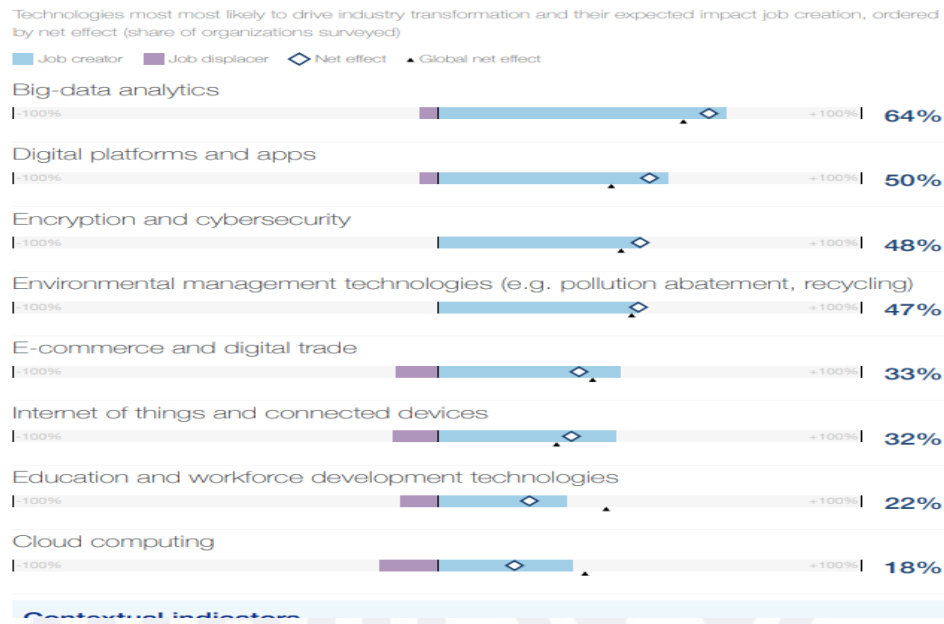
Over the next ten years, the digital transformation generated by new technologies will affect 600,000 jobs in Romania, according to PwC’s (PricewaterhouseCoopers International Limited is a multinational professional services brand of firms, operating as partnership under the PwC brand) Workforce Disruption Index. According to the report, 325,000 new jobs will be created over the next decade, while another 275,000 workers will need to improve their digital skills, as automation and the introduction of artificial intelligence will gradually eliminate repetitive activities.

Global trends and their impact on job creation



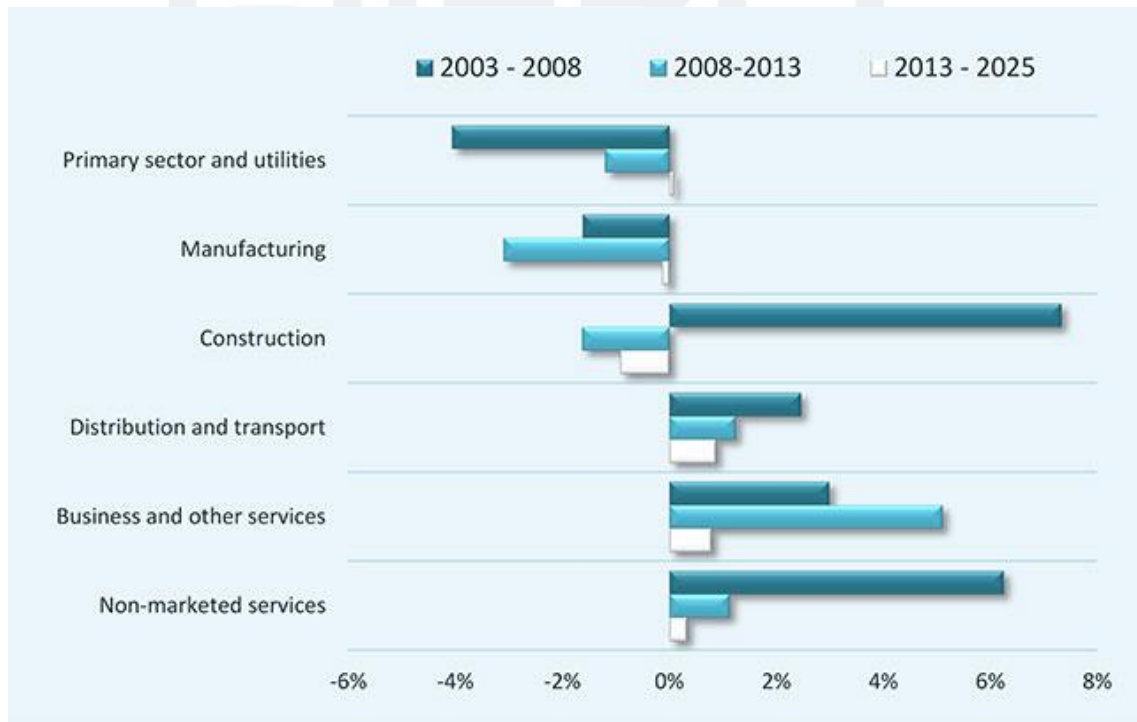
Source: [WEF Future of Jobs 2023.pdf \(weforum.org\)](https://www.weforum.org/publications/future-of-jobs-2023)

Technologies and their impact on job creation



Source: [WEF Future of Jobs 2023.pdf \(weforum.org\)](https://www.weforum.org/publications/2023/01/2023-future-of-jobs-report/)

Future employment growth (in %) in Romania in 2018-2030 across sectors



Source: Cedefop skills forecasts (2015)

Over the next ten years, the digital transformation generated by new technologies will affect 600,000 jobs in Romania, according to PwC's Workforce Disruption Index. According to the report, 325,000 new jobs will be created over the next decade, while another 275,000 workers will need to improve their digital skills, as automation and the introduction of artificial intelligence will gradually eliminate repetitive activities. The most important observation is that the improvement of employees' digital skills becomes vital. At the same time the partnerships with government institutions need to be encouraged to look for areas of common interest such as infrastructure, education, or health, where investments may stimulate the adoption of new technologies. In the absence of investments, new jobs cannot be created in key sectors.

Moreover, in the case of economies vulnerable to automation and changing business models, some jobs are at a higher risk.

National Strategy for the Digital Agenda sets out four areas of action as follows:

- e-Government, Interoperability, Cyber Security, Cloud Computing, and social media – fields which aim to increase efficiency and reduce costs in the public sector in Romania by modernising the administration.
- ICT in education, culture, and health - field which aims to support these technologies at the sectoral level.
- ICT in e-commerce, and research, development, and innovation in ICT - areas aimed at regional comparative advantages of Romania, and backs growth in the private sector.
- Broadband and digital infrastructure services - aimed at ensuring social inclusion.

2.4 Türkiye

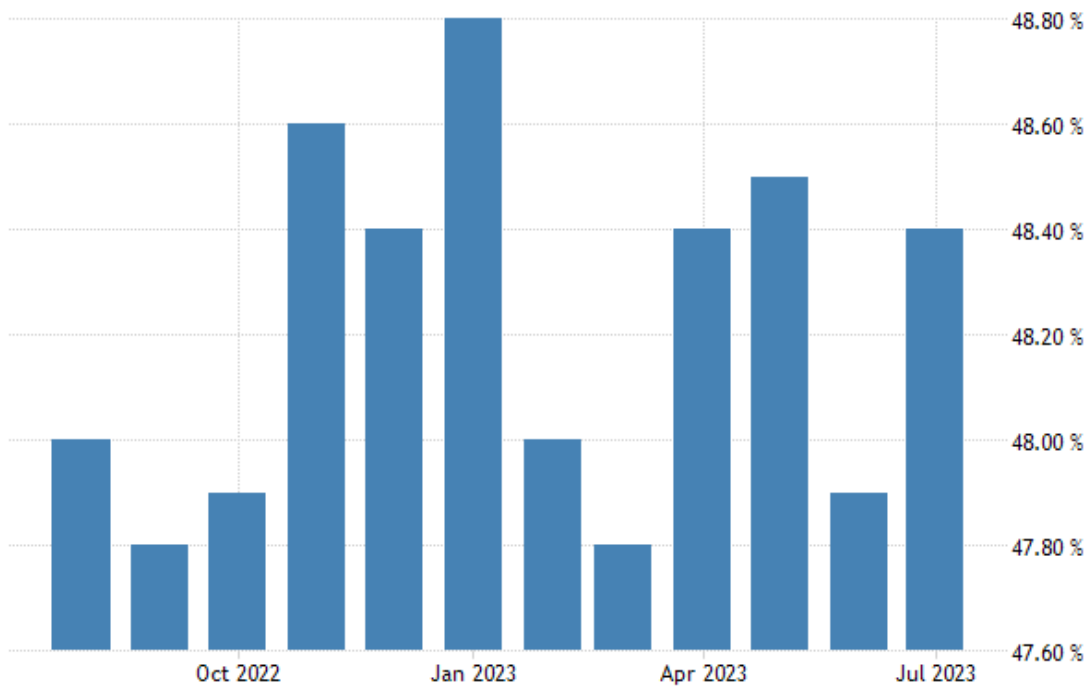
Within the past three years, the employability in Türkiye has been shaped by a challenging combination of health, economic and geopolitical position combined with growing social and environmental pressures. Türkiye has the lowest employment rate and one of the highest broad labour underutilization rates among OECD countries, mainly due to low participation of women. The unemployment rate is also significantly higher than the OECD average. The number of seasonally adjusted employed persons increased by 151 thousand to 31 million 513 thousand persons in the second quarter of 2023 compared to the previous quarter. Seasonally adjusted employment rate occurred as 48.2% with 0.1 percentage point increase. In addition, this rate was 65.7% for men, 31.1% for women.

The polarisation is experienced on the east-west axis in Türkiye and the eastern region is identified with labour-intensive, low-technology production, the west is identified with -relatively- high-technology, capital-intensive industrial production. The polarisation in question results in unplanned urbanisation both between regions and within the region.

The employment gap for disadvantaged groups is the highest in Türkiye among OECD countries. In another aspect of inclusiveness, i.e. low-income rate, Türkiye does slightly better, but remains below the OECD average. Despite recent improvements, the share of working-age persons living in households with less than 50% of the median income remains at 13.5%.

According to the Household Labour Force Survey; the number of unemployed persons aged 15 years old and over decreased by 113 thousand to 3 million 445 thousand persons in July 2022 compared to the previous month. As the unemployment rate was estimated at 10.1% with a 0.3 percentage point decrease compared to the previous month; it was estimated to be 8.6% for men and 13.1% for women. The number of employed persons decreased by 148 thousand to 30 million 608 thousand persons in July 2022 compared to the previous month. The employment rate occurred as 47.3% with a 0.3 percentage point decrease. In addition, this rate was 64.6% for men, 30.3% for women.

Türkiye's employment rate has remained stagnant with the last quarter of 2022 showing a rate of 53.7 percent, according to the Organization for Economic Cooperation and Development's (OECD) report on the labour force and employment. This is significantly lower than the OECD average of 69.6 percent, a difference of 16.8 percentage points, and places Türkiye last among 39 countries. In recent years, a significant high unemployment rate and necessity of development for employment have induced preparation of an applicable, effective, and consistent national employment strategy by making detailed analysis and holistic working.



Source: *Tradingeconomic.com*

Hence key priorities have been identified in Türkiye to which the main actors have committed themselves, and the related initiatives that are under way and/or planned to resolve the structural problems of labour market and

- To overcome the problems employment specifically for ending gender and regional disparities.
- To achieve a society of educated individuals
- To increase participation rates in pre-school, basic and secondary education to 100%.
- To address the problems relating to physical infrastructure so that compulsory education to 12 years can be realised.
- To promote the importance of vocational education.
- To increase the number of private universities and improve the quality of universities.

Türkiye’s National Employment Strategy (NES) and Action Plan is other strategy that has been in preparation for several years considering the EUROPE 2020 targets and identifies as priorities strengthening the relationship between education and employment till 2023, providing security and flexibility in the labour market, increasing the employment of

disadvantaged groups, and strengthening the relationship between employment and social protection.

The Ministry of National Education has been monitoring the transformations in the labour market closely and has been consulting with stakeholders all the time to update weekly lesson schedules and fields and branches of vocational training. Within this framework, the first amendment was to update vocational training fields and branches according to changing skill sets. Vocational training in 47 fields and 203 branches were changed into 47 fields and 109 branches because of update efforts.

However, those strategies are insufficiently articulated, and consequently, some of them have been implemented in parallel and there is insufficient harmonisation with the strategic actions for change on a massive scale in the structure of society and the economy if the potential for employment of the two key groups (young people and women) is to be even partly realised. That can be achieved through structural and systemic change, structured dialogue between government and the private sector, including the non-governmental organisations, anticipation of future labour market needs, regional dimension of anticipating labour market needs. It requires to build strategies through an inclusive society through effective social policies and improved social protection mechanisms, with a focus on disadvantaged or vulnerable groups; strengthening the relationship between employment and social protection through innovative methods and models need to be encouraged.

Digitalization is gaining momentum in the Turkish business sector. As public and private initiatives to accelerate digitalisation, A Platform for the Digital Transformation of Industry was created with the participation of several business organisations under the aegis of the Ministry of Science, Technology and Industry. Six working groups were established and prepared policy-oriented reports on

i) key trends in digital technologies, ii) advanced manufacturing technologies, iii) open innovation systems, iv) education and skill needs, v) infrastructure requirements, and vi) standardisation and patenting issues. Moreover, The Ministry in Türkiye established a Department of Fourth Industrial Revolution to coordinate this activity and devise strategies and policies.

In addition to the economic consequences of this development, we will also have to endure its socio-cultural negativities. In this study, technologies that trigger the industry 4.0 transformation and, in this context, technologies that may become a part of our lives in the

very near future, are accepted as technologies that will direct the economy and are shown as below.

- Big data and analysis
- Robot technologies
- internet of things
- cloud computing
- Artificial intelligence, virtual reality, augmented reality
- Additive manufacturing (e.g. 3D printing)
- Cyber security
- Horizontal/vertical software integration
- Mobile and internet technologies
- Sectoral solutions
- blockchain technologies
- smart technologies

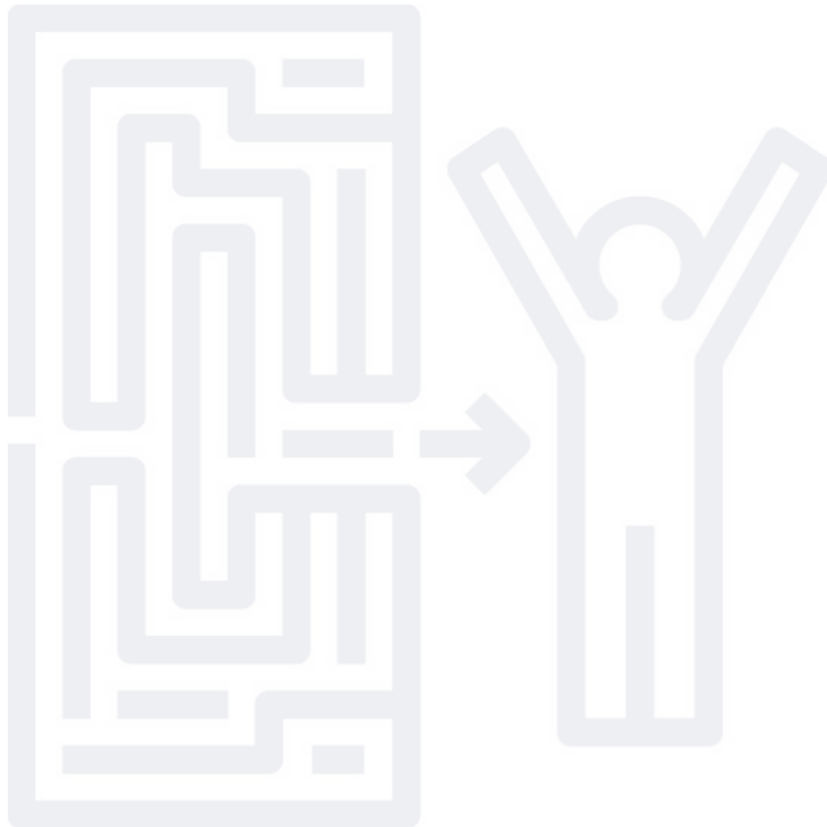
Here are the most demanded employability skills by the labour market in Türkiye.

- Responsibility
- Technology
- Teamwork
- Emotional management
- Communication
- Self-Management

Top Interpersonal Skills employers look for;

- Ability to Join a team as a member and cooperating with the team
- Teaching new skills to other people. Helping others develop.
- To be able to present ideas and convincing others, with the responsibility of existing workplace policies because one's position in the workplace,
- To be able to understand agreement for compromise and ensure the situations that require the exchange of resources,
- Ability to work in harmony with people from different educational and professional backgrounds.

Although there are good examples in practice and action plans being put into action to leave behind the problems experienced in the field of employment in Türkiye, there are still steps that need to be taken. These steps are expected to be as follows. It should be investigated which employability skills are more desired or expected by different sectors across Türkiye. It should be investigated whether the employability skills that employers seek in employees vary depending on the size of the enterprises. It should be investigated which skills employees need more at which stages throughout their career development. Research should be conducted to measure and evaluate employability skills. It should be investigated how identified employability skills affect employers' decisions during the hiring process.



3. Field Research Results in Ireland, Austria, Romania, and Türkiye.

In Austria, Hafelekar implemented the field research activities.

Number of the participants and profile

- Interviews with 3 guidance practitioners, who work with disadvantaged young people, mostly refugees, and who are well aware of current needs and trends in Austria.
- Interviews with 8 young people (service users) who face difficulties regarding inclusion in a technological and digitalized world of work for different reasons: early school leaver, lack of language skills, no support from parents, traumatic experiences up to insecurities about facing professional demands.
- Interviews with 6 employers:

Facilitators: Paul Schober and Karin Lackner

Duration: Around 1 hour

The methodology: The transcripts of the interviews as well as the consent forms remain with Hafelekar for data protection reasons. In this report we take care to pass on the information only in an anonymised form. The names of the interviewees remain anonymous. The interviews and focus group were implemented via Skype meetings and telephone interviews.

In Ireland, the field research activities were implemented by Ballymun Job Centre.

4 young job seekers, 4 young people 17-35 years old and are interested in the IT sector and 1 employer were involved in the focus groups and interviews. The young job seekers profile consisted of:

- Assistant at a student centre / diverse responsibility
- Family day company: Labelling, packaging
- Waiter in a restaurant
- Bike shop assistant
- Work placement in a pet shop – Cleaning, caring for animals.
- Customer service / selling.
- Farmer family background
- Digital music edition

Field research activities in Romania

Ten participants were involved in this focus group that included 10 participants.

- one guidance practitioner
- two employers
- one digital expert
- six young job seekers.

2 women (20%) and 8 men (80%).

Facilitators: Bogdan Abaza and Ms. Spanu Paulina

The duration: the focus group took 2 hours.

Methodology Bogdan Abaza presented the objective of the project, the intended results and what will be the contribution of the results obtained in the focus group to the results of the project.

Ms. Spanu Paulina presented the rules for conducting the focus group and asked the participants to complete and sign the declarations of consent regarding the processing of personal data.

All ten participants expressed their agreement, according to the statements attached to the report.

In the focus group, the two moderators took turns addressing questions grouped according to the target group category of which the participants at the event belong:

- questions for guidance practitioners,
- questions for digital experts and service users,
- questions for employers,
- questions for young job seekers.

In Türkiye, the Flows groups were implemented with 4 different groups.

- 1st group 4 career counsellors
- 2nd group: 3 Digital service workers
- 3. group: 1 employer
- 4th group: 3 young job seekers
- The participants were recruited from the network of İşkur.

The facilitator: Rifat Yıldız

Duration: The focus groups were implemented face to face and each session took around 1 hour.

Methodology

- Participants were informed about workshop methodology and The Flows project.
- The time for the workshop was set considering availability of the participants.

1. Important highlights from the focus groups with young job seekers

The steps that are necessary to reach meaningful job opportunities.

- Education and training, upskilling, certification, language proficiency, VISA work permit.
- Opinions about the skills, practical experiences and social skills they need to get to be involved in the labour market.
- Being persistent in the research / Keep going back asking for job opportunities / resilience when rejected or not paid attention as a candidate.
- identification of companies specific to the graduate specialisation
- identification of jobs
- documentation regarding the requirements imposed by the employer.
- the elaboration of the CV and the letter of intent
- preparation for the interview
- Practical experience is too much to ask for, for example, entry-level positions with at least 2 years of work experience. A minimum of social skills is required in every job and that's how it should be

Support to be informed about current job opportunities or to draw a path to be employed.

- Support from family and educators to be allowed to work at a young age.
- There are regular free courses there, such as communication workshops.
- Family and friends also support them on occasion.

The challenges and obstacles standing in front of them to reach meaningful work opportunities.

- Employment permits, VISA (experience is not necessarily considered)
- Been given a chance to perform and demonstrate skills.
- Sometimes employers ask for experience in the field.

- Low salaries
- Lack of skills required for the job.
- Lack of advisors for choosing the right job
- Insufficient orientation for vocational opportunities
- Many interesting jobs nowadays don't even make it onto the mainstream platforms but are given out through networking. Often, it's also the way jobs are advertised; in almost every job, relevant work experience is not a prerequisite, but it is often "desirable", and I often think to myself, how can you gain work experience when that is often a criterion for exclusion?

Informal and non-formal activities that are essential for employability.

- Watching T.V.
- Sports and physical activity (e.g., swimming)
- Cultural visits and hobbies
- Mental health activity
- Volunteering
- Accessing services online and onsite
- Commuting to work/ school
- Taking care for a pet
- Shopping, cleaning and house chores
- Interpreting for relatives and others
- Community service during the asylum procedure
- Cultural education in museums, exhibition as integration aid for people
- Participation in activities in municipality/village/community
- Community and peer activities
- Activities in the family/relatives or reference system
- Prepare children for school
- Plan a regular daily routine
- Carry out general household activities
- Independently organise everyday life
- Cooking
- Travelling
- Leisure activities
- Forms of voluntary work, community involvement and social engagement
- Learning/trying/experimenting on the job
- Cooperation and networking activities
- Relationship and partnership activities

- Problem-solving regarding systemic or structural challenges (asylum/foreigners)
- Daily tasks like making a shopping list, cooking (with online recipes), cleaning shoes, keeping the room (apartment) clean, crafting presents, organising a birthday party, creating a parkour, organising a treasure hunt, inviting people, DIY projects, etc.

The list of the skills used in everyday tasks.

- Planning / organising.
- Stress management
- Practising (and making mistakes)
- Communication
- Attention to details.
- Teamwork
- Organisational skills
- Budgeting
- Openness to change.
- Willingness to support the change
- Time management
- Research skills
- Digital skills
- Creativity and innovation
- Being curious
- Listening skills
- Problem solving
- Analysis skills
- Conflict management
- Active listening and comprehension
- Building and maintaining meaningful relationships with colleagues
- Ability to motivate others.
- Accurate presentation of facts
- Commitment to continuous learning
- taking on freelance work or personal projects
- engaging on social media platforms and online communities

Useful methods or tools for measuring soft skills (record, links, references)

- Public speaking
- Presentations
- Competitions

- Group projects
- open to innovations

2. Important highlights from the focus groups with young job seekers

Guidance practitioners

Informal and non-formal learning and soft skills identification

As general feedback, for guidance practitioners, Informal and non-formal learning and soft skills identification is important.

- to encourage their clients by making them aware of their strengths,
- to find suitable job profiles based on informal and non-formal competences, and to show their clients new career prospects.
- necessary to provide guidance to help young people make good choices and increase their chances for success and recognise skills and competences acquired in a variety of settings are important

Thought on the digitalisation and employability by the guidance practitioners

- Digital tools for education and work are (mostly) not low-threshold and often too demanding.
- Many clients have a general understanding of digital tools (mainly smartphones) but are frequently feeling powerlessness when it comes to work related devices, apps, programs and systems.
- Digital skills are needed in everyday life, e.g., when dealing with authorities, communication/interaction, use of public transport, participation/use of
- health care system, recreation/leisure time) -> people are often not aware of that
- Digitalisation exhaustion: Many clients feel stressed by digitalisation (mostly because they have to learn many new things from scratch)

Tools/methods) are used to capture informal and non-formal learning.

- Quizzes. Quizzes are a useful tool to check that learning is being understood.
- Team Building Activities. Carrying out activities in a team to achieve a single goal helps to overcome communication obstacles, to encourage everyone to share ideas and information and can thus lead to better learning outcomes. Skills and knowledge are naturally acquired.
- Games. Educational games can be used to create immersive experiences. Gamification produces captivating learning. Games make a fun learning experience.

- Social networks - LinkedIn and Facebook. Social interaction with colleagues facilitates learning.
- Seminars
- Podcasts
- Sports or Happy Hour
- **The Job IMPULS method** is a web-based consulting assistant with extensive possibilities that is valid identification of holistic factors that promote and hinder integration in people with complex problems is a comprehensive and time-consuming process.
- **The Hamet method** is a test procedure for recording and promoting professional and social skills. This funding diagnostic instrument is characterised by compliance with scientific standards and practice-oriented application. The test procedures enable differentiated statements and can be used for specific target groups.

3. Important highlights from the focus groups with Guidance practitioners

Informal and non-formal activities and soft skills, which Employers recommend to Young Job Seekers:

- flexibility in adjusting to new situations and challenges.
- ability to work well under pressure and in fast-paced environments.
- resilience and ability to bounce back from setbacks.
- utilising networking opportunities to expand connections.
- taking initiative and demonstrating a proactive attitude
- ability to motivate and inspire others.
- analytical skills to identify and solve complex issues
- ability to identify and implement practical solutions.
- willingness to learn new skills and technologies.
- being empathetic, having the ability to create a warm and inviting atmosphere to encourage clients and offering positive reinforcements to both colleagues and clients.
- Interpersonal skills evidently plays a large role in working in the employers' organisation.
- Practical abilities as a counsellor were also very important and even those who volunteer in the organisation should have some of the mentioned skills when dealing with clients.

4. Important highlights from the focus groups with employers

informal and non-formal activities and soft skills, which Employers recommend to Young Job Seekers:

- flexibility in adjusting to new situations and challenges.
- ability to work well under pressure and in fast-paced environments.
- resilience and ability to bounce back from setbacks.
- utilizing networking opportunities to expand connections.
- taking initiative and demonstrating a proactive attitude
- ability to motivate and inspire others.
- analytical skills to identify and solve complex issues.
- ability to identify and implement practical solutions
- willingness to learn new skills and technologies.
- ability to identify and implement practical solutions.
- taking initiative and demonstrating a proactive attitude
- being empathetic, having the ability to create a warm and inviting atmosphere to encourage clients and offering positive reinforcements to both colleagues and clients.
- Interpersonal skills evidently play a large role in working in the employers organisation.
- Practical abilities as a counsellor were also very important and even those who volunteer in the organisation should have some of the mentioned skills when dealing with clients.
- Wellbeing of staff is one of the key aspects monitored in the job, including group and individual supervision, as well as informal spaces for staff to share their impressions and exchange tips. In addition, staff attend free Continuing Professional Development courses online, to renew their accreditation, although this is an area that develops knowledge rather than skills.

4. Conclusion

In conclusion, this report has provided a comprehensive examination of employability, a topic of paramount importance in today's dynamic and competitive job market in the project countries. We have explored various aspects of employability, including the essential skills and attributes that employers seek in young job seekers, the impact of education and training on employability, and the significance of lifelong learning.

Improved documentation is needed to promote informal and non-formal competences in Austria. Austrian formal education certificates are questioned for their importance. Even with years of professional experience and practical knowledge, formal vocational training is essential to obtain an official certification. Many guidance professionals view the school system as too rigid and unresponsive to real-world situations. Workers with little education often feel overwhelmed by the job market's high standards and employers' expectations. Regular recognition of informal and non-formal skills is needed. Austria is also starting recognition procedures in these areas. The consultants interviewed are optimistic about political progress and a legally mandated framework. They repeat that the least educated are disproportionately affected. The "non-recognition" of foreign-acquired degrees and certifications often puts workers in dangerous positions. Clients struggle to improve after that.

In Romania

The paramount observation is that it becomes essential for employees to enhance their digital competencies. Concurrently, it is imperative to foster collaborations with governmental entities to identify areas of mutual interest, including but not limited to health, education, and infrastructure, where investments could potentially promote the implementation of innovative technologies. New employment creation in critical sectors is unattainable without investments. Moreover, certain occupations face a greater threat in economies susceptible to automation and shifting business models.

In Ireland

Profound institutional reforms are currently in progress in Ireland; their cumulative effect will be a paradigm shift in policy formulation and implementation across various spheres, including juvenile employment concerns. This ambitious reform agenda affirms the government's determination to capitalise on the opportunity presented by the economic crisis and establish more effective frameworks for implementing policies.

Although the consequences of the recession on the public finances and labour market are heightening the motivation to ensure the success of the reforms, implementing such extensive reforms in times of crisis is difficult. At present, Ireland is undergoing three primary sets of reforms that will substantially transform the institutional frameworks governing employment, vocational education and training, and economic development.

In Türkiye

According to this report, youth unemployment in Türkiye is significantly higher than the EU and global average. Turkish youth unemployment has long been twice that of adults. There are no effective strategies in place to combat youth unemployment in Türkiye. This climate has a greater negative impact on young individuals, particularly young women. To reduce unemployment among young people, especially young women, targeted initiatives are recommended.

In conclusion, the current state of employability among project partners appears to be the result of a variety of issues, including a rapid rate of population growth, an inconsistency between employment and education policies, and ineffective policies that foster economic growth through job creation. Among these reforms, youth unemployment should be given the highest priority.

Nonetheless, significant endeavours are being undertaken to surmount this issue.

In an effort to increase their marketability, young people should cultivate a diverse set of competencies that render them desirable employers, in addition to a solid foundation in hard and soft skills. The following is a listing of competencies and skills that can significantly enhance the employability of young people:

1. Technical and hard skills:
 - a. Digital literacy: The ability to operate digital platforms, software, and internet tools proficiently.
 - b. Programming and Coding: Knowledge of programming languages, web development, or application development.
 - c. Data Analysis: Employing tools such as Excel or data analytics software to analyse and interpret data..
 - d. Linguistic Proficiency: A high level of command over several languages, particularly in the context of operating in a global or multilingual setting.

2. Soft abilities:

- a. Communication Skills: The capacity to proficiently articulate concepts through both oral and written means.
 - b. Teamwork entails engaging in collaborative efforts with peers and making constructive contributions to the dynamics of the group.
 - c. Problem Solving: Employing analytical and critical thinking skills to confront obstacles and identify resolutions.
 - d. Adaptability: The ability to rapidly learn and adjust to new situations.
 - e. Time Management: Arranging and prioritising duties in an efficient manner.
- Leadership includes demonstrating leadership attributes and the display of initiative.
- g. Interpersonal Skills: Collaborating with clients and colleagues and establishing connections with them.
 - h. Conflict resolution entails the aptitude to effectively handle disputes and achieve mutually beneficial outcomes.

3. Emotional Intelligence: a. Self-awareness: Recognising and comprehending one's own positive and negative attributes.

- b. Self-regulation: The ability to effectively manage one's emotions and react to pressure.
- c. Empathy: The capacity to perceive and establish a connection with the sentiments of others.
- d. Social Skills: Effective communication and the ability to cultivate positive relationships.

4. Cultural Competence: a. Global Awareness: Comprehending issues of a global nature and different cultures.

- b. Diversity and Inclusion: The capacity to collude with individuals of various backgrounds and to value their contributions.

5. Problem-Specific Abilities: a. Industry-Specific Expertise: Comprehending the prevailing patterns and obstacles within the designated domain.

- b. Sales and Marketing: Proficiency in service or product promotion.
- c. consumer Service: Proficient management of consumer concerns and inquiries.
- d. Project Management: The efficient organisation and execution of projects.
- e. Financial Literacy: Comprehending concepts such as financial planning, investments, and budgeting.
- f. Research Skills: Information collection, analysis, and presentation.

6. Proficiency in Networking: a. Establishing and sustaining professional connections in order to obtain advantageous connections and perspectives.

7. Flexibility and adaptability: a. The capacity to confront obstacles, draw lessons from setbacks, and adjust to evolving conditions.

8. Creativity and Innovation: a. Generating novel ideas and solutions through out-of-the-box thinking.

9. Ethical and moral competence includes the ability to admonish and justify actions in accordance with moral principles.

Keep in mind that employability requires not only the possession of these skills, but also their demonstration in interviews, job applications, and the workplace. Continuous learning and development are also of the highest priority, given the dynamic nature of the job market.

In conclusion, this report has provided a comprehensive examination of employability, a topic of paramount importance in today's dynamic and competitive job market in the project countries. We have explored various aspects of employability, including the essential skills and attributes that employers seek in young job seekers, the impact of education and training on employability, and the significance of lifelong learning.

Our findings underscore the critical role of both hard and soft skills in enhancing employability. In a world where digitalisation and artificial intelligence are reshaping industries, the ability to adapt, learn, and demonstrate agility is more crucial than ever. force, and they must be designed to be responsive to changing industry demands.

Furthermore, the report has emphasised the importance of cultivating a growth mindset and employers, vocational providers, educational institutions, and policymakers all have a role to play in creating an ecosystem that supports the employability of individuals throughout their careers.

In conclusion, the Flows project consortium will embrace the highlights and strategies outlined in this report for supporting youngsters' employability through innovative tools and approaches.

5. Annexes

Questions for Guidance Practitioners:

- Questions around the guidance practitioners vocational background and target group they are working with.

Digitalisation in the Workplace

- What is the current understanding of digitalisation in the workplace? (what are they noticing in their work.....how are they seeking and finding information on the topic, what are their concerns, how are they responding to this?)
- Are they are aware of any initiatives and practices addressing digitalisation in the workplace
- What support and information would be useful for guidance practitioners, on the topic of digitalisation in the workplace.

Informal/ Non Formal Learning And Soft Skills Identification

- What is informal and non-formal learning?
- Currently, what means (tools/methods) are they using to capture informal and non-formal learning?
- What soft skills would be useful to identify in the tool to be used for working the target group ?
- Are they aware of any useful methods or tools for measuring soft skills (record, links, references)
- Why is it important to identify and measure the above, with their target group?

Questions for Digital Experts and Service Users: INFORMAL/ NON-FORMAL LEARNING AND SOFT SKILLS IDENTIFICATION

- What soft skills would be useful to identify in the tool to be used for working the target group ?
- Do the target group think it is important to identify and measure soft skills? If so, why?
- What changes, if any, have they noticed in terms of digitalisation in the workplace?

Questions for Employers: Digitalisation in the workplace, soft skills identification.

- What is their current understanding of digitalisation in the workplace?
- What changes in the workplace are they aware of/noticing?
- What skills do they think job seekers will need for gaining employment, in a future world of work?
- Do employer's value soft skills in the workplace? If so, are there any particular soft skills which they value most?
- Do they include the identification of soft skills in their interview process? If so, what measurements do they use?

Questions for Young Job Seekers

- Can you talk about your educational background and previous job experience, if any?
- What steps does it take for you to reach meaningful job opportunities?
- What are your opinions about the skills, practical experiences and social skills you need to get to be involved in the labour market?
- Do you get support to be informed about current job opportunities or to draw a path to be employed?
- What are the challenges and obstacles standing in front of you to reach meaningful work?

6. The template for the desk research

Desk Research Questions

1. The Introduction
2. The methodology
3. Analysis on the current situation of young people having disadvantaged backgrounds and needs of youth workers working with youngsters with disadvantaged backgrounds. *(Minimum 300 words for each question.)*
 1. Which areas of the labour market are showing the most significant changes in your Country and at EU level?
 2. What predictions are being made on the impact of digitisation?
 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? performed by individuals? If so, what are they?

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