



Employability Skills MATRIX Report



July 2023



Document information

Work Package 2 – MATRIX of employability skills

Activity 1 – Assessment of employability skills

Activity 2 – MATRIX report

Document information

Leader	KMOP
Contribution and Revision	All partners
Call	KA220-VET - Cooperation partnerships in vocational education and training
Project Number	2022-1-DE02-KA220-VET-000088883

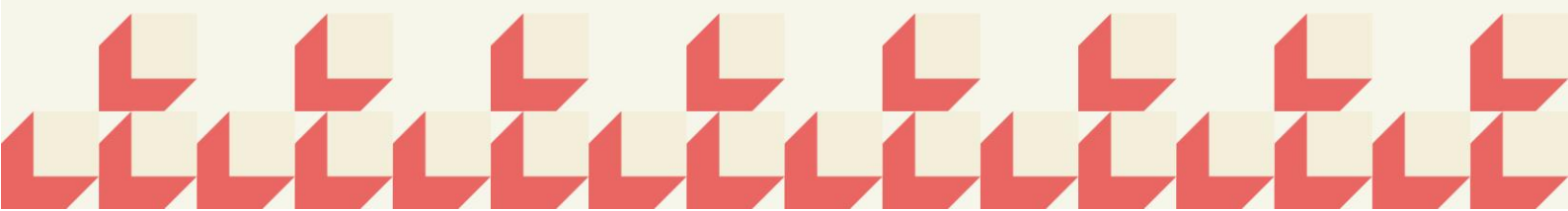
Dissemination Level

PU	Public	X
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2

Project number 2022-1-DE02-KA220-VET-000088883

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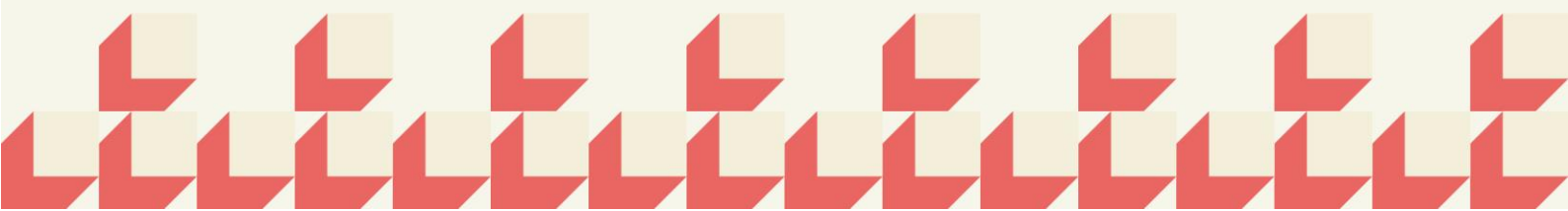
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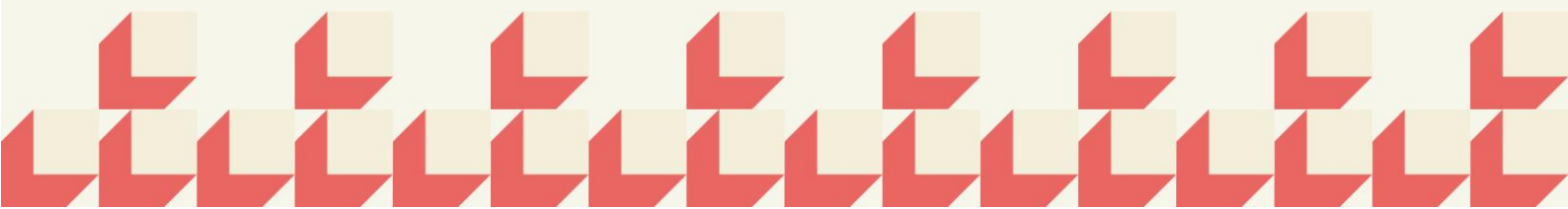
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Contents

1. Introduction	5
1.1 MATRIX Project & Methodology	5
1.2 Employability Skills	6
2. Employability Skills	8
2.1 Survey results	8
VET Schools	8
Human Resources/ Youth placement entities	10
SMEs	12
2.2 Employability Skills sets	14
2.3 Country Specific – Employability Skills sets	16
Germany	16
Greece	17
Italy	17
Portugal	18
Romania	19
Cyprus	19
2.4 Recommendations for VET providers	20
3. Training tools	22
3.1 How to develop your own Employability Skills MATRIX (Roadmap)	22
3.2 Methodological Tools	23
3.3 VET course outline	25
3.4 “Employability Skills MATRIX” templates	29



1. Introduction

1.1 MATRIX Project & Methodology

The MATRIX project aims to assist young people (15–24 years old) to overcome unemployment and to increase their opportunities to access better jobs in higher-skilled environments to achieve a stable professional and financial future. The right skills help individuals to adjust to societal changes and ensure their well-being while contributing to society, productivity, and economic growth.

In this context, during the first phase of the project, MATRIX partners explored and identified the skills demanded by the labour market in the current socioeconomic and professional environment in Germany, Greece, Italy, Portugal, Romania and Cyprus.

This document presents the results of the research carried out in the MATRIX countries to assess which employability skills are most relevant for labour market actors and provides a Roadmap/Matrix for innovative, effective, and efficient training alternatives.

The “Assessment of Employability Skills” was delivered in 3 steps:

- a) **Admission of questionnaires to VET schools in the project countries to analyse their curricula;**
- b) **Survey for Human Resources companies and/or youth placement departments in project countries to explore definitions of employability skills;**
- c) **Survey for SMEs in project countries to identify the professional skills most requested.**

In this framework, partners investigated the offer related to skills enhancement (through VET) as well as the demand, needs, and trends in the labour market, related to skills. The assessment did not focus on a specific set of skills or a specific professional sector, but rather, an effort was made to cover the full spectrum of skills and competences related to employment and entrepreneurship, as these are defined by the European Union. Based on the results, a set of employability skills for young people is proposed, including an outline for contents and training methodologies for VET education.

The Assessment of Employability Skills will be further used as a basis for the design and delivery of training materials and will serve the purpose of developing and implementing a coherent strategy and roadmap to address youth unemployment.

1.2 Employability Skills

The EU Commission 8 Key Competences for Life Long Learning¹ include:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology, and engineering
- Digital competence
- Personal, social, and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

In this context, key competences are described as a combination of **knowledge, skills, and attitudes**. **Skills are defined as “the ability to carry out processes and use the existing knowledge to achieve results”**.

As 2023 is announced to be the European Year of Skills, the European Commission proposes to invigorate lifelong learning by making sure that skills are relevant to labour market needs, by also cooperating with social partners and companies, and by matching people's aspirations and skill sets with opportunities on the job market, with a special focus on activating more people for the labour market, in particular women and young people, especially those not in education, employment or training².

According to CEDEFOP, the demands of the labour market require a workforce with a broad range of skills and competencies. VET programmes should be continuously updated and aligned with the skill needs of employers, ensuring a valuable pathway for young people into employment³. Young people need to be equipped with a variety of skills ranging from basic skills to vocational or technical skills as well as entrepreneurial skills and transversal skills⁴.

The European multilingual classification of Skills, Competences, and Occupations, namely the ESCO⁵ that works as a dictionary, describing, identifying, and classifying professional occupations and skills relevant to the EU labour market and education and training;

¹ European Commission, Directorate-General for Education, Youth, Sport and Culture, (2019). Key competences for lifelong learning, Publications Office. <https://data.europa.eu/doi/10.2766/569540>

²<https://ec.europa.eu/social/main.jsp?langId=en&catId=89&furtherNews=yes&newsId=10431#navItem-2>

³<https://www.cedefop.europa.eu/en/tools/neets/intervention-approaches/skills-development>

⁴<https://ec.europa.eu/social/main.jsp?catId=1146&langId=en>

⁵ Those concepts and the relationships between them can be understood by electronic systems, which allows different online platforms to use ESCO for services like matching jobseekers to jobs on the basis of their skills, suggesting trainings to people who want to reskill or upskill etc.

provides descriptions of 3.008 occupations and 13.890 skills linked to these occupations, translated into 28 languages.

ESCO distinguishes between i) skill/competence concepts and ii) knowledge concepts by indicating the skill type. **In the MATRIX project, we focus on two categories of the ESCO sub-classification: a) skills and b) transversal skills and competences.**

Skills (basic skills) include:

- S1 - communication, collaboration, and creativity;
- S2 - information skills;
- S3 - assisting and caring;
- S4 - management skills;
- S5 - working with computers;
- S6 - handling and moving;
- S7 - constructing;
- S8 - working with machinery and specialised equipment.

Transversal skills and competences include:

- T1 - core skills and competences;
- T2 - thinking skills and competences;
- T3 - self-management skills and competences;
- T4 - social and communication skills and competences;
- T5 - physical and manual skills and competences;
- T6 - life skills and competences.

In addition, coming from these sets of skills and based on the ESCO classification, CEDEFOP and Eurostat have initiated the Skills OVATE (Skills Online Vacancy Analysis Tool for Europe) project⁶, which presents labour market data and trends in the last four available quarters of the year and is updated four times a year. For 2021, the most wanted skills in Online Job Advertisements were the following:

ESCO skills	Value %
Communication, collaboration, and creativity	8,57
Liaising and networking	9,48
Promoting, selling, and purchasing	6,69

⁶ <https://www.cedefop.europa.eu/en/projects/skills-online-job-advertisements>

Working with others	30,99
Solving problems	14,05
Designing systems and products	4,29
Creating artistic, visual, or instructive materials	9,07
Analysing and evaluating information and data	4,45
Protecting and enforcing	4,82
Providing information and support to people	13,99
Organising, planning, and scheduling	10,84
Allocating and controlling resources	5,23
Performing administrative activities	9,79
Leading and motivating	4,86
Supervising people	6,14
Programming computer systems	4,51
Accessing and analysing digital data	23
Using digital tools for collaboration, content creation and problem solving	16,42

2. Employability Skills

2.1 Survey results

VET Schools

A questionnaire was administered to 100 professionals working in VET schools across 5 project countries, namely Germany, Greece, Italy, Portugal, Romania, to explore the VET offer in relation to employability skills.

According to the respondents, the main focus of the VET courses during the last two years, regarding basic Skills was on:

- **“Working with Computers”** (57%), which is defined as using computers and other digital tools to develop, install and maintain ICT software and infrastructure and to browse, search, filter, organise, store, retrieve, and analyse data, to collaborate and communicate with others, to create and edit new content, and,



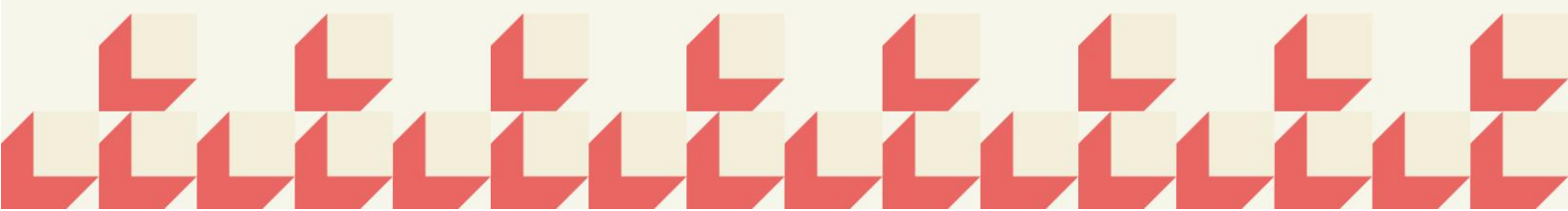
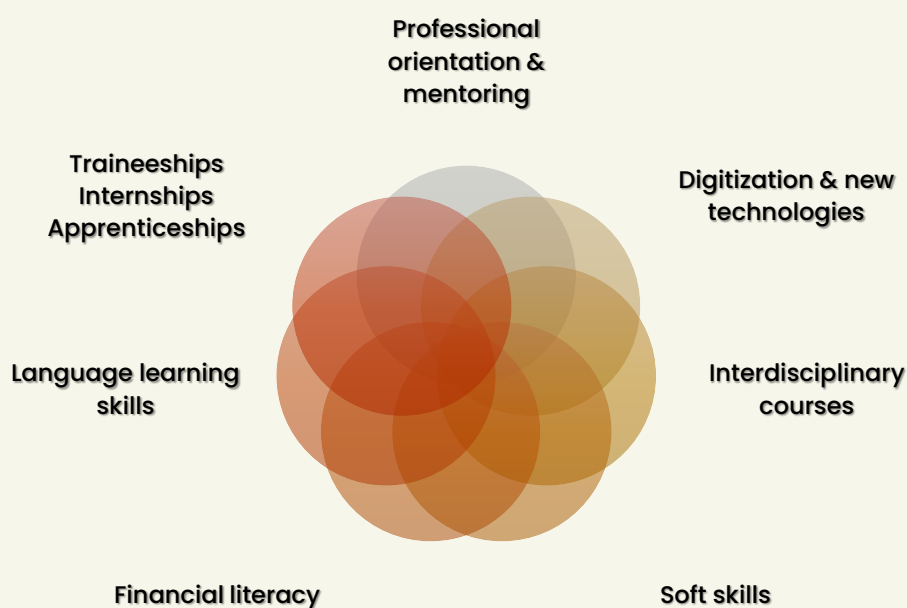
- **“Communication, collaboration, and creativity skills”** (56%), namely Communicating, collaborating, liaising, and negotiating with other people, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience, and imparting knowledge to others.

Regarding Transversal Skills, the VET courses during the last two years, focused mainly on:

- **“Core skills and competences”** (55%), comprising of the ability to understand, speak, read and write language(s), to work with numbers and measures and to use digital devices and applications, and,
- **“Social and Communication Skills and Competences”** (54%), namely the ability to interact positively and productively with others; demonstrated by communicating ideas effectively and empathetically, coordinating one’s own objectives and actions with those of others and acting in ways which are structured according to values, ensuring the well-being and progress of others, and offering leadership.

The perceived performance of VET courses regarding the Skills OVATE most wanted skills in 2021 was also reported by respondents. The professionals indicated that the current VET framework covers in a satisfying level the skills “Communication, collaboration, and creativity” by 69%, “Solving problems” by 77%, “Working with others” by 75%, as well as “Using digital tools for collaboration, content creation, and problem-solving” by 65%. Whilst an unsatisfactory level of VET training was identified to skills relevant to “Promoting, selling, and purchasing” (30%) and “Creating artistic, visual, or instructive materials” (35%).

Finally, the respondents indicated that the following topics are missing from the offer of vocational training in their institutions or should be urgently enhanced:



- Professional orientation and mentoring provision;
- Continuous VET on digitization and new technologies;
- Interdisciplinary courses that combine skills from different fields, such as business, technology, and social sciences;
- Soft skills for the employability of young candidates (aged 15–29) such as communication, collaboration, information and problem-solving competences for successful employment;
- Enhance financial literacy, oral and written communication skills, and socioemotional competencies;
- Enhance language learning skills of young people;
- Provide opportunities for traineeships/internships/apprenticeships.

Human Resources/ Youth placement entities

A questionnaire was administered to 66 professionals working in Human Resources and Youth Placement entities across 6 project countries, namely Germany, Greece, Italy, Portugal, Romania and Cyprus, to identify the most wanted skills by employers as well as the most lacking basic Skills and Transversal Skills by young candidates.

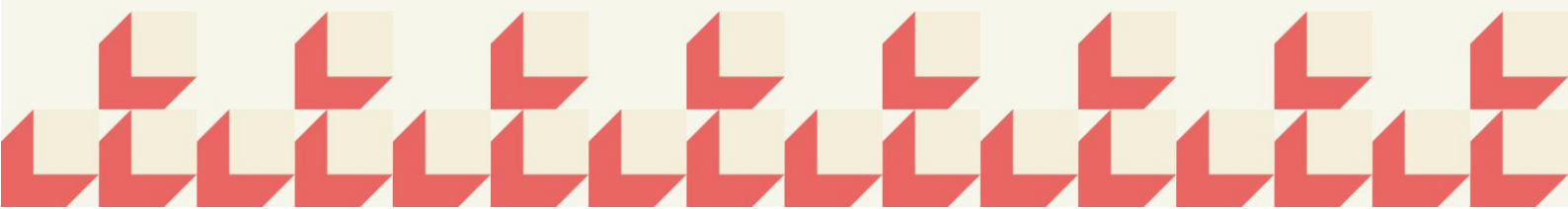
According to the respondents, the basic Skills mostly requested by employers are:

- **“Communication, collaboration, and creativity skills”** (70%), namely Communicating, collaborating, liaising, and negotiating with other people, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience, and imparting knowledge to others, and,
- **“Working with Computers”** (50%), which is defined as using computers and other digital tools to develop, install and maintain ICT software and infrastructure and to browse, search, filter, organise, store, retrieve, and analyse data, to collaborate and communicate with others, to create and edit new content.

It is important to highlight that these results coincide with the reported VET offer, as indicated in the responses of VET professionals.

At the same time, the basic Skills mostly lacking by young candidates are:

- **“Communication, collaboration, and creativity skills”** (47%), namely Communicating, collaborating, liaising, and negotiating with other people, developing solutions to problems, creating plans or specifications for the design of



- objects and systems, composing text or music, performing to entertain an audience, and imparting knowledge to others,
- **“Management Skills”** (39%), including managing people, activities, resources, and organisation; developing objectives and strategies, organising work activities, allocating and controlling resources and leading, motivating, recruiting and supervising people and teams, and,
- **“Working with Machinery and specialised equipment”** (38%), namely Controlling, operating and monitoring vehicles, stationary and mobile machinery and precision instrumentation and equipment.

As far as Transversal Skills are concerned, the professionals reported that the ones required more by employers include:

- **“Thinking skills and competences”** (68%), namely the ability to apply the mental processes of gathering, conceptualising, analysing, synthesising, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication. They include the ability to evaluate and use information of different kinds to plan activities, achieve goals, solve problems, deal with issues and perform complex tasks in routine and novel ways, and,
- **“Self-management skills and competences”** (59%), defined as understanding and controlling one’s own capabilities and limitations and use this self-awareness to manage activities in a variety of contexts. They include the ability to act reflectively and responsibly, to accept feedback, to adapt to change and to seek opportunities for personal and professional development.

11

On the other hand, the Transversal Skills mostly lacking by young candidates are:

- **“Self-management skills and competences”** (52%), defined as understanding and controlling one’s own capabilities and limitations and use this self-awareness to manage activities in a variety of contexts. They include the ability to act reflectively and responsibly, to accept feedback, to adapt to change and to seek opportunities for personal and professional development,
- **“Thinking skills and competences”** (42%), namely the ability to apply the mental processes of gathering, conceptualising, analysing, synthesising, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication. They include the ability to evaluate and use information of different kinds to plan activities, achieve goals, solve problems, deal with issues and perform complex tasks in routine and novel ways, and,
- **“Life skills and competences”** (42%), that correspond to the ability to apply the mental processes of gathering, conceptualising, analysing, synthesising, and/or evaluating information gathered from, or generated by, observation, experience,

reflection, reasoning, or communication. They include the ability to evaluate and use information of different kinds to plan activities, achieve goals, solve problems, deal with issues and perform complex tasks in routine and novel ways.

Regarding the Skills OVATE most wanted skills in 2021, the perceived performance of young candidates was assessed by the respondents. The professionals indicated that young candidates perform well/very well in “Liaising and networking” by 41%, and in “Communication, collaboration, and creativity” by 36%. In the opposite direction, the least satisfying perceived performance was observed in “Protecting and enforcing”, “Allocating and controlling resources”, and “Supervising people” with 41% of respondents indicating these skills.

Finally, participants were asked to indicate which of the Skills OVATE most wanted skills in 2021, should be included in VET courses for young people. Respondents reported that **“Communication, collaboration, and creativity”** should be further included in the VET courses by 33% as well as **“Solving problems”** by 44%.

SMEs

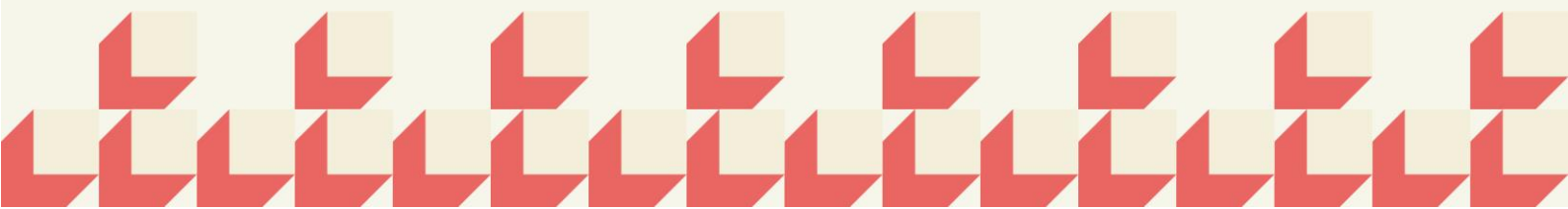
A questionnaire was administered to 96 professionals engaged in SMEs (employers, administration, management) across 6 project countries, namely Germany, Greece, Italy, Portugal, Romania and Cyprus, to identify the most needed skills by SMEs as well as the most lacking basic Skills and Transversal Skills by young candidates.

According to the respondents, the basic Skills mostly requested by SMEs are:

- **“Communication, collaboration, and creativity skills”** (80%), namely Communicating, collaborating, liaising, and negotiating with other people, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience, and imparting knowledge to others, and,
- **“Information skills”** (48%), including Collecting, storing, monitoring, and using information; conducting studies, investigations and tests; maintaining records; managing, evaluating, processing, analysing and monitoring information and projecting outcomes.

At the same time, the basic Skills mostly lacking by young candidates are:

- **“Communication, collaboration, and creativity skills”** (65%), namely Communicating, collaborating, liaising, and negotiating with other people, developing solutions to problems, creating plans or specifications for the design of objects and systems, composing text or music, performing to entertain an audience, and imparting knowledge to others, and,



- **“Management Skills”** (41%), including managing people, activities, resources, and organisation; developing objectives and strategies, organising work activities, allocating and controlling resources and leading, motivating, recruiting and supervising people and teams.

As far as Transversal Skills are concerned, the professionals reported that the ones required mostly by SMEs include:

- **“Self-management skills and competences”** (73%), defined as understanding and controlling one’s own capabilities and limitations and use this self-awareness to manage activities in a variety of contexts. They include the ability to act reflectively and responsibly, to accept feedback, to adapt to change and to seek opportunities for personal and professional development,
- **“Thinking skills and competences”** (66%), namely the ability to apply the mental processes of gathering, conceptualizing, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication. They include the ability to evaluate and use information of different kinds to plan activities, achieve goals, solve problems, deal with issues and perform complex tasks in routine and novel ways, and,
- **“Social and Communication Skills and Competences”** (61%), namely the ability to interact positively and productively with others; demonstrated by communicating ideas effectively and empathetically, coordinating one’s own objectives and actions with those of others and acting in ways which are structured according to values, ensuring the well-being and progress of others, and offering leadership.

At the same time, the SMEs professionals indicated **the same sets** of Transversal Skills, as the ones mainly lacking from young candidates, namely “Self-management skills and competences” (54%), “Thinking skills and competences” (51%), and “Social and Communication Skills and Competences” (46%).

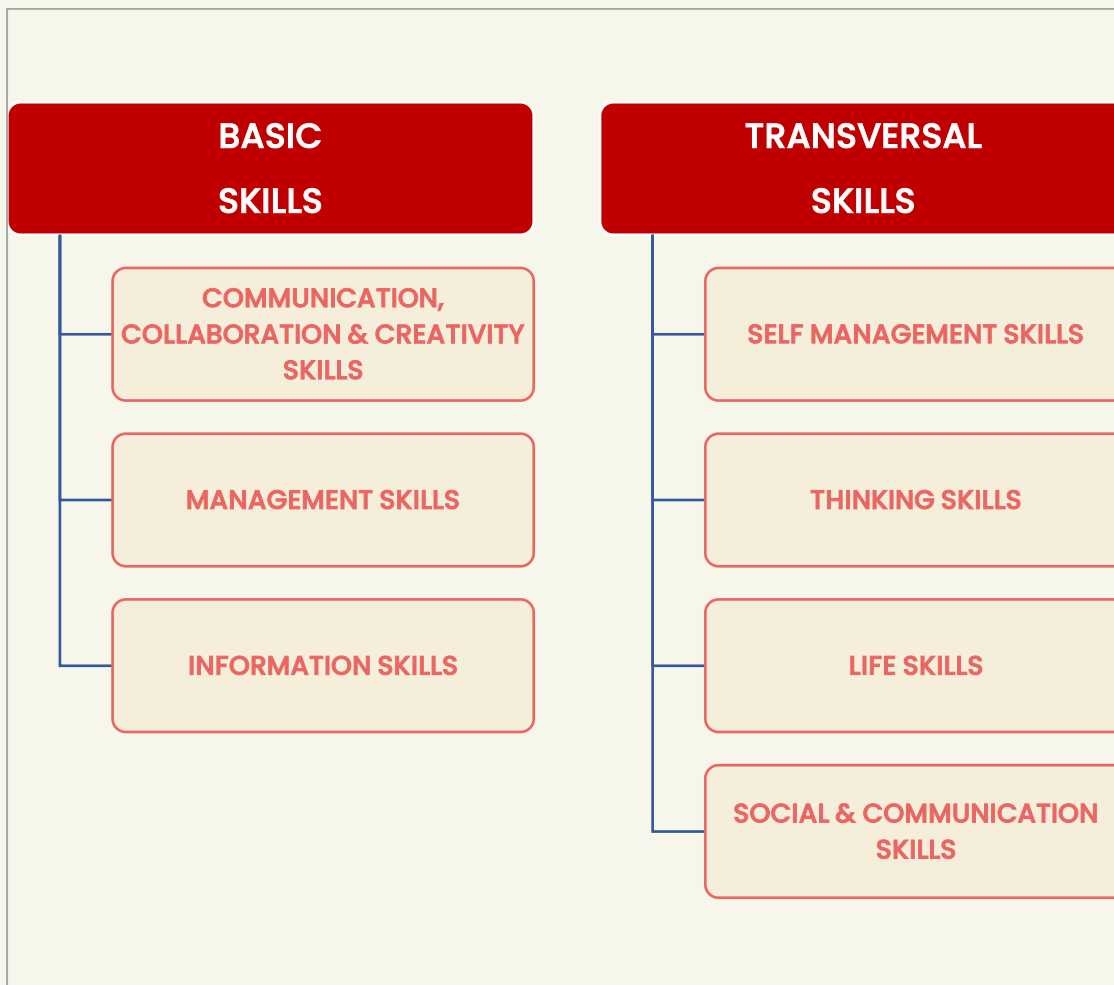
Regarding the Skills OVATE most wanted skills in 2021, the perceived performance of young candidates was assessed by the respondents. The professionals indicated that young candidates perform well/very well in “Using digital tools for collaboration, content creation, and problem-solving” by 54%, “Accessing and analysing digital data” by 48%, “Communication, collaboration, and creativity” by 44%, and “Working with others” by 43%. In the opposite direction, the least satisfying perceived performance was observed in “Leading and motivating” (48%), “Supervising people” (41%), “Solving problems” (39%), and “Allocating and controlling resources” (39%).

Finally, participants were asked to indicate which of the Skills OVATE most wanted skills in 2021 are the most important and which should be included in VET courses for young people. Respondents reported that **“Communication, collaboration, and creativity”, “Working**

with others”, and “Solving problems” are both the most important skills and the ones that should be further included in VET courses.

2.2 Employability Skills sets

Based on the overall results from the three surveys for professionals in the six project countries, the **main Basic and Transversal employability skills** that need to be further developed among young people as well as need to be further included in the existing VET offer are identified as the following:



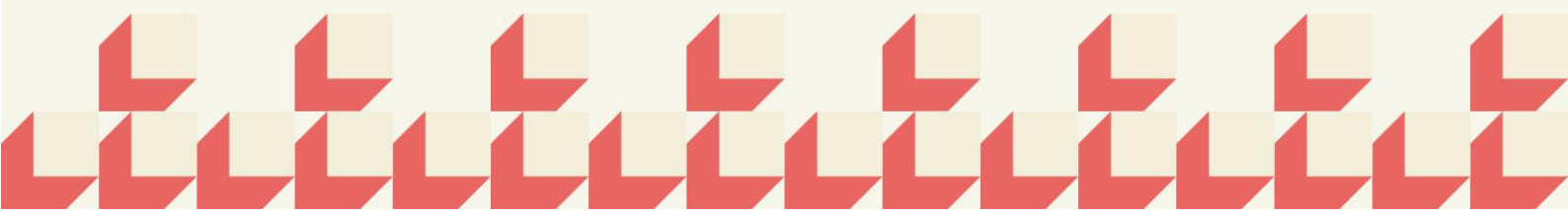
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In more detail:

Basic Skills

Communication, collaboration and creativity skills including presenting information, working with others, negotiating, solving problems, etc.

Management skills including supervision skills, organising, and administration, resources management, decision making, etc.





Information skills including managing and processing information, calculating and estimating, conducting studies, investigations and examinations, etc.

Transversal Skills

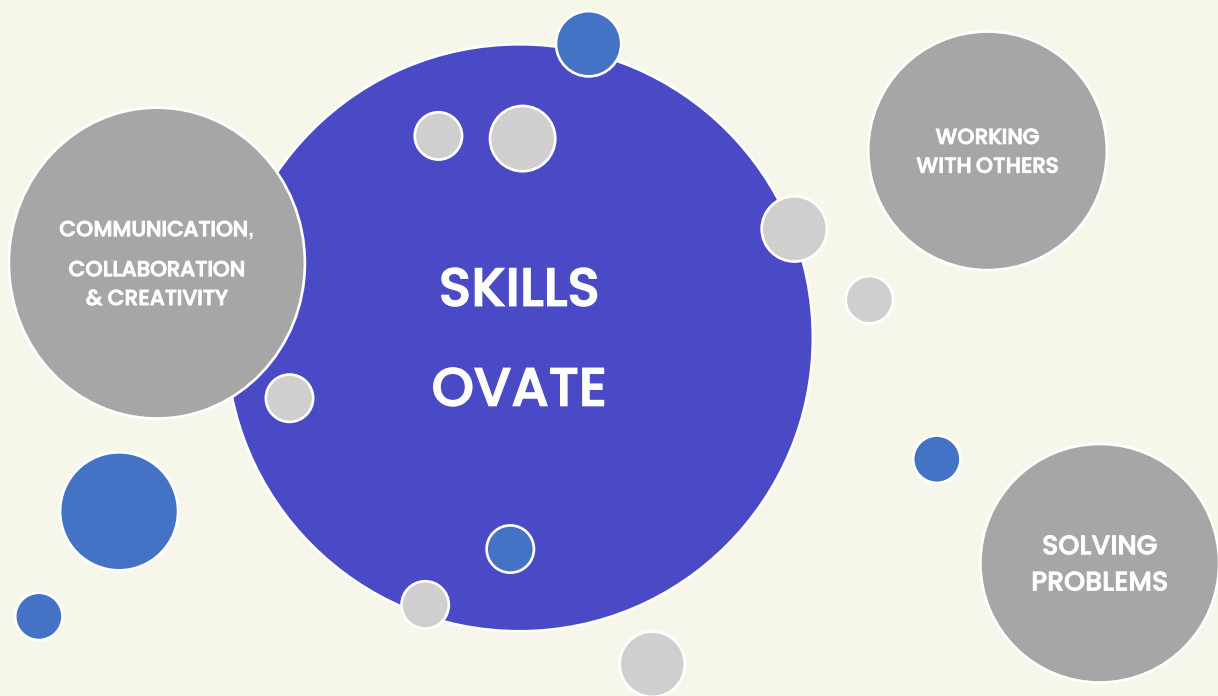
Self-management skills and competences including efficiency, willingness to learn, positive attitude, proactive approach, etc.

Thinking skills and competences including processing information, ideas, and concepts, creative and innovative thinking, etc.

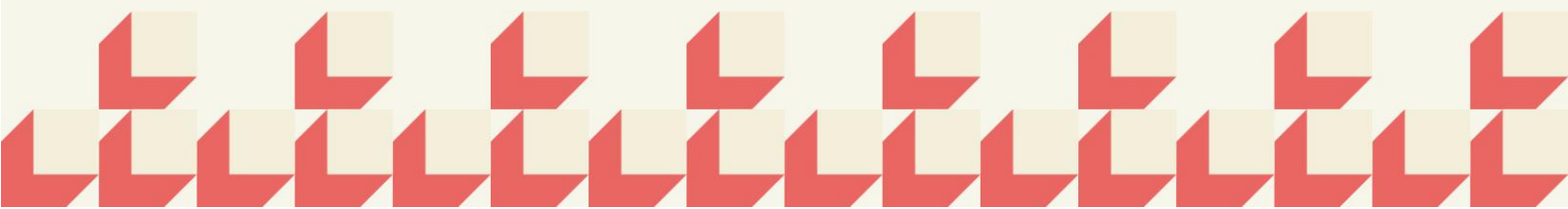
Life skills and competences including applying general knowledge, environmental skills, cultural skills, entrepreneurial and financial skills, etc.

Social and communication skills and competences including communicating, supporting others, teamwork, networking, etc.

Regarding **Skills OVATE** the main employability skills identified by participants to be further developed are:



In addition, it is important to highlight that some set of skills need to be included in the existing VET offer, regardless of the perceived performance of young candidates or the performance and focus of VET courses. The skill coming up in most answers is





“**Communication, collaboration, and creativity**”. This set of skills is coming up in Basic skills and Skills OVATE as one of the most important skills. Additionally, even though the perceived performance of both young people and the VET sector is good, it is still one set of skills that need further attention according to respondents. Moreover, the set of skills that corresponds to “**Working with others**” needs to be further enhanced; its perceived performance is adequate; however, it is deemed necessary to be included in VET. Last but not least, in “**Solving problems**”, although the perceived performance of the VET sector in providing training on this set of skills is considered very satisfactory; however, the perceived performance of participants is inadequate.

2.3 Country Specific – Employability Skills sets

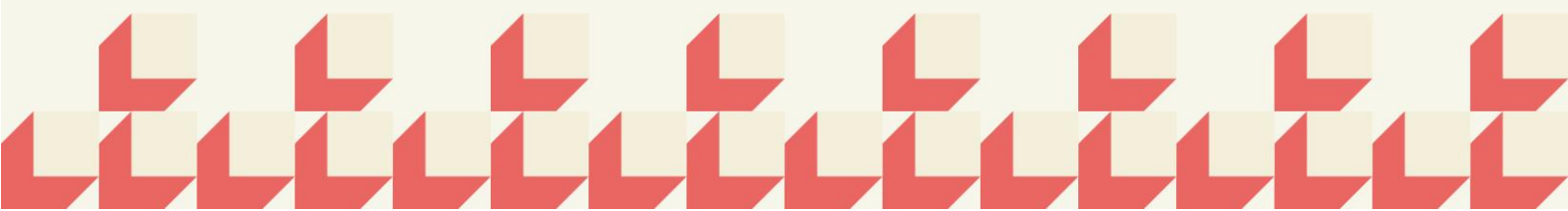
Germany

Based on the results from the surveys for professionals, the **main employability skills** that need to be further developed among young people as well as need to be further included in the existing VET offer in Germany, are the following:

Basic Skills
Communication, collaboration and creativity skills including presenting information, working with others, negotiating, solving problems, etc.
Information skills including managing and processing information, calculating and estimating, conducting studies, investigations and examinations, etc.

Transversal Skills
Thinking skills and competences including processing information, ideas, and concepts, creative and innovative thinking, etc.
Self-management skills and competences including efficiency, willingness to learn, positive attitude, proactive approach, etc.

Skills OVATE
Communication, collaboration, and creativity
Working with others
Solving problems



Greece

Based on the results from the surveys for professionals, the **main employability skills** that need to be further developed among young people as well as need to be further included in the existing VET offer in Greece, are the following:

Basic Skills

Communication, collaboration and creativity skills including presenting information, working with others, negotiating, solving problems, etc.

Management skills including supervision skills, organising, and administration, resources management, decision making, etc.

Transversal Skills

Thinking skills and competences including processing information, ideas, and concepts, creative and innovative thinking, etc.

Self-management skills and competences including efficiency, willingness to learn, positive attitude, proactive approach, etc.

Life skills and competences including applying general knowledge, environmental skills, cultural skills, entrepreneurial and financial skills, etc.

Skills OVATE

Using digital tools for collaboration, content creation, and problem-solving

Liaising and networking

Accessing and analysing digital data

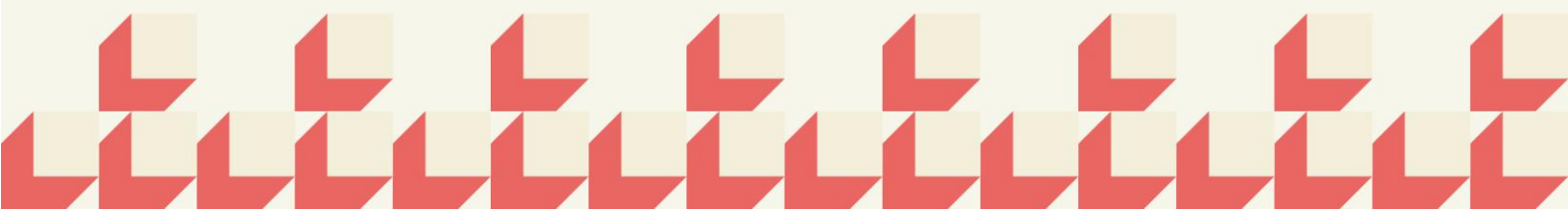
Italy

Based on the results from the surveys for professionals, the **main employability skills** that need to be further developed among young people as well as need to be further included in the existing VET offer in Italy, are the following:

Basic Skills

Communication, collaboration and creativity skills including presenting information, working with others, negotiating, solving problems, etc.

Management skills including supervision skills, organising, and administration, resources management, decision making, etc.





Transversal Skills

Thinking skills and competences including processing information, ideas, and concepts, creative and innovative thinking, etc.

Self-management skills and competences including efficiency, willingness to learn, positive attitude, proactive approach, etc.

Skills OVATE

Communication, collaboration, and creativity

Liaising and networking

Solving Problems

Portugal

Based on the results from the surveys for professionals, the **main employability skills** that need to be further developed among young people as well as need to be further included in the existing VET offer in Portugal, are the following:

Basic Skills

Communication, collaboration and creativity skills including presenting information, working with others, negotiating, solving problems, etc.

Assisting and caring skills including counselling, providing health care or medical treatments, protecting and enforcing, etc.

Transversal Skills

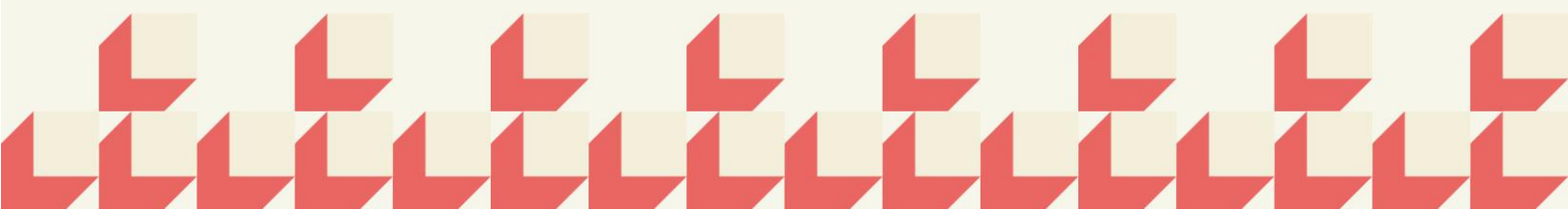
Thinking skills and competences including processing information, ideas, and concepts, creative and innovative thinking, etc.

Social and communication skills and competences including communicating, supporting others, teamwork, networking, etc.

Skills OVATE

Communication, collaboration, and creativity

Working with others



Solving Problems

Romania

Based on the results from the surveys for professionals, the **main employability skills** that need to be further developed among young people as well as need to be further included in the existing VET offer in Romania, are the following:

Basic Skills

Communication, collaboration and creativity skills including presenting information, working with others, negotiating, solving problems, etc.

Information skills including managing and processing information, calculating and estimating, conducting studies, investigations and examinations, etc.

Management skills including supervision skills, organising, and administration, resources management, decision making, etc.

Transversal Skills

Thinking skills and competences including processing information, ideas, and concepts, creative and innovative thinking, etc.

Self-management skills and competences including efficiency, willingness to learn, positive attitude, proactive approach, etc.

Life skills and competences including applying general knowledge, environmental skills, cultural skills, entrepreneurial and financial skills, etc.

Skills OVATE

Communication, collaboration, and creativity

Working with others

Solving Problems

Cyprus

Based on the results from the surveys for professionals, the **main employability skills** that need to be further developed among young people as well as need to be further included in the existing VET offer in Cyprus, are the following:

Basic Skills



Communication, collaboration and creativity skills including presenting information, working with others, negotiating, solving problems, etc.

Working with computers including programming, setting up and protecting computer systems, accessing and analysing data, etc.

Information skills including managing and processing information, calculating and estimating, conducting studies, investigations and examinations, etc.

Transversal Skills

Thinking skills and competences including processing information, ideas, and concepts, creative and innovative thinking, etc.

Social and communication skills and competences including communicating, supporting others, teamwork, networking, etc.

Skills OVATE

Communication, collaboration, and creativity

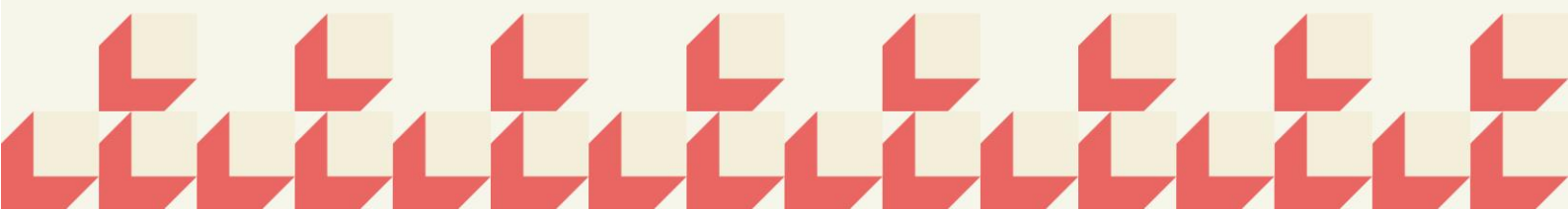
Working with others

Solving problems

2.4 Recommendations for VET providers

The main recommendations for the improvement of employability skills through VET courses, as described by the respondents in the surveys, can be listed as follows:

- Adapt the contents to the sociocultural environment.
- Regularly update and adjust the curriculum to the professional skills required by employers.
- Offer alternative and flexible course formats and times, modular courses or online learning options;
- Improve work experience of young candidates through provision of internships/ traineeships/ apprenticeships;
- Investigate the demands and current trends in the labour market when designing VET courses for young people;

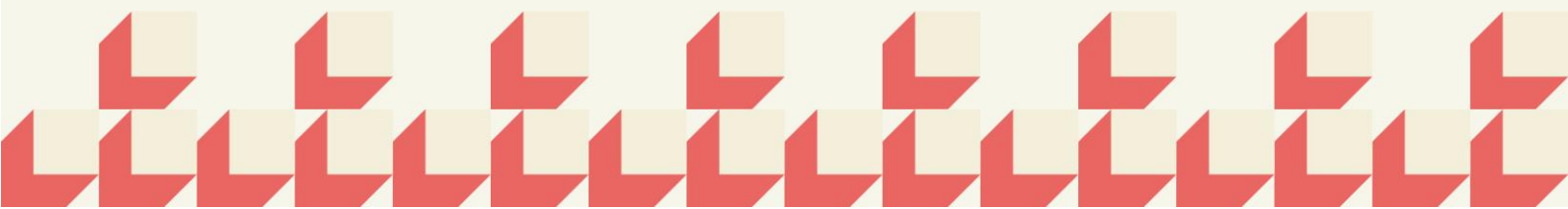


- Offer tailor-made VET courses for young job seekers and on young entrepreneurship;
- Invest on soft skills;
- Investigate the needs and requirements of young people regarding the VET courses, receive feedback and be open to ongoing change based on users' perceptions;
- Add a module on Entrepreneurship and Management to all courses;

The main recommendations regarding the quality of the existing VET provision include:

- Offer vocational guidance structures during and after training;
- Invest in the training of VET trainers and increase the attractiveness of teaching careers in VET by providing targeted incentives and offering career development support;
- Provide flexible pathways into VET teaching by relaxing entry qualification requirements;
- Invest in new infrastructure as well as in (technological) equipment and material used;
- Decrease fees to improve accessibility, and/or provide financial support through a monthly scholarship for students;
- Reduce the workload of courses and focus on practical application of knowledge;
- Improve the facilities for practical training and create new facilities to provide training in different areas from those offered at the school.
- Reduce the number of students per class;
- Improve the provision of information to young people about training opportunities;
- Enhance the training skills and competences of trainers regarding the personal aspects of young people, including psychologists and personal counsellors as part of the VET offer.
- Increase exchanges with other countries, and establish mobility opportunities for trainers and students.

Last but not least respondents, indicated external parameters that need to be improved in the field of VET. For example, the lack of adequate funding as well as the lack of active employment policies from the state that facilitate the transition from school to work are significant elements that need to be improved in all project countries.



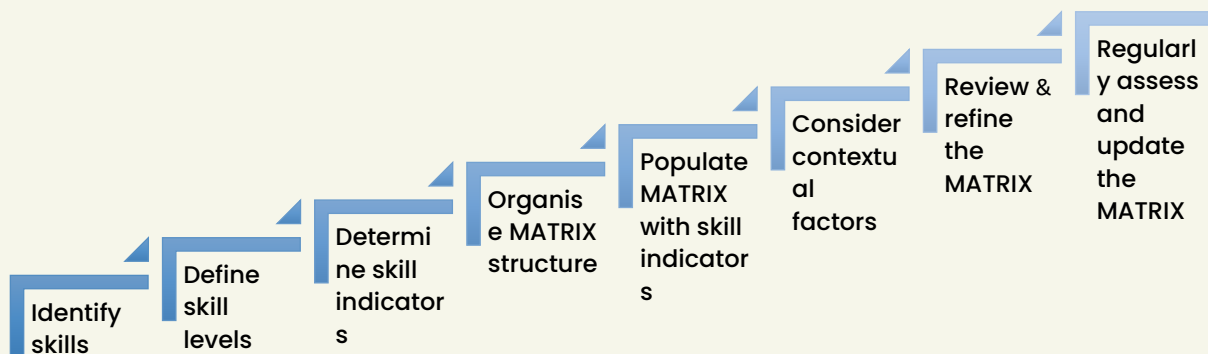


3. Training tools

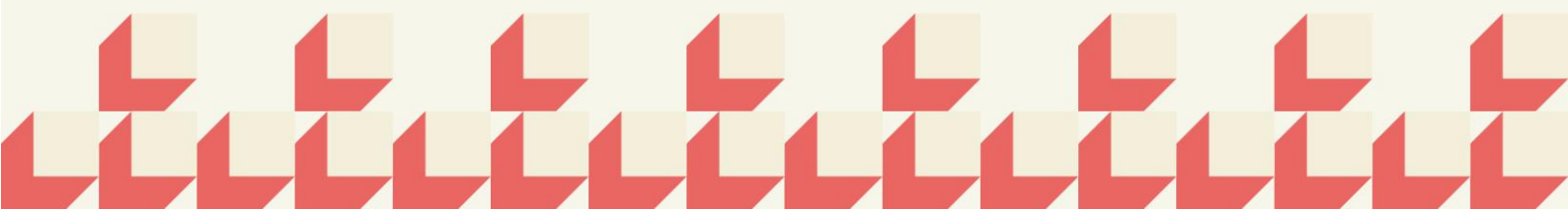
3.1 How to develop your own Employability Skills

MATRIX (Roadmap)

Developing an employability skills MATRIX for vocational education and training professionals involves several steps. **Here's a suggested approach to creating a MATRIX for your VET course with young learners:**



- Identify the key employability skills: Start by determining the essential employability skills that young learners should develop through your vocational education and training course. These skills may vary depending on the industry or field of study.
- Define skill levels: Break down each employability skill into different levels or stages of proficiency. For example, you could use a scale from beginner to advanced or novice to expert. Define what each level entails in terms of knowledge, abilities, and behaviours. This will help you assess the learners' progression and growth in each skill.
- Determine skill indicators: Identify specific indicators or observable behaviours that demonstrate proficiency at each level of each employability skill. These indicators should be measurable and objective, allowing teachers to assess learners' performance accurately. Consider using action verbs that describe the expected behaviours or actions associated with each skill level.
- Organise the MATRIX structure: Create a MATRIX structure to present the employability skills and their corresponding levels. You can use a spreadsheet or table format for this purpose. List the employability skills as column headers and the



skill levels as row headers. This MATRIX will serve as a visual representation of the skills progression.

- Populate the MATRIX: Fill in the cells of the MATRIX with the skill indicators for each skill level. Be clear and concise in describing the indicators to ensure teachers' and learners' understanding. Provide examples or specific scenarios whenever possible to illustrate the expected behaviours at each level.
- Consider contextual factors: Take into account the specific context of vocational education and training courses for young learners. Consider the learners' age, previous experience, and the nature of the vocational field they are studying. Adapt the language and examples in the MATRIX to be relevant and relatable to the target audience.
- Review and refine: Share the MATRIX with other vocational education and training experts, teachers, or stakeholders to gather feedback. Revise and refine the MATRIX based on their input, ensuring that it accurately reflects the desired employability skills and their progression.
- Regularly assess and update: Encourage ongoing assessment of learners' progress using the "Employability Skills MATRIX". Regularly review and update the MATRIX as necessary to incorporate any changes or improvements based on feedback and evolving industry requirements.

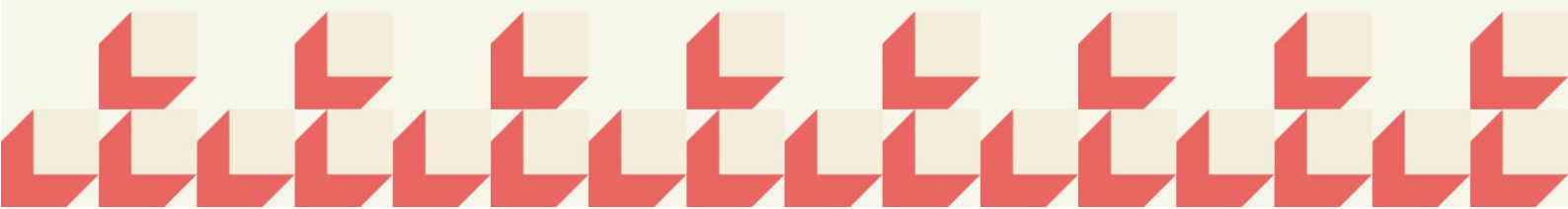
By following these steps, you can create a tailor-made Employability Skills MATRIX that you can utilise to guide your courses and support the development of young learners' employability skills.

3.2 Methodological Tools

Employability skills can be enhanced through a combination of theoretical knowledge, practical application, and reflection in authentic and simulated work settings. Remember to adapt these methodologies to the specific vocational field and the needs of your learners.

Project-based learning: Engage learners in real-world projects that simulate workplace scenarios. Students can work individually or in teams to solve problems, develop products, or complete tasks that require the application of employability skills. This approach allows learners to gain hands-on experience and develop their problem-solving, communication, and teamwork skills.

Simulations and role-plays: Use simulated workplace environments or role-playing activities to recreate scenarios that require the application of employability skills. For example, learners can simulate customer interactions, team meetings, or problem-solving



situations. This method helps students develop communication, decision-making, and adaptability skills in a controlled and supportive environment.

Case studies: Present learners with real or hypothetical workplace scenarios and ask them to analyse, discuss, and propose solutions. Case studies encourage critical thinking, problem-solving, and decision-making skills. They also promote the integration of theoretical knowledge with practical application, allowing learners to understand the complexities of different work situations.

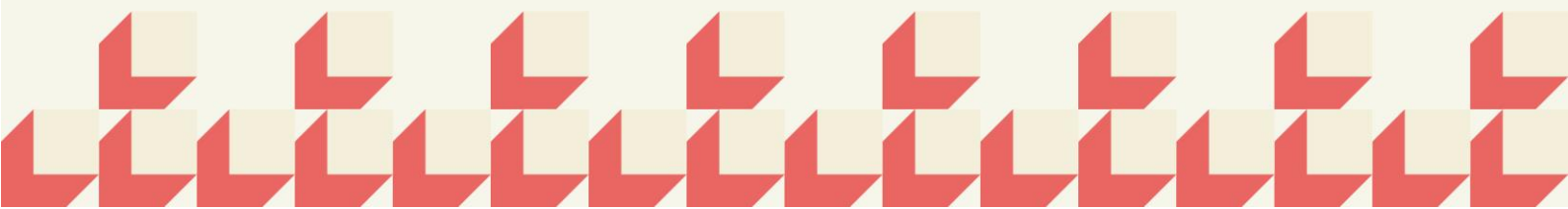
Mentoring and coaching: Pair learners with industry professionals or experienced mentors who can guide and support their development of employability skills. Mentors can provide feedback, share insights, and offer advice based on their practical experience. This approach helps learners gain valuable insights into the industry, build professional networks, and receive personalized guidance.

Workshops and guest speakers: Organize workshops or invite guest speakers from relevant industries to share their expertise and experiences with the learners. These sessions can focus on specific employability skills, such as effective communication, teamwork, or leadership. Workshops and guest speakers provide learners with exposure to different perspectives and real-world examples, enhancing their understanding of employability skills.

Cooperative learning: Promote collaborative learning environments where learners work together in groups or teams to accomplish specific tasks or projects. Cooperative learning fosters teamwork, communication, and problem-solving skills. Encourage active participation, encourage learners to take on different roles within the group, and provide opportunities for reflection and feedback.

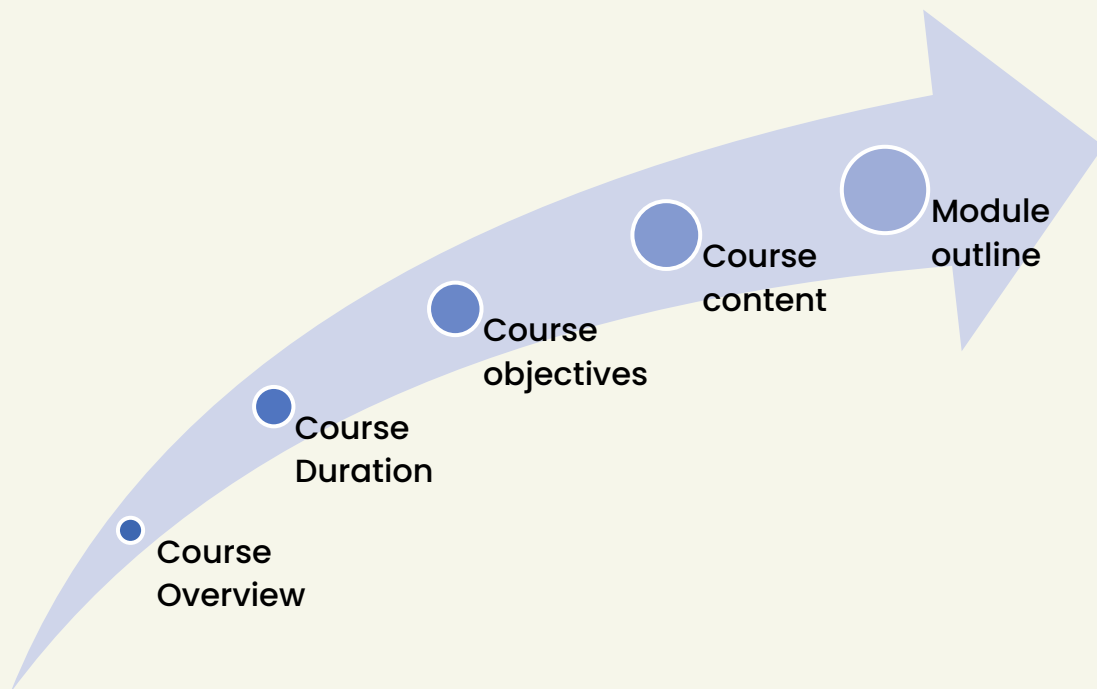
Reflection and self-assessment: Incorporate regular reflection activities where learners assess their own employability skills development. Encourage self-assessment, goal setting, and reflection on strengths and areas for improvement. This process helps learners become more self-aware and take ownership of their skill development.

Work-based learning: Provide opportunities for learners to engage in actual work experiences or internships in relevant industries. This could involve partnering with local businesses or organizations to offer students practical exposure to the workplace environment. Work-based learning allows learners to apply their employability skills in authentic settings and develop industry-specific knowledge.





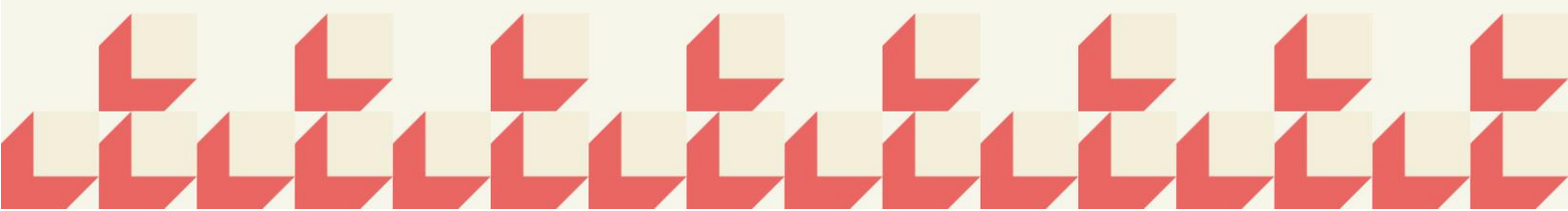
3.3 VET course outline



The design of a VET course for improving the employability skills of young people identified by the MATRIX project could be based on the following **suggested outline**:

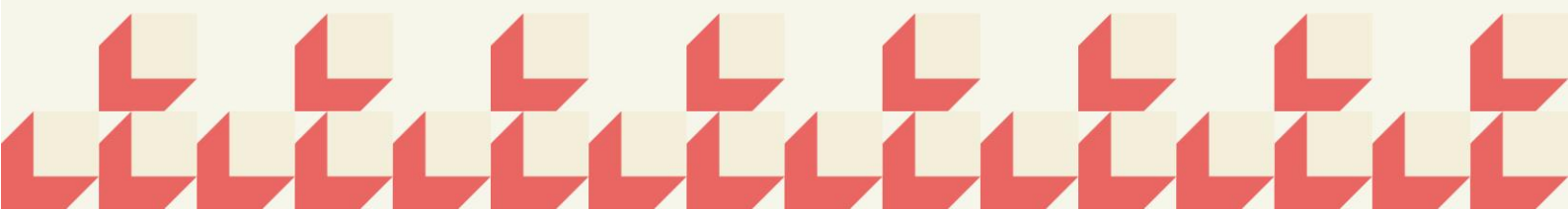
Course Title: Enhancing Employability Skills for Young People

Main elements	Instructions for VET professionals	Proposal
Course Overview	<i>Provide a short description of the course</i>	This course is designed to equip young learners with essential employability skills necessary for success in various vocational fields. Through a combination of theoretical knowledge and practical application, learners will develop communication, collaboration, management, machinery operation, self-management, critical thinking, life skills, and social and communication skills.
Course duration	<i>Specify duration (online and face-to-face)</i>	100 hours (3-6 months): 20 hours face-to-face and 80 hours online (synchronous) learning





<p>Course Objectives</p>	<p><i>Set the learning objectives of the course</i></p>	<p>By the end of this course, learners will be able to:</p> <ul style="list-style-type: none"> - Demonstrate effective communication, collaboration, and creativity skills in a vocational setting. - Apply management skills to organise and supervise tasks and teams. - Safely and proficiently work with machinery and specialized equipment. - Exhibit self-management skills and competences for personal and professional growth. - Apply critical thinking skills to analyse and solve problems. - Demonstrate life skills and competences necessary for success in the workplace. - Enhance social and communication skills to build effective professional relationships.
<p>Course Content</p>	<p><i>Design course Modules that correspond to the Skills identified in the MATRIX project, including theoretical and practical elements</i></p>	<p>Module outline:</p> <p>Theoretical elements, including:</p> <ul style="list-style-type: none"> - Introduction - Importance/benefits - Elaboration of main elements related to the set of skills - Application in the working environment <p>Practical elements, including:</p> <ul style="list-style-type: none"> - Experiential exercises (role playing, case studies, etc.) - Activities based on new knowledge gained (quizzes, debates, mind-maps, etc.) - Access to up-to-date information (testimonies, podcasts, videos, etc.)



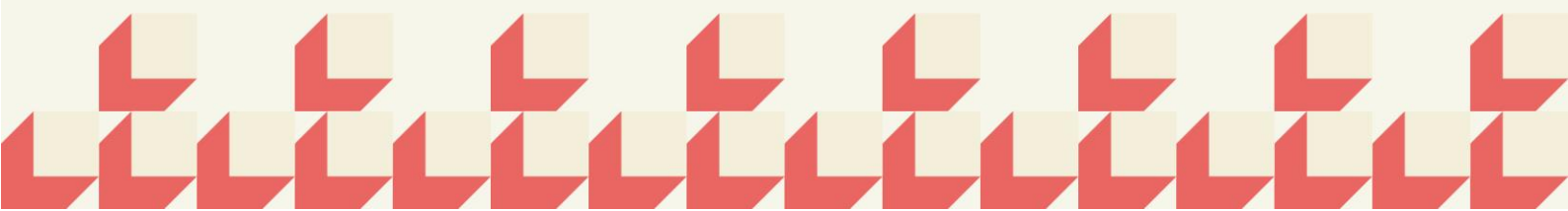


Assessment of Course	<i>Define Assessment Methods</i>	Possible Assessment activities: <ul style="list-style-type: none"> - Practical demonstrations and performance evaluations - Written assignments and assessments - Group projects and presentations - Skills-based assessments and simulations - Self-assessment and reflective journals
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Regarding the content of the VET course for improving the employability skills of young people, indicatively, the modules may cover the following topics:

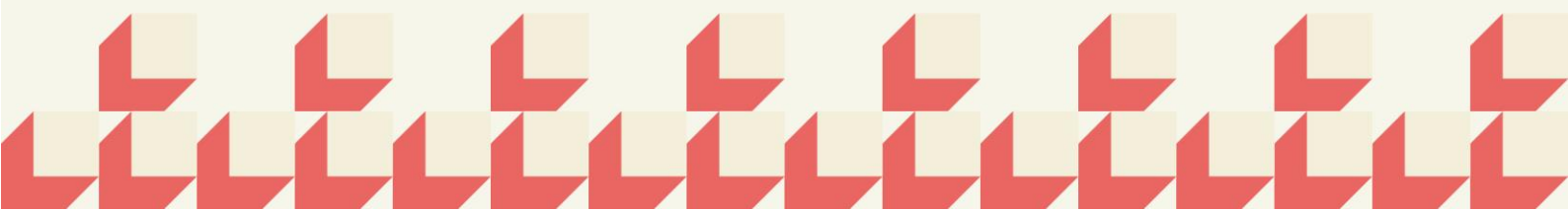
Basic Skills

- ❖ Communication, collaboration and creativity skills
 - The importance of effective communication in the workplace
 - Verbal and non-verbal communication techniques
 - Active listening and empathy
 - Collaborative teamwork and group dynamics
 - Negotiating and developing solutions
 - Creativity and design of products or material.
- ❖ Management skills
 - Introduction to management principles and techniques
 - Planning and organizing tasks and projects
 - Time management and prioritization
 - Delegation and supervision skills
 - Conflict resolution and problem-solving in a team setting
- ❖ Information Skills
 - Managing and processing information effectively
 - Conducting studies, investigations, and examinations
 - Estimating and calculating data accurately
 - Utilizing technology and information resources
 - Applying information skills in vocational contexts



Transversal Skills

- ❖ Self-management skills and competences
 - Goal setting and personal development planning
 - Time and stress management techniques
 - Building resilience and adaptability
 - Self-motivation and accountability
 - Work-life balance and well-being strategies
- ❖ Thinking skills and competences
 - Critical thinking and problem-solving methodologies
 - Analysing and interpreting information effectively
 - Decision-making processes and techniques
 - Logical reasoning and creative thinking
 - Continuous learning and professional development strategies
- ❖ Life skills and competences
 - Critical analysis and evaluation of information
 - Financial literacy and budgeting
 - Applying general knowledge and skills in vocational contexts
 - Adaptability to changing work environments
 - Embracing cultural sensitivity and inclusivity, and working effectively in multicultural teams
 - Active citizenship and community engagement
 - Developing effective communication and advocacy skills
 - Collaborating with diverse stakeholders
- ❖ Social and communication skills and competences
 - Developing effective networking skills
 - Building professional relationships and networks
 - Interpersonal skills and conflict management
 - Cross-cultural communication and diversity awareness
 - Customer service excellence and relationship management



- Applying ethical considerations.

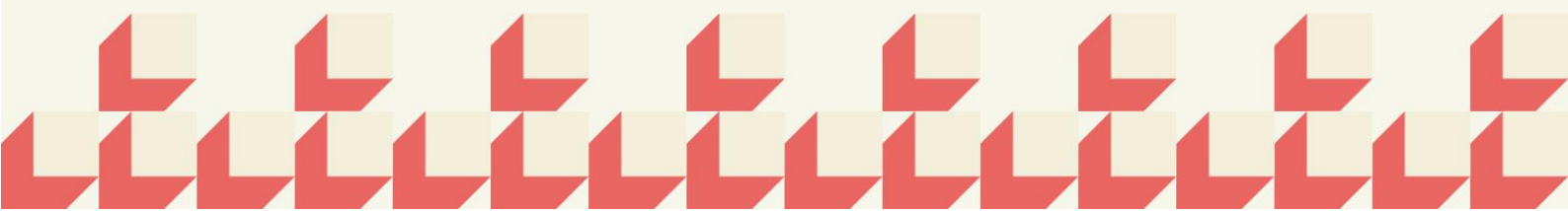
Skills OVATE

- ❖ Communication, Collaboration, and Creativity
 - Effective Communication
 - Collaboration and teamwork
 - Creative thinking and problem-solving
 - Designing Plans and Specifications
 - Creative Expression and Performance
- ❖ Working with Others
 - Importance of Working with Others
 - Role Clarity and Competency Recognition
 - Effective Collaboration and Teamwork
 - Conflict Resolution and Constructive Communication
 - Building Positive Relationships
- ❖ Problem Solving
 - Introduction to problem-solving techniques in the workplace
 - Analysing problems and identifying root causes
 - Developing creative and innovative solutions
 - Evaluating alternative solutions and selecting the most effective approach
 - Implementing and monitoring problem-solving strategies

3.4 “Employability Skills MATRIX” templates

The following “Employability skills MATRIX” templates have been developed based on the MATRIX survey results on the employability skills that need to be further developed by young people (see chapter 2.2). The Skills and Transversal Skill sets are based on the ESCO classification and are indicative. The full sets of Skills are available at the ESCO website: https://esco.ec.europa.eu/en/classification/skill_main

Basic Skills

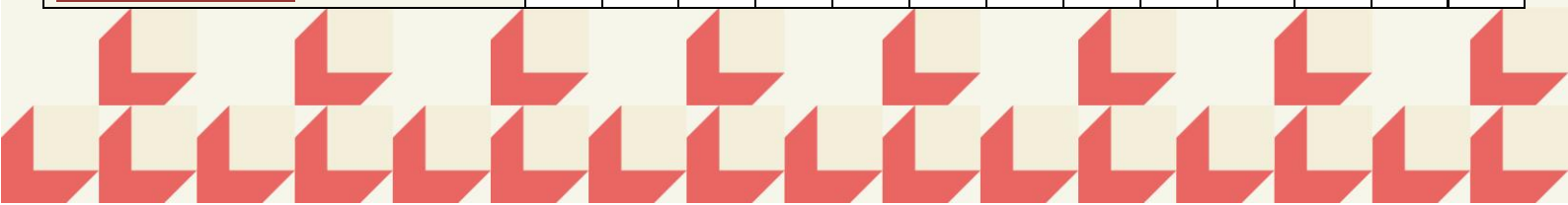




Basic Skills Matrix

Class A/A

SKILLS	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Group Avg
<u>Communication, Collaboration, and Creativity Skills</u>														
Negotiating														
Liaising and Networking														
Teaching and Training														
Presenting Information														
Advising and Consulting														
Promoting, Selling, and Purchasing														
Obtaining information verbally														
Working with others														
Solving problems														
Designing systems and products														
Creating artistic, visual or instructive materials														
Writing and composing														
Performing and entertaining														
Using more than one language														
<u>Management Skills</u>														
Developing objectives and strategies														
Organising, planning, and scheduling work and activities														
Allocating and controlling resources														
Performing administrative tasks														
Leading and motivating														
Building and developing teams														
Recruiting and hiring														
Supervising people														
Making decisions														
<u>Information Skills</u>														





Conducting studies, investigations and examinations													
Documenting and recording													
Managing information													
Processing information													
Calculating and estimating													
Analysing and evaluating information and data													
Monitoring, inspecting and testing													

**Average
Rating**

Definitions

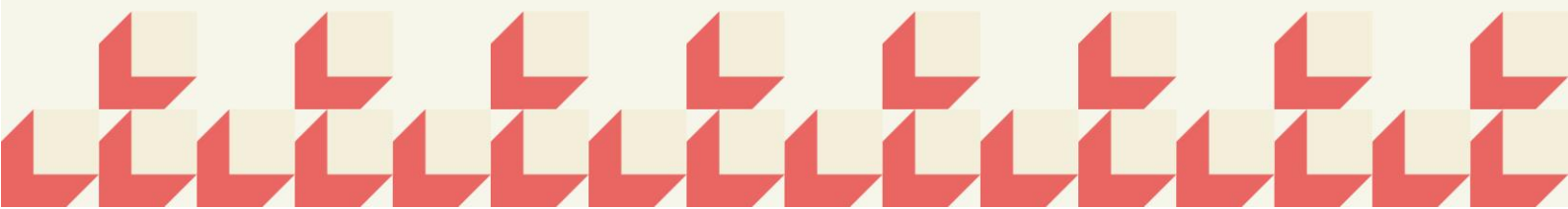
- 1 - No knowledge
- 2 - Basic knowledge
- 3 - Can do with support
- 4 - Has knowledge and can do independently
- 5 - Good in theory and practice and can train others

31

Transversal Skills

Transversal Skills Matrix
Class A/A

SKILLS	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Student First & Last Name	Group Avg
<u>Thinking Skills and Competences</u>														
Processing information, ideas, and concepts														
Planning and organising														
Dealing with problems														
Thinking creatively and innovatively														



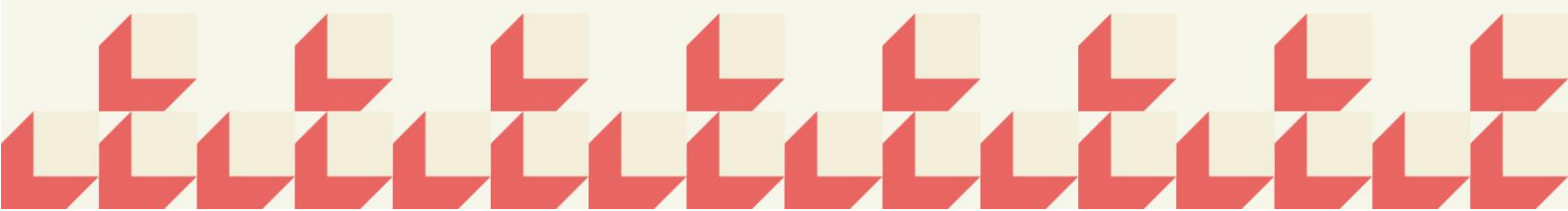


Self-management Skills and Competences														
Working efficiently														
Taking a proactive approach														
Maintaining a positive attitude														
Demonstrating willingness to learn														
Social and Communication Skills and Competences														
Communicating														
Supporting others														
Collaborating in teams and networks														
Leading others														
Following ethical code of conduct														
Life Skills and Competences														
Applying health-related skills and competences														
Applying environmental skills and competences														
Applying civic skills and competences														
Applying cultural skills and competences														
Applying entrepreneurial and financial skills and competences														
Applying general knowledge														

Average Rating

Definitions

- 1 - No knowledge
- 2 - Basic knowledge
- 3 - Can do with support
- 4 - Has knowledge and can do independently
- 5 - Good in theory and practice and can train others





matrix

strategic mapping of
youth unemployment



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Co-funded by
the European Union

Project number 2022-1-DE02-KA220-VET-000088883

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