

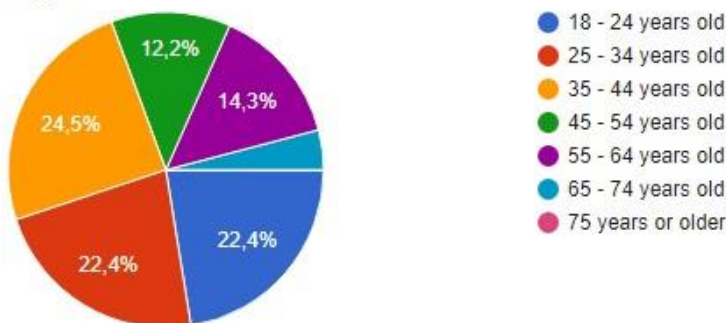
Belgium

QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adults) – DOREA EDUCATIONAL INSTITUTE REPORT –

100 persons took the survey on the **Skills needed for labour market & better social integration (for adults)** carried out by **Qrios**. The group of respondents was highly diversified by several **demographic factors: age, gender, level of education, present employment situation.**

AGE: Around 70% of respondents were in the 18-44 age group (respectively 22.4%, 22.4%, 24.5% in the following sub-groups: 18-24 y.o., 25-34 y.o., 35-44 y.o.). The remaining 30% were persons in the 45-54 (12.2%), 55-64 (14.3%), 65-74 (4.1%) age group.

Age:

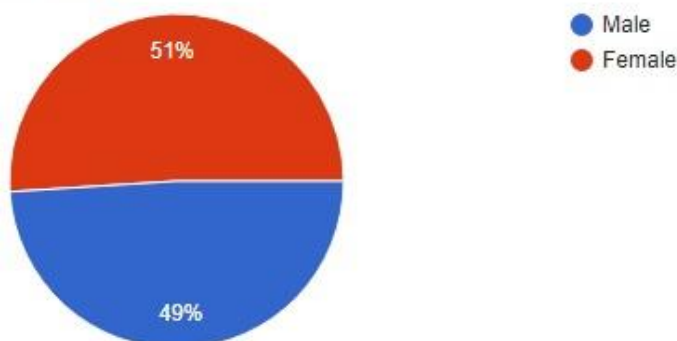


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GENDER: The group was balanced in terms of gender: 51% of female respondents and 49% of male ones.

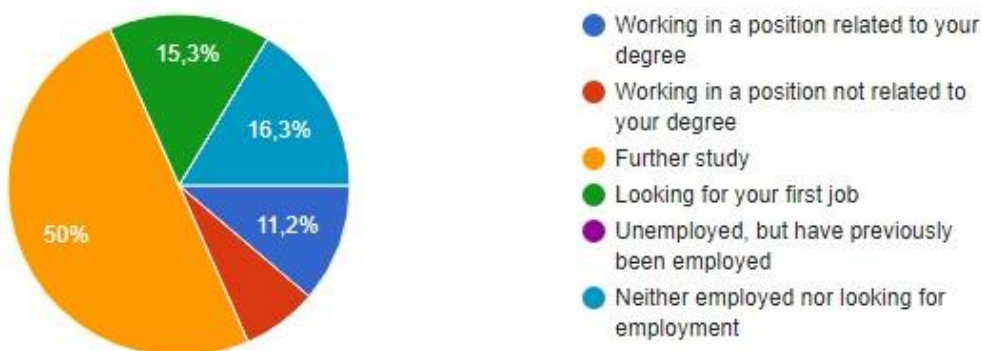
Gender:



EDUCATION: Regarding the level of education obtained, the majority of respondents (52%) were secondary schools graduates (diploma or equivalent), 17.3% obtained primary school diploma, 12.2% graduated with a Master's Degree, 5.1% graduated with a Bachelor's Degree, the same number (5.1%) completed either trade/technical/vocational training or did not complete schooling at all. Only 1% of the respondents obtained the Doctorate Degree.

EMPLOYMENT SITUATION: Exactly half of the respondents (50%) were continuing their studies, while 16.3% were neither employed nor looking for a job at the given moment, 15.3% looking for their first job, 11.2% working in the position related to their degree, 7.1% working in the position not related to their degree.

Present employment situation:



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RESULTS

The majority of respondents assess **the level of skills they possess** either “good” or “very good”.

The skills with the highest rate of “**very good**” level marked were: learning to learn (49%), team working skills (43%), managing responsibilities (39%), adaptability and flexibility (38%), concern for quality (37%), motivation (34%), capacity for applying knowledge in practice (32%), ethical skills (32%), personal effectiveness and integrity (31%), communication skills (30%).

Most of the respondents assessed their level of skills possessed as “**good**”: 72% regarding interpersonal skills, 70% literacy and understanding skills, 69% numerical skills and understanding, same amount regarding cross-cultural awareness, 68% management skills, emotional intelligence skills and problem solving skills, 67% conflict management skills, 66% customer service skills and decision making skills.

The level of skills possession that our respondents marked as “**weak**” the most were: foreign language skills (27%), information management skills (26%), elementary IT (computing) skills (23%), planning and time management skills (21%), numerical skills and understanding (20%) and research skills (20%).

Only few of our respondents assessed the level of skills they possess as “**none**”, among these skills were: creativity and innovation skills (4%), literacy skills and understanding (2%), foreign language skills (2%) and information management skills (2%).

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

The skills that our respondents found the most important (“**very important**”) were: interpersonal skills (66%), information management skills (63%), cross-cultural awareness and ethical skills (both 62%), emotional intelligence skills and problem solving skills (both 60%), elementary IT (computing) skills (59%), research skills and initiative-entrepreneurial spirit (both 58%), management skills (57%), decision making skills (56%) and conflict management skills (55%).

Being assessed the most often as “**important**”, there were: communication skills (53%), motivation (50%), learning to learn (47%), concern for quality (42%), team working skills (41%), adaptability and flexibility (40%).

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As **“slightly important”** our respondents marked the most often: numerical skills and understanding (35%), leadership skills (27%), foreign language skills (26%), creativity and innovation (19%), research skills (19%) and elementary IT (computing) skills (17%).

Only few skills were marked as **“not important”**: foreign language skills (3%), numerical skills and understanding (2%), leadership skills (2%).

Our respondents have been also asked to point the additional skills they find important for successful employment, which did not show in the survey (if any). The answers were mentioning, *inter alia*, the following skills: precision, curiosity, receptiveness, empathy, honesty, patience, politeness, punctuality, critical thinking, first aid skills, physical health, determination, stress-resistance, graphic skills, self-sufficiency.

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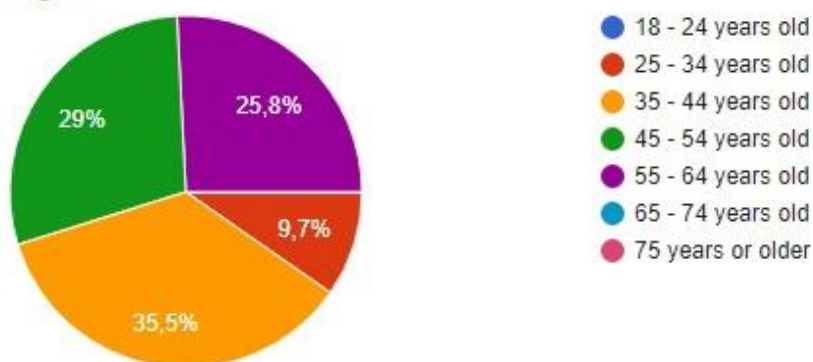
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adult educators)

– DOREA EDUCATIONAL INSTITUTE REPORT –

31 educators took the survey on the “**Skills needed for labour market & better social integration** (for adults)” carried out by **Qrios**. The group of respondents was diversified by several **demographic factors: age, gender and level of education**. All the respondents were in the exact same situation regarding **the present employment situation**.

AGE: Over 35% of respondents were in the 35-44 age group. Almost 30% were in the 45-54 age group, 25.8% in the 55-64. The remaining 10% were persons in the 25-34 age group.

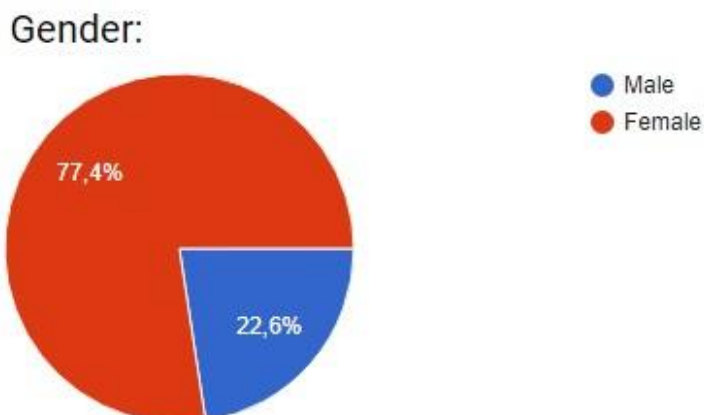
Age:



DISCLAIMER:

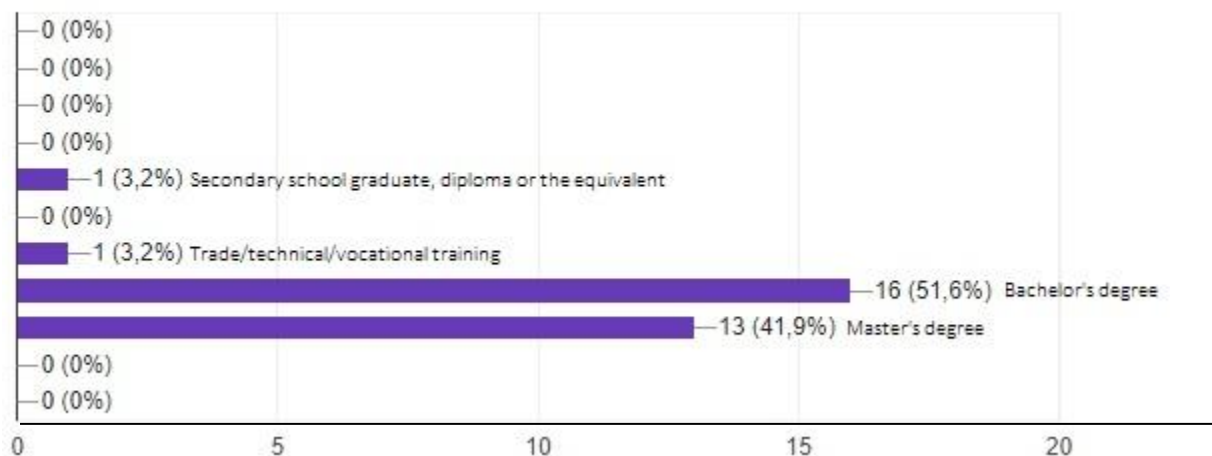
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GENDER: The group was unbalanced in terms of gender: the majority (over 77%) was consisting of female respondents, while the minority (almost 23%) were male respondents.



EDUCATION: Regarding the level of education obtained, the majority of respondents (51.6%) were Bachelor degree graduates, 41.9% graduated with a Master's degree. Only 3.2% of the respondents completed the Secondary school (diploma or the equivalent), the same amount have completed Trade/technical/vocational training.

Education:



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EMPLOYMENT SITUATION:

Exactly 100% of the respondents were working in a position related to their degree.

RESULTS

The majority of respondents assess **the level of skills they possess** either “good” or “very good”.

The skills with the highest rate of “**very good**” level marked were: learning to learn (71%), managing responsibilities (68%), motivation (65%), literacy skills and understanding (58%) and customer service skills (58%).

Most of the respondents assessed their level of skills possessed as “**good**”: 84% regarding conflict management skills, 81% cross-cultural awareness and emotional intelligence skills, 77% concern for quality, 74% communication skills, 71% initiative and entrepreneurial spirit, alongside with the leadership skills and critical and structured thinking.

The level of skills possession that our respondents marked as “**weak**” the most were: foreign language skills (23%), research skills (23%), information management skills (19%), leadership skills (16%), planning and time management (13%), creativity and innovation (13%), numerical skills and understanding (10%).

Only few of our respondents assessed the level of skills they possess as “**none**”, among these skills were: foreign language skills, elementary IT (computing) skills, creativity and innovation, leadership and management skills (each reaching 3%).

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

The skills that our respondents found the most important (“**very important**”) were: motivation (71%), literacy skills and understanding (68%), learning to learn (55%), communication skills (55%) and managing responsibilities (52%).

Being assessed the most often as “**important**”, there were: numerical skills and understanding (78%), emotional intelligence skills (68%), critical and structured thinking (68%), management skills, cross-cultural awareness, decision making skills and ethical skills (all reaching 65%).

As “**slightly important**” our respondents marked the most often: leadership skills and research skills (both 26%), foreign language skills (23%) and conflict management skills (19%).

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Only few skills were marked as **“not important”**: leadership skills (13%), research skills (6%), initiative and entrepreneurial spirit, information management skills, critical and structured thinking, creativity and innovation, appreciation of diversity and multiculturalism, management skills (all reaching 3%).

Our respondents have been also asked to point the additional skills they find important for successful employment, which did not show in the survey (if any). The answers were mentioning, *inter alia*, the following skills: stress management, persistence, empathic behaviour, knowledge of other cultures, loyalty, drive and motivation, efficiency, reliability, teamwork ability.

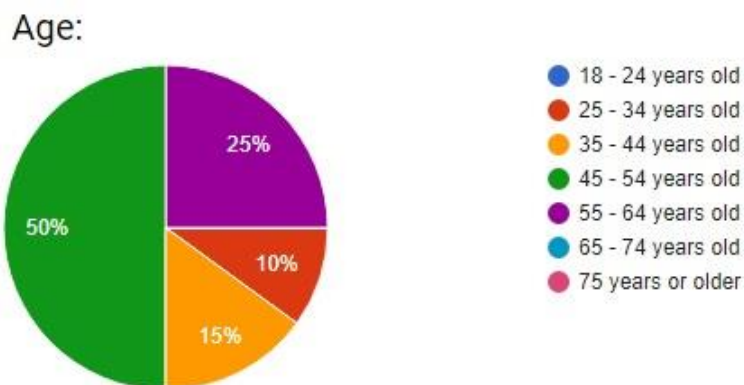
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QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for employers) – DOREA EDUCATIONAL INSTITUTE REPORT –

20 persons took the survey on the “**Skills needed for labour market & better social integration** (for employers)” carried out by **Qrios**. The group of respondents was highly diversified by several **demographic factors: age, gender, level of education, present employment situation**.

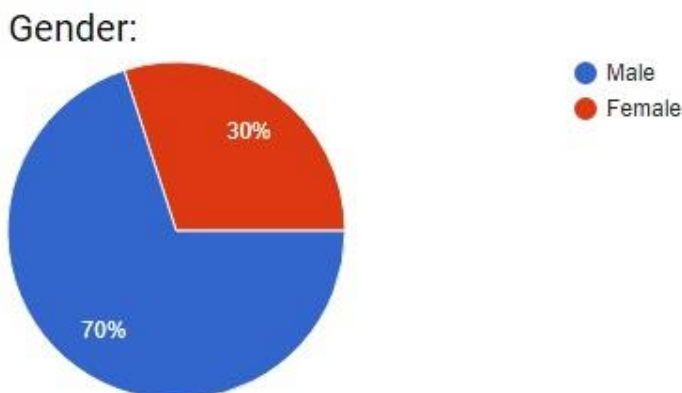
AGE: Around 50% of respondents were in the 45-54 age group, followed by 25% in 55-64 age group. The remaining 15% and 10% were, respectively, persons in the 35-44 and 25-34 age group.



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GENDER: The group was unbalanced in terms of gender: 70% of male respondents and 30% of female ones.



EDUCATION: Regarding the level of education obtained, 35% of respondents were Master Degree graduates, 30% obtained secondary school diploma or equivalent, 25% graduated with Bachelor Degree, and 10% completed trade/technical/vocational training.

SECTOR WHICH THE ORGANISATION OPERATES IN: The majority of respondents 45% are working in organisations operating in retail sector (automotive, domestic appliances, food, second- hands and construction). 20% are working in education sector, 10 % in public administration and 10% in other services. The rest of respondents are working for the organisations operating in the following sectors: administrative and support service activity (5%), and social services (5%)

RESULTS

The majority of respondents assess **the level of skills they possess** either “good” or “very good”.

The skills with the highest rate of “**very good**” level marked were: managing responsibilities (90%), personal effectiveness and integrity (90%), team working skills (75%), adaptability and flexibility (70%).

Most of the respondents assessed their level of skills possessed as “**good**”: information management skills (85%), elementary IT (computing) skills (70%), cross cultural awareness (70%), emotional intelligence skills (70%).

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The level of skills possession that our respondents marked as **“weak”** the most were: foreign language skills (35%), creativity and innovation (20%), research skills (20%)

None of our respondents assessed the level of skills they possess as **“none”**.

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either **“important”** or **“very important”**.

The skills that our respondents found the most important (**“very important”**) were: motivation (85%), learning to learn (80%), personal effectiveness and integrity (70%), adaptability and flexibility (70%), communication skills (65%), team working skills (60%), customer service skills (60%), ethical skills (60%), literacy skills and understanding (55%).

Being assessed the most often as **“important”**, there were: elementary IT (computing) skills (80%), emotional intelligence skills (80%), numerical skills and understanding (75%), information management skills (75%), critical and structured thinking (70%), cross-cultural awareness (70%), planning and time management (65%), creativity and innovation (65%)

As **“slightly important”** our respondents marked the most often: research skills (45%), information management skills (25%), foreign language skills (25%), leadership skills (20%).

Only 3 skills were marked as **“not important”**, they were: leadership skills (5%), creativity and innovation (5%) and management skills (5%).

Our respondents have been also asked to point the additional skills they find important for successful employment, which did not show in the survey (if any). The answers were mentioning, *inter alia*, the following skills: helpfulness, patience, friendliness and positive attitude, empathy, cooperation, practical experience, politeness, listening capacity, open-minded attitude and coaching skills.

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CYPRUS

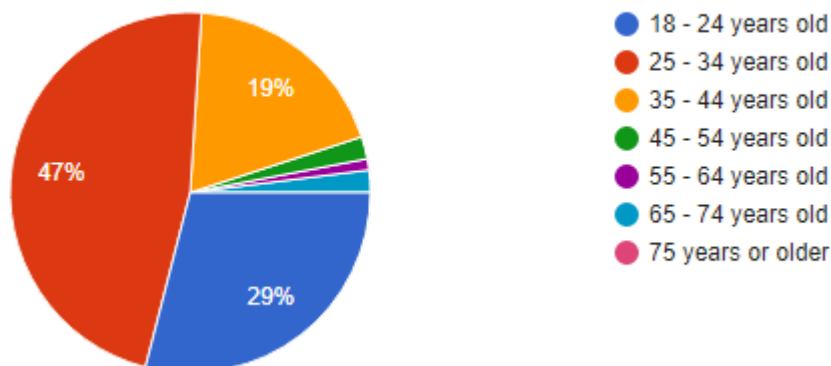
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adults) – DOREA EDUCATIONAL INSTITUTE REPORT –

100 persons based in Cyprus took the survey on the “**Skills needed for labour market & better social integration (for adults)**” carried out by **DOREA Educational Institute**. The group of respondents was highly diversified by several **demographic factors: age, gender, level of education, present employment situation**.

AGE:

Around 47% of respondents were in the 25-34 age group, followed by 29% in 18-24, 19% in 35-44, 2% in 45-54 age group and 2% in 65-74 age group.. The remaining 1% were persons in the 55-64 age group.

Age:

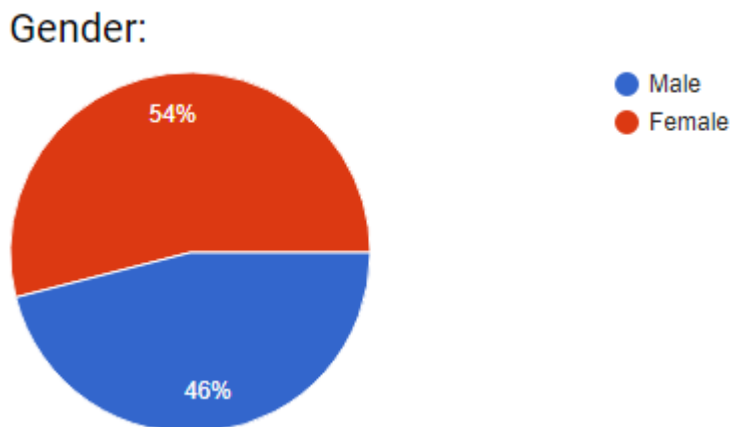


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GENDER:

The group was balanced in terms of gender: 54% of the respondents were female and 46% male.



EDUCATION:

Regarding the level of education obtained, 34% of respondents graduated with a Bachelor's degree, 21% with a Master's degree, while 20% did not complete college/university credit. 8% completed trade/technical/vocational training, 7% completed secondary school education, 5% obtained Professional degree. The remaining 6% either did not complete schooling (2%), did not complete secondary school (2%), or were continuing studies (2%).

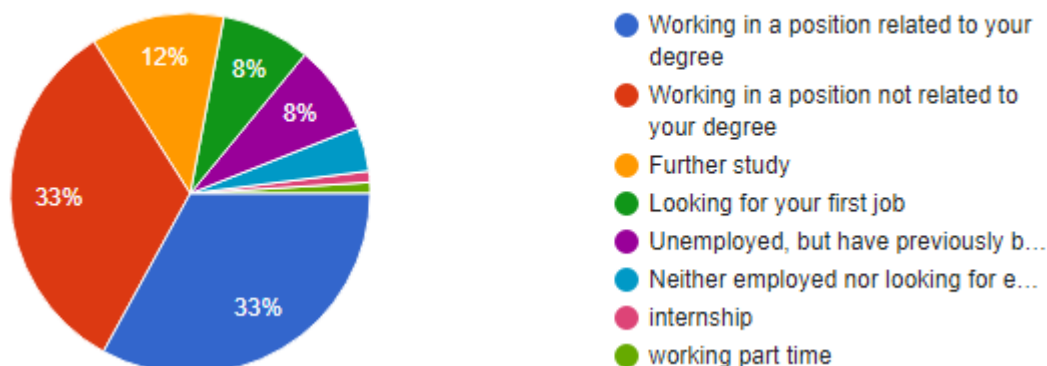
EMPLOYMENT SITUATION:

33% of respondents were working in a position related to their degree, the exact same amount of 33% were working in a position not related to the degree obtained, 12% are continuing further study, 8% looking for their first job, 8% unemployed, but have previously been employed, while 4% were neither employed nor looking for employment. The remaining 2% were either doing an internship at the given moment (1%) or working part-time (1%).

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Present employment situation:



RESULTS

The majority of respondents assess **the level of skills they possess** either “good” or “very good”.

The skills with the highest rate of “**very good**” level marked were: numerical skills and understanding (43%), literacy skills and understanding (42%), foreign language skills (36%), elementary IT (computing) skills (34%), motivation (33%), interpersonal skills (32%).

Most of the respondents assessed their level of skills possessed as “**good**”: capacity for applying knowledge in practice (66%), personal effectiveness and integrity (64%), communication skills (61%), decision making skills (61%), cross-cultural awareness (59%), adaptability and flexibility (59%), problem solving skills (58%), learning to learn (57%).

The level of skills possession that our respondents marked as “**weak**” were: management skills (36%), leadership skills (34%), customer service skills (30%), emotional intelligence skills (28%), research skills (28%), initiative and entrepreneurial spirit (28%), conflict management skills (27%), creativity and innovation (27%), information management skills (27%).

Several of our respondents assessed the level of skills they possess as “**none**”, among these skills were: research skills (5%), emotional intelligence skills (4%), creativity and innovation (4%), leadership skills (3%), appreciation of diversity and multiculturalism (3%).

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Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

The skills that our respondents found the most important (“**very important**”) were: motivation (72%), concern for quality (66%), foreign language skills (65%), managing responsibilities (65%), communication skills (62%), planning and time management (59%), interpersonal skills (58%).

Being assessed the most often as “**important**”, there were: information management (63%), critical and structured thinking (62%), cross-cultural awareness (59%), conflict management skills (56%), ethical skills (56%), leadership skills (53%), appreciation of diversity and multiculturalism (52%), management skills (50%).

As “**slightly important**” our respondents marked the most often: research skills (25%), appreciation of diversity and multiculturalism (24%), emotional intelligence skills (22%), cross-cultural awareness (21%), initiative and entrepreneurial spirit (21%), customer service skills (19%), creativity and innovation (17%), leadership skills (16%), team working skills (13%), ethical skills (13%).

Only several skills were marked as “**not important**”, they were (*inter alia*): emotional intelligence skills (4%), appreciation of diversity and multiculturalism (2%), cross-cultural awareness (2%), research skills (2%), customer service skills (1%), foreign language skills (1%), numerical skills and understanding (1%).

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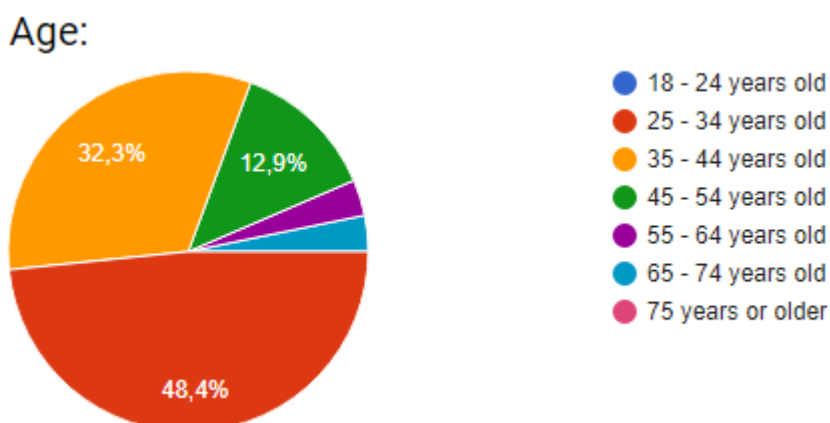
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adult educators)

– DOREA EDUCATIONAL INSTITUTE REPORT –

31 persons based in Cyprus took the survey on the “Skills needed for labour market & better social integration (for adult educators)” carried out by **DOREA Educational Institute**. The group of respondents was highly diversified by several **factors: age, gender, level of education and specialty or professional qualification attained**.

AGE:

48.4% of respondents were in the 25-34 age group, 32.3% were representing 35-44 age group and 12.9% 45-54 age group. The remaining 6.4% were either representatives of 55-64 age group (3.2%) or 65-74 age group (3.2%).

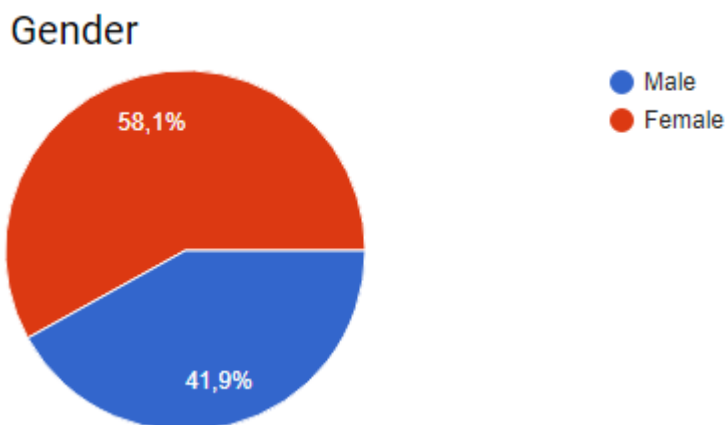


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GENDER:

The group was rather balanced in terms of gender: 58.1% of the participants were female, while 41.9% were male.



LEVEL OF EDUCATION:

Regarding the level of education, the majority of respondents (54.8%) graduated with a Master's degree, while 32.3% were graduates with a Bachelor's degree. The remaining 16.1% obtained either Doctorate degree (12.9%) or other Professional degree (3.2%).

SPECIALTY OR PROFESSIONAL QUALIFICATION ATTAINED:

38.7% of the respondents attained their professional qualification or specialty in the field of social sciences, business and law, 25.8% in teacher's training and pedagogy, 16.1% in foreign languages, 9.7% in informatics, 6.5% in humanities, languages and art, 6.5% in engineering, manufacture and construction, while 3.2% in the following fields: business administration (3.2%), business education (3.2%), entertainment business management (3.2%).

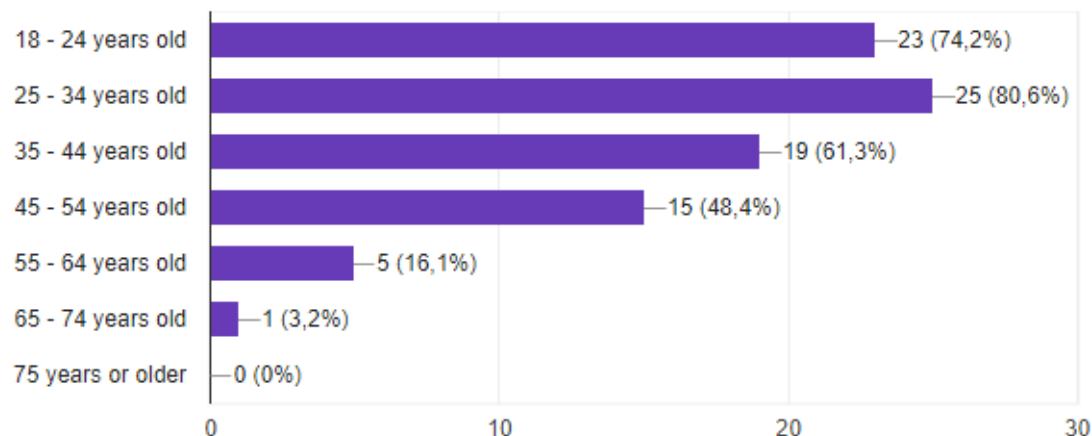
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THE AGE GROUP OF ADULTS BEING TAUGHT:

Regarding the age group of adults being taught by the respondents, the majority was either 25-34 years old (80.6%) or 18-24 years old (74.2%). 61.3% were teaching 35-44 age groups and 48.4% 45-54 age groups. Only 16.1% were teaching people aged 55-64, and 3.2% the group of 65-74 years old. Only 16.1% were teaching people aged 55-64, and 3.2% the group of 65-74 years old.

The age group of adults you are teaching (can choose several options)



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RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

The skills that our respondents found the most important (“**very important**”) were: motivation (90%), communication skills (77%), capacity for applying knowledge in practice (74%), interpersonal skills (61%), managing responsibilities (58%).

Being assessed the most often as “**important**”, there were: numerical skills and understanding (74%), team working skills (68%), literacy skills and understanding (65%), customer service skills (58%), ethical skills (58%).

As “**slightly important**” our respondents marked the most often: initiative and entrepreneurial spirit (45%), research skills (42%), emotional intelligence skills (29%), management skills (26%), leadership skills (26%), information management skills (26%).

Only one of the skills was marked as “**not important**”, it was: numerical skills and understanding (3%).

Our respondents decided that the most important skill for successful employment was “motivation”, followed by “communication skills”, “learning to learn”, “capacity for applying knowledge in practice”, “interpersonal skills” and personal effectiveness and integrity”.

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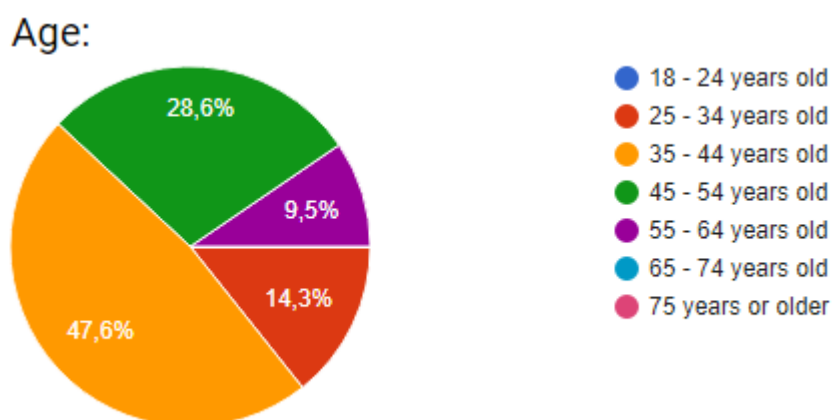
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for employers)

– DOREA EDUCATIONAL INSTITUTE REPORT –

21 persons based in Cyprus took the survey on the “Skills needed for labour market & better social integration (for employers)” carried out by **DOREA Educational Institute**. The group of respondents was highly diversified by several **demographic factors: age, gender, level of education, present employment situation**.

AGE:

Around 47.6% of respondents were in the 35-44 age group, followed by 28.6% in 45-54 age group. The remaining 14.3% and 9.5% were, respectively, persons in the 25-34 and 55-64 age group.



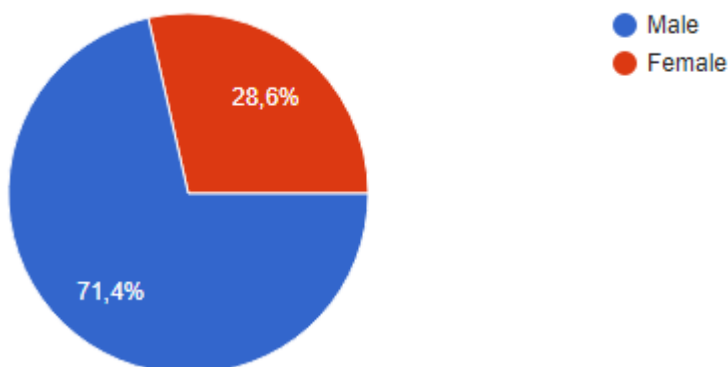
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GENDER:

The group was unbalanced in terms of gender: 71.4% of male respondents and 28.6% of female ones.

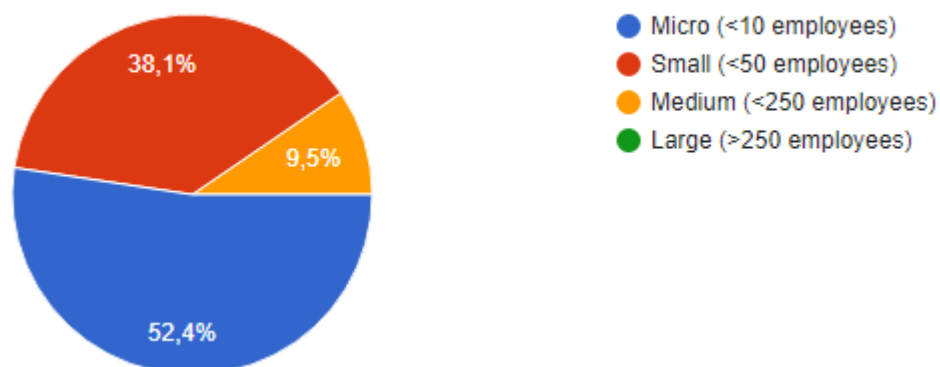
Gender:



SIZE OF THE ORGANISATION:

Regarding the size of the organisation, 52.4% of the respondents were working for micro-size organisation (having less than 10 employees), while 38.1% were working for small-size (less than 50 employees) and 9.5% for medium-size organisation (less than 250 employees).

Size of the organisation:



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SECTOR WHICH THE ORGANISATION OPERATES IN:

23.8% of the respondents were working for the organisation operating in the sector of accommodation and food service activities, 14.3% in the field of education, 9.5% in, respectively, wholesale and retail trade; repair of motor vehicles and motorcycles (9.5%), transporting and storage (9.5%), information and communication (9.5%), real estate activities (9.5%). The rest of respondents were working for the organisations operating in the following sectors: electricity, gas, steam and air conditioning supply (4.8%), construction (4.8%), financial and insurance services (4.8%), professional, scientific and technical activities (4.8%), human health and social work activities (4.8%), arts, entertainment and recreation (4.8%).

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RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “slightly important”.

The skills that our respondents found the most important (“**very important**”) were: foreign language skills (100%), communication skills (86%), customer service skills (81%), team working skills (71%), management skills (71%).

Being assessed the most often as “**important**”, there were: ethical skills (86%), learning to learn (76%), interpersonal skills (71%), adaptability and flexibility (71%), personal effectiveness and integrity (67%), critical and structured thinking (67%), conflict management skills (67%), appreciation of diversity and multiculturalism (67%), cross-cultural awareness (67%).

As “**slightly important**” our respondents marked the most often: research skills (14%), information management skills (10%), creativity and innovation (10%), learning to learn (10%), emotional intelligence skills (10%), appreciation of diversity and multiculturalism (10%), cross-cultural awareness (10%).

Only one of the skills was marked as “**not important**”, it was: research skills (5%).

Our respondents decided that the most important skill for successful employment was “foreign language skills”, followed by “communication skills”, “customer service skills”, “team working skills”, “decision making skills”, “initiative and entrepreneurial spirit”, “management skills” and “concern for quality”.

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The former Yugoslav Republic of Macedonia

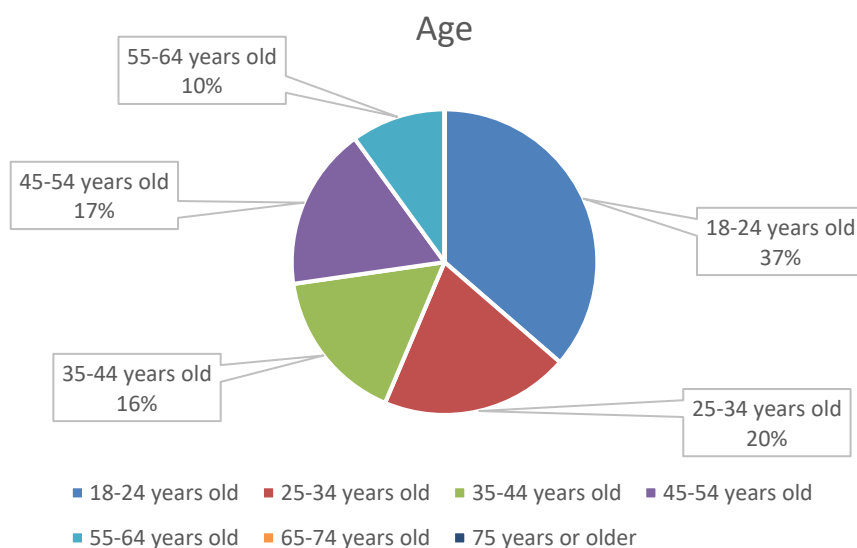
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adults)

– DOREA EDUCATIONAL INSTITUTE REPORT – FYROM

110 persons based in Former Yugoslav Republic of Macedonia took the survey on the “**Skills needed for labour market & better social integration (for adults)**” carried out by **Zetva na znaenje**. The group of respondents was highly diversified by several **demographic factors: age, gender, level of education, present employment situation**.

AGE:

Around 37% of respondents were in the 18-24 age group, followed by 20% in 25-34, 17% in 45-54 and 16% in 35-44 age group. The remaining 10% were persons in 55-64 years old group.



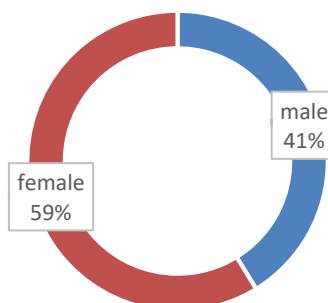
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GENDER:

The group was rather balanced in terms of gender: 59% of respondents were female and 41% were male.

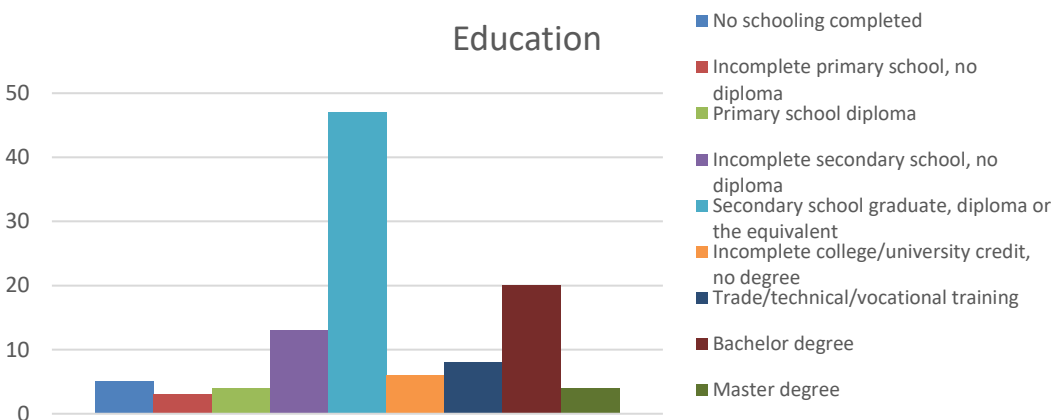
Gender



EDUCATION:

Regarding the level of education, 42.72% of respondents obtained secondary school diploma or equivalent, 18.18% graduated with a Bachelor's degree, 11.82% did not complete secondary school education, 7.27% completed trade/technical/vocational training, 5.45% did not complete college/university credit (no degree), 4.54% did not complete schooling at all, while 3.63% either graduated with a Master's degree or completed primary school education. The remaining 2.72% did not complete primary school education (no diploma).

Education



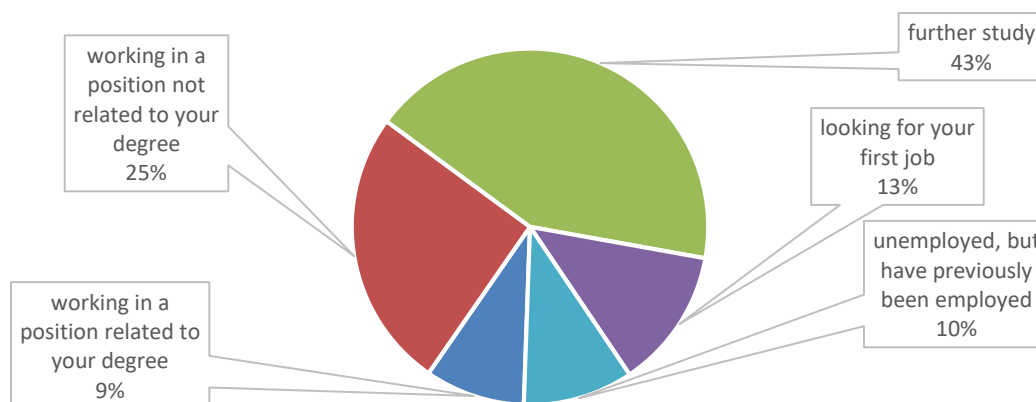
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EMPLOYMENT SITUATION:

43% of respondents were continuing further education, 25% already working in a position not related to their degree, 13% looking for their first job, 10% unemployed, but have previously been employed. The remaining 9% were working in a position related to the obtained degree.

Present employment situation

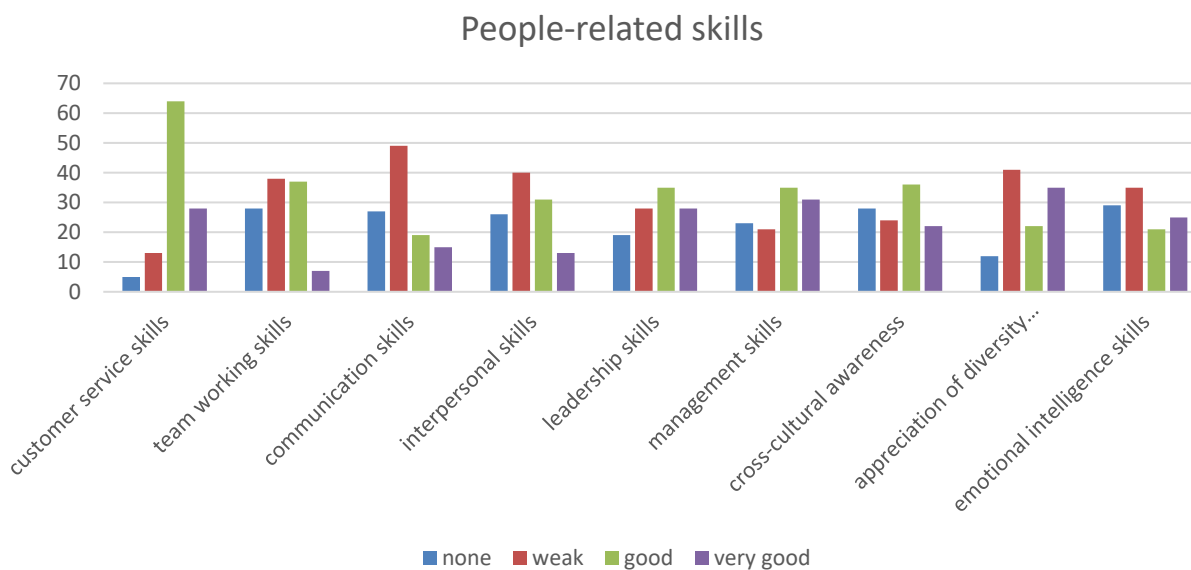
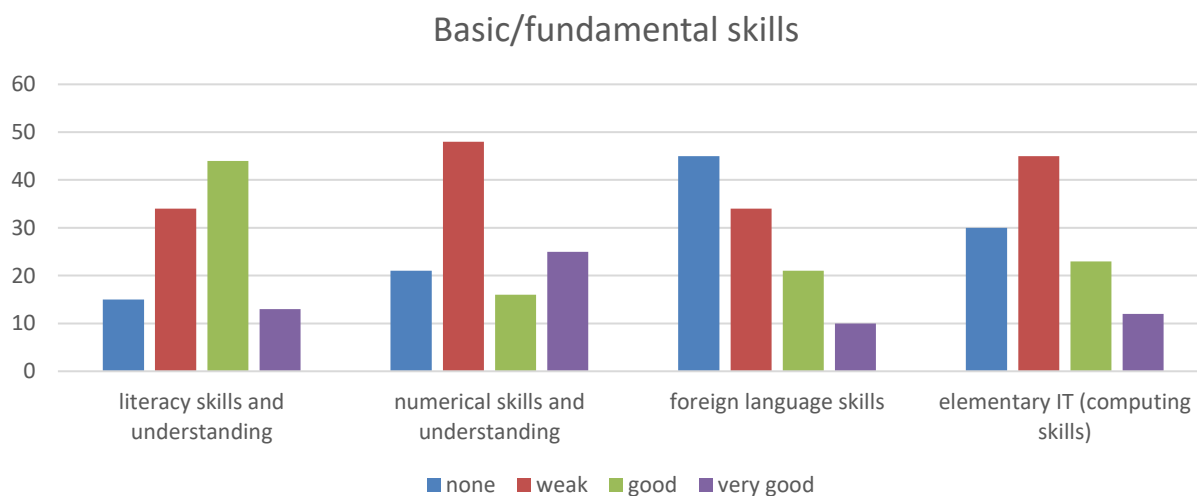


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RESULTS

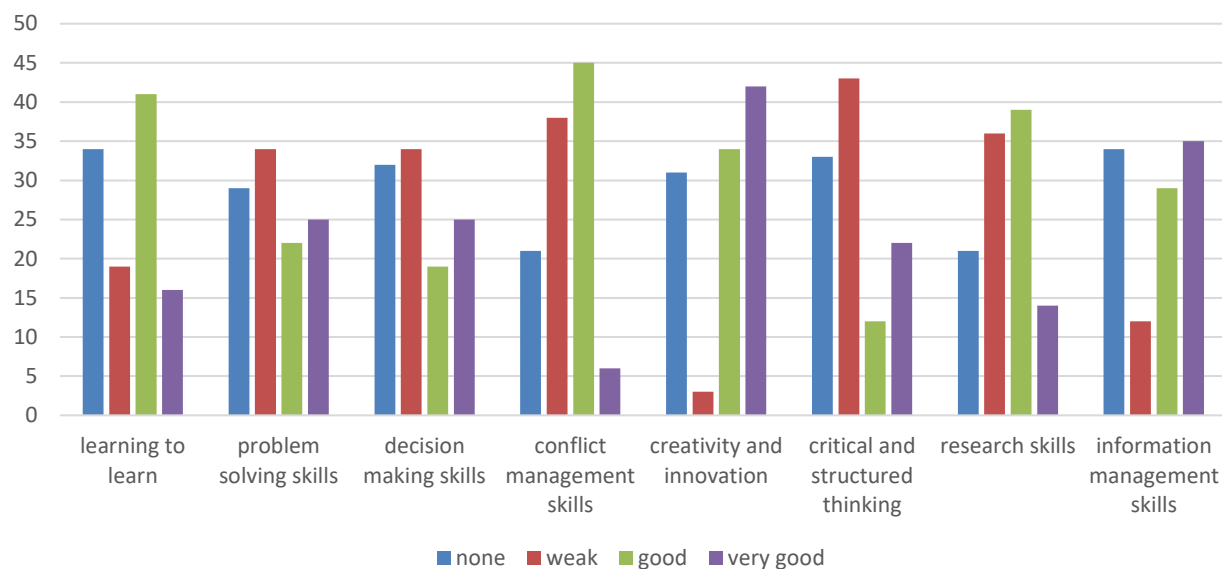
The majority of respondents assess **the level of skills they possess** either “good” or “weak”.



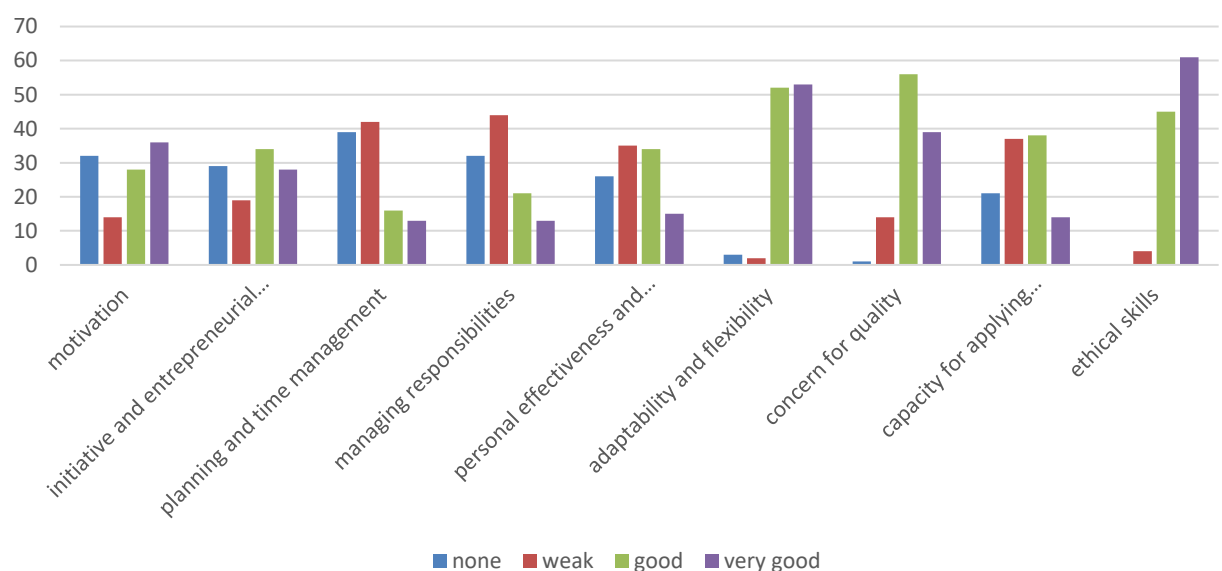
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Conceptual/thinking skills



Personal skills and attributes



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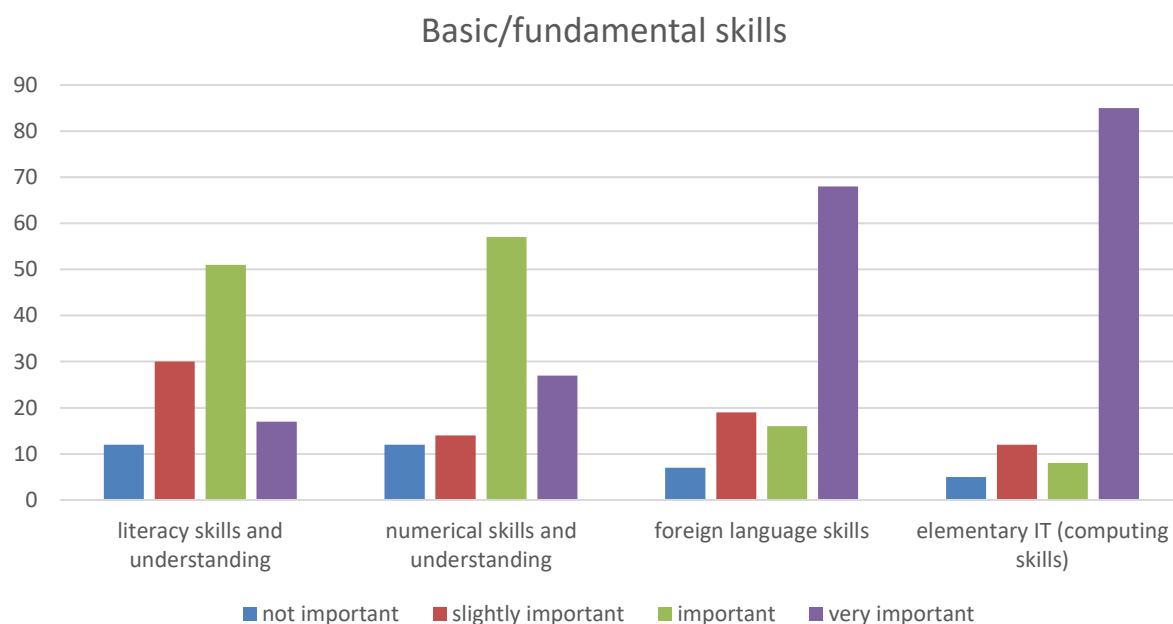
The skills with the highest rate of **“very good”** level marked were: ethical skills (55%), adaptability and flexibility (48%), creativity and innovation (38%), concern for quality (35%), motivation (33%).

Most of the respondents assessed their level of skills possessed as **“good”**: customer service skills (58%), concern for quality (51%), adaptability and flexibility (47%), ethical skills (41%), conflict management skills (41%).

The level of skills possession that our respondents marked as **“weak”** the most were: communication skills (45%), numerical skills and understanding (44%), elementary IT (computing) skills (41%), managing responsibilities (40%), critical and structured thinking (39%).

Several of our respondents assessed the level of skills they possess as **“none”**, among these skills there were (*inter alia*): foreign language skills (41%), planning and time management (35%), information management skills (31%), learning to learn (31%), critical and structured thinking (30%).

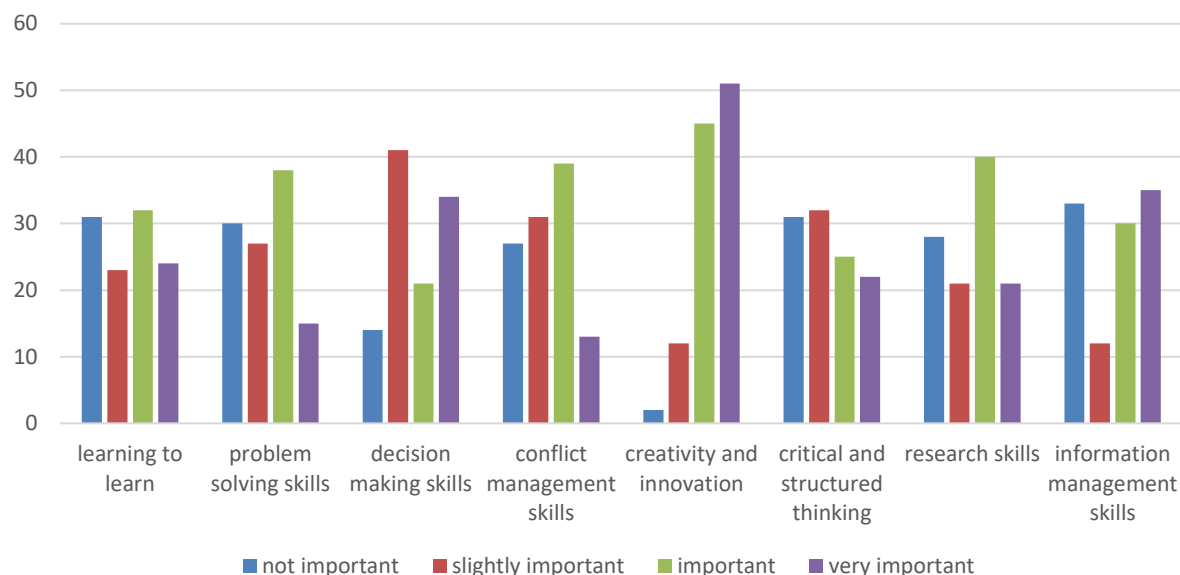
Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.



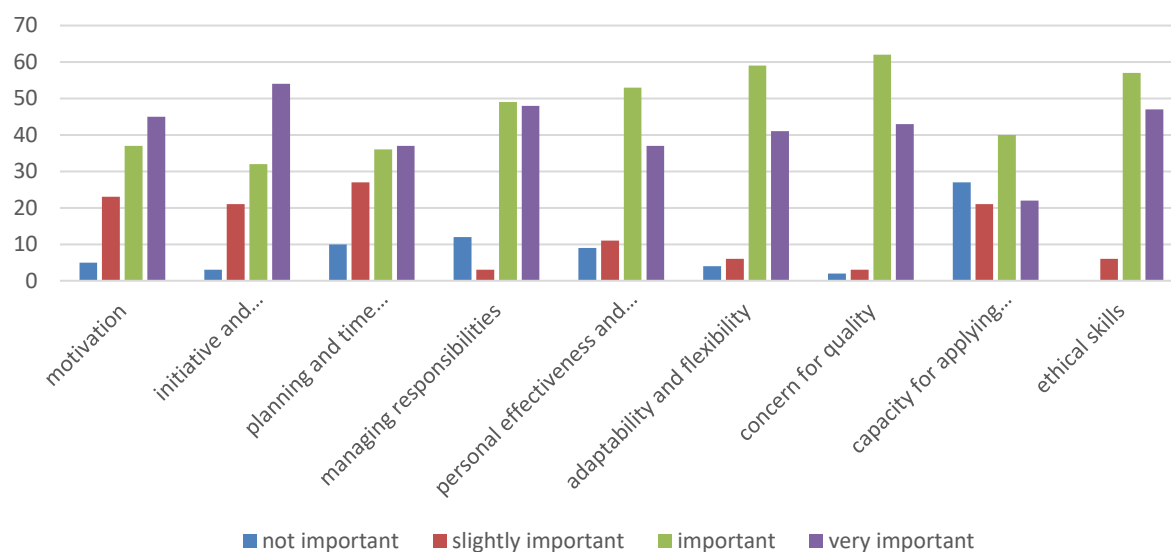
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Conceptual/thinking skills



Personal skills and attributes



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The skills that our respondents found the most important (“**very important**”) were: elementary IT (computing) skills (77%), foreign language skills (62%), interpersonal skills (55%), team working skills (55%), communication skills (54%), appreciation of diversity and multiculturalism (53%).

Being assessed the most often as “**important**”, there were: concern for quality (56%), adaptability and flexibility (54%), numerical skills and understanding (52%), ethical skills (52%), personal effectiveness and integrity (48%).

As “**slightly important**” our respondents marked the most often: decision making skills (37%), critical and structured thinking (29%), conflict management skills (28%), literacy skills and understanding (27%), emotional intelligence skills (25%), problem solving skills (25%).

Several skills were marked as “**not important**”, they were (*inter alia*): information management skills (30%), critical and structured thinking (28%), learning to learn (28%), problem solving skills (27%), emotional intelligence skills (26%), research skills (25%), conflict management skills (25%), capacity for applying knowledge in practice (25%).

Our respondents decided that the 1st most important skills for successful employment were “elementary IT (computing) skills” (98/110 votes), 2nd most important: “foreign language skills” (78/110 votes), 3rd “communication skills” (67/110 votes), 4th “team working skills” (66/110 votes) and 5th “appreciation of diversity and multiculturalism” (57/110 votes).

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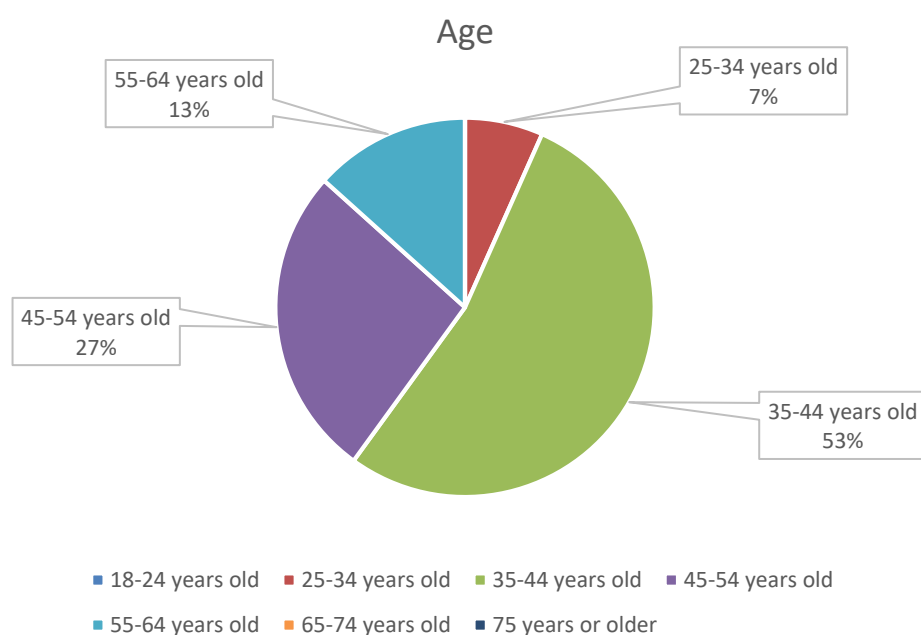
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adult educators)

– DOREA EDUCATIONAL INSTITUTE REPORT –

30 persons based in Former Yugoslav Republic of Macedonia took the survey on the “**Skills needed for labour market & better social integration** (for adult educators)” carried out by **Zetva na znaenje**. The group of respondents was highly diversified by several **factors: age, gender, level of education, speciality or professional qualification attained**.

AGE:

53% of the respondents were in the 35-44 age group, 27% in the 45-54 age group and 13% in the 55-64 age group. The remaining 7% were 25-34 years old.

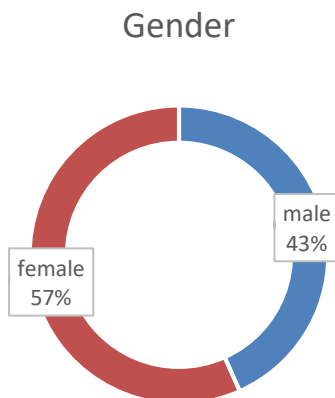


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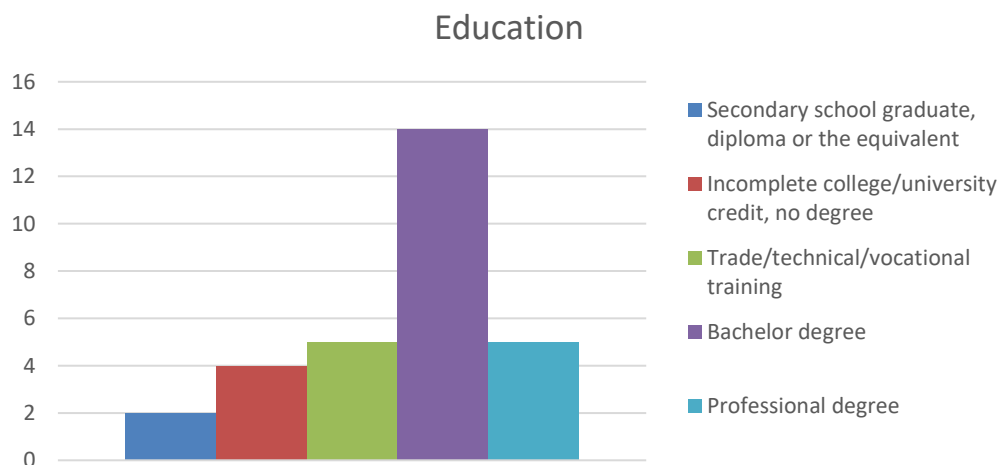
GENDER:

The group was rather balanced in terms of gender: 57% of the respondents were female, while 43% were male.



EDUCATION:

Regarding the level of education, 47% of respondents graduated with a Bachelor's degree, 16.5% obtained Professional degree, the same amount of 16.5% completed trade/technical/vocational training, 13% did not complete college/university credit (no degree). The remaining 7% obtained secondary school diploma (or the equivalent).

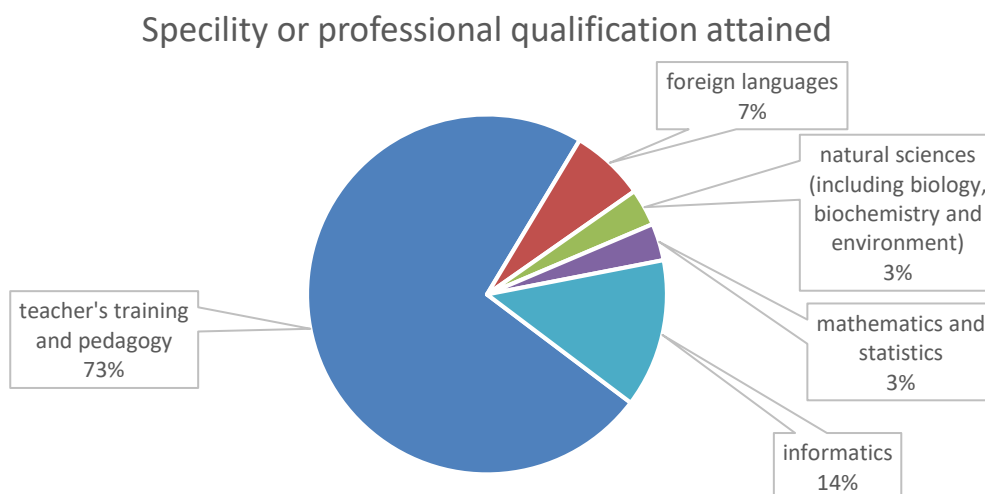


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SPECIALITY OR PROFESSIONAL QUALIFICATION ATTAINED:

The majority of the respondents (73%) attained the speciality or professional qualification in the field of teacher's training and pedagogy, 14% in informatics, 7% in foreign languages. The remaining 6% either in mathematics and statistics (3%) or natural sciences (including biology, biochemistry and environment) (3%).



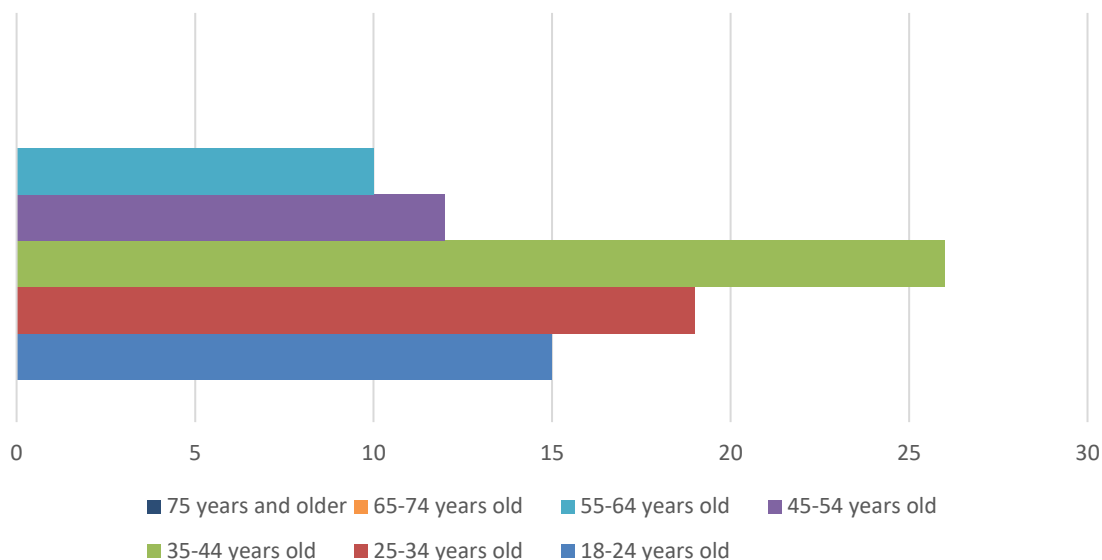
AGE GROUP OF ADULTS BEING TAUGHT:

Regarding the age group of adults being taught by the respondents, the majority was either 35-44 years old (87%), 25-34 years old (63%) or 18-24 years old (50%). 40% were teaching people aged 45-54, and 33% the group of 55-64 years old.

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Age group of adults being taught



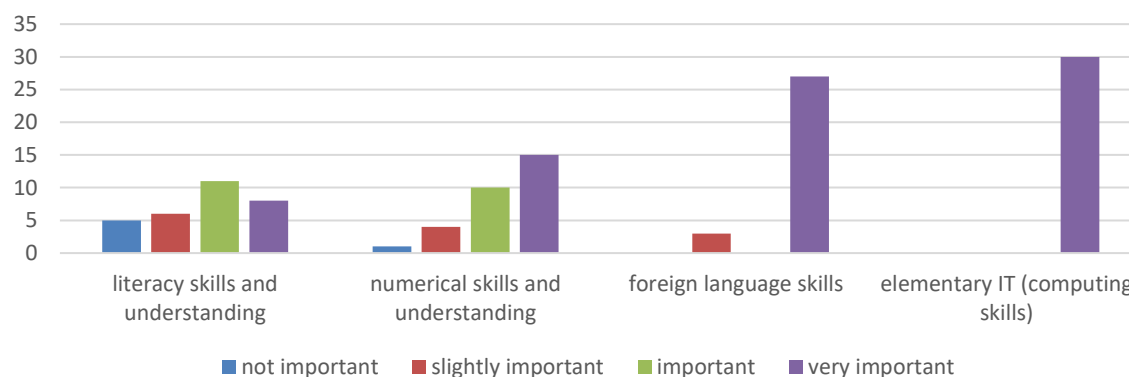
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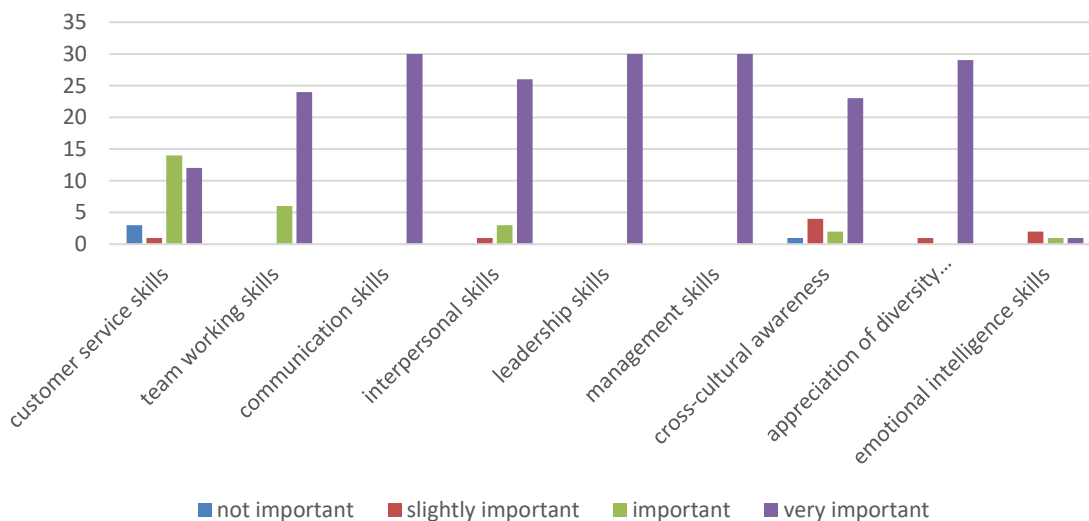
RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

Basic/fundamental skills



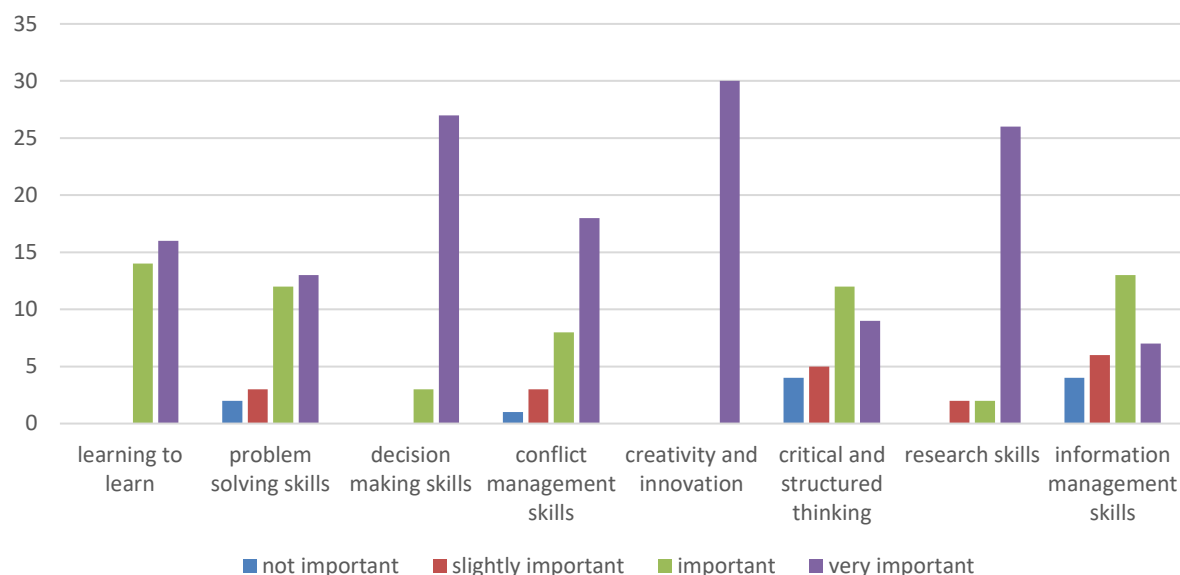
People-related skills



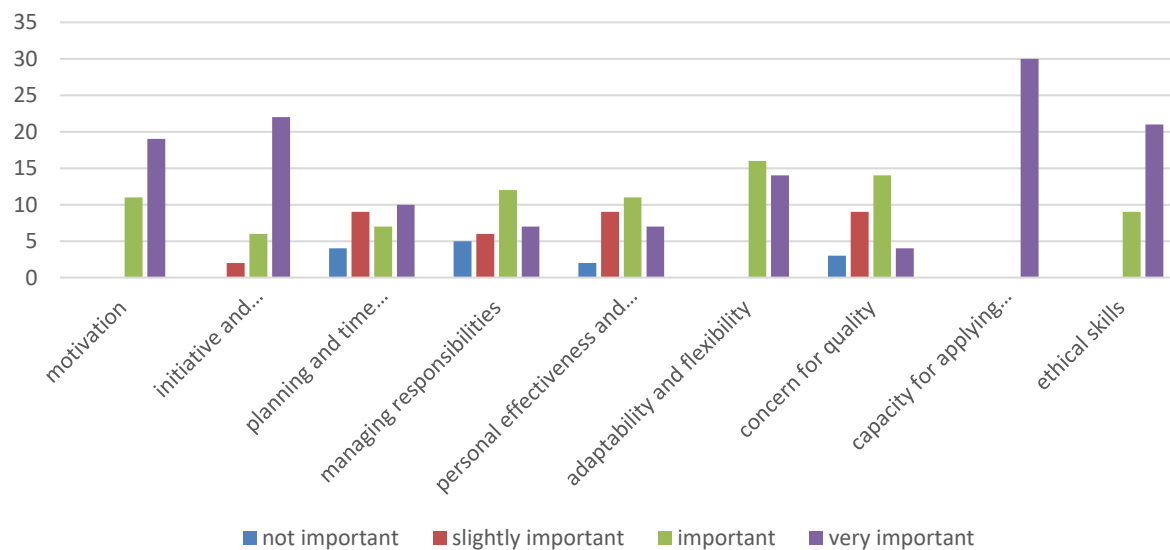
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Conceptual/thinking skills



Personal skills and attributes



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The skills that our respondents found the most important (“**very important**”) were: elementary IT (computing) skills (100%), communication skills (100%), leadership skills (100%), management skills (100%), creativity and innovation (100%), capacity for applying knowledge in practice (100%).

Being assessed the most often as “**important**”, there were: adaptability and flexibility (53%), customer service skills (47%), learning to learn (47%), concern for quality (47%), information management skills (43%).

As “**slightly important**” our respondents marked the most often: planning and time management (30%), personal effectiveness and integrity (30%), concern for quality (30%), information management skills (20%), numerical skills and understanding (20%).

Several skills were marked as “**not important**”, they were (*inter alia*): numerical skills and understanding (17%), managing responsibilities (17%), planning and time management (13%), information management skills (13%), critical and structured thinking (13%).

Our respondents decided that the 1st most important skill for successful employment was “elementary IT (computing) skills” (21/30 votes), 2nd most important: “communication skills” (16/30 votes), 3rd: “capacity for applying knowledge in practice” (13/30 votes), 4th: “leadership skills” (12/30 votes), 5th: “creativity and innovation (11/30 votes).

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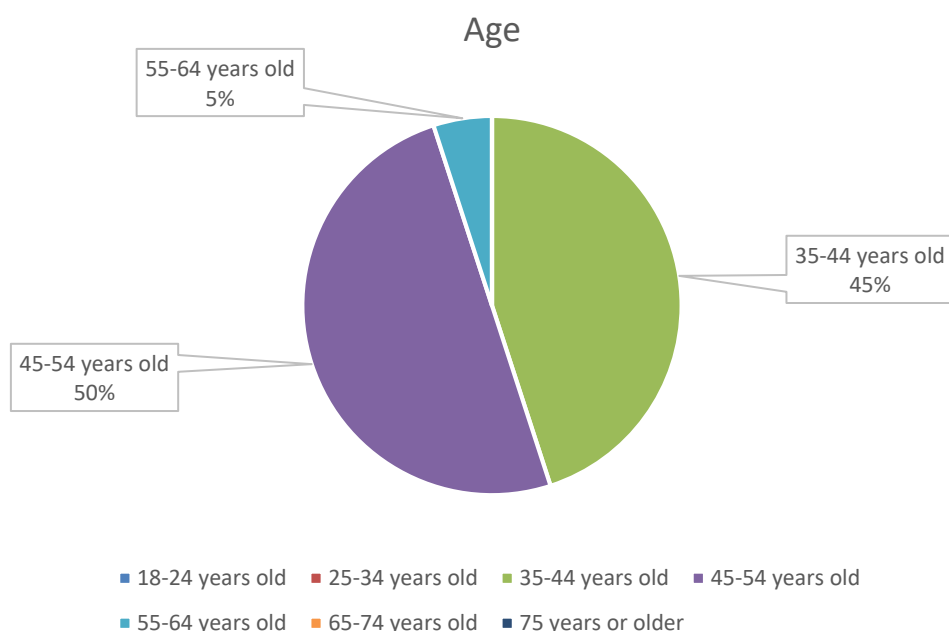
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for employers)

– DOREA EDUCATIONAL INSTITUTE REPORT –

20 persons based in Former Yugoslav Republic of Macedonia took the survey on the “**Skills needed for labour market & better social integration** (for employers)” carried out by **Zetva na znaenje**. The group of respondents was highly diversified by several **factors: age, gender, size of the organization they work for and its sector**.

AGE:

50% of the respondents were in the 45-54 age group, 45% in the 35-44 age group. The remaining 5% of the respondents were 55-64 years old.

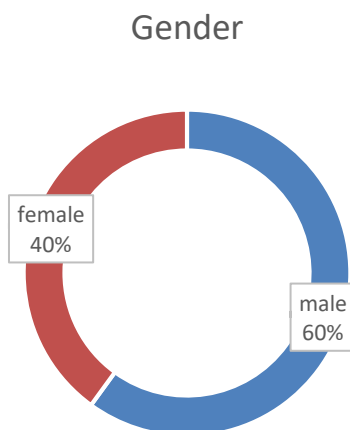


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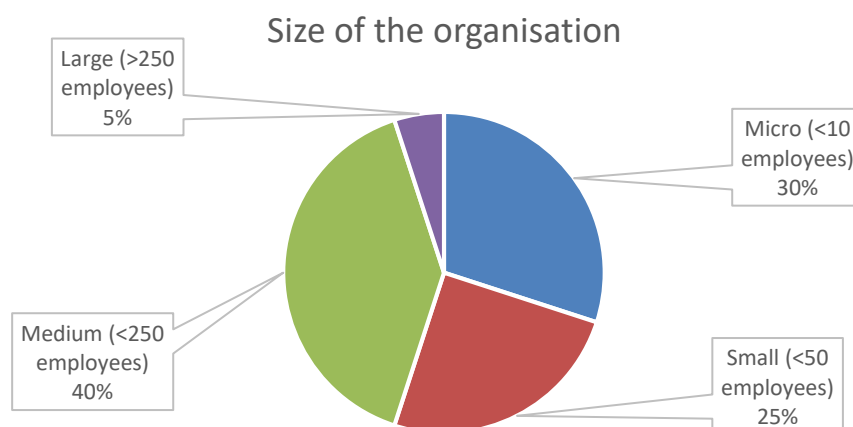
GENDER:

The group was rather balanced in terms of gender: 60% of the respondents were male, 40% female.



SIZE OF THE ORGANISATION:

Regarding the size of the organisation, 40% of the respondents were working for medium-size organisation (hiring less than 250 employees), while 30% were working for micro-size organisation (<10 employees), 25% for small size organisation (<50 employees) and only 5% for large size organisation (>250 employees).

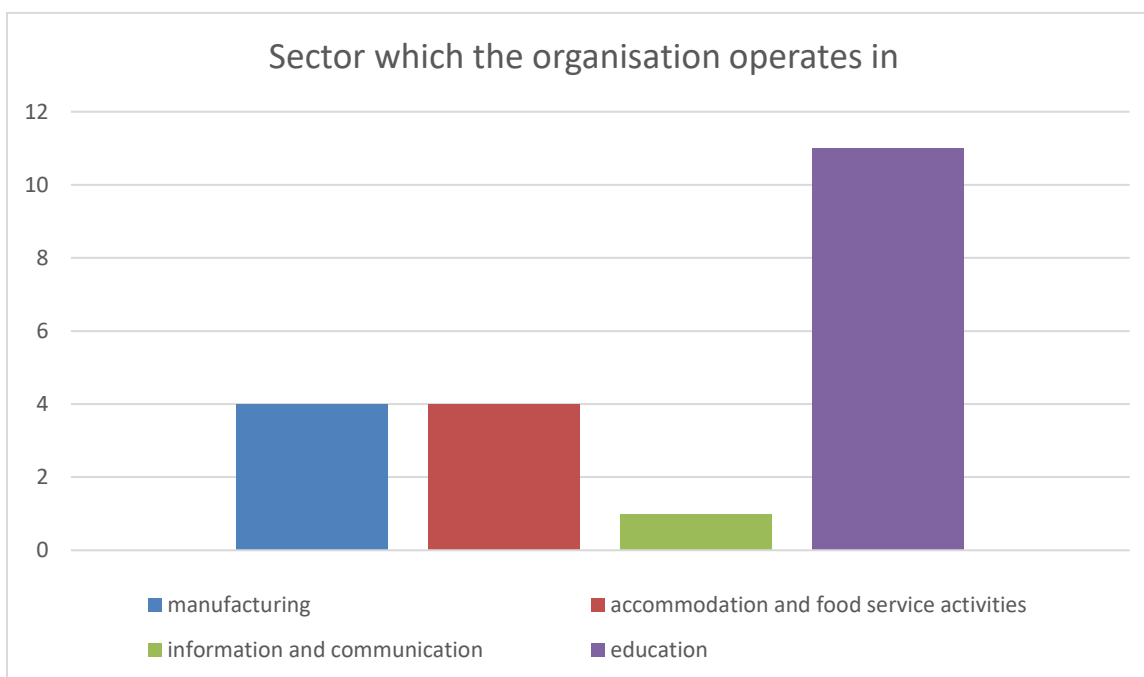


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SECTOR WHICH THE ORGANISATION OPERATES IN:

55% of the respondents were working for the organisation operating in the sector of education, 20% in the sector of manufacturing, 20% in sector of accommodation and food service activities, while 5% in the field of information and communication.



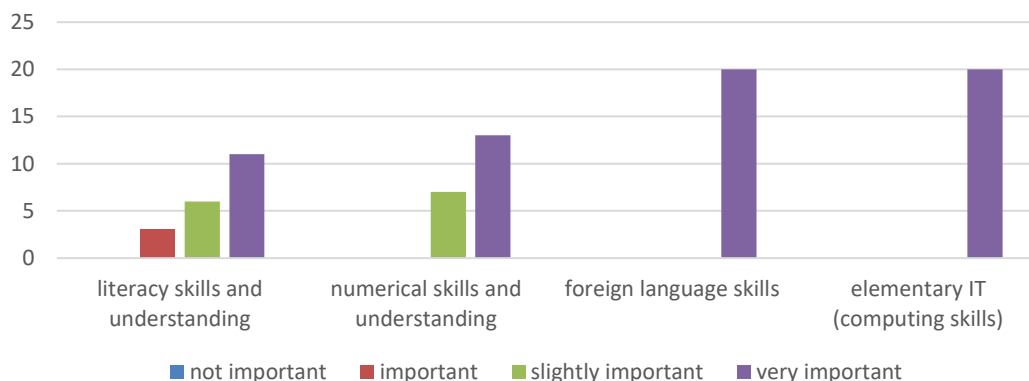
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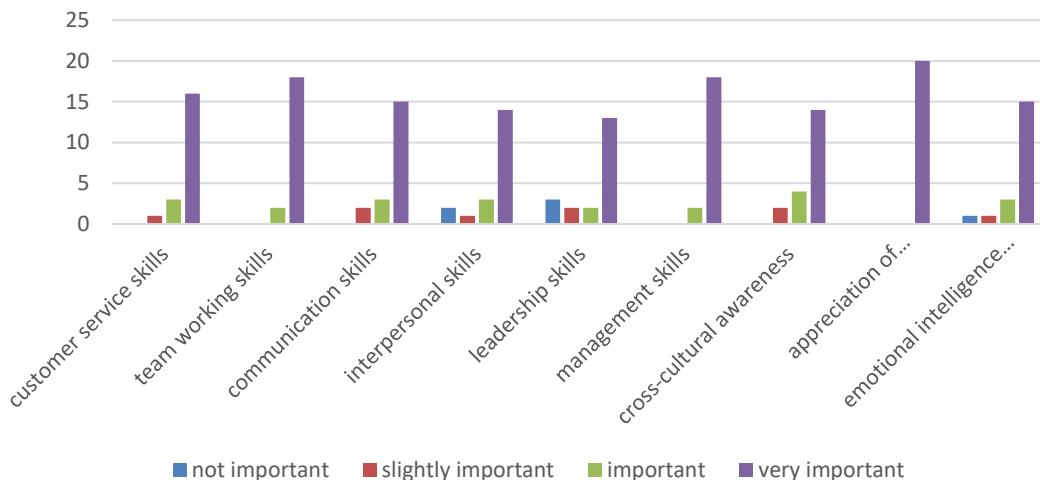
RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills “very important”.

Basic/fundamental skills



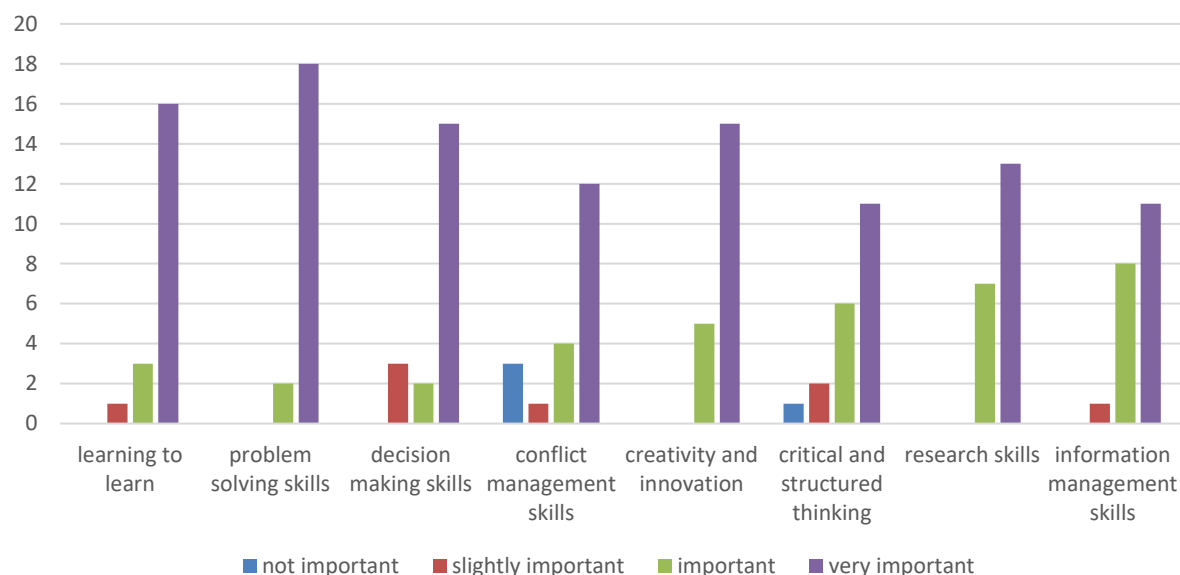
People-related skills



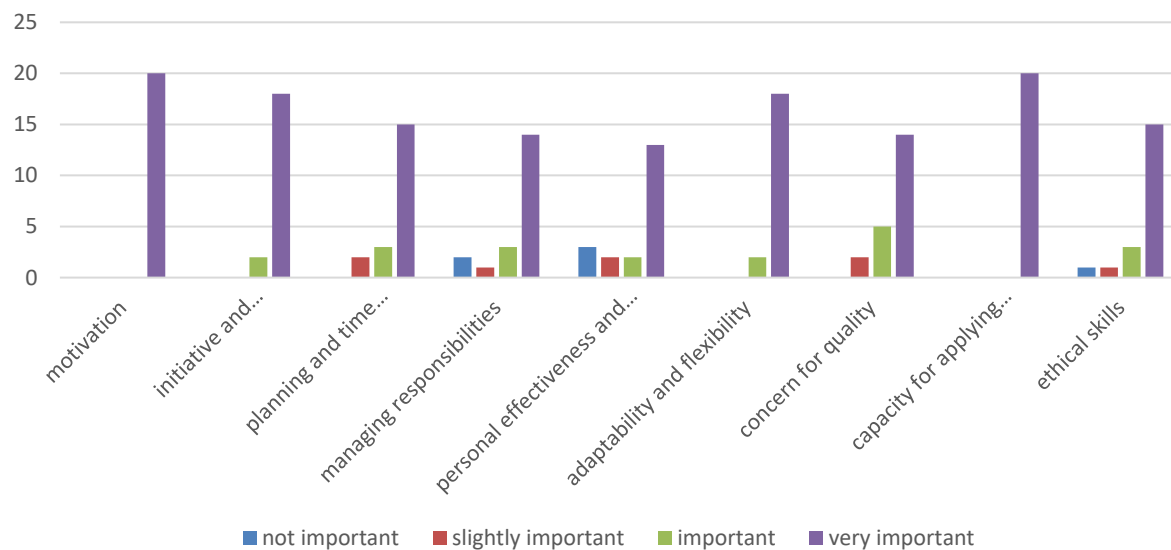
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Conceptual/thinking skills



Personal skills and attributes



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The skills that our respondents found the most important (“**very important**”) were: foreign language skills (100%), elementary IT (computing) skills (100%), communication skills (100%), interpersonal skills (100%), leadership skills (100%), appreciation of diversity and multiculturalism (100%), motivation (100%), capacity for applying knowledge in practice (100%), problem solving skills (90%), initiative and entrepreneurial spirit (90%), adaptability and flexibility (100%).

Being assessed the most often as “**important**”, there were: team working skills (40%), information management skills (40%), research skills (35%), numerical skills and understanding (35%).

As “**slightly important**” our respondents marked the most often: literacy skills and understanding (15%), management skills (15%), conflict management skills (15%).

Several skills were marked as “**not important**”, they were (*inter alia*): conflict management skills (15%), personal effectiveness and integrity (15%), managing responsibilities (10%), customer service skills (10%).

Our respondents decided that the 1st most important skill for successful employment was “capacity for applying knowledge in practice” (18/20 votes), 2nd most important: “foreign language skills” (17/20 votes), 3rd “elementary IT (computing) skills” (14/20 votes), 4th “communication skills” (14/20 votes) and 5th “appreciation of diversity and multiculturalism” (14/20 votes).

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The Netherlands

QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adults)

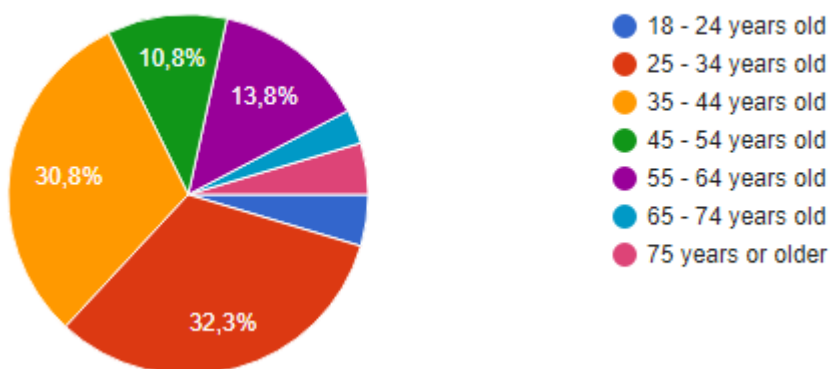
– DOREA EDUCATIONAL INSTITUTE REPORT –

65 persons took the survey on the “Skills needed for labour market & better social integration (for adults)” carried out by **International Vrouwen Centrum Den Helder**. The group of respondents was highly diversified by several **demographic factors: age, gender, level of education, present employment situation**.

AGE:

Around 32.3% of respondents were in the 25-34 age group, followed by 30.8% in 35-44, 13.8% in 55-64, 10.8% in 45-54 age group. The remaining 12.3% were persons in the 18-24 (4.6%), 65-74 (3.1%) and 75 or older (4.6%) age group.

Age:

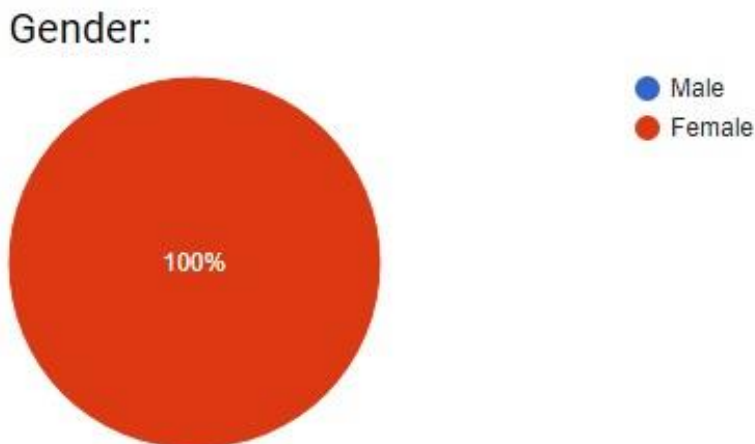


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GENDER:

The group was consisting of female representatives only.



EDUCATION:

Regarding the level of education obtained, 30.8% of respondents obtained secondary school diploma or equivalent, 9.2% have not completed primary school education, 9.2 % obtained primary school diploma. The same percentage (9,2%) have not completed college/university (no degree) and graduated with a Bachelor's degree. 7.7% either did not complete schooling or did not complete secondary school, yet the same amount of 7.7% graduated with a Master's degree. 6.2% of respondents completed trade/technical/vocational/ training. The remaining 3% obtained professional degree.

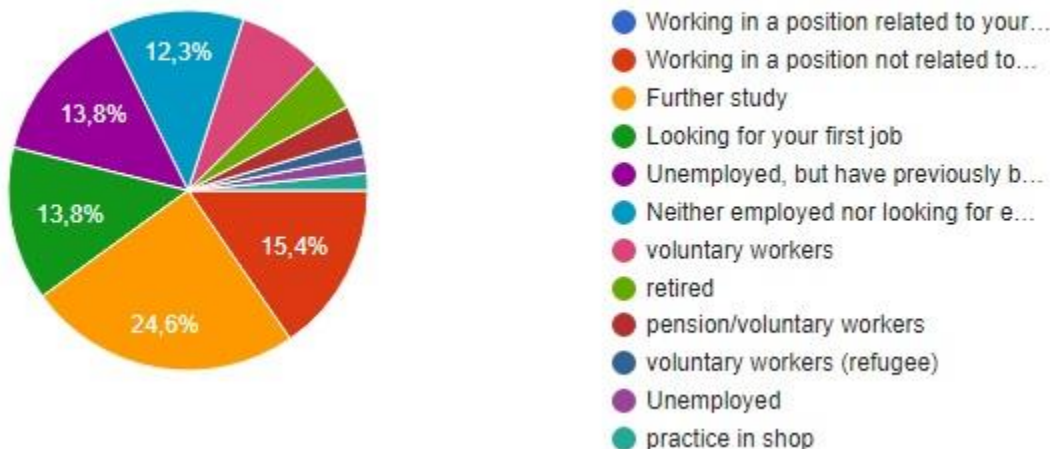
EMPLOYMENT SITUATION:

24.6% of respondents were continuing further study, 15.4% were working in a position not related to their degree and 13.8% were either looking for their first job or unemployed, but have previously been employed. 12.3% were working in a position related to the degree obtained, 9.2% have already retired, 7.7% were voluntary workers. The remaining 3% were either unemployed with no previous employment (1.5%) or interning (practicing) at the moment of survey (1.5%).

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Present employment situation:



RESULTS

The majority of respondents assess **the level of skills they possess** either “good” or “very good”.

The skills with the highest rate of “**very good**” level marked were: team working skills (65%), ethical skills (63%), managing responsibilities (62%), cross-cultural awareness (60%), motivation (60%) and concern for quality (60%).

Most of the respondents assessed their level of skills possessed as “**good**”: conflict management skills (65%), emotional intelligence skills (63%), interpersonal skills (62%), problem solving skills (62%), decision making skills (58%), initiative and entrepreneurial skills (58%), planning and time management (58%).

The level of skills possession that our respondents marked as “**weak**” the most were: literacy skills and understanding (40%), foreign language skills (35%), management skills (35%), elementary IT (computing) skills (32%), leadership skills (29%), numerical skills and understanding (26%).

Only few of our respondents assessed the level of skills they possess as “**none**”, among these skills were: foreign language skills (9%), elementary IT (computing) skills (8%), appreciation of diversity and multiculturalism (5%), creativity and innovation (3%), information management skills (3%), numerical skills and understanding (3%).

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Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

The skills that our respondents found the most important (“**very important**”) were: motivation (80%), managing responsibilities (78%), ethical skills (77%), team working skills (78%), learning to learn (78%), communication skills (75%), literacy skills and understanding (74%), concern for quality (72%), customer service skills (69%), numerical skills and understanding (68%), cross-cultural awareness (68%), appreciation of diversity and multiculturalism (68%), planning and time management (68%), personal effectiveness and integrity (68%).

Being assessed the most often as “**important**”, there were: critical and structured thinking (45%), problem solving skills (43%), creativity and innovation (42%), management skills (42%), foreign language skills (40%), leadership skills (40%), adaptability and flexibility (38%), conflict management skills (38%), interpersonal skills (38%), emotional intelligence (38%), capacity for applying knowledge in practice (37%).

As “**slightly important**” our respondents marked the most often: leadership skills (15%), management skills (15%), elementary IT (computing) skills (12%), information management skills (12%), creativity and innovation (8%), appreciation of diversity and multiculturalism (6%), cross-cultural awareness (6%).

Only few skills were marked as “**not important**”, they were: elementary IT (computing) skills (3%), concern for quality (3%), numerical skills and understanding (2%), foreign language skills (2%), appreciation of diversity and multiculturalism (2%), conflict management skills (2%), creativity and innovation (2%), research skills (2%), planning and time management (2%), capacity for applying knowledge in practice (2%).

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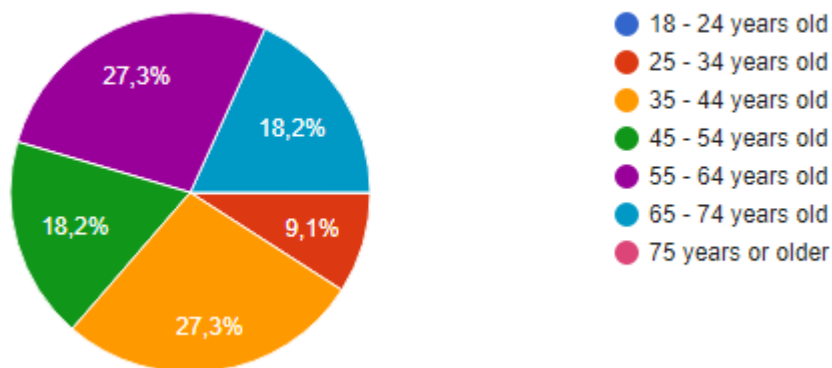
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adult educators) DOREA EDUCATIONAL INSTITUTE REPORT –

11 persons based in the Netherlands took the survey on the “**Skills needed for labour market & better social integration** (for adult educators)” carried out by **International Vrouwen Centrum Den Helder**. The group of respondents was highly diversified by several **factors: age, gender, level of education and speciality or professional qualification attained.**

AGE:

27.3% of the respondents were in the 35-44 age group, the exact same amount (27.3%) were representing 55-64 age group. 18.2% were, respectively, either 18-24 years old or 45-54. The remaining 9.1% were in 25-34 age group.

Age:

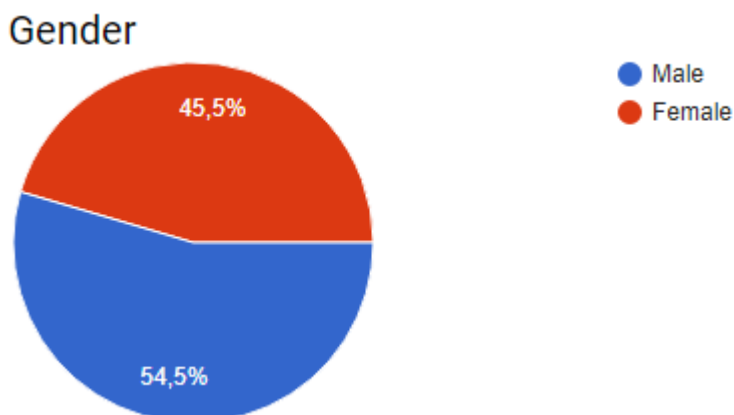


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GENDER:

The group was balanced in terms of gender: 54.5% of the participants were male, 45.5% were female.



LEVEL OF EDUCATION:

Regarding the level of education, 45.5% of the respondents obtained secondary school diploma or equivalent, 27.3% graduated with a Bachelor's degree, 18.2% did not complete the college/university credit. The remaining 9.1% obtained primary school diploma.

SPECIALTY OR PROFESSIONAL QUALIFICATION ATTAINED:

27.3% of the respondents attained their professional qualification or specialty in field of health and social care, the same amount of 27.3% in services, 18.2% in engineering, manufacture and construction, while 9.1% in the following fields: teacher's training and pedagogy (9.1%); humanities, languages and art (9.1%); foreign languages (9.1%); staff and labour (9.1%); sport and dance teaching (9.1%).

THE AGE GROUP OF ADULTS BEING TAUGHT:

Regarding the age group of adults being taught by the respondents, the majority was either 18-24 (90.9%), 25-34 (100%), 35-44 (100%) or 45-54 years old (81.8%). People aged 55-64 were taught by 54.5% of the respondents, while those aged 65-74 by 27.3%. Only 9.1% of the respondents were working with people aged 75 and older.

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RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

The skills that our respondents found the most important (“**very important**”) were: motivation (82%), literacy skills and understanding (73%), managing responsibilities (73%), communication skills (64%), capacity for applying knowledge in practice (64%).

Being assessed the most often as “**important**”, there were: numerical skills and understanding (64%), creativity and innovation (64%), critical and structured thinking (64%), planning and time management (64%), personal effectiveness and integrity (64%), ethical skills (64%).

As “**slightly important**” our respondents marked the most often: research skills (64%), information management skills (64%), management skills (55%), leadership skills (45%), foreign language skills (36%), cross-cultural awareness (36%).

None of the respondents marked any skill as “**not important**”.

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QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for employers)

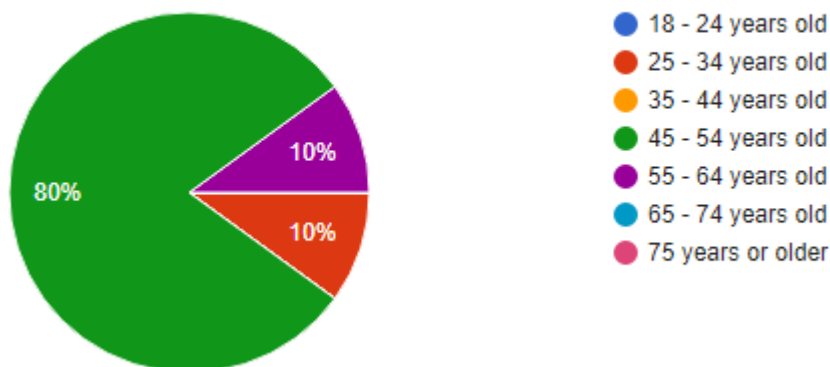
– DOREA EDUCATIONAL INSTITUTE REPORT –

10 persons based in the Netherlands took the survey on the “**Skills needed for labour market & better social integration** (for employers)” carried out by **International Vrouwen Centrum Den Helder**. The group of respondents was highly diversified by several **factors: age, gender, size of the organization they work for and its sector.**

AGE:

The majority of 80% was in the 45-54 age group. The remaining 20% of the respondents were either 55-64 years old (10%) or 25-34 years old (10%).

Age:



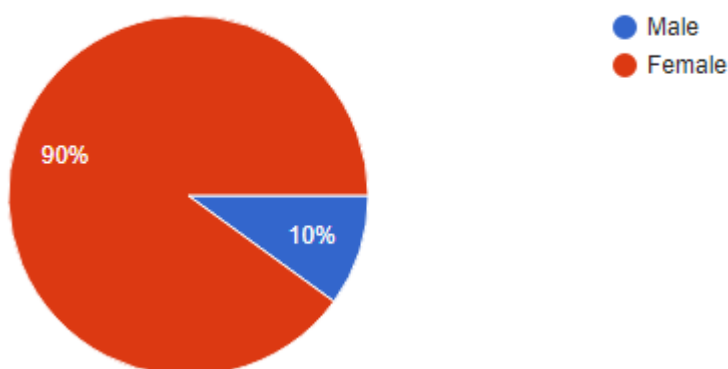
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GENDER:

The group was consisting in 90% of female representatives, 10% were male.

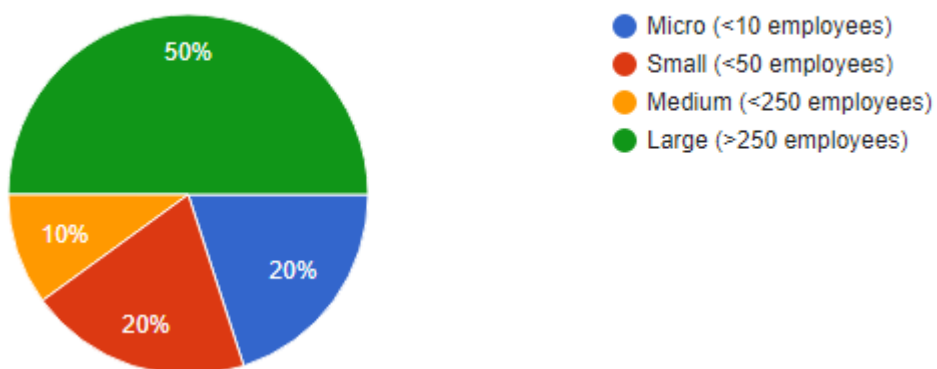
Gender:



SIZE OF THE ORGANISATION:

Regarding the size of the organisation, 50% of the respondents were working for large organisation (hiring 250 and more employees), 20% were working, respectively, either in micro (<10 employees) or small organisation (<50 employees). The remaining 10% were working for medium organisation (<250 employees).

Size of the organisation:



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SECTOR WHICH THE ORGANISATION OPERATES IN:

30% of the respondents were working for the organisation operating in the sector of education (20% adult education) and 20% of the respondents in the sector of construction. The rest of respondents were working for the organisations operating in the following sectors: transporting and storage (10%), administrative and support service activities (10%), public administration and defence; compulsory social security (10%), financial service (10%), other services (10%).

RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “slightly important”.

The skills that our respondents found the most important (“**very important**”) were: motivation (100%), personal effectiveness and integrity (60%), concern for quality (60%), adaptability and flexibility (50%) and team working skills (50%).

Being assessed the most often as “**important**”, there were: literacy skills and understanding (70%), interpersonal skills (60%), learning to learn (60%), managing responsibilities (60%), capacity for applying knowledge in practice (60%), ethical skills (60%), communication skills (50%), emotional intelligence skills (50%), conflict management skills (50%), creativity and innovation (50%), critical and structured thinking (50%), planning and time management (50%), initiative and entrepreneurial spirit (50%), adaptability and flexibility (50%).

As “**slightly important**” our respondents marked the most often: numerical skills and understanding (70%), foreign language skills (60%), decision making skills (60%), research skills (60%), elementary IT (computing) skills (50%), problem solving skills (50%).

Several skills were marked as “**not important**”, they were: information management skills (50%), foreign language skills (30%), leadership skills (30%), management skills (30%), research skills (30%), creativity and innovation (20%), critical and structured thinking (20%).

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Portugal

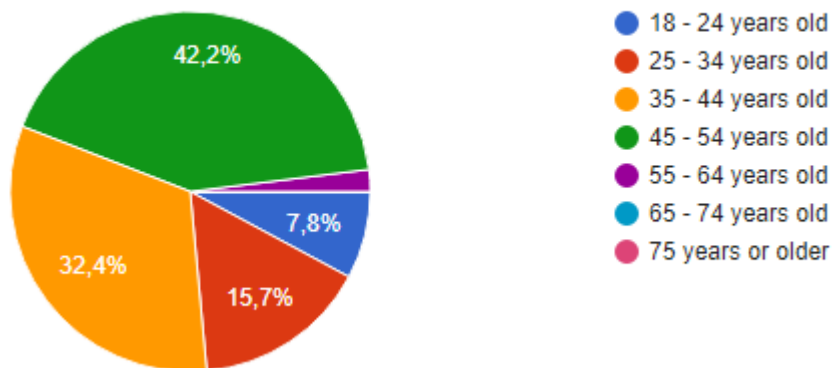
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adults) – DOREA EDUCATIONAL INSTITUTE REPORT –

102 persons based in Portugal took the survey on the “**Skills needed for labour market & better social integration (for adults)**” carried out by **Instituto para a Qualificação Profissional, IP – RAM**. The group of respondents was highly diversified by several **demographic factors: age, gender, level of education, present employment situation**.

AGE:

Around 42.2% of respondents were in the 45-54 age group, followed by 32.4% in 35-44, 15.7% in 25-34, 7.8% in 18-24 age group. The remaining 2% were persons in the 55-64 age group.

Age:



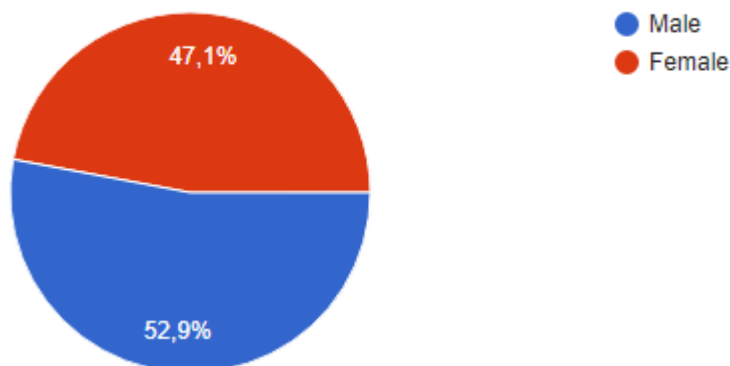
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GENDER:

The group was balanced in terms of gender: 52.9% of the respondents were male and 47.1% female.

Gender:



EDUCATION:

Regarding the level of education obtained, 48% of respondents completed third cycle schooling, while 40.2% obtained secondary school diploma or equivalent. 6.9% did not complete secondary school education and 2.9% completed primary school education only. The remaining 2% of respondents graduated with a Bachelor's degree.

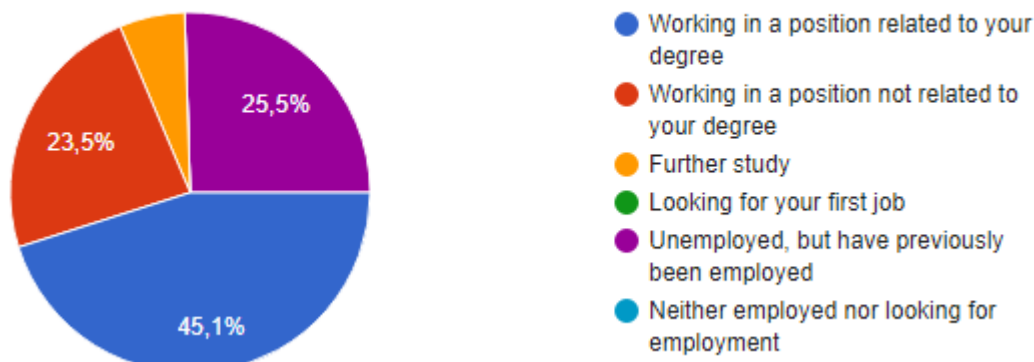
EMPLOYMENT SITUATION:

45.1% of respondents were working in a position related to their degree, 25.5% were unemployed, but have previously been employed, while 23.5% were working in a position not related to the degree obtained. The remaining 5.9% were continuing further study.

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Present employment situation:



RESULTS

The majority of respondents assess **the level of skills they possess** either “good” or “very good”.

The skills with the highest rate of “**very good**” level marked were: concern for quality (65%), customer service skills (58%), motivation (57%), team working skills (55%), adaptability and flexibility (52%), interpersonal skills (51%), managing responsibilities (51%), communication skills (50%).

Most of the respondents assessed their level of skills possessed as “**good**”: numerical skills and understanding (65%), literacy skills and understanding (64%), emotional intelligence skills (64%), information management skills (62%), learning to learn (61%), problem solving skills (60%).

The level of skills possession that our respondents marked as “**weak**” the most were: foreign language skills (38%), appreciation of diversity and multiculturalism (18%), elementary IT (computing) skills (17%), numerical skills and understanding (17%), critical and structured thinking (16%).

Only few of our respondents assessed the level of skills they possess as “**none**”, among these skills were: foreign language skills (12%), numerical skills and understanding (3%), conflict management skills (3%), literacy skills and understanding (2%), customer service skills (2%), leadership skills (2%), management skills (2%), cross-cultural skills (2%), appreciation of diversity and multiculturalism (2%).

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Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

The skills that our respondents found the most important (“**very important**”) were: communication skills (78%), motivation (78%), concern for quality (78%), managing responsibilities (76%), customer service skills (73%), interpersonal skills (72%), planning and time management (69%), adaptability and flexibility (69%), team working skills (67%), problem solving skills (67%), capacity for applying knowledge in practice (66%).

Being assessed the most often as “**important**”, there were: critical and structured thinking (54%), emotional intelligence skills (49%), literacy skills and understanding (46%), research skills (44%), information management skills (43%), numerical skills and understanding (43%), leadership skills (41%), cross-cultural awareness (41%), appreciation of diversity and multiculturalism (40%), initiative and entrepreneurial spirit (40%).

As “**slightly important**” our respondents marked the most often: foreign language skills (11%), elementary IT (computing) skills (9%), cross-cultural awareness (8%), appreciation of diversity and multiculturalism (8%), management skills (7%), literacy skills and understanding (6%), numerical skills and understanding (5%).

Only few skills were marked as “**not important**”, they were: foreign language skills (6%), numerical skills and understanding (3%), literacy skills and understanding (2%).

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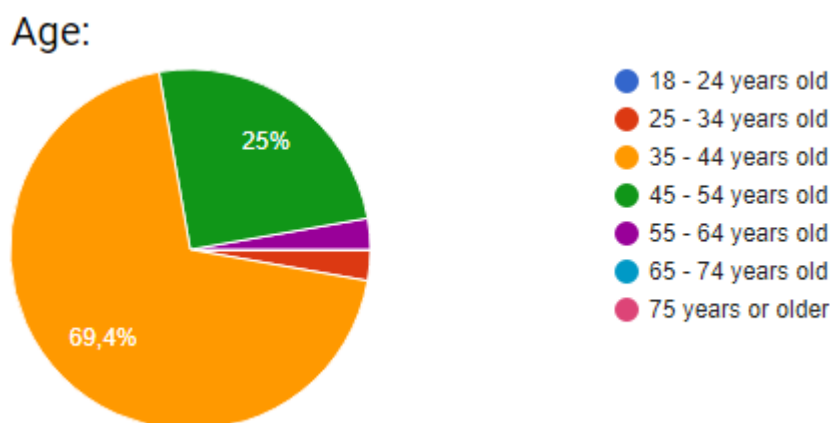
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adult educators)

– DOREA EDUCATIONAL INSTITUTE REPORT –

36 persons based in Portugal took the survey on the “Skills needed for labour market & better social integration (for adult educators)” carried out by **Instituto para a Qualificação Profissional, IP – RAM**. The group of respondents was highly diversified by several **factors: age, gender, level of education and speciality or professional qualification attained**.

AGE:

The majority of respondents, 69.4%, were in the 35-44 age group, while 25% were representing 45-54 age group. The remaining 5.6% were, respectively, representatives of 25-34 age group (2.8%) and 55-64 age group (2.8%).

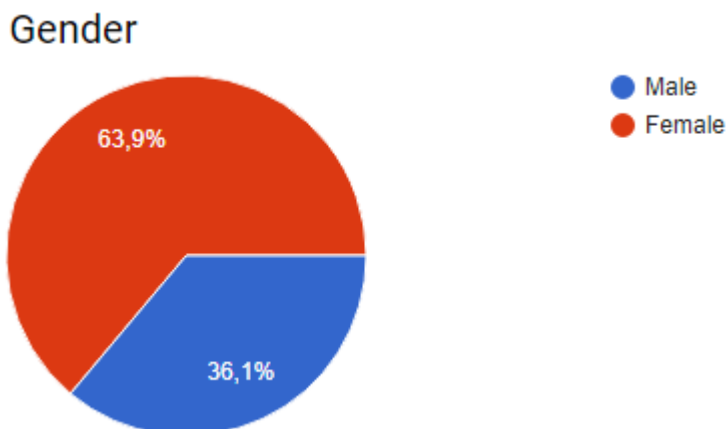


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GENDER:

The group was rather unbalanced in terms of gender: 69.3% of the participants were male, while 36.1% were female.



LEVEL OF EDUCATION:

Regarding the level of education, the majority of respondents (61.1%) graduated with a Bachelor's degree, while 22.2% were graduates with a Master's degree. The remaining 16.7% were either continuing post-graduate education (13.9%) or obtained Doctorate degree (2.8%).

SPECIALTY OR PROFESSIONAL QUALIFICATION ATTAINED:

36.1% of the respondents attained their professional qualification or specialty in field of teacher's training and pedagogy, 25% in humanities, languages and arts, 11.1% in informatics, 8.3% in mathematics and statistics, 5.6% in law, while 2.8% in the following fields: social sciences, business and law (2.8%), physical sciences, mathematics and communication sciences (2.8%), engineering, manufacture and construction (2.8%), history and social sciences (2.8%), medicine (2.8%).

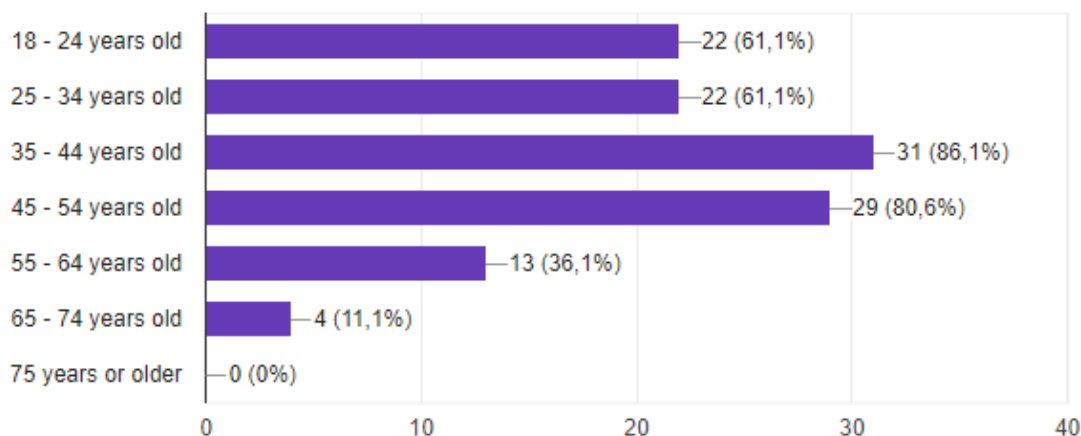
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THE AGE GROUP OF ADULTS BEING TAUGHT:

Regarding the age group of adults being taught by the respondents, the majority was either 35-44 years old (86.1%) or 45-54 years old (80.6%). 61.1% were teaching 18-24 and 25-34 age groups. Only 36.1% were teaching people aged 55-64, and 11.1% the group of 65-74 years old.

The age group of adults you are teaching (can choose several options)



RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

The skills that our respondents found the most important (“**very important**”) were: literacy skills and understanding (89%), motivation (86%), conflict management skills (81%), capacity for applying knowledge in practice (81%), team working skills (78%), interpersonal skills (78%), learning to learn (78%), communication skills (75%), problem solving skills (75%).

Being assessed the most often as “**important**”, there were: management skills (75%), leadership skills (69%), information management skills (64%), foreign language skills (58%), research skills (56%), cross-cultural awareness (56%).

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As **“slightly important”** our respondents marked the most often: leadership skills (8%), customer service skills (6%), ethical skills (3%), emotional intelligence skills (3%), appreciation of diversity and multiculturalism (3%), cross-cultural awareness (3%), numerical skills and understanding (3%), literacy skills and understanding (3%).

None of the respondents marked any skill as **“not important”**.

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QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for employers)

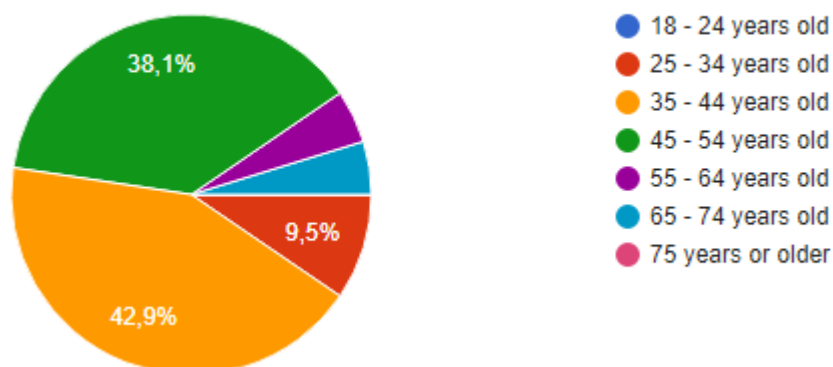
– DOREA EDUCATIONAL INSTITUTE REPORT –

21 persons based in Portugal took the survey on the “Skills needed for labour market & better social integration (for employers)” carried out by **Instituto para a Qualificação Profissional, IP – RAM**. The group of respondents was highly diversified by several **factors: age, gender, size of the organization they work for and its sector**.

AGE:

42.9% of the respondents were in the 35-44 age group, 38.1% in 45-54, 9.5% in 25-34. The remaining 9.6% of the respondents were either 55-64 years old (4.8%) or 65-74 years old (4.8%).

Age:



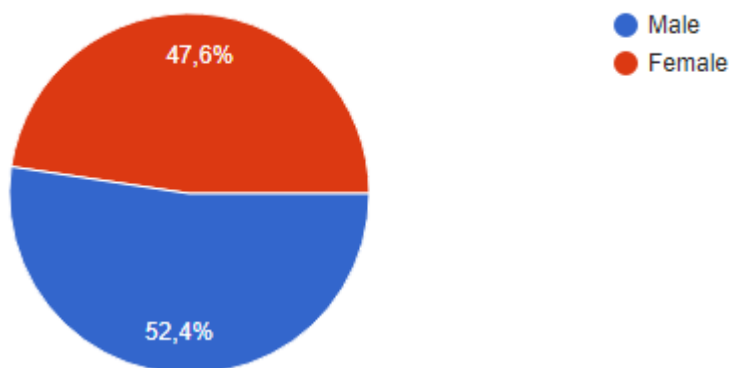
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GENDER:

The group was balanced in terms of gender, 52.4% of the participants were male and 47.6% female.

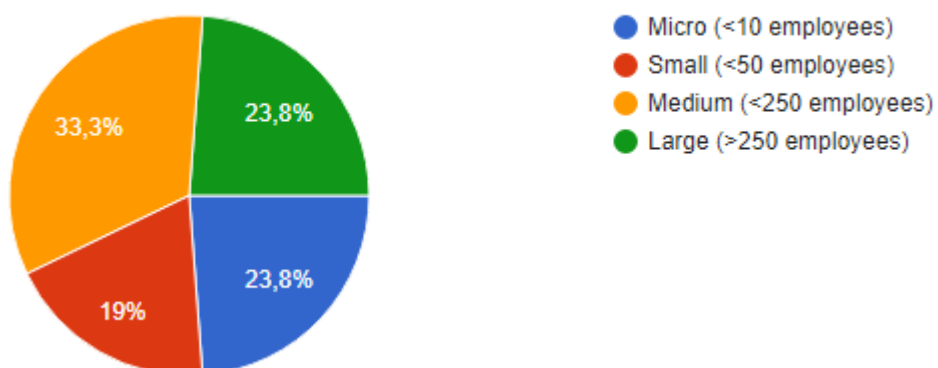
Gender:



SIZE OF THE ORGANISATION:

Regarding the size of the organisation, 33.3% of the respondents were working for medium-size organisation (hiring 250 and more employees), 23.8% were working, respectively, either in micro-size (less than 10 employees) or large-size organisation (250 and more employees). The remaining 19% were working for small-size organisation (50 and less employees).

Size of the organisation:



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SECTOR WHICH THE ORGANISATION OPERATES IN:

23.8% of the respondents were working for the organisation operating in the sector of education, the exact same amount (23.8%) in hotels and tourism. The rest of respondents were working for the organisations operating in the following sectors: wholesale and retail trade; repair of motor vehicles and motorcycles (14.3%), financial and insurance activities (14.3%), other services activities (9.5%), transporting and storage (4.8%), accommodation and food service activities (4.8%), environment and biodiversity (4.8%).

RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “slightly important”.

The skills that our respondents found the most important (“**very important**”) were: communication skills (86%), learning to learn (86%), motivation (86%), ethical skills (81%), adaptability and flexibility (76%), concern for quality (76%), capacity for applying knowledge in practice (76%), interpersonal skills (71%), customer service skills (71%), problem solving skills (71%), planning and time management (71%), personal effectiveness and integrity (71%).

Being assessed the most often as “**important**”, there were: cross-cultural awareness (76%), appreciation of diversity and multiculturalism (67%), creativity and innovation (67%), numerical skills and understanding (62%), leadership skills (62%), critical and structured thinking (62%).

As “**slightly important**” our respondents marked the most often: numerical skills and understanding (14%), foreign language skills (10%), research skills (10%), appreciation of diversity and multiculturalism (5%), critical and structured thinking (5%), information management skills (5%).

Several skills were marked as “**not important**”, they were: information management skills (50%), foreign language skills (30%), leadership skills (30%), management skills (30%), research skills (30%), creativity and innovation (20%), critical and structured thinking (20%).

None of the respondents marked any skill as “**not important**”.

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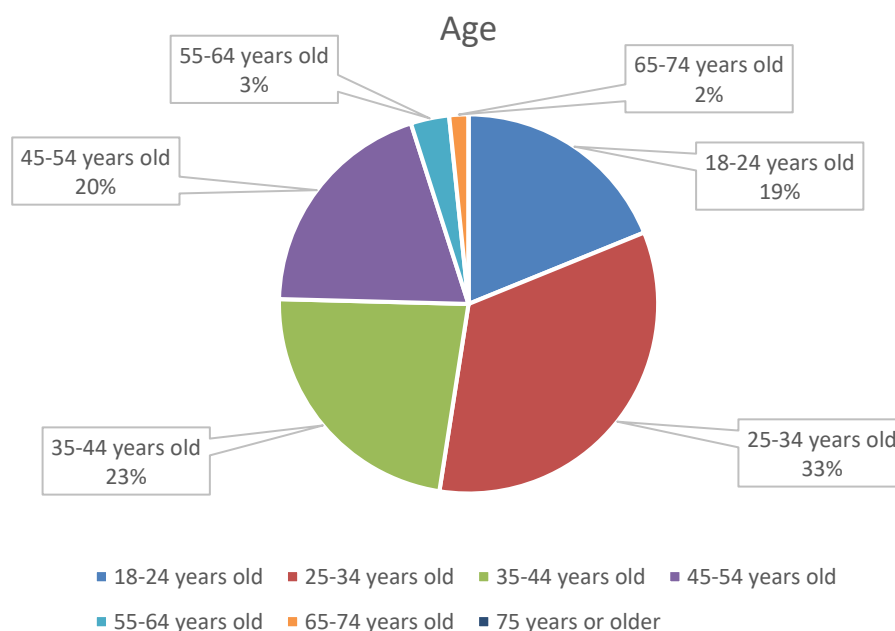
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adults)

– DOREA EDUCATIONAL INSTITUTE REPORT – SWEDEN

122 persons based in Sweden took the survey on the “Skills needed for labour market & better social integration (for adults)” carried out by **Järfälla lärcentrum**. The group of respondents was highly diversified by several **demographic factors: age, gender, level of education, present employment situation**.

AGE:

Around 33.6% of respondents were in the 25-34 age group, followed by 23% in 35-44, 19.7% in 45-54 and 18.9% in 18-24 age group. The remaining 0.5% were persons either in 55-64 years old group (3.3%) or in 65-74 age group (1.7%).

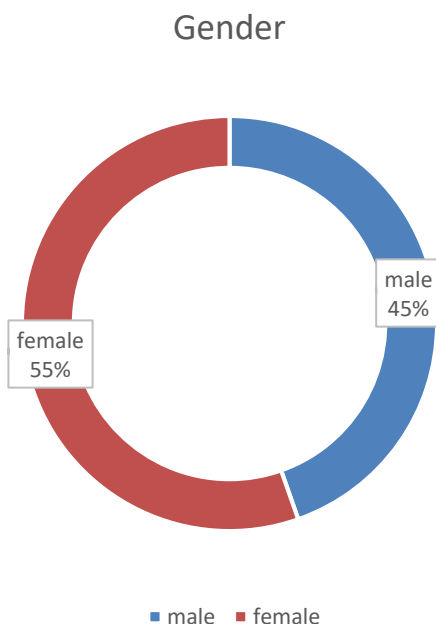


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GENDER:

The group was balanced in terms of gender: 55% of respondents were female and 45% were male.

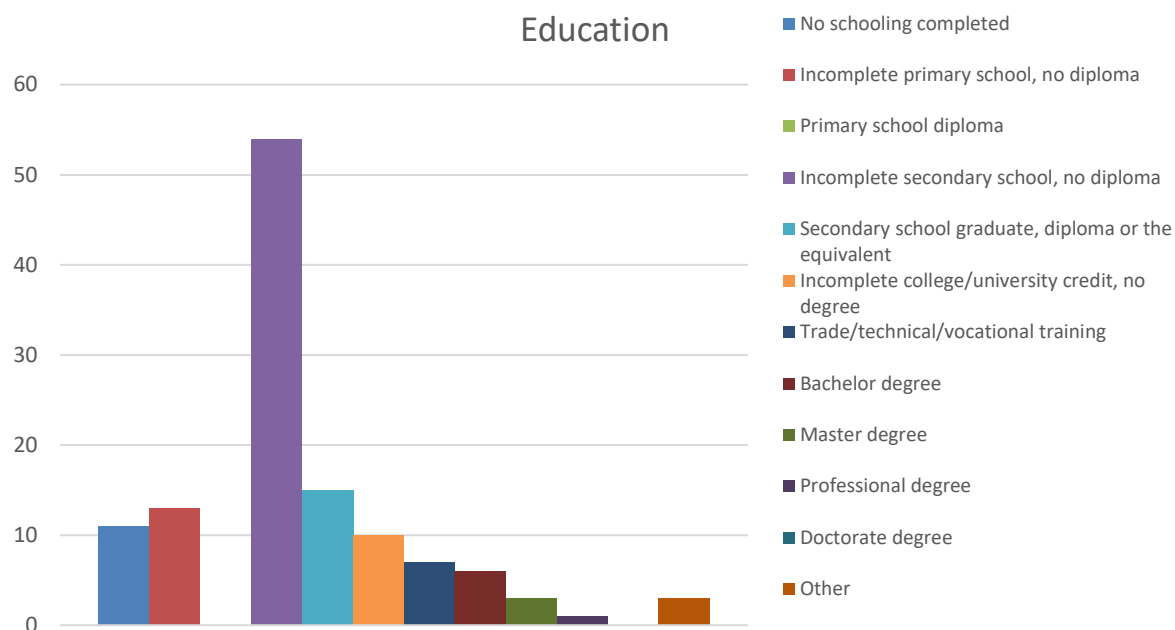


EDUCATION:

Regarding the level of education obtained, 44.26% of respondents did not complete secondary school (no diploma), 12.3% obtained secondary school diploma or equivalent, 10.7% did not complete primary school education (no diploma), 9% declared no schooling completed, 8.2% did not complete college/university credit (no degree), 5.7% completed trade/technical/vocational training, 4.9% graduated from Bachelor degree, 2.5% obtained Master degree, the same amount of 2.5% respondents obtained other degree level, and only 0.8% obtained Professional degree.

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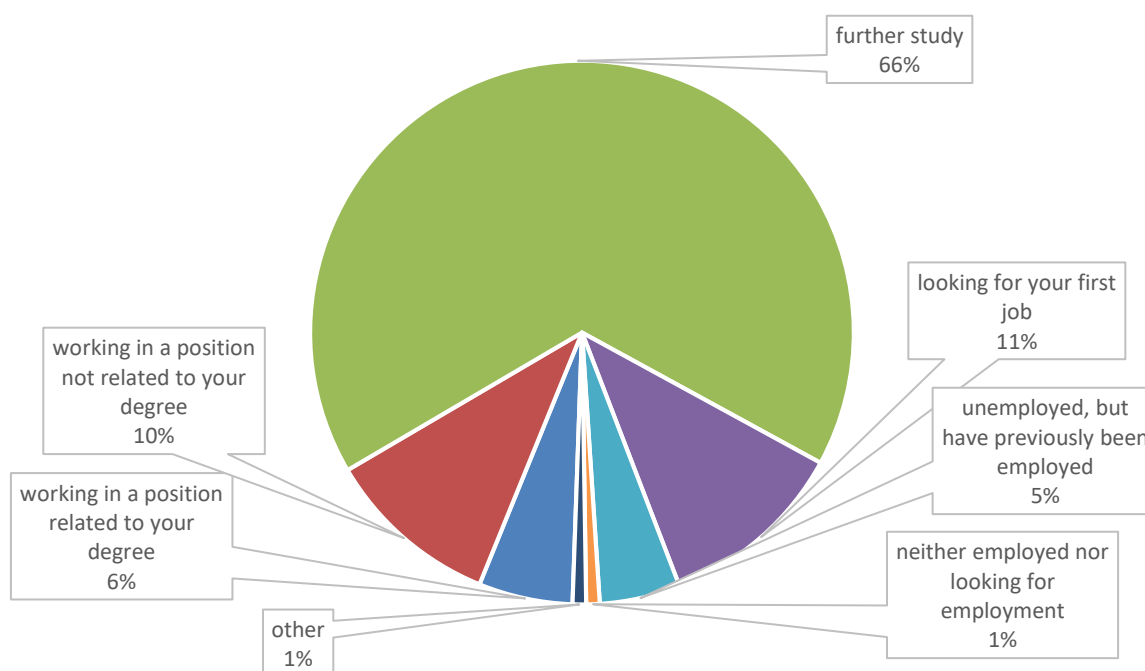
EMPLOYMENT SITUATION:

The majority of respondents (66%) were continuing further education, 11% looking for their first job, 10% working in a position not related to the degree obtained, 6% working in a position related to the obtained degree, 5% unemployed but have previously been employed. The remaining 2% were neither employed nor looking for employment (1%) or declared other employment situation (1%).

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Present employment situation



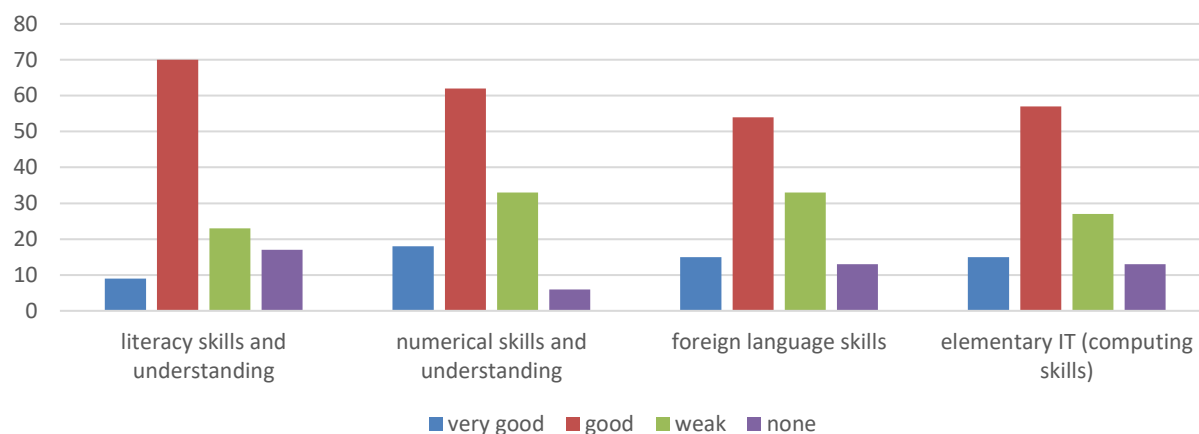
RESULTS

The majority of respondents assess **the level of skills they possess** either “good” or “very good”.

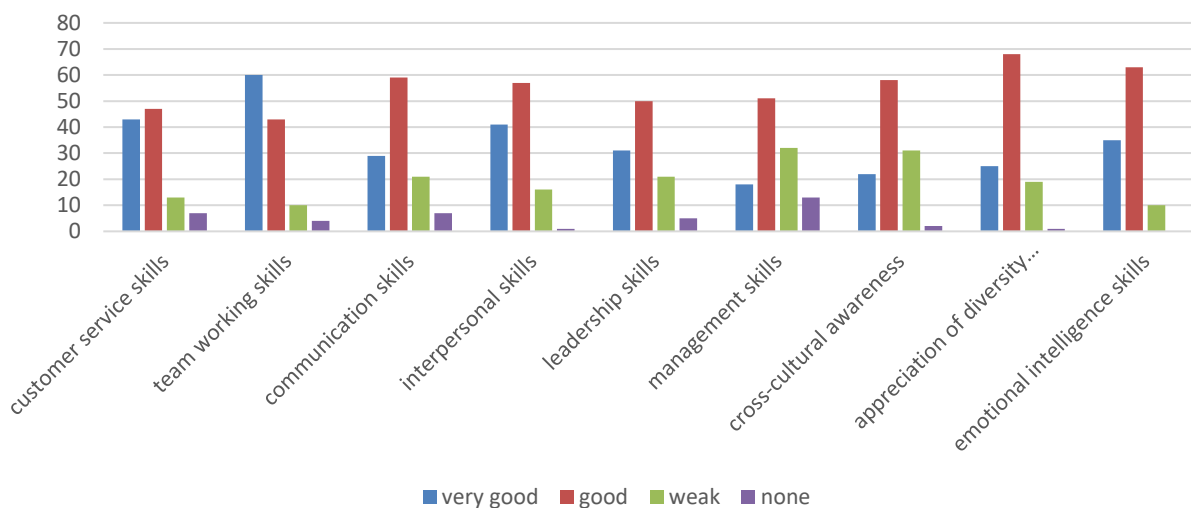
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Basic/fundamental skills



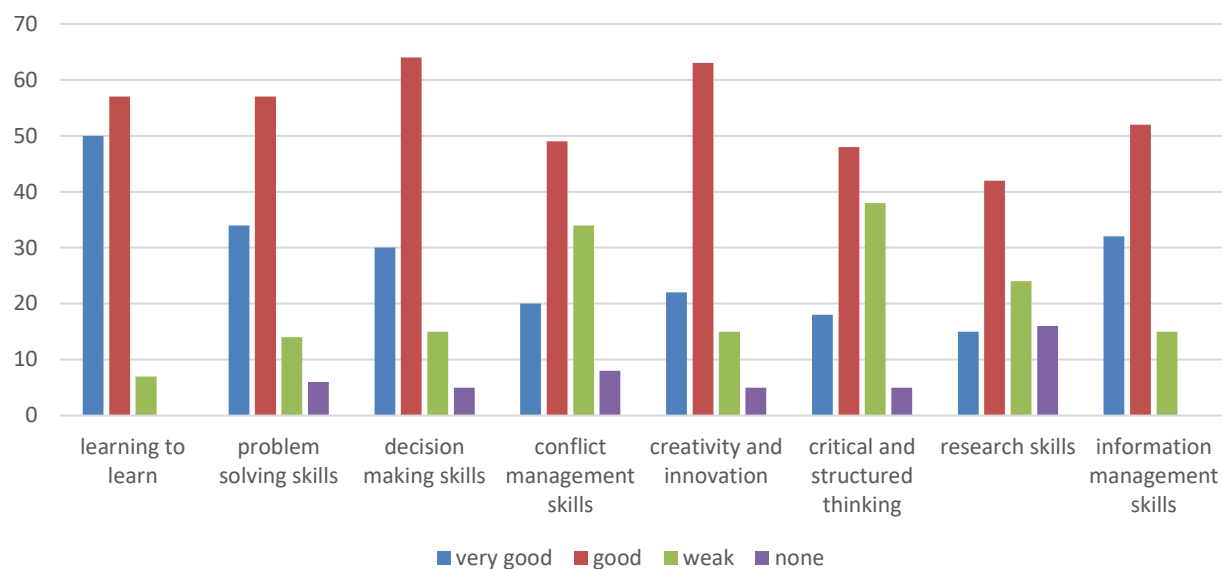
People-related skills



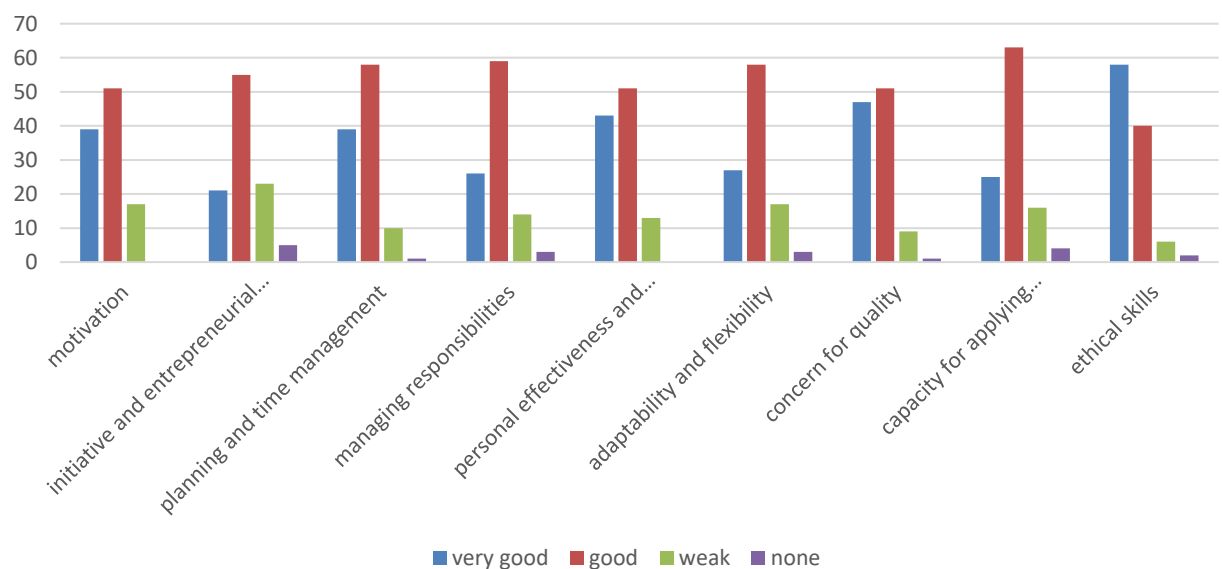
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Conceptual/thinking skills



Personal skills and attributes



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The skills with the highest rate of **“very good”** level marked were: team working skills (49%), ethical skills (48%), learning to learn (41%), concern for quality (39%), customer service skills (35%).

Most of the respondents assessed their level of skills possessed as **“good”**: literacy skills and understanding (57%), appreciation of diversity and multiculturalism (56%), decision making skills (52%), creativity and innovation (52%), emotional intelligence skills (52%), capacity for applying knowledge in practice (52%), numerical skills and understanding (51%).

The level of skills possession that our respondents marked as **“weak”** the most were: critical and structured thinking (31%), conflict management skills (29%), numerical skills and understanding (27%), foreign language skills (27%), management skills (26%), cross-cultural awareness (25%).

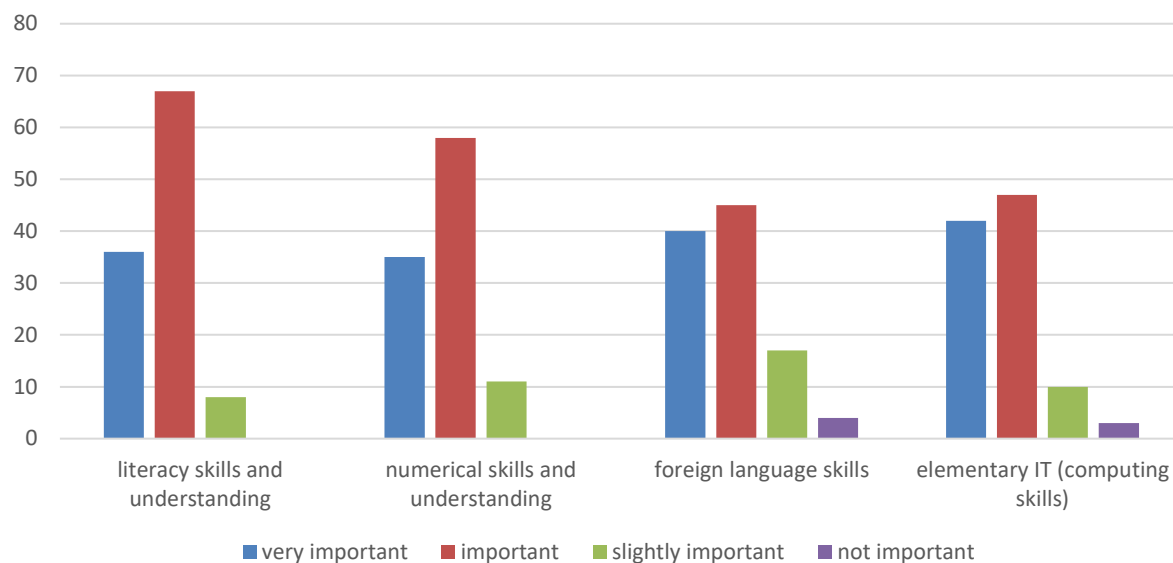
Several of our respondents assessed the level of skills they possess as **“none”**, among these skills there were (*inter alia*): research skills (16%), literacy skills and understanding (14%), foreign language skills (11%), elementary IT (computing) skills (11%), management skills (11%), conflict management skills (7%), communication skills (6%), problem solving skills (5%).

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

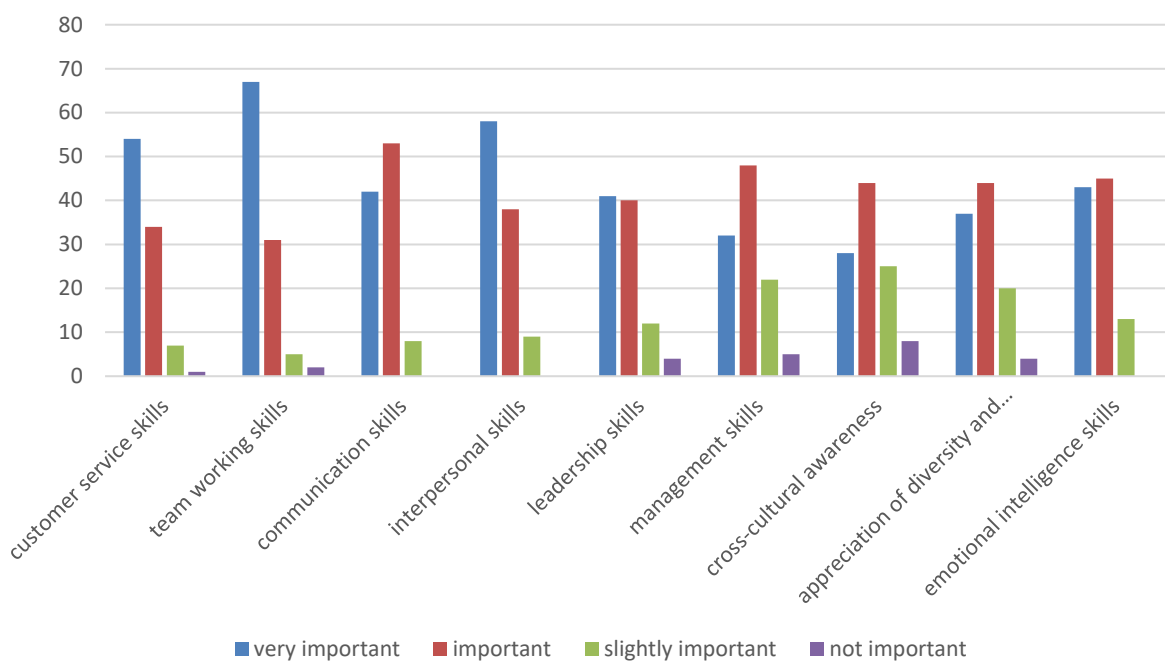
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Basic/fundamental skills



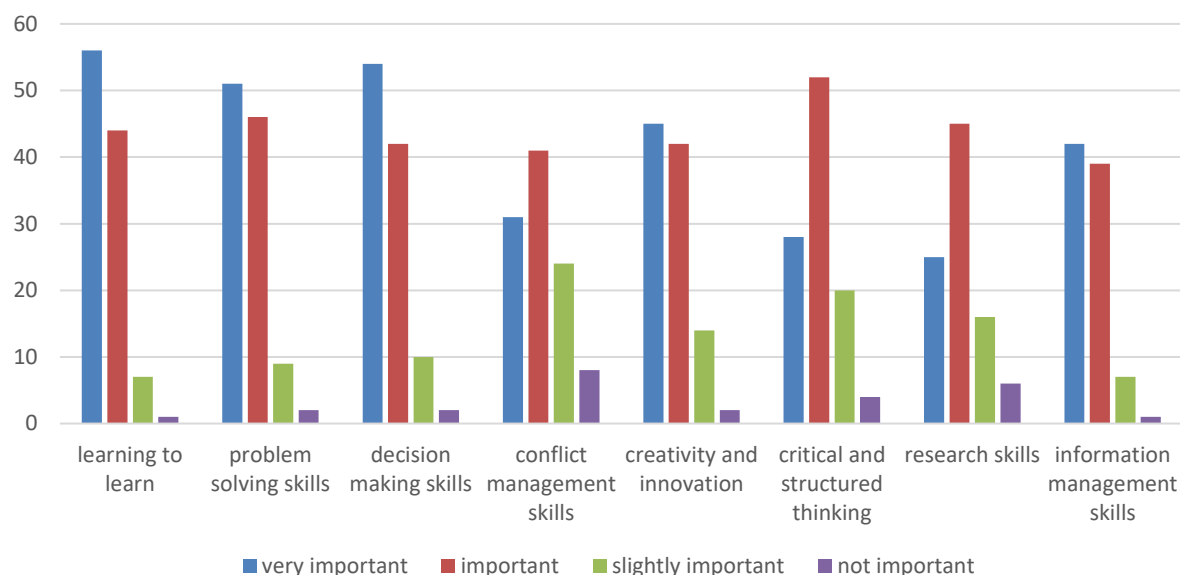
People-related skills



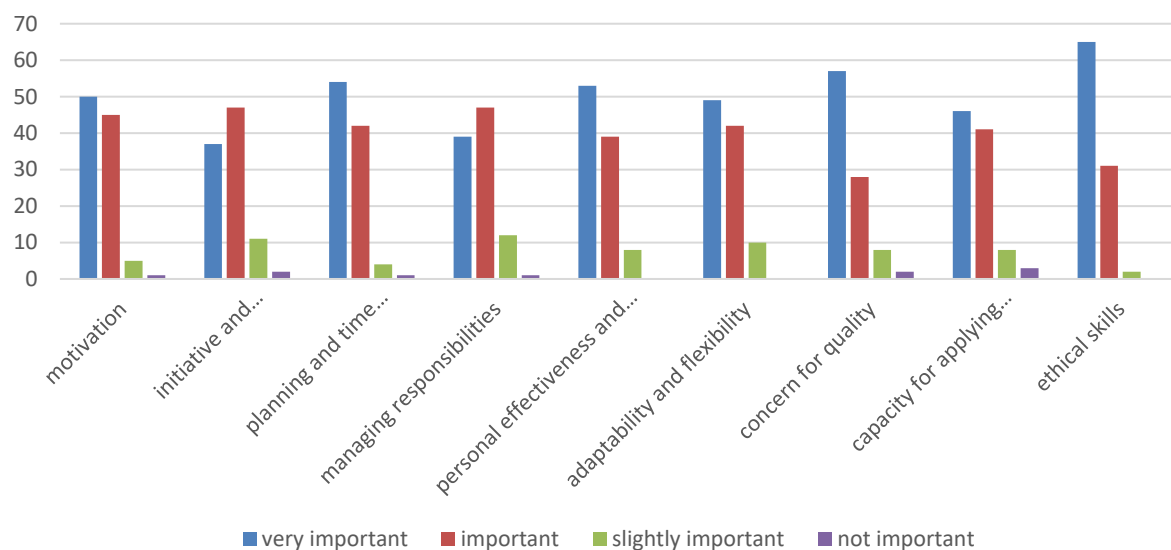
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Conceptual/thinking skills



Personal skills and attributes



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The skills that our respondents found the most important (“**very important**”) were: team working skills (55%), ethical skills (53%), interpersonal skills (48%), concern for quality (47%), learning to learn (46%), customer service skills (44%), decision making skills (44%), planning and time management (44%).

Being assessed the most often as “**important**”, there were: literacy skills and understanding (55%), numerical skills and understanding (48%), communication skills (43%), critical and structured thinking (43%), management skills (39%), foreign language skills (39%), initiative and entrepreneurial spirit (39%), managing responsibilities (39%).

As “**slightly important**” our respondents marked the most often: cross-cultural awareness (20%), conflict management skills (20%), management skills (18%), critical and structured thinking (16%), appreciation of diversity and multiculturalism (16%), foreign language skills (14%), research skills (13%).

Several skills were marked as “**not important**”, they were (*inter alia*): cross-cultural awareness (7%), conflict management skills (7%), research skills (5%), management skills (4%), critical and structured thinking (3%), appreciation of diversity and multiculturalism (3%), leadership skills (3%), foreign language skills (3%).

Our respondents decided that the most important skill for successful employment was “literacy skills and understanding), followed by “communication skills”, “problem solving skills”, “motivation” and “creativity and innovation”

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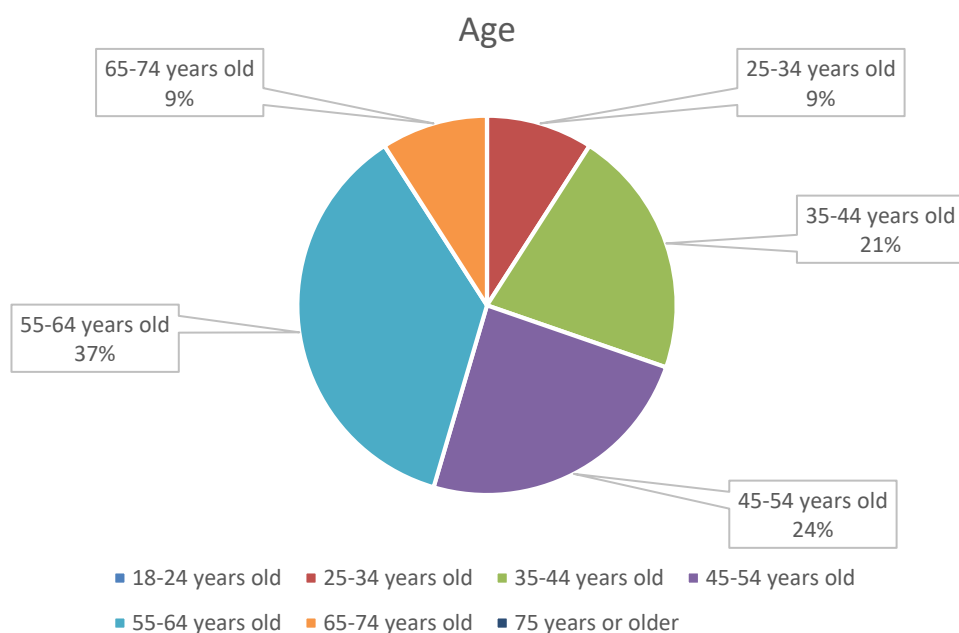
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for adult educators)

– DOREA EDUCATIONAL INSTITUTE REPORT –

33 persons based in Sweden took the survey on the “**Skills needed for labour market & better social integration** (for adult educators)” carried out by **Järfälla lärcentrum**. The group of respondents was highly diversified by several **factors: age, gender, level of education, speciality or professional qualification attained**.

AGE:

37% of the respondents were in the 55-64 age group, 24% in the 45-54 age group and 21% in the 35-44 age group. The remaining 18% were either 25-34 years old (9%) or 65-74 years old (9%).

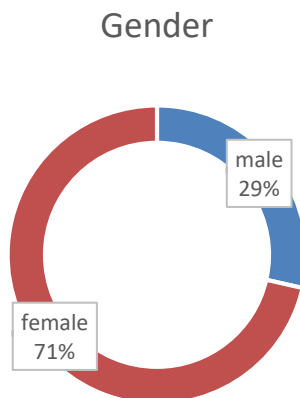


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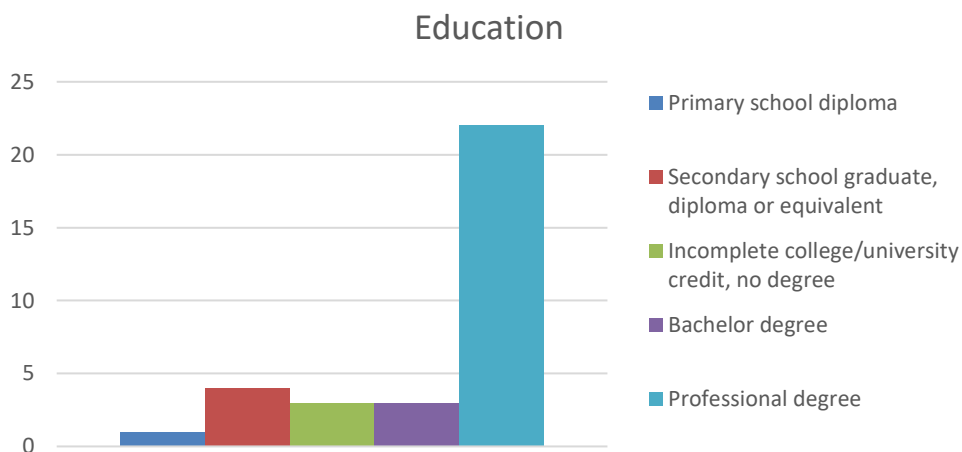
GENDER:

The group was unbalanced in terms of gender: 71% of the respondents were female, while 29% only were male.



EDUCATION:

Regarding the level of education, 67% of respondents obtained Professional degree, 12% completed secondary school education, 9% did not complete college/university credit (no degree), the exact same amount of respondents (9%) graduated with a Bachelor's degree. The remaining 3% completed primary school education.



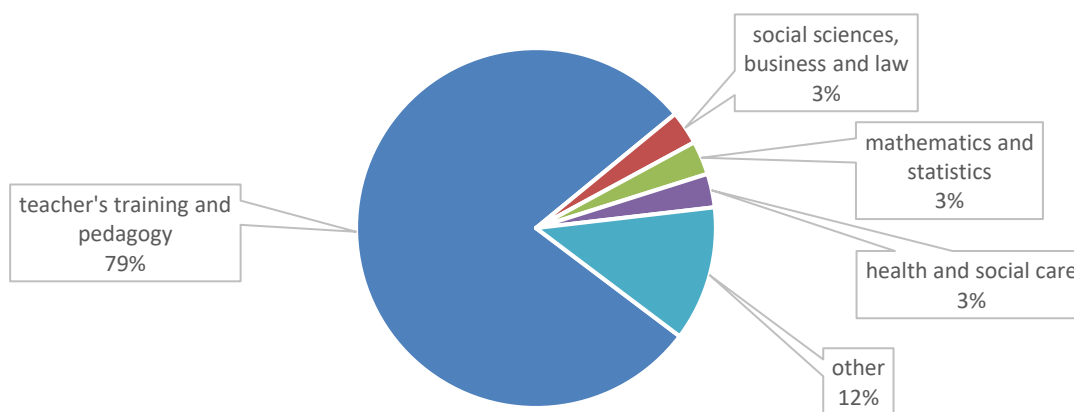
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SPECIALITY OR PROFESSIONAL QUALIFICATION ATTAINED:

24% of the respondents were working for the organisation operating in the sector of education, 14% in the sector of information and communication, 9.5% either in sector of financial and insurance activities or public administration and defence; compulsory social security; while 23.8% in the following fields: manufacturing (4.76%), construction (4.76%), accommodation and food service activities (4.76%), administrative and support service activities (4.76%), human health and social work activities (4.76%). The remaining 19% of the respondents were working for the organisation operating in other services activities.

Specility or professional qualification attained



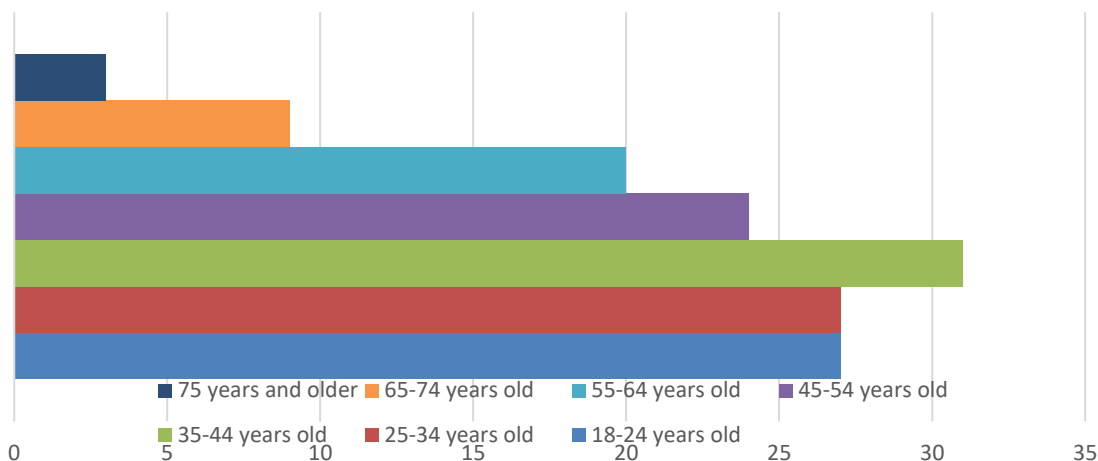
AGE GROUP OF ADULTS BEING TAUGHT:

Regarding the age group of adults being taught by the respondents, the majority was either 35-44 years old (94%), 18-24 years old (82%), 25-34 years old (82%), 45-54 years old (73%), 55-64 years old (61%). Only 27% were teaching people aged 65-74, and 9% the group of 75 years or older.

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Age group of adults being taught



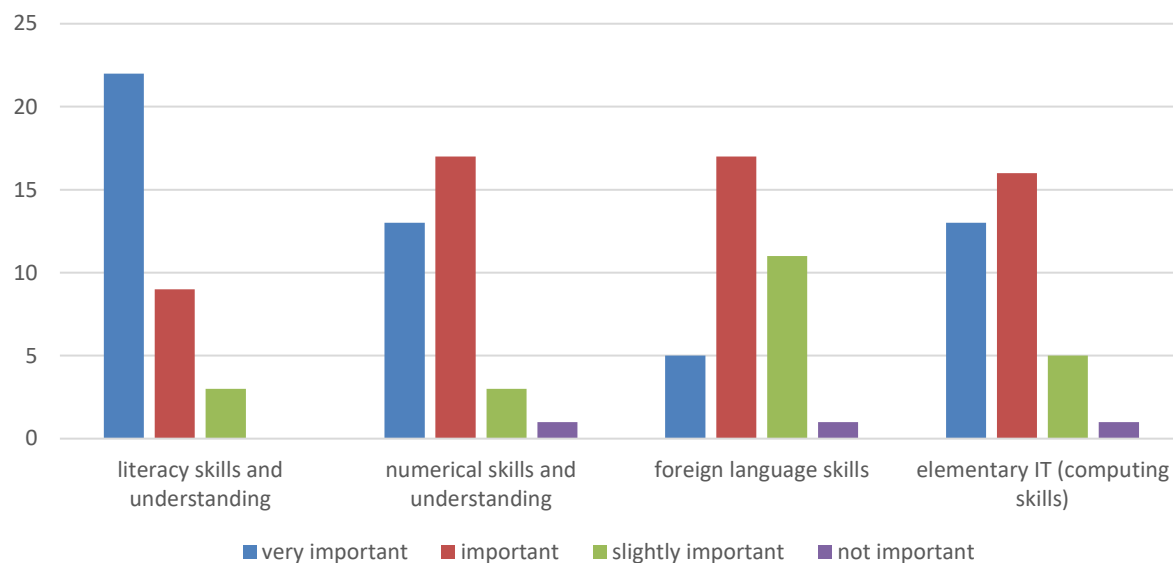
RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

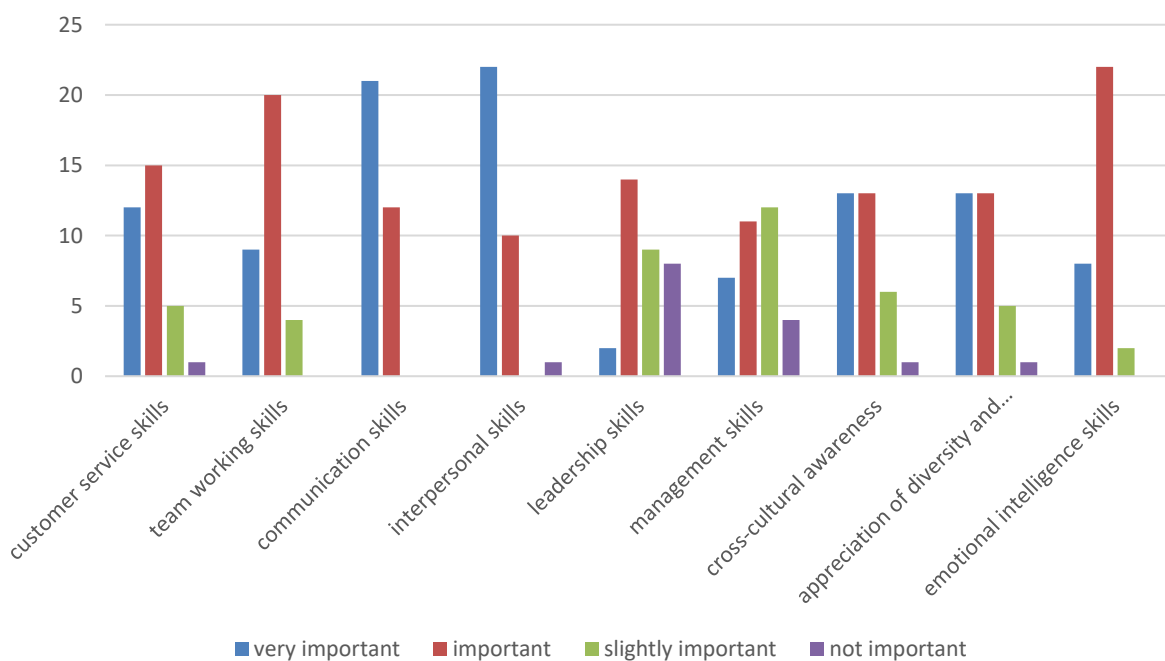
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Basic/fundamental skills



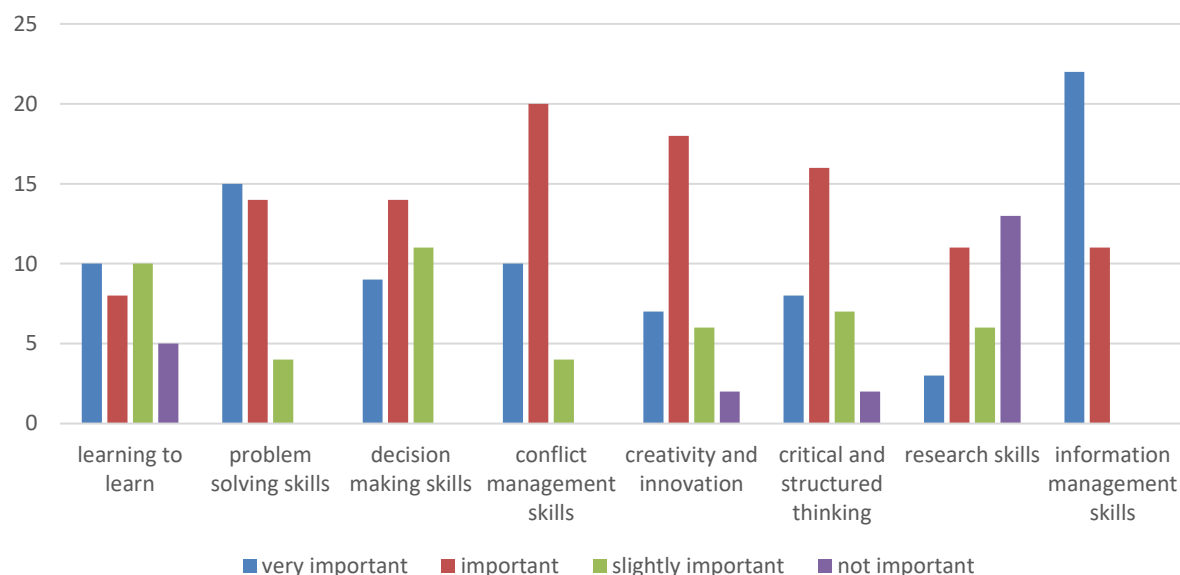
People-related skills



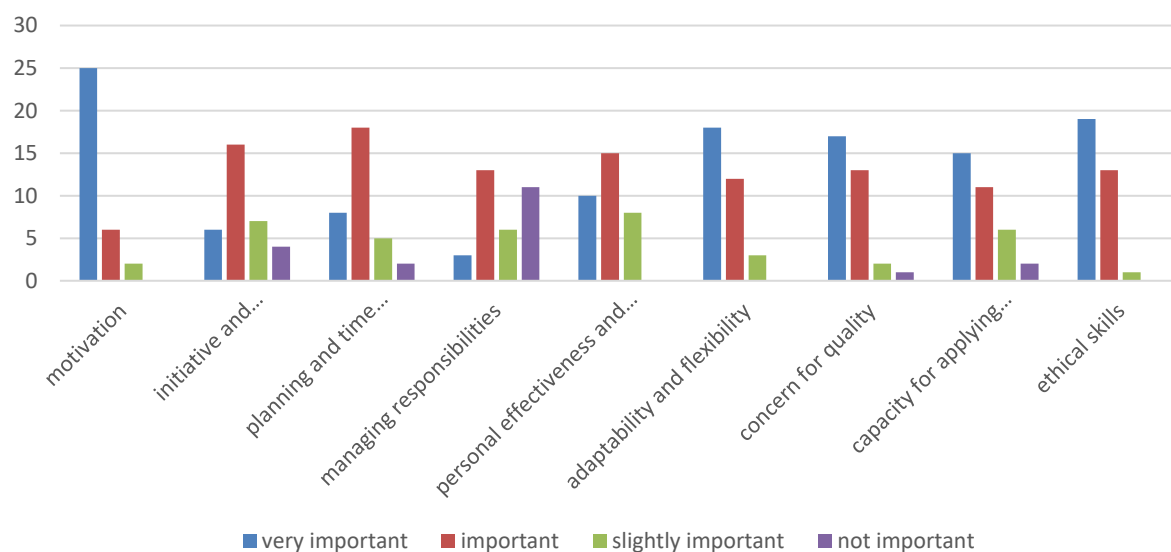
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Conceptual/thinking skills



Personal skills and attributes



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The skills that our respondents found the most important (“**very important**”) were: motivation (76%), information management skills (67%), interpersonal skills (67%), literacy skills and understanding (67%), communication skills (64%).

Being assessed the most often as “**important**”, there were: team working skills (61%), conflict management skills (61%), creativity and innovation (55%), planning and time management (55%), numerical skills and understanding (52%), foreign language skills (52%).

As “**slightly important**” our respondents marked the most often: management skills (36%), foreign language skills (33%), decision making skills (33%), learning to learn (30%), leadership skills (27%).

Several skills were marked as “**not important**”, they were (*inter alia*): research skills (39%), managing responsibilities (33%), leadership skills (24%), learning to learn (15%), management skills (12%), initiative and entrepreneurial spirit (12%).

Our respondents decided that the most important skill for successful employment was “motivation”, followed by “communication skills”, “information management skills”, “cross-cultural awareness”, “elementary IT (computing) skills” and “team working skills”.

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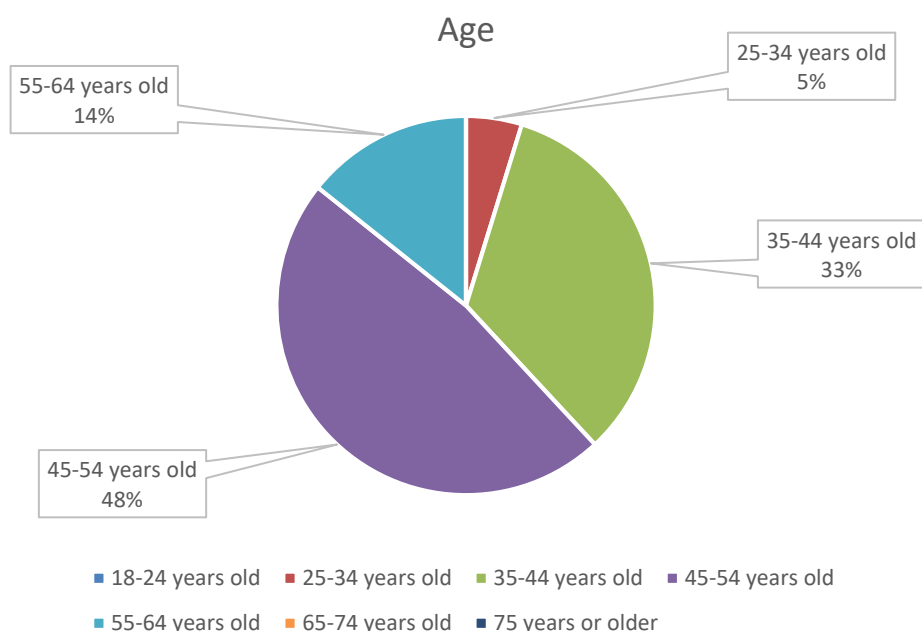
QUESTIONNAIRE OF SKILLS NEEDED FOR LABOUR MARKET & BETTER SOCIAL INTEGRATION (for employers)

– DOREA EDUCATIONAL INSTITUTE REPORT –

21 persons based in Sweden took the survey on the “**Skills needed for labour market & better social integration (for employers)**” carried out by **Järfälla lärcentrum**. The group of respondents was highly diversified by several **factors: age, gender, size of the organization they work for and its sector.**

AGE:

48% of the respondents were in the 45-54 age group, 33% in the 35-44 age group. The remaining 19% of the respondents were either 55-64 years old (14%) or 25-34 years old (5%).

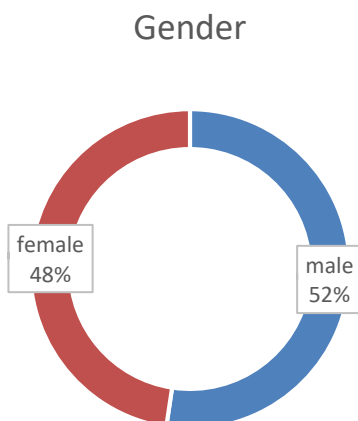


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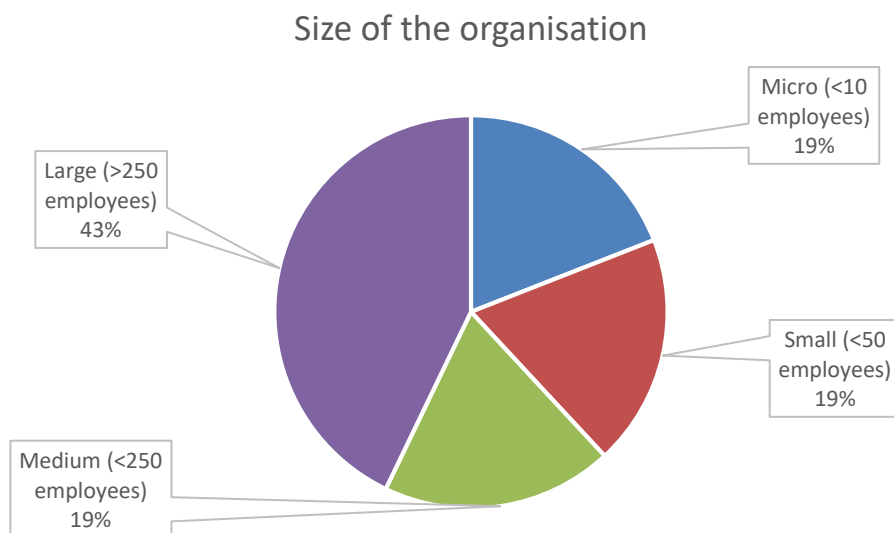
GENDER:

The group was balanced in terms of gender: 52% of the respondents were male, 48% female.



SIZE OF THE ORGANISATION:

Regarding the size of the organisation, 43% of the respondents were working for large organisation (hiring 250 and more employees), while 19% were working, respectively, either in micro (<10 employees), small (<50 employees) or medium organisation (<250 employees).

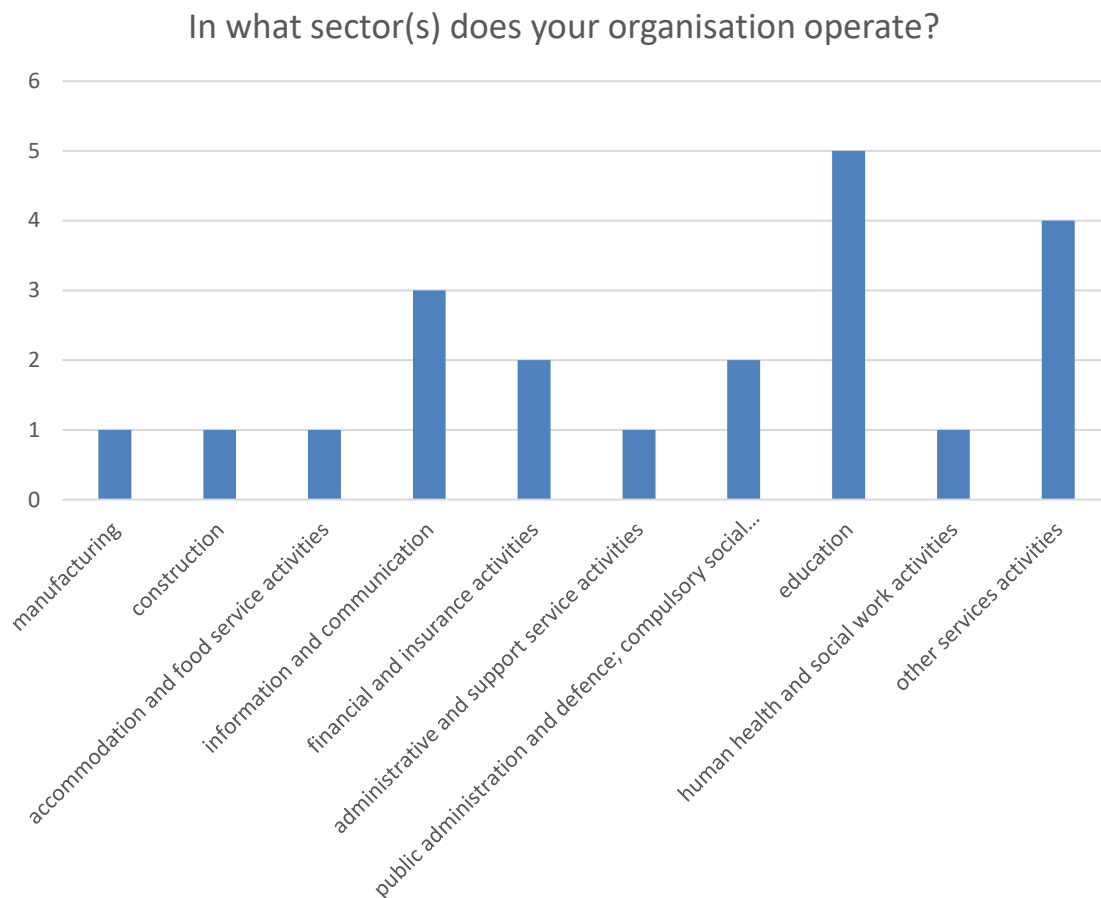


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SECTOR WHICH THE ORGANISATION OPERATES IN:

24% of the respondents were working for the organisation operating in the sector of education, 14% in the sector of information and communication, 9.5% either in sector of financial and insurance activities or public administration and defence; compulsory social security; while 23.8% in the following fields: manufacturing (4.76%), construction (4.76%), accommodation and food service activities (4.76%), administrative and support service activities (4.76%), human health and social work activities (4.76%). The remaining 19% of the respondents were working for the organisation operating in other services activities.



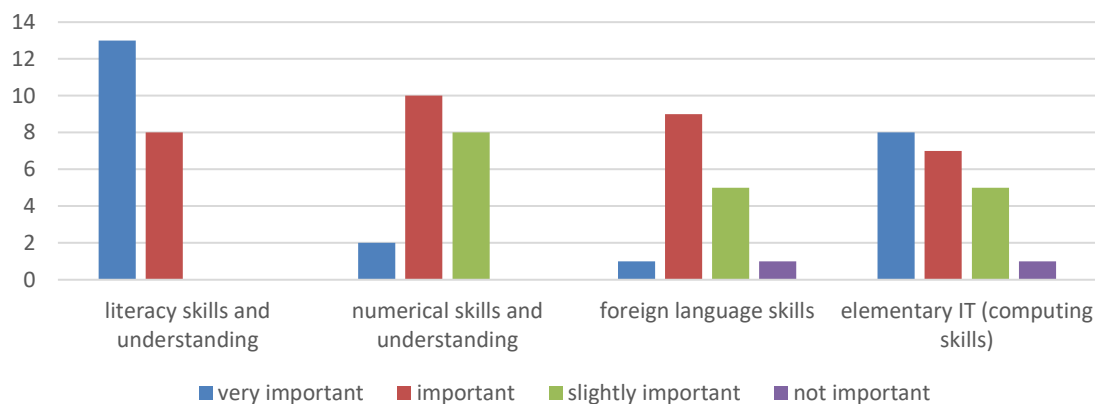
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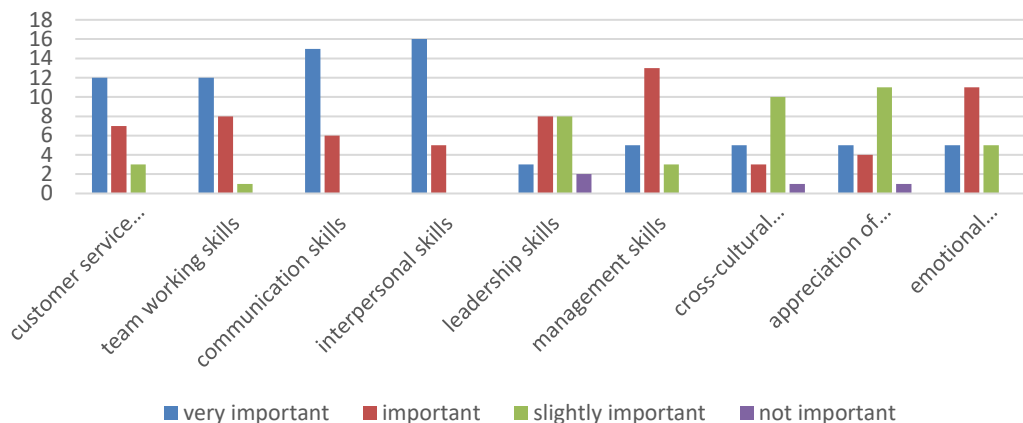
RESULTS

Among the answers regarding **the skills importance for successful employment**, most of respondents found the suggested skills either “important” or “very important”.

Basic/fundamental skills



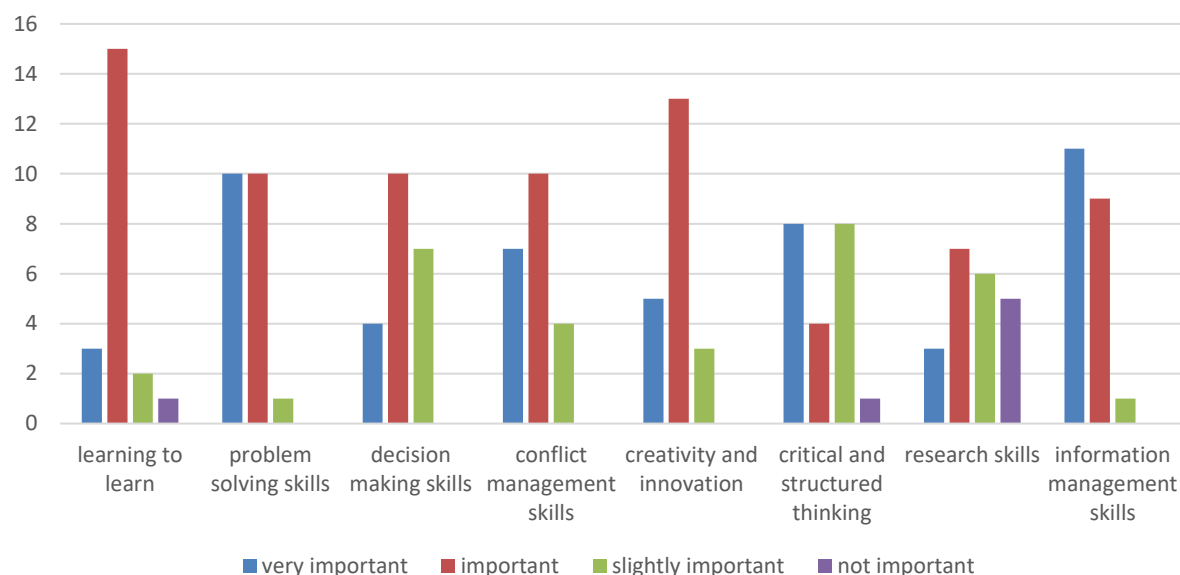
People-related skills



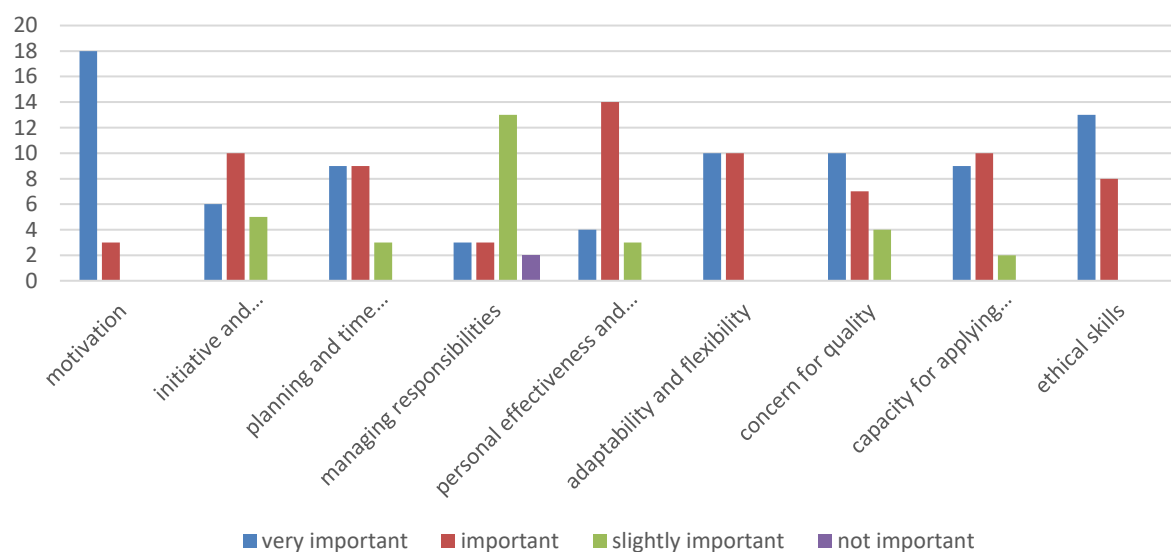
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Conceptual/thinking skills



Personal skills and attributes



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The skills that our respondents found the most important (“**very important**”) were: motivation (86%), interpersonal skills (76%), communication skills (71%), ethical skills (62%), literacy skills and understanding (62%).

Being assessed the most often as “**important**”, there were: learning to learn (71%), personal effectiveness and integrity (67%), creativity and innovation (62%), management skills (62%), emotional intelligence skills (52%).

As “**slightly important**” our respondents marked the most often: managing responsibilities (62%), appreciation of diversity and multiculturalism (52%), cross-cultural awareness (48%), numerical skills and understanding (38%), leadership skills (38%), critical and structured thinking (38%).

Several skills were marked as “**not important**”, they were: research skills (24%), managing responsibilities (10%), leadership skills (10%), foreign language skills (5%), elementary IT (computing) skills (5%), cross-cultural awareness (5%), appreciation of diversity and multiculturalism (5%), learning to learn (5%), critical and structured thinking (5%).

Our respondents decided that the most important skill for successful employment was “communication skills”, followed by “interpersonal skills”, “problem solving skills”, “elementary IT (computing) skills”, “adaptability and flexibility”, “critical and structured thinking”, creativity and innovation”, “ethical skills”.

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