Skills4Sports

Increasing the Employability of NEETs by tackling the skills gap for the Sports Sector

A3.3.1
Drafting of the Skills Gap Analysis report

WP3 – Research and Tools Development

The project is funded by the EU under the ENI CBC Med Programme

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1 Introduction

The Activity has been created in the implementation framework of the ENI CBC MED project “Skills4Sports” and more specifically is referred to the Activity 3.3.1 “Drafting of the Skills Gap Analysis report” under the Output 3.3 “Skill Gap Analysis of the Sports Sector in the Mediterranean”. All Project Partners have delivered the Skills Gap Analysis report of Skills4Sports.

Skills4Sports aims to increase the employability of NEETs in the MED area, by cultivating new professionals for the Sports sector, reducing the mismatch of skills, and involving key stakeholders. The project will try to increase the employability of NEETs in the prominent Sports Sector, by providing training opportunities in a variety of sports-related fields, enhancing key transferable skills and market-related knowledge corresponding to new/niche professions.

Finally, Skills4Sports will create a support network for the development of sports professionals, involving the region's quadruple helix stakeholders (government, society, education/academia, private sector) to promote good practices and innovative policies for NEETs employment.

For that reason, the Skills Gap Analysis Report for the Sports Sector helps Project Partners to determine which skills currently exist in the available NEET workforce in comparison with the skill required to have better access to the sports industry employment market. The present report is essential for the next Activities of Skills4Sports, as it will include the identification of specific fields/professions, as well as the skills that are in demand and could offer a career path to NEETs of the region. Furthermore, the Skills Gap Analysis report determines the material of the training curricula for sports professionals.

1.1 The framework of Skills4Sports

Youth unemployment is twice as high as adult unemployment in the Mediterranean region. In the Southern Mediterranean, young people are three times more likely to be out of a job than adults (International Labour Organisation, 2017). Contrarily, prominent sectors, like the sports industry, face challenges finding the right skills for their rising needs.

Responding to this challenge, Skills4Sports aims to increase the employability of NEETs by tackling the skills gap in the sports sector. It will create new curricula in sports-related professions, including athletics-related ones (coaches, physicians, etc.) and business-oriented ones (merchandising, marketing, administration, and event management). This analysis based on skills gap will result in electronic tools (e-learning platform, mobile app, and social-media app) addressed to youth and in a network "Strategic Alliance for Skills4Sports" dedicated to key sport stakeholders reducing the skills' mismatch and offering new job opportunities to NEETS.

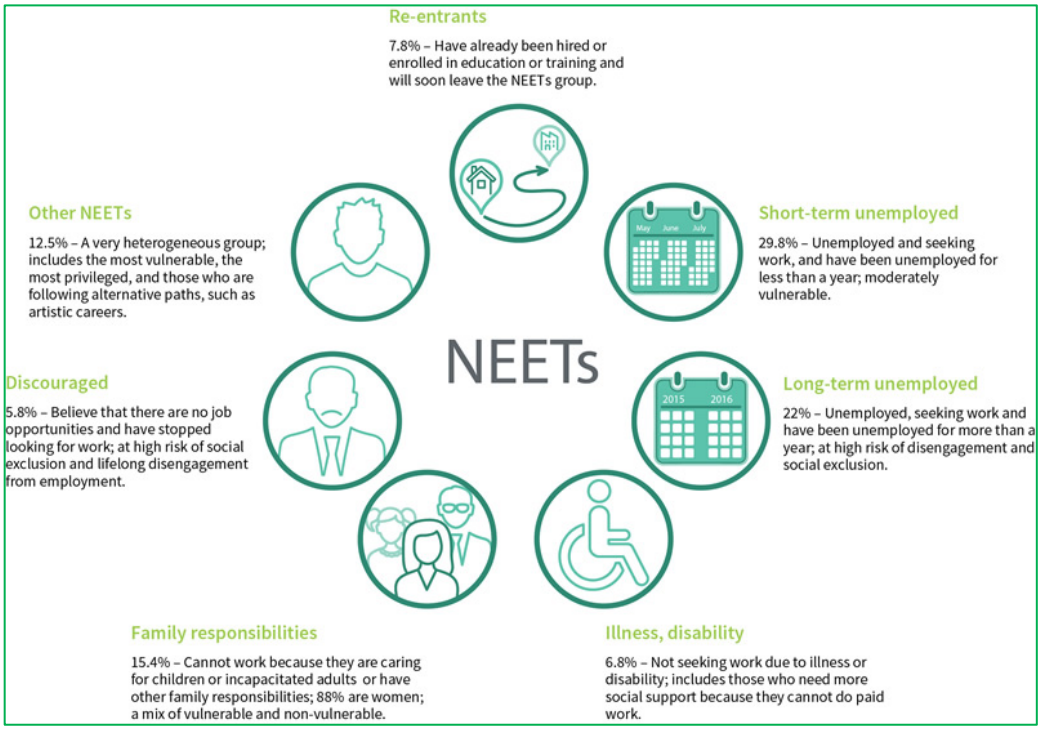
1.2 Youth unemployment in Europe

Lowering youth unemployment, and aiming to effectively engage as many young people as possible in the world of work, has to be at the heart of all policy national and EU agendas. The 2008–2013 economic crisis led to high levels of youth unemployment. In light of this, researchers have sought new ways of monitoring and analyzing the prevalence of labor market vulnerability and disengagement among young people. The NEET concept has been widely used as an indicator to inform youth-oriented policies on employability, education, training, and also social inclusion in the EU since 2010.

NEETs were specifically referred to for the first time in European policy discussions in the Europe 2010 flagship initiative 'Youth on the move'. The age category covered by the term was 15–24 and was later broadened to include those aged 15–29. The concept is now centrally embedded in the policy discourse at the EU level. In 2019, 12.6% of the population aged 15–29 were NEETs, which was the lowest point for a decade, but following the COVID-19 pandemic, this increased to 13.7% in 2020.

Reducing the number of NEETs is an explicit policy objective of the EU policy agenda. This initiative aims to ensure that all young people aged 15–24 receive a good-quality offer of employment, continued education, apprenticeship, or traineeship within four months of becoming unemployed or leaving formal education.

Meanwhile, COVID-19 is having a great impact on apprenticeships and training. Eurofound's 2016 study on the diversity of NEETs provides a new categorization into seven subgroups to better understand the composition of this group of young people. Each of these groups is made up of a mix of vulnerable and non-vulnerable young people who are not accumulating human capital through formal channels, whether voluntarily or involuntarily. Eurofound's 2021 study on the impact of the COVID-19 pandemic on young people will include an update of the diversity of NEETs based on 2019 data.



Eurofound,2021

Unemployed or inactive young people were most likely to experience housing insecurity than other groups during the pandemic (17% in spring 2021) and reported difficulty making ends meet (43%), as well as having no savings (39%).

Over half of the young people reported living with their parents, which provided some security. Unless young people can participate actively in education and the labor market there is a high risk of their long-term disengagement with serious implications for their and society's future.

The COVID-19 crisis had above all a disproportionate impact on young people's life satisfaction and mental well-being. In spring and summer 2020 when lockdowns eased and dropped to their lowest point in spring 2021 when restrictions and school closures returned, young people faced a new decrease in life satisfaction and mental well-being where nearly two-thirds of young people were at risk of depression.

1.3 Youth unemployment in South-East Mediterranean

Youth unemployment and transition show that the percentage of young people not in education, employment, or training (NEETs) remains high. In the South-East Mediterranean, these figures rise to over 30 percent for Palestine (33.4%) according to a survey conducted by the European Training Foundation.

The reasons behind young people featuring in this category are diverse. In many instances, unemployment is due to discouragement, especially for young men, and a lack of decent/formal jobs. Women, on the other hand, tend towards family care-taking roles, particularly in the South-East Mediterranean countries. Other reasons include the disability of young people preventing them from entering the labor market or what is known as 'voluntary/opportunistic' NEETs for those coming from high socioeconomic backgrounds who can afford it, financially at least.

To address the issue of young people falling into this category according to the country include a mix of interventions focusing on prevention, reintegration, and compensation as outlined in the infographic below. Vocational programs can be successful in preventing early leaving from education and training. Keeping young people in education while upskilling them through vocational qualifications has proved to be a successful policy option for some countries. Reducing the incidence of early leaving is an important element in mitigating the risk of social exclusion. Young NEETs are a very heterogeneous group regarding their level of qualification. The proportion of NEETs across qualified young individuals is much higher than for the rest. Taking this evidence together with the high unemployment rates experienced by qualified workers

might be a sign of a mismatch between the demand and supply side of the labor market, or there are too many university graduates or too many with degrees in areas that are not sufficiently demanded by the labor market.

A significant proportion of qualified and not qualified NEETs have the willingness to move to find a job. More qualified youth have more aspirations to migrate abroad in Jordan and Palestine than those in Egypt. In Lebanon, qualified youth prefer to move to other parts of the country instead of abroad and the same happens. Living in rural areas or a household with bad financial conditions encourages the decision to migrate abroad instead of moving to other parts of the country. Longer unemployment spells and the perception of lack of jobs are also relevant drivers to consider international migration.

1.4 Youth unemployment in the Sports Sector

Although the figures quoted above show an increase in youth unemployment, particularly as a result of the COVID-19 pandemic, the figures for employment in the sports sector are more promising.

In the sports sector in the EU for the year 2020, 1.3 million people were employed, accounting for 0.7% of total employment. The EU countries with the highest share of people working in the field of the sport were Sweden (1.6%), Finland (1.4%), Spain, and the Netherlands (both 1.0%).

Between 2015 and 2020, employment in sport rose on average by 1.6% each year, compared with +0.8% for total employment. Around 100.000 people were employed in sports, with Italy, Spain, Greece, and Germany accounting for more than half of this increase. Nevertheless, in 2020, employment in sport decreased 4.0% in comparison with 2019, against -1.3% recorded for total employment. Women accounted for 43% of EU employment in the field of sport, reflecting the structure of the total employed population (46% of women).

Focusing on the young people, it is noticeable that they account for a relatively large share in sports employment. In 2020, around one-third of people employed in sport in the EU were aged 15–29.

In most countries, the proportion of young people in sports employment outnumbered this share recorded in total employment. The difference was particularly significant in Spain and Slovakia, where the percentage of young people employed in sport was 2.6 times higher than the share of young people in total employment, as well as in Greece (2.5 times higher) and Bulgaria, Denmark, Italy, Hungary and Slovenia (2.4 times higher). Six Member States recorded at least 40 % of young people employed in sport: Denmark (56 %), Finland (45 %), Sweden and the Netherlands (both 42 %), Slovakia (41 %), and Hungary (40 %). On the other end, only five countries had less than 30 % of young workers in sport, with the lowest share observed in Czechia (25 %).

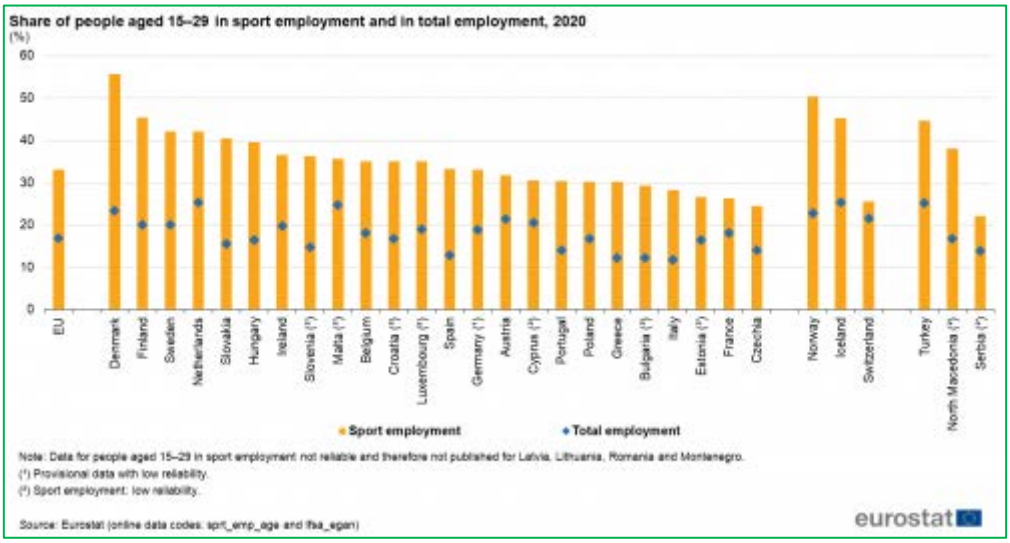


Figure 1: Share of people aged 15–29 in sport employment and total employment, 2020(%)
Source: Eurostat *(sprt_emp_age)* ***and*** *(lfsa_egan)*

Overall, 33% of employed are young (aged 15-29), almost twice the share observed for overall employment (17%). People aged 30-64 represented the biggest share of workers in this field (64%; 16 percentage points less than the share reported for total employment).

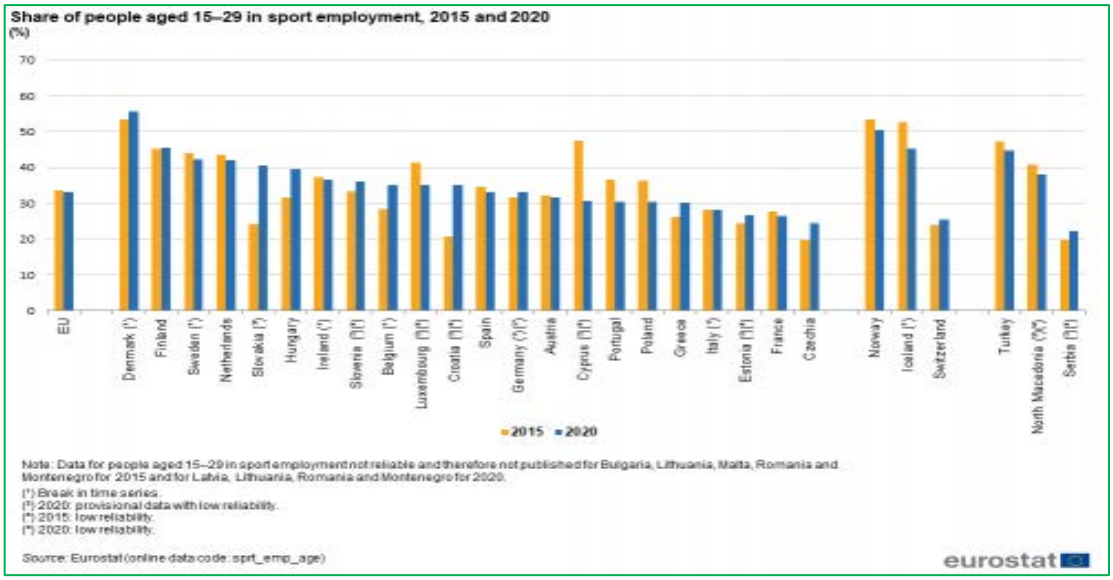
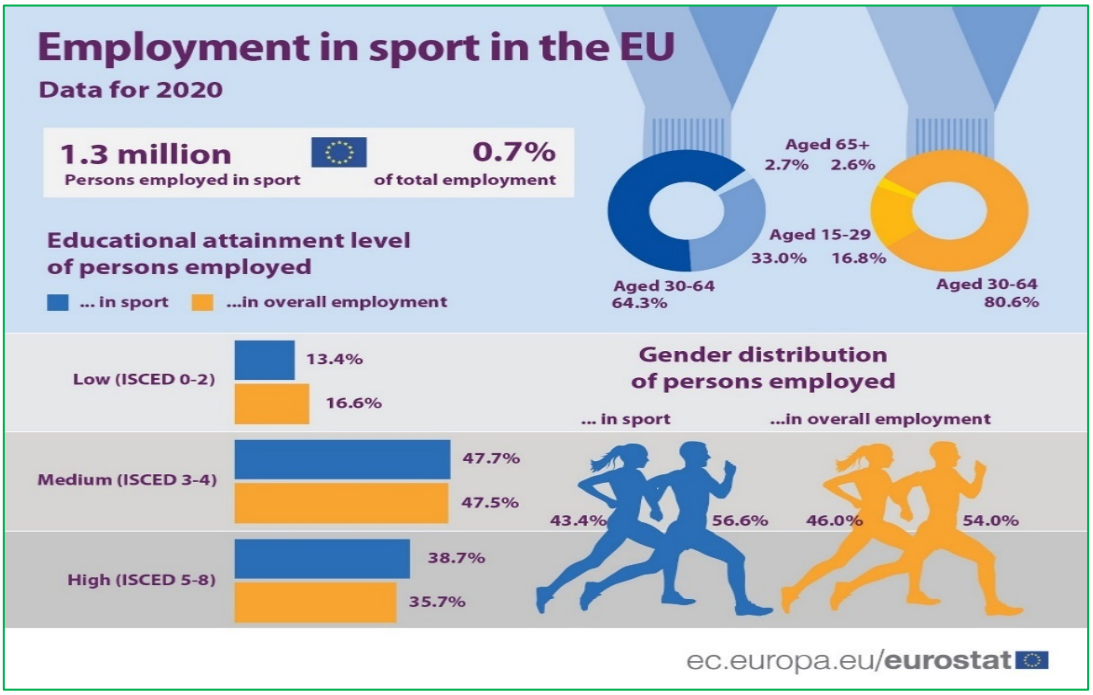


Figure 2: Share of people aged 15–29 in sports employment, 2015 and 2020 (%) Source: Eurostat (sprt_emp_age)



Source datasets (sprt_emp_age)

1.5 Skills4Sports objectives

The main objective of the Skills4Sports project is to increase the employability of NEETS of the Mediterranean area in the sports sector, by developing new professionals, reducing the mismatch of skills, and involving key stakeholders.

Skills4Sports will increase the capacities of the NEETS to find better jobs with more than 200 job contracts expected thanks to the adjustment of a skills mismatch between offer and demand. The transnational nature of the sports industry will contribute to pursuing careers across borders, including international events, mobility of employees, and multicultural working environments with the support of stakeholders involved in the Strategic Alliance for Skills4Sports.

The 'key products/outputs' of the project that will be achieved are:

- 9 new curricula for sports professionals
- electronic tools for e-learning and gamification
- 240 training days for final beneficiaries
- 1 Strategic Alliance for Skills4Sports

The involvement of relevant stakeholders/ key actors aims to ensure the long-term support of the final beneficiaries, offering a direct bridge to the market, as well as an ongoing upgrade of the training provided. By implementing the existing EU policies (i.e., Cohesion Policy, the ENP Agenda) in the region, and familiarizing the MPCs with those, the project aims to create an extended impact in the region. The focus on the popular sports industry can be used as a case-study/good practice to build further synergies among skills development programmes, EU/ national/regional policies, and key stakeholders. New policy development, aiming to reduce the skills gap to targeted sectors (like sports, tourism, creative industries, etc.) should emerge from the public and private sector synergy (i.e., via the Strategic Alliance for Skills4Sports) ensuring the sustainability of outcomes and replicability of results.

2 Methodology

The present Activity (A3.3.1) is based on the collection of adequate data from across the project's regions with the contribution of all Project Partners. The required skills for the sports sector are mapped and compared to those already existing in the workforce of each project country. Via the involvement of the sports industry, the Skills Gap Analysis will present the actual market demand for skills and will identify this mismatch, proposing at the same time potential measures to close the gap. These skills can be a mixture of soft skills and competencies, as well as technical knowledge gained from the educational process (hard skills).

The method of the Gap Analysis has been selected to develop the appropriate skills to meet the market needs. The gap analysis examines the current existing skills and compares them with the required ones, to understand the gaps and design a more effective and efficient strategy to close that gap (training material of Skills4Sports).

2.1 What is a Skills Gap Analysis in frames of Skills4Sports?

The Skills Gap Analysis in frames of Skills4Sports is a way for Project Partners to find out which skills are lacking among the sports industry workforce and the NEETs of the Mediterranean. The conduction of the Skills Gap Analysis report will help Project Partners identify the skills that the sports industry requires to meet its business goals. As a result, this procedure will assist the NEETs of the Mediterranean, who want to be employed in the sports sector – even as interns -, to better fit the job positions by providing the right skills.

2.1.1 Problem Formulation

The work environment in the sports sector is constantly changing to react to external and internal market changes. Technology, automation, Artificial Intelligence (AI), globalization, an aging population, and demographic shifts in the workforce are just a few of the continuing factors pushing change. These changes have influenced the sports industry, and as a result, so have the workforce's skill requirements. While technical abilities are required to accomplish work duties, employers will be looking beyond these in the near-to-medium term and have suggested that job seekers must be prepared with key soft skills.

These results are in line with wider studies, including the World Economic Forum and its Future of Jobs Survey 2018 which indicates that the top skills in demand in 2022 will include analytical thinking and innovation, creativity, originality and initiative, critical thinking, complex problem-solving, leadership and emotional intelligence.

Project Partners of Skills4Sports will take into account this fact to provide a more efficient and supportive report on the Skills Gap Analysis for the sports sector in the Mediterranean area.

2.1.2 Skills4Sports – Methodological Approach

2.1.2.1 Skills classification

Before starting conducting the research, it was very useful to define the main skills classification. Within this rather vague set of definitions of employability, two broad skill categories can be identified:

- **Hard skills**

Employability is defined in terms of the possession of technical, job-related, 'skills'[1]. Hard skills are specific abilities that help people carry out different jobs. They're teachable, meaning that you can develop them through dedicated training. And, for some careers, certain hard skills will be considered prerequisites[2]. This perspective assumes that employability is a characteristic of an individuals' set of identifiable and measurable skills, such as academic or vocational qualifications, technical or job-specific knowledge, and work experience.

- **Soft skills**

The second perspective views the hard skill approach as too narrow and emphasizes 'softer' personal qualities, attitudes, and attributes. 'Soft skills' are viewed as including behavioral characteristics and elements of an individual's personality, values, and attitudes. Soft skills include teamwork, reliability and time management, problem-solving, high motivation and ambition, personal presentation, and dress. Rather than simply skills for employment, employability may instead be described as a '(multi-faceted) characteristic of the individual' (Yorke, 2006: 8).

[1] **Comic Relief**. Sport and Employability.

[2] https://www.reed.co.uk/career-advice/hard-skills-vs-soft-skills/

Hard skills alone won't be enough to help job seekers to get a job position. Although they're a great way to show your technical ability to recruiters, there are many other qualities important for a jobseeker to have, for them to fit within the workforce. Demonstrating a good combination of hard and soft skills is vital for successful recruitment. A job seeker could have all the technical qualifications in the world, but without the right mindset, he/she still might not be a recruiter's perfect match.

A further classification has been created to ensure that the Project Partners are including all skills relevant to sports industry demand for their research. PP1, TREK, have provided a table with a classification of skills based on further research[3] for the required skills in the sports sector, considering also the top trends for the next years. The classification is described in the following table (***Table 1***):

No	Broader skills	Narrower skills
S1	**Communication, Collaboration, and Creativity**	Negotiating
		Liaising and Networking
		Teaching and Training
		Presenting information - public speaking
		Advising and Consulting
		Understanding the physical and mental state of the athletes
		Promoting, Selling, and Purchasing
		Obtaining information verbally
		Working with others – Coaching - Mentoring
		Solving problems
		Critical thinking
		Designing systems and products for sports
		Creating artistic, visual, or instructive materials
		Marketing
		Writing and composing
		Working in a multicultural environment – Cultural understanding
		Performing and entertaining
		Using more than one language

[3] **ESCO** (European Skills/Competences, qualifications and Occupations).

Global Sports (2020). In-demand career opportunities in sports business.

Future Learn (April 30th, 2020). The complete guide to digital skills.

The Sports School. Different Careers Opportunities in Sports Industry.

S 2	**Information skills**	Conducting studies, investigations, and examinations
		Documenting and recording information
		Managing information
		Processing information
		Measuring physical properties
		Knowledge of nutrition
		Calculating and estimating
		Analyzing and evaluating information and data
		In-depth knowledge of legal terms
		Monitoring, inspecting, and testing
		Monitoring developments in the area of expertise
S 3	**Assisting and Caring**	Counseling
		Providing health care or medical treatments
		Protecting and enforcing
		Knowledge of human anatomy and physiology
		Assessing and interpreting patients
		Preparing and serving food and drinks
		Providing general personal care
S 4	**Management skills**	Developing objectives and strategies
		Organizing, planning, and scheduling work and activities
		Allocating and controlling resources
		Performing administrative activities
		Handling pressure
		Leading and motivating
		Building and developing teams
		Recruiting and hiring
		Supervising people
		Making decisions
S 5	**Working with computers**	Programming computer systems - Coding
		Digital foundation skills (being able to use digital technology)
		Setting up and protecting computer systems
		Video editing
		Accessing and analyzing data - Statistics
		Transacting (setting up accounts to use or purchase online)
		Artificial Intelligence
		Social Media
		Digital marketing
		Using digital tools for collaboration, content creation, and problem-solving

		Being safe and legal online (data sharing, updating, keeping passwords, etc.)
S 6	**Handling and Moving**	Moving and lifting
		Using hand tools
		Positioning materials, tools, or equipment
		Cleaning
		Driving vehicles
		Installing, maintaining, and repairing mechanical equipment
		Installing, maintaining, and repairing electrical, electronic, and precision equipment
		Handling and disposing of waste and hazardous materials in sports infrastructures
S 7	**Constructing**	Building and repairing sports infrastructures (gym, courts, etc.)
		Installing interior or exterior infrastructure

***Table 1**: Skills classification.*

2.1.2.2 Target Groups to be addressed

The Key target groups identified for Skills4Sports were

- NEETs;
- Organizations that offer training;
- Sports industry employers & stakeholders;
- Authorities;
- NGOs and social organizations.

The project aims to involve each group in a different capacity and approach. The first target group, which is also the final beneficiary of the project, will be the focus of all project activities. The project aims to train at least 1200 NEETs (through min. 240 days of training), providing them with skills to increase their employability, focusing on the sports industry.

Furthermore, the project will build institutional capacity for at least 160 representatives of organizations, NGOs, and local authorities via specialized workshops. Finally, a large number (60+) of sports sector employers and stakeholders will be involved, via their participation in the "Strategic Alliance for Skills4Sports, allowing them to influence the policies and activities that will create additional employment opportunities shortly.

The specific target groups to be benefited from the project are – at least – the following:

- 1,200 NEETs trained in professional skills for sports industry;
- Training organizations;
- 60 sports industry employers and stakeholders;
- Public authorities.

2.1.2.3 Mapping of NEETs existing skills

The mapping of the existing skills of the NEETs in the Mediterranean has allowed Project Partners to effectively establish baselines by assessing the skills that NEETs need to be trained on. Skills mapping will assist in creating a comparison of the skills needed to perform well in the sports industry and the existing skills held by NEETs. This comparison will allow skills gaps to be identified and remedied.

For the mapping of the NEETs' existing skills, Project Partners followed the methodology below:

- Desk research
- Survey (questionnaires)

A survey has been conducted for every region/country, to identify the existing skills of NEETs. For the survey, at least 30 questionnaires will be answered for each project country. Participants of the questionnaire will be the Key Stakeholders involved in the skills development sector, as well as final beneficiaries of Skills4Sports.

2.1.2.4 Identification of required skills in the sports sector

Engaging with stakeholders was crucial for the successful delivery of this activity. Project Partners of Skills4Sports will involve the Key Stakeholders mapped in the previous activity of the project (A1.1.1 – Mapping of Key Stakeholders), to collect the data for the present report. Key Stakeholders play the most important role in the conduction of the Skills Gap Analysis, as they are the ones who can provide the information needed, and they need to be entirely engaged.

Project Partners have involved both public as well as private sector stakeholders. Important priority must be given to primary stakeholders, such as NGOs, Youth

Centers, networks, etc., as well as to intermediaries, such as associations, federations, etc. Essentially, Key Stakeholders – especially the ones which recruit human resources - are the ones who will determine the skills gap which will lead to the development of the educational training material of Skills4Sports identified by the Skills Gap Analysis report.

Project Partners identified the skills required for employment in the sports sector via market research. Each Project Partner will distribute questionnaires to Key Stakeholders to record the skills they require from NEETs when filling the job positions. The market research will be composed by:

- A survey (questionnaires)
- A focus group and/or interviews

2.1.3 Skills4Sports – Methodology Tools

When it comes to the actual conduction of a skills gap analysis, two skill gap analysis methods, a qualitative and a quantitative method, were followed.

To have a successful Skills Gap Analysis for Skills4Sports the following approach was followed:

Quantitative Research

1. Identification of the required skills via market research
2. Mapping of the NEETs existing skills in every project country via desk research

Qualitative Research

1. Mapping of the NEETs existing skills in every project country
    - Surveys through questionnaires for NEETs
        - Number of questionnaires to be answered: at least 30 per project country
        - Type of questions: see **Annex 2**
2. Involvement of Key Stakeholders in the sports sector
    - Surveys through questionnaires for Key Stakeholders
        - Number of questionnaires to be answered: at least 30 per project country

- Type of questions: **see Annex 4**

➢ Focus groups and/or semi-structured interviews with Key Stakeholders:

- Number of focus groups: at least one (1) focus group per partner country with a maximum of 10 stakeholders
- Number of interviews: at least three (3) interviews per partner country
- Type of questions: **see Annex 4**

3 Skills Gap Analysis - Greece

3.1 Situation Analysis

The “NEETs Young people not in employment, education or training: Characteristics, costs and policy responses in Europe” study conducted by The European Foundation for the Improvement of Living and Working Conditions concludes that Southern Mediterranean – Greece and Italy – and eastern European countries – Bulgaria, Hungary, Romania, Poland, and Slovakia teams up as a cluster which is characterized by having a majority of NEETs who are inactive.

The countries in this cluster are those with the highest NEET rates in Europe. The share of NEETs who are women is much higher than the EU average. In most of the countries, the majority of NEETs have no work experience or have less work experience than the EU average. In addition, in most of these countries, the share of discouraged workers is higher than the EU average. While in most, a large proportion of NEETs have a lower education level, the share of those with a tertiary education who are NEET is well above the EU average

According to the latest Communication from the Commission regarding the Youth Employment Support: A Bridge to Jobs for the Next Generation, no young person should enter the labor market without at least basic digital skills. Those skills should be gained by short and hands-on preparatory training, related to the specific skill needs of a young person. Crash courses, open online courses or boot camps can improve, in particular, young people’s digital skills and also entrepreneurial and career management skills. This is further supported by the European Skills Agenda for sustainable competitiveness, social fairness, and resilience.

As far as Greece is concerned, a survey has been conducted by the National Institute of Labor and Human Resources and the results are recorded in the Annual Report. Specifically, it states that as we move into the 4th Industrial Revolution, human capital and especially young people must have the basic digital skills such as using the Internet, integrating digital technologies, providing digital public services. The European Union uses composite indicators based on four dimensions, information, communication, problem-solving, software skills, for people aged 16 to 74. It is

understood that these areas are directly related to the future of the sports sector and the skills that it's a professional must-have.

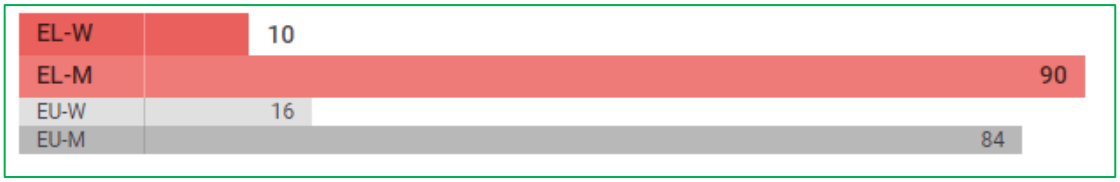
In Greece, the proportion of people without digital skills is steadily decreasing from 2015 to 2019 from 34% to 24% of people aged 16 to 74. In terms of gender, women in Greece lag behind men in possessing no advanced digital skills. Few young people aged 16-24 have no digital skills and there are more young people in Greece with basic digital skills than in the EU-28 (47% vs. 23%). Having digital skills is also related to urbanization. People with basic digital skills account for 64% of the total in urban areas, 57% in towns and suburban areas, and 49% in rural areas. Finally, 46% of the unemployed do not have basic digital skills.

Additionally, the new EU Work Plan for Sport came into force in July 2017(ESSA-SPORT, Improving the Supply of Skills to the Sector,2019). It sets out the key topics that the EU Member States and the Commission should prioritize up to 2020:

- Integrity of sport will focus on good governance, safeguarding minors, fighting match-fixing, doping, and corruption.
- The economic dimension, focusing on innovation in sport, and the links between sport and the digital single market.
- Sport and society, focusing on social inclusion, coaches, media, environment, health, education, and sport diplomacy
- The above European framework makes it clear that the skills gap for NEETs needs to be bridged and gives clear direction on what those skills should be.

According to the Gender Equality Index for 2019 Greece faces the strongest challenges for gender equality in the sub-domain of economic power. The share of women on boards of the largest publicly listed companies is 9 % and on the board of the central bank 8 % (compared to 7 % and 0 % in 2005). Women comprise just 10 % of board members of the highest decision-making bodies of national Olympic sports organizations.

Share of members of the highest decision-making body of the national Olympic sports organizations (%)



Source: EIGE, Gender Statistics Database, WMID, 2018. EIGE's calculation.

3.2 Mapping of NEETs skills

3.2.1 Mapping of NEETs skills in Greece

According to the latest OAED report for September 2021, unemployment in Greece concerns 947.292 people. Of these 574.262 are registered with the Employment Agency and according to the legislation in Greece 935.301 are considered active job seekers. It is interesting to see the qualitative characteristics of unemployment for the whole territory as in the case of Evia.

Table 1. Age and Unemployment in the Sporting, recreational, and leisure activities

Age	Sporting, recreational, and leisure activities
15-19 years old	22
20-24 years old	253
25-29 years old	505
Total	780

Source: OAED, 2021

Table 2. Educational Level and Sporting, recreational, and leisure activities

Educational Level				
	University Graduates/ Holders of Postgraduate Degree/Holde	**Graduates of Higher Vocational Schools/Graduates of post-**	**Graduates of Secondary School/Graduates of Vocational Schools**	**Graduates of Primary School/Without Education**

Sporting, recreational, and leisure activities	**rs of a Doctoral**	**secondary education (IEK, Colleges, etc.)/Graduates of High School (General, Vocational, etc.)**		
	904	1.162	307	198

Source: ELSTAT, 2011

Table 3. Sporting, recreational, and leisure activities in the Region Unit of Central Greece

Sporting, recreational, and leisure activities						
Senior managers and administrators	**Technicians and practitioners of related professions**	**Office employee**	**Sales associates and sales services**	**Skilled farmers, stockbreeders, foresters, and fishermen**	**Skilled craftsmen and practitioners of related professions/ Operators of industrial plants, machinery and equipment, and assemblers**	**Unskilled workers, manual laborers, and small tradesmen**

4416	1.781	1.434	2.206	6	304	671

Source: ELSTAT, 2011

Analyzing the data from the reports of the OAED shows that young people up to 29 years old are 15,4% of total unemployment. At the same time, data show that women in the country are more vulnerable to unemployment than men, accounting for 65,6% of total unemployment. They also remain unemployed for longer periods than men.

Graduates of Secondary Education and Technical Schools are most affected by unemployment, accounting for 72,7% of total unemployment, as they are the ones who show a gap in working with computers, administrative skills, and business knowledge. Moreover, according to Table 3, 267.876 people have worked in administrative or sales positions while 325.359 have worked in technical occupations or are unskilled workers.

By way of explanation, the data for the territory as a whole agree with the data for Evia that those in occupations that do not require higher education, digital skills, administrative managerial and communication skills, personal presentation, are more precarious.

Regarding the findings for the broader sports sector, it appears that most former workers in the sector are among secondary school and technical school graduates. Only 780 people up to 29 years old have worked in the sector. Most of the unemployed in the sector has worked in administrative and managerial positions but they are not young. Therefore, a young person needs training in skills to be able to leave education and enter the labor market. Such skills, according to the Deloitte study, include familiarity with so-called eSports, virtual reality, and sales skills for the sports sector (Deloitte,2019).

3.2.2 Mapping of NEETs skills in Regional Unit of Central Greece and Evia

In the Region of Evia with a total of 210.815 inhabitants, the unemployed correspond to 16.801 residents. The following tables show detailed qualitative characteristics of the unemployed, their age, gender, and hard skills, in particular, their educational level and occupation. We will also see the number of unemployed in the Sporting, recreational, and leisure activities for the Region Unit of Central Greece.

Table 1. Educational Level

Educational Level				
Region of Evia	**University Graduates** **Holders of Postgraduate Degree** **Holders of a Doctoral**	**Graduates of Higher Vocational Schools** **Graduates of post-secondary education (IEK, Colleges, etc.)** **Graduates of High School (General, Vocational, etc.)**	**Graduates of Secondary School** **Graduates of Vocational Schools**	**Other cases**
	2.866	6.661	3.135	4.139

Source: ELSTAT, 2011

Table 2. Gender and Age

Gender and Age		
	Unemployed	**Neets**
Male	6.672	3.348
Female	4.262	2.519
Total	**10.934**	**5.867**

Source: ELSTAT, 2011

Table 3. Profession

Profession						
Senior managers and administrators	**Technicians and practitioners of related**	**Office employee**	**Sales associates and sales services**	**Skilled farmers, stockbreeders, foresters,**	**Skilled craftsmen and practitioners of related professio**	**Unskilled workers, manual laborers, and small**

	professions			**and fishermen**	**ns/ Operators of industrial plants, machinery and equipment, and assemblers**	**tradesmen**
971	643	892	2.374	687	3.193	2.174

Source: ELSTAT, 2011

Table 4. Sporting, recreational, and leisure activities in the Region Unit of Central Greece

Sporting, recreational, and leisure activities						
Senior managers and administrators	**Technicians and practitioners of related professions**	**Office employee**	**Sales associates and sales services**	**Skilled farmers, stockbreeders, foresters, and fishermen**	**Skilled craftsmen and practitioners of related professions/ Operators of industrial plants, machinery and equipmen**	**Unskilled workers, manual laborers, and small tradesmen**

					t, and assemblers	
133	42	82	106	0	17	32

Source: ELSTAT, 2011

From the above, it is clear that men and especially young people are the most affected, as 50.1% of the unemployed are young men. Table 1 reveals that most of the unemployed people in the Region belong to the category of people with intermediate education and immediately after those with higher education.

According to the data from Table 3, 38.8% have worked in administrative or sales positions while 61.2% have worked in technical occupations or are unskilled workers. Former industrial workers and craftsmen are the largest part of the unemployed population.

By way of explanation, those who have not practiced a profession requiring digital and communication skills, knowledge of foreign languages, organizational, and management skills are more precarious. It is worth noting that women in the Region of Evia are not affected by unemployment more than men and especially young women.

As can be seen in Table 4, the number of former workers in the broader sports professions is very small about the total number of unemployed in the Region Unit. However, the data shows that most of the unemployed in the sector have worked in administrative and managerial positions requiring a wide range of hard and soft skills, such as higher education, work experience, team spirit, reliability. This finding is not in line with the other data showing a lack of soft skills such as information or communication skills.

3.3 Identification of required skills in the sports sector

3.4 Key findings

It is crucial to create opportunities for young people to act as a powerful driver for structural reforms and innovation. Lowering youth unemployment, and aiming to effectively engage as many of the Mediterranean and Europe's young people as possible in the world of work is at the heart of this project's policy agenda.

The 2008–2013 economic crisis led to high levels of youth unemployment and thus disengagement among young people. In light of this, researchers have sought new ways of monitoring and analyzing the prevalence of labor market vulnerability and disengagement among young people.

From the above, it is clear that young people in Greece do not lack education as they are University Graduates, Holders of Postgraduate Degree or Holders of a Doctoral. However, they are lagging in administrative work experience, business knowledge, and management. Especially women who have been unemployed for a longer period, making it more difficult to re-enter the labor market. On the contrary, there is knowledge and experience in the construction sector and the broader technical professions.

In addition, they have digital skills but need a push into new fields such as virtual reality and esports to be able to join the sports sector. Greater integration with the media sector is needed. As the evidence suggests, the degree of urbanization affects skills such as digital skills and therefore greater support is needed for those living in towns and suburbs.

Summing up the training needs:

1. Technological Skills (IT, working with computers)
2. Communication and Marketing
3. Management Skills
4. Soft Skills

4 Skills Gap Analysis – Malta

4.1 Situation Analysis

The population of Maltese youth aged 16-24, according to the NSO Demographic Survey 2013 published in August 2015, was 46,942. According to the ETC (as of April 2015), the number of NEETS youth in Malta was 6,749 (14.4%).

The Ministry of Education and Employment, with the support of Jobs plus-Malta Public Employment Service (PES), conducted the NEET Youth Census around 2015. This research was co-financed by the European Social Fund (ESF) (85%) and National Funds (15%). This research provided the following results:

- Three sub-categories of NEETs were identified: transitional NEETs (young people who have taken some time before moving on to higher education), floating NEETs (young people who lack direction and motivation), and basic NEETs (young people with social and behavioral problems, including those from families where unemployment is a norm and not much importance, is attached to further education).
- The target group of NEETs was fluid and heterogeneous.
- ¼ of the NEETs interviewed did not consider themselves to be NEETs.
- Most of the NEETs interviewed were not aware of programs or projects that aim to improve the training and employment of NEETs.

Jobs Plus, the state employment, and referral agency in Malta, regularly publishes the state of employment and unemployment in Malta. According to the April 2021 publication, the number of unemployed between 2019 and 2020 increased across all age ranges (Figure 1). The reasons for that increase are closely related to covid19 and the nature of jobs closely related to the tertiary sector and tourism.

Table 5. Persons registering for work by age group and sex in 2019 and 2020.

Age group and sex	Annual average 2019			Annual average 2020		
	Malta	Gozo	Total	Malta	Gozo	Total
Under 20	81	5	86	150	11	161
Males	53	2	55	91	7	98
Females	28	3	31	59	4	63
20-24	100	15	115	299	31	330
Males	67	11	78	183	20	203
Females	33	4	37	116	11	127
25-29	101	10	111	329	20	349
Males	66	6	72	189	11	200
Females	35	4	39	140	9	149
30-44	471	51	522	971	70	1,041
Males	350	35	385	610	46	656
Females	121	16	137	361	24	385

The Jobs plus data also shows a decrease in the number of unemployed people by 2021, however, the reasons for this decrease may be related to leaving the country and not necessarily to an improvement in employment.

The study also mentions that the number of persons with a disability who were registered for work increased by 6 between 2020 and 2021.

Based on a Eurofound study Malta falls into a group called "cluster 2" characterized by a majority of inactive NEETs. It includes southern Mediterranean countries, such as Greece and Italy, and Central and Eastern European countries, such as Bulgaria, Hungary, Romania, Poland, and Slovakia. Except for Poland and the Czech Republic, the countries in this group are generally those with the highest rates of NEETs in Europe. The proportion of women who are NEETs is much higher than the EU average. Although the majority of NEETs are inactive, as in the first group, these characteristics seem to be driven by very different dynamics.

Other trends specific to the island state of Malta are as follows:

- Young people account for 14% of the total unemployed;
- The number of unemployed young women is roughly equal to that of men;

- The composition of employed youth is generally classified as "employed" (rather than self-employed, implying that young people still rely on "finding a job" rather than "creating a job");
- 20% of young people are in part-time employment and 18% are in temporary employment;
- 40% of young people are in temporary employment because they have not been able to find a permanent job.

In line with youth unemployment, what appears to be an urgent and serious concern in the early school leaving (ESL). ESL has been identified as a priority to be addressed, in line with Malta's 2017 National Reform Programme, the 'Strategic Plan for the Prevention of Early School Leaving in Malta' (ESL Malta, 2014a), and the EU2020 national targets on reducing early school leaving. According to the European Commission's definition of early school leavers: those aged 18-24 who have lower secondary education and who are not currently in formal or non-formal education and training. In the Maltese context, they are considered to be those who have not obtained at least five passes in the Secondary Education Certificate (SEC) in grades 1 to 7, or equivalent, and who are not currently in any training or education program. The research, carried out by Eemer Eivers, first reviews the main problems faced by students at all stages and the possible reasons that may lead them to drop out of school. Following this analysis, focuses on making several proposals and changes that could lead to an improvement and thus avoid the high dropout rate Malta is facing.

The Europe 2020 strategy highlights that Malta needs to make the best possible use of its greatest asset – human capital (Commission, 2015). This is an urgent matter as the country has one of the lowest employment rates in the EU (63.2%), a very high number of early school leavers (22.6%), and a low number of students attaining tertiary education (22.4%). According to the Tames Berger & Bacher research, the majority of Youths NEET's highest level of education is a School Leaving Certificate. Resulting in the skill set of NEETs being relatively low. As stated earlier, Youths are the future. Thus, if a country wants to grow and Youths NEET Census Report 2015 23 develop its economy, it is this generation that must be developed into highly skilled individuals, find employment, and contribute to developing Malta's human capital.[4]

[1] https://education.gov.mt/en/youthguarantee/Documents/Neets FINAL REPORT_ETC.pdf

According to the study conducted by the Ministry of Education and Employment, supported by Jobs plus (PES), of the 277 respondents to their surveys, concerning qualifications, the majority of respondents have a school-leaving certificate 45.5%, 32.1% have at least an O level, 10.1% have a diploma, and 3.2% have at least an A level. Of the 10.8% who selected the category "other - please specify", 8 owned a Bachelor's degree, 1 obtained a Master's degree, 5 declared MCAST or ITS without highlighting the qualification, while the remaining 4 did not have any qualification.

In terms of plans, when respondents were asked whether they wanted to undertake any education or training courses, 56.7% stated that they had plans to do so. Of this 56.7%, 15 specified hairdressing, 14 security/police/soldier, 13 computer/IT, 9 childcare, 9 beautician. In addition, 18 mentioned MCAST, 8 A-levels and/or the University of Malta, and 3 a Master's degree without specifying the area of interest.

From the same studies, again, participants were asked to indicate which sectors they were most interested in (table 1). Here, respondents could choose more than one industry. Of the 277 who responded to this question, more than one-third (36.1%), the retail industry.

Table 6. Industries that interest most the respondents. *[5]

Industry	Frequency (%*)
Retail	36,1%
Public Sector	26 %
Catering	22,7 %
Beauty	18,8 %
Hospitality	48 (17.3)
Healthcare	40 (14.4)
Manufacturing	39 (14.1)
Construction	18 (6.5)

The youth guarantee report of 2015 identifies the key aspects:

- **Parental Influence**: It is clear that the majority of NEETs are still living with their parents (90%) and have ongoing interactions with family members. This

[5] https://education.gov.mt/en/youthguarantee/Documents/Neets FINAL REPORT_ETC.pdf . p.50.

implies that they are heavily influenced by the family and may either get low exposure to the labor market or poor career guidance. In addition, the majority of participants reported having a traditional family set-up; namely the father as breadwinner and the mother as a homemaker. This has implications on how they would likely perceive the labor market and their career prospects.

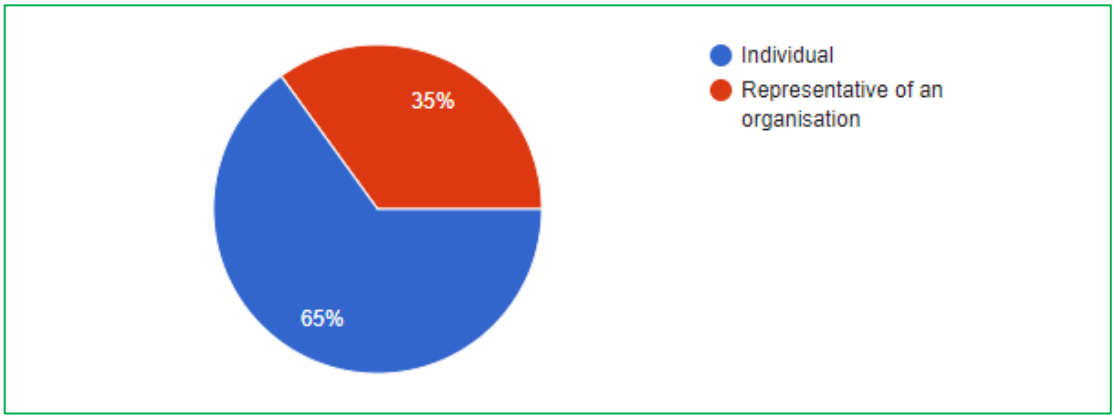
- **Parenthood:** 11.1% of the participants interviewed reported to be parents themselves. The implications of this are that they may be unable to work to raise children and also because they find it a major problem where to leave their children.
- **Education:** The vast majority have at least a School Leaving Certificate, O-level, or diploma. A small number also have a tertiary level of education.
- **Work experience:** Although 76% have some form of work experience, mostly doing odd jobs, only 41% had full-time job experience. This implies that the majority of participants have never had the benefits of planning long-term careers or settling down in specific roles. Those doing part-time jobs were not doing so voluntarily but because they had no better options. 70% claimed to be more in support of having a full-time job.
- **Plans for the future:** The majority of respondents reported having plans for their future careers or potential job opportunities. This still leaves a good 43.3% claiming that they have no plans on how they should best approach job opportunities or career prospects.
- **Employment sectors:** One can notice that the majority of the respondents would preferably go for the more traditional sectors. This implies that either they are still aversive to new employment realities or that they have very little exposure to new emerging sectors. The new sectors are more likely to offer the best salaries and opportunities for growth. Moreover, only 6% of the participants claimed to consider starting their own business which indicates they are more into job seeking rather than job creation.
- **Knowledge of the Youth Guarantee Programme of Jobs plus:** 70% of the respondents never heard about this program and 52% do not know if their friends are participating in the program, implying that the program is not well-exposed.

- This last point is crucial for the Skill4Sports project, as it demonstrates the great importance of having an effective dissemination and communication plan in place to ensure that the message reaches the main target groups.

4.2 Mapping of NEETs skills

To determine what skills currently exist in the available NEET workforce and what skills would be needed to access the labor market in the sports industry. By identifying the existing skills of NEETs and the skills needed in the sports sector, we will identify the mismatch. This first part of the analysis focuses on the skills that NEETs have. For this purpose, a series of questionnaires have been carried out to find out the level of skills in a wide range of areas.

In the first question, when asking, "Are you an individual or do you represent an organization?", 65% of the respondents were individuals and the rest, 35%. were representatives of an organization.



Question number 2, was related to the level of skills within 7 different areas:

S1- Communication, Collaboration, and Creativity

S2- Information Skills

S3- Assisting and Caring

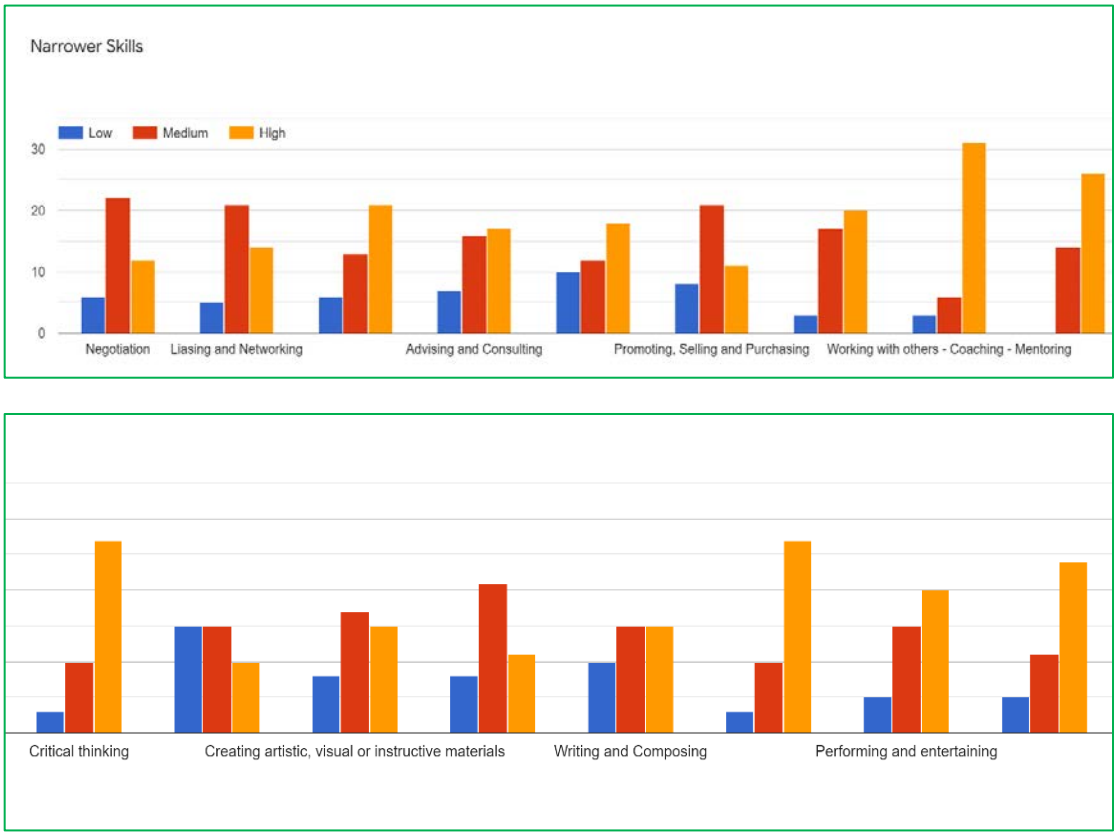
S4- Management Skills

S5- Working with Computers

S6- Handling and Moving

S7- Constructing

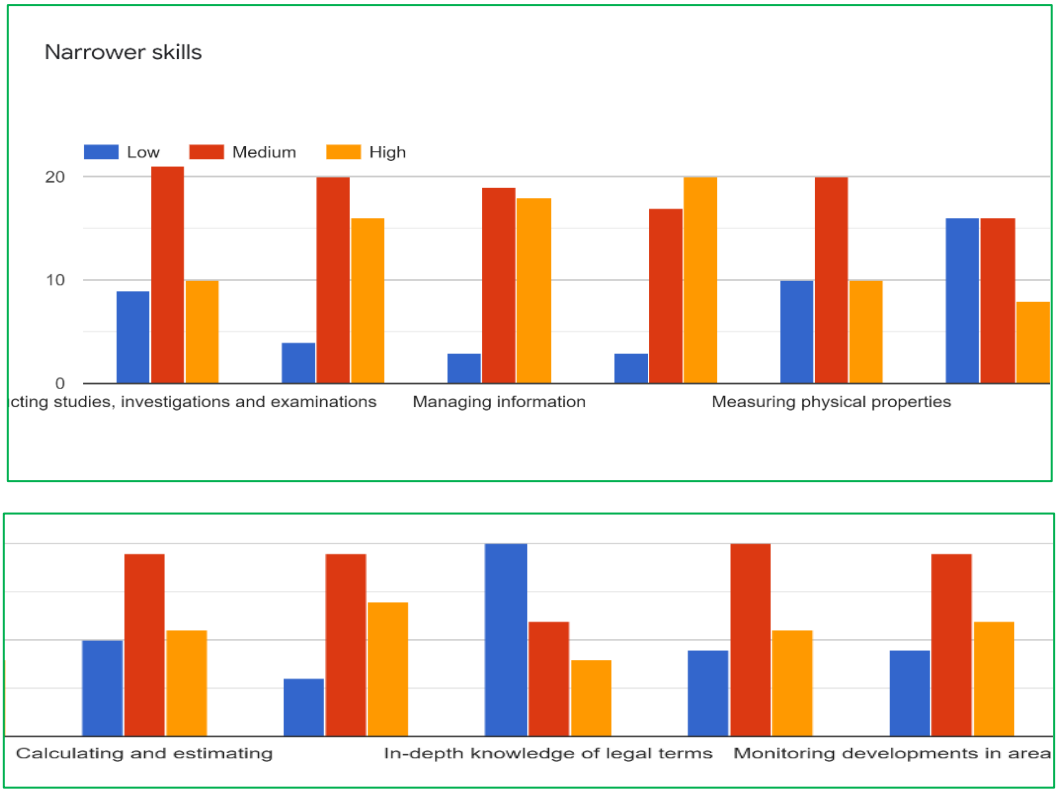
For the first area, S1- Communication, Collaboration and Creativity, the skills assessed and their responses were (graphic 1):



Graphic 1. S1/ Communication skills

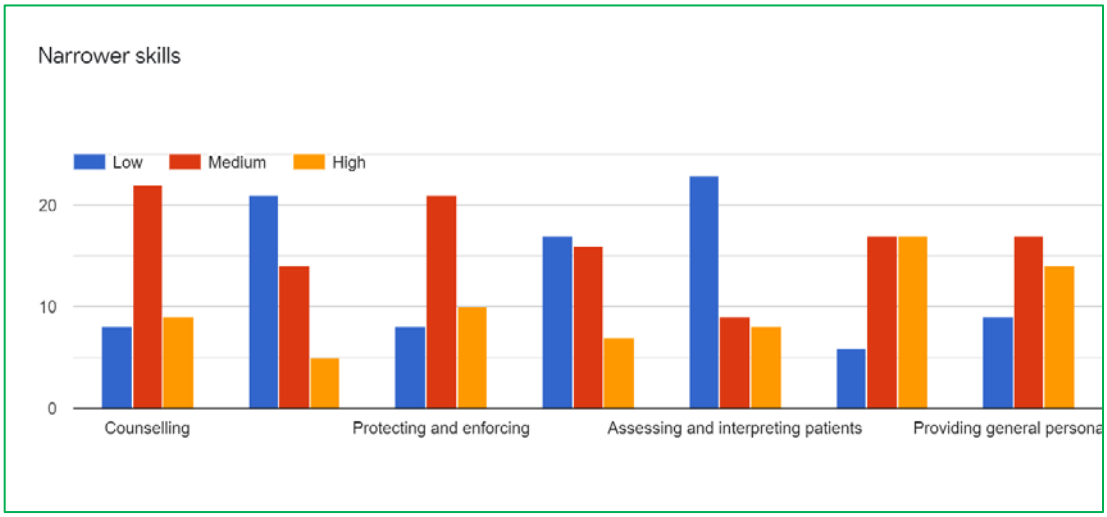
While there are highly knowledgeable skills such as Working with others, Critical thinking, working in a multicultural environment, or using more than one language, others remain at lower levels such as Negotiating, and more balanced such as Creating artistic, visual, or instructional materials and performing and entertaining.

In the second area S2 - Information Skills, the results (graphic 2) show a high level of skills related to Information Management and Processing. However, the fields of Nutrition and In-depth knowledge of legal terms seem to be the least known.



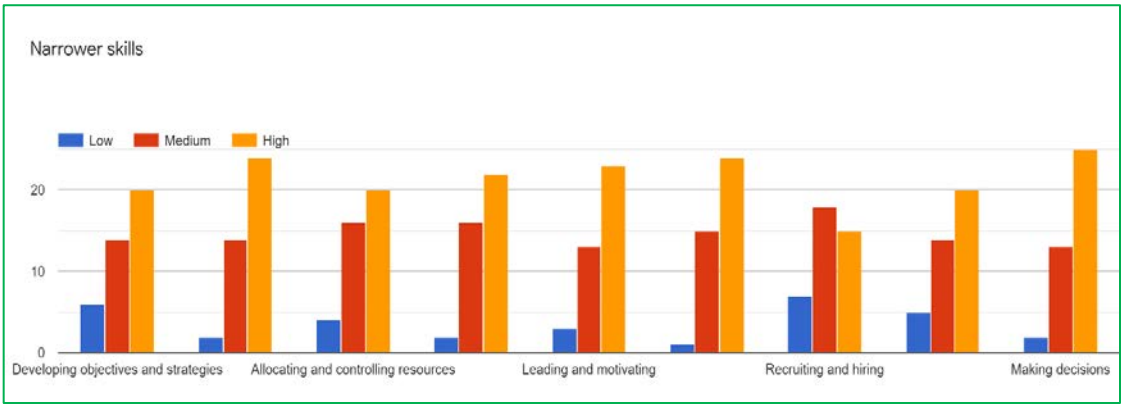
Graphic 2. S2- Information Skills

The S3-Assisting and Caring (graphic 3), indicates medium-high knowledge of preparing and serving food and beverages, and low skills when linked to the provision of health care or medical treatment and the assessment and interpretation of patients. Other competencies such as Advising and Protecting and enforcing show a high number of people with medium competencies.



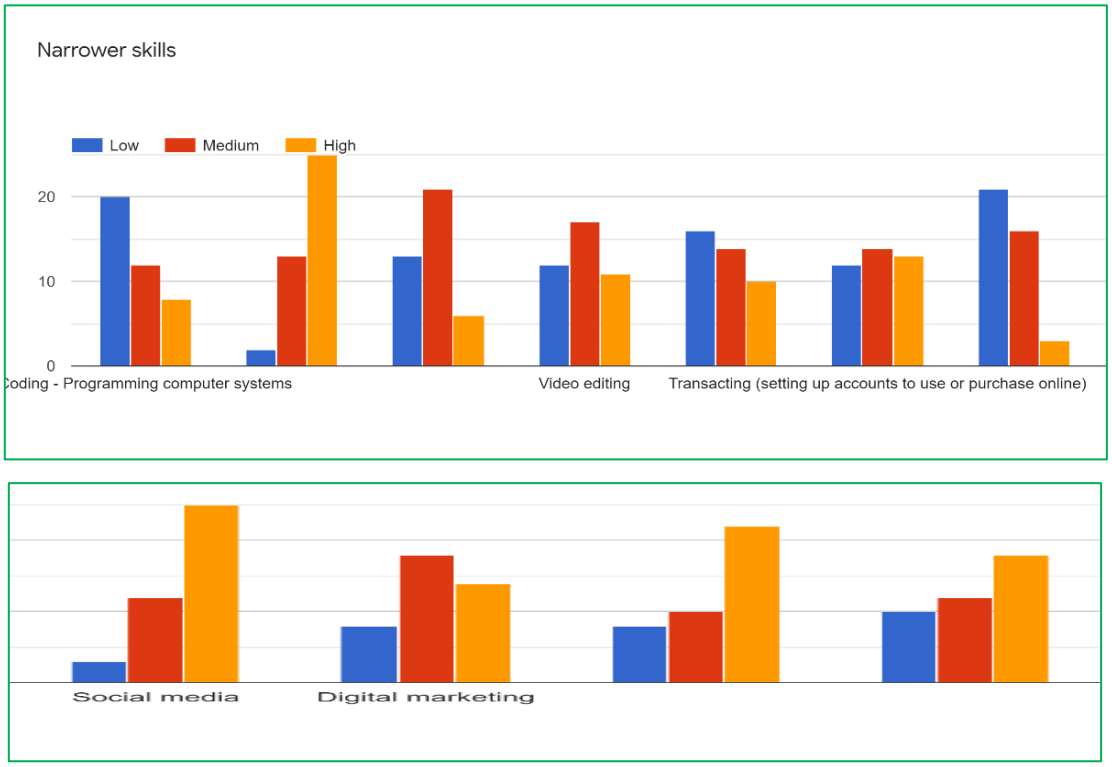
Graphic 3. S3- Assisting and Caring

When assessing the S4-Management Skills, the graph shows a high level of knowledge for all the different sub-categories in which the majority of the answers were “high”. (graphic 4)



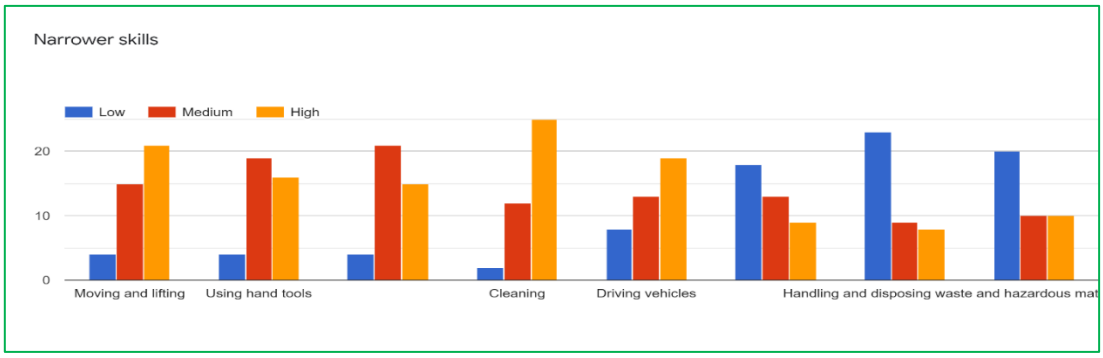
Graphic 4. S4- Management Skills

The fifth assessed area S5-Working with computers shows a lack of knowledge in the sub-categories of programming computer systems-coding, analysis data – statistics, and artificial intelligence. However, the subcategories of digital foundations skills and social media show a large majority of people having these skills.



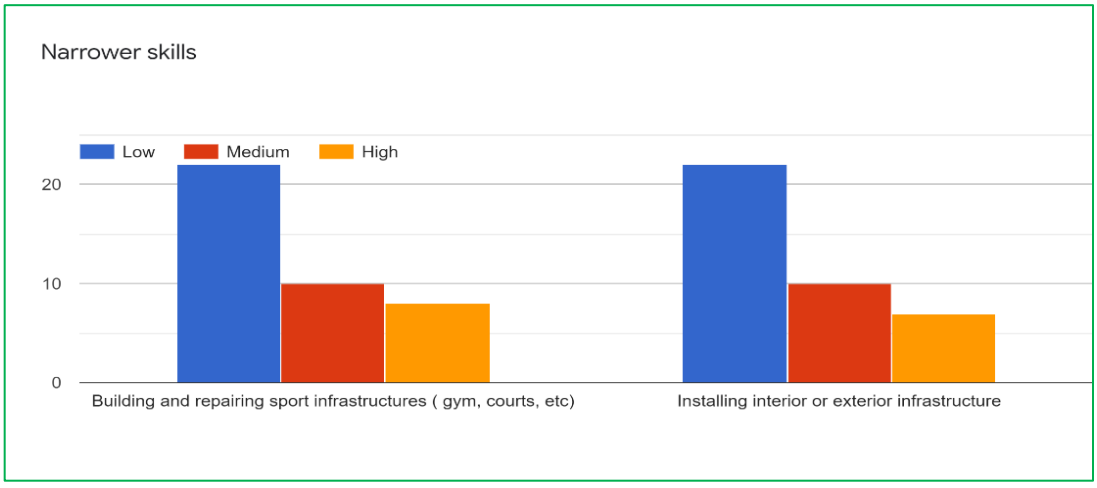
Graphic 5. S5- Working with computers

S6- Handling and Moving. Low levels of skills are shown in the areas of Installing, maintaining, and repairing mechanical equipment, Installing, maintaining, and repairing electrical electronic and precision equipment, while showing a high level of skills in the remaining areas. In addition, respondents show a high level of skills related to moving and lifting and cleaning.



Graphic 6. S6- Handling and Moving

S7- Constructing. Graphic 7 shows a low level of skills related to building and repairing sports infrastructures (gym, courts, etc) and Installing interior or exterior infrastructure.



Graphic 7. S7- Constructing

4.3 Identification of required skills in the sports sector

This analysis aims to determine what skills currently are needed in the Sports Sector. By identifying the existing skills of NEETs and the skills needed in the sports sector, we will identify the mismatch. This second part of the analysis focuses on the skills

that the Sports sector needs. For this purpose, a series of questionnaires have been carried out, the survey provided by TREK was digitized into an online survey to facilitate responses from all participants.

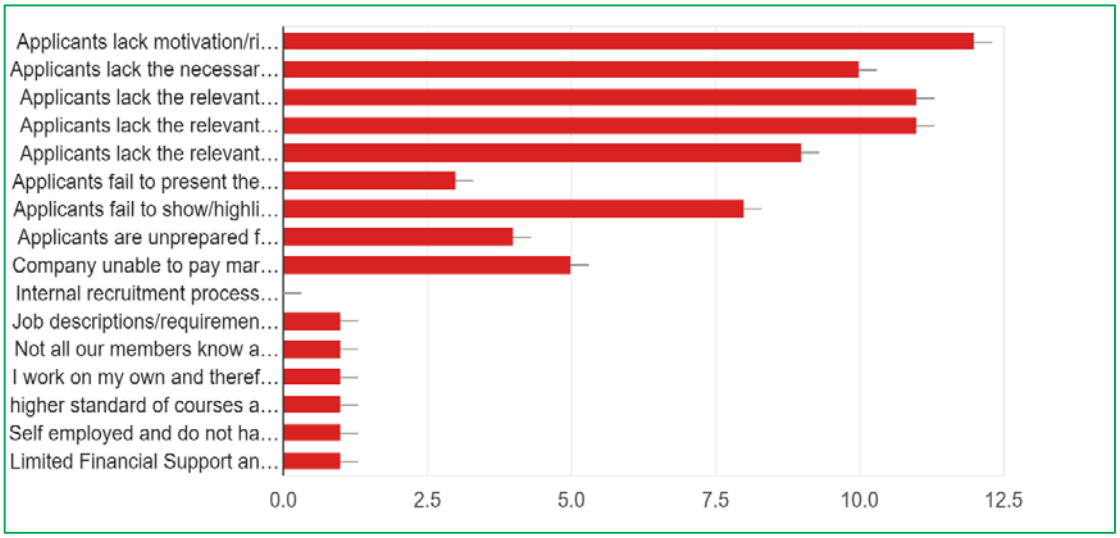
The first question**,** "What is the type of your organization?", shows a heterogeneous reality with coaches, gyms, personal trainers, sports associations, organizations, NGOs, recruitment companies, and healthy enterprises related to sport.

When asked "As your business/industry looks toward the future, what type of training will be of most value as you seek to improve your workforce?" The respondents answered:

- Administration and Youth Development training
- Self-worth and confidence skills to promote more the physical activity lifestyle for employees
- Marketing, Management, and communication skills
- Efficiency communication
- IT
- Coaches' communication skills, Interview preparation, self-confidence training
- Improving individuals selling skills and people management skills.
- Equal pay and more media exposure
- Motivation exercises for client
- Gymnastics & weightlifting
- How to deal or handle certain people or situations
- IT and communication
- Selling training, sports broad knowledge, sports seminars, sports equipment quality knowledge, national and international football knowledge.
- PUMA brand Personal training coaching studies and nutrition studies, also marketing knowledge would be valuable.
- Clubs that invest more in training and nutrition.
- Knowledge about the sport. Since it is a new sport in Malta (it has only been 2 years) and has not yet reached most countries, many people do not know it.
- Sports specific training, prevention, treatment, performance enhancement.
- More experience.

- Engage a National Coach and train the Executive members and sub-committees in a variety of key fields so that the Federation achieves set objectives.
- Instructors.
- Cleaning staff.

The third question, “what are the causes of your hard-to-fill vacancies?”, the graphic shows that the main reasons that make it difficult for companies to fill their vacancies are:



In question number 4, “What are the specific occupations in which you currently have vacancies at this location that are proving hard-to-fill?” The answers were:

- Fitness instructors
- Receptionists
- Trainers
- Cleaners
- Gym instructors
- Executive board members
- Personal trainer
- Secretary

- Next season coaching staff to be honest most of them because of reasons above - people nowadays coming not very often not prepared for the interview or their expectations are higher than their experience.
- IT-based roles where the skills in Malta seem to be lacking.
- Personal trainer responsible for exercise and diet
- I work as self-employed and do not intend on having employees
- Psychologist
- Waiter
- Selling position and a lack of motivation and experience on it
- Receptionist
- Massage
- National Coach and Federation administrator
- Strength and Conditioning Coaches
- Sports Physiotherapists.

The most repeated position is fitness/gym instructor or personal trainer (6). The rest of the answers are very varied, ranging from receptionists/secretary (3), physiotherapists (2), cleaners (1), executive board members (1), waiters (1).

Question five, "for the skills listed below, please estimate in the left column the importance of the skill for work in your organization (graphics with 3 colors) and in the right column whether job candidates & team members possess the skill." (Graphics with 6 colors) The respondents answered according to 7 different areas:

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

To assess the importance of the competencies for the organization, the assessment categories were the following:

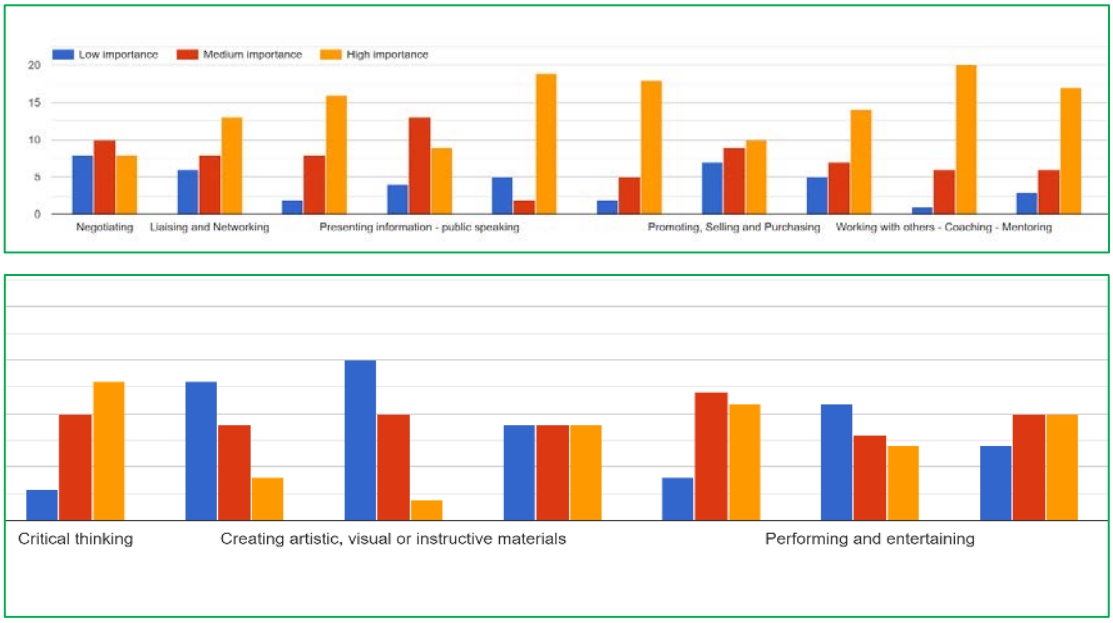
- Low - Blue

- Medium – Red
- High – Yellow

As for the second part of the question, "whether job candidates & team members possess the skill", the graph presents the different categories, from left to right as per below:

- Candidates low – Blue
- Candidates' medium – Red
- Candidates high – Yellow
- Team low- Green
- Team medium- Purple
- Team High- Soft blue

Importance of the skill for work in your organization

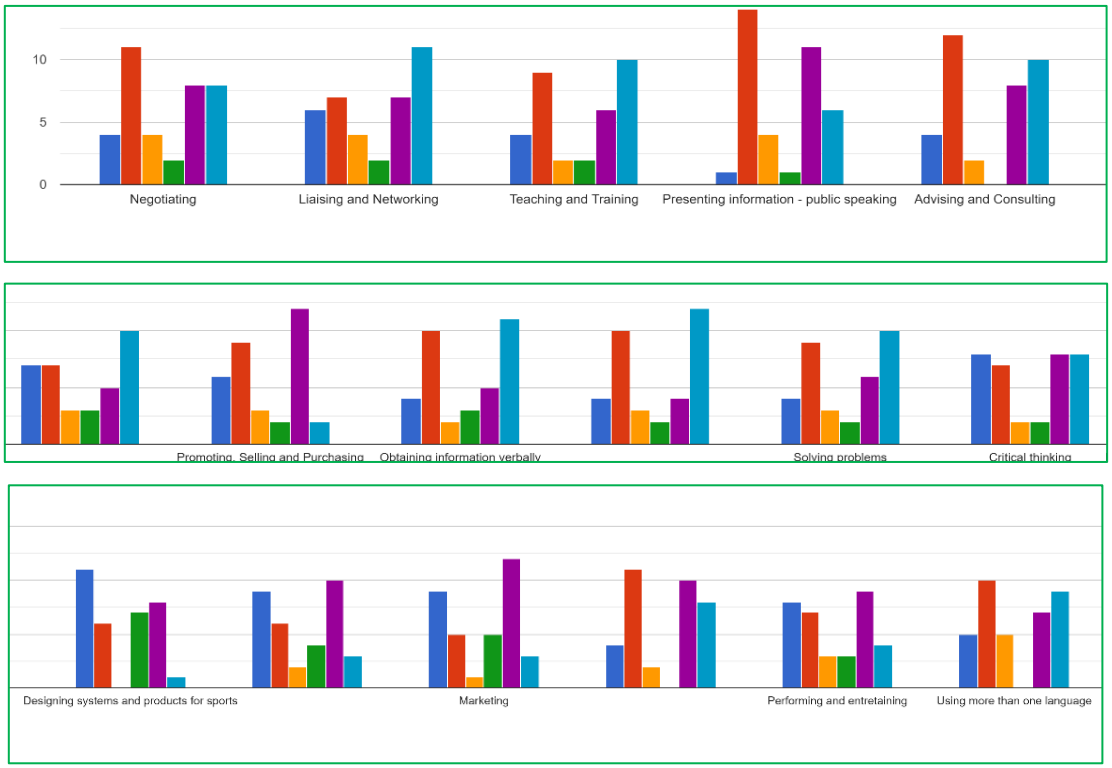


Graphic 8. Communication, collaboration, and creativity skills importance

Especially noteworthy with a high level of importance are the subcategories of Presenting information - public speaking, Understanding the physical and mental state of athletes, Promoting, selling and buying, obtaining information verbally, working with

others - coaching-mentoring and Problem solving, and critical thinking. In contrast, there are also skills with very low importance such as Creating artistic, visual, or instructional materials, Marketing, Writing and composing, and acting and entertaining.

Candidates & Employees



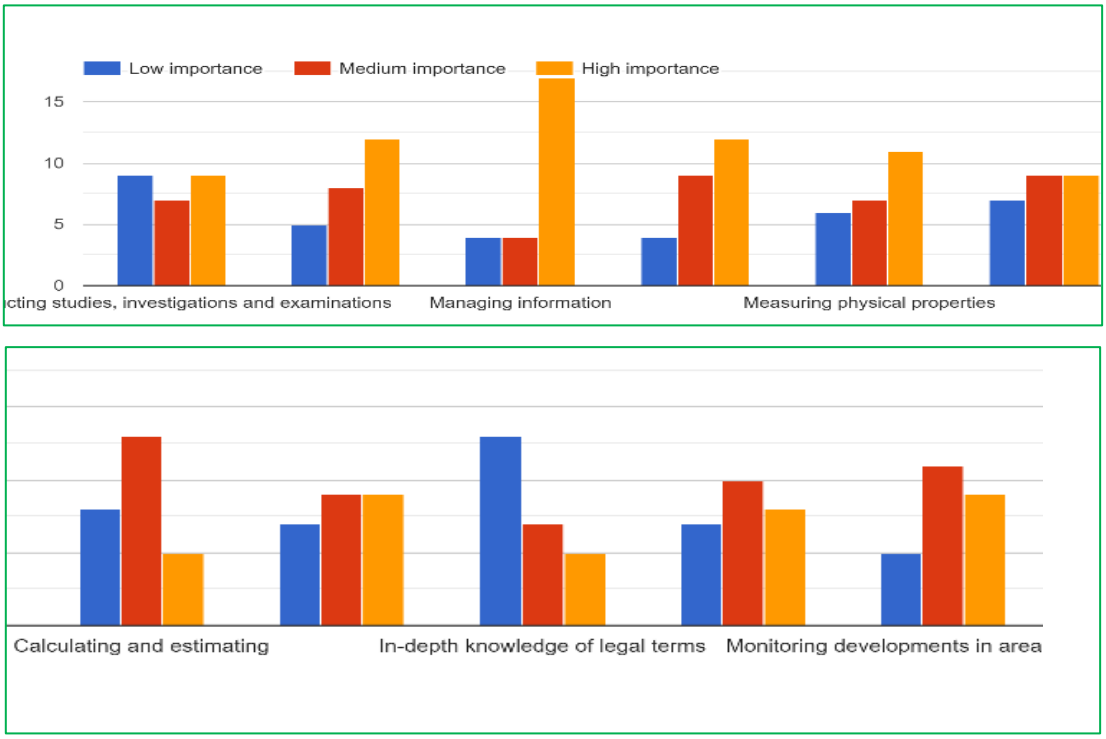
Graphic 9. Candidates & Team skills

According to the participants' answers, the sub-categories that are most important within the organization receive candidates with medium levels. In contrast, employees who are already part of the organization most of them have medium and high levels of knowledge in the areas.

The areas that seem less important to the organization also have many candidates with low skills. An exception is a subcategory Working in a multicultural environment-cultural understanding, which is not important for the organizations but has many

candidates with a medium level. The company's employees have a low level for creating artistic, visual, or instructive materials

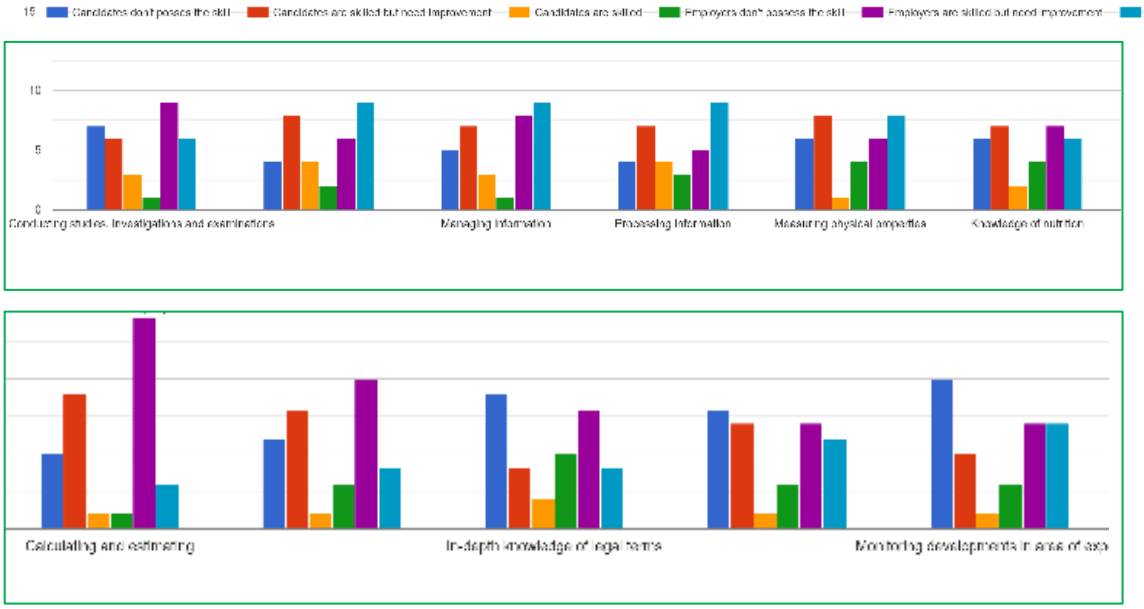
Importance of the skill for work in your organization



Graphic 10. Information skills importance

The graph shows different levels of importance for each organization with the sub-categories, whereby only two of them stand out and the rest have quite similar values between low, medium, and high. The sub-categories that stand out are managing information with a high level of importance and in-depth knowledge of legal terms with a low level.

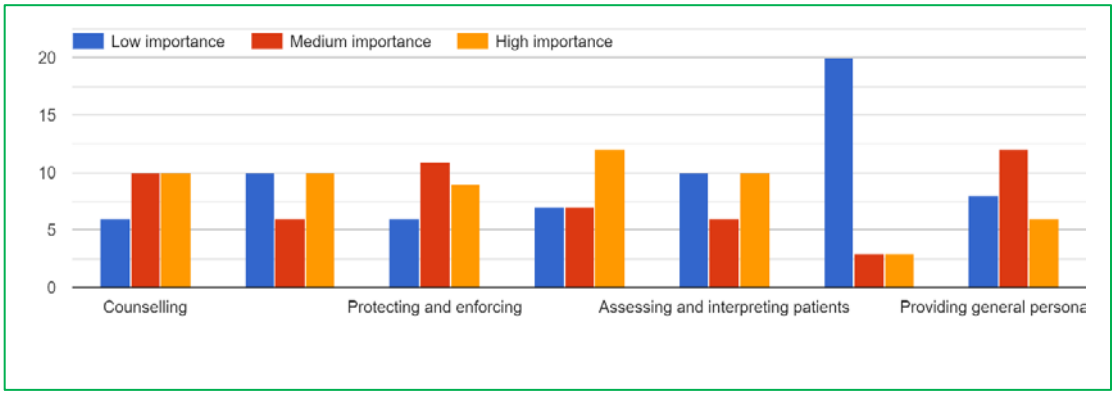
Candidates & Employees



Graphic 11. Candidates & Team skills

This category appears to be more complicated than the previous one for the candidates, who in this case have little or medium knowledge. Employees, on the other hand, continue to be medium-high in all questions.

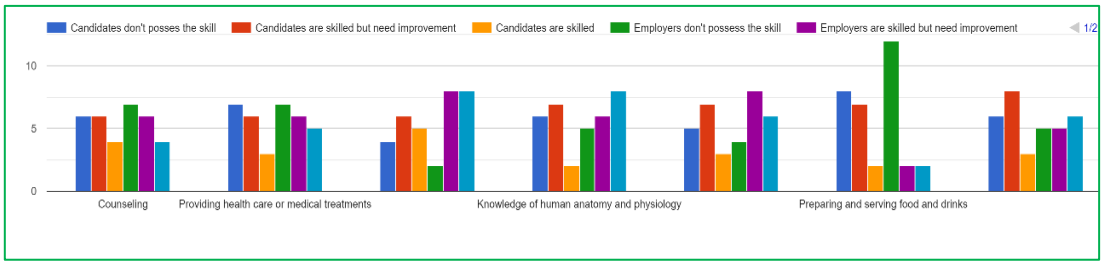
Importance of the skill for work in your organization



Graphic 12. Assisting and Caring skills importance

The values shown in the graph are quite similar between organizations giving low, medium, and high values to the same sub-category. The only sub-category that stands out as "Low" importance is preparing and serving foods and drinks.

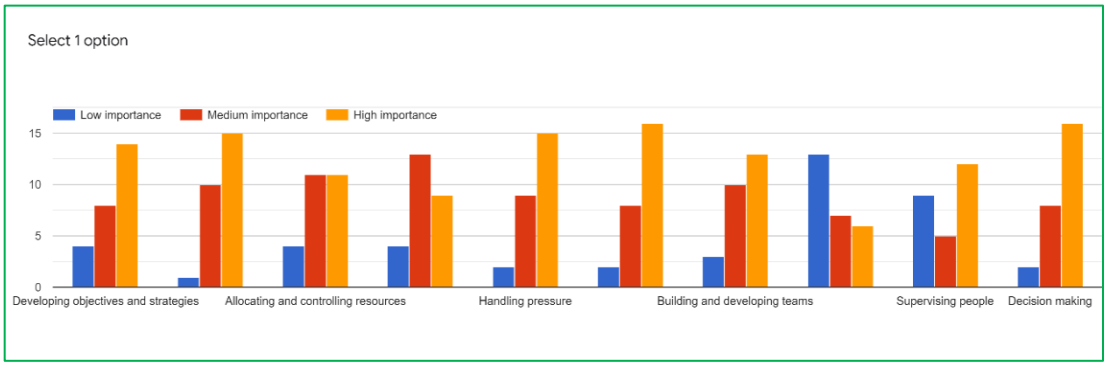
Candidates & Employees



Graphic 13. Candidates & Team skills

Both candidates and team members have many different levels in each of the questions. While the candidates remain with similar values to the previous categories, the team seems to show many sub-categories with a low level of skills in this question: providing health care or medical treatments, and preparing and serving food and drinks. Candidates generally split evenly between those with low skills, medium, and high in the sub-categories of counseling, protecting, and enforcing. In most of the sub-categories, there are quite a large number of medium-level candidates.

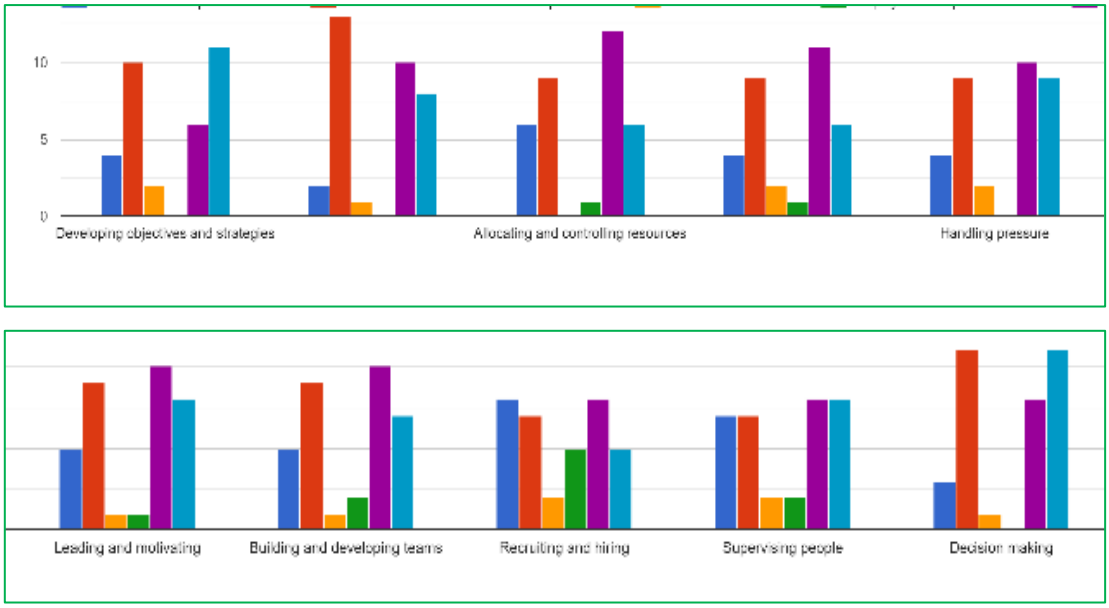
Importance of the skill for work in your organization



Graphic 14. Management Skills importance

Overall, this area is shown to have a high level of importance for the most part. The only exception is the sub-category recruiting and hiring.

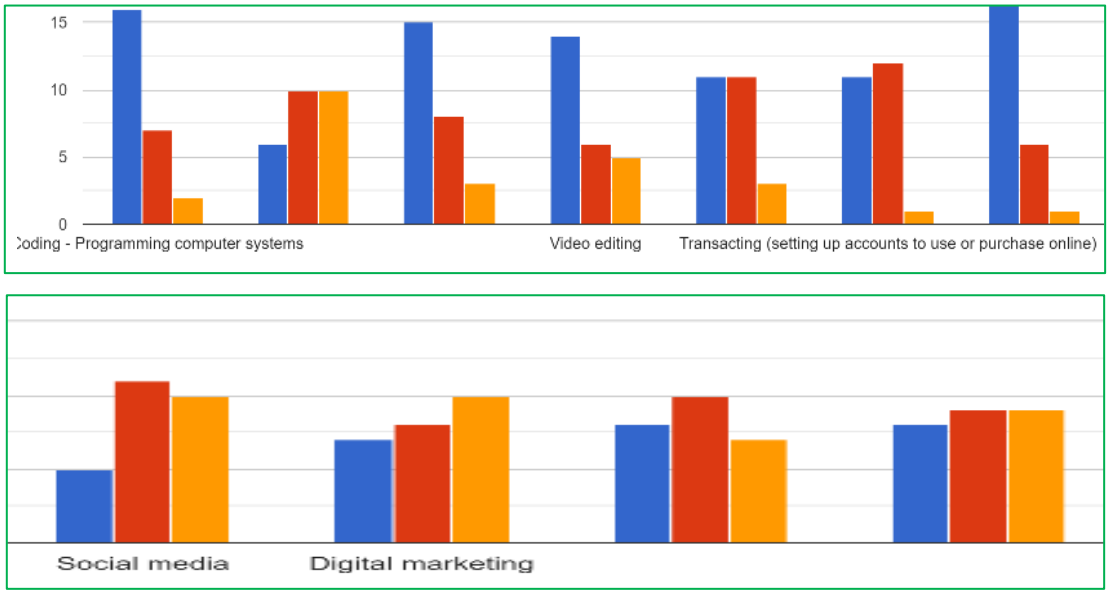
Candidates & Employees



Graphic 15. Candidates & Team skills

While candidates move between the low-medium level, employees have a medium-high level in all sub-categories.

Importance of the skill for work in your organization

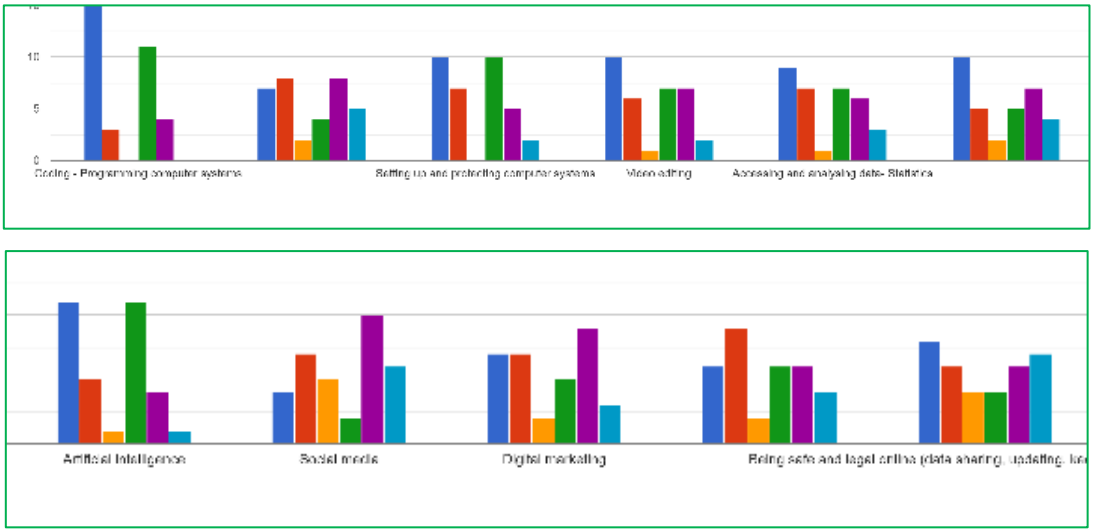


Graphic 16. Working with Computers importance

The importance of working with computers does not seem to be very high overall. In more detail, within this category, we find that Digital foundation skills, social media,

Digital Marketing, using digital tools for collaboration, content creation and problem-solving, and being safe and legal online do have medium and high importance.

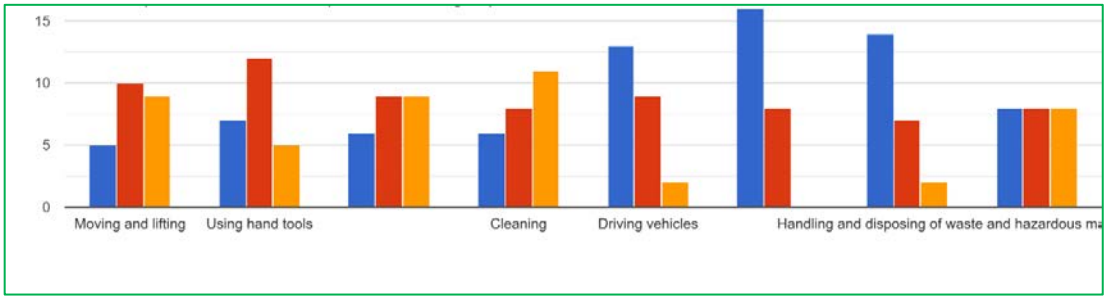
Candidates & Employees



Graphic 17. Candidates & Team skills

In general, both candidates and employees show low. medium and low levels in most of the sub-categories.

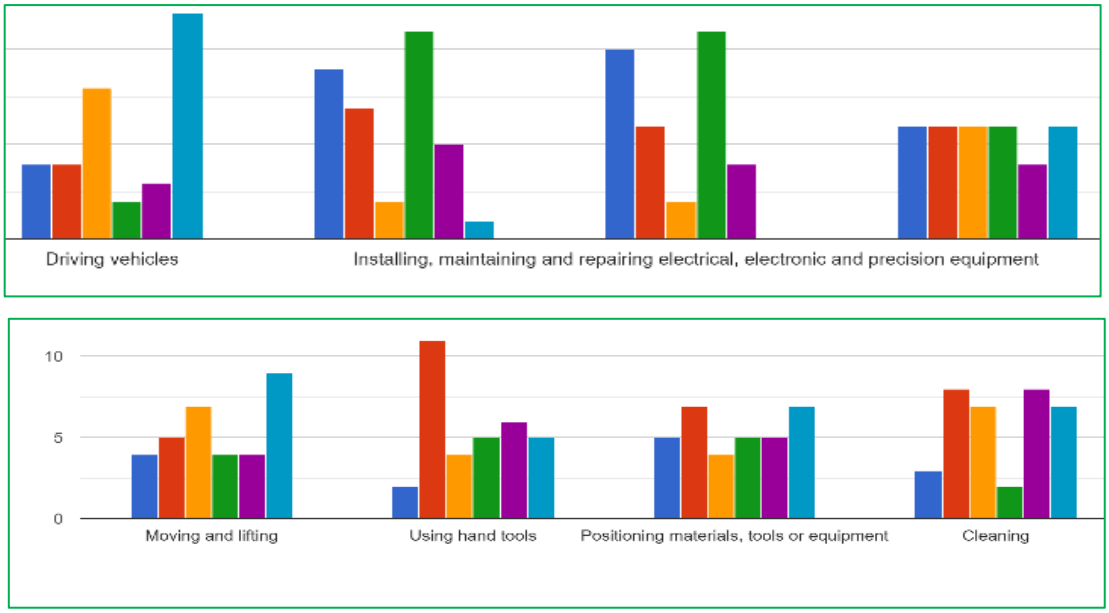
Importance of the skill for work in your organization



Graphic 18. Handling and Moving importance

The sub-categories of moving and lifting, using hand tools, positioning materials tools or equipment, and cleaning are shown as medium or high. In contrast, Driving vehicles, installing, maintaining, and repairing mechanical equipment. Installing, maintaining, and repairing electrical electronic and precision equipment have low importance.

Candidates & Employees

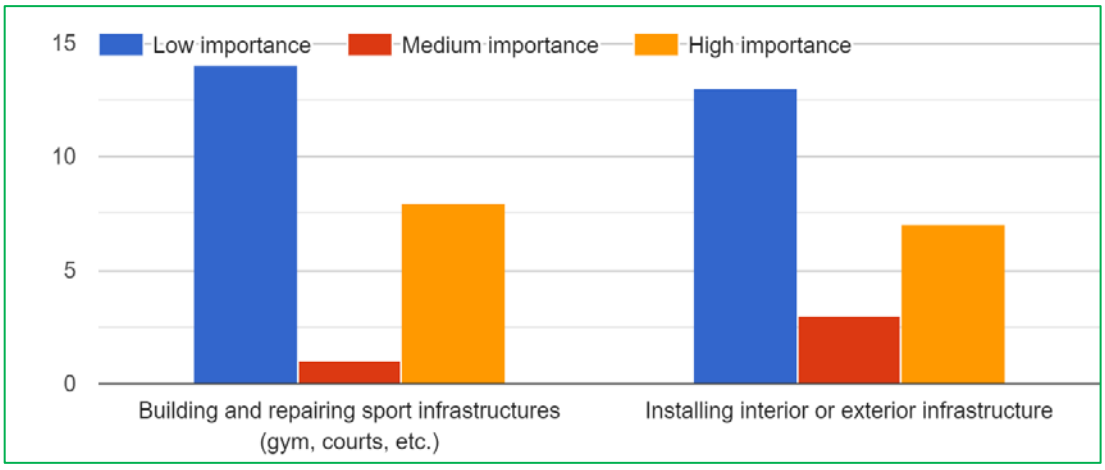


Graphic 19. Candidates & Team skills

Candidates have a high and/or medium-level in Moving and lifting, using hand tools, Cleaning, and Driving vehicles. On the contrary, they show a low level in Installing, maintaining, and repairing mechanical equipment and in installing maintaining, and repairing electrical, electronic, and precision equipment.

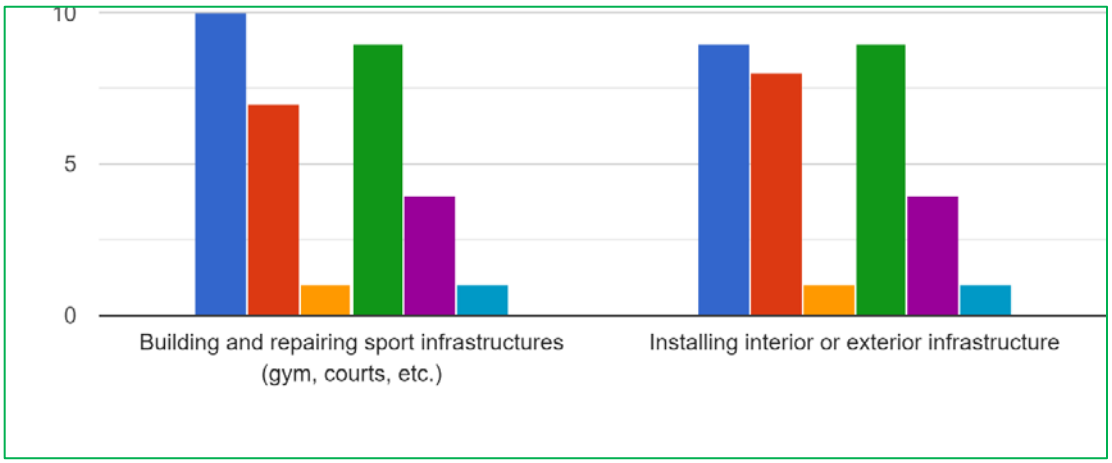
Teams have a low level especially in Installing maintaining and repairing both, mechanical equipment and electrical and electronic equipment. However, they have medium and high levels in all other sub-categories.

Importance of the skill for work in your organization



Graphic 20. Constructing importance

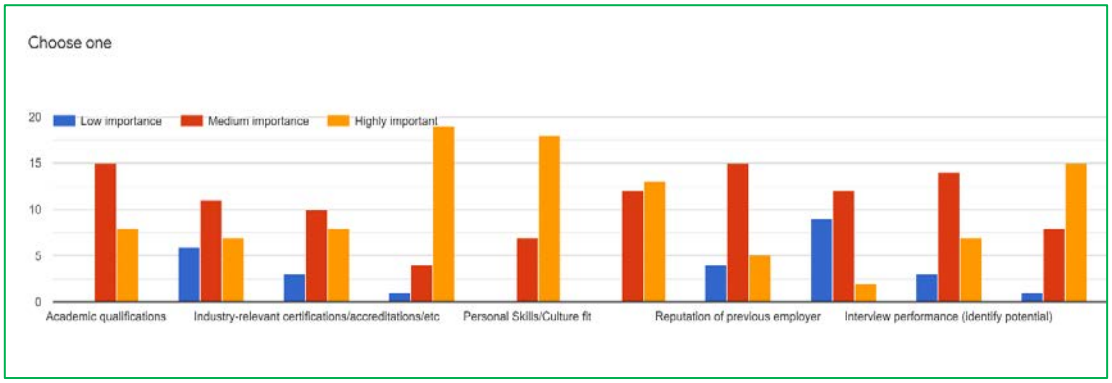
Candidates & Employees



Graphic 21. Candidates & Team skills

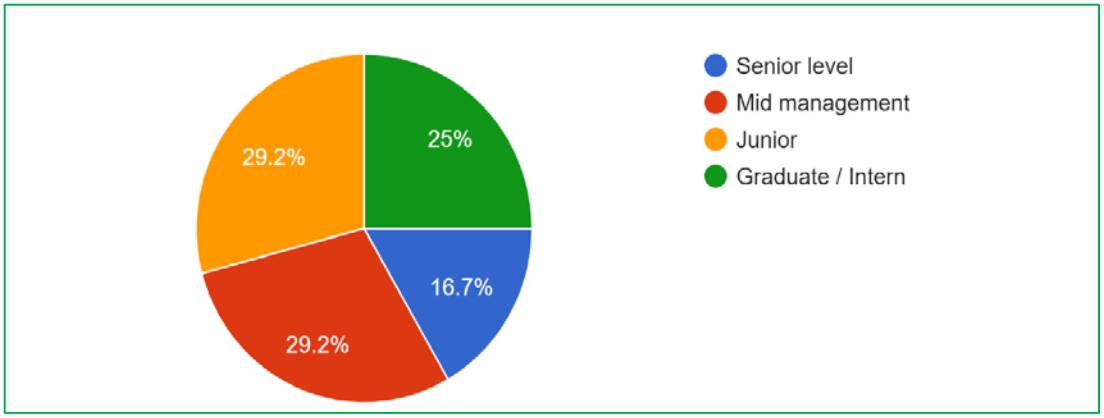
Most organizations give low importance to the construction category within their organization. Both candidates and employees have a low level of knowledge in this field. Candidates show a higher average level than employees.

In question 6 “when you recruit new employees, how important is each of the following?”



In general terms, everything seems important. Highlighted as most important skills are Technical Skills, Personal Skills/Cultural Adjustment, and Work Experience. Academic qualifications and Learnability and Trainability are also important but less than the first ones.

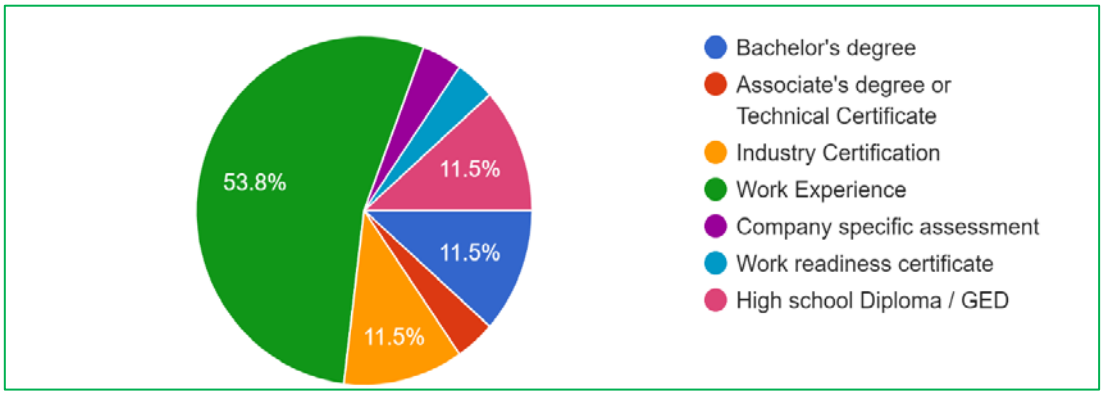
When asked “At which level does your organization find the skills shortage to be the most relevant/critical?”



Graphic 22. Skills shortage most relevant/critical.

The results are quite similar in all the position levels: Senior (16,7%) , Mid – management (29,2%), Junior (29,2%) and Graduate/Intern (25%) .

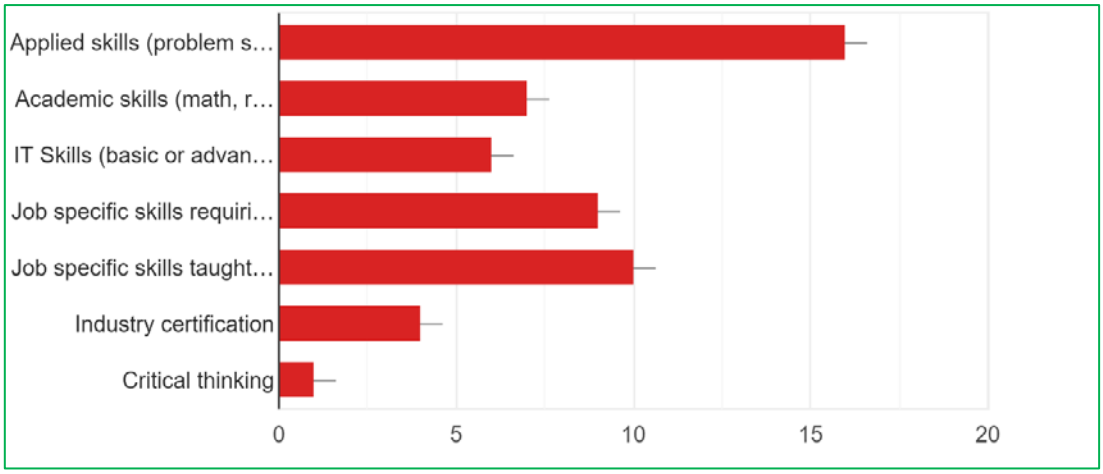
In question 8, “which of the following is the MOST PREFERRED (or best) indicator of work readiness for entry-level employment with your company or organization?”



Graphic 23. Most preferred indicator of work-readiness.

It turns out how balanced the results are with almost equal shares at all levels: Work Experience stands out by the absolute majority (53.8%), followed by Industry Certification, High School Diploma, and Bachelor's Degree all with 11%.

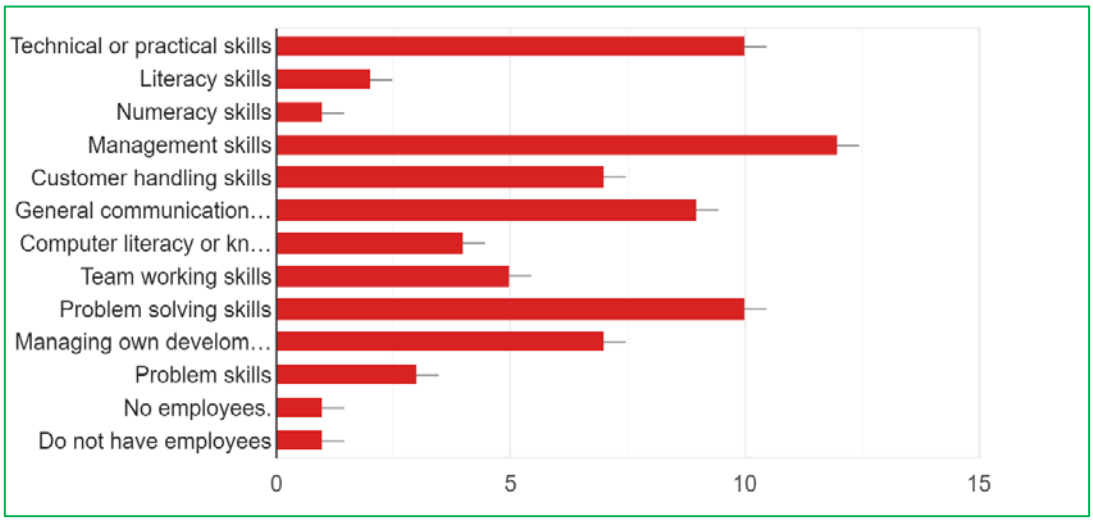
When the participants were asked “Which do you feel are deficits for most of the applicants?” in question 9, they answered:



Graphic 24. Deficits for most applicants.

The graph shows the biggest deficit that organizations find in applicants is applied skills (problem-solving, communication, etc.). Followed by Job-Specific Skills learned through on-the-job training and Job Specific Skills requiring validation or certification.

When asking "Which of, if any, of these skills do you think are generally lacking in your existing employees?"



Graphic 25. Skills lacking in existing employees.

The graph shows that management skills are the most deficient, followed by technical or practical skills and problem-solving skills. In the fourth position, we can find general communication skills as one of the most lacking skills in the existing employees.

The last question, concerned the future development of the sports industry and asked "what are the skills that will be needed the most in the Sports Industry?" The respondents answered:

- Commitment
- IT and People Skills
- Motivational, problem-solving, and more practical skills
- Team working skills
- Management skills and technical skills
- Good organizational abilities
- Experience/willingness to improve things
- Leadership, management, and comms
- Understanding client's needs
- Problem-solving
- Enthusiastic leaders
- Time management
- Interpersonal skills
- Passion, Experience and Social Skills
- Nutrition
- Communication
- Trainer, Coaching skills
- Certificate in the sports field
- Communication skills
- University knowledge
- Collaboration, adaptability, and communication
- Communication, problem-solving skills
- Knowledge of computer technology
- Interpersonal skills,
- Technical, Work ethic on the persistence of achieving the client's goal
- Good communication
- Professionalism between the trainer & client
- Motivation
- Right attitude

- Managing own development
- Marketing
- Problem-solving
- Numeracy skills
- International football and sports industry knowledge combined with selling knowledge
- IT and online marketing skills
- People communication
- Physiology understanding and increase of awareness and social media knowledge
- Have a good attitude
- Communication skills
- Passion for sports
- More sports center approach, athlete-centered approach, and advanced skills
- Communication, practical skills, experience
- Leadership, Collaboration, and creativity. However, Cognitive flexibility, Digital literacy, and computational thinking are also important
- Analytic mindset, scope, and perspective
- Flexibility and creativity
- Sport Scientists
- Qualified and Experienced Team Management (for appropriate coordination of the multidisciplinary technical staff) and Qualified and Experienced Sports administrators.
- Communication
- Team working and knowledge and experience.

In summary, the most repeated responses were Communication (8), Studies (8), Interpersonal skills (7), and Passion/Motivation (5), Experience follows with 4 responses.

4.4 Key findings

The heterogeneity of NEETs in Malta necessarily implies a much more tailored approach to smaller subgroups that may share specific characteristics such as language, culture, interests, work situations, levels of education, etc.

Throughout the questions, one could observe that areas such as Communication, Collaboration and Creativity (S1), Assistance and Care (S3), Management Skills (S4), and Driving and Travel (S6) showed a medium-high level of skill tendencies. However, the areas of Information Skills (S2) and working with computers (S5) had far fewer people with these skills. Of these latter areas, some subcategories stand out for their high levels of knowledge, such as Digital foundation Skills and social media.

Question S7 - Constructing, especially grabbed our attention. The results show very low levels of knowledge in this area, which contradicts the observations made by MFA over the last 5 years of working with organizations and people at risk of social exclusion, who are particularly vulnerable to becoming NEETs. This suspicion was corroborated by an interview with Asunción Taboada, a technical social worker at Jesuit Refugee Service. According to Asuncion, Malta is a place of migration and the origin of migrants is very diverse, as well as their status and their knowledge and skills. It is suspected that many of the individuals who responded to the questionnaire already had a good level of English to answer the questionnaire, so it is possible that migrants with construction skills may not have been able to answer the questionnaire because of a language barrier. When looking specifically at the responses obtained from these NGOs, it was observed that all of them responded that their users have a high level of knowledge in the area of construction.

It has been identified after informal meetings with organizations that one of the main barriers faced by NEETs is the language barrier, making it difficult for them to answer this questionnaire unless they have an interpreter.

The survey conducted for the sports sector is very broad and encompasses a wide range of different and very valuable jobs. All areas of a company are reflected in the sports sector, as well as very different jobs such as IT and construction or events, among many other examples.

The first question, “What is the type of your organization?” shows the diversity of the sports sector, with all kinds of organizations involved. Some organizations were more

difficult to reach than others, like international sports companies from the retail sector. Others like gyms and personal trainers showed interest from the beginning and were available and willing to do the surveys.

In the second question, “As your business/industry looks toward the future, what type of training will be of most value as you seek to improve your workforce?”

The most appreciated training by the companies is Communication (4) closely linked to IT and marketing. Three respondents mentioned the need for specific training and learning on topics such as nutrition, sport, coaching the company itself and its products, and specific sports. More specifically, some other responses related to equal pay, administration and youth development training, instructors, and cleaning.

The third question, “what are the causes of your hard-to-fill vacancies?”, the main reasons that make it difficult for companies to fill their vacancies are:

- lack of motivation/right attitude
- lack of necessary qualifications
- lack of relevant experience
- lack of soft skills
- lack of relevant hard skills
- applicants fail to show/highlight the alignment between the role criteria and their relevant skillset/experience.

Otherwise, interview preparation, market-rate pay, internal recruitment process, and job descriptions/requirements not very clear do not seem to be compelling reasons.

In question number 4, “What are the specific occupations in which you currently have vacancies at this location that are proving hard-to-fill?”

Participants' responses highlight fitness/gym instructor as one of the vacancies that are proving difficult to fill. The rest of the answers are very varied and do not allow generalizations or trends to be found. Notably, one of the responses mentions "IT-based positions where the skills in Malta seem to be lacking". Finally, a striking comment is that of one of the participants who mentions that "people nowadays often do not come to the interview well prepared or their expectations are higher than their experience".

Question five divides the different skills into seven categories. S1, S2, S4, and S5 stand out as the ones that seem most important for organizations. S5 and S7 seem to be the least important.

In general, most of the time employees have the required skills for their companies' needs. For the skills that are not important for the companies, the employees use to have a low level of knowledge. This shows profiles that are more adapted to the companies. Candidates, on the other hand, have a wide range of skills.

Three skills are consistently repeated throughout the questions.

1) Experience.

2) Motivation and Passion.

3) Knowledge and studies.

Within point 3, the most demanded knowledge revolves around studies on sport, nutrition, personal training, IT, communications, and coaching.

While some skills, such as experience and studies, require time and dedication, others depend solely on the candidate's attitude and behavior, motivation, and passion for the job.

Other skills also highly valued by employers are flexibility, interpersonal skills, leadership, organization, and management.

In general, it seems that one of the biggest difficulties companies face in filling vacancies is the lack of passion, motivation, and work experience of candidates. This shows us that it is necessary to put more emphasis on the importance of a very practice-oriented training and to have a psychological aspect in the courses to inspire NEETs to enhance their leadership skills, to show initiative and passion at work, and to be a pro-active and problem-solving person.

Summing up the training needs:

1. Information Skills
2. Technological Skills (IT, working with computers)
3. Technical Skills (constructing)
4. Communication and Marketing
5. Nutrition, Sport, Coaching
6. Soft Skills (interview preparation, motivation, passion, knowledge)
7. Leadership and Management Skills

5 Skills Gap Analysis - Italy

5.1 Situation Analysis

According to ISTAT, the youth unemployment rate in Italy for the year 2021 is close to 40%. A particularly impressive figure, albeit to be considered mitigated by the wide basin of undeclared work, is not exactly measurable except by general estimate and representing for a vast number of youths the only possible source of regular or irregular incomes. In a national context generally unfavorable to the inclusion of young people into the world of work, even if high-skilled and qualified the level of impact and incidence of educational poverty rates and the presence of the so-called NEET (neither in employment nor in education or training) represents an extremely critical factor in the panorama of the Italian labor market. In Italy, for the year 2019 about 13.5% of residents aged 18-24 left school with only the middle school certificate, recording a rate among the highest in Europe, surpassed only by Spain, Malta, Romania, and Bulgaria. In Italy in 2019, NEETs accounted for 23.2% of residents aged 18-24. An extremely worrying figure, considering that we are talking about almost 1 in 4 young people. These are two partly related phenomena. Boys and girls who leave their studies early often face difficulties in finding work. And if they do not have a job and do not join alternative educational paths, they turn out to be NEET. It is not a cause-effect relationship, but it is certainly true that these are phenomena to be analyzed in parallel, which risk compromising the future of boys and girls, at a crucial age to lay the groundwork for their working and therefore socio-economic future.

Sicily is the largest island in the Mediterranean Sea and one of the 20 regions of Italy. It is one of the five Italian autonomous regions and is officially referred to as Regione Siciliana. The region has 5 million inhabitants. Its capital city is Palermo.

Focusing on Sicily, 50% of young people between 25 and 34 years old do not study, do not work, and are not engaged in a training or internship: Eurostat data, referring to 2017, give the black jersey for the NEETS in this age group in Sicily, which although improving compared to 2016 (it was 50.5%), has a worse result even than French Guiana (which stands at 49.2%).

5.2 Mapping of NEETs skills

In 2019 the European Observatoire of Sport and Employment (EOSE) conducted a specific study to assess the strongest and weakest skills in the sports sector in Italy. The Results (that in large part confirm what highlighted by the survey) are reported below:

POSITION	The most important skills:	Weakest skills:
Technical staff/trainers	1. Ensure the health and safety of the participants 2. Sport-specific skills and knowledge 3. Motivational skills 4. Ability to work by codes of practice / ethical codes 5. Plan training sessions and programs	1. Ability to work with people with disabilities 2. ICT skills 3. Organize activities and events 4. Problem-solving 5. Motivational skills
Fitness instructors/ personal trainers	1. Define sessions and schedules 2. Ensure the health and safety of the participants 3. Motivational skills 4. Communicate effectively with participants 5. Understanding the needs of the participants	1. Understanding the needs of the participants 2. Knowledge of anatomy/physiology 3. Marketing and sales skills 4. Use of technological tools and equipment 5. Motivational skills
Administrative staff	1. Communication skills 2. Understand documents and write clearly 3. Skills and technical knowledge required for the role 4. Administrative skills 5. Use of technological tools and equipment	1. Communication skills 2. ICT skills 3. Problem-solving 4. Organizational and planning skills 5. Administrative skills
Operational staff	1. Skills and technical knowledge required for the role 2. Ability to maintain health and safety standards 3. Ability to work in a team 4. Ability to work by codes of practice / ethical codes 5. Problem-solving	1. Use of technological tools and equipment 2. Problem-solving 3. Ability to work in a team 4. Communication skills 5. Organizational and work planning skills

Having identified a sample of 30 young people between the ages of 18 and 30, potential workers in the Sicilian sports industry, we proceeded to administer questionnaires of self-assessment of skills, to understand what skills, they lack most, relating them to those most in-demand and considered of greatest value by the

stakeholders who potentially, after the training phase, could find themselves conducting recruitment interviews with these young people.

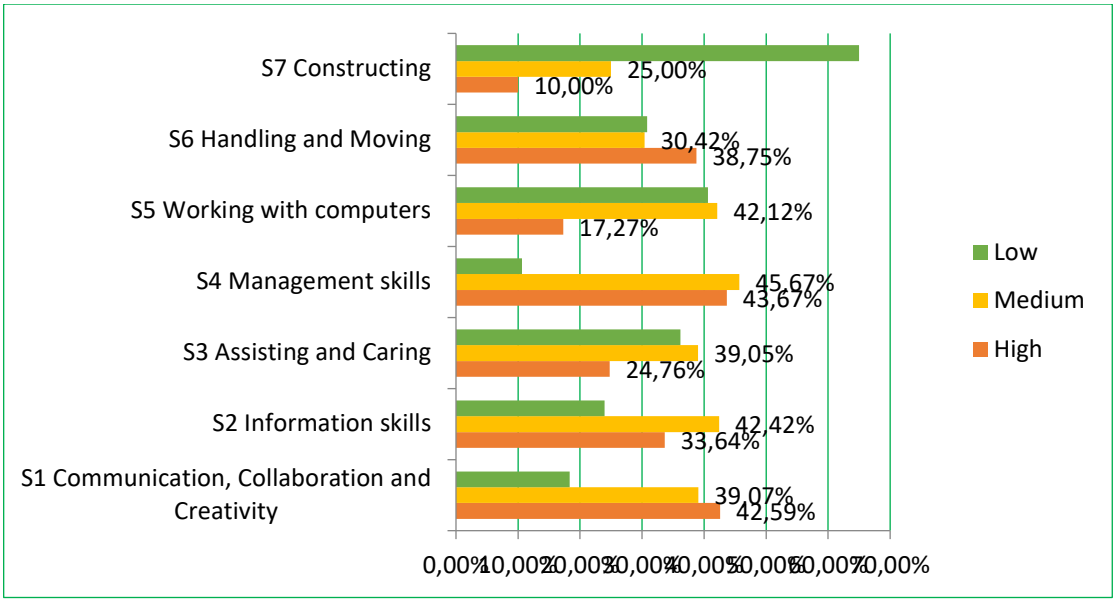
First, it should be pointed out that the composition of the sample is not random, but well defined to respond to certain needs. In fact, among these 30 young people (20 boys and 10 girls) there are

- 8 who are long-term graduated in Sport Sciences and are currently unemployed and dissatisfied with the current work conditions and opportunities;
- 4 are newly graduated of Sport Sciences and with great uncertainties and concerns about the imminent entry into the world of work;
- 9 of them are athletes or former athletes with educational backgrounds in other fields and currently looking for work, valuing the ability to make their passion for sports their profession;
- 8 of them are simply unemployed with various skills between the world of computer science, administration, or manual labor, who have shown great interest in how the sports industry may need their workforce;
- one, finally, is a graphic designer with a desire to advertise brands and sports brands.

So, the sample in question includes young people with different levels of training and education, which can cover different types of tasks within the sports industry: from sports technician to sales manager or from computer programmer to maintenance of sports facilities.

Having explained to all the young people that the self-assessment questionnaires serve exclusively for research and that no prejudice will arise from their answers, let us take as true (with due caution) what they have said and draw the conclusions.

Broader Skills Classified by Possession According to The Neets' Questionnaires



So, from the analysis of the answers to the self-assessment questionnaires, it emerges that the majority of young people rate their relational and communication skills as high, while they rate their marketing, sales, and promotion skills as a medium.

Knowledge of languages other than their mother tongue is also at an average level. As far as technical skills are concerned, these have been evaluated as low to medium overall, while there are great deficiencies in knowledge of legal terms, in the ability to analyze data, and in that of assisting patients. Regarding managerial skills, on the other hand, it emerges that most of the young people in the sample consider themselves to possess them in a medium-high way, in contrast to computer skills where a medium-low capacity is found.

Finally, about the possibility of carrying out tasks that require manual work, the evaluations for general skills are high, while those for specific skills that require study or previous practical experience are very low.

One aspect that is worth mentioning is that all the respondents lack practical experience results are also one of their weakest points during jobs interviews.

Job and contractual conditions represent one of the biggest obstacles in searching for a Job in the Sports sector.

All the respondents highlighted the importance of having a BLSD training (a requirement for working in gyms and sports clubs); certificated English course; technical training for becoming first level trainer/coach (certified by CONI) so to work in schools, associations, and sports events (the majorities of actual positions).

5.3 Identification of required skills in the sports sector

In Italy, according to the European Center for the Development of Vocational training (Cedefop) of the European Union, at the end of 2020, there were 135,000 vacancies in the ICT sector. In all of Europe, there are 750 thousand. The main cause is the mismatch between supply and demand for skills.

The European Commission estimates that, by 2022, 90% of non-ICT professions will require digital skills. However, only 3.5% of university students attend an ICT degree course, and 1 in 3 workers do not possess basic digital skills. This shortfall is reflected in business performance: 4 out of 10 companies reported a decline in productivity and customer retention due to a lack of digital skills.

Digital Skills today are extremely important for the sport-related industry. Marketing, for example, in the sports sector today means above all digital marketing.

Hence the growing importance of AdSense, indexing and SEO, data collection and analysis, online shops, apps dedicated to fitness, but also wearable devices, social networks, small or great influencers, eSports.

Some trends that demonstrate the importance of digital marketing in Italy are worth mentioning:

- Network connections improvement and free internet access for everyone
- Access to information increasingly from mobile, often with sports company-specific apps
- Greater use of products or sporting events through Social Networks

In digital marketing for sport, the tools that can be used are many and not very different from those used for any other customer or commercial area (website, newsletter, social networks; E-commerce platform; app)

In the sports sector, there are dynamics different from those present in any other company. This is a multifaceted sector that requires different types of figures to convey digital and offline communication:

- Digital Marketing Manager/Specialist
- Web Marketing Manager/specialist
- SEO Manager/specialist
- E-Commerce Manager
- Inbound Marketing Manager
- Social Media Manager/specialist
- Web Content Manager/Editor
- Web Analytics Specialist
- Direct Response Copywriter

The required skills of most of the job vacancies open for those positions are:

- Bachelor's Degree or diploma;
- knowledge of the English language;
- marketing experience;
- Knowledge of the sports sector;
- Proactivity, multitasking, and the ability to identify priorities.
- precision, order, autonomy, aptitude for interpersonal relationships, ability to work in a team by managing continuous changes in priorities, ability to focus, attention to detail, strong problem-solving skills, and results in orientation.
- ICT skills

The use of the social network is extremely important. Some of our stakeholders affirmed that when hiring a person for a communication/promotion position first look at the personal social network pages.

The data report above are confirmed by the needs identified from the stakeholder's analysis that highlighted the importance of digital and communication skills and in particular:

- Problem-solving (96,30% HIGH importance; 3,70% MEDIUM)
- Marketing (74,07% HIGH importance; 25,93% MEDIUM)

- Using more than one Language (English) : (62,96% HIGH importance; 29,63% MEDIUM)
- Building and developing team (96,30% HIGH importance; 3,70% MEDIUM)
- Social media management (74,07% HIGH importance; 14,81% MEDIUM)
- Digital market (74,07% HIGH importance; 22,22% MEDIUM)

The demands of the workplace are changing. Whether it's adapting to a remote or hybrid setting, building more diverse, equitable, and inclusive organizations, or finding new ways to enhance productivity, working in a state of constant flux is now accepted and expected.

All this change doesn't exist in a vacuum. It has a very real impact on employees and their ability to excel. Keeping up with constant change, both in the industry and the workplace, is a serious challenge. This is why nearly nine in ten executives and managers say their organizations either face skill gaps already or expect them to develop within the next five years.

Being able to communicate effectively is perhaps the most important of all life skills. Communication is the act of transferring information from one place to another. It may be vocally (using voice), written (using printed or digital media such as books, magazines, websites, or emails), visually (using logos, maps, charts, or graphs), or non-verbally (using body language, gestures, and the tone and pitch of voice). In practice, it is often a combination of several of these.

Creativity in communication is important. It's communicating creatively in a way that best connects with your target audience. As with all communications, the purpose is to help bring clarity to your marketing through visual aids and/or other types of visitor interaction.

Creative thinking is an important part of any career, also in the SPORT-related industry. People need to engage in complex creative thinking to find new solutions to the challenges they face. Creative thinkers need to ask questions and learn and set goals. Creative thinkers need to test, validate, apply and edit ideas. Even if you are not a stem expert, the next person can be someone who dreams big. Creativity is a powerful thing.

Teamwork: Team members must know each other's strengths and weaknesses, communicate strategies, brainstorm new tactics and work together towards a common goal.

Sports management soft skills play a vital role in sports. Not only sensible information of sport management however conjointly soft-skills like problem-solving, time management, team operating, negotiation skills, but team building are also needed. Coaching in soft skills provides a framework for career development.

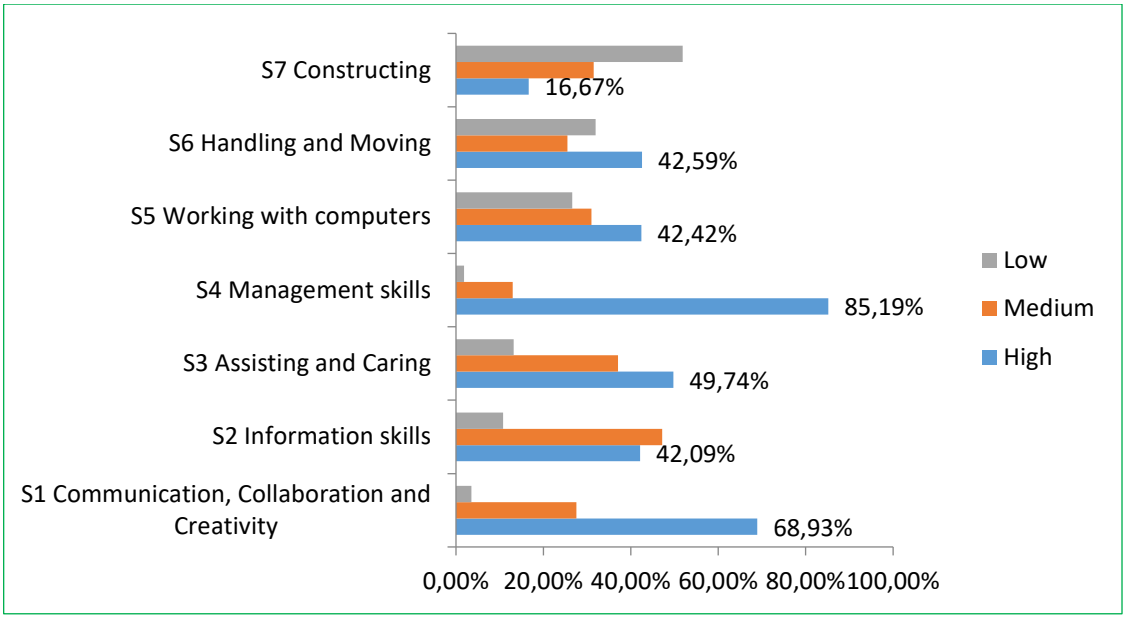
The 5 most important Soft-skills as identified by the stakeholders through interviews and surveys are:

1. Solving problems
2. Critical thinking
3. Cultural understanding
4. Handling pressure
5. Building and developing Teams

To highlight the needs of the Sicilian sports industry and to identify relevant jobs figures and training needed for the development of the Sicilian sports dimension, through questionnaires and semi-structured interviews were conducted with different types of stakeholders: owners of sports centers, managers of ASD and Sports Federations, politicians, university professors of Sport and physical Sciences and also representatives of students of Sport and Physical Sciences.

The results of this process carried out with this relevant sample of sports industry stakeholders, aimed at identifying the missing and/or the weakest skills in the sports industry, led to some clear and sound consideration useful to design and plan training consistent with the local context for providing NEETs with knowledge and capacities in line with the current demands and with the possible future projections of the job market.

Graphic 26: Broader Skills Classified by Importance According to The Stakeholders' Questionnaires

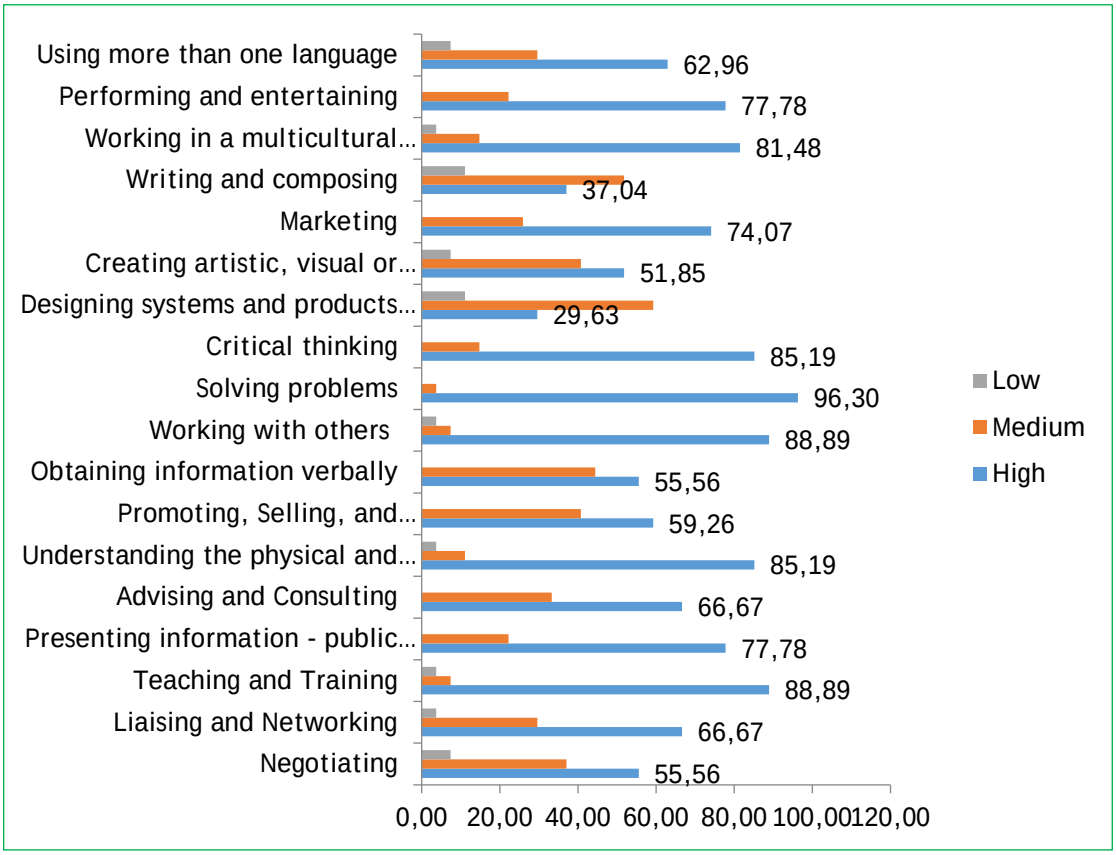


First of all, it is necessary to make a basic distinction between sports workers in the technical area and sports workers in the commercial area. As far as the technical area of the fitness world is concerned, in about 50% of centers today, having a degree in Physical Education seems to be almost a barrier to entry, and this trend seems destined to grow over the years. While for types of sports disciplines such as soccer or athletics, even though there is a widespread preference for workers with a sectorial degree, it seems that the priority is given to individuals with relevant experience in the field. One of the biggest problems identified is that recent graduates in Sports and physical Sciences often find themselves with "good" or "very good" theoretical knowledge but with few or no practical skills. Vocational training and/or internship are thus required.

Moreover, today, thanks to the free access to information, the average user of a gym or a sports discipline is a much more competent subject than the one of 20 or 10 years ago, for this reason for any sports center, it became mandatory to rely on hyper-specialized instructors that pursue the continuous updating of their knowledge. Even the knowledge, at least basic, of the English language and the capacity of working in a multicultural context seems in many cases to be essential to work in some sports centers in Palermo where there are users of different nationalities, or to be able to follow competitive athletes in international contexts and/or competitions.

For what concern digital skills, in some cases, it is required that also the workers of the technical area have well-curated social media, that is a good business card for the center; while knowing how to manage social media effectively becomes a fundamental competence for all the workers of the commercial sports area.

Graphic 27: Communication, Collaboration and Creativity Skills Classified by Importance According to The Stakeholders' Questionnaires



Another growing interest is related to the capacity of providing sports for people with disabilities which is becoming an increasing requirement and demand from society. Many sports centers (more than half of our sample) lack that expertise and would surely welcome workers with those relevant skills.

Again, relational skills appear to be one of the most important skills together with the psychological, psychosocial, and pedagogical (a priority for most of the contacted stakeholders). In addition, those who work with minors are required to have a high level of leadership skills, understood as the capacity to know how to enforce an inclusive training program and make children and young people active participants and "happy". Another very important point for the sports instructors/coaches/technical

staff/trainers is the possession of basic knowledge of civil responsibility and legal terms to avoid any unscrupulous behavior that can cause legal consequences to the center.

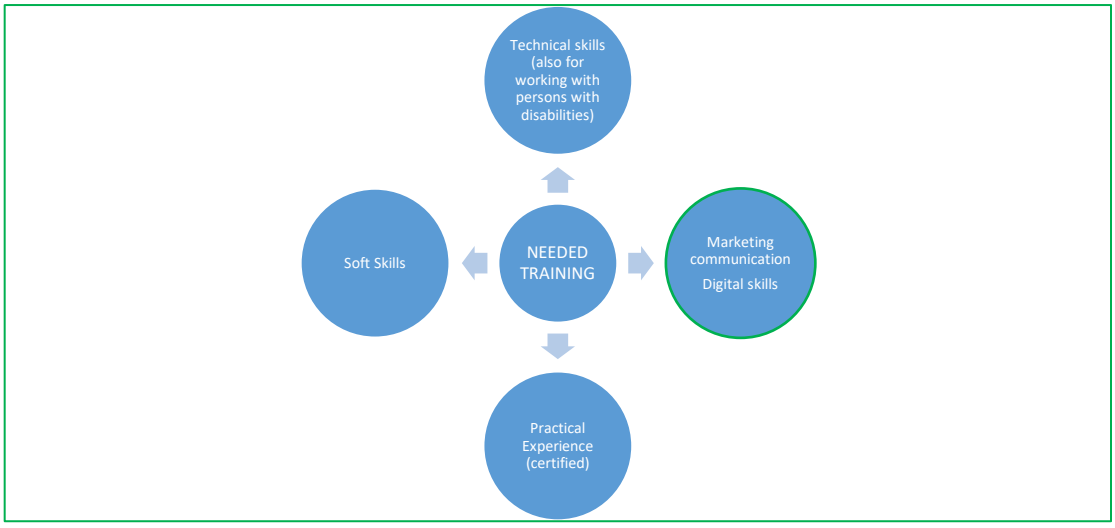
Commercial workers are required to have several digital skills, such as knowledge of business software, social media, and video editing. In many cases, the owners of the sports centers affirmed that it is good that the workers of the commercial area have a background in sport to make the marketing strategy coherent with the sector. Good interpersonal skills, good language, and writing skills, and knowledge of the English language are also essential.

Finally, all of the sports centers' owners said they had to discard many individuals at the job interview stage because of poorly made resumes, poor language skills, little experience, lack of titles, and weak personalities.

So, to contribute to the insertion of many young unemployed within the Sicilian sports industry, we could provide training with many hours of practice with the support of CONI or sports federations, other training on the Paralympic, psycho-pedagogical training, others on the English language, possibly with certification, and certainly on digital tools.

Based on the initial desk research and insights from stakeholders, we developed the initial framework that set the premises for the consequent analysis on skills and competencies. This framework is presented in the figure below.

Baseline framework for the identification and analysis of trainers' available and missing skills



5.4 Key findings

After having investigated, extrapolated, and analyzed data on the skills possessed by Neets willing to work in the Sicilian sports industry and on those required by stakeholders, potential employers of these young people, it is possible to draw some preliminary conclusions.

The world of sports is a dynamic and constantly evolving world; once it was characterized by the physical dimension, today it is configured as a hybrid, where physical and digital merge, creating a different model from the first two.

In addition, globalization, internationalization, the efficiency of the means of communication, information, and transport raise the level of knowledge in sports and it is easy to find, also in the city of Palermo, several technicians with international training experience (while in the past it was difficult). This process of evolution of both sport/entertainment and sport/well-being makes it necessary to continually update, monitor, forecast future developments, and possess transversal skills that were not considered strictly necessary a few years ago. One of the new growing interests in Sicilian sports, according to what emerged from our research, is the provision of sports for people with disabilities. This new trend emerged not only thanks to the growing importance of the Paralympics and a new awareness about the importance of sport also for people with disabilities, but also because it is increasing the possibility of obtaining special funds allocated by the institutions exactly for this purpose. Training Neets in this field would mean creating workers in line with the needs of the area and high potential and interest for different types of stakeholders.

From our analysis, it resulted also that today those willing to hire new staff in Sicily, following a model of sports business, are much interested in the NEW customers that the “new resource” will be able to assure to the sports company. For this reason, the qualities mainly required from new employees are relational, communicative, and marketing skills; in this regard, the level of knowledge of marketing techniques of young aspiring workers both in the technical sports area and in the commercial sports area is lower than the average required by the market. By now, all the sports centers are also very tied to the digital dimension and communication on the web, and for this reason, it is serious that the level of computer skills that emerged from the questionnaires of self-assessment of the skills of the Neets is medium-low. The

importance of knowledge of the English language varies according to the territorial reality in which one finds oneself operating, but it is fundamental to be able to configure oneself as a dynamic resource capable of taking advantage of various work opportunities. According to our skills match, it is also important to provide young people with legal notions and assistance in case of accidents.

Summing up the training needs:

1. Communication and Marketing Skills
2. Technological Skills (digital skills, working with computers)
3. Soft Skills (knowledge of the English language)
4. Legal notions and assistance

6 Skills Gap Analysis – Spain

6.1 Situation Analysis

According to the International Labor Organization (ALO) in their 2019 global report "Young people not in employment, education or training", in 2020, more than one in five (22.4 %) young people aged 15–24 in the world were neither in employment, education nor training (NEET). What is more, two out of every three of these NEETs (67.5%) were young women, who thus outnumber men two to one. Whereas one in seven (14.0 %) young men are NEET, for young women the figure is closer to one in three (31.2 %). Worldwide, figures have not changed significantly over the last decade, nor are they expected to improve in the next few years

Observing the youth unemployment rates in the EU member states, teenagers and those in their twenties who are fresh out of education do not find jobs right away, especially if the country's economy is experiencing difficulties. Additionally, youth unemployment tends to be higher in emerging markets than in industrialized nations. In the European Union and the euro area, unemployment, in general, has been on the rise since 2008, which is due to the economic crisis which caused bankruptcy and financial trouble for many employers, and thus led to considerable job loss, fewer job offerings, and consequently, to a rise of the unemployment rate.

Older workers are struggling to find new jobs despite their experience, and young graduates are struggling to find new jobs because they have none. All in all, the number of unemployed people is projected to rise, this is not down to the economic crisis alone, but also the industrial automation of processes previously performed by workers, as well as rising population figures.

While the situation is extremely diverse across the Member States, many European countries have seen their unemployment rates double or triple since the onset of the recession, which makes youth unemployment one of the greatest challenges faced by the continent.

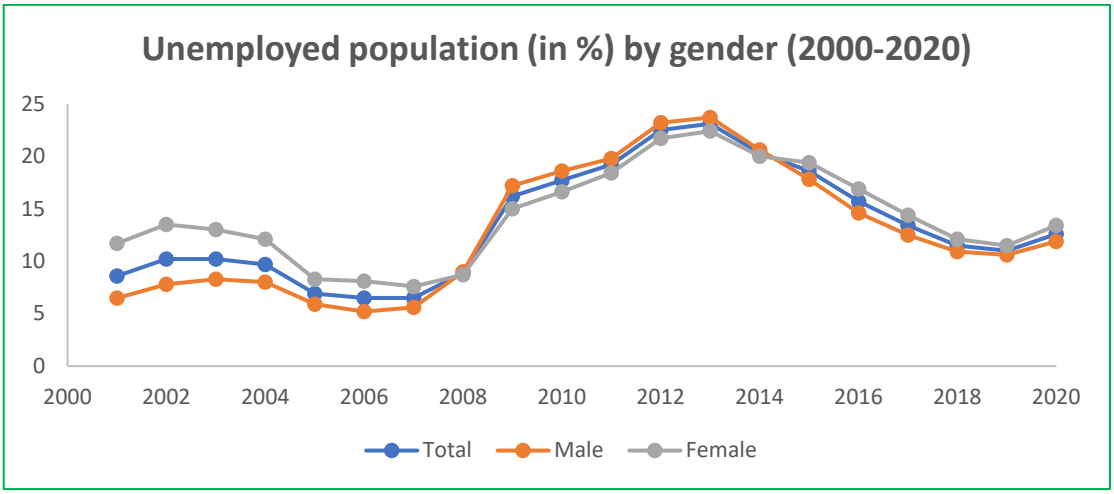
In June 2021, the seasonally adjusted youth unemployment rate of Spain was at 37.1 %, the highest of the EU, followed by Greece with 30.4%. The Czech Republic had the lowest rate in Europe, with a rate of 7.1%.

Analyzing the youth unemployment rate in Spain in the third quarter of 2021, by the autonomous community (2), the region of Catalonia, the object of this study, is one of the less impacted with only 10.92%. On the opposite extreme, the Southern r2egion of Ceuta, with a youth unemployment rate of 27.07%.

The situation of the labor market in Catalonia is becoming, over time, a complex and multifaceted reality that we must know how to read from all areas to be able to take measures, which, considering their level of complexity, may require a long time of implementation and a realistic vision.

The labor market is mainly governed by the law of supply and demand, from which companies or organizations are required to cover a job for which they generate a job offer. On the other hand, several potential workers demand access to a job, so when there is a correlation between market supply and demand, it generates a new job.

The unemployed population is understood as all those people of working age who are unemployed. The following graph shows the trend in the unemployment rate and the unemployed population from 2001 to 2020.



Graphic 28 - Unemployed population (in %) by gender (2000-2020) - Source: Idescat

From 2008, due to the economic crisis that suffered, the numbers of unemployed people gradually climbed to 2013, where they hit a maximum of 23.1%. Since then, this situation has been decreasing until 2020, when, it has started to grow again.

Such a high unemployment rate forced a large part of the working-age population to train to acquire the knowledge, aptitudes, and skills that the labor market required,

which led to an increase in the qualified population, part of which managed to find work, leaving people without formal training in a complicated position and perpetuating this situation of chronic unemployment from which it is difficult to get out of it.

There is age segregation regarding the context of the labor market. There is inequality between the occupational distributions of the different age groups, the crisis has increased this gap, adding inequality and loss of economic and welfare capacity of young people (Montero, 2017).

Montero's analysis (2017) is particularly interesting when he explains that "segregation follows the same pattern as unemployment, as the training of young people increases, the negative effects of segregation decrease or even disappear. People with higher education have high levels of segregation, however, this level of segregation of people with higher education, unlike people without training, segregates them positively, increasing the monetary and well-being benefits."

As mentioned initially, this reality becomes complex and multifaceted, however, all directions underpin the evidence that more qualified training, less unemployment, and access to more qualified jobs, with higher remuneration this helps to consolidate a welfare situation.

This situation must be understood as a whole, not only is it a casuistry that affects people with or without training individually, but it affects society since they bring more wealth to society, the unemployment rate decreases and allows the cycle of our welfare society to continue.

The pandemic situation resulting from Covid-19 has also had an impact on the occupation of young NEETs.

As has happened in different professional fields, the world of sport, from different perspectives, has also highlighted the need to professionalize in all areas. To do so, laws and regulations have been developed that underpin, among other things, the specialization of sports professionals as well as their training and experience. The public administration has deployed over the years a set of regulations, which without

entering debates on the importance or importance of market regulation through legal norms, have helped in the organization of sports professions.

6.2 Mapping of NEETs skills

A total number of thirty-eight surveys have been conducted targeting NEETs with a sports educational background in Catalonia.

The questionnaire addressed to the NEETs sample, contains a total of seven skills grouped under the title of skills related to communication, information skills, skills about assistance and care, those related to management, skills related to working with computers, manipulation of elements, and finally, construction-related skills.

There are different groups of variables where the respondents rate them as a) low; b) medium and c) high, according to the degree of relevance they perceive in their immersion in the sports labor market. High values are represented in green on the graphics, in orange the medium values, and in red the lowest ones.

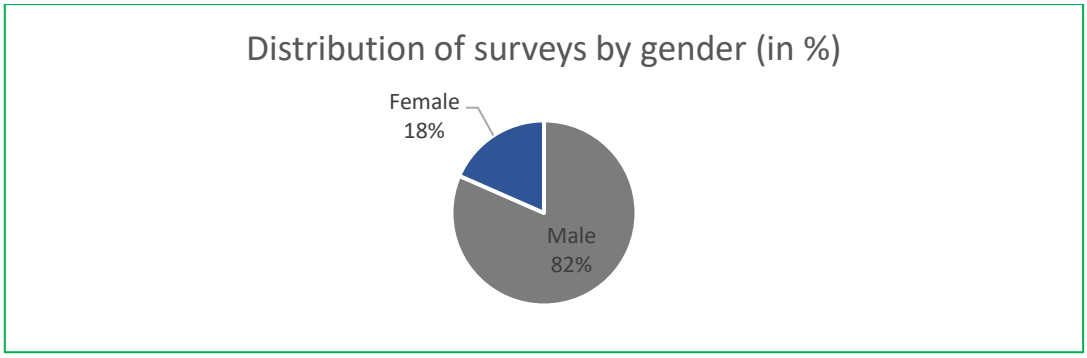
The NEETs survey has been prepared by the project management and consists of three main areas. Regarding identification and classification incorporate some dimensions to refine and be able to make a more thorough analysis of the answers, which will allow us to tabulate and segregate the results.

Below are the survey blocks, the complete survey can be found in the annex. Survey Neets.

1. Informed acceptance and consent
2. Identification and classification
3. Skills

A total of 38 responses were obtained. The average year of birth of the respondents was 1994 (28 years of age). The year of completion of the average studies was 2019.

The following graphic shows the predominance of male gender responses, with 82% over the 18% of female responses.



Graphic 29- Distribution of surveys by gender - Source: Prepared by the authors

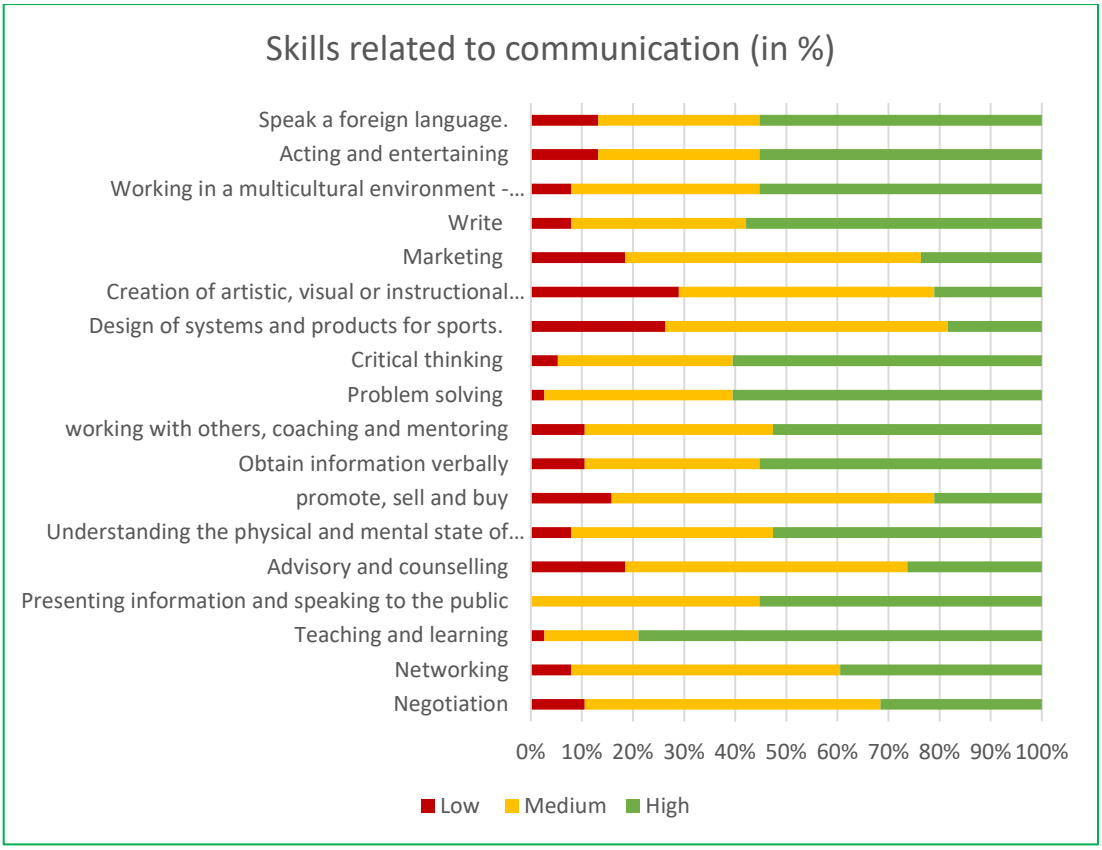
The following table indicates the gender representation according to the maximum level of studies completed about the total number of respondents, expressed with percentages.

The maximum level of studies completed	Female	Male	Total
CIATE (Introductory Course to Sports Technician)	0%	5%	5%
Sports technician... (Sports modality) [Intermediate grade]	0%	5%	5%
Senior technician in the animation of physical and sports activities [Bachelor's degree]	5%	29%	34%
Degree in Sports Management [University degree]	0%	11%	11%
Bachelor's degree in physical activity and sport sciences [University degree]	5%	13%	18%
Master [Master's degree]	8%	16%	24%
Doctoral program [University Doctorate]	0%	3%	3%
Total	**18%**	**82%**	**100%**

Table 7 - Maximum level of studies completed by gender on the total sample - Source: Prepared by the authors

Regarding the level of studies of the sample, most of the participants have carried out technician level of sport studies (39% of the sample), on a second level, we find young people with master's degree studies (24%) and finally, a minority with bachelor's degrees in physical activity and sport sciences (18%).

Skills related to communication appear rated by the NEETs as some of the most important dimensions of the survey (green and yellow colors).



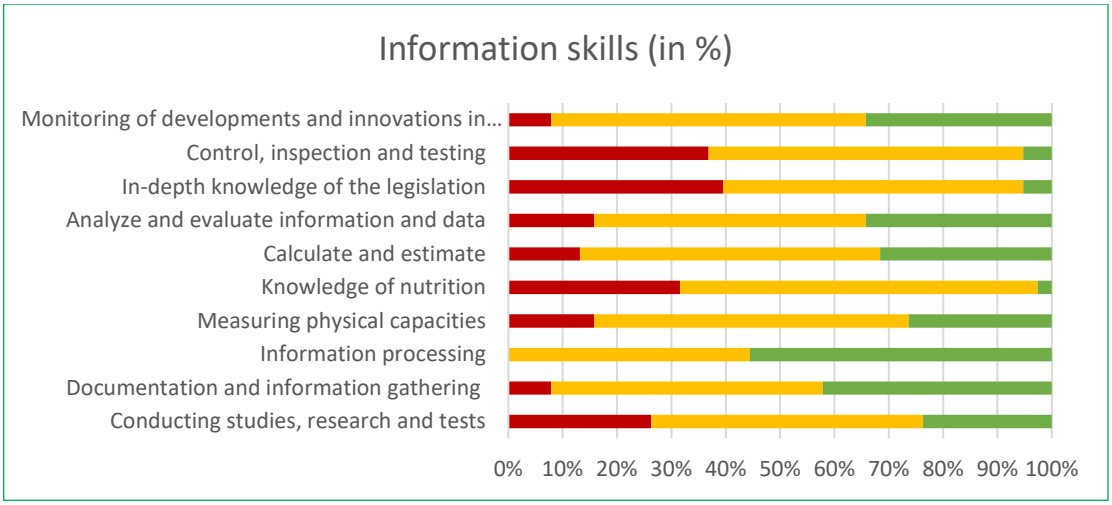
Graphic 30- Skills related to communication - Source: Prepared by the authors

Observing the results, it is worth highlighting the low level that "promoting, selling and buying" has scored, as well as the variables "creation of artistic, visual or instructive materials" and "design of systems and products for sport".

On the opposite extreme, point out the perceived high value of "teach and learn" followed by "problem-solving" and "critical thinking".

The second block of skills was the one related to “information” and had a general perception of medium importance compared to the rest of those presented in the survey.

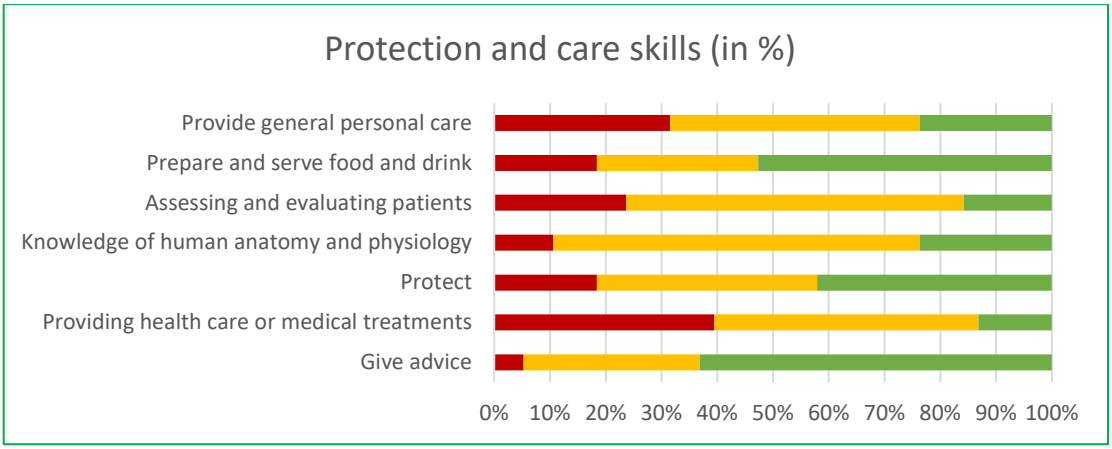
As noted in the figure below, respondents highlighted as relatively important those variables linked to the skills of "Information processing" and "Documentation and collection of information". Both referred to general abilities. On the other hand, very specific skills linked to "Conducting studies, research, and tests", "Knowledge of nutrition" and "Deep knowledge of legislation" have been the least valued by the sample.



Graphic 31 - Skills related to information - Source: Prepared by the authors

Within these healthcare-related skills, results in Table 13 shows three abilities perceived as very significant in the professional sports field; number one is to "give advice", linked to educational aspects of prevention, the ability of "protection", and finally, a curious highlighted parameter such as "prepare and serve food and drinks".

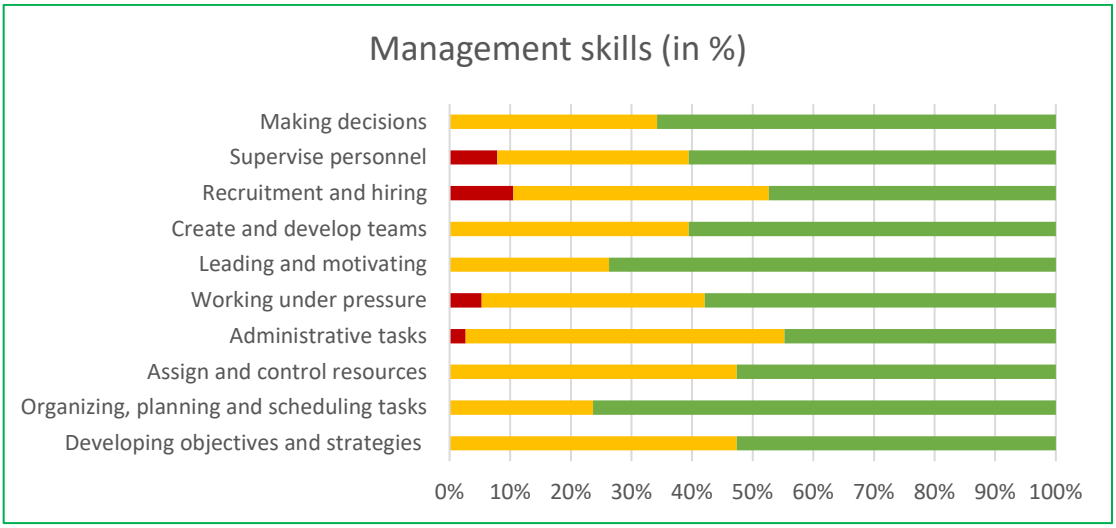
On the purely, participants perceive as an insignificant skill with almost 40% of votes the skill of “Provide health care or medical treatment", probably because the wording denotes training and knowledge beyond the purely sports educational knowledge. In that regard, it is not surprising that the second-lowest parameter is precise "Knowledge of human anatomy and physiology".



Graphic 32 - Protection and care skills - Source: Prepared by the authors

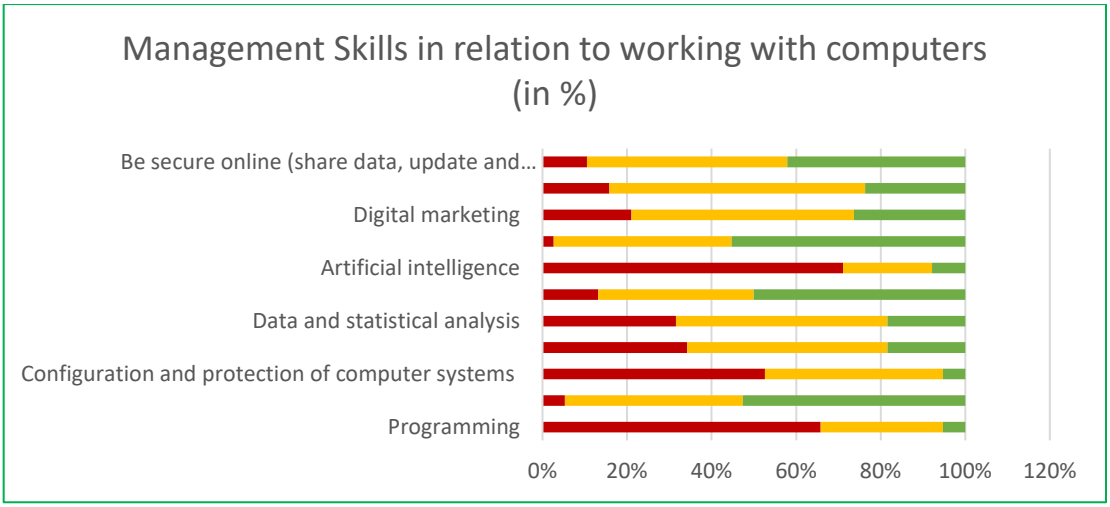
As clearly shown by the data collected in Table 13, the management-related skill set is highly valued by the NEETs participating in the study.

Almost all management-related skills exceed 50 % in green, so they are perceived as important skills. The exception is given by the variables "Carrying out administrative tasks" followed by "Developing objectives and strategies" that are perceived mostly as of medium importance and tasks of the departments and of HR such as "Personal Monitoring", "Recruiting and Hiring", which receive the lowest scores (red).



Graphic 33 - Management skills - Source: Prepared by the authors

The skillset linked to technology and computer science presents very varied results, with opinions in both extremes. The higher ranked variables were abilities related to “Social Media” “On-line operations” and “Basic computer-related skills”. On the other extreme, we find that “Artificial intelligence”, or “Programming” were not perceived as important skills for the participants of the study. A large percentage of skills were ranked in the middle positions in this category, as the following figure shows.

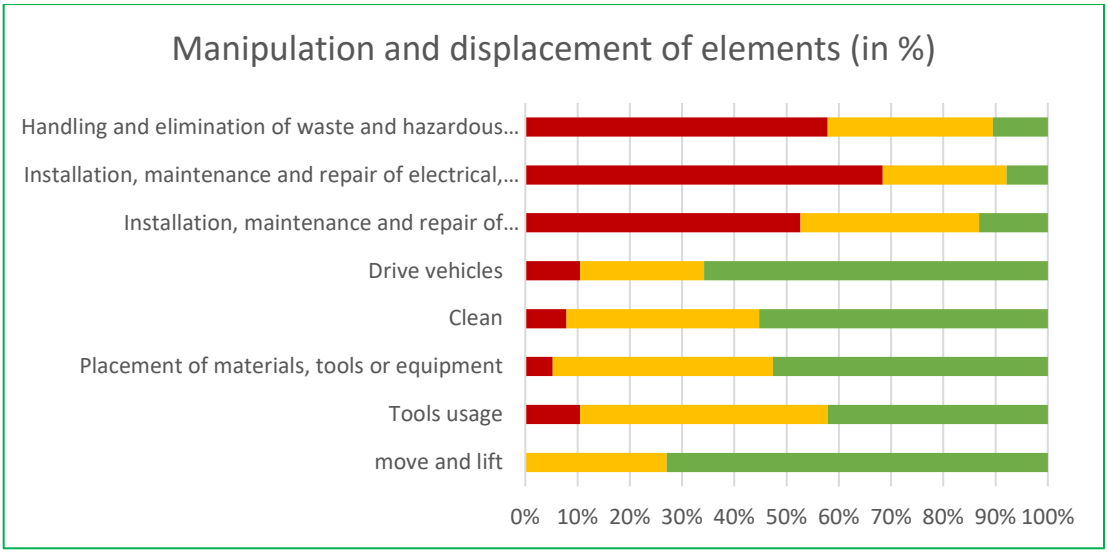


Graphic 34 - Management Skills about working with computers - Source: Prepared by the authors

The following skill block is linked to the manipulation and displacement of elements, where we find prominent variables at both ends, as the next figure indicates.

On the one hand, tasks perceived as unimportant include skills linked to "the repair of mechanical equipment" (typical of the sports maintenance area) and the "handling and elimination of waste and hazardous materials of sports spaces" that are usually carried out by specialized companies.

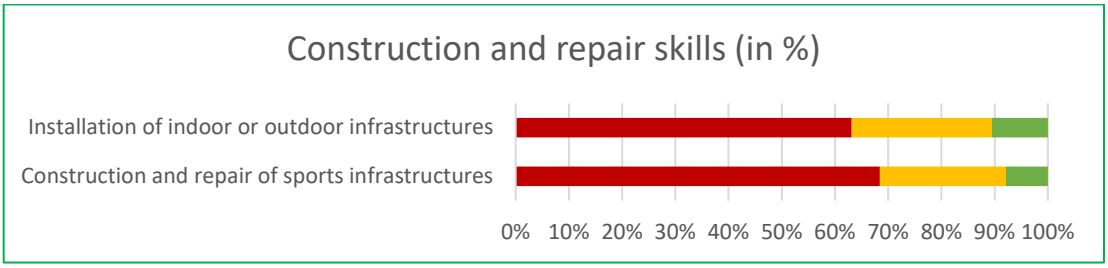
On the other hand, those best-rated variables refer to “driving vehicles” or “lift and moving objects” together with basic aspects related to “Cleaning” and “Storing materials”.



Graphic 35 - Manipulation and displacement of elements skills - Source: Prepared by the authors

The last block of skills of the questionnaire to the NEETs is related to aspects of the construction and repair of sports facilities, usually related to the sports maintenance department.

As expected, most of the results, reflected in the figure below, show a low score (interest or perception of its importance) in both aspects, in terms of the "installation of interior and exterior infrastructures" and on the "construction and repair of sports infrastructures".



Graphic 36 - Construction and repair skills - Source: Prepared by the authors

6.3 Identification of required skills in the sports sector

The analysis focuses on the companies and organizations participating in this study. A total number of twenty-nine sport-related companies based in Catalonia took part in the data collection through surveys, focus groups, and in-depth interviews to gather information.

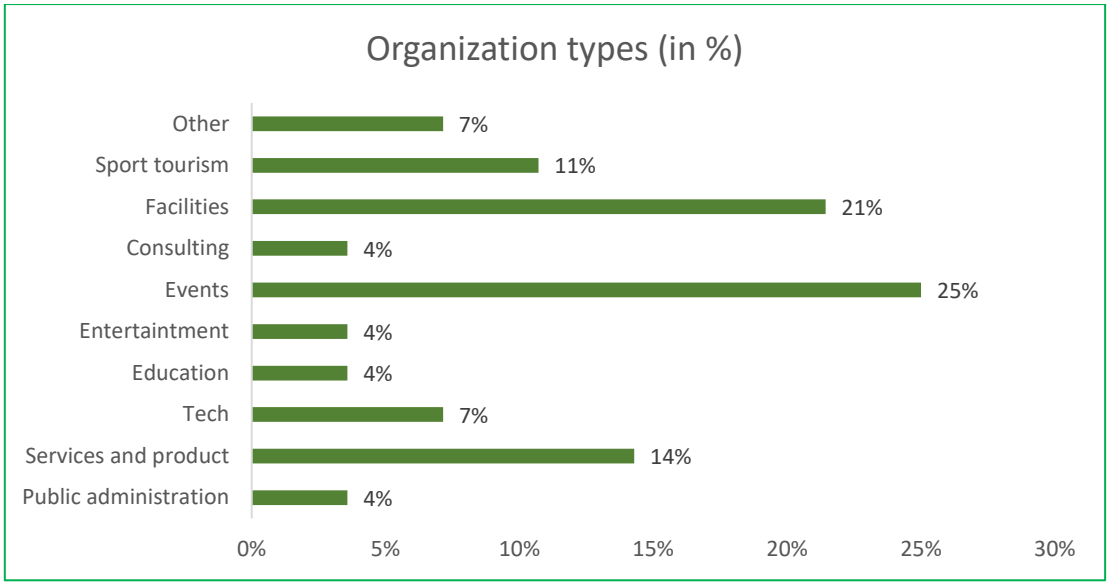
The questionnaires were the first research method. Addressed to the total number of sports companies and organizations through direct email. These questionnaires were predefined in the program.

The focus groups were conducted after the total number of questionnaires were received. Over the participants, 10 different companies and organizations participated in two different sessions of one hour and a half of discussion to collect qualitative data.

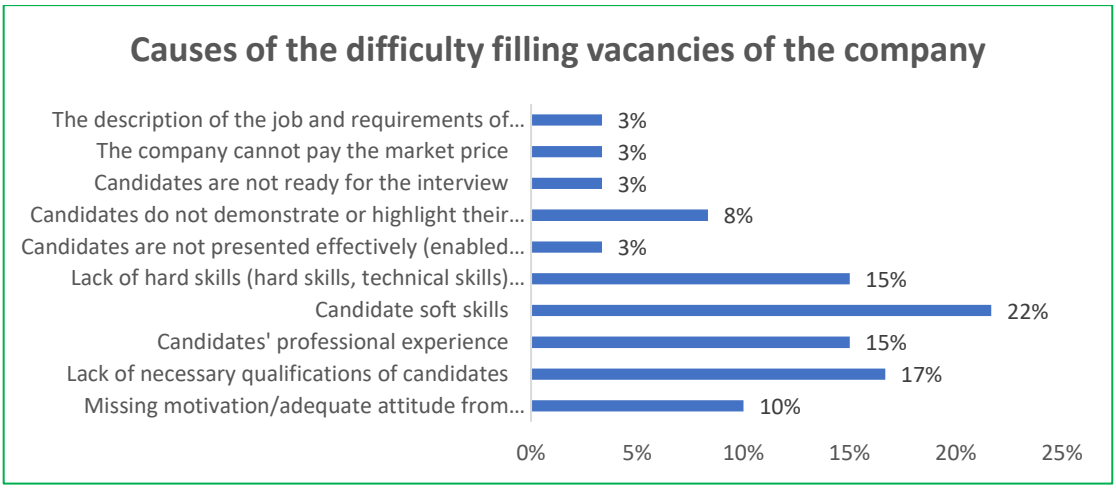
As the last step, two in-depth interviews were conducted to conclude the information gathering of Study 2. The participants of the two interviews were targeted representatives of two especially important sports associations and did not take part in the previous data collection.

A large number of the organizations that participated in the survey are part of the Catalan sports industry cluster (Indescat). A total of 28 unique responses were obtained. Responses were classified according to the type of organizations that participated in the study.

In the first place, we have the organizations whose main objective is the organization of sporting events with 25%. In the second place, we find the companies that manage or organize sports facilities with 21%. In third place, sports products or services organizations, with 14% of the total, the list is made up of organizations involved in the sports tourism industry (11%), sports technology (7%), public administrations (4%), sports education (4%), sports entertainment (4%), consulting and management (4%) and finally organizations involved in other activities (7%).

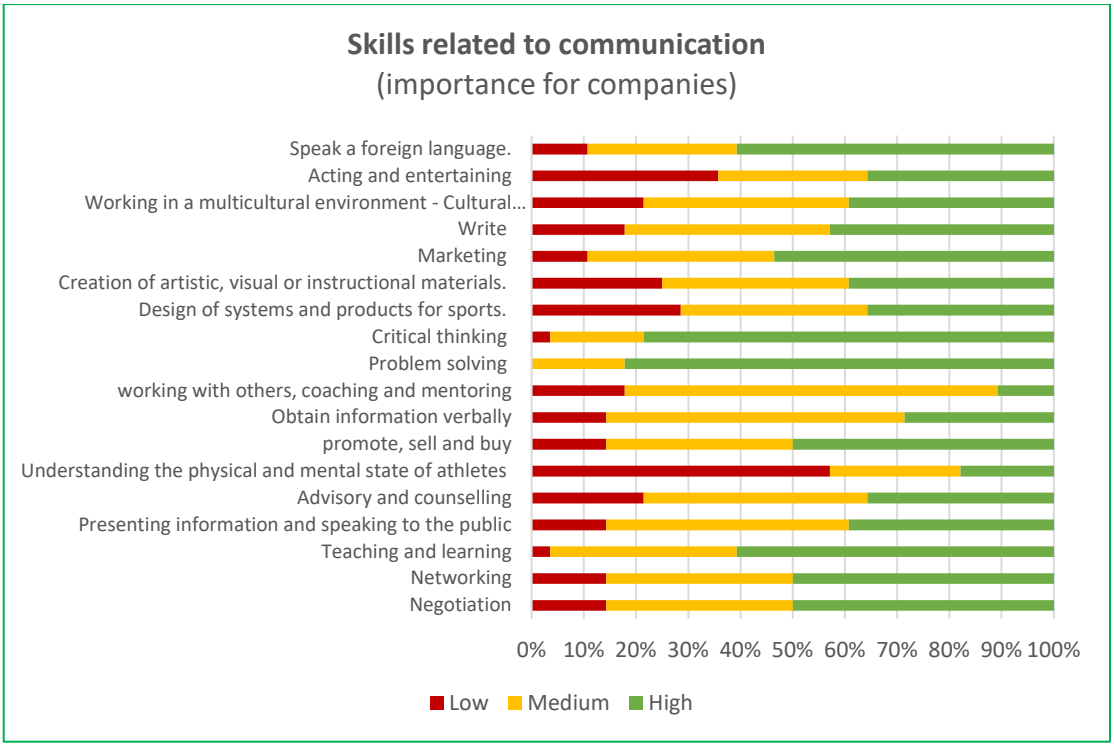


Graphic 37 - Distribution of surveys by organization types - Source: Prepared by the authors



Graphic 38 - Causes of the difficulty filling vacancies of the company - Source: Prepared by authors

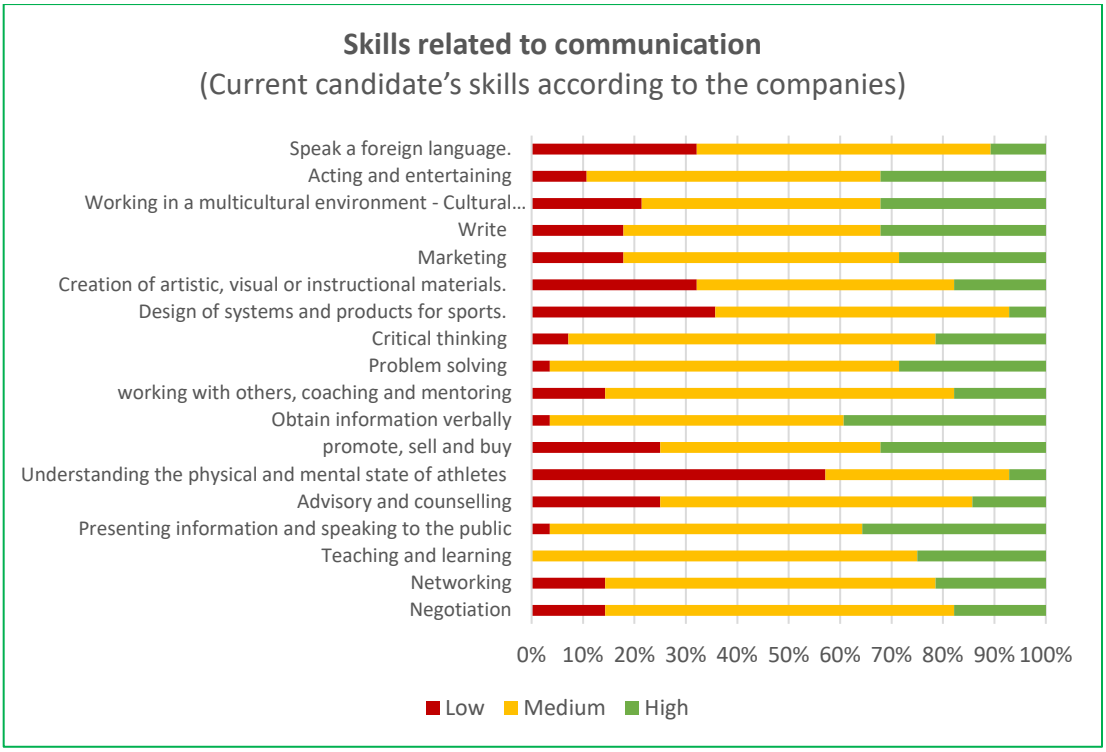
Participants from the sports industry highly valued competencies related to communication skills. As shown in the figure below, “Critical Thinking” and “Problem-solving” were perceived as the most important, followed by the capacity to “Speak a foreign language” to “Promote and sell” and “Teaching and Learning”. Most competencies scored a significant relevance with the clear exception of “Understanding the physical and mental state of athletes” with almost no interest from the participant's perspective.



Graphic 39: Skills related to communication (importance for companies) - Source: Prepared by the authors

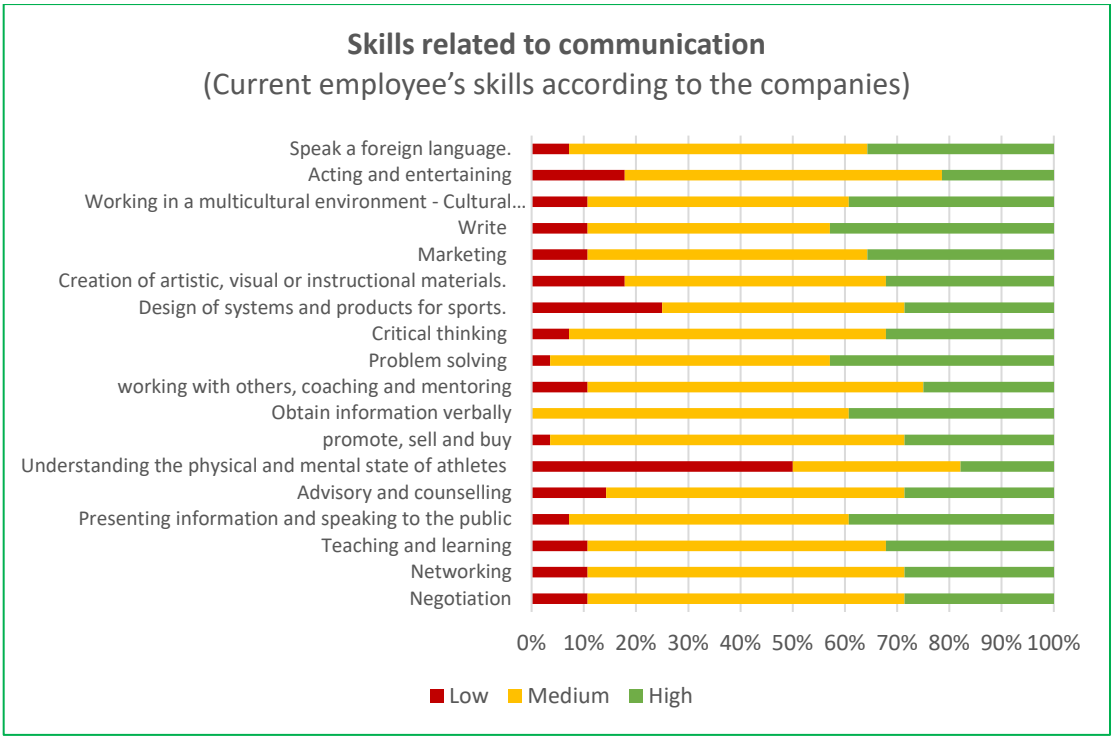
On this second representation, participants perceived that contrary to the previous results, the top skills mentioned were not present in the future candidates. In this regard, “Critical Thinking ", “Problem-solving” and “Speak a foreign language” were low ranked, meaning barely present on their future employees.

On the other side, skills that previously did not highlight as “Obtaining information verbally” and “presenting information in public” were perceived as medium achieved. The most constant skill in both perspectives is “Understanding the physical and mental state of athletes” wherefrom this perspective was considered as not present on the candidates.



Graphic 40: Skills related to communication (Current candidate's skills according to the companies) - Source: Prepared by the authors

In this third and last analysis, participants had to reflect on the level of skills related to "Communication" with their own and current employees. As the figure shows, almost all abilities seem to be of medium value and almost all of them are also high. It is relevant to highlight the skill "to obtain information verbally" was the highest skill that companies perceived that their employees have and in the opposite extreme and "Understanding the physical and mental state of athletes" the lowest.

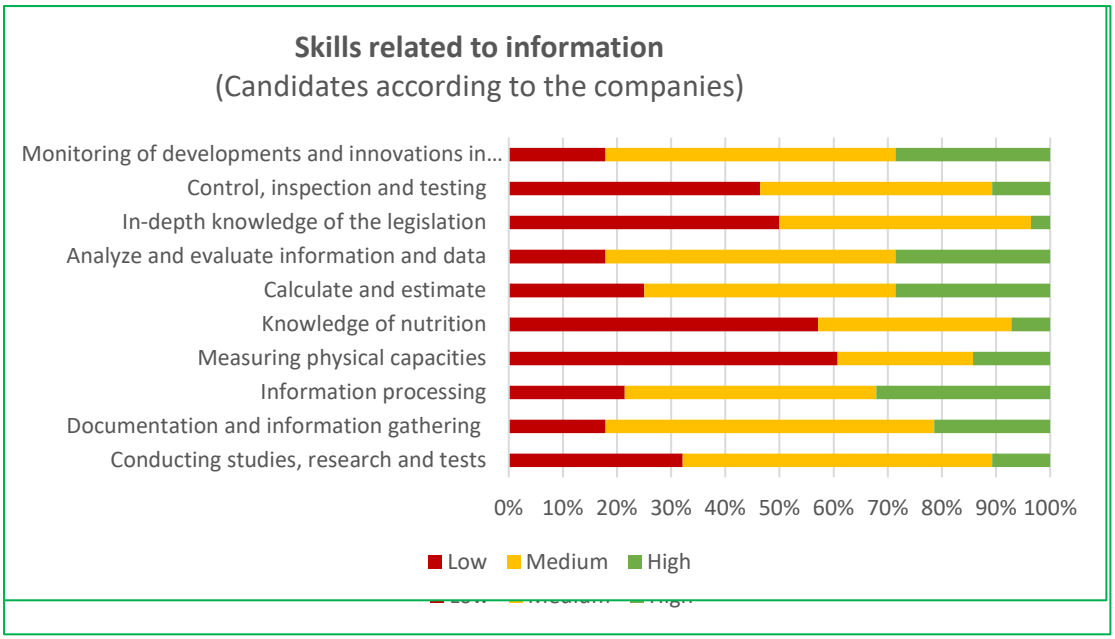


Graphic 41: Skills related to communication (Current employee's skills according to the companies) – Source: Prepared by Authors

The skills "Critical thinking" and "Problem-solving" followed by "Speaking a foreign language" were perceived by companies as the top skills that the sports market might need on a candidate but observing the reality, neither the young candidates that apply for jobs and their current employees highlights in any of the three, scoring average and medium levels.

Participants from the sports industry highly valued competencies related to "Information" except for the abilities that perceived were as not on the right box of abilities "Knowledge of nutrition" and "Measuring Physical capacities". While discussing these results with them on the Focus Group they simply agreed that it was not a matter of relevance but simply a mistake in the questionnaire structure.

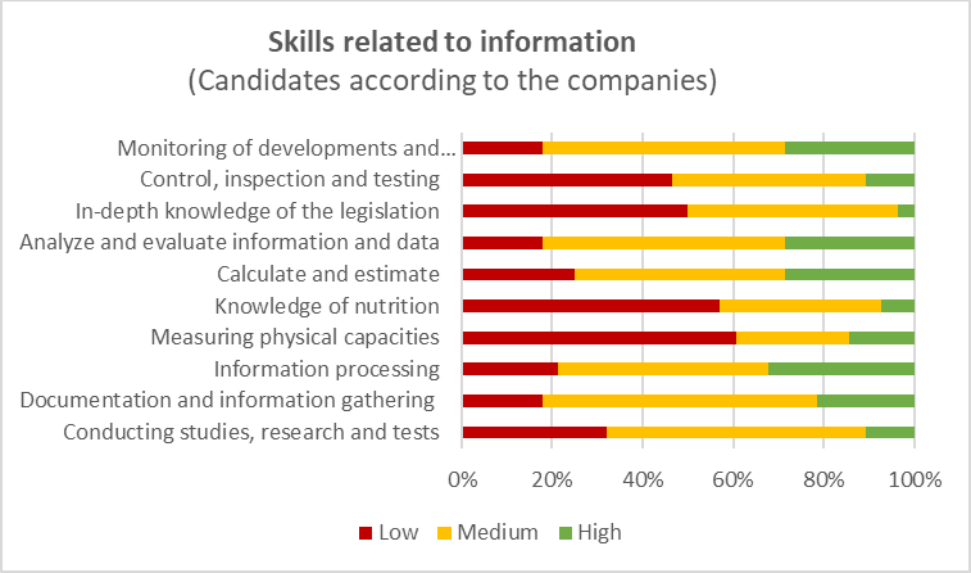
Under this category "Information processing", "Analysis" and "Monitoring" were perceived as the most important skills, followed by the capacity to "Gather information". On the opposite extreme and with the two exceptions previously mentioned, the "control and testing" information skill was the lowest-ranked.



Graphic 42: Skills related to information (importance for companies) - Source: Prepared by the authors

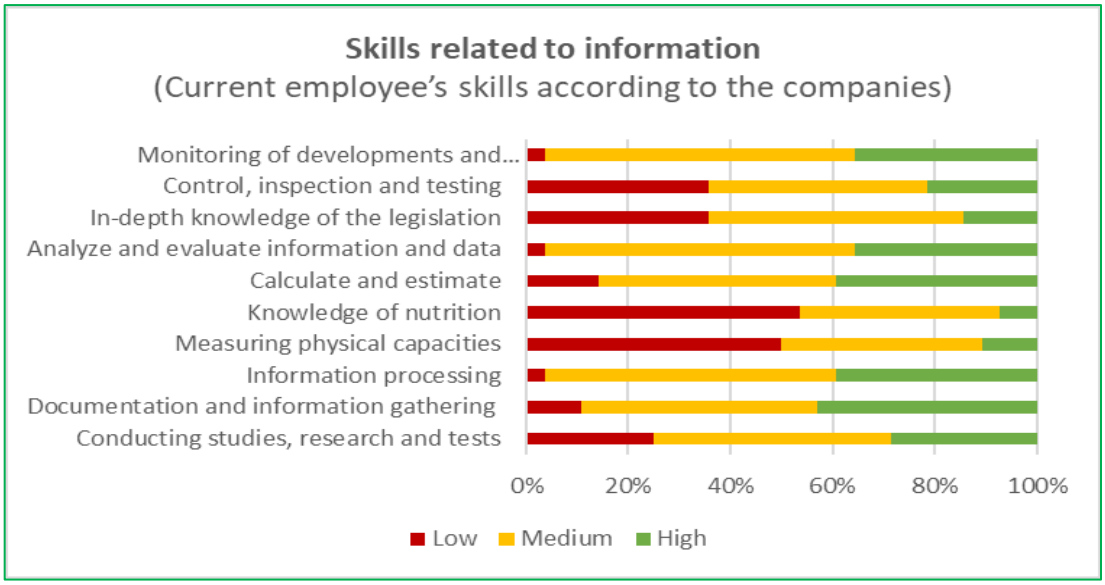
The results in this second section were remarkably interesting since employees clearly stated that future candidates have exceptionally low abilities related to information skills.

The lowest abilities were related to specific topics of knowledge as “Knowledge of Nutrition”, “Legislation”, “Measuring physical capacities” or “Inspecting and testing” and the highest abilities related to “Information processing”.



Graphic 43 - Skills related to information (Candidates according to the companies) - Source: Prepared by the authors

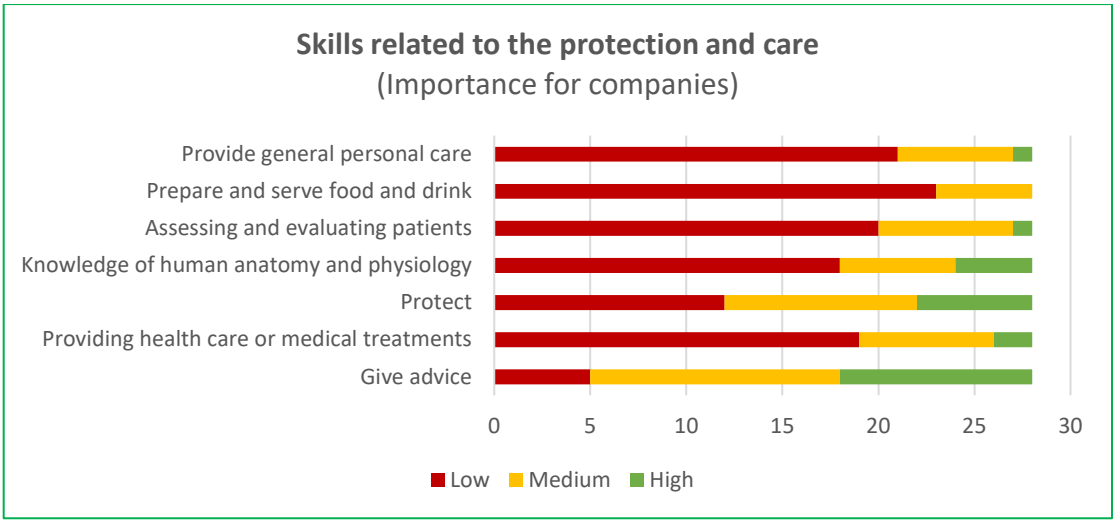
On the contrary of the previous results, the sports industry responsible perceived that their current employees have relatively medium and high skills related to “Information” outside again of the very specific abilities related with “Knowledge of Nutrition”, of “Legislation”, of “Measuring physical capacities” or “Inspecting and testing”. In that regard, general abilities were highly ranked as shown in the next figure.



Graphic 44 - - Skills related to information (Current employee's skills according to the companies) - Source: Prepared by the authors

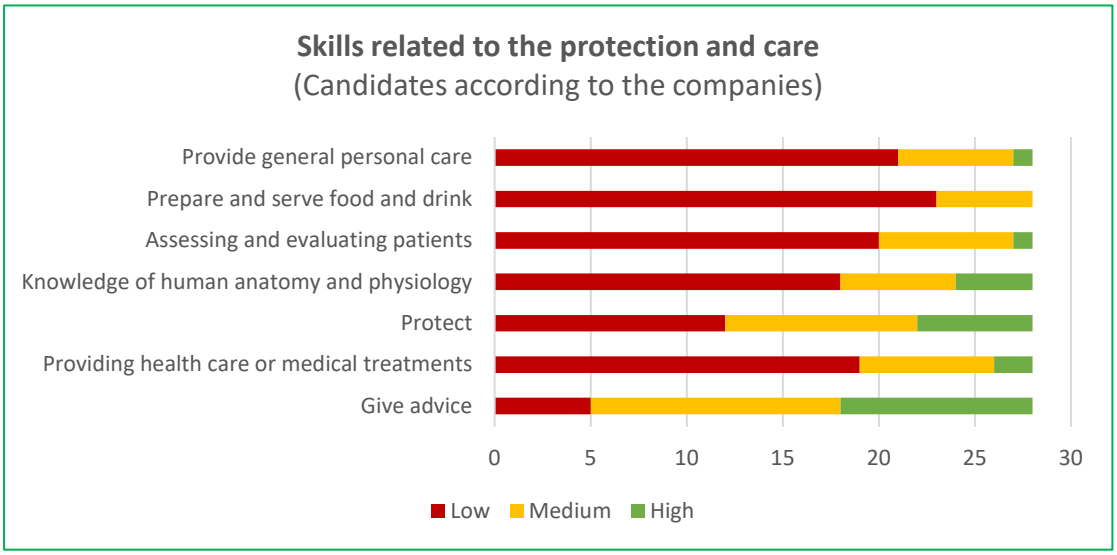
On this second set of abilities, results show that the higher perceived skills did not appear on the future candidates but were present at medium and high levels on the current employees. Those were the abilities related to "Monitoring", "Processing" and "Analyzing information".

The set of abilities under the category of "Care" was not perceived as key skills for the further development of young employees in the sports industry. The next figure shows how come with the only exception of "Giving advice", the rest of abilities scored lower levels of perceived importance.

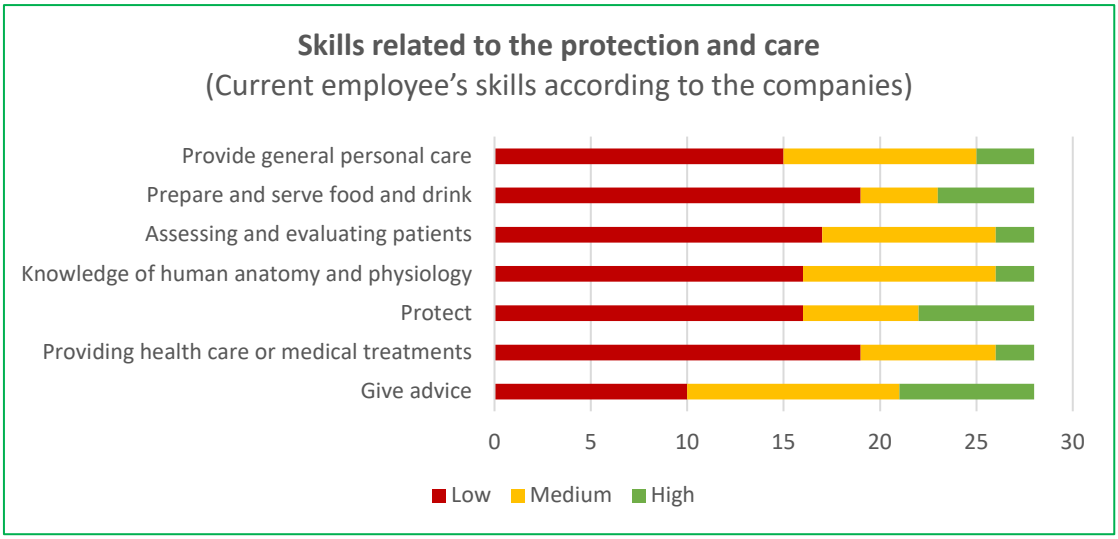


Graphic 45 - - Skills related to the protection and care (importance for the companies) – Source: Prepared by Authors

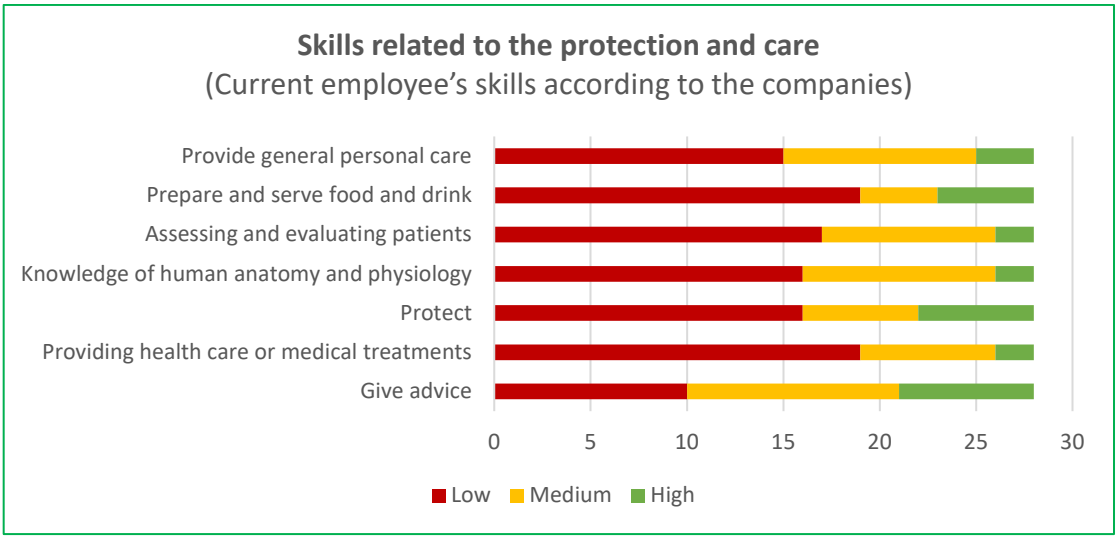
Figure 10 shows almost an exact reproduction of the previous graphic representation. In this case, employers did not perceive those former candidates had a high level of any of the skills related to "Care", outside of "giving advice" that was again ranked medium.



Graphic 46- - Skills related to the protection and care (Candidates according to the companies) – Source: Prepared by Authors



Reflecting on this last representation, the perception of employers about the level of competence of their current employees on skills related to "Care" slightly differed from the rest of the questions with a general improvement of all skills. Even though, the red color of Figure 12 translates to the low level of competence in all of them.

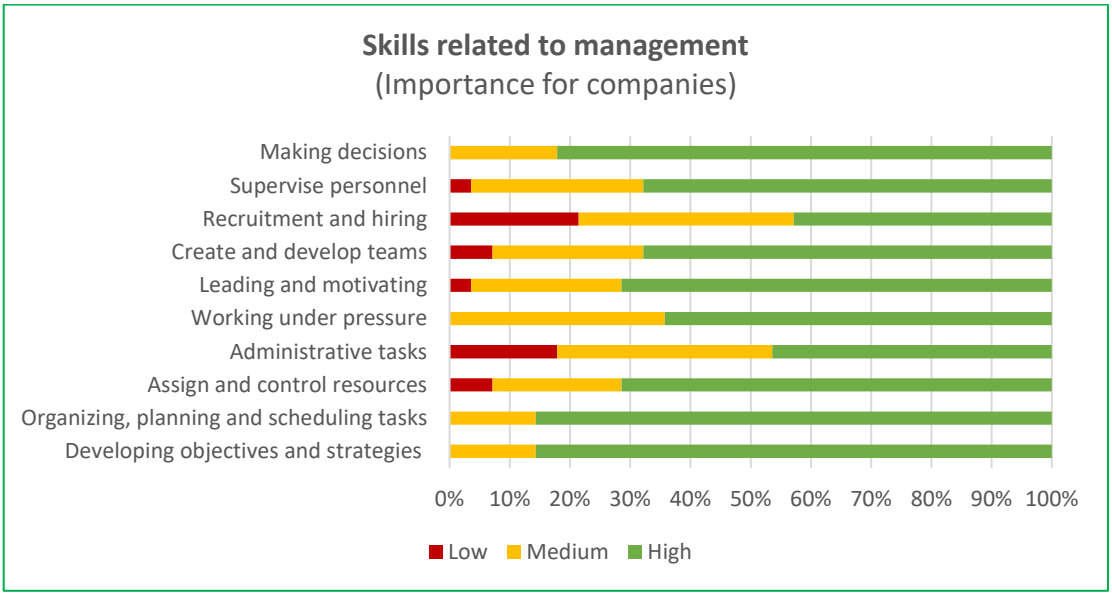


Graphic 47 - - Skills related to the protection and care (Current employee's skills according to the companies) – Source: Prepared by Authors

The results under the umbrella of "Protection and Care" showed interesting and consistent results with a clear tendency of not perception of this skill as very important for the sports industry. With the only exception of "Giving advice", the rest of the skills were lower ranked in the 3 sections.

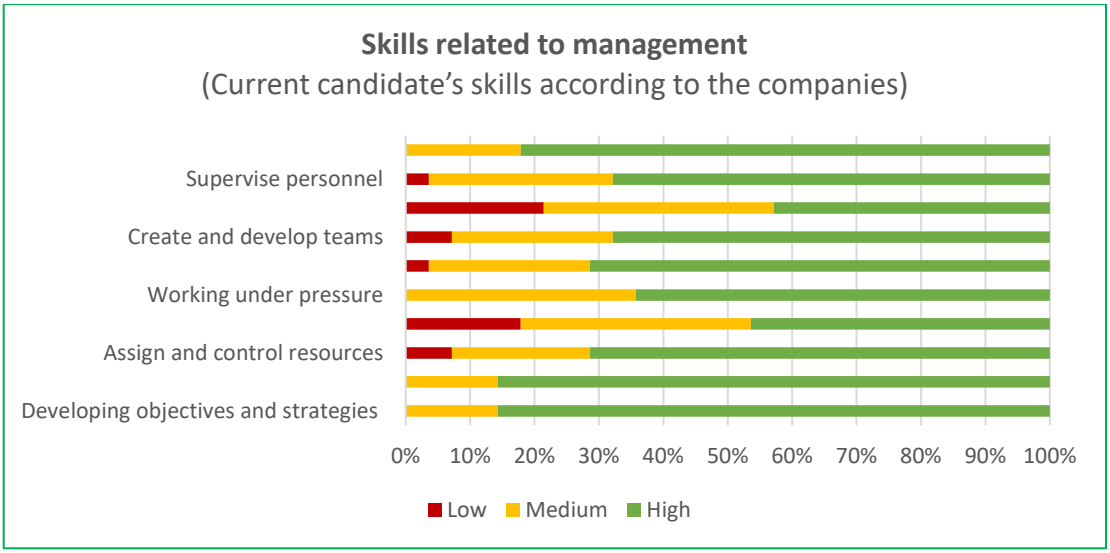
Under the umbrella of “Management”, can be found the higher-ranked skills of the study. With more than 70% of positive perceptions of all abilities, the category was perceived as very important for the current and future sports industry.

The three most important abilities with more than 80% of positive values were “Making decisions”, “Organizing, Planning” and “Developing objectives and strategies”. On the opposite ranking, the worst perceived ability was “Recruiting and hiring”, maybe perceived part of the RRHH departments of many companies.



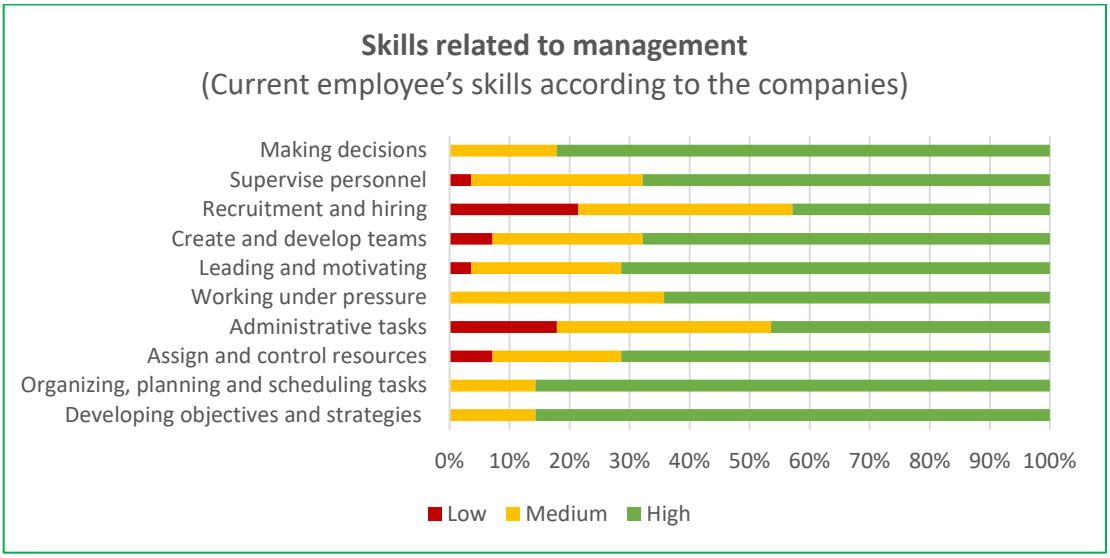
Graphic 48 - - Skills related to management (Importance for companies) - Source: Prepared by Authors

Figure 14 shows how from the perspective of the future candidates, employers also perceive that their management abilities are very high if they are compared with the results of “Communication” or “Information”. With the only exception of a 20% of low perception in “Administrative active tasks”, candidates were highly ranked in Management.



Graphic 49 - Skills related to management (Current candidate's skills according to the companies) - Source: Prepared by Authors

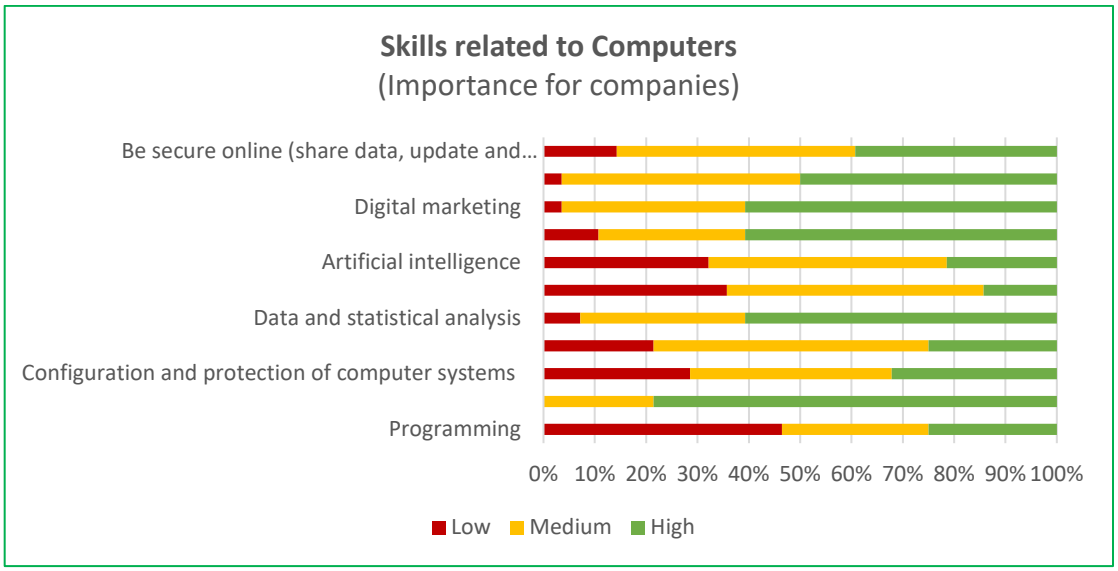
Current employees of the sports companies and organizations that participated in this project have very similar high scores on the Management abilities that the industry might need, and candidates present. Therefore, the skills of "Management" are almost excellent for current employees. The exception again comes to "Hiring and Recruiting" where maybe other departments and typology of employees participate.



Graphic 50 - Skills related to management (Current employee's skills according to the companies) - Source: Prepared by Authors

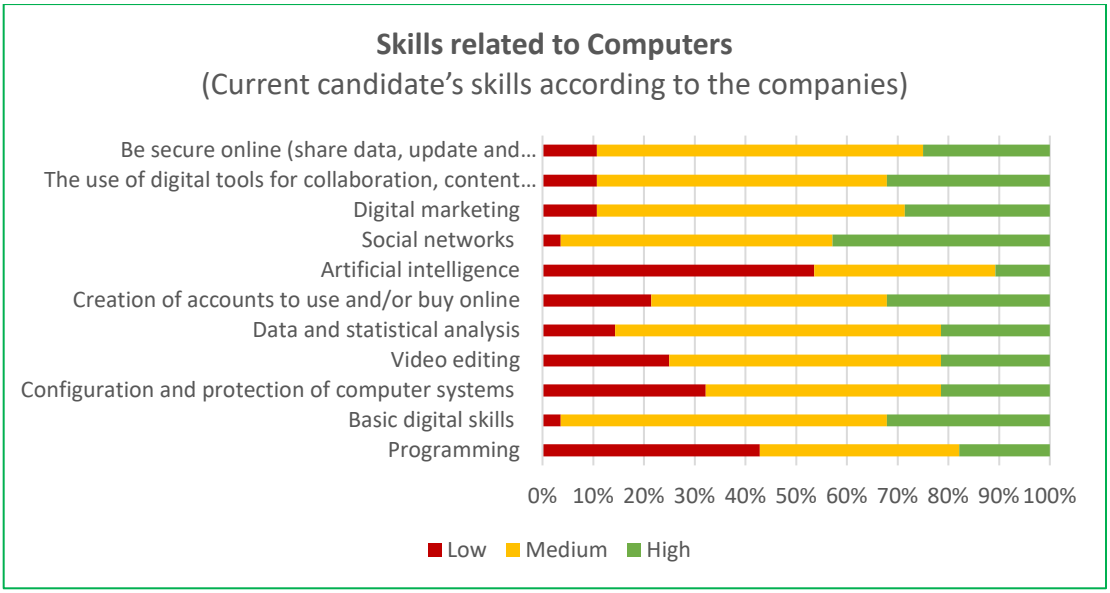
Management is with the difference the top skill category of the study with scores over 70 in all abilities and the three different questions. A very important observation comes with the fact that future candidates also show very high levels of knowledge in management matching the industry requirements and current workers.

Under this category, technology and computer skills were over the table. The results within the industry were uneven with 3 abilities not perceived as very important. “Programing”. “Artificial intelligence” and “Creation of accounts to buy online”, while “Basic technological skills”, “Digital marketing” and the “Use of digital tools for collaboration” were positioned in a very high position. Technology has become a very important asset and even if the level of high specialization was not perceived as necessary, it also did not score very low levels of relevance.



Graphic 51 - Skills related to Computer Skills (Importance for companies) - Source: Prepared by Authors

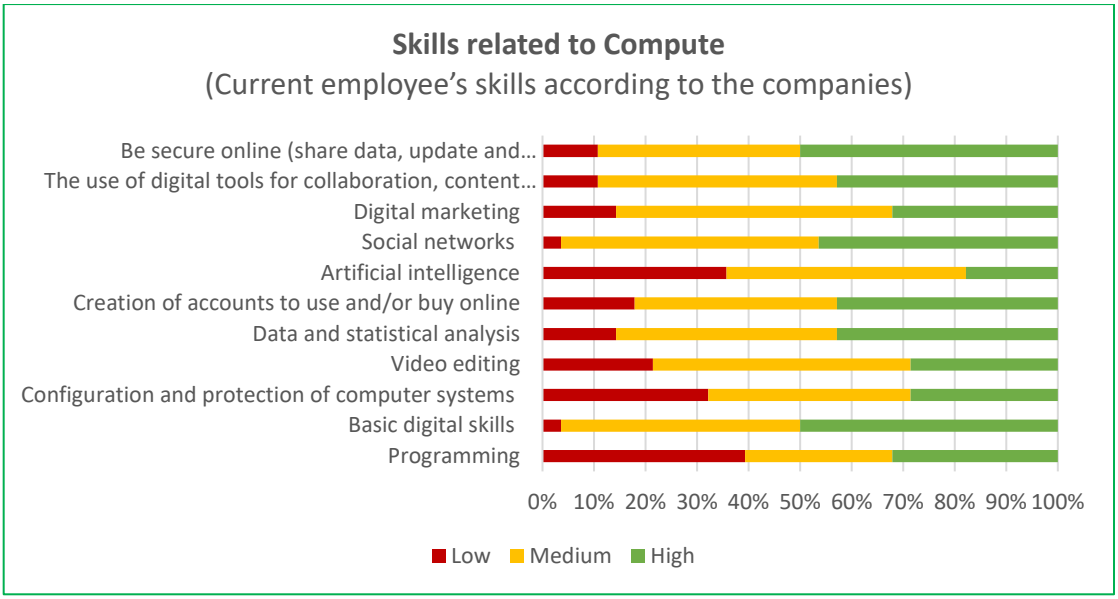
Employers ranked the technological and computer skills of their candidates with similar values as perceived for the industry itself. The ability of “Basic digital skills”, being the highest on the previous question was perceived by candidates as slightly lower. Asking in deepness during the Focus group, the answer responds to the lack of knowledge and control of the Excel program.



Graphic 52 - Skills related to Computer Skills (Current candidate's skills according to the companies) - Source: Prepared by Authors

Comparing results of abilities command from future employees and current ones, companies valued on a very similar way in this category of skills with the only exception of abilities related with "programming" and "Artificial intelligence" that scored a higher ranking on current employees of the sports companies participating of the study.

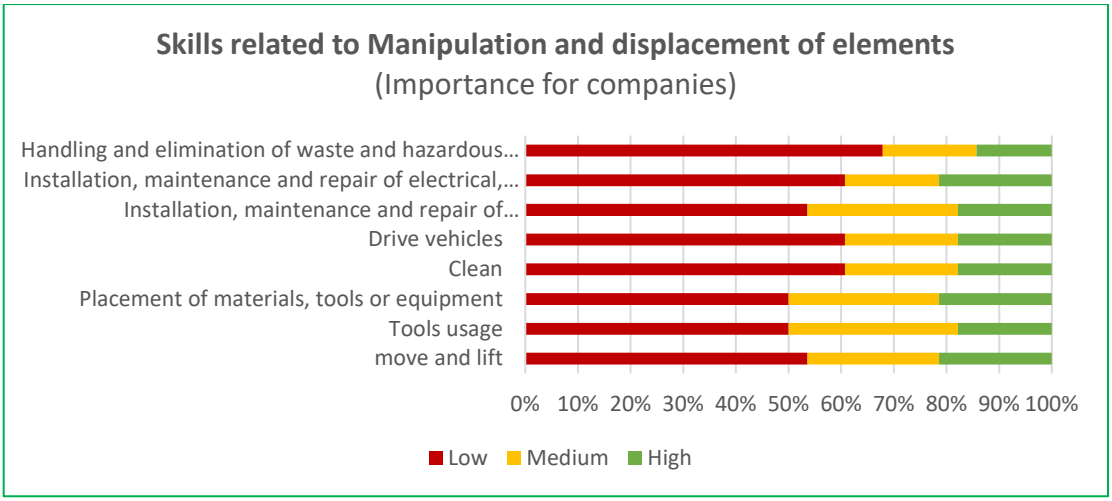
A curiosity, the skill of "Configuration and protection" scored relatively average punctuation on the questionnaires.



Graphic 53 - Skills related to Computer Skills (Current employee's skills according to the companies) - Source: Prepared by Authors

Even if participants acknowledged that the set of abilities under this category was key for the sport's industry, the score given to each one was not as important as "Management". The skill levels between future employees and current employees don´t differ much and they are both close to the values perceived for the sports industry. The Excel program was highlighted as a common lack from candidates and one of the most important basic technological or computer skills for the industry.

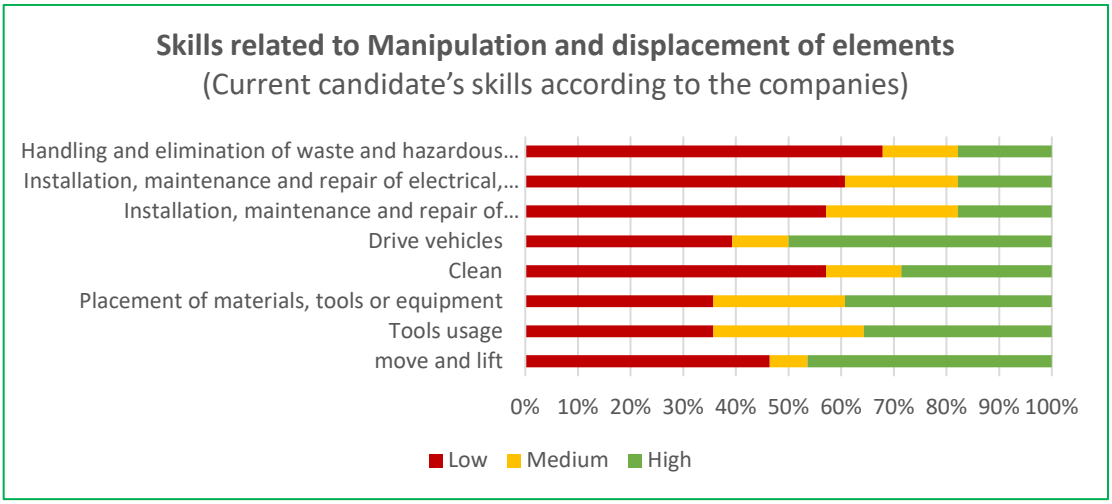
Manipulation skills were not perceived as key abilities for the sports industry. All abilities were ranked with less than 40% of relevance. There are no exceptions to highlight in this category.



Graphic 54 - Skills related to Manipulation and displacement of elements (Importance for companies) - Source: Prepared by Authors

According to the companies, candidates have better scores in skills related to the Manipulation of objects, materials, vehicles than the ones that they perceive the industry requires.

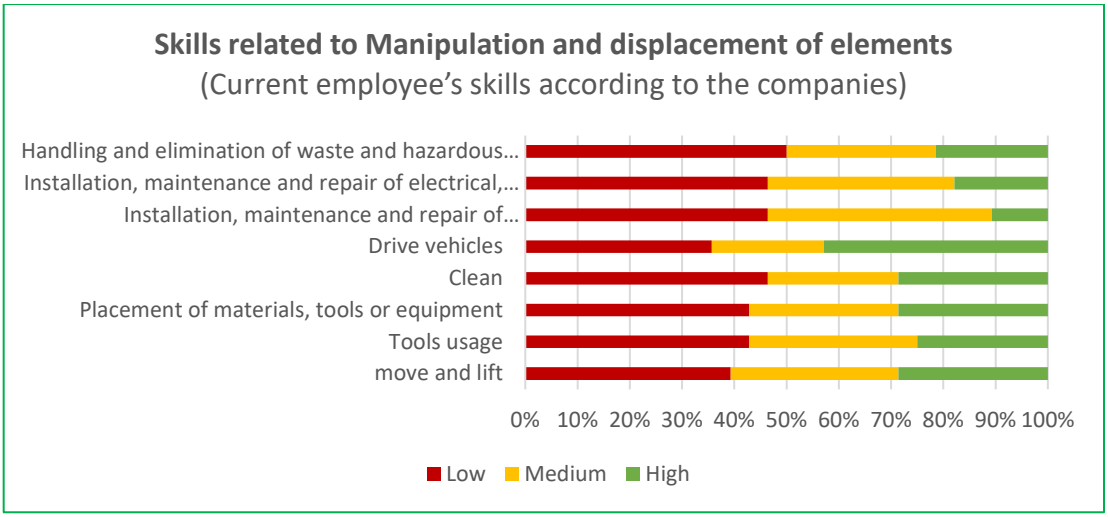
The "Vehicle manipulation" highlights as the best skills coming from future employees.



Graphic 55- Skills related to Manipulation and displacement of elements (Current candidate's skills according to the companies) - Source: Prepared by Authors

The set of abilities that Graphic 55 shows correlated with the perception of the industry's importance. Surprisingly, under this category of abilities, current employees

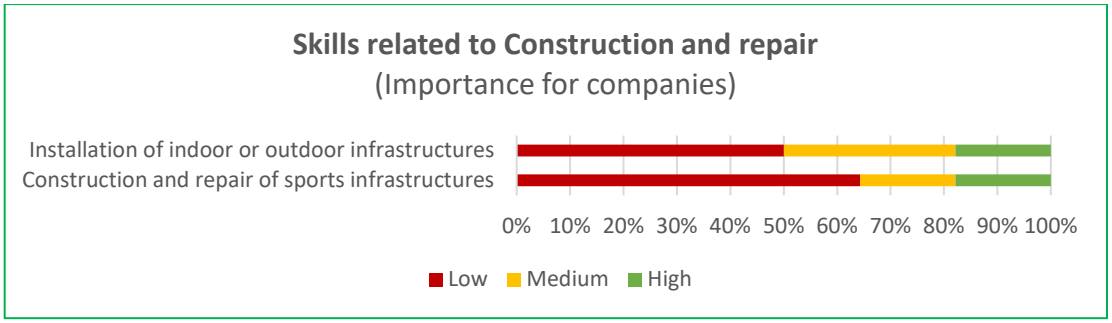
score lower results than the upcoming generations, including the skill, of "Driving vehicles", previously mentioned.



Graphic 56 - Skills related to Manipulation and displacement of elements (Current employee's skills according to the companies) - Source: Prepared by Authors

The category presented interesting results. Firstly, it was very low perceived by the industry in general and abilities appeared not to be relevant for future candidates. Observing the results of the perceived level that candidates had on the skill, results showed that contrary to the first opinion, they were more prepared than initially expected and most importantly, better prepared than current employees in certain abilities

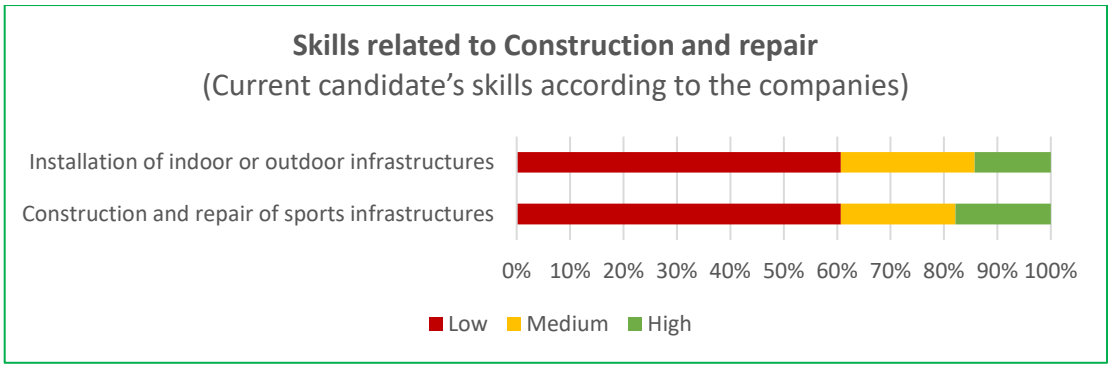
The two abilities that formed the "Construction" category were ranked with a low score as Figure 22 describes. The skill of "Installation" scores 45% of no interest for the industry and the "Construction" one a 62%, both very high levels of unimportance if compared with the rest of skills of this study.



Graphic 57 - Skills related to Construction and repair (Importance for companies) - Source: Prepared by Authors

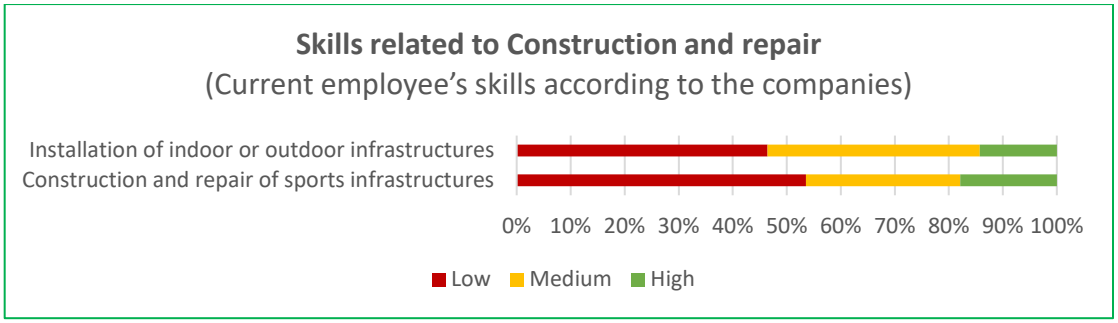
Results coming from the current level of abilities of constructions from candidates show an exactly equal score of low level of preparation in both "Installation" and "Construction" itself.

With 60% of low level of ranking, candidates of the sports industry do have not the minimum preparation to operate in these both fields.



Graphic 58 - Skills related to Construction and repair (Current candidate's skills according to the companies) - Source: Prepared by Authors

On the other hand, current employees of the sports industry also align with low levels of skills in this category. Observing Graphic 58 there is a slightly higher difference between "Construction and reparation" that experienced employees have compared with future candidates.



Graphic 59- Skills related to Construction and repair (Current employee's skills according to the companies) - Source: Prepared by Authors

"Construction and repair" skills are not of particular importance to organizations. The two variables tie in terms of scores relative to "High", the differences are seen in the "Medium" score which indoor and outdoor installation takes 9% about 5% for construction and repair of sports facilities.

Moreover, the interviews have allowed us to explore in great depth some of the issues we wanted to consider from people representing very influential and important organizations.

It is worth mentioning that the interviews were the last data collection instrument we conducted for the study, which was very successful, as it allowed us to gather very specific and interesting information. For future studies, more time would be essential, as it would allow us to conduct some more interviews.

It is important to mention that methodologically, we would have liked to interview people who were part of the focus groups, but due to time constraints and report delivery, it has not been possible.

6.4 Key findings

The key findings have helped to comprehend the typology of participants in the region of Catalonia (age, gender, level of studies), channels of participation in the study, and main perceived skills as regards their future options to be part of the sports labor market.

Age: As previously presented, the average year of birth of the respondents was 1994 (28 years of age). The literature shows that young people tend to be considered to be between 15 and 24 years of age (*Effectiveness of Policy Measures to Increase the*

Employment Participation of Young People, s.d.; *EU*, s.d.; *Young People and NEETs in Europe: First Findings*, s.d.) and that it refers to persons aged 15-24 years, the sample of NEETs in the region of Catalonia is slightly older.

Level of studies: Analyzing the level of studies of the total sample of NEETS participating in this study 1, it is noticeable the high level of academic preparation the vast majority have (62% have finished either degrees, masters, or doctoral studies in sports). On the other hand, it is very important to highlight that the Higher level of Sports Technician, with 28% of participants, is the most frequent level of sports studies of the total sample.

The fact that the sports industry is highly regulated in terms of training and access to market pathways for both the Catalan and Spanish governments, might be one of the reasons to attach a significant number of young people to the industry. Also, the practicality and specificity of the technical studies, are factors to conduct youth in the Catalan sports industry.

Observing that the year of completion of the studies was 2019, we are in front of a Covid19 NEETs generation with an important challenge in front of them, due to the high restrictions that Catalonia has adopted on regards the pandemic and the sports industry and its consequent job destruction.

Gender: The macro results showed a clear predominance of male gender responses, with 86% over the 14% of female responses. The data sampling method used in this study responded to stratified sampling, where subjects were chosen based on one or two common factors (Sport training NEETs under 30 years old based in Catalonia), and the total sample is used to extract data and key findings. Not being gender one of the inducted factors to collect participants, the key findings on regards to this study are therefore clear.

Interest and channels of participation in the study: The total sample of 38 NETTs participating in the study was relatively easy to reach due to the use of social media such as LinkedIn and Twitter. In less than 10 days the sample was reached, and questionnaires were received. In that regard, we must acknowledge the correlation between active use of technology and the profile of participants requested to conduct this study. Also, the potential exclusion of the less technological and social media NEETs users.

NEETs in the region of Catalonia are active in employment search opportunities and proactive in participating in a study that might impact their future.

Management: Considering the seven main skills of the survey, the sample of NEETs highly valued the Management category with a superior level of a high scorer than the rest of them.

Sports management is a young Degree in Catalonia and an important pathway on the bachelor's degree in Physical Education and Sport Sciences, the oldest and better-reputed level of studies for young people aiming to become sports professionals in this region. There is also a master's degree exclusively dedicated to the field of management. It is consequently expected that participants highlighted the skill as one of the most significant ones to enter the current and future sports market.

Communication: The display of skills under the umbrella of the Communication category was also highly valued and especially skills related to passing knowledge "Learning and Education", "Critical Thinking" and "Problem-solving capacity", all of them perceived as very critical.

Those skills are as broad as the sports industry itself. Continuous training t is very common in the industry and well perceived. To update your knowledge and to complement it is part of the pathway to improving your CV and, therefore, opportunities to enter or to scale the labor market.

Critical thinking and problem-solving capacity are also inherent to the characteristics of the sports industry, where professionals need to drive and work with groups and individuals by providing high-quality services. Working outdoors, in events, with different groups of the population requires the need to adopt good and fast solutions.

The capacity of expression (verbal and written) also becomes crucial for the development of the different tasks, according to the NEETs, and is highly connected with the Communication main skill.

Technical skills: Some skills related to technical aspects such as storing, cleaning, driving vehicles, maintenance, or repairs were highly ranked by a part of the total NEETs population and at the same time very low ranked by the rest. As explained before, the large diversity of studies and professional pathways of the sports industry simply cannot compare the skills required for a snow instructor (sports technician) to

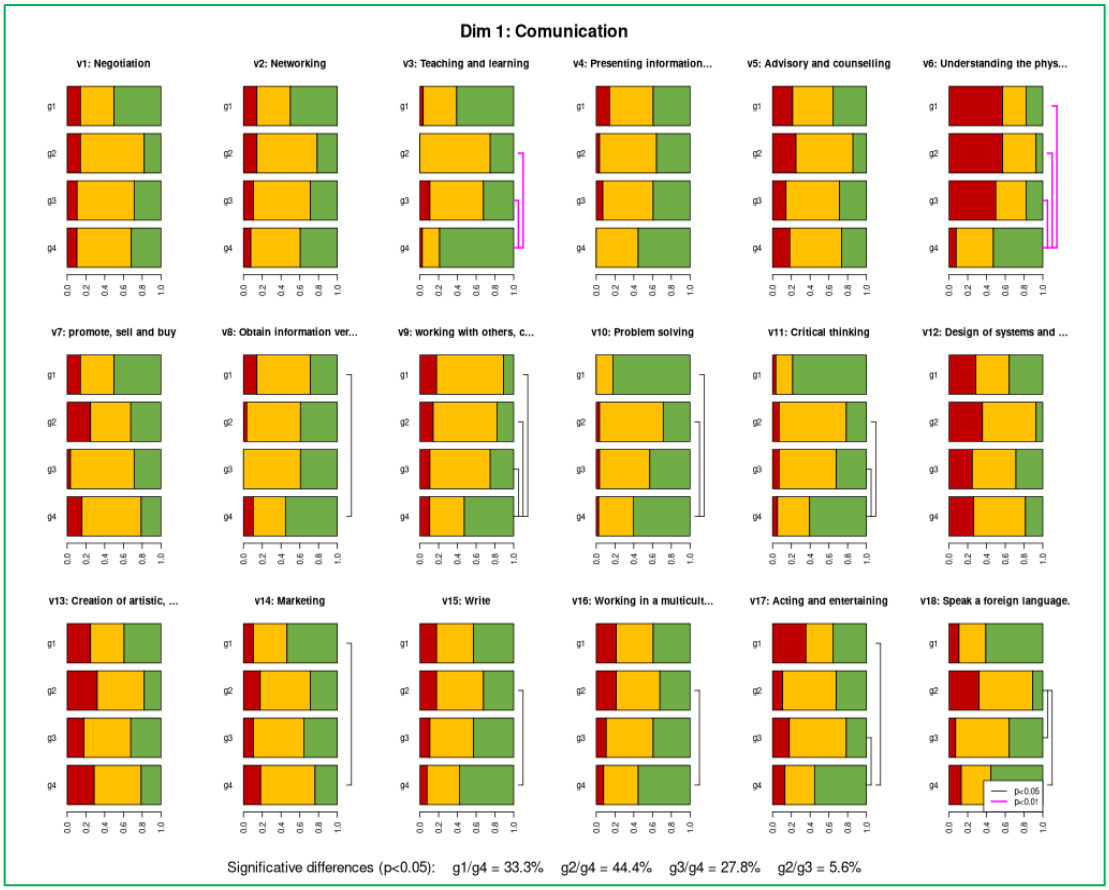
a person working as a physical education teacher in a school or another simply creating and delivering sports events.

Technological skills: As previously described, most of the NEET's sample was reached using social media and therefore, while analyzing their perceived top skills in the technological field, there is a correlation between skills such as "Social Media", "On-line operations" and "Basic *ofimatic* skills" being the three better ranked.

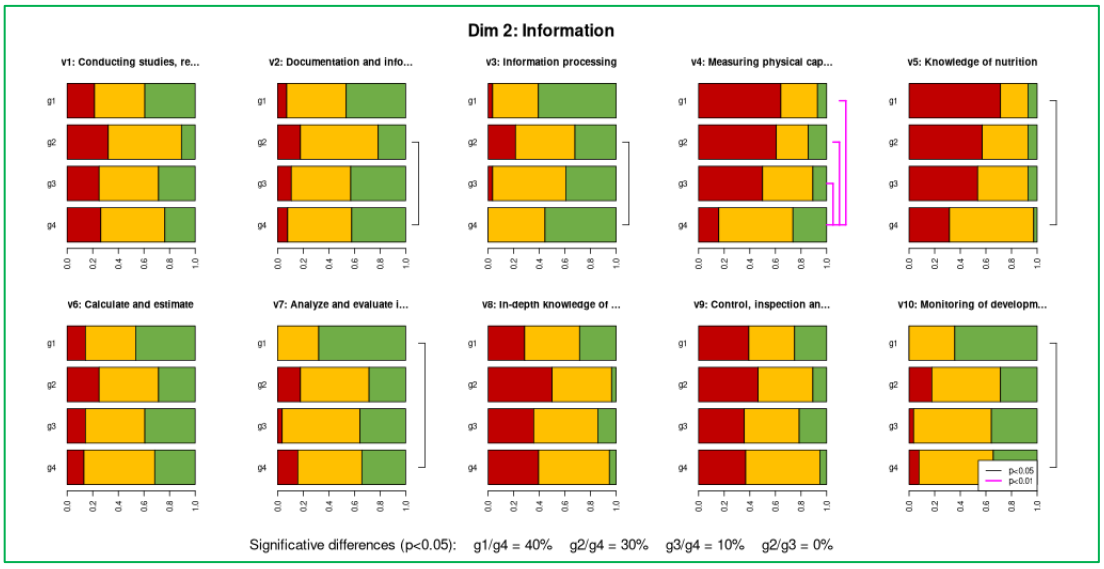
To sum up, for this report, the different questions that have been asked to both stakeholders and NEETs have been tabulated in four groups:

- Group 1 (G1): Required for the job position (answered by the organizations)
- Group 2 (G2): Candidates according to the companies (answered by the organizations)
- Group 3 (G3): Current employees according to the companies (answered by the organizations)
- Group 4 (G4): Self-Assessment of skills by Neets (answered by Neets)

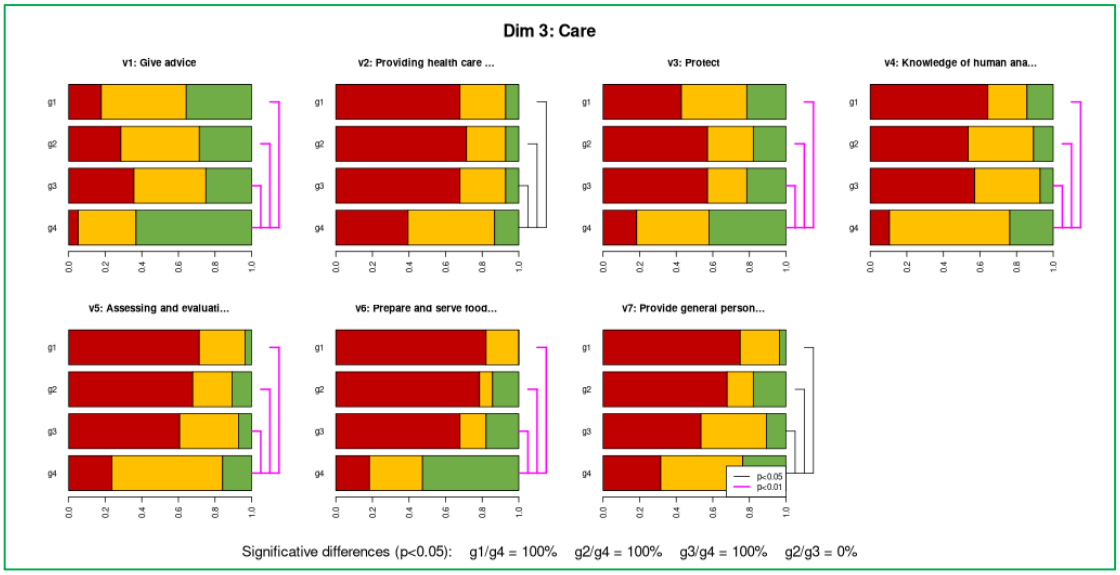
Each slide shows the answers of each variable on one dimension. Each variable shows the three levels answer (low/mid/high) in (red/yellow/green) for the four groups. Significant differences between some group pairs have been checked: 1 vs 4, 2 vs 4, 3 vs 4, 2 vs 3. Connecting lines between groups are displayed in black for an observed difference with a p.value < 0.05 and in magenta for p.value < 0.01. At the bottom of the graph, there's a summary of the percentage of variables where differences have been.



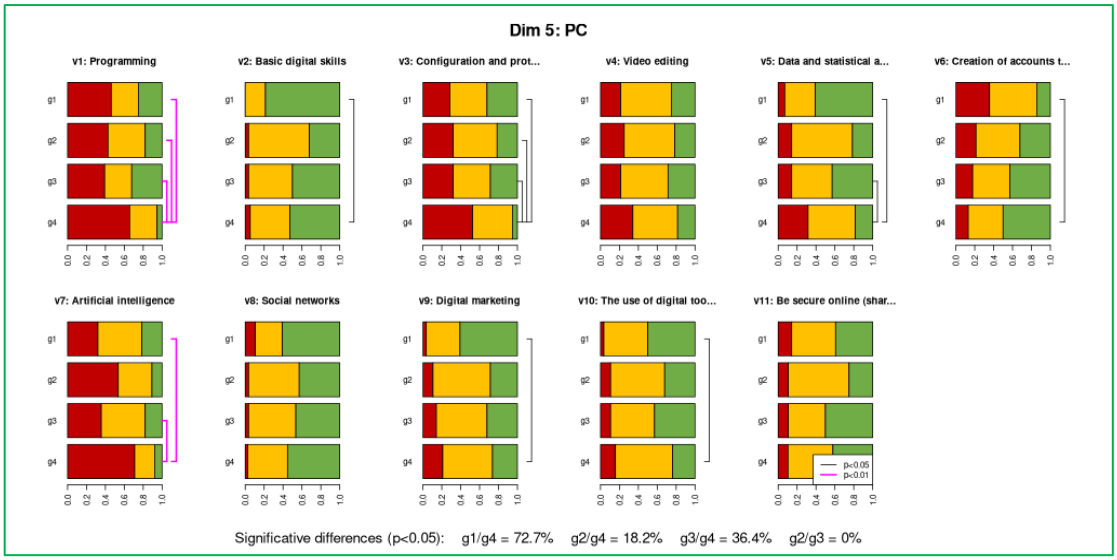
Graphic 60- Skills related to communication (Groups 1 to 4) - Source: Prepared by Authors



Graphic 61- Skills related to information (Groups 1 to 4) - Source: Prepared by Authors

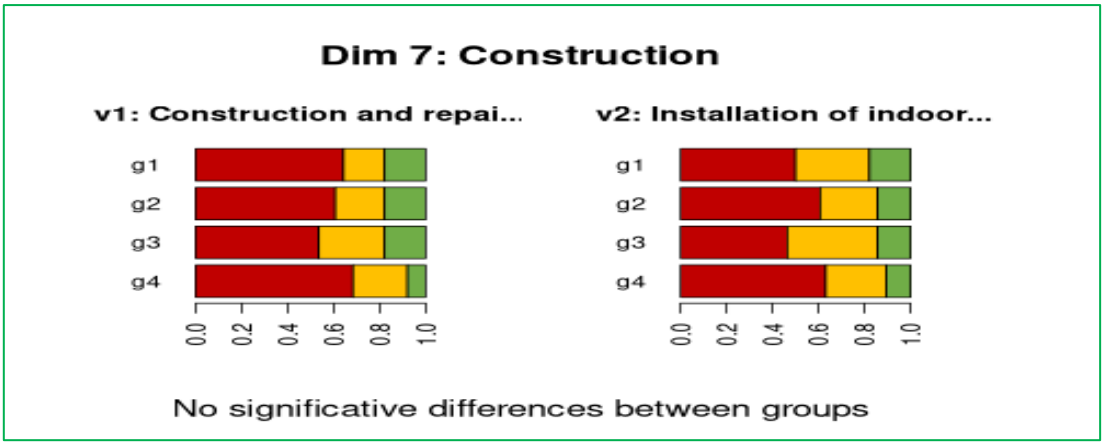


Graphic 62- Skills related to management (Groups 1 to 4) - Source: Prepared by Authors



Graphic 63 Related to computer skills (Groups 1 to 4) - Source: Prepared by Authors

Graphic 64 - Skills related to manipulation (Groups 1 to 4) - Source: Prepared by Authors



Graphic 65- Skills related to construction (Groups 1 to 4) - Source: Prepared by Authors

Summing up the training needs:

1. Management Skills
2. Communication Skills ("Learning and Education", "Critical Thinking" and "Problem-solving capacity)
3. Technical skills (storing, cleaning, driving vehicles, maintenance, or repairs)
4. Technological skills ("Social Media", "On-line operations" and "Basic ofimatic skills")

7 Skills Gap Analysis – Palestine

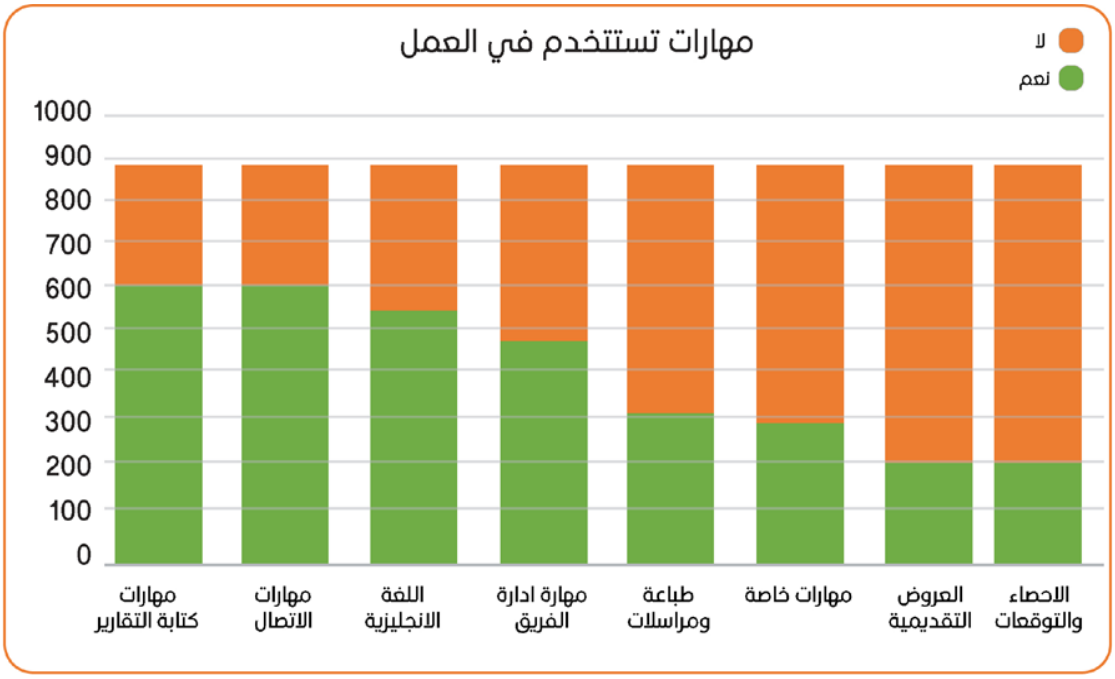
7.1 Situation Analysis

The NEETs rate in Palestine is 30% for the 15–24 age group and increases to 36% for the 15–29 age range. This means that one-third of the youth population in the country is neither in employment nor in education or training. The rate for young women is extremely high (37% for the 15–24 age group, and 49% for the 15–29 age group), while for males it is lower for both groups (around 23%). Females constitute 66% of all NEETs (aged 15–29). On the other hand, the educational attainment levels of young people (aged 15–29) show 56% with lower secondary education or below, and 29% with upper secondary and post-secondary education. The proportion of young people with a university degree is almost 15%, with females generally performing better in education.

Gender is the most crucial factor in becoming a NEET in Palestine, even more, important than education, as they transition into the labor market is experienced quite differently for young men and women. Women rarely enter the labor market, and when they do, they are mainly unemployed rather than employed. Other potential risk factors for becoming a NEET in Palestine include one's region of origin (West Bank versus Gaza) and whether or not one has refugee status. Young people from Gaza and those with refugee status are more likely to be NEETs compared to those from the West Bank or with non-refugee status.

According to Dr. Ziad Jweiles 1, The Palestinian Central Bureau of Statistics (PCBS) should take a leading role in skills anticipation and identification as they have excellent capabilities and strong competencies, in addition to possessing the relevant data from the labor force surveys. At present, however, institutional cooperation on these issues between PCBs, Ministry of Education and Higher Education, and Ministry of Labor is not structured and the responsibilities of the respective institutions are not well defined beyond the framework of internationally funded initiatives. A new labor market needs analysis is generally performed each time new qualifications are developed within the framework of an international project in line with the curriculum development standards, but Palestine is still lacking a structured approach to skills anticipation, independent of and outside the external aids.

According to Dr. Nasr Abdel Kareem, in his publication “Future Indicators”, once employed, the person needs to be trained in a set of skills that is not taught theoretically in the university, the following chart explains the skills that are used



Skills used at Work - Green= yes, Orange: No

From Left – Report writing skills, communication skills, English skills, Leadership, media special skills, presentation skills, and statistics.

7.2 Mapping of NEETs skills

7.2.1 The Salfit Development Association Case Study

Study Methodology: The quantitative and qualitative approach was used in this study, then the analytical descriptive approach was used to suit the nature of this study.

Study Community: the community is composed of NEETs targeted by the European Union-funded Sport4Skills Project under the Cross-Border Cooperation Program.

Study Sample: The study sample consisted of 35 NEETs targeted by the EU-funded Sport4Skills Project under the Cross-Border Cooperation Program. The proportion of the 18-25 age group in the study sample was 94%, 63% female, 94% bachelor's degree.

Study tool: The study tool consisted of 57 paragraphs. Broken down into 7 dimensions that measure the importance of identifying and developing the training needs of the target NEETs of the EU-funded Sports Skills Project under the Cross-Border Cooperation Program.

Validity: The tool was presented to experts and competent groups to express their opinion on the content of the paragraphs towards the target group, some paragraphs have been modified and reformulated to suit the reality of our Palestinian society.

Reliability: The study tool was applied to the sample. The constancy factor of the tool was calculated by using the Alpha Cronbach equation for internal consistency, where the constant factor of the instrument was 0.93, which was statistically acceptable.

Study's Results: First question: How important are the training skills of the target NEETs of the Sport4 Skills Project?

To explain the results, the following statistically approved arithmetic averages for answering paragraphs and dimensions were adopted (80% and more is very large) (70% - 79,99% is large) (60% - 69,99% is medium) (50% - 59,99% is low) (less than 50% is too low).

Table 8: Arithmetic averages, standard deviations, and percentages of the degree of importance of training skills for the target NEETs of the EU-funded Sports Skills Project depending on the skill and total degree of skills.

The Skill	Dimensions	The target NEETs of the Sports Skills Project				
		The order of importanc	Standard Deviatior	Arithmetic Average of importanc	The Percentag of importanc	Degree of importanc
Communicatio n, Collaboration, and Creativity	S1	4	0.94	3.50	70%	Large
Information Skills	S2	2	1.12	3.60	72%	Large

Assisting and Caring	S3	3	1.18	3.55	71%	Large
Management Skills	S4	1	1.13	3.72	74%	Large
Working with Computers	S5	5	1.19	3.42	68%	Medium
Handling and Moving	S6	7	1.29	3.30	66%	Medium
Constructing	S7	6	1.71	3.41	68%	Medium
The total degree			**90.0**	**3.52**	**70%**	**Large**

Graphic 66 Percentage of the importance of training skills depending on the skill

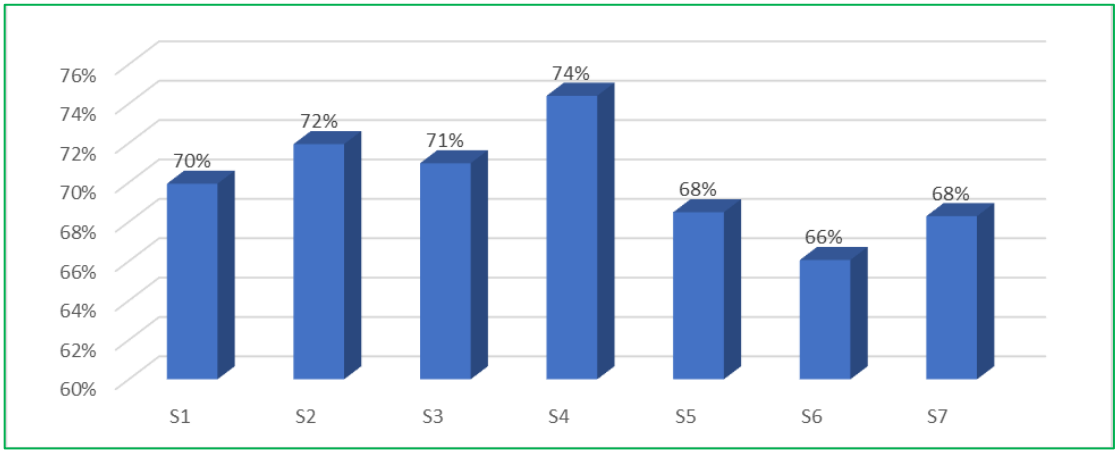


Table 8 shows that the degree of importance of the training skills of the target NEETs is significant, with 70% of the study sample response. Management skills ranked first with 74% of the study sample response, information skills ranked second with 72%, followed by assisting and care with 71%, and Handling and Moving ranked the last with 68%.

Table 9: Arithmetic averages, standard deviations, and percentages of communication, collaboration, and creativity skill paragraphs

The paragraph	The target NEETs of the Sports Skills Project				
	The order of importance	Standard Deviation	Arithmetic Average of importance	The Percentage of importance	Degree of importance
Negotiating	14	1.69	3.29	66%	Medium
Liaising and Networking	13	1.74	3.3	66%	Medium
Teaching and Training	3	1.62	3.82	76%	large
Presenting information - public speaking	9	1.67	3.53	71%	large
Understanding the physical and mental state of the athletes	6	1.69	3.64	73%	large
Promoting, Selling, and Purchasing	12	1.77	3.36	67%	Medium
Obtaining information verbally	15	1.75	3.09	62%	Medium

Working with others – Coaching - Mentoring	2	1.57	3.86	77%	large
Solving problems	5	1.73	3.69	74%	large
Critical thinking	8	1.70	3.6	72%	large
Designing systems and products for sports	16	1.88	3.03	61%	Medium
Creating artistic, visual, or instructive materials	11	1.74	3.44	69%	Medium
marketing	4	1.66	3.76	75%	large
Writing and composing	10	1.86	3.45	69%	Medium
Working in a multicultural environment – Cultural understanding	7	1.71	3.61	72%	Large
Learning languages	1	1.53	4.18	84%	Very large
The total degree		**0.94**	**3.50**	**70%**	**large**

Table 9 shows that the degree of importance of communication, collaboration, and creativity was high, with 70% of the study sample response, learning languages paragraph ranked first with 84% of the sample response, and Designing systems and products for sports paragraph ranked last with 61% of the sample response.

Table 10: Arithmetic averages, standard deviations, and percentages of information skills paragraphs

The Paragraph	The target NEETs of the Sports Skills Project				
	The order of importance	Standard Deviation	Arithmetic Average of importance	The Percentage of importance	Degree of importance
Conducting studies, investigations, and examinations	7	1.86	3.25	65%	Medium
Documenting and recordin information	2	1.42	4.15	83%	Very large
Managing information	3	1.37	4.15	83%	Very large
Processing information	1	1.09	4.42	88%	Very large
Measuring physical properties	9	1.64	2.64	53%	low
Calculating an estimating	8	1.73	3.03	61%	Medium
Analyzing an evaluating information an data	4	1.50	3.86	77%	large
In-depth knowledge o legal terms	5	1.67	3.62	72%	large
Monitoring, inspecting, an testing	6	1.76	3.56	71%	large

The total degree	**1.12**	**3.60**	**72%**	**large**

Table 10 shows that the degree of importance of information skills was high, with 72% of the study sample response, processing information paragraph ranked first with 88% of the sample response, and measuring physical properties paragraph ranked last with 53% of the sample response.

Table 11: Arithmetic averages, standard deviations, and percentages of Assisting and Caring paragraphs

The paragraph	The target NEETs of the Sports Skills Project				
	The order of importance	Standard Deviation	Arithmetic Average of importance	The Percentage of importance	Degree of importance
Counseling	1	1.54	3.94	79%	large
Providing healt care or medica treatments	3	1.64	3.71	74%	large
Knowledge o human anatom and physiology	5	1.84	3.06	61%	Medium
Preparing an serving food an drinks	4	1.71	3.44	69%	Medium
Providing genera personal care	2	1.65	3.74	75%	large
The total degree		**1.18**	**3.55**	**71`%**	**large**

Table 11 shows that the degree of importance of assisting and caring was high, with 71% of the study sample response, counseling paragraph ranked first with 79% of the sample response, and knowledge of human anatomy and physiology paragraph ranked last with 61% of the sample response.

Table 12: Arithmetic averages, standard deviations, and percentages of management skills paragraphs

The paragraph	The target NEETs of the Sports Skills Project				
	The order of importance	Standard Deviation	Arithmetic Average of importance	The Percentage of importance	Degree of importance
Developing objectives and strategies	5	1.58	3.85	77%	large
Organizing, planning, and scheduling work and activities	6	1.55	3.73	75%	large
Allocating and controlling resources	4	1.63	3.94	79%	large
Performing administrative activities	10	1.84	3.21	64%	Medium
Handling pressure	8	1.83	3.56	71%	large
Leading and motivating	1	1.38	4.26	85%	Very large
Building and developing teams	3	1.48	4	80%	Very large
Recruiting and hiring	7	1.69	3.7	74%	large
Supervising people	9	1.75	3.29	66%	Medium

Making decisions	2	1.30	4.25	85%	Very large
The total degree		**1.13**	**3.72**	**74%**	**large**

Table 12 shows that the degree of importance of management skills was high, with 74% of the study sample response, leading and motivating paragraph ranked first with 85% of the sample response, and performing administrative activities paragraph ranked last with 64% of the sample response.

Table 13: Arithmetic averages, standard deviations, and percentages of working with computers paragraphs

The paragraph	The target NEETs of the Sports Skills Project				
	The order of importance	Standard Deviation	Arithmetic Average of importance	The Percentage of importance	Degree of importance
Programming computer system - Coding	3	1.73	3.71	74%	Large
Digital foundation skills (being able to use digital technology)	5	1.82	3.52	70%	large
Setting up and protecting computer systems	8	1.80	3.26	65%	Medium
Video editing	11	1.78	3.00	60%	Medium
Accessing and analyzing data - Statistics	9	1.80	3.06	61%	Medium

Transacting (setting up accounts to use o purchase online)	10	1.79	3.03	61%	Medium
Artificial Intelligence	6	1.84	3.48	70%	Large
Social media	1	1.49	4.18	84%	Very large
Digital marketing	7	1.79	3.42	68%	Medium
Using digital tools for collaboration, content creation, and problem-solving	4	1.72	3.68	74%	Large
Being safe and legal online (data sharing, updating, keeping passwords, etc.)	2	1.65	3.88	78%	large
The total degree		**1.19**	**3.42**	**68%**	**medium**

Table 13 shows that the degree of importance of working with computers was average, with 68% of the study sample response, social media paragraph ranked first with 84% of the sample response, and video editing paragraph ranked last with 60% of the sample response.

Table 14: Arithmetic averages, standard deviations, and percentages of handling and moving paragraphs

The paragraph	**The target NEETs of the Sports Skills Project**				
	The order of importance	Standard Deviation	Arithmetic Average of importance	The Percentage of importance	Degree of importance

Using hand tools	5	1.76	3.21	64%	Medium
Positioning materials, tools, or equipment	2	1.79	3.35	67%	Medium
Driving vehicles	1	1.74	3.75	75%	Large
Installing, maintaining, and repairing mechanical equipment	3	1.84	3.29	66%	Medium
Installing, maintaining, and repairing electrical, electronic, and precision equipment	4	1.83	3.26	65%	Medium
Handling and disposing of waste and hazardous materials in sports infrastructures	6	1.87	3.18	64%	Medium
The total degree		**1.29**	**3.30**	**66%**	**Medium**

Table 14 shows that the degree of importance of handling and moving was average, with 66% of the study sample response, driving vehicles paragraph ranked first with 75% of the sample response, and handling and disposing of waste and hazardous

materials in sports infrastructures paragraph ranked last with 64% of the sample response.

Table 15: Arithmetic averages, standard deviations, and percentages of constructing paragraphs

The paragraph	The target NEETs of the Sports Skills Project				
	The order of importance	Standard Deviation	Arithmetic Average of importance	The Percentage of importance	Degree of importance
Building and repairing sports infrastructures (gym, courts, etc.)	2	1.79	3.4	68%	Medium
Installing interior or exterior infrastructure	1	1.79	3.43	69%	Medium
The total degree		**1.71**	**3.41**	**68%**	**Medium**

Table 15 shows that the degree of importance of constructing was average, with 68% of the study sample response, installing interior or exterior infrastructure paragraph ranked first with 96% of the sample response, and building and repairing sports infrastructures (gym, courts, etc.) paragraph ranked last with 68% of the sample response.

To answer the second question, "What is the percentage of the need to develop the training skills of the target NEETs of the Sport4Skills Project?" the percentages of the responses to the study sample were adopted (yes, they need to be developed, they do not need to be developed), and the following tables show the percentages broken down by the need for the development of the training skills as well as by the paragraphs of each skill:

Table 16: Percentage's response of the study sample about the need for skills development depending on the skill

The skill	The percentage %	
	yes	no
Communication, collaboration, and creativity	73%	27%
Information skills	63%	37%
Assisting and caring	71%	29%
Management skills	79%	21%
Working with computers	70%	30%
Handling and moving	68%	32%
Constructing	70%	30%
The total degree	**71%**	**29%**

Table 16 shows that the study sample response rate on the need to develop training skills was 71%, management skills development ranked first with 79% of the study sample response, and information skills development ranked last with 63%.

Graphic 67 Percentage's response of the study sample on the need for skills development depending on the skill

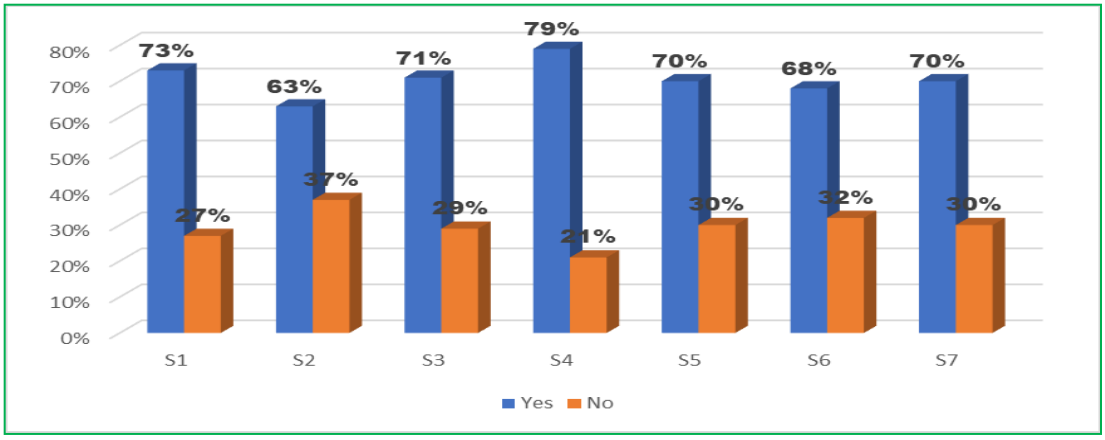


Table 17: Percentage response of the study sample on the need to develop communication, collaboration, and creativity skills broken down by paragraphs

The paragraph	Percentage%	
	Yes	No
Negotiating	69%	31%
Liaising and Networking	91%	9%
Teaching and training	83%	17%
Presenting information - public speaking	66%	34%
Understanding the physical and mental state of the athletes	74%	26%
Promoting, Selling, and Purchasing	69%	31%
Obtaining information verbally	66%	34%
Working with others – Coaching - Mentoring	71%	29%

Solving problems	71%	29%
Critical thinking	63%	37%
Designing systems and products for sports	63%	37%
Creating artistic, visual, or instructive materials	66%	34%
Marketing	74%	26%
Writing and composing	74%	26%
Working in a multicultural environment – Cultural understanding	80%	20%
Learning languages	80%	20%
The total degree	**73%**	**27%**

Table 17 shows that the study sample response rate on the need to develop communication, collaboration, and creativity was 73%, liaising and networking ranked first with 91% of the study sample response, and critical thinking and design of systems and products ranked last with 63%.

Table 18: Percentage response of the study sample on the need to develop information development skills broken down by paragraphs

The paragraph	Percentage%	
	yes	No
Conducting studies, investigations, and examinations	43%	57%
Documenting and recording information	63%	37%
Managing information	69%	31%

Processing information	83%	17%
Measuring physical properties	57%	43%
Calculating and estimating	60%	40%
Analyzing and evaluating information and data	80%	20%
In-depth knowledge of legal terms	63%	37%
Monitoring, inspecting, and testing	51%	49%
The total degree	**63%**	**37%**

Table 18 shows that the study sample response rate on the need to develop information development skills was 63%, the information processing paragraph ranked first with 83% of the study sample response, and conducting studies investigations and examinations paragraph ranked last with 43%.

Table 19: Percentage response of the study sample on the need to develop the skill of assisting and caring broken down by paragraphs

The paragraph	Percentage%	
	Yes	No
conducting studies, investigations, and examinations	69%	31%
Documenting and recording information	74%	26%
Managing information	60%	40%

Processing information	74%	26%
Measuring physical properties	77%	23%
The total degree	**71%**	**29%**

Table 19 shows that the study sample response rate on the need to develop the skill of assisting and caring was 71%, the physical properties measurement paragraph ranked first with 77% of the study sample response, and the information management paragraph ranked last with 60%.

Table 20: Percentage response of the study sample on the need to develop management skills broken down by paragraphs

The paragraph	Percentage%	
	Yes	No
Developing objectives and strategies	80%	20%
Organizing, planning, and scheduling work and activities	68%	32%
Allocating and controlling resources	74%	26%
Performing administrative activities	74%	26%
Handling pressure	89%	11%
Leading and motivating	86%	14%
Building and developing teams	86%	14%
Recruiting and hiring	77%	23%

Supervising people	74%	26%
Making decisions	86%	14%
The total degree	**79%**	**21%**

Table 20 shows that the study sample response rate on the need to develop management skills was 79%, handling pressure paragraph ranked first with 89% of the study sample response, and Organizing, planning, and scheduling work and activities paragraph ranked last with 68%.

Table 21: Percentage response of the study sample on the need of working with computers broken down by paragraphs

The paragraph	Percentage%	
	Yes	No
Programming computer systems - Coding	77%	23%
Digital foundation skills (being able to use digital technology)	60%	40%
Setting up and protecting computer systems	69%	31%
Video editing	60%	40%
Accessing and analyzing data - Statistics	66%	34%
Transacting (setting up accounts to use or purchase online)	63%	37%
Artificial Intelligence	74%	26%

Social Media	74%	26%
Digital marketing	74%	26%
Using digital tools for collaboration, content creation, and problem-solving	74%	26%
Being safe and legal online (data sharing, updating, keeping passwords, etc.)	80%	20%
The total degree	**70%**	**30%**

Table 21 shows that the study sample response rate on the need to develop working with computers skill was 70%, being safe and legal online (data sharing, updating, keeping passwords, etc.) paragraph ranked first with 80% of the study sample response, and digital foundation skills (being able to use digital technology) paragraph ranked last with 60%.

Table 22: Percentage response of the study sample on the need to develop handling and computer skills broken down by paragraphs

The paragraph	Percentage	
	Yes	No
Using hand tools	71%	29%
Positioning materials, tools, or equipment	71%	29%
Driving vehicles	66%	34%
Installing, maintaining, and repairing mechanical equipment	63%	37%
Installing, maintaining, and repairing electrical, electronic, and precision equipment	69%	31%

Handling and disposing of waste and hazardous materials in sports infrastructures	66%	34%
The total degree	**68%**	**32%**

Table 22 shows that the study sample response rate on the need to develop handling and moving skills was 68%, positioning materials, tools or equipment and using hand tools paragraphs ranked first with 71% of the study sample response, and installing, maintaining, and repairing mechanical equipment paragraph ranked last with 63%.

Table 23: Percentage response of the study sample on the need to develop constructing skill broken down by paragraphs

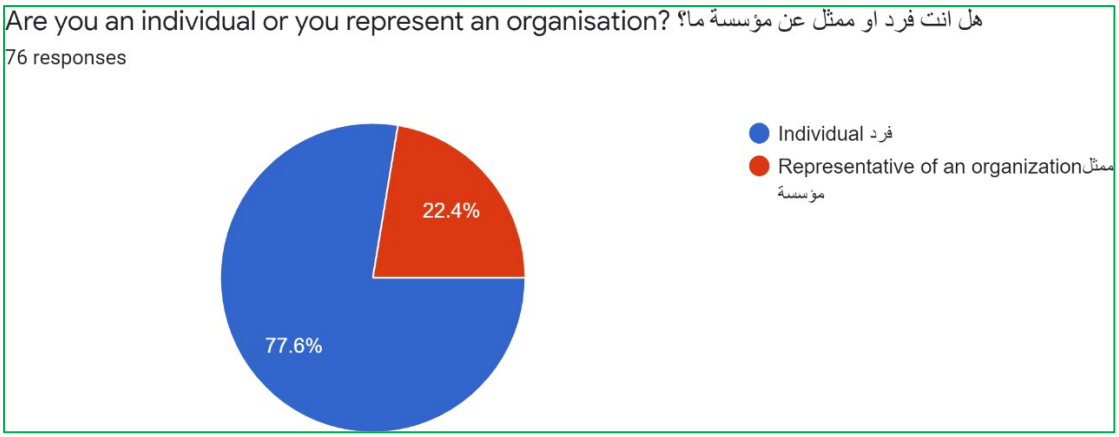
The paragraph	Percentage %	
	Yes	No
Building and repairing sports infrastructures (gym, courts, etc.)	66%	34%
Installing interior or exterior infrastructure	74%	26%
The total degree	**70%**	**30%**

Table 23shows that the study sample response rate on the need to develop constructing skills was 70%, installing interior or exterior infrastructure paragraph ranked first with 74% of the study sample response, and building and repairing sports infrastructures (gym, courts, etc.) paragraph ranked last with 66%.

7.2.2 The Sports for Life Case Study

The following analysis of the data collected from NEETs from October to December 2021 was published on PS4L social platforms and websites, questionnaires, and 76 responses were collected representing different districts in Palestine.

Question 1: Are you an individual or do represent an organization?



Graphic 67: Distribution of focus group

Based on Figure 1, nearly 78% of the NEETs filling in this forum are individuals (59 from 76 responses), and nearly 24% are representing an organization (17 from 76 responses).

Question 2: I would like to participate in skills training sessions for sports?

- Yes: 39 (95% of response) Contact information can be found in the following link
- No: 2 (5% of responses)

Question 3: Which district/city/town/village are you from?

40 responses in total representing all districts of Palestine.

18 skills were surveyed for communication, collaboration, and creativity skills. NEETs ranked their perceived level in each skill.

Table 24: NEETs rank their 18 skills on communication, collaboration, and creativity

Skills	Low Competence	Moderate Competence	High Competence
Creating visual and instructivematerials	14	16	8
Designing systems and productsfor sports	14	15	9
Using more than 1 language	12	12	13
Writing and Composing	10	15	13
Understanding the physical and mentalstate of	9	11	18

athletes			
Marketing	8	16	14
Promoting, Selling, and Purchasing	7	14	17
Advising and Consulting	6	15	17
Working in a multicultural environment cultural understanding	6	11	21
Liaising and Networking	5	11	22
Coaching and Mentoring	5	6	27
Teaching and Training	4	15	19
Presenting Information (PublicSpeaking)	3	18	17
Obtaining Information Verbally	3	17	18
Negotiating	3	17	18
Critical Thinking	3	15	20
Solving Problems	3	13	22
Performing and entertaining	2	16	20

The table above is arranged from lowest skill competence to highest skill competence.

Based on Table 24 of this section, more than 50% of NEETs have perceived high competence in coaching and mentoring, solving problems and critical thinking, and networking and understanding cultural appropriation. Moreover, Neet's lowest competence is creating visual and instructive materials, designing systems and products for sports, using more than one language, and writing skills.

11 skills were surveyed for interpreting information skills. NEETs ranked their perceived level in each skill.

Table 25: NEETs rank their 11 skills in interpreting information

Skills	Low Competence	Moderate Competence	High Competence
Measuring physical properties	22	13	3
In-depth knowledge of legal terms	16	14	8
Analyzing and evaluatinginformation and data	12	18	8

Knowledge of nutrition	12	18	8
Monitoring, inspecting, and testing	12	14	12
Calculating and estimating	10	16	12
Monitoring developments in the area ofexpertise	9	18	11
Processing information	6	20	12
Managing information	6	19	13
Conducting studies, investigations,and examinations	4	23	11
Documenting and recording information	4	12	22

The table above is arranged from lowest skill competence to highest skill competence

Based on Table 25 of this section, the lowest competence is measuring physical properties, knowledge on legal terms, and analyzing and evaluating data. ON the other hand, the highest competence is documenting and recording information.

7 skills were surveyed for assisting and caring skills. NEETs ranked their perceived level in each skill.

Skills	Low Competence	Moderate Competence	High Competence
Assessing and interpreting patients	19	15	4
Knowledge of human anatomyand physiology	19	11	8
Providing health care and medicaltreatment	18	14	5
Protecting and rescuing	14	14	10
Preparing and serving foods anddrinks	10	13	15
Providing general personal care	9	12	17
Counseling	6	17	15

Table 26 above is arranged from lowest skill competence to highest skill competence.

Based on Table 26, the lowest skill competencies are assessing and interpreting patients, knowledge on anatomy and physiology, and providing health care and

medical treatment. The highest skill competencies are counseling, providing general personal care, and serving foods and drinks.

10 skills were surveyed for management skills. NEETs ranked their perceived level in each skill. responses in total.

Skills	Low Competence	Moderate Competence	High Competence
Allocating and controlling resources	10	14	13
Performing administrative activities	9	10	19
Developing objectives andstrategies	7	17	14
Recruiting and hiring	7	13	18
Organizing, planning, andscheduling work and activities	6	16	16
Making decisions	6	9	23
Supervising people	6	7	25
Building and developing teams	4	11	23
Leading and motivating	4	8	26
Handling pressure	2	9	27

Table 27: NEETs rank their 10 skills in management

Based on Table 4, most NEETs perceive their skills in management as highly competent. NEET's highly competent skills include handling pressure, leadership, managing teams, supervising others, and making decisions. The lowest competence in NEETs is allocating and controlling resources as well as performing administrative tasks.

10 computer management skills were surveyed. NEETs ranked their perceived level in each skill. responses in total.

Table 28: NEETs rank their 11 skills in computer management

Skills	Low Competence	Moderate Competence	High Competence
Setting up and protecting computer systems	26	9	3
Programming computer systems coding	21	15	2

Digital foundation skills (beingable to use digital technology)	21	12	5
Video Editing	21	11	6
Artificial Intelligence	20	11	7
Accessing and analyzing data –statistics	18	16	4
Transacting (setting up accountsto use or purchase online)	16	10	12
Using digital tools for collaboration, content creation, and problem-solving	15	17	6
Be safe and legal online (datasharing, updating, keepingpasswords)	10	16	12
Digital Marketing	7	20	11
Social Media	1	14	23

*The table above is arranged from lowest skill competence to highest skill competence.

Based on Table 28, the lowest competencies in NEETs in computer management are: setting up and protecting computer systems, programming computer systems (coding), digital foundation skills, and video editing. On the other hand, the highest perceived competence in NEETs is a social media management

6 handling and moving skills were surveyed. NEETs ranked their perceived level in each skill.

Table 29: NEETs rank their 6 skills in handling and moving

Skills	Low Competence	Moderate Competence	High Competence
Installing, maintaining, andrepairing mechanical e equipment	20	15	3
Handling and disposing of waste orhazardous sports materials	14	16	8
Driving vehicles	12	5	21
Moving and lifting	8	19	10

Using hand tools	3	17	18
Positioning materials andequipment	3	16	19

*The table above is arranged from lowest skill competence to highest skill competence.

Based on Table 29, the lowest competence in NEETS is installing, maintaining, and repairing mechanical equipment. The highest competence is driving and properly positioning materials and equipment.

2 construction skills were surveyed. NEETs ranked their perceived level in each skill.

Table 30: NEETs rank their competence in 2 construction skills

Skills	Low Competence	Moderate Competence	High Competence
Building and repairing sportsinfrastructures (e.g., gyms)	20	11	7
Installing interior or exteriorinfrastructure	20	11	4

Based on Table 30, both skills in constructing are lacking in NEETS.

7.3 Identification of required skills in the sports sector

7.3.1 The Salfit Development Association Case Study

The study sample included 30 target organizations to whom the questionnaire was distributed to be filled. Aside from that, 10 of the companies' stakeholders involved in the Skills4Sports project were interviewed as well. The participating organizations varied to include local bodies made up 37% of the study sample, business firms (13%), government institutions (17%), and sports organizations (33%).

By calculating the frequency and percentages for each of the reasons answered by the target group, the first question was answered as shown in Table (1).

Table 31: The percentages of the causes for the hard-to-fill vacancies

Reason	Frequency	
	Yes (%)	No (%)
Applicants lack motivation/right attitude	30%	70%

Applicants lack the necessary qualifications	50%	50%
Applicants lack relevant experience	77%	23%
Applicants lack the relevant soft skills	63%	37%
Applicants lack the relevant hard (technical) skills	60%	40%
Applicants fail to present themselves effectively (interview skills)	30%	70%
Applicants fail to show/highlight the alignment between the role criteria and their relevant skillset/experience	13%	87%
Applicants are unprepared for the interview	13%	87%
Company unable to pay market rate	17%	83%
The internal recruitment process is not effective/efficient (e.g., lengthy process, cross-department communication, chasing feedback, too many decision-makers involved, lack of communication between HR/line managers, etc.)	3%	97%
Job descriptions/requirements are not very clear	17%	83%

Applicants' lack of relevant experience was cited as the leading cause for the hard-to-fill vacancies by the study sample with 77% of them reporting it. It was followed by the lack of relevant soft skills which was reported by 63% of respondents. With only 3% of the study sample reporting it, the ineffective/inefficient internal recruitment process (e.g., lengthy process, cross-department communication, chasing feedback, too many decision-makers involved, lack of communication between HR/line managers, etc.) was the least cause for hard-to-fill vacancies.

Table 32 explains the participants' answers to the question presented below quantitatively and qualitatively.

Table 32: The significance of each of the following to organizations when recruiting new employees

Options	Frequency	
	Yes (%)	No (%)
Academic Qualifications	60%	40%
Vocational Studies	43%	57%
Industry-relevant certifications/accreditations/etc.	43%	57%
Technical Skills	83%	17%
Personal Skills/Cultural fit	83%	17%
Work Experience	73%	27%
The reputation of the previous employer	70%	30%
Reputation of university	43%	57%
Interviews Performance (Identify potentials)	47%	53%
Showing learnability and trainability	60%	40%

As seen in the table above, technical and personal skills are the most important characteristics that organizations consider when hiring new employees, with 83% of research participants agreeing. Vocational studies, university reputations, industry-relevant certifications/accreditations were less significant to the organizations when hiring with 43% of the study participants reporting that for each of them.

Table 33 presents the results and percentages of the third question answered by the study participants to the question.

Table 33: At which level does your organization find the skills shortage to be the most relevant/critical?

Skills	Frequency	
	Yes (%)	No (%)
Senior-level	30%	70%
Mid Management	37%	63%
Junior	37%	63%
Graduates/ Interns	77%	23%

In terms of skills shortage, the above table reveals that graduates/interns obtained the highest percentages (77%) of the study participants' responses, whereas seniors/older received the lowest percentages of responses (30%).

Table 34 presents the results and the percentages of study participants to question 4.

Table 34: The most preferred (or best) indicator by company/organization related to work readiness

Indicator	Frequency	
	Yes (%)	No (%)
Bachelor's Degree	87%	13%
Associate's Degree or Technical Certificate	43%	57%
Industry Certifications	33%	67%
Work Experience	30%	70%
Company-specific assessment	37%	63%
Work Readiness Certificate	50%	50%

Most of the study participants (87%) answered that Bachelor's degree is the most preferred indicator by companies/organizations related to work readiness. Meanwhile, work experience was considered the least preferred indicator by companies/ organizations related to work readiness according to 30% of them.

Table 35 presents the results and the percentages of study participants to question 5.

Table 35: Skills that the organization feels are deficit for most applicants

Skills	Frequency	
	Yes (%)	No (%)
Applied Skills (problem-solving, communication.)	47%	53%
Academic Skills (Math, reading, writing, and English language)	40%	60%
IT Skills (basic or advanced computer-related skills)	47%	53%
Job-specific skills requiring validation or certification	50%	50%
Job-specific skills taught through on-the-job training	47%	53%

The most common response from study participants was Job-specific skills requiring validation or certification, with 50% of them indicating that. Academic skills (math, reading, writing, and English language) were, on the other hand, the least identified by the participants, with just 40% reporting them.

Table 36 presents the results and the percentages of study participants to question 6.

Table 36: Skills that the organizations believe that existing employees lack

Skills	Frequency	
	Yes (%)	No (%)
Technical or Practical Skills	47%	53%
Literacy Skills	23%	77%
Numeracy Skills	43%	57%
Management Skills	40%	60%
Customer Handling Skills	53%	47%

General Communication Skills	63%	37%
Computer Literacy or knowledge of information technology	70%	30%
Team working skills	63%	37%
Problem-Solving Skills	73%	27%
Managing own development	37%	63%

73% of the study participants reported that problem-solving is a skill that their existing employees lack. Meanwhile, only 23% of the study participants reported literacy as a skill that their existing staff lack.

To explain the results, the following statistically approved arithmetic averages for answering dimensions were adopted (80% and above, very high) (70% -79.99%, high) (60% -69.99%, medium) (50% -59.99%, low) (less than 50%, very low).

Table 37: Arithmetic averages, standard deviations, and percentages of the level of importance of training skills among the targeted organizations of the project

Skills	Target organizations of the Skills4Sports project				
	Order of importance	Standard deviation	Arithmetic average of importance	The percentage of importance	Level of importance
Communication, collaboration, and creativity	4	0.88	3.15	63%	Medium
Information skills	5	0.98	3.07	61%	Medium
Assisting and caring	7	0.96	2.76	55%	Low

Management skills	2	0.90	3.59	72%	High
Working with computers	1	0.95	3.94	79%	High
Handling and Moving	3	1.17	3.16	63%	Medium
Constructing	6	1.32	3.03	61%	Medium
Total Score		**0.82**	**3.34**	**67%**	**Medium**

Graphic 68 represents the percentage of the level of importance for the training skills of the target organizations of Skills4Sports project funded by the European Union (EU) according to skill and the total score of skills from the point of view of the organizations.

Graphic 68 Percentage of importance for training skills broken down by skill

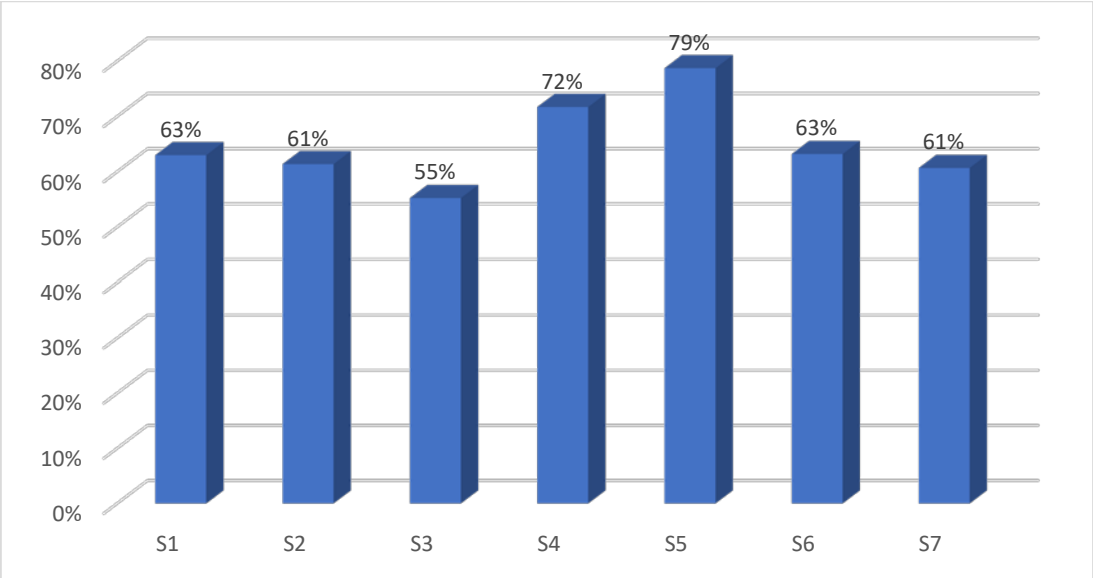


Table 37 explains that training skills level of importance to the project target organizations was medium with 67% of the study participants reporting their importance. Skills related to working with computers ranked first among the study participants' answers with 79% of them reporting their importance. As for the

management skills, it came in second-place accounting for 72% of the study participants' answers. The skill of handling and moving came in the third-place accounting for 63% of the study participants' answers. The assisting and caring dimension came last with 55% of the study participants answering that.

Table 38: Arithmetic averages, standard deviations, and percentages of the communication, collaboration, and creativity skill

Skills	Target organizations of the Skills4Sports project				
	Order of importance	Standard deviation	Arithmetic average of importance	The percentage of importance	Level of importance
Negotiating	9	1.19	2.86	57%	Low
Liaising and networking	5	1.23	3.61	72%	High
Training and teaching skills	12	1.70	2.64	53%	Low
Presenting information - public speaking	15	1.04	1.86	37%	Very Low
Understanding the Physical and mental state of athletes	7	1.56	3.29	66%	Medium
Promoting, selling, and purchasing	10	1.32	2.79	56%	Low
Obtaining information verbally	13%	1.14	2.54	51%	Low

Working with others, coaching and mentoring	1	0.86	4.07	81%	Very High
Solving problems	3	1.05	4.00	80%	Very High
Critical thinking	6	1.26	3.46	69%	Medium
Designing systems and products for sports	8	1.66	3.03	61%	Medium
Creating artistic, visual, or instructive materials	14	1.42	2.21	44%	Very Low
Marketing	11	1.44	2.68	54%	Low
Writing and composing	16	1.16	1.72	34%	Very Low
Working in multicultural environment – cultural understanding	4	1.09	3.86	77%	High
Using more than one language	2	1.18	4.07	81%	Very High
Total Score		**0.88**	**3.15**	**63%**	**Medium**

Table 38 demonstrates that the level of importance of communication, collaboration, and creativity skills was medium accounting for 63% of the study participants'

responses. Working with others - coaching - mentoring ranked first at 81% of the study participants' responses while writing and composing came in the last place at 34% of the study participants' responses.

Table 39:Arithmetic averages, standard deviations, and percentages of the information skills

Skills	Target organizations of the Skills4Sports project				
	Order of importance	Standard deviation	Arithmetic average of importance	The percentage of importance	Level of importance
Conducting studies, investigations, and examinations	9	1.20	2.34	47%	Very Low
Documenting and recording information	2	1.12	3.71	74%	High
Managing information	1	0.96	3.93	79%	High
Processing information	3	1.26	3.54	71%	High
Measuring physical properties	8	1.52	2.36	47%	Very Low
Calculating and estimating	6	1.38	2.71	54%	Low
Analyzing and evaluating information and data	5	1.50	2.89	58%	Low

In-depth knowledge of legal terms	4	1.52	3.21	64%	Medium
Monitoring, inspection, and testing	7	1.32	2.43	49%	Very Low
Total Score		**0.98**	**3.07**	**61%**	**Medium**

Table 39 demonstrates that the level of importance of information skills was medium accounting for 61% of the study participants' responses. Managing information ranked first at 79% of the study participants' responses while conducting studies, investigations and examination came in the last place at 47% of the study participants' responses.

Table 10: Arithmetic averages, standard deviations, and percentages of assisting and caring skills

Skills	Target organizations of the Skills4Sports project				
	Order of importance	Standard deviation	Arithmetic average of importance	The percentage of importance	Level of importance
Counseling	2	1.12	3.03	61%	Medium
Provision of health care or medical treatment	1	1.28	3.64	73%	High
Knowledge of human anatomy and physiology	4	1.62	2.41	48%	Very Low

Preparing and serving food and drinks	5	1.25	1.68	34%	Very Low
Providing general personal care	3	1.23	2.96	59%	Low
Total Score		**0.96**	**2.76**	**55%**	**Low**

Table 40 demonstrates that the level of importance of assisting and caring was low accounting for 55% of the study participants' responses. Provision of health care or medical treatment ranked first at 73% of the study participants' responses while preparing and serving food and drinks came in the last place at 34% of the study participants' responses.

Table 11: Arithmetic averages, standard deviations, and percentages of management skills

Skills	Target organizations of the Skills4Sports project				
	Order of importance	Standard deviation	Arithmetic average of importance	The percentage of importance	Level of importance
Developing objectives and strategies	8	1.32	3.21	64%	Medium
Organizing, planning, and scheduling work and activities	5	1.01	3.75	75%	High
Allocating and controlling resources	4	0.96	3.79	76%	High

Performing administrative activities	7	1.46	3.48	70%	High
Handling pressure	1	1.18	4.14	83%	Very High
Leading and motivating	2	1.16	3.86	77%	High
Building and developing teams	6	1.42	3.61	72%	High
Recruiting and hiring	10	1.21	2.62	52%	Low
Supervising people	9	1.10	2.89	58%	Low
Making decisions	3	1.28	3.82	76%	High
Total Score		**0.90**	**3.59**	**72%**	**High**

Table 41 demonstrates that the level of importance of management skills was high accounting for 72% of the study participants' responses. Handling pressure ranked first at 83% of the study participants' responses while recruiting and hiring came in the last place at 52% of the study participants' responses.

Table 12: Arithmetic averages, standard deviations, and percentages of working with computers

Skills	Target organizations of the Skills4Sports project				
	Order of importance	Standard deviation	Arithmetic average of importance	The percentage of importance	Level of importance

Programming computer systems - Coding	1	1.06	4.48	90%	Very High
Digital foundation skills (being able to use digital technology)	4	1.15	4.14	83%	Very High
Setting up and protecting computer systems	5	1.32	4.10	82%	Very High
Video editing	10	1.45	3.41	68%	Medium
Accessing and analyzing data - Statistics	9	1.43	3.48	70%	High
Transacting (setting up accounts to use or purchase online)	11	1.42	3.36	67%	Medium
Artificial Intelligence	6	1.45	3.79	76%	High
Social Media	2	1.03	4.43	89%	Very High
Digital marketing	7	1.50	3.79	76%	High

Using digital tools for collaboration, content creation, and problem-solving	8	1.23	3.57	71%	High
Being safe and legal online (data sharing, updating, keeping passwords, etc.)	3	1.23	4.21	84%	Very High
Total Score		**0.95**	**3.94**	**79%**	**High**

Table 42 demonstrates that the level of importance of working with computers skills was high accounting for 79% of the study participants' responses. Programming computer systems-coding ranked first at 90% of the study participants' responses while transacting (setting up accounts to use or purchase online) came in the last place at 67% of the study participants' responses.

Table 13:Arithmetic averages, standard deviations, and percentages of handling and moving skills

Skills	Target organizations of the Skills4Sports project				
	Order of importance	Standard deviation	Arithmetic average of importance	The percentage of importance	Level of importance
Using of hand tools	3	1.50	3.22	64%	Medium

Positioning, tools, or equipment	2	1.49	3.33	67%	Medium
Driving vehicles	1	1.42	3.78	76%	High
Installing maintaining, and repairing mechanical equipment	6	1.46	2.7	54%	Low
Installing, maintaining, and repairing electrical, electronic, and precision equipment	5	1.32	2.75	55%	Low
Handling and disposing of waste and hazardous materials in sports infrastructures	4	1.70	3.04	61%	Medium
Total Score		**1.17**	**3.16**	**63%**	**Medium**

Table 43 demonstrates that the level of importance of handling and moving skills was medium accounting for 63% of the study participants' responses. Driving vehicles ranked first at 76% of the study participants' responses while installing, maintaining, and repairing mechanical equipment came in the last place at 54% of the study participants' responses.

Constructing dimension:

Table 14: Arithmetic averages, standard deviations, and percentages of constructing skills

Skills	Target organizations of the Skills4Sports project				
	Order of importance	Standard deviation	Arithmetic average of importance	The percentage	Level of importance

				of importance	
Building and repairing sports infrastructures (gym, courts, etc.)	1	1.47	3.17	63%	Medium
Installing interior or exterior infrastructure	2	1.30	2.86	57%	Medium
Total Score		**1.32**	**3.03**	**61%**	**Medium**

Table 44 demonstrates that the level of importance of constructing skills was medium accounting for 61% of the study participants' responses. Building and repairing sports infrastructures (gym, courts, etc.) ranked first at 63% of the study participants' responses while installing interior or exterior infrastructure came in the last place at 57% of the study participants' responses.

To answer question 8, the percentages of the responses of the study sample were adopted (Yes, it needs improvement, no – it does not need improvement), and the following tables show the percentages distributed according to the need to improve training skills:

Table 15: Percentages of the study sample's response to the need to improve skills, broken down by skill

Skill	Percentage	
	Yes (%)	No (%)
Communication, cooperation, and creativity	51%	49%
Information skills	47%	53%

Assisting and caring	39%	61%
Management skills	61%	39%
Working with computers	71%	29%
Handling and moving	43%	57%
Constructing	55%	45%
Total score	**48%**	**52%**

Table 45 demonstrates that the percentages of the study sample's response to the need to improve skills reached 52%. The skill of working with computers ranked first at 71% of the study participants' responses while assisting and caring skills ranked last at 39% of the study participants' responses.

Graphic 69: Percentages of the study sample's response to the need to improve skills, broken down by skill

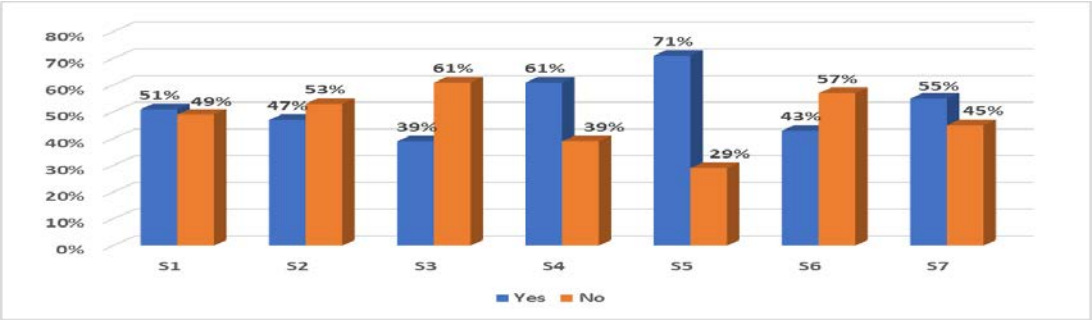


Table 16: The percentages of the study sample's response to the need to improve the communication, collaboration, and creativity skills

Skills	Percentage	
	Yes (%)	No (%)
Negotiating	43%	57%
Liaising and networking	63%	37%
Training and teaching skills	47%	53%

Presenting information - public speaking	30%	70%
Understanding the Physical and mental state of athletes	47%	53%
Promoting, selling, and purchasing	33%	67%
Obtaining information verbally	30%	70%
Working with others, coaching and mentoring	87%	13%
Solving problems	80%	20%
Critical thinking	47%	53%
Designing systems and products for sports	63%	37%
Creating artistic, visual, or instructive materials	30%	70%
Marketing	40%	60%
Writing and composing	10%	90%
Working in multicultural environment – cultural understanding	73%	27%
Using more than one language	90%	10%
Total score	**51%**	**49%**

Table 46 demonstrates that the percentages of the study sample's response to the need to improve communication, collaboration, and creativity skills reached 51%. Using more than one language ranked first at 90% of the study participants' responses while writing and composing skills ranked last at 10% of the study participants' responses.

Table 17:The percentages of the study sample's response to the need to improve the information skills

Skills	Percentage	
	Yes (%)	No (%)
Conducting studies, investigations, and examinations	27%	73%
Documenting and recording information	67%	33%
Managing information	83%	17%
Processing information	67%	33%
Measuring physical properties	27%	73%
Calculating and estimating	27%	73%
Analyzing and evaluating information and data	43%	57%
In-depth knowledge of legal terms	53%	47%
Monitoring, inspection, and testing	33%	67%
Total score	**47%**	**53%**

Table 47 demonstrates that the percentages of the study sample's response to the need to improve information skills reached 47%. Managing information ranked first at 83% of the study participants' responses while conducting studies, investigations and examination ranked last at 27% of the study participants' responses.

Table 18: The percentages of the study sample's response to the need to improve the assisting and caring skills

Skills	Percentage	
	Yes (%)	No (%)

Conducting studies, investigations, and examinations	33%	67%
Documenting and recording information	80%	20%
Managing information	27%	73%
Processing information	20%	80%
Measuring of physical properties	33%	67%
Total score	**39%**	**61%**

Table 48 demonstrates that the percentages of the study sample's response to the need to improve assisting and caring skills reached 39%. Documenting and recording information ranked first at 80% of the study participants' responses while processing information ranked last at 20% of the study participants' responses.

Table 19:The percentages of the study sample's response to the need to improve management skills

Skills	Percentage	
	Yes (%)	No (%)
Developing objectives and strategies	60%	40%
Organizing, planning, and scheduling work and activities	73%	27%
Allocating and controlling resources	70%	30%
Performing administrative activities	53%	47%
Handling pressure	80%	20%
Leading and motivating	60%	40%

Building and developing teams	67%	33%
Recruiting and hiring	33%	67%
Supervising people	43%	57%
Making decisions	73%	27%
Total score	**61%**	**39%**

Table 49 demonstrates that the percentages of the study sample's response to the need to improve management skills reached 39%. Handling pressure ranked first at 80% of the study participants' responses while recruiting and hiring ranked last at 33% of the study participants' responses.

Table 20:The percentages of the study sample's response to the need to improve the skills related to working with computer

Skills	Percentage	
	Yes (%)	No (%)
Programming computer systems - Coding	90%	10%
Digital foundation skills (being able to use digital technology)	77%	23%
Setting up and protecting computer systems	70%	30%
Video editing	53%	47%
Accessing and analyzing data - Statistics	73%	27%
Transacting (setting up accounts to use or purchase online)	47%	53%
Artificial Intelligence	77%	23%
Social Media	83%	17%
Digital marketing	70%	30%

Using digital tools for collaboration, content creation, and problem-solving	70%	30%
Being safe and legal online (data sharing, updating, keeping passwords, etc.)	67%	33%
Total score	**71%**	**29%**

Table 50 demonstrates that the percentages of the study sample's response to the need to improve the skills related to working with computers reached 71%. Programming computer systems ranked first at 90% of the study participants' responses while transacting (setting up accounts to use or purchase online) ranked last at 47% of the study participants' responses.

Table 21:The percentages of the study sample's response to the need to improve the handling and moving skills

Skills	Percentage	
	Yes (%)	No (%)
Using of hand tools	60%	40%
Positioning materials, tools, or equipment	53%	47%
Driving vehicles	50%	50%
Installing, maintaining, and repairing mechanical equipment	30%	70%
Installing, maintaining, and repairing electrical, electronic, and precision equipment	30%	70%
Handling and disposing of waste and hazardous	37%	63%

materials in sports infrastructures		
Total score	**43%**	**57%**

Table 51 demonstrates that the percentages of the study sample's response to the need to improve the handling and moving skills reached 43%. Using of hand tools ranked first at 60% of the study participants' responses. Meanwhile, installing maintaining, and repairing mechanical, electrical, electronic, and precision equipment ranked last at 30% of the study participants' responses.

Table 22:The percentages of the study sample's response to the need to improve constructing skills

Skills	Percentage	
	Yes (%)	No (%)
Building and repairing sports infrastructures (gym, courts, etc.)	63%	37%
Installing interior or exterior infrastructure	47%	53%
Total score	**55%**	**45%**

Table 52 demonstrates that the percentages of the study sample's response to the need to improve the constructing skills reached 55%. Building and repairing sports infrastructures (gym, courts, etc.) ranked first at 63% of the study participants' responses. Meanwhile, installing interior or exterior infrastructure ranked last at 47% of the study participants' responses.

7.3.2 The Sports for Life Case Study

A Desk Research was conducted to identify the jobs added in the sports sector the previous year. The table below analyses the data.

Name of Organization	Job Title	Academic Degree	Work Experience	Soft Skills	Digital Skills

Hebron Youth Development Resource Center(YDRC)	Football Trainer Basketball Trainer Table Tennis Trainer	Yes	Yes	Yes	N/A
Pure Gym	Gymnastics Coach	N/A	N/A	N/A	N/A
Al Hilal Club Academy	Football Coach	Yes	Yes	Yes	N/A
Palestine Polytechnic University	Sports Supervisor	Yes	Yes	Yes	Yes
Champions	Sports Coach	Yes	Yes	N/A	Yes
Beit Ula Sports Hall	Gym Trainer	N/A	N/A	N/A	N/A
Elite Academy	Gym Trainer	N/A	No	Yes	N/A
Best Life Club	Body Builder Trainer	Yes	Yes	N/A	N/A
RI&B	Gym Trainer	Yes	Yes	N/A	N/A
Green Gym	Body Builder Trainer	N/A	N/A	N/A	N/A
Glory International School	Karate Coach	N/A	N/A	N/A	N/A
24 hours fitness	Gym Trainer	N/A	Yes	Yes	N/A

Moreover, an analysis of data collected from stakeholders from November to December 2021 was made. The questionnaires were sent to the main stakeholders, and 15 responses were collected representing different fields in the sports sector.

Question 1: What is the type of your organization?

From the 15 responses, 6 responses are from civil organizations; 4 responses are from the private sector;

4 responses are from governmental organizations, and 1 response was from a non-governmental organization.

Question 2: Which district is your organization situated in?

Representing 5 different districts in Palestine and some work across Palestine specifically the governmental ones.

Question 3: We would like to be part of the strategic alliance?

15 total responses:

- Yes: 9 (75% of responses) Contact information could be found in the link:
- No: 3 (25% of responses)

Question 4: As your business/industry looks toward the future, what type of training will be of most value to you as you seek to improve your workforce in the sports sector?

15 total responses summarized:

Based on the 15 responses, there was an emphasis for wanting training of trainers (TOT) programs as well as opening new programs for the public in various sports fields such as weight training, athlete rehabilitation, self-defense (e.g., karate), sports for children (e.g., swimming under the age of two years old), basketball programs and life skills-building programs. Within these TOTs, skills on how to use technology were mentioned. Moreover, there was an interest in developing the skills of coaches and referees, as well as refining the capabilities of employees, increasing teamwork, improving persuasion and communication skills, and maintaining motivation. Within these programs, stakeholders are searching for comprehensive follow-ups in information and skills in their designated sports specialties.

Overall, organizations would like the Skills4Sports project to renew old information and add new knowledge as well as new niches in Palestine.

Question 5: What are the causes of your hard-to-fill vacancies?

Table 53: Reasons for not finding employees based on 15 organizations

Options (more than one option could have been chosen)	Votes
Applicants lack the necessary qualifications	7
Applicants lack the relevant soft skills	7
Applicants lack the relevant experience	6
Applicants lack the relevant hard (technical) skills	5
Applicants fail to present themselves effectively (interview skills)	5
Company unable to pay market rate	5

Applicants lack motivation/right attitude	4
Applicants are unprepared for the interview	4
Applicants fail to show/highlight the alignment between the role criteria and theirrelevant skillset/experience	3
The internal recruitment process is not effective/efficient (e.g., lengthy process, cross-department communication, chasing feedback, too many decision-makers involved, lack of communication between HR/line managers, etc.)	2
Job descriptions/requirements are not very clear	2
Other: 1 response wrote - The staff in the center are usually students of the center who have shownhigh competence and have more than 6 years of experience in practicing the sport.	

50% of the responses chose it is difficult to get a vacancy in their organization because the applicants lack the necessary qualifications and lack relevant soft skills. 43% of the respondents chose it is difficult to get a vacancy in their organization because the applicants lack relevant experience. Furthermore, 36% of the respondents chose that it is difficult to get a vacancy in their organization because the applicants lack relevant hard technical skills, fail to present themselves properly during the interview phase, and the company is unable to pay as the required minimum market rates.

Question 6: What are the specific occupations in which you currently have vacancies at this location that are proving hard-to-fill?

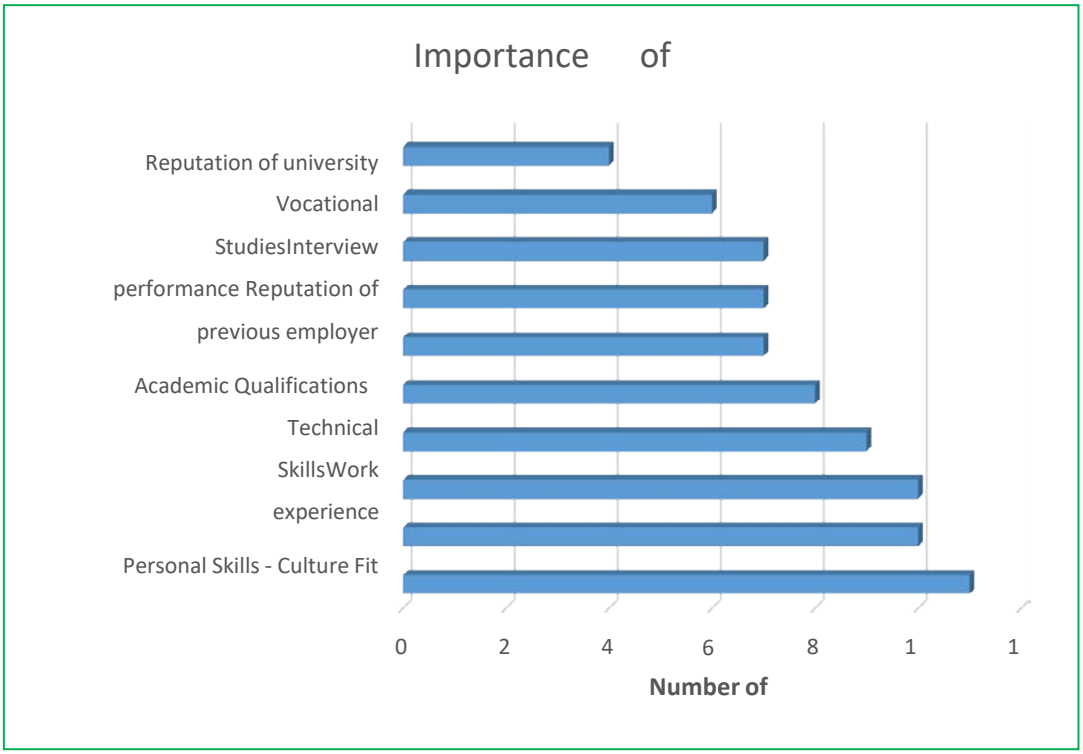
15 responses in total:

- 5 organizations stated they currently have no job opening available
- 3 organizations are open for coaches and referees, with 1 organization needing a basketball coach
- 2 organizations are open for personal trainers
- 2 organizations are open for a supervisor for sports activities who are also able to handle program manager tasks
- 1 organization is open for physical education and art educator
- 1 organization is open for a scientific and research professional in sports

Question 7: When you recruit new employees, how important is each of the following? [More than one choice could be chosen]

Table 54: Importance of skills based on 15 organizations

Skills	Number of Votes
Industry-relevant certifications, accreditations, etc.	11
Showing learnability and trainability	10
Personal Skills / Culture Fit	10
Work experience	9
Technical Skills	8
Academic Qualifications	7
The reputation of the previous employer	7
Interview performance (identity potential)	7
Vocational Studies	6
Reputation of university	4



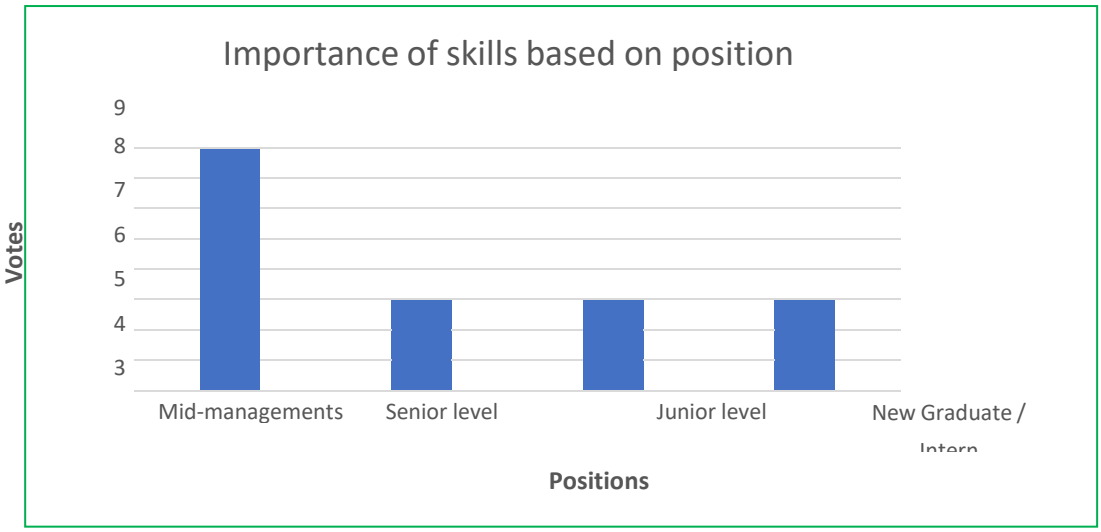
Graphic 70: Importance of skills based on 15 organizations

Based on Table 1 and Figure 1 of the skills identification section, the most important skill is industry-related accreditation. Showing learnability, personal skills, and work experience also were top skills liked by 65% of the organizations. 50% of the organizations like technical skills, academic qualifications, the reputation of previous work, and interview performance as well. The least important skill will nearly 30% of votes was the reputation of the university.

Question 8: At which level does your organization find the skills shortage to be the most relevant/critical? [More than one choice could be chosen]

Table 55: Importance of skills in each job position

Work Positions	Votes
Mid-managements	8
Senior-level	3
Junior level	3
New Graduate and Internship	3

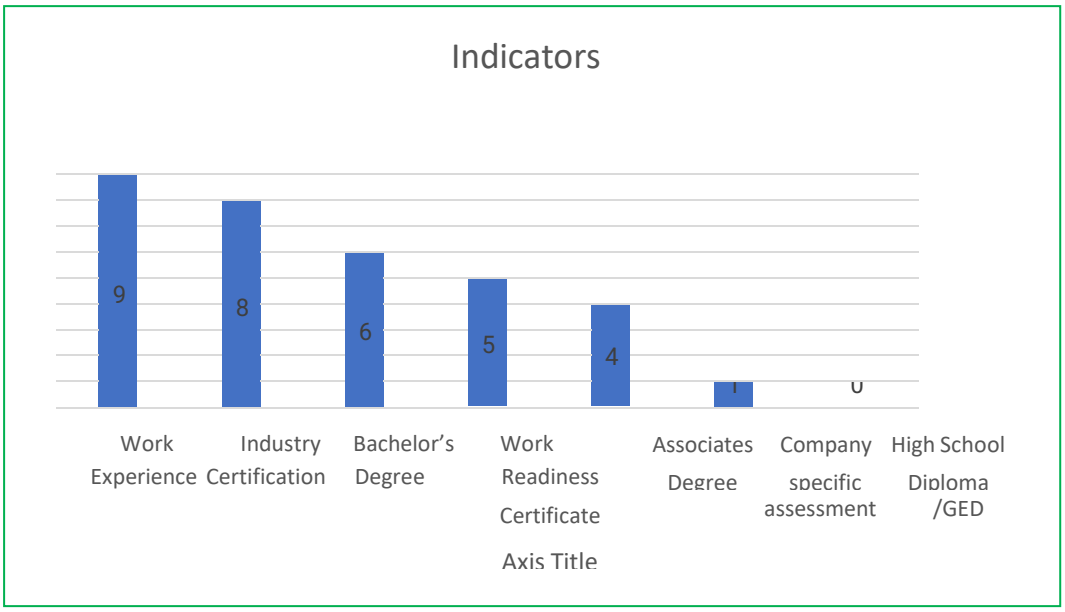


Graphic 71: Importance of skills in each job position

Question 9: Which of the following is the MOST PREFERRED (or best) indicator of work readiness for entry-level employment with your company or organization? [More than one choice could be chosen]

Table 56: Best skills for entry-level employment

Indicators	Votes
Work Experience	9
Industry Certification	8
Bachelor's Degree	6
Work Readiness Certificate	5
Associates Degree or Technical Certificate	4
Company-specific assessment	1
High School Diploma /GED	0



Graphic 72: Best skills for entry-level employment

Based on Table 3 and Figure 3 of the skills identification section, work experience and industry certifications (e.g., accreditation programs) were the top two skills organizations look for in entry-level employees.

Question 10: Of the skills listed below, which do you feel are deficits for most applicants? [More than one choice could be chosen]

Table 56: Weakest skills based on 15 stakeholder organizations

Skills	Votes
Applied skills (problem-solving, communication, etc.)	9 (75%)
Academic skills (math, reading, writing, English language)	8 (67%)
Industry certification	7 (60%)
IT skills (basic or advanced computer-related skills)	6 (50%)
Job-specific skills taught through on-the-job training	3 (25%)
Job-specific skills requiring validation or certification	3 (25%)

Based on table 56, the most lacked skill applicants have applied skills, academic skills, and industry certifications.

Question 11: Please add any additional comments you may have concerning identified skill gaps in our workforce or recruiting challenges your organization has encountered [Optional]

Based on 1 response: Have a diverse background experience, follow-up on old skills, and being able to conduct research and studies on athlete recovery.

Question 12: Which, if any, of these skills do you think are generally lacking in your existing employees? [More than one choice could be chosen]

Table 57: Skills lacked in current employees

Skills	Votes
Managing own development	7
Technical or practical skills	6
General communication skills	6
Computer literacy or knowledge in IT	5
Team working skills	5
Customer handling skills	4
Problem-solving skills	4
Management skills	4
Numeracy skills	3
Literacy skills	1

Based on Table 57, the top three skills current employees are lacking: managing their development, technical or practical skills, and general communication skills.

Question 13: Considering the future development of the sports industry (future professions & needs) in your opinion what are the skills that will be needed the most? Please specify three

15 total responses summarized:

Multiple organizations mentioned the importance of communication and negotiation skills, crisis management and conflict resolutions skills, and working within a team (specifically team leaders). The administrative aspect will need to be developed, and the use of technology effectively will be crucial. Increased sports infrastructures such as indoor stadiums will be good progress as well.

17 skills were surveyed under the communication, collaboration, and creativity section. The stakeholders ranked the importance of the skill in their organization and ranked if the skill is present within their organization.

Table 58: 17 skills on communication, collaboration, and creativity were voted by 15 organizations based on perceived skill importance

Skills	Very important	Moderately Important	Slightly Important
Solving Problems	10	4	0
Understanding the physical and mentalstate of athletes	10	4	0
Teaching and Training	10	3	1
Liaising and Networking	10	3	1
Coaching and Mentoring	9	5	0
Marketing	8	6	0
Working in a multicultural environment – cultural understanding	8	6	0
Obtaining Information Verbally	8	4	2
Critical Thinking	7	6	1
Performing and entertaining	7	6	1
Advising and Consulting	7	5	2
Writing and Composing	6	5	3
Using more than 1 language	5	8	1
Designing systems and products for sports	5	8	1
Promoting, Selling, and Purchasing	5	8	1
Presenting Information (Public Speaking)	5	7	2
Creating visual and instructive materials	4	9	1

The table above is arranged from highest votes to lowest votes on the perceived importance of skills.

Table 59: 17 skills on communication, collaboration, and creativity were voted by 15 organizations based on if the skills are present within the organization

Skills	No, we do nothave this skill	Somewhat have thisskill	Yes, we have this skill
Designing systems and productsfor sports	6	6	2
Using more than 1 language	6	6	2
Writing and Composing	6	6	2

Critical Thinking	5	6	3
Promoting, Selling, and Purchasing	5	6	3
Marketing	5	5	4
Advising and Consulting	4	5	5
Presenting Information (PublicSpeaking)	3	10	1
Liaising and Networking	3	9	3
Creating visual and instructive materials	3	8	3
Solving Problems	3	6	5
Understanding the physical and mental state of athletes	3	4	7
Working in multicultural environments – cultural understanding	2	8	4
Obtaining Information Verbally	2	6	6
Performing and entertaining	1	11	2
Teaching and Training	1	10	3
Coaching and Mentoring	0	9	5

This table is arranged based on which skills the organizations are highly lacking.

Based on Tables 59 from this section, solving problems, understanding the physical and mental states of athletes, teaching and training, coaching and mentoring, networking, marketing, and working in a multicultural environment were voted to be the most important skills to have (nearly 60% of the organizations). However, based on the organizations' self-assessment, as shown in Table 2, designing systems and products in sports, writing and composing, and using more than one language showed to be the lacking skills within the institutes – nearly 43% of the organizations voted to lack these skills.

The skills the organizations viewed as most important, such as solving problems and understanding the physical and mental states of athletes were strong and present within the organizations. However, nearly 70% of the organizations voted that the skills teaching and training, coaching and mentoring, and working in a multicultural environment were somewhat present in their organizations. This shows a lack of confidence in their capability in teaching and mentoring skills and shows an openness for growth and new methodologies within these fields.

11 skills were surveyed under the interpreting information section. The stakeholders ranked the importance of the skill in their organization and ranked if the skill is present within their organization.

Table 60: 11 skills under interpreting information were voted by 15 organizations based on perceived skill importance

Skills	Very important	Moderately Important	Slightly Important
Knowledge of nutrition	11	3	0
Managing information	11	2	1
Processing information	8	5	1
Conducting studies, investigations, and examinations	7	6	1
Monitoring developments in the area of expertise	7	5	2
Monitoring, inspecting, and testing	7	3	2
Measuring physical properties	6	7	1
In-depth knowledge of legal terms	6	6	2
Analyzing and evaluating information and data	6	5	3
Calculating and estimating	5	8	1
Documenting and recording information	1	2	3

*The table above is arranged from highest votes to lowest votes on the perceived importance of skills.

Table 61: 11 skills under the interpreting information were voted by 15 organizations based on if the skills are present within the organization

Skills	No, we do nothave this skill	Somewhat h avethis skill	Yes, we have thisskill
Analyzing and evaluating information anddata	8	2	4
In-depth knowledge of legal terms	7	4	3
Processing information	6	5	3
Measuring physical properties	5	6	3
Managing information	4	7	3
Monitoring, inspecting, and testing	4	6	4

Conducting studies, investigations, andexaminations	3	8	1
Knowledge of nutrition	3	8	3
Calculating and estimating	3	8	3
Monitoring developments in the area of expertise	3	8	3
Documenting and recording information	3	2	1

Based on Table 3 in this section, documenting and recording information was the least important skill with only 1 vote from 15 organizations seeing it as highly important. On the other hand, nutrition knowledge, managing information, and processing information all showed to be the most valued skills for sports organizations. Based on Table 4, analyzing and evaluating information and data showed to be a highly lacked skill within the organizations. In-depth knowledge on legal terms and processing information also are lacking skills within the 15 organizations.

As shown in both Table 3 and Table 4, documenting and recording information was not only the least important skills to organizations but were also not greatly needed compared to other skills. Since knowledge in nutrition and managing information were some of the highest seen skills in Table 1, the organizations showed a mediocre knowledge within these skills, but still not towards a confident level of knowledge.

Generally, within interpreting information it showed to have larger percentages of organizations lacking most of the skills compared to communication, collaboration, and creativity. This could, however, be due to the long questionnaire set-up since not all the questions were answered by the organizations.

7 skills were surveyed under the assisting and caring section. The stakeholders ranked the importance of the skill in their organization and ranked if the skill is present within their organization.

Table 62: 7 skills for assisting and caring were rated by 15 organizations based on perceived skill importance

Skills	Very important	Moderately Important	Slightly Important
Counseling	9	5	0
Knowledge of human anatomy andphysiology	9	4	1
Assessing and interpreting	9	2	2

patients			
Providing general personal care	7	7	0
Protecting and rescuing	7	5	2
Providing health care and medicaltreatment	7	5	2
Preparing and serving foods anddrinks	7	4	3

The table above is arranged from highest votes to lowest votes on the perceived importance of skills.

Table 63: 7 skills for assisting and caring were voted by 15 organizations based on if the skills are present within the organization

Skills	No, we do nothave this skill	Somewhat h avethis skill	Yes, we have thisskill
Assessing and interpreting patients	7	1	6
Knowledge of human anatomy and physiology	6	3	5
Providing health care and medical treatment	5	7	2
Protecting and rescuing	5	5	4
Preparing and serving foods and drinks	5	4	5
Counseling	2	9	3
Providing general personal care	2	6	6

This table is arranged based on which skills the organizations are highly lacking.

Based on Table 5, 50% of the organizations and more view all the skills for assisting and caring for clients as very important skills to have. Nearly 65% of the organizations viewed counseling, knowledge of anatomy and physiology, and assessing and interpreting health outcomes as highly important skills to have.

Based on Table 6, assessing and interpreting health outcomes and having knowledge of anatomy and physiology were the top two skills that the organizations lacked. These are significant results, since not only did the organizations view these two skills as highly important but they also are lacking these skillsets within their organizations.

Skills were surveyed under the management skills section. The stakeholders ranked the importance of the skill in their organization and ranked if the skill is present within their organization.

Table 64: 10 management skills were ranked by 15 organizations based on perceived skill importance

Skills	Very important	Moderately Important	Slightly Important
Handling pressure	11	3	0
Leading and motivating	11	3	0
Making decisions	11	2	1
Building and developing teams	10	4	0
Allocating and controlling resources	10	3	1
Supervising people	9	4	0
Organizing, planning, andscheduling work and activities	9	4	1
Developing objectives and strategies	9	4	1
Recruiting and hiring	9	3	2
Performing administrative activities	8	6	0

The table above is arranged from highest votes to lowest votes on the perceived importance of skills.

Table 65: 10 management skills were voted by 15 organizations based on if the skills are present within the organization

Skills	No, we do not have this skill	Somewhat havethis skill	Yes, we have this skill
Making decisions	6	4	4
Developing objectives and strategies	5	6	3
Allocating and controlling resources	5	5	4
Leading and motivating	5	5	4
Recruiting and hiring	4	5	5
Building and developing teams	3	6	5

Handling pressure	3	5	5
Organizing, planning, and scheduling workand activities	2	9	3
Performing administrative activities	2	8	4
Supervising people	1	8	5

*This table is arranged based on which skills the organizations are highly lacking.

Based on Table 7 of this section, all of the management skills had more than 55% of organizations viewing these skills as very important. All skills of management are important skills to have. Based on Table 8, making decisions is a lacked skill within the organizations. Furthermore, nearly 65% of the organizations viewed their skills in organizing, planning, and scheduling work and activities as mediocre – thus showing they need more development in this skill.

Computer management skills were surveyed. The stakeholders ranked the importance of the skill in their organization and ranked if the skill is present within their organization.

Table 66: 11 skills in computer management were ranked by 15 organizations based on perceived skill importance

Skills	Very important	Moderately Important	Slightly Important
Social Media	11	2	1
Digital Marketing	9	3	2
Using digital tools for collaboration,content creation, and problem-solving	9	3	2
Be safe and legal online (data sharing, updating, keeping passwords)	8	6	0
Artificial Intelligence	8	4	2
Transacting (setting up accounts touse or purchase online)	7	5	2
Video Editing	7	5	2
Digital foundation skills (being ableto use digital technology)	7	5	2

Accessing and analyzing data –statistics	6	6	2
Programming computer systems –coding	6	5	3
Setting up and protecting computersystems	5	5	4

The table above is arranged from highest votes to lowest votes on the perceived importance of skills.

Table 67: 11 skills in writing with computers were voted by 15 organizations based on if the skills are present within the organization

Skills	No, we do nothave this skill	Somewhat h avethis skill	Yes, we have thisskill
Programming computer systems – coding	11	2	1
Accessing and analyzing data – statistics	7	5	2
Setting up and protecting computersystems	7	4	3
Video Editing	7	2	5
Using digital tools for collaboration,content creation, and problem solving	6	6	2
Transacting (setting up accounts to use orpurchase online)	6	3	5
Artificial Intelligence	6	3	5
Be safe and legal online (data sharing, updating, keeping passwords)	4	6	3
Digital Marketing	4	2	9
Digital foundation skills (bring the ability to use digital technology)	3	8	3
Social Media	1	4	9

This table is arranged based on which skills the organizations are highly lacking.

Based on Table 67 of writing with computers, 65% of the organizations view social media, digital marketing, and using digital tools to create content and problem solve as highly important skills. Additionally, as shown in Table 10, social media and digital market skills are present within the organizations. A skill that is predominantly lacking in more than 75% of organizations is program and computer system skills (specifically

coding). Compared to the communications skills, information skills, assisting skills, and management skills, the highest lacking skill by the organizations is coding. Furthermore, analyzing data through statistics, setting up and protecting computer systems, and video editing is lacking skills for 50% of the organizations.

6 handling and moving skills were surveyed. The stakeholders ranked the importance of the skill in their organization and ranked if the skill is present within their organization.

Table 68: 6 handling and moving skills were ranked by 15 organizations based on the perceived importance

Skills	Very important	Moderately Important	Slightly Important
Positioning materials, tools, and equipment	9	3	2
Using hand tools	8	6	0
Handling and disposing of waste orhazardous sports materials	8	5	1
Moving and lifting	6	6	2
Driving vehicles	5	4	5
Installing, maintaining, andrepairing mechanical equipment	4	7	3

The table above is arranged from highest votes to lowest votes on the perceived importance of skills.

Table 69: 6 handling and moving skills were ranked by 15 organizations based on if these skills are present within the organization

Skills	No, we do nothave this skill	Somewhat h avethis skill	Yes, we have thisskill
Handling and disposing of waste or hazardous sports materials	5	6	3
Installing, maintaining, and repairingmechanical equipment	3	9	2
Driving vehicles	3	4	7
Moving and lifting	3	8	3

Positioning materials, tools and equipment	1	7	6
Using hand tools	0	8	6

This table is arranged based on which skills the organizations are highly lacking.

Based on Table 11 for the handling and moving skills section, positioning materials, using hand tools, and properly handling hazardous sports materials were ranked as very important skills. Based on Table 12, handling disposable waste or hazardous materials was the most lacked skill within the organizations and it was also ranked as one of the most important skills to know.

2 skills were surveyed under the management skills section. The stakeholders ranked the importance of the skill in their organization and ranked if the skill is present within their organization.

Table 69: 2 constructing skills were ranked by 15 organizations based on perceived skill importance

Skills	Very important	Moderately Important	Slightly Important
Building and repairing sports infrastructures (e.g., gyms)	8	4	0
Installing interior or exteriorinfrastructure	6	6	0

Table 70: 2 constructing skills were voted by 15 organizations based on if the skills are present within the organization

Skills	No, we do nothave this skill	Somewhat h avethis skill	Yes, we have thisskill
Building and repairing sports (e.g., gyms)	4	5	3
Installing interior or exterior infrastructure	3	5	3

Based on Table 13 of this section, both skills for constructing infrastructures outwardly and internally were recognized as very important skills. Nearly 20% of organizations are lacking skills in construction.

Finally, during the research to identify the skills gap under the prism of the stakeholders, two interviews were also held to provide additional information and expertise. The interviews were held with Ms. Sahar Barghouthi, Head of Administration Ministry of Labor, and Ms. Randa Jayousi, Head of Human Resources, UNRWA.

7.4 Key findings

The study conducted by the "Salfit Development Association" showed that the leading cause for the hard-to-fill vacancies was due to the applicants' lack of relevant work experience; accounting for 77% of the study sample responses. It was followed by the lack of relevant soft skills which was reported by 63% of respondents. With only 3% of the study sample reporting it, the ineffective/inefficient internal recruitment process (e.g., lengthy process, cross-department communication, chasing feedback, too many decision-makers involved, lack of communication between HR/line managers, etc.) was the least cause for hard-to-fill vacancies.

The study results have also demonstrated the significance of technical and personal skills that organizations consider when hiring new employees, with 83% of research participants agreeing. Vocational studies, university reputations, industry-relevant certifications/accreditations were less significant to the organizations when hiring with 43% of the study participants reporting that for each of them.

In terms of skills shortage, the study revealed that the most relevant/significant for organizations was graduates/interns, which accounted for (77%) of the study participants' responses, whereas seniors/older received the lowest percentages of responses (30%).

As for the most preferred indicator by companies/organizations related to work readiness, most of the study participants (87%) answered that Bachelor's degree is the most preferred indicator. Meanwhile, work experience was considered the least preferred indicator by companies/ organizations related to work readiness according to 30% of them.

In regards to the skills that the organizations believe are deficient for most applicants, the most common response from study participants was Job-specific skills requiring validation or certification, with 50% of them indicating that. Academic skills (math,

reading, writing, and English language) were, on the other hand, the least identified by the participants, with just 40% reporting them.

As for the skills that the organizations believe that their existing employees lack, 73% of the study participants reported that problem-solving is a skill that their existing employees lack. Meanwhile, only 23% of the study participants reported literacy as a skill that their existing employees lack.

The study also discussed the level of importance of training skills to the project target organizations, which was medium with 67% of the study participants reporting their importance. Skills related to working with computers ranked first among the study participants' answers with 79% of them reporting their importance. As for the management skills, it came in second-place accounting for 72% of the study participants' answers. The skill of handling and moving came in the third-place accounting for 63% of the study participants' answers. The assisting and caring dimension came last with 55% of the study participants answering that. Additionally, the results revealed that the level of importance of information skills was medium accounting for 61% of the study participants' responses. Managing information ranked first at 79% of the study participants' responses while conducting studies, investigations and examination came in the last place at 47% of the study participants' responses.

The study concluded with a set of results, through which it was found that the degree of importance of training skills among the youth and graduates targeted by the sports4skills project came with a response rate of 70% of the study sample, and the management skills dimension ranked first. By 74% of the response of the study sample, which occupied the leadership and motivation paragraph first with 85% of the response of the study sample, and the paragraph of conducting administrative activities by 64% in the last rank, while information skills ranked second with a percentage of 72% and occupied the information processing paragraph It ranked first with 88% of the response of the study sample, and came in the last rank, the paragraph measuring physical characteristics by 53%, and came in the last rank after dealing and moving by 68%, and the paragraph of social media ranked first with 84% of the response of the study sample. Video editing ranked last by 60%.

The results of the study also showed that the response rate of the study sample about the need to develop training skills amounted to 71%, and the dimension of developing management skills ranked first with 79% of the response of the study sample, and the work stress treatment paragraph ranked first with 89% of the study sample response, and the study sample's response came first with 89%. Organizing, planning, and scheduling work and activities ranked last at 68%, and after developing information skills came last with 63%, and the information processing paragraph ranked first with 83% of the response of the study sample, and the paragraph of conducting studies, investigations, and exams came in the last rank with 43. %.

According to the "Sports for Life" feedback of the NEETs in Palestine on the level of skills available in the eight broadareas identified, we conclude that Neets' major skills are in services within - Communication, collaboration, creativity, and management skills, assisting and caring, working with computers, information skills. Most NEETS have perceived high competence in mentoring and networking, solving problems, networking, and working in different cultures. In addition to using social platforms, documenting and recording information.

We notice that NEETs adapting the broad skills to the sports industry are low. Furthermore, NEETslack writing skills, creating visual and instructive materials, using more than one language, analyzing and evaluating data, knowledge on legal terms, digital skills, handling sports equipment,and construction of sports infrastructure.

Summing up the training needs:

1. Management Skills
2. Information Skills
3. Technological skills (social media, working with computers)
4. Soft Skills (Problem-Solving, Personal Skills)
5. Technical Skills

8 Skills Gap Analysis - Lebanon

8.1 Situation Analysis

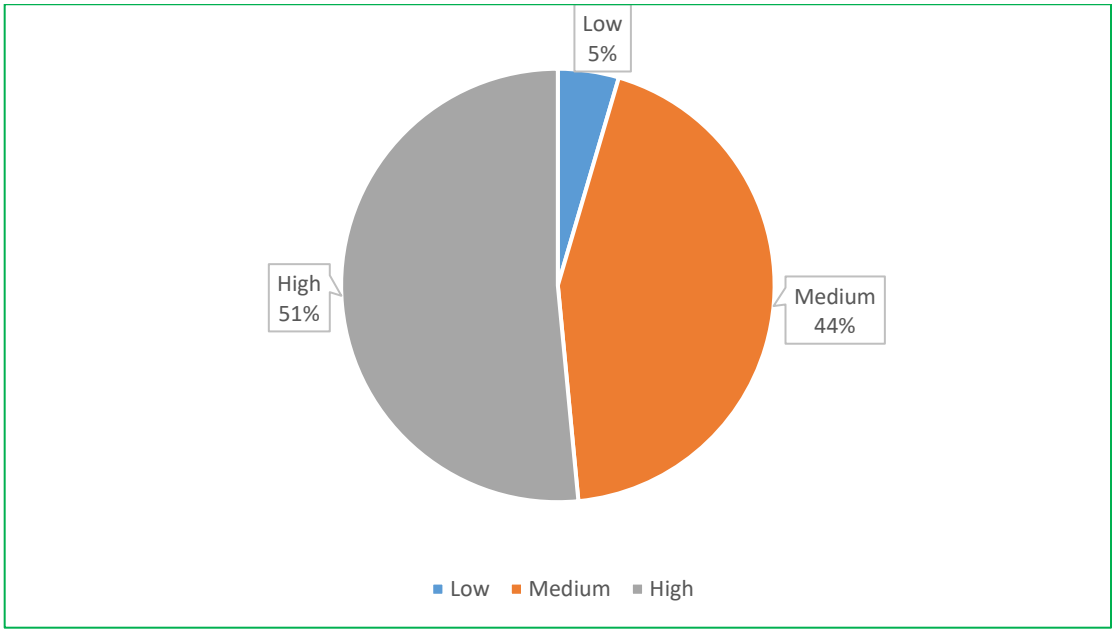
” Skill Gap Analysis is a procedure used to identify the difference in the skills required on a market/job and the actual skills possessed by the employees (skills gap)”

To conduct a successful skill gap analysis for Skills4sports, many invitations have been sent out to the NEETs to be able to identify the skills they lack. The survey and questionnaire represent all the skills that the sports industry requires, from communication to constructing or fundraising, to ensure the development and future success of the sports sector in Lebanon. Stakeholders will help Project Partners to determine which skills currently exist in the available NEET workforce in comparison with the skill set required to have better access to the sports industry employment market. The present analysis is based on the collection of adequate data from stakeholders across Lebanon. The required skills for the sports sector will be shown below and compared to those already existing in the workforce and those skills that the NEETs lack to have a data vision. The Skills Gap Analysis will present the actual market demand for skills and will identify this mismatch, proposing at the same time potential measures to close the gap. The results and data that will be shown below will help us understand more the market in the sports sector in Lebanon and why we are still a step behind other countries.

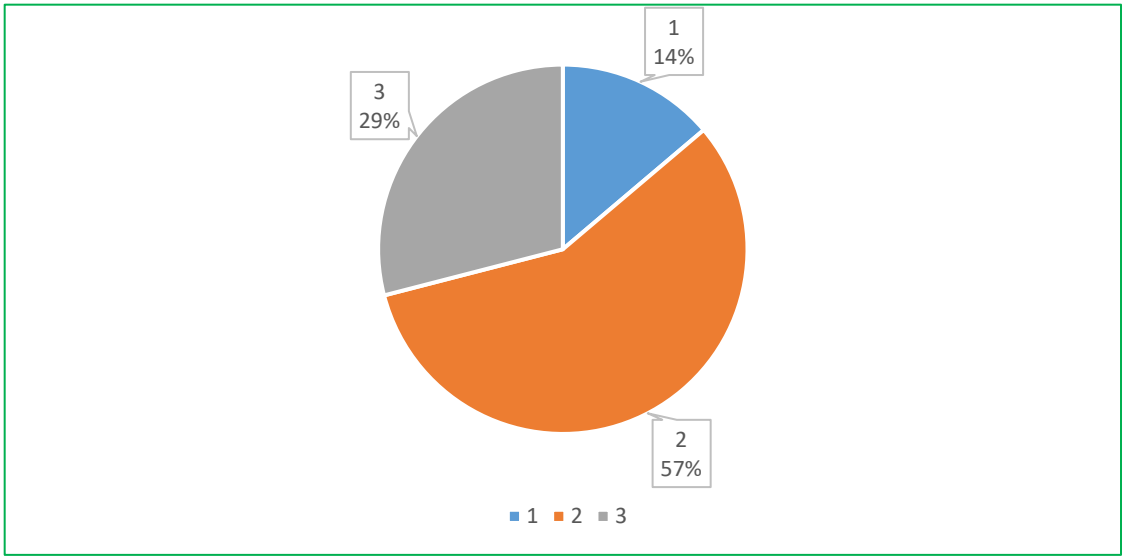
8.2 Mapping of NEETs skills

To conduct a successful analysis, many invitations have been sent out to the NEETs and the charts below will show the exact results of the surveys and questionnaires that have been completed and filled by the NEETs. The data collected are based on 60 responses and will help us get a better image of the gaps found in the sports sector.

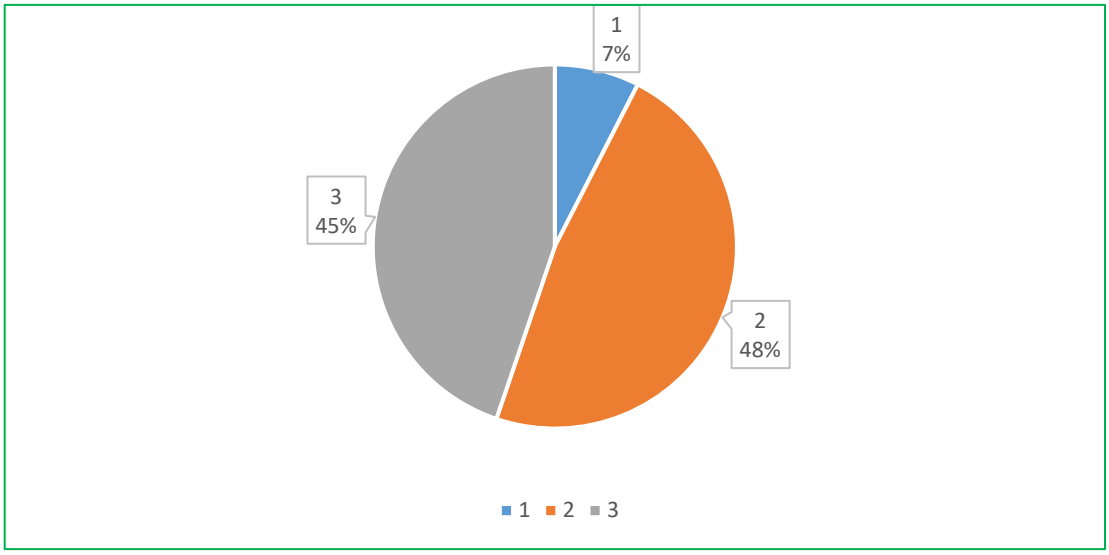
Communication, Collaboration, and Creativity



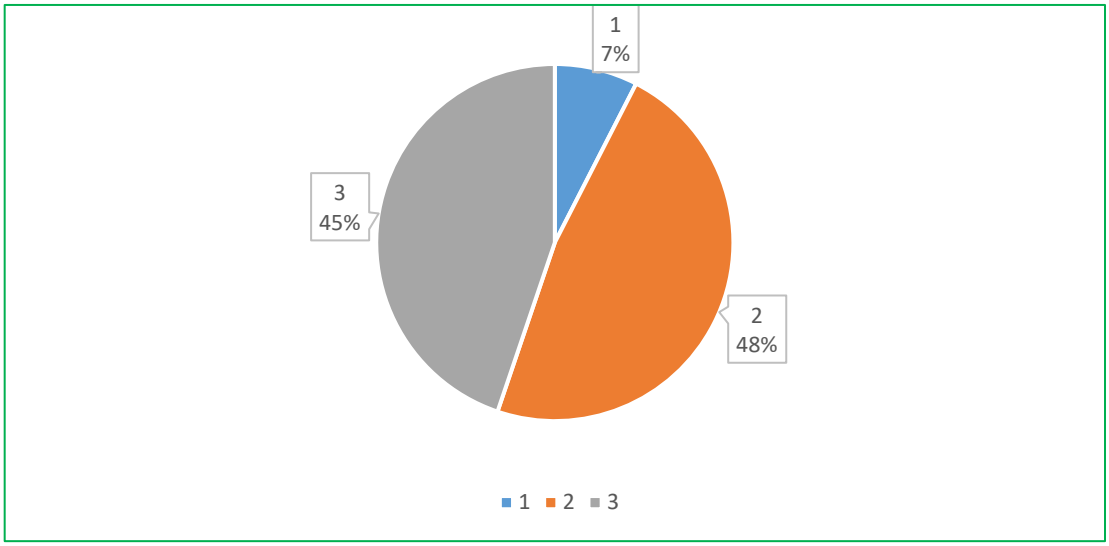
Information Skills



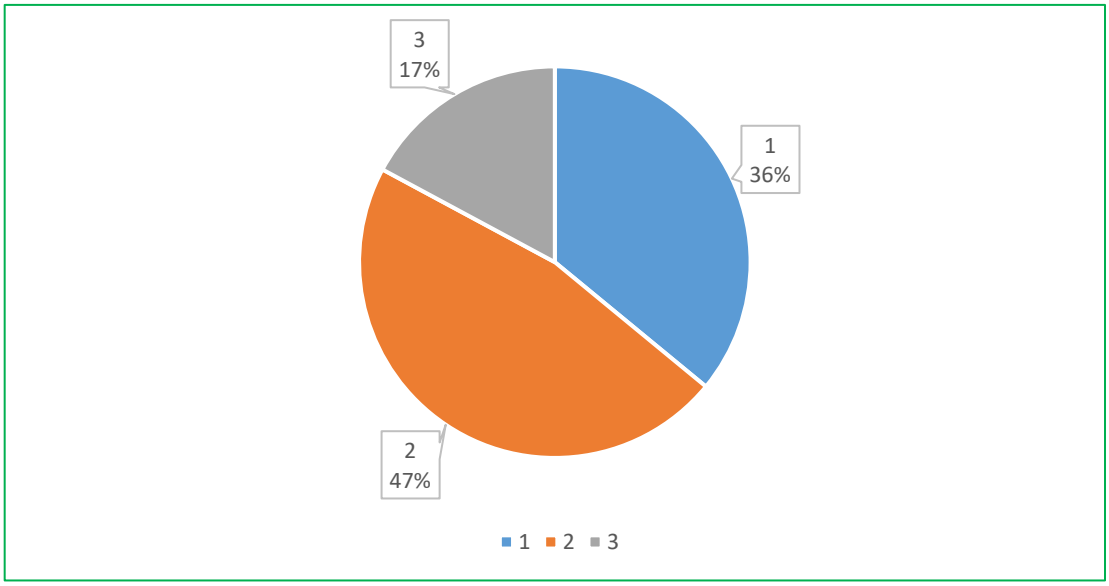
Assisting and caring



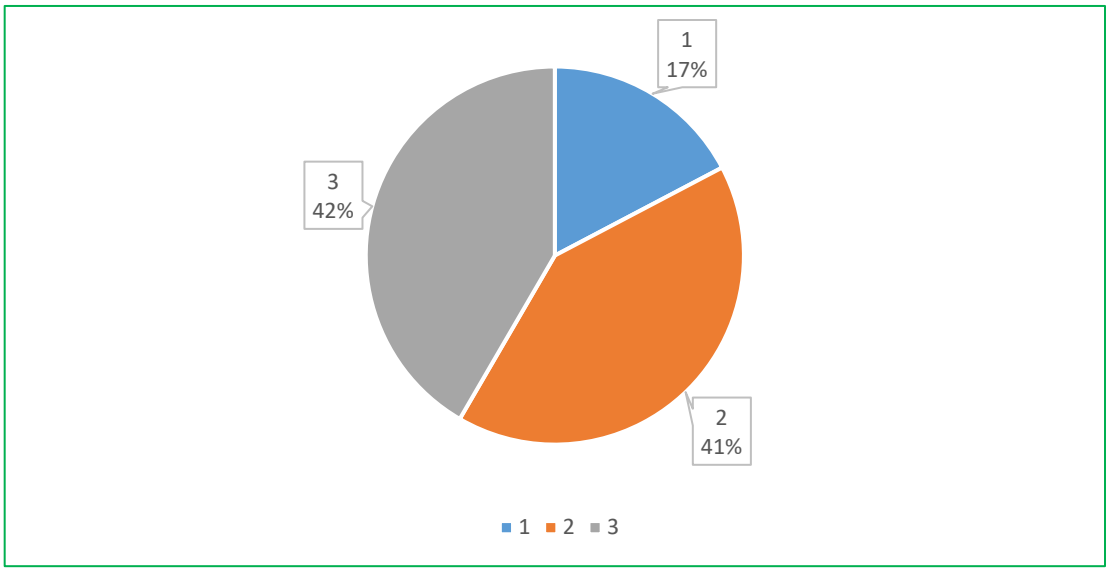
Management Skills



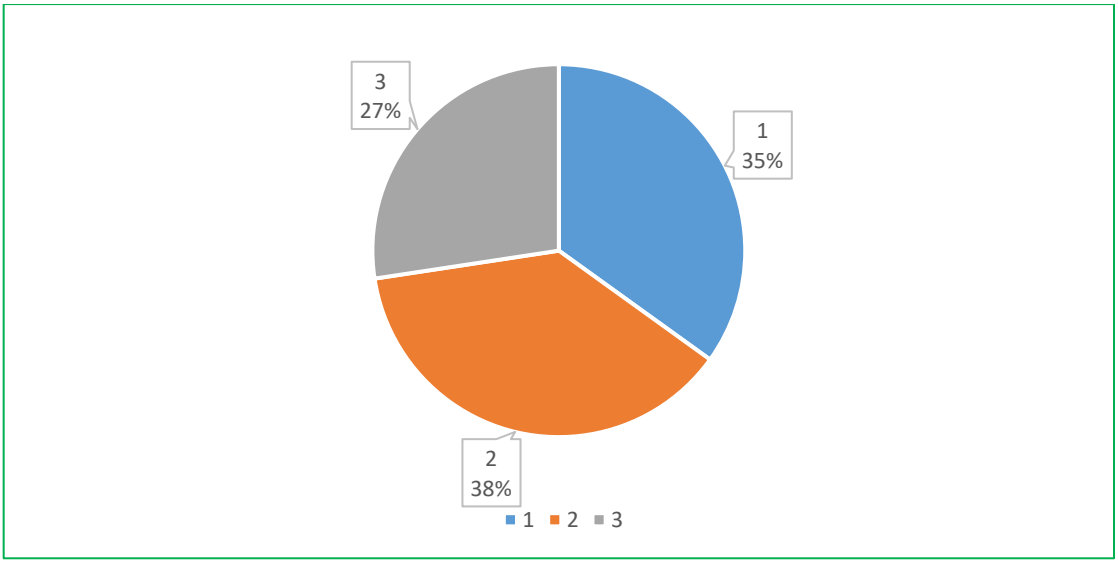
Working with Computers



Handling and moving



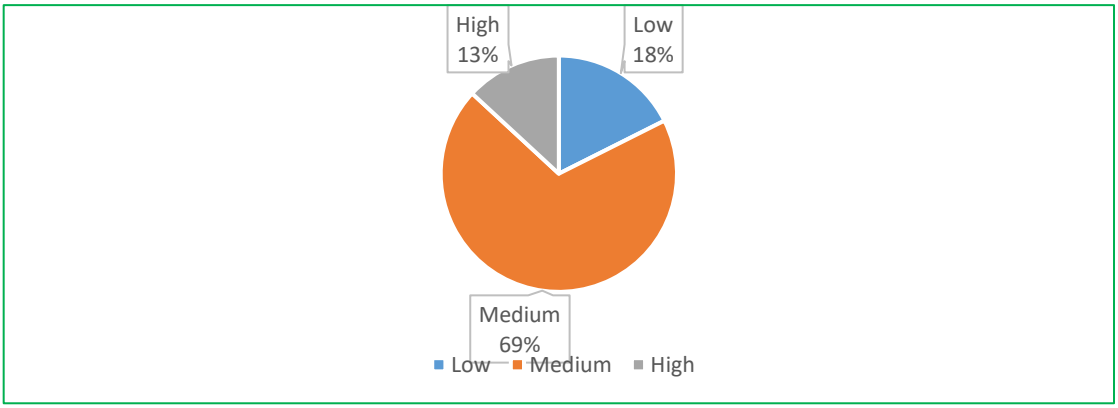
Constructing



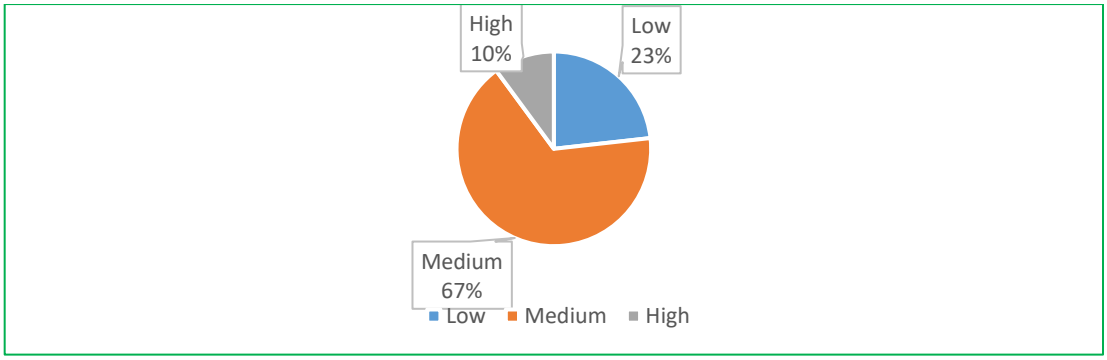
8.3 *Identification of required skills in the sports sector*

To conduct a successful analysis, many invitations have been sent out to the key stakeholders and the charts below will show the exact results of the surveys and questionnaires that have been completed and filled by them. The data collected are based on 40 responses and will help us get a better image of the gaps found in the sports sector.

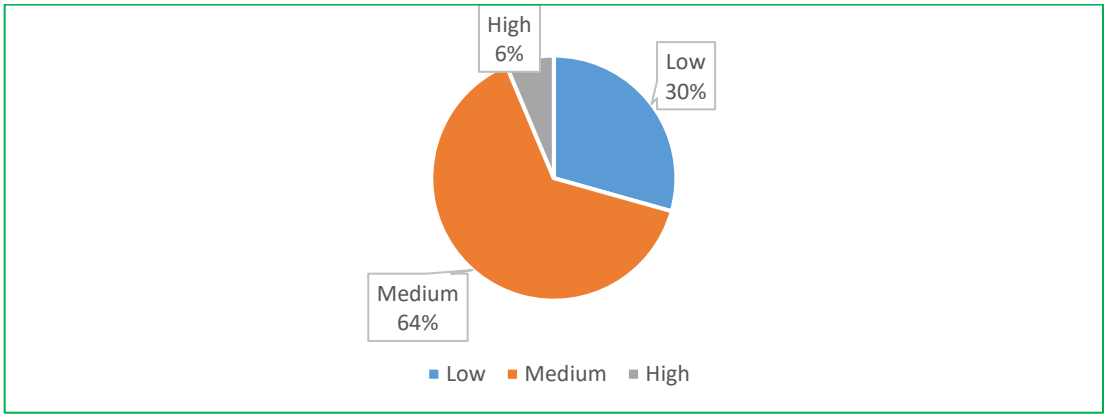
Communication, Collaboration, and Creativity



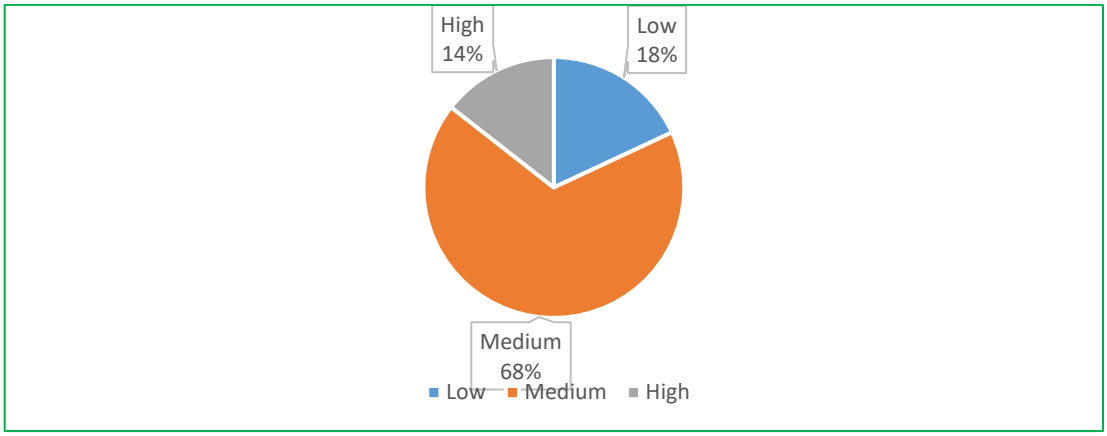
Information Skills



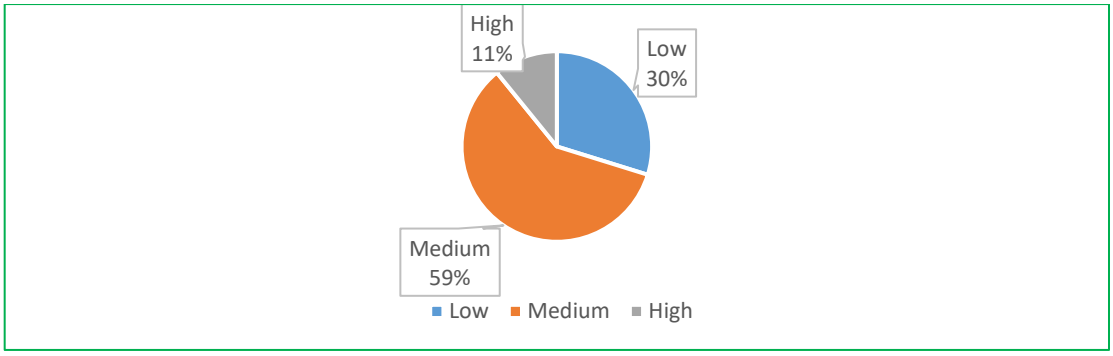
Assisting and Caring



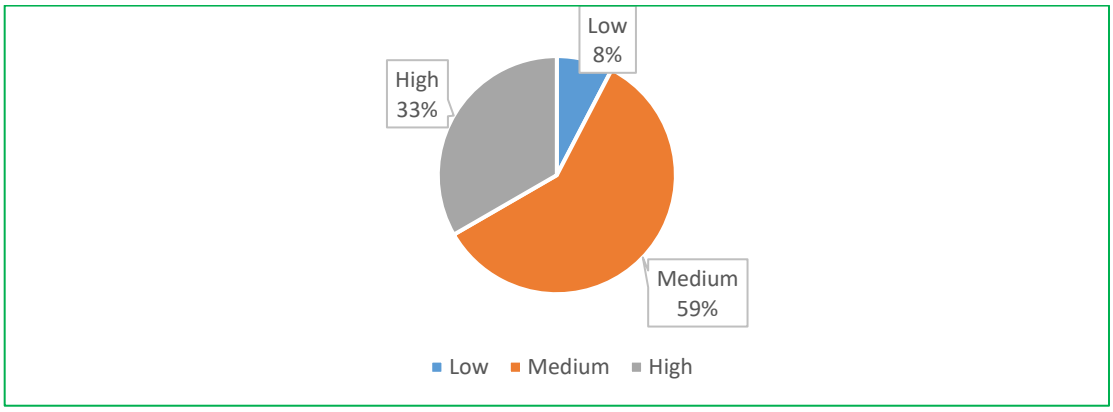
Management Skills



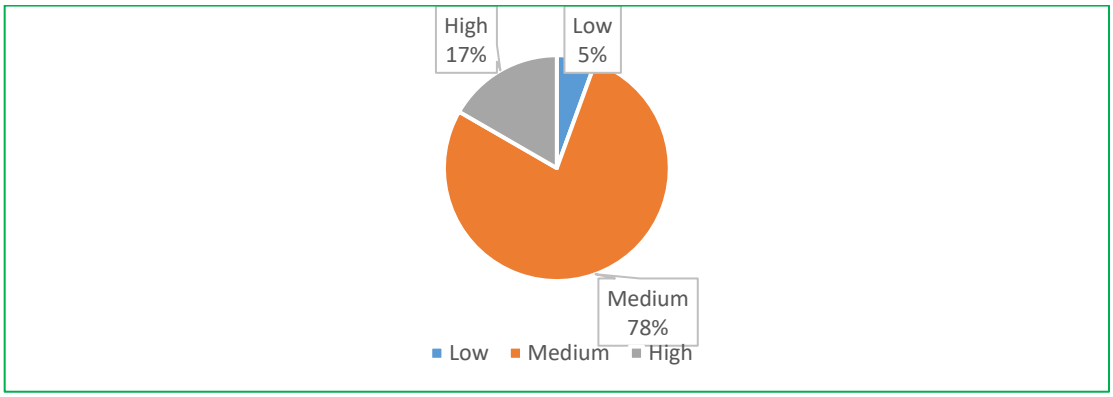
Working with Computers



Handling and Moving



Constructing



8.4 Key findings

Based on the data analysis shown in the charts above, we can conclude that most of the skills that exist in the survey are either high or medium with a range between 35% and 50%. A significant low percentage have been detected in the “Constructing Skill” with 35%, “working with computers” with 36%, and in “moving and handling” with 17%. This indicates that the main gap in the sports sector between the NEETs is in building and repairing sports infrastructures (gym, courts, etc.) and in Installing interior or exterior infrastructures which were expected. In addition to that, the high percentage for the low result found in “working with computers” is very critical for the sports sector especially nowadays. We are in a modern world where technology is a vital force. And the Internet is the most important tool.

Based on the data analysis shown in the charts above, we can conclude that most of the skills that exist in the survey are in the medium level with an average percentage of around 60%. These data can help the interested parties understand more and more the weaknesses that they have in the sports industry. In addition to that, the charts above prove that a lot of work and training has to be made to improve the NEETs' skills. Finally, the main purpose of the gap analysis is to examine the current existing skills and compares them with the required ones, to understand the gaps, and design a more effective and efficient strategy to close that gap.

Summing up the training needs:

1. Technical skills (constructing, moving, and handling)
2. Technological Skills (working with computers)

9 Conclusions

The Skill Gap Analysis developed by all Skills4Sports Project Partners brings to the fore the challenge of bridging the gap between the existing skills of NEETs and the needs of the sports labor market. Training young people to enable them to enter or re-enter the labor market is the first step in this direction. The shortcomings and needs are reflected in all the reports.

The data collected from the participant countries (Greece, Malta, Italy, Spain, Palestine, Lebanon) show that there is a need for training **in Management, Marketing, and new Digital Skills**.

The Skills Gap Analysis in Greece shows lagging in administrative work experience, business knowledge, and management. In addition, it seems that the **NEETs have digital skills but they need a push into new fields such as virtual reality and esports to be able to join the sports sector.** Greater integration with the media sector is needed.

In Malta, the Analysis in the scope of NEETs reveals **"a lack of knowledge in the sub-categories of *programming computer systems-coding, analysis data – statistics, and artificial intelligence",*** while stakeholders in Italy recommend training in **ICT skills, video-making/social media management skills, marketing/commercial sector.**

The same training needs are also identified by NEETs in Italy who listed the following areas:

- Marketing (16,67% HIGH; 56,67% MEDIUM; 26,67LOW)
- Building and developing team (43,33% HIGH; 43,33% MEDIUM; 13,33% LOW)
- Social media management (30% HIGH; 53,33% MEDIUM; 16,67 LOW)
- Digital marketing (13,33% HIGH; 46,67% MEDIUM; 40% LOW)

In Spain Stakeholders highlight **"the importance of working with computers, emphasizing the wide variety of free training and resources available on the Internet".** The survey also revealed that participants from different sectors acknowledged the relevance of a good command of the **Excel programme** in the sports industry and the lack of preparation for this very specific tool that young candidates have, while NEETs

rank high **"abilities related to "Social-Media" - "Online operations" and "Basic computer-related skills".**

The two types of research conducted by the Palestine partners show that among NEETs, **management skills and administrative activities** rank first in request, while the lowest NEETs competencies identified, are computer management, setting up and protecting computer systems, programming computer systems (coding), digital foundation skills, and video editing. Aligned with the findings of Palestine, is also Lebanon where the collected data show that **"working with computers is very critical for the sports sector especially nowadays".**

By analyzing further, the data provided by all Partners and their key findings, it becomes clear that Soft Skills are considered essential both from the Stakeholders' aspect and NEETs point of view.

In Spain **communication is introduced as a milestone among stakeholders** for someone who wants to enter the sports sector. Stakeholders highlight the poor level of **written** and **spoken English** and other foreign languages of the candidates. In Italy, social media and video making are confirmed as a need from the stakeholders. On the other hand, in Malta NEETs have highly knowledgeable skills.

Soft skills are at the center of the results in all countries' research. Moreover, there is a need in introducing the trainees to the techniques of filling out a resume, present their qualifications and experience during the interview. In Malta, stakeholders make this observation "**lack of soft skills, motivation/right attitude".** In Italy NEETs applying for vacancies often lack:

- Skills to write a resume/CV
- motivation
- communication skills when participating in an interview
- Specific technical certificates

In Italy the five most important Soft-skills as identified by the stakeholders through interviews and surveys are:

1. Solving problems
2. Critical thinking
3. Cultural understanding

4. Handling pressure
5. Building and developing Teams

In Spain the research among Stakeholders shows how the lack of soft skills on the part of the candidates is the main obstacle, with 22%, followed by lack of qualifications (with 17%), in the third position we are tied with lack of hard skills (15%) and lack of professional experience (15%).

In Lebanon NEETs **"lack the necessary qualifications and lack relevant soft skills"**, while in Palestine, applicants lack relevant technical skills, fail to present themselves properly during the interview phase. In Greece, data show a lack of soft skills such as information or communication skills.

So, training focused on introducing trainees to the sports Industry improving upon their professional development skills through career-based assignments and exercises would be very useful. A course focused on teamwork, reliability and time management, problem-solving, high motivation and ambition, personal presentation and dress would meet the needs of both NEETs and Stakeholders.

All reports report the need for qualified staff in the **construction and technical sector**. They show that both NEETs and Stakeholders are calling for these qualifications to be strengthened to ensure that there is the filling of vacancies. In Malta, low levels of skills are shown in the areas of installing, maintaining, and repairing mechanical equipment, installing, maintaining, and repairing electrical electronic and precision equipment. In Italy, technical training is recommended in the key findings of their report. The last block of skills of the questionnaire to the NEETs in Spain is related to aspects of the construction and repair of sports facilities. However, all these facts describe the need for broader hard skills in the sports sector that cannot be offered as a training curriculum. This would be an opportunity for a new profession focused on sports facilities construction and management

The results of the partners' research also touch on the skills that athletes need to have in addition to those working in the sports sector in administrative and other positions. In Malta when asked, "As your business/industry looks toward the future, what type of training will be of most value as you seek to improve your workforce?" the respondents answered: "Coaches' communication skills, Interview preparation, self-confidence

training". In Italy, during the regional analysis, some of the coaches' and personal trainers' skills to be strengthened have been identified, such as the ability to work with people with disabilities, organize activities and events, etc.

Moreover, in Malta 3 skills are consistently repeated throughout the survey:

- Experience.
- Motivation and Passion.
- Knowledge and studies.

Within point 3, the most demanded knowledge revolves around *studies on sport, nutrition, personal training, IT, communications, and coaching.*
In Italy recommended training is in:

- technical/Sectorial training (with the provision of certificates)
- social media management
- English
- marketing/commercial sector (including using of specific software)
- sports for people with disabilities

In Spain, stakeholders answer when answering the question **"When your company looks at the future, what kind of training is most valuable to improve its workforce?"** The following are some of the most popular responses from the different organizations:

- Lack of specialist knowledge staff in the maintenance of sports facilities.
- Technical training related to developing technology
- Vocational training, adapted to the current and future needs of the market.
- My customers' training
- Digital marketing
- New technologies
- Sport and project management linked to the digitalization of process or business, or digital marketing
- In terms of sporting tourism, training relating to the following aspects: management and optimization of facilities, commercial action with clubs, vindictive training for promotion and communication aspects and, in our case, languages

- Digital work and marketing processes
- Emotional intelligence, leadership, data analysis, strategic thinking, innovation methodology, neuromarketing, nutrition, health training methods, database management, etc.
- The organization and digitization of processes, and efficiency in cooperative management
- Multidisciplinary
- Sports Technicians
- Coordination and Management

The above facts and figures show that the training of young people out of education and employment must focus on modern and innovative ways of learning, while the areas of training identified are listed below:

1. **Introduction to the Sports Industry**
2. **New Technologies- ICT & e-sports**
3. **Sports Digital Marketing & Communication**
4. **Introduction to Sports Management & Sports Economy**
5. **Sports Leadership and Management**
6. **Sports Event Management**
7. **Sport Sociology**
8. **Dual Careers/Athlete Development**
9. **Coaching and Leadership**
10. **Personal Branding & Presentation**

Based on the above eleven areas identified, targeted curricula should be developed to address the training needs. The aim would be to increase the employability of NEETs in the prominent Sports Sector, by providing training opportunities in a variety of sports-related fields, enhancing key transferable skills and market-related knowledge corresponding to new professions. Skills4Sports will create a support network for the development of sports professionals, involving the quadruple helix stakeholders (government, society, education/academia, private sector).

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