



VICTORUPESI

Unity in diversity

Vocational Innovation

using

Creative new Technologies resulting in Upskilling Pathways for Social Integration

European Report

2021



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- BES Cooperativa Sociale from Italy
- Eufons from Serbia
- Fetico from Spain
- Ozara from Slovenia
- "Panait Istrati" Brăila County Library from Romania.

Each of the National Reports that make up the European Report has been supervised by the lead partner and prepared in the following manner:

- IKF Malmö - Internationella Kvinnoföreningen was responsible of the Swedish National Report.
- BES Cooperativa Sociale was responsible of the Italian National Report.
- Eufons Serbia was responsible of the Serbian National Report.
- Fetico was responsible of the Spanish National Report.
- Ozara was responsible of the Slovenian National Report.
- "Panait Istrati" Brăila County Library was responsible of the Romanian National Report and of the European Report.



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FOREWORD

In a large community like the European Union, gathering together many organisations that are active in different states raises the opportunity to discuss about different groups of vulnerable people, their needs (especially when it comes to getting access on the labor market), policies and laws for them and the effort done by governments and organisations in their benefits.

Addressing the issue of developing professional skills from the perspective of different vulnerable social groups is a challenge not only for the partners involved in this project but also for specialists in the social field and / or social integration. Although at first glance, it may seem difficult to accept the idea of unitary policies and strategies on vocational guidance and professional integration of different social groups (women, people with disabilities, the long-term unemployed, people deprived of their liberty), our study shows both the concern of states to develop strategies and programs to support different vulnerable groups and the complexity of the European social field in the context of the labor market. At the same time, the study reflects the mechanisms used in different states to respond to the needs of vocational training and the way in which their effort is perceived by the social categories to which they are addressed.

This European study used detailed documentation on legislation, policies and strategies, funding, statistical analysis of disadvantaged groups, and the identification of opportunities and challenges, as evidenced by the six reports prepared by organizations in six European countries that are partners in the project. Complementary to this theoretical research, qualitative research was used by using two research methods: the in-depth interview and the focus group. The purpose of doing so was to identify opinions and perceptions on policies and strategies, but also to identify the needs and expectations in the field of professional skills development (especially in the field of digital skills) needed to increase access to the labor market for different social categories at risk of social exclusion.

I. METODOLOGY

Objectives of the study

The overall objective of the project is to capitalize on resources and work for the effective social integration of disadvantaged people in local communities, with specific measures for those who have been exposed to social exclusion and have difficulty accessing vocational centers in their communities.

The expected results during the project will ensure improved access to training and qualifications for all, with a special focus on low-skilled people, through continuing vocational training, in particular by increasing the quality, supply and accessibility of continuing vocational training, validating non-formal and informal learning, the promotion of work-based learning, the provision of effective and integrated guidance services and flexible and permeable learning pathways; it includes the development of partnerships between micro, small and medium-sized enterprises and vocational training providers, with the aim of promoting common competence centers, learning networks, support for pooling resources and providing initial training for their staff.

Starting from the general objective of the project and from the estimated results, the present study required the analysis of policies and legislation, strategies, initiatives in the field for vulnerable social categories and identification of opportunities and obstacles. The qualitative analysis was a vision from the perspective of social actors involved (people at risk of social exclusion and specialists working in the field of social reintegration) on the social issue of access to the labor market.

The study involved three stages: documentary research (desk research), qualitative research (using in-depth interview and focus group research methods) and synthesis in a European report.

Desk research

6 organization used secondary resources and literature to explore the topic of target group and their social inclusion, including the needs of social media to aid inclusivity. Legislation, national strategies, national actions in the field of vocational training, statistical analysis of target groups, professional areas of interest and opportunities and challenges for the social categories to which the partner organizations in the project are addressed were analyzed.

The analyzed policies and strategies, as well as the specific issues, were with reference to the following social groups that face the risk of social exclusion:

- migrant women - the study was conducted by *IKF Malmo* from Sweden
- women with Aspenger syndrome - the study was conducted by *BES Cooperativa Sociale* from Italy
- rural women - the study was conducted by *Edufons* of Serbia
- long-term unemployed - the study was conducted by *Fetico* from Spain
- people with disabilities - the study was conducted by *Ozara* from Slovenia
- persons deprived of liberty - the study was conducted by "Panait Istrati" Brăila County Library from Romania.

The desk research structure includes the following sub-points:

- National legislation / policies / funding / initiatives supporting your target group social inclusion
- Existing strategies in the country dealing with the problem of your target group social inclusion. Identification of organizations in your country to be contacted in later stages for conducting a focus group (list organizations).
- Statistics regarding:
 - a) the profile of the target groups in the participating countries (major nationalities, age, unemployment, level of education, knowledge of languages)
 - b) the use of vocational trainings (looking at the use in the country in focus and if such data exist, look at the use by your target group in the country; major vocational center providers platforms and tools; geographical concentration (mapping)).
- Opportunities for your target group (social inclusion; economic and non-economic contribution, access to internet and to technology, job market).
- Main challenges for your target group (cultural constraints; lack of information; legal restraints, lack of access).
- Any other relevant information.

Qualitative research was based on the in-depth interview and focus group. A guide for the in-depth interview and one for the focus group were developed. The questions used in the two methods were discussed and finalized during the consultation of the partner tutor, and the final form was applied by each partner, who had the opportunity to flexibly apply the tools according to the characteristics of their target groups.

In-depth interviews

The recruitment process for these in-depth interviews included drawing up a list of persons with relevant activity in the field of work integration of vulnerable persons and a list of potential participants in the in-depth interview among persons at risk of social exclusion, contacting them to participate in the interview, explaining the purpose of the study and how to conduct, obtaining the consent to participate, choosing the place, date and time of the interview and the actual conduct of the in-depth interview. A diverse range of people belonging to vulnerable groups, vocational centers and companies were interviewed, with all ages involved in the process. This allowed the partnership to collect detailed data which included all ages, countries and situations.

Description of the actors involved in the project: the participants in the in-depth interview come from the countries where the partner organizations carry out their activity. Both persons belonging to groups exposed to the risk of social exclusion and specialists working in vocational training centers / support bodies for social reintegration and representatives of employing companies were interviewed. A total of 78 people were interviewed, of which 35 came from people at risk of social exclusion, 31 experts / specialists in the field of social reintegration and 12 representatives from various companies. The numerical representation by target group categories and the country in which the in-depth interviews took place is presented below:

No.	The country where the in-depth interviews took place	The organization that organized the in-depth interviews	People belonging to the vulnerable group (TG_1)	Adult education providers / support bodies for social reintegration (TG_3)	Companies / employers (TG_4)	Total participants
1	Italy	BES	6	4	2	12
2	Serbia	EDUFONS	6	5	3	14
3	Slovenia	OZARA	6	-	2	8
4	Spain	FETICO	3	10	1	14
5	Sweden	IKF	10	7	3	20
6	Romania	BJPI	4	5	1	10
			35	31	12	78

The purpose of the in-depth interview was to identify the training needs and problems for socially excluded people in order to build social capital by developing professional skills. The pursued objectives were:

- deepening information on policies, legislation, funding on vocational training for the category of socially excluded people;
- studying the offer of professional training in the field of developing / expanding the digital competences for the disadvantaged categories defined by the target groups (emigrants, long-term unemployed, persons deprived of liberty, persons with disabilities, women with Aspenger, women from rural areas);
- identification of the training needs of the disadvantaged social categories that constitute the target group corresponding to each partner, in order to acquire digital skills to increase the share capital;
- identification of vocational training problems (obstacles, needs, access to resources, etc.) from the perspective of vocational centers / profesional centers / vocational training providers.

Focus Groups

The second part of this research consisted of focus groups. The aim of these discussions was to understand the training needs of your target group. The same set of questions, adapted to each organization realities, were asked by all partners to allow the partnership to compare results and prepare materials to suit the needs of all countries involved.

Description of the actors involved in the project: in total, 91 people took part in these discussions and it should be noted that some of these persoane also took part in the in-depth interviews which are detailed below. A number of 14 focus groups were organized with the participation of 31 people who constitute the vulnerable group, 40 people working in the field of vocational training or labor market integration and 20 people representing the employers' group.

No.	The country where the focus group took place	The organization that organized the focus group	No. of focus groups	People belonging to the vulnerable group (TG_1)	Adult education providers / support bodies for social reintegration (TG_3)	Companies / employers (TG_4)	Total participants
1	Italia	BES	2	6	8	5	19
2	Serbia	EDUFONS	4	4	9	4	17
3	Slovenia	OZARA	2	7	4	2	13
4	Spania	FETICO	2	4	5	1	10
5	Suedia	IKF	2	4	10	6	20
6	România	BJPI	2	6	4	2	12
			14	31	40	20	91

The topics explored within the focus group were: the training needs of people at risk of social exclusion (TG1) in digital skills, such as social skills in target groups, in terms of current gaps in the provision of training on social inclusion and social capital building, as well as in finding VET requirements to enter, and companies need in terms of the need for workers. Focus groups identified ideas, opinions and issues in the field of supporting socially excluded people for the development of social capital through the use of social networks and digital tools.

The last point of the research includes conclusions based on the six studies conducted by the six organizations involved in the project. This resulted in six national reports based on which the summative report was made in which the issue of vulnerable groups in the analyzed countries is summarized (Italy, Romania, Serbia, Slovenia, Spain, Sweden).

Limits of the study

The approach in the national reports, sometimes non-unitary, is due to the specificity of the target groups that each partner had as object of study and to the specific measures existing in each country. It goes without saying that each state has regulations related to the prevention of discrimination, the promotion of equal opportunities, the stimulation of employment, the organization of vocational training and qualification systems, etc. but also specific ways (practices) regarding access to public services.

Given the fact that each partner had to carry out the analysis of policies and strategies, as well as the vision on vocational training, including the opportunity of digital training on different social groups, no conclusions can be drawn with general validity. What emerges from the synthesis of studies conducted on various social categories is intended to show aspects of vocational training and to identify ways of vocational development in innovative and creative ways. Showing that different groups at risk of social exclusion have few digital and social resources for integration into the labor market, regardless of the geographical area in which they live, makes it easier to draw their needs and expectations for the development of social, cultural and economic capital.

The pandemic caused by the spread of the SARS-Cov 2 virus brought a series of limitations to the application of the research stages: from limiting the meetings of the members of the research teams, to the online meetings, on the Zoom platform, to the in-depth interviews, to focus groups, in the same way. Of course, a number of collateral connections that are normally established between specialists have been lost as well as the possibility to establish in detail the work stages. This fact led

to a number of small differences in the approach to the research, without however affecting the objectives set in the project.

II. THE PROBLEM OF ACCESS TO TRAINING AND QUALIFICATIONS

Two reasons strongly support the development of vocational training policies and tools, as well as vocational guidance: the need of the society for a skilled labor economy and the need of any person to achieve oneself as an individual through professional development, to develop personally and to ensure their personal well-being.

European policies in the field of vocational education and training refer to two channels underlying the vocational education and training system: initial vocational education and training (VET-I) and continuing vocational education and training (VET-C).¹

Access to vocational education and training, to qualifications in various fields remains a concern, especially as a number of factors act on certain social categories, bringing, in some contexts, their prejudices. Whether they are of economic, educational, social status or group membership nature, there are people in every state who have difficulty raising social and economic capital because of the obstacles they face. These situations were joined by the Covid 19 pandemic, which raised serious problems not only for vulnerable groups but also for providers of guidance and training services.

The European Union's vocational education and training policies have undergone new developments. We mention the 2020 Council of the European Union Recommendation on education and training for sustainable competitiveness, social equity and resilience (which, among other important issues, emphasizes increasing the flexibility of vocational education and training, strengthening apprenticeship and learning opportunities at work, supporting centers of professional excellence, etc.) and the Osnabrück Declaration of 2020 on vocational education and training as a factor for recovery and a fair transition to digital and green economies, setting out new policy actions for the period 2021-2025 (promoting resilience and excellence through quality education and training, inclusive and flexible; establishing a new culture of lifelong learning, emphasizing the relevance of continuing education and training as well as digitalisation, promoting the sustainability of vocational education and training, developing a European area of education and international vocational training and technical education).²

Equal access to vocational training becomes a priority for any of the factors involved in employment policies, and attention is focused on social categories that are at risk of social exclusion, such as those with low qualifications, those from disadvantaged backgrounds (areas affected by poverty, those experiencing economic decline, high unemployment, etc.), the elderly or the disabled, etc. It is important that formal education be joined by learning through non-formal or informal means and the recognition of the latter (flexible education).

¹ https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_ro

² *idem*

III. VULNERABLE SOCIAL CATEGORIES (AT RISK OF SOCIAL EXCLUSION)

A set of social processes can cause a complex of effects on the population. Some may have positive connotations (development opportunities, gains in quality of life, conquests of technology, capitalization of resources, etc.) and others may have negative consequences (economic crises, damage to health, loss of freedoms, deepening poverty, rising unemployment, etc.). In the latter case, the magnitude of the negative phenomena can lead to affecting a large number of people, for whom social intervention is necessary.

Vulnerable to crises, these social categories face a number of problems in everyday life: job loss, limited access to education, loss of skills, discrimination or stigmatization, loss of economic resources, deterioration of quality of life. Psychologically, they accumulate frustrations, deterioration of self-esteem, decreased self-confidence, discouragement, which lead to decreased ability to get out of difficulty.

The social groups that are the subject of this report are:

- *migrant women* – the study being performed by **IKF Malmö - Internationella Kvinnoföreningen** from **Sweden**
- *women with Aspenger syndrome* – the study being conducted by **BES Cooperativa Sociale** from **Italy**
- *rural women* – the study being conducted by **Edufons - Centar za celoživotno obrazovanje** from **Serbia**
- *long-term unemployed* - the study conducted by **Fetico Confederación Sindical Independiente** from **Spain**
- *people with disabilities* - the study was conducted by **OZARA D.O.O.** from **Slovenia**
- *persons deprived of their liberty* - the study being carried out by **"Panait Istrati" County Library** from **Brăila, Romania**.

III.1. People with Disabilities

People with disabilities are a social category that faces a number of limitations on accessing environmental resources and need an adaptation of their environment so that their lives gain in quality and their degree of independence increases.

In the field of work, people with disabilities take a sometimes easy, other times difficult, path from the right to work, stipulated in the Convention on the Rights of Persons with Disabilities, to the effective carry out their profession in an organizational framework. Between these two extremes of the axis, work and employment of people with disabilities, there are a number of social achievements: strategy and vision on the role of people with disabilities in society, policies and measures to support education and training in this category, measures and actions to support the professional contribution, barriers to employment, recognition of the value and contribution of people with disabilities.

People with disabilities face a number of obstacles when it comes to the labor market: access to education and training, prejudices about disability, discrimination, over-protection in labor laws.³

The European Union has adopted Union of Equality: Strategy for the Rights of Persons with Disabilities 2021-2030. This strategy is a framework document that each Member State can use in developing its own actions for people with disabilities.⁴

For the **Slovenian National Report** on people with disabilities, made by Ozara d.o.o., see **Annex A**.

³ WHO (2011), World Report on Disabilities,
https://apps.who.int/iris/bitstream/handle/10665/44575/9789730135978_rum.pdf;jsessionid=88BBB606B992117A2FA5228CC4A1CABA?sequence=20

⁴ <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8376&furtherPubs=yes>

III.2. The Women

The situation of women in society provokes countless debates. References are made to their role in the family, their contribution to raising and educating children, participation in economic and political life. Their presence in the social space is visible and brings a number of benefits to social development, but women continue to face a number of obstacles.

Out of the large population of women in the world there are some that fall into distinct categories and which, due to their membership, face a number of difficulties, including those related to access to education, training and active participation in the labor market.

In the field of labor, the difference between the employment rate of women and men is 11.6%, the under-representation of women in the labor market having causes in the interferences between gender and aspects that produce vulnerability (they come from migrant families or belong to minorities ethnic or religious).⁵

The social categories addressed in the project are women with Asperger's syndrome, rural women and migrant women, categories that, in order to have a good social participation, need support systems (through policies, strategies, institutions, etc.).

At EU level, the strategy Towards a Union for Equality: The Gender Equality Strategy (2020-2025) has been adopted, presenting images of women in society and future actions to support equality.⁶

The model of **social policies for women** in Italy (women with Asperger's syndrome), Serbia (rural women), Sweden (migrant women) can be found in **Annex B**.

⁵ https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_ro

⁶ *idem*.

III.3. Long-Term Unemployed

Unemployment is one of the social phenomena that significantly affects both women and men. Expression of an economic imbalance manifested at a given time, characterized by the impossibility of retaining people in employment (followed by staff reductions and / or even complete closures of some companies) or by the impossibility of the labor market to absorb the surplus labor force, unemployment raises serious problems for the affected states. Depending on its magnitude, the social and economic costs are significant.

A social category that requires intervention is that of the long-term unemployed, which, due to limited financial resources, low level of training, etc. faces poverty and declining chances of professional reintegration.

Social policies to support the unemployed are oriented on two types of intervention: passive (by providing financial support to overcome the situation of loss of income) and active (developing skills to regain the status of employed person - by retraining, encouraging private initiative, etc.)

At EU level, the approach to employment is reflected in the *European Employment Strategy*, being an integral part of the *Europe 2020 Growth Strategy*. The stated aim of the strategy is to "create more and better jobs for all European citizens".⁷

The Spanish policy model is found in Annex C.

⁷ <https://ec.europa.eu/social/main.jsp?catId=101&langId=ro>

III.4. Persons Deprived of Their Liberty

The moment of leaving the penitentiary represents for the person who has served a custodial sentence the beginning of a new path in life. Going through the experience of deprivation of liberty, with a set of resources accumulated during the detention period, with greater or sometimes no support from the family, the former detainee is going to face the world (which has changed in the meantime).

The employment perspective is seen as a solution to social reintegration, but in practice it is a difficult path influenced by prejudices, the specifics of requesting and receiving assistance from the authorities and a real marathon of resistance to the risk of recidivism.

Social protection and labor market participation systems for people leaving prisons contain provisions and support services, but labor market developments and the educational resources and qualifications of individuals must be taken into account.

Recommendations of the Council of Europe: Recommendation of the Committee of Ministers of the Member States on European Prison Rules, Rec (2006) 2, adopted by the Committee of Ministers on 11 January 2006 and Recommendation no. R (89) 12 on education in prisons, adopted by the Committee of Ministers on 13 October 1989 at the 429th meeting of the Deputy Ministers⁸ are framework documents that guide the policies of European countries

For **the model of social policies** in Romania see **Annex D**.

⁸ Strategia Națională De Reintegrare Socială A Persoanelor Private de Libertate 2020 -2024
<https://sgg.gov.ro/new/wp-content/uploads/2020/05/ANEXA-14.pdf>

IV Conclusions

The analysis of social policies, of the national strategies applied in order to support the vulnerable categories, in order to prevent social exclusion reveals several aspects:

- There are strategies that show the concern of states to support social categories.
- The strategies are supported by their own laws that regulate the system of vocational training, provision of services in the field of employment and by institutional structures so that the risk of social exclusion is reduced.
- Despite these provisions that shape the social intervention system towards vulnerable groups, they continue to face a number of barriers when they strive for full participation in economic, social and civic life.
- Target groups expressed views in favor of the development of digital skills, either as separate training or as a component part of vocational training courses. This awareness of the need to have digital skills is compounded by the need for companies to have employees who can easily use digital equipment and the availability of professional trainers to improve the training offer.

It is worth noting that the term double discrimination used in the Italy report stems from the classification of the social category into two areas: women and people with disabilities. Similarly, the principle of multiple discrimination is applicable to each social category that is the subject of this study. The group of women is exposed to multiple risks as they are also belonging to groups of people with disabilities or people in rural areas, or are migrants or the long-term unemployed. The male group accompanies its status with that of belonging to the long-term unemployed social category or has a disability or leaves a correctional / punitive system (prison).

Policies / legislation

The concern to promote education and training by each state of the European Union or of the European territory is not only a commitment to the Treaty of Lisbon but also an objective for raising the standard of living. Increasing the level of employment of any social category by ensuring a system of vocational training and employment stimulation is accompanied by ensuring a system of social protection.

The partner organizations have analyzed the policies and legislation specific to the countries in which they operate, showing the support received by the social categories they represent. Thus, there are laws that regulate the field of employment (Romania, Spain), the status of workers (Spain), urgent measures of social protection and against precarious work (Spain), regulations on professional qualification (Spain, Romania), assistance, social integration and the rights of people with disabilities (Italy), inclusion of people with disabilities in social cooperatives (Italy), additional tools for the effective integration of the disabled worker (Italy), diagnosis, care and rehabilitation of people with autism spectrum disorders and assistance to families (Italy), adult education (Serbia, Romania), prevention of discrimination (Serbia), mentoring of children with special needs, vocational rehabilitation and employment of people with disabilities (Slovenia), social inclusion of people with disabilities (Slovenia), disability pension (Slovenia) etc.

The following public structures involved in supporting vulnerable categories are also mentioned: the State Public Employment Service with the regional public employment services (Spain), employment agencies, vocational training institutions for people with disabilities or social cooperatives and associations (Italy), the Swedish Public Employment Service and the Swedish Agency for Growth

and Regional Development (Sweden), the National Employment Agency, the county employment agencies and the National Administration of Penitentiaries (Romania).

Strategies

The role of the action strategy is to make what the public policies have proposed work. Orientation towards the target social categories, establishing the responsibilities and roles of the social partners are essential for achieving the objectives.

Studies made by project partners show that states have developed strategies for target groups. We mention the strategies developed by Serbia (National Employment Strategy for 2011-2020, Strategy for the Development of Education in Serbia until 2020; Strategy for the Development of Adult Education in the Republic of Serbia; Strategy for the Development of Vocational Education and Training in the Republic of Serbia; Career guidance and counseling strategy in the Republic of Serbia; National Rural Development Program for 2018-2020), Slovenia (emphasizing the right to employment or vocational rehabilitation of people with disabilities), Sweden (specific policies promoting greater access to easy access to the labor market and others that promote gender equality and increase the activity of women born abroad on the labor market), Romania (National Strategy for Social Reintegration of Persons Deprived of Liberty 2020 -2024, National Employment Strategy 2021-2027- last to be published) and Spain (National Activation Strategy of employment 2017-2020 - with the two action plans: the Action Plan for youth employment 2019-2021 and the Plan for the prevention and reduction of long-term unemployment 2019-2021).

It should be noted that in some states strategies are developed for vulnerable social categories (they are visible in the strategy and policies) and in the case of other social categories this does not happen. For example: rural women in Serbia, women with Asperger's syndrome in Italy do not have national strategies to address them specifically.

Statistics:

A good intervention in any field requires a very good knowledge of it. The statistical situations that describe the target groups show the size of the intervention needs in the fields of vocational training, labor market integration, vocational training and digital skills development. The group of people analyzed in this study occupy a more or less significant share in the general population of the states, but this aspect should not influence the amplitude of interventions through social support measures.

The statistical analyzes performed by the partners show different aspects of the issue. Italy faces poor statistical visibility of the category of women with Asperger's syndrome (although worldwide figures show that the incidence of the disease is increasing). Spain is experiencing rising unemployment, including long-term unemployment (the long-term unemployment rate was 44.3% of total unemployment in 2019). The situation of women in rural Serbia is characterized by limited access to vocational training, low participation in economic life (55% being unemployed) and a low level of education. Slovenia's statistics show the ratio of the number of employers to employees among people with disabilities. Romania statistically reflects the number of penitentiary units, the number of persons deprived of liberty but also the training courses and the number of persons deprived of liberty who have attended at least one qualification course.

The extent to which persons belonging to disadvantaged groups have been included in vocational training or guidance programs in order to increase access to the labor market reflects several aspects:

- The ability to encompass social policies (the extent to which what has been projected to support the population is also used by vulnerable people);

- The organizational capacity (national or local) to come up with offers of professional training or skills development;
- The diversity of opportunities for groups at risk of social marginalization;
- Level of community development.

We find that some of the statistics presented provide an image of the share of disadvantaged people who have accessed public or non-governmental services. Thus, Spain (which faces a high unemployment rate - in 2019 it was 13.02% of the total active population, of which 55% were women and 45% men) points out that there are population groups more vulnerable to long-term unemployment, such as older and less skilled workers. In Italy, no training routes dedicated exclusively to women with Asperger's or AHF diagnosis have been identified. Rural women in Serbia who were included in a sociological study stated that they had never attended a course or vocational training after completing regular education (more than $\frac{3}{4}$ of rural women), and in Slovenia the share of students with disabilities in certain learning areas, as well as students with autism spectrum disorders and students with more dysfunctional problems is on the rise, while adults do not show similar growth. Regarding the access to vocational training of persons deprived of liberty in Romania, it is dependent on the actions of county vocational training agencies (which do not fully meet the expressed needs) or on the programs carried out by non-governmental organizations with European funding (which are sporadic). In Sweden there is an increase in the migrant population (which has entered the country); the refugee population from Syria, Iraq and Afghanistan has increased significantly (and represents 1.6% of the Swedish population) and the issues raised by women born abroad are related to social identities, cultural specificity and higher unemployment rate, with negative consequences on education, training and employment.

Opportunities for the target group

Any action taken by various organizations in support of disadvantaged groups is an opportunity to signal the problem and the difficulties they face when trying to improve appropriate policies and measures. Edufons of Sebia, for example, recognizes the need for special measures that have the effect of emancipating rural women, improving their position in society and developing skills, so that they become more competitive in the context of labor market challenges. Courses, training and information are essential in this case.

The evolution and advantages generated by information technology are a challenge in keeping the pace. Thus, the rapid acquisition of knowledge, the development and exercise of new skills is done differently depending on access to technology, requirements at work, the possibility of purchasing modern goods. For some social categories this is done with difficulty or not at all, which is a barrier.

For professionals who support vulnerable groups in reducing the risk of exclusion, this is an opportunity to take action in support of new acquisitions, as evidenced by the Ozara-Slovenia report.

The existence of measures aimed at socio-professional integration is a way of overcoming difficult times and an opportunity for vulnerable groups to overcome problems and increase their chances of entering the labor market (see Spain report). For vulnerable groups, accessing active or passive measures to stimulate employment is a chance.

The existence of national strategies (which show the concern of public administrations to support social reintegration, especially vocational reintegration) is a framework for launching actions, taking initiatives, while directing actions to areas considered a priority for the respective state, for the social category to which a unitary approach framework has been established. For persons deprived of liberty in Romania, supportive services have been created in penitentiaries in order to facilitate access to forms of training and employment.

Obstacles encountered by target groups

The obstacles faced by groups at risk of social exclusion identified by partner organizations are similar but also different. Thus, vulnerable people face *stigma and discrimination*. Both women with Asperger's syndrome in Italy, people with disabilities in Slovenia and people deprived of their liberty in Romania or the long-term unemployed in Spain feel these obstacles when looking for a job. For migrant women in Sweden, discrimination is felt in the work culture (recruitment, work placements, communication) and informal segregation takes place (migrant women do not live in the same neighborhoods as locals, etc.).

Another obstacle is related to *poor information or even the lack of information* that people face. According to the analysis of national reports, women with Asperger's in Italy face a lack of experience and information in the field of work and women in rural Serbia are poorly informed about educational opportunities. In Spain, too, the long-term unemployed justify their long period of professional inactivity by the lack of information on the labor market. For persons deprived of their liberty, the obstacles are manifested by insufficient information on the services that can be accessed in the post-detention period and the institutions that can provide support, but also by difficulties in maintaining the connection with the support environment.

Cultural barriers are another type of obstacle identified in our studies. The existence of perceptions, of images about the deficiency (as in the case of women with Asperger's) is unfavorable to the full social and professional integration of people with this condition. Adherence to certain social values (non-compliant with social norms) creates a potential for the development of criminal behaviors, which may have an impact on the risk of recidivism - a situation reported in the report on persons deprived of liberty in Romania.

Another aspect highlighted is the *weak involvement* of the affected groups in expressing their opinion in the public space, as well as the *weak participation in the policy-making process*. There has been a low level of participation of rural women in Serbia in local policies that may affect them. As a justification for the weak involvement were invoked aspects such as: lack of energy (after a day of work), lack of time (women being engaged in domestic activities, raising children, household). In the analysis of the obstacles faced by Romania in the assistance of the persons deprived of liberty, the weak involvement of the person in the process of preparation for release was signaled, respectively in establishing the short and medium term path.

In the *analysis of the support provided by the community* to these vulnerable groups, a series of deficiencies were also found. Thus, the long-term unemployed in Spain face insufficient support from employment services, considering that the underlying problems are not addressed by the authorities and that there is a lack of investment, which limits the creation of jobs. The lack of reaction on the labor market is also mentioned.

In the case of rural women in Serbia, there is a low level of access to services that can support their economic participation or finding jobs outside their predominant context. Educational programs that could support the inclusion of women in rural areas are usually not available in rural agricultural areas for women that need them.

The return to the community of persons who have served their custodial sentence raises a number of difficulties, both for the family and for the community. The Romanian report shows that there is a weak participation of non-governmental organizations inside penitentiaries (few projects are developed to support vocational guidance and integration into the labor market). There is also a lack of support from the community - in particular the lack of a specialized post-detention system to help people reintegrate as soon as possible, thus avoiding the abandonment of former detainees in the process of reintegration because of the various administrative procedures that request for assistance / counseling that they have to follow (bureaucratic).

For people with disabilities in Slovenia, community intervention is expected to be carried out through carefully planned activities (combining the everyday environment with service providers) so that this social category makes appropriate use of social media (including ICT literacy).

Economic barriers are felt at the level of all social groups. Our analyzes show the economic precariousness of women in rural areas (Serbia), lack of housing / shelter or lack of financial resources / lack of food or clothing, after release for persons deprived of their liberty (Romania).

Psychological barriers caused by impaired self-esteem, feelings of personal resilience, the risk of discouragement and inactivity due to failure to find a job strongly affect the mental state of people at risk of social exclusion, sometimes accompanied by deteriorating health (against the background of declining well-being).

A number of obstacles come from *the characteristics of the environment* (social, economic, educational and cultural). Thus, for persons deprived of liberty in Romania, the risk of recidivism can be generated by returning to the criminal environment (family with criminal behaviour, circle of friends, etc.). From another point of view, a limit of the educational environment can be generated by the lack of perspectives on the training / employment of people, the educational offer not expressly addressing these categories. This is why vulnerable people have difficulty continuing their studies.

The labor market does not fully respond to the social categories that face the existence of a criminal record (the case of persons deprived of liberty), lack or erosion of skills (labor market demanding new skills), chronic unemployment - the longer people remain without a place the less likely they are to find a job again (the problem of the long-term unemployed). For rural women, as reported by Serbia, access to services to support economic participation or finding employment outside their predominantly agricultural / household context is also low. In the face of new challenges facing the world, changing the perspective of education (distance learning) for people with disabilities has necessitated the adoption of new ICT. The Slovenian report shows that inclusion in vocational education and / or completion of already started educational programs or vocational retraining opportunities, together with a set of transversal skills / ICT / resilience, is an important factor in overcoming prejudice and improving employment status.

Conclusions drawn from the in-depth interviews

The interviews, with questions structured on the scheme of documentary research, revealed both points of view, beliefs and experiences of people at risk of social exclusion as well as the identification of the extent to which legislative provisions, policy contents and strategies are known. The importance of the measure of the last aspect reported correlates with the understanding of the conduct of the groups in relation to the content of the measures issued in their favor and with their confidence in them. Ignorance of the rights or vision that a state has in addressing social issues, ignorance of the contents of policies and the social protection mechanism can create the vulnerable people a false impression that the society has not thought of a social protection system and is keeping them in the marginal area. We believe that if more people knew *what kind* of support and *where* they could ask for it when they are going through a difficult situation, the scale of social problems would be decreasing and people would go easier through difficult times.

Thus, the in-depth interviews with people at risk of social exclusion showed that they did not have a clear picture of the existing legal framework and support policies, nor of the funding of support actions aimed at them (situation highlighted by Italy for women with disabilities in autism spectrum or by the persons deprived of liberty in Romania). Respondents are of the opinion that policies / legislation do not meet all their needs and that improvements are needed.

On the other hand, experts believe that legislation and policies provide for sufficient measures for vulnerable groups, demanding only punctual improvements in the working procedures: for example clear rules for collaboration between prisons and providers of training and financial support for trainers as well as diversification of support services for people leaving the penitentiary (the case of Romania). Similarly, experts in Italy consider that there are some good laws and that improvements are needed for a good application (to link the theoretical framework to that of implementation), to create a mechanism through which to employ people with disabilities (including people with Asperger's syndrome) by companies, to make control more efficient in this regard, as well as to develop concrete actions against the background of increasing funding to support people with autism, so that the opportunity becomes real.

Regarding the initiatives carried out for the vulnerable groups, it was appreciated that they are isolated and few. The Italian report shows that no projects have been carried out to address only women with autism spectrum disorders, and that of Romania shows that the opinion of disadvantaged groups is that the actions carried out for persons deprived of their liberty have been few and isolated. Non-governmental organizations have acted in isolation, in certain geographical areas.

Conclusions from the focus groups

Focus groups with people facing the risk of social exclusion have revealed a complex of issues that they have reported. There is a need for incentives for businesses to receive so that people with disabilities have easy access to the labor market - women with autism spectrum disorders. There is also a need - as OZARA from Slovenia showed - for a better understanding of the potential of digital communication tools and means so that people in need can take training courses for digital development, improve their social capital and update their ICT knowledge. Also, as the Romanian study on people deprived of their liberty has pointed out, there is a preoccupation with learning how to better use the virtual space both for professional training as well as personal use. All the aforementioned draw to the conclusion that there is need to diversify the training offer. This would lead to the possession of professional and digital skills that help the person to integrate into the labor market. At the same time, it is necessary to support employers in order to be more open to hiring people from social categories who have difficulties accessing the labor market.

Focus groups with specialists also pointed out other sets of opinions and requirements to better respond to the social and professional integration needs of people in difficulty. Such issues were: although the legislative framework is good, the legislation is not specific to all vulnerable groups (Italy does not have a law to support women with autism spectrum disorders through specific actions - they need support because they face multiple discrimination, gender issues are not highlighted, there are no clear procedures to make the practice functional); the need to invest in the professional training of operators (the topic of autism is not known); companies should be encouraged to hire, the quality of training should be varied and good.

For the specialists in the field of integration of persons deprived of liberty, any source of information and promotion of the professional training offer is valid and used. The needs of employers for skilled and professional labor force, in the context in which qualified and experienced persons choose to go to work abroad, is well known. The Romanian report pointed out that in certain areas of the private sector there is a willingness to hire people who have left the penitentiary, the only condition being that they work. Employers need staff initiated in the field of technology and digital resources, the need for modernization of work being implicit.

Migrant women raise the issue of learning the language of the country in which they settled, namely Sweden. They need support to overcome the language barriers they face when entering the

labor market (language education). They are interested in training in management or entrepreneurship (wanting to develop business in different sectors). An asset that migrant women in Sweden have is the possession of transferable skills, which in harmony with language education would facilitate access to the labor market.

Rural women, as the Eudofons report shows, face reduced opportunities, with rural areas having their own specificity (poor infrastructure, poor traffic connections, reduced educational opportunities, reduced social life, etc.). Rural women need additional education, information about free vocational training programs, online education.

Spain's report on training needs for the long-term unemployed highlights the mismatch between the specific needs of each unemployed person and the supply of employment services, as well as the lack of correlation of skills acquired with the supply of jobs in the labor market. Social mentoring is a solution, from the perspective of specialists, for a real increase in the chances of obtaining and maintaining a job. In fact, the idea of mentoring has been emphasized in other reports, which shows the need for such social support.

A mirror of strengths - weaknesses reported

Strong points	Weaknesses
There are strategies, policies, legislative provisions developed in the field of vocational training, vocational integration and labor mediation for different groups at risk of social exclusion.	Some social categories are not covered by specific measures in public policies (there is no strategic plan that specifically targets them). Thus, they are not visible in vocational training and in actions of integration into the labor market - women with Asperger's, rural women.
There are public institutions / structures that develop programs or provide funding for training programs and access to the labor market. These institutions have specialists who deal with achieving the objectives of social reintegration of disadvantaged groups.	It is appreciated that they do not intervene enough, that they organize too few courses, that they do not think of actions strictly oriented on social categories. The representatives of the vulnerable groups want a focus / individualization of the services for the groups they represent, they want the familiarization of the specialists with the issue of vulnerable groups
There are non-governmental organizations that have taken action for vulnerable groups. They developed projects and conducted courses for people from vulnerable groups. The non-governmental environment is a valuable resource for completing the public training offer.	It is desired that the civic society be more active (aspect signaled especially by representatives of the penitentiaries who want more services for persons deprived of liberty).
Strategies are subject to public debate.	Disadvantaged people do not make public their problems - they do not participate in debates, do not transmit points of view when public calls are made for the elaboration of normative acts; do not get involved civically in order to claim rights (ignorance being one of the causes).

<p>There is a desire on the part of vulnerable groups to train, to accumulate information about digital education.</p>	<p>Access to training offers - especially in rural areas - is very low. Some training programs need an adaptation.</p>
<p>Employers invest in the professional training, including digital training, of their own employees.</p>	<p>There is an instability of the labor force - some people, after acquiring professional skills in the country of origin, are eager to work in other countries, in order to obtain better incomes (see the Romanian report).</p>

V. Findings

The main findings from this research are as follows:

The training should take into consideration:

- Information channels used by vulnerable people (media, NGO specialists, friends, family, etc.);
- Improving transversal skills (IT and ICT skills, tools to navigate the labor market, self-esteem, self-analysis and understanding of skills and aspirations, development of communication and social skills, teamwork and conflict management, professional rights, knowledge in the field of legal);
- Training should consider digitization;
- Full understanding of social media (computer literacy, knowledge of the functions and usefulness of virtual space, rules of internet browsing, etc.);
- The need for tutors and / or mentors (social mentoring) during the training as well as in the first phase of employment;
- Familiarizing people in vulnerable groups with the content of laws and strategies;
- Rural areas offer fewer opportunities than urban ones (poor infrastructure, lack of educational opportunities, poor internet connections, adult education in rural areas is not a priority for the Serbian government, employment opportunities in rural areas are low, rural areas are not stimulating for women (limited opportunities to participate in social life and local policies, ignorance of laws and rights, low awareness of the importance of information, etc.), rural women need additional education, digital education for women in the country, (especially for those less educated and older);
- Correlation of the professional training offer (especially of the course contents) with the skills required on the labor market (adaptation of the training offer to the company's needs);
- Adequacy of the services of employment offices / agencies to the individual needs of each unemployed person / job seeker (personalization of services);
- Creating networks of access on the labor market (exchange of experiences through online and off-line, connections between employers and job seekers, establishing a connection with potential employers during vocational training);
- Language education (for migrant women, but also for people who want to work in countries other than the one in which they were born);
- Supporting entrepreneurial people who want to become business leaders (leadership skills);
- Professional fields of interest for job seekers;
- Complementary support services (counseling, mediation, psychological support).

*Partners should provide participants with **clear instructions** on:*

- How the V.I.C.T.O.R.U.P.E.S.I. training will influence their professional path and social integration;

- Purpose of the training, objectives and expected results / purpose of the project;
- Specific training results (accumulation of knowledge, skills, attitude formation);
- Calendar and duration of the course / training;
- Where will the training take place;
- Training plan and program, possibly with learning modules;
- Working and learning methods / training methods considered more appropriate for the target group. Fetico Spain considers that the most appropriate method is mixt learning (which combines classroom learning with online learning);
- How to carry out the training and technical requirements. Training should be practical, promoting the use of learning in the workplace (apprenticeship, internships);
- The importance of training and technical requirements;
- Opportunities for participants after completing professional training;
- Inclusion of transversal competences essential for access to the labor market ("Module 0" as: digital skills, labor market knowledge, self-knowledge, etc.);
 - How the contribution to training will influence the lives of other people facing the same challenges;
 - How the training was built based on their evaluation;
 - Employment opportunities, including abroad;
 - Existing non-governmental organizations and other social actors that provide advice / mediation to persons deprived of their liberty;
 - Social and personal benefits arising from adopting an active behavior on the labor market (to increase motivation for work).

Flexible training is essential - many of the target group may need the professional training providers to adapt, change their perception and be more flexible.

From the perspective of training flexibility, programs and learning environments relate to the various circumstances of the target groups. Flexibility refers to the content of the training but also to the methodology used. This is necessary because the target groups are diverse, with different needs and responsibilities arising from the level of education or prior knowledge in areas of interest that are not defined precisely or contextually.

At the same time, the speed of learning is different. Other external factors (work from home, responsibilities in family life, etc.) act on the training process.

Training courses need to be adapted to online formats so that they are easy to understand and accessible to learners.

Approaching from the perspective of motivating vulnerable groups for learning / providing additional mentoring support (in the use of computers for example), greater involvement of specialists in providing social support.

From the focus groups and interviews, it can be noted that the participants are keen to acumulate and/or consolidate their IT / ICT skills and the transversal ones (technological requirements are growing, industries are more and more digitalized, etc.), to understand employment opportunities,

to combin learning / teaching approaches (online with offline), to show interest in a wide range of areas (in relation to skills, abilities, interests, etc.), to confront the stigma shown by those in the community, to reduce barriers generated by gender roles in the professional field, to understand the legal framework on employment, access in the European labor market (in order to obtain an increased economic capital), to receive support for starting a business (training in entrepreneurship, social media, development of language skills).

Partners should be aware that **training needs are different for each participant** and training should be planned accordingly.

Each vulnerable group has its own characteristics generated by gender, geographical location, social status, functional limitation or criminal experience, which they learn to manage so that, using the existing social and economic resources in the community, they cross the period of difficulty in order to increase the quality of their life.

Other relevant findings:

The context of the Covid 19 pandemic has generated serious challenges worldwide. For the present research, the planned actions focused on online communication and on conducting research, most often, through virtual communication platforms. The vulnerable groups have found it even more challenging to acces training and the labor market. But, applying the rule of flexibility, the situation experienced by both vulnerable groups and specialists meant adapting work, flexible communication (through digital means) and identification of alternatives.

VI. Perspectives

How are we going to use these findings?

When developing the training materials, the partners will ensure that the content is **clear and easy to understand**, consisted of all the relevant information needed to use **different social media platforms**, and also included information on **safety and security** when using the platforms. With regards to language barriers, all partners **translated the materials into English, Swedish, Italian, Serbian, Slovenian, Romanian and Spanish** to aid the training in the different countries.

When training started, each partner organization ensured that **flexible training options were given** to suit those involved, and the **online learning platform** was also used to supplement the training, in case any information needed reiterating.

Other ways of using the findings

This analysis carried out at the level of several organizations, referring to various social groups, showed that there is a need to influence the political decision-making process, to develop measures to support the social inclusion of all social categories, their visibility in national and European policies and strategies and the intensification of actions to develop more training programs.

The importance of diversity management!

VICTORUPESI consortium consist out of very divers partners serving very divers beneficiaries. This represents a micro mirror of the societies each of our beneficiaries are living in and is really important to build the ground for holistic approaches.

Reasons for having holistic approaches at European level:

- From a holistic perspective, the present analysis allows a descriptive overview of approaches to social categories at risk of social exclusion (by analyzing the content of strategies and policies) so that the effect is to understand the position of each vulnerable group in the social system. From the point of view of social rights and the possibility of exercising them, the correlation with the effective measures taken by each state for vulnerable groups shows both the position of the authorities and the extent to which persons belonging to vulnerable groups are socially active;

- The problems reported by a state regarding its target group are also found in other European countries (differences can be registered where policies are more permissive or on the contrary, they are firm, not allowing deviations from respect for human rights). These findings lead to unity and mobilization in order to reshape the framework system of administrative functioning at the level of each nation, and implicitly at European level;

- Starting from the full approach of the protection system of vulnerable groups, in the context of their participation in the labor market, vocational guidance and digital skills expansion, almost all project partners stressed the need for person-centered approaches, individual adaptation in vocational training;

- Finding the issue of discrimination in each rapporteur involves concentrating on addressing this social process by developing actions that have the effect of reducing it;

- Thus, the holistic approach ensures the highlighting of all aspects that are discussed when it comes to social inclusion: legal, administrative, political, social awareness and specific issues.

The importance of digital skills!

The world is changing significantly, hence the need to keep up to date with technology. With technology advancing at an incredible speed, it is important that we are not lagging behind these changes.

Reasons for having good digital skills:

- **Adapting to an increasingly technological world** - companies use technology and need employees to have such skills; technology supports active participation in many key areas; digitalisation is becoming a strategic goal for states, as economic development requires this evolution;

- **Labor market trends, from education and training to employment and maintaining employment** to which each person learns to have a better response to labor demand. Communication and electronic presentations are gaining momentum; the training offer of the course providers includes the development of courses in virtual format, which requires from the beginning digital requirements / skills from the students (in the absence of these skills, the access to professional training decreases);

- **The support network** (a concept used in social intervention) will also include a digital component (a new perspective on communication and the increase of social capital resources);

- **Changing the nature of communication between people** - virtual social environments are becoming more present and use different communication platforms;

- Promoting the **personal brand** in the online space - the presence of personal web pages, personal blogs become a professional image, a portfolio, and form in certain circumstances a brand that defines the public conduct (implicitly the professional one) of a person. These can become decisive when a person is looking for a job;

- **Personal living space** requires the use of digital skills (shopping online, paying household utility bills all online, online reservations for various events, etc.)

- **The associative space**, the representation, the promotion of the rights are realized on the social networks (it also implies an education of the conduct in the new relational space);

- **Education / Self-education** - to use online resources for learning, set boundaries in the use of virtual, aspects related to legality (rights, protection, abuse prevention).

All this generates a new concept in education and training: that of digital literacy.

The overviews of the political context

Bringing together a concern to help reduce social exclusion and increase the social inclusion of the different sections of the population exposed to social exclusion, the organizations partner in this project represent six states located on European territory. Of these, five are part of the European Union (economic and political union), respectively Italy, Slovenia, Spain, Sweden and Romania and the sixth country, Serbia, is a candidate country for the European Union (in the process of integrating European Union legislation in national legislation).

The following countries involved in this project are part of the area without internal borders - the Schengen area: Italy, Slovenia, Spain and Sweden, which allows their citizens to move freely in their personal or professional interest, without being subject to border controls.

According to the official website of the European Union, the home countries of the Partners involved in the project have the following political systems:

Italy is a parliamentary republic with a head of government (the prime minister, appointed by the president) and a head of state (the president). The Parliament has 2 chambers: the Chamber of Deputies and the Senate of the Republic. The country is divided into 20 regions. 5 of them have a special autonomous status, which allows them to adopt their own legislation for some local issues.

Romania is a semi-presidential republic with a head of government (prime minister) and a head of state (president). Both the government and the president have executive powers. The country consists of 41 counties and the city of Bucharest. Each county is administered by a county council, which is responsible for local issues, and a prefect, who administers national issues at the county level.

Slovenia is a democratic parliamentary republic with a head of government (prime minister) and a head of state (president), elected by direct vote. The government has executive and administrative power. The prime minister and ministers are elected by parliament. Slovenia is divided into 212 municipalities.

Spain is a democratic and constitutional parliamentary monarchy with a head of government (prime minister) and a head of state (King). The Council of Ministers is his executive arm, chaired by the Prime Minister. Spain is a unitary state consisting of 17 autonomous communities and 2 autonomous cities with varying degrees of autonomy.

Sweden is a constitutional monarchy and parliamentary democracy with a head of government (prime minister) and a head of state (King). The government has executive power. Legislative power belongs to the unicameral parliament. Sweden is a unitary state, divided into 20 counties and 290 municipalities

Serbia is a parliamentary republic with a head of Government (prime minister) and a head of state (president) representing the executive power. It has a single chamber parliament (The National Assembly) which has the legislative power. The judiciary is independent and is headed by the Supreme Court of Cassation, which is also the highest court in Serbia⁹.

⁹https://en.wikipedia.org/wiki/Politics_of_Serbia

Although our study shows that policies and strategies, including the legislative framework, are improved in each state and that measures are sufficient in general terms, there are still issues that need to be developed (better visibility of vulnerable groups in legislation), incentives for companies, streamlining employment policies, financial support / benefits for vulnerable people)

The overviews of the funding of vocational education in each of the partners countries

Analysis of funding sources for conducting vocational courses for adults conducted by partners involved in the V.I.C.T.O.R.U.P.E.S.I. reveals that public funds are provided at the state level for various vocational training projects. In this context, the participants in the courses benefit from free professional training. In addition to this source of public funding, other sources of funding can be accessed.

The overviews of the local companies and industries available to hire our beneficiaries in each of the partners countries

Identifying local companies in which people belonging to disadvantaged groups can have a place is an extensive process, which requires patience in exploration. The difficulty stems from the fact that each company operates in its area of economic interest. Of course, a common point, which can link the vulnerable group looking for work and employers in need of trained labor, is the public employment agencies or private labor mediation agencies.

If through desk research it was possible to identify a part of the virtual job search platforms (there are sites where both the potential employee and the employer are registered, training providers have created web pages to present the vocational training offer, etc.) identification of areas of activity and industries is difficult. A good partner in such situations can be the associative bodies that represent those companies (in the situation when they formed a union / association).

In the study (both the desk research, as well as the in-depth interviews and focus groups) economic areas of interest or areas with the potential for taking over the workforce were identified. Employment prospects can be identified in both the public and private sectors. Thus, Sweden has identified (for migrant women) areas such as telecommunications, industrial machinery and motor vehicles, the pharmaceutical industry, household goods and appliances, forestry, the iron and steel industry, etc. Serbia has identified areas and industries in which rural women with improved digital skills can be employed: agriculture, tourism and catering, the IT sector, public institutions (education, health), the creative industry. Spain presents local opportunities with the best employment prospects for the long-term unemployed, namely: logistics and transport, health and care services, the ICT sector, the trade, hospitality and tourism sectors.

Slovenia's report shows that, for people with disabilities, cooperatives / companies intended for them and considered to belong to the social economy continue to be the most open, and the economic areas are: manufacturing, health and social assistance, trade, maintenance and car repairs. For persons deprived of liberty in Romania the areas of interest are: agriculture, animal husbandry, vehicle repairs, construction, technology / ICT, tourism industry and catering, the transport of goods and shipbuilding. These few areas identified in this study are of interest to vocational training providers, as they allow an objective correlation between labor demand, labor supply and expectations of the potential employee and the employer.