

Paper report

SOCIAL INNOVATORS GAP

Measuring the distance
between gained and needed skills.

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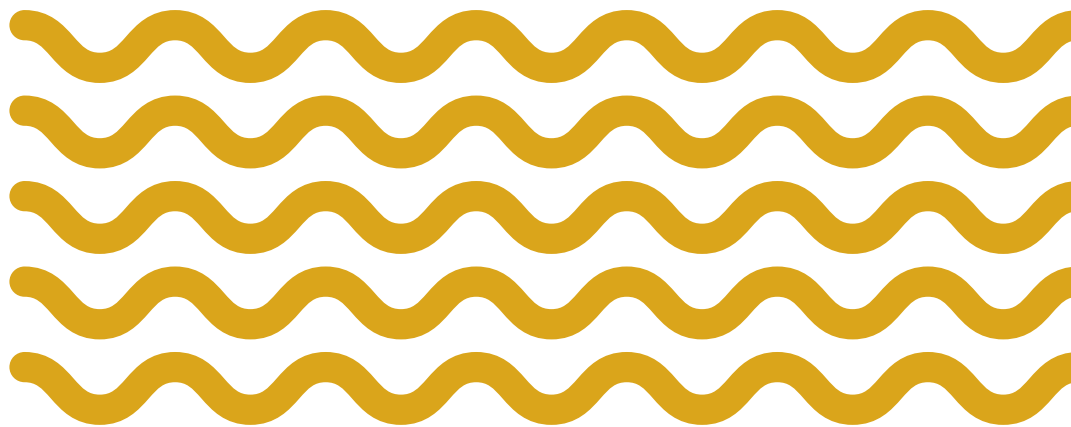
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This paper reports on the project Social Innovators (SI), funded by EEA (European Economic Area) and Norway Grants Fund for Youth Employment. The SI project is an innovative approach to tackle the emerging NEET (Young People Not in Education, Employment or Training) group of tertiary educated young people with social studies and humanities background by focusing on providing skills and work experience in the non-profit sector and generating real employment opportunities in the field of social innovations. It consists of three project partner countries, Bulgaria, Croatia, and Slovenia. Although the general youth employment rates show signs of recovery after the worst refugee crisis in 2015, comprising over 19,5 million refugees across the globe, the group of unemployed tertiary educated youth is growing. A part of this scenario is that social science graduates are becoming the largest group of long-term unemployed. They are often forced to take precarious job arrangements or jobs below their education level. Rather than to discourage enrolment (which is the current trend), this mismatch between education and employment should and can be addressed by combination of measures, which would make them more 'employable' and generating concrete opportunities through social innovation, where their knowledge and contribution is essential. With their broad set of skills, they are a perfect human resource for the non-profit sector, in which many aspects of innovation have long been present and peoples' potential through the acquisition of soft skills transformed. It is also a growing sector that generates gross value through services and devotes most of their expenditures to labour costs. The SI aims not only to raise the employability and provide sustainable jobs, but also to generate social value to sustain the European social capital.

The project has listed several pre-defined outcomes.

- 1 Improved employment situation of NEETs/target group
- 2 Increased participation in education and training of former NEETs/target group
- 3 Increased number of NEETs/target group experiencing social inclusion
- 4 Innovative approaches on lowering youth unemployment have been developed or adopted
- 5 Increased transnational cooperation on labour market issues.

INTRODUCTION

Likewise, the project has defined specific outputs contributing to the project's outcomes. One, capacity-building for NGOs (Non-Governmental Organizations), which will strengthen them as human resources accelerators. Two, new educational program, which will prepare social science/humanities graduates for their future engagement in the field of social innovation and NGO work environment. Three, NGO apprenticeship model (and its module for vulnerable groups), which will enable young people to gain essential work experiences and skills in NGOs. Four, local partnerships, which will implement social innovation plans, developed and selected through so-called ideathons. Five, established support environment for social innovation, consisting of SOCIAL INNOVATORS HUBS, mentoring support and established expert network, Six, transnational network of partners, which will enable peer learning, exchange and collaboration between actors and initiatives. Seven, advocacy and awareness-raising campaign, which will promote non-profit sector as social innovation generator, HR (Human Resource) incubator and potential employer.

The following report is on the initial phase of Work Package 3 (WP3). The aim of the WP3 is to better prepare social science/humanities graduates for their future engagement in the field of social innovation and NGO work environment. Its main objectives are to design a targeted and adaptable training program in project management for social innovators and to produce a handbook for future course providers with whole sets of methodological and content related aspects, which will enable quality training to be delivered in different educational settings (within universities, NGOs, career orientation centres etc.) in Bulgaria, Croatia and Slovenia, and in long-term perspective on wider transnational scale. The target groups are social and humanity graduates aged 25-29 from the three countries. The expected outcome of this WP3 is a bespoke training solution, providing one of the key elements of the program's innovation, i.e. the education component, which will be linked with the practical component of work-based experience (NGO-based learning) in Work Package 4 (WP4). Both WPs will complement each other and create a wholesale training system for social science/humanities graduates, which will equip them with the necessary skills to stay employable in a sustainable manner. Developed model will, due to its correlation with the missing skills on the job market, cross-sectorial approach and non-formal educational methods, be an attractive educational program for former NEETs and have with its implementation and applicability an overall positive effect on the employment situation of NEETs. '

The purpose of the current paper is to serve as a basis for training program and learning outcomes framework content design. The data are gathered through the participating countries' reports, which are based on written notes from, and interviews with NGOs in the respective countries carried out between April and September 2019. The structure of the current report is developed from the overall topics for investigation. The last part consists of a synthesis of the interviews carried out by the cooperating partners within each country. It may provide additional insights to develop a training program and outcome framework content design.





01 RESULTS FROM THE WRITTEN NOTES

1.1 DESCRIPTION OF PARTNERS' KNOW-HOW AND EXPERTISE IN THE PROVISION OF TRAININGS WITH FOCUS ON YOUNG PEOPLE (E.G., DESIGN THINKING, SOFT SKILLS TRAINING, ONLINE, BLENDED LEARNING, ETC.).

The aim of this topic is to map good methods and content that can be integrated in the future training program.

▶▶ THE EXPERIENCE IN CONDUCTING TRAINING WITH YOUNG PEOPLE.

Bulgaria

National Management School (NMS) has since its establishment in 1990 specialized in providing extracurricular training in business and management for young people - high school and university students as well as young people at the labour market. The focus of the trainings with young people is to develop their knowledge and skills on management and entrepreneurship, to discover and develop their transversal competences. For more than 15 years NMS has been conducting extensive training for the development of soft skills for its students, both from the capital city, Sofia, but also from the countryside. Currently it works with about 300 young people engaged in studies at the NMS. Until now over 6500 young people aged 15-19 years old successfully graduated the programs, and 90% of them continued their education in universities.

Croatia

YIHR has been conducting training programs with young people since 2009. In terms of general topics, trainings were mostly focused on the following areas: Human Rights, Transitional Justice and Reconciliation, Democracy, Soft skills development, Project Management and Activism. For 5 years YIHR has been conducting internship programs for foreign students in before mentioned fields. YIHR has experience in working with young people from Croatia, other Western Balkan countries, EU and USA.

Slovenia

Pina has experience in educational program development, active citizenship, project management, participatory methods, cultural management, educational program implementation, 300-hour program in Cultural Management, 150 hour workshops about project management for universities, specialized short workshops in public participation, didactic development, webinars, training kits, and games. Overall, in the last 5 years PINA has given workshops and trainings on more than 50 schools and has prepared workshops or trainings for public institution at least 10 times per year.

▶▶ THE EXPERIENCE IN DEVELOPING METHODOLOGIES, GUIDES, TRAINING PROGRAMS, PRACTICAL EXERCISES AND TOOLS FOR OBJECTIVE AND SUBJECTIVE ASSESSMENT.

Bulgaria

National Management School's experts are experienced in the development of methodologies, guides and programs as part of the training content we offer to our students at national level as well as developed as part of international projects. The organization has been a coordinator of several Lifelong Learning Program (2007-2013) and Erasmus+ Program (2014-2020) projects for the development and/or transfer of innovation for the use of soft skills and coaching methods in the secondary schools in the country, such as Comenius Multilateral project SOS.NET (Social Skills Trainer - New Qualification for European Teachers), implemented in partnership with organizations from the Czech Republic, Portugal, Romania, Bulgaria and Turkey (see attachment 1 for more details).

Croatia

YIHR doesn't have lot of experience in developing methodologies and tools for subjective assessment.

Slovenia

Pina has little experiences with assessment educational activities, only some short lectures as part of Project Management trainings.



THE EXPERTISE IN RELATION TO USING DIFFERENT LEARNING APPROACHES

Bulgaria

The NMS works with 12 certified soft skills and coaching trainers built throughout the last 20 years. As a result of four 2-year international projects, implemented in the period 2010-2017, the NMS has a license as a training provider for 14 key social competencies for the labour market and expertise to deliver coaching training of trainers. Its experts have experience in design thinking for teachers and for young people in the country. Additionally, to the design thinking methods applied in their work with young people, they also developed training programs based on design for change methodology, which helps to develop the required 21st century skills in young people, build their social and emotional competencies and promotes employability skills. In the last 3 years, trainers from NMS also developed a training program for capacity building of organizations in the health care sector for improved fundraising and leadership development of their leaders. Moreover, it also has expertise in implementing specific training methods such as, Points of you and World café.

Croatia

YIHR is experienced in using and developing methodologies related to conflict resolution, soft skills training and dialogue. YIHR also has experience in using different types of workshops, lectures and trainings.

Slovenia

Pina has experienced skills in design thinking, Augusto Boal Theatre of the Oppressed, Loesje creative writing, and World Café. Moreover, the organization uses various techniques focused on participatory approach and open floor.

In sum, regarding know-how and expertise in the provision of trainings, Bulgaria NMS reports on three main areas of expertise; Soft skills training, personal and group coaching, design thinking, and psychological counselling and mentoring. The Croatian partner reports that YIHR is mostly competent in areas such as Human Rights, Transitional Justice and Reconciliation, Democracy, Soft skills development, Project Management and Activism. The Slovenian partner emphasizes Project Management, Participatory practices, Innovation Cycle, and Communication Campaigns.

1.2 DESCRIPTION OF EXISTING TRAINING PROGRAMS IN THE FIELD OF PROJECT MANAGEMENT IN EACH PARTNER COUNTRY.

The aim is to map current training offer and see what can be integrated and further upgraded.

▶▶ THE PROJECT MANAGEMENT PROGRAMS AVAILABLE

Bulgaria

Most of the existing programs in Bulgaria are long-term academic programs and short-term module courses. There are also private courses, offered in private educational centres, including 2-4 days project management courses blended with distance on-line training.

Croatia

Project management as a course is available as part of study programs, mostly at universities in Croatia. They are part of graduate and undergraduate studies at Faculty of Law, Faculty of Physics, Faculty of electrotechnics and computing, VERN University, Universities in Karlovac, Rijeka, Zadar and Slavonski Brod. They are usually valued 5 ECTS (European Credit Transfer and Accumulation System) points for undergraduate courses and 8 points for graduate courses. There is also a project management study program at University Zaprešić which lasts for 2 academic years, valued 120 ECTS points. There is also a 150 hours project management program at Institute of Management in Croatia, and one implemented by Algebra university. NGOs in Croatia are involved in organizing training courses and seminars on project management which usually last from 1 to 5 days. Private business schools like Educentar or Experta have their own project management study programs.

Slovenia

Project management is provided in all Slovenian Universities (Ljubljana, Maribor, Nova Gorica, Koper). For example, Faculty of Economics has a course in Project management. Private faculty Alma Mater Europaea offers a 3 years study of Project management. In Slovenia there is also a ZMP (a religious school programme)¹, Slovenian Union for Project Management, that each year awards the Project Manager of the year. They also have a youth section. Besides that, there are NGOs and private companies offering short training programs and workshops related to the topic of project management.

In sum project there are both management training is provided by universities (state and private) and private consultancy companies/training organizations (see also attachment 2).

1 <https://donbosko.si/oznaka/zmp/>

1.3 IDENTIFICATION OF ACADEMIC PROGRAMS, COURSES OR TOPICS IN THE FIELD OF PROJECT MANAGEMENT THAT ARE CURRENTLY PROVIDED IN UNIVERSITIES FOCUSED ON SOCIAL AND HUMANITARIAN STUDIES

The aim is to map existing training content and methods in the field of project management at academic level.

►► PROJECT MANAGEMENT PROGRAMS AVAILABLE AT UNIVERSITIES

Bulgaria

In Bulgarian universities various master's programs for project management and bachelor's degree programs are offered.

Croatia

Project management is usually available as university courses at undergraduate level, available at least 8 universities/faculties in Croatia – University of Zagreb, Rijeka, Zaprešić, Slavonski Brod, Split, Karlovac, Zadar and VERN. It was only possible to identify one academic program of project management which is available at University of Zaprešić. It lasts for 2 academic years and is valued 120 ECTS credits.

Slovenia

University of Ljubljana is part of the project EXCELLENCE-IN-RESTI (Interreg Danube²), that aims to remove gaps in knowledge and skills in managing social and technological innovation projects. In the summer 2019, 25 Slovenian students are offered free pilot educational program Project management of social and technological innovation projects. Faculty of Social Sciences offers a course on master level called Project management. It is worth 5,0 credit points (30 h lectures, 30 h other forms). It is an obligatory course for students of Social Informatics, and a course of choice for other students. It focuses on phases and processes of project management, working in teams, informational sources and tools, and practical part where a project is applied and/or lead. Moreover, Faculty of Economics (UL) offers a course on first level called Project management for students of program at the University Business and Economic School. It includes defining the projects, process of planning the project, preparing the projects, leadership of project team, project monitoring and the final stages of project. School of Advanced Social Studies (UNG) offers a course in Project Management for students of program Social Management (first level study). It is worth 6,0 credit points (30 lectures, 45 practical lectures). The content revolves around organization of projects, innovation and projects, project organizing, project managing, project administration, and practical approaches to projects. Other academic courses are related to universities or faculties not focused on social/humanities studies.

►► THE CHARACTERISTICS OF TARGET GROUPS, DURATION, STRUCTURE, CONTENT, CERTIFICATION IN THE PROGRAMS

Bulgaria

Master's programs are offered for bachelors, in two or three semesters, both full-time and part-time. Bachelor's degree programs are 8 semesters. The training aims at studying the whole cycle of project work, usually with an emphasis on the educational institution concerned, and less specific to the NGO sector. A general disadvantage may be the lack of training to develop the soft skills of students. Graduates receive diplomas for the relevant degree.

2 The Danube Transnational Programme is one of the programmes of the European Territorial Cooperation objective, better known by Interreg, funded by the European Union (one of the goals of European Union cohesion policy).

Croatia

Target groups are mostly undergraduate students and young people. Courses on project management at Universities are one academic semester long, while the academic program reported here are: Project management - 2 academic years long program at University of Zadar - valued 120 ECTS credits. There is also a specialized graduate study of project management at University Nikola Šubić Zrinski, which lasts 2 academic year, valued 120 ECTS credits. Master level study of project management at Alma Mater Europaea lasts for 2 years, giving 120 ECTS. Students can receive knowledge in the following areas:

- project start-up and project management,
- organization planning and execution of their operational and development projects,
- preparation and project management in project-oriented organizations, from the stage of preparation, implementation, participation in the preparation and management of complex projects in all types of profit and non-profit organizations,
- preparation and management of projects for the use of external funds, especially EU funds, organizing a comprehensive project work in organizations where the specialists will work.

After the completion of the program, the students from University of Zadar are getting a diploma which is recognized by International Project Management Association. In Alma Mater Europaea they receive a master's degree in European business.

Slovenia

The Slovenian results are already reported in the preceding section.



THE OPPORTUNITIES FOR ACCREDITING AN NGO PROJECT MANAGEMENT PROGRAMME AT UNIVERSITY LEVEL (INTERNAL ACADEMIC ACCREDITATION, NATIONAL ACCREDITATION, ETC.)

Bulgaria

This is a complex and long-term process. There is a requirement for lecturers' expertise. It is more realistic to start as a freely elected course to an accredited master program.

Croatia

There are opportunities for accrediting NGO Project Management programme at university level, probably in the scope of private universities and faculties not connected to University of Zagreb. Previous cooperation of YIHR with universities such as VERN and less strict provisions and regulations in beforementioned education institutions can help in accrediting new programme. In Croatia The Agency for Science and Higher Education, in accordance with the Law on Quality Assurance in Science and Higher Education and the Rulebook on Content of Licenses, and Conditions for Issuance of Licenses for Higher Education Activities, and the Reformation of Higher Education Institutions is conducting the initial accreditation process for the conduct of new study programs proposed by private higher education institutions and public polytechnics and public high schools.

Slovenia

In public universities the opportunities are low, in private it is easier.

1.4 OVERVIEW OF NGO SECTOR DEVELOPMENT TRENDS AND SPECIFIC STAFF PROFILES (NEEDS), OF JOB OFFERS PUBLISHED BY NGOS TO DETERMINE THE PROFILE OF THE “IDEAL” CANDIDATE, RESPECTIVELY TO KNOW HOW STUDENTS SHOULD BE TRAINED.

The aim is to map main areas of expertise required to work in the NGO sector in each partner country.

▶▶ THE STATE OF THE NGO SECTOR, AND WHAT KIND OF STAFF IS NEED

Bulgaria

The NGO sector is gaining momentum in its development, but still there is a need for trained specialists to join and work on creating and implementing social projects.

Croatia

Most of the NGO's in Croatia have around 5 employed personnel and around 8-10 volunteers. Most of them don't have developed any education or mentorship program.

Slovenia

On 31 May 2019, there were 27,835 non-governmental organisations registered in Slovenia, of which 24,100 were associations, 3,480 (private) institutes and 255 foundations. In comparison, there were 2 less than on 30 April 2019, when there were 27,837 organisations, of which 24,113 were associations, 3,469 (private) institutes and 255 foundations. A great majority of NGOs (as much as 92.4 %) don't have a single employee, the largest percentage to be found in associations (as much as 95.15 %) and the lowest in institutes (71.76 % of all institutes). The highest numbers of persons employed are to be found among institutes, which generally employ more than a half of all workers in the sector. There are 4.85 % of associations, 28.24 % of institutes and 6.78 % of foundations having at least one person employed. In 2017, non-governmental organisations generated just above € 870 million in revenue, of which 68,72 % was contributed by associations. 18,24 % of non-governmental organisations operated without profit, and 54,16 % generated less than € 50,000 in revenue. In Slovenia in 2017, the share of persons employed in non-governmental organisations was 0,82 % (7,811 employees of the total active population of 947,270) and has recently been growing despite the economic crisis. As compared to international figures, the share is still extremely low. According to the results of the latest major Johns Hopkins International Comparative Study from 2013, the share in the global average of the countries compared is 5,1%, and in EU countries 5,42%.

▶▶ THE PROFILE OF NGO EMPLOYEES

Bulgaria

In terms of age group, most employees are between 20 and 35 years old. Most of the leaders of NGOs are also up to 35-40 years old, however within the managerial positions the age varies. Very often it is the start in their career or their first/second job. In terms of gender, most of the low- and middle- management positions are occupied by women, in overall women are predominant in the NGO area in the country. More than 80 % of the employees has bachelor's and more than 75% has master's degree. NGO, involved in international work also require good command of written and spoken English, so it is a characteristic of most employees. It is a rare for the sector the command of a second language, however it is considered a benefit. In terms of the motivation, employees are very often driven by the mission of the organization, rather than by the salary or social benefits. Furthermore, most employees start volunteering first for the organization and later engage in the activities as regular employees.

Most employees are engaged part-time or at service contract basis within the NGO. Moreover, there are many cases of volunteering and or short-term subcontracting based on projects within the sector.

Croatia

Mostly educated in social sciences and humanities, skilled in project management, critical thinking, ready to work in teams, solve complex problems, be prepared to learn new things and can think critically.

Slovenia

The non-governmental sector employs just above 7,800 persons. Although representing only 11.69 % of all non-governmental organisations, institutes employ more than a half. The number of persons employed in NGOs has been growing in recent years despite the economic crisis. In recent years, the number of persons employed has been growing in all NGOs except for foundations where in 2015 the number decreased for the first time by 16%, in 2016 by 24% and in 2017 by 2%. A great majority of NGOs (as much as 92.4 %) don't have a single employee, the largest percentage to be found in associations (as much as 95.15 %) and the lowest in institutes (71.76 % of all institutes). The highest numbers of persons employed are to be found among institutes, which generally employ more than a half of all workers in the sector. There are 4.85 % of associations, 28.24 % of institutes and 6.78 % of foundations having at least one person employed. On average, each Slovenian NGO has 0.29 employees. There is considerable fluctuation to this average if we consider each legal form separately: on average, each institute has 1.39 employed persons, each foundation 0.21, and each association only 0.14 employed persons. In 2017, the largest share of funds allocated to non-governmental organisations was that contributed by the Ministry of Education, Science and Sport, which represented 42,58 % of all funds acquired by non-governmental organisations from ministries. This is followed by the Ministry of Labour, Family and Social Affairs with 28,71 % and Ministry of Defence with 8,91 % of all expenses.

▶▶ THE "IDEAL" EMPLOYEE PROFILE IN THE NGO SECTOR (ACCORDING TO JOB ADS)

Bulgaria

Among the characteristics included in job ads are:

- Bachelor's or master's degree. The specialties vary according to the activities of the NGO and the functions of the announced position, but most often humanitarian-social activities, economics / finance, psychology are mentioned
- Excellent English (written and spoken)
- Second language is a benefit
- Digital skills
- Project management skills
- Good command of soft skills (work in teams, effective communication, problem solving, conflict resolution)
- Excellent presentation skills
- Intrapreneurial and entrepreneurial competences
- Flexibility in working on weekend and extra hours
- Knowledge about the NGO sector in the country
- Ability to interconnect with the business and policy makers.
- More specifically, there are several job specific requirements cited such as: digital marketing skills, accounting skills, financial (budget) management skills, reporting skills, etc.

Croatia

According to the job ads most of NGO's are searching for project manager and

project coordinator. Ideal employee is knowledgeable in foreign languages, managing project cycle, preparation of project budgets, knowledge in political and legal system of Croatia and EU, methods and techniques of social research.

Slovenia

Besides specific knowledge, skills needed for the position (administration, management, expert), the job ads focus on 6-7 level of studies, more languages, driving license, being proactive, enthusiasm about the field, self-initiative.

▶▶ **THE POTENTIAL AREAS OF TRAINING FOR THE PREPARATION OF SUCH AN “IDEAL EMPLOYEE”?**

Bulgaria

In Bulgaria social competences, i.e. soft skills, are emphasized.

Croatia

Potential areas of training mostly include education programs organized by NGOs. It seems like NGOs in Croatia rarely cooperate with education institutions such as universities to train such specialists.

Slovenia

In addition to soft-skills training, Slovenian results point at language courses and field education.

1.5 STATUS OF THE NEETS PROBLEM IN THE PARTICIPATING COUNTRIES AND THEIR TRAINING NEEDS

The share of unemployed university students with a humanitarian profile to the total youth unemployment

▶▶ THE SHARE OF UNEMPLOYED UNIVERSITY STUDENTS WITH A HUMANITARIAN PROFILE TO THE TOTAL YOUTH UNEMPLOYMENT

Bulgaria

According to the NSI (National Statistical Institute) Reports in the last 5 years, the unemployment among the graduates of higher education in Bulgaria is approximately 4%. The highest share among them are those with a humanitarian profile - psychology, sociology, classical philology, who find it very difficult to find a job in the specialty in the first 2 years after graduation. These majors are highly desirable in universities, but less sought after by businesses. In 2016 the highest percentage of the registered unemployed after graduating Bulgarian universities were: Livestock breeding - 6,13%, Agriculture and archeology - 5,57%, Biological sciences - 5,47%, Social activities - 5,42% Earth sciences - 5.2%, and Religion and theology - 5%, Psychology - 4.56%, Economy - 4.19%, and Law - 4.18%. According to the new edition of the Rating System of Higher Education Institutions in Bulgaria³, the share of registered unemployed among Bulgarian higher education graduates in the last 5 years dropped to 2.44% in 2018 from 2.91% last year and over 4% in 2013.

Croatia

According to the data by Croatian employment bureau, most of the unemployed youth with university degrees are the ones from social or humanities educational background. There are no exact numbers to calculate the exact share.

Slovenia

Among the graduates of tertiary education who completed their studies in 2018, the highest number of graduates were from business and administrative sciences, law (3,416 or 20.5%) and engineering, manufacturing technology and construction (2,839 or 17.0%), from agriculture, forestry, fisheries and veterinary medicine (497 or 3.0%) and information and communication technologies (585.5 or 3.5%). Compared to 2017, the number of tertiary education graduates declined the most in programs of social sciences, journalism and information sciences (from 1,712 to 1,547 or 9.6%), and the largest increase in agriculture, forestry, fisheries and veterinary science (from 400 to 497 or by 24.3%). It also decreased in the areas of information and communication technologies (from 603.5 to 585.5 or 3.0%), and health and social security (from 2.023 to 1.997 or 1.3%).

▶▶ THE PROFILE OF THE UNEMPLOYED

Bulgaria

The profile of the unemployed are reported to have the following characteristics:

- Low motivation for development due to societal factors.
- Lack of opportunities for development within the graduated major.

There is a gap between education and business. The study programs are very often outdated at the time of graduation.

- Women are predominantly overrepresented compared to men, due to their societal duties in most communities.

3 [\(<http://rsvu.mon.bg>\)](http://rsvu.mon.bg)

- Immigrant for short-term periods over the year.
- Representatives of minorities in the country.
- Lack of opportunities for development within their local communities.
- Low command of languages.
- Low command of soft skills.

Croatia

In Croatia the most unemployed with a university degree are educated within law, economics, Croatian language and Journalism.

Slovenia

Unemployed persons were about 50,000 in the 1st quarter of 2019, which is 18.3% less than in the 1st quarter of 2018. The number of unemployed men decreased by 20.9% and the number of unemployed women by 15.9%. The long-term unemployed (unemployed 12 months or more) were 23,000, 18.2% less than in the same period of the previous year.



THE CAUSES FOR YOUNG PEOPLE NOT BEING ABLE TO FIND WORK IN THEIR SPECIALTY

Bulgaria

Nearly half of the university graduates in Bulgaria have worked in a position requiring less qualification in the last 5 years. In the coming years, the relevance of higher education will remain relatively low due to the structure of employment and the need for middle-aged people.

Croatia

No jobs are created for this type of specialists in Croatia. Social studies and humanities are enrolling most students in the country while job market mostly searches for technical specialists.

Slovenia

There was no information about the causes for young people not being able to find work in their specialty in Slovenia.

The interviews conducted by the three partners in each of their countries may give additional insights about developing a training program and outcome framework content design. Table 1 illustrates the overview of the number of interviews and their relation to their organisation. In the following I will briefly present the main results from the interviews.



02 RESULTS FROM THE INTERVIEWS

Country	Number of interviews (female/male)	Position	Years of experience	Number of permanent staff	Number of part time staff	Number of volunteers
Bulgaria	6 (3/3)	Managers, coordinator, expert	1-15 years	0-14	0-13	5-150
Croatia	4	Directirs, vice president	5-15 years	4-20	1-7	3-40
Slovenia	4	Directirs, expert associate	2-6 years	3-4	0-5	2-6

The results are organized by presenting each country separately.

TABLE 1
The number of interviews relation to their organisation.

2.1 BULGARIA

Regarding the question related to the extent of focusing on improving the status quo for NEETs, and the main goals for their work, results show that two of the organisations have worked on employment projects for youth. Another was preoccupied with lower age groups, described as children at risk, and potential NEETs. Important goals were entrepreneurial mindset development and motivation for active inclusion on the labour market and decreasing the number of NEETs. A main goal of one of the organisations is prevention and the work with NEETs to become a state approached policy through continued education, employment and entrepreneurship, in order to give opportunities to people who are NEETs to create workplaces themselves. The main obstacles to achieving the goals are reported to revolve around the following:

- lack of financing for youth initiative in small living areas and isolated regions
- lack of faith among young people
- the difficulty of identifying NEETs, as most of them are in the “grey” sector.
- children at risk are usually stigmatized by society
- finding and engaging NEETs in any kind of activities.

When asked about what knowledge and skills every professional, starting at the organisation should possess, the organisations suggest Bulgarian and English language fluency, digital literacy, working with people, training and facilitation skills, project management, administration skills, research, motivation for personal growth, learning and work and positive attitude, team work, flexibility, antirace position, financial accounting skills. As a specialised knowledge area, are mentioned social exclusion, social studies, and CSO⁴ management.

New members of their team are trained by induction training to introduce the new member with the organisational documents. The new members are taken to meeting partner organisations and the organisation’s target groups. The first tasks given to a member is related to research. Hence, they conduct job shadowing and overlook the work of experts with more experience on the following topics: fundraising, event organisation, communication and cooperation with local authorities, design and management of projects. The training is very much based on participating and observations on the actual workplace through «learn-

4 *Management* from an operator’s perspective: a step-wise action plan.

ing by doing».

The organisations expectations for the development of the CSO sector in Bulgaria, and what will be the most needed knowledge, skills and attitudes of people working in this sector can be summarised in the following. CSOs are becoming more and more isolated and unrecognized by society. Therefore, the organisations need more independence in terms of funding. They are highly dependent on governmental funding. Small CSOs cannot survive for long time. Although some CSOs are highly politicized, they are still not a key corrective of political power. Thus, there is a need to more work in this direction.

- Necessary knowledge, skills and attitudes which are emphasized are:
- Fundraising and attracting new type of donors
- Entrepreneurial spirit and business skills
- Skills to mobilise civil activity
- Assertiveness
- Communication with local authorities
- Project management
- Advocacy
- Embedding modern technologies in the work of the organisation
- Outreach to marginalized (excluded) groups
- Systems thinking
- Teamwork
- Flexibility
- Human centred approach
- Networking and communication skills (internal and external)
- Specialised knowledge areas: State structure and distribution of power;
- Local governance; CSO sector functioning.

One of the organisations explicitly add a recommendation, emphasizing that it would be great to have good internship programmes within CSOs, and additionally to have some initial funding for CSOs to start these programmes.

2.2 CROATIA

None of organizations has a focus on improving status quo for NEETs, except Serbian National Council who is improving status quo of NEETs who are also members of national minorities. Regarding knowledge and skills every professional starting at the organisation should possess, the institutions interviewed emphasize developed organizational skills, ability to take initiative, high motivation for work in a NGO based the vision and mission on which the organization rests, communication skills, presentation skills, written and orally, advocacy skills, which for social change, skills in public speaking, donor communication skills, and the ability to navigating the huge amounts of information. In addition, the following competences are mentioned:

- Research and analysis skills
- Ability to prioritize
- Good professional relations and teamwork
- Project administration work.

The Croatian organisations gave a broad description of their experiences in working with student volunteers, interns, the way they have been involved in their organization's work, and how they evaluate their work. It goes beyond the

frames of this report to give an in-depth description. However, some examples will be presented to illustrate. One priority is to hire people who are working in their organization based on Youth guarantee. It seems like a logical continuation having in mind that person gained some skills and knowledge and is accustomed to the work dynamic of the organization. The students from the faculties are involved with aim to empower civil society in the areas of their expertise. During the summer semester two students of economy and graphic design are helping in the process of a new web site design. Moreover, one organization offers free legal assistance provided voluntarily by students from the Faculty of Laws. The Croatian organisations mention several aspects regarding which skills and knowledge they find most lacking with new, mostly young people coming to their organization to work or volunteer. One is time management, for example to structure their work during the day. Another aspect that is mentioned is poor communication skills, including both at the office with colleagues and with media. Yet another is what is described as multitasking and handling multiple tasks in a quite complex job. Moreover, despite displaying enthusiasm, willingness and self-confidence, big steps may result in unfinished tasks due to poor judgement when it comes to assessing one's capabilities.

The interviewees were also asked to comment on how they see the future of civil society organizations, and what skills might be needed in the future. One responds by taking one of the problems NGOs are facing today as a point of departure. Donors fund only one, or few activities, and the NGO sector must adapt to it. Hence, NGOs are forced to write and implement projects which are not always in accordance with their mission. However, they do not have the choice if they want to survive financially. Also, there is a difference between NGOs with several employees and those which have, for example less than ten employees. Further, it is claimed, NGOs are faced with the situation where almost every NGO implements the same kind of projects because there is no other option. Having in mind this trend, as one respondent emphasizes, it is difficult to predict what the future of civil society organizations will be like, and what kind of skills are needed. Another point is made, referring to that probably the in there will be some different forms of association like initiatives, platforms, cooperatives, unions, professional associations where the founding beneficiaries are pushed by the state.

Lastly, a question was raised regarding what a preparation program for young students working in civil society organizations should contain. A broad description is given, as this question is at the core of the purpose of this report. It is noted that Working in NGO's is extremely dynamic. Comparing with people who worked at NGO's ten years ago, a major difference is that today's situation urges the people to constantly and continuously learn. One organisation notes explicitly that: first, an introduction should be made, civil society, what it is, how it works, what it serves, its basic concepts, and what it means to be non-profit. The respondent notes that it is crucial to understand what civil society is, understanding concepts, how history has developed, and its importance for understanding the society of today. Likewise, it is important to have knowledge of examples of successful initiatives and campaigns. What seems common for all respondents is that they emphasize that work in NGOs requires continuous learning and improving.

2.3 SLOVENIA

In Slovenia one network organization of youth centres has NEETS as one of the target groups. Another one is advocating for improved status of NEETs in the field of culture (workshops, advocating for special cultural status, responding to legislation). When asked about the biggest challenges they are facing, working in the NGO sector, all interviewees see financial stability as the main absent feature of their work. Other challenges are part of the instability, such as work overload, absence of long-time planning, unavailable funding for operational structures, being prospective employer and reaching the professionals as permanent staff. Also, new communication skills have been mentioned, in relation to attracting the active population to be involved in the activities of the NGOs. Yet another is rare dialogue with the decision makers, together with cutting of the spaces meant for non-profit use by local municipalities. With reference to what knowledge and skills the professionals should possess, the responses address:

- Organizational skills (how to organize your work, time management, connecting the topics)
- Communication skills (technical knowledge of apps, tools, writing skills, media communication)
- Personal skills (empathy, positive work attitude, openness for dialogue, responsiveness, proactiveness, ability to work in groups – collaborativeness, adaptiveness)
- Leadership skills (strategic planning, facilitation of group processes, advocacy skills)
- Expert knowledge of the field, the person is working on (global learning, cultural policy)

Results from the interviews in Slovenia also display what knowledge and skills the respondents believe they have developed the most by working in an NGO. They point out several aspects, such as Project work and leadership, communication, openness for dialogue, efficiency, responsiveness, adaptability, critical thinking (soft skills), and expertise knowledge of the working area.

Responses to the question with regard to what knowledge, skills and values will be central for the NGO sector, revolve around knowledge from the field of sustainable development, the ability to disseminate results of our actions, professional staff from the field of analytical social and cognitive science, and new forms of communication and marketing of the NGO sector. Moreover, values of global citizenship education, care for social changes, and keeping idealism at the front. Likewise, the respondents emphasize skills, such as flexibility and ability to collaborate with various stakeholders, empathy, understanding and openness. A last question relates to professionalism and the vision of where the NGO sector preferably will find itself in the future. Professionalism is referred to as enabling stable staff structure and regular financial support of the NGO sector. More precisely it is referred to as leading and assuring relevant functions covered with full-time employed staff, to be able to provide quality and whole platform of services for the needs of the target groups or identified issues and work areas. At the same time, a vision is displayed as making the NGO sector able to through voluntary work encourage experience gathering skills development and good will. Likewise, being a professional relates to constant improvement of the skills and knowledge for obtaining the aims of the organization and building ability to adapt to different changes and needs through changing times.

This paper has reported on the project Social Innovators and its work on WP3. It is the initial work on designing a targeted and adaptable training program in project management for social innovators to produce a handbook for future course providers with whole sets of methodological and content related aspects, which will enable quality training to be delivered in different educational settings in Bulgaria, Croatia and Slovenia, and in long-term perspective on wider transnational scale.



03 SUMMARY AND THE WAY FORWARD

Regarding the partners' know-how and expertise in the provision of trainings with focus on young people, several good methods and content that can be integrated in the future training program, were identified. All three countries have in common that they have long experience with conducting training with young people. Their competence regarding methods and content may be gathered under the umbrella democracy and citizenship, ranging from developing training programs to work shops. The partners' mapping of experience in developing methodologies, guides, training programs, practical exercises and tools for objective and subjective assessment, the results show that the institutions from Bulgaria are the most experienced, especially regarding international programs. Croatia and Slovenia report that there is little experience, thus there is a potential for development. Reporting about the expertise in relation to using different learning approaches all three countries report that they have broad sets of expertise, ranging from social competences for the labour market, conflict resolution, and participatory approaches, which may be labelled as developing empowerment capacities for the 21st century.

Describing existing training programs in the field of project management in each partner country may display what can be integrated and further upgraded. In all three countries there are both management training provided by universities (state and private) and private consultancy companies/training organizations, both long term and short term. The detailed content and methods provide a great potential for specifically tailoring the programs and combine the themes and topics from each countries' academic programs. This may interrelate with the opportunity for accrediting an NGO Project Management programme at university level, as all three countries report about relatively high barriers and a long-term process, although in the private sector it seems to be more opportunities. A cooperation between the NGOs in developing a program based on the structure and content from their respective university programs may increase the opportunities accrediting an NGO Project Management programme at university level. Regarding the minimum requirements in terms of volume of content, number of lectures, practice and self-preparation, the terms given in each of the countries may serve as guiding lines for setting up an appropriate program.

With inspiration from Capper et al (2006)⁵ it is possible to make categories (table 1) of what is referred to in the interviews as values, knowledge and skills. Values refer to belief systems, and include the need to possess a deep understanding of power relations, and social construction, including privilege, socioeconomic position, ethnocentrism. The next category, knowledge, at its core knowledge refers to evidence-based practices, for example, for example understanding the positive and equitable effects of de-tracking and eliminating pull-out programs (ibid). It would include developing specific knowledge base around the content of the program developed. The third category refers to skills, including the ability to put the values and knowledge into practice.

5 Capper, C., Theoharis, G., & Sebastian, J. (2006). Toward a framework for preparing leaders for social justice. *Journal of Educational Administration*, 44(3), 209-224.

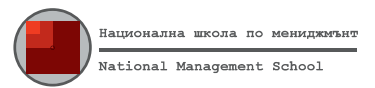
TABLE 2

A starting point of a framework for developing a training program.

Values	Knowledge	Skills
Entrepreneurial mindset (and spirit), development and motivation for active inclusion, motivation for personal growth, antirace position, advocacy, system thinking, human centred approach, empathy, positive work attitude, openness for dialogue, responsiveness, proactive, collaborative, and an adaptive approach.	Social exclusion, social studies, and CSO management, project management, specialised knowledge areas: State structure and distribution of power; local governance; CSO sector functioning, technical, expert knowledge (global learning, cultural policy).	Language fluency, digital literacy, network and communication skills (media, technology, writing), training and facilitation skills, project management, administration skills, research and analysis, team work, flexibility, financial accounting, fundraising and attracting new type of donors, business skills, mobilise civil activity, modern technologies, outreach to marginalized (excluded) groups, teamwork, ability to prioritize, professional relations, time management, connect topics, writing, strategic planning, facilitation of group processes, advocacy

The current paper serves as a basis for training program and learning outcomes framework content design. The data were gathered through the participating countries' reports, which are based on written notes from, and interviews with NGOs in the respective countries. More precisely, it serves to get an overview to fill the gap in the countries between what the universities provide and what the NGOs need. The continuing work will be executed by the cooperating countries through the different steps aiming at developing a program handbook.

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