INTRODUCTION of PREVIEW PROJECT

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Promoting Resilience and Employability in University Project (PREVIEW) is granted by EACEA under the call of KA2 KA220-HED – Cooperation Partnerships in Higher Education Program. The project started on 1 September 2022 and ends on 31 August 2025. In this text, I will introduce PREVIEW Project with the paragraphs taken below from the project document form as italic.

The project have seven partners from Italy, Romania, Spain, Netherlands and Turkey; Universita Degli Studi Di Sassari, Italy (www.uniss.it), Academia De Studi Economice Din Bucurestii Romania (www.ase.ro), Universidad De Salamanca Spain www.usal.es, Mediterranean Pearls Apsi Italy (www.mediterraneanpearls.it), Asociatia De Dezvoltare Intercomunitara Harghita Romania, http://adiharghita.ro, Altercontacts Netherlands Noord-Holland, www.altercontacts.org, Nevsehir Hacı Bektas Veli University Turkey, (www.nevsehir.edu.tr).

The needs addressed by implementing this project

The relevance of remote working has increased slightly over the last decade and the epidemic of COVID-19 has accelerated this trend. While in 2011, less than 13.1 % of employed people in the EU worked from home at least sometimes, their proportion increased to 16.1 % in 2019 (Eurostat 2020). There are significant differences between EU Member States: in the UK in 2019, 48.1 % of employed people worked remotely at least sometimes, compared to 0.7 % of employed people in Romania, 4.7 % in Italy and around 5 % in Spain. The results of a Eurofound survey suggest that the number of people working from home has increased rapidly due to the VOCID-19 pandemic in 2020 (Eurofound 2020b). Around 45% of those currently working in the EU (EU-27) worked remotely in June and July 2020, a period when society and economies were slowly reopening (Eurofound 2020). The fact that many workers in Europe worked from home during the pandemic highlighted an existing e-skills gap and emerging inequalities as many people did not possess the required e-skills (European Commission 2020). The European Digital Competence Framework (Dig Comp), first published in 2013, should be understood as a "free and flexible framework that can be adapted to support the development and understanding of digital competences in any context"(European Commission 2018). DigComp defines digital competencies as the safe, critical and responsible use of digital technologies for learning, working and participating in society (Vuorikari et al. 2016). It divides digital competences into five key areas, each of which includes several skills of which includes different skills: - information and data literacy, - communication and collaboration, - digital content creation, - security, and problem solving. In addition to these digital skills, non-digital skills are also important for the future labor market. González Vazquez et al. distinguish

between cognitive and non-cognitive skills and point out that the Key Competence Framework already considers some non-cognitive skills, but these need to be more focused on the future world of work (Gonzalez Vazquez et al. 2019). They also argue that future jobs "will require at least a moderate level of digital skills combined with strong non-cognitive skills" . In particular, non-cognitive skills such as planning, teamwork and communication are highlighted as essential for the future labor market. An OECD research "An assessment of the impact of COVID-19 on job and skills demand using online job vacancy data" (April 2021) lists the transversal skills most required by growing occupations according to the remote work paradigm: Communication, Teamwork / Collaboration, Detail-Oriented, Organizational Skills, Multitasking. A Mou between the Recruiting company Ranstad and the Italian Southwork association has been signed to make a platform where it will be possible to find offers that allow remote work from the South of Italy.

The target groups of the project

The PREVIEW activities will be addressed to: Students of all subjects in bachelor's, master's, or state examination program of the three University involved in the Project. Students and graduates doing internships at the two CNR institutes Scientific and administrative staff of the universities and CNR institutes involved Company staff working as tutors for the internships. Besides the target groups, other beneficiaries of the project activities and results were identified, such as: the community of academic teachers and HEI Authorities responsible for study programs.

These groups have been forced to make rapid changes in course programs and teaching methods of universities lecturers, tutors, career and placement counsellors. Other beneficiaries are University students and graduates of Project partners, Educational Service providers, Career guidance officers and recruiters, headhunters, SMEs and business operator in the Tourism and cultural heritage sector, policy makers/final users, VET organizations, Local governments, regional governments, inter-governmental organizations, European governance, press & media and the general public.

The methodology applied in the project will promote education and business synergy and create appropriate conditions for interaction of teachers, trainers, students and business. The HEI benefits include building links with businesses, a better understanding of employers' requirements with respect to graduate skills, active work-based learning programs for the students in remote internship. For businesses there is an opportunity to contribute to the study programs and future employees' development. This can contribute to higher quality of education and training and support permeability between the different education and training pathways. A transnational project would offer to combine the expertise of national experts in their field to further develop the teaching and learning setting.

The needs of project partners for their target groups

The academic partners of the consortium have specific scientific interests in the study of new organizational models and new competences linked to the development of remote working. Therefore the working group proceeded to collect and analyses relevant articles on the topic of remote working in their respective countries in order to identify the challenges and needs for remote working skills in the changing labor market. To complete the picture, the percentage of unrealized mobility as a result of COVID in 2019/2021 for the three universities was taken into

account. Conclusions: Remote working is becoming increasingly important in the digital age. The COVID19 has triggered more remote working than in the past and has fuelled debates on the topic and the skills of remote workers. Technical equipment is identified as an essential prerequisite for successful remote working and the role of employers is seen as decisive, as they should, for example, enable further training. Regarding workers' skills, the analysis showed that distance working requires specific skills from workers. Both non-cognitive skills, such as organizational, social and communication skills, and digital skills, such as the use of technical equipment, data protection and privacy, are relevant. Non-cognitive skills are still more important, but the relevance of digital skills is increasing, in particular, due to the growing need to work remotely during the COVID19. In the area of non-digital skills, this mainly applies to non-cognitive skills, in particular maintaining a work-life balance and creating a distraction-free area at home are considered significant issues. Training needs in the area of non-digital skills are assessed as slightly higher than in the area of digital skills. In particular, training in organizational and communication skills is recommended. In the area of e-skills, training on the use of specific programs and applications and on data and personal protection is recommended.

The project will address the needs of target groups

In the previous sections we have seen how remote working will be the most widespread form of work in the world and what transversal students and graduates need to develop in order to seize the best opportunities that the new scenario can offer. To this end, the project envisages the design, development and testing of an innovative university course which, through the organization of internships and other e-Learning by doing activities in remote mode, will enable students and recent graduates to develop the skills required by the new scenario. One of the innovative aspects is the involvement in the process of the enterprise that represents not only the internship host organization but future work environment of the students. The Consortium realized the need to research various potential applications of a competency-based education to effectively customize a quality, learner-centered, competency-based learning experience for students. To do this we consider students as customers who deserve and demand a quality learning experience and evidence to show employers that they have developed valuable skills to a level of competence upon graduation. According to this approach we have chosen to apply service design methodology. Service design is a methodology for creating user-centered services that takes into account the customer experience holistically, ensuring that all aspects of a service work together as one to give the customer the best possible experience. The project foresees the planning of the "new partnership" with an activity of co-design and co-creation among all the key actors such as students, graduates, teachers and university staff, HR managers and company tutors. With the student at the core of the service design, we had to view the student learning experience as many interrelated parts of a system.