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Cooperating across borders
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**REGIONE AUTÒNOMA DE SARDIGNA
REGIONE AUTONOMA DELLA SARDEGNA**



MYSEA

**Mediterranean Youth, NEETs and women advancing Skills,
Employment and Awareness in the blue and green economy**

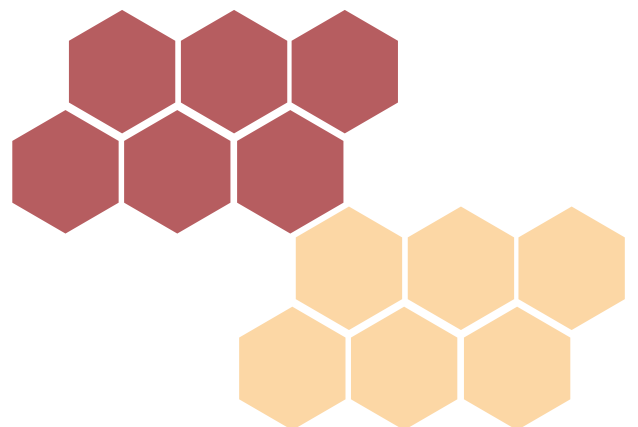
CROSS BORDER ANALYSIS

among Italy, Greece, Libanon, Jordan and Tunisia

A common strategy of young skills development in the Mediterranean Area

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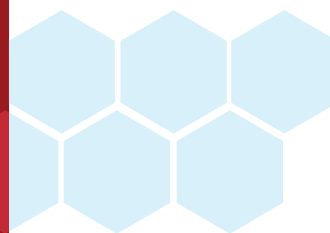
Introduction

The **MYSEA** project is a project of cooperation and integration among the Countries of the Mediterranean Region that is mainly financed by the *ENI CBC MED Programme 2014-2020* and by the contribution of the Partners involved which are Italy, Greece, Lebanon, Tunisia and Jordan (see figure1 pag. 22).

It represents the commitment of the European Union for Human Capital development and its continuous effort for encouraging and stimulating the social, cultural and economic progress of the current and future generations by allocating the EU Funds and budgets in projects and actions in favour of Youth and Education.

The main aim of the project is indeed to provide young people, especially those belonging to the Young people not in employment, education or training and women with marketable skills and to boost employment and awareness of the Mediterranean citizens in the emerging paradigms of the Green and Blue Economy which encourage a greener, more sustainable and more inclusive growth (see figures 2 and 3 pag. 23).

The 2014-2020 ENI CBC Mediterranean Sea Basin Programme is a multilateral Cross-Border Cooperation (CBC) initiative funded by the European Neighbourhood Instrument (ENI). The Programme objective is to foster fair, equitable and sustainable economic, social and territorial development, which may advance cross-border integration and valorise participating countries' territories and values. The following 13 countries participate in the Programme: Cyprus, Egypt, France, Greece, Israel, Italy, Jordan, Lebanon, Malta, Palestine, Portugal, Spain, and Tunisia. The Managing Authority (MA) is the Autonomous Region of Sardinia (Italy). Official Programme languages are Arabic, English and French. For more information, please visit:www.enicbcmed.eu.



Project objective, scope and expectations



The MYSEA project has the objective to improve skills of Youth, Women and young people not in employment, education or training and to help them to find a job which is the final scope of the project, by proposing a 'knowledge scheme' and by offering them guidance through dedicated training programmes. Indeed if they own the competences requested by the companies and by the current labour market trends, they can be hired and can bridge the gap between demand and supply of skills.

The operational proceeding to reach the aims of the project is characterised by two phases:

- The first where the Partners have to gather information about the current situation of this target group in every country about the skills that Youth, young people not in employment, education or training and Women already own and those which are the most requested by the Economic Actors of the Blue and Green Economy in every Country (desk research; stakeholders mapping; design, submission and collection of the research tool; Territorial Analysis).

- The second is the phase where a Skills Development Agenda has to be designed and implemented to strengthen that array of competences which are crucial to enter in the labour market and are based on the following 4 cross border training curricula: transversal skills, digital skills, sector related skills and entrepreneurship skills.

More in detail, Youth (24-18 years old), Women (at all ages) and young people not in employment, education or training (up to 30 years old) have been targeted as Primary Beneficiaries of the project because they are strongly disadvantaged and underrepresented in the labour market. They are actually facing high unemployment rates, have scarce work opportunities (especially the graduates and the skilled youth compared to their level of qualifications), have lower quality jobs and are paid lower wages (especially women) compared with the average.

On the other hand, Agri-food and Waste Management have been identified as two of the most important sectors for creating job opportunities and attracting investments in the future because they are in line with the application of the *Circular Economy Concept* and the *Eco-Responsible Innovation* which are key factors for the Blue and Green Economy promoted by the EU and international Strategies for sustainable development.

Dealing with strategies and job opportunities, the current study allows to evaluate the findings of the research tool and gives a chance to underline or to understand some of the criticisms which limit reforms and progress in the specific national context or in the specific sector investigated. It reports significant suggestions and the recommendations which could help Governments, Policy Makers, Local Authorities and all the Beneficiaries of the project to think about more effective changes and to reach the project **expectations** of boosting employment and fighting against poverty and inequalities.



Research methodology

The **methodology of the research** of the Work Package has been adapted to study heterogeneous contexts and groups of respondents who are living in different territories and socio-economic backgrounds.

After a *content analysis* to know more in depth the national context of the Partners Countries, has been put in place a *quali-quantitative research method* characterised by design, submission and collection of specific target-based questionnaires and by an extensive programme of interviews.

The **methodological guidelines and the research protocol**, have been defined to identify key factors for the promotion of innovation, competitiveness, inclusion and employment in the Green and Blue Economy; to enhance skills and awareness of Youth, Women and Young people not in employment, education or training and to ensure comparability actions among the Countries involved in the project.

The Partners targeted three main groups of respondents and designed three different questionnaires and two semi structured interviews to investigate the research items.

The research tool was submitted to the Primary Beneficiaries and to other important Stakeholders of the project divided in two main groups (who have been also invited to be interviewed): the Technical and Vocational Education and Training institutions and enterprises, employees or managers and the Economic Actors of the Agri-food and Waste Management sectors.

In accordance with the characteristics of the study and the sample to analyse, they detected the most appropriate **methodology of selection** in the *non-probability sampling methods* and selected individuals based on *non-random criteria* to better analyse the general and current situation for every target group of respondents in every Country.

More in particular, the methodology of selecting Youth, Women and young people not in employment, education or training took into account information about: gender representation, age, educational history and personal skills, employment situation, occupational interest, sustainability perspective, motivation, intention to work in the *Agri-food Sector* and/or in the *Waste Management Industry* and desire to acquire the skills defined for each sector.

The methodology of selecting Technical and Vocational Education and Training institutions and enterprises put the emphasis of the survey to understand their role in skills development and career coaching. For this category of respondents, plenty of the questions were based on their training and mentoring activities because with their capacity to intercept market trends and to support the definition and spreading of new occupational profiles, the Technical and Vocational Education and Training institutions and enterprises are also key actors for the definition of employment schemes, for aligning the education curricula with demand and for bridging the gap between skills demand and supply.

The survey dedicated to the Economic actors in the Agri-food sector and/or in the Waste Management industry was designed to better understand what employers are looking for in terms of in-demand skills and what the Companies are offering in terms of new professional opportunities which are eventually emerging in the Green and Blue Economy.

All the questionnaires and semi-structured interviews have been formulated in English but, in addition to the English version, every Partner Country translated them in its own language to facilitate the access, the participation and the involvement of the three target group of respondents to the survey.

The questionnaires have been also uploaded on the University of Palermo website to the following link: <https://www.unipa.it/dipartimenti/saaf/progetto-mysea/online-interviews/>

ONLINE QUESTIONNAIRES | Unipa X

← → ↻ 🔒 https://www.unipa.it/dipartimenti/saaf/progetto-mysea/online-interviews/

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MYSEA

UNIVERSITÀ DEGLI STUDI DI PALERMO

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PRIMARY BENEFICIARY

Employment of Youth, Women and NEETs in the Agri-food and Waste Management sectors. Primary beneficiary: Youth, NEETs and Women

Presentation
We are members of a research team involved in the ENI CBC MED Programme financed by the European Union to foster development and cooperation in the Euro-Mediterranean Region through a project titled: 'Mediterranean Youth, NEETs and Women advancing Skills, Employment and Awareness in the Blue and Green Economy'.
Specifically, we aim a) to identify key factors for the promotion of innovation, competitiveness, inclusion and employment in the primary sector and in the waste management industry b) to support actions in favour of Youth, NEETs and Women that are underrepresented in the labour market.

Figure 4. On line tools.

Source: University of Palermo website, 2021.

Cross Border Analysis - Summary

The MYSEA project has been adopted by the recipient countries as a very important opportunity for territorial cohesion, cross sector progress and human development.

It is a 30 months project which was launched in October 2020 with five work packages to be developed for analysing the national contexts of the Partner Countries, for opening a profitable dialogue with the primary beneficiaries and the stakeholders of the project and for defining and implementing a common strategy to gradually guide Youth, Women and young people not in employment, education or training toward a path of development, human enrichment and integration.

The strength of this project is given by the fact that, despite their differences, some countries of the Mediterranean Region are trying to dialogue, cooperate, share knowledge and good practices, to figure out a common way for limiting the main criticisms which obstacle progress and wellbeing in their countries and for converting barriers in opportunities.

From one side, looking at youth unemployment (see figure 5), high percentages of young people not in employment, education or training. (see figure 6) and early leavers from school, skill mismatch, gender gap, social marginalisation, poverty, persistence of socio-cultural norms and rigid regulations, immigration (refugees and migrants) and emigration (brain drain), they are facing the same challenges.

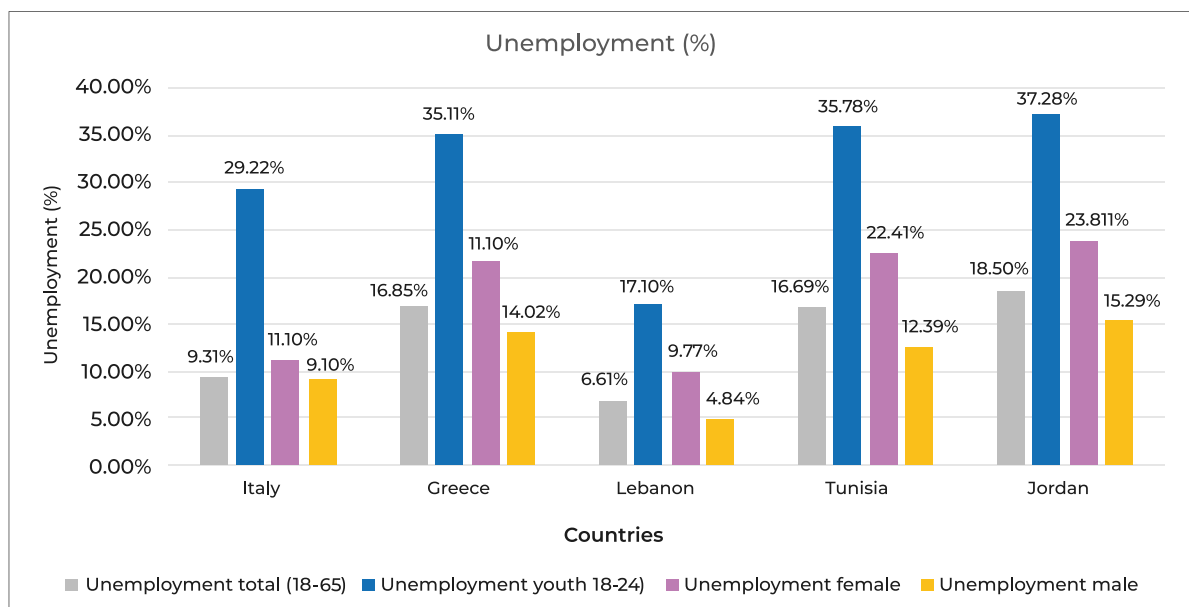


Figure 5. Unemployment rate per Partner Country (%).

Source: UNIPA elaboration from World Bank, modelled ILO estimate, 2019 and 2020 (for total%)¹

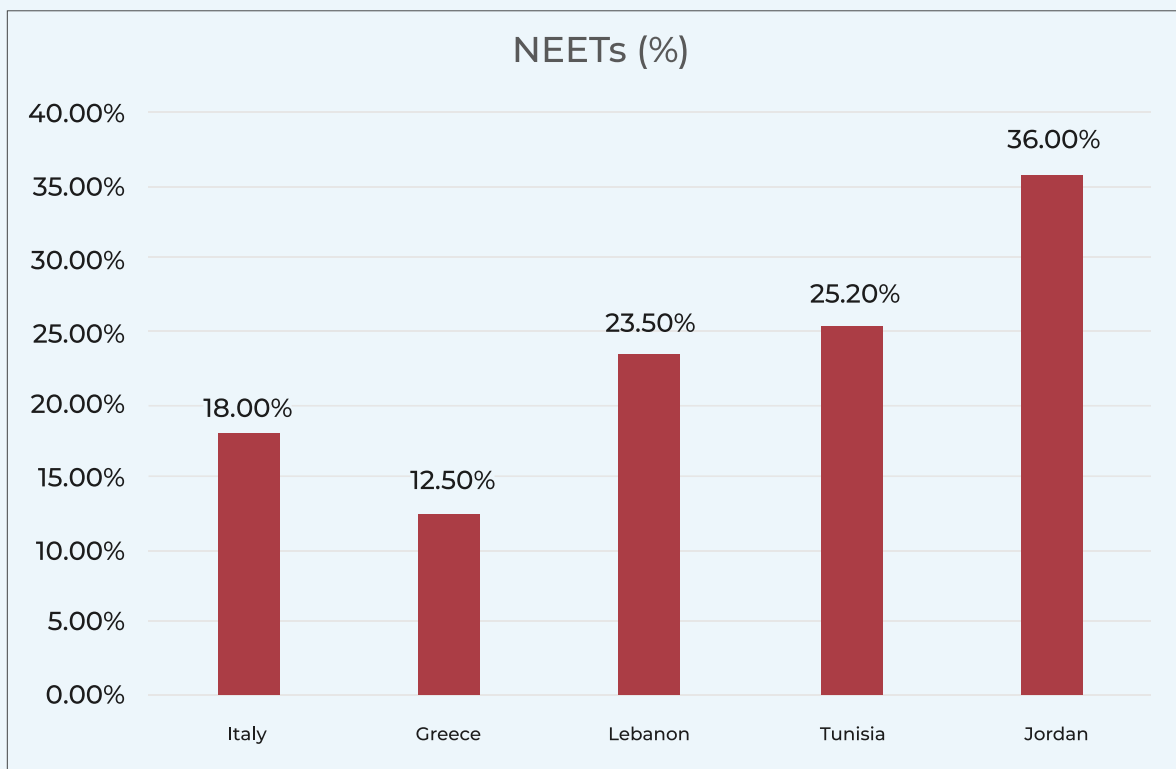


Figure 6. Population of Young people not in employment, education or training in every Partner Country in 2019 (%).

Source: UNIPA elaboration from World Bank data, 2019².

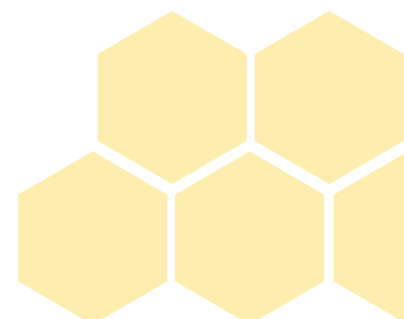
¹<https://data.worldbank.org/indicator/SL.UEM.TOTL.ZS?locations=IT-GR-LB-TN-JO&type=shaded>, accessed on 15/12/21.

² The data of figure 8 takes year 2019 as reference, only Tunisia data takes year 2010 as reference.

But from the other side, the main international and European Strategies for Sustainable Development give them hope that things can change through the adoption of new models of rural, coastal and urban development and through the new job opportunities linked to the Green and Blue Economy which are low carbon, resources efficient and socially inclusive.

The reference to resources lead to the Agri-food and Waste Management sectors that are particularly significant in terms of their use and management.

In particular, Agri-food has been identified as one of the most important sectors for the Project Partners Countries because in difficult contexts and time it has a unique potential to provide people for self-sufficiency, income, employment, social inclusion and food security (see figures 7 and 8).



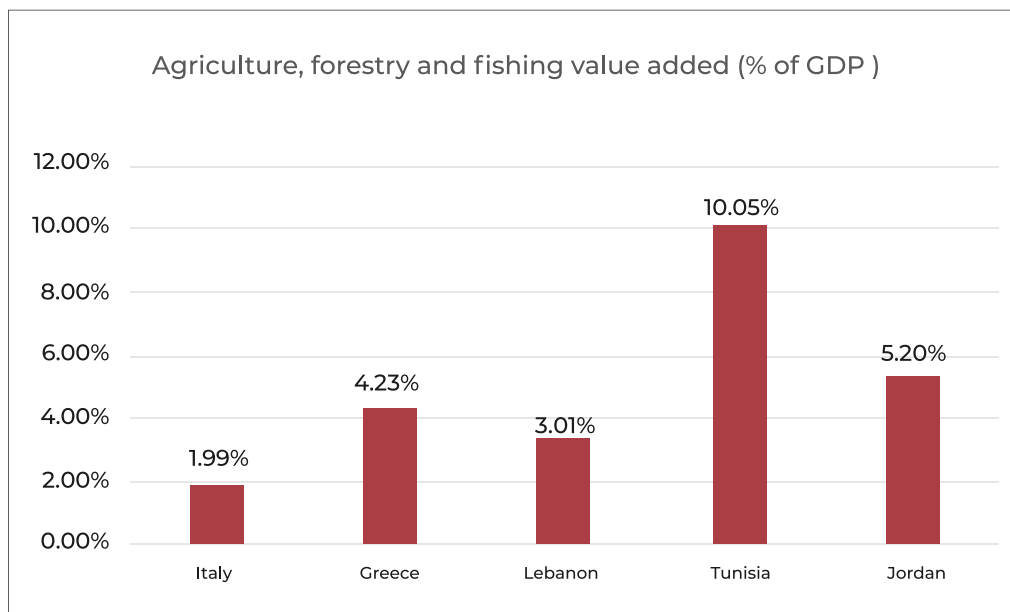
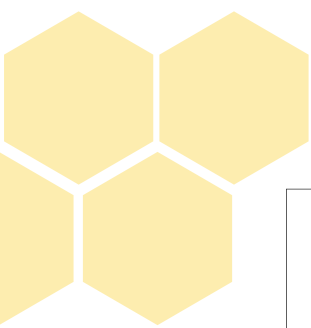


Figure 7. Agriculture, forestry and fishing value added (% of GDP) in the Project Partners Countries.

Source: UNIPA elaboration from World Bank, 2020³

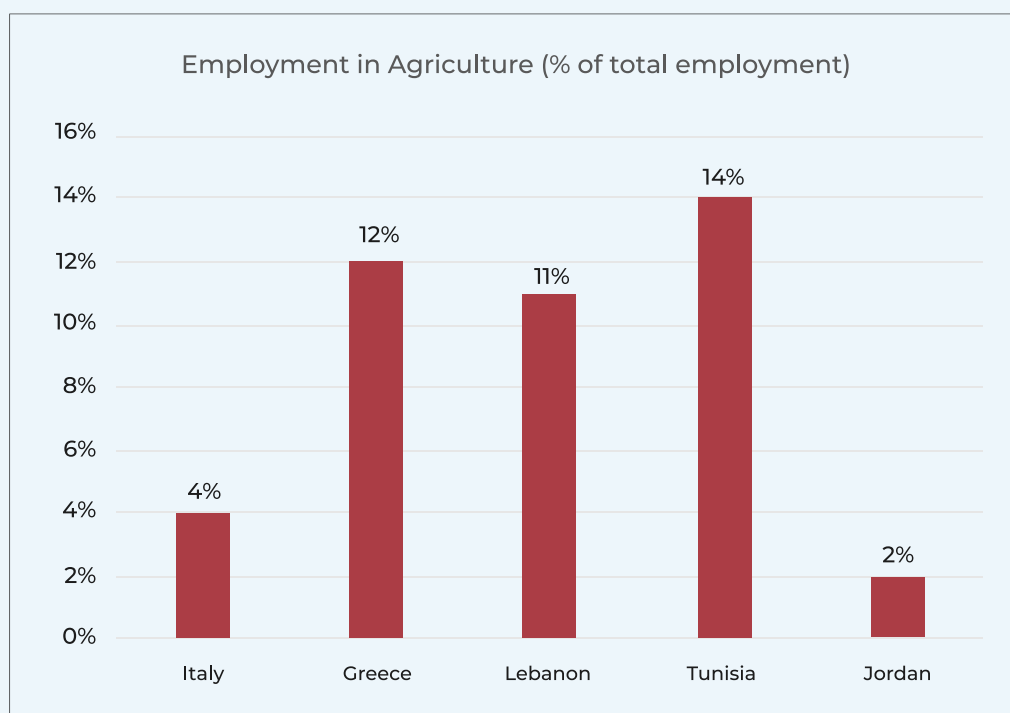


Figure 8. Employment in agriculture (% of total employment) in the Project Partners Countries in 2019.

Source: UNIPA elaboration from modelled ILO estimate (data retrieved on January 29, 2021)⁴

³World Bank, 2020, <https://data.worldbank.org/indicator/NV.AGR.TOTL.ZS?end=2020&locations=IT-GR-LB-TNJO&start=2018&view=chart>, accessed on 13 December 2021.

⁴ILOSTAT database, 2021, <https://data.worldbank.org/indicator/SL.AGR.EMPL.ZS?locations=IT-GR-LB-TN-JO>, accessed on 13/12/21.

Despite the covid19- pandemic, it has been revealed to be a very reliable sector in every country thanks to its multifunctional character and its extraordinary resilience.

Looking at the increasing number of population and consumptions Waste Management is also a key sector for sustainability and for human development (see figure 9).

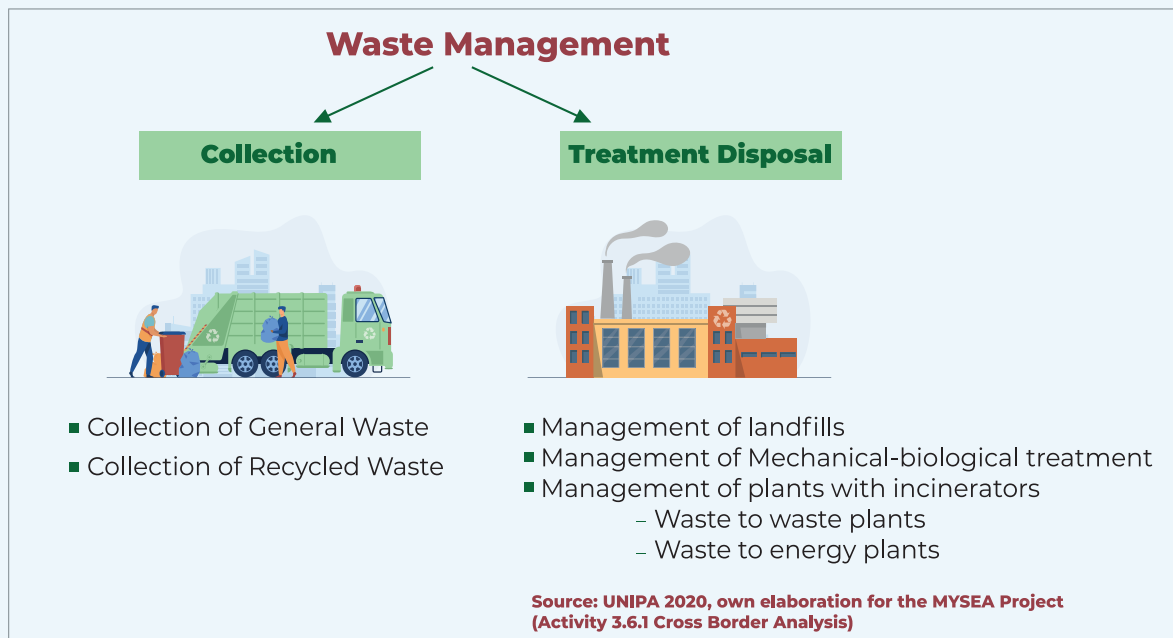


Figure 9. Waste Management in pills.

Source: University of Palermo (UNIPA), elaboration for the **MYSEA** project (Activity 3.6.1: Cross Border Analysis), 2021

The pressure of anthropic activities over the ecosystems has put the planet at severe risk of surviving. People compete with the other living beings for food, for lands and for resources but the only way to have a little piece of wellbeing for everyone is to re-think progress and adopt a *climate-friendly approach* in which individuals take responsibility for their actions by reducing, at least, waste of resources and waste production. As a consequence, Waste Management has been identified as a strategic sector to apply the Circular Economy concept and to adopt virtuous behaviours such as: reduce, reuse, refill, repurpose and recycle, also known as the 5 Project Partners of Sustainability.

Recommendations for the adoption of a proper waste management have been specified by all the Project Partners Countries to prevent the serious consequences determined by the presence of illegal landfills and incineration of waste that cause severe risks for human health and safety and can cause fire, loss of biodiversity and devastation of natural ecosystems.

The data and results reported into the Project Partners Territorial Analysis show that to face their common challenges and reverse unemployment rates, poverty, social marginalisation and emigration versus conditions that allow the Mediterranean citizens to live and prosper in their territories, the Project Partners Countries have to address significant changes and reforms at horizontal and vertical levels (between different government sectors and between different levels of government, from local to central and vice-versa).

These countries have to modernise - first of all - the Educational and Technical and Vocational Education and Training institutions and enterprises systems which inspire people and guide youth, companies and governments towards innovation, competitiveness and progress.

The **MYSEA** project has captured the weaknesses of these national contexts and has promoted a project to help the most disadvantaged people to enter in the labour market by financing for the improvement of their skills and for raising awareness on the Green and Blue Economy.

The process of enhancement of skill is based on the Skills Development Agenda Scheme which is a matrix of the main topics, the prevailing occupational trends and the most requested professional profiles that are essential to design and implement the training modules and mentoring activities.

The Skills Development Agenda Scheme summarises all the finding of the research tools and Project Partners Territorial Analysis (see table 1) and - to build the matrix - takes mainly in consideration the following aspects:

a) Fields of specialisation of Youth, Women and Young people not in employment, education or training (see table 2); main skills of Youth, Women and Young people not in employment, education or training (see table 3) and main occupational interests of Youth, Women and Young people not in employment, education or training in the Project Partners Countries (see figure 10).

b) The skills most requested by the Economic Actors of the Agri-food and Waste Management sectors who participated to the survey (see table 4) and the list of manual and/or skilled workers requested by the Economic Actors of the survey by main typology, which is a useful reference to define the modules of the sector-related skills training curricula (see table 5);

c) Main skills requested by the labour market in the last 5 years of employment scheme according to the experience of the Technical and Vocational Education and Training institutions and enterprises Institutions who participated to the survey (see table 6);

d) The indications of the **MYSEA** grant contract for developing specific cross-border training curricula, for catching the new job opportunities linked to the Green and Blue Economy, for diminishing skills mismatch in the Mediterranean Countries and encouraging the alignment of skills' demand and supply.

RESEARCH TOOL	MYSEA TARGET NUMBER	ITALY	GREECE	LEBANON	TUNISIA	JORDAN	TOTAL PRODUCTS
Questionnaire - Primary Beneficiaries	250	267	260	268	179	605	1579
Questionnaire - Economic Actors	100	111	103	104	10	102	430
Questionnaire - TVETs	20	30	21	28	3	39	121
Interviews - Economic Actors	25	26	25	28	21	25	125
Interviews - TVETs	25	26	25	28	6	25	110
TOTAL RESPONDENTS	420	460	434	456	219	796	2365

Table 1. Respondents per Partner Country and in total.

Source: UNIPA elaboration from the Territorial Analysis of Project Partners Countries.

ITALY	GREECE	LEBANON	TUNISIA	JORDAN
Agronomy	Applied Sciences	Accounting	Agriculture	Agriculture engineering
Economics	Business	Agriculture/Agrifood engineering	Biology	Art and history
Engineering	Classic & Humanities	International Affairs	Biotechnology	Economics
Health care	Cosmetology	Literature (Arabic, English and French)	Earth Sciences	Engineering
History and Literature	Engineering	Psychology	Economics	Health care
Social and cultural knowledge	ICT		Earth Sciences	ICT
	Tourism & Hospitality		Engineering	Not specialised
			Food	Social Affairs
			Health care	
			Humanities and Social Sciences	
			Life Sciences	
			TWITCH	
Other	Other	Other	Other	Other

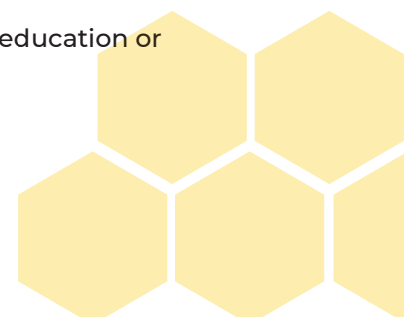
Table 2. Field of specialization of Youth, Women and Young people not in employment, education or training (%).

Source: UNIPA elaboration from the Territorial Analysis of Project Partners Countries.

ITALY	GREECE	LEBANON	TUNISIA	JORDAN
Communication in foreign language	Communication in foreign language	Communication in foreign language	Communication in foreign language	Communication in foreign language
Communication skills	Cultural awareness and expression	Cultural awareness and expression	Cultural awareness and expression	Cultural awareness and expression
Healthcare	Healthcare	Health care	Health care	Health care
Innovation and offer of new products	Innovation and offer of new products	Innovation and offer of new products	Innovation and offer of new products	Innovation and offer of new products
Marketing	Marketing	Marketing	Marketing	Marketing
Science and Technology	Science and Technology	Science and Technology	Science and Technology	Science and Technology
Sense of initiative and entrepreneurship	Sense of initiative and entrepreneurship	Sense of initiative and entrepreneurship	Sense of initiative and entrepreneurship	Sense of initiative and entrepreneurship
Social and civic competence	Social and civic competence	Social and civic competence	Social and civic competence	Social and civic competence
Waste Management	Waste Management	Waste management	Waste management	Waste management
Other	Other	Other	Other	Other

Table 3. Main skills of Youth, Women and Young people not in employment, education or training (%) in all the Project Partners Countries.

Source: UNIPA elaboration from the Territorial Analysis of Project Partners Countries.



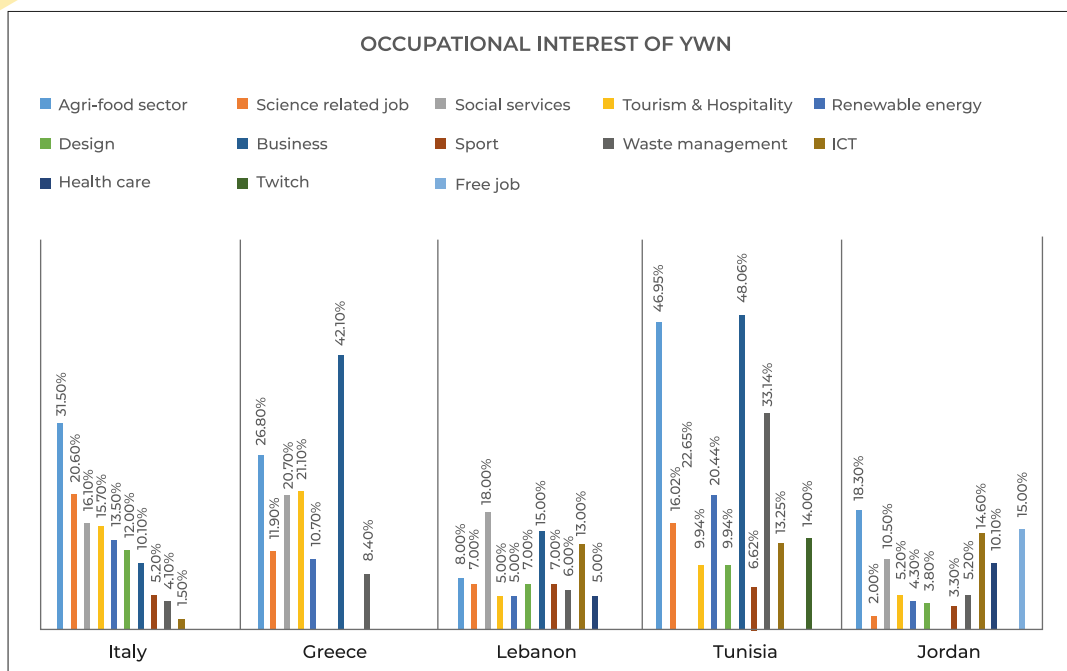


Figure 10. Main occupational interest of Youth, Women and Young people not in employment, education or training (%).

Source: UNIPA elaboration from from the Territorial Analysis of Project Partners Countries.

Kind Of Skills	Number of PPs	Which PPs	Respondents	Typology of cross - Border training curricula
DIGITAL SKILLS	5	PP1 To PP5	ALL/ almost ALL	DIGITAL SKILLS
BUSINESS ANALYSIS	5	PP1 To PP5	THE MAJORITY	ENTREPRENEURSHIP SKILLS
SENSE OF INICIATIVE AND ENTREPRENEURSHIP	3	PP1, PP3, PP4	THE MAJORITY	ENTREPRENEURSHIP SKILLS
SOCIAL SERVICES	2	PP1, PP3	THE MAJORITY	ENTREPRENEURSHIP SKILLS
SKILLED MANUAL LABOUR	5	PP1 To PP5	ALL/ almost ALL	SECTOR RELATED SKILLS
AGRONOMIC	5	PP1 To PP5	THE MAJORITY	SECTOR RELATED SKILLS
ENVIRONMENTAL AWARENESS	5	PP1 To PP5	THE MAJORITY	SECTOR RELATED SKILLS
CHEMISTRY	3	PP1, PP2, PP3	THE MAJORITY	SECTOR RELATED SKILLS
SCIENCE AND TECNOLOGY	3	PP1, PP2, PP4	THE MAJORITY	SECTOR RELATED SKILLS
MARKETING	5	PP1 To PP5	ALL/ almost ALL	TRANSVERSAL SKILLS
INNOVATION AND OFFER OF NEW PRODUCTS	5	PP1 To PP5	THE MAJORITY	TRANSVERSAL SKILLS
WASTE MANAGEMENT	4	PP1, PP2, PP3, PP4	THE MAJORITY	TRANSVERSAL SKILLS
COMMUNICATION	3	PP1, PP2, PP3	THE MAJORITY	TRANSVERSAL SKILLS
COMMUNICATION IN FOREIGN LANGUAGE	3	PP1, PP3, PP4	THE MAJORITY	TRANSVERSAL SKILLS
TOURISM AND HOSPITALITY	2	PP1, PP3	THE MAJORITY	TRANSVERSAL SKILLS

Table 4. Main skills requested by the Economic Actors in the survey (in the table has been reported only data with a percentage of at least %5).

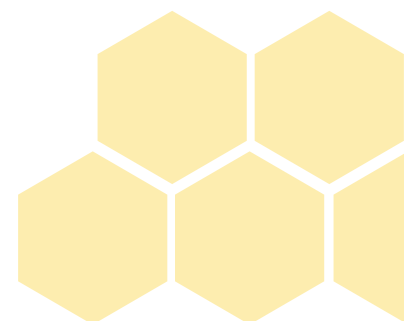
Source: UNIPA elaboration from the Territorial Analysis of Project Partners Countries.

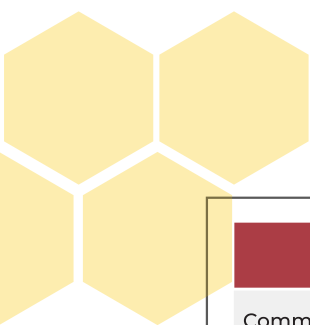
List of manual or skilled workers requested by the Economic Actors of the survey by main typology

- Accountants
- Agronomists
- Arboriculturalists
- Beekeepers
- Biologist
- Brewery technology specialists
- Cheesemakers
- Chefs
- Chemists
- Disassembly workers
- Drivers of agricultural and forestry wheeled and tracked tractors
- Educators
- Environmental and territorial engineers
- Experts in irrigation techniques
- Experts in logistic (packaging and shipping)
- Experts in renewable energy
- Food technologists
- Forestry technicians and workers
- Forklift drivers
- Human resources coordinators
- Ichthyologists
- Laboratory analysts (for chemical, physical and microbiological analysis)
- Livestock workers
- Oenologists
- Operators for food processing
- Permaculturists
- Pruners and experts in grafting of seedlings
- Qualified farmers
- Researchers
- Samplers
- Skilled drivers
- Technicians in charge for the production machines
- Tractor drivers
- Transport and logistic specialists
- Tutors
- Veterinarians
- Waste collectors
- Workers for fruit picking
- Workers in oil mills

Table 5. List of manual or skilled workers requested by the Economic Actors of the survey by main typology.

Source: UNIPA elaboration from the Territorial Analysis of Project Partners Countries.





ITALY	GREECE	LEBANON	TUNISIA	JORDAN
Communication in a foreign language	Agronomic	Waste management	Agricultural	Agricultural
Agronomic	Artificial intelligence	Agronomic	Artificial intelligence	Artificial intelligence
Artificial intelligence	Business analysis	Business analysis and artificial intelligence	Communication in a foreign language	Business analysis
Business analysis	Communication in a foreign language	Environmental awareness	Communication in a foreign language	Communication in a foreign language
Cultural awareness and expression	Environmental awareness	Science and technology	Health care	Cultural awareness and expression
Environmental awareness	Health care	Cultural awareness and expression	Sense of initiative and entrepreneurship	Science and technology
Health care	ICT	Environmental awareness	Innovation and offer of new products	Electricity for cars
Innovation and offer of new products	Web development	Health care	Social Services	Entrepreneurship
Manual work	Innovation and offer of new products	Innovation and offer of new products	Manual work	Environmental awareness
Marketing	Manual work	Marketing	Marketing	Health care
Science and technology	Marketing	Sense of initiative and entrepreneurship	Science and technology	Handycrafts
Sense of initiative and entrepreneurship	Sense of initiative and entrepreneurship	Tourism and Hospitality	Tourism	Innovation and offer of new products
Social Services	Skills in science and technology		Waste management	Marketing
Sports	Tourism and Hospitality			Renewable energy
Tourism and Hospitality	Waste management			Social Services
Waste management				Tourism and Hospitality
				Waste management

Table 6. Main skills requested by the labour market in the last 5 years (%).

Source: UNIPA elaboration from the Territorial Analysis of Project Partners Countries.

The results of the Project Partners Territorial Analysis have shown that the beneficiaries of the projects have different ages, nations of origin, levels of education, fields of qualification and backgrounds but the Skills Development Agenda Scheme has been described by looking at a common ground for skills development in the name of a common Mediterranean identity of the countries involved in the **MYSEA** project.

The cross-border training curricula have indeed the goal to uniform the skills and competences of Mediterranean Youth, Women and Young people not in employment, education or training and to foster employment, cooperation, integration and mobility in the Region.

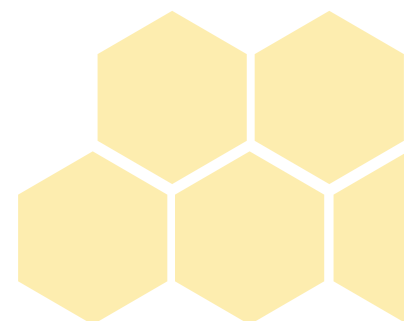
Data from the national contexts and findings from the survey activity indicate that the majority of the Primary Beneficiaries is struggling to find job positions that match with their skills or level of qualification (skills mismatch) but they are keen to invest in Education and training to enhance their chances of getting a satisfactory job.

Also Entrepreneurs rely on training activity to foster innovation and competitiveness of their companies and invest in technologies to modernise the production technique and optimize costs and benefits along the production chain.

Regarding the main job profiles, Companies asked for: a) manual workers with basic knowledge and general skills and b) for highly qualified workers who are specialized in the related sector of production and activity of the company (see table 5).

The majority of participants have shown appreciation for the MYSEA project and gave useful suggestions, opinions and comments on their Sustainability perspectives, Social Inclusion, Waste Management and Good Practices adopted at national level or by the Companies.

Also these considerations have been essential to the general overview and evaluation of the final product of the research. Indeed, the Skills Development Agenda Scheme has been designed by taking in consideration all the findings from the survey and all the recommendations that the Partners reported in their Territorial Analysis (see table 7). This scheme highlights the main topics for designing the 20 modules provided by the grant contract to develop the 4 cross-border training curricula of transversal, digital, sector-related and entrepreneurship skills.



SKILLS DEVELOPMENT AGENDA SCHEME: MAIN TOPICS OF THE MODULES

<p>● TRANSVERSAL SKILLS</p>	<p>1) Management of company: 1.1 Managements of wastes; 1.2 Management of an Agri-food Company; 2) Innovation of product and services; 3) Communication in foreign languages; 4) Internationalization of the company; 5) Welcoming activities</p>
<p>● DIGITAL SKILLS</p>	<p>1) Developers/ users of software; 2) Designers/ users of web-sites; 3) E-commerce operators; 4) Experts of information technology in business management; 5) Qualified workers who are specialized in e-agriculture and use of computerized machines.</p>
<p>● SECTOR-RELATED SKILLS</p>	<p>1) Agri-food; 2) Zootechnics and fishing industry; 3) Sustainability; 4) Waste; 5) Labour market trends.</p>
<p>● ENTREPRENEURSHIP SKILLS</p>	<p>1) Business analysis and development; 2) Business plan; 3) Market Assessment; 4) Idea generation, teamwork and idea pitching; 5) Financial management, opportunities of grants and fundraising.</p>

Table 7. Skills Development Agenda Scheme: main topics of the modules.

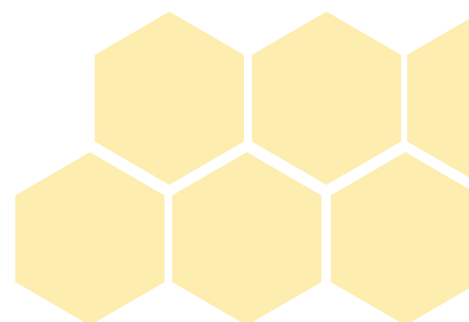
Source: UNIPA elaboration from the Territorial Analysis of Project Partners Countries.

It has been adopted as a general guide and has led to a list of 5 courses for every typology of cross-border training curricula that have been carefully calibrated and selected for improving the skills of the main Beneficiaries of the **MYSEA** project (see table 8).

MODULES SUGGESTED BY THE CROSS BORDER ANALYSIS	
TRANSVERSAL SKILLS	
1.	Agribusiness: strategies to increase competitiveness of every country in the domestic and global arena (quality control and traceability, international standard of production, i.e. ISO Standards, GAP, BRC, fair trade, dolphin safe, friend of the sea, etc).
2.	Waste Management: how to manage waste from collection to treatment-disposal operations (landfill and/or plants).
3.	Innovation of product and services: conversion to organic farming/new irrigation technique.
4.	Marketing communication: customer relationship management, relationship marketing.
5.	Tourism and hospitality management.
DIGITAL SKILLS	
1.	Use of the main Internet of Things (IoT) devices in the Agri-food sector (i.e. for water consumption management, control of plant disease, etc.).
2.	Use of the main IoT devices in the Waste Management sector.
3.	Design of web-sites and e-commerce operations and strategies.
4.	Use of computerized machines in e-agriculture (use of new technologies, software and machines in agricultures).
5.	Mobile applications to support SMEs innovation (i.e. QR code).
SECTOR-RELATED SKILLS	
1.	Agri-food processing and logistics.
2.	Zootechnics and fishing industry.
3.	Renwable energy.
4.	Circular Economy and waste recycling.
5.	Forest conservation.
ENTREPRENEURSHIP SKILLS	
1.	Decision support system adoption and implementation (performance analysis of the company).
2.	Human resources management for social inclusion (i.e. social farming).
3.	Qualitative and quantitative market analysis for agribusiness.
4.	Business plan, idea generation, teamwork and idea pitching.
5.	Financial management, opportunities of grants and fundraising.

Table 8. Modules suggested by the cross border analysis.

Source: UNIPA elaboration from the Territorial Analysis of Project Partners Countries.





Conclusions

The *Cross Border Analysis* is final document of the Work package 3 Research and is a very crucial part of the **MYSEA** project because it examines and summarizes the *research tool* results, the comments and suggestions from the respondents who took part in the survey activity, the recommendations wrote by the Partners in their Territorial Analysis, before designing a common strategy of skills development which can be adapted to the vast and heterogeneous context of the Mediterranean Countries.

Keeping in mind **the key concepts of the project that are represented by Skills, Employment and Awareness of Mediterranean Youth**, as mentioned in the acronym of the “**MYSEA**” project, the Cross Border Analysis has been characterised by the following main actions:

- Study of the Youth, Women and Young people not in employment, education or training situation in every Partner Country;
- Research of the emerging practices in the Agri-food and Waste Management Industry in every Partner Country;
- Evaluation of the lessons learned from the past and the potential for cooperation among Countries of the Mediterranean Region;
- Design of the education curricula based on the Country requirements;
- Identification of professional profiles requested by the Agri-food and Waste Management Sectors in every Partner Country.

These actions have been useful to understand the structural limits of the Countries to the social and economic progress; to compare some parameters and key indicators of the human capital development and to design a Skills Development Agenda Scheme **based on the cross border mission to uniform the skills and competences owned by people of the Mediterranean Region who are living in the Countries involved in the MYSEA project project.**

In particular, **the common ground for the definition of a shared Skills Development Agenda is the enhancement of theoretical and practical knowledge** for working in the Blue and Green Economy, **the modernization of the Agri-food and Waste Management sectors** and **the promotion of a more sustainable, inclusive and responsible growth.**

For the enhancement of theoretical and practical knowledge, in the modules advised, it is highly recommended to design courses for the improvement of soft and sector-related skills. For the modernization of the Agri-food and Waste Management sectors it is highly recommended to design courses for the improvement of digital skills, ICT and innovation.

For the promotion of a more sustainable, inclusive and responsible growth is highly recommended to design courses which are able to involve every gender, class of age and typology of workers and which can raise awareness on the Blue and Green Economy, Environmental Sustainability, Circular Economy, Energy Efficiency, Waste Classification and Management.

More in detail, the training curricula of **TRANSVERSAL SKILLS** can include the soft skills which are related to the managerial and communicational ability of the members of the company (employer and employee).

Transversal skills are highly in demand to successfully lead a company or to adapt to changes and tasks in the workplace.

Teamwork, effective communication, problem solving, time management and conflict resolution represent some of the transversal and soft skills that make the difference at work and in everyday life.

These modules can help the recipients of the training activity to strengthen the critical and innovative thinking and the interpersonal skills.

In the training curricula of the **DIGITAL SKILLS** the trainees are invited to be active in the digital society because digital skills are requested and essential to everyone for having access and to operate in the current labour market.

This package introduces the recipients of the training courses to multimedia products that lead to innovation, social marketing, web presence (i.e. use or creation of websites and blogs), that can help to make decisions based on digital data analysis and interpretation (how to analyse data based on use of software) or eventually, if required by the national context and by a specific target of high qualified beneficiaries, could be developed courses for cyber security (for understanding the vulnerabilities of the web and know the tools for protection).

The **SECTOR RELATED SKILLS** training package should be tailored to aid the trainees to acquire sector-based skills related to Agri-food and Waste Management sectors and to prepare them for the work-based learning workshops.

It is a section of the Training Development Agenda where strengthening the interpersonal skills, the critical and innovative thinking; where raising awareness on the Blue and Green Economy, where learning or improving knowledge on food production and processing, on agricultural practices, on Circular Economy and its applications, also known as the five 'r' of: reduce, reuse, refill, repair and recycle.

The training package for **ENTREPRENEURSHIP SKILLS** is meant to transfer to Youth, Women and Young people not in employment, education or training entrepreneurial skills that are highly in demand for start-ups and for SMEs. It aims to provide or increase knowledge in management, administration and bureaucratic aspects.

The last recommendation of the Cross-border Analysis is to adopt a common ground of skills development among the Project Partners Countries but to adapt the typology of training courses to the national contexts and specificities when it is necessary, for example when it comes to the sector-related skills.

Appendix of figures and tables



Figure 1. Countries of the Mediterranean Region involved into the **MYSEA** project.

Source: UNIPA elaboration 2021

The Green Economy in Pills

Definition:

The Green Economy is 'one that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities'

UNEP, 2012

What does **Green Economy** mean (Main drivers and implications)?

- **Climate actions** (net zero emissions of greenhouse gases in 2050, zero pollution, toxic-free environment)
- **Energy efficiency** (investment in clean, affordable and secure energy)
- **Circular Economy** (the 5 'R': Reduce, Reuse, Refill, Repair, Recycle)
- **Waste Management**
- **Food security and sustainability food chain** (Farm to fork Strategy)
- **Water Sanification and management**
- **Green finance and investments**
- **Green and inclusive market**
- **Smart cities and Green Buildings**
- **Urban Mobility and Sustainable transport**
- **Resilience of natural and anthropic systems**
- **Green Jobs and Social Inclusion**



Source: UNIPA 2020, own elaboration for the MYSEA Project (Activity 3.6.1 Cross Border Analysis)

Figure 2. The Green Economy in pills.

Source: University of Palermo (UNIPA), 2020, elaboration for the MYSEA project (Activity 3.6.1: Cross borders analysis).

The Blue Economy in pills

- Costal tourism
- Marine extraction (Minerals, oil and gas)
- Fish processing
- Shipbuilding
- Marine fisheries
- Port Activities
- Aquaculture
- Maritime transport
- Marine renewables
- Desalination
- Costal protection and tourism
- Marine biotechnology



Figure 3. The Blue Economy in pills.

Source: University of Palermo (UNIPA), 2020, elaboration for the MYSEA project (Activity 3.6.1: Cross borders analysis).

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