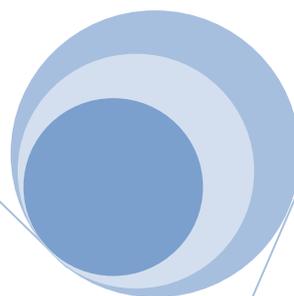
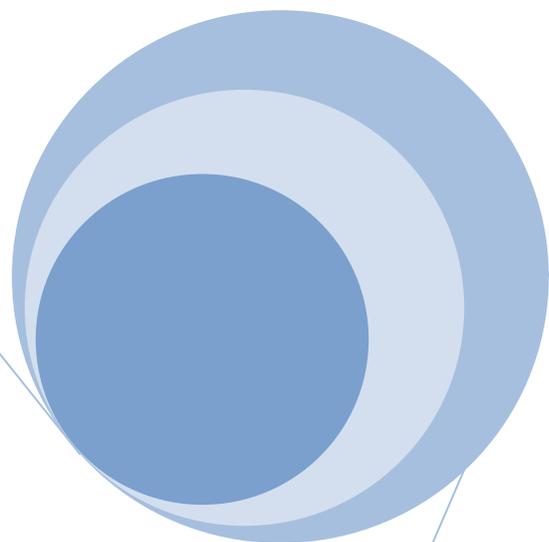


EU.EM.NET Project W.P 2

Good Practices Handbook

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Introduction

Practices in skills anticipation are quite disparate in the partners' countries. As a consequence, regarding the identification of existing best practices in skills anticipation in the 9 partner countries involved in the EU.EM.NET project, 3 main categories can be identified.

The first category regroups countries where there are no real formal or informal practices in the country. Countries identified in this category are Luxembourg, Macedonia and Romania.

The second one deals with countries, where some practices are identified, but more informally than formally. Countries identified in this category are Croatia, Turkey and Bulgaria.

Finally, the last one addresses countries where practices are formally well identified and follow some predefined methodology. Countries identified in this category are UK and Austria.

Luxembourg, Macedonia and Romania Practices

Main actors

As no real formal or informal practices are in place in these 3 countries, it is quite difficult to draw out which are the main actors in this domain.

Considering the actual system, in Macedonia the actors which could be identified as involved in skills anticipation are mainly the Employment Service Agency as well as social partners. In Luxembourg, schools and professional bodies are the more likely to be involved in such an approach.

In Romania there is no skills anticipation at all.

Methods used

Concerning Macedonia, the Employment Service Agency is responsible for conducting Skill Needs Analysis since 2007. These analyses are done through a questionnaire which is sent to several companies selected randomly. The preoccupation of these analyses is more to detect occupational shortages in order to train unemployed people than to really anticipate needed skills. In addition social partners are involved in the existing council for Vocational and Educational Training, but only with the role of advisory (consultation) for matching education and labour market needs.

Concerning Luxembourg, since recently (due to the global reform of vocational training) some analyses were conducted by mixed group of experts in order to draw new curricula (in all sectors). However, the task is huge and no skill foresight is performed at an institutional level, and the sector is consequently reacting to needs and problems, rather than anticipating them.

There is one qualitative method proposed by the CRP-Tudor, which is based on questionnaire and experts workshop. However the transfer of this method is still at its beginning and not used by any professions of the sector.

Croatia, Turkey, Slovakia and Bulgaria Practices

Main actors

There are 3 kinds of actors in skills anticipation in these countries:

- Public bodies: represented either by Ministry or Sector Councils
- VET organisations
- Private organisation or association of employers

These 3 groups of actors work interactively in order to shape the future skills needs and associated training courses. However there no formal methodology was identified and collaboration is done mainly on a “voluntary” basis (using good sense).

In all cases, the government actors tend to be followers of the process, and private associations and institutions are mainly the drivers.

The lack of formal methodology is mainly due to the rigidity of the system (either the education system, either the ministries, either both).

The following table gives an overview of these actors in the different countries

Country	Public bodies	VET organisations	Private organisations or associations of employers
Croatia	Sectoral councils Croatian Employment Service	Agencies for vocational education and training	Chamber and employers’ associations
Bulgaria	Ministry of education and Science Ministry of economy, Energy and Tourism		Energy and Tourism associations Employers’ organisations
Turkey	National Education Ministry (MEB)	Vocational and Technical Education Management	Private associations Federations of schools and teachers
Slovakia	Central Office of Labour, Social Affairs and Family operating under the Ministry of Labour, Social Affairs and Family Ministry of Education, Science, Research and Sport		All Employers’ associations in general (by law)

Methods used

Methods used are informal identified practices which are mainly based on existing data, and analysis of these data.

There is also some collaboration between the main actors in order to better anticipate the demands. This collaboration is usually initiated by employers (the drivers of the process), and the government and institutions are followers (more rigidity on this side).

In Bulgaria, survey and analysis are conducted by the Ministry of Economy, Energy and Tourism thanks to strategic programmes. This analysis focuses and presents future needs. In addition, in the last few years a project which aims at taking into account actual and anticipated needs of the tourism industry in order to adapt training, has also been developed. This project is done in collaboration with employers. In Higher Education, collaboration with employers (with seasonal work for example) also allows the adaptation of the courses content.

In Croatia, the sectorial council involved employers in the work of skills anticipation. They are solicited in order to draw out the future needs, and to give input for training courses. However the educational system is rigid and represents the main barrier for the deployment of a coordinated skills foresight approach. There is also a need for the definition of formal methodologies and more systematic qualitative analysis.

In Turkey, the VET Management is responsible for collecting data. They periodically send questionnaires to companies and have a dedicated website where suggestions and propositions can be suggested. However it is mainly employers' associations that prepare surveys and conduct research for skills anticipation. These surveys are based on 2 main instruments: The Turkish Employment Agency Register (ISKUR) and the monthly labour force survey proposed by Turkstat. Additionally to these there are also some practices like the project (SVET) "Strengthening the Vocational Education and Training System" which was funded by European Commission and the Government of Turkey was implemented in order to create an infrastructure for a modern, flexible and high quality vocational education system and also the joint project of VehbiKoç Foundation and the Ministry of Education "Vocational Education: A Crucial Matter for the Nation" which aimed to attract young people to vocational education through creating a public-private partnerships model for improving vocational education.

Useful links in Turkey: <http://www.meslekliisesimemleketmeselesi.com/>, <http://www.iskur.gov.tr/>, <http://www.turkstat.gov.tr/>, <http://mtegm.meb.gov.tr/>

In Slovakia, a first analysis of pilot qualified forecast developments was presented in June 2013 by the Central Labour Office. This analysis will be updated, expanded and refined each year. It is (and will be) the result of the collaboration between employers' associations which are grouped under one unique

association in the Government Council for VET. However, this analysis is focused (for the moment) only on the number of needed workforce and not on the skills.

UK and Austria Practices

Main actors

In both countries, the main actors are well identified and work in collaboration. In each country there is one main actor (for UK, mandated by the government) responsible for the coordination of the work. In UK, this actor is People1st (the T&H Sector Skills Council). In Austria, the activities of skill anticipation are conducted by AMS (Austrian Labour Market) department for vocational information and labour market research.

In both cases, they work closely with actors in the sector (employers, associations and trade bodies) as well as in collaboration with the education system.

They provide data, survey, analysis, workshops, meetings, events, etc. and are well organised. They also make the link between the government and the market. They provide recommendations for the education sector, as well as, in Austria, identification of skill demands which could be met by VET measures in the framework of active labour market policy.

Methods used

Different complementary approaches are employed in these countries. The following table summarize the identified practices.

Country	Survey	Committee	Other
UK	<p>People1st provide regular analysis and reporting on skills needs:</p> <p>The research department identify and analyse, in collaboration with the labour market and employers skills needs</p>	<p>Meetings with employers are regularly organised (even at the individual level)</p> <p>People 1st's vocational learning team works with industry to set national occupational standards, develop apprenticeship and foundation degree frameworks and determine which qualifications need to be developed to meet industry needs.</p>	<p>The training division of People1st offers a tailored support in order to respond to current and future needs. It also runs a number of training initiatives and programmes.</p> <p>People1st's website provides all available information. (people1st.co.uk)</p>
Austria	AMS Enterprise Survey:	AMS Standing	Research project mixed

	<p>A dedicated research institute is situated within AMS, which conduct continuous surveys with Austrian enterprises every 2 years.</p> <p>Job advertisements analyses are also performed in order to identify qualification needs.</p>	<p>committee on New Skills: Works on the basis of clusters (specialists groups) which are constituted of experts from employers, a manager, representatives of VET institutions representative of Public Employment service and social partners. Workshops are organised in order to :</p> <ul style="list-style-type: none"> - identify short and mid-term developments of the sector and their impact in skill demands. - Put forward the main developments predicted in the next 5 years - VET measures that have to be taken in order to fit the identify skill demands 	<p>of literature review, scenario based approach, Delphi-study and focus provide some additional information.</p> <p>Regional approaches are also proposed by some regional governments. They organised regional workshops in order to coordinate educational sector action with market needs.</p> <p>The AMS website provides all available information. (www.ams.at)</p>
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