

EU.EM.NET Project W.P 2

Country report : Austria

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Characterisation of the T&H sector in Austria

The tourism sector is a very important part of the Austrian economy. According to Data from Statistik Austria, the direct value-added effects of tourism in 2012 amounted to EUR 17 billion, or 5,5 % of the GDP. About 315.000 jobs could be directly attributed to tourism characteristic industries in 2011, contributing 7,3 % to overall employment in Austria.

Under the Austrian Constitution, legislative authority in tourism affairs is vested not in the federal government, but in the nine Länder (provinces). Nevertheless, as tourism is a typical cross-cutting sector, both federal and European laws impinge on it. In 2006, the Austrian parliament established the parliamentary committee for tourism. At the national level, tourism policy lies within the purview of the Federal Minister of Economy, Family and Youth. In 2010, the ministry put in place a new tourism strategy with the objective of a close and strategic coordination of tourism issues.

The main actors in the tourism sector in Austria are¹:

- Government bodies:
 - o Parliament committee for Tourism
 - o Federal Ministry of Economy, Family and Youth – Department for Tourism and Historical Objects
 - o Governments of the Nine “Länder” (Provinces) administrations
- Organisations founded by Government to foster tourism:
 - o Austrian National Tourist Office (ANTO)
 - o Austrian Hotel and Tourism Bank
 - o Austrian Economic Service (Austria Wirtschaftsservice)
- Social partners
 - o Austrian Federal Economic Chamber (Employer association, membership compulsory for all Austrian enterprises)
 - o Austrian Federal Chamber of Labour
 - o Austrian Association of Labour Unions
- Private Tourism Associations (Employers)
 - o Association of Austrian Hotelliers
 - o Association of Austrian travel agencies and tour operators
 - o Others (e.g. regional associations, association of certain types of employers in the tourism sector e.g. Association of Aerial passenger line companies etc.)
- Educational institutions:
 - o Vet Schools
 - o Universities of Applied Sciences
 - o Universities

¹OECD Tourism Trends and Policies 2012,pp.127

Main figures of the sector are the following:

| Type Of Establishments | Number of Establishments |
|--|--------------------------|
| Hotels | |
| 4/5 stars | 2459 (4%) |
| 3 stars | 5255 (9%) |
| 1/2 stars | 4910 (8%) |
| Commercial holiday apartments | 3551 (6%) |
| Private accommodation | 41205 (70%) |
| Others | 1864 (3%) |
| | |
| Bars (Pubs, Bars, Discotheques) | 4197 |
| Restaurants (Restaurants, taverns, Coffee-Restaurants) | 21 406 |

2011 figures from Tourismus in Zahlen. Österreichische und internationale Tourismus- und Wirtschaftsdaten. 48. Ausgabe, Mai 2012, WKO, Vienna 2012

Schools: BMWFJ: Ein Job im Tourismus. Ausbildungsmöglichkeiten in Österreich, BMWFJ, Wien 2011

There are many different kind of schools that offer specific training for tourism occupations. Specific vocational trainings are in Austria possible from the ISCED 3 Level upwards. There are three main areas of vocational training in tourism:

- Vocational education schools:
 - o Secondary vocational schools medium level (ISCED 3B) (app. 3 years, internship obligatory, at the end you receive a degree called "clerk" (e.g. tourism clerk), with that degree you are not entitled to start a university study. If you want to study at university level you have to do "Add-on courses" (ISCED 4a) / 20 school-sites in Austria (2011)
 - o Upper-level secondary vocational colleges (ISCED 3a/4a) / 22 school-sites in Austria (2011)
- Vocational schools for apprentices (Dual system) (ISCED 3b) student receive training for a specific occupation (e.g. restaurant specialist in the field of tourism) most of the time students work as trainees in a company, in addition students visit a vocational school. There is a great number of "vocational schools for apprentices" in Austria, some of them offer training for many different occupations, some are very specific (only a few occupations, sometimes branch-specific school-sites (e.g. tourism) / in 2011 there were around 13.500 apprentices in tourism-specific occupations
- Postsecondary VET courses (ISCED 5b) – this two year course provides the same knowledge and skills as an Upper-level-secondary vocational college – 13 school sites in Austria 2011
- University level (ISCED 5a)
 - o Universities of applied sciences offering tourism studies- 9 school sites in Austria 2011
 - o Private universities specialised on tourism – 1 school site in Austria 2011

- Public universities – nearly every public university offers studies with connections to tourism – 22 public Universities in Austria 2011

Inform / Promote / attract

Promotion and marketing around the T&H sector in Austria

A job in the T&H sector is promoted as a multifaceted and exciting work. Another argument is that it counts worldwide to one of the sectors with a high degree of job security, it offers jobs even in regions close to nature and outside of industrial economic centers. An advantage of the T&H sector is, according to promoters, the contact with people from all over the world. The working environment is characterized by communication, creativity, imagination, flexibility. If you work in the T&H, you can make other people (the guests) happy. In foreign countries, people with an Austrian tourism education are in great demand. The dream of an own bar, an own restaurant or hotel can become true. The T&H sector offers very good possibilities for your career and to specialise².

There are several marketing campaigns to promote jobs in the T&H sector, e.g.:

Project “Hurra! Ein Job imTourismus!” Hurray! A Job in Tourism (2007 until 2013) which promotes the T&H sector towards the target groups; young people, women, commuters and job searchers. It aims for a higher employment rate in the T&H sector in southern-east Austria. The project works in the framework of TEP (Territorial Employment Pacts). Used measures are vocational guidance, awareness raising and training³.

Project “Get a job” motivates young people aged 13-16, to start a Vocational school for apprentices in the T&H sector. In cooperation of regional branches of the Austrian chamber of commerce and the public employment service, company visits in tourism companies are organised for students of lower secondary schools⁴.

Marketing Campaign “Glücksbringer” by the Federal chamber of economy (Wirtschaftskammer Österreich) especially for young people and their parents, teachers, etc. It offers an informative web-portal where interested people can get an overview about possible careers in tourism⁵.

T&H jobs visibility in Austria

In Austria exists a central source for the description of occupations, the “AMS-Berufslexikon”. Nearly 1.800 different jobs are described in terms of typical activities, necessary skills & competences, training options as well as possible career paths.

²Ein Job im Tourismus; Ausbildungsmöglichkeiten in Österreich; Bundesministerium für Wirtschaft, Familie, Jugend; S.7

³<http://www.pakte.at/projekte/2928/5568.html?lang=en>

⁴<http://www.ben-deinezukunft.com/79/>

⁵<http://www.gluecksbringer.cc/de/home.html>

The jobs in the T&H sector in Austria are⁶:

| | |
|---|---|
| BankettmanagerIn | banquet manager |
| Barista | barista |
| BarmixerIn - | bartender |
| Buffet und Schankkraft (KantineurIn) | canteen operator |
| Catering SpezialistIn | specialist of catering |
| EmpfangschefIn | reception clerk |
| EtagenleiterIn | executive floors |
| Food and Beverage ManagerIn | food and beverage manager |
| GastgewerbeassistentIn | assistant of the hospitality industry |
| GastgewerbeeinkäuferIn | buying agent of the hospitality industry |
| Gastronomiefachmann/frau | specialist of the hospitality industry |
| HotelassistentIn | hotel assistant |
| Hotelkaufmann/frau | hotel tradesman/tradeswoman |
| HotelsekretärIn | hotel secretary |
| Hotel und GastgewerbeassistentIn | hospitality assistant |
| KaufmännischeR AngestellteR (Ernährungs und Betriebswirtschaft) | Employee (commercial) for food and business economics |
| Koch/Köchin | chef |
| KüchengehilfIn | cooking assistant |
| Messehostess/Messehost | Event host/hostess |
| Pâtissier/Pâtissière | pastry chef |
| RezeptionistIn | conciierge, desk clerk |
| Restaurant-ManagerIn | restaurant manager |
| Restaurantfachmann/frau | restaurant specialist |
| Servierkraft (KellnerIn) | waiter/waitress |
| Sommelier/Sommelière | sommelier |
| Systemgastronomiefachmann/-frau | specialist for system catering |
| WirtschaftlerIn in Gastronomie und Hotellerie | economist for hospitality |

Emerging jobs/functions, competences needs:

Due to globalisation there are especially cross-cultural competences needed such as language skills not only in French, Spanish or Italian but Russian, Eastern-european and Asian languages. Since the target group expanded to countries like Russia, India and China, the supply of food, international tv programme etc has to change as well. Furthermore there are new jobs and a broader knowledge of the information technology, internet and social media needed. Another new target group are elderly people and young couples without children who are the reasons for new jobs such as Vital-Trainers. Moreover

⁶ <http://www.beruflexikon.at/>

there has been a big change in food habits and aspects such as food intolerances or food disorders have to be considered. ⁽⁷⁾

Develop and Train Workforce

Existing trainings and levels in Austria

The qualification level of staff in T&H sector in Austria is below average. The qualifications structure is shown in the table below⁸.

| ISCED- level | School type | percentage |
|---------------------|--|------------|
| ISCED 2 | Compulsory school | 24% |
| ISCED 3B | Vocational schools for apprentices (dual system) | 48% |
| ISCED 3B | Secondary technical and vocational schools Medium-level | 13% |
| ISCED 3A and higher | Upper secondary level schools, Universities, Universities of applied science | 15% |

Quality and certification in Austria

In Austria exists a “NationalerQualifikationsrahmen (NQR)” which is the exact translation of National Qualifications Framework. The results of the NQR report (only available in German) using the example of the T&H sector showed that the chosen qualifications of the T&H sector were assigned to the level 4-7⁹:

Level 4: graduated from the vocational school for apprentices (Lehrabschlüsse, Fachschulabschlüsse)

Level 5: matriculation examination of Upper-level secondary technical and vocational colleges (for Tourism) and diploma of Postsecondary VET Courses for Tourism and Leisure Industry

Level 6: bachelor degree in tourism management at the Universities of Applied Sciences

Level 7: master degree in tourism management at the Universities of Applied Sciences

⁷AMS Standing Committee on New Skills, Cluster: Tourismus und Wellness, 2010, pp. 3-9

⁸Bericht: Tourismus Österreich, Arbeiterkammer 2011, p. 79

⁹http://www.bmukk.gv.at/medienpool/17384/nqr_konf08_2_tourismus.pdf NQR Tourismus

The assignment of qualifications outside the formal system was difficult but is especially important since a lot of people working in the T&H sector do not possess a formal degree of the T&H sector.

The development of the EFQ in Austria is currently on its way. There are several reports on the deployment of the EFQ in Austria discussing the T&H sector such as “The European Qualifications Frameworks and Tourism Studies. A Comparative Analysis of Tourism Systems of Qualification – Austria, Greece, Italy, Malta, Slovenia and Spain” which gives a good overview of the EFQ and its deployment in the Austrian T&H sector.

Training organisms and employer’s link; development of curricula in Austria

As described above the great majority of workforce in the Austrian tourism sector received their vocational training in the so called “Dual System”, a dual-track vocational training, which combines studies at a vocational school with hands-on experience on the job. So the link between vocational training institutions and employers in the tourism sector is very common. Besides that there are projects like “Get a job” where young people during their 7th, 8th or 9th year of school education get the chance of an insight into the T&H sector. Trainers of Vocational schools for apprentices meet their future students and they can present their companies/work environment.

Retain workforce in the T&H sector in Austria

At the moment the most prominent initiative to retain workforce in the T&H sector aims at offering flexible work arrangements especially for older employees. This transition model for employees over 58 years offers the possibility to reduce working per 25-50%¹⁰,

Skills anticipation (forecasting) in the T&H sector in Austria

The formal approaches¹¹ to forecast skills in Austria are not organized by sectors but by types of schools. The agency for lifelong learning in Vienna divided it in four types, the vocational schools, the advanced vocational training, the University of Applied sciences, and the vocational schools for apprentices. In all of those types of schools it is possible to study tourism.

The first one, the vocational schools (Secondary technical and vocational schools Medium-level; Upper-level secondary technical and vocational colleges; Postsecondary VET Courses and other higher education) and its syllabus is organised by the Ministry for Education, the Arts and Culture. The social partners play a secondary, but not so important, role. The influence is illustrated by a “communication flow” which starts with the education institution -> state -> research -> economy, employment market -> back to research -> back to state -> back to education institution (in this case the vocational schools).

¹⁰http://portal.wko.at/wk/format_detail.wk?angid=1&stid=504716&dstid=252&titel=%C3%84ltere%2CArbeitnehmer, Anreize und Maßnahmen, um ältere Menschen in Beschäftigung zu halten und zu bringen

¹¹Erkennung und Erhebung des Qualifikationsbedarfs, 2001, Lebens Langes Lernen

It can be seen as a rather centralist type of school, the education institution and the state take both the initiative, research is now more often used as a support through the state.

Since the advanced vocational training hardly underlies any legal basis, the communication flow is simple: the institution for advanced vocational training influences/and gets influenced directly by the economy. There are two big, dominating Institutions (bfi, WIFI) but there is still a broad range of other offers. The main advantage of this type of school is that there is a very fast reaction towards changes in qualification demand. This system is very adaptable. But the disadvantage is the big contrast between the individual request in advanced training and the qualification needs at the employment market.

At the Universities of Applied sciences the state only plays a regulating and controlling role, the head of the University itself is in charge of the organisation and takes the initiative. Changes often go back to the economy. The communication flow for the University of Applied sciences: Economy, employment market -> education institution -> research -> economy, employment market ->back to research-> back to education institution -> state -> education institution. Demand and supply are important aspects. Focus on developments and changes of qualification and the linking of qualification requirements and demand for education are advantages.

The organisation of vocational schools for apprentices is carried out by a lot of different institutions. The basic principles by the lawmaker, job profiles and exams by the minister for economic affairs, the syllabus by the minister of education and the different educational boards of the Austrian federal states. Communication flow: State -> committee of the social partners -> back to state -> education institution. There is also sometimes an influence and impulse going on from education institution to social partners, between social partners and economy and unemployment market, and between education institution and economy, unemployment market. The social partners have a very important role in the organisation and designing of the vocational schools for apprentices. The role of the state is a lot smaller than in the the vocational schools (mentioned before) and is rather similar to the system of the Universities of Applied sciences. Research is not an important aspect, at most it gives advices. The biggest disadvantage of the vocational schools for apprentices is, that it is closely connected to the working life which leads to consequences in labour policies and therefore an agreement between the social partners is more difficult than in the other three types of schools. Another disadvantage is the small role of the research.

Existing best practices in Austria

In the T&H sector

Practice No.1 - AMS Standing Committee on New Skills

Short summary:

In several workshops the AMS Standing Committee on New Skills aims to identify the companies' change processes by providing input from sectoral experts from major, innovative companies and institutions jointly with representatives of continuing education and training (CET) establishments and social partner organisations. These change processes allow conclusions to be drawn about current and future requirements for employees and job-seekers, which will in turn be integrated into the forward- looking

development of CET measures. It is the explicit objective of the AMS Standing Committee on New Skills to take timely qualification measures by anticipating these developments at an early stage and thus keep pace with the qualifications required in three to five years. This skill anticipation process was not specifically developed for tourism sector, but tourism&wellness was one of sectors where future skills demand was investigated.

Since the introduction of „AMS Standing Committee on New Skills“ there were two working phases. The first one in 2009/2010 aimed at the clusters:

- machinery, motor vehicles, metal
- chemistry, plastic, new materials
- office and administration
- tourism and wellness
- construction and building ecology

The second one in 2010/2011 aimed at the clusters:

- Electrical engineering, electronics, telecommunications
- Energy and environmental engineering
- Healthcare and nursing
- Wholesale and retail trade

Main actors:

Within the Standing Committee so called specialist groups are being set up, where experts from different occupational fields (»clusters«) identify specific short to medium-term skill and qualification requirements in several working rounds.

Specialist Groups consisted of:

- Experts from employers (executives, human resource managers, R&D managers, the aim was not only to invite experts for staff management but also experts for technical developments in the sector to be able to identify technical trends)
- Cluster manager
- Representatives of Vet-institutions
- Representatives of public employment service
- Representatives of social partners

Working process:

Working process 1st working phase:

For each cluster specialist groups were formed. Each specialist group held three workshops. Because the size of the working groups was manageable the working process was organised as a whole group work and the used methods were rather open (brainstorming, group discussion). In addition to group discussion results of additional expert interviews conducted prior to the first workshop with experts who could not participate in the workshops as well as results of EU-sector analyses were presented prior to discussion as an introduction. The discussion was structured by questions about the future development in the sector.

Building on results of experts' interviews and EU-Sector Analysis experts were asked to identify short- and midterm developments in the respective sector and which Skill demand will be result of that development.

Working process 2nd working phase:

For each cluster specialist groups were formed (similar to working phase 1). Each specialist group held three workshops. Due to the fact that workshops groups had much more participants than in the first working phase thematic sub-groups were formed to allow small group work. Compared to the first working phase the discussion process was more focused. In addition to group work results of expert interviews as well as results from EU-sector analyses were presented in the course of the working process. The input was given after discussion to a certain topic to prevent preinfluence on expert work.

To structure the working process in the workshops questions were given to experts. The first workshop aimed at identifying the main development in the respective sector in the next 5 years. The second workshop aimed at identifying consequences for employee skills derived from developments identified in the first workshop. The third workshop aimed at identify existing vet-measures the fit to the identified skill demand as well as developing new curricula for vet-measures to meet the identified skill demand.

Practice No.2 - AMS Enterprise Survey

Summary:

The Austrian Labour Market Service (AMS) realises continuously a questionnaire survey in Austrian enterprises with at least 20 employees. Every two years the respective more than 20.000 enterprises had been contacted with a similar questionnaire. The survey's objective is to get insight on the development of regional labour force demand and regional qualification demand. Although the focus of the survey is on regional demand and not sector specific, also occupations from the tourism sector are investigated.

Main actors:

AMS (public employment service) commissioned the research institute „3s Unternehmensberatung“ to conduct the survey, representatives of lead enterprises (more than 20 employees) as respondents

Research process:

The research institute „3s Unternehmensberatung“ is responsible for coding the terms used to describe occupations and skills and competences within the questionnaire, analyses the data and prepares the report with all information on the survey .

Main points of the survey:

- Enterprise description (address, year of foundation, sector, type of enterprise, use of new technologies)
- structure of staff (number of employees, full time/part time, male/female, number of apprentices, structure of qualification, naming most important occupation specific activities)
- apprenticeship training
- demand for occupations & qualifications (most important occupations & qualifications, retrospective trends in demand for the last two years, estimation of future demand in the next 12th months, occupations with increasing demand and qualifications needed for that occupations, occupations/qualifications needed but not provided sufficiently by labour market)
- Further training of employees

Practice No.3 - Job advertisements analysis

Summary:

Job advertisement analyses are continuous studies commissioned by the AMS which investigate job-advertisements in Austrian media in order to identify qualification needs of enterprises in certain sectors or occupations (e.g. tourism, tourism specific occupations). It aims to contribute information on twolevels:

- Identification of current and tangible demand behaviour of enterprises
- Investigation of time responses which could be used to identify trends, shifts, breaks, growth and contraction processes etc. in demand behaviour of enterprises. That requires a panel research design that analyses job advertisements over a longer period of time.

Although these studies are not able to forecast skill needs of the future they are still remarkable due to their extremely high level of detail and their up-to-date data (quarterly updates), thus recommending them as sources for skills trends especially relevant for those who have to react quickly to changes in demand, for instance institutions involved in vocational training

Main actors:

The AMS (public unemployment service) commissioned the research institute „Informationsscouts“ to analyse periodical job advertisements in different sectors or occupations.

Research design:

The research design is based on the following assumption: Enterprises have two possibilities to meet internal demand for qualifications:

- Develop skills of existing staff through further training activities, learning by doing etc.
- „buy“ the needed qualifications by hiring new staff which possesses the needed skills – hiring activities by enterprises through job advertisements are therefore taken as an indicator of skill demand

In order to identify skill demand job advertisements in 12 Austrian media are analysed (9 print media, 3 online-media)

With regards to content the job advertisement analysis focuses on demanded skills by enterprises. In detail the following 5 areas of skills were investigated:

- Favoured or required school education
- Practical occupation specific work experience
- ICT skills
- Occupations specific skills and knowledge
- Language skills

The analysis relies exclusively on information given in job advertisements. No additional research at the enterprises that place job advertisements are conducted.

Practice No.4 - The AMS skills barometer

Summary:

In 2002 the AMS entrusted the research entities 3s and IBW with the development of a system for continuous and comprehensive observation of developments in skill demands at the level of individual occupations (micro level). The AMS skills barometer aims to structure and visualize existing labour market information and make it usable for a broad public (decision makers, researchers & journalists, employees, job seekers etc.). The system should answer the following questions:

- How many vacancies are there for certain vocations, vocational fields or sectors?
- Are there regional differences
- How do experts rate labour-market trends for certain vocations, vocational fields or sectors?
- Is there particularly strong demand for certain skills and competences in some vocational fields?
- Which trend developments in skills and competences are forecast by experts?

Actors:

The concept of the AMS skills barometer was developed by private research institutions. The on-going administration is the responsibility of the section for labour market research & occupational information of AMS (public employment service) des AMS. Experts from AMS use different sources of information

(research projects commissioned by the AMS e.g. lead enterprise survey, job advertisement analysis etc., but also other results from labour market research) to visualize labour market trends (with focus on skills demand).

Research/Working process:

The content of the AMS-skills barometer rests on a mix of diverse information sources e.g. statistical data, surveys and forecasts on skill needs and labour-market trends in Austria; job advertisement analysis commissioned by the AMS; expert interviews (human resource managers of leading enterprises, personnel advisors, manager of vocational education and training institutions, representatives of professional associations), specialised books, articles from relevant journals etc.

The methodological problem to solve is the integration of diverse data sources especially if research statements are not consistent. For the integration of official statistics and job advertisement analysis, and structuring the online information sources of the AMS, a taxonomy for vocations (AMS-Berufsgruppenstruktur) as well as for skills and competences (AMS-Qualifikationsklassifikation) has been developed.

More generally

Practice No.1 - „Bildungsdelphi“ – Educational services in 2020 and related needs for professional development

Summary:

The „Bildungsdelphi“ was a research project commissioned by the federal ministry for education, the arts and culture and conducted in cooperation by the Austrian Institute for research on vocational training (ÖIBF) and the institute for educational science at the university of Innsbruck. The research design was based on a mix of methods using literature research, scenario approach, delphi-study and focus groups. The project had the following objectives:

- exploring plausible future trends in different educational sectors
- Determining future demand for educational services
- Deriving recommendations for vocational education and training of education professionals

Main actors:

Researchers as project leaders, experts from different educational fields and institutional backgrounds as respondents and participants in focus groups

Research process:

- Literature research - Development of 5 scenarios based on local, national, global trends and key factors derived from literature research. Scenarios were developed (basic scenarios & sector specific scenarios) along the following questions:
 - o Which trends are relevant?
 - o How important are these trends?
 - o How can we deal with these trends?
- Delphi-study 1 - Experts from different types of institutions and from different educational sectors evaluate scenarios. - Online questionnaire Delphi 1 aimed at:
 - o Likeness of future scenarios and development trends in the education sector
 - o Future occupational profiles, competences and qualifications of education professionals
- focus group:
 - o Interpretation and consolidation of results from Delphi 1
- Delphi study 2 - Online Questionnaire Delphi 2 aimed at:
 - o Agreement with results from Delphi 1
 - o Importance of competences and qualification needs

Practice No.2 - „Netzwerkstatt“ – Network Factory

Summary:

A regional approach for anticipation was developed in the province „Lower Austria“, near Vienna, stemming from an initiative to coordinate the educational sector at regional level. For that purpose the government of lower austria founded the „NÖ Forschungs- und BildungsGes.m.b.H“ a private non-profit-orientated company 100% owned by NÖ which coordinates the project work. The project „Netzwerkstatt“ started in 2000 and is still running. With regional projections of supply and demand, and a scenario project to identify the main factors of educational development as perceived by the main regional actors. The analytical focus is on the meso-level which means it analyses developments in specific sectors/occupational fields or at regional level. The project has the following aims:

- develop a qualitative mechanism of anticipation of skill needs in addition to forecasts
- create a regional ‘think tank’ of actors from employment innovation systems
- analyse relevant issues in a framework combining research and practice
- provide feedback to regional education and training system.

Actors:

The government owned enterprise „NÖ Forschungs- und BildungsGes.m.b.H“ leads the project. To support the working/research process the IHS (institute for advanced studies) was commissioned to deliver inputs for anticipation workshops and to moderate all workshops, gathering, structuring information from anticipation workshops and also to relate it to existing statistical data and facts of educational sector in lower austria and to derive educational policy strategies. Executives from key enterprises, representatives of regional government responsible for regional development, social

partners, public employment service etc. as experts for future developments. Experts/Executives from regional education providers who develop measures to meet skill demand identified in anticipation process.

Working/Research process :

A structure was set up in the following way (the structure of the project is under continuous development to improve the results, e.g. anticipation-workshops were separated into two groups in order to create better representativeness):

- Key enterprises were selected
- Initial workshop to build a regional network
- The core activities were 'anticipation workshops' on selected topics with employment/innovation actors held twice a year, - thinking about future developments in the regional and their consequences for education and training in the region.
- consolidation of information gathered in anticipation workshops and deriving of conclusions for future skill demand
- Workshop for the development of measures to meet skills demand identified in anticipation workshops
- In addition to this step by step process an internet platform gives all involved actors access to results of workshops and room for discussion and exchange

APPENDIX