

Matching Skills to Support Career Development in Austria, Croatia, Slovenia and Spain

BENCHMARK REPORT



This project has received funding
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REPUBLIKA SLOVENIJA
MINISTRSTVO ZA DELO, DRUŽINO,
SOCIALNE ZADEVE IN ENAKE MOŽNOSTI

This project is co-financed by Ministry of Labour,
Family, Social Affairs and Equal Opportunities

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LIST OF ABBREVIATIONS

ABI	Austrian Public Employment Service, Department for Labour Market Research and Vocational Information
AGS	Annual Growth Survey
AMS	Austrian Public Employment Service
CCE	Croatian Chamber of Economy
CEDEFOP	European Centre for the Development of Vocational Training
CES	Croatian Employment Service
CEV	Centre for Vocational Education
CISOK	Centre for Information and Professional Advice
ECVET	European Credit system for Vocational Education and Training
ECVET	European Commission
ELPGN	European Lifelong Guidance Policy Network
EQARF	European Quality Assurance Reference Framework for VET
EQF	European Qualification Framework
ESF	European Social Fund
ESS	Employment Service of Slovenia
EU	European Union
EUROPASS	European Union initiative for increasing transparency of qualification and mobility of citizens in Europe
GDP	Gross Domestic Product
HRD	Human Resource Development
ICT	Information Communication Technology
INSUAL	National Institute of Qualification
JAP	Joint Assessment of the Employment Policy
LEES	Employment Shuttle and Solidarity
LLL	Lifelong Learning
LOE	Organic Law of Education
NGO	Non-governmental organisation
NQF	National Qualification Framework
PIE	Integral Employment Plan
SNCFP	National System for Qualifications and Vocational Educational Training



1. SUMMARY

One of the three priorities of the Strategy Europe 2020 is Inclusive growth, fostering a high-employment economy delivering economic, social and territorial cohesion. Actions under this priority among other require modernising, strengthening employment, education and training policies. Increasing global competition, demographic changes and rapid technological changes resulted in skills mismatch all over Europe. Providing businesses with the right skills to encourage innovation and growth, to address unemployment and to ensure fully utilized potential of EU citizens is a challenge that Europe is facing. A new flagship initiative An “Agenda for new skills and Jobs”, as a part of Europe 2020 Strategy, emphasises the need for better anticipating and matching of skills and labour market needs at an EU level, to be carried out in partnership with Member States, social partners and education institutions.

To facilitate this European Commission has launched call for proposals VP/2011/010 - Projects contributing to exchange of good practices, Domain 1: Implementing the skills dimension of the flagship initiative “Agenda for New skills and Jobs”. Better anticipating and matching of skills and labour market needs is crucial for future economic development, increasing competitiveness and reducing unemployment. As a respond partners from Austria, Croatia, Slovenia and Spain made benchmarking in the frame of Effect project named Matching Skills to Support Career Development. Partners benchmarked policies, systems, approaches, methods and good practices regarding matching and anticipating skills demand and supply, career development and lifelong learning, skills mismatch and key actors on the labour market, their role and their involvement in matching and anticipating skills demand and supply, career development and lifelong learning. Partners also identified challenges and barriers in matching skills supply and demand and suggested corresponding improvements in matching of skills demand and supply supported by career development and lifelong learning, and identified key actors on the labour market and their role in those processes. Partners agreed that skill mismatch is a crucial policy issue for policy makers and social partners, including employers’ associations and trade unions, employers, education and training institutions in all four partners’ countries as well as in other EU countries. They should tackle mismatch by building partnership, anticipating and providing data on skills demand and supply, by cooperation between all key stakeholders to assure better matching of skills on the labour market.

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Observed partners’ countries are at different level of anticipating and matching skills, career development and lifelong learning processes. Cooperation between stakeholders for better interaction between world of education and work is at different stage and forms. Several good practices regarding policies, systems, approaches and methods at national/regional level in anticipating and matching skills, career development and lifelong learning have been identified and could be transferred to other countries. But some improvements should be further done in all four countries: better responsiveness of education/training systems at all levels; strengthening apprenticeship schemes; creating partnership and fostering cooperation between stakeholders at all levels and engaging them throughout the processes; encouraging employers to co-invest and participate in the education/training activities.



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2. INTRODUCTION

EFFECT Project

The EFFECT project is aiming to collecting examples of concrete support measures for development of forecasting systems to improve the matching of skills supply and demand, and to strengthen companies' ability to implement or improve career development processes. Specific objectives of the project are: (1) To raise awareness about importance of skills, especially those required on the labour market by expanding sectors; (2) To promote and intensify the debate on anticipation and matching of labour market and skills needs, that was established as a top priority for the EU by Commission Communication "New Skills for New Jobs", two Council Conclusions and an independent expert Report; (3) To initiate partnership dialog between social partners, employers and education/training institutions that could develop and update skills profiles needed and facilitate the process of career and lifelong learning process development; (4) To strengthen involvement of social partners, vocational education/training authorities, and employment services in creation of effective measures to improve the matching of skills supply and demand.

By the realisation of the specific objectives project contributes to networking processes and more dynamic and responsible interaction between the worlds of work, education and training and stipulate national and international debate on seriousness of current skills gap and skills mismatches observed on labour markets that is negatively impacting the economic and social development. EFFECT project activities allow partners and target groups to learn from each other, exchange knowledge and best practices.

EFFECT project is implemented in Slovenia, Austria, Spain and Croatia and involves representatives of all relevant target groups and their representatives, key authorities and stakeholders in all four countries: experts at employment services dealing with career guiding and cooperate with employers; experts at guidance centres by universities and schools, training and education organisations; experts in forecasting and matching skills supply and demand, career development and lifelong learning; representatives of employers that work in the area of human resource development and recruiting; representatives of Chamber of Commerce, trade unions; representatives of professional organisations which can play an important role in career guidance and lifelong learning; social partners and stakeholders, policy makers, local communities, other labour market organisations that are creating policies, measures and programmes for career development and lifelong learning. Final users of the project results are also policy makers that can use basic guidelines for developing policies and effective measures for improving the matching of skills supply and demand.

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EFFECT Project Partnership

The EFFECT partnership includes 6 project partners from 4 European countries, Slovenia, Austria, Spain and Croatia. The EFFECT partnership derived from good experiences of many years collaboration in previous projects. The EFFECT project partnership consists of partners, experienced in employment policy design and implementation, education, training and guidance. Partnership is also extended on supporting partners, the most important authorities, policy makers and social partners linked to the area of employment that are all interested in using the results of the project for developing employment policies and programmes (Employment Service of Slovenia; Employment Service of Croatia; AMS – Arbeitsmarktservice Steiermark; Chamber of Trades and Crafts Krapina Zagorje County, Croatia; Florida Centre de Formación, COOP.V). Supporting partners are of great importance for follow up activities of the project and mainstreaming.



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3. BENCHMARK PROCESS AND METHODOLOGY

Benchmarking is the process of comparing processes and performance metrics to industry bests or best practices from other industries. Also referred to as "best practice benchmarking" or "process benchmarking", this process is used in management and particularly strategic management.¹

Benchmarking in the public sector functions as a tool for improvement and innovation in public administration, where state organizations invest efforts and resources to achieve quality, efficiency and effectiveness of the services they provide. Strategic benchmarking involves observing how others perform however it is not the case whether or not their acting in our own sector/industry.²

The benchmarking of EFFECT project corresponds to the different benchmarking types known as the „benchmarking in the public sector” and “strategic benchmarking”, not industry-specific and therefore different from the clearly business-view and methodology focused on the economic indicators.

By reviewing strengths and weaknesses, comparing the performance, and sharing ideas and good practices partners learned how to improve matching of skills demand and supply, career development and lifelong learning.

To assess national situation in the area of anticipating and matching of skills demand and supply, career development and lifelong learning and to identify national best practices in each partner country, to recognise strengths and weaknesses, to identify challenges, opportunities and new initiatives, national forums in all partners countries were implemented, attended by all relevant stakeholders.

Conclusions of national forums were designed with the purpose to get overview on best practices for exchanging and sharing between partners’ countries and wider in Europe and discussed at two transnational forums in Austria and Spain where special attention was dedicated to the development of an intercultural frame for processing exchange and development of innovative labour market policies and practices in the field of matching of skills supply and demand, career development and lifelong learning. Conclusions from national and transnational forums resulted in this benchmarking report.

¹ <http://en.wikipedia.org/wiki/Benchmarking>

² <http://en.wikipedia.org/wiki/Benchmarking>



4. COUNTRY PROFILES

In Austria, in the past, early school leaving has fluctuated around 10 %, and decreased to 7.6 % in 2012 which was below EU average (12.7 %). Austria has set itself target of early school leaving rate of not more than 9.5 % by 2020, which is already achieved. Tertiary education attainment in 2012 was 26.3 % which was low compared to EU average (35.7 %). On the contrary, in lifelong learning 14.1 % of adult population were involved which is above EU average (9.0 %).

Croatia has already reached the 2020 EU benchmark regarding early school leaving (in 2012 4.2 %) and her performance in this area is among the best in Europe. Tertiary education attainment in 2012 was the lowest compared to partner's countries (23.7 %) and to the EU average. Regarding adult participation in lifelong learning Croatia with 2.4 % is significantly below the EU average and other three partner's countries.

Slovenia already has a very low rate of early school leaving (4.4 % compared with the EU average of 12.7 %) and a rather good rate of tertiary education attainment (39.2 % against the EU average of 35.7 %). The target for 2020 is to maintain these results and increase the higher education attainment rate further. Adult participation in lifelong learning in Slovenia with 13.8 % was also above EU average, in 2012.

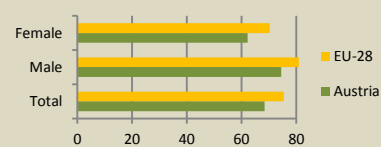
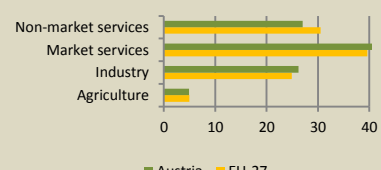
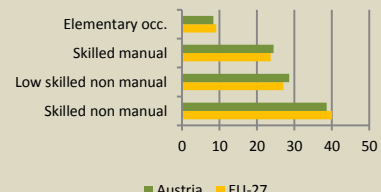
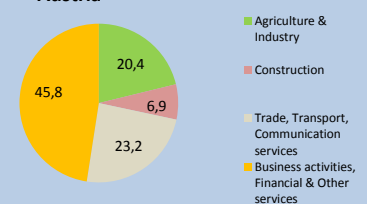
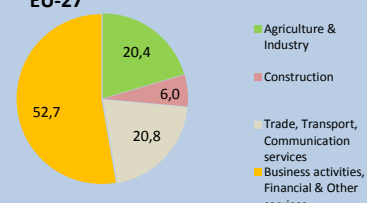

In **Spain** early school leaving is serious problem affecting 24.9 % of the 18-24 age group (2012). Regarding tertiary education attainment Spain has had rapid progress in recent years and with 40.1 % in 2012 already reached the EU benchmark for 2020 of 40.0 %. Adult participation in lifelong learning is also above EU average (10.7 % in 2012).

Among partner's countries employment rate in Austria is the highest (75.6%) and already exceeded the EU benchmark 2020 (75.0%), and the lowest in Croatia 55.4 %, in 2012. Activity rates in 2011 in Austria (75.3 %) and in Spain (73.7 %) were above EU average (71.2 %), followed by Slovenia with 70.3 %, and Croatia with 60.8 %. In observed countries with exception of Croatia, the female activity rate exceeded EU average. Regarding activity rate of older population (55-64 years old) Slovenia (33.3 %) is far behind the EU average (50.9 %), followed by Croatia (40.5 %), Austria (42.9 %) and Spain (52.9 %). Regarding the unemployment the worse situation is in Spain. In 2012 one quarter of active population was unemployed, followed by Croatia with 16 % (the EU average was 10.5 %). Particularly concerning is youth unemployment in Spain (53.2 %) and in Croatia (43.0 %) in 2012 which is rather above the EU average (23.0 % in 2012). Youth unemployment in Austria is the lowest (8.7 %) followed by Slovenia (20.6 %) which is also below the EU average.

Public investment in education, as a % of GDP, significantly increased in Croatia since 2000, but is still below EU average; same in Spain, while being above EU in average Austria and Slovenia.





Population		Labour market		Economy	
Population 2012, (1000)		Employment rates, 2012 (% of population 20-64)		GDP per capita €, 2012 (current prices)	
Population projection 2030, (1000)				EUR EU-28=100 change*	
Population density pop/km ²		Employed persons economic activity, 2012		Austria 32,200 131% + 1.4	
Area (km ²)				EU-28 23,100 100% - 0.6	
Population by age groups, 2012		Employed persons occupation, 2012		*% change on previous period (2012/2011)	
0 to 14 years				Gross Value Added, 2010 (% of all branches)	
15 to 64 years		Unemployment rate, 2012 (%)		Austria	
65+ years		Gender Male Female Total			
Active population 2011 (1000)		Education Primary Secondary Tertiary		EU-27	
Austria 4,323		Austria 7.7 3.5 2.1			
EU-27 240,150		EU-28 16.8 8.2 5.6		Total public expenditure on education, 2009 (% of GDP by level of education)	
Activity rates by gender (%), 2011		Age 15-24 25-74		Primary ISCED1 Secondary ISCED 2-4 Tertiary ISCED 5-6	
Total Male Female		Austria 8.7 3.6		Austria 1.1 2.8 1.6	
Austria 75.3 81.1 69.5		EU-28 23.0 9.1		EU-27 1.2 2.4 1.2	
EU-27 71.2 77.6 64.8				Europe 2020 Indicators	
Activity rates by age group (%), 2011				AT EU-28 Target	
15-24 25-54 55-64				Employment rate (% of aged 20-64)	
Austria 59.9 88.1 42.9				75.4 68.4 75.0	
EU-27 42.7 85.0 50.9				- male 80.9 74.5	
				- female 70.3 62.3	
				Early school leavers	
				7.6 12.7 < 10	
				Tertiary educational attainment	
				40.1 35.7 ≥ 40	



Population

Population 2012, (1000)	4,398.2
Population projection 2030, (1000)	4,214.0
Population density pop/km ²	79
Area (km ²)	56,538

Population by age groups, 2012

0 to 14 years	654,332
15 to 64 years	3,156,887
65+ years	586,931

Active population 2011 (1000)

Croatia	4,398
EU-27	240,150

Activity rates by gender (%), 2011

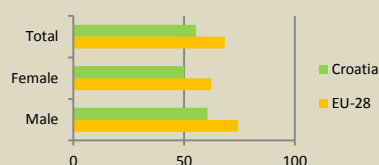
	Total	Male	Female
Croatia	60.8	67.4	54.4
EU-27	71.2	77.6	64.8

Activity rates by age group (%), 2011

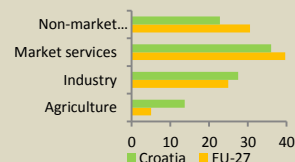
	15-24	25-54	55-64
Croatia	31.4	79.8	40.5
EU-27	42.7	85.0	50.9

Labour market

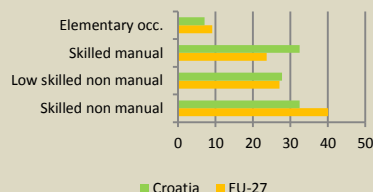
Employment rates, 2012 (% of population 20-64)



Employed persons economic activity, 2012



Employed persons occupation, 2012



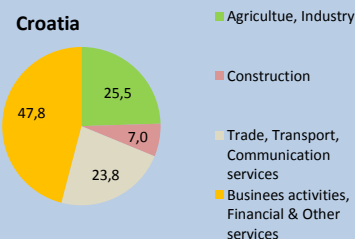
Economy

GDP per capita €, 2012 (current prices)

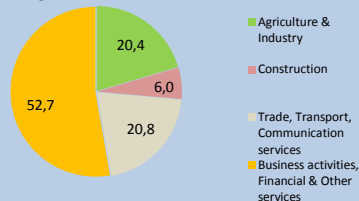
	EUR	EU-28=100	change*
Croatia	8,500	61%	- 1.8
EU-28	23,100	100%	- 0.6

*% change on previous period (2012/2011)

Gross Value Added, 2010 (% of all branches)



EU-27



Total public expenditure on education, 2009 (% of GDP by level of education)

	Primary ISCED1	Secondary ISCED 2-4	Tertiary ISCED 5-6
Croatia	1.8	1.0	0.8
EU-27	1.2	2.4	1.2

Education and Training

Youth education, 2012*

	Total	Male	Female
Croatia	94.8	94.4	95.2
EU-28	80.3	77.7	83.1

*% of population aged 20-24 having at least upper secondary education

Tertiary educational attainment, 2012 (age group 30-34)

	Total	Male	Female
Croatia	23.7	19.4	28.8
EU-28	35.7	31.5	39.9

Early school leavers, 2012

	Total	Male	Female
Croatia	4.2	4.6	3.6
EU-28	12.7	14.4	11.0

Lifelong learning, 2012**

	Total	Male	Female
Croatia	2.4	2.3	2.6
EU-28	9.0	8.3	9.7

**% of population aged 25-64 participating in education and training

Unemployment rate, 2012 (%)

Gender	Male	Female	Total
Croatia	16.2	15.6	15.9
EU-28	10.4	10.6	10.5

Education	Primary	Secondary	Tertiary
Croatia	17.4	14.5	8.9
EU-28	16.8	8.2	5.6

Age	15-24	25-74
Croatia	43.0	13.2
EU-28	23.0	9.1



Europe 2020 Indicators

	HR	EU-28	Target
Employment			
Employment rate (% of aged 20-64)	55.4	68.4	75.0
- male	60.6	74.5	
- female	50.2	62.3	
Education			
Early school leavers	4.2	12.7	< 10
Tertiary educational attainment	23.7	35.7	≥ 40

Source: EUROSTAT Statistics



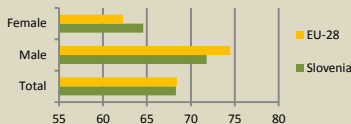
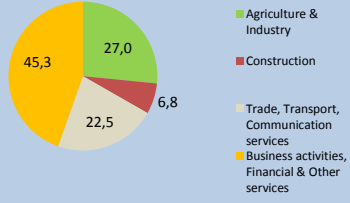
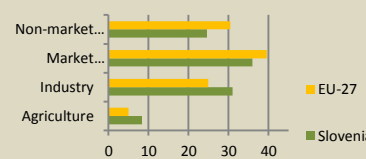
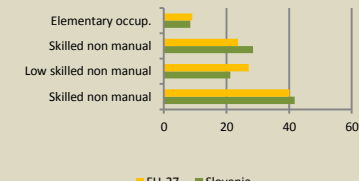
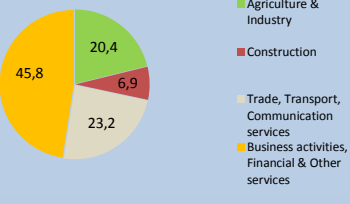

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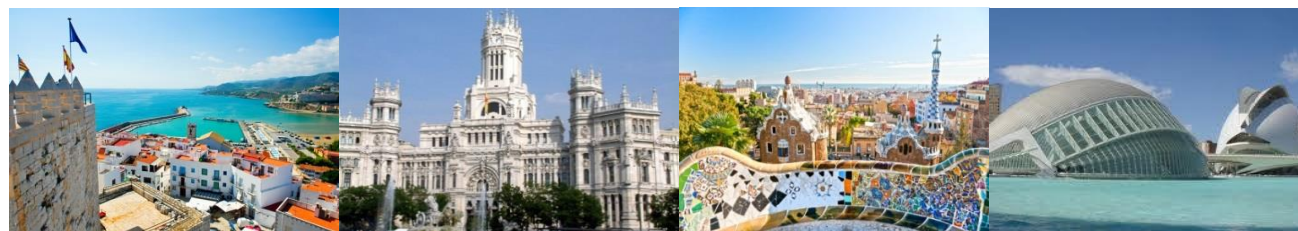


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Population				Labour market				Economy			
Population 2012, (1000)				Employment rates, 2012 (% of population 20-64)				GDP per capita €, 2012			
2,055.5								EUR EU-28=100 change*			
Population projection 2030, (1000)								Slovenia 15,000 82% - 0.3			
2,154,6								EU-28 23,100 100% - 0.6			
Population density pop/km²								*% change on previous period (2012/2011)			
104								Gross Value Added, 2010 (% of all branches)			
Area (km²)								Slovenia			
20,256											
Population by age groups, 2012				Employed persons economic activity, 2012							
0 to 14 years 294,194											
15 to 64 years 1,414,547											
65+ years 346,800											
Active population 2011 (1000)				Employed persons occupation, 2012				Austria			
Slovenia 1,019											
EU-27 240,150											
Activity rates by gender (%), 2011											
Total Male Female											
Slovenia 70.3 73.9 66.5											
EU-27 71.2 77.6 64.8											
Activity rates by age group (%), 2011											
15-24 25-54 55-64											
Slovenia 37.4 90.1 33.3											
EU-27 42.7 85.0 50.9											
Education and Training								Total public expenditure on education, 2009 (% of GDP by level of education)			
Youth education, 2012*				Unemployment rate, 2012 (%)							
Total Male Female				Gender Male Female Total				Primary ISCED1 Secondary ISCED 2-4 Tertiary ISCED 5-6			
Slovenia 90.1 88.1 92.5				Slovenia 8.4 9.4 8.9				Slovenia 2.5 1.3 1.4			
EU-28 80.3 77.7 83.1				EU-28 10.4 10.6 10.5				EU-27 1.2 2.4 1.2			
* % of population aged 20-24 having at least upper secondary education											
Tertiary educational attainment, 2012 (age group 30- 34)											
Total Male Female				Education Primary Secondary Tertiary							
Slovenia 39.2 29.5 49.6				Slovenia 14.0 8.1 5.8							
EU-28 35.7 31.5 39.9				EU-28 16.8 8.2 5.6							
Early school leavers, 2012											
Total Male Female				Age 15-24 25-74							
Slovenia 4.4 5.4 3.2				Slovenia 20.6 7.9							
EU-28 12.7 14.4 11.0				EU-28 23.0 9.1							
Lifelong learning, 2012**											
Total Male Female											
Slovenia 13.8 11.5 16.1											
EU-28 9.0 8.3 9.7											
** % of population aged 25-64 participating in education and training								Europe 2020 Indicators			
								SI EU-28 Target			
								Employment			
								Employment rate (% of aged 20-64)			
								68.3 68.4 75.0			
								- male			
								71.8 74.5			
								- female			
								64.6 62.3			
								Early school leavers			
								4.4 12.7 < 10			
								Tertiary educational attainment			
								39.2 35.7 ≥ 40			
								Source: EUROSTAT Statistics			



Population

Population 2012, (1000)	46,196.3
Population projection 2030, (1000)	49,961.2
Population density pop/km ²	91
Area (km ²)	506,030

Population by age groups, 2012

0 to 14 years	7,026,579
15 to 64 years	31,140,024
65+ years	8,029,673

Active population 2011 (1000)

Spain	23,104
EU-27	240,150

Activity rates by gender (%), 2011

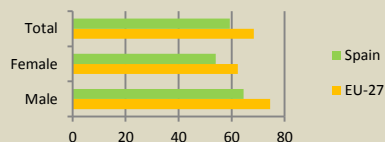
	Total	Male	Female
Spain	73.7	80.4	67.0
EU-27	71.2	77.6	64.8

Activity rates by age group (%), 2011

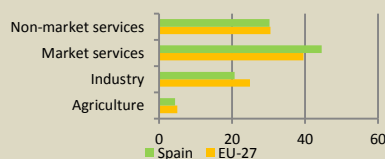
	15-24	25-54	55-64
Spain	40.9	86.0	52.3
EU-27	42.7	85.0	50.9

Labour market

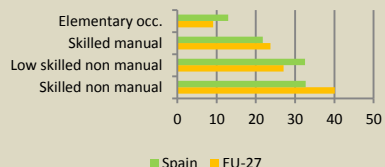
Employment rates, 2012 (% of population 20-64)



Employed persons economic activity, 2012



Employed persons occupation, 2012



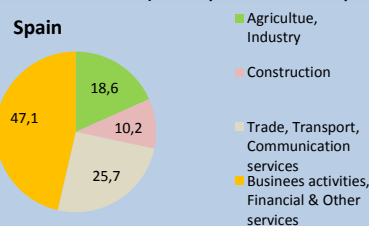
Economy

GDP per capita €, 2012 (current prices)

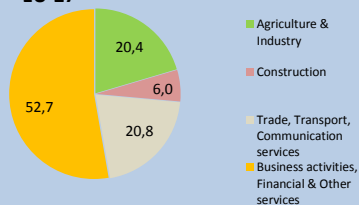
	EUR	EU-28=100	change*
Spain	20200	97%	- 1.7
EU-28	23,100	100%	- 0.6

*% change on previous period (2012/2011)

Gross Value Added, 2010 (% of all branches)



EU-27



Total public expenditure on education, 2009 (% of GDP by level of education)

	Primary ISCED1	Secondary ISCED 2-4	Tertiary ISCED 5-6
Spain	1.3	1.9	1.1
EU-27	1.2	2.4	1.2

Education and Training

Youth education, 2012*

	Total	Male	Female
Spain	62.8	56.7	69.1
EU-28	80.3	77.7	83.1

* % of population aged 20-24 having at least upper secondary education

Tertiary educational attainment, 2012 (age group 30-34)

	Total	Male	Female
Spain	40.1	35.0	45.3
EU-28	35.7	31.5	39.9

Early school leavers, 2012

	Total	Male	Female
Spain	24.9	28.8	20.8
EU-28	12.7	14.4	11.0

Lifelong learning, 2012**

	Total	Male	Female
Spain	10.7	9.9	11.6
EU-28	9.0	8.3	9.7

** % of population aged 25-64 participating in education and training

Unemployment rate, 2012 (%)

Gender	Male	Female	Total
Spain	24.7	25.4	25.0
EU-28	10.4	10.6	10.5

Education

	Primary	Secondary	Tertiary
Spain	31.2	21.9	14.0
EU-28	16.8	8.2	5.6

Age

	15-24	25-74
Spain	53.2	22.7
EU-28	23.0	9.1



Europe 2020 Indicators

	ES	EU-28	Target
Employment rate (% of aged 20-64)	59.3	68.4	75.0
- male	64.5	74.5	
- female	54.0	62.3	
Early school leavers	24.9	12.7	< 10
Tertiary educational attainment	40.1	35.7	≥ 40

Source: EUROSTAT Statistics



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REPUBLIKA SLOVENIJA
MINISTRSTVO ZA DELO, DRUŽINO,
SOCIALNE ZADEVE IN ENAKE MOŽNOSTI

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5. SITUATION ANALYSIS

Financial and economic crisis resulted in the increased unemployment in the EU and increasing skills mismatch that negatively affects economic competitiveness and growth, undermines social inclusion, and generates significant economic and social costs. Younger people and immigrants suffer more from over-qualification, while ageing workers are more prone to skills obsolescence.³ The EU has to overcome any skill mismatch in order to make effective use of its talent and to prevent the waste of its human capital.⁴

5.1 Matching and anticipating skill demand and supply, career development and lifelong learning

Matching and anticipating skills is complex and constantly ongoing practices, carried out through the interactions of various actors in the economy, policy and society. These practices are performed at different levels and different fields or subsystems which are set in the context or regulatory and institutional frameworks.⁵

Skills development, upgrading skills and better matching between the supply of skills and labour market demand is not only necessary but also a challenge for the EU and shared responsibility of national public authorities, education and training providers, employers and employees, with social partners playing a crucial role.

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Policies, systems (national/regional/local) related to anticipating and matching skill demand and supply, career development and lifelong learning in Austria, Croatia, Slovenia and Spain

Categorised by CEDEFOP typology, **Austria** has coordinated holistic system of skills anticipation mechanisms defined by: well-developed systems based on medium and/or short term macro level forecasts, sectoral studies, regular surveys among employers, regular regional surveys, and an efficient system of dissemination of results to policy and practice.

Mismatch between skills and labour market needs is a present problems in **Croatian** labour market. In the last few years, many efforts were made to reduce this problem as well as to promote the importance of lifelong guidance, learning, education, and career. Many policies, laws, strategies and models, have been adopted. The Republic of Croatia is a member of the European Lifelong Guidance Policy Network (ELGPN) where the Croatian Employment Service, which is National representative and the Agency for Mobility and EU Programmes, implemented Euroguidance initiative.

Slovenia has decentralised system of skills anticipation. Currently skill needs analysis is performed in the framework of development of occupational standards, including sector analysis. Employment Service of

³ Employment and Social Developments in Europe 2012; European Commission, SWD(2013).

⁴ Same as previous.

⁵ Anticipating and matching skills demand and supply; Synthesis of national reports; ETF, 2012.



Slovenia provides only a partial picture of the skills required by employers, without any elements of career guidance (Forecast demand for Employment Survey).⁶

Spain is categorised by the CEDEFOP as having a *decentralised system* of skills anticipation.⁷ The National System for Qualifications and Vocational Educational and Training (SNCFP) was created by the National Institute for Qualifications. It consists of instruments and actions necessary to promote and develop the integration of vocational education and training through the National Catalogue of Professional Qualifications and aims at promoting and developing the assessment and accreditation of professional competences in order to encourage the professional and social development of the people and to meet the needs of the productive system. The development of this system was transferred to each autonomous community, and it differs between regions.

Country	Policy/system/structure	Strategy
Austria	<ul style="list-style-type: none"> → AMS Standing Committee on New Skills (national) → National Reform Programme and the ET 2020 (national) 	<ul style="list-style-type: none"> → LLL: 2020 – Strategy for lifelong learning in Austria (national)
Croatia	<ul style="list-style-type: none"> → Joint Assessment of the Employment Policy Priorities - JAP (national) → Law on the Croatian Qualifications Framework (national) → National Youth Programme 2009-2013 	<ul style="list-style-type: none"> → Adult Learning Strategy → National strategy for lifelong professional guidance and career development in the Republic of Croatia 2014-2020 (draft) → Strategy for entrepreneurial learning 2010-2014 → Strategy for Education, Science and Technology (draft)
Slovenia	<ul style="list-style-type: none"> → Resolution on the National Higher Education Programme 2011–2020 (national) → National Qualifications Framework (NQF) 	<ul style="list-style-type: none"> → Lifelong Learning Strategy → Youth Guarantee Programme 2014-2020
Spain	<ul style="list-style-type: none"> → OPEA (national); Guidance action for employment and self-employment → Staffing Agencies (national) 	<ul style="list-style-type: none"> → PIE (national) - Integral Plan Employment

Austria

The Austrian **National Reform Programme and the ET 2020 national report** acknowledge the negative consequences of early drop-out in education, namely fewer job opportunities, a higher risk of unemployment and social exclusion. Consequently, educational reform focuses on increasing equal opportunities and qualification levels, in particular for migrants, and the federal government in cooperation with the provinces and municipalities has launched several initiatives to tackle educational disadvantages from an early age.

In October 2009, the Board of Directors of the Austrian Public Employment Service (AMS) established an **“AMS Standing Committee on New Skills”** for Austria on a national level. In light of the economic situation, which at the time was generally difficult, and the increasing levels of unemployment, the fundamental idea was to make the most of periods of operational underutilisation combined with labour market policy support measures (e.g. educational leaves, short-time work with qualification, AMS training), in order to prepare the

⁶ EU Skills Anticipation Mapping Paper; European high level meeting on Skills Anticipation in Adult Learning; ITF, Turin; August 2012

⁷ EU Skills Anticipation Mapping Paper; European high level meeting on Skills Anticipation in Adult Learning; ITF, Turin; August 2012



workforce (employees and persons seeking work) for upcoming changes and requirements in a timely manner. On the basis of the “EU Sector Analysis”, the “AMS Standing Committee on New Skills” is establishing specialists groups (clusters) for the determination of the short to medium-term qualification requirements. The objective is to initiate new programmes offering continued education for job-seekers and employees with short implementation lead times, which address the identified qualification requirement. Irrespective of the prevailing economic situation, there is an urgent necessity of further development of the qualifications, knowledge and competencies of labour force potential in a forward-looking manner, in order to ensure that the companies, as well as Austria as a business location, remain competitive. The declared goal of the “AMS Standing Committee on New Skills” is the timely implementation of qualification measures based on an early anticipation of ongoing developments, thus keeping pace with the qualifications which will be required in three to five years.

LLL: 2020 – Strategy for lifelong learning in Austria: The strategic projects are presented in ten “Aktionslinien”, i.e. action programmes, which include a vision, the current status, the goals and the measures to be taken. This initiative combines the areas of education, integration, labour market, economy, social affairs, finance and regional affairs. All action programmes take five guide lines and four basic principles into account.

Croatia

Croatian Government established the Agency for Vocational Education and Training and Adult Education which is involved in tracking, development, evaluation and improvement of the education system in Croatia. Agency signed a contract in September 2013 with the successful Croatian Olympic medallist Gordan Kožulj who became the first national promoter of LLL. During his successful athletic career, he did not neglect his personal and professional development so he can be a good example to others.

Law on the Croatian Qualifications Framework ensures clarity, progression and quality of qualifications, as well as linking the level of qualifications in the Republic of Croatia to the European Qualifications Framework; aims to increase the transparency and quality of the entire educational system and seeks to link education with labour market needs and establish a system of certification and recognition of different types of learning.

Joint Assessment of the Employment Policy Priorities (JAP): examines the main benefits and challenges of the Croatian labour market, make proposals for improving coordination skills supply and demand in the labour market and to solve long term unemployment and take measures to improve the employment of critical groups.

Operational Programme for Human Resources Development supports design and implementation of active and preventive labour market policies, harmonizes educational programmes with labour market needs and promotes lifelong learning.

Adult Education Act creates conditions for the integration of LLL and adult education and training for employability: qualification for the first job, retraining, acquiring and developing professional knowledge, skills and abilities. There is low level of agreement on the importance of education among the various interest groups and programmes do not fit market needs.

National strategy for lifelong professional guidance and career development in the Republic of Croatia 2014-2020 (draft) is a mechanism that gathering relevant stakeholders for effective development policies, measures and actions. The weakness of this mechanism is insufficient involvement of all stakeholders that should work on the development.

Strategy for Education, Science and Technology (draft), which was at the public debate until 15.11.2013, sets the concept of lifelong learning as the basis for future educational system in Republic of Croatia.



Adult Learning Strategy is an instrument for the prevention of social exclusion. It is strengthening institutional capacity for lifelong learning and promotes availability of education to adults and flexibility of form and methods of this type of education.

Learning strategies for entrepreneurship 2010-2014 is a base for creation of incentives for economic development through entrepreneurship and promotes systematic development of entrepreneurship as a key competence at all levels of education. But there is no synergy of business and education, and education system does not follow the requirements of the rapid technological development.

National Youth Programme 2009 -2013: Advancing the total activity of the government and public institutions that contribute to addressing the needs of young people and improving the quality of their lives with their scope and competence.

Slovenia

The National Reform Programme 2013-2014 envisages intensive investment in training to improve key skills and employability and reducing skills mismatches. It also describes plans to improve pathways from education to the labour market, with a focus on providing career guidance services throughout the education system.

Resolution on the National Higher Education Programme 2011–2020 addresses the link between education and science and business. One of main objective is creation of structural partnerships between higher education institutions and the business community.

In 2007, a comprehensive **Lifelong Learning Strategy** was adopted that supported improvement of the quality of education and training by updating the programmes, curricula and knowledge maps, developing educational and learning strategies, improving access to education, recognising the knowledge gained and strengthening research and cooperation with non-governmental institutions and social partners. Slovenian education system is well-performing, but there are still shortcomings with matching the skills obtained in the education system to the needs of the labour market.

Slovenia has made progress on developing a **National qualifications framework**, coupled with continuing reforms in vocational education and training. The focus is on recognition of non-formally acquired knowledge and skills, better inclusion of key competences in the education system and stronger use of instruments such as EUROPASS, EQF, ECVET and EQARF.

Recently Slovenia has established framework to facilitate the transition of young people from education into the world of work. In cooperation of several ministries (Ministry of Labour, Family, Social Affairs and Equal Opportunities; Ministry of Education, Science and Sport; Ministry of Economic Development and Technology) key reforms and measures have been designed, as follows: early intervention and activation (5 reform and systematic measures and 9 programme measures) and supportive measures (4 reform and systematic measures and 20 programme measures) facilitate implementation of **Youth Guarantee Programme**.

Development of career guidance and counselling services has been high on the policy agenda since the end of the 90s. Implementation of the Labour Market Regulation Act (2011), which puts particular emphasis on guidance and counselling, is a step forward. In response to the need for better matching of skills to the demands of the labour market, Slovenia is currently making efforts to introduce **career guidance services in the whole cycle of education** and to provide information on future professional careers.

Educational deficit reduction programme (national) for active population (25-64 ages) is implemented by Public Fund of HRD and scholarship and Ministry of Education since 2009; co-financed by ESF and the Ministry. Programme is implemented since 2004, based on the Resolution of National Adult Education Programme and enables general and constant access to LLL.

Spain

In 2009 Spain adopted regulations on the certification procedure for professional competences acquired through work experience and informal training channels. Measures to adapt VET to labour market demands include curriculum reforms to revise and broaden vocational training and the corresponding certificates. The Ministry of Education is promoting a comprehensive plan to set up an integrated system of vocational guidance. Work in 2010–2011 targets regional administrations, guidance providers and potential users. Spain is divided in 17 autonomous regions; some of them, such as Comunidad Valenciana have power enough to set the measures to face public issues as: employment, education, and training or health services. There is no policy, system, approach or method to match or anticipate skills demand and supply, career development and lifelong learning in Spain, but some efforts to connect could be found:

Education system: In the LOE (Organic Law of Education, 2006) the education curriculum is defined as a group of objectives, basic skills, contents, teaching methods and evaluation criteria; one of the tasks of compulsory education system is to promote skills to foster lifelong learning amongst the citizens.

Labour Guidance Services and Work Placement: provided by Public Employment Services (depending on each autonomous region); there are also other institutions that are involved (NGOs, Foundations, Trade Unions, Staffing Agencies, Temporary Staffing Agencies etc.).

Talent management: Some enterprises believe/value/recognise the power of the intern knowledge and carry out different actions to promote, improve and develop it. In these kinds of enterprises/companies the career development is a shared question between the company and the worker.

An Action Plan for Lifelong Learning: The main objectives are to find better ways of coordinating resources, reduce the number of adults without a secondary compulsory schooling certificate, combat the problem of poverty and social exclusion of immigrant and disadvantaged groups, enhance a culture of lifelong learning and monitor the sector with a view to improving its quality and efficiency. Lifelong learning is a common objective for both the Ministry of Education and the Ministry of Labour and Immigration. Both institutions are working on such issues as the recognition of professional skills acquired through work experience or via non-formal education.

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Approaches, methods, models related to anticipating and matching skill demand and supply, career development and lifelong learning in Austria, Croatia, Slovenia and Spain

In the observed countries there are several approaches, methods and models related to anticipating and matching skill demand and supply, career development and lifelong learning that can be considered as good practices and with some adaptation can be transferred and used in other countries. Approaches, methods, models were developed according to the needs of each country, and are presented hereinafter.

Country	Anticipating and matching skills	Career development	Lifelong learning
Austria	<ul style="list-style-type: none"> → AMS qualification barometer (national) → Large enterprise monitoring (national) 	<ul style="list-style-type: none"> → Specialist courses included in the “New Skills” programme (national) 	<ul style="list-style-type: none"> → Training courses: Systematic competency (national)
Croatia	<ul style="list-style-type: none"> → Regulation on the monitoring, analysing and 	<ul style="list-style-type: none"> → Lifelong Career Guidance/Orientation (national) 	<ul style="list-style-type: none"> → Centre for Human Resources Development



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Country	Anticipating and matching skills	Career development	Lifelong learning
	forecasting of labour market needs (national) → Survey of employers (national) → Poll - knowledge and skills needed to work in the workplace - a questionnaire for employers → Regional Partnership for monitoring and assessing the needs of the labour market to use Models for occupations in demand → Partnership for the labour market Krapina-Zagorje County → Analysis and forecast of the labour market needs for specific qualifications	→ Centres for information and career counselling (CISOK) → Moved in first column (Poll – knowledge...) → Career centres (national/regional) mostly located by universities	(within the Croatian Chamber of Economy) → Inter-company training centres (regional/local) → National campaign for promotion of lifelong learning and education – LLL Week (national) → Training courses (national) → Motivational workshops for LLL (national) →
Slovenia	→ Scholarship schemes (regional)	→ Lifelong Career Orientation (national) → Competence centres for HRD (sectoral) → Career centres (national/regional) mostly located by universities	→ Inter-company training centres (regional/local) → Lifelong learning centres (regional)
Spain	→ LEES: Career Boosting Programme Entrepreneurship (Regional)	→ InDenova: Successful talent management and career development	→ Florida Education Group: educational model

Austria

Specialist courses of the “New Skills” programme (national): Based on the specialist groups’ results of the “AMS Standing Committee on New Skills” curricular proposals were developed as an orientation guide for the planning of the AMS course offerings. The specialist courses of the so-called “New Skills” programme are implemented by the AMS branch offices in the individual federal states in cooperation with the respective educational establishments. The target group are persons who have already worked in a certain occupational area and are trained with respect to current requirements of the labour market in this field, in order to improve their occupational opportunities and allow a re-entry into the labour market.

Training courses: Systematic competency (KMS) (national): Technical training courses provided by the Public Employment Service are more extensively included in the context of formal training qualifications. KMS should enable unemployed people to acquire under several training modules the skills that are necessary to receive a formal qualification. Developments in the educational system, like the National Qualifications Framework (NQF) or the European Credit system for Vocational Education and Training (ECVET) are taken into account. Furthermore, also the recognition of non-formally and informally acquired knowledge as well



as learning outcomes and competence orientation are essential. A particular focus is on the target group of persons above the age of 45.

Croatia

Regulation on the monitoring, analysis and forecasting of labour market needs allows making recommendations for educational enrolment policy. Educational institutions, bodies of local (regional) governments, sector councils, and the Ministry of Science, Education and Sports, taking into account the recommendations of the Institute when proposing and establishing quotas for the admission of students. The recommendations are not mandatory. There is lack of cooperation of all stakeholders in the labour market.

Analysis and forecast labour market needs for specific qualifications is made on the basis of relevant statistics and indicators on employment of unemployed persons according to the education programme, in collaboration with stakeholders on the labour market. The result of the analysis is recommendations for educational enrolment policy and politics scholarships.

Poll - knowledge and skills needed to work in the workplace - a questionnaire for employers: Results will be used for the development of occupational standards, i.e. the list of knowledge and skills required to work in workplace in professional standards. It will allow easier tracking of knowledge and skills needed for labour market and will be the foundation for a better adaptation of educational programs in accordance with the required competence.

Example of good practice at the regional level is the establishment and operation of the **Regional partnership for monitoring and assessing the needs of the labour market Krapina-Zagorje County**, whose task is to work together on monitoring, assessing and determining the needs of the labour market especially in deficient occupations, then the monitoring and evaluation of results and improving the needs assessment methods. Deficient occupations model is also designed with the demand to assess and monitor the needs for deficient occupations. An important role for the regional development of the labour market also has a Partnership council for the labour market Krapina-Zagorje County, which brings together stakeholders from the public, civil and economic sectors to develop strategies for human resource development, and who are responsible for human resource development at the regional level.

Lifelong Career Guidance/Orientation (national) implemented by CES as a major stakeholder in systematically organized activities to provide information, guidance and counselling aimed at different users - from primary school pupils and students in higher grades of secondary schools up to different groups of adults, the unemployed, job seekers as well as employers.

Career centres (national/regional) mostly located by universities organize various forms of activities of individual counselling up to workshops and online activities as well as educational materials within the areas of psychological and career counselling and information and the development of academic and life skills.

Inter-company training centres (regional/local). There are several inter-company training centres where employees have the opportunity to gain the necessary knowledge and skills in accordance with the new challenges that business environment placed in front of them.

National campaign for promotion of lifelong learning and education – LLL Week (national) in a simple way, on the basis of direct address to the citizens, encourages the realization of the idea of promoting learning and education. This year over 500 events were organized in which were included more than 700 different institutions and events were attended by about 23,000 citizens.

Training courses funded by CES and conducted by licensed educational institutions and which confer formal training qualifications for occupations and jobs based on the analysed statistical indicators of supply and demand for workers conducted by regional offices of CES at the local/regional level. The goal is through education increase the employability of the unemployed and enables retention of jobs of long-term employees with the same employer who moves to new technologies. This creates the necessary skilled

labour force as well as reduces the mismatch of supply and demand at all levels of the labour market. Through education programmes people change occupations, acquire new knowledge and professional skills and strengthen their competencies and position in the labour market.

Slovenia

In the recent years several programmes have been launched by Slovene Human Resource Development and Scholarship Fund in order to promote identification of training/skills needs and delivery of adequate training and counselling activities. Programmes have not been evaluated yet so it is not possible to speak about the best practice but from the first feedback of employers there are evidently good practices to follow:

Competence centres for HR development main purpose is encouraging co-operation among companies within the framework of individual industries, developing a competence model for defining sectorial competence profiles for specific professions or work posts and contributing to the reduction of deficits in the competencies of employees by providing target oriented trainings.

By co-funding of education and training of employees the Fund is encouraging employers to identify skills needs and prepare HRD plans, as well as promoting further education or training in order to achieve greater employee's competitiveness and flexibility.

Lifelong Career Orientation for employees and companies (national) is initiated by Public Fund of HRD and scholarship and financed by ESF. In career planning process the interest of employees and employers are co-ordinated what has a greater impact on increasing competitiveness and improvement in performance. Lack of presence of top management in training (should be compulsory for top management, e.g.: training in communication, team work, conflict solving, etc.).

Lifelong learning centres (regional) are established in all regions in Slovenia for advisory and information services, self-learning supported by ICT with special emphasis on non-formal learning.

Scholarship schemes (regional), initiated by Public Fund of HRD and scholarship and co-financed by ESF and companies contributes to matching skills demand and supply in regions and better planning of career development and strengthen co-operation between employers and education institutions. Due to economic crisis there is lack of interest by employers in regions with bigger development problems as companies rather deal with survival than development.

Inter-company training centres (regional/local). There are several Inter-company training centres that represent an effective model of cooperation of educational institutions and the economy. With the training offer, corresponding to the needs of the labour market adjusted to the target group, this centres are actively involved in training of competitive labour force.

Spain

There are no systematic approaches to matching skills demand and supply, career development and lifelong learning but some initiatives and good practices could be found:

LEES - Career Boosting Programme is a social initiative of regional and local government for empowerment & proactivity of unemployed people. This initiative appeared from social needs and because of general apathy. It is a collaborative and solidary way to search employment and starting up companies. LEES is based on cooperation and mutual assistance as synergies generating strategies to overcome the current situation. Unemployed people interact in a new context, a context of trust with shared feelings, experiences, information, training which greatly improves the chances of finding employment and the development of self-employment projects.

Successful talent management and career development initiative developed and implemented in an ICT Company, *InDenova*. The style of talent management, based on the most important value in the company and persons in charge demand it to all workers, is respect. Respect is the basis to manage a diverse staff and get a positive work environment. Career development starts at very early stage, on the interview. InDenova supports the value, the importance of the person because people made the company, they are the best ambassadors, they promote, reinforce and change InDenova brand. One of management's successes is the staff involvement on the creation of the work environment.

Educational model Florida Education Group: is dynamic and innovative, competence based educational model, connected to the labour market and businesses, designed for cooperative education group only. Florida education model promotes the development of entrepreneurial attitudes among its students and the contact with business realities during the student's education, with the objective of facilitating their integration into the professional world. This model enables matching skill demand and supply by assuring key competencies.

5.2 Skills mismatch and respond of education/training to the skill mismatches and requirements

Skills mismatch in the labour market describes the fact that levels or types of skills of individuals are inadequate in view of particular job requirements. Skills mismatch is a widespread phenomenon in Europe, with overeducation incidence averaging around 30 % and a substantial share of population undereducated and should be of concern to all citizens, but especially to policy makers, employers' associations and trade unions.⁸

The classic consequence of the mismatch of labour market needs and skills is structural unemployment usually expressed as the share of unemployed persons with low educational attainment. This form of unemployment proved to be very persistent in Slovenian labour market and was especially accentuated in the period of high GDP growth and decreasing of the overall number of registered unemployment (with the lowest numbers in 2008). In this period only the core of least employable persons remained at the ESS and the share of those with low education was 40.7%.⁹

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Austria

Within the *AMS Standing Committee*, so-called **specialist groups** were established, within experts from different occupational fields ("clusters") identified concrete short and medium-term qualification requirements over the course of several sessions:

- Across all clusters, developments can be observed which lead to general changes in the provisions of services, as well as the forms of collaboration. Regarding the necessary knowledge and skills, these developments mean both increased requirements in the area of professional competence and a further strengthening of social skills. In addition to this, a general need for higher qualification can be inferred for all clusters and across all qualification levels. While in the area of production it can be assumed that labour-intensive manufacturing processes will continue to be transferred to countries with lower wage levels and that Austria, just as the "old" EU member states in general, will have to place a stronger emphasis on the area of development, highly specialised manufacturing, final assembly, and service for regional markets, the service sectors see an increase in requirements due to more and more complex

⁸ The skill mismatching challenge; Analysing skill mismatch and policy implications; CEDEFOP, 2010.

⁹ EEO ad hoc request, April 2011; Prepared by Mirosljub Ignatovic, SYSDM Correspondent for Slovenia.



processes and team structures. Routine tasks are largely automated, and a project-oriented style of work becomes more and more important.

- Collaboration in **multi-cultural teams** across both company and country borders requires increased intercultural skills and highly developed foreign language skills. For the contact with customers and guests, the requirements are increasing due to higher expectations and an increased awareness regarding quality. Changes in the structure of customers and guests, for example in the area of tourism and wellness, also lead to new requirements in these areas. Furthermore, numerous developments and innovations regarding production processes and materials can be observed in the individual clusters. These require employees of all levels of qualification to acquire new and additional knowledge and skills. These range from advanced skills regarding automated manufacturing (electronic controls, robot technologies, simulation technologies and virtual work), new processing methods (e.g. new bonding and joining technologies) for the handling of hybrid materials, composites and high-strength, durable, particularly light-weight materials in the areas of production and the correct handling of environmentally friendly construction materials to sustainable manufacturing procedures.

Croatia

There are two types of skills mismatch in the labour market in Croatia: vertical and horizontal. According to Survey on educational and employment careers of youth, Matkovic (2011) found that vertical qualification mismatch covers about a quarter of jobs. Assessment of qualification mismatch according to the data of the Labour Force Survey is slightly lower than observed for the first jobs (13% overqualified and 3% insufficiently qualified young people). Horizontal mismatch is often problem with highly educated individuals with a degree in humanities or social sciences.

In Croatia, a special problem is the mismatch between higher education system and the labour market needs, suggesting questionable admission policies in higher education. Thus, the enrollment quotas in higher education system in Croatia in recent years largely reflected a wish list of higher education institutions, and not the demand of the labour market for certain profiles of highly educated professionals. Also, University, on request of Faculties and its administration, approves quotas for part-time students who participate in the financing of the costs of education. The consequence of such an enrollment policy has led to the fact that several colleges enroll too many students in relation to the current needs of the labour market for these profiles. Primarily it comes to the social sciences and humanities, as we already said, while on the other side the faculties of natural sciences and engineering graduates are in high demand but enroll a relatively small number of students.

Also, one of the major problems is that there are still a small percentage of adults participating in lifelong learning. This percentage is extremely low in Croatia, only 2 to 2.5%. The population is not sufficiently involved in the process of lifelong learning and education, and it is necessary to focus and continuously undertake various promotional activities to raise awareness of the importance of education and learning to a higher level in each individual. The cause of insufficient involvement in lifelong learning can partly be found in the current poor economic situation in Republic of Croatia. In addition, the education system in Croatia is very inert and very slow in adapting to the changes of a modern society.

Slovenia

The current economic situation, characterised by high levels of unemployment and in parallel persistent job vacancies in specific occupations, highlights the major skills challenge Slovenia is facing.

Slovenia belongs to countries with labour shortage indicators remaining at a comparatively low level, but with increased unemployment rates. In Slovenia there is no detailed analysis regarding skills mismatch in the competencies level. Lack of activities in anticipating skills demand on the labour market is result of relatively



poor developed labour market analyses practice before the transition to the market economy and partly due to the relatively small size of the labour market itself, which does not enable researchers to make any deeper analysis with statistically reliable results.¹⁰

While Slovenia has a well-performing education system, there are shortcomings with matching the skills obtained in the education system to the needs of the labour market. Although Slovenia recognises the importance of a national forecast of future skills needs on the labour market, there is no comprehensive system to identify current and projected labour market needs yet. Further efforts should be made to address deficit professions efficiently and design a long-term system for analysing and forecasting future skills needs.¹¹

There is both horizontal and vertical mismatch in the Slovenian labour market. Vertical mismatch (qualification) in Slovenia in 2011 was 13 % by under qualified people and 8 % by over qualified. For Europe as a whole almost two thirds of its over-qualification can be characterised as 'severe, in Slovenia the entire qualification mismatch is of the severe type by default. Regarding horizontal mismatch, Slovenia is ranked highest (among other countries: Romania, Greece, Cyprus and the UK) in terms of skill mismatch with about 40 % over-skilling rates, while Austria (and other: Lithuania, the Czech Republic, Finland and Portugal) are at the other end of the spectrum.¹²

Slovenia is gradually improving human capital, which is an important factor in economic development, but the problem remains the low efficiency of investment. The involvement of young people in secondary and tertiary education is maintained at a high level and greatly exceeds the EU average; at tertiary level of education is already two years above the target (55%). Structure enrolled in secondary schools is changing in the direction of increasing the proportion of students enrolled in engineering and other professional programmes. In tertiary education the share of enrolled in the social sciences is declining. The majority of graduates in 2010 were in the field of social sciences, business and law, thus employers among higher educated people faced with difficulties to find university graduate engineers of mechanical engineering, computer and information science and electrical engineering and certain higher-skilled profiles in health care. This structural problem is mainly due to the absence of systematic monitoring and forecasting skill needs.¹³ Adult participation in all levels of formal education in 2009 declined for the third year in a row, but remains above the EU average. Participation in lifelong learning is much higher than the EU average.

Spain

The skill mismatch is present as skills or competences trained by compulsory education are not connected to the labour market needs. There is more emphasis on theoretical knowledge than on competences. Further on, basic competences identified by LOE (Organic Law on Education) are not totally trained at schools because the focus is on maths and language competences. There is also a lack of promotion of talent, self-esteem and social skills development, transferable to labour market. The methods used in education and training institutions are quite different than businesses need – teachers should be trained and develop their competences.

The most common skill requirements perceived are as follows: Teamwork, networking and interdisciplinary skills; Entrepreneurship, ethics, innovation; Foreign languages, ICTs skills; Commitment, autonomy, conflicts solution, responsibility; Proactivity, initiative, adaptability, flexibility, willingness to work, motivation.

¹⁰ EEO ad hoc request, April 2011; Miroљub Ignatovic, SYSDem Correspondent for Slovenia.

¹¹ Education and training for smart, sustainable and inclusive Europe, Analysis of the implementation of the strategic framework for European cooperation in education and training (ET202) – Country Analysis.

¹² Employment and Social Developments in Europe 2011; European Commission Directorate-General for Employment, Social Affairs and Inclusion, November 2011.

¹³ Report on development 2012, Development by priorities - Effective use of knowledge for economic development and qualitative jobs; UMAR 2012;



Education and training respond to the mismatch and skill requirements with *learning communities*, a new method of teaching that involves whole community (teachers, families, closer environment, etc.); by re-thinking the curricula and what is necessary to learn nowadays (competence learning); promoting values such as: responsibility, respect, critical thinking/critical mind, coherence; considering competences as a school question not only under vocational training.

In spite of this, there are still issues that should be overcome: methodological changes need teachers and professor's updated training (no budget available for this); lifelong learning needs an integrated system of education or training: different ways to make it possible; there's not enough information about it. In professional qualifications the process is slow, restricted and different, depending on the region. Pedagogical innovation is not fostered, rules are too rigid. Budget on education has been reduced, fewer teachers, more pupils per classroom, less resources and more difficulties to continue studying. Teachers and professors are overwhelmed by the roles they have to assume. There are continuous legislative changes on education that don't allow enough time to see the results of each law. Since political changes strongly influence the educational law, a national agreement should be reached.

5.3 Information and data available

To better face the challenges in anticipating and matching skills to labour market demand it is crucial to promote more comprehensive information on the Union's future skills and job requirements. The European Commission has developed several tools for matching skills and jobs, launched initiative New Skills for New Jobs and expressed the need to bring the world of education, training and work closer together.¹⁴

Austria

Austria has the best developed system of information that supports matching skills supply and demand of labor market among partners' countries.

The AMS qualification barometer is the first comprehensive online information system on the labour market and qualification trends in Austria. It is an online system, which offers a structured and therefore quick overview of central aspects of the qualification requirements in Austria. The contents apply not only to the macro-level of an industry, as is so often the case in current labour market studies, but also actually provide clear statements regarding the need for certain qualifications at the level of the different occupational fields. The objective of the AMS qualification barometer is to collect and structure evidence of the current and foreseeable qualification requirements and to make this information accessible to the broader public via the Internet.

Croatia

In Croatia, an analysis and forecast of labour market needs for specific qualifications is made on the basis of relevant statistics and indicators on employment of unemployed persons according to the education program, in collaboration with stakeholders in the labour market. The result of the analysis is recommendations for educational enrollment policy and scholarships politics. Results of the analysis on knowledge and skills needed to work in the workplace (a questionnaire for employers) are used for creation of list of knowledge and skills required on workplace. Based on occupational standards educational programme to meet the needs of employers will be created.

¹⁴ e.g.: EUROPASS, European Qualifications Framework, European Labour Market Monitor, PLOTEUS, EURAXESS, and online job matching tools such as EURES, ESCO, Match & Map.



Example of good practice at the regional level is the establishment and operation of the Regional partnership for monitoring and assessing the needs of the labour market Krapina-Zagorje County, whose task is to work together on monitoring, assessing and determining the needs of the labour market especially in deficient occupations, to monitor and evaluate results and improve the needs assessment. Deficient occupations model is also designed with the demand to assess and monitor the needs for deficient occupations. An important role for the regional development of the labour market also has a Partnership council for the labour market Krapina-Zagorje County, which brings together stakeholders from the public, civil and economic sectors to develop strategies for human resource development.

Slovenia

Anticipation of skills demand and supply in Slovenian labour market is much less developed activity than matching between labour market needs and skills. This is partly the consequence of the relatively poorly developed labour market analyses practice before the transition to the market economy and partly due to the relatively small size of the labour market itself, which does not enable researchers to make any deeper analysis with statistically reliable results. The ESS performs once a year (at the end of the year) the research called Employment Forecast where employers report anticipated needs for workers and possible redundant workers for the whole year. Comparison of data on demand and the numbers of unemployed people (actual supply) provides information on short-term educational and occupational discrepancies on the labour market. But it does not give a full picture of the knowledge, skills and competences required by employers.

Spain

Regarding matching of supply and demand in education/training and employment and anticipation of skills requirements the available information and data in Spain are detailed job descriptions and competence definitions, and labour integration rates depending on the type of study level. Those data are provided as public and visible information on public employment services' website, school or training institutions websites and disaggregated by typical descriptors/variables: by gender, age, region, etc.

Global network in Spain in the Barcelona region is an example of successful networking by combining information on global sectoral trends in industry with local specific trends in skill requirements.

5.4 Key actors on the labour market, their role and involvement in matching and anticipating skills demand and supply, career development and lifelong learning

In partners' countries key actors on the labour market are the same, but their involvement in matching and anticipating skills demand and supply, career development and lifelong learning is on different level. Some of them already built partnerships between key actors and cooperate in this area.

Building partnership and collective responsibility between stakeholders, such as government, business organisations, trade unions, public bodies, employers, trade and professional bodies, public and private training providers, community-based organisations, cooperatives and NGOs, is critical for better matching skills demand and supply on the labour market and facilitate the transition from education to world of work. If we want to improve the efficiency, quality and crucial the impact of education, skills development and training, the innovative ways of working together are needed.



Austria

Regarding the issue of matching skills, in Austria the following stakeholders play a key role on the national level in line with the established AMS Standing Committee on New Skills:

Board of Directors of the Public Employment Service, acts at federal level and consists of: Federal Ministry of Labour, Social Affairs and Consumer Protection (chair); Austrian Industry Association (employer representation); Federal Chamber of Labour (employee representation). The Board of Directors established the AMS Standing Committee on New Skills on a national level. **Austrian Public Employment Service**, Department for Labour Market Research and Vocational Information (ABI) is responsible for the implementation of the Standing Committee's tasks.

Institute for Research on Qualifications and Training of the Austrian Economy (ibw); Project management: Department for Labour Market Research and Vocational Information (ABI) of the AMS in cooperation with the Institute for Research on Qualifications and Training of the Austrian Economy (ibw).

Representatives of vocational training centres, social partner organisations, businesses, industry experts from companies: Collaboration in the workshops of the so-called "**specialist groups**" (company clusters) of the AMS Standing Committee on New Skills: Cluster "Electrical engineering, electronics, telecommunications"; Cluster "Energy and environmental engineering"; Cluster "Health and care"; Cluster "Trade".

Croatia

The key actors on the Croatian labour market are the **ministries** (Ministry of Science, Education and Sports; Ministry of Labour and Pension System; Ministry of Economy; Ministry of Social Affairs and Youth; Ministry of Regional Development and EU Funds; Ministry of Business and Trade and Ministry of Health), **state, public and private agencies and NGOs in the field of education and employment**, including Agency for Vocational and Adult Education, Agency for science and Higher Education, Agency for Education, Croatian employment Service, Croatian Chamber of Trades and Crafts, Croatian Chamber of Economy, Croatian employers' Association, schools, universities and colleges, open universities and other institutions for adult education, institutions for the rehabilitation of disabled persons to vocational rehabilitation and employment, the Institute for the Development of Education and a number of private agencies that deal with employment.

Ministry of Science, Education and Sports does administrative and other tasks related to: preschool education, elementary and secondary education, the development of higher education, the achievement of national strategies and programs for higher education, quality assurance and monitoring of financial and material conditions for the operation of institutions of higher education; subsidizing the costs of study, and to encourage lifelong learning and higher education for adults.

South East European Centre for Entrepreneurial Learning (SEECEL) was established in the initiative of the Ministry of Economy, Labour and Entrepreneurship and in cooperation with the Croatian Chamber of Economy. It is supported by the EU and the European Commission's DG Enterprise and Industry to develop the entrepreneurial learning in line with the development of entrepreneurial learning as a key competence in all levels and forms of education. By encouraging cooperation of experts from Southeast Europe and the exchange of good practice, the goal of the Centre is to support the advancement of learning, entrepreneurship, encouraging entrepreneurial spirit and entrepreneurial thinking in all generations.

Croatian Employment Service is the main carrier of systematically organized activities such as giving information and guidance to the different target groups - primary and secondary schools, students, unemployed, employees and employers. Service is based on the approach that is focused on customers and partnership approach to provide individualized services for different target groups. The most common forms of services are group and individual information and counselling, assistance for self-employment, organization of internal labour market, etc. For the purpose of conducting these activities CES has



established **Centres for information and career counselling (CISOK)**. So far there are seven centres where you can get free information on lifelong guidance and career development.

Croatian Chamber of Economy (CCE) continually investigates and analyses the educational needs of business and entrepreneurial skills. Within the CCE operates the **Centre for Human Resources Development**, which encourages lifelong learning. Centre aims to boost enterprise management to establish departments for human resources management and include HR managers in making strategic decisions. Every year Chamber organize an international conference on lifelong learning and human resource development - Educa plus.

Croatian Chamber of Trades and Crafts plays an important role in educating students for crafts occupations and organizing master exams as a condition for self-employment.

Private agencies and NGOs have begun to distinguish themselves in recent years and are becoming increasingly important in the management of human resources, especially in job placement, organizing various programs of education and employment, including services aimed at developing career management skills. There are also specialized national agencies for the development of human resources called „head hunting house“ - agencies to find potential candidates for employers to carry out managerial or other specialized tasks.

Slovenia

The key actors on Slovene labour market are policy makers, institutions and agencies in the field of education and training, chambers, trade unions, employers and employees. Each of them has an important role, as follows:

Ministry of Education, Science and Sport performs administrative and professional tasks in the areas of education from early childhood to higher vocational education and adult education. **National Institute of Qualifications (INCUAL)** is responsible for defining, creating and updating the National Catalogue of Professional Qualifications and the corresponding Modular Catalogue of Vocational Education and Training and to propose actions to improve career guidance. **Centre for Vocational Education (CEV)** prepares profiles of occupations and competence-based vocational standards (occupational standards) that form the basis for the preparation of educational programmes of vocational and technical education and for certification of national vocational qualifications.

Ministry of Labour, Family, Social Affairs and Equal Opportunities, Directorate of Labour Market and Employment: planning, preparation and implementation of active employment policy measures, which are based on the situation on the Slovene labour market and European and national development documents. **Employment Service of Slovenia** is implementing measures in the frame of Active Employment Policy for increasing employability and social inclusion and active entrance to labour market.

Public Fund of the Republic of Slovenia for Human Resources Development and Scholarship: implementation of the scholarship policy, promotion and financing the investments in human resources to increase employability, competitiveness, knowledge transfer and integration of the education system to labour market needs.

Chamber of Commerce and Industry organize many specific trainings for their members, according to the company needs to increase the competitiveness of companies and their employees. **Chamber of Craft and Entrepreneurship** has the Education Centre that organizes specialized training adapted to the needs of entrepreneurs and small businesses.

Trade unions promote education and raise awareness of the importance of lifelong learning. One of the aims of active involvement of trade unions in the field of further education and training is motivation of employees and employers.

Guidance centres, education/training providers assure support to career development, education and training. Some of them provide tailor-made training, but in general there is lack of co-operation between them and employers in training needs analysis and adaptation of training to the company's needs.



To summarize, in Slovenia stakeholders are not involved enough in interaction between the world of work and education/training, career and lifelong learning process since their cooperation is rather poor and they don't listen to each other. Consequently, employers are not satisfied with the knowledge and skills students receive during the education but they are also not responding to the invitation of providers to cooperate in preparation of open curricula topics, and are not open to offer posts for practical part of the education. Solution is in fostering programmes of cooperation between companies and educational organisations (schools, universities) and to start with presentation of vocations earlier, already in the elementary schools.

Spain

It was recognised that is necessary to promote a flexible national deal in order to promote the matching of skills. That means a framework guiding stakeholders involved, but bear in mind that recipes do not exist, so the solutions must be contextualised, focused on the context to provide a good answer.

Currently, the role of **employers' organisations** and **employers** is promoting training and qualification courses for employed and unemployed people. These courses are planned according to the forecasting made by the employment public services or the budget available and don't respond always to the needs or interest of the users. They make possible internships in their organisations in cooperation with educational and training centres and providing job offers as detailed as they can.

Employee's organisations promote training and qualification courses for employed and unemployed people (these courses are planned according to the forecasting made by the employment public services or the budget that is available, and don't respond always to the needs or interest of the users); training to foster the employability, labour counselling (individual and flexible career pathways); defending workers and motivating them to actively participate in companies.

Employment organisations and services, guidance centres, education/training institutions are preparing people for the world outside, especially young people entering for the first time to a first job; providing workshops about labour market, support on finding a job; developing labour professional guidance for employment and self-employment. The disadvantage is that these actions are part of programs funded by public sector and their involvement is currently decreasing providing personal assistance: career pathways and job placement between jobseekers and the companies in order to adjust professional profiles and support recruitments process.

Policy makers, public authorities, local communities, ministries, etc. are legislating employment policies trying to solve unemployment. The problem is that the policies are reactive, not proactive. Local services (funded by the city councils) are created in order to provide assistance to entrepreneur and unemployed people, to boost the local market.

6. CHALLENGES AND BARRIERS IN MATCHING SKILLS SUPPLY AND DEMAND

According to the 2013 Annual Growth Survey (AGS) there is an urgent need to, 'Step up measures to improve labour market matching by adapting education and training systems to provide skills and competencies in future job-rich sectors-notably in the green economy, health care, green and ICT sectors, by supporting occupational and geographical mobility through better cooperation between employers and employment



services and by targeting young people through the development of partnership based approaches for apprenticeships and quality traineeships.¹⁵

Ensuring a better match between the supply of skills and labour market demand is necessary. The development of new skills and competencies to fully exploit the potential for recovery is a priority and a challenge for the EU and national public authorities, for education and training providers, companies, employees and students. To confront rising unemployment matching of skills must be improved. The removal of obstacles, more transparent information on labour market trends and skills requirements and enhanced coordination between different policy area and labour market institutions would contribute to better match between individual's skills and job opportunities.¹⁶

6.1 Improving matching of skills demand and supply and importance of career development and lifelong learning in the process of matching skills

The skills mismatch has to be overcome if we want to effectively use our human capital and talents. We have to establish better matching skills supply to labour market demand supported by career development and lifelong learning. Adaptation of education and training to the changing requirements of the world of work is crucial for preventing labour market imbalances. Improving the efficiency of education and training systems is crucial, they have to generate new skills responded to new jobs requirements.

Austria

In Austria, apart from studies, the results of interviews and an analysis of employment ads are also taken into consideration when matching the demand and supply for qualifications. Interviews are conducted, for example, with representatives of companies, chairpersons of trade associations and guilds, recruitment consultants, etc.

These are no systematic, empirical surveys, but rather the result of a discussion process. Study results and literature were used to the extent that they were conducive to providing an impulse for the discussion process, as well as for a substantiation of the work results. Therefore, no claim for general validity is made.

For the AMS qualification barometer, for example, the employment and analyses used are based on the observation and analysis of the main Austrian print media; currently, a total of 84 daily and weekly newspapers are included. The majority of the texts is updated semi-annually, the remainder once per year. The forecast horizon is four years.

Based on this, the following challenges and general conditions in particular must be taken into account when identifying information and data on trends:

- The assessment of trends is oriented towards the future (forecast horizon: four years), while concrete employment ad data always constitutes selective stock-taking carried out in the past.
- Positions are not filled exclusively through employment ads, but also e.g. via unsolicited applications, in-house recruitment, personal references, headhunting, etc.
- Employment ad data is derived from print media, as well as from ads on online job sites.
- In some professions, a high turnover results in an increased number of open positions, this, however, does not correspond to the actual demand on the labour market.
- As a matter of principle, there is always a certain degree of tension between any fundamental forecast and the continuously evolving requirements of the economy.

¹⁵ http://ec.europa.eu/europe2020/pdf/themes/27_skills_gaps_and_labour_mobility.pdf.

¹⁶ Agenda New Skills for New Jobs.

- Another challenge is the consolidation and continuous coordination of all measures and stakeholders in this area, in order to avoid redundancies and achieve an optimal use of synergies and resources.
- The inclusion of region-specific requirements and needs has not been ideal due to the location of the “headquarters” of the specialist group (Vienna); currently, there is a stronger focus on eastern Austria. Another local anchor towards western Austria could result in the inclusion of smaller regions.
- The ongoing adjustment of offerings to the current demand, which in some cases may be due to the current economic situation, as well as economic developments, requires a high degree of flexibility in adjusting the measures in order to ensure that these continue to conform to current demands. In particular the area of technology is subject to continued and quickly evolving changes.

The awareness among companies and employees regarding the importance of higher qualification and continued training (lifelong learning) should be raised. This way, companies can take initiatives themselves and close qualification gaps in the medium to long term, if the required qualifications cannot be obtained via the external labour market (recruitment of new employees). For this, an intensification of the collaboration with education and training facilities (schools, technical colleges, universities, further education providers) and the AMS is required, in order to allow for a joint improvement and continuation of the qualification of employees. In particular SMEs should increase their emphasis on a systematic improvement and continuation of the qualification of employees.

- Periodical advanced training should be institutionalised, so that it almost becomes self-evident that employees participate in refresher courses e.g. every five years. A lot is already being done on the basis of self-interest, as well as via product training. In many cases, however, the awareness should be increased that further education is absolutely necessary in order to preserve basic skills and to stay up-to-date with current technological developments.
- Creation of the general operational conditions and offerings, which in particular allow older employees as well as part-time employees to participate in advanced training activities.
- The experience of the employees should be included more extensively in internal advanced training initiatives.
- The willingness to participate in qualification measures as well as flexibility in taking on tasks which are not included in an employee’s original job description should be encouraged.

Profound knowledge in a particular technical area (technical knowledge) is an essential precondition for the employability and the success of employees on the labour market. In general, it must be said that as a rule this knowledge is well-developed among qualified employees; however, they are frequently not up-to-date regarding the latest developments in knowledge and technology. In particular in the case of persons who have not been employed for a longer period of time (e.g. persons rejoining the labour market), but also among persons who are employed but have not participated in further training activities for a while, considerable knowledge gaps and shortcomings regarding new situations (e.g. consulting situations) and work processes, technologies, applications and procedures are evident.

In this context, rapid and advancing technological developments, both in manufacturing technology and in information and communication technology (cf. proliferation of technology), increase the need for action regarding training and further education in all areas of the economy and on all levels of qualification.

Croatia

Lack of competitiveness and rigidity of Croatian labour market impact to reduce the number of existing jobs and narrow the space for new employment therefore it is imperative that the Government show greater interest and invest funds for the alignment of the current situation in the labour market. Greater investments in education and training of current and future generations are also necessary. It is necessary to systematically monitor the percentage of employment of certain higher profile in accordance with the project future admission policies in higher education and to inform the general public. Only in this way it is possible to achieve appropriate coordination of supply and demand in the labour market profiles of highly educated and thus reduce structural unemployment. Currently, Croatia is working on the development of the



Croatian Qualifications Framework, which is the reform instrument governing the entire system of qualifications at all levels of education in Croatia through the qualification standards based on learning outcomes and aligned with the needs of the labour market, the individual and society. Therefore, it is carried out the Survey - the knowledge and skills needed to work in the workplace - a questionnaire for employers whose results will be used for the development of occupational standards, ie the list of knowledge and skills required to work in workplaces in the standards of the profession and which will allow easier tracking of knowledge and skills necessary for labour market and that will be the foundation for a better adaptation of educational programs in accordance with the required competencies. Based on occupational standards educational programmes that will suit the needs of employers will be created.

The concept of lifelong learning is most often associated with economic goals, such as achieving greater competitiveness and long-term employability. On the other hand, important targets that contribute to the more active role of the individual in society cannot be ignored as well. These goals are encouraging social inclusion, active citizenship and personal development.

For matching skills it is necessary to plan the development of qualifications and activities to establish a clear and researched data and verifiable facts. Planning for qualification will enable that qualifications are based on the actual needs of the sector, not on impressions.

In career development and lifelong learning processes next should be done: to build a system of education, which will offer equal opportunities for inclusion in the quality of lifelong learning, and in which education is based on and derived from the demand and need for learning; to adopt measures for joint and coordinated action of the relevant ministries, social partners and educational institutions; and to create legal and technical requirements for lifelong learning to become an integral part of the Croatian educational system.

Area of vocational education is most directly and most closely associated with the world of work. Its nature is to acquire professional competencies that are relevant, contemporary and most importantly, that are supporting the economy. Planning for qualification becomes the key issue of any educational system in Europe and worldwide. It is the most important to realize that aligning the education system at all levels of the labour market is needed. Otherwise, the alternative is too expensive. Therefore the need to develop tools and mechanisms aimed at reducing the gap between education and labour market needs was stressed.

Slovenia

Matching skills and forecasting needs, career and lifelong learning process in Slovenia is not regulated. Education system is not enough flexible on one side and on the other there is the unresponsiveness of companies, given needs are unclear with unplanned/uncontrolled work and shortfall of HR departments; needs are not collected, deficits are not known, schools are not flexible enough and knowledge is inadequate.

To improve matching better guidance and methodological approach are needed. The most important challenges and opportunities would be to bring together economy and education in order to express and understand their needs and to introduce generic competencies into the learning programmes, design attractive and relevant promotion of occupations that are/will be needed on the labour market, to influence parents regarding the career orientation of their children, financing support only those educational/training programmes that provide employable profiles, establish centralised system for identification and forecasting of training and employment needs. In addition, a single portal on the state of the labour market, needs and opportunities (all in one place) has to be established, whereby all institutions should be devoted to ensuring that records of supply and demand are kept. The public should be more informed and aware of the strategies and initiatives on the labour market with presentation of good practices on multiple levels (media, info points, etc.) and examples of successful occupations which are in demand.



Spain

In Spain, getting matching skills is a hard and cooperative task that needs a fluent relationship among the key actors, confidence, mutual knowledge and generating synergies. The following challenges have to be faced:

- Increasing the flexibility and high knowledge of both the company and the employee;
- Promoting synergies between educational and training world to labour market;
- Building a network and database to work together more efficiently;
- Improving financing and professionalism;
- Retaining talent, improving coordination and cooperation; motivating people to participate in its own improvement, professional qualification;
- Renew public services of employment.

The barriers and obstacles to be overcome:

- There are no competences maps that could guide professors, trainers and job counsellors on matching skills. Information is not available to everybody; it is considered as a property not as a tool;
- Lack of knowledge about competences demanded by labour market - detailed job description, it might be of help for the training and recruitment processes;
- No specialized training for job counsellors and sometimes not updated;
- Lack of investments especially private financial investment;
- Lack of coordination between services.

In matching skills, career development and LLL processes the following should be changed or improved:

- Human Resource department of any enterprise needs to know the staff's professional profile to place them in the most appropriate job position. An integrated LLL system provides opportunities to achieve the matching of skills through training. Enterprises and training or education centres could facilitate this process by means of alliances or workers could do it on their own if the information is available;
- Identifying, monitoring, training, promoting and evaluating intern talent on the enterprises;
- LLL should be an accessible, open system (different ways to access: from education, training or work experience);
- Developing qualification system and connecting work experience, training and education.

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6.2 How can key actors on the labour market contribute to improvements?

One of the fourth strands of the EU New Skills for New Jobs Agenda for anticipating and matching skill demand and supply at labour market is strengthening the Union's capacity for forecasting and anticipation. Businesses have a key role to play in the assessment of skills needs and should be actively involved. Therefore the Commission will promote dialogue between business and education and training providers and establishment of partnership to meet medium-term skill needs.

Austria

In Austria the establishment of a standing committee at the national headquarters of the Austrian Public Employment Service in cooperation with the Austrian social partners promotes a continued engagement and further development of the issue. The results serve as the basis for strategic considerations and recommendations to the Board of Directors of the AMS, which includes employee and employer representatives, as well as government officials.

- Introduction of the insights into the education system: During the second work phase, representatives of (further) education and training facilities were included more intensively in the discussion process. On



the one hand, the participation of representatives of vocational schools, technical colleges and universities makes the educational system aware of the insights gained within the work groups. On the other, it also ensures that the education facilities' perspectives and experiences are immediately included in the work process.

- Continuation of the discussion process: With the availability of the first implementation results and implementation experiences gained during the development of the educational offerings it becomes necessary to revive and continue the discussion within the existing corporate clusters. The participating company representatives need to be informed about the implementation steps and the implementation results, and the remaining development potential needs to be exploited.

Croatia

There are three main groups of actors in the labour market: individuals, companies, and the government. Individuals make decisions concerning how they are going to earn a living: whether and how much to work, what type of work they will do, and what kinds of skills they will acquire in order to work. Companies make decisions about how much and what type of labour they will hire. Governments set various policies, many of which have direct implications for the decisions of individuals and firms, and also affect the operation of the labour market itself. It is necessary to increase the collaboration and networking of all stakeholders in the labour market and human resource development, strengthening education and training, and also promoting social inclusion of less employable in the labour market.

Slovenia

Policy makers, public authorities, local communities, ministries' responsibility is to develop strategy that allows adjustments at local level; also financial approach should be simpler. Regarding the legislation their tasks should be interference with the available places at certain schools in the fields where there is no employment and the introduction of compulsory internships.

Employers' organisations and employers should be more involved in education process and co-create platform. They should provide information, forecast needs and cooperate through various events: promotion of occupations, the joint consultative meetings, examples of good practice, the flow of information.

Employee's organisations should strengthen their role in promoting life-long learning, flexibility of their members on the labour market, raising awareness of the importance of life-long learning, tracking the current needs of the labour market and cooperating with employers to become aware of the importance of investing in employees.

Employment organisations and services, guidance centres, education/training institutions should quickly adapt to the needs of the labour market, be flexible, efficient and by using incentives and subsidies provide retraining for occupations that the market needs.

The most important is to bring the world of education, training and work closer together by building strong and active partnerships.

Spain

Better interaction between stakeholders on the labour market is essential. The role of policy makers, public authorities, local communities, ministries is in improvement of active employment policies so as to conform to actual needs, legislating from common sense and enhancing the skills and social skills, to be innovative in legislation, focusing on disadvantaged groups, whose unemployment rates are usually higher, increased



knowledge and global thinking in those who legislate. They should support the creation of a common network of employment services and career counselling and collaboration networks.

Employers' organisations and employers should carry out a complete competences' analysis leading to the development of training processes according to the identified needs, create knowledge communities and enable the transfer of good practices. They should have greater impact on universities and training centres in order to transfer their needs into applied knowledge, encourage the participation of workers in the different levels of management of the company.

Employee's organisations should encourage the learning of skills, they should be open and establishing dialogues with companies, fostering lifelong learning, connecting personal preferences with work and improving in the selected field; being capable of taking advantage of existing resources to optimise them. Important is to facilitate training for workers and foster mechanisms to detect the existing talent within the workers.

Employment organisations and services, guidance centres, education/training institutions should encourage the learning of skills and competences required in the labour market, improve mentoring process, being a reference to diagnose the mismatch between what we already have and what is needed in promoting employment. Greater commitment in the use of methodologies adapted to the situation and changing times is needed. They should provide training (universities) adapted to the reality of the workplace, generating a common database to gather jobseekers' career pathways as well as to manage job offers more efficiently and research on real business' needs to train future workers, improving the provision of services in the sense of adjusting to the real labour market's requirements. They have to be part of collaboration networks.

7. CONCLUSIONS AND RECOMMENDATIONS

Close cooperation between the government, employers and employees is an important feature of effective and permanent links between the education and the world of work to promote the development of real skills at the right time.

Cooperation between different ministries is greatly enhanced by various forms of partnerships between various stakeholders. Special attention is paid to cooperation countries with economies or with representatives of employers, as a guarantee that the information on the labour market is taken into account when designing education and training programmes. Connecting with representatives of employers is particularly important in the field of vocational education and training. Countries with apprenticeship systems normally report on small or insignificant problems in relation to skills mismatch. This should be related to the fact that the training under the apprenticeship automatically adjusted to demand, and that companies provide internships for those occupations for which there is demand, obsolete trades are automatically excluded from the scheme. Constantly updating existing professional qualifications as well as the establishment of new, both are crucial.

Observed partners' countries are at different level of anticipating and matching skills, career development and lifelong learning processes. Also cooperation between stakeholder for better interaction between world of education and work is at different stage and forms. But some improvements should be done in all countries: better responsiveness of education/training systems at all levels; creating partnership and cooperation between stakeholders at all levels and engaging them throughout the processes; encouraging employers to co-invest and participate in the education/training activities; strengthening apprenticeship schemes. In addition, the EC key recommendations are as follows¹⁷:

¹⁷ New Skills for New Jobs; Action Now; Key Recommendations; EC, February 2010;



1. Provide the right incentives to upgrade and better use skills for individual and employers.
2. Bring the worlds of education, training and work closer together; establish skills-based qualifications, cooperation between work and education/training and joint approach will improve matching skills demand and supply on labour market.
3. Develop the right mix of skills, the right skills portfolio; adapt curricula content, teaching, delivery methods and assessment to intended learning outcomes; building entrepreneurial competence in school;
4. Better anticipate future skill needs; improve the capacity to anticipate future skill requirements, using a combination of different methods at national and EU level; develop measuring tools of structural imbalance between skills supply and demand.

Austria

A constant and established process for the identification of the qualification requirements and demand, as well as existing gaps and trends, has already been instituted on a national level. The main challenge with respect to the forecasts remains the continuous and rapid change regarding the requirements.

Based on the results of the specialist groups formed by the Standing Committee on New Skills, it becomes evident that the education system is a central success factor for employment policy, delivering innovative, future-oriented qualifications. Providing young adults with an innovative and well-founded training, and offering employees extra-occupational opportunities for an expansion and continuation of their qualifications should remain a central concern.

One major recommendation points to the necessary intensification of the collaboration between providers of further education offerings and companies, in order to use resources (know-how, workshops, specialised instructors) as efficiently as possible and to improve the flow of information, but above all also to optimize the content and the timing of further education offerings. Companies do not purchase further education on the basis of a course programme, but rather based on very specific requirements. And they demand that their employees are trained in a specific, customized way based on the company's own mission statement (no off-the-shelf offerings).

Furthermore, the communication and exchange of ideas between AMS, centres for vocational training, companies, job-seekers and employees regarding existing and required further education offerings should be improved, and the collaboration should be intensified on all levels. The cluster experts expect more innovation regarding the development of new offerings and a stronger inclusion of the companies by local partners for training and education.

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Croatia

There are a number of laws, strategies and methods that are trying to match supply and demand in the labour market, but have not yet found the right model. However, it is necessary to increase the collaboration and networking of all stakeholders in the labour market and human resource development, strengthening education and training, and also promoting social inclusion of less employable in the labour market. Extremely rapid scientific and technological changes have brought a major impact in the economy: traditional industrial resources are now replaced by knowledge. Career management is crucial for the growth and development of the company. The traditional functional organizational structure is generally inefficient because it monopolized creative tasks at the top of the pyramid preventing the creative potential and develops of their talents elsewhere in the organization.

Also, organizations need to create an atmosphere or an organizational culture in order to foster new integrative approaches and creativity, and the best way for it is to have a democratic style of leadership that involves delegation and decentralization. The more employees participate in decision-making, the more they develop and use their potential and ability to cooperate with others. Unlike the bureaucracy that multiplies



itself, creativity and entrepreneurial spirit, which is the driving force of an organization, is necessary to foster and further develop.

Organizational culture, in which key values are mutual respect and trust, as well as professional growth and development of the entire team, allows the organization to become an integrated system in which no one is irreplaceable. Career management of employees enables greater mobility within the company, there are always a sufficient number of employees that could be improved, and it is capable of fast and efficient replacement of employees who are outgoing and a better redistribution of employees in terms - the right person in the right place at the right time. Also, the company offers additional ways to motivate employees and allows them a better professional development thanks to which employees become more successful.

Slovenia

Lack of common strategy in the area of matching skills and forecasting needs, career development and lifelong learning process, existing policies are not focused enough and there is no central system for collecting, analysing and forecasting skills needs. Educational programmes are not designed upon the needs of economy and interest for enrollment in individual programmes very much depends on wishes and expectations of parents regardless of employment opportunities. Therefore the attractive and relevant promotion of certain occupations in order to raise their image and involvement of parents are appropriate. Introduction of skills on "how to" (generic competencies) into regular educational programmes would improve the employability of students coming out of the education system. Support to career development, provided for unemployed, employed and students at universities, is recognised as a good practice, which could be expanded also to the lower levels of educational system, starting with the elementary school.

Spain

There are some gaps and problems in anticipating and matching skills. Some regions have power to legislate and solve their issues so there's not a model, and usually some services are duplicated. A model defining roles for national and regional governments is necessary in order to give an appropriate and sustainable system. Although there is a lot of information they are not accessible or visible and common database is needed. To overcome mismatch the co-operation and network between enterprises and education and training centres should be developed.

The improvement of flexibility and high knowledge of companies and employees is needed. To generate transferable and communities of knowledge, synergies between key actors involved in matching skills, LLL and career development should be built. It is recommended common database for services related to promote employment (saving efforts) and share of information. Further on, financial resources in order to face unemployment (which has challenges at short, medium and long term) should be increased. More present talent management to define, monitor, promote and evaluate talent and motivation of people to participate in its improvement and professional qualification will improve matching skills demand and supply. Above all, well defined and aligned political strategies and cultural change (proactive policies for unemployment) is required. Education and training should be more flexible and should enhance partnerships between education/training providers and employers.



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