

# MISCELLANY OF THE TRANSNATIONAL CONFERENCE

## MATCHING SKILLS TO SUPPORT CAREER DEVELOPMENT

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

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## 1 EDITORIAL

### 1.1 Welcome

*Dear Participants,*

*It is a great pleasure to speak to you at the beginning of the transnational conference, which undoubtedly represents a major challenge for debate in a wider group of stakeholders. Content that today represents a common thread, both in terms of identifying barriers and finding solutions, is very topical those days.*

*Matching of skills with the labour market needs is the key to the efficient functioning of the labour market, both national and the European one. The Ministry for Labour, Family, Social Affairs and Equal opportunities recognises the importance of the matching of supply and demand, the existing skills of individuals in the labor market and niche markets that require specific skills.*

*The increasing mismatch in the Slovene labour market is the consequence of different interconnected causes that reduce efficiency of the employment policy. The choice of study programmes, economy restructuring, crisis and insecurity in the labour market are just some of the factors that limit better matching between job seekers skill supply with demand of employers.*

*The European Commission reminds us to the challenge of insufficient mismatch of skills supply with Slovene labour market needs. Therefore, in 2013 based on analysis of the Slovene labour market, we received yearly recommendation from the European Commission which expected from Slovenia to “eliminate mismatch of qualifications and the labour market needs by increasing attractiveness of vocational education and training programmes and by cooperation with relevant stakeholders in anticipating skills and labour market needs”.*

*In accordance with EC Recommendations Slovenia has introduced first measures for improvement of matching skills supply and labour market needs. The Government and relevant ministries are striving to enhance the attractiveness of vocational education and training programmes, including in the framework of the implementation of the active employment policy, strengthening the importance of employers role in anticipating the labour market needs, and the collaboration with the relevant ministries, that can by different measures contribute to higher labour market demand, is also improved.*

*Currently it is not easy for Slovenia to predict the pace of economic recovery, but optimistic view to the next year’s potential growth is supported by the reforms already implemented in the labour market, increased work flexibility and more efficient targeted active employment policy measures, including better matching skills supply and demand in the labour market. We are focusing on the development and support to entrepreneurial initiatives, realisation of the new industrial policy priorities and new jobs creation. It is important to stress out that the labour market, also for job seekers, is only one element of the economic context and, as such, depends on economic growth and confidence of the economic environment.*



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*Once successful practice of apprenticeship is topical again, concrete programmes that linking the educational system and employers, mentoring and programmes for improvement of entrepreneurial environment are implemented.*

*An Act on Regulating the Labour Market, introduced in 2013 enables providing services that are designed to identify the skills, competencies and interests of individuals to make decisions for employment, education, training and career choices, such as information about the labour market, self-management of the career, basic and in-depth career counselling and training of skills in career management which undoubtedly lead to better matching of supply and demand in the labour market. Employment Service of Slovenia in 2014 is preparing a pilot project on anticipating the needs of the labour market.*

*Currently, at the forefront of the secondary level of education is a strategy of enrolment policy, changes of the Law on Vocational Education and Training, changes of the Gymnasiums Act and the Act on the Slovenian Qualifications Framework are in progress. In addition, the Ministry of Education, Science and Sport has prepared a thorough analysis of the labour market, in order to determine to which extent key groups of data on higher education are consistent with the labour market situation.*

*Today's conference is with no doubt an important contribution to a better understanding of the elements of achieving matching skills supply and demand in the labour market. Solutions and answers to the above mentioned challenges are certainly long-term work, but give guidelines that can serve as a guide in the right direction to better match.*

*A special value-added to the conference in the frame of EFFECT project gives the transnational context, experiences and good practices of participating reputed foreign visitors, who can give us a different, innovative view of their own solutions to achieving better matching skills supply and demand in the European labour market, and thus illuminate our own problems and approaching us possible solutions.*

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*I wish you a successful conference and a lot of new ideas that will be helpful for all of us!*

*Magda Zupančič, Master*

*Ministry of Labour, Family, Social Affairs and Equal Opportunities*



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## 1.2 EFFECT- EU project for exit the crisis and for the development breakthrough

*The interest of more than hundred participants to join the transnational conference shows the importance of this topic not only in all four project partners' countries in Slovenia, but also in broader region of the European Union. The conference is a final event of the EFFECT project, financed through the PROGRESS Programme by the EU and Ministry of Labour, Family, social Affairs and Equal Opportunities*

*The Europe 2020 strategy as one of the three priorities identified inclusive growth, a high employment economy delivering economic, social and territorial cohesion - new and better jobs, especially for women, young and old, and a commitment to help people of all ages to prepare for the changes by developing skills. Measures under this priority require modernisation and strengthening of policies on employment, education and training. Due to increased global competition, demographic and rapid technological change supply and demand for skills is mismatched. The fact that every third employee is over-educated or under-educated for job they do is alarming.*

*Europe is faced with the challenge of how to provide businesses with the right skills, in order to promote innovation and growth, and how to deal with unemployment. Talent and human capital will be used effectively only if the mismatch will be overcome. The initiative "New skills for new jobs" emphasizes the need for better anticipation and matching of skills with labour market needs at EU level, which should be implemented in partnership between educational institutions and the social partners. By that the European Commission wants to increase preparedness for needs for new skills, matching skills to labour market needs and connect world of education with the world of work.*

*By the EFFECT project partners learned how this area was regulated in Austria, Spain, Slovenia and Croatia, exchanged experiences and shared good practices; benchmarked policies, systems, approaches, methods and good practices related to anticipating and matching skills supply and demand, career development and lifelong learning; and identified key labour market actors, their role and involvement in those processes. We also identified barriers and challenges in matching skills supply and demand and suggested improvements. We agreed that mismatch between supply and demand for skills was a key subject for policy-makers and social partners. By building and strengthening partnership and mutual cooperation of all key stakeholders the mismatch could be reduced and better matching between skills supply and demand at labour market would be reached.*

*By Benchmark report which is available at project web page [www.effect-project.eu](http://www.effect-project.eu) in English, Slovene, German, Spanish and Croatian languages, we found out that the mismatch between skills supply and demand at the labour market was present in all four partners countries as well as in the rest of the European Union; that processes of career development and lifelong learning were different and that stakeholders at different level and in different forms strived to improve cooperation between the world of education and the world of work. We also identified several good practices that could be transferred to other countries and adopted to their needs. Good practices are presented in the Good practices guide, available at project web page [www.effect-project.eu](http://www.effect-project.eu) in English, Slovene, German, Spanish and Croatian language and also printed in four partners' languages and distributed to all relevant stakeholders in all four partners' countries. But in all four countries the processes should be further improved, e.g.: improve the responsiveness of education/training at all levels; (re-) establish and strengthen apprenticeship schemes; establish and/or strengthen partnerships and foster collaboration among stakeholders at all levels and their involvement in the whole process; and encourage employers to co-invest in education/ training and cooperate with the educational sphere.*

Sonja Gavez, eim, Human Resource Development Centre



## 2 PANEL DISCUSSION

### 2.1 Anticipating and Matching Skills as one of Keys to Economic Success and Social Cohesion

Mismatch in the labor markets as a disturbed relationship between training OR qualification of individuals and the real needs of the labor market represents a growing and important phenomenon of modern labor markets, which affect the achievement, maintain or increase of competitiveness and productivity in each country, as well as performance of the European Union as an integration that is involved in global flows.

Skills and qualifications mismatch is become even more visible by the emergence of the economic crisis. The problem of mismatch is wider, in addition to negative consequences for the individual and for society in a broader economic sense it impact on decrease of employability, consequently to lower levels of social inclusion and living standard in a long life cycle. Mismatch at micro level has a negative impact on companies' success or failure, which has again negative consequences for the individual and society.

Skills mismatch is becoming subject of special attention of national policies, researches and studies at several international and research institutions, such as European Commission, CEDEFOP dealing with anticipation of skills supply and demand in labour market, OECD, ILO, etc.

There are vertical (over-qualification, under-qualification) and horizontal mismatch (mismatch of study programme according to job requirements), labour market mismatch, mismatch in the level of competencies (skills shortage, gaps or to high competencies), skills obsolescence as a result of underinvestment in human capital, that can be also defined as a labour market mismatch. In the time of crisis the CEDEFOP emphasis the presence of (higher) mismatches as consequences of economic cycles. It has been stressed out that mismatches in labour market in a certain extent still exist, but do not create major difficulties in matching skills supply and demand, if they are only of transitory nature. The problem is more in the speed of adaptation dynamic, especially in the crisis period after 2008.

Especially in Slovenia, we are facing decrease in demand for lower qualified workers as a result of economy restructuring, especially for man and older workers. On the other side the demand for high qualified employees is drastically decreasing, particularly for young, first job seekers. Those facts increase the gap between weak supply and large demand even more.

According to the PIAAC project about 20 % of the EU workforce has low numerical skills and literacy level, and 25 % is lacking competences in the field of information and communication technologies. It is an interesting data of OECD that the pre-qualification in the workplace is decreasing with age and experience, while under-qualification is increasing with age. Mismatches in the labor market in recent years increasingly involve primarily young people, mostly those who have a job for a limited time.

According to data of EUROFOND sample, only 65 % of employees in the EU-27 currently perform tasks that match their current level of competencies, and only 31 % of them believe to possess competencies which cannot be utilized in the workplace. Recognizing that a large number of young people enroll and complete tertiary study, which is not consistent with the labour market needs, we may find out that labor markets mismatches without corrections can lead to large losses of human capital.



In the EU today one of the three employees is either under or over qualified for the work he/she performs (EC, 2012). EU data based on EULFS relentlessly indicate that 15 % of workers are over-qualified for an existing job, 21 % are under-qualified, and only 37 % have adequate qualification and competencies. Horizontal mismatch is increasing; in the OECD countries 40 % of employees are over-qualified for the job because of inadequate study programme. According to the OECD analysis 20-60 % of over-qualification for job in the EU is due to poor academic choices (particularly economic, social and business sciences). It is even more alarming when besides mentioned facts we consider the cost of education, predicted low social security level, (no)motivation of individual, lack of career paths and lost earnings. An important factor of dynamic in matching skills supply and demand is educational policies, more concrete to slow response of educational institutions on rapid economic changes.

Mismatches in the labor market may also arise as a result of a discrepancy between qualification and actual skills that an individual possesses, due to limited mobility and other reasons. For future policies and measures it would be interesting to consider the following in relation with the development and dynamic of mismatches:

- Which are those policies and measures that can contribute to decreasing mismatches in national and EU labour market?
- What is the value-added of future professions to economic and social dimension (green, white jobs...) and how can it be placed in the reality of crisis, for economic growth and for social inclusion?
- Is it more important to focus on matching competencies or / and educational level? What defines the qualifications today?
- What is an appropriate mechanism for reliable anticipation of future needs in light of the fact that the economy requires rapid responses, and education systems require time, that technology is rapidly evolving, and needs and preferences of the consumer even more, etc.?
- Dual system (AT, DE, NL, etc.) as system that even in the time of crisis enables possibility of reconsidering the re-introduction (including in the latest initiative of the European Commission) and the national labor market needs, even in the light of the aging population, which indicates a growing lack of craft professions in young generations and neglect of vocational education and training in certain countries. Countries with established dual system further record low unemployment rates of youth and rapid employment.
- What is the fair delamination of (financial) responsibility for investments in "relevant skills" in the terms of government, companies and individuals, what are the appropriate and attractive tax incentives for investing in "real" skills and real demanding professions?
- What is the modern role of the Public Employment Service - The European Commission underlines the importance of strengthening and modernisation of institutions, ongoing implementation of career guidance, and increasing demands for efficiency (the importance of benchmarking – e.g.. T AMS) and the related requirement for sufficiency of financial resources to ensure quality of service and clients?
- And finally, where can possible solutions of better matching skills to labour market needs be hidden?

The designing of a viable industrial policy to guide economic development, and carefully selected priorities is one of the solutions. Further on, a proactive and responsible response to the economy and the social partners on the needs and gaps at the sectoral level and at the company level is necessary (a good example of sectoral development in the UK are Skills Councils) in terms of cooperation and consensus on the future labour market needs. It is important to analyse in detail qualification status, employability and the needs of existing and potential labour force (a good example is PIAAC analysis,



which enables international comparability), sufficiently flexible education policy, which follows the development trends and trend of the economic environment as well as continuous evaluation of the educational programmes adequacy and investments into them.

Contribution to better matching in labour markets also represents the recognition and transferability of skills and competencies of individuals with regard to labour market needs, coupled with the greater mobility, increasing the accessibility, more and better information and the availability of investment in human capital for individuals and businesses.

However, on the long term, the active participation of relevant ministries and institutions in order to achieve a coherent development based on knowledge, innovation and productivity as a function of investment in appropriate qualifications, including lifelong learning and optimum use of available human capital, is crucial.

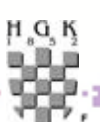
*Magda Zupančič, Master  
Ministry of Labour, Family, Social Affairs and Equal Opportunities*

## 2.2 Challenges in the Development of Competencies to Meet the Needs of Tomorrow's Labour Market – Panel discussion

At the panel moderated by Mr Žiga Novak experts and representatives of key stakeholders from all four partners' countries discussed key problems that countries were facing in the coordination of education and the labor market, and possible solutions to improve matching skills supply and demand, about challenges to strengthen the quality and capacity of educational institutions to better adapt to the labor market, about the involvement of all relevant stakeholders in processes of anticipating and matching skills supply and demand, career developmental and lifelong learning. They also gave answers on what is happening in the context of bringing the worlds of education, training and work closer together and what kind of inter-institutional cooperation existed, if any. Participants at the debate were Ms Magda Zupančič, Ministry of Labour, Family, Social Affairs and Equal Opportunities, Slovenia; Ms Barbara Kresal Sterniša, Ministry of Education, Science and Sport, Education Development Office, Slovenia; Ms Aleksandra Podgornik, Chamber of Commerce and Industry of Štajerska, Slovenia; Mr Goran Lukič, Association of Free Trade Unions of Slovenia, Slovenia; Ms Vesna Štefica, Human Resource Development Centre, Croatian Chamber of Commerce, Croatia; Ms Sonia Renovell Rico, Florida Grup Educatiu Cooperatiu, Spain and Mr Hermann Gössinger, Arbeitsmarktservice Steiermark, Austria.

After fruitful panel discussion it was agreed that for stakeholders it is necessary to cooperate and take responsibility for their own area of operation. Majority of participants also agreed that the main problem was the rigidity of educational systems and their responsiveness to the fast economic changes and needs of the economy should be one of the key issues in matching skills. They also stressed out the problem of horizontal mismatch, over-qualification of young people, increasing mismatch (Beverage curve), and lack of anticipation reliability.

A better and more flexible education system and initiatives that strengthen the quality and capacity of educational institutions to better adapt to the labor market is needed in Slovenia. For better interaction between world of education and work companies, especially SMEs have to strengthen their capacities for knowing which competencies are needed and for anticipating skills needs.





For matching skills in Croatia it would be necessary to plan the development of qualifications and activities to establish a clear and researched data and verifiable facts. In career development and lifelong learning processes 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 should be built; measures for joint and coordinated action of the relevant ministries, social partners and educational institutions should be adopted; and legal and technical requirements for lifelong learning to become an integral part of the Croatian educational system should be created.

In 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 competencies. There is also lack of promotion of talent and development of self-esteem and social skills, transferable to labour market. The methods used in education and training institutions are quite different than businesses need. Educational institutions must be sensitive to the economy and only programmes that ensure competitiveness in the labour market can survive in the long term.

The awareness among companies and employees regarding the importance of higher qualification and continued training (lifelong learning) should be raised in Austria, too. 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). An intensification of the collaboration with education and training facilities and the AMS is required, in order to allow 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.

In order to make the activities of monitoring the labour market needs more efficient, the exchange of information between all stakeholders in the labour market while strengthening and developing partnership dialogue is necessary. Also, it is necessary to work on the development of more effective measures to improve compliance of supply and demand in the labour market, where is particularly important to strengthen the capacity of key stakeholders to estimate future needs.

Building partnership and collective responsibility between stakeholders is crucial 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 and quality of education, skills development and training, the innovative ways of working together are needed. The changing environment also demands changes of education methods and the educators need to build competencies. Building of competences and empowerment of students should be incorporated in the curriculum, wherein re-organisation of organisation is needed in order to bring these two aspects into harmony.

A good general idea of the direction we as a society should follow are short answers from the panel discussion referring to improvement of self-awareness, attitude, leadership skills and entrepreneurial spirit, team work, lifelong communication and flexibility.



### 3 SOLUTIONS AND ANSWERS TO THE CHALLENGES

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, financially 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) should 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.

Presentation of good practices from different areas of matching skills and career development from all four participating countries (Austria, Croatia, Slovenia and Spain) drew the most attention of conference participants. Also practices were carefully selected in order to provide good examples from different fields, different type of stakeholders and different countries. Presentations offered many ideas and solutions that initiated reflection among participants and caused exchange of opinions and information.

#### Linking Economy and Higher Education at the Regional Level, Croatia

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To meet the needs of the economy in the Krapina-Zagorje County, the regional and local government together with the strong economic entities established the College Hrvatsko zagorje Krapina.



Its mission is through maximum and constant innovation of teaching content and applying modern methods and techniques of education and researching processes educate teens and quality professionals in the field of their study programmes, being information technology, transport logistics and operational management. The intention of the College is to enable leaders who will lead the progress of the economy in the county and Croatia, young professionals who are able to engage in the European labour market.

When changing the curricula of existing programs or launching new programs of study, the fundamental bases are county strategic plans and the opinions of prominent businessmen. Since companies are looking for students that are able to immediately implement the gained knowledge in the real working process and contribute to the development of economic entities, the required periodical modernisation of all study programs and the launch of new programs are necessary. In addition, the College has recognised the need for improving the quality of higher education focused on connectivity of economy and higher education and initiated the “entrepreneurial incubator”.

*Prof. dr. sc. Mira Hercigonja-Szekeres, College Hrvatsko zagorje Krapina*



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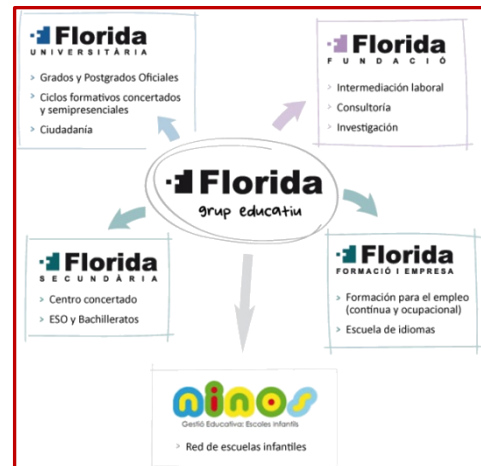
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## Florida Educational model, Spain

The Educational model from Valencia, Spain is promoting the development of entrepreneurial attitudes among its students and contact with business realities during the student's education, with the objective of facilitating their integration into the professional world.

The model is aimed at matching demanded and supplied skills. The challenge for model development was the fact that "we are still teaching the students of today with the methods of yesterday for the world of tomorrow." According to trends and opportunities, a dynamic and innovative educational model that trains competent and highly employable professionals, in a rich and inspiring learning environment in which the students learn by doing, enjoy the learning process and do it throughout life, was developed.



It is about a different way of learning and teaching through Integrated projects – multidisciplinary projects carried out in real contexts, where students learn in a cooperative way, integrate their knowledge to solve real problems (learning by doing), develop social skills (team work, leadership, communication, conflict solving, etc.) and are responsible for their own learning. The Integrated project process includes development of competencies as well as team work and leadership. During this process, students are put in teams according to their team role and learn competences through team work, which develops from leader directed to self-managed teams, ending in the 4<sup>th</sup> year with team members acting as team leaders for the 1<sup>st</sup> year students.

The educational model is targeting students and teachers at the Florida Education group as well as companies and educational centres that are involved in the internship periods and closer environment. The educational model is also affecting Florida's organisational model by demanding interdisciplinary organisation, educating competences, working in teams, sharing good practices and improving quality. So far, the methodology used in classes has been rated highly by students, whose opinions and suggestions are incorporated.

*Ms Laura Uixera Cotano, Florida Grup Educatiu Cooperatiu*

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## Lifelong career orientation of employees and companies, Slovenia



The purpose of Lifelong Career Orientation is to facilitate lifelong career orientation to employees in companies and strengthen their HRD departments through a network of external providers and by this providing quality career development of employees and better access to such services. Through the Lifelong Career Orientation programme enables companies in a time of financial crisis and recession and reduced funds for training and HRD in order to start investing in employee development again.



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Through the implementation of various activities, companies obtain a well-motivated, employable and adaptable workforce and the possibility of developing employee careers and thus higher personal satisfaction and commitment is reached. In the career planning process, the interests of employees and employers are co-ordinated, thus creating a greater impact on increasing competitiveness and improvement in performance. The programme is also focused on development of individual skills for their own management, planning and career development in accordance with their life goals, abilities and interests with regard to opportunities in education, training and employment or redeployment.

Companies agree that through training of their employees and the appraisal process, they better understand and thereby strengthen mutual cooperation, limit conflicts and increase employee satisfaction. Employees understand training as a positive contribution to company development and not as a tool for negative goals such as decreasing salaries or even losing jobs. The ability to use new knowledge and skills is the advantage needed for improved performance and increased competitiveness of employees. Today's job market requires increasing flexibility, therefore it is necessary for employees in companies to provide access to career guidance and encourage them to be included in the various activities to develop their potential. It is important to support employees in holistic development where a career plan is carefully designed and where opportunities for personal development of employees and interests of employers are reconciled.

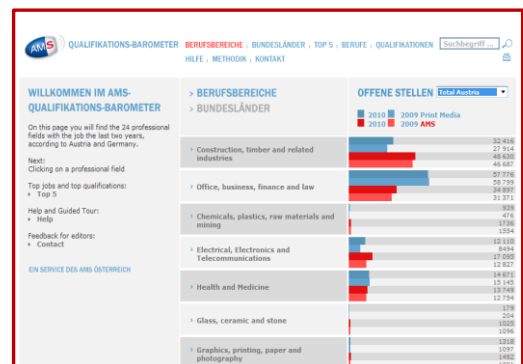
*Ms Mojca Čeferin Kveder, Slovene Human Resources Development and Scholarship Fund*

## AMS Qualification Barometer (AMS-QB), Austria

The AMS-QB is a labour market policy instrument for the presentation of qualification and occupation-related developments on the Austrian labour market. The objective 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 by creating an information system.

The AMS-QB is an online system that offers a structured and quick overview of central aspects of the qualification requirements in Austria. The contents apply to the macro-level of an industry and provide clear statements regarding the need for certain qualifications at the level of the different occupational fields. Access to the AMS-QB information is granted from each hierarchically higher level to the level immediately below, i.e. going deeper from the Austrian national level to the level of the individual federal states. In doing so, regional particularities are taken into consideration, and for the first time ever, evaluations are carried out on a micro-level (professions). Information on current and foreseeable qualification requirements, corresponding job offers, additional information on the labour market and the current employment situation are provided. Labour market trends are presented elaborately on the levels of "Occupational area" and "Vocational field". The AMS-QB is targeted at AMS employees, journalists and responsible persons in politics and business and at persons facing a decision regarding their professional future. With its abundance of data, its topicality, its forecast function and not least the clearly arranged presentation, it is an indispensable instrument for anybody who – for private or professional reasons – is interested in the developments on the labour market as well as the qualification needs.

*Stefan Humpl, PhD, 3s Unternehmensberatung GmbH*



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## Styria Web TV, Austria



Styrian Web TV is a project offering young unemployed people aged 18 to 25 whose main residence is in Graz and surroundings the opportunity to learn the film production business from scratch. It is a first-rate education in the areas of cutting & design as well as camera & sound. Its goal is to create an education that is relevant to young people's living circumstances and in particular is attracting for such groups of unemployed young men and women that despite considerable effort have not been able to make a first step into the labour market.

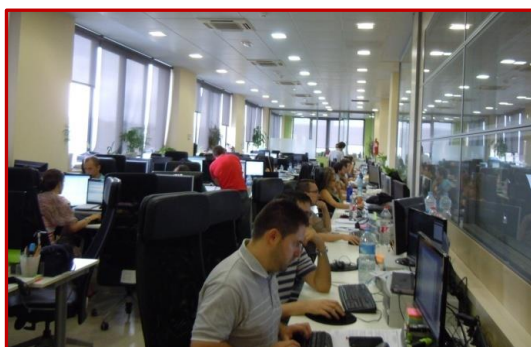
Styrian Web-TV is an Internet TV station that broadcasts its programmes via mobile TV and web TV and is operated by the project participants themselves, guided by industry experts. This allows them to acquire specific technological know-how and practical experience in the areas of camera and sound as well as cutting and design. The TV programmes range from reporting on regional events to segments on individual companies and projects.

The training provided within the Styrian Web TV project has made a positive contribution to the battle against the alarming increase of unemployment among young people over the past few years. The training provided within the scope of the Styrian Web TV project addresses both women and men. In particular, female participants are offered an opportunity to discover talents and potential for technical occupations that they may not have been aware of and to apply these skills directly in practice at the station created for training purposes. It is carried out under supervision, mostly of professionals with hands-on experience in the cinematographic industry.

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## InDenova, Spain - A Successful Talent Management

InDenova is an example of good practice on talent management of an ICT small-sized company of Valencia, Spain.



The company is specialized in solutions and advanced developments of electronic signature and BPM (Business Process Management) security, digital certificates applied to eGovernment, eBusiness and eCommerce. The most accurate word to define the style of talent management is RESPECT. This is the most important value in the company and persons in charge demand it to all workers. Respect is the basis to manage a diverse staff and get a positive work environment.

RESPECT is essential and the origin of comradeship, honesty, integrity, transparency, trust, loyalty or good mood, some of the most important features that describe a positive working environment. InDenova



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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. InDenova started with 10 employees in 2004, now they are almost 90. InDenova began with local and national clients and at this moment it has an international coverage (Colombia, Mexico, Peru, Bulgaria...).

### Regional Scholarship Scheme, Slovenia



An instrument of scholarships for young educated in the most wanted occupations in regions; occupations that accelerate economic and social development and improve employability of youth.

In Slovenia, there is a structural imbalance at regional labour markets. Mismatch between skill supply and demand on the regional labour market is primarily reflected in the fact that companies hardly obtain adequate staff in which to invest systematically during the period of education.

The lack of such staff, mainly in peripheral regions, has been seen as a development deficit in the region. It is very important to approach solving this problem systematically and in the long-term by encouraging networking between educational sphere and businesses. This procedure contributes to more balanced regional development, prevents moving staff to economic centres, decreases structural unemployment and facilitates rapid transition from education to the world of work. Therefore, the Government introduced the programme to improve the situation and decrease the imbalance on the labour market.

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The programme contributes to matching skill supply and demand in Slovenian regions, motivates young people towards enrolment in programmes and acquiring occupations demanded by employers and thus enables higher employability for the young. The programme also encourages HRD planning in accordance to regional labour market needs, increases educational level, decreases structural unemployment and reduces the outflow of young educated people from the region and encourages return of trained young people from university centres back to the region.

During studying, students can co-operate with the future employer and prepare research, projects and have practice in the company and both the student and employer have the opportunity to know each other; students can examine acquired knowledge in practice and get work experiences. Through the Regional Scholarship Schemes, companies have opportunities to plan employment and select employees with education and competencies according to their needs and receive co-financing for educating their own future staff. Students receive scholarships and during studying they have opportunities to co-operate with future employers through performing practice, projects, research and theses.

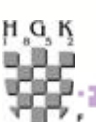


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## Matching skills supply and demand in the labour market of Krapina Zagorje County, Croatia



With the aim of better monitoring of the labour market needs, regional offices of the Croatian Employment Service annually (since 2010) prepare Recommendations for educational enrolment policy and policy of scholarships in accordance with the Regulation of the Government of the Republic of Croatia on monitoring, analysing and forecasting of the labour market needs for particular occupations and taking into account the recommendations for educational enrolment policy.

In order to make these recommendations more relevant, the CES Regional Office Krapina initiated Regional Partnerships for monitoring and assessing the needs of the Krapina Zagorje County labour market that bring together representatives of the CES RO Krapina, Krapina Zagorje County, Chamber of Trades and Crafts in Krapina Zagorje County, Croatian Chamber of Economy County Chamber Krapina and Zagorje Development Agency and, if necessary, other partners. The role and tasks of the key players in the labour market – members of the Regional Partnership – are described and set forth in the Regional Partnership Agreement. Methodology for assessing and monitoring the needs of the labour market is used, particularly for deficient occupations (Model for the identification and tracking of deficient occupations) to determine the order of the three-year educational programmes/occupations by deficiency/need for training.

The results of the joint assessment and forecasting of training needs is influencing the scholarship programme for deficient craft occupations of Chamber of Trades and Crafts in Krapina-Zagorje County. Krapina-Zagorje County based on the Recommendations for educational enrolment policy and policy of scholarships, awards extra points for scholarships for deficient occupations, and CES RO Krapina takes the results into account when planning educational activities for unemployed persons. Also, CES RO Krapina monitors the employment of persons upon completion of education funded by CES from which it can be seen that in the six months after completion of education about 60% of participants are employed. From this it is evident that key stakeholders in the labour market are taking into account forecasts of labour market needs and recommendations for enrolment policy and policy of scholarships when making decisions concerning this area of work, but they considered it is still necessary to strengthen the partnership relations and the ability to anticipate the needs.



## 4 COMPETENCIES NEEDED TO EXIT FROM THE CRISES AND A NEW BREAKTHROUGH IN DEVELOPMENT

Conference ended with an interactive format of world café discussion which enabled the creation of common conclusions regarding the questions on needed horizontal and vertical competences and the teaching of key transversal competences in the lifelong learning. The participants in smaller groups were looking answers to the following questions: Which vertical competences does EU need for a new development cycle? Which transversal competences does EU lack for a new development cycle? How can we improve the teaching of key transversal competences in the life-long-learning in the EU?

The following needed **vertical competencies** were identified: practical skilled professionals in engineering, forestry, welding, carpentry, sustainable food production through whole lifecycle, sustainable tourism, high value added products, sustainable construction; new professions in high technology, biomass, photovoltaic, geothermal energy, renewable energy, professions in white and green industry; health care and services for ageing population.

**Horizontal (transversal) competencies**, identified by the participants: flexibility and multi task, ICT and communication skills, open mind (out of the box), learning to learn, proactivity, team working, creativity, respect of basic human values, innovation, entrepreneurship, leadership and management skills, positive attitude, responsibility, willingness to change, tolerance, solidarity, commitment, interdisciplinary, curiosity.

How can the teaching of key transversal competences in the life-long-learning processes in the EU can be improved: by work based learning, volunteering, intergenerational mentoring, motivation, self-learning, mobility, cooperative learning, adopting innovative good practices, assure quality in all forms of learning, new pedagogical and didactical approaches, learning by doing (active involvement of students).

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## 5 CONCLUSIONS AND LESSONS LEARNED

The Transnational Conference on 22<sup>nd</sup> of January 2014 in Maribor provided a profound information and exchange among all partner countries. The issue of skills mismatch on the labour markets, related similarities and differences in the countries have been discussed and good practices and approaches exchanged.

As a major result it became clear that 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

Close cooperation between the government, employers and employees is essential and important feature of effective and permanent links between 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. Especially the involvement of the education system in all partner countries is expendable.

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 small or insignificant problems in relation to skills mismatch. This should be related to the fact that the training under the apprenticeship is 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 qualifications, both are crucial.

Partner countries are at different levels of anticipating and matching skills, career development and lifelong learning processes. Also, cooperation between stakeholders for better interaction between the world of education and work is at different stages and forms. But it is precisely this diversity that contributed to the reach collection of policies, measures, initiatives, programmes, methods and activities implemented in these four countries and presented in benchmark report as well as in good practice guide.

Partners agreed that some improvements should be made in all four countries. Cooperation between stakeholders at all levels and their engagement in the process of matching skills is necessary. It is also most important to improve responsiveness of educations systems at all levels and encourage employers to co-invest and participate in the education activities. Last but not least, it is crucial to strengthen learning of horizontal competencies that are transferable and useful in many situations, and are more functional because they can be used to achieve various objectives, to solve different types of problems and perform different type of tasks. The discussion within transnational conference clearly showed that especially the dual education system ensures an interaction between the world of work and education including all relevant stakeholder and is once more also with regard to skills





mismatches a very suitable policy. Within the dual education actually required vertical competences are trained. Besides the development of demanded formal qualifications the recognition of non-formal or informal competences plays an important role.

It was moreover indicated that forecasting systems are helpful. However, it is crucial that the findings are transferred, regularly updated and applied by the education and training system, employer and employee representatives, not to forget by career guidance centres and labour market services.

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, and specialised instructors) as efficiently as possible and to improve the flow of information but above all also to optimise 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, customised way based on the company's own mission statement (no off-the-shelf offerings). Furthermore, the communication and exchange of ideas between PES, 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 at all levels.

Organisational culture, in which the key values are mutual respect and trust as well as professional growth and development of the entire team, enables the organisation 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 under the terms - the right person in the right place at the right time. Also, the company offers additional ways to motivate employees and enables them better professional development thanks to which employees become more successful.

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The attractive and relevant promotion of occupations in order to raise their image and involvement of parents is 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 that could be expanded also to the lower levels of the educational system, starting with elementary schools.

The improvement of flexibility and high knowledge of companies and employees is needed. To generate transferring and communities of knowledge and synergies between key players involved in matching skills, lifelong learning and career development should be built. More present talent management to define, monitor, promote and evaluate talent, motivation of people to participate in its improvement and professional qualifications will improve matching skills demand and supply. Above all, well defined and aligned political strategies and cultural change (proactive policies for unemployment) is required.



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## 6 PHOTO GALLERY



*Andrej Fištravec PhD, Mayor of the Municipality of Maribor*



*Mag. Magda Zupančič, Secretary, Ministry of Labour, Family, Social Affairs and Equal Opportunities*



*Sonja Gavez, Manager, eim, Human Resource Development Centre*



*Panel discussion*



*Presentation of good practices*



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*world café discussion*



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