



Sector Councils on Employment and Skills at EU level

Country reports

Client: European Commission, DG Employment, Social Affairs and Equal Opportunities

ECORYS Nederland BV in cooperation with KBA

Marjolein Peters
Kees Meijer
Etienne van Nuland
Thijs Viertelhuizen
Ekim Sincer

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ECORYS Nederland BV
3006 AD Rotterdam
Watermanweg 44
3067 GG Rotterdam
The Netherlands

T +31 (0)10 453 88 00
F +31 (0)10 453 07 68
E isp@ecorys.com
W www.ecorys.com
Registration no. 24316726

ECORYS Labour & Social Policy
T +31 (0)10 453 88 05
F +31 (0)10 453 88 34

P.O. Box 4175 In cooperation with:
KBA
P.O. Box 1422
6501 BK Nijmegen
The Netherlands

T +31 (0)24 365 35 20
F +31 (0)24 365 34 93
E info@kbanijmegen.nl
W www.kbanijmegen.nl

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1 Austria

1.1 General overview

Austria does not have a system of Sector Councils nor of Transversal Councils. The Austrian PES (Arbeitsmarktservice- AMS) is together with social partner institutions the most important organisation that is concerned with the identification and anticipation of future skills needs. The reason for the prominent involvement in future skill and labour market needs is primarily caused by information requirements of active labour market policy and career guidance rather than matching education with the needs of the labour market.

1.1.1 Sector and Transversal Councils

The Arbeitsmarktservice

The Austrian PES was established with the Law on labour market services in 1994. The organisation is subdivided into one state level organisation, nine organisations on the level of the federal states and 99 regional offices. Social partners (representatives of the Chamber of Commerce, the Chamber of Labour, trade unions and employer organisations) are at all levels involved in the daily affairs of the PES. They influence at all levels the design of labour market policy (at the level of the federal states) and the controlling of the organisation.

The AMS Qualification Barometer

The AMS has an extensive information system on the development of qualifications in Austria. It's Department for labour market research and vocational information maintains the 'Qualification Barometer'. The barometer is a comprehensive online information system on qualification trends on the Austrian labour market. Qualification requirements are presented for 24 vocational fields and a multitude of individual professions. Regional characteristics are at federal state level also taken into consideration in the barometer.

The Barometer is primarily intended for PES employees, journalists and policy makers in the area of education, vocational training, and economics. It can also be accessed by the broad public.

The information on qualification requirements is updated every half year. The AMS, together with the IBW and a private consultancy, use surveys, expert interviews and analyses of published vacancies in the Austrian media to update the barometer. In addition, input is provided by executives, staff managers and members of vocational associations and guilds.

The Qualification Barometer is not the only instrument of the AMS to identify and anticipate on future skills needs and supply. The AMS also has an Occupational Information System (Berufsinformationssystem) that is online available. The information system is a catalogue that contains 10,000 job descriptions, 3600 detailed descriptions of qualifications and a presentation of 600 professions with regard to employment opportunities, salaries, work circumstances and vocational training.

Table 1.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils				
Transversal Councils				

1.1.2 Forecasting of jobs and skills needs

Austria furthermore has a ‘very well developed ‘coordinated holistic system’ to forecast skills and jobs. Future skill needs are assessed through quantitative and qualitative studies for the medium and/ or short term on both regional and national level by sector, occupation and skills.

Forecasts are predominantly commissioned by the Austrian PES and performed by economic research institutes or consultancy companies. The Austrian Economic Research Institute (WIFO) for example supplied the PES with quantitative model-based medium-term projections of labour demand. The focus of the forecast consists of the trends in labour demand until 2012. The forecast gives only limited attention to skills anticipation. The identification of changes in job profiles and skill requirements in different occupations is nevertheless included.

An example of a qualitative study is the support for ProWien II, which was initiated by the AMS in 2004. The study resembles a short term forecast of labour and skill demand in certain sectors (e.g. IT, transport) in Vienna. Information of future skill demand was retrieved through interviews with employers and experts.

The objective of these various forecasts is predominantly to obtain information for active labour market policies and career guidance that is provided by the PES. Such policies include for example training courses for the unemployed.

Other forecasting initiatives

Other stakeholders have initiated forecasts for various reasons. A regional forecasting model was for example commissioned by the Chamber of Labour in ‘Upper Austria’.¹ Here the WIFO forecasted sectoral employment on the basis of a national and a regional macroeconomic model.

¹ Peer review.

Forecasts with the aim to adjust curricula to the needs of the industry do not exist in Austria. In some cases however, forecasts are done in order to inform higher education. Forecasting the demand for universities of applied science graduates for example, is part of the accreditation procedure of the Austrian university system of applied sciences.

Most of these forecasts are not performed regularly and there's no systematic link to forecasting models for labour market needs in Austria.

Table 1.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. Two or more sectors				
Working conditions				
Individual sector / branch level				
Occupations				
Training curriculum / qualifications				

2 Belgium

2.1 General overview

In Belgium, many initiatives are carried out on matching skills demand and supply. Many of these initiatives are being undertaken at regional level, as this task is the responsibility of the regions and not that of the Federal Government and the Federal Minister for Work.

There are quite a few Sector Councils in Belgium, namely the Skills Centres in the Walloon region, the Sector Commissions in Flanders, and the Sectoral Training Funds. The LOOA in Limburg is a Transversal Council. In addition, other activities are undertaken in Belgium for the identification of skills demand and supply.

2.1.1 Sector and Transversal Councils

Sector Councils: Skills Centres in the Walloon region

In 1998, Skills Centres and a Skills Centres network were created in the Walloon region. There are 25 Skills Centres, which are related to specific professions and sectors (e.g., industrial maintenance, automation, printing industry, ICT, transport and logistics)². All the Skills Centres are run independently, including management and finances, but the Skills Centres network is coordinated by FOREM, the Walloon Public Employment and Vocational Training Service³.

The Skills Centres provide training courses to CEOs in the sector, jobseekers and schools. The centres are a partnership of the Walloon region, FOREM, the social partners of occupational sectors, research centres and universities⁴. Their objectives are to renew the training strategy:

- to improve the general qualification level of the population
- to develop lifelong learning strategies
- to adapt training to industry needs
- to remove bottlenecks in the labour market (e.g., vacancies on the labour market that cannot be filled)⁵.

The Skills Centres work in close co-operation with Sectoral Training Funds (STFs)⁶. The four characteristics of the Skills Centres are:

2 http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t_56_bel.htm.
3 <http://www.mutual-learning-employment.net/peerreviews/2003/03/20-21.html>.
4 http://cedefop.europa.eu/etv/Upload/Information_resources/Bookshop/160/C11V1EN.html.
5 <http://pdf.mutual-learning-employment.net/pdf/begium03/pdfs/franceBEL03.pdf>.
6 <http://pdf.mutual-learning-employment.net/pdf/begium03/pdfs/execBEL03.pdf>

- Link with regional economic development: the Skills Centres must be closely related to the sub-regional industrial network and representative organisations and they must support socio-economic development through training and other activities.
- Partnership: the Belgian labour legislation is based on the results of collective negotiation and as a consequence, the Skills Centres must engage in an open partnership approach.
- Diversification of activities: while training is the main activity of the Skills Centres, other activities are also encouraged. These include surveying the evolution of skills leading to regular reports and forecasts; information and awareness-raising; promoting e-learning; and advising employers on the identification of skills needs, developing economic development strategies and on establishing quality control.
- Being accessible to all: the main target groups of the Skills Centres are the employed and the unemployed but the provision of services goes well beyond these to include company management, apprentices, teachers, and students in their final years of study⁷.

One of the activities of the Skills Centres is thus skills forecasting, which needs to be facilitated by the partnerships between the Skills Centres and the sectors.

As already mentioned, all the Skills Centres are part of the network of Skills Centres, which is coordinated by FOREM. The objectives of this network are:

- To coordinate specific actions linked to basic objectives of Skill Centres;
- To ensure coherence in global strategy of Skill Centres⁷;
- To disseminate the benefits of individual actions;
- To make essential savings;
- To ensure consistent communication and image to external public⁸.

Flanders also has Skills Centres which work closely with the sectoral social partners.

Sector Councils: Sector commissions in Flanders

In Flanders, there are sector commissions in the following sectors: goods transport, metal and technological industry, textile and confection, welfare and health care, timber and construction, and tourism. These commissions formulate policy proposals regarding socio-economical issues in specific sectors for the Flemish Government. Their composition and competence are similar to the Social and Economic Council, but limited to a specific sector. The sector Commissions are made up of employer and employee representatives.⁹

The sector commissions aim to gain insight in the likely development in employment and skills needs by undertaking research, drawing on the knowledge of their members and working with the Flemish Administration. They are mainly concerned with quantitative issues (e.g., qualifications), however, every two years they interpret the survey on qualitative issues carried out by the Social and Economic Council for specific sectors.

⁷ <http://pdf.mutual-learning-employment.net/pdf/begium03/pdfs/execBEL03.pdf>

⁸ Skills Centres – presentation.

⁹ http://www.serv.be/dispatcher.aspx?page_ID=01-00-00-00-106

The commissions use qualitative and quantitative research methods. With the conclusions drawn from research, the commissions aim to assist policy making for the sector. In order to bridge the quantitative and qualitative gap between demand and supply, they are involved in research and analysis, formulation of matching policies and policy implementation. The commissions are guided by the sector covenants, which are developed to mobilise sectors to take action on skills enhancement of employees and jobseekers. They also work in close cooperation with Sectoral Training Funds (STFs)¹⁰.

Sectoral Training Funds – forecasting skills needs

Belgium has numerous Sectoral Training Funds (STFs) that are used for training workers and jobseekers. STFs are active at sectoral level, however, some of them operate at provincial/regional or national level. All the STFs are run by bipartite and joint boards, which have equal representation of employees and employers. In general, both private and public training centres and consultants provide the training and other supported activities to the STFs.

Two examples of Belgian STFs that undertake research on employment and skills are described below.

FVB: Sector Council

FVB is a fund that provides training to blue-collar workers in the construction sector. It aims to train current and future construction workers and to guarantee the quality of training. Thus, FVB does not provide training itself, but has an intermediary role between the construction sector and training organisations. The FVB is managed by the social partners on a joint basis.

The FVB has four main activities:

- Research: analysis of shortages in qualifications and mapping of training needs
- Coordination: ensuring sufficient, high quality vocational training
- Information: a network of advisors to ensure personal contact with target groups such as students, employees, unemployed and employers
- Training finance: FVB strives to provide the cost of training and wages of trainees.

Cevora: Transversal Council

Cevora is a fund that promotes training programming and employment opportunities for white-collar employees in a range of sectors such as automotive trades, concreting industry, accounting offices, call centres, cement industry, consultancy agencies, printing houses, garages and body shops, glass industry, wholesalers, lumber firms, leasing firms, and real estate agencies. Cevora's key activity is developing training programmes and the training is contracted to public and/or private organisations. The fund is run by a bipartite and joint board and cooperates with a network of specialised partners such as educational institutions and professional trainers.

Cevora also runs a study centre which monitors employment development in the sectors and undertakes studies on several issues such as hard-to-fill occupations, professional and qualification profiles, and training needs. The studies are undertaken in cooperation with

¹⁰ <http://pdf.mutual-learning-employment.net/pdf/begium03/pdfs/execBEL03.pdf>.

other research centres, federations, social secretariats, and outsourcing agencies. Extensive contacts are maintained with companies in identifying and monitoring white-collar training needs¹¹.

Transversal Council: LOOA in Limburg

LOOA (*Limburgs Overlegplatform Onderwijs Arbeid*) works on matching skills supply and demand in Limburg. Operating since the end of the 1980s, LOOA has representatives of education (mostly from umbrella organizations), other training institutes, trade unions and employers (cross-sectoral). Its main objective is to identify regional and/or sectoral needs and to find ways to meet those needs¹². The platform meets every three months enabling the stakeholders to express bottlenecks encountered. If there is an opportunity to solve these problems, a project can be initiated. The platform thus reacts to issues raised by stakeholders and does not forecast future skills needs and demand. As the stakeholders include public authorities, the platform does support policy making.

Table 2.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council		STFs: FVB and Cevora	Skills Centres	Sector commissions in Flanders, Skills Centres
Transversal Council	LOOA			

2.1.2 Forecasting of jobs and skills needs

Competence Agenda 2010

Besides the above mentioned initiatives, many activities are undertaken in Belgium to identify skills demand and supply and to enhance skills. An example is a joint project of the Flemish Government and social partners known as Competence Agenda 2010 (*Competentieagenda 2010*). The project has a budget of 38 million Euros, which is being used for competence development in the period 2007 to 2009¹³. To form the agenda, an external research company was commissioned to undertake research on amongst others future skills. The project develops the talents and capacities of students, teachers, jobseekers and employees so that more people get into employment¹⁴. A mini VIA forum was established for this project, which comprises social partners and educational actors. The forum aims at structural dialogue within the scope of the project¹⁵.

The project has ten priorities, which include informed choice of study and occupation, more and better on-the-job learning, certification of competences, encouraging

11 Sectoral training funds in Europe.pdf.

12 <http://www.looa.be/dyn/page.php?id=19&cat=3>.

13 http://www.esf-agentschap.be/uploadedFiles/Voor_ESF_promotoren/Nieuwe_oproepen/Fiche%20oproep%20Lerende%20Netwerken%20Competentiemanagement.

14 <http://www.acw.be/content/view/905/400/>.

15 <http://www.serv.be/uitgaven/1162.pdf>.

competence policy, entrepreneurship, and enhancing a sectoral approach¹⁶. Sectors are seen as important engines for the renewal process of the Competence Agenda and are being stimulated to develop expertise centres for competence policy. Their expertise will be offered to students, jobseekers and workers¹⁷. The priorities in the Agenda will be included in the new cycle of sector covenants¹⁸.

Other initiatives

Other initiatives are:

- Overview of ‘hard to fill vacancies’, which is prepared annually by the Public Employment Office (e.g., VDAB in Flanders, FOREM for the Walloon region).
- ‘Competence profiles for occupations’, which are occupational profiles listing the tasks to be fulfilled and the necessary skills and competences. This has been undertaken by the social partners since 1997.
- ‘Sector covenants’ are developed to mobilise sectors to action on skills enhancement of employees and jobseekers. These are negotiated every two years by the Flemish Ministry and sectoral social partners since 2001¹⁹.
- Regional Technological Centres, which are collaborations between companies and schools aimed at ensuring the school structure is up to date so that students are able to apply new technologies²⁰.

Table 2.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. two or more sectors			X	X
Individual sector / branch			X	X
Occupations			X	X
Training curriculum / qualifications				X

2.2 Descriptions of Councils

In this section the following Councils are described:

1. Skills Centres
2. Sector Commissions

¹⁶ SYDEM.

¹⁷ http://www.vlaanderen.be/servlet/Satellite?pagename=minister_frank_vandenbroucke/Article_C/ArticlePageMIN&cid=1179115220307&c=Article C

¹⁸ <http://www.serv.be/uitgaven/1162.pdf>Versterken van de sectorale invalshoek

¹⁹ SYSEM.

²⁰ SYSEM.

2.2.1 Skills Centres

Name of the Council (original language and in English)
Skills Centres (Centres de Competence)

Stakeholders involved			
Stakeholder			Number of representatives
Walloon region			
Community			
Regional Agency for Employment and Vocational training in Wallonia (FOREM)			
Social partners of occupational sectors			
Research centres and universities			

Level of organisation	Yes	No	Don't know
National	<input type="checkbox"/>	X	<input type="checkbox"/>
Regional	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanation:			

Objectives (in brief)
The objective of the Skills Centres is to renew the training strategy to improve the general qualification level of the population, to develop lifelong learning strategies, to adapt training to industry's needs, and to remove bottlenecks in the labour market ²¹

²¹ The Skills Centres.

Does the Council have a sectoral or a transversal approach?	
Sectoral	X
Transversal	<input type="checkbox"/>
If sectoral approach: which sectors are covered?	
<ul style="list-style-type: none"> • Automotive trades • Glass manufacturing • Industrial maintenance • Graphics • Management, commerce & sales • Logistics, transportation and vehicle maintenance • Information and communication technologies • Water professions • Automobile industry • Woodworking industry • The field of aeronautics • Construction • The field of multimaterials • Industrial painting • Farming and horticultural technical works • Catering professionals • Food Industry • Design • Chemical Industry • Tourism 	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Policy proposals on bridging the quantitative gap	No
Policy proposals on bridging the qualitative gap	No
Fostering co-operation between firms and VET providers	No
Implementation of programmes / actions to bridge the gap	Yes
If YES: what type of programmes / actions are undertaken?	
<p>The Skills Centres provide training courses to CEOs in the sector, jobseekers and schools. While training is the main activity of the Skills Centres, other activities are also encouraged. These include surveying the evolution of skills leading to regular reports and forecasts; information and awareness-raising; promoting e-learning; and advising employers on the identification of skills needs, developing economic development strategies and on establishing quality control.</p>	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>
Established in 1998.			

Working methods
<p>Activities :</p> <ul style="list-style-type: none"> • Vocational training • Watching • Information, public-awareness • Contribution to insertion of job seekers • Research and development • Auditing, assistance in training • Support to economic development • Quality approach • Skills validation • Screening

Costs/budget
<p>Approximately 20% of the funding for the Skills Centres comes from the private sector either in cash or in kind. The main part of the funding comes from public funds (regional government and FOREM), training income, and the European Structural Funds. The budgets for the individual Skills Centres range from 1 to 10 million Euros. The costs of the network are estimated at about 0.5 million Euros²².</p>

Tools : qualitative – qualitative + quantitative - future jobs and skills
<p>Qualitative: interviews with e.g. employers, training institutes etc.</p> <p>Quantitative: catalogues, specialised magazines (regarding sectors, labour, and education), databases, publications of official authorities²³</p>

Products
<ul style="list-style-type: none"> • Seminars, conferences, various visits. • Setting up of a resource centre • library, videos, the website • Classical training, job-linked training

22 <http://pdf.mutual-learning-employment.net/pdf/begium03/pdfs/execBEL03.pdf>.

23 http://www.centresdecompetence.be/code/fr/miss.asp?pk_id_page=15.

Dissemination				
Products are disseminated by:	print X	web X	email	other means: X

2.2.2 Sector Commissions

Name of the Council (original language and in English)
Sector Commissies (Sector Commissions)

Stakeholders involved			
Stakeholder			Number of representatives: Max. of 20 members
Employer representatives		Voka-Vlaams Netwerk van Ondernemingen UNIZO and Unie van Zelfstandige Ondernemers	50%
Employee representatives ²⁴ .		Algemeen Belgisch Vakverbond, Algemeen Christelijk Vakverbond van België, and Algemene Centrale van Liberale Vakverbonden van België	50%

Level of organisation	Yes	No	Don't know
National	<input type="checkbox"/>	X	<input type="checkbox"/>
Regional		<input type="checkbox"/>	
Explanation: In Flanders			

Objectives (in brief)
The Sector Commissions formulate policy proposals regarding socio-economical issues in specific sectors for the Flemish Government. They commission sector-specific studies.

Does the Council have a sectoral or a transversal approach?
Sectoral X Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?
<ul style="list-style-type: none"> goods transport metal and technological industry textile and confection welfare and health care wood and construction and tourism.
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

²⁴ http://www.serv.be/dispatcher.aspx?page_ID=01-00-00-00-106.

Tasks	Yes or No
Analysis of quantitative trends on the labour market	Yes, some of the Sector Commissions do this permanently
Analysis of qualitative trends on the labour market	Yes, some of the Sector Commissions do this permanently
Policy proposals on bridging the quantitative gap = Beleidsvoorstellen maken voor het verkleinen van het verschil tussen vraag en aanbod (kwantitatieve eigenschappen)	Yes, some of the Sector Commissions do this permanently
Policy proposals on bridging the qualitative gap	Yes, some of the Sector Commissions do this permanently
Fostering co-operation between firms and VET providers = Samenwerking tussen bedrijven en het beroepsonderwijs bevorderen	Yes, some of the Sector Commissions do this permanently
Implementation of programmes / actions to bridge the gap = Uitvoering van programmas/acties om het verschil tussen vraag en aanbod te verminderen	No
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
The Commissions meet regularly in various working groups. They also work in close cooperation with Sectoral Training Funds (STFs) for e.g. research. Studies on the labour market in specific sectors and training are discussed during the Sector Commission meetings.

Costs/budget
The Flemish government finances the Social and Economic Council, which in turn finances the Sector Commissions.

Tools : qualitative – qualitative + quantitative - future jobs and skills
The Commissions are mainly concerned with quantitative issues (e.g., qualifications), however, every three years they interpret the survey on qualitative issues carried out by the Social and Economic Council for specific sectors. The commissions use qualitative and quantitative research methods.

Products

The Commissions do not publish reports.

Dissemination

No dissemination activities

3 Bulgaria

3.1 General overview

Bulgaria has poor experience in forecasting labour demand and supply. This is due to the lack of a stable economic environment and predictable economic performance in at least the medium term. However, after 15 years of deep structural changes and economic restructuring, the economy is relatively stable and more predictable now. With this development the basic condition for forecasting was created²⁵. Yet, there is still a lack of a system for continuous monitoring and reporting of the labour market's skills needs²⁶.

There are no Sector or Transversal Councils in Bulgaria. An institutional net is developed at national, regional and local level for matching labour market needs in respect to education and training. However, this net is not an institutionalised network, but rather a group of different institutions, which operate in the field of labour policy and education and training. Studies, projects and activities which aim to outline the mismatch of labour and skills supply and demand are undertaken in Bulgaria.

3.1.1 Sector and Transversal Councils

No Sector or Transversal Councils; institutional net at various levels for matching labourmarket needs

In Bulgaria, there are no Sector Councils or Transversal Councils. 'There is a net that is supposed to be able to match the interests of all agents regarding supply and demand of labour at national, regional and local level'. This institutional net is developed for matching labour market needs in respect to education and training. However, this net is not an institutionalised network, but rather a group of different institutions, which operate in the field of labour policy and education and training and have different responsibilities. The net includes branch interests, however, these interest are only an element of the national, regional or local structure.

National level

At national level the net consists of the following institutions: Council of Ministers (determines the education and labour market national policy); Ministry of Education and Science; Ministry of Labour and Social Policy; National Employment Agency; National Agency for Vocational Education and Training (NAVET); Ministry of Culture; and Ministry of Health. Furthermore, branch ministries are also essential institutions of this

²⁵ <http://pdf.mutual-learning-employment.net/pdf/finland06/Bulgaria.pdf>

²⁶ http://pdf.mutual-learning-employment.net/pdf/UK%2007/Bulgaria_UK07.pdf

net. They contribute to the development, coordination and actualisation of the state educational standards for acquisition of skills qualification. Moreover, the employer and employee representative organisations are part of the net. The net also has two Councils as a member, namely the Council for encouraging employment with the Minister of Labour and Social Policy and the National Consultative Council for Vocational Qualification of the Labour Force. The National Consultative Council undertakes activities on coordination of the national policy and strategies for vocational training of the labour force²⁷.

Regional level

At regional level, the matching of supply and demand in respect to education, training and qualification is the responsibility of the Regional Employment Directorates (divisions to the General Directorate ‘Employment Services’); the Regional Educational Inspectors (territorial administrations under the Minister of Education and Science); the uniformly and the temporary employment commissions with the regional development Councils as well as the regional administration.

Local level

At local level, the municipalities are the institutions that consult the policy makers concerning ‘professional education within the municipality, the need of skills, the professional orientation of scholars, unemployed people, the existing capacity, incl. the financial resources for the development of the professional education, the centres for professional orientation and the efficiency of the active labour market measures in the field of education and professional training’. Furthermore, there are Councils for cooperation with the local labour offices, which monitor the realisation of the National Employment Action Plan programmes and measures²⁸.

3.1.2 Forecasting of jobs and skills needs

Ministries regularly organise studies on the labour market mismatches at national, branch, local or enterprise levels. Nearly all the studies, projects and activities mentioned below aim to outline the mismatch of labour supply and demand in respect to educational and qualification structures. The skills considered are related to specialised vocational training²⁹. The studies, projects and activities are as follows:

- Sociological Research and Forecast of the Employers’ Demand of Labour (2007). Its purpose was:
 1. To outline the labour demand by skills (skills are categorised as basic, medium, specific and high (managerial) level);
 2. To outline the mismatches between supply and demand of labour by professional groups.

This survey was outsourced by the Ministry of Labour and Social Policy (MLSP) and the Employment Agency (EA), an executive agency at the MLSP, to the sociological agency “Vitosha Research” and Industry Watch. In the research report, short-term

²⁷ <http://www.mlsp.government.bg/en/docs/7%20NATIONAL%20STRATEGY-%20English.doc>.

²⁸ http://pdf.mutual-learning-employment.net/pdf/UK%2007/Bulgaria_UK07.pdf.

²⁹ SYSDÉM.

predictions for 2007 and medium-term projections for 2008 – 2010 are made on national and sectoral level. Qualitative and quantitative methodology was used.

- Sociological Research and Forecast of the employers’ demand of labour force qualifications (2004). The aim of this study was to outline the labour demand by education and professional groups. The survey was outsourced by the EA to the sociological agency “Vitosha Research”. Projections were made for one year at national level and for all sectors. Qualitative and quantitative methodology was used.
- Regular (yearly) study on the mismatches between the current demand of vocational training and the training offered by the labour administration. The institutions that are involved are the MLSP and the EA. The time horizon of the study is one year. It has been undertaken since 2006. The outcome is a list with vocational training courses for the unemployed.
- Regular (yearly) study on the mismatches between the current demand of professionals with secondary education and the offered vocational education. The institution involved is the Ministry of Education and Sciences. The scope of the study is on national and regional level. The main outcome of this activity is a list with the needed studies and the number and qualifications of the students that have to be enrolled in the studies by schools, towns and regions.
- A Technical Assistance project (EuropeAid/120163/D/SV/BG) for the development of a system for studying, identifying and monitoring of the employers’ and employees’ needs for vocational training. This is a sub-project of a Phare project. Its objective is to improve the competitiveness and mobility of the national labour force in the context of European labour market integration and to ensure the match between skills supply and demand³⁰.

Table 3.1 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. two or more sectors	X	X		
Individual sector / branch				
Occupations	X	X		
Training curriculum / qualifications	X	X		

³⁰ [http://www.etf.europa.eu/Web.nsf/0b48b8b071a6e703c12570c1002fa98d/0d1c6f9377515fd4c125719300555039/\\$FILE/Session%204%20ETFconf_NAVET%20Bulgaria%20latest.pdf](http://www.etf.europa.eu/Web.nsf/0b48b8b071a6e703c12570c1002fa98d/0d1c6f9377515fd4c125719300555039/$FILE/Session%204%20ETFconf_NAVET%20Bulgaria%20latest.pdf).

4 Cyprus

4.1 General overview

Cyprus has a long-established system of macroeconomic medium to long-term forecasting by sector and occupation. The type of system on anticipation of skill needs in Cyprus is a coordinated non-holistic system. This means that “the system is well-developed around quantitative forecasting, although some qualitative elements are incorporated into the forecast and qualitative surveys are conducted in parallel”³¹.

There is one Transversal Council in Cyprus, namely the Human Resource Development Authority (HRDA). One of the most recent HRDA forecasts is ‘Employment Forecasts for the Economy of Cyprus 2008-2018’. There are also a few other activities undertaken in Cyprus for the identification of skills demand.

4.1.1 Sector and Transversal Councils

One Transversal Council in Cyprus: HRDA

There is only one Transversal Council in Cyprus, namely the Human Resource Development Authority (HRDA). Established in 1974, the HRDA is a semi-governmental organisation, which is responsible for forecasting and many of the initial and further training programmes that are offered in sectors. The HRDA forecasts the employment outcome in Cyprus, rather than labour demand and supply³². It refers to the Government through the Minister of Labour and Social Insurance and gets input from the Planning Bureau of the Ministry of Finance and the Cyprus Statistical Service³³. The Board of HRDA consists of the government, unions and the employers³⁴. The HRDA is also the only Sectoral Training Fund existing in Cyprus.

A reason that there is only one Transversal Council in Cyprus may be that the Cypriot labour market is operating at capacity. The unemployment rate for the first quarter of 2008 was significantly lower than that for the EU (3.7%), the employment rates are at or above the Lisbon targets, and relatively large numbers of non-Cypriot workers and refugees have been absorbed into the labour market. Therefore policy makers have not focused on under-utilization of labour resources, training and re-training the unemployed and guiding young people to demand areas. Another reason could be that there have been little life-long learning strategies and are included in the national strategy just recently.

31 Systems for anticipation skills needs_en.pdf.

32 SYSDM.

33 <http://pdf.mutual-learning-employment.net/pdf/finland06/Cyprus.pdf>.

34 http://ec.europa.eu/enterprise/events/charter/doc/2004_dublin/pres_speech_panayides.pdf.

However, although it is not seen as urgent, some concern exists regarding the time young graduates need to find a job and further increasing the labour market participation of women and elderly³⁵.

Table 4.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council				
Transversal Council	HRDA	HRDA		

4.1.2 Forecasting of jobs and skills needs

HRDA

Cyprus has a long-established system of macroeconomic medium to long-term forecasting by sector and occupation. The medium to long-term forecasts are complemented by short-term forecasts and annual surveys of skill needs which are conducted under employers³⁶. The HRDA forecasts total employment by sector (44 sectors), occupations (27 occupations), 90 mid-level occupations and 104 high-level occupations. The most recent HRDA forecasts are the following:

- ‘Employment Forecasts for the Economy of Cyprus 2008-2018’ (December 2007);
- ‘Forecasts of Employment Needs in Mid-level Occupations in Cyprus’ (December 2007);
- ‘Forecasts of Employment Needs in High-level Occupations in Cyprus’ (December 2007).

The Institute of Labour for Cyprus and the PEO

The Institute of Labour for Cyprus and the Pancyprian Federation of Labour (PEO), one of the largest trade unions, issue periodic statements on employment. These statements are mostly qualitative, but some quantitative information is supplied too. They published their first annual Economic and Employment Outlook in February 2004.

Sectoral associations

Various sectoral associations conduct regular surveys amongst their members for the identification of their need for training, competence, and qualifications (e.g. Association of Cyprus Travel Agents, Cyprus Hotel Association, Association of Commercial Banks, Cyprus Association of Certified Accountants, Cyprus Federation of Business and Professional Women)³⁷.

³⁵ SYSDM.

³⁶ Systems for anticipation skills needs_en.pdf.

³⁷ http://www.ilo.org/public/english/employment/skills/hrdr/init/cyp_1.htm.

Table 4.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. two or more sectors				
Individual sector / branch				
Occupations				
Training curriculum / qualifications				

4.2 Descriptions of Councils

4.2.1 HRDA

In this section the HRDA is discussed.

Name of the Council (original language and in English)
Human Resource Development Authority of Cyprus

Stakeholders involved			
Stakeholder			Number of representatives: Equal number of representatives from the Cypriot government, the employers and the trade unions
Government			
Trade unions		Pancyprian federation of labour and the Cyprus workers confederation	
Employers		Cyprus employers and industrialists federation, Cyprus chamber of commerce and industry and the Cyprus federation of associations of building contractors.	

Level of organisation	Yes	No	Don't know
National	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
The aim of the Human Resource Development Authority of Cyprus is to create the prerequisites for the planned and systematic training and development of Cyprus's human resources, at all levels and in all sectors, for meeting the economy's needs, within the overall national socio-economic policies.

Does the Council have a sectoral or a transversal approach?	
Sectoral <input type="checkbox"/>	Transversal <input checked="" type="checkbox"/>

If sectoral approach: which sectors are covered?	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
analysis of quantitative trends on the labour market	Yes
analysis of qualitative trends on the labour market	No
making (policy) proposals on bridging the quantitative gap	Yes
making (policy) proposals on bridging the qualitative gap	No
fostering co-operation between firms and VET providers	No
implementation of programmes / actions to bridge the gap	Yes
If YES: what kind of programmes / actions are undertaken?	
<ul style="list-style-type: none"> • The formulation of an integrated vocational training and human resource development policy in accordance with the priorities of national socio-economic policies, on the basis of which appropriate training activities are promoted and training costs are distributed; • The continuous assessment of the economy's needs for training on the basis of which an integrated training policy is formulated; • The distribution of information to enterprises and the public in general, so as to raise their awareness to the need for continuing training and the provision of advisory services 	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>
Established in 1974.			

Working methods

HRDA's activities encompass five major areas:

- The formulation of an integrated vocational training and human resource development policy in accordance with the priorities of national socio-economic policies, on the basis of which appropriate training activities are promoted and training costs are distributed;
- The continuous assessment of the economy's needs for training on the basis of which an integrated training policy is formulated;
- The modernisation of the training system with the creation of the necessary infrastructure, the systematisation and certification of training, and the introduction of standards of vocational qualifications;
- The distribution of information to enterprises and the public in general, so as to raise their awareness to the need for continuing training and the provision of advisory services;
- The analysis of the *acquis communautaire* in the training field and the promotion of actions for facilitating its adjustment and convergence to European systems and practices³⁸.

The actions that the HRDA takes to identify and anticipate competence and qualification needs are:

- Analysis of the changes in the labour market through research studies on issues of strategic importance, which examine particularly human resource development, issues at the level of the economy, the level of economic sectors and occupational categories. Emphasis is also placed on employment forecasting.
- Annual investigations for the identification of skill needs with the involvement of the social partners.
- Preparation of an annual document (in consultation with the social partners) that contains the thematic priorities for multi-company training programmes.
- Conduct of human resource studies focusing on the characteristics of selected groups such as the employed, the unemployed, the economically inactive, women, etc. In addition, the implementation of schemes (co-financed by the European Social Fund (ESF) to provide, through personalised guidance, core skills to disadvantaged groups such as the unemployed, economically inactive women and young secondary school leavers³⁹.

Costs/budget

There is a levy-grant system in Cyprus with 0,5 percent of the wage bill of all the employers, excluding the Government, paid into the human resource development fund.

38 http://www.nrcg.dl.mlsi.gov.cy/english/education_and_training.php.

39 http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t_56_cyp.htm.

Tools : qualitative – qualitative + quantitative - future jobs and skills

The approach followed involves forecasting variables in several stages, using historical data for the period 2000-2006 to predict the value of variables over 2007-2018, with the values for 2008-2018 reported as the forecasts. First 'total' value added is forecasted, then labour productivity. The ratio of these two forecasts provides the full-time equivalent employment forecast. Full-time equivalent employment is converted to Labour Force Survey (LFS) employment using the ratio of LFS employment to full-time equivalent employment, which is itself forecast. Sectoral and occupational gross employment needs are obtained by forecasting the appropriate shares. HRDA also forecasts 'withdrawals' (due to personal or family reasons, retirement, illness or disability), using the ratio of the number of persons withdrawn to total LFS employment. Finer sectoral and occupational withdrawals are forecast using finer categories on withdrawals (using LFS data) to modify the employment shares and the result is applied to total withdrawals to obtain sectoral information. The addition of the gross and replacement figures produces the total overall and sectoral/occupational employment forecasts. At each stage, forecasts are made by estimating simple functions of time over the period 2000-2006. These functions include a simple linear form, and various other log-linear forms involving the logarithm of relevant variables and time (e.g. a log-linear equation, and a log-log specification).

Products

Study reports:

'Employment Forecasts for the Economy of Cyprus 2008-2018' (December 2007)

'Forecasts of Employment Needs in Mid-level Occupations in Cyprus' (December 2007)

'Forecasts of Employment Needs in High-level Occupations in Cyprus' (December 2007)

Dissemination

Products are disseminated by: print x web x email other means:

5 Czech Republic

5.1 General overview

Sector Councils in the Czech Republic (CR) have been recently established to support the development of the National Qualification Framework (NQF). The NQF, which is funded by the ESF, is intended to include the demands from employers into the education system. The NQF is implemented by the National Institute of Technical and Vocational Education (NUOV, NIFTA). This Institute hosts several Sector Councils that are expected to monitor the development and changes of jobs and their qualification requirements⁴⁰.

The CR followed the example of the UK model of Sector Skills Councils. The system of Sector Skills Councils in the CR includes some Councils that are not focused on one particular sector and are therefore of a transversal nature.

5.1.1 Sector and Transversal Councils

Sector Skills Councils

There are currently 20 Sector Skills Councils (SSCs) in the CR that exist for about two to four years. SSCs are led by employers. They search to present and promote sector interests in human resource development in the state administration and educational institutions.

Role of Sector Skills Councils

SSCs have been established to develop the National Occupation System and the National Qualification Framework. Since their establishment, SSCs focused on monitoring the labour market in various sectors and identifying new trends and their effects on the development of the labour force.

The present main roles of Czech SSCs include the following issues:

- Monitoring the structure of occupations in the Czech labour market in order to deliver job descriptions for the National System of Occupations.
- Identifying structures of qualifications within sectors and initiating the formation of new qualifications.
- Evaluate qualifications and assessment standards for complete and partial qualifications.

⁴⁰ Cf. ILO (2007).

- Cooperation with Authorising bodies and Authorised persons in the framework of the Act No. 179 of 30 March 2006 on Verification and Recognition of Further Education Results.

The Coordinating Council of SSCs

Sector Skills Councils are coordinated by a “Coordinating Council of SSCs“. This Council represents employers on a national level. Its main competences and responsibilities are:

- Assessing newly established SSCs regarding their eligibility.
- Coordinating the process of the establishment of SSCs.
- Supervising main changes in the members of SSCs.
- Coordinating public procurement within the framework of the National System of Occupations.
- Guaranteeing quality of activities and outputs of SSCs.
- Distributing Financial resources from public resources to individual SSCs.
- Representing SSCs in the dialogue with state authorities and other institutions.
- Acting as a Sector Skills Council in the sectors where are no SSCs established (recommends guarantees of positions and qualifications, coordinates their activities and funding).

Future tasks

Future tasks of SSCs might include⁴¹:

- Harmonization of mechanisms to transfer requirements from world of work into education and training.
- Harmonization of the various mechanisms of authorisation and verification of qualifications, including the system of quality assurance.
- Participation in processes of verification of qualifications.
- Preparation and implementation of Sector Skills Agreements (identification of qualitative and quantitative deficiencies in human resources development, start of communication with other subjects and achieving agreements in the matter of finding the right solution for defined deficiencies).

Table 5.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils	SSCs			
Transversal Councils				

5.1.2 Forecasting of jobs and skills needs

The CR is “on the way to a coordinated holistic system”⁴². General economic forecasting include some qualitative elements of sectoral and/ or other trend projections. A

⁴¹ According to Trexima (2009).

⁴² European Commission (2008). Commission Staff Working Document COM (2008) 868.

mechanism to forecast skills and labour market needs is currently under construction. Forecasts exercises and the early identification of skills are not yet regularly performed.⁴³ First forecasting initiatives were taken in the academic sphere. Organisations that undertake forecasts are still typically research institutes:

- National Training Fund – National Observatory of Employment and Training (NTF-NOET).
- Centre for Economic Research and Graduate Education of the Charles University (CERGE-EI).
- Research Institute for Labour and Social Affairs (RILSA).

Currently the demand for these services from the Ministry of Labour and the Ministry of Education is increasing in order to support policy -making. Upon their request, the NTF-NOET and several consultancy companies have performed sectoral studies in order to: “provide in-depth insight on ongoing trends in individual sectors of the Czech economy and to explore the impact of skills biased technologies on the labour demand.” Only three of these studies have been performed until now (2008- energy utility sector, ICT, electro-engineering). Even though studies are most of the time of a quantitative nature, some qualitative studies on sectoral level have been undertaken.

Table 5.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. Two or more sectors				
Working conditions				
Individual sector / branch level				
Occupations				
Training curriculum / qualifications				

⁴³ Sysdem report (2008).

5.2 Descriptions of Councils

5.2.1 Sector Skills Councils

Name of the Council (original language and in English)

At the end of 2008, there have been 20 fully constituted and functioning Sector Councils, whose activities met the needs of almost 50 percent of the labour market (description of qualification requirements for various professions). At the same time, conditions were created for further development of a concept.

List of Sector Councils:

Sektorové rady (in Czech)	Sector Councils
SR pro automobilový průmysl	SC automotive
SR elektrotechnická	SC electrical engineering
SR pro energetiku	SC energy
SR hutnictví a slévárství	SC metallurgy and foundry
SR chemie	SC chemical
SR pro lesní hospodářství	SC forestry
SR nábytkářů	SC furniture makers
SR pro polygrafii	SC printing
SR potravinářství a krmivářství	SC food processing and feed industry
SR průřezová	SC transversal (interdisciplinary)
SR služeb	SC services
SR ve stavebnictví	SC construction
SR strojírenství	SC mechanical engineering
SR textilního a oděvního průmyslu	SC textiles and clothing
SR pro těžbu a úpravu nerostných surovin	SC mining and preparation of raw materials
SR uměleckých řemesel	SC handicrafts (artisanal)
SR pro veřejné služby a správu	SC public services and administration
SR pro vodní hospodářství	SC water management
SR zemědělství	SC agriculture
SR pro sklářský a keramický průmysl	SC glass and ceramics industry

The members of the Sector Councils are experts that are appointed by employers as well as experts from the central authorities, especially the education sector. The Sector Councils are managed by a private consultancy company called Trexima. The following table shows a list of members of the Sector Council for the Food Processing and Feed Industry, which serves as a typical example of the composition of a Sector Council.

Institutions represented:
TREXIMA, spol.s r.o., Zlín (A consultancy company focusing on the labour market and HRD research, winner and developer of the NSP (National System of Occupations) public contract)
VŠCHT Praha, Fakulta potravinářské a biochemické technologie - odborný poradce Asociace výrobců lahůdek (Institute of Chemical Technology in Prague, Faculty of Food and Biochemical Technology – an expert advisor of the Association of Deli Products Suppliers)
Svaz průmyslových mlýnů ČR (Federation of Industrial Flour Mills of the Czech Republic)
Národní ústav odborného vzdělávání – NÚOV, Praha (National Institute of Technical and Vocational Education)
Vyšší odborná škola ekonomických studií a Střední průmyslová škola potravinářských technologií, Praha (Tertiary Technical School of Business Studies and Secondary Technical School of Food Technologies, Prague)
Český svaz zpracovatelů masa (Czech Association of Meat Processors)
Agrární komora ČR (Agrarian Chamber of the Czech Republic)
MZe ČR (Ministry of Agriculture)
Sdružení drůbežářských podniků (Poultry Producers Association)
Českomoravský svaz mlékárenský (Czech and Moravian Association of Dairy Industry)
Zájmové sdružení právnických osob konzervářského – lihovarenského průmyslu (ZS KOLI) (Interest Group of Corporate Entities in Canning and Spirit Industries)
Cukrovary TTD,a.s. (Sugar Factories TTD, Inc.)
Českomoravské sdružení organizací zemědělského zásobování a nákupu (Czech and Moravian Association of Agricultural Supply and Purchasing)

Stakeholders involved			
Stakeholder			number of representatives
Employers' association		See the table above	9
Trade union			1
Education / training organisation	initial		1
	continuing		2
Policy maker	national		1
	regional		
Research institute			1
others:			1

Level of organisation	Yes	No	Don't know
National	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)

- Sector Councils currently focus primarily on tasks related to the development of the National Occupations System and the National Qualifications Framework. Since the beginning, i.e. since operating within the NQF public contract, Sector Councils have conformed their activities to their expected primary roles, such as monitoring the labour market in certain industries, identifying new operating trends and their effect on the development of the labour force.
- **Sector Councils are a new type of nationwide-level partnership, active especially in the field of defining occupations and qualifications.**
- *The Sector Council concept has been loosely inspired by the successful British "Sector Skills Councils" project. In the Czech Republic, it has been developed as a part of the MoEYS system project for the NQF, having created a first version of the methodology for setting up Sector Councils. Thanks to the NQF project, the first Sector Councils were established and the concept has been developed in more detail, bringing the first results.*
- *The basic concept was taken further within the National Qualifications Framework, with the intention to **improve the quality of its operation.***
- Under the new conditions, Sector Councils are created in an endeavour to obtain comprehensive, objective information required to create a usable, comprehensible and logical list of occupations on the labour market. Results of the operation of Sector Councils are important for all users, who may include:
 - Individuals, who need comprehensible information on the possibilities for further professional development and success on the labour market;
 - Employers, who may lack sufficient capacity for analysing and formulating their qualification requirements;
 - Educators, who require a clearly defined task or assignment to design educational pathways fulfilling such a task or assignment.

Does the Council have a sectoral or a transversal approach?

Sectoral Transversal

If sectoral approach: which sectors are covered?

18 out of 20 sector Councils are fully sector oriented as their names suggest:

Sector Councils
SC automotive
SC electrical engineering
SR energy
SC metallurgy and foundry
SC chemical
SC forestry
SC furniture makers
SC printing
SC food processing and feed industry
SC services
SC construction
SC mechanical engineering
SC textiles and clothing
SC mining and preparation of raw materials
SC handicrafts
SC water management
SC agriculture
SC glass and ceramics industry
SC transversal (interdisciplinary)
SC public services and administration

If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

SC transversal deals with issues of general (transversal) character, e.g. quality assurance.

SC for public services and administration was established in order to map occupations and their profiles with a view to supporting future reforms of that area. This aim defines the character of the Sector Council, i.e. the character is “multisectoral” rather than transversal.

Tasks	Yes or No
analysis of quantitative trends on the labour market	Not at the moment (Sector Councils had been developed for a short period of time only – in the course of the NSP (National System of Occupations) system project, which ended in September 2008. Further qualitative and quantitative development of the concept of Sector Councils will continue in the course of future implementation of projects, which are presently starting or are already prepared.)
analysis of qualitative trends on the labour market	Not in the present development stage
making (policy) proposals on bridging the quantitative gap	Not in the present development stage
making (policy) proposals on bridging the qualitative gap	Not in the present development stage
fostering co-operation between firms and VET providers	Not in the present development stage
other	Support for the development of the National System of Occupations (NSO - NSP)
other	Support of the development of the National Qualifications Framework (NQF – NSK)
implementation of programmes / actions to bridge the gap	No
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities Support of the development of the NQF (NSK – creating qualification and assesment standard) and NOS (NSP – descriptions of job profiles)			

Position	Yes	No	Don't know
Statutory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If no: explain by whom/how/when: SCs were established as an instrument for better cooperation between employers and the education sector during the implementation of the projects NSO and NQF.			
Permanent SC were established in order to support the development of the NQF and the NSO. They proved to be a very useful instrument for a close cooperation between employers and the education sector in the field of the labour market and its requirements. They do not have a permanent status at the moment, but the intention of stakeholders is to make SCs permanent and sustainable.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Working methods

Working methods were adapted to the needs of the above mentioned projects, through which the concept of Sector Councils was pilot tested. The projects required production of many outputs in short period of time for which specific work groups of SC were created.

These work groups consisted of members of SC and well known specialists in the given area. The findings of work groups were discussed in and assessed by the whole SC. This method proved to be very useful and productive.

The idea of SCs was welcomed by all stakeholders and in the short period of time of their existence a lot of work had been done. The new projects (the NQF2, the NSO2) will further develop this concept. The new working methods are proposed in the project proposals.

Costs/budget

There is no budget for SCs at the moment.

The project that will cover costs of SCs is about to begin.

Tools : qualitative – qualitative + quantitative - future jobs and skills

For more information, see the part "Tasks" above.

Possible Further Activities of Sector Councils

Limited time and finances due to the scope of project to which it was included were the most significant problems of the introductory stage of development of the concept of Sector Councils. The real origin of altogether 20 Sector Councils (instead of the planned six Councils) and the actual results of their activities nevertheless proved adequately the viability of the concept. Perception of Sector Councils by the professional public and stakeholders in the Czech Republic (including bodies of state administration – ministries), willingness to participate on their activity and respect for the results of their activities belong among the significant results of verification of the model. There are almost no reservations against the concept of Sector Councils, the current state thus undoubtedly is a success of the public contract.

This is to a certain extent more important than the quantity and quality of other outputs of the public contract. The tested mechanism of Sector Councils may function also after the end of the contract. The Strategy of Lifelong Learning of the Czech Republic provides system support to further development of the concept of Sector Councils. It sees the Councils as an important platform for a more systematic inclusion of employers into lifelong learning.

Although the model of Sector Councils was founded and tested from the incentive of preparation of the National Occupations System and National Qualifications Framework, Sector Councils may fulfil several other functions in the conditions of the Czech Republic. Their development may be not only extensive – thanks to the interest in the founding of other Sector Councils, but also qualitative – depending on the interest of employer organizations and Sector Councils themselves in the already mentioned activities in other fields, i.e. aiming at the support and cultivation of human resources development in the relevant sector. Sector Councils may also participate in the authorisation and validation of results of continuing education based on the Act on validation of results of continuing education.

Products

The outputs of activities of Sector Councils differed during the development of the Council networks based on the needs of the individual sectors and based on the scope of activities of the specific Sector Councils. It will be difficult to define the range of all outputs which will be produced by Sector Councils in the future. The outputs of the Sector Councils during the implementation of the public contract National Occupations System were nevertheless defined unambiguously:

- Revised structure of type positions and jobs in the relevant field or sector,
- Revised content of individual jobs and type positions,
- New competencies by individual type positions and smaller units of work,
- Newly created description of jobs, type positions and smaller units of work within the National Occupations System,
- Opinions and proposal of changes in qualification standards of partial and complete qualifications of the National Qualifications Framework,
- Opinions, topics and comments to evaluation standards of the National Qualifications Framework,
- Labour market analyses with respect to quality and quantity of qualification needs,
- Definition of priorities in qualification.

Dissemination

Products are disseminated by: print web email other means:

Sources of information:

Shift from VET to LLL in the Czech Republic, National Institute of Technical and Vocational Education, Prague 2008.

www.nuov.cz

www.nsp.cz

6 Denmark

6.1 General overview

Denmark has a long history as regards Sector and Transversal Councils. The ones that deal specifically with initial and continuing vocational education and training are mostly old institutions. In contrast the, transversal Regional Growth Fora (RVF - *Regional Vækst Fora*) are rather new. They exist since 2005. One of the main characteristics of the Danish system is the active participation of the social partners at all levels of the system: local, sectorial and national. This guarantees that the content of the individual VET programme meets the demand of the labour market. There is a well developed system as regards forecasting emerging needs for skills and the availability of jobs on the labour market.

6.1.1 Sector and Transversal Councils

Initial Vocational Education and Training

The Ministry of Education is responsible for approving new VET qualifications and laying down the overall rules for VET. It does so on the basis of recommendations from the Advisory Council for Initial Vocational Education and Training (REU - *Rådet for de Grundlæggende Erhvervsrettede Uddannelser*) and of the individual Trade Committees (FU - *de Faglige Udvalg*).

The National Trade Committees (FU) work together with the Ministry of Education to draw up the regulations on individual VET programmes. The committees provide advice on specific VET qualifications relevant to their sector and has decision making capacity on the regulatory framework for the content, structure, duration and evaluation of programmes and courses. Employers and employees are equally represented in the trade committees. Each committee is responsible for the qualitative match between skills needs and the contents for the curriculum as regards one or more VET qualifications. In 2008, there were approximately 120 Trade Committees (see section 3 for a link to the most important Trade Committees).

The Advisory Council for Initial Vocational Education and Training (REU) comprises 25 members from the social partners, the school leader and teacher associations as well as a number of members appointed by the Ministry of Education. The aim of the REU is to advise the Ministry of Education on all matters concerning the VET system. It is responsible for monitoring labour market trends and on this basis recommending the establishment of new VET qualifications, the adaptation of existing ones or discontinuation. It is also responsible for monitoring existing programmes and, based on

its findings, for making recommendations for better coordination between programmes or the merging of programmes. The REU concentrates on general national issues concerning VET provision in Denmark.

The Regional Growth Fora (RVF - *Regional Vækst Fora*) bring together - in six regions - representatives of the Ministry of Economics and Business Affairs, the Danish Enterprise and Construction Authority, knowledge and education establishments and regional and local authorities and actors. One task of the regional fora is to strengthen the ties between the educational institutions and regional employers in order to foster the development of human resources and the overall competitiveness of regional companies through an analysis of future skills' needs and the education systems in each region. The Danish Enterprise and Construction Authority has a special website on the Regional Growth Fora (<http://www.deaca.dk/regionalpolicyactors>).

Continuing Vocational Training

The Advisory Council for Adult Vocational Training (VEU - *Rådet for Voksen – og Efteruddannelse*) was established on the 1st of January 2009, after the abolition of the Council for Continuing Education (*Kortuddannedes Fortsatte Uddannelse*). The VEU plays a important role in the management, priority setting, development, organisation and quality assurance of adult vocational training programmes.

The Council advises the Ministry of Education and 11 continuing training and education committees, each responsible for a specific sector of the labour market.

The VEU advises the ministry on the following issues (a) - fundamental labour market skills/ competence assessment; (b) assessment and recognition of prior learning; (c) assessment of basic skills: reading, writing, grammar and mathematics and (d) subsidies for vocational education programmes. The committees for continuing training and education give advice on the types (aims, competencies, etc.) of courses which should be made available.

In Denmark, Sector Training Funds (STFs) are known as either *Uddannelsesfonde* (Educational Funds) or *Kompetenceudviklingsfonde* (Competence Development Funds). STFs are based on voluntary agreements, in line with the overall idea that the Danish labour market should be regulated through collective agreements between social partners, not by law. There are over 1000 collective labour agreements in Denmark of which several contain a clause on STFs (see for a list of most important collective agreements including STFs section 3). Main activities of the funds are the development and testing of new training programmes and undertaking research activities, including on labour market issues. Sector Training Funds, however, play a marginal role in the Danish CVT system, in particular from the financial perspective. There is a limited amount of resources available. Therefore their impact, in contrast with other European countries such as the Netherlands or France, is low. The public sector covers most CVT costs. In general training courses are free of charge for participants and enterprises only pay a symbolic fee per participating employee. This however is changing in the industry sector (see section 3). But, experts emphasize, Danish STFs will remain a supplement to public CVT despite of a much more extensive role in jointly financing public CVT activities.

Table 6.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council	FU			
Transversal Council	REU	VEU	RVF	

6.1.2 Forecasting of jobs and skills needs

The main providers of information on qualitative and quantitative trends in the labour market, ordered from a long to a short term perspective, include:

The Danish Institute of Governmental Research (AFK - *Anvendt Kommunal Forskning*) is an independent research institute established and partly financed by the Local Government Foundation for Education and Research (*Det Kommunale Momsfond*). AKF's research is organised in two groups, each covering some broad topics: education, employment and integration and health, environment and social initiatives. The educational quantitative forecasts are intended to feed into the policy debate about future imbalances on the labour market and on the relevant policies to be applied. The time horizon is typically 10 years. The forecasts are divided by educational attainment and by regions and reflect estimates of the skills demand by different economic sectors over time.

The National Labour Market Authority (AMS - *Arbejdsmarkedsstyrelsen*) and the four labour market regions of Denmark produce twice a year detailed assessments of labour demand divided by sectors and occupations (skills) and of imbalances between supply and demand. The time horizon of the forecasts is short (1/2 to 1 year). The assessment is based on a number of mainly quantitative data sources including a nation-wide employer survey and unemployment statistics. The main purpose of the assessments is to act as a practical tool for the public employment service (PES).

The Economic Council of the Labour Movement (AE - *Arbejderbevægelsens Erhvervsråd*) is an independent think-tank financed by a number of trade unions. Their aim is to provide medium and long-term quantitative assessments of the supply and demand of different types of labour, by educational attainment level. Forecasts are made at the national and regional level for different educational groups and economic sectors.

Regional Centres for Competences (KC- *Kompetencecentre*) focus on the needs of firms and (un)skilled workers regarding further education and training. The project, which was called *Kvalinord*, included detailed qualitative and quantitative studies on the present and future demand for competences within a number of sectors in Northern Jutland. The purpose was to develop a method which could later be applied to other regions.

Table 6.2 Overview of tools for forecasting jobs and skills needs

information about changes at the level of	national		regional	
	quantitative	qualitative	quantitative	qualitative
Labour market , i.e. Two or more sectors	AKF AE		AKF AE KC	KC
Work conditions				
Individual sector / branch				
Occupations	AMS		AMS	
Training curriculum / qualifications	AE		AE	

Sources of information

Adult vocational training in Denmark (2009).

SYSDEM questionnaire – Denmark (2008).

6.2 Descriptions of Councils

In this section the following Councils will be described

- 1 *Faglige Udvalg*
- 2 *Rådet for de Grundlæggende Erhvervsrettede Uddannelser*
- 3 *Regional Vækst Fora*
- 4 *Rådet for Voksen – og Efteruddannelse*

Name of the Council (original language and in English)			
Faglige Udvalg (The National Trade Committees)			
Stakeholders involved			
Stakeholder		In 2008, there were approximately 120 Trade Committees.	represented
Employers' association		Employers and employees are equally represented in the trade committees.	yes
Trade union		Employers and employees are equally represented in the trade committees.	yes
Education / training organisation	initial	x	yes
	continuing		
Policy maker	national	x	yes
	regional		
Research institute			
others:			

Level of organisation	Yes	No	Don't know
National	x		<input type="checkbox"/>
Regional		x	<input type="checkbox"/>
Explanation:			

Objectives (in brief)
To give advice to the Ministry of Education on specific qualifications ; To draw up regulations on content, structure, duration and evaluation for individual VET programmes.

Does the Council have a sectoral or a transversal approach?
Sectoral <input checked="" type="checkbox"/> Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?
• All
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

Tasks	
analysis of quantitative trends on the labour market	
analysis of qualitative trends on the labour market	Yes
making (policy) proposals on bridging the quantitative gap	
making (policy) proposals on bridging the qualitative gap	Yes
fostering co-operation between firms and VET providers	
implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	x		<input type="checkbox"/>
Continuing vocational training		x	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
N/A

Costs/budget
The trade committees have secretariats with their own budgets, funded by the sectoral social partners. The secretariats service the social partners by producing analyses, preparing case work, initiating courses for external examiners, etc.

Tools : qualitative – qualitative + quantitative - future jobs and skills
N/A

Products
Main products of the Trade committees are: <ul style="list-style-type: none"> proposals for new vocational qualifications; outlines of training programmes for specific trades.

Dissemination
Products are disseminated by: print <input checked="" type="checkbox"/> web <input checked="" type="checkbox"/> email <input type="checkbox"/> other means:

Sources of information

Faglige Udvalg. (2009).

The Danish VET system. (2009).

6.2.1 Rådet for de Grundlæggende Erhvervsrettede Uddannelser

Name of the Council (original language and in English)
Rådet for de Grundlæggende Erhvervsrettede Uddannelser The Advisory Council for Initial Vocational Education and Training

Stakeholders involved			
Stakeholder		Comprises 25 members from social partners	represented
Employers' association			yes
Trade union			yes
Education / training organisation	initial	School leader and teacher associations	yes
	continuing		
Policy maker	national		
	regional		
Research institute			
others:		A number of members are appointed by the Ministry of Education.	yes

Level of organisation	Yes	No	Don't know
National	x		<input type="checkbox"/>
Regional		X	<input type="checkbox"/>
Explanations:			

Objectives (in brief)

The aim of the REU is to advise the Ministry of Education on all matters concerning the VET system. It is responsible for monitoring labour market trends and for recommending the establishment of new VET qualifications, the adaptation or discontinuation of existing ones. It is also responsible for monitoring existing programmes and, based on its findings, for making recommendations for better coordination between programmes or the merging of programmes. The REU concentrates on general national issues concerning VET provision in Denmark.

Does the Council have a sectoral or a transversal approach?

Sectoral	<input type="checkbox"/>	Transversal	x
If sectoral approach: which sectors are covered?			
If transversal approach: what kind of relationships exist with stakeholders adopting a transversal approach?			

Tasks	Yes or no
Analysis of quantitative trends on the labour market	
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	
Other	
Other	
Implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	x		<input type="checkbox"/>
Continuing vocational training		x	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory If no : explain by whom/how/when:	x	<input type="checkbox"/>	<input type="checkbox"/>
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
N/A

Costs/budget
N/A

Tools : qualitative – qualitative + quantitative – future jobs and skills
N/A

Products
Main products are: <ul style="list-style-type: none"> - advice to the Minister on general IVET issues; - recommendations concerning new qualifications; - revisions of existing training curricula (in cooperation with the trade committees).

Dissemination
Products are disseminated by: print <input checked="" type="checkbox"/> web <input checked="" type="checkbox"/> email <input type="checkbox"/> other means:

Sources of information

Udervisnings Ministeriet. (2009b).

6.2.2 Regional Vækst Fora (RVF)

Name of the Council (original language and in English)
<i>Regional Vækst Fora</i> The Regional Growth Fora

Stakeholders involved			
Stakeholder		There are 6 regional growth for a in Denmark: Bring together - in six regions - North Jutland Region, Central Denmark Region, Region of Southern Denmark, Zealand Region, Copenhagen Capital Region, and on the island of Bornholm	number of representatives
Employers' association		represented	
Trade union		represented	
Education / training organisation	initial	education establishments	
	continuing	education establishments	
Policy maker	national	Ministry of Economics and Business Affairs	
	regional	regional and local authorities and actors	
Research institute			
others:		the Danish Enterprise and Construction Authority knowledge establishments	

Level of organisation	Yes	No	Don't know
National		x	<input type="checkbox"/>
Regional	x		<input type="checkbox"/>
Explanations:			

Objectives (in brief)
<p>The regional fora aim at:</p> <ul style="list-style-type: none"> - strengthening the ties between the educational institutions and regional employers; - fostering the development of human resources and the overall competitiveness of regional companies; - analysing future skills' needs and the feeding back this information to the regional education system.

Does the Council have a sectoral or a transversal approach?
Sectoral <input type="checkbox"/> Transversal x
If sectoral approach: which sectors are covered?
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

Tasks	Yes or no
analysis of quantitative trends on the labour market	
analysis of qualitative trends on the labour market	Yes
making (policy) proposals on bridging the quantitative gap	
making (policy) proposals on bridging the qualitative gap	Yes
fostering co-operation between firms and VET providers	Yes
Other	
Other	
implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	x		<input type="checkbox"/>
Continuing vocational training		X	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
Regional Growth have set up a number of regional level working groups on economic development issues relevant for the region.

Costs/budget
N/A

Tools : qualitative – qualitative + quantitative - future jobs and skills
N/A

Products
The Regional Growth For a are 'enabling' organisations; they do not implement activities themselves. In regional working groups they help to identify economic growth opportunities, they help develop regional development plans, they help to set up networks between industry and the education system. The main product is an effective regional, cooperative structure.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

The Danish Enterprise and Construction Authority. (2007).

6.2.3 Rådet for Voksen – og Efteruddannelse (VEU)

Name of the Council (original language and in English)

Rådet for Voksen – og Efteruddannelse

The Advisory Council for Adult Vocational Training

Stakeholders involved

Stakeholder			number of representatives
Employers' association		various employers' organisations	
Trade union		various trade unions	
Education / training organisation	initial	representatives of the education and training system	
	continuing		
Policy maker	national	several ministries	
	regional		
Research institute			
others:			

Level of organisation	Yes	No	Don't know
National	X		<input type="checkbox"/>
Regional		x	<input type="checkbox"/>
Explanations:			

Objectives (in brief)

-

Does the Council have a sectoral or a transversal approach?			
Sectoral	(X)	Transversal	R
Under VEU there are 11 Sector Councils for Continuing Vocational Training:			
1. KHRU - <i>Efteruddannelsesudvalg for Køkken, Hotel, Restaurant, Bager, Konditor og Kødbranchen</i> (CVT Council for catering, hotel, restaurants, bakery and butchery)			
2. BAI - <i>Efteruddannelsesudvalget for bygge/anlæg og industri</i> (CVT Council for construction and industry)			
3. EPOS - <i>Efteruddannelsesudvalget for det Pædagogiske Område og Social og Sundhedsområdet</i> (CVT Councils for the pedagogical, Social and health care sector)			
4. HAKL - <i>Efteruddannelsesudvalget for Handel, Administration, Kommunikation og Ledelse</i> (CVT Council for Trade, administration, communication and management)			
5. ETIE - <i>Efteruddannelsesudvalget for Tekniske Installationer og Energi</i> (CVT Council for technical installations and energy)			
6. IU - <i>Industriens Fællesudvalg for erhvervs- og arbejdsmarkedsuddannelser</i> (CVT Council for employees working in vocational educations and training)			
7. MUU/JU - <i>Mejeri- og Jordbrugets Efteruddannelsesudvalg</i> (CVT Council for dairy industry and agriculture)			
8. MI - <i>Metalindustriens Uddannelsesudvalg</i> (CVT Councils for the metal sector)			
9. SUS - <i>Serviceerhvervenes Efteruddannelsesudvalg</i> (CVT Council for the service sector)			
10. TUR - <i>Transporterhvervets UddannelsesRåd</i> (CVT Council for the transport sector)			
11. TU - <i>Træets Uddannelser</i> (CVT Council for the wood sector)			
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?			

Tasks	Yes or no
analysis of quantitative trends on the labour market	Yes
analysis of qualitative trends on the labour market	Yes
making (policy) proposals on bridging the quantitative gap	Yes
making (policy) proposals on bridging the qualitative gap	Yes
fostering co-operation between firms and VET providers	
Other	
Other	
implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training		x	<input type="checkbox"/>
Continuing vocational training	x		<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
N/A

Costs/budget
N/A

Tools : qualitative – qualitative + quantitative - future jobs and skills
N/A

Products
What are the main products?

Dissemination
Products are disseminated by: print <input type="checkbox"/> web <input type="checkbox"/> email <input type="checkbox"/> other means:

Sources of information

Udervisnings Ministeriet. (2009a).

Background information

Listing of the National Trade Committees

- The Trade Committee for Bricklayer/Mason and Plasterer (Det Faglige Fællesudvalg for Murer- Stenhugger- og Stukkaturfaget)
- The Trade Committee for Struktør, Pavers and Roofers (Det Faglige Fællesudvalg for Struktør, Brolægger- og Tagdækkerfaget)
- The Trade Committee for Bakery and Pastry (Det Faglige Fællesudvalg for Bager- og Konditorfaget)
- The Professional Education Committee for Agriculture (Det Faglige Uddannelsesudvalg for Jordbrug)
- The Trade Committee for Horticulture (Det Faglige Udvalg for Anlægsgartneri)
- The Trade Committee for Insulation (Det Faglige Udvalg for Isoleringsfaget)
- The Trade Committee for Clothing (Det Faglige Udvalg for Beklædning)
- The Trade Committee for Gastronomy Education (Det Faglige Udvalg for Gastronomuddannelsen)
- The Trade Committee for Waiter Training (Det Faglige Udvalg for Tjeneruddannelsen)
- The Trade Committee for Receptionist Training (Det Faglige Udvalg for Receptionistuddannelsen)
- The Trade Committee for Security and Security Services (Det Faglige Udvalg for Vagt- og Sikkerhedsservice)
- The Trade Committee for Veterinary Training (Det Faglige Udvalg for Veterinærsygeplejerskeuddannelsen)
- The Trade Committee for Construction Education (Det Faglige Udvalg for Træfagenes Byggeuddannelse)
- The Trade Committee for Maritime Metal Courses (Det Faglige Udvalg for Maritime Metaluddannelser)
- The Trade Committee for Digital Media (Det Faglige Udvalg for Digital Media)
- The Trade Committee for Technical Designer Training (Det Faglige Udvalg for Teknisk designer uddannelsen)
- The Trade Committee for Retail Studies (Det Faglige Udvalg for Detailhandelsuddannelser)
- The Trade Committee for Trade Training (Det Faglige Udvalg for Handelsuddannelsen)
- The Trade Committee for Office Education (Det Faglige Udvalg for Kontoruddannelser)
- The Trade Committee for Property Services (Det Faglige Udvalg for Ejendomsservice)
- The Trade Committee for Service Assistant Training (Det Faglige Udvalg for Serviceassistentuddannelsen)
- The Trade Committee for Housing and Ortopædist Training (Det Faglige Udvalg for Boligmontering og Ortopædistuddannelsen)
- The Trade Committee for Fresh Goods (Det Faglige Udvalg for Ferskvarer)
- The Trade Committee for the Financial Sector (Det Faglige Udvalg for Finanssektor)
- The Trade Committee for the Hotel and Leisure Assistant training (Det Faglige Udvalg for Hotel- og fritidsassistentuddannelsen)
- The Trade Committee for Pedagogical -, Social - and Health Basic Education (Det Faglige Udvalg for Pædagogisk Grunduddannelse og Social- og Sundhedsuddannelserne)
- The Trade Committee for Training in Adventure Area (Det Faglige Udvalg for Uddannelser inden for Oplevelsesområdet)

- The Trade Committee for Windpower Industry Training (Det Faglige Udvalg for Vindmølleindustriens Uddannelser)
- The Trade Committee for Plumbing Training (Det Faglige Udvalg for VVS-uddannelsen)
- The Trade Committee for Electrician Training (Det Faglige Udvalg for Elektrikeruddannelsen)
- The Trade Committee for Nutrition Assistant Training (Fagligt Udvalg for Ernæringsassistentuddannelsen)
- The Trade Committee for Medical Technical Assistant Training (Fagligt Udvalg for Hospitalsteknisk Assistentuddannelse)
- Hairdressing Profession Joint Committee (Frisørfagets Fællesudvalg)
- The Trade Committee for Vocational Training of Dental Clinic Assistants (FUTKA - Det Faglige Udvalg for Erhvervsuddannelsen til Tandklinikassistent)
- Joint Committee for Agricultural Education (Fællesudvalget for Landbrugsuddannelser)
- Glazing Profession Trade Committee (Garmesterfagets Faglige Udvalg)
- Graphic Education Committee (Grafisk Uddannelsesudvalg)
- Industry Joint Committee (Industriens Fællesudvalg)
- Painting Professional Joint Committee (Malerfagets Faglige Fællesudvalg)
- Dairy Farming Education Committee (Mejeribrugets Uddannelsesudvalg)
- Metal Industry Education Committee (Metalindustriens Uddannelsesudvalg)
- Area Committee for the Education on Public Administration (OmKOF - Områdeudvalget for Kontoruddannelse den Offentlige Forvaltning)
- Opticians Profession Joint Committee (Optikerfagets Fællesudvalg)
- Butcher Profession Joint Committee (Slagterfagets Fællesudvalg)
- Joinery Profession Joint Committee (Snedkerfagets Fællesudvalg)
- Transportation Industry Education Board (TUR - Transporterhvervets UddannelsesRåd)
- Timber Education Committee (Træindustriens Uddannelsesudvalg)
- The Trade Committee of Dental Technicians (Tandteknikerfagets Faglige Udvalg)

For more information, see: <http://www.fagligeudvalg.dk/index.php/faglige-udvalg-i-overblik.html>

Listing of Sector Training Funds

Table 6.3 An overview most important collective agreements which include a STF

Collective agreement	Number of employees	Contribution per year (million EUR)	Year
DI/CO-Metal	100,000	1.3	1983
DI/SiD/KAD	40,000	0.3	1987
KL/ARF/KTO (public)	550,000	1.3	1989
Finansmin./CFU (public)	300,000	1.3	1991
DA/BKA/HK	26,000	0.4	1991
FA/DBL	42,000	0.27	1991
FA/DBL	42,000	0.87	1997
FA/DSFL	8,000	0.13	1977
Plastind./KAD/SiD	12,000	0.27	1987
ELFO/DANSK Elforbund	11,000	0.13	1991
DI/DANSK Elforbund	10,000	0.13	Before 1991
VA/SiD	...	0.12	Before 1991
Dansk VVS/Metal/Blik og Ror	6,500	0.13	1983
SBA/KAD/Funktionærforbundet	...	0.2 ^(a)	1991
AHST/SiD	...	0.2 ^(a)	1991
DV/SiD	15000	0.09	Before 1991

^(a) 1991-1993

Source: Cedefop. (2008). *Sectoral Training Funds in Europe*, Cedefop Panorama series, 156. Luxembourg: Office for Official Publications of the European Communities.

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<http://www.eng.uvm.dk/Uddannelse/Adult%20Education%20and%20Continuing%20Training/Adult%20vocational%20training.aspx>

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Faglige Udvalg. (2009). *Faglige Udvalg*. Retrieved from

<http://www.fagligeudvalg.dk/index.php/faglige-udvalg-i-overblik.html>

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The Danish Enterprise and Construction Authority. (2007). *Regional policy actors*.

Retrieved from The Danish Enterprise and Construction Authority:

<http://www.deaca.dk/regionalpolicyactors>

The Danish VET system (2009) retrieved from:

<http://pub.uvm.dk/2008/VET2/kap02.html>

Udervisnings Ministeriet. (2009a). Adult vocational training in Denmark: Short vocational training programmes mainly for low skilled and skilled workers on the labour

market. Retrieved from Uddannelsesministeriet:

http://www.eng.uvm.dk/~media/Files/English/Fact%20sheets/080101_fact_sheet_adult_education.ashx

Uddannelsesministeriet. (2009b). *Råd og udvalg*. Retrieved from Uddannelsesministeriet:

<http://www.uvm.dk/Uddannelse/Uddannelse%20og%20undervisning%20for%20voksne/Erhvervsrettet%20voksen-%20og%20efteruddannelse/Arbejdsmarkedsuddannelser/Raad%20og%20udvalg.aspx>

7 Estonia

7.1 General overview

Estonia has 16 Professional Councils that are concerned with developing professional standards and implementing and updating the system of professional qualifications⁴⁴. The 16 Professional Councils support the Estonian Qualification Authority (*Kutsekvalifikatsioon Sihtasutus*, trademark *Kutsekoda*⁴⁵, hereafter EQA) which is responsible for the development of professional standards and qualifications. The main forecasting tool is provided by the Ministry of Economic Affairs and Communications and is used to make a six-year forecast on labour market needs. Some sectoral labour market studies have also been carried out, but overall Estonia does not have an extensive skills forecasting system.

7.1.1 Sector and Transversal Councils

Professional standards and qualifications

The EQA is responsible for the development of professional standards and qualifications in Estonia. It was established in 2001 to continue the development of the professional qualifications system launched by the Estonian Chamber of Commerce and Industry in 1997⁴⁵. Its supervisory board has representatives from the Estonian Chamber of Commerce and Industry, the Estonian Employers' Confederation, the Ministry of Social Affairs, the Ministry of Education, the Confederation of Estonian Employees Unions, and the Confederation of Estonian Trade Unions.

As well as facilitating the establishment and development of an integrated and organised professional qualifications system, the EQA establishes the prerequisites for making qualifications more compatible with other countries. To achieve these two objectives, the EQA develops methods for further developing and implementing the qualifications system and qualification evaluation system. Furthermore, it organises the activities of the Professional Councils and supports implementation of the Councils' recommendations⁴⁶. Through its contribution to the development of professional standards, the EQA participates in aligning vocational training with skills demands. As the EQA is concerned with future skills needs throughout the Estonian economy, it is considered to be a Transversal Council.

44 Professions Act.

45 EQA website, Retrieved 6 May 2009, from <http://www.kutsekoda.ee/>.

46 Ibid.

Professional Councils

The 16 Professional Councils support the EQA in developing and implementing professional standards. The Professional Councils have representatives of employers, trade unions, vocational associations and government and are organised on a sector basis. Each Professional Council aims to register the viewpoints and suggestions of its stakeholders, and to achieve consensus on how to implement and develop systems for employee qualification and the award of professional qualifications.

Councils appoint experts who jointly develop professional standards, define levels of qualification and set the requirements for awarding professional qualifications. A professional standard establishes “the requirements on knowledge, skills, experience, values and personal characteristics necessary for the professional qualification”⁴⁷. Professional standards are used to determine employee qualification requirements, to develop curricula and training programmes in vocational schools, and to develop examination requirements and the award of professional qualifications. The standards also serve as a basis for international comparison of qualifications.

Professional Councils play a key role in determining skills demands and set these down in professional standards. As the standards are used to develop and upgrade vocational curricula, the Councils help bridging the qualitative gap between skills demand and supply. Additionally, the Councils provide policy advice on the qualification system. The Professional Councils thus function as Sector Councils.

In 2008, a body comprising the chairmen of the Professional Councils was created with the following tasks:

- to coordinate cooperation between Professional Councils;
- to ensure that themes and problems across Professional Councils are handled uniformly and systematically;
- to apply the appropriate qualification levels to professional standards;
- to update the catalogue of professional areas in Estonia.

Table 7.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils	16 Professional Councils			
Transversal Councils	EQA			

⁴⁷ Ibid.

7.1.2 Forecasting of jobs and skills needs

Macroeconomic forecasting model

Estonia does not have an extensive skills forecasting system^{48,49}. The main tool is the annual forecast of labour market demand. The Ministry of Economic Affairs and Communications (MoEC) provides annually a six-year forecast on labour market needs, broken down in 34 sectors and 5 occupational groups. The forecast includes employment levels and the requirement for additional labour. Input from the Estonian macroeconomic model (HERMIN) is supplemented with data from the Labour Force Survey, the Estonian Tax and Customs Board, from employer associations and uses flow indicators of the labour force.

The annual forecast of labour market demand is used mainly by the Ministry of Education and Research (MoER) which is responsible for planning state commissioned education. In addition to the annual forecast, the ministry has sporadically used sector studies on future needs of the labour market, which have been commissioned by Innove – The Foundation for Lifelong Learning Development. Sectors covered are the wood and furniture sector, metal industry, engineering and appliances sector and the ICT sector⁵⁰. These sector studies have not been developed systematically. Innove’s board has representatives from various ministries, but not of employers and employees. As Innove consists of only one stakeholder, the government, it does not meet the definition of a Transversal Council.

Table 7.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. two or more sectors	HERMIN macroeconomic forecast, sector studies on future needs			
Working conditions				
individual sector / branch level				
Occupations		Professional standards		
Training curriculum / qualifications				

48 Cedefop. (2008d). Systems for anticipation of skill needs in the EU Member States, Cedefop working paper No 1, Luxembourg: Office for Official Publications of the European Communities.

49 Kallaste, E. (2007). Improving the match between training provisions and labour market needs: an assessment of applicability of Welsh Approach in Estonia. Retrieved 17 Februari 2009, from http://pdf.mutual-learning-employment.net/pdf/UK%2007/Estonia_UK07.pdf

50 SYSDem report.

7.2 Descriptions of Councils

- 2.1 Construction, Real Estate and Geomatics
- 2.2 Estonian Qualification Authority

7.2.1 Construction, Real Estate and Geomatics

Name of the Council (original language and in English)
Ehituse, Kinnisvara ja Geomaatika Kutsenõukogu; Professional Council of Construction, Real Estate and Geomatics (EKGK) ⁵¹

Stakeholders involved			
Stakeholder		Estonian Chamber of Commerce and Industry	1
Employers' association		Estonian Association of Civil Engineers	1
		Estonian Association of Construction Entrepreneurs	1
		Association of Estonian Facilities Administrators and Maintainers	1
		Estonian Association of Appraisers	1
		Estonian Association of Surveyors	2
		Estonian Association of Land Drainage	1
		Estonian Chamber of Real Estate Brokers	
Trade union			
Education / training organisation	initial	Tallinn School of Building	
	continuing		
Policy maker	national	The Estonian Road Administration (under Ministry of Economic Affairs and Communications)	1
		Estonian Land Board (under Ministry of Environment)	1
		Ministry of Economic Affairs and Communications	1
		Ministry of Education and Research	1
	regional		
Research institute			
others:			

Level of organisation	Yes	No	Don't know
National	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Explanations:			

⁵¹ Information on the Professional Council of Construction, Real Estate and Geomatics was provided by the Estonian Qualification Authority.

Objectives (in brief)
<p>The objective of the Professional Council is to develop and implement a professional system in its sector. The tasks of a Professional Council are:</p> <ol style="list-style-type: none"> 1) to make proposals for developing and updating professional standards 2) to approve professional standards 3) to give a education or training organisation the right to grant professional certificates and to supervise this 4) to approve the procedure for granting professional certificates 5) to approve the amount of the fee for professional certificates and recertifying professional certificates 6) to resolve disputes related to granting professional certificates 7) to perform other functions provided in law.

Does the Council have a sectoral or a transversal approach?	
Sectoral <input checked="" type="checkbox"/>	Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?	
Construction Real Estate Geomatics	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
Analyse quantitative trends in the labour market	by professional associations yes/no (some of them do, some not), but not concretely the Professional Council itself
Analyse qualitative trends in the labour market	yes
Make policy proposals to bridge the quantitative gap	No, the opinion of the Council is asked for by the Ministry of Education and Research when deciding on state training order
Make policy proposals to bridge the qualitative gap	yes
Foster co-operation between companies and VET providers	yes
Make proposals for developing and updating professional standards	yes
Approve professional standards	yes
Give a body the right to grant professional certificates and to supervise this	yes
Approve the procedure for granting professional certificates and the amount of the fee for professional certificates and recertifying professional certificates	yes
Map professional area	yes
Implement programmes / actions to bridge the gap	No (this is the task of the EQA, which involves the Councils in these activities)
If YES: what types of programmes / actions are undertaken? The EQA is leading an ESF programme to further develop the professional qualification system and is developing a cooperation model for VET and employers.	

Scope	Yes	No	Don't know
Initial vocational education and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: also higher education			

Position	Yes	No	Don't know
Statutory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
Professional Councils meet twice a year. Most of the work is done by working groups that develop professional standards, and this is done throughout the year.

Costs/budget
The chair and vice-chair of a Professional Council may be remunerated for their official duties. The amount and payment procedure is determined by a directive of the Minister of Education and Research. At the present, the chair and vice-chair do not receive remuneration. Members of working groups are paid on an hourly or daily basis.

Tools : qualitative – qualitative + quantitative - future jobs and skills
Before one professional standard is worked out, a work analysis is done to establish the competences needed for this profession (analysis of job descriptions, work observation, inquiry among these professionals). When the first draft of the professional standard has been prepared, an opinion poll is taken of small, medium and large companies, where these professionals are working so they can give feedback.

Products
Professional standards

Dissemination
Products are disseminated by: print <input type="checkbox"/> web <input checked="" type="checkbox"/> email <input checked="" type="checkbox"/> other means:

Sources of information

<http://www.hm.ee/index.php?1510011>

<http://kutsekoda.a2.hz.adm.ee/eng/professionsact>

<http://kutsekoda.a2.hz.adm.ee/eng/esfprogram>

7.2.2 Estonian Qualifications Authority (EQA)

Name of the Council (original language and in English)
SA Kutsekoda, Estonian Qualifications Authority

Stakeholders involved			
Stakeholder			
Employers' association		Estonian Employers' Confederation	1
		Estonian Chamber of Commerce and Industry	1
Trade union		Confederation of Estonian Trade Unions	1
		Estonian Employees' Unions' Confederation (TALO)	1
Education / training organisation	initial		
	continuing		
Policy maker	national	Ministry of Social Affairs	1
		Ministry of Education and Research	1
	regional		
Research institute			
others:			

Level of organisation	Yes	No	Don't know
National	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
Facilitating the establishment and development of an integrated and organised professional qualifications system (outcomes: professional standards and professional certificates). Establishing prerequisites for achieving comparability of the qualifications of Estonian employees as well as acknowledgement of other countries.

Does the Council have a sectoral or a transversal approach?	
Sectoral <input type="checkbox"/>	Transversal <input checked="" type="checkbox"/>
If sectoral approach: which sectors are covered?	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
There are 16 Sectoral Professional Councils working under the EQA	
Tasks	Yes or no
analysis of quantitative trends on the labour market	No, analyses made by other authorities are used
analysis of qualitative trends on the labour market	yes
making (policy) proposals on bridging the quantitative gap	no
making (policy) proposals on bridging the qualitative gap	yes
fostering co-operation between firms and VET providers	yes
implementation of programmes / actions to bridge the gap	yes
If YES: what kind of programmes / actions are undertaken? The EQA is leading an ESF program for developing the professional qualification system further. Also the cooperation model for VET and employers is being developed there. There are different international projects in which the EQA participates as partner. Current projects mostly deal with EQF and NQF and how to link sectorial qualifications to the NQF.	

Scope	Yes	No	Don't know
Initial vocational education and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: also higher education, adult education			

Position	Yes	No	Don't know
Statutory	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
Coordination of 16 Professional Councils and all working groups under them. Coordination of the body of chairmen of professional councils, supervision of the whole system (participation in professional councils) Seminars for schools, awarding bodies.

Costs/budget

About 830 000 EUR per year (66% support from ESF, other EU funds).

Tools : qualitative – qualitative + quantitative - future jobs and skills

Before a professional standard is worked out, a work analysis is being done in order to find out what competences are exactly needed for this profession (analyse of job descriptions, work observation, inquiry among these professionals) – after the first draft of the professional standard is ready, an opinion poll is made among small, medium and big companies, where these professionals are working and they can all give feedback to this.

The EQA is now working out a set of questions to be added to the annual qualitative labour force survey (it will be added in 2011) – the aim is to get information about existing professions and needed competences.

Products

Professional standards (module based and written in competences), professional certificates awarded by awarding bodies

Dissemination

Products are disseminated by: print web email other means:

Background information

List of sectors covered by the 16 Professional Councils

1. Commercial Service and other business activities
2. Construction, Real Estate and Geomatics
3. Service
4. Forestry
5. Health Care and Social Work
6. Light Industry
7. Engineering, Metal and Machine Industry
8. Food Industry and Agriculture
9. Transport and Logistics
10. Energy, Mining and Chemical Industry
11. Information Technology and Telecommunication
12. Engineers
13. Justice and Internal Security
14. Folk Art and Handicraft
15. Culture
16. Education

8 Finland

8.1 General overview

In Finland an extensive array of forecasting method is being applied. Outcomes of studies and reviews are discussed in tri-partite national level, Sector Councils and provincial level, Transversal Councils. Councils' recommendations play an important role in setting quantitative and qualitative priorities for initial vocational education and training and continuing vocational training.

8.1.1 Sector and Transversal Councils and the relationship between those

Initial vocational education and training

The 34 sectoral level National Education and Training Committees, administered by the Finnish National Board of Education and dealing with upper secondary vocational education, higher education and adult vocational education, form the core of the consultation and advice system about VET at national level. The Committees comprise representatives of the national education and training administration, teachers' associations, employers' organisations and the trade unions. Their remit is to follow, evaluate, anticipate and analyse the development of skills needs in the labour market; to make suggestions for the qualitative and quantitative development of training provision; to survey aims and contents of core curricula and qualifications requirements and give advice regarding policy issues in their sector.

In contact with National Education and Training Committees operates the coordination group of the anticipation of educational needs. The function of the group is e.g. to develop and coordinate the anticipation work made by National Education and Training Committees.

A key role in adult education and training is played by the Qualification Committees, which are bodies appointed by the Finnish National Board of Education to implement competence-based qualifications.

Vocational skills demonstrations form a part of student assessment. Skills demonstrations are organised throughout the period of study. They are organised in connection with on-the-job learning, as far as possible, but they are also be arranged in other workplaces or in practical work assignments at the educational institution. Skills demonstrations are designed, implemented and assessed in cooperation with representatives of working life.

Each education provider appoints a tripartite body for the purposes of implementing and monitoring skills demonstrations.

Continuing vocational training

Aims and contents of programmes in initial and continuing training are basically the same. The outlines developed by the National Education and Training Committees are structuring the training in both areas and assessment of prior learning procedures in CVT.

Priorities for CVT are identified at regional level. Forecasting activities carried out at national level have a regional component. In particular the TKTT model, i.e. the model for Employment and Economic Needs Survey, plays an important role in this respect. In a multi-step process information about training needs in firms is collected (selecting firms / training interviewers / starting the campaign / contacting firms / interviews), analysed and augmented (utilisation of interviews / discussion in expert panel / swot analysis / delphi questionnaire), reported (final report) and applied by employment offices, firms and regional training providers.

Table 8.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council	National Education and Training Committees			
Transversal Council				

8.1.2 Forecasting of jobs and skills needs

At national level different foresight systems have been developed systematically for two decades in Finland. The anticipation of quantitative long-term educational needs was started already by the ministry of Education at the end of the 1960's. With support of the European Social Fund a range of forecasting methods has been developed.

At national level, various inter-ministerial working groups, including representatives from research institutes, social partners and Statistics Finland and coordinated by the Ministry of Labour (nowadays the Ministry of Employment and Economy), have been involved in the implementation of the quantitative, macro-economic, long-term labour force model (LLM). Since 1990, every 3 to 5 years this study has been launched to get forecasts of the supply and demand for labour within 12 main sectors (social and household services, business and property services, financing and insurance, transport, trade, construction, metal industry, graphics, forestry, agriculture, other industries and other services). Various scenarios are published, which cover the next 25 years. Forecasts prepared using the LL Model have also been used as one of the basic materials in national and regional projects to anticipate quantitative educational needs.

One of the bodies which makes extensive use of the LLM outcomes is the Finnish National Board of Education (FNBE). It focuses in its forecast, i.e. the Anticipation of

Educational Needs, on a time frame for the next 5 to 7 years. Its MITENNA model provides, applying LLM data, estimates of the quantitative intake needs for different fields of study and levels of education in qualification-oriented initial vocational education and in higher (polytechnic and university) education.

In the MITENNA model attention is being paid to the occupational structure within each industry. On the basis of research data and views of experts changes between and within these occupational groups as regards, for instance, skill levels are being incorporated. At national level the forecast of occupational structures of industries is made by FNBE and at the regional level the main actors in forecasting are the Regional Councils, cooperating with other regional and local actors (e.g. education providers, Provincial Employment and Economic Development Centres (PEEDCs) etc.).

The outcomes of this model are used both to assess the optimal intake needs in the education and training system in the working life's point of view and to provide job-linked guidance to young people in choosing an educational or training pathway. The information provided is used by the Ministry of Education when preparing the Development Plan for Education and University Research which is finally adopted by the Government.

Regions produce their own forecasts of educational needs in the area based on the nationwide forecasts and their own estimates of regional development. This information is then used by the regions themselves in their strategic/visionary planning and by the Ministry of Education when deciding on the licenses to provide vocational upper secondary education and training and the educational tasks included in the license. Information is also used in performance negotiations between the Ministry of Education, the universities and the polytechnics when agreeing on their educational provision.

In addition to the above mentioned anticipation activities, the Ministry of Employment and Economy publishes annually, in cooperation with the PEEDCs, Industry Reports with information on the trends in sectors like tourism, forestry, services, etc.

Some examples for regional forecasting of qualifications and skills needs

In addition to the national level actions to identify and respond to quantitative and qualitative changes on the labour market, at regional level, information from the provincial development programme is added to increase the validity and reliability of the skills demands forecasts.

At regional level, forecasting activities are being also carried out by the Provincial Employment and Economic Development Centres (PEEDCs). Most of them apply the **TKTT** model, i.e. the model for Employment and Economic needs Survey. This highly interactive model combines quantitative data with qualitative data, obtained through interviews on changes in skills needs in key occupations within specific businesses and industries, age structure of the employees, enterprises' networking needs, outsourcing plans, outlook on investment and export, R&D activities, etc. Once the interviews have been conducted, the results are submitted for analysis and interpretation by expert panels, which consist of representatives invited from the social partners, educational institutions, municipal development centres, local employment offices and the regional T&E Centre.

The panel prepares a SWOT analysis and makes concrete proposals for action – including in the areas of initial and, even more important, continuing vocational training - with a view to solving any problems detected.

Teachers of vocational schools conduct – as part of visit to students on placement - interview staff from firms. Information about trends in occupation specific skills needs are entered into the Baronetti system. This system provides a systematic and hierarchic classification of 8,000 skills. Teachers and trainers have some opportunities to incorporate these qualitative changes into the training curricula, so that specific skills needs of regional firms are taking into account in the training programmes.

Anticipation of national needs of skills and competencies (qualitative analyses)

In the Anticipation of national needs of skills and competencies (VOSE) -project the main target is to create a coherent model for forecasting the competence needs of working life in the future. The results of the project will be 1) a report of different methods and models for anticipating competence needs in Finland and some European countries, 2) a national model for forecasting including method, network and tools 3) a system with which is possible to get information for future needs of competencies continuously from different branches. The information produced with this method created in VOSE-project will be used when developing curriculums, contents of instruction and planning of qualifications and qualification structures. VOSE-project is financed by European Social Fund and The Finnish National Board of Education and executed by the latter mentioned. The VOSE-project lasts three years and will be finished in May 2011.

There are also many independent projects dealing with foresight carried out by various interest groups in Finland. They usually focus on the future needs of labour/education in certain occupations/fields of education. In these projects various methods of foresight are used.

Information systems

In addition to traditional printed reports about results of anticipation work, there is in the Internet The online information service on skill needs, called ENSTI, developed and maintained by FNBE. Its purpose is particularly to serve users and producers of anticipation data for education and the labour market. The objective of ENSTI is to bring the users and producers of anticipation data closer to each other. The most important parts, according to the users, are anticipation-related news, numerical forecasts (job-openings in different professional groups and the training needs in different levels and sectors of education). Further, important for users are anticipation reports and projects (links to these and descriptions). ENSTI has also published a newsletter concerning current themes in anticipation and foresight.

Table 8.2 Overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
labour market , i.e. two or more sectors	LLM MITENNA		MITENNA LLM TKTT	TKTT
work conditions				
individual sector / branch	MITENNA	Industry reports	LLM MITENNA TKTT	TKTT
occupations	MITENNA	Industry reports	MITENNA TKTT Baronetti	TKTT Baronetti
training curriculum / qualifications				Baronetti TKTT

Sources of information

Hanhijoki, Ilpo & Matti Kimari, Kirsi Kangaspunta, Heikki Mäenpää, Heli Saijets & Pekka Tiainen (2006).

Kaseva, Hannu (2008).

Kimari, M. (2009).

Ropponen, M. (2009).

Finnish National Board of Education (2009)

8.2 Descriptions of Councils

In this section the following Council is described:

1 National Education and Training Committee

8.2.1 National Education and Training Committee

Name of the Council (original language and in English)
Koulutustoimikunta National Education and Training Committee

Stakeholders involved			
Stakeholder		Each of the 34 National Education and Training Committees has a tri-partite membership	number of representatives
Employers' association		All employers' associations covering the relevant branches	
Trade union		All trade unions covering the relevant branches	
Education / training organisation	initial	Representatives of the Teachers' union	
	continuing		
Policy maker	national		
	regional		
Research institute			
others:		In most cases, a committee has representatives of the professional or interest organisations	

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
<p>Main objectives are:</p> <ul style="list-style-type: none"> - To monitor and anticipate new competencies required in the sector; - To make proposals to develop vocational education and training in terms of both quantity and quality; - To draft national core curricula and requirements of competence-based qualifications. <p>It is up to training providers to decide on the contents of the training for these competence-based qualifications.</p>

Does the Council have a sectoral or a transversal approach?			
Sectoral	X	Transversal	<input type="checkbox"/>
If sectoral approach: which sectors are covered?			
Committee for automotive and transport branch			
Committee for food production branch			
Committee for energy production and distribution branch			
Committee for hotel, restaurant and catering branch			
Committee for aviation branch			
Committee for beauty care branch			
Committee for business, commerce and administration branch			
Committee for chemical engineering branch			
Committee for building maintenance and home services branch			
Committee for mechanical and metal engineering branch			
Committee for rehabilitation branch			
Committee for visual arts branch			
Committee for physical education and sports branch			
Committee for agriculture and environment branch			
Committee for tourism branch			
Committee for marine transport branch			
Committee for forestry branch			
Committee for music, theatre and dance branch			
Committee for youth work and leisure activities branch			
Committee for education and training branch			
Committee for paper and wood branch			
Committee for finishing surfaces branch			
Committee for finance and insurance branch			
Committee for architecture and construction branch			
Committee for social services branch			
Committee for electrical, electronic and computer technology branch			
Committee for industrial arts branch			
Committee for technology in houses branch			
Committee for textile and clothing branch			
Committee for health care branch			
Committee for computing and software branch			
Committee for security branch			
Committee for information and telecommunication branch			
Committee for entrepreneurship branch			
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?			

Tasks	Yes or no
analysis of quantitative trends on the labour market	Yes
analysis of qualitative trends on the labour market	Yes
making (policy) proposals on bridging the quantitative gap	Yes
making (policy) proposals on bridging the qualitative gap	Yes
fostering co-operation between firms and VET providers	Yes
implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	X	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanation: The same competencies are set for IVET and CVT courses.			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
A committee meets 4 - 5 times a year, sometimes together with a committee responsible for a 'near by' sector. Meetings are prepared by a secretariat. At meetings, lectures are given and presentations held on issues at stake. Committees make study visits.

Costs/budget
For meeting costs there is an annual budget of € 5.000. Secretarial support is provided through the Finnish National Board of Education. Committees can apply to the national Board for financial support for small research and analysis projects, carried out by external experts.

Tools : qualitative – qualitative + quantitative - future jobs and skills
Both qualitative and quantitative tools are applied

Products
The main products are: <ul style="list-style-type: none"> - list of competencies to be acquired at the end of a training course; - outline of the core-curriculum to be followed; - reports about the main qualitative and quantitative changes on the sectoral labour market.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Finnish National Board of Education (2009).

Kaivooja, Jari & Marttinen, Jouni (2008).

References

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Kaivooja, Jari & Marttinen, Jouni (2008). *Foresight systems and core activities at national and regional level in Finland 1990 – 2008; Developing Foresight Systems for a Better Life in Finland and Europe*. Turku, Finland Futures Research Centre, Turku School of Economics

9 France

9.1 General overview

In France, two almost parallel systems of Sector and Transversal Councils have developed, one for initial and one continuing training. While in the initial training system training authorities co-operate closely with the social partners, the area of continuing training is the more exclusive domain of the social partners. At regional level, which has a growing role in the planning of training, links between the two systems are developing. The transversal *Comité de Coordination Régional de l'Emploi et de Formation Professionnelle* (regional coordination committee on employment and vocational training), and the advisory bodies around it, is acting increasingly as a linking pin between the two training systems and as a platform to match quantitative and qualitative demands on the regional labour market.

9.1.1 Sector and Transversal Councils

Initial Vocational Education and Training

Ensuring that the competencies acquired after finishing an initial training programme match the qualitative skills requirements on the labour market is the task of the sectoral level Commissions Professionnelles Consultatives (CPCs – Advisory Committees on Occupations). The CPCs, launched in 1972, fall under the ministries which are responsible for vocational qualifications, including Education, Agriculture, Health and Sport, Employment and Social Affairs and Employment. See section 2.1 for a listing. Each CPC has representatives from the responsible ministry, the social partners, the training system and experts. Each of the CPCs is responsible for the preparation and, in a later phase, upgrading of one or more qualifications, which enables someone to carry out an occupation. In doing so, a series of steps are taken, including the assessment of the need for a new qualification, a description of the core tasks to be carried out, a listing of the subject to be taught and an overview of way the exam will be organised. Qualification outlines, which are approved by the responsible minister, form the basis for training programmes in the lycées professionnelles (vocational school), the lycées technologiques (technological schools) and the centre de formation d'apprentis (apprenticeship training centre).

France is divided in 26 Regions, each with their own regional government. Within each region one, but usually several Académies are responsible for the management of school-based initial vocational training. Annually, within each Académie it is decided how many VET courses at what level will start or, in other words, the quantitative match is made

between the supply of qualifications , i.e. competencies, in some years and the expected medium term demand for them.

In taking these decisions an Académie takes into account advice from several sources. Important in this respect are the outcomes of the discussion in the Comité de Coordination Régional de l'Emploi et de Formation Professionnelle (CCREFP – regional coordination committee on employment and vocational training), a regional level Transversal Councils. In France, there are 22 CREFPs (in 26 Régions), in which take part representatives of the state, the region, the social partners, the regional chambers of agriculture, commerce, industry and trades and of the Académies within the region. The Comité itself receives advice from a wide range of bodies including the OREF (Observatoire Régional Emploi-Formation - Regional monitoring institute on employment and vocational training - see 1.2, below) on trends on the regional labour market.

Continuing Vocational Training

Continuing training aims at keeping the competencies of those on the labour market up to date. The around 100 sectoral level Organismes Collecteur Paritaires Agrées (OPCA - approved joint collecting organisations) play, against the background of life long learning, an important steering and financing role as regards continuing training. There are three types of OPCAs: sectoral ones, SME-related ones and regional ones. Half of the members of each OPCA board comes from employers' organisations, the other half from the trade unions. Each OPCA defines its own priorities in allocating resources to training options for workers.

In fostering that all working in a sector have the necessary qualitative competencies, an OPCA - in addition to ensuring that employees who have not yet obtained a VET qualifications do so – focuses also on the promotion of the so-called Certificats de Qualifications Professionnelle (CQP - Certificats of Professional Qualifications). A CQP is developed by a sectoral level Commission Paritaire Nationale pour l'Emploi (CPNE - joint national commission for employment). Each CQP, which were introduced in 1969, responds to qualitative sector-specific competency need in a branch. CQPs form part of the national level negotiations on the Collective Labour Agreement for a branch, as salary scales are usually linked to them. Each sector with a Collective Labour agreement has a CPNE. Most of them design and award CPQs. Some branches have taken the step of including their CQPs in the Répertoire National des Certifications Professionnelles, the French National Qualification Framework.

As regards ensuring the quantitative match of the offer CVT courses, a number of the OPCAs take into account the results of studies carried out by an independent sectoral level labour market observatory (OPMQ - see section 1.2, below).

At regional level, the planning arrangements as regards CVT 'mirrors' the national level situation. The Comité de Coordination Régional de l'Emploi et de Formation Professionnelle (CCREFP – regional coordination committee on employment and vocational training) pays particular attention to the need for CVT courses. Within the overall national guidelines from the OPCAs, the regional level Commission Paritaire Interprofessionnelle Régionale de l'Emploi (COPIRE - Regional Joint Interprofessional Committee) advises the CCREFP, while both committees take into account the

quantitative and qualitative information provided by the Observatoire Regional Employment (OREF – see section 1.2).

Links between Sector and Transversal Councils

Both as regards IVET and CVT, there is a significant degree of exchange of information and, where ever possible, coordination between the Councils at national and regional level. The activities of the regional CCREFPs in promoting dialogue between the social partners and the continuing training system is supported and monitored by the *Conseil National de la Formation Professionnelle Tout au Long de la Vie* (CNFPTLV – National Council for Life long Learning), in which the national and regional level authorities and the national level social partners participate.

As the CCREFPs are also involved in the planning of the apprenticeship courses at regional level a link with this part of the IVET system is made. The more quantitative link with the school-based training courses is established via the participation of the *Académies* in the Council (Meijer, 2009).

Table 9.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council	CPCs	CPNEs OPCAs		
Transversal Council			CCREFPs	CCREFPs

9.1.2 Forecasting of jobs and skills needs

Sector and Transversal Councils at all levels can draw on a wide range of information concerning quantitative and qualitative trends on the labour market. In addition to studies on trends in the economy and the labour market in general, carried out by e.g. the *Centre d'Analyse Strategique* falling under the responsibility of the French prime minister, the main sources of information for the Sector and Transversal Councils are:

Contrat d'Étude Prospective (CEP - contract for a prospective study) aims at providing a comprehensive view of the needs on sectors of the labour market as regards future employment, skills needs, training provision, etc. In 2006 studies were started in the sectors: mutual associations, caretaking, dispensing chemists, construction, the chemical industry, entertainment, call centres and wholesale distribution.

Centre d'Études et de recherches sur les Qualifications (CEREQ - Centre for research on Education, Training and Employment). Its studies and statistical surveys on the training-employment relationship are intended to assist the public authorities, notably at the national and regional levels, the occupational branches and the social partners in developing and implementing policies on vocational and educational training and human resources management.

Observatoire Prospectif des Métiers et des Qualifications (OPQM - Institute for monitoring future trends in occupations and qualifications) identifies and analyses trends on the labour market and resulting changes in skills and qualifications at the sectoral level. See section 3.1 for a listing.

Observatoire Regional Emploi-Formation (OREF - Regional monitoring institute on employment and vocational training) observes and reports on qualitative and quantitative trends on the regional labour market and on resulting implications for the provision of initial and continuing vocational training (System Questionnaire, 2008).

Table 9.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. Two or more sectors			OREF	OREF
Individual sector / branch	CEP OPMQ	CEP OPQM	CEP	CEP
Occupations				
Training curriculum / qualifications	CEREQ	CEREQ	CEREQ	CEREQ

9.2 Descriptions of Councils

In this section the following Councils are described:

1. Commission Professionnelle Consultative.
2. Commission Paritaire Nationale pour l'Emploi.
3. Organismes Paritaires Collecteur Agréés.
4. Comité de Coordination Régional de l'Emploi et de Formation Professionnelle.

9.2.1 Commissions Professionnelles Consultatives

Name of the Council (original language and in English)
Commissions Professionnelles Consultatives (Advisory Committees on Occupations)

Stakeholders involved			
Stakeholder			Number of representatives
Employers' association		Representatives nominated by those employers' organisations which are most representative for the sector / occupation(s)	6 - 12
Trade union		Representatives nominated by those trade unions which are most representative for the sector / occupation(s); A representative of each of the teachers' trade unions in school-based and apprenticeship type training .	6 – 12
Education / training organisation	Initial	Experts from the field of vocational / technological training, appointed by the ministry of education.	

Stakeholders involved			
	Continuing		
Policy maker	National	From all ministries involved.	6 – 12
	Regional		
Research institute		An expert from CEREQ An expert for the Chamber of Commerce, the Chamber of crafts and, where relevant, the Chamber of Agriculture	1 2 or 3
others:		A representative of each of the organisations of parents with children in the types of VET training involved; A representatives of each of the associations of former students of the type and level of training involved.	

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
<p>The aim of each CPC is to advise on and put forward proposals concerning:</p> <ul style="list-style-type: none"> - the definition of a new or to be upgraded qualification / training programme which prepare for employment in one or more branches, including proposals concerning the main competencies to be developed, the length of the programme and the type of training (school-based, apprenticeship or continuing training); - the motivation underlying the need for the new / upgraded qualification, indicating at which level(s) it is to be placed and, where applicable, the new means of training which will be implemented; - the programme, the core activities of the occupation, the methods to be used and the ways in which the exam will be organised.

Does the Council have a sectoral or a transversal approach?

Sectoral Transversal

If sectoral approach: which sectors are covered?

The 14 CPCs, falling under the aegis of the Ministère de l'Éducation Nationale (National Education) are :

- Métallurgie (metal)
- Bâtiment, travaux publics, matériaux de construction (Construction, public works and construction materials) ;
- Chimie, bio-industrie, environnement (Chemical sector, bio-industry, environment) ;
- Alimentation (Food) ;
- Métiers de la mode et industries connexes (fashion and related industries) ;
- Bois et dérivés (Wood and related industries) ;
- Transport, logistique, sécurité et autres services (Transport, logistics, security and other services) ;
- Communication, graphique et audiovisuel (Communication, graphics and audio-visual services);
- Arts appliqués (Applied arts);
- Commercialisation et distribution (Retail and wholesale) ;
- Services administratifs et financiers (Administrative and financial services) ;
- Tourisme, hôtellerie, restauration (Tourism and hospitality industry);
- Coiffure, esthétique et services connexes (Beauty care and related services);
- Secteurs sanitaires et social, médico-social (Social and health care services).

Other CPCs fall under the ministries of

- Agriculture et Pêche (Agriculture and Fishery) - 1 CPC
- Santé et Sports (Health and Sports) – 1 CPC
- Travail, Relations Sociales, Famille, Solidarité et Ville (Employment, Social Affaires, Family, Solidarity and Cities) – 6 CPCs

If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

Tasks	Yes or no
analysis of quantitative trends on the labour market	Yes
analysis of qualitative trends on the labour market	Yes
making (policy) proposals on bridging the quantitative gap	Yes
making (policy) proposals on bridging the qualitative gap	Yes
fostering co-operation between firms and VET providers	
implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>
Explanation: activities			

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>
<p>The CPCs are permanent. They were set up in 1972. Since then there has been a continuous evaluation whether there still was a need to keep a specific CPC. The latest reshuffle, leading to a reduction in the number of CPCs, took place in 2004, reducing the number of CPCs, falling under the Ministry of Education from 20 to 14.</p> <p>Members of a CPC are appointed for a period of four years. The first two years the chair is taken by a representative of the employers, the second two years by one of the employees. Members can be re-appointed.</p>			

Working methods
<p>A CPS holds between one and three plenary sessions per year.</p> <p>CPCs responsible for broad sectors, like the metal or construction and public works sector, can set up sub-CPCs, with members from the main CPC. A CPC must set up a research sub-committee, to carry out studies on relevant issues. It has the opportunity to launch sub-committees on other issues.</p> <p>A CPC can, for specific qualifications, set up working groups (with usually 12) members from the CPS and from outside. In some cases the experts are only involved in one or more of the phases of the work. In most cases between 5 and 10 working groups are linked to a CPC. Each group meets about ten times a year.</p> <p>Transversal issues are discussed in the <i>Comité Interprofessionnel Consultatif</i> (Transversal Advisory Committee) which meets at least once per year.</p> <p>Members of the CPC can take the initiative to start the renewal / upgrading / abolishment process of a qualification. The process has five phases:</p> <ol style="list-style-type: none"> Analyses of the need for a new / updated qualification (carried out under the responsibility of the bureau which supports activities of the CPCs). In the analyses account is taken of: <ul style="list-style-type: none"> employment patterns in the sector the changing competencies required in the sector the expected quantitative demands in the future the type and level of the diplomas required the (mis)match between existing diplomas and required diplomas <p>The CPC decides to create a new qualification, upgrade an existing one, make no changes for the time being or abolish a qualification.</p> <ol style="list-style-type: none"> Elaboration of an overview of occupational activities <p>A working group of occupational experts draws up a list on the main activities to be carried out by a skilled employee in the context of his / her occupation.</p>

Working methods

3. Elaboration of a list of related knowledge and competencies

A working group, mainly of teachers, draws up a list with the knowledge and know-how someone must possess to be able to carry out the core tasks of the occupation.

4. Defining the ways in which the exam will be organised, i.e. the ways in which it will be assessed whether someone (pupil, apprentice, employee) has acquired the competencies. A bureau within the Ministry produces a proposal for the exam: type of exam (written, oral, on-the-job), subjects, duration, etc.

5. The approval of the new / upgraded qualification

The proposal for the qualification is put before the CPC. Once approved it is sent to the national Council for Education for final approval. Finally it is published in the Official Journal.

Costs/budget

Activities of a CPC are financed by Ministry responsible for it. Members of a CPC, which belong to the education system, are not remunerated.; representatives of the social partners are. Travel costs, etc. are reimbursed.

Tools : qualitative – qualitative + quantitative - future jobs and skills

Types of and qualitative research activities undertaken by a CPC differ. They mostly involve a review of the data collected by national and regional level, sectoral observatories of the labour market and an in-depth analysis of the expected changes in tasks and resulting requirements for competencies.

Products

The main outcome of a CPC is a new or upgraded qualification, which is published in the Official Journal and in the Official Bulletin of the Ministry of Education and made available on the Internet.

As part of the process several working documents – on the need to develop a new qualification, on trends on the labour market, on core tasks, etc - are being produced. They are available for interested parties - like teachers, parents, employers, etc. - ho can comment on them.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Ministère de la Jeunesse, de l'Education Nationale et de la Recherche (2004).

Arrêté du 28 décembre 1972 relatif aux commissions consultatives professionnelles

9.2.2 Commission Paritaire Nationale pour l'Emploi

Name of the Council (original language and in English)

Commission Paritaire Nationale pour l'Emploi

Joint national commission for employment

Stakeholders involved			
Stakeholder			Number of representatives
Employers' association		The same number as trade union representatives	
Trade union		2 For each trade union within the sector, i.e. From each trade union which takes part in the negotiations about the collective labour agreement for the sector	
Education / training organisation	Initial		
	Continuing		
Policy maker	National		
	Regional		
Research institute			
Others:			

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
<ul style="list-style-type: none"> - to monitor the quantitative and qualitative employment situation in the sector – by occupation and qualification - to inform the social partners, with the view to maintaining or increasing employment in the sector. - to develop continuing training policies within the sector, taking into account HRD policies of firms. - to annually outline the main approaches to CVT in the sector and to inform the relevant OPCA (see section 2.3 of this file) about them, so that it can focus its priorities on these approaches. - to take into account the studies carried out by the sectoral observatories in branches within the sector. - to set the participation guidelines as regards participation in training courses.

Does the Council have a sectoral or a transversal approach?	
Sectoral x	Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?	
All sectors which have a collective labour agreement.	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	
Implementation of programmes / actions to bridge the gap	
If YES: the CPNE develops and offers to bridge the qualitative gap, through regional offices, CVT training courses.	

Scope	Yes	No	Don't know
Initial vocational education and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: the qualification system set up by the sectoral level social partners is mainly aimed at those already working in the sector. In that sense the focus is on CVT. In case someone who has left the IVET system unqualified obtains a qualification the training could be labelled as initial.			

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
As agreed by the social partners in the context of the collective labour agreement.			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
Each CPNE has three main tasks which are carried out by the members of the committee and / or external organisations: <ul style="list-style-type: none"> - to analyse and discuss the outcomes of studies on the trends in the sectoral labour market; - to recommend, where necessary, follow up studies and / or - to launch action - usually via its regional offices - to promote CVT activities both at company and at individual level through the development and implementation of CVT courses.

Costs/budget

Tools : qualitative – qualitative + quantitative – future jobs and skills
CPNEs in most cases use information about quantitative and qualitative trends on the labour market collected by either the sectoral level <i>Observatoire Prospectif des Métiers et des Qualifications</i> (Institute for monitoring future trends in occupations and qualifications – see section 1.2 of this file) or by external labour market

research institutes. Some of the CPNEs also collect information themselves through conducting interviews and paying visits.

Products

CPNEs produces reports on the situation in the sectoral labour market. They also develop CQPs (Certificats de qualification professionnelle). Linked to each CQP is a work book in which it is indicated what proofs of competence, under which conditions, must be successfully completed in order to obtain a CQP.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Accord du 30 octobre 2008 relatif a la commission paritaire nationale de l'emploi.

Bouder, A. (2008). Information by email about the CPNEs. Marseille: CEREQ

Un dispositif de branche au service de la qualification professionnelle Les CQP du Commerce et de la Distribution à prédominance alimentaire.

9.2.3 Organismes Paritaires Collecteur Agréés

Name of the Council (original language and in English)

Organismes Paritaires Collecteur Agréés (OPCAs)

Approved joint collecting organisations

Stakeholders involved

Stakeholder			Number of representatives
Employers' association		Half of the board member	
Trade union		Half of the board members	
Education / training organisation	Initial		
	Continuing		
Policy maker	National		
	Regional		
Research institute			
Others:			

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	x	<input type="checkbox"/>	<input type="checkbox"/>

Explanations: There are some 90 OPCAs, of which 42 are sectoral, 26 regional and 24 ones for SMEs (1 national level OPCA and 23 regional ones).

Objectives (in brief)
The main objective of all OPCAs is to promote life long learning for all employees.

Does the Council have a sectoral or a transversal approach?	
Sectoral	x
Transversal	x
If sectoral approach: which sectors are covered?	
All sectors with a collective labour agreement.	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
analysis of quantitative trends on the labour market	Yes
analysis of qualitative trends on the labour market	Yes
making (policy) proposals on bridging the quantitative gap	
making (policy) proposals on bridging the qualitative gap	Yes
fostering co-operation between firms and VET providers	
implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods

The first task of an OPCA is to collect the contributions of the employers to be used for activities which qualify employees. These include training activities planned by the firm; training contracts for young, often unqualified, job seekers; extended training periods for older workers; individual training courses; individual training leave; an assessment of competencies and the recognition of competencies acquired while working.

The second task is to define, on the basis of studies of trends on the labour market – often carried out by the independent *Observatoire Prospectif des Métiers et des Qualifications* (Institute for monitoring future trends in occupations and qualifications – see section 1.2 of this file), continuing training priorities or to take these over from the sectoral level *Commission paritaire nationale de l'emploi* (see section 2.1 of this file).

The third task is to distribute funds to the priorities. Once these priorities are made known to the firms and employees in the sector, they can ask for a training subvention. In some cases the board decides on individual applications, in others this is left to the administrative staff.

Boards meet regularly, i.e. one every 3 or 4 month. The boards which decide on individual allocations of subsidies more often. For example, the board of the OPCA for temporary employment meets every three months, the office managers every two month and committees for specific types of training every month.

Each OPCA has a central office, and most of them regional ones. The offices prepares proposals to be discussed and decided upon by the board.

Costs/budget

The OPCA's costs are paid out of the contributions – as agreed in the collective labour agreements – by the employers. A maximum of 10% of the total sum may be spent on office costs.

Tools : qualitative – qualitative + quantitative - future jobs and skills

OPCAs mainly rely on the results of studies done by external labour market observatories and research institutes. As regards the setting of training priorities decisions are based on the national committee for vocational training for the sector and on the feed back given by enterprises. Most OPCAs have, through their regional networks, good contacts with firms.

Products

OPCAs publish information about their training offer on websites and in print. They also publish reports on the success of the training they provide.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Cedefop (2008b)

9.2.4 Comités de Coordination Régionaux de l'Emploi et de Formation Professionnelle

Name of the Council (original language and in English)
Comités de Coordination Régionaux de l'Emploi et de Formation Professionnelle (CCREFP) Regional Coordination Committees for employment and Vocational Training

Stakeholders involved			
Stakeholder		There are 4 <i>collège</i> (state, region, employers, trade unions) within the board of a CCREFP, with 7 members each, plus a chair person, together 29 members	number of representatives
Employers' association		regional level representatives of four main employers' organisations plus representatives from the chamber of arts and craft, the regional chamber, the chamber of agriculture	7
Trade union		regional level representatives of five main national level trade unions	7
Education / training organisation	initial	Recteur(s) d'Académie(s)	7
	continuing		
Policy maker	national	Prefect, various regional bodies of national (state) level organisations	7
	regional	six elected members from the Regional Assemblée plus the Président of the Regional Assemblée	
Research institute			
others:		In some regions, experts take part in the discussion in the plenary session or in working groups.	

Level of organisation	Yes	No	Don't know
National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
The main aim of the CCREFP is to strengthen the links between initial training – in particular apprenticeships and courses for unqualified school leavers and for the unemployed – and continuing training for the employed.

Does the Council have a sectoral or a transversal approach?
Sectoral <input type="checkbox"/> Transversal <input checked="" type="checkbox"/>
If sectoral approach: which sectors are covered?
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	
Other	
Other	
Implementation of programmes / actions to bridge the gap	Yes
If YES: for programmes and actions, see	

Scope	Yes	No	Don't know
Initial vocational education and training	(x)	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: the CCREFP is involved in the planning of apprenticeship type training			

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
<p>The CCREFP can be divided in three groups</p> <ul style="list-style-type: none"> - some CCREFPs play only a consultative role. Partners exchange information about their activities. - The majority of the CCREFPs discuss and stimulate activities. Within working groups organisations aiming at the same target groups review and – in some cases – agree on activities. - Some CCREFPs succeed in matching employment and training policies and in implementing joint activities. <p>The working methods being used differ between the three groups.</p> <p>The majority of the CCREFPs asks the Regional Labour Market Observatories (OREF – see section 1.2 of this file) for information. Data is presented and often OREF experts take part in working groups. Links with the sectoral observatories (OPQM – see section 1.2) are less common. In most cases the link is via the OREF. Based on discussion within the CCREFP the regional organisations, taking into account the request they get from employers and employees directly, plan their provision of courses. The OPCAs' role differs between providing information to actively participating in working groups, often on the use of Validation of Prior Learning actions to qualify workers.</p> <p>In a small number of CCREFPs, the Council has played a leading role in developing and implementing a regional level training plan, aimed at the, for the region, most important economic sectors.</p>

Costs/budget

Tools : qualitative – qualitative + quantitative - future jobs and skills

In most cases the results from studies carried out by the regional level labour market observatory, and in some cases the sectoral level one, are taken into account by the CCREFP.

Products

The CCREFPs are 'policy making' bodies. Their main products are therefore linked to the preparation of policies (i.e. working documents on trends in the regional economy, papers on priorities in continuing training), to fostering their implementation (i.e. reviewing with e.g. an OPCA financing options) and the evaluation of these policies. A small number of regions have set up evaluation working groups.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Conseil national de la formation professionnelle tout au long de la vie (2008).

Background information

List of national level observatories on trends in occupations and qualifications

- Observatoire des métiers de l'aérien
- Observatoire de la fonction publique territoriale
- Observatoire des emplois des centres sociaux et socioculturels et des associations de développement social local
- Observatoire des métiers du bâtiment
- Observatoire des Métiers des Télécommunications
- Observatoire de la Fonction Publique Hospitalière
- OPCA de l'industrie hôtelière
- Observatoire de la plasturgie
- Observatoire des Métiers de l'UIMM
- Observatoire du Funéraire
- Observatoire bancaire BMEP
- Observatoire des transports
- Observatoire des industries agro-alimentaires
- Observatoire des Métiers et des Qualifications du Commerce
- Observatoire de l'emploi et des Métiers en Mutualité
- Observatoire des Métiers FAF Propreté
- Observatoire des métiers de l'Energie - Environnement – Equipement
- Observatoire des Métiers de l'Emploi et de la Formation des Entreprises du Médicament
- Observatoire des métiers des matériaux pour la construction et de l'industrie

- Observatoire des métiers du spectacle vivant et de l'audiovisuel
- Observatoire des métiers des services de l'automobile
- Observatoire des industries graphiques et du multimédia
- Observatoire des métiers de l'informatique
- Observatoire des Métiers de l'Hospitalisation Privé
- Observatoire des industries chimiques
- Observatoire des métiers de l'assurance
- Secrétaire Général de l'Observatoire de l'Évolution des Métiers de l'Assurance
- Observatoire des métiers, des professions libérales
- Observatoire du Travail Temporaire
- Observatoire Interbranches
- Observatoire des métiers des industries pétrolières
- PLASTIFAF
- Observatoire des métiers de la mode du textile et du cuir
- Observatoire des métiers des industries électriques et gazières
- Observatoire des métiers du jouet – puériculture
- Observatoire des organismes de formation
- OPCA de l'industrie hôtelière
- Observatoire des métiers du bâtiment
- Observatoire de l'emploi public

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http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=D8505AEB05877AEEFA09EB3653933DE2.tpdjo10v_2?cidTexte=LEGITEXT000006072301&dateTexte=20041105#LEGIARTI000006672653

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SYSDÉM questionnaire - France (2008), as part of the 'New skills for new jobs initiative' of the European Commission.

Un dispositif de branche au service de la qualification professionnelle Les CQP du Commerce et de la Distribution à prédominance alimentaire. Retrieved from : <http://www.cpne-fcd.org/cpne/index.php>

10 Germany

10.1 General overview

There are various actors and platforms concerned with the anticipation of future skills demand and supply. These exist at the national level, at the level of the federal states, and on sectoral level. Social partners are involved in these organisations. One Transversal Council has been identified in Germany.

10.1.1 Sector and Transversal Councils

The main organisation that is concerned with vocational research and the progressive development of vocational education and training (VET) in Germany is the Federal Institute for Vocational Training (BIBB). The BIBB was founded in 1970 and operates under supervision by the Federal Ministry of Education and Research. Yet the social partners as well as other partners, such as the federal states and education institutes, play a significant role in the work of the institute. The social partners are represented in the management committee (*Hauptauschuss*) of the institute. The BIBB identifies future challenges in VET, stimulates innovation in national and international vocational systems, and develops new, practice oriented solutions for both initial and continuing vocational education and training. It is not a sector oriented organisation, but is more focused on occupations instead. The BIBB is here identified as a Transversal Council.

Table 10.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils				
Transversal Councils	BIBB	BIBB		

10.1.2 Forecasting of jobs and skills needs

The Alliance for jobs & the FREQUENZ Network

Future skills needs anticipation in Germany is closely connected with the particular training system. Germany has a dual system of initial vocational education and training. Some 60 percent of young Germans are trained simultaneously at vocational schools and through apprenticeships in companies. In order to ensure sufficient apprenticeship places and to improve the early identification of new skills and qualification needs, the German federal government and the social partners agreed in 1999 upon the “*Bündnis für Arbeit*,

Ausbildung und Wettbewerbsfähigkeit” (Alliance for jobs, training, and competitiveness).⁵²

In the context of this Alliance, the Federal Ministry of Education and Research (BMBF) started the initiative for early identification of qualification needs.⁵³ Various research and education organisations, the Federal Institute for Vocation Training (BIBB), the German Confederation of Trade Unions (DGB) and the German Employers’ Organisation for Vocational Training are part of the initiative. These organisations used to be connected in FreQuenz network on early identification of skills. The most important objectives of FreQuenz were:⁵⁴

- To identify changes in the world of work through qualitative methods continuously.
- To define the emerging qualifications.
- To record the supply of qualifications and to identify deficiencies and shortages in the supply.
- To test and develop methods for the identification of skill needs.

Early identification of skill needs used to be performed by this network. Currently a new system is being developed. This system intends to integrate existing data sources and to develop methods for long-term forecasts. The BMBF, the BiBB and the IAB are involved in this reorganisation.

Other initiatives for skills needs identification on the national level

Social partners in Germany are also involved in the implementation of matching policies in the National Training Pact. This Pact was signed in 2004 by the main German labour market actors. Employers agreed to offer 30,000 additional training places every year until 2006 and an additional 25,000 initial qualification places. The Pact has been extended to 2010 and the targets have been increased.

Other national initiatives for skills needs identification include the *Arbeitsmarktradar*. This is a future-oriented labour market monitoring system supported by the BMBF.⁵⁵ In addition, the job vacancy survey of the Federal Employment Service is a short term employment forecast. With this survey the BA can identify sectoral and occupational changes in labour demand. This information is in turn used to estimate the impact of labour market policies, and for career guidance in particular.⁵⁶ Moreover, the BIBB is engaged in the system for early identification of qualification developments (*Früherkennungssystem Qualifikationsentwicklung*) and supported by the social partners, the federal government and the Länder.⁵⁷ The Institute for Employment Research (IAB-*Institut für Arbeitsmarkt- und Berufsforschung*) finally has a long tradition in skills-related research and forecasts.

⁵² Cf. CEDEFOP, ILO.

⁵³ Cf. CEDEFOP.

⁵⁴ CEDEFOP.

⁵⁵ CEDEFOP.

⁵⁶ System.

⁵⁷ Cf. CEDEFOP.

Regional forecasts

Forecasts are also performed on the level of the federal states (*Länder*). The Permanent Conference of the Länder Ministers for Education and Cultural Affairs (*Kultusministerkonferenz – KMK*) has done statistical forecasts on the number of students and university graduates since 1992 (by Länder, nationality, and type of university). A similar forecast is also done by the KMK to estimate the number of pupils and school leavers. Both type of projections are updated every two years and cover a time period up to 2020. These are mainly used for administrative purposes by the regional authorities.

Sectoral initiatives

At sectoral level moreover, the *Agentur Q* supports the implementation of the 2001 collective agreement on qualifications⁵⁸ in the metal, electrical, and IT industry in Baden-Württemberg. The agency is supposed to support the development of qualifications in companies in order to remain competitive and preserve jobs.⁵⁹

Finally, several initiatives in the area of matching skills demand and supply have yet to start.⁶⁰ These include the National Qualification Initiative and the Action Programme against Skills Shortages.

Table 10.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. Two or more sectors				
Working conditions				
Individual sector / branch level				
Occupations				
Training curriculum / qualifications				

10.2 Description of Councils

10.2.1 Bundesinstitut für Berufsbildung (BIBB)

Name of the Council (original language and in English)
Bundesinstitut für Berufsbildung (BIBB). Federal Institute for Vocational Training

⁵⁸ See on these collective agreements: Eurofound.

⁵⁹ CEDEFOP, ILO.

⁶⁰ System.

Stakeholders involved			
Stakeholders in the management committee (Hauptauschuss)			Number of representatives:
Employer organisations			8 votes
Trade Unions			8 votes
Representatives of the Federal Government			8 votes
Representatives of the federal states			8 votes
Others	One Representative of the German PES and one of the communal representation organisation operating at Federal level.		Consultative

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanation:	At the level of the federal states.		

Objectives (in brief)
<p>The work of the BIBB currently focuses on five areas:</p> <ul style="list-style-type: none"> • The training place market and the employment system; • Updating vocational training and improving the quality of vocational training; • Life-long learning, the permeability and equivalence of training paths; • Vocational training for specific target groups; • The internationality of vocational training.

Does the Council have a sectoral or a transversal approach?	
Sectoral <input type="checkbox"/>	Transversal <input checked="" type="checkbox"/>
If sectoral approach: which sectors are covered?	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Policy proposals on bridging the quantitative gap	Yes
Policy proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	Yes
Implementation of programmes / actions to bridge the gap	Yes
If YES: what type of programmes / actions are undertaken?	
<ul style="list-style-type: none"> analyse structural developments in the training place market and in continuing education and training observe and study initial and continuing training practice in enterprises test new methods in the initial and continuing education and training field identify future skills requirements through early detection develop and update initial and continuing training occupations support in-company vocational training practice with modern training materials and training media develop concepts for qualifying company trainers support and foster modern vocational education and training centres as a supplement to in-company initial and continuing training assess the quality of VET distance learning programmes manage and supervise national and international programmes designed to progressively develop vocational education and training conduct international comparative research on vocational education and training. 	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
Its present statutory basis is the Vocational Training Act (<i>Berufsbildungsgesetz</i>) of 23 March 2005 which outlines the Institute's duties.			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>
Established in 1970.			

Working methods

The BIBB performs research, development and advisory work that is aimed at identifying future tasks of vocational education and training, promoting innovation in national and international vocational education and training and developing new, practice-oriented solutions for initial and continuing vocational education and training.

Consumers of the BIBB's work and research include predominantly the following:

- Persons and bodies involved in planning vocational training. These include federal and state-level ministries, central employers' organisations, unions, trade associations and the offices responsible for vocational training (i.e., chambers),
- Persons who will implement vocational training, in particular management, personnel officers, personnel committees, works councils, instructors in companies and vocational training facilities and vocational school teachers,
- The research community consisting of, for example, universities, tertiary education institutions and other vocational training research institutes.

Costs/budget

123,353,000 € (2007). The BIBB is funded by the Federal Ministry for Education. In addition, it receives funds from third parties like the European Commission and the ESF.

Tools : qualitative – qualitative + quantitative - future jobs and skills

The Institute's mandated tasks include conducting research on vocational education and training, developing vocational education and training, serving in an advisory capacity and providing services. Research tools include evaluations of education programmes, projections of future skills needs (together with the IAB – a research institute liaised with the German PES), case studies, and international comparative studies and international monitoring. In addition, the BIBB also implements programmes, for example to increase skills of migrant youth and to improve equal opportunities for girls and women. Finally, the BIBB establishes and maintains networks with international education providers. It also participates in the Continuing Vocational Training Survey.

Products

Knowledge management and -transfer are high on the agenda of the BIBB. The BIBB therefore regularly publishes scientific reports and maintains various websites (cf. www.bibb.de). It also organizes seminars and provides several awards for innovations in training. Products also include services like:

- National Agency "Education for Europe";
- National Europass Centre;
- IMOVE (International Marketing of Vocational Education) to promote training "Made in Germany";
- Jobstarter: A program to promote training in companies.

Dissemination

Products are disseminated by: print X web X e-mail other means:

11 Greece

11.1 General overview

Greece has two Transversal Councils, but lacks organisations that meet the definition of a Sector Council. Foundations for the setup of a platform directed at linking vocational education and training with labour demand and future skills requirements have been laid. The platform is still far from being fully implemented though. Had this been the case, the organisations described below would function as the platform's operating bodies and the platform would qualify as a Transversal Council. Forecasts of labour demand and supply are carried out using data from the Greek National Statistical Service. An employer survey was used to identify future skills gaps, but the survey is not carried out on a regular basis.

11.1.1 Sector and Transversal Councils

Two Transversal Councils

There are no Sector Councils in Greece. The Employment Observatory Research – Informatics S.A. (PAEP) meets the definition of a Transversal Council. It is a private company, resulting from a merger between National Employment Observatory and the National Institute of Labour in 2002, and it functions under the supervision of the Minister of Labour and Social Affairs. Employers' and employees' representatives are amongst its board of directors. As the organisation is tripartite, covers the whole economy, operates continuously and is aimed at both the forecasting of education and training needs and at studying the labour market, it has been identified as a Transversal Council.

LAEK Continuing Vocational Training Fund

The Account for Employment and Vocational Training (λογαριασμός για την απασχόληση και την επαγγελματική κατάρτιση, LAEK) is a CVT Fund⁶¹. It is managed by a tripartite committee with technical support from Manpower Employment Organisation (OAED). LAEK manages funds from both employers and employees. The fund does not carry out research activities to monitor and forecast sector labour market and associated training needs. The LAEK management committee annually composes a programme for allocating and managing funds from LAEK. Private enterprises and semi-

61 Cedefop (2008), 'Sectoral training funds in Europe', available at: http://www.cedefop.europa.eu/etv/information_resources/bookshop/publication_details.asp?pub_id=499

public bodies can use these funds to cover the cost of training programmes for their staff. LAEK meets the definition of a Transversal Council⁶².

Other organisations relevant to the field of vocational education and training

The Organisation for Vocational Education and Training (OEEK) is “responsible for all aspects of vocational education and training in Greece, including the establishment and operation of vocational training institutes”⁶³ and the determination of training programmes curricula. “Moreover, it conducts surveys and studies and maintains statistical information and documents on issues related to vocational education and training”. The OEEK operates within the framework of the national vocational education and training system and is supervised by the Ministry of National Education and Religious Affairs. As the organisation doesn’t host more than one stakeholder, it doesn’t meet the criteria of a Transversal Council as defined within this study.

The National Accreditation Centre for Continuing Vocational Training (EKEPIS) aims at linking vocational training with labour market demand. EKEPIS is a statutory body supervised by the Minister of Employment and Social Protection. Although the organisation facilitates the matching of supply and demand of skills, it hosts only one type of stakeholder and hence isn’t considered a Sector Council.

National System for Linking Vocational Education and Training with Employment

Foundations for the setup of a platform for the matching of labour supply and demand have been laid in 2003 when a law on developing a ‘National System for Linking Vocational Education and Training with Employment’ (ESSEEKA) was passed. ESSEEKA was established to ensure “a holistic approach to the assessment of labour supply and demand — through better definition of roles and responsibilities, enhanced provision for collaboration and cooperation between institutional agents, and the inclusion of stakeholders in this process”⁶⁴. The system is to provide “a forum for concerted action that is expected to contribute to defining future skills requirements more rapidly and effectively and to making the Greek education and training system more responsive to the challenges faced for linking vocational education and training with employment”. ESSEEKA is a large framework system, consisting of six sub-systems aimed at labour market needs, technical vocational education, initial vocational training, continuing vocational training, the accreditation of vocational training and competences and a system of occupational guidance. A 2007 report by ECOTEC⁶⁵ shows that ESSEEKA, besides a first step towards setting up a ‘High Level Committee’, remained inactive since the law was passed. A extensive process evaluation commissioned by DG EMPL⁶⁶ concludes that “although a lot of results are already visible from the legislation, institutional/organisational, infrastructure and sub-systems outputs points of view, ESSEEKA as a whole is still far from been implemented”. Had ESSEEKA now been

62 Ibid.

63 Karasiotou, P. Identification of skill needs: projects and actions for Greece – a review. Luxembourg: Office for Official Publications of the European Communities, 2004 (Cedefop Panorama series, 84). Available at: http://www2.trainingvillage.gr/etv/publication/download/panorama/5154_en.pdf.

64 Commission Staff Working Document: New Skills for New Jobs (p. 61-62)

65 ECOTEC Research & Consulting Ltd. (2007) ‘European inventory on validation of non-formal and informal learning, Greece’, p. 4-5.

66 Evaluation of the ‘National System for the connection of Vocational Education and Training with Employment’, Retrieved 25 March 2009, from http://ec.europa.eu/employment_social/evaluation/docs/annex8_el_en.pdf

fully functional, it would qualify as a Transversal Council. PAEP, OEEK and EKEPIS would then be functioning as operating bodies within the ESSEEKA framework.

Table 11.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils				
Transversal Councils	PAEP (The Employment Observatory Research – Informatics S.A.)			

11.1.2 Forecasting of jobs and skills needs

Job forecasting

The forecasting of future jobs and skills needs in Greece is performed mainly by PAEP. The institute draws on data from the Greek National Statistical Service to make quantitative forecasts of labour demand and supply using econometric techniques. Labour supply forecasts include population at working age, labour and non-labour force by gender, level of education, occupation and sector of economic activity. On the labour demand side, forecasts on employment by gender, level of education, occupation and sector of economic activity are performed. Projections include estimates of labour supply and labour demand on regional basis⁶⁷.

Employer survey to forecast future skills needs

The identification of future skills mismatches is based on a sample survey of 7,000 employers from all regions and sectors in Greece. Skills mismatches are examined with regard to formal qualifications, generic or social skills, technical generic skills and technical skills related to specific occupations. The first survey was launched in 2003, followed by a smaller survey in one region and covering 1,300 firms in 2007.

⁶⁷ SYSDem report.

Table 11.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. two or more sectors	Forecast by PAEP	Employer surveys held in 2003 and 2007		
Working conditions				
Individual sector / branch level				
Occupations				
Training curriculum / qualifications				

11.2 Descriptions of Councils

11.2.1 The Employment Observatory Research – Informatics S.A. (PAEP)

Name of the Council (original language and in English)
Παρατηρητήριο Απασχόλησης Ερευνητική – Πληροφορική Α.Ε (Π.Α.Ε.Π. Α.Ε.). The Employment Observatory Research – Informatics S.A. (PAEP)

Stakeholders involved			
Stakeholders		One chairman carries out the tasks of a managing director	number of representatives:
Business representatives		Two employer representatives are “proposed by employment organisations of third degree”	2
Employee representatives		Two board members are appointed by the Greek Trade Union Congress (GSEE)	2
Education, Training and Enterprise representatives	Continuing, national and sectoral		
Government departments	national	Four board members are appointed by the Minister of Labour and Social Affairs	4
State Agencies	national		

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	x	<input type="checkbox"/>
Explanations:			

Objectives (in brief)

PAEP S.A. aims at the development of research and study projects and at the rendering of informatics and technical support services.

To meet its objectives, the Company deploys activities on three basic axes:

- Aggregate informatics systems development
- Statistic processing and data analysis
- Monitoring and evaluation of active employment policies⁶⁸

PAEP covers a wide range of actions, including research projects and studies on the labour market, implementation of an information system serving the total function of OAED and its affiliates, monitoring of the national, European and international progress and perspectives in the domains of labour market, progress of vocations and diagnosis of the educational and vocational training needs⁶⁹.

Within PAEPs Division of Research and Study the 'Department of Detection of Training Requirements' plans to set up a skills forecasting system that is aimed at forecasting both skills gaps and skills shortages⁷⁰.

Does the Council have a sectoral or a transversal approach?Sectoral Transversal **If sectoral approach: which sectors are covered?****If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?**

n.a.

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	No
Other: Collecting data	One of PAEPs tasks is to collect, monitor and processes statistical data on registered unemployment, employment, applied programmes and measures concerning employment actions.
Implementation of programmes / actions to bridge the gap	No
Type of programmes/actions undertaken:	

68 <http://www.paep.org.gr/eng/mod/fileman/files/engstratigiko.pdf>.

69 http://www.paep.org.gr/eng/mod.php?mod=userpage&menu=30&page_id=22.

70 http://www.paep.org.gr/eng/mod.php?mod=userpage&menu=3201&page_id=30.

Scope	Yes	No	Don't know
Initial vocational education and training	<input type="checkbox"/>	x	<input type="checkbox"/>
Continuing vocational training	<input type="checkbox"/>	x	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>
Established in 2002			

Working methods
Working methods that are employed by PAEP include the analysis of available data, collecting primary data, monitoring of trends in e.g. registered unemployment and programme evaluation.

Costs/budget
PAEP draws resources from ⁷¹ :
1) The funding and subsidization by OAED
2) The implementation of programmes of the European Union and of various International Organizations
3) The rendering of services comports with its purposes
4) Any other lawful source, in accordance with each of its approved budgets
5) Resources that had been prescribed to the account of the National Employment Institute and of which 2-3% on the total revenues of the Social Workers' Organization OEE are transferred to PAEP.

Tools : qualitative – qualitative + quantitative - future jobs and skills
Mostly quantitative, but also qualitative. PAEP aims to set up a future jobs and skills forecasting system.

Products
Labour market studies, an 'Information System' for the collection and the statistical processing of primary data, evaluation reports.

Dissemination
Products are disseminated by: print x web x email other means:

⁷¹ <http://www.paep.org.gr/eng/mod/fileman/files/engstratigiko.pdf>

12 Hungary

12.1 General overview

Hungary is the process of developing a two-tier system to match the medium and long term demand and supply of skills / competencies on the labour market. At national level working groups linked to the transversal National Council for Vocational and Adult Training develop vocational qualifications, while at regional level transversal Development and Training Committees indicate the provision of which of these qualifications is most opportune for the regional labour market.

12.1.1 Sector and Transversal Councils

Initial Vocational Education and Training

Falling under the auspices of the Ministry of Social Affairs and Labour, the transversal National Council for Vocational and Adult Training (**NSZFT** - *Nemzeti Szakképzési és Felnőttképzési Tanács*,)

has as one of its main responsibilities to ensure that the ‘Register of Qualifications’ is kept up to date. For each of the about 420 qualifications in the register, it indicates which competencies must be gained and the outline of and the standards for the exams are presented. In addition, the register contains information about – taken together some 1.240 - part-qualifications and additional elements which can be added to qualifications. Once the Council has approved a new or updated qualification advised by the relevant Ministry, the Minister of Social Affairs and Labour includes it in the register. It also advises the ministries on organisational aspects of the initial training system, such as the numbers of years, weeks per year, hours per week, courses should last and the time to be spent in schools and in firms.

The National Council has 44 members, representing the employers’ organisations, trades unions congresses, the training system and regional and national level authorities, including various ministries with responsibilities for training in their respective sectors. Five of the members are invited experts.

Setting the standard for new or upgrading the ones for existing qualifications is done by working groups, in which experts from the VET schools, employers’ associations and the sectoral trade unions take part. Each working group is responsible for a single qualification, and not for all qualifications in a sector. Therefore, under the terms of the definition applied in this study, the working groups are not regarded as Sector Councils. Within the National Training and Adult Education Institute, which coordinates the

activities of the working groups, there are so-called sectoral groups. These groups consist of staff from the National Training and Adult Education Institute and it is their task to identify identical competencies within occupations falling within the same sector, e.g. the office or the construction sector. Such groups of competencies are brought together in modules of requirements. The modules ensure that the exam standards between occupations will be same and enable an easy transfer between courses for different occupations. These sectoral groups, in the light of their composition, fall outside the study's definition of a Sector Council, too.

Hungary is divided into 7 statistical-geographical regions. Within each region, many new regional integrated VET centres (*Térségi Integrált Szakképző Központ*), or TISZKs, are being created in order to better co-ordinate VET provision and improve efficiency.

In two main ways, steps are taken to match the provision of initial vocational training better to the regional demand. In quantitative respect much is expected from the, in 2008 established, regional level, transversal Regional Development and Training Committees (**RKFB** - *Regionális Képzési és Fejlesztési Bizottság*), which provide advice on strategies and policies as regards the planning of VET provision. Each committee, with members from regional level employers organisations, trade unions and the training providers - produces a list of 'supported qualifications'. This means that those schools or TISZKs which offer courses aiming at these qualifications will receive financial support. The final decision which courses will be offered rests, however, with the schools. But, as for courses not on the list of supported qualifications alternative means of financing must be found, it is to be expected that the committee's decisions will have an significant impact on both the types of courses provided and the number of participants in each course.

The list of supported qualifications is introduced as the main means to improve the responsiveness of the IVET system to the regional level labour market needs. The list is based on the outcomes of a regional level analysis of trends on the labour market. A generic model was developed to structure the activities in each region. The model takes into account long term information about macro-economic developments, the age and qualification composition of the labour force, medium term information about priorities in the regional development plan and short term information about continuing training needs in firms.

In qualitative respect, TISZKs can adjust 25% of the content of the training programmes to regional demands. The qualification outline, i.e. the mandatory training curriculum, 'fills' 75% of the training. Specific demands from regional industries and organisations, identified with the help of the Development and Training Committee, are fed back to the regional training providers. In addition the direct contacts between the schools and the firms play an important role.

Continuing Vocational Education and Training

Hungary does not have Sectoral Training Funds; it has one main Labour Market Training Fund. All firms must, by law, contribute to the Fund. They can do so in three ways: provide training opportunities (placements) to students from VET school or Higher Education institutes or offer direct development support to these schools; offer continuing training to their own employees; and / or contribute to the Training Fund, directly. It is to

be expected that agreements about CVT courses will be made between the firm and the employees.

The register of qualifications forms the content-related link between the National Council for Vocational and Adult Training and the regional level Development and Training Committees. While at national level the qualifications are developed and upgraded (ensuring country wide recognition), at regional level, it is decided which ones will be offered (ensuring responsiveness to needs on the labour market). At both levels, the same stakeholders are involved: authorities, employers and trade unionists, though at regional level, the composition of the committee reflects the regional structure of the labour market.

Table 12.1 Summarising overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council				
Transversal Council	NSZFT	NSZFT	RKBF	

12.1.2 Forecasting of jobs and skills needs

Public Employment Services (PES) publishes different kinds of information about – trends on – the national and regional level labour market, including (a) an annual survey of recruitment plans of a sample of 7,247 employers, (b) a quarterly review of human resources management in a sample of firms and (c) an on-going overview of job openings.

For forecasting activities at regional level, a method – supported by a software programme – has been made available to the RFKBs. At regional level.

Table 12.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. Two or more sectors	PES (a)	PES (b, c)	PES (a) RFKB method	PES (b, c)
Work conditions				
Individual sector / branch	PES (a)	PES (b, c)	PES (a) RFKB method	PES (b, c)
Occupations				

Sources of information

Cseres-Gergely, Z. (2008).

Kis, Victória, Ferreira, Maria Luisa, Fiels, Simon & Zwick, Thomas (2008).

Kiszter, I. (2009).

12.2 Descriptions of Councils

In this section the following Councils are described:

1 *Nemzeti Szakképzési és Felnőttképzési Tanács* (National Council for Vocational and Adult Training)

2 *Regionális Képzési és Fejlesztési Bizottság* (Regional Development and Training Committee)

12.2.1 Nemzeti Szakképzési és Felnőttképzési Tanács

Name of the Council (original language and in English)	
<i>Nemzeti Szakképzési és Felnőttképzési Tanács</i>	National Council for Vocational and Adult Training

Stakeholders involved			
Stakeholder		The Council has 44 members	Number of representatives
Employers' association		Both large firms and SMEs	9
Trade union		Various Trade union congresses	6
Education / training organisation	Initial		5
	Continuing		
Policy maker	National	Ministries of, inter alia, Defence - Finance - Health - Education and Culture	13
	Regional		1
Research institute			
others:		Including: Chambers of Commerce The parliament Experts	10

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
The main objective of the National Council is to ensure that the national register of qualifications is kept up to date, i.e. to ensure that the contents of the various qualifications reflect the competencies required on the labour market.

Does the Council have a sectoral or a transversal approach?

Sectoral	<input type="checkbox"/>	Transversal	<input checked="" type="checkbox"/>
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If sectoral approach: which sectors are covered?

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If transversal approach: what kind of relationships exist with stakeholders adopting a transversal approach?

The development or adjustment of vocational qualifications is the task of working groups, which fall under the responsibility of the National Council and are supported by the National Training and Adult Education Institute. Each working group works on one or more separate qualifications. Links between the output of the working groups and sectors are made by so-called 'sectoral groups' within the National Training and Adult Education Institute.

Tasks

	Yes or no	Importance: high-medium-low
Analysis of quantitative trends on the labour market		
Analysis of qualitative trends on the labour market	Yes	
Making (policy) proposals on bridging the quantitative gap		
Making (policy) proposals on bridging the qualitative gap	Yes	
Fostering co-operation between firms and VET providers	Yes	
Other		
Other		
Implementation of programmes / actions to bridge the gap	Yes	

If YES: what kind of programmes / actions are undertaken? Falling under the Councils' responsibility the 'bridge to work' programme is being implemented.

Scope	Yes	No	Don't know
Initial vocational education and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods

The Council meets about monthly. Secretariat prepares the program of the meeting. The drafts of the proposals, reports, information papers and others are sent to the members a week before the meeting. At the meeting a decision is taken which is sent to the minister.

Costs/budget

The cost of operation of the Council is about € 270.000. The Council reviews a budget of about € 54 million.

Tools : qualitative – qualitative + quantitative - future jobs and skills

The members of the working groups, falling under the Council, are experts as regards the qualifications they are dealing with.

Products

The National Council for Vocational and Adult Training maintains the qualitative match between demand and supply of competencies in balance by keeping the National register of Qualifications up to date.

The Council also prepares a proposal for the minister on the use of the Training Sub Fund within the overall Labour Market Fund.

Dissemination

Products are disseminated by: print X web X email other means:

Sources of information

Cseres-Gergely, Z. (2008). Answers to the SYSDM questionnaire on anticipation of skills demand and supply. Brussels, European Commission

Kiszter, I. (2009). Interview and information by e-mail. Budapest, NIVE

12.2.2 Regionális Képzési és Fejlesztési Bizottság

Name of the Council (original language and in English)

Regionális Képzési és Fejlesztési Bizottság

Regional Development and Training Committee

Stakeholders involved			
Stakeholder		The members represent mainly the same organisations as those participating in the national Council; the government side is, however, reduced to four or five ministries.	number of representatives
Employers' association			
Trade union			
Education / training organisation	initial		
	continuing		
Policy maker	national		
	regional		
Research institute			
others:			

Level of organisation	Yes	No	Don't know
National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
To provide advice on the planning of training provision to schools on the basis of regional qualitative and qualitative demands on the labour market.

Does the council have a sectoral or a transversal approach?	
Sectoral <input type="checkbox"/>	Transversal X
If sectoral approach: which sectors are covered?	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
analysis of quantitative trends on the labour market	Yes
analysis of qualitative trends on the labour market	Yes
making (policy) proposals on bridging the quantitative gap	Yes
making (policy) proposals on bridging the qualitative gap	Yes
fostering co-operation between firms and VET providers	Yes
other	
other	
implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods

Costs/budget

Tools : qualitative – qualitative + quantitative - future jobs and skills
A model is available to analyse the trends on the regional labour market. It takes account of macro-economic developments, the age and qualification structure, economic planning priorities and CVT planning in firms. The model provides an overview of the expected availability of jobs in the region and of the required competencies.

Products
The Regional Development and Training Committees publishes(a) the results of the analysis of the regional economic development, in terms of jobs offer and skills requirements, (b) a list of 'supported qualifications' and (c), where relevant, adjustments of national level curricula to specific regional skills requirements.

Dissemination
Products are disseminated by: print <input type="checkbox"/> web <input type="checkbox"/> email <input type="checkbox"/> other means:

Sources of information

Kiszter, I. (2009).

References

Cseres-Gergely, Z. (2008). Answers to the SYSDM questionnaire on anticipation of skills demand and supply. Brussels, European Commission

Kis, Victória, Ferreira, Maria Luisa, Fiels, Simon & Zwick, Thomas (2008). Learning for Jobs, OECD Review of Vocational Education and Training HUNGARY. Paris, OECD

Kiszter, I. (2009). Interview and information by e-mail. Budapest, NIVE.

13 Ireland

13.1 General overview

Fairly well-established system for forecasting

Since the early 1990s, employment forecasts categorised by sector and occupation have been carried out on a regular basis in Ireland⁷². The fairly well-established system for forecasting is based on a combination of sector studies, general labour-market and employment trends analyses, and on medium to long-term employment demand forecasting by occupational categories⁷³. The type of system on anticipation of skill needs in Ireland is a ‘coordinated non-holistic system’. This means that the system is “well-developed around quantitative forecasting, although some qualitative elements are incorporated into the forecast and qualitative surveys are conducted in parallel”⁷⁴.

Key players in the Irish system of early identification of skill needs – one Transversal Council

The key players in the Irish system of early identification of skill needs are the Expert Group on Future Skills Needs (EGFSN), which is a Transversal Council, the National Training and Employment Authority of Ireland (FÁS) and especially its Skills and Labour Market Unit (SLMU), and the Economic and Social Research Institute (ESRI)⁷⁵. The EGFSN commissions sector-specific studies. Twelve reports have been issued in a special joint publication series, the FAS/ESRI Manpower Forecasting Studies.

13.1.1 Sector and Transversal Councils

EGFSN: Transversal Council

The EGFSN advises the Irish Government on current and future skills needs and on other labour market issues. Established in 1997, the EGFSN reports to the Minister for Enterprise, Trade and Employment and the Minister for Education and Science. Research and secretariat support are given to the EGFSN by Forfás, Ireland’s national policy advisory body for enterprise and science, and by FÁS. The Skills and Labour Market Research Unit (SLMU) of FÁS provides the expert group with data, analysis and research and manages the National Skills Database. The database contains all available information on skills supply and demand at national level. However, the EGFSN also commissions research from external research agencies⁷⁶.

72 SYSDM.

73 Systems for anticipation skills needs.

74 Systems for anticipation skills needs.

75 Systems early ID skills needs.

76 Systems early ID skills needs.

EGFSN monitors all sectors of the Irish economy, and specifically Ireland’s enterprise with the aim of identifying current and future skill shortages and recommends possible solutions to the government⁷⁷.

The EGFSN undertakes the following activities:

- Skills foresight and benchmarking
- Strategic advice on skills development through education and training
- Data collection and analysis on demand and supply of skilled labour
- Influencing and monitoring implementation⁷⁸

The Expert Group, which meets four times a year, comprises representatives of⁷⁹:

- Business
- Employees
- Education, Training and Enterprise
- Government departments
- State agencies⁸⁰

ESRI, major ‘private’ research organisation - joint venture with FÁS (supports EGFSN)

The Economic and Social Research Council (ESRI) is another key player in the Irish system of early identification of skill needs. As the major ‘private’ research organisation in Ireland, it undertakes a wide range of studies on economic and social issues. ESRI plays a significant role in skills research as it provides medium-term forecasts of growth in the economy using a macroeconomic model, including forecasts of growth in each of the main economic sectors. Since the early 1990s, ESRI has been working as a joint venture with FÁS. Based on the output forecasts of FÁS, ESRI produces employment forecasts in 43 occupational subgroups. ESRI thus provides a bridge between the forecast output from each sector and the skills needed to produce that level of output. Thus, forecasts of skills demand are provided by both ESRI and SLMRU. The difference, however, is that the SLMRU forecasts are for individual occupations instead of occupational groups⁸¹.

Table 13.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	Ivet	Cvt	Ivet	Cvt
Sector Council				
Transversal Council	EGFSN	EGFSN		

77 Systems early ID skills needs.

78 <http://www.skillsireland.ie/aboutus/>.

79 Systems early ID skills needs.

80 http://www.ilo.org/public/english/employment/skills/hrdr/init/irl_11.htm.

81 Systems early ID skills needs.

13.1.2 Forecasting of jobs and skills needs

Sectoral studies of EGFSN

Most of the job and skills forecasting in Ireland is done for the whole economy. As already mentioned, the EGFSN commissions external research agencies to carry out skill needs studies for specific sectors that need more detailed occupational/skill classifications⁸². A sectoral study describes the future development of a specific sector in the context of economic, social and other developments and makes recommendations on the manpower and training needs to support development of that sector. These recommendations enable stakeholders to make appropriate decisions concerning manpower and training activities. The stakeholders include education/training organizations, government departments, employer and union representatives and individual companies.

Sectoral studies deal with developments over a five-year period and address key issues which will have an effect on the sector in the longer term⁸³. Recent sectoral studies include Future Requirement for High-Level Skills in the ICT Sector (June 2008) and the Future Skills and Research Needs of the International Financial Services Industry (December 2007)⁸⁴.

EGFSN Report “Tomorrow’s Skills - Towards a National Skills Strategy”

The EGFSN also commissioned the collection of a special set of longer term forecasts up to 2020. These forecasts were published separately by the ESRI in 2006 and were used as a background framework for the 2007 report “Tomorrow’s Skills - Towards a National Skills Strategy”⁸⁵. For this National Skills Strategy, the EGFSN funded work on estimates on the expected inflow of labour supply to the Irish labour force over the period 2005–2020. SLMRU compiled the estimates for the flows from education, immigration and re-entries to the labour force⁸⁶.

FÁS/ESRI Manpower Forecasting Studies

Since 1991, 12 reports have been issued in a special joint publication series, the FÁS/ESRI Manpower Forecasting Studies. The most recent publication was issued in July 2007. These studies, which are funded by FÁS are carried out by ESRI. The studies are frequently used in the educational field and for career guidance⁸⁷. These FÁS/ESRI forecasting studies are about the entire economy and on the medium-term (forecasts periods of approximately five years). They have been published every two to three years and are linked to the ESRI Medium-Term Reviews of the Irish economy. The forecasts contain about 20 sectoral categories, over 40 occupational groups and 5 broad educational levels. The occupational classification covers a broad range of high, medium and low skill activities. All studies contain data at national level only, except one study which includes regional employment forecasts.

82 SYSDÉM.

83 Towards European skills needs forecasting.

84 SYSDÉM.

85 SYSDÉM.

86 SYSDÉM.

87 SYSDÉM.

Table 13.2 Overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. two or more sectors	X	X	X	X
Individual sector / branch	X	X		
Occupations	X	X		
Training curriculum / qualifications	X	X		

13.2 Descriptions of Councils

13.2.1 Expert Group on Future Skill Needs

In this section, the EGFSN is described.

Name of the Council (original language and in English)
Expert Group on Future Skill Needs (EGFSN)

Stakeholders involved			
Stakeholder			Number of representatives: Not more than 15 members are appointed.
Business Representatives		The Minister for Enterprise, Trade and Employment appoints the members of the EGFSN.	
Employee Representatives		The Minister for Enterprise, Trade and Employment appoints the members of the EGFSN.	
Education, Training and Enterprise Representatives		The Minister for Enterprise, Trade and Employment appoints the members of the EGFSN. Representatives of educational interests are appointed in consultation with the Minister for Education and Science.	
Government Departments		The Minister for Enterprise, Trade and Employment appoints the members of the EGFSN.	
State Agencies		The Minister for Enterprise, Trade and Employment appoints the members of the EGFSN.	

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	x	<input type="checkbox"/>
Explanations:			

Objectives (in brief)

The Expert Group on Future Skills Needs (EGFSN) has the task of advising Government on future skills requirements and associated labour market issues that impact on national potential for enterprise and employment growth. This task includes identification of need for policy or structural changes, and awareness of associated operational programmes to meet national skills needs, commitment to progressively promote greater recourse to learning throughout life and capitalizing on instructive developments internationally. The EGFSN has a central role in ensuring that labour market needs for skilled workers are anticipated and provided for.

Does the Council have a sectoral or a transversal approach?Sectoral Transversal **If sectoral approach: which sectors are covered?****If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?**

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Policy proposals on bridging the quantitative gap	Yes
Policy proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	No
Implementation of programmes / actions to bridge the gap	Influencing and monitoring implementation
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>
Established in 1997.			

Working methods

- Advise Government on projected skills requirements at national and sectoral levels and make recommendations on how to address identified needs;
- Advise Government on associated priority training requirements and the most cost effective ways of responding to them;

- Advise on skills requirements that cannot be met internally at a given time and thus have to be met through inward migration;
 - Advise on developments in content and delivery systems that support excellence in training quality elsewhere and on adaptations necessary to incorporate such developments into training provision in Ireland;
 - Make recommendations on how existing systems and delivery mechanisms might be adapted to better effect by reference to research findings, and in the interests of enhancing the relevance of publicly-funded training programmes;
 - Convey views or recommendations to the Minister for Enterprise, Trade and Employment and respond to request for advice on training programmes that are supported through the National Training Fund in this context and based on national and international commitments to promote learning and to progressively achieve higher qualifications throughout life.
 - Ensure that recommendations made are adequately assessed by the relevant and responsible authorities and periodically inform EGFSN of progress in their implementation.
- The Group's work programme is managed by the Head of Secretariat based in Forfás.

Costs/budget

The EGFSN reports to the Minister for Enterprise, Trade and Employment and the Minister for Education and Science. The Group is financed by the National Training Fund.

Tools : qualitative – qualitative + quantitative - future jobs and skills

The EGFSN commissions research.

- For example, the methodology of the study 'Future Requirement for High-Level Skills in the ICT Sector (the report is substantially based on research carried out by Publica Consulting and McIver Consulting on behalf of Forfás and the Expert Group on Future Skill Needs):
- Analysis of data on student numbers, graduate numbers and college acceptances provided by the Skills and Labour Market Research Unit of FÁS, and by the Central Applications Office (CAO);
- Interviews with companies – foreign and overseas – from a range of areas within the ICT sector – a total of 25;
- Interviews with the computing and electronic engineering departments at higher education institutions;
- Interviews with interested expert organisations, including industry and professional organisations and State Agencies;
- Modelling of future graduate numbers; and
- Modelling of future industry demand.

Products

Publications: e.g. EGFSN Report "Tomorrow's Skills - Towards a National Skills Strategy" and Sectoral studies of the EGFNS

Dissemination

Products are disseminated by: print x web x email x other means:

14 Italy

14.1 General overview

In Italy, since the late 1970s (law 845/78), the social partners are involved in policy development as regards initial vocational education and training. As part of the planned reform of upper-secondary vocational education and training, Sector Councils will be set up in which the social partners, the training system and policy makers will take part. Social partners take an active role in the planning and provision of continuing training both at national and regional level.

14.1.1 Sector and Transversal Councils

Initial vocational education and training

For the time being, the preparation of the programmes for the upper-secondary *istituti tecnici* and *istituti professionali* is in the responsibility of the ministry of Education. Usually a group of inspectors carries out this task. In the context of the planned reform of upper-secondary IVET a *Comitato nazionale per l'istruzione tecnica e professionale* (national committee for technical and professional training) will be set up to develop and upgrade training programmes. Members of the committee will be experts from the world of work, the school-based training system, the regions and the provinces and various ministries, including Employment and Social Affairs. Work will be carried out in sectoral committees, which will be supported by various national level institutes.

It is at the level of the individual regions that an annual planning is made by the training authorities of the types and level of vocational and technical courses that will be provided. As regards the apprenticeship courses, it is up to the regional authorities to prepare, in cooperation with the social partners, outlines for the training programmes. Currently, a catalogue - or *Repertorio* – of the national occupational profiles is being set up.

Continuing vocational training

At national level, the 14 Sectoral Training Funds (**FPIFC** - *Fondi paritetici interprofessionali per la formazione continua* – joint interprofessional funds for continuing training), established between 2001 and 2007, have as their main aim to promote continuing training activities in SME and large firms. Almost all funds cover several sectors. For instance, one fund is involved in the sectors retail, tourism, services, finance, insurance, logistics and transport. The management board of each STF has an equal number of representatives appointed from employers' and workers' organisations.

While most of the budget is invested in training activities, some STF are involved in identifying training needs and in developing new training curricula.

The Agreement on Continuing Vocational Training, signed the 17th April 2007, by the Ministry of Labour, Regions and social partners emphasises the need to build up a Continuing Vocational Training system, integrated and coordinated in coherence with the Lisbon strategy priority of Lifelong Learning.

In this context it is important to strengthen the function of the National Observatory on Continuing Vocational Training Observatory, which, according to Law 289/02, has as main tasks the definition of proposal and guidelines for and evaluation the inter-professional Training Fund activities.

Table 14.1 Summarising overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council		STF - <i>FPIFC</i>		
Transversal Council				

14.1.2 Forecasting of jobs and skills needs

The main tools for forecasting jobs and skills needs are:

EXCELSIOR is an annual survey, carried out by Unioncamere (i.e. the organisation of the Chambers of Commerce, Arts and Crafts, Agriculture, etc.) at firm level to assess, at national and regional level, short term trends as regards employment by sector, educational / training level and profession. In addition – see EXCELSIOR (a) - information about contractual arrangement is collected.

STEP (Stocks and trends in European Professions) is an econometric model to assess employment needs in the short and medium term. It provides (a) estimates of labour demand at macro-sectoral level, (b) forecasts of stocks and flow of labour demand and supply, and (c) estimates of labour demand within 17 branches and 35 different professions. STEP is applied, every time on a project basis, at national and regional level.

Sistema nazionale per l'osservazione permanente dei fabbisogni professionali (National system for the on-going observation of employment needs). This system was built up and is implemented by ISFOL, on behalf of the Ministry of Labour, as part of the ESF 2000-2006 programme. It brings together labour market information from different sources, including surveys by the social partners, outcomes of econometric modelling and the EXCELSIOR survey, on short term trends as regards employment by sector, educational / training level and profession, at national and regional level).

The system is hosted on an Internet platform and gives information:

On the quantitative side: short term trends as regards occupational needs utilising the dataset of Excelsior; medium term forecast of occupation detailed at the class level (3° digit) of the national classification of occupations for the national level forecast and at the group level (2° digit) for the regional forecast. The range of forecast in five years.

On the qualitative side: occupational skill needs are derived by the results of national survey lead by social partners. From 1996 until 2003 the Ministry of Labour financed a series of surveys on skill needs. The surveys were carried out by the social partners organised in *Organismi Bilaterali* (bilateral bodies). Surveys were carried out by the:

- *Organismo Bilaterale Nazionale per la Formazion*, i.e. representatives of medium and large companies, covering twenty manufacturing sectors;
- *Ente Bilaterale Nazionale Artigianato*, i.e. representatives of handicraft companies, covering eight traditional handicraft sectors;
- *Coop-Form*, i.e. representatives of the cooperatives, covering three cooperative sectors;
- *Agriform*, representatives of the farming sector, covering seven traditional farming sectors
- *Ente Bilaterale Nazionale Turismo*, i.e. representatives of tourism companies
- *Mastermedia*, i.e. representatives of the information and communication industries
- *Chirone 2000*, i.e. representatives of the transportation and related services;
- *Enfea*, i.e. representative of small and medium enterprises, covering five manufacturing sectors
- *Enbicredito*, i.e. representatives of banks.

The system completes its information with medium term trend as regards the sectoral and regional economies in terms of added value, labour productivity and occupations.

In 2004, the Ministry of Labour created a body to enhance the system for collecting quantitative information on vocational training policies and practices at regional level. Activities are supervised by a junior minister and are carried out by the social partners, *Unioncamere* and ISFOL. The first action undertaken was to develop a new occupational classification system – i.e. the Occupational Unit - derived from the official statistical one. Some 800 occupations were covered in a survey, in which about 16.000 employees took part. The result is a comprehensive description of each Occupational Unit, in terms of knowledge, skills, attitudes, activities (indicated by level of importance and complexity), etc. regarded necessary to be able to carry out a job (see: www.fabbisogni.isfol.it). In the national system for the on-going observation of employment needs, this represents a benchmark for the better assessment of required individual skills. Next steps in improving the system focus on the qualitative side:

- A permanent audit system to point out skill needs in a short time (one year) for the overall national economy.
- Using scenarios methodologies to anticipate skill need in the medium term (5 years) with a sectoral approach.

Table 14.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. Two or more sectors	EXCELSIOR <i>Sistema</i>		EXCELSIOR <i>Sistema</i>	
Individual sector / branch	EXCELSIOR <i>Sistema</i> STEP		EXCELSIOR <i>Sistema</i> STEP	
Occupations	EXCELSIOR <i>Sistema</i>		EXCELSIOR <i>Sistema</i>	

Sources of information

Alluli, G. (2009)

Cedefop (2008b).

Gatti, M (2009)

SYSDEM questionnaire – the Netherlands (2008)

14.2 Descriptions of Councils

In this section one group of Sector Councils is described.

14.2.1 Fondi paritetici interprofessionali per la formazione continua

Name of the Council (original language and in English)	
<i>Fondi paritetici interprofessionali per la formazione continua</i>	joint interprofessional funds for continuing training

Stakeholders involved			
Stakeholder		There are 14 Sectoral Training Funds in Italy.	number of representatives
Employers' association			50%
Trade union			50%
Education / training organisation	initial		
	continuing		
Policy maker	national		
	regional		
Research institute			
others:			

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)

To increase the human capital within the Italian workforce, in the interest of both the employees and the employers.

Does the Council have a sectoral or a transversal approach?

Sectoral Transversal

If sectoral approach: which sectors are covered?

- *Fondo Artigianato: Formazione Fondo per la formazione continua nelle imprese artigiane* [continuing training fund for handcraft enterprises]
- *Fon.Coop: Fondo per la formazione continua nelle imprese cooperative* [continuing training funds for cooperative enterprises]
- *For.Te Fondo per la formazione continua del terziario* [continuing training fund in the tertiary sector]
- *Fondimpresa Fondo per la formazione continua delle imprese associate a Confindustria* [continuing training fund for Confindustria enterprises] Confindustria; CGIL; CISL; UIL 28/11/2002
- *Fon.Ter. Fondo per la formazione continua del terziario* [continuing training fund of the tertiary sector] *Fondir Fondo per la formazione continua dei dirigenti del terziario* [continuing training fund for managers of the tertiary sector]
- *Fondir: Fondo per la formazione continua dei dirigenti del terziario*. The specific sectors involved are retail, tourism, services, finance, banking, insurance, logistics and transport
- *Fondo Formazione PMI Fondo per la formazione continua nelle piccole e medie imprese* [continuing training fund for SMEs]
- *Fondo Dirigenti PMI Fondo dei dirigenti delle piccole e medie imprese industriali* [SME managers' fund]
- *Fond.E.R. Fondo per la formazione continua negli enti ecclesiastici, associazioni, fondazioni, cooperative, imprese e*
- *aziende di ispirazione religiosa* [continuing training fund for religious institutions, associations, foundations, cooperatives and enterprises of religious orientation]
- *Fondirigenti Fondo per la formazione continua dei dirigenti delle aziende produttrici di beni e servizi* [continuing training fund for managers of enterprises producing goods and services]
- *For. Agri Fondo di settore per la formazione professionale continua in agricoltura* [sectoral fund for professional training in agriculture]
- *Fondazienda Fondo per la formazione continua dei quadri e dipendenti dei comparti commercio-turismo-servizi, artigianato e piccolo e media impresa* [continuing training fund for managers and employees of retail, tourism, services, handcrafts and SMEs]
- *Fondoprofessioni Fondo per la formazione continua negli studi professionali e nelle aziende ad essi collegate* [continuing training fund for professional firms and linked enterprises]
- *Fon.Ar.Com. Fondo per la formazione continua nei comparti del terziario, dell'artigianato e delle piccole e medie imprese* [continuing training fund for tertiary, handcraft and SMEs]

If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and vet providers	
Other	
Other	
Implementation of programmes / actions to bridge the gap	Yes
If YES: what kind of programmes / actions are undertaken? The financing of training plans, within regions and sectors, of firms and individual employees.	

Scope	Yes	No	Don't know
Initial vocational education and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
<p>The main methods to support CVT is through the financing of training plans from firms and individuals. To focus these training plans on 'real' training needs (e.g. health and safety regulations, marketing, foreign languages, IT), Training Funds support preparatory activities such as the identification of training needs and the improvement of the straining supply. These priorities are – after being approved by the assembly of the Fund in which the social partners have equal participation - than included in the conditions for getting support. In addition, Training Funds, focus increasingly on providing training to specific target groups as older and/or low-skilled employees.</p> <p>A Sectoral Training Fund consists of an assembly, a board of directors, an executive director and a college of auditors. The executive director is responsible for the day tot day management of the fund. His / her activities are supervised by the board of directors – which meets as often as necessary – and controlled by the auditors. Overall, the assembly – with a memebership ranging from 6 tot 60 - is responsible for the activities of the Fund. Usually the assembly meets three times a year.</p>

Costs/budget
Costs of the Sectoral Training Fund are financed through contributions paid by the enterprises.

Tools : qualitative – qualitative + quantitative - future jobs and skills

Studies for the Sector Training Funds are carried out by external research institutes. The main focus is on establishing priorities as regards CVT activities in the sector.

Products

Products differ between the Training Funds. They range from research reports on training needs, application forms (with explanatory notes) for training plans, outlines of curricula to new training programmes.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Cedefop (2008b). *Sectoral training funds in Europe*. Cedefop Panorama series, 156. Luxembourg: Office for Official Publications of the European Communities

References

Alluli, G. (2009) Information provided by e-mail. Rome, ISFOL

Cedefop (2008b). *Sectoral training funds in Europe*. Cedefop Panorama series, 156. Luxembourg: Office for Official Publications of the European Communities

Gatti, M. (2009) Information provided by e-mail. Rome, ISFOL

SYSDM questionnaire – the Netherlands (2008), as part of the ‘New skills for new jobs initiative’ of the European Commission.

15 Latvia

15.1 General overview

Latvia does not have Sector or Transversal Councils. The social partners do have a share in the development of professional standards. There is no comprehensive system of jobs and skills needs anticipation in Latvia. The State Employment Agency (SEA), Latvia's public employment service, uses its annual employers' survey to identify labour market demand. The results serve as a basis for its labour market policies⁸⁸.

15.1.1 Sector and Transversal Councils

Institutional framework

Section 12 of Latvian Vocational Education Law states that trade unions, employers' and other public organisations within the scope of their competence "shall promote the development of vocational education and have the right to participate in the drawing up of conceptual issues and to draft regulatory enactments in the field of vocational education, create and implement vocational education strategy and policy, planning of the State remit and the direction of development of the sector"⁸⁹. Furthermore, the law states that social partners can perform market intelligence and participate in planning the direction of development of vocational education in co-operation with State and local government institutions. These activities do not take place within Councils that operate continuously and are installed for an indefinite period of time.

Coordination Council

Under the Latvian Vocational Education Law, social partners can partake in a Vocational Education Cooperation Council (Cooperation Council hereafter)⁹⁰. The Cooperation Council is a "public consultative and coordinating institution, which includes representatives of ministries, local governments, vocational education institutions, employers and other public organisations involved in the implementation of vocational education"⁹¹. The aim of the Cooperation Council is "to promote the taking of decisions in matters related to vocational education, as well as to promote the cooperation of persons involved in the drawing up and implementation of State vocational education policy, in order to facilitate the development of vocational education"⁹². The Council is aimed at promoting decision-making and promoting cooperation. It is not directly aimed

88 SYSDem report.

89 Latvian Vocational Education Law, adopted on 10 June 1999, available at: <http://izm.izm.gov.lv/laws-regulations/2290.html>

90 Ibid.

91 Ibid.

92 Ibid.

at future employment and skills needs nor at policy formulation or implementation to bridge the gap between demand and supply. The Cooperation Council is therefore not considered to be a Transversal Council.

ESF projects

There are a number of ESF co-funded projects in Latvia that are aimed at enhancing the quality of vocational education and training on the one hand and at increasing the involvement of social partners with VET on the other hand. Between 2004 and 2006, a project aimed at promoting cooperation to improve professional education quality and its compliance with labour market needs was carried out. At the closing conference of the project, the Ministry of Science and Education together with social partners – the Employers’ Confederation of Latvia and Free Trade Union Confederation of Latvia reached an agreement on professional education adaptability to labour market⁹³.

A second ESF co-funded project, running from 2004 to 2008, aimed at decreasing social exclusion by creating subsidised workplaces, setting up training programmes and creating trainee posts. Another ESF co-funded project that started in 2008 and will continue until 2013 is aimed at improving labour market institution infrastructure by setting up a job vacancies database and informing the general public about government granted services, putting into practice personal development plans and improving quality control systems. During the project, the aim is to train 6,000 unemployed every year, providing them with basic labour market skills.

Table 15.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils				
Transversal Councils				

15.1.2 Forecasting of jobs and skills needs

Short- and medium-term trends

The forecasting of labour market needs in Latvia is problematic for a number of reasons. Projected scenarios of the path that the Latvian economy will follow are very uncertain. Furthermore, as a small country, Latvia is sensitive to external economic changes. Labour market demand depends on the direction the economy will go. Projections of future demand of employment and skills are therefore surrounded by a large amount of uncertainty⁹⁴. The State Employment Agency holds a yearly employers’ survey on short term labour market trends⁹⁵. Six month forecasts on labour demand are based on the survey. Skills needs are also derived from the SEA survey. Medium term forecasts of labour supply and demand are provided by the Ministry of Economic Affairs using a

93 SYSDem report.

94 Olga Rastrigina, Stockholm School of Economics in Riga, 'Improving the match between skills supply and labour market demand: the Welsh approach, Statements and Comments'.

95 SYSDem report.

macro-econometric model⁹⁶. The last forecasting report was published in 2008. Projections on labour force demand and supply run to 2013.

Long-term projections

Under the 'Labour Market Studies' ESF framework programme, long-term forecasts were made within the 'Detailed Study of Labour Force and Labour Market Sectors of National Economy' project⁹⁷. Projections for 120 professions and 37 aggregated groups of professions were produced for the 2007-2020 period. The analysis showed that the expectation for 2013 is that for 99 out of the 120 professions there will be a shortage of labour supply. As these forecasts have recently been performed for the first time, there is some uncertainty about their quality and reliability.

High school leavers

Hansabanka, a bank operating in the Baltic states, together with the State Employment Agency, holds an annual survey amongst school leavers to gather information on their career plans after leaving secondary school. The research is further aimed at identifying the most popular professions, determining the factors affecting career choice, identifying difficulties in making a career choice and collecting plans on working abroad. The SEA can take the outcomes into account when formulating labour market policy aimed at school leavers.

Table 15.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
labour market, i.e. two or more sectors	SEA employers' survey on short term labour market trends; medium term macro-econometric forecast; Long term forecast 'Detailed Study of Labour Force and Labour Market Sectors of National Economy'	SEA employers' survey on short term labour market trends; high school leavers' survey		
Working conditions				

96 Ministry of Economic Affairs (2008) 'Informatīvais ziņojums par prognozēm darbaspēka pieprasījuma un piedāvājuma atbilstībai vidējā termiņā', available at: http://www.mk.gov.lv/doc/2005/EMZino_250208_proгноzes.doc

97 Olga Rastrigina, Stockholm School of Economics in Riga, 'Improving the match between skills supply and labour market demand: the Welsh approach, Statements and Comments'.

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Individual sector / branch level				
Occupations				
Training curriculum / qualifications				

16 Lithuania

16.1 General overview

Lithuania does not have Sector Councils or an extensive system of skills needs anticipation. There is a Council that advises on strategic issues concerning vocational training but is not considered a Transversal Council. Skills shortages and skills needs are anticipated through employer surveys, a number of sectoral studies, forecasting through econometric modelling and the development of qualification standards⁹⁸.

16.1.1 Sector and Transversal Councils

Law on Vocational Training

On 1 January 2008, a new version of the Law on Vocational Training became effective in Lithuania. According to this law, social partners can initiate the development of programmes for new qualifications, professional standards, vocational training curricula, and participate in the formation of the contents of these programmes⁹⁹. Furthermore, trade union and employers' organisations have a share in the evaluation of vocational training curriculum programmes. The social partners can influence the vocational training curricula to match labour market needs for skills.

Lithuanian Council of Vocational Training

Social partners can share in the development and governance of the vocational training system through the Lithuanian Council of Vocational Training (Lietuvos profesinio mokymo taryba, LPMT hereafter)¹⁰⁰. The LPMT consists of representatives of trade union and employers' organisations. It is an advisory institution carrying out the functions of counselling, expertise and co-ordination related to the issues of strategic vocational training. The Council is concerned with strategic advice on vocational training in general. It is not aimed at the matching of skills shortages and needs, the development of curricula or the formulation and implementation of matching policies. Therefore, the Council is not considered a Transversal Council.

98 SYSDem report; Cedefop. (2008d). Systems for anticipation of skill needs in the EU Member States, Cedefop working paper No 1, Luxembourg: Office for Official Publications of the European Communities.

99 Eurofound, 'Lithuania: Collective bargaining and continuous vocational training', available at: <http://www.eurofound.europa.eu/eiro/studies/tn0804048s/lt0804049q.htm>.

100 Ibid.

Table 16.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils				
Transversal Councils				

16.1.2 Forecasting of jobs and skills needs

Labour market forecasting

In Lithuania, labour market forecasts are carried out by the Ministry of Social Security and Labour, the Ministry of Economy, and the Ministry of Finance as well as by the Institute of Labour and Social Research and the Lithuanian Labour Exchange (public employment service). Some general employment forecasts are also performed by Lithuanian banks. The anticipation of skills demand and supply has not been given due attention so far¹⁰¹.

Short-term forecasts

The Lithuanian Labour Exchange interviews more than 5,000 employers every year and produces forecasts of labour force demand for the following year by the groups of occupations. The forecasts are based on a methodology developed by experts from the Swedish National Labour Market Board. The forecasts of labour demand are mainly aimed at foreseeing future changes in the labour force structure in terms of employment and unemployment, taking into consideration demographic and economic factors. The main aims of forecasting employment by groups of occupations include the planning of labour exchanges' activities, aiming for a labour supply-demand balance and anticipating the need for vocational training.

The Lithuanian Labour Exchange also issues a barometer of employment opportunities, which is another short-term forecast. It is based on the expert evaluation of registered labour supply and on labour demand information from the employers' surveys.

Medium-term forecasts

In 2000, in co-operation with Irish experts, the Centre for Vocational Training Methodology developed a methodology for medium-term (up to 5 years) forecasting of changes in the number of employees and training needs in individual economic sectors. The Centre for Vocational Training Methodology produced studies for 4 economic sectors in 2000-2004 to analyse employment dynamics in these sectors.

An econometric model for the medium-term forecasting of demand of qualifications in the Lithuanian labour market, including forecasts of the demand for qualifications in different sectors of the economy has been developed by BGI Consulting and commissioned by the Lithuanian Labour Exchange¹⁰².

¹⁰¹ SYSDÉM report.

¹⁰² BGI Consulting website, available at: <http://www.bgiconsulting.lt/en/main/projects/project1>; SYSDÉM report.

Finally, there have been a number of projects aimed at the matching of skills and shortages of university graduates. This has been done through both quantitative and more qualitative methods.

Table 16.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. two or more sectors	Lithuanian Labour Exchange Employer survey; Lithuanian Labour Exchange barometer			
Working conditions				
Individual sector / branch level	Centre for Vocational Training Methodology medium term forecast of sectoral demand and supply			
Occupations				
Training curriculum / qualifications	Econometric model for the medium-term forecasting of demand of qualifications			

17 Luxembourg

17.1 General overview

There are no Sector Councils in Luxembourg, but there is a recently installed Transversal Council. In addition, various jobs and skills forecasting initiatives are taken on sectoral and national level. Luxembourg's stakeholders seem to have a long tradition of cooperation in the area of skills and employment.

17.1.1 Sector and Transversal Councils

The Permanent Committee on Labour and Employment

The Permanent Committee on Labour and Employment is a relatively new organisation¹⁰³. The Committee was established by Law on 21 December 2007. Its members met for the first time on 26 June 2008. During the meeting, the Committee predominantly discussed the ruling of the European Court of Justice on the European Directive on the Secondment of Workers.

Since the Committee is a relatively new organisation, not much information about its regular activities is available¹⁰⁴. The mission of the Committee however includes monitoring of the situation, development and functioning of the Luxembourg labour market, especially with regards to:

- The optimal usage of the labour force.
- The nature of employment in terms of demand and supply.
- The recruitment of non-EU workers.
- The application of health and safety legislation.
- Measures to prevent unemployment.
- Legislation on relations between the public employment service (ADEM) and employers.

The Committee can launch studies on the structure of the workforce and analyses of changes in professions in order to assess changes in employment, VET, and also compliance with Luxembourg's social law.

¹⁰³ For an overview of the members, please consult paragraph 17.2.1.

¹⁰⁴ Cf. Eurofound (2008). System (2008).

Table 17.17.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils				
Transversal Councils	Permanent Committee			

17.1.2 Forecasting of jobs and skills needs

Sectoral initiatives

Forecasting future skills demand and supply occurs in Luxembourg on both sectoral and national level. The most important sectoral forecasting activity is the survey on ‘the qualifications of tomorrow’ among companies in the industrial sector and in ICT in various other sectors. This survey is being organised by the Business Federation of Luxembourg (FEDIL), together with the Association of Bankers and Banks, Luxembourg (ABBL) and the Chamber of Commerce (CC). The survey has been organised since 1997 and is repeated every two years. The objectives of the survey are:

- Guiding the young and their parents to an professional orientation that matches the needs of the labour market.
- Supply information to public authorities and the professionals in the field of education in order to assure an adequacy between the needs of the enterprises and the training to organize.

The surveys are relatively limited because they ask predominantly to the replacements and to the new jobs that companies are thinking of realizing¹⁰⁵.

Given the fact that the Luxembourgish labour market is basically part of a greater regional labour market, a similar survey has been performed in 2006-2007 by FEDIL that covered the Greater Region of Sarre, Rhineland Palatine, Lorraine, and Wallonia.

Another sectoral forecasting exercise is the qualitative study on the needs of continued professional education in the social sector (disability / care at home) performed by the Institut universitaire international Luxembourg, the Unité de Formation et d’Education Permanente and the Department of Labour and Employment.¹⁰⁶ The study started in 2008 and is still taking place. It also covers the elaboration of a portfolio of continued training for employees of the same sector. The qualitative study basically focuses on changes in the demands and needs of users and whether service providers are able to respond adequately to these new requirements. This in order to create an educational policy that matches the needs of the market.

National initiatives

A last organisation that is concerned with forecasting is the Competitiveness Observatory (ODC). Several organisations (Government, Ministries, research institutes, the statistical

¹⁰⁵ Peer review.

¹⁰⁶ CF. System.

office, and the social partners) are concerned with competitiveness of the Luxembourg economy in terms of research and innovation. It is also one of its aims to bring the National reform programme in line with the European Union Lisbon Strategy. This observatory is especially intended to help the government and the unions to set orientations and policies that enhance the long-term competitiveness of Luxembourg. The ODC has provided input for the development of superior education and research. Luxembourg has made significant progress in these areas over the last years.

In order to prepare Luxembourg for the new skills of the future, the Government has initiated several reforms in the area of (national) education and training. Primary education and professional education systems have been reformed. The latter is reformed on the basis of a lifelong learning concept and included support for the development of continued vocational training as well as the establishment of the University of Luxembourg. The social partners have been involved in these reforms, for example via the ODC.

Table 17.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
labour market, i.e. two or more sectors				
Working conditions				
Individual sector / branch level		X		X
Occupations				
Training curriculum / qualifications		X		

Summarizing overview of Sector and Transversal Councils for jobs and skills needs
Permanent Committee of Labour and Employment (Transversal Council).

17.2 Descriptions of Councils

17.2.1 Comité permanent du travail et de l'emploi

Name of the Council (original language and in English)
Comité permanent du travail et de l'emploi (Permanent Committee on Labour and Employment)

Website address
http://www.itm.lu/itm/partenaires/le-comite-permanent-du-travail-et-de-lemploi-cpte

Stakeholders involved
Four members of the government: Minister of Labour and employment, three ministers to be chosen by the government among the ministers having in their attributions the economy, SMEs, national education and vocational training, the civil service and administrative reform, social security, and equal opportunities.

Stakeholders involved
Four representatives of trade unions, from the private and public sector.
Four representatives from employer organisations, from the following sectors: Industrial, craftsmen, commercial, hotel and restoration, bank, and assurance sectors.

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	X
Explanations:			

Objectives (in brief)
The committee monitors the “situation, development and functioning of the labour market” in Luxembourg, especially regarding: <ul style="list-style-type: none"> • An optimal usage of the workforce; • The nature of employment in terms of supply and demand; • The recruitment of workers from outside of the EU MS; • The application of OSH legislation; • Measures to prevent unemployment; • Legislation on relations between the PES (ADEM) and employers.
In order to achieve this, the committee “may commission studies on the structure of the workforce, as well as analyses of professions and their technical development. Moreover, the committee will examine issues such as changes in employment, vocational training, and breaches of social legislation.” (cf. EIRO)
Because the committee is concerned with the application it includes a special pre-judicial employment body that is intended to “act as a mediator in finding out-of-court settlements of disputes relating to labour law and workers' health and safety.

Does the Council have a sectoral or a transversal approach, please explain: sectors covered by objectives, sectors distinguished in forecasts, etc.
Transversal.

If sectoral approach: which sectors are covered?

If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?
Members include business representatives from the following sectors: Industrial, craftsmen, commercial, hotel and restoration, bank, and assurance sectors.

18 Malta

18.1 General overview

There is one organisation in Malta that functions as a Transversal Council and is mainly concerned with the development and recognition of professional and vocational qualifications. There is no extensive system of job and skills needs forecasting in Malta. There are a number of sectoral studies on future skills gaps and shortages. Between 2002 and 2006, the Employment and Training Corporation (ETC) commissioned a bi-annual barometer aimed at forecasting short term skills shortages and gaps, but was discontinued.

18.1.1 Sector and Transversal Councils

One Transversal Council

In 2000 the Maltese government set up the Malta Professional Vocational Qualification Awards Council (MPVQAC). The Council is responsible for the establishment and maintenance of “a framework for the development, recognition and award of professional and vocational qualifications based on standards of knowledge, skill or competence to be acquired by learners”¹⁰⁷. The Council’s members include representatives from employer organisations, trade unions and various education and training institutes¹⁰⁸. Its objectives include the approval of national standards of knowledge and skills competences, to promote and facilitate life-long learning, to foster the foreign recognition of professional and vocational certificates awarded in Malta, to accredit vocational education and training programmes delivered by training agencies and to endorse certificates awarded by these agencies. The Council meets the definition of a Transversal Council.

Other relevant organisations

The public sector in Malta has a Centre for Policy, Research and Training (CPRT) that is aimed at training and development of public employees and carrying out policy research to support this¹⁰⁹. The CPRT is not specifically aimed at future employment and skills needs and is a government agency. Consequently, it doesn’t meet the definition of a Sector or Transversal Council. The Malta College of Arts, Science and Technology (MCAST) is the main national provider of vocational training. The Malta Federation of

107 http://docs.justice.gov.mt/LegalPub/Legal_Publications%5CLegal_Notices%5CEnglish%5C2000%5C215%20-%202000%20-%20P1975-1982.pdf.

108 ILO - Framework of Actions for the Lifelong Development of Competencies and Qualifications – Malta, available at http://www.ilo.org/public/english/employment/skills/hrdr/init/malta_1.htm.

109 SYSDM report; MPO Circular No. 87/2008, available at: <http://www.mpo.gov.mt/downloads/circulars/2008/087-08-CPRT.pdf>; CPRT website, available at: <http://www.sdo.gov.mt/CPRT.htm>.

Industry (FOI), its member companies and other local employers are involved in curriculum development at MCAST, aiming to “ensure that the knowledge, skills and competencies within the curriculum is both appropriate and relevant for a changing economic landscape and a dynamic and forward looking economy¹¹⁰. Although it is not a Transversal Council, by collaborating with local employers the college does perform some of the functions of a Transversal Council. The Employment and Training Corporation (ETC) is Malta’s Public Employment Service. After consulting with employers, accreditation bodies and education institutes, it has extended its schemes to offer courses that are internationally recognised and are aimed at improving skills for which there is demand on the labour market. In conclusion, Malta has no Sector Councils, but there is one Transversal Council and a number of organisations and initiatives that are somewhat concerned with future employment and skills needs.

Table 17.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils				
Transversal Councils	Malta Professional Vocational Qualification Awards Council (MPVQAC)			

18.1.2 Forecasting of jobs and skills needs

An employer survey and several sector studies

To assess the short term needs of employers, the ETC had a bi-annual survey called the Employment Barometer. The objective of the survey was to forecast vacancy requirements, skills gaps and shortages for the next six to twelve months, as well as question employers on other related topics¹¹¹. The barometer was launched in 2002 but was discontinued in 2006. The National Audit Office notes that “there is no national platform that represents different stakeholders and that provides ETC with advice on future skills required in the labour market”. In other words, it states that there is no Transversal Council in Malta that is directly aimed at future jobs and skills needs. To assess the future demand of environment-related employment and the required skills, the ETC commissioned the ‘Study on Job Creation and Job Training in the Environmental Sector’¹¹², which was funded through the ESF. Also, a sectoral study on skills was carried out in the ICT sector. Through a survey amongst ICT training providers, representing the supply side, and ICT service providers, representing the demand side, this study sought to

110 An employers guide to MCAST and vocational education and training’, MCAST, available at: http://www.mcast.edu.mt/downloads/quicklinks/employers_guide.pdf; ‘Malta: Collective bargaining and continuous vocational training’, European Industrial Relations Observatory online, available at: <http://www.eurofound.europa.eu/eiro/studies/tn0804048s/mt0804049q.htm>.

111 National Audit Office of Malta ‘Performance Audit, ETC’s job matching service: Meeting the requirements of employers and registered job seekers’ available at: <http://www.nao.gov.mt/reports/ETC/ETC.pdf>.

112 ESF 37, ‘Study on Job Creation and Job Training in the Environmental Sector’, available at: <http://www.greenjobsmalta.info/downloads/ETC%20Report.pdf>.

analyse the extent to which ICT skills demands are met by training providers. Also, projecting future employment needs was also part of the study¹¹³. The Business Perceptions Survey, commissioned by the Central Bank of Malta and held amongst employers, includes a forecast of short term employment needs but doesn't provide much detail¹¹⁴. Finally, the National Statistics Office (NSO) provides general statistics on labour market demand and supply. These statistics present the most accurate ongoing picture of the labour market, but aren't used for forecasting.

Table 17.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. two or more sectors	Employment Barometer (2002-2006), Business Perceptions Survey	Employment Barometer (2002-2006)		
Working conditions				
Individual sector / branch level	ICT sector study on job creation and training	ICT sector skills study		
Occupations				
Training curriculum / qualifications	ICT sector study on job creation and training	ICT sector skills study		

18.2 Descriptions of Councils

18.2.1 Malta Professional Vocational Qualification Awards Council

Name of the Council (original language and in English)			
Malta Professional Vocational Qualification Awards Council (MPVQAC)			
Stakeholders involved			
Stakeholders		The chair of the MPVQAC is not associated to any of the stakeholders, but appointed by the Minister responsible for education in consultation with the Minister responsible for employment. Other board members are also appointed by the Minister. In total, the board consists of eleven members.	number of representatives:

113 SYSDM report.

114 Central Bank of Malta, 'QUARTERLY REVIEW 2008, Vol. 41 No. 4', available at: http://www.centralbankmalta.org/updates/downloads/pdfs/qr_2008_4.pdf.

Stakeholders involved			
Business representatives		Two board members represent employers	2
Employee representatives		Two board members represent trade unions	2
Education, Training and Enterprise representatives	Continuing, national and sectoral	One board member represents the Malta College of Arts, Science and Technology and one member represents the University of Malta. Additionally, two persons who in the opinion of the Minister responsible for education adequately represent vocational education and training institutions or professional bodies	4
Government departments	national	The Government is represented by a public servant from the Ministry of Education	1
State Agencies	national	One board member from the Education and Training Corporation acts as deputy chairperson	1

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	x	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
<p>The objectives of the Council are:</p> <p>(a) to establish and maintain a framework for the development, recognition and award of professional and vocational qualifications based on standards of knowledge, skill or competence to be acquired by learners;</p> <p>(b) to promote and facilitate life-long learning access, transfer and progression;</p> <p>(c) to foster the recognition abroad of professional and vocational certificates awarded in Malta under these regulations¹¹⁵.</p>

Does the Council have a sectoral or a transversal approach?
Sectoral <input checked="" type="checkbox"/> Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?
n.a.

115 http://docs.justice.gov.mt/LegalPub/Legal_Publications%5CLegal_Notices%5CEnglish%5C2000%5C215%20-%202000%20-%20P1975-1982.pdf.

Tasks	Yes or no
Analysis of quantitative trends on the labour market	No
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	No
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	No
Other: Life-long learning	The MPVQAC aims to promote and facilitate life-long learning
Implementation of programmes / actions to bridge the gap	Yes
Type of programmes/actions undertaken: The MPVQAC aims to promote the National Professional and Vocational Qualifications System through consultation with other stakeholders, the development of professional and vocational competence standards and the maintenance of a database of national standards of professional and vocational competencies at specific levels	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>
Established in 2000.			

Working methods
Consulting with other stakeholders, development of professional and vocational competence standards through expert working groups, the maintenance of a database of national standards of professional and vocational competencies at specific levels

Costs/budget
n.a.

Tools : qualitative – qualitative + quantitative - future jobs and skills
Qualitativ

Products

Professional and vocational competence standards, a database of national standards, a record of training agencies that have been accredited by the MPVQAC.

Dissemination

Products are disseminated by: print web email other means: "The publication of standards and procedures referred to in this regulation shall be in such form and manner as the Council deems fit"¹¹⁶.

116 http://docs.justice.gov.mt/LegalPub/Legal_Publications%5CLegal_Notices%5CEnglish%5C2000%5C215%20-%202000%20-%20P1975-1982.pdf.

19 The Netherlands

19.1 General overview

The Netherlands have a long tradition with Sector Councils. The earliest examples of such platforms date back to the introduction of the apprenticeship system in the late 19th century. Since then, the council system for consultation at sectoral, nationale and regional level, has proliferated. As shown in table 1, nowadays both Sector and Transversal Councils seek to improve the link between VET and the labour market in a pro-active way.

19.1.1 Sector and Transversal Councils

Initial Vocational training

As regards the *qualitative matching* of skills supply and needs the 17 *Kenniscentra Beroepsonderwijs bedrijfsleven (KBB* – Centres of Expertise on Vocational Education and Training and the Labour Market), which bringing together 30 branches, are the most influential Councils. The board of a KBB consists of representatives of the employers' organisation, the trade unions, the training system and the Ministry of Education. Each statutory KBB – for a listing, see section 2.1 - is responsible for maintaining an optimal match between the skills or competencies required in a specific sector and the contents of the 'occupation competencies profiles' relevant for the sector. Training providers at upper-secondary level, i.e. the post-compulsory age group 16 to 20, base their curricula on these profiles. It is relevant to note that the school-based VET programmes as well as the apprenticeship VET curricula are based upon the same profiles. The training routes differ, the end point, i.e. the qualification gained, is the same. Each of the KBBs has a regional structure. A number of the KBBs, e.g. the one responsible for the health care sector, also publishes reports about the quantitative match between demand and supply at regional and national level.

While the KBBs cater for mainstream training provision, in 2007, a non-statutory Sector Council was set up to ensure a better match between the specific demand on the labour market for middle and higher level technicians and the number of young people opting for a career in this area. The main aim of the national level *Task Force Technology Onderwijs Arbeidsmarkt (TTOA* – Task Force Technology, VET and Labour Market), in which the social partners, training providers, Chambers of Commerce and authorities cooperate, is to improve the quantitative match between demand and supply. In June 2008 four regional Task Forces, with the same composition and objective, were launched.

Continuing Vocational Training

Each of the 140 **Sectorfondsen** (Sectoral Training Funds), covering some 116 sectors, is managed by the sectoral level social partners. Main aim of a Sectoral Fund is to optimise the functioning of the labour market in the sector. The most important way to achieve this aim is to provide and foster continuing training options for employees working in the sector and initial training for adults who are interested in making a career switch. About half of the STF invest in research on trends in the training needs on the labour market. They often do this in cooperation with the sectoral KBB. For a listing of the largest Sectoral Funds, see section 3.1.

A Transversal Council seeks to achieve a balanced – in quantitative and qualitative terms – labour market, taking into account developments in a number of labour market developments. The dozens of regional *Platformen Arbeidsmarkt Onderwijs* (**PAO** – Platform Labour Market Education) aim at the early detection of – mainly quantitative demand - trends on the regional labour market, collecting information about flows in and out of the education and VET system and making this information available to guidance counsellors, VET providers, labour market authorities, etc. The overall objective is that all regional parties can adjust their activities to these trends.

Links between Sector and Transversal Councils

In table 1, one regional level Transversal Council is included: the *Platform Arbeidsmarkt Onderwijs* (Platform Labour market). In the PAO, usually the KBBs (see section 2.1) are one of the partners.

Table 19.1 Summarising overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council	KBBs TTOAs	STF - <i>Sectorfondsen</i>	TTOAs	
Transversal Council			PAOs	

19.1.2 Forecasting of jobs and skills needs

Activities of Sector Councils are supported by a broad range of information sources concerning jobs' and skills' trends on the labour market. In table 2, these sources and tools are mentioned.

A number of the **KBB**'s provide data about quantitative trends in demand and supply at national and regional level.

The purpose of the labour supply and demand panel of **OSA** is to collect and maintain data about the labour force in the Netherlands. The survey is carried out every two years at national level and includes a representative sample of every sector and every type of (potential) employee. It is a longitudinal survey concerning labour demand and supply. It includes questions on the training and education of the work force as well as on employers' demand for skills.

The *Research Centrum voor Onderwijs en Arbeidsmarkt (ROA -Research Centre for education and Labour Market)* project ‘The Labour Market by Education and Occupation up to 2012’ includes analyses of expected labour market developments between 2007 and 2012. It provides a detailed insight into the current and future labour-market position of 104 types of education and 127 occupational groups at regional level. The time horizon of the forecast is 5 years and covers all economic sectors. Every two years an update is published for the next five year period.

The results of the National Survey of Work Conditions of **TNO** re published every two years and concern all economic sectors, and types of work. This survey is used by Ministries, the social partners, and social security organizations and is linked with other labour market surveys to track shifts in demand and supply, by industry and region.

Table 19.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes at the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. Two or more sectors	ROA		ROA	
Work conditions	TNO	OSA		
Individual sector / branch	KBB	KBB	KBB	
Occupations	ROA TNO		ROA TNO	
Training curriculum / qualifications		KBB		

Sources of information

SYSDem questionnaire – the Netherlands (2008).

19.2 Descriptions of Councils

In this section the following Councils are described:

1. *Kenniscentra Beroepsonderwijs Bedrijfsleven.*
2. *Sectorfondsen.*
3. *Task Force Technology Onderwijs Arbeidsmarkt (national and regional level).*
4. *Platform Arbeidsmarkt Onderwijs.*

19.2.1 Kenniscentra Beroepsonderwijs Arbeidsmarkt

Name of the Council (original language and in English)
<i>Kenniscentra Beroepsonderwijs Bedrijfsleven</i> (Centres of Expertise on vocational education, training and the labour mark)

Stakeholders involved			
Stakeholder		In the board of each KBB representatives of three groups of stakeholders are represented.	Number of representatives
Employers' association			33,3% or 50%
Trade union			33,3% or 50%
Education / training organisation	Initial		33,3% or 0%
	Continuing		
Policy maker	National		
	Regional		
Research institute			
Others:			
		In case there is a 50/50 split between the social partners in the board, there is a separate advisory commission in which the training system has half of the seats and the social partners the other half.	

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	(x)	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:	Most of the KBBs have a regionalised structure.		

Objectives (in brief)
<p>By law each KBB has the following tasks:</p> <ul style="list-style-type: none"> - to ensure that sector-specific occupational profiles (at secondary level – not at higher education level), upon which exams and training programmes are based, remain up-to-date with requirements on the labour market; - to advice the Minister on which training programmes should be funded by the State; - to ensure the quality of work-based learning, either as part of an apprenticeship or of a school-based course, through the accreditation of firms and organisations.

Does the Council have a sectoral or a transversal approach?	
Sectoral	X
Transversal	<input type="checkbox"/>
If sectoral approach: which sectors are covered?	
The 17 KBBs cover the following sectors:	
<i>Aequor</i>	Agricultural sectors
<i>Calibris</i>	Health Care, social care and sport
<i>ECABO</i>	Economic/administrative, ICT and security professions
<i>Fundeon</i>	Construction industry & infrastructure
<i>GOC</i>	Graphic & media sector
<i>Inovam</i>	Automotive sector
<i>Kenniscentrum Handel</i>	Retail, wholesales and international trade sectors
<i>Kenteq</i>	Technology sectors
<i>Kenwerk</i>	Hospitality, bakery, tourism, recreation and facility services
<i>KOC Nederland</i>	Hair care, foot care and beauty care

<i>Kenniscentrum PMLF</i>	Process technology, environmental technology, laboratory technology and photonics
<i>Savantis</i>	Painting and maintenance, plastering and finishing, and presentation and communication
<i>SH&M</i>	Furniture and joinery industry, wood trade, wood processing industry, and related industries
<i>SVGB</i>	Health technology and creative craftsmanship
<i>SVO</i>	Fresh food retail and industry
<i>VOC</i>	Vehicle building and body repair industry
<i>VTL</i>	Transport and logistics
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	Yes
Other	
Other	
Implementation of programmes / actions to bridge the gap	Yes
If YES: what kind of programmes / actions are undertaken? KBBs develop new occupational profiles / standards.	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	(X)	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: occupational profiles developed by a KBB can play a role in the provision of Continuing Vocational Training.			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods

Each KBB has a central office and a regionalised structure. Staff of the central office, has the first responsibility for maintaining the quality of the occupational profiles and standards (i.e. the qualification structure). The regional staff has first responsibility for attracting new training places in firm and in (re)accrediting their quality. In addition most of the KBBs are involved in (a) developing information materials for those who are making a career choice, (b) in developing Assessment of Prior Learning procedures and (c) in recognition procedures of foreign diplomas. Labour Market Information, both quantitative and qualitative, is collected either by the KBB itself or this task is commissioned to outside research institutes.

New or updated occupational profiles and qualification structures are approved by the board of the KBB. The board usually meets 3 or 4 time a year. Whenever necessary, board member are informed or contacted by (e-)mail and phone.

Costs/budget

KBBs are financed by the Ministries of Education, Culture and Science and of Agriculture. The size of a KBB's budget depends mainly on the overall number of trainees the KBB is responsible for.

Tools : qualitative – qualitative + quantitative - future jobs and skills

KBBs, taken together, apply the full range of research tools to monitor qualitative trends on the labour market as regards the need for new skills and competencies. As regards the qualitative trends the KBBs have joint website (www.kansopwerk.nl) which gives regional level indications (high to low probability) of finding a job in the coming years with a particular diploma. Guestimates are based on information provided by open sources included in table 2 (ROA, OSA) and on results from studies carried out by KBBs themselves, or by other research institutes, on commission.

Products

- Main products include:
- occupational profiles and standards;
- revised qualification structures;
- quantitative information about job opportunities in the near future;
- information materials for young people and parents involved in choosing a career pathway;
- procedures for Assessment of Prior Learning
- information and training materials for firms to enhance the quality of firm-based training.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Ministerie van Onderwijs, Cultuur en Wetenschap (2009).

19.2.2 Sectorfondsen

Name of the Council (original language and in English)	
Sectorfondsen	Sectoral Training Fund

Stakeholders involved			
Stakeholder		In 2007 there were 140 Sectoral Training Funds, covering 116 sectors.	Number of representatives
Employers' association		As most STFs are linked to sectoral collective labour agreements, the parties involved in the labour agreement negotiations are also represented in the STF board.	50%
Trade union			50%
Education / training organisation	Initial		
	Continuing		
Policy maker	National		
	Regional		
Research institute			
Others:			
		In between the board of directors of the Fund and the executive office, a number of Sectoral Training Funds have a steering committee (both social partners have 50% of the seats) which discusses and decides on policy priorities of the Fund.	

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
<p>The overall aim is to optimise the functioning of the sectoral level labour market through actions aimed at attracting and retaining well qualified employees by offering stimulating employment, training and high quality work environments.</p> <p>This objective is achieved by, inter alia, developing and implementing policies for improving:</p> <ul style="list-style-type: none"> - continuing training and supporting initial training (see box: products, below); - work content, conditions and relations; - HRD activities, including child day care facilities; - (re-)integration of unemployed workers and specific target groups.

Does the Council have a sectoral or a transversal approach?	
Sectoral <input checked="" type="checkbox"/>	Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?	
See section 3.1 for an overview of the most important STF, linked to the relevant KBBs. For a listing of all 140 Sectoral Training Funds, see Donker, P., Velden J. van, Siegert, J., Groenendijk, R., Kogel M. & de Sincer, E. (2008).	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and vet providers	
Other	
Other	
Implementation of programmes / actions to bridge the gap	Yes
If YES: what kind of programmes / actions are undertaken? See section products, below.	

Scope	Yes	No	Don't know
Initial vocational education and training	(X)	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: some of the Sectoral training Funds cooperate with KBBs.			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods

While the board of directors of a Sectoral Training Fund meets two to four times a year, steering committees meet between 4 tot 10 times a year. While the Board has a general management task, the steering committee sets out the policy priorities. None of the directors or members of the steering committees are directly involved in carrying out STF tasks. This is done by an office with an executive director. At least seven different organisational arrangements are applied to carry out the organisational tasks.

Costs/budget

Tools : qualitative – qualitative + quantitative - future jobs and skills

Sectoral Training Funds, taken as a group, apply the full range of research methods available to review options to better match the supply and demand for skills and jobs.

Products

Sectoral Training Funds develop a range of products. Focussing on those related to training, these include:

- career guidance materials (43% of STF);
- labour market trend studies;
- studies to assess the needs for continuing training (36%);
- occupational profiles (44%);
- curricula for CVT, support materials for IVET (53%);
- Internet based 'shops' where CVT courses are available;
- assessment of prior learning procedures (37%).

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Donker van Heel, P., Velden J. van, Siegert, J., Groenendijk, R., Kogel, M. de, Sincer, E. (2008). Cedefop (2008b).

19.2.3 Task Force Technology Onderwijs Arbeidsmarkt (national and regional evel)

Name of the Council (original language and in English)

Task Force Technology Onderwijs Arbeidsmarkt (national and regional level)

Task Force Technology Vocational Education and Training and Labour Market

Stakeholders involved

Stakeholder		In each of the 4 starting regions, the Taskforce is bringing together all organisations and networks involved in activities related to technology.	Represented
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Stakeholders involved			
Employers' association			yes
Trade union			yes
Education / training organisation	Initial		yes
	Continuing		yes
Policy maker	National	The Ministries of Education, Culture and Science, of Economic Affairs and of Social Affairs and Employment are involved at national level	
	Regional		yes
Research institute			yes
others:		The regional level Taskforces are supported by national level organisation like KBBs (see section 2.1) and the national Platform BetaTechniek	

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:	In addition to the national level taskforce Technology Onderwijs Arbeidsmarkt (Technology VET and Labour Market), four regional TTAOs have been set up end 2008 / beginning 2009: Rijnmond Rotterdam, Twente, Eindhoven and Zuid Limburg.		

Objectives (in brief)
To tackle the shortages as regards technicians and technological experts at secondary and tertiary level by: <ul style="list-style-type: none"> - increasing the inflow and qualified outflow of young people through the VET system; - fostering the inflow into the technology sector of trainees from other sectors; - attracting and retaining more workers to and in the sector - enhancing labour migration where necessary.

Does the Council have a sectoral or a transversal approach?
Sectoral <input checked="" type="checkbox"/> Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?
In the approaches of the Taskforces they aim at a mix of the technical and IT sectors. At technical aspects permeates almost all other sectors,
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and vet providers	Yes
Other	
Other	
Implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	X	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	<input type="checkbox"/>	X	<input type="checkbox"/>
If no: the national and regional Taskforces are set up as part of the government's policy to stimulate the inflow of talent into the technology sector. In principle, the Taskforces are seen as temporary organisations which aim at bundling and focussing already on-going initiatives in the region. No end date, however, is set for their activities.			
Permanent	<input type="checkbox"/>	X	<input type="checkbox"/>

Working methods
For the time being the regional taskforces are developing their working plans. In each region a 'technology czar' is appointed, who, supported by a small team, is meeting with the various parties to set regional goals and develop plans to achieve them.

Costs/budget

Tools : qualitative – qualitative + quantitative - future jobs and skills
A wide range of tools are applied, including quantitative models to forecast mismatches between demand and supply of technological expertise.

Products
Regional Taskforces have started. The first products include cooperation agreements and planning documents. In the region Zuid Limburg, studies have been undertaken to monitor the labour market situation, a new initiative as regards air plane maintenance has started and options to attract and retain more workers to the sector are reviewed.

Dissemination
Products are disseminated by: print <input checked="" type="checkbox"/> web <input checked="" type="checkbox"/> email <input type="checkbox"/> other means:

Sources of information

Niet, Aad van der (2008). *Taskforce Technology en Arbeidsmarkt – beelden van vier voorlooptregio's*. Den Haag, ministerie van Economische Zaken.

TOA Limburg (2009): retrieved from: <http://limburg.toalimburg.nl/home/>

19.2.4 Platform Arbeidsmarkt Onderwijs Amsterdam

There are several regional and local level PAO in the Netherlands. The Amsterdam PAO is used as an example to illustrate this transversal approach.

Name of the Council (original language and in English)

Stakeholders involved			
Stakeholder			Number of representatives
Employers' association			11 partners
Trade union		Trade unions are represented through their partnership with the Chambers of Commerce	3 partners
Education / training organisation	Initial	Ranging from post-secondary Regional Training Colleges, to higher education institutes and Universities. Eight kbbs and the COLO, their national level organisation	10 partners 9 partners
	Continuing		
Policy maker	National		
	Regional	City level services	3 partners
Research institute			
Others:		Institutes responsible for the re-integration of the unemployed	2 partners

Level of organisation	Yes	No	Don't know
National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
<p>Overall aim of the PAO is to stimulate the local and regional economy, by better bridging the demands on the labour market and the competencies of young people entering the labour market and of those already on the labour market.</p> <p>Main activities include (a) the regular publication of a quantitative labour market monitor, each time including a more qualitative analysis of a specific sector, as information for those making a career choice. In addition, usually a sector specific action plan is launched; (b) meetings between employers and the VET system to foster joint training</p>

Does the Council have a sectoral or a transversal approach?
Sectoral <input type="checkbox"/> Transversal X
If sectoral approach: which sectors are covered?
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?
KBBs (see section 2.1) have a sectoral approach. They are partners in the PAO.

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and vet providers	Yes
Other	
Other	
Implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken? See section products, below	

Scope	Yes	No	Don't know
Initial vocational education and training	X	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	(X)	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: CVT is often a part of the sectoral level action plans.			

Position	Yes	No	Don't know
Statutory	<input type="checkbox"/>	X	<input type="checkbox"/>
If no: each PAO is a local or regional level initiative.			
Permanent	<input type="checkbox"/>	X	<input type="checkbox"/>

Working methods

PAO Amsterdam is co-ordinated by a small project office, with 8 staff. The office is responsible, after consulting with the partners, preparing and implementing an annual action programme.

Costs/budget

Main funding comes from the city of Amsterdam. Most of the partners, in particular the KBBs, contribute in kind.

Tools : qualitative – qualitative + quantitative - future jobs and skills

PAO Amsterdam commissions studies on trends in the labour market. Research institutes apply both quantitative and qualitative methods to identify and describe these trends.

Products

The main products include:

- research reports on quantitative trends on the regional labour market, and on more qualitative trends (what kinds of skills are required in the near future) on sectoral labour markets;
- materials to enhance the role of firms in the provision of VET;
- guidance materials for pupils in the lower secondary stage.

Dissemination

Products are disseminated by: print X web X email other means:

Sources of information

PAO Amsterdam (2009).

Background information

An overview of the largest Sectoral Funds

Agriculture:

Colland Arbeidsmarktbeleid: The Agriculture and Horticulture Collective in Holland Labour Market Policy (*Collectief, land- en tuinbouw in Holland Arbeidsmarktbeleid*, representing 200.000 employees) is an amalgamation of several agrarian funds. Since 2005 they operate under the name of Colland.

Industry:

VAPRO-OVP: Foundation Vocational Training Process Industry – Education Fund Vocational Training Process Industry (*Stichting Vakopleiding Procesindustrie – Opleidingsfonds Vakopleidingen Procesindustrie*, representing 400,000 employees).

A&O Metalektro: Labour Market and Education in Metal Electro (*Arbeidsmarkt en Opleiding in de Metalektro*, representing 190.000 employees).

OOM: Education and Innovation Fund Metal Industry (*Opleidings- en Ontwikkelingsfonds voor het Metaalbewerkingsbedrijf*, representing 140,000 employees).

OTIB: Education and Innovation Fund for the Technical Install Business (*Opleidings- en Ontwikkelingsfonds voor het Technisch Installatiebedrijf*, representing 140,000 employees).

SOL: Foundation Education Fund Food Industry (*Stichting Opleidingsfond Levensmiddelenindustrie*, representing 112,000 employees).

Energy and water:

O&O ENb: Education and Innovation Fund Energy and Public Utilities (*Opleidings- en Ontwikkelingsfonds Energie en Nutsbedrijven*). This is the largest fund in the branch, representing 50.000 employees.

Construction:

O&O Bouwnijverheid: Education and Innovation Fund for the Building Industry (*Opleidings- en Ontwikkelingsfonds voor de Bouwnijverheid*, representing 140.000 employees).

Commerce:

SOD: Education Fund Retail Trade (*Opleidingsfonds Detailhandel*, representing 730.000 employees).

Transportation & Communication:

The number of represented employees in this branch are less than 100.000.

SFT: Social Fund Taxi Transportation (*Sociaal Fonds Taxivervoer*) is the largest fund in the sector and represents 25.000 employees.

Public Services:

FCB *Fonds Collectieve Belangen Dienstverleners in Arbeidsmarkt-vraagstukken* (Fund Collective Interests in Labour Market Issues) represent 250,000 employees in branches such as Welfare, Youthcare and Childcare.

A+O Fonds Gemeenten: Labour Market and Education Fund Municipalities (*Stichting Arbeidsmarkt- en Opleidingsfonds Gemeenten*, representing 175,000 employees).

A+O Fonds Rijk: Labour Market and Education Fund Government (*Stichting Arbeidsmarkt- en Opleidingsfonds Rijk*, representing 110.000 employees).

Other Services/commercial services:

RAS: Council for Labour Relations in the Cleaning- and Window-cleaner Business (*Raad voor Arbeidsverhoudingen Schoonmaak- en Glazenwassersbranche*, representing 163.000 employees).

References

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Ministerie van Onderwijs, Cultuur en Wetenschap (2009). *Wet Educatie en Beroepsopleiding*. Retrieved from: http://wetten.overheid.nl/BWBR0007625/geldigheidsdatum_06-05-2009

Niet, Aad van der (2008). *Taskforce Technology en Arbeidsmarkt – beelden van vier voorloopregio's*. Den Haag, Ministerie van Economische Zaken.

PAO Amsterdam (2009) . Retrieved from: <http://www.pao.amsterdam.nl/>

SYSDEM questionnaire – the Netherlands (2008), as part of the ‘New skills for new jobs initiative’ of the European Commission.

TOA Limburg (2009): retrieved from: <http://limburg.toalimburg.nl/home/>

20 Poland

20.1 General overview

20.1.1 Sector and Transversal Councils

Initial vocational education and training

An important, national level Transversal Council for social partners' involvement in vocational education and training is the Tripartite Commission on Socio-Economic Issues, established in 1994. The Commission has representatives of national level authorities, employers organizations, the large trade unions and some sectoral trade unions. The Commission, which is part of the Social Dialogue, has an advisory capacity as regards VET issues.

Linked to the Ministry of Education there is the transversal Special Advisory Group on Vocational Education, with members from five ministries, employers' and employees' associations and federations, main central institution and some experts. The group, which meets every two months, makes recommendations and acts as a 'critical friend' towards the Ministry.

Neither of these two Councils falls under the definition of a Sector Council as applied in this study. As the Commission and the Advisory Group have a mainly advisory role as regards initial training it was decided not to regard them as Transversal Councils.

The Ministry of National Education is the linking pin as regards the development and upgrading of occupational profiles or curriculum outlines for vocational education and training curricula. On the initiative of the Ministry of National Education or another Ministry which has first responsibility for IVET in a specific sector of the economy a **departmental working group** is set up to develop or upgrade the framework for the new training curriculum. This framework contains the main objectives - in terms of competencies, skills and knowledge - of the course, an overview of the contents to be taught and of the main teaching methods to be applied. In addition there is a section in which, on the basis of a analysis of trends on the labour market, the need for the new course is underlined and in which both the relevant employers' associations and trade unions explain why the new course is necessary. Though it is not fully clear whether or not the representatives of the social partners are member or advisors of the working group, it was – given the prominent role of the social partners in the process - decided to regard the working groups as Sector Councils.

At regional / local level head masters of vocational schools play a decisive role in the planning of the provision of training curricula. Decisions about which courses will be

provided are taken in consultation with local and regional authorities and bodies. One of the most important ones in this respect is the Regional Employment Councils. This Council has members coming from the local and regional authorities, the trade unions, the employers, farmer organizations and NGO's. Though the advice of this Council is important, in the light of the status of the Council it was decided not to regard it as a regional Transversal Council.

Table 20.1 Summarising overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council	Departmental working group			
Transversal Council				

20.1.2 Forecasting of jobs and skills needs

As regards forecasting trends on the labour market, in Poland the focus is, as yet, mainly on the quantitative demand side. In the last years steps have been taken to develop both national and regional level approaches.

At national level the *System Prognozowania Popytu na Pracę (SPPP - Labour Demand Forecasting System)* was developed in 2004. It is IT system designed to produce updates on trends in quantitative demands – in terms of qualifications - on the national and regional labour markets. However, in 2006 the system ceased functioning and, though its re-launch is planned, a new starting date is as yet not set.

In 2006, at regional level and partly based on the SPPP data, methods for making **provincial forecast** were developed using various multidimensional statistical methods. For provinces, including Lodzkie and Mazovia, once off forecasts were made of demand / supply trends.

Currently, the main sources of quantitative information about the situation on the labour market are the statistics produced by the Public Employment System. PES publishes, since 2004, regularly information about the deficits and surpluses in occupations at national and regional level. The need is noted to enhance the forecasting part of the PES model – till now it produces ex post analyses – and to improve the transfer of the information to the education and training system, so that aims and contents can be adjusted to changing needs on the labour market.

A lack of tools is reported as regards the transfer of this information to the (vocational) education system.

Table 20.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. two or more sectors	PES (SPPP)		PES (SPPP)	
Individual sector / branch			(Provincial forecasts)	
Occupations	PES		PES	

Approaches mentioned between brackets refer to tools which have been developed but are not applied on a regular basis

20.2 Descriptions of Councils

In this section the following Council is described:

1 Departmental working group

20.2.1 Departmental working group

Name of the Council (original language and in English)				
Departmental working group				
Stakeholders involved				
Stakeholder				number of representatives
Employers' association		yes		
Trade union		yes		
Education / training organisation	Initial			
	Continuing			
Policy maker	National	Ministry of National Education or other Department		
	Regional			
Research institute				
others:				
Level of organisation	Yes	No	Don't know	
National	x	<input type="checkbox"/>	<input type="checkbox"/>	
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Objectives (in brief)				
The main objective of a working group is to develop or upgrade the framework for an initial training curriculum.				

Does the Council have a sectoral or a transversal approach?	
Sectoral	<input checked="" type="checkbox"/>
Transversal	<input type="checkbox"/>
If sectoral approach: which sectors are covered?	
All sectors with a collective labour agreement.	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
analysis of quantitative trends on the labour market	Yes
analysis of qualitative trends on the labour market	Yes
making (policy) proposals on bridging the quantitative gap	No
making (policy) proposals on bridging the qualitative gap	Yes
fostering co-operation between firms and VET providers	No
implementation of programmes / actions to bridge the gap	No
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Working methods

Costs/budget

Tools : qualitative – qualitative + quantitative - future jobs and skills

As part of the development a quantitative analysis of the labour market is carried out.

Products

An occupational profile and a framework for a new curriculum

Dissemination

Products are disseminated by: print web email other means:

21 Portugal

21.1 General overview

The systematic anticipation of skill needs is not very well defined.....

In Portugal, the system for the identification and anticipation of skills needs is not very developed¹¹⁷. The existing system is a decentralised system, which means that the system focuses mainly on trade, sector or local levels. At national level, systematic anticipation of skill needs is not very well defined. In this system, the skill needs analysis is undertaken in the framework of development of occupational standards, professional profiles and sectoral and regional analyses¹¹⁸.

The reason that systematic anticipation of skill needs is not very well defined is due to the low overall level of education of Portugal's population. As the starting point was so low and the shortages so high there was no sufficient time to focus on future skills needs¹¹⁹.

.....but it is improving.

However, a research team is developing a qualitative method for forecasting future skills needs commissioned by the Ministry of Labour and Social Security. Furthermore, in March 2009 there were 16 Sector Councils (Conselhos Sectoriais) existing in Portugal, although it is not clear whether the Councils started to work yet. The Councils are created by the National Agency for Qualifying ("Agência Nacional de Qualificação", ANQ). The Ministry of Labour wants to cooperate with the Sector Councils on the forecasting of future skills needs as the knowledge of the stakeholders is valued highly. The interaction of the Ministry with the Sector Councils would form an integrated system to reduce the skills gap and to make policies on future skills¹²⁰.

21.1.2 Sector and Transversal Councils

Sector Councils

According to the Ministry of Labour and Social Security, in March 2009 there were 16 Sector Councils (Conselhos Sectoriais) existing in Portugal, although it is not clear whether the Councils started to work yet¹²¹. The Councils were created by the National Agency for Qualifying ("Agência Nacional de Qualificação", ANQ), which is a public

117 Systems for Anticipation Skills Needs_en.pdf.

118 Systems for Anticipation Skills Needs_en.pdf.

119 SYSDM, Nádía Nogueira Simões.

120 Nádía Nogueira Simões (SYSDM correspondent).

121 Nádía Nogueira Simões (SYSDM correspondent).

institution and is subject to the Ministry of Labour and Social Solidarity and the Ministry of Education. The ANQ has administrative, financial and pedagogical autonomy¹²². The activities of the Councils are monitored by the ANQ.

The methodology used by the Councils is (or will be) mainly qualitative and in the first phase focused on the current skills needs and not on future skills needs. The stakeholders of the Sector Councils are specialists appointed by the Ministry of Labour, trade unions and employers associations in the corresponding sectors, companies, training institutions with local or regional specialisation and independent experts. The Councils have a maximum of 10 members¹²³.

There is uncertainty regarding the future relation of the Councils and policy making as in 2009 elections will be held. A change in the political party could change the importance put on matching of skills demand and supply and the influence of the Sector Councils on policy-making¹²⁴.

Partnership document: Strategic Plan for the Development of Human Resources in the Tourism Sector

The government, the employers' confederation in tourism industries and the trade union confederations signed the Partnership document the "Strategic Plan for the Development of Human Resources in the Tourism Sector". In November 2008 the partnership was not active yet, but it is not clear whether they started to work in the meantime¹²⁵. The aim of this partnership is to identify competence and qualification needs, the strengths and weaknesses of the VET in the tourism sector and to develop human resources for the sector for a short period, a period of three and a period of ten years. Within this framework it is possible for young people who have completed courses in the Vocational Training Centres that are directly managed by the Institute of Employment and Occupational Training (IEPF), to take exams and to get certified. A constitutional element of the strategy is the tripartite regulation of the VET-system in tourism¹²⁶.

21.1.3 Forecasting of jobs and skills needs

The Ministry of Labour and Social Security

At the moment a research team is developing a qualitative method for forecasting future skills needs commissioned by the Ministry of Labour and Social Security. This method is expected to be ready by the end of 2009. The forecasting of future skills needs will be done based on data on current skills needs. The estimation of current needs will be based on the information of job centres on vacancies and surveys carried out in enterprises on job vacancies and skills needs. The ministry also wants to cooperate with the Sector

122 <http://www.en.anq.gov.pt/>.

123 Nádia Nogueira Simões (SYSDM correspondent).

124 Nádia Nogueira Simões (SYSDM correspondent).

125 Nádia Nogueira Simões (SYSDM correspondent).

126 <http://www.eurofound.europa.eu/eiro/studies/tn0804048s/pt0804049q.htm>.

Councils on the forecasting of future skills needs as the knowledge of the stakeholders, especially the Social Partners, is valued highly¹²⁷.

Institute for Quality in Vocational Training

The Institute for Quality in Vocational Training (IQF) undertakes several occupational and prospective studies at sectoral level. These studies are an essential tool for improving the quality of vocational training as they focus on necessary competences to improve competitiveness. “The IQF is a public institute with responsibilities on the strategic support to the training entities and trainers for which it "develops projects and partnerships that aim to the building of a training system more structured, qualified and adapted to the needs of people and organisations”¹²⁸.

Vocational Training Centre CINEL

The Vocational Training Centre CINEL, which is jointly managed by the Employer Associations and the IEFP (Public Employment Service), identified vocational training needs for the electric and electronic sector in 2005. They also identified the methods for carrying out training actions to meet those needs and they developed several training manuals¹²⁹.

The Qualifications Catalogue

A catalogue that could be used for forecasting and monitoring of future skills demand is ‘The Qualifications Catalogue’. This catalogue contains extensive information about the general and specific skills that are needed to develop several professions (qualifications lower than tertiary education). The catalogue was developed and updated in close cooperation with companies to be able to match the courses to the skills needs¹³⁰.

Table 21.1 Overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. Two or more sectors		x		
Individual sector / branch		x		
Occupations		x		
Training curriculum / qualifications		x		

127 Nádía Nogueira Simões (SYSDM correspondent).

128 <http://www.einclusion-eu.org/ShowCase.asp?CaseTitleID=558&CaseID=2168>.

129 ILO: http://www.ilo.org/public/english/employment/skills/hrdr/topic_n/t_56_por.htm.

130 SYSDM.

22 Romania

22.1 General overview

Romania has a short history as regards Sector and Transversal Councils. The launch of the current structures, which are still ‘under construction’, only dates back to the last years of the twentieth century. As regards the qualitative match between future skills needs and the aims and contents of training programmes important first organisational steps are taken. As yet there no regular mechanism for forecasting skills needs and availability of job openings in the (near) future.

22.1.1 Sector and Transversal Councils

Initial Vocational education and Training

The statutory National Adult Training Board was (NATB Please provide the board’s name in full in Romanian) was set up in 2000. The tripartite board has 15 members, representing the public administration, employers’ organisations and the trade unions. The chairperson, the President, is appointed by the Prime Minister at the proposal of the ministers of Education and of Labour. The activities of the board are carried out by a technical secretariat. The NATB acts as the national Authority for Qualifications, under the auspices of the Ministry of Labour and of the Ministry of Education. In addition, the NATB is the national level authority which accredits providers of adult education / continuing training and organisations which carry out assessments of prior learning procedures (assessment centres).

NATB’s main tasks are to produce occupational profiles, reflecting current and future skills needs, and to set occupational standards with the support of the sectoral committees (see below). These occupational standards play an important role in both initial and continuing training. The Ministry of Education bases the aims and contents of IVET training curricula, for students in the Arts and Craft schools (to become: Technological Colleges), on learning outcomes derived from training standards, which are based on occupational standards. Private CVT programmes are based on the same occupational standards and they are authorized by NATB. Occupational standards are also used in the evaluation of non-formal education offered in assessment centres.

NATB’s role as the National Authority for Qualification opened a new area of partnership beginning with the launch in 2005 of 23 **sectoral committees** at the national level. They were set up on a tripartite agreement concluded between trade unions, employers associations and the government in 2004. Each of the 23 sectoral committees has representatives from trade unions and employers associations in the sector, occupational

associations and, where relevant, authorities for regulated professions. The Sector Committees receive methodological support and coordination from the NATB.

The role of the sectoral committees is to approve qualifications, to validate occupational standards, to promote CVT, to participate in the elaboration of national strategies in the sector and to make occupational studies. With support from a Phare project between 2004 and 2006 occupational analyses were carried out in 19 sectors resulting in 282 standards.

The most active sectoral committees during the last 5 years were in the sectors Constructions, Transport, Agricultural, Forestry, Tourism, Machines' Construction, Health and Social, Environment, Textiles, Chemistry, Culture, Food Processing Industry and Education.

A new law was approved to re-organise the sectoral committees into public interest institutions, instead of NGOs. As part of the new law the committees will receive a budget from the state.

At regional level the **Regional and Local Committees for Vocational Education and Training** are active. In these Committees the regional level social partners and training providers, falling under the ministry of Education, are represented. Their main task is, supported by research institutes, to analyse trends on the regional labour market and to promote the adjustment of the initial training provision, both in terms of the type as well as the level of IVET, to these needs.

Continuing Vocational Training

Both the National Adult Training Board and the sectoral committees deal with both initial and continuing training.

Table 21.1 Summarising overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council	Sectoral committees	Sectoral committees		
Transversal Council			Local and regional committees for VET	

22.1.2 Forecasting of jobs and skills needs

As yet there no regular mechanism for forecasting skills needs and availability of job openings in the (near) future. Over the last years significant experiences in developing methods for forecasting quantitative skills needs through once-off projects. In this context the National Scientific Research Institute in the field of Labour and Social Protection has to be mentioned.

With support coming from, among others, the European Union and the World Bank, methodologies have been developed and projects carried out as regards:

- A macro-economic model, which aims at giving indications of the broad trends as regards skills needs – at various levels - on the labour market.
- A survey approach aimed at 2,400 firms - both large enterprises and SMEs - to provide an in-depth view on the demand for specific skills.

Both approaches have been implemented at regional and at national level.

Late 2005, in addition to these tested methodologies, some 150 occupational profiles resulted from the projects. They were handed over to the various Sector Committees. On the basis of the trends in these profiles a set of broad, nationwide scenarios on the demand for skills (also at the level of groups of occupations) in the next 5-6 years were outlined.

Table 21.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. Two or more sectors	Model developed			
Work conditions				
Individual sector / branch		Model developed		
Occupations				
Training curriculum / qualifications				

Sources of information

Answers to the SYSDem questionnaire on anticipation of skills demand and supply - Romania. (2008)

Ghinariu, Catalin (2009)

Zarojanu, Felicia (2009)

22.2 Descriptions of Councils

In this section the following Councils are described:

Sectoral Committees

Local and regional committee for VET Please provide the name in Romanian

22.2.1 Sectoral Committee

Name of the Council (original language and in English)
Sectoral Committee

Stakeholders involved			
Stakeholder			Number of representatives
Employers' association		Names of the organisations (if possible)	Number or % of members
Trade union		Names of the organisations (if possible)	Number or % of members
Education / training organisation	Initial		??
	Continuing		
Policy maker	National		??
	Regional		
Research institute			
others:		Authority for regulated professions in the sector	Number or % of members

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
To ensure the qualitative match between demand and supply by developing occupational standards
To approve new / revised vocational qualifications
To carry out (or have carried out) studies on qualitative and quantitative trends on the labour market
To promote IVET and CVT

Does the Council have a sectoral or a transversal approach?
Sectoral <input checked="" type="checkbox"/> Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?
Please indicate the 23 sectors for which the committees are responsible
If transversal approach: what kind of relationships exist with stakeholders adopting a transversal approach?

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and vet providers	
Other	
Other	
Implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	X	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	(X)	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	(X)	<input type="checkbox"/>	<input type="checkbox"/>
Up to 2009 the committees had a NGO status. The plan is to transform them into public interest institutions.			

Working methods
N/A

Costs/budget
N/A

Tools : qualitative – qualitative + quantitative - future jobs and skills
N/A

Products
A list of approved vocational qualifications
A series of occupational profiles and standards
Promotion materials for CVT

Dissemination
Products are disseminated by: print <input checked="" type="checkbox"/> web <input checked="" type="checkbox"/> email <input type="checkbox"/> other means: CORRECT?

Sources of information

Answers to the SYSDM questionnaire on anticipation of skills demand and supply - Romania (2008).

22.2.2 Local and regional committees for Vocational Education and Training

Name of the Council (original language and in English)
Please provide the name in Romanian Local and regional committees for Vocational Education and training

Stakeholders involved			
Stakeholder			number of representatives
Employers' association		Names of the organisations (if possible)	number or % of members
Trade union		Names of the organisations (if possible)	number or % of members
Education / training organisation	initial	Names of the organisations (if possible)	number or % of members
	continuing		
Policy maker	national		
	regional	Names of the organisations (if possible)	number or % of members
Research institute			??
others:			

Level of organisation	Yes	No	Don't know
National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
To develop local and regional plans for qualitative and quantitative VET planning

Does the Council have a sectoral or a transversal approach?	
Sectoral <input type="checkbox"/>	Transversal <input checked="" type="checkbox"/>
If sectoral approach: which sectors are covered?	
<p>The Sectoral Committees in Romania cover the whole economic area. The 23 existing Sectoral Committees are:</p> <ul style="list-style-type: none"> • Constructions (<i>Constructii</i>) • Food industry, drinks and tobacco (<i>Industria alimentara, a bauturilor si a tutunului</i>) • Tourism, hotels and restaurants (<i>Turism, hoteluri, restaurante</i>) • Machines constructions, fine mechanics, equipments (<i>Constructii de masini, mecanica fina, echipamente si aparatura</i>) • Agriculture, <i>pisciculture</i>, fishing (<i>Agricultura, piscicultura, pescuit</i>) • Environment protection (<i>Protectia mediului</i>) • Chemistry, petrol-chemistry (<i>Chimie, petrochimie</i>) • Electro technique, automatics, electronics (<i>Electrotehnica, automatica, electronica</i>) • Forestry, wood processing, cellulose and paper (<i>Silvicultura, exploatarea si prelucrarea lemnului, celuloza si hartie</i>) • Textile industry, manufacture, leather goods and footwear (<i>Industria textile, confectii, pielarie, incaltaminte</i>) • Transport (<i>Transporturi</i>) • Information technology, communication and post (<i>Tehnologia informatiei, comunicatii, posta</i>) • Health, hygiene, social services (<i>Sanatate, igiena, servicii sociale</i>) • Culture, handicrafts and traditional trades (<i>Cultura, artizanat si mestesuguri traditionale</i>) • Construction materials, cement industry, glass industry and fine ceramics (<i>Materiale de constructii, industria cimentului, industria sticlei si a ceramicii fine</i>) • Massmedia, printing and typing (<i>Mess-media, edituri si tipografie</i>) • Commerce (<i>Comert</i>) • Administration and public services (<i>Administratie si servicii publice</i>) • Education and training, research and design, sport (<i>Educatie si formare profesionala, cercetare proiectare, sport</i>) • Geology, resources extraction industry, energy (<i>Geologie, industrie extractive, energetica</i>) • Financial activities, banking, assurances (<i>Activitati financiare, bancare, de asigurari</i>) • Ferrous and non-ferrous metallurgy, refractory products (<i>Metalurgie feroasa si neferoasa, produse refractare</i>) • Other industries and services (<i>Alte industrii si servicii</i>) <p>Based on the new legislation these 23 sectors will be reorganized in 32 economic branches in accordance with the Collective Contract at the National Level. In this way some sectors will be divided and others will be moved. The process will take place in the last quarter of this year. The legislation is still in Parliament.</p>	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and vet providers	Yes ??
Other	
Other	
Implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	X	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input type="checkbox"/> ????	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
N/A

Costs/budget
N/A

Tools : qualitative – qualitative + quantitative - future jobs and skills
N/A

Products

A regularly updated plan for the planning of initial vocational educations and training in the region.

Dissemination

Products are disseminated by: print web email other means: CORRECT

Sources of information

Answers to the SYSDem questionnaire on anticipation of skills demand and supply. (2008)

References

Answers to the SYSDem questionnaire on anticipation of skills demand and supply. – Romania (2008). Brussels, European Commission

Ghinariu, Catalin (2009). Interview and e-mail information. Bucharest, National Scientific Research Institute on Labour and Social Protection

Zarojanu, Felicia (2009). E-mail information. Bucharest, CNFPA

23 Slovakia

23.1 General overview

Sector Councils are still in their early stages of development. They are an important part of the modernisation programme ‘Slovakia 21’. A series of pilot projects, (e.g. in the automotive industry, is launched to develop methodologies to identify skills needs. Simultaneously, strategies to develop training curricula in response to identified needs are being tested.

23.1.1 Sector and Transversal Councils

The State Vocational Education Institute (SVEI - Štátny inštitút odborného vzdelávania) originated from the Youth Vocational Education Institute and was formed by the transformation of its divisions, extension of its activities and competencies in the field of secondary vocational education. It is established by the Ministry of Education of the Slovak Republic and the Institute cooperates with all ministries and their educational institutions. In 2006, the Ministry of Education assigned three tasks to the SVEI, i.e.:

- to elaborate a proposal of the system to coordinate VET and the labour market,
- to develop a two-level model of educational programmes at national and school level (national and school curriculum),
- to monitor vocational education from a long-term perspective on labour market needs, educational supply at schools and the potential cooperation between labour market institutions and the school system.

SVEI is also involved in the National system of occupations (NSO), the National system of qualifications (NSQ) and the National Qualification Framework (NQF). The other institutions that are involved are: Ministry of Labour, Social Affairs and Family, Ministry of Education, employers, representatives of social partners, regional and local authorities.

Fifteen national level Sector Councils (**SVEI – expert special councils**) provide advice on aims and content of competency- based curricula. Councils, which cover all sectors of economy, have representatives of the SVEI, the employers (10% of the overall number of experts), trade unions (2%) and business organisations, like Chambers of Commerce (16%) and secondary schools (teachers).

Table 22.1 Summarizing overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council	SVEI – expert special councils			
Transversal Council			Learning Region Consortia	

In order to match initial and continuing training provision better to regional needs and enhance the quality and efficiency of provision, in all regions consortia (**Learning Region Consortia**) are being set up. In them the Ministry of Education, regional governments and the social partners cooperate. The consortia cover all sectors.

23.1.2 Forecasting of jobs and skills needs

The use of labour market data in policy making, in particular as regards education and training, is limited. The main reason is the lack of an integrated system of anticipating jobs and skills needs on the labour market. There are a few regular surveys being carried out, one on macroeconomic forecasts on e.g. employment rates in general (with limited relevance as regards the identification of skills needs) and another on trends in the world of business. In addition, a number of ad-hoc surveys are being implemented. Due to the use of different classification systems the results are usually hard to compare.

A system to identify emerging jobs and skills needs is gradually being set up. In particular, the Ministry of Labour, as part of the ESF operational programme ‘Employment and social inclusion’ and of the 2008 – 2010 National Reform programme, is very active in this field.

Business tendency survey are carried out by the Statistical Office, the survey assess in four sectors (industry, construction, retail and selected services) short term trends as regards employment.

The Institute for Labour and Family Research (ILFR - Inštitút pre výskum práce a rodiny). The ILFR is associated with the Ministry of Labour, Social Affairs and Family of the Slovak Republic. ILFR has undertaken an survey on the qualification structure of vacancies and the mismatch between employers’ requirements and available labour according to ISCO (The International Standard Classification of Occupations

Table 22.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. Two or more sectors	Business tendency survey			
Work conditions				
Individual sector / branch				
Occupations	ILFR			
Training curriculum / qualifications				

Sources of information

Cutkova, Zoja (2009). *E-mail information*. Bratislava, ministry of Employment

Vagac, L. (2008). *Answers to the SYSDERM questionnaire on anticipation of skills demand and supply*. Brussels, European Commission

23.2 Descriptions of Councils

In this section the following Councils are described:

1. SIVE – expert councils.
2. Learning Region Consortium.

23.2.1 SIVE – expert councils

Name of the Council (original language and in English)
<p><i>Štátny inštitút odborného vzdelávania – expert councils</i></p> <p>State Institute of Vocational Education – expert councils</p>

Stakeholders involved			
Stakeholder		Taken together the 15 groups have some 300 members.	Number of representatives
Employers' association		Federation of Employers' associations' of the Slovak Republic National Union of Employers	N/A
Trade union		Confederation of the Trade Union of the Slovak Republic	N/A
Education / training organisation	Initial	Štátny inštitút odborného vzdelávania (State Institute of Vocational Education)	
	Continuing		
Policy maker	National		
	Regional		
Research institute			
Others:		N/A	N/A

Level of organisation	Yes	No	Don't know
National	X	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
To ensure that the aims of content of training curricula reflect the qualitative need on the labour market
To produce / upgrade vocational qualifications for inclusion in the national system of occupations

Does the Council have a sectoral or a transversal approach?
Sectoral <input type="checkbox"/> Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

Tasks	Yes or no
Analysis of quantitative trends on the labour market	
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and vet providers	
Other	
Other	
Implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	X	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input type="checkbox"/>	X	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	<input type="checkbox"/>	X	<input type="checkbox"/>

Working methods

Costs/budget

Tools : qualitative – qualitative + quantitative - future jobs and skills
Occupational analysis by experiences specialists; Surveys amongst employers

Products
The main products of each expert group are, based on occupational profiles, outlines of the aims and contents of training curricula.

Dissemination
Products are disseminated by: print <input checked="" type="checkbox"/> web <input type="checkbox"/> email <input type="checkbox"/> other means:

Sources of information
Cutkova, Zoja (2009).

Vagac, L. (2008).

23.2.2 Learning Region Consortium

Name of the Council (original language and in English)
Learning Region Consortium

Stakeholders involved			
Stakeholder			number of representatives
Employers' association			
Trade union			
Education / training organisation	initial		
	continuing		
Policy maker	national	Ministry of Education	
	regional	regional government	
Research institute			
others:			

Level of organisation	Yes	No	Don't know
National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Objectives (in brief)
To better the match the provision of initial and continuing training to the regional labour market needs

Does the Council have a sectoral or a transversal approach?
Sectoral <input type="checkbox"/> Transversal X
If sectoral approach: which sectors are covered?
If transversal approach: what kind of relationships exist with stakeholders adopting a transversal approach?
Regional training provision is based on the curricula developed at national level.

Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	
Fostering co-operation between firms and vet providers	
Other	
Other	
Implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	X	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	X	<input type="checkbox"/>	<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods**Costs/budget****Tools : qualitative – qualitative + quantitative - future jobs and skills****Products**

A regional plan in which it is indicated which will be the main economic priorities / growth areas and which areas of initial and continuing training will be promoted to ensure that the required skills and competencies will be available on and for the regional labour market.

Dissemination

Products are disseminated by: print web email other means:

Sources of information

Cutkova, Zoja (2009).

Vagac, L. (2008).

References

Cutkova, Zoja (2009). *E-mail information*. Bratislava, ministry of Employment

Vagac, L. (2008). *Answers to the SYSDem questionnaire on anticipation of skills demand and supply*. Brussels, European Commission

24 Slovenia

24.1 General overview

24.1.1 Sector and Transversal Councils

In Slovenia there is no broad system of skills needs anticipation yet. Skills needs analysis is performed in the framework of development of occupational standards, including few sectoral analyses. There is a Transversal Council that deals with renewing occupational standards.

Council for Vocational and Technical Education

The ‘Council of Experts of the Republic of Slovenia for Vocational and Technical Education’ (Strokovni svet Republike Slovenije za poklicno in strokovno izobraževanje, CERSVTE hereafter) is in charge of renewing occupational standards. Representatives of employers’ organisations and trade unions are also involved in this. Part of renewing these standards relates to skills. The current and anticipated future need for the particular occupational standard are evaluated as part of the process. These organisational features qualify CERSVTE as a Transversal Council within the scope of this study¹³¹.

Professional chambers

Associations of employers, organised in professional chambers, can propose occupations for which vocational and technical education programmes are developed and can organise practical training in their respective fields of competence. Chambers can set up advisory committees within individual professional fields or industrial branches or jointly for several branches. Advisory committees make proposals and submit their opinions to the CERSVTE¹³². The role of the chambers is especially important in the apprenticeship scheme dual system within vocational education and training. They administer the practical component of final examinations for apprentices and master craftsman examinations, organise practical training for apprentices, provide counselling in and supervision of the practical training of apprentices, and administer interim examinations that are taken to assess the achievements of apprentices in the practical training provided by employers. Through this, employers can influence the skills that school leavers have when entering the labour market.

131 Eurofound, ‘Slovenia: Collective bargaining and continuous vocational training’, available at: <http://www.eurofound.europa.eu/eiro/studies/tn0804048s/si0804049q.htm>, SYSDem report.

132 Ibid.

Centre for Vocational Education and Training

The Centre for Vocational Education and Training aims at improving the educational level of the population and enabling people with low educational attainment and long working experience to convert it into certificate and thus improve their employability in the labour market

Establishing the system for the issue of certificate supplements in an official national language with the possibility of translation into one European language or more. The certificate supplement shall be based on the common European format. The project has been ongoing since its start in 2000 and one of the results of the initiative is the setup of a National Reference Point responsible for providing information on national occupational qualifications. Being a government agency, it does not qualify as a Transversal Council.

ISIO centres

In 1999, Guidance and Counselling Centres for Adult Education (ISIO centres) have been established. The centres aim at improving educational and skills levels of the adult population. Every centre plays a coordinating role between relevant players in the local environment (social partners, learning providers at all levels, local authorities, employment services). From this coordinating position, it has insight into the needs of the participants and into the interests of the relevant stakeholders, and can accordingly bring parties together.

More openness toward labour market needs

As laid down in a tripartite agreement, the government and social partners in Slovenia will work towards the greater openness of vocational and professional education to the needs of the labour market and business. The government will facilitate deregulation and flexibility in the vocational education system and encourage cooperation between schools and the social partners at the regional level. The government will also provide the conditions for strengthening the educational role of employers, provide budgetary funds to enable participation in ESF programmes and establish regional councils for the development of human resources. Also, it will promote the introduction of a certification system and introduce further improvements in the field of adult education¹³³.

Table 23.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils				
Transversal Councils	CERSVTE			

133 ILO, 'Tripartite Social Agreement for 2003-2005 – Slovenia', available at: http://www.ilo.org/public/english/employment/skills/hrdr/init/slo_23.htm#Education%20and%20training

24.1.2 Forecasting of jobs and skills needs

Short-term forecasts

The Employment Service of Slovenia (Zavod za zaposlovanje, ZSS hereafter) performs an annual ‘Employment Forecast’. The Employment and Insurance Against Unemployment Act stipulates that all employers in Slovenia have to report their anticipated need for labour and report possible redundancies for the next year. Data from this survey is the basis for the Employment Forecast report. Due to the relatively small size of the Slovenian labour market, it is not possible to analyse labour demand on a detailed level. Occupational trends are only reliable at an aggregated level of ten groups¹³⁴.

Mid-term forecasts

The Institute of Macroeconomic Analysis and Development (IMAD) provides medium-term forecasts of main macroeconomic aggregates. These forecasts are the basis for economic policy planning and the preparation of national budgets, but aren’t aimed at assessing future employment shortages or skills needs.

Table 23.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. Two or more sectors	ZSS Employment Forecast; IMAD medium-term forecasts			
Working conditions				
Individual sector / branch level				
Occupations				
Training curriculum / qualifications				

24.2 Descriptions of the Council

24.2.1 Council of Experts of the Republic of Slovenia for Vocational and Technical Education

Name of the Council (original language and in English)

Strokovni svet Republike Slovenije za poklicno in strokovno izobraževanje; Council of Experts of the Republic of Slovenia for Vocational and Technical Education (CERSVTE)

¹³⁴ SYSDEM report.

Stakeholders involved			
Stakeholders		The Council has one chairman and fourteen members ¹³⁵	number of representatives:
Business representatives			5
Employee representatives			4
Education, Training and Enterprise representatives	Continuing, national and sectoral		
Government departments	national		5
State Agencies	national		

Level of organisation	Yes	No	Don't know
National	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explanations:

Objectives (in brief)
<p>The Council of Experts of the Republic of Slovenia for Vocational and Technical Education:</p> <ul style="list-style-type: none"> - determines the scope and content of education in lower and middle vocational education - organization of the educational program - advising the minister on vocational education programs - advising the minister on customized training programs for young people with special needs - advising the minister on norms and standards for the equipment of schools and school workshops <p>Within the Council, there are a number of committees:</p> <ul style="list-style-type: none"> - the committee for educational programmes - the committee on textbooks - the expert committee on occupational standards - the committee for the accreditation of higher education programmes - the committee for the appointment of senior lecturers of higher professional schools

Does the Council have a sectoral or a transversal approach?
Sectoral <input type="checkbox"/> Transversal <input checked="" type="checkbox"/>
If sectoral approach: which sectors are covered?
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

¹³⁵ <http://www.mss.gov.si/index.php?id=176>.

Tasks	Yes or no
Analysis of quantitative trends on the labour market	No
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	No
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	No
Implementation of programmes / actions to bridge the gap	Yes
Type of programmes/actions undertaken:	Advice on accreditation of higher education programmes, advising on development of educational programmes.

Scope	Yes	No	Don't know
Initial vocational education and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Explanations:			

Position	Yes	No	Don't know
Statutory	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
Updating occupational standards, advising on educational programmes, approving textbooks - the committee for educational programmes - the committee on textbooks - the expert committee on occupational standards - the committee for the accreditation of higher education programmes - the committee for the appointment of senior lecturers of higher professional schools

Costs/budget

Tools : qualitative – qualitative + quantitative - future jobs and skills
Qualitative

Products

Occupational standards

Dissemination

Products are disseminated by: print web email other means:

25 Spain

25.1 General overview

In Spain, the identification and anticipation of skill needs takes place through the development and update of vocational qualifications, sectoral studies, permanent observatory of occupations and the network of labour market observatories. The type of system for anticipation of skill needs in Spain is a decentralised system. This means that ‘the system is developed mostly at trade, sector or local levels. Systematic anticipation of skill needs at national level is not very pronounced. The skill needs analysis is performed in the framework of development of occupational standards, sectoral and regional analyses’¹³⁶.

There is one Transversal Council in Spain, namely the Tripartite Foundation for Training in Employment. Important to note is that in Spain the identification of current skills needs is more common than early identification and anticipation of skills needs. Furthermore, a high share of the studies and activities related to early identification and anticipation of skills needs are undertaken at regional level¹³⁷.

25.1.1 Sector and Transversal Councils

One Transversal Council: Tripartite Foundation for Training in Employment. In Spain, there is only one Transversal Council, namely the Fundación tripartita para la formación en el empleo (Tripartite Foundation for Training in Employment). This foundation is a Sectoral Training Fund (STF) and is the only intersectoral organisation responsible for fostering training initiatives among enterprises and workers.

The objectives of the foundation are:

- “to improve professional capacities of workers through lifelong-learning training;
- to provide workers with sufficient knowledge and practices to match the requirements of the labour market to the workforce’s expectations;
- to improve enterprises’ productivity and competitiveness;
- to help the employability of unemployed workers, especially those with major difficulties in entering the labour market;
- to promote formal accreditation of vocational skills acquired during formal and non-formal training routes, and to promote training activities linked to the Catálogo

¹³⁶ Systems for anticipation of skill needs in the EU Member States.

¹³⁷ SYSDM.

nacional de cualificaciones profesionales (national catalogue of professional qualifications).”¹³⁸

The responsibilities of the foundation are:

- To collaborate and provide technical assistance to the Public State Employment Service.
- To contribute towards promoting and disseminating vocational training for employment among companies and workers.
- To provide technical support to Public Administrations and the employers' and trade union organisations that are present on the bodies that participate in the system¹³⁹.

As the name already makes clear, the foundation is being governed on a tripartite basis and consists of representatives of the most representative Spanish business (Cepyme and CEOE), unions (CCOO, UGT and CIG) and by the public administration (INEM, which belongs to the Spanish Ministry of Employment and Social Affairs). The Foundation is provided with assistance by the joint commissions, which are set up by representatives of employers and trade unions under sector social dialogue and collective bargaining processes. Their aim is to, among others, fix the key criteria and priorities of the training activities to be carried out at sectoral level and of the social dialogue on training matters within the sector.

The foundation subsidises existing training activities carried out by companies. The three main types of activities that are supported are the following:

- “demand-driven training schemes support those general or specific training activities planned, organised and managed by enterprises themselves for their workers, either in isolation or in group (continuing training actions in enterprises), as well as individual training leave, authorised by the enterprises for individual workers to carry out during working time, an officially-recognised training activity;
- supply-driven training schemes provided directly to workers (either in employment or the unemployed since 2007), without direct participation of the enterprises themselves (it is the workers' responsibility to participate in these training schemes), and intended to respond to both the identified needs of the participants' requirements in terms of professional promotion, personal development or effective insertion in the labour market. Examples of these supply schemes include the intersectoral training plans (aimed at provision of skills and qualifications that can be transferred to different sectors of activity) and sectoral training plans (developed training actions responding to specific sector training needs);
- complementary actions (basically research studies: research activities to monitor and forecast sector labour market and associated training needs development of innovative products and tools, or actions for the promotion and diffusion of vocational training). Demand-driven schemes are financed via continuing training credits (discounts) in social security compulsory contributions (directly managed between the social security and the individual enterprise), while supply-driven schemes are financed via subsidies granted to the most representative business and trade union associations, social economy

¹³⁸ Sectoral training funds in Europe.

¹³⁹ <http://www.fundaciontripartita.org/index.asp?MP=25&MS=110&MN=2>.

- representative organisations and self-employed organisations, who organise training activities (by themselves or via subcontracting)”.

Table 25.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council				
Transversal Council		Tripartite Foundation for Training in Employment		

25.1.2 Forecasting of jobs and skills needs

The INCUAL’s Professional Observatory

The INCUAL’s Professional Observatory is a research department within the INCUAL (the Spanish Qualifications Institute), which is a public organisation linked to the Ministry of Education. Created in 2002 as a network of networks, the Observatory provides a metastructure for research and cooperation¹⁴⁰. The network in question is the Network of Labour Market Observatories, which are mainly managed by the Employment Services of the regions in Spain.

The Observatory’s main objective is to observe the development of qualifications. It also provides information on the development of supply and demand for jobs, occupations, and profiles in the labour market. The Observatory has a database to promote actively the collaboration with the rest of the existing territorial and sectoral observatories. This is done to achieve the following objectives:

- “To establish the necessary procedures and agreements to ensure the cooperation and a reciprocal information flow among the different professional observatories.
- To provide information on the evolution of supply and demand for jobs, occupations and profiles in the labour market, taking also into account, among others, the professional classification systems created by collective bargaining“

The INCUAL’s Professional Observatory also designs and updates the National Catalogue of Professional Qualifications and the National Catalogue of Vocational Training Modules. The Catalogues are drawn up by undertaking economic and educational studies. Official sources from the sectors involved are consulted. The Observatory periodically produces reports on the development of every professional family in terms of work and educational configuration. The methodology used for the forecasting of skills needs is qualitative. The sectoral projections are performed based on the expertise of a group of experts from various fields of certain sectors¹⁴¹.

140 Systems Early ID Skills Needs_en.pdf.

141 SYSDM.

Furthermore, the Observatory undertakes deeper sectoral studies, which have amongst others the following aspects:

- “The characterization of workers in one family: occupations, posts and qualifications.
- The training of workers, characterization of the educational offer, competence needs and associated training.
- The general prospects of the professional family and, in particular, of employment, qualifications and training”¹⁴².

Glocal networks in early identification of skill needs

Another network in early identification of skill needs exists in the region of Barcelona, namely the ‘glocal networks’. This network combines information gathering on global sectoral trends in industry with local specific trends in skill requirements¹⁴³. Thus, both global and local developments are taken into account by the project’s methodology. The main objective of this project is to create a permanent instrument for identifying and monitoring skill needs and availability in a certain region. Partnerships are a very important factor of the project. The aims of the project are as follows:

- “to provide a system of quantitative and qualitative information concerning availability of and demand for vocational training in the Barcelona region that is linked to, or associated with, international initiatives;
- to encourage discussion within decision-making bodies in VET and summarise the results;
- to provide contrasting data and analyses for decision making about the development of vocational training”¹⁴⁴.

Other activities

- The Regional Employment Service of the Autonomous Community of Murcia undertook research on Education and training needs and patterns among private-sector companies. The research was undertaken in 2006 and it is not planned to undertake another one in the short term. It analyses and identifies current needs and future patterns in the field of education and training¹⁴⁵. For the report both occupations and skills demand are analysed. It forecasts the expected patterns for the period 2006 -2011. The methodology of the study is both quantitative and qualitative. Also other Regional Employment Services (such as those of Galicia and Castilla-La Mancha) undertook research on future skills needs in specific sectors, however the quality of these methodology are less high as the one in Murcia.
- The Catalogue of hard-to-fill occupations is published quarterly by the Public Employment Service. The catalogue gives information on mismatches between supply and demand in the labour market, but also provides the necessary information to solve the mismatches.

142 http://www.mepsyd.es/educa/incual/ice_obsProfesional_ing.html.

143 Strietska-Iliina, O., and Tessaring, M. (2007). Systems, institutional frameworks and processes for early identification of skill needs. Luxembourg: Office for Official Publications of the European Communities.

144 Planas, J. (2004) Identifying interactions between global and local developments: the Observatory for the detection of skill and training needs in the Barcelona region. In: Schmidt, S. L.; O. Strietska-Iliina; M. Tessaring, B. Dworschak (eds.) Identifying skill needs for the future From research to policy and practice. Luxembourg: Office for Official Publications of the European Communities, 2004 (Cedefop Reference series, 52).

145 http://ec.europa.eu/education/lifelong-learning-policy/doc/sec3058_en.pdf.

Table 25.2 Overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market , i.e. Two or more sectors				
Individual sector / branch				
Occupations				
Training curriculum / qualifications				

25.2 Descriptions of Councils

In this section the Tripartite Foundation for Training in Employment is described.

25.2.1 Tripartite Foundation for Training in Employment

Name of the Council (original language and in English)
Fundación tripartita para la formación en el empleo (Tripartite Foundation for Training in Employment).

Stakeholders involved			
Stakeholder			number of representatives
Employers' association		Cepyme and CEOE	
Trade union		CCOO, UGT and CIG	
Policy maker	national	INEM	

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	<input type="checkbox"/>	x	<input type="checkbox"/>
Explanation:			

Objectives (in brief)

- (a) "lifelong-learning training of workers, improving their professional capacities in addition to fostering personal promotion;
- (b) to provide workers with adequate knowledge and practices to match the requirements of the labour market to the workforce's expectations;
- (c) to improve enterprises' productivity and competitiveness;
- (d) to help the employability of unemployed workers, especially those with major difficulties in joining the labour market;
- (e) to promote formal accreditation of vocational skills acquired during formal and non-formal training routes, and to promote training activities linked to the Catálogo nacional de cualificaciones profesionales (national catalogue of professional qualifications)."¹⁴⁶

Does the Council have a sectoral or a transversal approach?Sectoral Transversal **If sectoral approach: which sectors are covered?**

-

If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?**Tasks**

	Yes or no
Analysis of quantitative trends on the labour market	No
Analysis of qualitative trends on the labour market	No
Making (policy) proposals on bridging the quantitative gap	No
Making (policy) proposals on bridging the qualitative gap	No
Fostering co-operation between firms and VET providers	Yes
Implementation of programmes / actions to bridge the gap	No
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training	<input type="checkbox"/>	x	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>
Explanations:			

¹⁴⁶ Sectoral training funds in Europe

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>

Working methods

- To collaborate and provide technical assistance to the Public State Employment Service (INEM) in its activities of managing training initiatives.
- To support the Public Service in designing and implementing telematic resources with which companies and organising bodies may make the notifications regarding the commencement and completion of training.
- To draw up drafts of regulatory resolutions regarding the subsystem of vocational training for employment.
- To contribute towards the promotion and dissemination of vocational training for employment among companies and workers.
- To provide technical support to Public Administrations and the employers and trade union organisations that are present on the State Committee for Training and the Board of Trustees of the Foundation, as well as the state Parity Commissions.
- To provide assistance and advisory services to SMEs in order to facilitate their access to vocational training for employment.
- To collaborate with INEM towards improving the quality of vocational training for employment.
- To collaborate with INEM in drawing up statistics on training.
- To collaborate in the creation and maintenance of the state Registry of training centres.
- To participate in national and international forums related to vocational training for employment.

The Foundation carries out these activities without detriment to those that correspond to the Autonomous Communities in the field of vocational training for employment¹⁴⁷.

Costs/budget

The Tripartite Foundation for Training in Employment, which belongs to the State Public Sector, is one of the bodies that make up the organisational and institutional participation structure of the subsystem of vocational training for employment.

The resources that finance the subsystem of vocational training for employment come from the vocational training contributions collected by the Social Security system, European Social Fund grants and the specific contributions established in the budget of the Public State Employment Service.

The European Social Fund participates in co-funding the Training Initiatives, by means of the Multiregional Operational Programmes of action in the field of Continuing Training and Reinforcement of Entrepreneurship, contemplated in the Community Framework of Support for Spain for the period 2000-2006.

¹⁴⁷ <http://www.fundaciontripartita.org/index.asp?MP=25&MS=111&MN=2>

Tools : qualitative – qualitative + quantitative - future jobs and skills

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Products

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Dissemination

Products are disseminated by: print web email other means:

26 Sweden

26.1 General overview

Labour market related institutions know a long history in Sweden. The Public Employment Service (**AF** - *Arbetsförmedlingen*), for example, was founded at the turn of the 19th century! Over time, it turned from a private organisation into a public one. Sweden also has a long tradition concerning the involvement of the social partners in labour market related councils, though more in councils for continuing training than in those for initial training).

26.1.1 Sector and Transversal Councils

Initial vocational education and training

Up to now, upper-secondary education is divided into 14 vocationally-oriented (e.g. health care, technology) and 3 academic national programmes. The main features of this structure was approved by Parliament some 15 years ago. To ensure that the various programmes matched requirements of, on the one hand, higher education and, on the other, of the labour market, temporary committees were set which prepared curriculum outlines (aims, subjects, exams, etc.). The tri-partite working groups (representatives from the branches / sectors, the trade unions, the school system) prepared the programmes, in close cooperation with the world of work. The national level Agency of Education is responsible for ensuring that the aims and outlines of the various programmes keep matching the changing requirements in higher education and on the labour market. Whenever, this is no longer the case, a new temporary working group is formed to revise the curriculum outline.

Currently, a reform of upper-secondary education is being proposed. The new upper-secondary structure will have three tracks: the academic and vocational tracks will be modernised and a new apprenticeship system be added. For each of the programmes, an advisory board will set up to develop the programme outlines. New is that, in the law, the tri-partite advisory boards are given a permanent status. This status creates the conditions for a better contact between the training system and the world of work, because, as the OECD in its report from 2008 (page 13), remarks that, in comparison with the other Nordic countries, these links seems less well developed

Education is decentralised in Sweden. At local / regional level school boards have the option of designing programmes which respond to the regional / local needs. Usually these are based on combinations of part of the existing programmes.

As the ‘old’ working groups were temporary and the new advisory boards are not functioning yet, for the time being Sweden had no IVET Sector Councils which comply with the definitions applied in this study.

Continuing Vocational Training

The Public Employment Service (**AF** - *Arbetsförmedlingen*) is divided in 68 labour market regions. Each region has a **Regional Branch / Skills Committee** including representatives from the business sectors and from a host of public bodies. It influences decisions concerning the scope and orientation of the supply of labour market training, i.e. training for workers and job seekers.

In contrast to some other member states, though Sweden has Sectoral Training Funds in some sectors, they do not play a significant role as regards the planning and provision of continuing vocational training. CVT arrangements are made, in very general terms in the collective labour agreements, and, in specific terms at the level of individual firms.

Table 25.1 Summarising overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Council	(to be set up: advisory boards)			AF
Transversal Council				

26.1.2 Forecasting of jobs and skills needs

The main providers of information on qualitative and quantitative trends in the labour market, ordered from a long to a short term perspective, include:

Statistics Sweden (**SCB** - *Statistiska Centralbyrå*) provides with “Trends and forecasts” an overview of demographic developments and trends in education and training and on the labour market. On the basis of detailed projections of labour market supply and demand areas of mismatch (excess/shortage) are identified. In the years when “Trends and forecasts” is not issued, a complementary forecast is published in “Education and work”, which makes predictions for the next five to ten years. The publication comprises assessment about potential mismatches between the supply and demand for education by educational groups. A third forecast is the “Labour market tendency survey”. It presents short-term forecasts based on a sample of firms whose employees represent those educational groups that are considered most relevant. There are several SCB surveys about ‘on the job training’. It has to be emphasised that many of the SCB surveys cover both quantitative and qualitative aspects, e.g. the survey on working conditions. Almost all of the statistical data is presented at both national and regional level.

The Public Employment Service (**AF** - *Arbetsförmedlingen*) is since January 1, 2008 the new Swedish labour market authority. It combines the National Labour Market Board and the County Labour Boards. The AF is engaged in short-term forecasts based on regular surveys and ongoing contacts with employers organisations, trade unions and other key

stakeholders. The AF also carries out surveys in specific branches / sectors, e.g. in relation to temporarily layoffs and the mismatch between supply and demand. The surveys, which are mostly occupation-based, are a minor activity within the AF.

The National Institute of Economic Research (**KI** - *Konjunkturinstitutet*) performs analyses and forecasts of the Swedish economy and conducts related research. Besides monthly broad economic forecast, KI asks regularly, a minimum of 3,000 firms in the private sector for their assessment of the development of the economy (output, new orders, employment, labour shortage etc.). The objective is to provide a quick qualitative indication of actual outcomes and expectations regarding central economic variables for which no quantitative data is as yet available. These surveys cover manufacturing, the building sector, and part of the private services sector.

Table 25.2 Summarising overview of tools for forecasting jobs and skills needs

Information about changes At the level of	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
labour market , i.e. two or more sectors	AF KI SCB	KI SCB	SCB	SCB
work conditions	SCB	SCB	SCB	SCB
individual sector / branch	KI AF	KI AF		
occupations	SCB	SCB		
training curriculum / qualifications				

Sources of information

Brunk. Thomas & Wahman, Michael (2009).

Kuczera, Malgorzata, Field, Simon, Hoffman, Nancy & Wolter, Stefan (2008)

26.2 Descriptions of Councils

In this section the following Council is described:

26.2.1 Arbetsförmedlingen

Name of the Council (original language and in English)
Arbetsförmedlingen The Public Employment Service

Stakeholders involved			
Stakeholder		The AF is divided in 68 labour market regions. Each region has a Regional Branch / Skills Committee.	number of representatives in the Committee
Employers' association			yes
Trade union			yes
Education / training organisation	initial		
	continuing		yes
Policy maker	national		
	regional		
Research institute			
others:		Other public services	yes

Level of organisation	Yes	No	Don't know
National		(x)	<input type="checkbox"/>
Regional	x		<input type="checkbox"/>
Explanations:	The AF is a national level organisation and divided in 68 labour market regions.		

Objectives (in brief)
<p>The main aim of the AF is to improve the functioning of the labour market, by:</p> <ul style="list-style-type: none"> • matching jobseekers with employers wanting to recruit staff; • making an extra effort to service individuals far from the labour market; • contributing in the long term to stable and high employment rates. <p>The specific objective of a Branch / Skills Committee is to ensure that the tupe of continuing training provided to workers and job seekers matches the needs on the regional labour market.</p>

Does the Council have a sectoral or a transversal approach?
Sectoral <input type="checkbox"/> Transversal <input checked="" type="checkbox"/>
If sectoral approach: which sectors are covered?
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?

Tasks	Yes or no
Of the regional Branch / Skills committee	
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	No
Making (policy) proposals on bridging the quantitative gap	Yes

Tasks	Yes or no
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	??
Other	
Other	
Implementation of programmes / actions to bridge the gap	
If YES: what kind of programmes / actions are undertaken?	

Scope	Yes	No	Don't know
Initial vocational education and training		x	<input type="checkbox"/>
Continuing vocational training	x		<input type="checkbox"/>
Explanations: activities			

Position	Yes	No	Don't know
Statutory	X	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	X	<input type="checkbox"/>	<input type="checkbox"/>

Working methods
N/A

Costs/budget
N/A

Tools : qualitative – qualitative + quantitative - future jobs and skills
The AF is engaged in short-term forecasts based on regular surveys and ongoing contacts with employers organisations, trade unions and other key stakeholders. The AF also carries out national and regional surveys in specific branches / sectors, e.g. in relation to temporarily layoffs and the mismatch between supply and demand.

Products

Main products of regional Branch / Skills Committees are:

- reviews of regional level mismatches between available and required skills on the labour market;
- advice on the type of continuing training to be provided to employees.

Dissemination

Products are disseminated by: print web ?? email other means:

Sources of information

Arbetsförmedlingen (2009).

References

Arbetsförmedlingen (2009). Retrieved from:
<http://www.arbetsformedlingen.se/go.aspx?c=229>

Brunk, Thomas & Wahman, Michael (2009). *Sweden: Collective bargaining and continuous vocational training*.

Retrieved from:

<http://www.eurofound.europa.eu/eiro/studies/tn0804048s/se0804049q.htm>

Kuczera, Malgorzata, Field, Simon, Hoffman, Nancy & Wolter, Stefan (2008) *Learning for Jobs*

OECD Reviews of Vocational Education and Training – SWEDEN. Paris, OECD.

Retrieved from: <http://www.oecd.org/dataoecd/26/55/40755122.pdf>

27 United Kingdom

27.1 General overview

The United Kingdom has always had a well-developed system for the anticipation of future skill needs and skill shortages. However, the institutional framework is still being developed. A significant change was made to the framework in 2002 with the launch of the Skills for Business Network (SfBN). The SfBN consisted of 25 Sector Skills Councils (SSCs) and was headed by the Sector Skills Development Agency (SSDA). The SSDA was responsible for the development and management of the network. On 1 April 2008, the SSDA was replaced by UK Commission for Employment and Skills (UKCES). The SfBN has now been replaced by the Alliance for Sector Skills Councils (ASSC) as the umbrella organisation for the 25 SSCs.

The Learning and Skills Council (LSC) is responsible for post-compulsory vocational education and training. Other institutions in the VET system are the Qualifications and Curriculum Authority (QCA) and Office of the Qualifications and Examinations Regulator (Ofqual).

UKCES funded the *Working Futures 2007-2017* report, the third in a series of analyses of occupational prospects by industry and geographical area. The LSC commissions the biannual National Employer Skills Survey (NESS) on the issues employers face in terms of recruitment, skills gaps and training. Apart from these initiatives, numerous quantitative forecasting studies are performed with either a sectoral or regional focus.

27.1.1 Sector and Transversal Councils

Sectoral Skills Councils

There are 25 Sector Skills Councils (SSCs) in the UK. The SSCs are Sector Councils as defined in the scope of this study. The SSCs are employer-led, UK-wide, independent organisations designed to build a skills system that is driven by employer demand. The 25 SSCs together form the Alliance of Sector Skills Councils (ASSC), the collective SSCs were formerly known as the Skills for Business Network (SfBN)¹⁴⁸. The SSCs each cover a specific sector in the UK, with a minimum of 500,000 employees and have trade

148 Wilson, R (2008) 'UK approaches to Skill Needs Analysis and Forecasting: Lessons for the Czech Republic' page 34, available at: http://www2.warwick.ac.uk/fac/soc/ier/publications/2008/czech_republic_revised_final.pdf

union representatives on their board. The 25 SSCs currently cover over 90 percent of the economy and all work to achieve the following four key goals¹⁴⁹:

- to reduce skill gaps and shortages
- to improve productivity, business and public service performance
- to increase opportunities to boost the skills and productivity of everyone in the sector workforce
- to improve learning supply including apprenticeships, higher education and national occupational standards.

Activities

SSCs were established and developed between 2003 and 2006¹⁵⁰. The SSCs have built strong working relationships with the UK Government and the devolved administrations, training providers, bodies which fund training¹⁵¹ and other skills stakeholders. They play a leading role on a range of skills issues, including¹⁵¹:

- Working with employers to identify future skills needs;
- Developing skills and training solutions;
- Setting occupational standards;
- Influencing and shaping the future development of qualifications;
- Designing apprenticeship frameworks;
- Encouraging greater investment in training;
- Providing labour market information that assists in long-term business planning.

SSCs are licensed and evaluated by the Secretary of State for Education and Skills, in consultation with Government Ministers in Scotland, Wales and Northern Ireland.

Sector Skills Agreements

SSCs produce Sector Skills Agreements (SSA) which detail the skills needs of employers now and in the future and how these skills will be developed. Agreement is reached following a five-stage process¹⁵² by representatives of government, employers, employees and organisations that plan, fund and support education and training¹⁵³.

The SSCs are now being re-licensed which will determine whether their licence from the UK Government and the devolved administrations should be renewed.

UK Commission for Employment and Skills

The UK Commission for Employment and Skills (UKCES) was launched in 2008 as the successor of the Sector Skills Development Agency (SSDA), which had been in operation since 2002. Whereas the SSDA was mainly concerned with the establishment of the SSCs, UKCES is a strategic advisory board. Its task is to ensure that the UK employment

149 UK Commission for Employment and Skills (UKCES) website, available at: <http://www.ukces.org.uk/Default.aspx?page=4703>; Cedefop (2008) 'Sectoral Training Funds in Europe', Cedefop Panorama series 156

150 UKCES website, available at: <http://www.ukces.org.uk/default.aspx?page=4708>

151 UKCES website, available at: <http://www.ukces.org.uk/Default.aspx?page=4703>

152 UKCES website, available at: <http://www.ukces.org.uk/default.aspx?page=4550>

153 Cedefop (2008) 'Sectoral Training Funds in Europe', Cedefop Panorama series 156

and skills systems optimally serves the dual goals of economic competitiveness and social cohesion, thus working towards making the UK a leader in employment and skills by 2020. It does so by managing the performance of the 25 SSCs, by advising Government Ministers on the strategies and policies necessary to increase employment, skills and productivity and on SSC re-licensing. Furthermore, UKCES works towards these goals by promoting employer investment in people and providing employers greater influence over the employment and skills systems¹⁵⁴. UKCES sets the framework within which SSCs carry out sectoral work on Labour Market Intelligence (LMI). The organisation's characteristics match with the definition of a Transversal Council.

Learning and Skills Council

The Learning and Skills Council (LSC) is a publicly funded organisation responsible for post-compulsory vocational education and training other than higher education in England. The LSC is jointly funded by the Department of Innovation, Universities and Skills (DIUS) and the Department of Children, Schools and Families (DCSF) and was established in 2001. By 2010/2011, the LSC is to be replaced by a new Skills Funding Agency¹⁵⁵. As Scotland, Wales and Northern Ireland have different educational systems, each has its own organisation for further education.

The Qualification and Curriculum Authority (QCA) is responsible for curriculum development and review. During 2009-2010, QCA will evolve to become the Qualifications and Curriculum Development Agency (QCDA), a new agency which will create, develop and deliver the Government's programmes for the management and reform of qualifications, curriculum and assessment¹⁵⁶. Ofqual took over the regulatory functions of QCA in April 2008.

Future Skills Wales and Future Skills Scotland

Wales and Scotland have regional initiatives that are in essence research programmes that provide labour market information in addition to UK-wide intelligence.

Three activities form an integrated approach for the 'Skills and Employment Strategy for Wales'. These are the FutureSkills Wales (FSW) which generates demand-side information from employer surveys; the Welsh Learning and Skills Observatory (LSO), which revolves around an interactive web portal that provides learning, skills and labour market information; and Sector Skills Agreements. FSW and LSO are guided by and accountable to a wide range of public sector and private sector representatives¹⁵⁷ and can therefore be considered Transversal Councils.

Futureskills Scotland (FSS) commissions experts across the UK to provide informed and independent analysis of key labour market issues. These analyses are used to support informed decision-making in the Scottish labour market by:

154 UKCES business plan 2008/09, available at:

<http://www.ukces.org.uk/pdf/080814%20D%200809%20Business%20Plan%20final.pdf>

155 Improvement and Development Agency for local government (IDeA) website, available at:

<http://www.idea.gov.uk/idk/core/page.do?pagelId=8966312> and the Department for Children, Schools and Families (DCSF) website, available at: http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2008_0053

156 QCA website, available at: http://www.qca.org.uk/qca_8710.aspx

157 FSW and LSO websites, available at: <http://www.learningobservatory.com/future-skills-wales> and <http://www.learningobservatory.com/about-us>

- Improving access to labour market information and intelligence;
- Providing a consistent, common view of the scottish labour market;
- Commissioning independent research into specific labour market issues;
- Sponsoring and publishing a series of expert briefings to stimulate informed debate on current labour market topics.

Futureskills Scotland is part of the Lifelong Learning Unit of the Analytical Services Division of the Scottish Government's Education Directorate. It is not a Transversal Council according to the definition employed in this study as it is not made up of more than one stakeholder.

Table 26.1 Overview of Sector and Transversal Councils for jobs and skills needs

Level	National		Regional	
	IVET	CVT	IVET	CVT
Sector Councils	25 SSCs			
Transversal Councils	UKCES, ASSC		FSW, LSO	

27.1.2 Forecasting of jobs and skills needs

Working Futures 2007-2017

The UK Commission for Employment and Skills commissioned *Working Futures 2007-2017*, the third in a series of reports which provides a detailed analysis of prospects for occupations by industry and geographical area. It reviews the implications of technological change, changes in government policy and legislation, and changes in other economic and social drivers for the UK labour market¹⁵⁸. The Warwick Institute for Employment Research (IER) and Cambridge Econometrics (CE) have been jointly contracted to carry out the research.

The results are based on the use of the CE Multisectoral Dynamic Macroeconomic Model, the IER Occupational Employment Model and the IER Replacement Demand Model¹⁵⁹. The main projection period is 2007 to 2017. The forecast provides information on 12 regions, 67 sectors and 25 occupations and the results are distinguished by gender and employment status.

The authors of the Working Futures report note that there are a number of important caveats to be considered when interpreting short-term employment projections presented in Working Futures. The grounds for this are the developments in the UK and world financial markets and economies that took place after baseline macroeconomic forecast that underlie the results were developed in the first half of 2008. The results can be used as a robust guide to likely future developments in the structure of employment, although the effect of the slowdown on employment levels over the next 2 to 3 years may be

158 UKCES (2008), 'Working Futures 2007-2017 Evidence Report 2', Summary, available at: <http://www.ukces.org.uk/pdf/Working%20Futures%204%20FINAL%20090220.pdf>

159 UKCES (2008), 'Working Futures 2007-2017 Technical Report', available at: <http://www.ukces.org.uk/pdf/WF%2011%20Technical%20Report.pdf>

underestimated. Working Futures 2004-2014 was extensively used by the 25 SSCs and represented the best available information on future labour market needs¹⁶⁰.

National Employers Skills Survey

The main aim of the National Employers Skills Survey is to provide policy makers with robust and reliable employer information on workforce development, skills shortages and skills gaps. It is used for policy development and for evaluating the impact of skills initiatives. The NESS has been carried out annually since 2003. Trends on skills shortages and skills gaps are used as a basis for forecasts. The NESS only covers England, but similar surveys are held in Scotland, Wales and Northern Ireland.

Table 26.2 Overview of tools for forecasting jobs and skills needs

Information about changes at the level of:	National		Regional	
	Quantitative	Qualitative	Quantitative	Qualitative
Labour market, i.e. two or more sectors	Working Futures, NESS	QCA	FSW, FSS	
Working conditions				
Individual sector / branch level				
Occupations				
Training curriculum / qualifications				

NB: Only the tools described in the report are included in Table 2. There are too many tools for the forecasting of jobs and skills needs produced by the 25 SSCs to be listed here and this is beyond the scope of the country files. The description of the two SSCs below provides an insight into the tools produced.

27.2 Descriptions of Councils

In this section, two SSCs are described - the Construction Sector Skills Council (ConstructionSkills) and the health Sector Skills Council.

26.2.1 Sector Skills Council and Industry Training Board for the construction industry (ConstructionSkills)

26.2.2 Skills for Health

27.2.1 ConstructionSkills

Name of the Council (original language and in English)
Sector Skills Council and Industry Training Board for the construction industry (ConstructionSkills)

160 SYSDM report

Stakeholders involved			
Stakeholders			number of representatives:
Business representatives		The ConstructionSkills board has 13 employer members	13
Employee representatives		The ConstructionSkills Board has two employee members	2
Education, Training and Enterprise representatives	Continuing, national and sectoral	The ConstructionSkills Board has two education members and one client member (enterprise representative)	3
Government departments	national	There are two government observers on the board, one from the Department for Innovation, Universities and Skills (DIUS) and one from the Department of Business Enterprise and Regulatory Reform (BERR).	2
State Agencies	national	One government observer on the board represents the Construction Industry Training Board Northern Ireland (CITB Northern Ireland)	1

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	x	<input type="checkbox"/>	<input type="checkbox"/>

Explanations: ConstructionSkills is a partnership of the Construction Industry Council (CIC), CITB Northern Ireland and CITB-ConstructionSkills

Objectives (in brief)
Being a Sector Skills Council, ConstructionSkills works to reduce skills shortages, improve business performance, bring a diverse range of people into the industry, improve learning for apprenticeships, higher and further education, and to develop professional occupational standards ¹⁶¹ .

Does the Council have a sectoral or a transversal approach?	
Sectoral <input checked="" type="checkbox"/>	Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?	
The Council covers the construction sector which includes construction of buildings, civil engineering, specialised construction activities and architectural, and engineering activities and related technical consultancy ¹⁶² .	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes

161 <http://www.cskills.org/aboutus/sectorskillscouncil/index.aspx>

162 http://www.cskills.org/uploads/Appendix-A-ConstructionSkills-SIC-codes_tcm17-12406.pdf

Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	Yes ¹⁶³
Other: Apprenticeships	ConstructionSkills is the leading provider of construction apprentices
Other: Promotion	ConstructionSkills promotes careers in construction
Implementation of programmes / actions to bridge the gap	Influencing and monitoring implementation
If YES: type of programmes/actions undertaken ¹⁶⁴	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	<input type="checkbox"/>	x	<input type="checkbox"/>
If no : explain by whom/how/when: Licensed by government			
Permanent	<input type="checkbox"/>	x	<input type="checkbox"/>
First licensed in 2003. SSCs are presently in the process of being relicensed			

Working methods
<p>Attracting and Retaining Talent:¹⁶⁵</p> <ul style="list-style-type: none"> - Promoting careers in construction - Supporting vocational and sector specific qualifications in schools, colleges and universities - Encouraging recruitment from a more diverse pool of talent - Assisting retention by providing employers and employees with appropriate support <p>Developing Talent:</p> <ul style="list-style-type: none"> - Promoting lifelong learning as an aid to achieving qualifications, career progression and continuous professional development - Improving health and safety knowledge and behaviours - Supporting evolving professional and specialist skills needs associated with sustainability, low carbon building and innovative construction

163 ConstructionSkills Sector Skills Agreement for Construction – England. Retrieved 14 May 2009, from http://www.cskills.org/uploads/englandssa_tcm17-5687.pdf

164 <http://www.cskills.org/aboutus/sectorskillscouncil/agreement/index.aspx>

165 <http://www.cskills.org/aboutus/sectorskillscouncil/agreement/index.aspx>

Working methods

Improving Business Performance:

- Increasing employer investment in training and development to improve productivity
- Increasing the uptake of skills brokerage, business support services and skills funding packages
- Improving supervisory, management and leadership skills
- Promoting integration and collaborative working in the industry
- Encouraging clients to invest in the construction skills base through best practice procurement

Strengthening the Skills Infrastructure across Nations:

- Developing project based training across the nations in support of major construction projects
- Implementing the Construction Qualifications Strategy to ensure qualifications meet the needs of employers and learners
- Providing authoritative national and regional labour market intelligence
- Responding to the specific needs of the construction industry in the nations and regions
- Influencing skills and training policies and funding to ensure that they are fit for purpose for the construction industry
- Collaborating with employers and their representative bodies, professional institutions, trade unions, delivery partners and other Sector Skills Councils to develop an integrated approach

Costs/budget

Funding from Government and other public authorities increased to £19.0m in 2008¹⁶⁶. Levy income, collected from industry being an Industry and Training Board, amounted to £181.8m for 2008.

Tools : qualitative – qualitative + quantitative - future jobs and skills

ConstructionSkills produces annual forecasts and analyses of 'skills demand' in the industry on a national and regional basis. In addition, a regular programme of research is directed to identifying the skills needed to improve the industry's competitiveness¹⁶⁷. The ConstructionSkills Network brings together information from many different sources. This resource can be used by Government departments, regional agencies and companies to confidently plan future skills' needs. Futureskills is an online directory of trends in the construction industry. It is designed to help employers, manufacturers, training providers and clients keep up-to-date with the changes affecting the skills needs of the construction industry.

¹⁶⁶ http://www.cskills.org/uploads/annual-report-2008_tcm17-15040.pdf

¹⁶⁷ <http://www.constructionskills.net/research/>

Products
<p>The Skills for Productivity project expanded on the outcomes of earlier research with the aim of finding ways of improving productivity, and crucially turning them into practical examples and guidance to enable employers to improve business performance through training and development. It provides a productivity benchmarking tool, an online assessment allowing individuals to measure their skills, the creation of a database of benchmarks used for industry comparison, an online diagnostic tool to measure leadership competencies for managers and to identify skills gaps.</p> <p>Research is being carried out to quantify private spending on training across UK construction. This will be used to develop a mechanism for monitoring private investment in training to provide a UK-wide picture which can be analysed by region/country, and a benchmark from which to measure progress in the future¹⁶⁸.</p> <p>ConstructionSkills has produced a number of national and regional reports, including the 'Construction Apprentices Survey', the 'Employers' Skills Needs Survey' a 'Skills Foresight Report' and a 'Skills Needs Analysis'¹⁶⁹.</p>

Dissemination
Products are disseminated by: print x web x email x other means:

27.2.2 Skills for Health

Name of the Council (original language and in English)
Skills for Health

Stakeholders involved			
Stakeholders			number of representatives:
Business representatives		The Skills for Health board has 7 employer members	7
Employee representatives		The Skills for Health board has one trade union representative	1
Education, Training and Enterprise representatives	Continuing, national and sectoral	The Skills for Health board has one member representing NHS Education for Scotland, an organisation that provides education and training for the health care workforce	1
Government departments	national	The Skills for Health board has 7 Government members	4
State Agencies	national	The Skills for Health board has 7 members representing State Agencies	3

¹⁶⁸ <http://www.constructionskills.net/research/researchactivity/measuringprivateinvestmentintraining.asp>

¹⁶⁹ <http://www.constructionskills.net/research/researchactivity/nationalandregionalreports/>

Level of organisation	Yes	No	Don't know
National	x	<input type="checkbox"/>	<input type="checkbox"/>
Regional	x	<input type="checkbox"/>	<input type="checkbox"/>

Explanations: Skills for Health has Directors in Scotland, Wales and Northern Ireland, as well as in the English Regions. They provide information and intelligence on skills issues, contributing to policy development and ensuring that Skills for Health is sensitive to the specific national and regional needs of the health sector.

Objectives (in brief)
<p>Skills for Health is the Sector Skills Council (SSC) for the UK health sector. Its purpose is to help the whole sector develop solutions that deliver a skilled and flexible UK workforce in order to improve health and healthcare¹⁷⁰.</p> <p>Skills for Health's specific aims are to:</p> <ul style="list-style-type: none"> • Develop and manage national workforce competences • Profile the UK workforce • Improve workforce skills • Influence education and training supply • Work with its partners.

Does the Council have a sectoral or a transversal approach?	
Sectoral <input checked="" type="checkbox"/>	Transversal <input type="checkbox"/>
If sectoral approach: which sectors are covered?	
The Council covers the UK health sector.	
If transversal approach: what kind of relationships exist with stakeholders adopting a sectoral approach?	
Tasks	Yes or no
Analysis of quantitative trends on the labour market	Yes
Analysis of qualitative trends on the labour market	Yes
Making (policy) proposals on bridging the quantitative gap	Yes
Making (policy) proposals on bridging the qualitative gap	Yes
Fostering co-operation between firms and VET providers	Yes
Other: Apprenticeships	Skills for Health is helping develop a workforce of the future through its post age 16 apprenticeships and Young Apprenticeships (for 14-16 year olds).

¹⁷⁰ <http://www.skillsforhealth.org.uk/page/about-us>

Other: Workforce data	One of the objectives in the Skills for Health Sector Skills Agreement is to develop common UK workforce data systems and information to address variability in the quality, comparability and consistency of workforce data and to co-ordinate labour market intelligence and reduce duplication
Implementation of programmes / actions to bridge the gap	Skills for Health's strategic vision and objectives are described in the Sector Skills Agreement ¹⁷¹ . Together with other stakeholders, Skills for Health implements and monitors its plans that are directed at achieving these objectives.
<p>Type of programmes/actions undertaken:</p> <p>Amongst Skills for Health's actions are to progress the development of a UK-wide system of nationally recognised competences, to promote research and LMI and develop common UK workforce data systems and information and to promote innovative skills development solutions.</p>	

Scope	Yes	No	Don't know
Initial vocational education and training	x	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational training	x	<input type="checkbox"/>	<input type="checkbox"/>

Position	Yes	No	Don't know
Statutory	x	<input type="checkbox"/>	<input type="checkbox"/>
If no : explain by whom/how/when:			
Permanent	x	<input type="checkbox"/>	<input type="checkbox"/>
First licensed in 2004.			

¹⁷¹ <http://www.skillsforhealth.org.uk/uploads/page/236/uploadablefile2.pdf>

Working methods

The Skills for Health SSC has formulated four key strategic aims and methods to achieve these¹⁷². As an example, one of the aims and corresponding methods are described here.

Aim:

To inform the development and application of workforce policy through research and the provision of robust labour market intelligence.

Methods:

Profile the UK workforce, interpret the data and disseminate labour market intelligence on trends and issues in the UK and international health workforce.

Lead, and with partners, deliver a coherent and consistent UK-wide approach to the identification, use and application of labour market information and intelligence

Build credibility with employers, partners and sponsors to be recognised as the authoritative source of sector labour market

intelligence for the whole UK health sector.

Deliver and disseminate authoritative research on priority issues which is used to inform and influence workforce policy. • Evaluate the impact and outcome of key activities¹⁷³.

Costs/budget

n.a.

Tools : qualitative – qualitative + quantitative - future jobs and skills

Skills for Health has an Online Labour Market Information Resource that aims to bring together all nationally available health care sector specific data in one place. It provides qualitative and quantitative information on workforce characteristics (age profile, disability, ethnicity, gender, occupation), vacancies, qualifications, skill gaps and skill shortages (highest qualifications, incidence of training, establishments reporting skill shortage, establishments reporting skills gaps), students in training (further education success rate, further education enrolments, higher education students), health of the population (% of population not in good health, % providing unpaid care, % with limiting long-term illness) population demographics (age profile of the population, ethnicity profile, gender profile, population growth estimates by age banding)¹⁷⁴.

Products

Skills for Health has among others developed a Online Labour Market Information Resource (above mentioned), a quality assurance framework for healthcare education, developed a set of competences that describe what individuals need to do and know and which skills they need to carry out a specific activity and online self and team assessment tools.

Dissemination

Products are disseminated by: print x web x email other means:

¹⁷² <http://www.skillsforhealth.org.uk/uploads/page/16/uploadablefile3.pdf>

¹⁷³ Ibid.

¹⁷⁴ http://www.skillsforhealth.org.uk/js/uploaded/LMI/LMI%20User%20manual1_1.pdf

Background information

List of sectors covered by the 25 Sector Skills Councils

List of sectors covered by the 25 Sector Skills Councils	Sector coverage
Skillset	Broadcast, film, video, interactive media, publishing and photo imaging
Cogent	Chemicals and pharmaceuticals, nuclear, oil and gas, petroleum and polymers
People 1 st	Hospitality, leisure, travel and tourism industries
SEMTA	Science, engineering and manufacturing technologies
Financial Services Skills Council	Financial services
Asset Skills	Property, housing, cleaning services and facilities management
SummitSkills	Building services engineering
Energy & Utility Skills	Electricity, gas, waste management and water industries
Skillfast-UK	Fashion and textiles
e-skills UK	Information technology, telecommunications and contact centres
Skills for Health	Health
SkillsActive	Sport and recreation, health and fitness, the outdoors, playwork and the caravan industry
Improve	Food and drink manufacturing and processing
Skills for Care and Development	Social care, children, early years and young people's workforces
Skills for Justice	Policing and law enforcement, youth justice, custodial care, community justice, courts service, prosecution service and forensic science
Lifelong Learning UK	Community learning and development, further education, higher education, libraries, archives and information services, work-based learning and development
ConstructionSkills	Construction
Automotive Skills/IMI	The retail motor industry
GoSkills	Passenger transport
Government Skills	Central government
Skillsmart Retail	Retail
Lantra	Environmental and land-based industries
Skills for Logistics	Freight logistics and wholesaling industry
Proskills UK	Process manufacturing in the building products, coatings, glass, printing, extractive and mineral processing industries
Creative & Cultural Skills	Advertising, crafts, cultural heritage, design, music, performing, literary and visual arts