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INTRODUCTION

Skills development is essential for increasing the productivity and sustainability of enterprises and improving working conditions and the employability of workers. In order to secure that first job as well as navigate in the labour market, young women and men need the technical skills to perform specific tasks as well as core work skills: learning to learn, communication, problem-solving and teamwork. Development of core skills, awareness of workers' rights and an understanding of entrepreneurship are the building blocks for lifelong learning and capability to adapt to change.

The International Labour Organization defines employability skills as: ... the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work.

Employability results from several factors – a foundation of core skills, access to education, availability of training opportunities, motivation, ability and support to take advantage of opportunities for continuous learning, and recognition of acquired skills – and is critical for enabling workers to attain decent work and manage change and for enabling enterprises to adopt new technologies and enter new markets.

As countries seek strategies to ensure that all young women and men get opportunities to enhance their employability and improve the productivity of enterprises, the International Partnership "InTheLoop4VET" has prepared this guide to assist key stakeholders to better understand core work skills, their importance and ways in which these skills can be delivered, attained and recognized.



PRACTICAL GUIDELINES ON EMPLOYABILITY

This practical guide has been realized in order to address coordinators, partners, students, potential employers, potential applicants, current students and others interested. These guidelines consist of 6 “key recommendations” on how to provide students with prerequisites and resources to increase their “employability”, which are as follows:

1. Learn from different approaches – build up joint solutions

Nowadays, you can find a large variety of topics at different levels of specialisation in internet.

2. Give practical learning a place

It is highly recommended to integrate study-related internships as a mandatory element in the curricula. The interest of potential employers and organisations needs to be raised so as to develop a professional network for internships and research cooperation.

3. Provide and integrate internships

Practical activities with partners from research should be planned at an early stage. It is important to point out the added value that the VET students can bring to industry. The objective in this context is to create a pool of internship placement opportunities from which students can choose according to their particular interest. This may lead to enduring contacts and possible employment.

4. Confidence increases commitment

Giving responsibilities to the students is a key element in working out strategies to enhance employability.

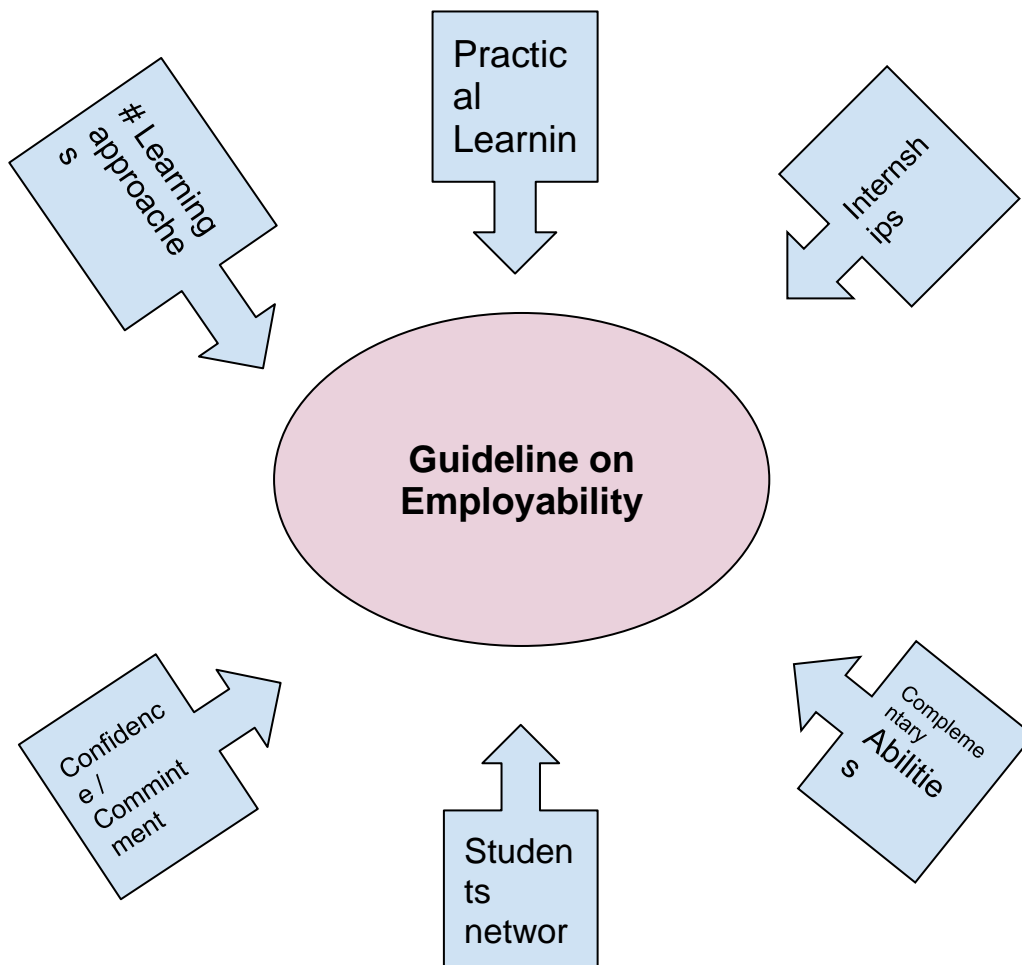
5. Student networks are effective resources

Keeping in touch is a crucial factor. Moreover, relations built up between students are of help to mediate job opportunities; alternatively alumni might take on a role as potential employers.



6. Activate complementary abilities

Employability refers to a range of abilities or competences asked for by employers. It refers also to the ability to open up job opportunities, the use of professional networks and the need for a clear view on career paths.





How to Create Your Personal Marketing Plan

Everybody knows that you need to work hard in your current job if you want to be considered for new opportunities, whether inside or outside of your company. But, have you even wondered why some people seem to have all the luck? They always happen to be at *just* the right place at *just* the right time when opportunity knocks. Sure, they work hard and do a good job. But so do lots of people, including you.

So, what sets them apart from the rest, you ask? The short answer: **Marketing!**

The long answer: Employees know they need to do more than simply work hard and unpretentiously hope they'll be tapped for new openings or promotions.

“Sell the Sizzle *and* the Steak”

Developing the necessary skills to market yourself has become increasingly more important as the complexity of work environment has broadened and change has accelerated. Even the most talented, competent, and sought-after candidates must remember that it's still a buyer's market.

Think of yourself as the **“product”** and your knowledge, skills, and abilities as the **“service”** you offer to an employer. It's your responsibility to identify the expertise you bring to your “customer.” If you're currently employed, your customers are your manager and the company. If you're in job search, your customer is a potential hiring manager.



Your Personal Marketing Plan

The process of marketing yourself in the workplace has many similarities to marketing plans designed to promote any product or service. Use this eight-step Personal Marketing Plan Template, which is based on a business marketing plan, as your guide:

1. Define your unique value proposition.

In marketing, a statement that addresses unique differences between like products is known as a “value proposition”. Successful sales people know how to explain why customers should buy *their* product rather than the competitor’s.

Along similar lines, your marketing plan for the workplace starts with understanding what makes you different from other employees. To define your unique value proposition, you need to:

- know who you are (and who you *are not*).
- ask yourself:
 - “What are my talents (*aptitudes*), interests, personality preferences, and values?”
 - “What knowledge, skills and abilities do I possess?”
 - “What are my biggest accomplishments?”
 - “What makes me different than my peers?”
- consider what role fits you best. Are you a generalist, specialist or a combination? (*For more information: [Team Player or Individual Contributor?](#)*).
- seek input from trusted co-workers, family, and friends. How would they describe your strengths? Your distinguishing qualities? Your unique contributions?



2. Set your marketing objective.

You must identify your goals in order to craft a marketing message that helps you achieve them. Where you want to be in six months? In a year? In five years? What exactly do you want to achieve?

When marketing yourself in your current organization, maybe you're looking to:

- showcase your skills (technical and “soft” skills) or learn new ones in preparation for future opportunities.
- gain visibility (inside your department and / or cross-functionally).
- influence how work gets done in order to achieve / exceed performance goals (your own as well as departmental / organizational goals).
- build your reputation as a great employee (or work to change a misperception that may be holding your back from achieving your goals).
- be viewed by upper management as a viable candidate for a specific lateral or promotional move.

If you're in job search, your marketing objectives are likely to be focused around informational interviewing, building and nurturing you professional network to find job openings and getting interviews.

3. Establish performance measures.

What are the observable, objective indicators that show that you are moving towards and / or have accomplished your goals?

- Set specific goals that are measurable and realistic.
- Build in a timeline with deadlines.



4. **Gather, analyze, and interpret information about your situation.**

SWOT stands for *Strengths, Weaknesses, Opportunities* and *Threats*. A SWOT analysis is a structured strategic planning model often used for a project or business venture.

You can use SWOT analysis for career management and personal marketing purposes to:

- assess your strengths and weaknesses. How do you stack up against your competition?
- identify external opportunities and threats: What trends may affect you and your career positively or negatively?

5. **Identify your target markets.**

Who needs to know you, your capabilities, and professional goals? Your target market might include key managers, mentors and / or human resources staff solely within your organization. (Or you might broaden your outreach outside the company, depending on your goals.) Also determine the geographic scope of your marketing efforts as well (e.g., the Chicagoland area, the Midwest, national, international, etc.).

6. **Develop your marketing strategy and activities aimed at reaching your target market.**

- Volunteer for cross-functional teams and company-wide task forces.
- Share ideas and trend information with others and solicit advice from them.
- Take on leadership or committee roles in professional organizations.
- Attend and / or present at conferences and continuing education events.
- Write articles for company or professional publications.
- Present to peers on job-related topics; facilitate a brown-bag lunch meeting on an industry-related subject.
- Update your resume, LinkedIn profile, and social media to accurately reflect who you are and what you can do. Make sure the content is consistent with your short- and long-term goals.
- Build and nurture your network consciously and deliberately.

7. **Define implementation strategies.**

What will you do? When? What resources will you need? What might be obstacles to overcome?

8. **Periodically evaluate marketing efforts and modify as needed.**

Is your marketing message easily understood? What's working? What's not? What do you need to start doing, stop doing, or do differently?



After the first draft of your personal marketing plan is committed to writing, discuss it with at least three people you respect – such as a mentor, colleague or spouse. Incorporate their feedback and suggestions, and then begin implementation. As you make progress, evaluate your results and revise your plan accordingly.

The Features & Benefits

By marketing yourself effectively, you'll uncover new ways to contribute your expertise in the workplace, creating more opportunity. You'll also reap the benefits of increased visibility, career resiliency, and employment security.

Marketing Plan Vs Marketing Strategy: What's the Difference?

Marketing **plan** is a description of specific actions and resources that are necessary to achieve your own marketing objectives. **Strategic** planning is the process of determining my primary objectives and finding and implementing steps that will achieve the objectives.

An overall **strategic plan** might outline broad objectives for marketing; the marketing plan would detail more specific objectives to monitor and report on. Ongoing measurement and reporting can help to ensure the strategic plan continues to achieve measurable results.

Your marketing strategy helps you keep your marketing focused, and measure your sales results.

Your marketing plan supports your strategy and is the action plan that you will use to implement your marketing efforts.



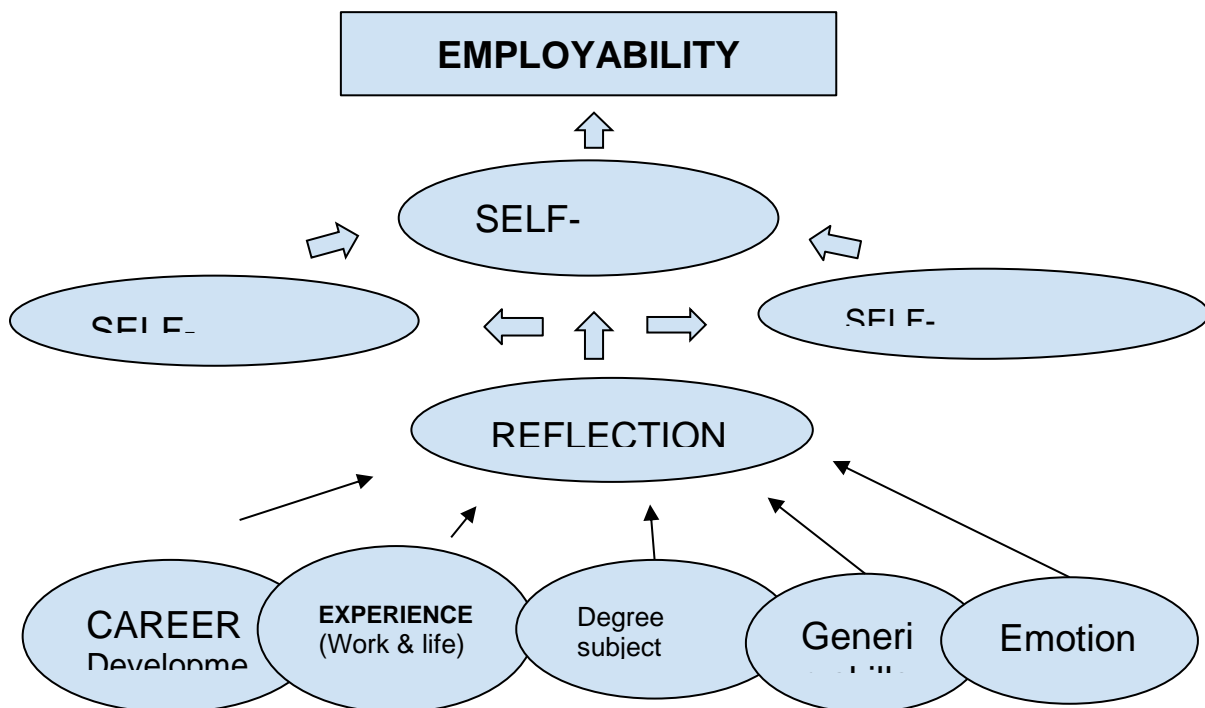
What's the difference?

Marketing Strategy	Marketing Plan
The “why” behind the marketing efforts.	The roadmap of plan for executing your strategy
Its purpose is to describe how your marketing goals will help you achieve your personal goals.	Its purpose is to lay out your marketing campaign efforts on a tactical level.
It outlines what are you offering and who your competitors are.	It outlines what you will do, how and where you will do it, when you will implement, and how you will track success.
Your marketing strategy measure your personal results.	Your marketing plan supports your strategy and is the action plan that you will use to implement your marketing efforts.

The key to employability: developing a practical model of graduate employability

For many people employability is simply about getting a job, and the term is increasingly used carelessly and interchangeably with “enterprise”, which in turn is confused with “entrepreneurship”. This is a practical, coherent model, that is firmly based on existing research findings in employability and on the various individual elements that make up the framework.

The design of the model reflects an assertion that each component is absolutely essential and one missing element will considerably reduce a graduate’s employability. A degree of overlap between some of the components is acknowledged and this is reflected in the visual presentation of the model. However, it is not suggested that these are the only areas of overlap, as this occurs at various points. For example, in addition to work experience being a valuable part of career development learning, it may in some cases directly inform subject learning relevant to the degree course being studied. The model in this figure illustrates the essential components of employability and also suggests the direction of interaction between the various elements. The mnemonic “CareerEDGE” is used as an aid to remember the five components on the lower tier of the model. It is suggested that providing students with opportunities for them to access and develop everything on this lower tier and essentially, for reflecting on and evaluating these experiences, will result in development of higher levels of self-efficacy, self-confidence and self-esteem – the crucial links to employability. The original model clearly shows all the components and suggests the direction of interaction.





Employers want graduates with relevant subject specific skills, knowledge and understanding, but in addition to this are looking for well developed generic skills in a number of areas. A considerable amount of work has been published which lists the many generic or transferable skills that employers are looking for. There is a list derived from research carried out over the last 25 years and suggests that employers expect to find that the following generic skills have been developed in graduates:

- Imagination/creativity
- Adaptability/flexibility
- Willingness to learn
- Independent working/autonomy
- Working in a team
- Ability to manage others
- Ability to work under pressure
- Good oral communication
- Communication in writing for varied purposes/audiences
- Numeracy
- Attention to detail
- Time management
- Assumption of responsibility and for making decisions
- Planning, coordinating and organising ability
- Ability to use new technologies.

There is also the need to mention enterprise and entrepreneurship skills, which are often discussed in the employability literature. It is likely to be the case that an enterprising graduate would be valued in any organisation, either profit-making, non-profit making, large or small. For the purpose of this model, it is suggested that a graduate who could be described as enterprising would be imaginative, creative, adaptable, a willing learner – in fact, they would have most of the skills already listed under the “generic” category. Entrepreneurial skills, on the other hand, may be a valuable addition that some graduates will want to acquire, but not all. Not everybody wants to set up their own profitable business. As entrepreneurial skills are not considered an essential element in the model, they have not been included.



MARKET NEEDS IN SPAIN

For some years now, we have been seeing labour market trends that will only grow over the next decade.

One of them is the growing importance of medium-level training in sectors as diverse as construction and IT. These types of professionals are increasingly necessary and continue to be in short supply in today's market.

Another major trend, this time within companies, is to develop the capacity to build a competent and honest emotional salary, which really improves the quality of life of our employees and, of course, improves the productivity of our company.

Undoubtedly, flexible working hours and teleworking are fundamental within this emotional wage, as both modalities allow for an easy work-life balance without major alterations to the company's work flow.

Likewise, the worker must learn to work by objectives instead of simply complying with a timetable. This method will allow us to easily assess the performance and involvement of the people in our team objectively.

In Spain, the fastest growing sectors are expected to be technology, industry, finance, marketing and e-commerce, and construction and hospitality.

Within these sectors, all types of professionals appear, but over the next year, those most in demand will be:

Numerical and data analytics specialists: Candidates with a background in mathematics or statistics will become the most sought after by large companies to improve their performance through analysis.

Experts in CRMs, Typescripts and Javascripts: Technological knowledge will be indispensable in any sector, and the more specialised a worker is in the most commonly used software in their area of activity, the more highly valued they will be.

Green jobs: All professionals with training related to environmental sciences will be highly sought after by companies given the CSR trends that will dominate the West in the coming decades. Climate change and the increased visibility of activists make it increasingly urgent for companies to improve their procedures to perform their economic activity with minimum impact.

Care economy: Health-related training and care for people and animals will be indispensable in the coming year. If the trend continues, the sector could experience a boom similar to that of the technology professions.



Among the sectors that will grow the most in the coming year are, on the one hand, technological and cutting-edge companies that will continue their development and, on the other hand, particular cases of more traditional professions that will see a major upturn due to the demographic changes we have experienced, such as agriculture and livestock farming or social and educational work.

Also, environmental protection will mark the course of the market, developing sectors such as biology and waste management, which may prove to be decisive for the future.

- Renewable energies
- Robotics
- Artificial intelligence
- Programming
- Biological research
- Education
- Waste management
- Social work
- Rural work

Source: www.todofp.es



MARKET NEEDS IN SWEDEN

The pandemic has accelerated the structural transformation of the labour market. Development in both industries and professions is largely driven by digitalisation and automation, which places new and changing demands on the labour force's skills. In the next ten years, the demand for technical skills is expected to increase and it is primarily basic digital knowledge in daily work that is expected to be more demanded. Thus, the labour force will need to develop skills which corresponds to the new demands on the labour market. Assuming a good supply of skills and societal development (increased income, investments, etc.), employment is expected to increase until 2030.

The past year has truly shown us how skills can be transferred into new career paths - we've seen Software Engineers become Teaching Assistants, Chief Executive Officers become Strategic Advisors, and Business Owners become Life Coaches. We also saw E-Commerce hires grow by 101%, which correlates with the growth we've seen in other categories, such as Social Media and Digital Marketing, and Data & Analytics.

These are the **top 15 job categories (Jobs on the rise)** driving the job market forward:

1. Ecommerce
2. Retail
3. Specialised Medical Professionals
4. Healthcare Supporting Staff
5. Manufacturing
6. Business Development and Sales
7. Education
8. Technology
9. Legal
10. Product Development/Management
11. Customer Service
12. Social Media / Digital Marketing
13. Professional and Personal Coaches
14. Scientist
15. Data & Analytics



MARKET NEEDS IN LITHUANIA

In 2020, men accounted for the major share of plant and machine operators, and assemblers, as well as craft and related trades workers – 81.3 and 78 per cent respectively, while the majority of women were employed as service and sales workers, as well as clerical support workers (72.4 and 67.6 per cent).

Men

Plant and machine operators, and assemblers 81.3	Skilled agricultural, forestry and fishery workers 63.9	Elementary occupations 45.5	Professionals 32.8	Clerical support workers 32.4
Craft and related trades workers 78.0	Managers 62.1	Technicians and associate professionals 44.9	Service and sales workers 27.6	

Women

Service and sales workers 72.4	Professionals 67.2	Elementary occupations 54.5	Skilled agricultural, forestry and fishery workers 36.1	Craft and related trades workers 22.0
Clerical support workers 67.6	Technicians and associate professionals 55.1	Managers 37.9		

Source: www.osp.stat.gov.lt

Currently in Lithuania, the study fields chosen by students only partially meet the real needs of the labor market. Also, not all students enter the labor market immediately after graduation, some students emigrate. According “Mosta's” prognosis, there will be a significant shortage of employees in the future.

At the moment, a forecast is made that the demand for highly qualified employees in Lithuania will increase significantly over the next four years. Analysts calculate that the demand will be extremely high for doctors, librarians and archives and museums, IT specialists.

Also very high demand will be among low-skilled workers. Such as drivers of cars, taxis and vans and trolleybuses, industrial and agricultural machinery, mechanics and repairers.

Extremely high demand is forecast for unskilled workers such as bodyguards, couriers, messengers and luggage carriers. Most new employees will be needed in the service sector, industry, trade and construction.



MARKET NEEDS IN GERMANY

The job opportunities in Germany in 2021 and beyond will be a combination of newly created jobs and the need to replace those who leave due to retirement or move on to other jobs. In fact, one major reason for the skill shortage in Germany is an aging population.

Medical professionals

The healthcare sector will see more demand for nurses and caregivers, owing to the increase in the aging population in the country. Most job openings are expected in Southern and Eastern Germany.

Engineering professionals

The following fields in engineering are expected to have a high number of vacancies. A university degree in any of these engineering fields will have good career prospects:

- Structural engineering
- Computer science engineering
- Mechanical engineering
- Electrical engineering
- Automotive engineering
- Telecommunications

There will be job opportunities in technical research and development, software development and programming and IT application consulting.

Job opportunities in MINT – Mathematics, Information technology, Natural sciences, and Technology

Jobs in non-specialized areas

There will also be Job opportunities that do not require specialized qualifications such as nursing, industrial mechanics and retail sales.

Source: www.iab.de



MARKET NEEDS IN GREECE

According to national registered vacancies data, the most employed professions are those in wholesale and retail trade, provision of services (especially customer service and technical support) and professionals.

Tourism sector usually provides the labour market with vacancies during the summer, although during the last years there is an effort to expand the tourist period throughout the year, especially by supporting alternative types of tourism (religious, cultural, medical tourism and agrotourism as well). For the time being, the majority of the employers of this sector are keeping a wait-and-see attitude, gathering in the meanwhile cv's especially in the provision of services (receptionists, waiters, guest relations officers, a.s.o.). It is important to mention that job vacancies dealing with processing, transport and storage (logistics) and professional, scientific and technical activities were experiencing growth before the outbreak of the pandemic and are expected to maintain, as far as possible, this positive course.

Hot jobs:

Most recent hard to fill vacancies:

- Call center operators (foreign language speaking)
- Door to door salesmen
- Mechanical machinery assemblers
- Pulp and papermaking plant operators
- Welders and flame cutters

Another study by the SEV presented the eleven professions that were the most sought after during the period 2013-2019 with the view to redesign education and training programs with a compass on the real needs of the labor market. The specific professions, according to the research, are paid with better salaries compared to the average.



These are:

1. Information and communication technicians,
2. General duty officers and operators of machines with keyboards,
3. Customer service staff,
4. Numerical data and materials recording officers,
5. Sellers,
6. Craftsmen and printers,
7. Electricians and electronics,
8. Technicians for food processing, wood processing, clothing,
9. Operators of fixed industrial installations, machinery and equipment,
10. Assemblers,
11. Vehicle drivers and mobile equipment operators.

Regarding salaries, it is noted that the average salaries of professions, such as "Electrical and Electronics", "Information and Communication Technicians" and "General Duty Officers and Keyboard Operators" are higher than the average salary of the economy, which is an indication of excessive demand for human resources in these professions. In total, according to the study during the period 2013 - 2019 in the productive sectors of industry, transport and communications, up to three times increase in employment is recorded compared to the economy as a whole.

Sources:

EURES, <https://www.europeanjobdays.eu/en/content/greece>

SEV Hellenic Federation of Enterprises, *Dynamic Occupations: Education and training for productive transformation*, October 2021



PROFESSIONS OF THE FUTURE

The Skills Forecast from Cedefop allows us to imagine how the world of work might look in 10 years' time by forecasting future employment trends. In this series of articles, we look at the potential challenges and changes facing certain professions between now and 2030.

Tasks and skills

The key tasks and skills are listed below in a basic order of overall importance:

- Teach, train and coach
- Creativity and resolution
- Gather and evaluate information
- Literacy
- Autonomy
- Teamwork
- Service and attend (i.e. providing support)
- Sell and influence (i.e. using persuasive skills)
- Use of ICT

Cedefop's Skills Forecast, which forecasts future trends in employment, aims to provide insight into what the labour market and workplaces in Europe will be like by 2030 – and which skills will be required. It allows users to compare employment prospects and future trends across Europe, making it the ideal tool for jobseekers, employers, students, researchers and policymakers.

The forecast has been under continuous development since 2005, and currently provides information about the EU Member States, Iceland, North Macedonia, Switzerland, Turkey and the UK. It covers 66 sectors of economic activity, 41 occupation groups and 3 levels of education.

Labour force

- The size of the labour force is expected to increase by 1% by 2030;
- The age of the labour force will shift slightly, with a 0.5% decrease in those aged 25-49 and a 3.8% growth in those aged 64 and over;
- The size of the working age population is expected to increase by 3.7%, although there is significant variation across countries;
- The gender balance will remain largely the same, with more men in employment than women.



Sectors

- Basic manufacturing industries are expected to decline, while service industries and advanced manufacturing industries are expected to grow;
- The fastest growing service sectors will be legal and accounting, research and development, advertising and marketing research, and administrative and support service activities;
- The fastest growing manufacturing sectors will be electrical equipment, other machinery and equipment, manufacturing and motor vehicles.

Occupations

- There is expected to be significant growth in high-skill occupations (e.g. managers, professionals and associate professionals) and some growth in certain low-skill occupations (e.g. sales, security, cleaning, catering and caring);
- Job losses are expected in medium-skill occupations (e.g. skilled manual workers, clerks);
- The supply of those with higher-level qualifications may grow faster than the demand for such employees, with the same situation affecting those with few or lower-level qualifications.

Work tasks and skills

- The number of physical tasks that employees undertake at work is expected to decrease, while the number of intellectual and social tasks will increase;
- Business literacy, selling/persuading and serving/attending will become increasingly important skills for workers;
- There will be a significant decline in the need for machine-based (non-ICT) skills and increasing demand for ICT skills;
- The ability to work autonomously will be highly valued.

Source:

<https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>



FUTURE TRAINING NEEDS

Spain: skills anticipation and future sectoral training needs - outlook and challenge

The Observatory of Occupations of the State Public Employment Service (SEPE) published A Forecast and identification of training needs. It addresses skill mismatches in the labour market to ensure that the public training offer responds to current and future demands of the national production system.

The series of forecast reports produced since 2015 is a task of the that regulates the vocational training system for employment.

Methodological approach

The study uses different quantitative and qualitative research techniques to:

- identify occupations that offer good employment prospects at state level, as well as at regional (autonomous communities) and local (provincial) levels;
- collect information provided by experts with relevant labour market knowledge in training and professional matters in business and trade union organisations, and in public administrations;
- conduct in-depth analysis of the findings and identified training needs.

For each occupation, the report includes a record with the technical/professional and cross-sectoral training needs identified by the experts, as well as quantitative information describing the current situation, trends and territorial distribution of that occupation. The 2018 report includes 194 primary occupations with good employment perspectives.

The medium-term forecasts indicate, as does Cedefop's new European Skills Forecast for Spain, that an important portion of job openings will be generated by replacement needs and not by job growth. New jobs, though important, will weigh little and, in the short term, most jobs will come from the need to replace workers retiring or changing occupations. The challenge will be to attend to these replacement.



Emerging occupational profiles and new training needs

An important factor to consider in designing any training offer is that replacement of the workforce will be largely carried out with professional profiles that are different from those of the people to be replaced. Technological evolution will require that new workers have a higher level of qualification, and a different set of knowledge, skills and competences to face new realities (such as robotics, digitisation, 3D, big data, industry 4.0., and the circular economy). Training provision has to enable them to perform new and/or the same tasks (but in a different way) required in the affected economic activities, a challenge both for initial and continuing VET systems. Results from these forecasts are used to set training priorities and are referenced in two calls for subsidised training, at state and regional level.

INCUAL, the body responsible for designing VET qualifications, has already started to update and, where appropriate, design occupational standards that meet (future) labour market needs. These standards are used to set VET qualifications and training programmes. A reform to speed up the process is being planned.

The annual forecasting reports are a useful tool for designing VET and for career guidance and are aimed at a diverse public: VET managers and providers; companies; employed and unemployed workers; employment agencies, teachers and trainers; universities; and social partners). They complement other Observatory publications and reports and, together with contributions made by the social partners and the Autonomous Communities, offer a good starting point in designing better-informed policies.

Source: www.cedefop.europa.eu

Vocational education and training for the future of work: Germany

Anticipation of future skills needs The research network FreQueNz implements systematic recording and early identification of future skills needs (Hippach-Schneider and Huisman, 2018). The network includes several research institutions, an education organisation, BIBB, the Trade Union Confederation (DGB) and the Employers' Organisation for Vocational Training (KWB). BIBB monitors new skills requirements using different and complementary approaches: (a) Qualification and occupational fields projections : BIBB and the Institute for Employment Research (IAB) are working together to develop forecasting model calculations on labour market developments by 2035. This study breaks new methodological ground by tracing the routes between occupations learned and those actually adopted (occupational flexibility). Longterm developments in occupational fields and qualifications can now be displayed in a more differentiated manner. This makes it possible to take necessary action at an early stage to improve the match between supply and demand in the labour market. The projections show, for instance, areas where a considerable shortage of skilled workers may



occur and which skills levels are at risk of being affected by unemployment . Company surveys help build a comprehensive picture of technological and organisational developments and the associated skills requirements. Known as the reference company system (Referenz-BetriebsSystem, RBS), these are more than 2 000 training and non-training firms which vary in size, sector (e.g., industry, services, crafts), legal form, length of time in operation and main occupations of their employees. There are also surveys in selected sectors geared towards particular fields of work. Job advertisement analyses yield empirically verified information on the demand for skilled workers in the job market and the (ideal) qualification profiles desired by companies. The BMBF also supports the development of a ‘labour market barometer’ (Arbeitsmarktbarometer), a futureoriented labour market monitoring system. The federal states and several regions pursue individual early identification activities (e.g., regional monitoring of qualification developments, skill needs surveys). Social partners are also involved in early identification, mainly in the context of modernising initial and further training regulations. Investigations into skill needs and qualification development are also carried out by: (a) sector-specific associations, such as the Association of Engineers (VDI) and the German association of information technology, telecommunications and new media (BitKom); (b) the Institute for Employment Research; (c) several foundations, such as the Hans-Böckler Foundation, Friedrich-Ebert Foundation, Konrad-Adenauer Foundation and the Bertelsmann Foundation ; (d) other stakeholders. All these activities help ensure that VET adapts to and meets qualification needs.

Source:

www.cedefop.europa.eu/de/publications-and-resources/country-reports/vocational-education-and-training-future-work-germany

Skills Strategy Lithuania

In Lithuania, megatrends such as digitalisation, globalisation, demographic change and climate change are transforming jobs and the way society functions and people interact. There are many consequences of these megatrends in Lithuania, including workers facing relatively high risks of job automation, employers often struggling to find the skills they need, and productivity becoming a more important driver of economic prosperity. The COVID-19 crisis commencing in 2020 has accelerated the digitalisation of learning and work, disrupted several economic sectors, and risks increasing inequalities in education and labour markets in Lithuania. Although the economic contraction of 2020 was relatively mild following major fiscal and financial measures, unemployment rose more starkly, with youth unemployment (15-24 year olds) reaching 28% in November 2020. While the OECD forecasts economic growth in 2021 and 2022, unemployment is expected to remain above pre-crisis levels at least until 2022. These megatrends and challenges reinforce the need for Lithuania to design forward-looking, dynamic skills policies. To thrive in the world of tomorrow, people will need a stronger and more comprehensive set of skills, underpinned by high-quality learning opportunities across the life course, as well as better opportunities to use skills in the labour market and workplaces. Lithuania has made progress in this direction – the state progress strategy “Lithuania 2030”, the National Plan for Progress (NPP) 2021-2030, the Programme of Government 2020 and other strategies have a strong focus on skills. Lithuania has embarked on a range of skills policy reforms in recent years spanning the funding of formal education,



education network efficiencies, teacher education, vocational education governance, labour code amendments and more. In the context of Lithuania's ongoing medium- and long-term planning initiatives, the country has a unique window of opportunity to put skills at the top of the agenda to positively influence the megatrends, tackle the challenges and seize the opportunities facing the country.

The OECD and the Government of the Republic of Lithuania have identified four priority areas for improving Lithuania's skills performance. The key findings and opportunities for improvement in each of the areas are summarised below and elaborated in subsequent chapters, which also have detailed policy recommendations.

Priority 1: Equipping young people in Lithuania with skills for work and life. Young people's cognitive, socio-emotional and technical skills are critical for their personal well-being and outcomes later in life, as well for countries' economic prosperity and social cohesion. Lithuania continues to expand young people's enrolment in different levels and forms of education and training. However, young people are not developing high levels of skills, with their performance below the OECD average and not improving over time. There are persistent gaps in student performance and tertiary attainment between youth from disadvantaged and advantaged backgrounds. The success of the education system in meeting labour market demand is mixed, with many graduates mismatched to their jobs.

The OECD has identified and made recommendations to help Lithuania realise three main opportunities for improvement related to young people's skills:

- Opportunity 1: Successfully implementing and complementing modern curricula.
- Opportunity 2: Strengthening Lithuania's teaching workforce.
- Opportunity 3: Making vocational and higher education more responsive to labour market needs.

Priority 2: Raising adults' and enterprises' participation in learning in Lithuania. Across the OECD, adults of all skills levels have growing needs to upskill and reskill during their careers in the context of technological change, job transitions, non-standard forms of work and longer working lives. Adult learning is essential for boosting adults' skills, and has become more urgent in the context of the COVID-19 crisis and its impact on labour markets. However, in Lithuania, awareness about adult learning benefits and opportunities remains low. Individuals and employers also report facing considerable financial and time-related barriers to engaging in adult learning. Finally, both the recognition of prior learning procedures and quality assurance mechanisms could be improved to ensure the benefits, quality and attractiveness of non-formal education and training.

The OECD has identified, and made recommendations to help Lithuania realise three main opportunities for improvement related to adult learning:

- Opportunity 1: Raising awareness about adult learning benefits and opportunities.
- Opportunity 2: Removing barriers to participation in adult learning.



- Opportunity 3: Strengthening the recognition and quality of non-formal adult education and training.

Priority 3: Using people's skills more effectively in Lithuania's workplaces. Effectively using skills in workplaces is associated with more satisfied and productive workers, which translates to higher business performance benefits for the economy and society. However, the skills of Lithuania's working population are not optimally used in workplaces. Workers use their reading, information and communication technology (ICT), writing and problem-solving skills less frequently in Lithuania's workplaces than on average across the OECD. There is a strong, positive link between the intensive use of skills and the adoption of high-performance workplace practices (HPWP), including work flexibility and autonomy, teamwork, training and development, and career progression and performance management.

However, Lithuanian firms are adopting HPWP at a lower rate than their counterparts in most other OECD countries. The OECD has identified and made recommendations to help Lithuania realise three main opportunities for improvement related to using skills:

- Opportunity 1: Enhancing the use of skills by supporting businesses to adopt high-performance work practices.
- Opportunity 2: Strengthening management and leadership skills to drive the transformation of workplaces.
- Opportunity 3: Empowering and engaging the workforce to make better use of their skills.

Priority 4: Strengthening the governance of skills policies in Lithuania. Effective governance arrangements are essential to support Lithuania's performance in developing and using people's skills, and for achieving the goals outlined in its medium- and long-term strategies (such as Lithuania 2030 and the new National Progress Plan). In Lithuania, horizontal co-ordination between ministries on skills policies continues to be challenging, and is relatively limited beyond the planning phase. The capacities of municipalities and regional development councils for vertical co-ordination, selfmanagement and the management of education providers are often underdeveloped. Lithuania's performance in engaging stakeholders in skills policies is relatively strong, yet stakeholder associations sometimes lack the capacity to effectively engage. Lithuania has made substantial progress in the area of evidence-based policy making and skills assessment and anticipation tools, but these tools need to be improved further while strengthening the demand and capacity for evidence-based policy inside ministries. Career guidance is only available to some parts of the Lithuanian population, mostly youth and jobseekers in the economically stronger regions of the country. Lithuania's expenditure on education and training is low by international and regional comparison, funding sources are not highly diversified, and the impacts of skills investments are not systematically evaluated.



The OECD has identified and made recommendations to help Lithuania realise three main opportunities for improvement related to skills governance:

- Opportunity 1: Increasing the capacity and co-ordination of governmental and non-governmental actors across the skills system.
- Opportunity 2: Enhancing skills information and career guidance systems and practices.
- Opportunity 3: Ensuring the sustainable, well-targeted and shared financing of Lithuania's skills system.

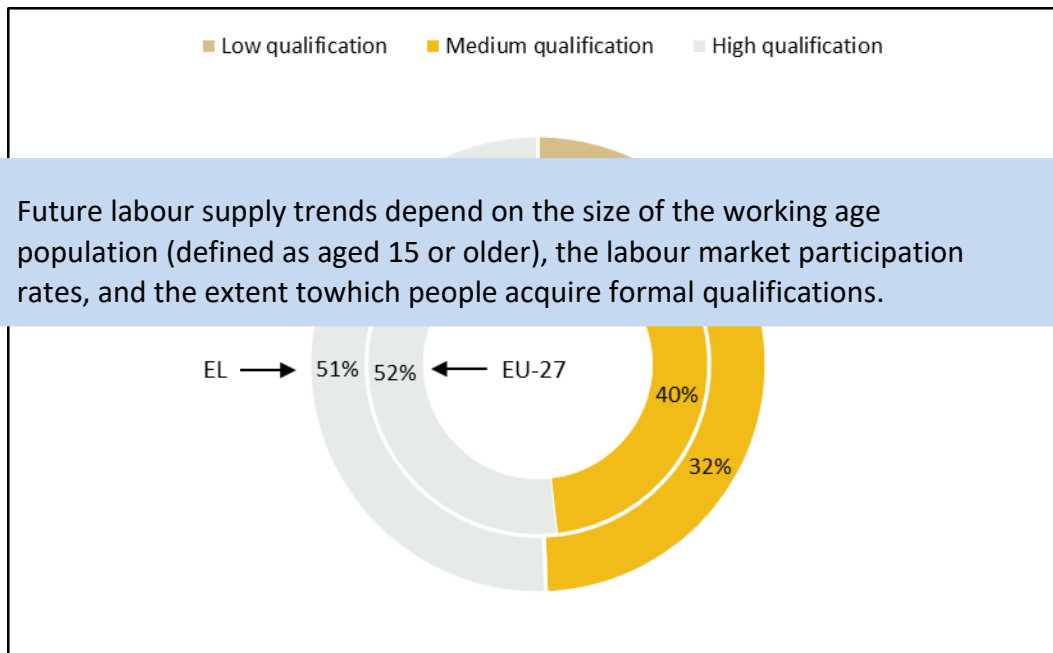
Source:

<https://www.oecd.org/countries/lithuania/OECD-Skills-Strategy-Lithuania-Report-Summary.pdf>

DEMAND FOR AND SUPPLY OF SKILLS IN GREECE

In Greece, as in the EU-27 as a whole, around half of all job openings are expected to require a high qualification. Compared to the EU-27, a lower share of job openings are expected to require medium qualifications, while a higher share are expected to require low qualifications.

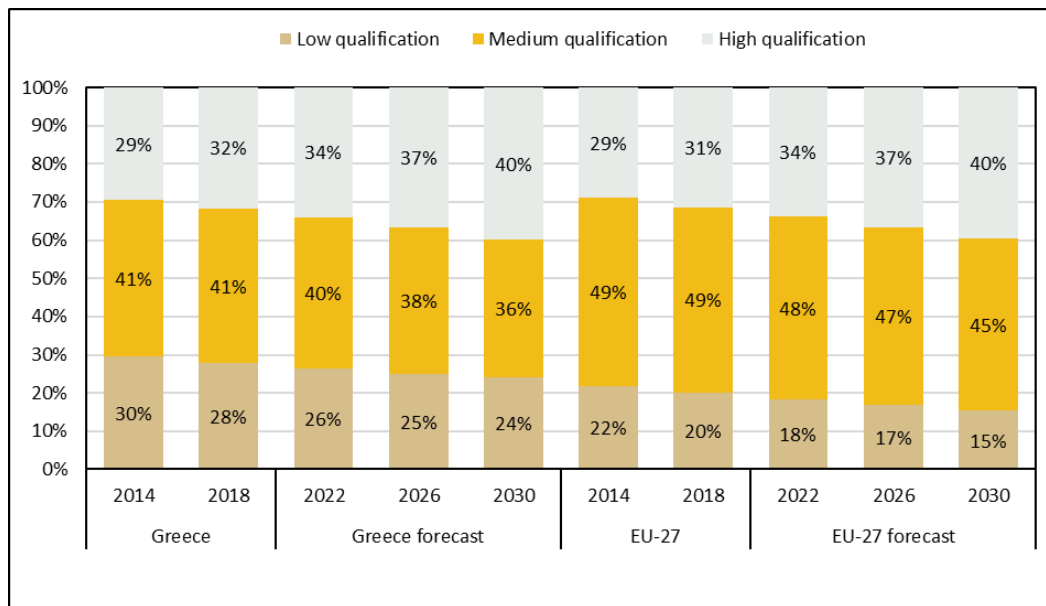
Shares of total job openings by level of qualification, 2018-30: shares of total job openings by qualification level for Greece and the EU-27 over 2018-30



Greece is rapidly increasing its share of higher qualified in the labour market. While the share was at 32% in 2018, it is expected to increase to 40% by 2030.

The increase in the share of higher qualified is expected to come from the outflow of older workers, both low and medium qualified. The share of medium qualified workers is expected to decrease from 41% in 2018 to 36% in 2030, while the share of low qualified workers is expected to decrease only slightly, by 4 pp, over the same period. Relative to the EU-27 average qualification mix, Greece is expected to continue to have a lower share of medium qualified and a higher share of lower qualified.

Labour force share by level of qualification, 2014-30

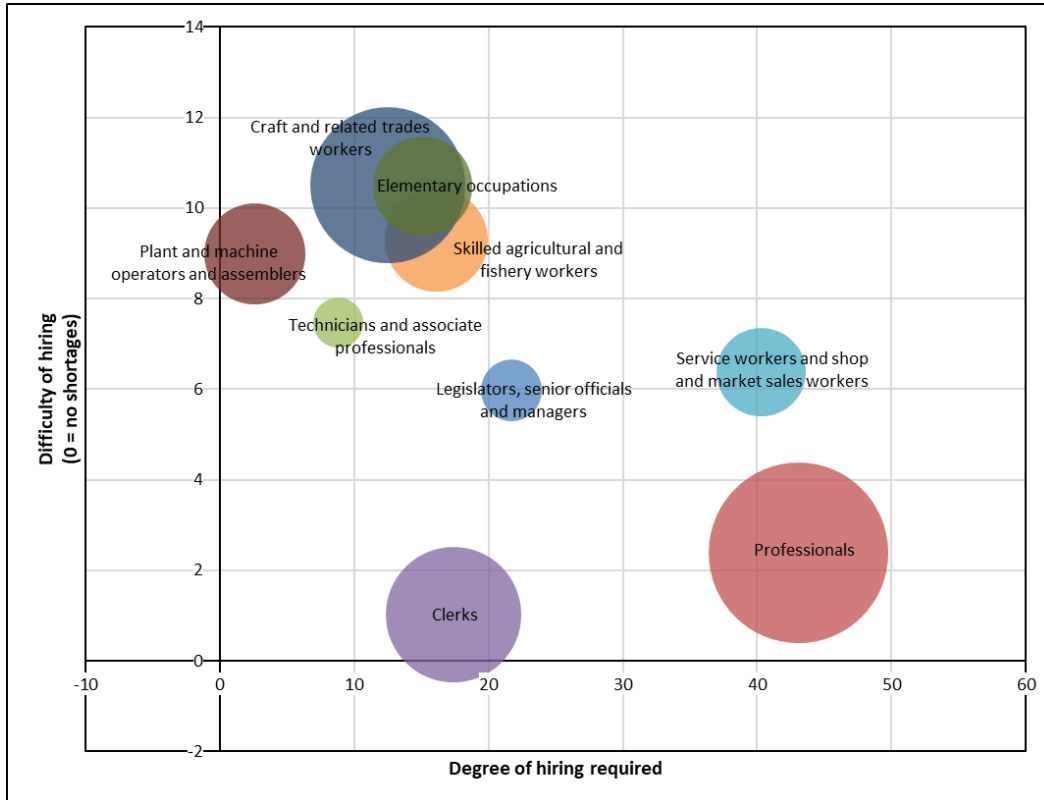


Overall, the forecast implies a shortage of the medium qualified, while the supply of the high and low educated is forecast to sufficiently fill the demand within high and low-level occupations.

In the next figure, measures are shown along the vertical axis, indicates increasing difficulties to fulfil demand given the available supply of qualifications used in the occupation. Along the horizontal axis, the *degree of hiring required* in the occupation is depicted. Higher values indicate that to reach the forecast result that occupation will need to adjust more (in terms of workers with particular qualifications) relative to the base year (2018) levels. These changes (degree of hiring required) can be due to a change in the qualifications required or increases in the number employed. The size of the bubble indicates the *overall employment level*, bigger bubbles indicate more employment while smaller bubbles less employment.

Occupations with both a high *degree of hiring required* and a high *difficulty of hiring* (i.e. towards the top right of the figure) are likely to have the most difficulties in achieving a suitable workforce.

Indicators of future hiring difficulties, 2018-30. The aim is to approximate shortages of supply by qualifications and its impact on occupations



The increasing supply of higher educated workers suggests there may be shortages, particularly among the medium qualified. These shortages could imply that some of the higher educated will have to be employed within occupations at a lower level than they qualify for, or it will result in hiring difficulties. Medium level occupations such as *service workers and shop and market sales workers*, as well as *plant and machine operators and assemblers* and *craft and related trades workers*, are expected to show higher levels of hiring difficulties in the forecast. The former are expected to see high levels of change by qualification, and thus a high degree of hiring required, while the latter two occupations are expected to see a low degree of hiring required. While *professionals, legislators, senior officials and managers* are expected to have less hiring difficulties, they are expected to see a relatively high level of hiring required in the forecast period. A medium degree of hiring required but relatively high hiring difficulties are expected to be seen among *technicians and associate professionals*. Hiring difficulties among *professionals* are expected to be very low across the underlying occupations. The degree of hiring required will differ, though, with *health professionals* (37) being well above the average for *professionals* as a whole (17), while the degree of hiring required among *science and engineering professionals* (2) but also *business and administration professionals* (10) will be much lower.



CONCLUSIONS.

This document is based on the tracking & feedback loop evidence-base. There are similarities between the countries that are part of the Partnership increasing the value of VET provision.

The response strategy focuses on anticipating training needs that are in line with the needs of the labour market.

According to Cedefop Skills forecast, the key long-term factors (such as the ageing population, increasing use of automation/artificial intelligence, globalisation, resource scarcity and moves towards a carbon neutral economy) will still hold in the long-term despite COVID-19.