KLAIPĖDOS ERNESTO GALVANAUSKO PROFESINIO MOKYMO CENTRAS

In the LOOP 4 VET

# InTheLoop4VET

## O3-T2: Application of VET Provision Adaptation Framework in Response to Labor Market Needs

Output type: Intellectual Output

**KLAIPEDA ERNESTAS GALVANAUSKAS VOCATIONAL TRAINING CENTRE**

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# 1. Introduction

This task is focused on applying the adaptation framework provisions in terms of increasing the capacity of VET providers to assess and respond to labor market needs. This document consists of a created questionnaire about the current situation in different countries of VET responses to the labor market needs, gathered data which indicates current issues or good examples and suggestions on how to tackle these issues.

The first part of this document is presenting the created questionnaire based upon O3 – T1 framework, which provides guidelines for indicating the traits of a good relationship with the labor market. This questionnaire shows what are the current issues concerning VET provider responses to labor market needs. The data was collected from four institutions from different countries – Folkuniversitetetet (Sweden), Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras (Lithuania), CIPFP Valle de Elda (Spain) and Promea (Greece). Some institutions are not VET centers and so the data can be a little vague, but it is still important for making out the current situation. Finally suggesting what parameters of the responses to the labor market should be can and be adjusted also adding a corresponding action plan.

The Training Guide uses data and research that was prepared by other participants of the project.

## 1) Who is the target audience of this document?

This document is for VET providers who want to improve and indicate current issues regarding the quality response to the labor market needs. Since the issues of the VET providers varies country from country in the EU this document shares experiences of different countries so it aims to be universal. It also aims at helping those VET providers who seek to be able to make institutional reforms. The documents target audience is any VET provider that seeks to improve specifically responses to the needs of the labor market.

## 2) What is the goal of this document?

The goal of this document is to enable VET providers to adjust to their unique situations regarding to respond to labor market needs. This is done by providing good examples of various countries experiences or by demonstrating how other's issues could be delt with. Providing a clear action plan

and tips that would be useful for the end goal. The document suggests methods on how to improve the response to the needs of the labor market.

3) Structure of the document

Firstly, in this document the general trends of the labor market and the changes that were brought to it by COVID-19 are going to be presented shortly. After that, important factors which have influence on the responses to the labor market needs will be presented. Then a questionnaire which helps to identify what are the weak points of responding to the labor market needs, it also includes the answers and data of the participating countries which may serve as examples. The prominent issues will be discussed, and a corresponding action plan will be suggested based upon the methodology of O3-T1. After that will follow a a short summary and a blank questionnaire.

# 2 Situation of the labor market and future possibilities

Here will be presented the trends that are dominant in the labor market, the changes that were brought by the COVID-19 crisis and future scenarios of labor market needs. Of course, every country is in a different situation, but since the labor market is globalized, there are certain traits or tendencies that can be identified. These days being able to map out what is important in the global context is just as important as researching specific issues regarding specific VET center's situation. This is part is crucial since all these issues or trends are bit by bit becoming universal. Just as important is being able to compare Your current issues or noticed tendencies with the general ones since it gives the VET provider an advantage in understanding how current issues are going to change and be able to prepare in advance.

## 2.1 Current tendencies of labor market development

For better chance of evaluating Your response to the needs of the labor market it is important to know the general trends of it.

The current state of socio-economic development of the world is characterized by dynamism and multi-vector. Under such conditions, there are significant transformations of the labor market, which is a "living" component of the national economic system, changing forms and types of employment.

The key tendencies that increase the impact on employment are:

**• Development of digital technologies that change the perception of communication space and its capabilities.**

The emergence of new services and technologies provides many opportunities: instant communication between users regardless of their geographical location, the possibility of joint synchronous and asynchronous work, qualitatively new ways of presenting and working with information, availability of significant amounts of information for everyone and more. At the same time, their rapid development requires the training of a new generation of professionals capable of working with rapidly changing technologies.

**• Globalization and integration processes.**

If we assess their impact on employment and labor market development, it is worth noting the strengthening of economic specialization and territorial division of labor: the place of production of specific equipment or machinery may be not one country but several, each of which produces individual parts assembled into single mechanism hundreds or thousands of kilometers from the place of their manufacture. On the one hand, this creates opportunities for narrow specialization, and on the other hand, the requirements for the ability to work in a multicultural and multilingual (knowledge of foreign languages) professional environment are growing. In addition, globalization processes lead to increased competition both among manufacturers and service providers, and among job seekers.

**• Development of the sharing economy.**

It is a global trend of sharing resources (for example, reducing costs or even making a profit by renting out property or providing services). A new world socio-economic system is built on the ideas of sharing. It is not just a combination of existing supply and demand with modern technology. This is a change in the concept of consumption.

**• Growth of customer orientation.** The trend that has emerged and is developing under the influence of increasing competition, especially in the business environment. It is a customer relationship management tool that allows the company to generate additional profits through deep understanding and effective customer satisfaction. In the public sector, it is the focus on the maximum satisfaction of the needs of recipients of public services, service-oriented activities of state institutions.

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• **Environmental safety, which is a requirement of the time.**

Depletion of natural resources, pollution of the environment - these problems have become so significant for every citizen that they have integrated into the training of professionals and workers in various fields.

• **Programming, automation of production processes**.

These processes on the one hand, lead to the displacement of human labor and its replacement by machine, on the other - the spread of automation processes complicates management systems and requires appropriate support and administration, and therefore requires training.

• **Robotization, development of artificial intelligence.**

Automation of production with the use of industrial robots, the use of intelligent robotic systems will inevitably lead to a change in the professional and qualification structure of the labor force in the labor market of the future.

## 2.2    The influence of COVID-19 on the labor market

In general, the impact of the COVID-19 pandemic on the world and in different countries of the economy over a period has led to a number of such changes in the domestic labor market:

**- actual reduction of employment.**

**- increase in the number of unemployed.**

**- reducing the number of people working abroad (labor migrants);**

**- reduction of income from the sale of their labor and self-employment due to reduction of wages, job losses and income of individual entrepreneurs.**

Moreover, in order to form an adequate idea of the development of the situation on the labor market, it is necessary to take into account the course of events not only in relation to official labor and entrepreneurial activity, but also in the shadow employment.

At the same time, the scale of the COVID-19 pandemic's impact on the development of the labor market situation is determined not only by the above factors, but also largely depends on the complexity of various industries and sectors of the economy, their suitability for remote forms of organization. That is why the workers most affected by the COVID-19 epidemic are service workers. After all, the process of functioning of this segment of the domestic economy is very time consuming, because technological processes in services are less than in many other areas of

economic activity are mechanized and automated, as a result they require significant unit costs of living human labor for their implementation.

COVID-19 has led to optimization and high competition

But rising unemployment and declining wages were not the only signs of a "quarantine" labor market. And it may not be the same as before.

**• Maximum cost optimization. Revision of the system of employee motivation: reducing the fixed part of pay and increasing the variable, which depends on the implementation of plans.**

**• A sharp increase in competition in the labor market. One vacancy has 2-3 times more resumes than it was in late 2019 or early 2020. Among them: HR-managers, marketers, IT-specialists, administrative staff, HoReCa employees, sales specialists and more.**

**• Rapid change of priorities and unevenness. When in some areas the number of vacancies decreased more than 2 times, in others it tripled. And within one area during the spring and summer it was possible to observe the rise and fall of the number of job offers. Employers were actively looking for professionals who could maintain the viability of the IT infrastructure.**

## 2.3  Labor market forecast until 2030: employment growth in education will be limited

The European Center for the Development of Vocational Training - Cedefop - has published a report "Skills Forecast: Trends and Challenges to 2030", which examines trends in the European workforce, implications for specific occupations, skills mismatches and labor market changes work functional responsibilities for the period up to 2030.

Cedefop forecasts a reduction in job responsibilities related to manual labor and an increase in intellectual tasks, which will lead to an increase in the number of jobs in areas such as management, occupations that require intellectual work, as well as in the food and hotel industry, retail trade. Thus, according to Cedefop, future competencies such as business literacy, mathematical skills (accounting and analytics), creativity, problem-solving, information gathering and evaluation, and information and computer technology knowledge will be required to perform official duties and programming skills. Social skills such as care, sales, training, management, autonomy and teamwork will also remain important for many people-related tasks.

According to research, **employee monitoring** will become more popular. Companies increasingly intend to gather information about how their employees spend time at work.

**The activism movement is growing among workers**. These are situations where employees protest their companies if they violate public values. 38% of employees say they will criticize the actions of employers if they negatively affect society.

**Voice messages will affect work communication**. People are already using voice technology - "Siri" or "Alexa" - to get news or place an order online. These are virtual assistants with whom people communicate by voice without even thinking about it.

**The role of the manager will change**. An Oracle study found that 64% of employees trust a robot more than their supervisor. Half seek advice from a robot, not a manager.

Thanks to artificial intelligence, administrative tasks can be fully automated, which will allow managers to work on more important initiatives. The new role of the leader is to be more humane, to train employees and to improve the work culture.

**The humanities will be in demand again**. McKinsey analyzed which jobs are prone to automation. It turned out that the humanities would not be automated. Therefore, due to the development of technology, the demand for people with humanitarian education will increase.

**Companies will worry about the psychological state of employees.** The issue of mental health is becoming increasingly important among companies. Almost half of workers say that their workplace has a negative effect on their general mental state. As a result, some companies hire therapists and set up medical centers to support their employees.

# 3   Important factors

This part of the document is for discussing the important factors which influence the relationship between the VET provider and the labour market. Based upon these factors the questionnaire was composed. The importance of those factors is based by O3 – T1 framework, which provides guidelines for indicating the traits of a good relationship with the labour market. They may serve as a explanation as to why the questionnaire was designed as it was and may help compose new questionnaires in the future or in general help better identify current relationship with the labour market.

## 3.1   Important factors for improving researching the labour market

This part concentrates on answering if the current methods of researching the relationship with the labour market are up to date and if are productive enough.

- **Collecting statistical and administrative information**

  This part is important because it provides information on long-term, medium-term and short-term trends in the labour market on the current needs of specialists in various professions. This type of data provides Information on the relationship between the difference factors in the labour market.

- **Research of enterprises**

  Researching this topic gives insight on information on the current needs of entrepreneurs in various industries, Information on current difficulties in finding workers, short-term forecast of employee needs, assessment of conformity and quality of graduates of VET institutions and assessment of conformity and quality of graduates of VET institutions.

- **Graduate research**

  Having a better understanding of data collected from graduates gives You information on the current situation with graduates of VET institutions in the labour market (employment, training, specialties and industries, wages, migration). Also, it lets You to assess the relevance and quality of education received

- **Considering the collected data in the long run**

  Comparing data obtained at different times usually provides a very useful opportunity to see the nature of the analysed phenomenon, giving us data on all directions and the history of change. By analysing data for only a short period of time, we run the risk of being deceived by less important, cyclical changes.

- **Comparing specific data of a measure with other sources (example national averages or other institutions)**

  This will allow you to better understand the situation in a particular region or industry.

- **Data segregation**

  This will help you better understand what is behind the changes that are being observed. Also, it lets You understand what specifically the cause of the changes and what actions is only fastens or slows the processes.

- **Combine different data and try to analyse how they relate to each other.**

  This will allow you to better understand the situation on the labour market in the complex.

- **Data visualization.**

  Statistics or administrative data are usually presented in the form of simple tables, which are very difficult to understand and very difficult to draw conclusions based on them. Therefore, it is very important to know what information is needed and how you can analyse the data and visualize it to get the expected result.

- **Percentage of graduates of the VET centre that find work after graduation in different time periods.**

  This data indicates if Your VET centre responds to the needs of the labour market. Since if more graduates find work after a longer period that means they have trouble meeting the requirements of the current labour market. Of course, this data might be influenced by other factors, that is why it is important to compare data.

- ***Surveys and making it relevant for the receiving party***

  Surveys are one of the simpler ways of collecting important data that is relevant for understanding current issues that You face. There might be issues if the surveys are not presented relevantly for the answering party. For example, sending out the surveys via email.

## 3.2 Important factors for predicting the future scenarios and needs of the labour market

Just as being able to identify the current situation of the labour market it is important to be already ready for the future of the labour market needs. Here will be presented the factors which help VET providers to prepare for future needs. This part is important because the labour market is becoming more and more globalised and digitalised. The factors presented are based upon the general trends of all the labour market.

- **Researching the future scenarios of the labour market**

  It is always important to be one step ahead the labour market in order to get better results responding to the needs of it. Of course, we are talking about the future here so it is never certain how will it go especially during COVID-19 crisis. But it is possible to see the general trends of it if researched this leads to better responses not only to the regional problems but to global problems of the labour market.

- **Promoting IT related vocational training**

  The most needed professions today are related with IT. With the pandemic in mind more and more jobs are becoming remote and the best sector which deals with that is IT. In general, the trends show that that programming and IT knowledge is more and more important for any profession since everything is becoming automatized or digitalized.

- **Offering students foreign language classes**

  The labour market is getting more and more globalised this means working with people from all over the world. Offering students foreign language classes not only benefits them personally but in general increases the graduate's abilities to be more efficient in the labour market.

- **Offering students internships abroad**

  Internships abroad lets the students experience good examples first-hand. Also, it may create future business relations and let the student gain other experiences which may be useful when they come back.

- **Participating in "shared economy"**

  This lets the VET centre use its resources efficiently. This could be making use of facilities that are not used all the time by renting it out to third parties. For better responses to labour market needs its always good to have extra money for better salaries for worker or newer technology and this is a great way to achieve it.

- **Providing vocational training is the satisfaction of customers of the graduate's work**

  This part is crucial for responding to labour market needs since the customers satisfaction is the goal.

- **Environmental safety as an important factor in vocational training**

  The labour market is slowly making change o ensure that it is environmentally safe. So more and workers will be required to be able to work in this manner so teaching these skills is crucial.

- **Teaching how to use roboticized equipment relevant to their profession**
  As mentioned before technology is rapidly changing and evolving so being able to work with up to date roboticized equipment is a essential skill for responding to needs of the future labour market's needs.
- **Considering the influence of COVID-19 on the labour market**
  COVID-19 surely changed the world and with it the labour market. Everything is still uncertain, but it is important to considered what exactly could be done in order to respond to this new situation.

# 4 Labour market needs and VET centre's services

The data was collected by composing a questionnaire based upon O3 – T1 framework, which provides guidelines for indicating the traits of a good relationship with the labor market. The structure of this chapter is first the questions which is about a certain factor that influences the relationship between VET providers and the labour market and then the collected data from participating partners. There were four participating partners from which data was collected - Folkuniversitetet (Sweden), Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras (Lithuania), CIPFP Valle de Elda (Spain) and Promea (Greece). This data serves both as good examples for some points and indicators of common mistakes. After this chapter a action plan will be provided on how to solve each issue.

## 4.1 Data provided by other participating countries

**1. Does Your VET centre collect statistical and administrative information, if so what type of information is it? (Example – percentage of students that graduate, satisfaction with the studies)**

### 1.1. Folkuniversitetet is a School/Institute/ Educational centre - Adult education

FU processes personal data in order to fulfil and administer legal obligations, comply with agreements and to provide students with good service. FU stores information about student name, address, telephone number, e-mail address and, in several cases, the social security number and the activities in which students participate.

The personal information is forwarded to government, municipal and regional contributors or assignments as required and where supported by law. The information may also be used for statistics and for the development and analysis of our business activities. FU also use the customer register to send students information about upcoming activities.

(Unfortunately, the database is not available, could not find any statistics related to FU)

### 1.2. Promea

Personal information (e.g. demographics)

Years to complete university degree

Final grade of the degree

### 1.3. CIPFP Valle de Elda

Yes. We collect percentage of student that graduate Satisfaction with the studies

### 1.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras

Yes, it is being collected, once a year the teachers and the administration have a survey about satisfaction of the services quality, work conditions, equipment and other work factors.

## 2. Does Your VET center conduct research on enterprises, if so what sort of information is being collected? (Example – satisfaction with the graduates)

### 2.1. Folkuniversitetetet is a School/Institute/ Educational centre - Adult education

Hard to say

### 2.2. Promea

Previous experience in a work environment

Relevance of the degree to labour market

### 2.3. CIPFP Valle de Elda

Yes, satisfaction with the graduates and with the tutor of the VET school.

### 2.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras

Third parties (employers, students, parents) must take a survey about the satisfaction of VET graduates experience, the added value and services of the VET.

## 3. Does Your VET center collect data of graduates, if so what type of data is being collected?

### 3.1. Folkuniversitetetet is a School/Institute/ Educational centre - Adult education

FU stores information about student name, address, telephone number, e-mail address and, in several cases, the social security number and the activities in which students participate.

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### 3.2. Promea

Personal information (e.g. demographics)

Evaluation with educational course

Years to complete university degree

Final grade of the degree

Next steps/priorities of the graduates

Satisfaction with their studies

Relevance of the degree to academia

Relevance of the degree to labour market

Time period till they find their first job

Transition from first important job to next

### 3.3. CIPFP Valle de Elda

Not at the moment

### 3.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras

Yes, it is being collected, when the students graduate also the data is collected from the class supervisor. The data is analysed, and conclusions are made about graduate employment, choices about further education in other institutions, the satisfaction of the education received and so on.

## 4. Does Your VET center consider the collected data in the long run?

### 4.1. Folkuniversitetetet is a School/Institute/ Educational centre - Adult education

Hard to say

### 4.2. Promea

There are no relevant information for this section

### 4.3. CIPFP Valle de Elda

Yes, we think that is very interesting to know these data

### 4.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras

Yes, it does, it and based upon that data the the strategy plan and the school year plan is composed. The data that is being collected is graduate employment percentage and by analysing the study program relevance to the labour market.

**5. Does Your VET center compare the collected data with the data of national institutions or other centers of the region?**

**5.1. Folkuniversitetet is a School/Institute/ Educational centre - Adult education**

FU has over 48 local branches. Folkuniversitetet consists of five regional offices, located in Gothenburg, Lund, Stockholm, Umeå and Uppsala. Thus, all 5 branches of FU collect all the information and compare it with each other.

**5.2. Promea**

No, there are no such systems in place, only institutional databases

**5.3. CIPFP Valle de Elda**

No

**5.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

The data is being collected from employment services office (užimtumo tarnyba) and Education management information system (ŠVIS)

**6. Does Your VET center segregate and categorize collected data?**

**6.1. Folkuniversitetet is a School/Institute/ Educational centre - Adult education**

Hard to say

**6.2. Promea**

Yes, a percentage is calculated

**6.3. CIPFP Valle de Elda**

No

**6.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Yes, it is being segregated by categories such as the graduate employment percentage, the popularity of education programs, employment of students with disability, the wishes of students etc…

**7. Does Your VET center combine different data? (Example – the amount of resources spent on promoting highly needed professions in the labor market and amount of students training for that profession)**

**7.1.    Folkuniversitetet is a School/Institute/ Educational centre - Adult education**

Yes. Based on this, a work plan for the next year and the creation of new courses is created.

**7.2.    Promea**

There is no relevant information for this section

**7.3.    CIPFP Valle de Elda**

No

**7.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Yes, it is, being compared and innovations are made from the conclusions.

**8. Does Your VET centre visualize the collected data? (Example – creates charts and tables)**

**8.1.    Folkuniversitetet is a School/Institute/ Educational centre - Adult education**

Yes.

Every year, a special meeting is held for FU employees, at which the Rector and FU staff present the collected data, describe the next steps and provide instructions in the form of presentations, schedules, videos, etc.

**8.2.    Promea**

There is no relevant information for this section

**8.3.    CIPFP Valle de Elda**

Yes, but only with the data collected

**8.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Yes, during the faculty meetings it is presented in graphs, diagrams and so on.

**9. What percentage of student of the VET center find work after graduation after 6 months, 1 year and a year and a half?**

**9.1. Folkuniversitetet is a School/Institute/ Educational centre - Adult education**

Hard to say

**9.2. Promea**

22-23% of the graduates start looking for employment during their studies

44-45% of graduates find their first job 6 months after graduation

12-13% of graduates find their first job 6 to 12 months after graduation

20-21% of graduates find their first job find 12 months after graduation

**9.3. CIPFP Valle de Elda**

We don't know

**9.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Around 55% find a job after graduating data according to employment services office and 86% by data collected by Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras there is no concrete data.

**10. Does the VET centre send out surveys to graduates if so, does the centre inform students of it beforehand, how long are usually the surveys, how long do You give the graduates to complete the surveys, do You encourage somehow the graduates that complete the surveys and does the centre send out reminders for the survey?**

**10.1. Folkuniversitetet is a School/Institute/ Educational centre - Adult education**

After each completed course, students receive an online questionnaire on the quality of the course, teaching methods, assimilation of information, express their recommendations and comments.

**10.2. Promea**

There is no available information for this section

**10.3. CIPFP Valle de Elda**

No

**10.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

The VET centre sends out surveys after they graduate, and they additionally send it out via email after 3 months. The class supervisors survey students in person. The graduates are encouraged to share their experiences during event or online.

## 11. Does the VET center plan out possible scenarios of the labour market?

**11.1.    Folkuniversitetet is a School/Institute/ Educational centre - Adult education**

Of course, based on labour market research, new courses, topics for study, and methods of teaching in FU appear

**11.2.    Promea**

There are no relevant data for this section

**11.3.    CIPFP Valle de Elda**

Yes

**11.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Yes, the VET centre tries to analyse which vocational training programs are not relevant to the labour market by consulting with government organisations.

## 12. If IT related vocational training isn't popular among students in Your VET center does the center use enough resources to promote IT related vocational training?

**12.1.    Folkuniversitetet is a School/Institute/ Educational centre - Adult education**

Currently Folkuniversitetet is running 139 courses on different aspects of digital literacy.

Folkuniversitetet's students, who aren't studying anything related to IT, still gain certain digital knowledge through our digital / e-learning courses (at the moment we have more than 600 online courses, starting from language to adult education and even VET). Our distance and online courses are designed in different ways. Some use virtual classrooms, chat and webinar (webcast lecture / teaching). We use many different types of digital tools for our courses such as Moodle, Skype, Zoom, Teams, e-mail etc.

**12.2.    Promea**

No relevant data for this section

**12.3.    CIPFP Valle de Elda**

We try to do it

**12.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Yes, it does by providing up to date technologies for the students.

## 13. Does the VET center offer students foreign language classes?

**13.1.    Folkuniversitetetet is a School/Institute/ Educational centre - Adult education**

FU offers about 48 different languages, at levels from beginners to advanced and provides international language examinations

**13.2.    Promea**

There are no relevant data for this section

**13.3.    CIPFP Valle de Elda**

Yes, English, French and Italian

**13.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Yes, they are, the most popular language is English in other VET centres students are also taught Russian and German

## 14. Does the VET center offer students internships abroad?

**14.1.    Folkuniversitetetet is a School/Institute/ Educational centre - Adult education**

FU participates in Erasmus student exchange projects and offers internships for international students in Sweden and abroad.

**14.2.    Promea**

Yes, for example Marrie-Currie

**14.3.    CIPFP Valle de Elda**

Yes, we have kA116 for VET studies and KA103 for Higher education

**14.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Yes, the internship centre organises internships abroad for the masseur's program, wood finishers, carpenters, IT related programs. The VET centre has agreements with such countries as Greece, Sweden, Denmark, Great Britain, Malta, Norway, Germany and others.

## 15. Does the VET center participate in "shared economy"? (example – renting out unused facilities)

### 15.1. Folkuniversitetet is a School/Institute/ Educational centre - Adult education

Yes. For instance, international department rents offices in FU to work on Erasmus, AMIF, SIDA projects

### 15.2. Promea

There are no relevant data for this section

### 15.3. CIPFP Valle de Elda

No

### 15.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras

Yes, it does by renting out areas for driving schools.

Pupils of the Smalininkai School of Technology and Business, who study according to the Motor Vehicle Freight Driver Modular Vocational Training Program, participate in a sectoral practical centre, which consolidates practical driving skills, and participate in two practical activities, i. simulator training and on-site driving.

## 16. In the process of providing vocational training is the satisfaction of customers of the graduates work an important factor?

### 16.1. Folkuniversitetet is a School/Institute/ Educational centre - Adult education

Of course, that is why after each course, training, piloting, seminar, workshop meeting, participants are sent a questionnaire where they can express their opinion, provide comments, suggestions, recommendations, input how to improve and develop education in FU

### 16.2. Promea

There is no relevant information for this section

### 16.3. CIPFP Valle de Elda

Yes

### 16.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras

Yes, it is.

### 17. Is environmental safety an important factor in vocational training for the VET centre?

**17.1.    Folkuniversitetetet is a School/Institute/ Educational centre - Adult education**

Sure.

In Sweden, we even have a special public agency that is responsible for environmental issues. The Agency carries out assignments on behalf of the Swedish Government relating to the environment in Sweden, the EU and internationally.

**17.2.    Promea**

There are no relevant data about this section

**17.3.    CIPFP Valle de Elda**

Yes

**17.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

Yes, it is, while teaching the theoretical part of the program parts module about environmental safety are included.

### 18. Are the students thought how to use roboticized equipment relevant to their profession?

**18.1.    Folkuniversitetetet is a School/Institute/ Educational centre - Adult education**

They think about it. Therefore, they attend courses that help them achieve their goals. These can be courses that involve boosting their technical skills.

**18.2.    Promea**

There are no relevant data about training on the use of roboticized equipment

**18.3.    CIPFP Valle de Elda**

Yes

**18.4.    Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras**

There are faculties currently built which will include all up to date tech which could simulate those scenarios.

**19. Does Your VET center consider COVID-19 influence for the labor market if so, how?**

### 19.1. Folkuniversitetetet is a School/Institute/ Educational centre - Adult education

Yes, because of the COVID-19 the work moved to online regime and a lot of people faced the problem of lack of knowledge and skills of working with different learning platforms. Therefore, FU opened courses that teach students to use digital learning platforms, as well as improve their knowledge and skills in using Microsoft Word, Zoom, Teams etc. The acquired knowledge will enable people to be more in demand in the labour market and to meet modern needs in the labour market.

### 19.2. Promea

There are no relevant data about COVID-19 influence on the labour market

### 19.3. CIPFP Valle de Elda

It depends on the sector.

In the commerce sector, the changes have been for the better because they have increased their turnover.

Some sectors have had difficulties, but they are getting back to normal.

Although at the beginning it was thought that COVID would change the employment situation for ever, we are experiencing a rapid return to normality.

### 19.4. Klaipedos Ernesto Galvanausko Profesinio Mokymo Centras

Yes, it is by improving student's and teacher's IT skills, training events are being organised for the centre community.

## 5  Current issues and action plan for solving or improving them

There is always room for improvement. So, this chapter will be dedicated to pointing the issues noticed from the data provided by participating institutions in every important factor related to having a good relationship with the labour market. This chapter will also include a action plan to what could be done to improve it.

This action plan is based on a simple plan

| Explaining the current situation and why this factor is | → | Pointing out the goal | → | Suggesting how to achieve it |
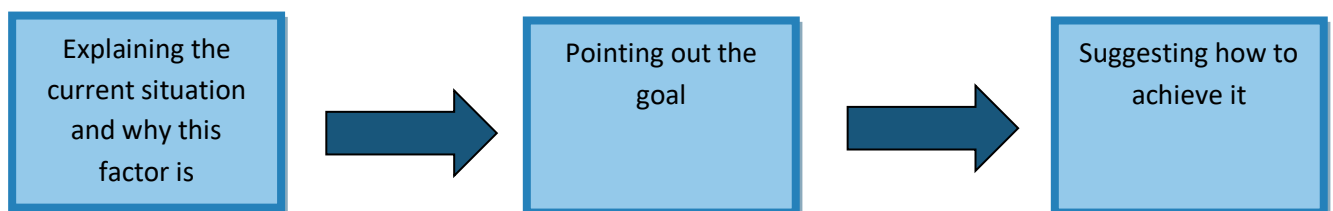
## 5.1    Collecting statistical and administrative information

All of the participating institutions collect quality assurance data and personal data which is important for having a good relationship with the labor market. Though nobody mentioned that their institution collects statistical data – for example, accepted students with IT related programs. This type of that is important because it notifies if the VET centre provides relevant study programs to the labour market.

- The goal is tracking and paying more attention to the statistical data of the students
- This time frame for collecting this type of data is usually at the start of the studies of the students and at graduation

In order to collect this type of that it is a good idea to keep track of how many students get accepted to the programs that are relevant to the labour market or how many students graduate and why or if the students are satisfied with the teachers of this type of program. The tasks should be related to the objective that the institution wants to reach. For example, producing less professions that are more affected by COVID-19 and then lowering the acceptance rate of those programs.

## 5.2    Conducting research on enterprises

All the participating countries provided that only small amount of data is collected related to researching the enterprises that is essential to having a good relationship with the labour market. When conducting research on enterprises that will possibly employ the graduates such factors should be important:

- Information on the current needs of entrepreneurs in various industries
- Information on current difficulties in finding workers
- Short-term forecast of employee needs
- Assessment of conformity and quality of graduates of VET institutions

The goal of all of this is that the VET institution finds out what do the enterprises need right now and what are their current issues.

This can be done by sending out more detailed questionnaires or having more event that will include the employers. The timing of this can be very flexible so it is an all-year thing since the labour market is always changing.

## 5.3    Collecting data of graduates

This part is mostly well done but more attention should be paid to such details as further training, specialties and industries, wages, migration. Since the graduates are very much a part of the labour market and so noticing their choices and what influences them is very important.

- The goal of this part is finding out what influences these types of choices and if the VET centre can do something to improve their situation.
- The time frame of task should usually be when students graduate since most of these types of choices are made after they graduate

This can be done by having quality-oriented interviews or questionnaires.

## 5.4    Considering the collected data in the long run

Some of the participating provided data that said that this may be an issue. Collecting and considering data in the long run is very important.

Consider the data in the long run. Comparing data obtained at different times usually provides a very useful opportunity to see the nature of the analysed phenomenon, giving us data on all directions and the history of change. By analysing data for only a short period of time, we run the risk of being deceived by less important, cyclical changes.

- The goal of this is to find out if current issues are short period and if they need to assess it or if they will resolve on their own in some time.

Collecting and considering data in the long run can be achieved by having bigger data bases where information can be stored. Of course, working with big amounts of data is hard so it is best to consider investing and hiring a data analyst.

## 5.5    Comparing the collected data with the data provided by other third parties

Only some of the participating institutions compare data with other third parties. Comparing data with other VET institutions is important since it informs if the current problems and issues are on nationwide or institutional level.

- The goal of this to assess the situation better

The data can be collected collaborating with other VET providers in the region or by government organ's provided data.

## 5.6    Collected data segregation and categorization

Only some of the participating institutions segregate and categorize the collected data. Both are important since this puts some sort of order to data collection and clears out a more specific situation. Data segregation will help Your institution better understand what is behind the changes that are being observed.

- The goal of this part is to clear out the unneeded information concerning specific data.

This can be done by using specific apps or programs, or by just having a detailed excel document. Having specific personnel assigned to this task would be helpful.

## 5.7    Combination of different data

Combination of different data and comparing it is important since it lets You try to analyse how the data relate to each other. This will allow you to better understand the situation on the labour market in the complex.

- The goal of this is to try to better understand the complex system of influences in the labour market.

This can be done by categorising the data firstly and then trying to compare it. Later on, try to understand which factors influences other factors.

## 5.8   Visualization of the collected data

By the data provided everyone seems to visualize data. This is important because statistics or administrative data are usually presented in the form of simple tables, which are very difficult to understand and very difficult to draw conclusions based on them. Therefore, it is very important to know what information is needed and how you can analyse the data and visualize it to get the expected result

## 5.9   Percentage of students finding work after different time periods

Almost every institution seems to monitor the percentage of student finding work after different time periods. This factor is one of the most important indicators which lets Your institution identify if the labour market needs are reached.

- The goal of this part is tracking the employment of students.
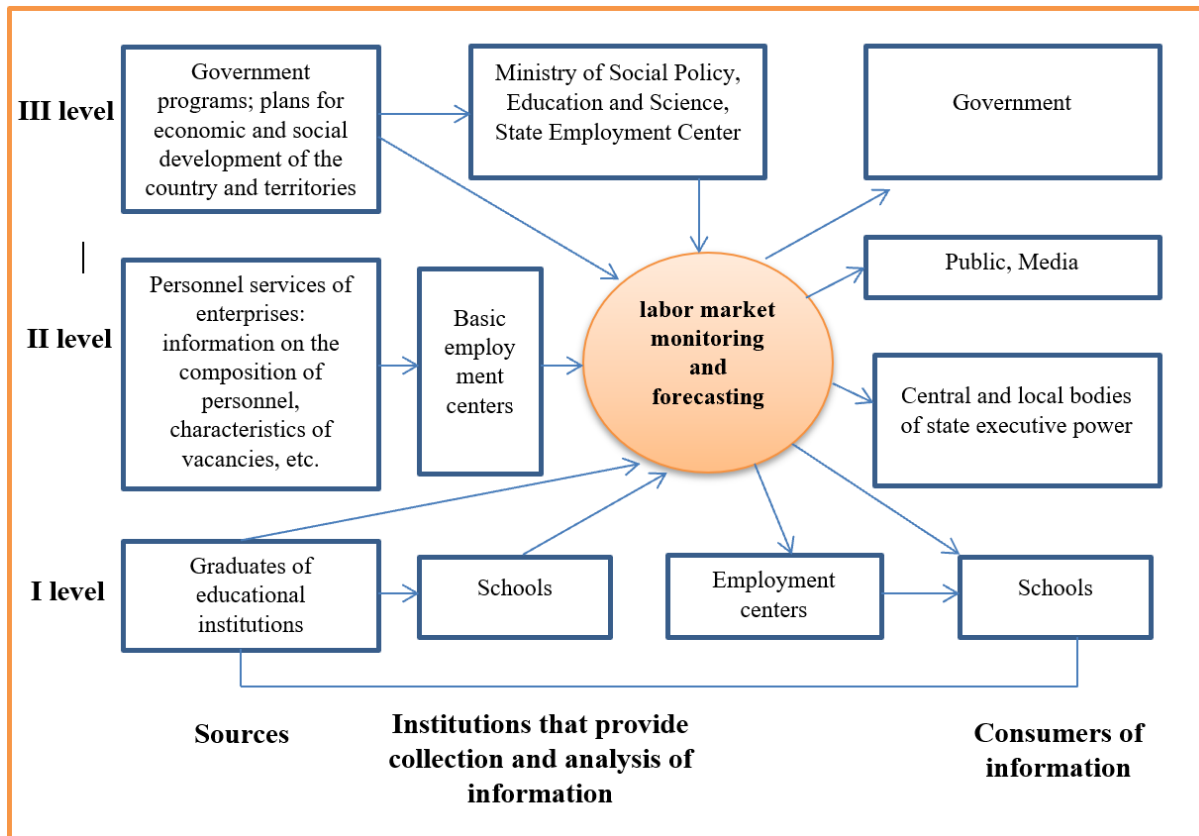
This can be achieved by sending out surveys to students after they graduate (this part very much relates to the next segment) or having an alumni club which connects the graduates.

## 5.10  Surveying graduates and students

Only some of the participating institutions track data and survey their students and graduates. This type of research provides us with important information about the actual results, compliance and quality of the VET system. It assumes that if most students find work in the specialty in which they were taught, then the offer of the VET system can be considered as meeting the needs of the labor market. This type of research can also provide the information needed to compare different VET facilities in the country.

Ways to get the necessary results from the participants and ways to eliminate / avoid challenges when receiving information:

• Make sure your email addresses are correct. At the end of the course, you can inform students about the planned survey, its objectives, and you can ask them to update their current email addresses.

• The questionnaire should be short and focus on the most important elements. In addition, the language of the questions in the questionnaire should be easy to understand.

• Do not give too much or too little time to complete the questionnaire (it will take about two weeks to respond)

• Think about encouraging those who will fill out the questionnaire.

• Send at least two reminders to graduates. Emphasize the importance of completing the questionnaire to improve the quality and compliance of VET in the region.

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KLAIPĖDOS ERNESTO GALVANAUSKO
PROFESINIO MOKYMO CENTRAS

In the
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4 VET

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                    ┌──────────────────┐   ┌──────────────────────┐   ┌──────────────────┐
                    │ Government       │   │ Ministry of Social   │   │                  │
III level           │ programs; plans  │──▶│ Policy, Education     │   │   Government     │
                    │ for economic and │   │ and Science,         │   │                  │
                    │ social           │   │ State Employment     │   └──────────────────┘
                    │ development of   │   │ Center               │
                    │ the country and  │   └──────────────────────┘
                    │ territories      │
                    └──────────────────┘
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Sources — Institutions that provide collection and analysis of information — Consumers of information

III level — Government programs; plans for economic and social development of the country and territories → Ministry of Social Policy, Education and Science, State Employment Center — Government

II level — Personnel services of enterprises: information on the composition of personnel, characteristics of vacancies, etc. → Basic employment centers → labor market monitoring and forecasting — Public, Media

— Central and local bodies of state executive power

I level — Graduates of educational institutions → Schools — Employment centers → Schools

**Sources** — **Institutions that provide collection and analysis of information** — **Consumers of information**

## 5.11  Planning out possible scenarios of the labour market

All the participating institutions forecast possible changes in the labour market. Though it was not provided how it is done, so there will be provided ways of improving it.

Various methods of both statistical-mathematical and sociological orientation should be used in forecasting the development of the labour market in professional terms, including simulation (scenario) modelling, extrapolation, expert assessments, correlation approaches, focus groups and in-depth interviews. They should be considered together as complementary, and the feasibility of using each of them to determine depending on the problem to be solved, the availability of statistics and the dynamics of observations.

## 5.12  IT related vocational training popularity and digital knowledge

All the participants try to increase the popularity of IT related vocational training programs. Also, it is important to provide digital knowledge to students of all programs.

Development of digital technologies that change the perception of communication space and its capabilities. The emergence of new services and technologies provides many opportunities: instant communication between users regardless of their geographical location, the possibility of joint synchronous and asynchronous work, qualitatively new ways of presenting and working with information, availability of significant amounts of information for everyone and more. At the same time, their rapid development requires the training of a new generation of professionals capable of working with rapidly changing technologies

- The goal of this part is to inform students on how to use technologies efficiently of every program

In order to achieve this, students and teachers should be taught how to use such programs zoom or teams for them to be able to continue learning and teaching in world effected by COVID 19. Not only that but digital knowledge should be further integrated into every program.

## 5.13  Offering students foreign language classes

Most of the participating institutions provide their students with foreign language classes. Since the world is in rapid globalization the importance of being able to speak more than your native language has increase. Providing students with the ability to choose to learn a foreign language is an essential for quality education.

- The goal of this segment is to be able to keep up with the trends of the globalized world by providing foreign language classes.

## 5.14  Offering students internships abroad

All the participating institutions offer internships abroad. This segment also is very important in a rapid globalization.

- The goal of this segment is to be able to keep up with the trends of the globalized world by providing students internships abroad

This can be done by entering the Erasmus program or having agreements with foreign organisations.

## 5.15  Participating in "shared economy"

Most of the participating institutions participate in "shared economy".

It is a global trend of sharing resources (for example, reducing costs or even making a profit by renting out property or providing services). A new world socio-economic system is built on the ideas of sharing. It is not just a combination of existing supply and demand with modern technology. This is a change in the concept of consumption.

- The goal of this part is to save resources

This can be easily achieved by identifying which property is used rarely and finding clients such as driving schools or other institutions to rent it out to.

## 5.16  Employers' satisfaction of the graduate as a goal

Most of the participating institutions have customer orientation as a goal

The trend that has emerged and is developing under the influence of increasing competition, especially in the business environment. It is a customer relationship management tool that allows the company to generate additional profits through deep understanding and effective customer satisfaction. In the public sector, it is the focus on the maximum satisfaction of the needs of recipients of public services, service-oriented activities of state institutions.

- The goal of this part is to think like a business when running the VET centre

It can be achieved by analysing and asking, "what my client would want?" and then setting the needs of the client as a goal for every aspect of vocational training.

## 5.17 Environmental safety as an important factor

Most of the participating institutions have environmental safety as an important factor in the education of their students. This is an essential part of education today. Depletion of natural resources, pollution of the environment - these problems have become so significant for every citizen that they have integrated into the training of professionals and workers in various fields.

- The goal of this part is to inform students of environment friendly ways of working in their profession

The best ways this can be achieved is by incorporating a module into the program about environmental safety and then having it thought by ether a guest lecturer or having the already employed teachers update their knowledge on these issues by having them to take on training related to these issues.

## 5.18 Robotization of the professions

Almost everyone from participating institutions trains their students to use roboticized and digitalised technologies. Automation of production with the use of industrial robots, the use of intelligent robotic systems will inevitably lead to a change in the professional and qualification structure of the labour force in the labour market of the future.

These tendencies form the relevant requirements for professional knowledge, skills and abilities of the employee, his demand in the labour market. Continuity in the development of professions, the conditionality of the emergence of new production functions and new professions by the transformation of existing ones, allows us to predict the emergence of new activities, the emergence of certain competencies.

- The goal of this sections is to prepare for upcoming changes in the labour market by providing students quality education with the help of digitalised and robotized technology relating to their program

This can be achieved by having up to date technologies that the students could train with and by hiring professionals who work with roboticized technology who could teach the students.

## 5.19 Considering COVID-19 influence for the labour market

Everyone tries to consider COVID-19 influence on the labour market. This is important we live in an ever-changing world where we don't yet know if we will come back to normality any time soon so doing research on this topic for VET centres is crucial.

- The goal of this part is to better assess VET centre's services in the current situation of the labour market under COCID-19

This can be done by doing research on the current situation of COVID-19 and trying to perfect the digitalized training by providing the students and teachers within the institution digital knowledge improving courses.

# 6 Questionnaire

## Labour market needs and VET center's cervises

**By Klaipėda Ernestas Galvanauskas Vocationa Training Center**

1. Does Your VET center collect statistical and administrative information, if so what type of information is it? (example – percentage of students that graduate, satisfaction with the studies)

2. Does Your VET center conduct research on enterprises, if so what sort of information is being collected? (example – satisfaction with the graduates)

3. Does Your VET center collect data of graduates, if so what type of data is being collected?

4. Does Your VET center consider the collected data in the long run?

5. Does Your VET center compare the collected data with the data of national institutions or other centers of the region?

6. Does Your VET center segregate and categorize collected data?

7. Does Your VET center combine different data? (example – the amount of resources spent on promoting highly needed professions in the labor market and amount of students training for that profession)

8. Does Your VET center visualize the collected data? (example – creates charts and tables)

9. What percentage of student of the VET center find work after graduation after 6 months, 1 year and a year and a half?

10. Does the VET center send out surveys to graduates if so, does the center inform students of it beforehand, how long are usually the surveys, how long do You give the graduates to complete the surveys, do You encourage somehow the graduates that complete the surveys and does the center send out reminders for the survey?

11. Does the VET center plan out possible scenarios of the labor market?

12. If IT related vocational training isn't popular among students in Your VET center does the center use enough resources to promote IT related vocational training?

13. Does the VET center offer students foreign language classes?

14. Does the VET center offer students internships abroad?

15. Does the VET center participate in "shared economy"? (example – renting out unused facilities)

16. In the process of providing vocational training is the satisfaction of customers of the graduates work an important factor?

17. Is environmental safety an important factor in vocational training for the VET center?

18. Are the students thought how to use roboticized equipment relevant to their profession?

19. Does Your VET center consider COVID-19 influence for the labor market if so, how?