

EU.EM.NET Project W.P 2

Recommendations Set

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Sandrine Reiter
8/25/2013

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Introduction

The present report is part of the project EU.EM.NET and is the result of the state of play of the T&H sector conducted within the project in the 9 partners' countries. The objective is, thanks to the analysis conducted in the first phase of the project, to draw some recommendations for the development of the core methodology that will take place in the next phase of the project.

In order to identify recommendations presented in this report, a first questionnaire was proposed to the project partners, which aims at identifying the main characteristics of the T&H sector in each country as well as the existing practices in terms of skills anticipation.

Based on the questionnaire answers, 9 country reports were produced. From these 9 country reports, a consolidated report was produced. Finally a best practices handbook was produced where best practices in each country (when existing) were identified.

In the following sections we present a brief summary of the results of the state of play (for more detail, see the 9 country reports, and the best practices handbook) and from these results we draw some recommendations that will be useful for the next step of the project, i.e. designing the core methodology for skills anticipation in the T&H sector.

Main results summary

There is a large diversity of situations in the different partners' country.

First of all the size of the studied countries, and as a result the size of the T&H sector (number of employers, employees, establishments,...), goes from small country such as Luxembourg to big one such as Turkey. However it seems that, in country where figures are available, that the percentage of the total employment for the T&H sector is around 6 to 7 %.

Regarding actors of the T&H sector 3 main categories can be identified (Public bodies, VET institutions and actors, Private associations of employers). However, depending on the country their role and responsibilities are different.

The education systems are also different. Countries that are already involved in the process of training standardisation are also the one that are the most advanced in the skills anticipation management. Putting in place national qualification framework (NQF) has a direct impact on the cooperation between VET institutions, public bodies and professional of the sector, and as a consequence on the level of implication of these actors in the skills' anticipation process.

It has also been put forward that, in some countries everything is centralised at the national level and in other not. For example, in Turkey there is a classification of hotel at the national level but also at regional level.

Based on these results, and as shown in the best practices report, 3 categories of countries have been identified: well establish and formal skills anticipation practices, some informal existing practices, no formal or informal practices.

Recommendations

As previously mentioned, we should be able to propose a methodology that can be adapted to the disparity across the partner's national context. As 3 different categories have been identified, a good process would be to rely on these categories for developing the methodology.

First of all we should envisage for the less advanced countries, an awareness phase where the different stakeholders (actors) are involved in order to build a common interest in skill forecasting.

Based on this, in each country and based on experiences from countries where skill forecasting is more developed we should identify:

- Actors which should be involved and their role in the skill forecasting
 - o In order to increase cooperation between these actors (ministries, VET, professionals...)
- Which coordination should be proposed
 - o One unique council driven by public authorities
 - o Dedicated research bodies to conduct analyses and tailored research
- Legal regulation to be defined in order to standardise the collected information:
 - o An IT system for structural data gathering which would enable creation of effective decision-making and policy-making about the sector
 - o At least a Website or a database to reach information, opportunities, offers and statistics
- Formal practices to be put in place (well defined and permanently updated)
 - o Avoid "self-practices" defined by ether employersor Vet schools
 - o Cluster approach can be also used, and close cooperation between clusters and these Sectoral councils could be beneficial for the sector development
- Which promotion of the sector toward potential employee (not only in attracting tourists)
 - o Marketing campaigns more visible
 - o Use of social media tools
 - o Internships and summer jobs more visible
 - o Partnerships with other European countries
- How to emphasis the development of the training adapted to the European context
 - o Use the potential of NQF and EQF
 - o Stronger support for quality awareness in tourism related services is needed, especially in countries in transition
- Job definition and Career path identification to attract potential employees

- Use the potential of NQF and EQF
- New skills need: foreign languages, ICT skills, communication skills, marketing...

One unique platform with all information (in each country and then at European level) like in the UK, would be a good idea, but seems a bit idealistic. However building a sustainable and dynamic network (supported by an IT platform if needed) would be a good achievement.

Conclusion

As pointed out by the state of play analysis, differences between the participating countries, considering skills anticipation, are important. One “unique and common” methodology that will fit 100% of all the countries at the end of the project will then be difficult to propose. What can be suggest is to propose a methodology based on best practices identified in the different countries (somehow the “ideal” methodology), and then to propose some steps in the methodology implementation based on country’s maturity level regarding skill anticipations in the T&H sector. This approach will help to adapt to the disparity of levels of skills forecasting across partner’s national contexts.

As stated, the first step of the methodology should focus on how employers, public bodies and VET institutions should be involved and cooperate in order to be efficient: Decide their role and responsibilities, depending on the country’s context. We can propose to draw a “map of actors” involvement for example. This map will be shared within the partners’ country but will also put forward the specificity of each country (when existing).

The idea is more the produce some useful information and tools in order to create a dynamic network (sustained beyond the project lifetime) than a complex and heavy methodology that will be difficult to put in place.

The objective could then be to propose a toolbox (methodology slide) which will enable each country to progress towards better skill forecasting depending on their initial level, and to share with other European countries.