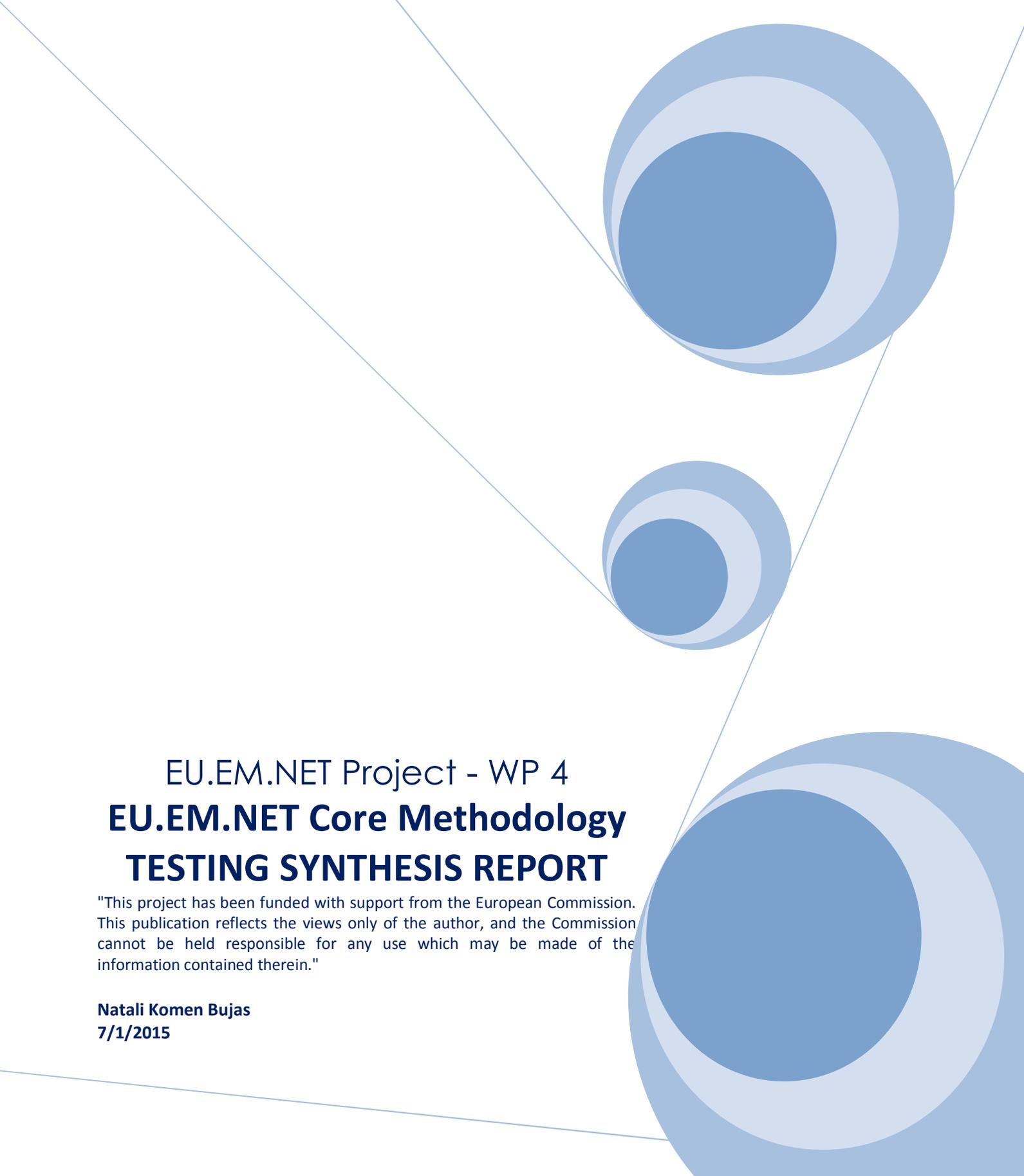




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## EU.EM.NET Project - WP 4

# **EU.EM.NET Core Methodology**

# **TESTING SYNTHESIS REPORT**

"This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

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**7/1/2015**



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## INTRODUCTION

This document represents the Synthesis report based on the 9 country testing reports that have been made by every project partner in each country involved in the EU.EM.NET project. It provides the analysis of piloting core methodology experiences, which were presented in country reports, following the Testing guidelines and very helpful project testing report template.

The aim of this report is to put forward the main common feedback information and analysis of the testing outcomes: the strengths and shortages in the Core Methodology's design and approaches, as well as the impact of the "state of play" differences, traditions and practices in relation to 9 country workshops and their results.

The workshops that were organized were the main testing activity – within the Core methodology piloting process; the outcomes of which are brought within this report. The document is composed of the following parts:

- **General assessment of testing practices**
- **Country specifics and necessary adjustments**
- **Recommendations for improving the Core methodology** in order to make it workable and useable at national levels in each partner country.

Please note that this documents stands for the conducted comparative overview. More detailed information is available in the country reports that represent the basis of this consolidated Synthesis report.

### 1) ORGANISATION - GENERAL ASSESSMENT OF THE TESTING

The main topic of the EU.EM.NET Project is: "New skills for new jobs" and the common aim of all involved is to come out with certain recommendations on the Key Question: How to provide people with the right skills for the jobs of today and tomorrow?

The **EU.EM.NET Core Methodology does not** aim to discuss about concrete anticipation of skills, but about the way of **how to improve skills anticipation practices at a system level.**



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**Piloting the Core methodology was carried out in each participating country, by organising a „Future skills workshops“.** The contents or the objectives of the future skills workshops have been different, depending on the needs of each country. **The following aims** were identified for the different levels of countries skills anticipation practices:

- How to engage employers and other relevant stakeholders in order to anticipate future skills demand in a cooperative way?
- How and what formal approaches/practices are needed in order to anticipate future skills demand?
- How can existing practices and processes on a systematic level be improved in order to anticipate future skills demand?

To implement the EU.EM.NET core methodology the implementing institution needed a certain degree of expertise concerning the T&H sector of the respective country – the knowledge about:

- important VET-institutions,
- the process of determining training content (especially curricula in VET-schools),
- existing practices for skills anticipation, etc.

This questionnaire aimed at assisting the implementing institution to explore important aspects of the T&H sector; however, during the piloting process **the initial sector research was made in few participating countries** because the lead institutions already had the needed expertise concerning the T&H sector.

Organisation of sessions with targets group and introduction of Core Methodology content, process and procedures was made in 9 countries by following implementing institution:

1. Regional Development Agency Senec-Pezinok and Slovak Chamber of Crafts (SZK), Slovakia
2. Abif – Analysis, Consulting and Interdisciplinary Research, Austria
3. Prof. Dr. Asen Zlatarov Vocational school of Tourism Burgas and European Development Agency (EDA), Bulgaria
4. Croatian Employers Association and Croatian Chamber of Trades and Crafts, Croatia
5. Economic College "Ion Ghica" Targoviste, Romania
6. YESIDEF - Federation of the Catering Industry Employers in Turkey and Erenkoy Zihnipasa Public Education Centre, Turkey
7. Luxembourg Institute of Science and Technology, Luxembourg
8. Rinova Ltd, United Kingdom
9. Centre for Economic and Social Development (CESOR), Macedonia

### 1.1. Selection of participants

As the task of the workshop was to come up with answer to the question: „How to involve employers more in the process of skills anticipations? “; **most of the countries invited employers as key actors**. As second target group VET schools and other policy makers were invited, as shown in the table below.

Country	employers/employers' representatives	VET providers/schools	Policy makers
<b>Austria</b>	<b>Human resource managers</b> of luxury hotels in Vienna	<ul style="list-style-type: none"> <li>- VET Schools</li> <li>- Universities of Applied Sciences</li> <li>- Universities</li> </ul>	<ul style="list-style-type: none"> <li>- Austrian Federal Economic Chamber (Employer association, membership compulsory for all Austrian enterprises)</li> <li>- Austrian Federal Chamber of Labour</li> <li>- Austrian Association of Labour Unions</li> </ul>
<b>Bulgaria a)</b> School Burgas	<b>Employers</b> from spheres “Hoteliers”, “Restaurants”, and “Bakery” and “Confectionary”, representatives of chambers “Rural tourism”, etc., as well as technologists in culinary production and managers.	Vocational School of Tourism “Prof. Dr. Asen Zlatarov”, Burgas	
<b>Bulgaria b)</b> EDA	Hotel owners Restaurant owners	Representatives from the vocational education and training	
<b>Croatia</b>	<b>Employers - members of CEA and CCC</b> which are already active in the field of vocational training needs and other educational „issues “ ...	Vocational T&H schools	<b>the members of the Sectoral Council for Tourism and Hospitality</b> – the main stakeholders in T&H sector: Ministry of tourism, Trade Unions, vocational associations



<b>UK</b>	<b>key employers</b> within the industry - experienced, enthusiastic people from within the industry, who have an interest in skills development		
<b>Luxembourg</b>	Active associations Different promotion institutions	The schools	The Ministry
<b>Macedonia</b>	Individual <b>employers</b> - owners of <ul style="list-style-type: none"> <li>- hotels,</li> <li>- restaurants and</li> <li>- tourist agencies</li> </ul>	<ul style="list-style-type: none"> <li>- <b>VET Centre</b>, sector for Tourism and Hospitality - public institution managing the VET modules in the curricula of the VET schools connecting the world of business, the employers and the VET programs</li> <li>- VET tourism and hospitality high schools</li> </ul>	<ul style="list-style-type: none"> <li>- Ministry of Education and Science</li> <li>- Employment Service Agency</li> <li>- Chamber for Tourism</li> <li>- Economic Chamber of Macedonia</li> <li>- British Council</li> </ul>
<b>Romania</b>	<b>Employers</b> or representatives of employers in tourism and food	<b>Training providers</b> / high schools from services field	Other authorities
<b>Slovakia</b>	Selected participants were stakeholders and contacts of the Regional Development Agency Senec-Pezinok and the Slovak Chamber of Crafts They represented <b>all the 3 sectors: Employers</b> , VET providers and policy-makers.	VET providers	Policy-makers
<b>Turkey</b>	Experienced <b>businessmen</b> from Food and Catering Companies		

## 1.2. Preparation

In most countries the persons invited to the workshops were approached first by personal contact (phone conversion, etc.), and then by e-mail. Invitation forms were prepared with all exact information's about workshop: venue, program, specific goals, etc.

The most partners countries used a professionally formatted invitation document which was based on the draft presented in the core methodology document. , A pre-workshop questionnaire was sent out in Luxembourg, Slovakia and Romania together with the invitation.

## 1.3 Venue, logistics, duration

The workshop venue was either rented in some of most convenient hotels /restaurants or in a conference room at the organisation hosting the workshop.

As the methodology offers different types of the workshop (2-day, 1-day, 3-hour), almost all organisation choose the shortest version of the workshop for the piloting phase. So, **in most of the countries a 3-hours workshop was organised as**, only in Romania a 1 day workshop was held.

## 1.4. Attendance statistics

In most of the cases the partner institutions had a large gap between the number of invited persons and those who finally attended the workshop. Especially difficult task was to involve more employers. As it can be seen from the table below 4 clusters appeared regarding the number and dominating participants representing stakeholders:

- a) In Bulgaria and Romania the largest number of participants was employers and VET participants.
- b) In Slovakia and Croatia there were smaller groups of participants from all the 3 sectors (employers, VET and policy makers).
- c) In Austria, UK and Turkey there were smaller groups of very experienced employers' representatives.
- d) In Luxembourg and Macedonia there were fewer participants, and a difficult process of attracting them to attend the workshop.



### Attendance statistics

attended	employers/employers' representatives	VET providers/schools	policy makers	total
Bulgaria - EDA	3	3	0	6
Bulgaria - VET	22	12	1	35
Romania	14	6	8	28
Croatia	4	2	5	11
Slovakia	5	2	3	10
UK	8	1	0	9
Austria	5	0	0	5
Turkey	4	0	0	4
Macedonia	1	1	4	6
Luxembourg	2	2	0	4

## 2. CONTENT and COUNTRY SPECIFICS

Regarding the content of the workshop, all of the organisations were following the Testing guidelines and Core Methodology plan of activities. There were some differences depending on the workshop target group or cultural differences and tradition in a specific country.

### 2.1. Key question(s)

The target group for workshops were different, so also the key questions were different, and we can have clustered them in 3 main groups:

- **Engagement of employers in skills anticipation**
- **Improvement of existing practices and processes on a systematic level**
- **Employees' skills - How to meet employers' needs & Anticipation of (future) skills demand**

Country	Engagement of employers in skills anticipation Employers' engagement in skills anticipation	Improvement of existing practices and processes at a system level	Employees' skills - How meet employers' needs & Anticipation of (future) skills demand
Austria			<ul style="list-style-type: none"> <li>- Unskilled jobs in the hotel sector and options on <b>how to make working conditions more learn promoting</b></li> <li>- In which areas of the hotel sector do <b>unskilled jobs</b> exist? What are the titles for these jobs and what are their main activities?</li> <li>- Which skills are the most important in those areas and how are these skills imparted?</li> <li>- How can these jobs in terms of contents and organisation be adapted in order to promote learning?</li> <li>- Which <b>barriers</b> exist in reality that prevent these jobs to promote better</li> </ul>



			learning of employees and what ideas developed in the phantasy phase can be put in practice?
<b>Bulgaria - VET</b>	<b>How do the employers engage in anticipating</b> the future skills of the students, in accordance with the labour market demands?		
<b>Bulgaria - EDA</b>	What <b>obstacles</b> prevent the <b>employers from participation</b> ?		
<b>Croatia</b>	How to include more and integrate employers in process of skills anticipation?	<b>How to improve present national system of skills anticipation in the T&amp;H sector? What kind of system could bring us effective skills anticipation processes to meet employers needs in terms of quantity, quality and types of skills needed in the future?</b>	How to meet employers+ needs in terms of quantity, quality and types of skills needed in the future?
<b>UK</b>			<b>“Thinking about staff skills - how can we ensure that these match and exceed Employers’ needs and expectations? “</b>
<b>Luxembourg</b>			<b>Employees’ skills:</b> How to ensure they match employers’ needs and expectations?”
<b>Macedonia</b>	How to <b>engage the employers</b> into the process of skills anticipation, in accordance with the labour market demands?		Skills of the students in accordance with the labour market demands?
<b>Romania</b>			<ul style="list-style-type: none"> <li>- What is the image of the future in the T&amp;F sector?</li> <li>- How can we manage the employment of the valuable people in the sector?</li> <li>- Which are the difficulties?</li> <li>- Who is responsible for the quality of the</li> </ul>

			human resources? - How can we handle <b>the future needs</b> ?
<b>Slovakia</b>	What are the barriers to active engagement of employers in the planning of the training of practical skills in the vocational education?	Planning of the training of practical skills in the vocational education – <b>barriers at a system level?</b>	
<b>Turkey</b>	<ul style="list-style-type: none"> <li>- What are the <b>main problems</b> that you face which stop you from <b>participation</b>?</li> <li>- What could be the approach to engage you to participate in the anticipation of future skills demand?</li> </ul>	How can existing <b>practices and processes at a system level be improved</b> in order to anticipate future skills demand?	What were the approaches that you had followed to anticipate future skills for your business?

Workshop focus and main topic was different in different countries, but again we can see that regarding the 3 key questions, we have had very similar clusters of countries:

- a) **Bulgaria, Macedonia and Turkey** – Employers’ engagement in skills anticipation
- b) **Slovakia and Croatia** - Improvement of existing practices and processes at a system level
- c) **Austria, UK, Luxembourg and Romania** – Employees’ skills - How to meet employer’s needs & **Anticipation of (future) skills demand**

## 2.2 The main problems raised out from the „Critique phase“

The critique phase took the longest time while conducting workshops in most of the cases. It seems that there were a lot of problems and obstacles for which the participants felt that they wanted and had the opportunity to speak about.

Regarding already detected different „state of play“ at a system level of skills anticipation, 3 levels of similar type of problems also raised up. We could group them as follows:

<p><b>Group A</b> – without a systematic approach to skills anticipation: <b>Macedonia, Bulgaria, Romania, Luxembourg</b></p>	<p><b>Group B</b> – with some formal and more non-formal systematic approach to skills anticipation: <b>Slovakia, Croatia, Turkey</b></p>	<p><b>Group C</b> – with well-developed systematic approach to skills anticipation: <b>UK, Austria</b></p>
<p><u>Group A – main problems:</u></p> <ol style="list-style-type: none"> <li>1. <b>No communication between employers and VETs</b></li> <li>2. <b>No link between the education system (curricula) and the labour market needs</b></li> <li>3. <b>Negative image of the profession – lack of candidates’ motivation</b></li> <li>4. <b>lack of qualified personnel - incompetence of policy makers</b></li> <li>5. <b>inflexible legislation</b></li> </ol>	<p><u>Group B – main problems:</u></p> <ol style="list-style-type: none"> <li>1. <b>Incompatibility of the legislative framework and unstable legislative environment</b></li> <li>2. <b>Inertia of the education system and too slow changes</b></li> <li>3. <b>Absence of a clearly defined system of communication of the businesses and the educational system</b></li> <li>4. <b>Problems with the performance of apprenticeships and contents of the curricula</b></li> <li>5. <b>No feedback culture, either from private sector to schools or schools to government</b></li> </ol>	<p><u>Group C – main problems:</u></p> <ol style="list-style-type: none"> <li>1. <b>Lack of motivation of young people</b></li> <li>2. <b>Negative image of the industry</b></li> <li>3. <b>It is very hard to recruit personnel in the practice</b></li> <li>4. <b>A lack of knowledge with regards to training and apprenticeships</b></li> <li>5. <b>Poor careers advice, employees in unskilled areas are often not interested in learning or personal development</b></li> </ol>
<p><b><u>BULGARIA - VET:</u></b></p> <ul style="list-style-type: none"> <li>- Negative opinion – employers’ expectations in many cases do not match their preparation, motivation, expectations, and skills of the students</li> <li>- Lack of “real links” between curricula and the “real work”</li> <li>- Some very critical opinions in connection with the language skills, and lack of technology skills</li> </ul>	<p><b><u>SLOVAKIA:</u></b></p> <ul style="list-style-type: none"> <li>- Insufficient legislation</li> <li>- Bad management/distribution of financial resources in the education system</li> <li>- Lack of time and possibilities on the side of employers</li> <li>- Employers don’t have capacities (financial and human) to deal with the problems</li> <li>- Often changing/unstable legislative environment ...</li> </ul>	<p><b><u>UK:</u></b> problems / barriers / issues about staff and recruitment of staff in relation to skills?”</p> <ul style="list-style-type: none"> <li>- It’s a people industry – staff are key</li> <li>- Lack of motivation of young people</li> <li>- Negative perceptions of the industry</li> <li>- Need to invest in staff</li> <li>- A lack of knowledge with regards to training and apprenticeships</li> <li>- Poor careers advice</li> </ul>

<p><b><u>BULGARIA-EDA:</u></b></p> <ul style="list-style-type: none"> <li>- Lack of real practice in real environment for students (too much theory and no practice)</li> <li>- Legislation is not flexible (inflexibility of the Labour Code)</li> <li>- Salary issues: Low level of salaries, many young people prefer to go abroad after their graduation</li> <li>- No communication between employers and VETS</li> </ul>	<p><b><u>CROATIA:</u></b></p> <ul style="list-style-type: none"> <li>- Incompatibility of the legislative framework</li> <li>- Inertia of the education system and too slow changes</li> <li>- Repeating the same projects, research, analyses ...</li> <li>- Absence of a clearly defined system of communication of the businesses towards the educational system</li> <li>- Mismatches between the quota and the needs of the labour market</li> <li>- Lack of political will for real and necessary labour market reforms</li> <li>- Problems with performance of apprenticeships and contents of the curricula</li> <li>- Irresponsibility and incompetence of policy makers</li> <li>- Unsustainability of the system ...</li> </ul>	<p><b><u>AUSTRIA:</u></b></p> <p><u>Barriers:</u></p> <ul style="list-style-type: none"> <li>- Hotel business has a very negative image in the public</li> <li>- It is very hard to recruit personnel in the practice</li> <li>- Employees in unskilled areas are often not interested in learning or personal development but simply want to make their jobs and get their money</li> </ul> <p><u>Measures that could be put in place:</u></p> <p>Establishing an open culture of enterprise learning which means to better use work experiences of operative staff for management decision-making, by work place evaluations, team meetings, performance talks, in order to gather feedback from employees and to use knowledge gained for improvement of work processes</p>
<p><b><u>MACEDONIA:</u></b></p> <p><b>Challenges on the employers' representatives side:</b></p> <ul style="list-style-type: none"> <li>- Employers do not see benefits of being included/engaged in skills anticipation</li> <li>- Do not trust the education system</li> <li>- Do not have awareness and sufficient level of education</li> <li>- Do not have a long- term vision related to the human resources</li> <li>- Support organizations especially in the Tourism and Hospitality sector, i.e.</li> </ul>	<p><b><u>Turkey:</u></b></p> <ul style="list-style-type: none"> <li>- Harsh competition</li> <li>- Lack of win-win approach between companies</li> <li>- Unequal approach of public towards businesses</li> <li>- Different expectations of different stakeholders</li> <li>- Economical sustainability</li> <li>- Market changes</li> <li>- Dependency of markets</li> <li>- Lack of government's focus on other services than hotels in T&amp;H sector, such as cafes, bars,</li> </ul>	

<p>chambers, employers' and professional associations are too diversified, thus this leads into the lack of efficient representation</p> <ul style="list-style-type: none"> <li>- No sustainability for the practical training</li> </ul> <p><b>Challenges on the public sector side:</b></p> <ul style="list-style-type: none"> <li>- Lack of long -term vision regarding curricula development on side of policy makers</li> <li>- There is not any strategy nor support for promotion of the T and H sector</li> <li>- There is no proper entry policy in the VET high schools according to the labour market needs</li> <li>- Communication between the public institutions and the employers is missing</li> <li>- Lack of flexibility and sensibility for the introduction of new skills into the education system</li> <li>- No link between the education system and the labour market</li> </ul>	<p>pubs, transportation, food preparation</p> <ul style="list-style-type: none"> <li>- No feedback culture either from private market to schools or schools to government</li> </ul>	
<p><b>ROMANIA:</b></p> <ul style="list-style-type: none"> <li>- Absence of the infrastructure needed to develop a dialogue for the employers and the training providers</li> <li>- Ineffective communication between the schools or training providers and the employers</li> <li>- Financial costs of the market evolution analysis for both employers and training providers</li> <li>- Broad sector/occupational trends are clear, but the detailed information is</li> </ul>		

<p>often sparse or missing completely</p> <ul style="list-style-type: none"> <li>- Lack of consistency of qualification levels across Member States</li> </ul>		
<p><b>LUXEMBOURG:</b></p> <p>a) "ORIENTATION" problems:</p> <ul style="list-style-type: none"> <li>- Candidates' motivation</li> <li>- Negative image of the profession</li> <li>- Guidance services</li> <li>- Too heterogeneity</li> <li>- People who enter the sector redirect to other sectors too (nurseries, public sector etc. ...)</li> <li>- Insufficient encouragement of parents</li> </ul> <p>b) problems at a system level - „Ministry of Education“</p> <ul style="list-style-type: none"> <li>- Lack of space in schools</li> <li>- Lack of infrastructure</li> <li>- Lack of qualified personnel (competences)</li> <li>- New reform has brought harmonization, resulting in a loss of autonomy of training institutions</li> <li>- No consideration of specificities of the sector (such as languages)</li> <li>- No involvement in reforms</li> <li>- The Department of Education takes care too much about the form and not enough about the essence</li> <li>- Too late consultation with "experts" of the trade</li> <li>- No link between general training (very harmonized) and specific training</li> </ul>		

In general, in all countries some **similar problems** have raised up and we can summarise them as:

- a) Problems at a system level (systematic approach to skills anticipation):
  - **Absence of a clearly defined system of communication of the businesses towards the educational system**
  - **Problems with performance of apprenticeships and contents of the curricula**
  - **Inflexible legislation**
  
- b) Problems regarding employees' skills and skills demand:
  - **Negative image of the profession and the T&H industry – lack of motivation**
  - **Poor careers advice**
  - **Lack of qualified personnel - incompetence of policy makers**

### 3. RECOMMENDATIONS for improving the Core methodology

#### 3.1 Recommendations for the Core Methodology/ Future Skills Workshop

- The **critique phase** was prolonged with the discussions and due to bad experiences of the participants from the sector
- In the **fantasy phase** all the participants came with the ideas and they were **motivated to share more**
- In the **realisation phase** the participants were **not motivated again and often recalled their bad experiences**
- The **moderation of the workshops could be done by professional facilitators** or the facilitators could be chosen among people with experience in non-formal methods of learning
- The **workshops could be realised just to raise the awareness of the stakeholders** as well. The more workshops, the better understanding of cooperation
- If it is planned to stick to one or organise several workshops, a **“pre-action” should be proposed** in order to have some inputs on how to build the workshop further on
- **Individual interviews should be organised**, different from the initial questionnaire. The idea is not to have the reflection of the T&H sector, but to have some first inputs for each phase of the methodology. The interviews should have the same structure as the workshop, with questions that allow people to give their individual points of view. Results of these interviews would then be used in order to structure the workshop based on these first results. During these interviews, the “idea” of the workshop could then be presented to the different actors, giving them more chance to have positive response to the invitations. The workshop should then first present the results of the interviews, and then propose to work on “what could be added to that?”

Having some initial results that can be presented would allow people to be sure that they will learn as much as they will bring. In that case, they may not think (prior to the workshop) that it will be too time consuming.

- It seems that in some countries **participants did not want to take part in in just few activities that were made available for them within the project** (part of the Core Methodology). They wanted to actively use the opportunity given s to have their opinions and problems heard by the other side.
- Planning, designing, arranging and organising individual events for individuals or groups are not an easy activity. An initial participant analysis is necessary to be carried out, either in person or over the telephone. The participants' requests and wishes must be considered. Then, in accordance with the respective requirements and preferences of the participants, an individually structured event can be developed. Sometimes, as we are living in a busy, dynamic world, the initial plan must be modified, as participants, especially employers, had different priorities in the meantime. Such situations can be unpleasant, but we should we should develop an adequate solution for further building of the workshop.
- The collaborative way of the workshop and the variety of the perspectives about the problems that have been approached, offered to the participants a very exciting environment in which they have acquired a lot of insights and possible solutions. They have also understood that the imaginative conceptualizing is a way that gives us the power to engage and to shift our mind-sets, to be able to think "out of the box". Questions raised are the best tools we can use this way, as they drive knowledge and growth, and fuel creativity and critical thinking.

### 3.2 Recommendations for action in the field of future skills needs

Country	<u>Employers' engagement in skills anticipation</u>	<u>Improvement of existing practices and processes at a system level</u>	<u>Employees' skills - How to meet employers' needs &amp; Anticipation of (future) skills demand</u>
Austria			<p>It is essential that the implementing body manages it in a way in which <b>participants can leave behind barriers and problems from day to day business because it is possible-</b></p> <p>The current and future skills demand is not very relevant in the day to day business of employers?!</p>

<p><b>Bulgaria</b></p>			<ul style="list-style-type: none"> <li>- It is necessary for the waiters to be trained to serve the individual guests, not only at all-inclusive services</li> <li>- Staff needs to know well the culture, manners and customs of the guests/tourists</li> <li>- Learning the modern trends in accommodation and catering: "The global T&amp;H sector demands highly-qualified employees"</li> <li>- <b>Permanent connection between the vocational schools and the real business</b></li> <li>- Scholarships for the best students/trainees</li> <li>- Analysis on how many students continue working in their specialty?</li> <li>- To be director-manager, one should deal with only with the training and seasonal practice</li> <li>- Optionally, more practice hours can be provided</li> <li>- More attention to be paid to languages (especially English, Russian, etc.).</li> <li>- Visiting organised workshops, and performing demonstrations in classes by companies-producers</li> </ul>
<p><b>Croatia</b></p>	<p><b>Aimed at stronger involvement of employers in the process of assessment and planning of new skills in the sector</b></p> <ul style="list-style-type: none"> <li>- The purpose of engagement of employers and possibilities for their impact - should be clearly noted, as well as communication channels (whether these are the</li> </ul>	<p><b>Aimed at improving the system of anticipating necessary knowledge and skills</b></p> <ul style="list-style-type: none"> <li>- It is important to establish a "central communication point" for communication of businesses with the education system</li> <li>- To ensure working conditions of the Sectoral Councils, Regional Centres and Centres of Competences, as places for connecting employers and the education</li> </ul>	<p>How to meet employer's needs in terms of quantity, quality and types of skills needed in the future?</p> <ul style="list-style-type: none"> <li>- Launching web portal, on which daily needs for certain professions, knowledge and skills would be able to be registered, and related deficits and discrepancies monitored</li> </ul>



	<p>Sectoral Councils or ....?)</p> <ul style="list-style-type: none"> <li>- Raising awareness of the importance of their involvement and the indirect benefits among employers (through different workshops, conferences, etc.)</li> <li>- Professionalization of and support to the work of the Sectoral Councils</li> </ul>	<p>system, in order to establish effective communication among key actors</p> <ul style="list-style-type: none"> <li>- To coordinate and define more clearly the legal framework,</li> <li>- To introduce the education system accreditation in a way that public funding is redefined, as well as to establish the system of validation, control and monitoring to ensure the quality of the system</li> <li>- To introduce a system of educational of mentors and teachers</li> <li>- To introduce financial incentives for employers who invest in professional training and learning, and for teachers who invest in their own development ...</li> </ul>	
<p>UK</p>			<p>As a result of the workshop, the idea of the Academy has been explored further with some of the participants involved in the workshop, <b>resulting in an application being made to a national funding programme.</b> The feedback received was very encouraging and talks are now underway with a consortium of private investors who have shown a keen interest in the model. This is in the early stages and we will be carrying out further workshops with the employers involved in the initial EU.EM.NET. discussion to see how the idea can be progressed. It is clear that the idea of the <b>employer run academy is one that will continue to be explored</b> and we will be looking at a range of ideas on how to improve and take forward the model.</p>

Luxembourg			<b>Employees' skills:</b> How to ensure they match employers' needs and expectations?"
<b>Macedonia</b>	In order to face the shortcomings and disinterest of the employers and their associations to formalize the role of the Tourism and Hospitality, VET schools as communication units for skills improvement –should link both the employers (input to the programs) on one side. and the public institutions, i.e. primarily the Bureau for Education and Development and the VET Centre, as well as the Ministry of Education and Science, on the other side	Aim is to increase the confidence in the formal education system, to facilitate the process of Sector Councils creation and to assure constant flow of information and communication between the private sector and the creators of the programs by shifting the communication from the employers' organizations to the VET schools, whereas T&H schools would be piloting institutions.	<ul style="list-style-type: none"> <li>- Assessment of the needs for coordination of the process and establishment of <b>communication unit for skills upgrade</b> within the VET school</li> <li>- Assessment of current capacities for coordination of the process</li> <li>- Assessment of needs for training and new staff for the functioning of the unit ...</li> </ul>
<b>Slovakia</b>	Two main critique clusters were identified – legislative environment and human factor. In the final phase, participants formed the requirements for change – most of them were related to the desire for a <b>more stable legislative environment</b> and <b>more responsibility on the side of individual stakeholders</b> dealing with the topic.	<ul style="list-style-type: none"> <li>- More coordination at the central level – meaningful legislation acts and responsible action</li> <li>- Lower tax and social contribution burden for employers</li> </ul>	<ul style="list-style-type: none"> <li>- Subventions/funding for the support of vocational education (material and financial support to the apprentices)</li> <li>- Optimisation and rationalisation of the schools network according to the needs of the labour market and the regions</li> </ul>
<b>Turkey</b>	<ul style="list-style-type: none"> <li>- Survival of the businesses in order to anticipate skills</li> <li>- Formulation of the market pushes for the skills development</li> <li>- Market leaders and actors meetings to determine needs</li> <li>- Dissemination activities</li> </ul>	<ul style="list-style-type: none"> <li>- Businesses and NGOs cooperation</li> <li>- Government support for business education models</li> <li>- Solving main problems of the sector</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of customised and personalised services (operator chefs "automation serving chefs", multi talent managers, operational productivity planning teams, mass production optimisation)</li> </ul>

	<ul style="list-style-type: none"> <li>- In-house corporate trainings</li> <li>- Best practices sharing among businesses</li> </ul>		
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Regarding the 3 identified workshops focuses and main topics, it can be summarised that there are **3 different clusters of similar countries' recommendations for actions in the field of future skills needs:**

a) Recommendations for more **Employers' engagement in skills anticipation:**

- The purpose of engagement of employers and possibilities for their impact - should be clearly noted, as well as communication channels,
- Raising awareness of the importance of their involvement and the indirect benefits among employers,
- More stable legislative environment,
- More responsibility on the side of individual stakeholders dealing with the topic,
- Market leaders and actors meetings to determine needs.

b) Recommendations for **Improvement of existing practices and processes at a system level**

- It is important to establish a "central communication point" for communication of businesses with the education system,
- Working conditions to the Centres or "places for connecting employers and the education system" to establish effective communication should be ensured,
- More coordination at the central level – meaningful legislation acts and responsible action – to coordinate and define more clearly the legal framework,
- Government support for business education models should be provided,
- To introduce financial incentives for employers who invest in professional training and learning, and for teachers who invest in their own development.

c) Recommendations for Development of **Employees skills & Anticipation of (future) skills demand**

- Permanent connection between the vocational schools and the real business should be established,
- Idea of the employer run academy,
- Launching of a web portal, on which daily needs for certain professions, knowledge and skills would be able to be registered, and deficits and discrepancies monitored,
- Establishment of communication unit for skills upgrade within the VET schools,
- Optimisation and rationalisation of the schools network according to the needs of the labour market and the regions,
- Creation of customised and personalised services (operator chefs "automation serving chefs", multi talent managers, operational productivity planning teams, mass production optimisation).



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### 3.3. **Feedback & Partners' (organisers') experiences**

The discussion was well taken; the participants in general were very active during the workshops. They felt that there is a need for more meetings like this and that such workshops could trigger many positive initiatives.

**Parts of the workshop that have been considered extremely useful and meaningful** from participants' point of view in the piloting phase in each country:

**AUSTRIA:** The participants highlighted two aspects of the workshop as specifically useful and practical:

- Getting in touch with other human resource managers of different hotels and sharing problems, fears, exchanging good practices
- To get out of day to day business and to make structures thinking of their work, work routines etc. A good possibility for reflection outside the stressful day to day business.

**CROATIA:**

- Communication links
- Discussions and small groups work
- Suggestions
- Work group and panel discussions
- Discussion, recommendations, conclusions
- Defining the next steps
- Legal framework – beginning of solution
- Use good practice of EU countries.

**SLOVAKIA**

- Representation of different groups of stakeholders involved in the topic of VET
- Understandable, professionalism
- Open and task oriented process
- Setting the initial rules
- The whole system of the workshop.

#### LUXEMBOURG:

- Schools who are rarely ever invited to such events in Luxembourg find it really interesting and put forward that it could be a good opportunity to valorise the sector. However, it mainly appears that small and medium employers (SME) do not have the same orientation as associations that are supposed to represent them, and they are then more reluctant to get involved.
- Concerning the workshop itself, it was put forward that it could be a good tool for communication if all actors really “play” the game. When we come to the realisation phase, nobody wants to really engage any action. One participant said: “Everything stops at the utopia. For the realisation the actors completely disagree”.

#### BULGARIA-VET:

The participants of the workshop find it extremely useful, and what the participants evaluate most is the direct contact. Their recommendation is that such an event should become a part of tradition, and some of them offered similar meetings to be held monthly.

#### BULGARIA-ETA:

We are very happy of the way the workshop went.

The key questions on which the participants decided to talk about seemed to be of a great interest to all involved.

Everyone had a chance to present themselves to the group, who they were and what they were involved in, and each and every one of the present representatives had the opportunity to express their opinion.

#### TURKEY:

- Participants liked the organisation and the methodology
- They were happy to be asked about their opinion and they have shared this with us. They have also appreciated the efforts of the project partners.
- A motivating comment they have shared with us was that they have got to know about each other’s efforts on in-house trainings much more during the workshop despite their individual relations.

#### UK:

- The value and usefulness of this type of workshop is in the fact that you are meeting with and sharing ideas with people from different parts of the industry.
- The workshop has highlighted the needs of the industry and that we are experiencing similar situations.
- The group discussions have been particularly useful in sharing and exploring different points of view.
- The environment, mood and atmosphere were conducive to sharing ideas and thinking laterally.
- Essentially, what has been really useful has been coming up with the ideas and plans for how the industry can be make more appealing – appealing from the perspective of showing that there is a genuine career path(s) within the industry.

#### ROMANIA:

The method used during the workshop - the future workshop with critical, fantasy and reality phases - was new for most of the participants and offered them a significant perspective to approach the current problems they have in their companies or institutions. Most of the respondents appreciated the trigger of the imagination (fantasy phase) which encouraged them to take a more exploratory approach that tends to foster a whole new set of insights.

#### MACEDONIA:

Almost without exclusion, the participants in the workshop find it extremely useful, there are no negative comments. What the participants evaluate the most is the direct contact, and their recommendation is that such an event should become a tradition.

#### **Feedback - aspects of the workshop that **didn't work for you or could be improved?****

- The part "Utopia", which is followed by "Realisation" (which is based on real possibilities)
- Weak outcomes
- Long presentations of individuals – they should be shorter :)

#### **PARTNERS' (organisers') EXPERIENCE:**

##### LUXEMBOURG:

It has been difficult to mobilise the actors to participate in the workshop. Finally, we have managed to have 4 people representing 4 different points of view (employers, association, VET and schools), which have led to interesting exchange of opinions.

Considering the 3 phases, the critique and phantasy phase are well adapted to the exercise. However, the realisation phase needs to be adapted further. The participants of the workshop were reluctant to propose some concrete actions. They always said that it was not "in their power". It seems that they fear to be "responsible" for the realisation (or none-realisation) of the action, and then don't want to get to involved. As a result, they either propose some already existing actions or some actions that were within the responsibility of the ministry.

##### MACEDONIA:

We started the organization of the event three months later, in order to receive better results, and in order for everything to be well organized. First we prepared the materials necessary for the workshop, and then we carefully checked our employers' network, and decided on the list of invitees. The connection was done by teachers at the places of practice.

#### ROMANIA:

Although today we can communicate directly with the stakeholders and experts from economic or education fields using platforms like Twitter, Facebook, and LinkedIn, and we can talk and share information using webinars face to face event, events like our workshop always provide an excellent way of fostering relationship with all these agents and create community awareness. It has also helped us to network with professionals and identify new opportunities that can be exploited in the future. As companies are more likely to articulate the lack of appropriately qualified employees rather than the development of new requirements, an open dialogue between researchers and companies is essential if emerging qualifications are to be identified. The invitees have done a virtual trip through the future trying to find out along the way what contribution the employers could bring to the process of skills anticipation. During a daylong workshop, the participants pointed out their critiques about the problems and obstacles they were clustering (critique phase), as well as the solutions that could improve the communication between the employers and training providers. All these solutions were emphasised using the graphic facilitation process on two posters that represent a relevant image of the team work, promoting creativity, employability and the growth of an entrepreneurial spirit facing the challenging experience.

#### BULGARIA:

Everyone had a chance to present themselves to the group, who they were and what they were involved in, and each and every one of the present representatives had the opportunity to express their opinion.

#### CROATIA:

It would be important to invite employers separately, and to have with a full-day workshop which would certainly result in more concrete proposals and ideas for improving the system of skills anticipation and assessment.

#### SLOVAKIA

The two partners – P1-RDA and P9-SZK – acting together have managed to gather relatively decent amount of relevant stakeholders representing the relevant target groups. The participants have shown will to collaborate on the change of the current situation in Slovak VET and employer's engagement in skills forecasting. They welcome any initiative aimed at helping the situation and they show will to participate in further activities as well.

On the other hand, they claimed at the workshop that there is a lot of discussion going on already, but a persistent, day-to-day effort on the side of policy-makers and the executive bodies (public officers) is still missing. They would like to see the requirements identified during the Future Skills Workshop translated into concrete action by the legislative and executive powers. They highlighted that they would like to have the outcome of the session and of the EU.EM.NET project at their disposal in a comprehensive material that they could use as the data and argument in further negotiations with the relevant bodies.

The realisation phase was the weakest point. The participants claimed that they formulated their requirements and already presented them on different fora, but with no/limited action followed. The overall opinion was that in Slovakia, we need to define processes in a binding way (legislative environment)

and we need commitment and responsibility on the side of the stakeholders and public officers/administration (human factor). The workshop has been seen as a good platform for discussion, but to change the situation more action is required and the outcomes should be more tangible.

#### TURKEY

As the host we have realized that before working with businessmen you should be prepared well for the time management issues. As businessmen lack time in general you should arrange the logistics carefully. In our experience the venue was prepared in advance and all the participants reached the venue on time, however the welcoming part of the meeting took longer than we expected because of the individual relations of the participants.

On the other hand, in our opinion the individual relations of the participants were empowering for the workshop until a certain level. All the participants were deepening the conversation by asking each other reminder questions due to their pre-knowledge about each other's businesses and activities.

#### UK

The event was a really good learning experience. Having completed the training session with Martin in Croatia, we did have a good understanding of how a workshop should feel and how to put the methodology into practise. However, it wasn't until we had to present that to a group of independent employers, who had no knowledge of the project and no vested interest in the methodology that we really started to get a clear understanding of how to use the methodology to tackle real life issues. The main difference of course, was that they had no real concern about the methodology we used and for them it was just a vehicle we were using to discuss the issue of skills shortages in the industry. Whether the methodology worked or didn't work was going to be our concern and not theirs as that wasn't the reason they had agreed to come along. Fortunately for us and thanks to the work of Martin and the rest of the partners, the methodology did work very well and the result was a lively and productive session where we quickly were able to hone down the various diverse issues the participants had raised and find the key commonalities and areas of mutual concern. It was this ability to find the common ground that made the workshop a success and was that the participants commented on mostly in their feedback.

In the planning of the workshop we did find that we needed to run and re-run the various scenarios (setting ourselves various dummy responses, just to make sure the facilitators really understood how the methodology would work), it was also slightly more difficult to explain it to a new facilitator and to then make sure in the actual workshop, that they did not go off track and forget to stick to the methodology – but this is all an important part of the testing phase and will become easier each time the workshop is run.

Feedback from the participants was excellent, they enjoyed the fact that it was such an interactive session and that they were the ones coming up with the ideas and problems but also the solutions. They valued the chance to indulge in the fantasy stage but also then quickly came round to finding something practical in the way of an outcome. As a facilitator/host this was very reassuring and also a big relief! It is often very difficult to pitch something like this at professional people who have limited time to give to this kind of event and want to feel they achieved or received something tangible. To find that they not only found it useful but enjoyable and that they left the session excited and wanting to do more, was very rewarding.



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## RESUME

Within the planned activities of EU.EM.NET project, WP 4, all partners' organisations in 9 countries have held "The future skills workshop". With this workshop the Core Methodology assessed by the project activities to improve the skills anticipation processes in the tourism and hospitality sector was tested.

The 3 hour workshops were oriented towards all aspects of "New skills for new jobs", and their participants were discussing on "How to equip people with the right skills for the jobs of today and tomorrow? ". The second task was to come with an answer to the question of „How to involve employers more in the process of skills anticipations?"; and the key actors in skills anticipation as the target group in most of counties were employers or their representatives, already active in the field of vocational training needs and other educational „problems“. So we can conclude that the Core methodology is applicable, and that during the piloting phase many fruitful discussions have been held. As the result of these discussions a number of concrete, good recommendations emerged which were reflected in the individual country testing reports.

The objectives of the workshops were focused on creative participants' discussion aimed at obtaining new solutions and mechanisms to improve the existing skills anticipation system.

In order to gather ideas and recommendations, most of the workshops were focused on the following questions:

- How to improve present national system of skills anticipation in the T&H sector?
- How to include more and integrate employers in process of skill anticipation?
- What kind of system could bring us effective skills anticipation processes to meet employers' needs in terms of quantity, quality and types of skills needed in the future?

The implementation of the methodology could be regarded as successful since the basic concept of the methodology with its three phases: critique, phantasy, and realisation, seems to work in reality during the piloting process. On the other hand, the implementation showed that it necessary to have in-depth knowledge about the sector at the micro level, and that the target group is not used to this kind of workshops, which made it hard for partners to conduct activities like discussion in pairs or small group work. The duration of the workshop also seems to be crucial when implementing the methodology in this field.

In general, the basic concept of the workshops (3 phases, critique, phantasy, and realisation) has proven to be a workable instrument when seeking for problem identification and problem solving in specific areas. However, the experiences have showed three major aspects that could be taken into account when implementing the methodology.



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The aim of the workshop was to work directly with the main target group of the EU.EM.NET project - employers in the tourism and hospitality sector. For future implementation of the workshop format we have learned on one hand that it could be helpful to provide more elaborated information about the workshop and activities to be implemented at the workshop, so that participants are better prepared. It could be useful to reduce such activities to an absolute minimum and do most of the work in a form of plenum discussion. On the other hand, more elaborated information about the methodology could have prevented participants from participating in the workshop, and reducing the number of pair or small group work would make it necessary to expand the duration of the workshop.

Almost all partner organisations have chosen a very short workshop format in order to attract higher number of participants that have only very little time resources. Despite this fact, the duration of the workshop seemed suboptimal with regard to concrete outcomes.

Noticed findings in this report confirm the importance of holding such workshops, as they bring new proposals and solutions aimed to improve the system and to involve employers more strongly, and most important they contribute to the understanding and better and easier communication between employers and the education system on the labour market. The EU.EM.NET project and our common goal is to improve and achieve such a system in the future that will allow the companies to have employees with appropriate knowledge and skills.