

National Sector Analysis

Basic information about current trends in sector development, qualification and further training

A. Basic Information about sector development

1. Main trends in economic, workforce and qualification development
2. Number and profiles of sector companies (over the past 5 years)
3. Number of employees (over the last 5 years)
4. Structure of employment (skilled, semi-skilled, unskilled workers , relation of young and elderly people, blue- and white collars, fulltime – part-time – contract workers, etc.)
5. Status, structures and practice of Social Dialogue (sector and company level)

B. Sector Policy - Framework Conditions for Further Training

1. Sector regulations / Collective agreements for promoting qualification and further training
2. Support / assistance from Trade Unions / Employers' Associations for members (workers/companies)
3. Cooperation in sector social dialogue (bipartite committees, regular meetings, current issues etc.)
4. Role and function of social dialogue by dealing with topics of vocational further training
5. Starting points for cooperation in Sector Skills Councils

C. Utilisation of qualification:

Requirements and needs from workplaces, labour and employment system

1. Brief sector analysis (trends and developments in national industry – focused on employment, qualification and workforce situation)
2. What changes are observable at workplaces/in employment - regarding products, processes, technology, organisation of work, social and employment standards (eg. contract workers / unskilled workers)?
3. Currency of qualification: Value of qualifications/skills on the labour market
4. What is the link between qualifications/skills and pay/output (earnings, wage structure, bonus, e.g. through collective agreements)?
5. Are there any labour rights and/or benefits associated with qualification (e.g. unemployment benefit)?
6. How the economic crisis has affected the development of companies and workforce (job losses, bankruptcies, reduction of apprenticeships, job change, migration abroad / in other sectors, etc.)
7. What are the assessment of training needs and demand for skilled employees in the respective trade – if applicable, field of employment and principal place of employment? How important are the diversification of job activities?

D. Alteration of qualification: Trends, transformation and future development of qualification

1. Development of workforce: What developments in the need / demand for employees (groups of employees) can be expected? What factors are crucial for this prognosis?
2. Development of workplaces: How will jobs and occupations continue to change in future? What is added / what's remain important and what is becoming less important resp. is no longer needed?
3. Requirement for vocational training and education: How is the need for training expected to develop in the near future (less trainees / without change / more apprentices)?
4. Qualification standards: Are the current qualification sufficient? What kinds of new skills / part-skills are expected from labor market/by the companies?

5. Development of qualification („new skills for modern jobs“): What is the influence of products, process and technology innovations for changes in future-oriented qualification structure of employees? – For instance:
 - New knowledge, skills and competences from product development;
 - New knowledge, skills and competences of material, process and technology developments (e.g. saving resources as material, energy, knowledge of dangerous materials or using IKT);
 - New qualifications from changes in the organization of work (e.g. job enrichment, new production systems or using health and safety standards);
 - New knowledge, skills and competences from labor political changes (e.g. job rotation, planning, observation, cooperation);
 - New knowledge, skills and competences from international production networks (e.g. changes in design, diversification, new languages)
 - What are the main implications for the current situation in vocational education and training?
6. Are there additional or new specific skills that become important in the future? What they are?
7. What key knowledge, skills and competences are taught today - and what will be needed in the future?