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DEMANDS OF THE LABOUR MARKET

Action Guideline 2:

A closer match between VET and the requirements of the labour market

Output description

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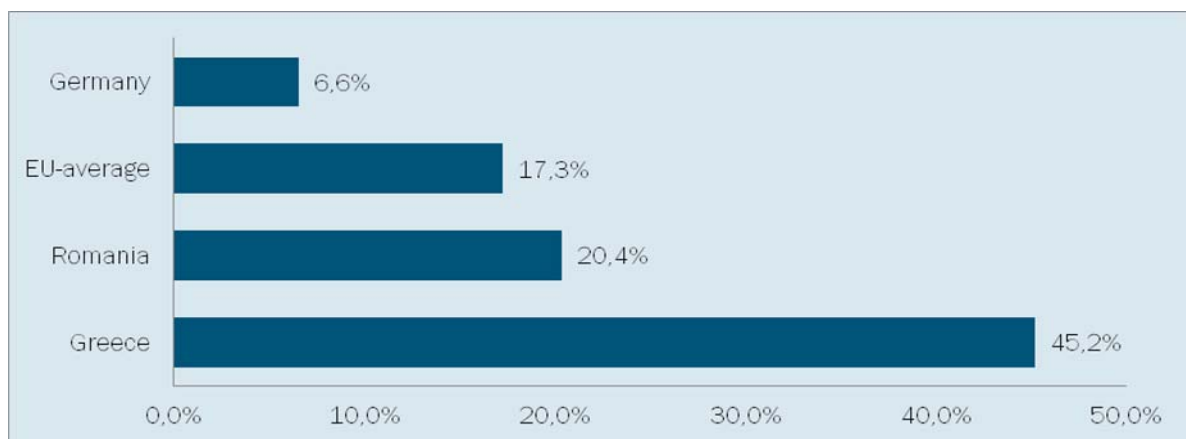
1. Introduction

1.1 Theoretical and institutional background

On the one hand side, the German labour market continues to develop positively. Unemployment decreased and indicates rates as low as never before: Since 1991, the unemployment rate has never been that low; it has fallen to 5.6 per cent seasonally. On the other hand side, the demand for skilled labour force in terms of employment and notified vacancies remains high. The Institute for Labour Market and Vocational Research (IAB) of the Federal Agency for Labour (BA) reports 1,064 million vacant work places nationwide (IAB 2017).

The dual vocational education and training (VET) system has the potential to fill the gap (skilled labour force) with well-trained young trainees. The German Dual VET system stands out due to its two learning venues in companies and vocational schools. Youth unemployment in Germany is low: 6.6 percent (Eurostat 2017). A mismatch between the supply of numerous university graduates and the demand of the market for a skilled labour force with vocational qualifications is becoming more apparent than ever before in countries like Greece and Romania. Given this fact, considerable unemployment rates are witnessed especially among young people.

Figure 1: Youth Unemployment Rates in 2016



Source: Eurostat 2017

1.2 Objective of the second Guideline within the project InnoVET

InnoVET intends to generally raise the esteem for VET as a career option for young people and supports recently begun relevant changes in countries like Greece and Romania.

InnoVET takes care of the relevant core elements for a dual VET system and therefore forms a research based starting point for discussions on transfer processes. The main focus here is on the German apprenticeship training system as good practice model. As indicated in the first Action Guideline of InnoVET, the establishment of well-functioning networks with the relevant stakeholders of the VET field is very important. Stakeholders as chambers, schools, enterprises, trade associations and trade unions etc. assume complementary responsibilities. A close cooperation of all parties is necessary to achieve the aim of high-quality in VET. The second Action Guideline answers the questions: what is offered, what is needed and what is positive, so far? It gives an insight-view into the gap between the labour market needs and school offers and presents good practice examples on regional levels.

The dual VET system has the potential to facilitate the transition from learning to employment and to respond to the skills needed by the labour market. This is the reason why this Action Guideline focuses on the theme *demand of the labour market and according or responding offers*.

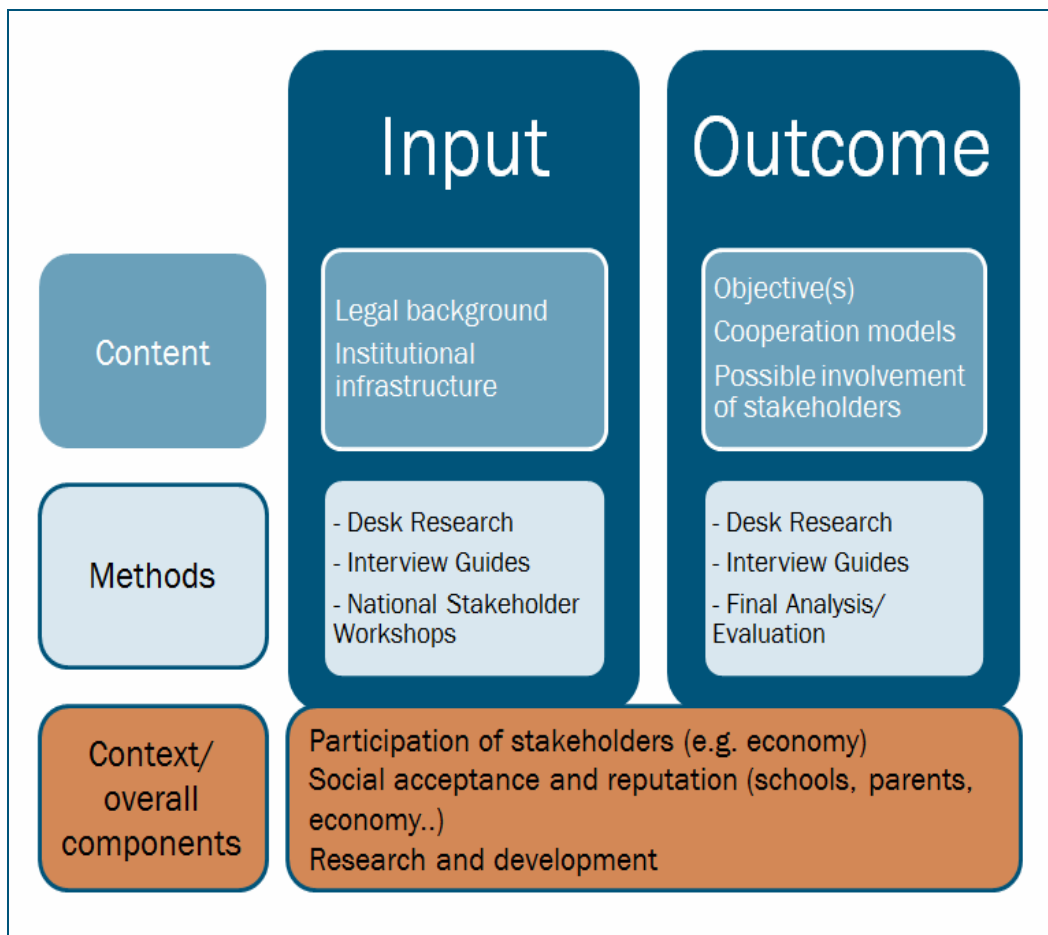
1.3 Research methodology

The research methodology for this guideline encompasses the following three steps for each partner:

1. Based on a desk research, presentation of the results of regional analyses concerning the labour market situation, economical situation and VET market for young people;
2. Based on desk research and results of a half-standardized interview with national stakeholders, summing up what is offered and what is needed
3. Based on results of a half-standardized interview guide and national workshops with national stakeholders, presentation of examples of Good-Practices.

The following input - outcome (Keller-Ebert et.al 2005) graphic provides an overview for all necessary steps, from the regional analysis to the final result.

Figure 2: Input-Output Methodology



Source: own scheme

The schemes shows that qualitative and quantitative instruments were combined in this project, the mixed-method approach (Mills et.al. 2010, p. 561). As indicated, field research – namely the interviews and workshops with stakeholder – will serve the purpose to validate results emerged from literature review. InnoVet is not about the elicitation of representative data. It is more about collecting good-practices for a theoretical saturation, in accordance with the methodology of the *Grounded Theory* (Glaser, Strauss 1998). Field research is aimed at understanding the role of national actors within a VET system, their interactions, and getting an insight view into different practices and patterns (Mills et.al 2010, p. 542).

2. Regional Analysis

This part of the Action Guideline gives an overview of the labour market situations in three different regions, starting with Nuremberg, then Kavala and Calarasi. The regional analysis for Germany has exemplary character due to the German VET system as good-practice for InnoVET as a whole. The German VET system has a long tradition, practical phases included and an economy as robust column. Other VET systems are more school-based, so in Greece and Romania.

The regional analysis reports facts and numbers to regional specifics of the labour market and intends to reveal problems, needed to be solved.

2.1 EXAMPLE: Nuremberg

2.1.1 Labour market situation

In Bavaria, around 5.1 million people have an employment with the full social insurance benefits, of which around 663,000 are between the age 15 and 24 (12.9 per cent) (September 2014) (see Table 1). The agency district of Nuremberg encompasses 355,000 persons employed with social insurance. Looking specifically at the target group of 15 to 24-year-old employees with social insurance status, their share is slightly below the Bavarian average at 12 per cent. These 42,462 persons represent 6.4 per cent of all Bavarian youth (15 to 24 years of age).

Table 1: Employment with the full social insurance benefits and for marginal compensation in Nuremberg, September 2014. (Bundesagentur für Arbeit 2014)

September 2014	employment with social insurance	Percentage	employment for marginal compensation	Percentage
Bavaria	5,146,862 persons		1,284,162 persons	
15 to 24-year-old	663,224 persons	12.9 %	192,255 persons	15.0 %
agency district of Nuremberg	355,323 persons		75,104 persons	
15 to 24-year-old	42,462 persons	12.0 %	11,631 persons	15.5 %

Source: own table

The unemployment rate in Bavaria in relation to all employed persons in January 2017 is 3.8 percent.¹ This puts Bavaria in the lowest place compared to all other federal states. With regard to all unemployed in Bavaria, 8.6 per cent belongs to the group of 15 to under 25 year-olds.

In the Nuremberg agency district, the values differ in detail. For example, the ratio of 15 to under 25 year olds in relation to all unemployed persons in the area of the departments of Nuremberg and Schwabach is 9.5 percent (2.204), in Nuremberg region 10.5 percent and in Nuremberg city 9.4 percent (June 2015) (see Table 2).

¹ Compare: Bayerisches Staatsministerium für Arbeit, Soziales, Familie und Integration 2015: www.stmas.bayern.de/arbeit/quoten (15.07.15).

Table 2: Unemployment rates in June 2015. (Bundesagentur für Arbeit 2015a,b,c)

June 2015	Unemployed persons	Percentage
Bavaria in total	238,822	
15 to 25-year-old	20,470	8.6%
Nuremberg/Schwabach in total	23,105	
15 to 25-year-old	2,204	9.5 %
15 to under 20-year-old	496	2.1%
Nuremberg region	2,442	
15 to 25-year-old	257	10.5%
15 to under 20-year-old	45	1.8%
Nuremberg city	19,815	
15 to 25-year-old	1,854	9.4%
15 to under 20-year-old	430	2.2%

Source: own scheme

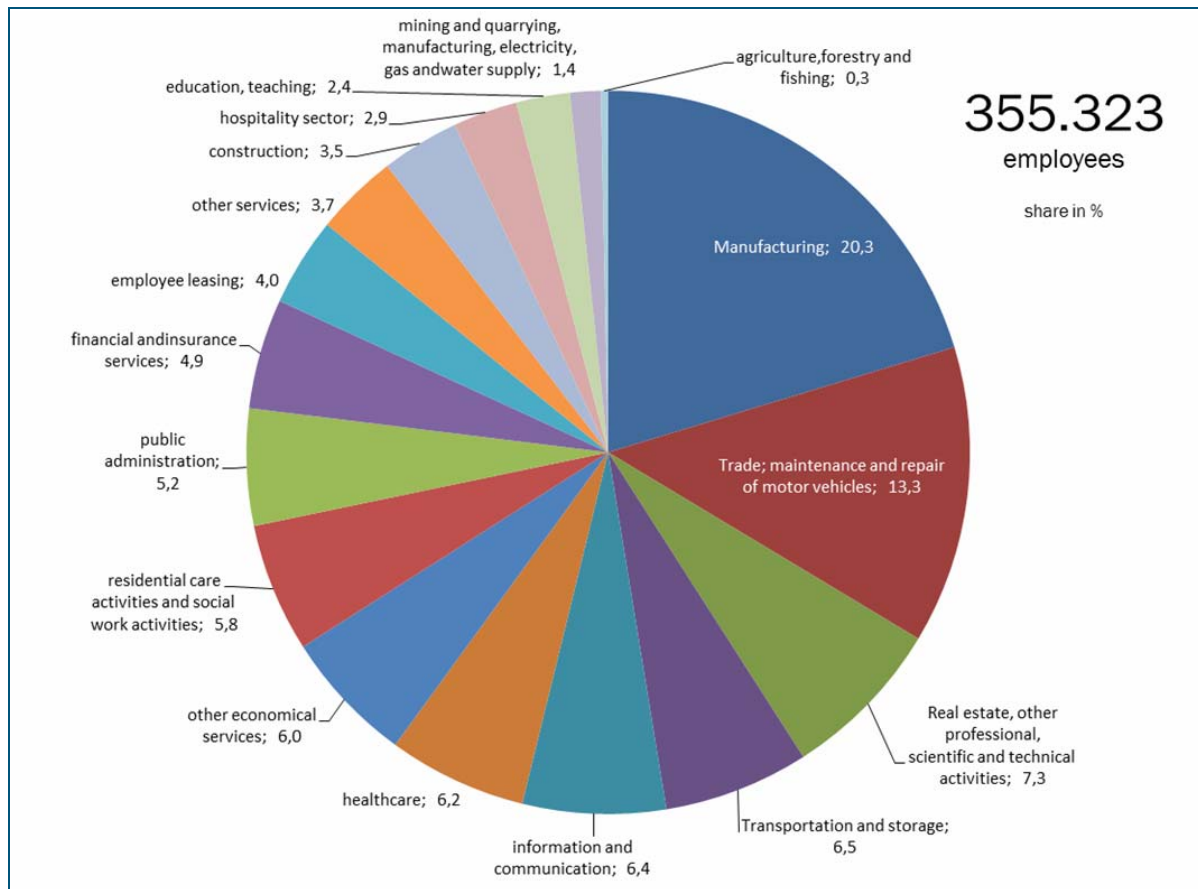
In summary, the share of unemployed young people aged between 15 and under 25 is slightly above the Bavarian average. There are comparatively more young people unemployed than in other regions. Furthermore, the situation in the city of Nuremberg is at some point more outraging with 1.9 percentage points compared to the Bavarian average. The phenomenon of unemployment appears to be more outraging in rural areas than in urban areas.

2.1.2 Economical Situation

In order to identify employment opportunities for young people in transition phase to vocational training, it is helpful to take a closer look at the economic structure in their own region. In the following, the focus areas as well as the specialist requirements are described in the Nuremberg region. This provides an insight into the main areas of employment and opportunities.

The focus of employment in the agency district of Nuremberg is on the "manufacturing" and "trade, maintenance and repair of motor vehicles" (see Figure 2). Of the 355,333 employees subject to social insurance, the largest share of the manufacturing sector (20%) is employed. This is divided into "the metal and electrical industry as well as the steel industry" with 56,166 employees, "production of predominantly domestic goods (excluding goods of the metal, electrical and chemical industries)" (8,823 employees) and "production of intermediate goods, especially of Chemical products and plastic products" with 7,150 employees. The second-largest industry, "Trade, maintenance and repair of motor vehicles" employs 13 per cent of employees subject to social insurance. The rest of the workforce is almost homogenous in the other sectors of the economy.

Figure 2: Employees with social security contributions by industry in the agency district of Nuremberg. (Federal Employment Agency 2014)



Source: own scheme

The Chamber of Industry for Bavaria provides an overview of important professional groups with a high skilled workforce (professional groups with a job vacancy). For example, a look at 2016 shows different needs (difference between supply and demand) for the area of the Chamber of Industry and Commerce (IHK) in the following areas:

- Cleaning professions (2,300 places) e.g., building cleaner
- Sales professions (average level of qualification, 4,000 jobs) e.g., retail salesperson, specialist trader / food retailer, automotive salesman
- transport and logistics trades, vehicle and transport operators (1,700 jobs) e.g. Specialist for courier, express and postal services
- Construction trades (1,600 jobs) with roofing, concrete and reinforced concrete

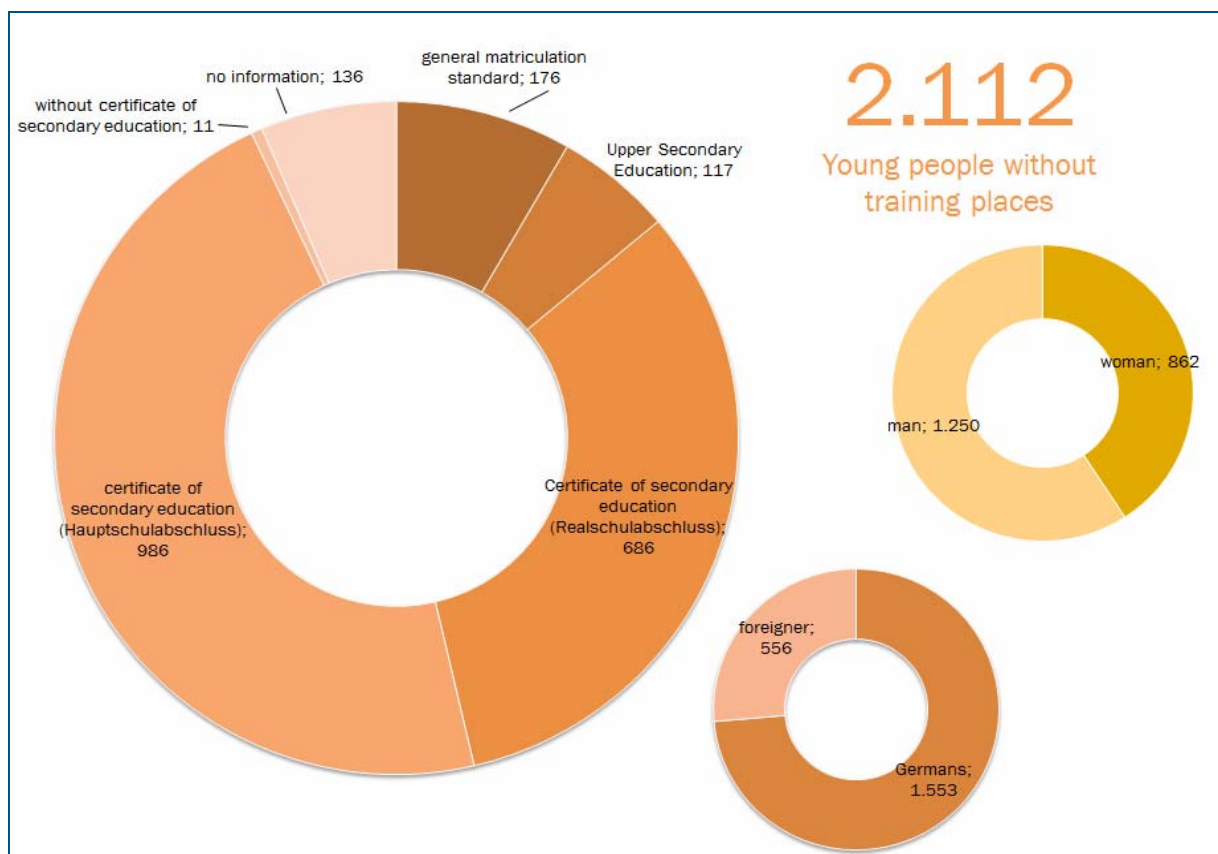
There is also a high demand for catering professionals, security trades such as safety and security specialist, or police officers. Also encompassed are assistant professions in the designated occupational areas.

2.1.3 VET market – focus: young people

Overall, there is a favourable situation for the applicants on the VET market in 2014/2015. A total of 5,278 registered apprenticeship places (June 2015) are registered for 4,214 applicants. There is thus a shortage of apprenticeship places. Each of the 100 registered applicants has 125 posts. 2,112 applicants and 50.1 percent are still unaffected in June 2015. At the same time, 2,191 vocational training places are still unoccupied. In the case of non-recruited applicants, however, application processes are still ongoing, so that their number will be continuously reduced by the time the semester starts in September.

How can the group of the 2,112 applicants who are still without training places be described in terms of their formal education level? In principle (with a few exceptions), all of the non-recruited applicants have at least completed junior high school (“Hauptschulabschluss”) and formally qualify for the entry into VET. Professions with a high demand for skilled workers are predestined.

Figure 3: Unemployed applicants in the agency district of Nuremberg, June 2015. (Bundesagentur für Arbeit 2015e)



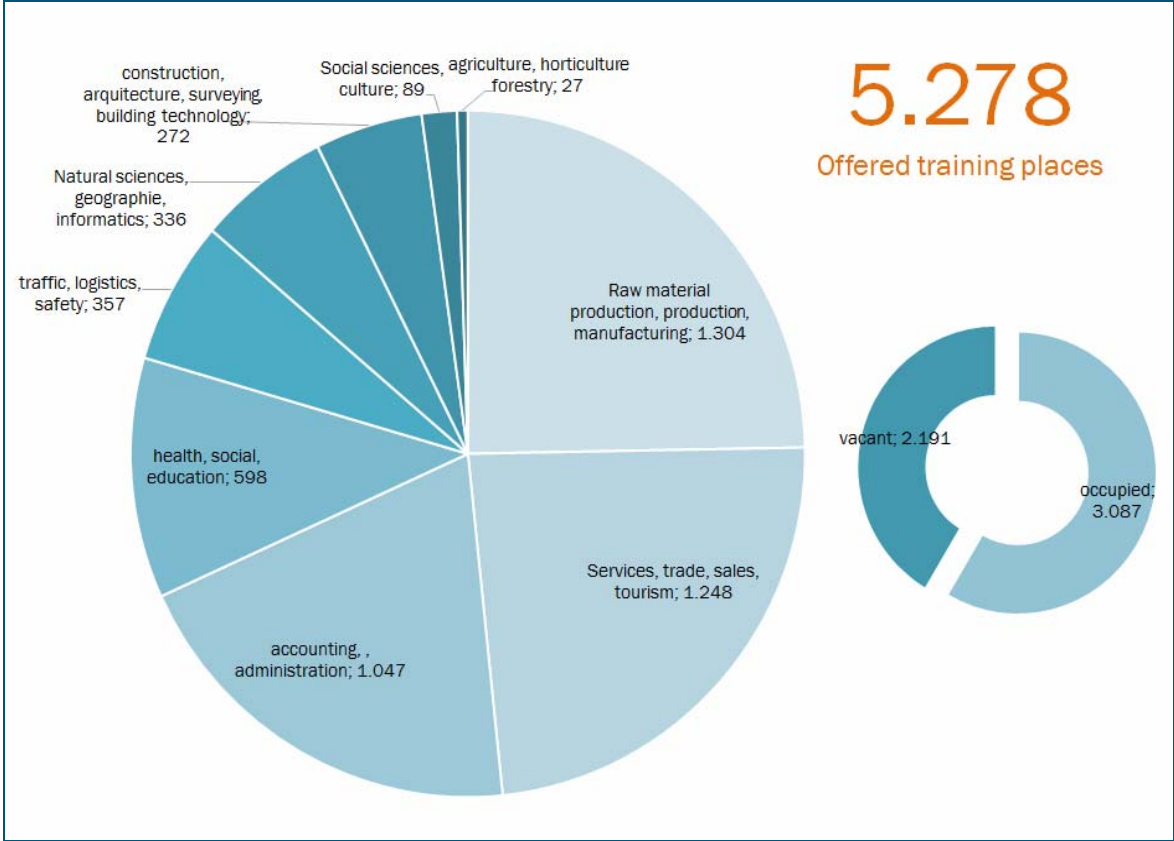
Source: own scheme

According to the annual balance sheet of 2014 of the Nuremberg employment agency, the number of training places rose from 5,334 jobs in June 2014 to 5,922 posts in September 2014. At the same time, the number of applicants fell by 13 percentage points in the current year. From the point of view of the applicants, the situation on the training market in 2014 was thus positive, as the offer of nearly 6,000 training places in September 2014 was about 5,000 applicants.

In June 2015, there are 5,278 registered training places (see Figure 4), which are offset by an offer of 4,214 applicants. This means that in the first half of 2015 there are more training places than applicants. The subject of vocational training through training is of great importance in companies. However, the occupation is difficult. At the end of September 2014, 774 were still

unoccupied (see Federal Agency for Labor (2014/2015): Labor Market in Figures, Job Market, Applicants and Vocational Training Agencies Nuremberg, June 2014, September 2014 and June 2015).

Figure 4: Training place indicators in the agency district Nuremberg, June 2015 (Bundesagentur für Arbeit 2015e)



Source: own scheme

The sectors with the largest share of unoccupied training centers in June 2015 are "raw material production, production, manufacturing" (595 vacancies), "commercial services, trade, sales, tourism" (586 vacancies) "(302 unoccupied bodies) as well as" Health, Social, Teaching and Education "(246 unoccupied bodies).

2.2 EXAMPLE: The region of Eastern Macedonia and Thrace (Greece)

2.2.1 Labour market situation

The results of current economic crisis are multilevel (economic, social, cultural etc.) but if we wish to focus on the most revealing index, this is illustrated in Table 2.1 which is the unemployment rate. As it is shown in the beginning of the economic crisis, there are no significant differences in the labour market vis-à-vis unemployment among the three investigated countries and the Euro-area in general. The mean value of the index in the Euro-area for 2008 is 7.6% while in Germany is 7.4%, in Greece is 7.8% and in Romania is 5.6%. However, the economic crisis had a different impact on the employment rates of the investigated countries due to their different structural problems these countries were facing. In particular, Germany witnessed a decrease in the unemployment rate from 7.4% in 2008 to 4.1% in 2016.

On the contrary, Greece suffered a massive increase in the unemployment rate from 7.8% in 2008 to 23.6% in 2016 with its peak value of 27.5% in 2013. According to the General Confederation of Greek Workers (GSEE, 2013), the rate of real unemployment has topped 30% in Greece which is much higher than the official figures. The explanation for this discrepancy lies within the term “concealed unemployment” which is the high percentage of people working in family businesses without receiving a regular wage (CEDEFOP, 2014). It is also important to underline that the unemployment rates in Greece have been consistently well above the mean rates of EU and Euro-area throughout this period. It is most disturbing that this status seems to acquire permanent elements and highlights the need for immediate actions and initiatives.

Table 2.1 Unemployment rates in Europe

	Total unemployment rate (% of active population)								
	2008	2009	2010	2011	2012	2013	2014	2015	2016
EU (28 countries)	7,0	9,0	9,6	9,7	10,5	10,9	10,2	9,4	8,6
Euro area (19 countries)	7,6	9,6	10,2	10,2	11,4	12,0	11,6	10,9	10,0
Germany	7,4	7,6	7,0	5,8	5,4	5,2	5,0	4,6	4,1
Greece	7,8	9,6	12,7	17,9	24,5	27,5	26,5	24,9	23,6
Romania	5,6	6,5	7,0	7,2	6,8	7,1	6,8	6,8	5,9

Source: adapted from Eurostat (2017)

On the other hand, although the course of unemployment in Romania is similar to Greece, the results are quite moderate and it seems that the country has reached the pre-crisis level of unemployment rate. In Romania, the unemployment rate was 5.6% in 2008, it increased to 7.2% in 2011 and finally mitigated to 5.9% in 2016. It is important to mention that the unemployment rates in Romania have been consistently below the mean rates of EU and Euro-area throughout this period.

Moreover, if we focus on the structure of the unemployment rates in Greece we find evidence to support that the mitigation of these rates is fragile and not very sustainable. As it is embedded in Table 2.2, the number of the employed workforce in Greece decreased from 4.61m people in 2008 to 3.51m people in 2013 while we witness a trivial increase the last three years and the number rises to 3.67m people in 2016. However, the explanation for this is basically the increase (25%) in part time employment from 98.8K people in 2008 to 268.4K people in 2016 rather than in full time employment where the number of employed people decreased from 4.5m people to 3.4m people. It is evident that many employers throughout this period have significantly reduced the number of their employees while others preferred to substitute full time employment with part time employment.

Table 2.2 (Un)employment rates in Greece

Sta-tus	Total Popul. 15y+ (000)	Workforce			Employed					Unemployed		
		Popul.	rate	rate 20-64 age	Popul.	rate	rate 20-64 age	FT	PT	Popul.	rate	rate 20-64 age
Year												
2016	9.212,8	4.804,5	52,2%	73,5%	3.673,6	39,9%	56,2%	3.405,1	268,4	1.130,9	23,5%	23,5%
2015	9.246,5	4.807,7	52,0%	73,1%	3.610,7	39,0%	54,9%	3.366,0	244,7	1.197,0	24,9%	24,9%
2014	9.282,1	4.810,6	51,8%	72,5%	3.536,2	38,1%	53,3%	3.296,5	239,8	1.274,4	26,5%	26,4%
2013	9.309,5	4.843,5	52,0%	72,7%	3.513,2	37,7%	52,9%	3.299,4	213,8	1.330,3	27,5%	27,3%
2012	9.344,8	4.890,1	52,3%	72,6%	3.695,0	39,5%	55,0%	3.505,8	189,2	1.195,1	24,4%	24,3%
2011	9.372,8	4.936,2	52,7%	72,5%	4.054,3	43,3%	59,6%	3.895,2	159,1	881,8	17,9%	17,8%
2010	9.399,4	5.029,1	53,5%	73,0%	4.389,8	46,7%	63,8%	4.252,3	137,4	639,4	12,7%	12,7%
2009	9.431,1	5.040,7	53,4%	72,5%	4.556,0	48,3%	65,6%	4.436,3	119,7	484,7	9,6%	9,5%
2008	9.435,1	4.998,3	53,0%	71,8%	4.610,5	48,9%	66,3%	4.511,7	98,8	387,9	7,8%	7,7%

Source: adapted from ELSTAT (2017)

In addition, when we look into the structure of the unemployment rates by sex and age group, we see some interesting findings that are highlighted in Table 2.3. The first phenomenon we witness is that female unemployment rates are much than male unemployment rates in every age group as well as in aggregate figures. This gap seems to be higher in the younger population while it tends to mitigate above the age of 45 years. It is also important to stress that unemployment rates are much higher in younger population especially between the age of 15-24 and 25-29.

Table 2.3 Unemployment rates in Greece by Sex and Age Group

Age Group	4th Quarter					
	2015			2016		
	Male	Female	Total	Male	Female	Total
Total	21,2	28,4	24,4	19,9	28,1	23,6
15-24	44,1	54,3	49	42,2	48,6	45,2
25-29	33,5	41,9	37,4	28	40,6	33,6
30-44	19,2	27,9	23,2	17,7	28,4	22,6
45-64	17,3	21,4	19	17,4	22	19,4
65+	12,6	5,9	10	14,8	12,4	13,8

Source: adapted from ELSTAT (2017)

Furthermore, there are some interesting findings in the employment and especially in the employment status by education level as they are depicted from Table 2.4. As it is expected, graduates of tertiary education and in particular at postgraduate level are more likely to be employed than other education categories. In addition, we find increasing employability as the education level rises while the same tendency is observed in the type of employments considered as permanent and full time.

Table 2.4 Employment Status (2016) in Greece by educational level (in 000)

Employment status	Popul. 15y+ (000)	Education Level								
		Never finished primary education	Primary education	Lower secondary education	Upper/Post secondary education	Upper secondary education	Post secondary education	Tertiary education	University level	Postgrad. level
Employed	3.673,6	14,9	412,9	343,0	1.615,9	1.272,2	343,7	1.286,9	1.120,1	166,8
- Self-employed	1.108,7	7,3	213,4	136,0	464,1	381,9	82,2	288,0	250,6	37,4
- Family business	143,7	2,3	33,8	20,3	72,5	61,1	11,4	14,8	14,6	0,2
- Employees	2.421,2	5,4	165,7	186,8	1.079,2	829,2	250,1	984,1	854,9	129,2
-- Permanent	2.149,7	4,4	135,8	157,1	949,8	725,0	224,7	902,7	780,7	122,0
-- Temporary	271,6	1,0	30,0	29,7	129,5	104,1	25,4	81,4	74,2	7,2
- Full Time	3.310,5	11,7	363,4	301,3	1.435,2	1.130,6	304,6	1.198,9	1.040,3	158,6
- Part Time	363,1	3,2	49,5	41,7	180,7	141,6	39,1	87,9	79,8	8,2
Unemployed	1.130,9	7,2	135,4	131,5	574,3	439,7	134,6	282,5	260,4	22,1
- Newly	238,2	2,0	17,4	18,1	130,8	104,2	26,7	69,8	63,8	6,1
- Long term	813,9	5,8	101,8	97,0	413,4	316,8	96,7	195,9	179,5	16,3
Non-Active	4.408,3	353,2	1.547,5	633,9	1.384,3	1.242,8	141,5	489,4	467,2	22,2
Total	9.212,8	375,3	2.095,9	1.108,5	3.574,4	2.954,7	619,7	2.058,7	1.847,7	211,1

Source: adapted from ELSTAT (2017)

The results become more apparent when the figures of Table 2.4 are transformed to percentages of total employment per education level. These results are documented in Table 2.5. Full time and permanent employment increases as the level of education increases. It is interesting to spot that there is a significant difference in the employability rates between lower (30.9%) and upper/post secondary education (45.2%) as well as between upper (43.1%) and post secondary education (55.5%). The same difference is witnessed in permanent employability between lower (14.2%) and upper/post secondary education (26.6%) as well as between upper (24.5%) and post secondary education (36.3%) as well as in full time employability between lower (27.2%) and upper/post secondary education (40.2%) as well as between upper (38.3%) and post secondary education (49.2%).

Table 2.5 Employment Status in Greece by educational level (%)

Employment status	Education Level								
	Never finished primary education	Primary educat.	Lower secondary educat.	Upper/ Post secondary education	Upper secondary education	Post secondary education	Tertiary education	Unive-rsity level	Post-grad. level
Employed	4,0%	19,7%	30,9%	45,2%	43,1%	55,5%	62,5%	60,6%	79,0%
Permanent	1,2%	6,5%	14,2%	26,6%	24,5%	36,3%	43,8%	42,3%	57,8%
Full Time	3,1%	17,3%	27,2%	40,2%	38,3%	49,2%	58,2%	56,3%	75,1%

Source: adapted from ELSTAT (2017)

As far as our field testing region of Eastern Macedonia and Thrace (EMT) is concerned, the unemployment rate in the 4th quarter of 2016 appears to be close to the national average figure. As it is embedded in Table 2.6, the EMT unemployment rate is 23.1% while the national average is 23.6%. Of course there are regions such as Southern Aegean islands which suffered lower unemployment rates (17.2%) due to their main occupation in the Tourism Industry. However, there are regions such as Western Macedonia which suffered extremely high rates of unemployment (31.2%).

Table 2.6 Unemployment rates in Greece per Region

Regions	Unemployment (%) 4th Quarter 2016
Total	23,60%
Eastern Macedonia & Thrace	23,10%
Central Macedonia	24,50%
Western Macedonia	31,20%
Epirus	24,10%
Thessaly	24,40%
Ionian Islands	21,40%
Western Greece	28,90%
Central Greece	23,60%
Attica	23,20%
Pelloponesus	19,00%
Nonthern Aegean	19,60%
Southern Aegean	17,20%
Crete	22,50%

Source: adapted from ELSTAT (2017)

2.2.2 Economical Situation

Greece has been suffering from recession in terms of GDP reduction for seven consecutive years. The first time Greek economy witnessed 4.5% GDP reduction was the first quarter of 2009 (in compare to the first quarter of 2008). On an annual basis Greece endured a moderate GDP reduction of 1.8% in 2009. However, the following years were much worse since the risk of bankruptcy raised along with uncertainty and austerity measures. Consequently, purchasing power of the Greek people has been reduced immensely as well as demand and GDP.

Table 2.7 Longitudinal evolution of Greek GDP in m€

Period		in current prices		%*	%*
		quarter	annual	quarter	quarter
2008	I	55878		5,8%	
	II	60746		4,1%	
	III	63078		5,3%	
	IV	62288	241990	1,2%	N/A
2009	I	53381		-4,5%	
	II	60214		-0,9%	
	III	61255		-2,9%	
	IV	62684	237534	0,6%	-1,8%
2010	I	54271		1,7%	
	II	57380		-4,7%	
	III	57628		-5,9%	
	IV	56752	226031	-9,5%	-4,8%
2011	I	48830		-10,0%	
	II	53070		-7,5%	
	III	53775		-6,7%	
	IV	51354	207029	-9,5%	-8,4%
2012	I	45072		-7,7%	
	II	48494		-8,6%	
	III	49733		-7,5%	
	IV	47906	191204	-6,7%	-7,6%
2013	I	42244		-6,3%	
	II	45964		-5,2%	
	III	47686		-4,1%	
	IV	44760	180654	-6,6%	-5,5%
2014	I	40795		-3,4%	
	II	44499		-3,2%	
	III	47778		0,2%	
	IV	44869	177941	0,2%	-1,5%
2015	I	40392		-1,0%	
	II	44321		-0,4%	

	III	46162		-3,4%	
	IV	44822	175697	-0,1%	-1,3%
2016	I	39877		-1,3%	
	II	44641		0,7%	
	III	47138		2,1%	
	IV	44232	175888	-1,3%	0,1%

Source: adapted from ELSTAT (2017)

As it is documented in Table 2.7, Greece suffered multiple reductions in GDP. In particular, that reduction on an annual basis was 4.8% in 2010, 8.4% in 2011, 7.6% in 2012, 5.5% in 2013, 1.5% in 2014 and 1.3% in 2015. In 2016 we had a break even with a minor increase of 0.1% although the first quarter exhibited 1.3% reduction. In aggregate results, there is evidence that the overall reduction in the GDP was more than 25% which is the highest recession ever been witnessed in Greece in peace periods.

Today, the primary (agriculture) and the tertiary (tourism) sector of the Greek economy are becoming of great importance. Although the primary sector has a smaller percentage participation in employment and the creation of GDP than Industry and Services, it offers basic economic goods necessary for the physical-biological existence of humans. In some developing countries, the primary sector of the economy and specifically agriculture employs the majority of the workforce. As we can see from Table 2.8, in Greece the primary production sector still has great significance since it reflects 12,7% of the overall domestic employment.

Table 2.8 Employment rates by sector of Greek economy

Sector of Economy	Percentage of Employment
Primary	12,7%
Secondary	15,4%
Tertiary	71,8%

Source: adapted from ELSTAT (2017)

Despite the descending impact of the primary sector on the economy (13% in 2015, 12,7% in 2016), it is still a crucial occupation for many Greek people and the Greek society since it employs almost half a million people, which are more than those employed in other sectors of the Greek Economy such as Industry. As we can see from the following Table 2.9, Industry employs about 350 thousands people which corresponds to 9,5% of the overall employment in Greece. Moreover, Commerce that is considered as the sector with the biggest economic activity in modern western economies, it employs about 650 thousands people which corresponds to 17.6% of the overall employment in Greece. In conclusion, the primary sector in Greece is vital for many households and much more important than many other member states of the European Union.

Table 2.8 Longitudinal Employment rates by sector of Greek economy

Sector of Economic Activity	Employment 2nd Quarter 2015	Employment 2nd Quarter 2016
Agriculture, Forestry, Fishery (000)	472,4	471,2
Agriculture, Forestry, Fishery (%)	13,0%	12,7%
Industry (000)	332,0	350,1
Industry (%)	9,2%	9,5%
Commerce (000)	657,3	650,3
Commerce (%)	18,1%	17,6%
Total in thousands	3625,5	3702,6

Source: adapted from ELSTAT (2016)

People involved in agriculture perform many different functions, from the production of agricultural products for human consumption or not, to countryside management, nature conservation and tourism, thus highlighting the multifunctionality of rural areas. Although in recent years the contribution of agriculture to the Greek Economy has witnessed a mild decrease, it is noteworthy that it remains in high level compared with that of other EU Member States. In particular, the contribution of the primary sector to the economy in 2010 was 4,5% of the Gross Domestic Product (GDP) and 2,9% respectively in the EU-27 and the Eurozone. During the last decade in the Mediterranean countries, the contribution of agriculture has reached higher levels than those of the other EU-27 member states. Regarding the overall rural economy, we witness the following highest participation in European agriculture from France 18,5%, Germany 12,9%, Italy 12,6% and Spain 11%. On the contrary, the new countries - EU members exhibit participation below 1% while Greece contributes 2,9% of the EU agricultural production (source: www.PASEGES.gr).

As far as the region of Eastern Macedonia and Thrace is concerned, there are two distinctive facts that should be highlighted. First, the massive percentage of the population (27.9%) employed in agriculture, forestry and fishery (see Table 2.9), which is the highest level in Greece along with that of Pelloponesus (29.3%) and second, the plethora of different agricultural occupations observed in this particular region. For instance, fishery, crop production and apiculture are well developed in the region of Kavala and Evros, forestry, vine growing – wineries and dairy farming are observed in the region of Drama and crop production, dairy farming, cattle breeding and tobacco cultivation are the main agricultural occupations in the region of Xanthi and Rodopi.

Table 2.9 Employment rates in the primary sector of Greek economy by region

Agriculture, Forestry and Fishery Regions	Employment (%) 2nd Quarter 2016 per Region
Total	12,7%
Eastern Macedonia & Thrace	27,9%
Central Macedonia	15,5%
Western Macedonia	17,8%
Epirus	20,0%
Thessaly	22,5%
Ionian Islands	8,2%

Western Greece	24,8%
Central Greece	23,3%
Attica	1,1%
Pelloponesus	29,3%
Nonthern Aegean	15,2%
Southern Aegean	8,6%
Crete	15,3%

Source: adapted from ELSTAT (2016)

The average size of farms in Greece remains very small, and the total number of farms is constant for the last two decades. Farms with livestock account for a significant percentage of all farms, while showing mild decrease in their total number. We observe a tendency of concentration of livestock in farms large as the number of animals held. Greece today has a high degree of self-sufficiency in many agricultural products and presents unevenness in agricultural production at regional level. As far as the production of basic products is concerned, the following trends are recorded:

- a) Reduction of grain production, mainly due to the large reduction in the production of wheat. Reduction is also recorded in the production of dry pulses, potatoes, cotton, vegetables, sugar beet and tobacco.
- b) Enhanced production of peach, nectarine, strawberry, kiwi, citrus and of course olive oil.
- c) And mild reduction of milk and meat production.

The prospects of the Greek primary sector will remain prosperous as long as structural reforms take place concerning primarily Vocational Education and Training in agriculture which is neglected during the last decades. For instance, there is only one dairy and cheese making school in the post secondary education level in Greece, cited in Ioannina which is extremely difficult to attend if someone originates from distant regions like Crete, Aegean islands or Thrace.

As far as the tourism industry is concerned, Greece is among the leading travel destinations in Europe. It attracts more than 20 million international tourists every year contributing more than 10 billion euros to the Greek GDP. The Greek tourism industry has benefited from an improved competitiveness of the country, a reduction of the cost of labour (by means of salary reforms) and from political instability in other popular resorts on the Mediterranean, like Egypt and Turkey. Greek economy is strongly dependent on tourism: Every fifth job (18.3 per cent or a total of 688,800) depends on the tourism industry. This industry can therefore be considered the backbone of Greek economy and it plays an important part in the expected reduction of unemployment (Freiling et al., 2014).

Table 2.10 Employment in Greek regions by sector of economy

Employment Region/Sector (prov.data 2014)	Agriculture, forestry and fishing	Mining and quarrying, manufact., electricity, gas, steam, air cond.and water supply, sewerage, waste mngt and remediation activities	Construction	Wholesale and retail trade, repair of motor vehicles, transport. and storage, accom. and food service activities	Inform. and commun.	Financial, insurance and real estate activities	Profes., scientific and technical activities, admin. and support service activities	Public admin. and defence, compulsory social security, education, human health and social work activities	Arts, entertain., recreation, service activities, activities of households, undiffer. goods & services producing activities of households for own use, activities of extra. Organisations and bodies	Total
Total	488413	389991	189482	1270994	86944	93435	328276	866841	284920	3999296
Attica	13705	148215	62123	503740	61084	55936	176786	362687	143136	1527413
Aegean islands, Crete	60103	32025	27803	173289	4562	6473	27750	85307	22723	440034
Northern Greece	186609	112498	47929	309171	12624	17021	75511	230564	61136	1053063
Eastern Macedonia & Thrace	60086	17500	9131	48574	2063	2698	11117	51232	8401	210803
Central Macedonia	87749	69510	25076	204290	9502	11790	53043	131484	43401	635846
Western Macedonia	15693	15904	5802	21977	404	1064	4417	20060	4525	89845
Epirus	23081	9583	7920	34329	655	1468	6934	27789	4809	116567
Central Greece	227996	97253	51627	284794	8675	14005	48228	188283	57925	978785

Source: adapted from ELSTAT (2017)

The local economy of EMT is traditionally rooted in industrial (processing of tobacco and marble) and agricultural industries. A significant number of manufacturing enterprises have, however, been transferred to adjoining areas and countries with lower labour cost and taxes during the last decade (Thrace, Bulgaria, Serbia and Roumania). Tourism, on the other hand gains in importance regarding the socio-economic development of the region and promises chances (Freiling et al., 2014). . Almost 50% of the hotel beds in the region of Eastern Macedonia and Thrace (496 accommodation establishments; 29,119 hotel beds) are located in the Prefecture of Kavala, which provided 13,200 hotel beds in 2010 (Invest in Greece 2010). The nights spent in tourist accommodation establishments located in the region of Eastern Macedonia and Thrace, in 2011, were 1,689,386 (Eurostat Regional Report 2013). Hotels in this region have on average 50, and employ 5 people (Foundation for Economic and Industrial Research - IOBE 2013).

According to the most recent data available cited in Table 2.10, the local economy of EMT is based on the primary sector since it employs about 60 thousands people or 28.5% of the employed workforce. Secondly, it is based on services such as public administration and defence that employ more than 51 thousands people or 24.3% of the employed workforce. Commerce and tourism is the third most important sector of the local economy since it employs over 48 thousands people or 23% of the employed workforce. On the other hand, manufacturing dropped to fourth place offering employment to 17 thousands people or 8.3% of the employed workforce in EMT due to the preceding reasons of corporate migration.

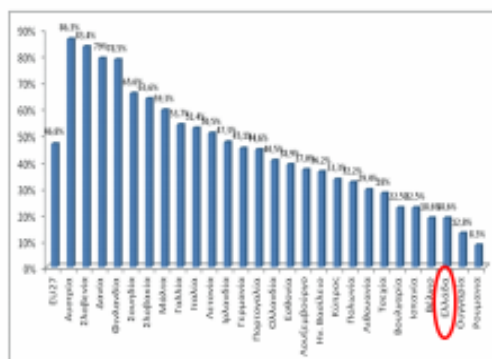
2.2.3 VET market – focus: young people

According to the empirical research conducted by the Centre for the Development of Education Policy of GSEE (2013) vis-à-vis matching VET with employment, there is evidence to support that there is poor matching of VET, initial and continuous, with employment since only 21% of initial VET graduates and only 15% of continuous VET graduates have been employed within six months after graduation. Moreover, it is observed low retention rates in employment of the VET graduates because almost 81% of them have been unemployed within 18 months after their first employment. In addition, the researchers found little relevance between VET discipline and the profession of employment. That means that 69% of initial VET graduates that found jobs were employed in professions different than their studies. The figure for the continuous VET graduates is even higher 73%. Finally, only 38% of the sample VET graduates have succeeded in the certification exams at IEK (Ministry of Education, 2016).

Figure 2.1 Participation of SMEs in VET

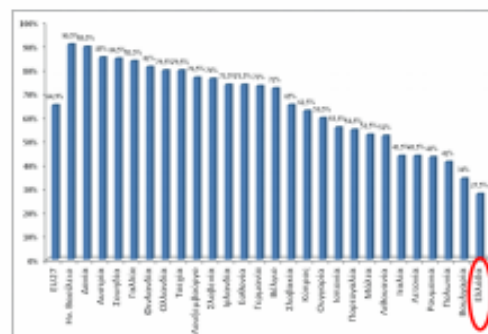
Μικρή συμμετοχή ΜΜΕ σε εκπαίδευση

Γράφημα 2. 14. Ποσοστά συμμετοχής των πολύ μικρών επιχειρήσεων σε αποδεδειγμένα δραστηριότητα εκπαίδευσης



Πηγή: SME Performance Review 2009 – SBA Country Fact Sheets

Γράφημα 2. 15. Αντιστοιχία των μικρών και μεσαίων επιχειρήσεων που καταρτίζουν το προσωπικό τους επί του συνόλου των ΜΜΕ



Πηγή: SME Performance Review 2009 – SBA Country Fact Sheets

Source: MinEdu 2016

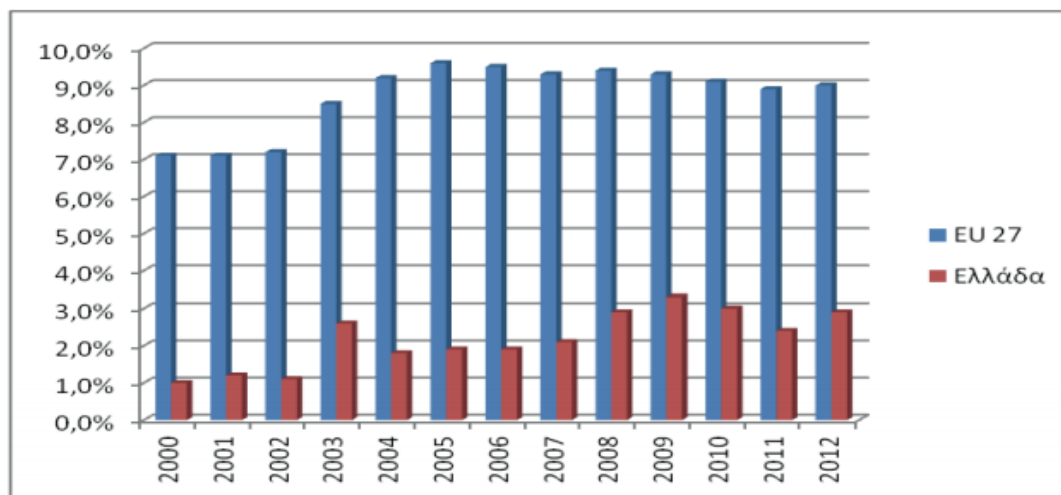
The results of an empirical research concerned with the VET provided by OAED (EEO GROUP, 2015) can be summarized to the following issues. Although the number of VET students attending OAED schools every year is over 10 thousands, there has been a reduction of 44% during the last 15 years. The phenomenon of early school leave over the last 5 years is over 22% which indicates that one out of five students enrolled does not finish VET schools. The researchers also observed a tendency of VET students to prefer the public sector over the private sector to perform their training. Moreover, 72% of training places have been offered by very small entities while 70% of businesses that participate in the “Mathitia” belong to the tertiary sector (commerce & services).

The results of the previous studies are consistent with the preceding figure 2.1 which shows the participation of Small and Medium sized Entities (SMEs) in the VET system. As we can see, Greek SMEs exhibit little interest to participate in VET in compare to their European colleagues. This is also consistent with the results of our study as described in IO1. The same results (low participation) are also witnessed in figure 2.2 which shows that the Greek population between 25-64 years old does not attend CLL programmes as much as their European partners. The main reasons are not only associated with the lack of interest of trainees and companies and the poor matching of VET with employment but also with the demographics of Greece which has numerous rural areas with limited access to urban areas and the vast majority of businesses that is small and very small.

Figure 2.2 Participation of population in CLL programmes

Γράφημα 2. 17. Συμμετοχή σε δραστηριότητες διά βίου μάθησης στην Ελλάδα και στην Ευρώπη των 27

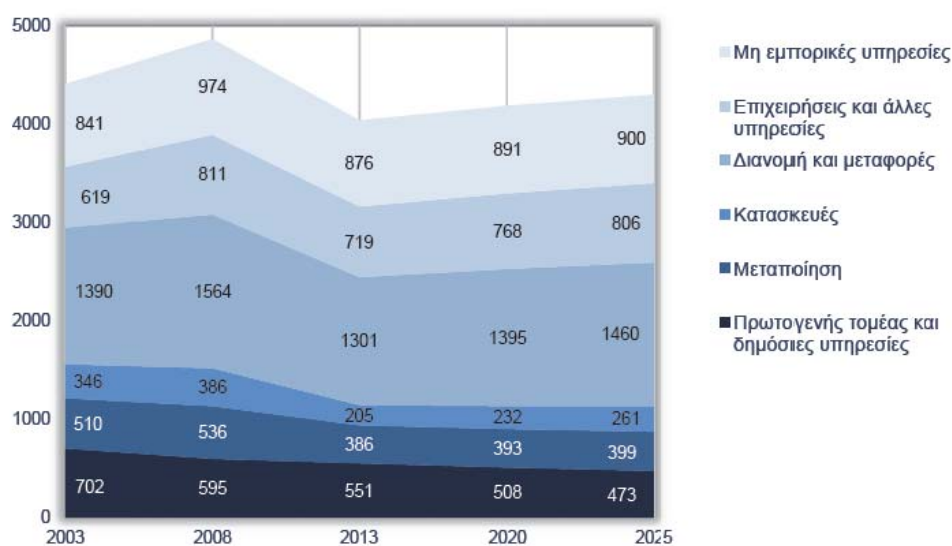
(ποσοστό % του πληθυσμού ηλικίας 25-64 ετών που συμμετείχε στην εκπαίδευση και κατάρτιση τέσσερις εβδομάδες πριν από την έρευνα)



Source: MinEdu 2016

According to Cedefop (2014) forecasts, a rise of 34% in jobs with high level formal qualifications is expected in Europe until 2020. The number for jobs requiring medium level qualifications is 50%. In Greece the pattern is similar to the European one since the employment for low skills jobs will decrease from 32% to 21% while for medium skills is expected to increase from 41% to 45% and for high skills from 27% to 34%. As we can see in figure 2.3, the primary and the secondary sectors are expected to suffer job losses until 2025 while the sectors of construction, other services (tourism) and distribution/transportation are expected to grow by 56 thousands, 87 thousands and 159 thousands jobs respectively. However, the preceding forecasts become obsolete due to the rapid changes and the high levels of volatility of the Greek economy. These are the main reasons reported by Cedefop for not updating its forecasts in 2015 as it did for the other European countries.

Figure 2.3 Employment per sector (Greece) in “000” 2003-2025



Πηγή: Cedefop, πρόβλεψη αναγκών σε δεξιότητες, 2014.

Table 2.11 Education level by age group

Age Group / Sex	Popul. 15+ (000)	Education Level								
		Never finished primary education	Primary education	Lower secondary education	Upper/ Post secondary education	Upper secondary education	Post secondary education	Tertiary education	Tertiary education	
									Unive-rsity level	Post-grad. level
15-19	261,7	1,1	14,5	170,5	75,5	75,0	0,6	0,0	0,0	0,0
20-24	266,3	0,9	7,0	12,5	227,6	209,2	18,4	18,2	18,0	0,2
25-29	321,3	1,4	10,0	25,7	183,0	146,2	36,8	101,2	94,0	7,2
30-44	1.164,4	10,0	91,7	139,8	569,7	451,1	118,5	353,2	298,5	54,7
45-64	1.417,8	10,8	287,5	169,2	576,8	493,0	83,8	373,5	337,5	36,0
65+	1.010,4	93,8	501,3	66,3	204,3	179,1	25,3	144,6	135,2	9,4
Total Male	4.441,8	118,0	912,1	584,0	1.836,9	1.553,5	283,4	990,8	883,3	107,5
15-19	273,2	0,4	15,7	179,7	77,4	76,9	0,6	0,0	0,0	0,0
20-24	260,0	1,4	5,0	11,1	204,0	180,2	23,7	38,6	38,0	0,6
25-29	280,2	1,8	11,2	9,9	124,3	86,9	37,4	133,0	122,8	10,3
30-44	1.172,6	7,1	72,3	96,7	536,9	381,7	155,2	459,6	397,8	61,8
45-64	1.519,2	14,0	373,5	174,2	601,7	501,8	99,9	355,8	327,6	28,2
65+	1.265,7	232,6	706,1	52,9	193,1	173,6	19,5	81,0	78,3	2,8
Tot.Female	4.771,0	257,3	1.183,7	524,5	1.737,5	1.401,1	336,4	1.068,0	964,4	103,6
Total	9.212,8	375,3	2.095,9	1.108,5	3.574,4	2.954,7	619,7	2.058,7	1.847,7	211,1

Source: adapted from ELSTAT (2017)

It is encouraging though, the young Greek generation does not lack of qualifications, males as well as females. According to Table 2.11, the young population with low formal skills is trivial for males and females especially for age groups between 15-29 years old. The majority of low education level is older people well above the age of 45 years old. Despite the forecasts for 75% employment for people between 20 and 64 in 2020 in Europe, there are some signs of skill shortages. The most important shortages are in occupations where employees need high level qualifications such as life science and health-associate disciplines and teaching-associate

disciplines. But there is also evidence for shortages in sales, services and some elementary occupations as well (Cedefop, 2012).

Since the young Greek generation is equipped with high level skills in order to reduce unemployment and especially youth unemployment, it is necessary to attain a better match between VET disciplines and the labour market needs. In Table 2.12 are embedded the Cedefop’s forecasts for 2020 in Europe vis-à-vis the sectors expecting growth or not and the uncertainty of that expectation. Having in mind that the patterns of Greece including local contingencies (ie.tourism, agriculture), follow the European trends, then governmental policies towards VET should take into consideration these trends.

Table 2.12 Sectors – growth and uncertainty of this growth

		Uncertainty about trends in growth	
		High	Low
Growth rate 2010-2020	High	Pharmaceuticals Mechanical engineering Automotive Construction Distribution Hotels and catering Land transport, etc. Air transport Insurance Education Health and social work	Manufacturing (not elsewhere classified) Water supply Retailing Water transport Communications Banking and finance Computing services Professional services Other business services Miscellaneous services
	Low	Oil and gas, etc. Food, drink and tobacco Wood and paper Printing and publishing Chemicals (not elsewhere classified) Rubber and plastics Non-metallic mineral product Basic metals Electrical engineering and instruments Electricity	Agriculture, etc. Coal Other mining Textiles, clothing and leather Manufactured fuels Metal goods Electronics Other transport equipment Gas supply Public administration and defence

Source: adapted from Cedefop 2012

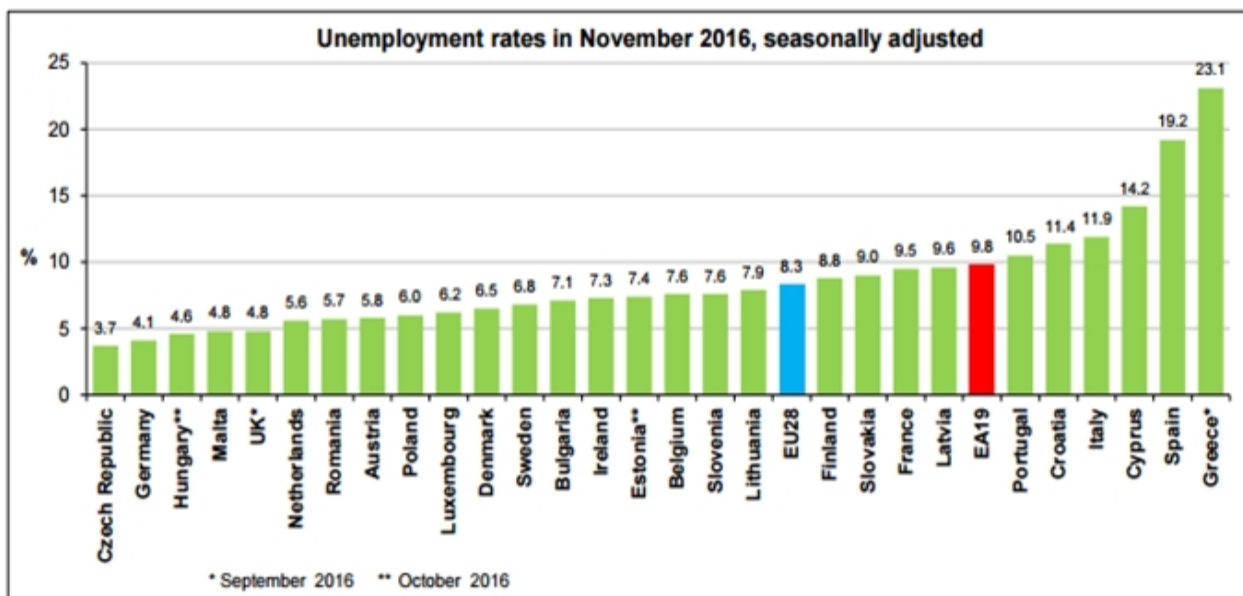
2.3 EXAMPLE: The region of Călărași (Romania)

2.3.1 Labour market situation

The main tendency in the evolution of the labour market in Romania is a decrease of the unemployment. In the Eurostat study from January 2017, based on the International Labor Organization data, Romania has the seventh lowest vacancy rate in the European Union with 5.7%, down from November 2015 (6.6%) and compared to the last three months before November 2016, when it was 5.8% (Figure 1). So, in absolute terms, it means 521000 of unemployed people.

In 2016, Călărași County had 36,202 individual full-time employment contracts, being among the last places (the 39th place among the counties of Romania) in terms of number of employees. (Study on labor force analysis at the level of Romania's development regions, 2016, in South-Muntenia Region).

Figure 3: Unemployment rate in November 2016



Source: <https://www.google.ro/search?q=unemployment+rates+in+november+2016+>

Among the reasons for the relatively low unemployment rate in Romania compared to the EU average (almost double), we could say that a large part of the active population chooses to work in other countries or does not register by themselves at the unemployment offices.

The evolution in the recent years shows a steady deterioration of the occupancy rate by age groups at the extremes of the ranges as they appear in the official statistics, both the young people under 24 and the elderly over 65. (Figure 2). The most affected age group is that of unemployed aged between 15 and 24, according to the data from the National Institute of Statistics.

Two percentage points above the EU-28 average of 18.4%, the youth unemployment rate of the young people under 25 years old was 20.3% (approximately 127.000 young people) being unoccupied at September 2016, in a lower rate than in November 2015 (20.9 %), which places Romania in the first half of the ranking of young people in the Member States, the 12th country with the highest youth vacancy rate in this segment at the level of the European Union. It seems that Romania has a problem with youth unemployment below the age of 25, which shows either reservation of employers to hire young people, or a reduced propensity for them to go to other European countries, looking for a job, similar to adults.

Figure 2-The evolution of the occupancy rate of the population aged 15 years and over, by age groups (%)

Year/Age Group	2008	2011	2014	2017 (semester I)
15 to 24 years old	28,2	23,4	22,5	21,4
25 to 54 years old	79,2	75,8	77,1	77,5
55 to 64 years old	42,4	39,9	43,1	41,6
65 years old and over	14,6	11,9	10,8	7,7

Source: NIS (National Institute of Statistics)

Călărași County is part of the South-Muntenia development region, the fourth region of Romania, based on the number of employees, with over 539 thousand work contracts, representing 10.92% of Romania's workforce. In Calarasi County, in 2016, there were 36,202 individual contracts of full-time employment, the county being among the last places (39th place between the counties of Romania) in terms of the number of employees. (Analysis Study of the labor force at the level of Romania's development regions, 2016, South-Muntenia Region).

The unemployment rate was 78.000 unemployed (6.5%) at the end of 2016 in the South-Muntenia region, according to the National Prognosis Commission. The unemployment rate in Calarasi County was 7.24% with decreasing trends. The total number of unemployed registered at AJOFM Călărași was 7,096, out of which 823 were compensated and the other 6,180 did not (88,63%): 1,358 are young people under the age of 24, 1,734 are in the age group 25-35 years, 1,859 are between 35 and 45 years old and 2,145 are over 45 years old.

Figure 3: Unemployed people in Calarasi County in total and percentage

Unemployed people total/age groups	7.096 people	100%
15 to 24 years old	1358	19,13%
25 to 34 years old	1.734	24,4%
35 to 45 years old	1.859	26,19%
over 45 years old	2.145	30,22%

Source: <http://adevarul.ro/locale/calarasi/558-rata-somajului-luna-mai-barbatii-topul-celor-loc-m>

The Vocational Education Training committee is the central advisory and decision-making body of a competent authority. Despite its importance, the VET committee is rarely the focus of attention. This is why the following paragraph will give a brief overview of the position and tasks of this important body and provides information on the role of the VET committee in the field of auditing.

2.3.2 Economical Situation

The main economic branch of Calarasi County is agriculture. Calarasi takes the second place at the average cereal production among all the counties, the third in terms of the share of agricultural land in total and the fifth according to its agricultural area. In Calarasi, the agriculture is above the regional level with 13 % and 21% above the national one. The Agriculture also takes the first place in the economy of the county, having in 2014 a share of 43%, higher than the average of the country which is 13%.

The dominance of the agriculture as an economic branch also determines a specific social profile. So, 61% of the population of Calarasi County is rural population, a percentage above the average

of the South-Muntenia region and especially above the national average of 46.6%. The specific activities of the rural population are agricultural crop production (traditional economic sector), forestry and fishing, as well as the public sector (education, health care, culture, social assistance), but with a rather low share of rural employment.

However, the most rural residents work on their own, in subsistence farming. The others choose to migrate to cities or outside the country. Other branches of representative activity are services, industry and construction.

Figure 4: The structure of the labor force in Călărași County in 2016, according to PIAROM (Employers Association)

Nr. crt.	Indicator	U.L.	Value in number
1	No. of individual labor contracts (ILC)	nr. ILC	36.202
2	ILC - Quantitative evolution in 2016 compared to 2015	nr. ILC	-329
3	ILC - Percentage evolution in 2016 compared to 2015	%	-0,89
4	ILC - Share in the number of employment contracts in South Muntenia Region	%	6,55
5	ILC - Share in the number of employment contracts in Romania	%	0,73
6	Active population of the county	no. of persons	99.000
7	ILC - Share in the active population of the county	%	36,54
8	Number of the registered unemployed persons	No of persons	7.096
9	Number of ILC per registered unemployed person	no. ILC/no. of registered unemployed	5,06
10	No of authorized person PFA/II	no. PFA/II	5.837
11	No of ILC per PFA/II	no. ILC/no. PFA i II	6,17
12	No of specialists in various fields of activity	no. ILC	5.074
13	No. of specialists in various fields of activity (in 2016 compare to 2015)	%	-16,92
14	No. of the service workers	no. ILC	5.161
15	No. of service workers (in 2016 compare to 2015)	%	4,33
16	No. of unqualified workers	%	4,33
17	No. of unqualified workers (in 2016 compare to 2015)	%	-2,45
18	No. of ILC in manufacturing industry	no. of ILC	8.024
19	No. of ILC in manufacturing industry (in 2016 compare to 2015)	%	-10,41
20	No. ILC in trade	No. of ILC	5.510

The main changes in the labor force in Calarasi County in 2015-2016 aim at the reduction by 10.41% of the employees in the manufacturing industry, compensated mainly by an increase by 8.79% of the labor force in the commercial sector. At the same time, the number of specialists with higher education in the various fields of activity (-16.92%) decreased significantly, but the

number of technicians and specialists with technical secondary education (+ 12.17%) increased, as well as the number of workers in the sector of services (+ 4.33%).

There is a trend in the evolution of the labor force in Calarasi County, given by the increase of the personnel with medium qualification level parallel with the reduction of highly qualified personnel.

The most dynamic groups of employees in the year 2016 are:

1. Specialists in various fields of activity - there is a reduction of 1.033 in the number of work contracts (-16.92%);
2. Technicians and other technical specialists - with 752 new employment contracts (+ 28.42%), a much more pronounced increase than at the regional and national level, respectively by 28.42% versus 14, 53% and 12.17%;

Figure 5: Labor force evolution in Calarasi County in major groups C.O.R. (2015-2016) - according to PIAROM (Employers Association)

Major Group COR (Ranking Occupation in Romania)	Major Group COR	Total employees 2015	Total employees 2016	Quantitative evolution	Evolution in percentage (%)
1.	Members of the legislative body, the executive, high-level leaders in the public administration	2.637	2.639	2	0,08
2.	Specialists in various fields of activity	6107	5.074	-1.033	-16,92
3.	Technicians and other technical specialists	2.646	3.398	752	28,42
4.	Administrative officials	1813	1721	-92	-5,07
5.	Service workers	4.947	5.161	214	4,33
6.	Qualified workers in agriculture, forestry and fishing	272	241	-31	-11,4
7.	Qualified and assimilated workers	5.394	5.299	-95	-1,76
8.	Installers and machines operators; Assemblers of machinery and equipment	5.560	5.692	132	2,37
9.	Unqualified workers	7.152	6.977	-175	-2,45

Figure 6: Labor force dynamics in Calarasi County at the level of the first 10 CAEN sections as the number of employees (according to PIAROM (Romanian Employers)

CAEN Section	Description of CAEN section	Total employees 2015	Total employees 2016	Quantitative evolution	Percentage evolution (%)
C	Manufacturing industry	8.956	8.024	-932	-10,41
A	Agriculture, forestry and fishing	5.526	5.530	4	0,07
G	Wholesale and retail trade; Repair of the motor vehicles and motorcycles	5.065	5.510	445	8,79
P	Education	3.469	3.191	-278	-8,01
Q	Health and social assistance	2.624	2.621	-3	-0,11
F	Building	2.449	2.430	-19	-0,78
H	Transport and storage	1.507	1.619	112	7,43
O	Public administration and defense; Social security in the public system	1.232	1.405	173	14,04
N	Administrative and support service activities	1.055	1.276	221	20,95
M	Professional, scientific and technical activities	1.306	1.271	-35	-2,68

Figure 7 Labor force dynamics in Calarasi County at the level of the first 10 CAEN sections as the number of employees (according to PIAROM (Romanian Employers) in 2016-32.877 workers

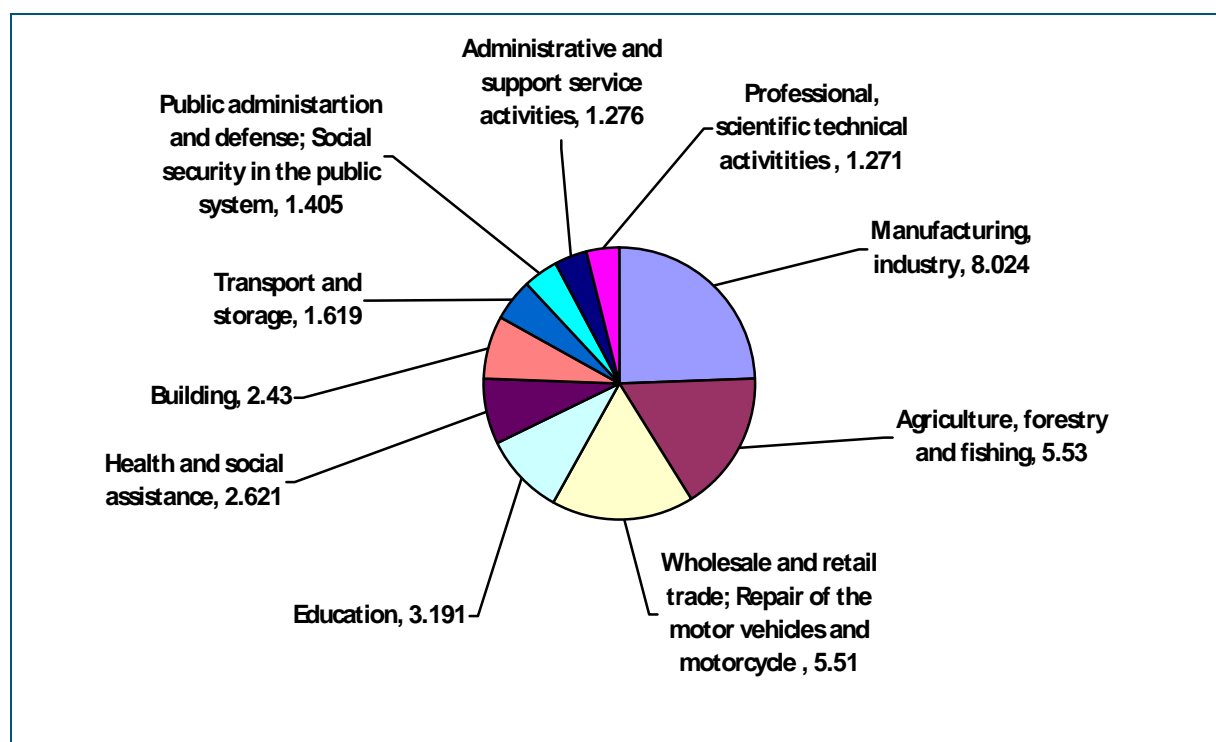
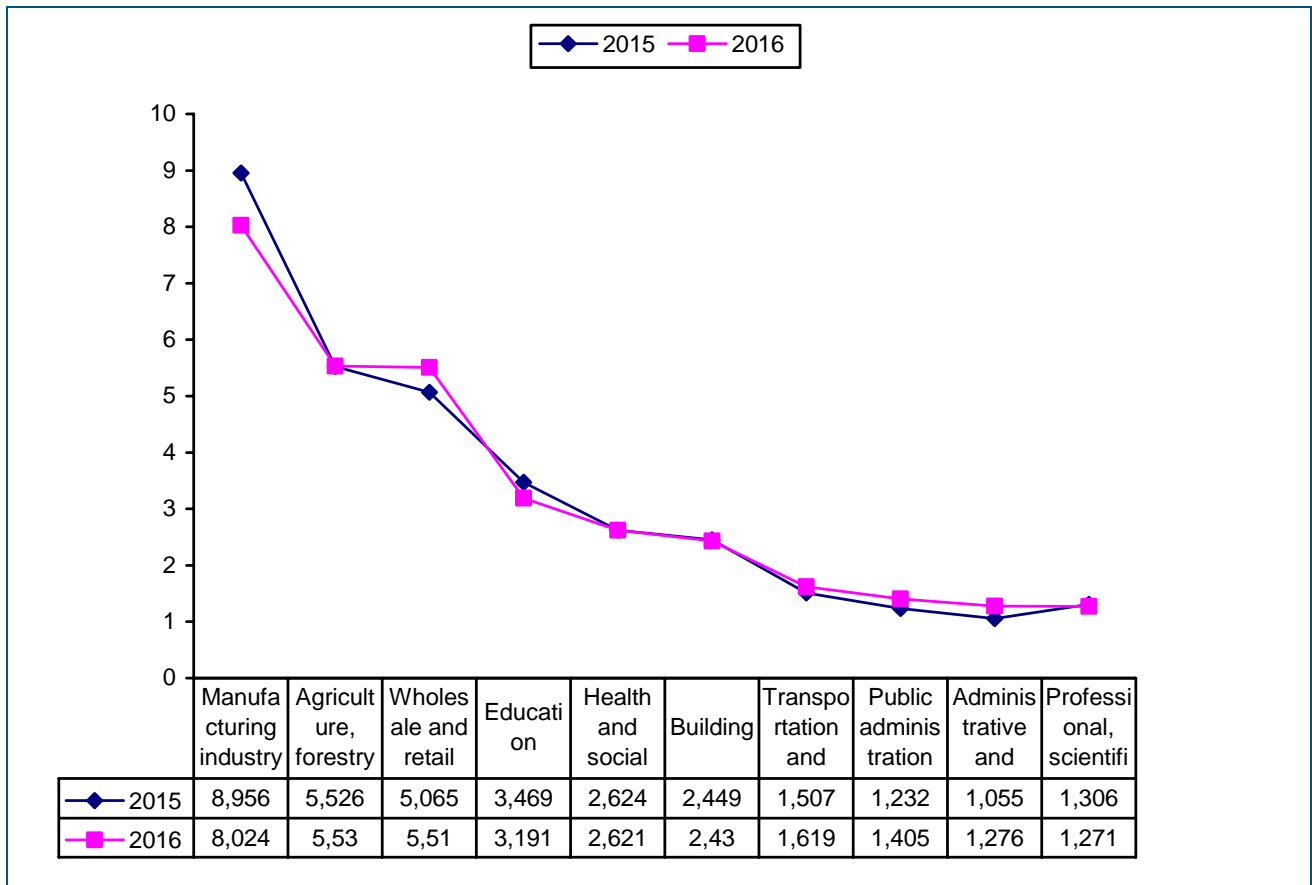


Figure 8 Labor force dynamics in Calarasi County at the level of the first 10 CAEN sections as the number of employees (according to PIAROM (Romanian Employers) in 2015 compare to 2016 (30.740 workers in 2015, 32.877 in 2016)



Compared to the regional (+ 3.34%) and national (+ 2.52%) trends, the manufacturing sector in Călărași County has a decreasing trend (-10.41%), as the manufacturing sector is the main sector employer in Romania.

There is a significant increase in the area of the medium level of qualification (except for the one in the direct productive area, because the number of skilled workers and the number of plumbers and machines workers did not show a spectacular evolution), with a reduction in the area of highly qualified personnel. Atypical to the national trend, the labor force dynamics in Calarasi County affected less the unskilled work area (major group 9), where there was a reduction with 2.45%.

2.3.3 VET market – focus: young people

In “Information on the activity carried out by AJOFM Calarasi in the period 01.01.2014-31.12.2014. Objectives and actions for 2015”, it was specified that the Agency proposed, among the measures, to facilitate the insertion of young people into the labor market as the following:

- Information campaigns among young people in recent years, on the opportunities and risks of the labor market and facilitating enrollment in AJOFM after graduation if they have not found a job.
- -AJOFM aimed at enrolling students and students during school holidays, in order to develop an active attitude towards work and their connection with practice and production.

As a result of the implementation of the Employment Program, in 2014 there were 3063 employed people. Through the Job Fair for graduates, organized on September 26, 2014, 61 graduates from the 373 registered in AJOFM Calarasi were employed. By subsidizing the employers who employ graduates of the educational institutions, 31 persons were employed and the number of graduates benefiting from the first qualification was 24 persons.

Figure 10: Employment rate of graduates from vocational and technical schools, registered at AJOFM, 2014, (AJOFM Călărași)

No. of graduates of vocational and technical education	373	100%
No. of the graduates employed after the Job Offer Fair	61	16,35%
Graduates employed with employers' grants	31	8,31%
Nr. Graduates for whom a job abroad was mediated (in Spain and Denmark) - for a period of 3 months	76	20,37%

Why a larger number of graduates are not employed?

- low vacancy rate,
- low interest of employers in the employment of young people under the age of 25, they prefer the experienced and qualified workforce,
- difficulties in predicting the evolution of the labor market,
- many graduates do not enter the records of AJOFM, being not included in the statistics; Others go to study / work abroad or work as day laborers
- Lack of jobs in rural areas, most of them focusing on cities. For rural graduates, making a shuttle would be too expensive if they were paid only with the minimum wage.

3. Requirements of the labour market: results from workshops and interviews

3.1 Greece

It is important in this part of our research to clarify certain elements of the research methodology adopted for the field testing in the region of Eastern Macedonia and Thrace (EMT). The guidelines and questionnaires provided by F-BB have been tested in the two main categories of stakeholders (schools and businesses) in certain pilot interviews. The results of these pilot interviews highlighted some inefficiencies when applied in a Greek context. As the Contingency Theory of Management implies, there is not a universal system (in this case interview guide) that can be applied successfully in any case/organization without taking into consideration the particular contingent variables such as culture, economic conditions, social status, involved stakeholders etc.

So, the original interview guides provided by F-BB were modified in order to serve their purpose in the EMT context. In this way, we can witness minor differences with the Romanian field testing (i.e. numbering of interview guide) and few more important.

3.1.1 Empirical results of VET schools

The results of the field testing associated with VET schools are embedded in the following tables (table numbering corresponds to the question numbers of the questionnaires cited in the Annex).

The results of the question 2.1.a “name the authority who defines the curriculum for VET schools” have no particular interest since they solely depend on the type of VET school. For instance, for EPALs the authority responsible for the curriculum is the Ministry of Education (Institute of Education Policy, IEP) and for IEKs the authority is the General Secretariat for Lifelong Learning of the Greek Ministry of Education.

In table 2.1.b, we have 18 answers from VET school principles concerning the degree of curriculum satisfaction towards the needs of trainees and companies. As we can see, although the mean value is above average (3.417), there is a standard deviation of 0.6 which is an indication that a significant number of VET school principles believe that the current curricula needs to be changed, especially in disciplines associated with technical and mechanical disciplines.

Table 2.1.b Does the curriculum satisfy the needs of trainees and company requirements? (5 Totally Agree–1 Totally Disagree)

Number of answers	Mean Value	Standard Deviation
18	3.417	0,600

In table 2.3.b, we have 11 answers from VET school principles concerning the degree of discipline satisfaction towards the needs of local companies. The answers are seven less than the number of the original sample since seven EPAL principals did not answer this question because they do not know the needs of local companies since they do not cooperate with them. The results of this question are more encouraging than the previous one because the mean value is well above average (3.955) since the VET principals cooperate with companies, they are also acquainted

with their needs and these needs are incorporated to a certain degree in the VET disciplines.

Table 2.3.b Do the current disciplines satisfy the needs of local companies? (5 Totally Agree–1 Totally Disagree)

Number of answers	Mean Value	Standard Deviation
11	3.955	0,789

In table 2.4.a, we have 18 answers from VET school principles concerning their initiatives to get offers of training placements for their students. Unfortunately, this is much higher than the 39% we expected of the VET schools like EPAL (see IO1). This result is discouraging because 17% (56%-39%) of the sample principles cooperate with employers for other matters (i.e. workshop, events, visits etc.) except training placements.

Table 2.4.a Do you address to companies to provide a training place?

Response variant	Number of answers	Percentage value
Yes	8	44%
No	10	56%

The formal qualifications of the current teachers in EMT VET schools are of quite high level. As it is shown in table 2.7.a, 36% of VET school teachers are of postgraduate level and the rest of 62.5% is of university level. That leaves only 1.1% of teachers to have qualifications of lower level. It is though disturbing that there are 40% VET teachers that do not have professional experience in the subject they teach. It is important to notice that in this case the standard deviation is quite high about 28% which provides a strong indication of high volatility depending on the subject and the type of VET school.

Table 2.7.a What academic and professional qualifications do your teachers have?

Response variant	Mean Percentage value	Standard Deviation
i. University degree	62.50%	24.15%
ii. Postgraduate degree (MSc and PhD)	36.39%	24.00%
iii. Professional experience in the subject	60%	28.08%

In table 4.2 are embedded 18 answers from VET school principles about their rating in terms of mean value and standard deviation, to the following tools: a. Development of work-related curricula for the content of the practical year in the company, b. Development of quality standards for the practical training phase in the company, c. Regulation of the qualifications of in-company-trainers, d. Definition of the roles for the various stakeholders in the vocational education and training system and e. Training needs of vocational school teachers.

Table 4.2 Rate the importance of the following tools (5 Very Important–1 Less Important)

Tools	Mean Value	Standard Deviation
a. Development of work-related curricula for the content of the practical year in the company	4.556	0.856
b. Development of quality standards for the practical training phase in the company	2.667	1.085
c. Regulation of the qualifications of in-company-trainers,	2.333	0.840
d. Definition of the roles for the various stakeholders in the vocational education and training system	2.389	1.461
e. Training needs of vocational school teachers	3.056	1.514

As we can see, educators believe that the most important tool by far is the development of dual programmes such as Mathitia which is encouraging because it shows that this group of stakeholders (VET educators) embrace the recent VET reform (Law 4386/2016) towards Mathitia. Moreover, it seems that the “train the trainer” concept is considered as a quite popular tool among VET school teachers since it has the second highest mean value of 3,056. That result shows not only the interest but also the need of educators for up to date knowledge and skills. On the other hand, the other three tools (b, c, d) are considered as less important. Perhaps, there is an implication that the current status of these tools is acceptable while there is a need for improvement in the most important tools like “Mathitia” and “train the trainer” concept.

3.1.2 Empirical results of enterprises

The results of the field testing associated with enterprises are embedded in the following tables. In table 2.2, we have 15 answers from enterprises related to their past engagement in the process of VET. The results show that only 60% of the sample enterprises have trained trainees in the past. That means that 40% of enterprises have not trained trainees in the past. If we see these results combined with IO1, we realise that there are enterprises (20% of the sample) that are willing to offer training places to VET school graduates although they have not trained trainees in the past.

Table 2.2 Have you already trained trainees in the company?

Response variant	Number of answers	Percentage value
Yes	9	60%
No	6	40%

In table 2.2.1.b, we have 9 answers from enterprises related to their past engagement in the process of VET and their degree of satisfaction concerned with the level of knowledge of trainees. Although the mean value is above average (3.389), there is a standard deviation of 0.697 which is an indication that a significant number of enterprises believe that the level of knowledge of trainees is not that satisfactory in certain disciplines. These results are consistent with the

opinion of VET educators who imply there is a strong need for change in the curricula of certain disciplines.

Table 2.2.1.b Are you satisfied with the level of knowledge of trainees? (5 Totally Agree–1 Totally Disagree)

Number of answers	Mean Value	Standard Deviation
9	3.389	0,697

In table 2.2.1.e, we have 9 answers from enterprises engaged in the process of VET and their past record of employing VET trainees. Unfortunately, the majority of enterprises, two out of three, do not employ trainees after the end of their training. It would be very disappointing if the only incentive of entrepreneurs to engage in this process proves to be the financial burden.

Table 2.2.1.e Do you also employ trainees after the end of their training?

Response variant	Number of answers	Percentage value
Yes	3	33.3%
No	6	66.7%

In table 3.2 are embedded 15 answers from enterprises about their rating in terms of mean value and standard deviation, to the following roles and tasks: a. Adaptation of school curricula, b. Establishment of a company training plan (training/regulations/curriculum), c. Participation in the curriculum of the training program, d. Participate in the selection of the vocational schools provided by the vocational schools, e. Orientation and/or attendance at regional workshops, f. Qualification of the training staff, g. Involvement in the direct communication and co-operation with vocational schools and h. Accept/employ students and invest in their training.

Table 3.2 Please rate the following roles and tasks of companies: Are these feasible from your point of view? (5 Very Important–1 Less Important)

Roles/Tasks	Mean Value	Standard Deviation
a. Adaptation of school curricula	3,4	1,242
b. Establishment of a company training plan (training/regulations/curriculum)	3,333	0,976
c. Participation in the curriculum of the training program	3,6	0,737
d. Participate in the selection of the vocational schools provided by the vocational schools	3,133	0,915
e. Orientation and/or attendance at regional workshops	3,067	0,961
f. Qualification of the training staff	3,933	0,961
g. Involvement in the direct communication and co-operation with vocational schools	4,067	0,458
h. Accept/employ students and invest in their training	3,5	0,855

As we can see, all entrepreneurs believe that the preceding roles and tasks are feasible. In fact, all roles exhibit mean values well above average which means that they are not only feasible but also very important. The most important role is the Involvement in the direct communication and

co-operation with vocational schools and other stakeholders such as chambers. These results reveal the need for closer cooperation among the various stakeholders. Moreover, it seems that the “train the trainer” concept which is considered as a quite popular tool among VET school teachers is also important among the entrepreneurs since the qualification of the training staff has the second highest mean value of 3,933 (this result will be revisited in the next table). On the contrary, entrepreneurs rate the orientation and/or attendance at regional workshops is less important than other roles and tasks since it exhibits the lowest mean value of 3,067.

Table 5.2 Rate how relevant are the following aspects to you (5 Very Important–1 Less Important)

Aspects/Tools	Mean Value	Standard Deviation
a. Development of work-related curricula for the content of the practical year in the company	4,000	1,000
b. Development of quality standards for the practical training phase in the company	3,400	1,549
c. Regulation of the qualifications of in-company-trainers,	3,467	1,246
d. Definition of the roles for the various stakeholders in the vocational education and training system	2,133	1,060
e. Training needs of vocational school teachers	2,000	1,134

In table 5.2 are embedded 15 answers from entrepreneurs about their rating in terms of mean value and standard deviation, to the following aspects: a. Development of work-related curricula for the content of the practical year in the company, b. Development of quality standards for the practical training phase in the company, c. Regulation of the qualifications of in-company-trainers, d. Definition of the roles for the various stakeholders in the vocational education and training system and e. Training needs of vocational school teachers.

As we can see, entrepreneurs just like educators believe that the most important aspect is the development of work-related curricula for the content of the practical year in the company such as Mathitia which is encouraging because it shows that both groups of stakeholders (VET educators & entrepreneurs) value Mathitia and embrace the recent VET reform (Law 4386/2016) towards it. Moreover, it seems that the “train the trainer” concept is considered as important among entrepreneurs only when it refers to in company trainers (mean value 3,467) since the training needs of VET school teachers are considered as the least important aspect with mean value of 2.

3.1.3 Qualitative interpretation of field testing and implications

After the completion of all interviews and the success of the workshop that took place at the Chamber of Kavala with the participation of all relevant stakeholders (VET educators & entrepreneurs), some new aspects were highlighted that need to be recorded. Moreover, the results of the field testing require further analysis. In fact, we witnessed few patterns in the perceptions of various stakeholders towards VET. That fact will guide the qualitative analysis of field testing and form the structure of this section.

As far as the EPAL stakeholders are concerned, we saw in IO1 that seven VET schools of the sample do not cooperate with employers. Although that result was very disappointing for the Greek VET system, the VET schools that actually replied “No” to that question were all EPAL principals where the institution of mathitia has been introduced recently (Law 4386/2016) and it

has not been implemented yet in the region of EMT. Since there is a little knowledge of the needs of the local companies in the level of disciplines as well as in the level of the curricula, EPAL principals avoid to report their opinions towards the preceding issues. However, in certain disciplines associated with technical and mechanical professions the curricula needs an immediate update. The same need for update applies also for the laboratory equipment. In case of recommendations, these are performed through specific channels to regional school counsellors. Moreover, few principals reported that there is a need for faculty with professional experience in the subject which is not a prerequisite in the EPALs. But since “Mathitia” has been introduced to EPALs in full scale, the need for more practice oriented faculty has become imminent. Nevertheless, the forms of cooperation that seem realistic and feasible to EPAL principals vis-à-vis matching VET with labour market, can be summarized to the following:

1. Agility of the VET procedures (the current status is too bureaucratic)
2. Cooperation with the local chambers in terms of a formal and regulated roundtable
3. Reestablishment of Career Offices (GRASY) at school or regional level following the good example of OAED
4. Briefings and presentations of enterprises and their disciplines at school premises (the current status is not friendly to this matter)

As far as the OAED stakeholders (EPAS and IEK) are concerned all OAED stakeholders (100%) cooperate with employers. The interviews revealed the existence of formal local networks due to the experience of “Mathitia” of more than sixty years. All OAED stakeholders (100%) organize or attend regional workshops and roundtables to promote vocational education and training. This is performed in a formal manner by career offices which are also responsible to facilitate the communication with the local companies, not only in matters associated with offering training places but also in matters such as the investigation of company needs for specific disciplines or specific curricula. However, there are bureaucratic procedures concerning the establishment of the curricula that lead in some cases of new disciplines in a delay of two years for the provision of the analytical programmes of the curricula. As far as the practical experience of the teachers is concerned, all OAED educators (100%) have practical experience on the subject they teach since that qualification is a prerequisite for the employment of a teacher. One of the most common problems reported by OAED stakeholders is the financial constraint related to the provision of new disciplines. It is not unusual for companies to report needs for certain disciplines and students who wish to attend these disciplines, not to be able for OAED to offer these disciplines due to lack of financial resources essential for the equipment of the corresponding laboratories.

As far as Public IEK stakeholders are concerned, all of them (100%) cooperate with employers. The interviews revealed that all IEK stakeholders (100%) address to companies to provide a training place. However, in this case finding a training place is not a responsibility of the VET school but a responsibility of the trainee. That is the reason for the underperformance of public IEKs to provide disciplines that satisfy the needs of the local companies. There is evidence to support that in some cases IEK principals reported that they ignore the needs of local companies in respect to disciplines. As in the case of EPAL, there is a need for faculty with professional experience in the subject. Moreover, the problems reported in OAED with the provision of the curricula of the newly established disciplines, applies in this case as well. In certain disciplines the delay extends up to four years which is unacceptable.

In the case of enterprises, 20% of enterprises are not willing to offer training places to VET school graduates. However, this is not only due to the lack of social responsibility of businesses but also due to the lack of related disciplines offered by VET educators in the region of EMT. The current status of VET and especially the apprenticeship programmes lacks agility and common institutional framework. The majority of the sample enterprises consider the apprenticeships programmes as bureaucratic and it is difficult for them to adapt to the contingent variables that businesses encounter. Here, we will repeat as in IO1, the example of tourism which is one of the biggest industries in Greece but all related stakeholders face the contingent variable called

“seasonality”. The tourist period in Greece extends from March to November with a peak interval during July and August. However, during these specific two months when trainees are needed most, they are not available since the apprenticeship period usually coincides with the academic year.

Although enterprises encourage work related curricula and the institution of “Mathitia”, they consider their absence in the selection process of the trainees as one of the most important inefficiencies of the VET process. Further steps need to be made towards the engagement of chambers and employers’ administrations in the VET process. In addition, all the corporate stakeholders that attended the workshop held in Kavala proposed the establishment of a formal roundtable with the participation of all relevant stakeholders (EPAL, IEK, OAED, Chambers, Labour Unions) at a regional level following the example of the VET Committee in the German dual system. In this way, a closer and more immediate match between VET and the requirements of the local companies (local labour market) can be accomplished.

3.2 Romania

3.2.1 Empirical results of field testing

The guide was applied to 32 persons representing teachers / foremen who have the following specializations: zootechnics, agriculture, horticulture, veterinary, accounting, electromechanics, construction, installations and public works, commerce, environmental protection, food industry, auto.

3.2.1 a Name the authority who defines the curriculum for VET schools?:

Response variant	Number of answers	Percentage value
C.N.I.D.P.T/ MINISTRY OF NATIONAL EDUCATION AND SCIENTIFIC RESEARCH	15	46,87%
Curriculum Committee from the Ministry of Education	13	40,62%
Local Curriculum Committee	4	12,5%

3.2.1 b. Does the curriculum satisfy the needs of trainees and company requirements?

Response variant	Number of answers	Percentage value
a. Fully Disagree	0	0
b. Disagree	4	12,5%
c. Medium	28	87,5%
d. Agree	0	0
e. Fully agree	0	0

3.2.2. In your opinion, what kind of roles and tasks should your vocational school take to make the vocational training/apprenticeship more practice-oriented (new roles)?

Response variant	Number of	Percentage
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	answers	value
Adaptation of the acquired vocational training to the requirements of the economic agents	16	50%
Within the specialized modules, the determination of the share of theoretical and practical training hours should be made according to the professional development needs of each pupil and together with the educational partner in the practical training;	10	31,25%
As far as possible, practical training of students should be achieved as much as possible in the economic environment	4	12,5%
Expanding the exercise firm in all fields, not only in the economic one;	1	3,12%
Diversifying the material base in line with new technologies in the automotive market	1	3,12%

3.3.3 a. Which authority selects the subjects to be taught?

Response variant	Number of answers	Percentage value
Ministry of Education	28	87,5%
The high school and educational partner of car practice, for the local development curriculum.	4	12,5%

3.3.3 b. In your opinion, what kind of roles and tasks should your vocational school should take to enhance this selection of subjects?

Response variant	Number of answers	Percentage value
Advisory role for correlating theory with practice	7	21,87%
We have been waiting for years to be consulted in this , both us and the school, the economic agents that work with high-tech technologies today	8	25%
Detailed analysis of the curricula requirements for automotive qualifications and the establishment of the teaching strategies to be applied (including materials / educational means) at the level of professional skills training;	10	31,25%
Establish, together with the educational partner, the local development curriculum for each vocational qualification in which the training takes place	7	21,87%

3.3.4 a Do you address to companies to provide a training place?

Response variant	Number of answers	Percentage value
Yes	32	100%
No	0	0

3.3.4 b How do you motivate companies to provide a training place?

Response variant	Number of answers	Percentage value
This is a big problem, because more and more economic agents are not interested in this collaboration	23	71,87%
Very hard and only through the results of previous collaborations,	5	15,62%
Effective participation in activities that can be done by students for the benefit of companies and to learn some skills	1	3,12%
Student participation without disturbing the business	1	3,12%
Every company / business agent is informed about our educational offer and the availability of the school unit for the conclusion of partnerships in vocational training. We emphasize the interest of the school so that, after graduation, students can be hired. We also point out that, in the future, employers will need new workforce needed in the context of the future development of their economic activities.	3	9,37%

3.3.4 c In your opinion, what kind of roles and tasks should your vocational school take to enhance this situation?

Response variant	Number of answers	Percentage value
At the moment, the school does not have the means to stimulate companies	11	34,37 %
To involve local / county / national decision makers to provide incentives to economic agents	16	50 %
Continuous knowledge improvement of teachers	5	15,62 %

3.3.5 a Do you provide school and vocational counseling for pupils and their parents?

Response variant	Number of answers	Percentage value
Yes	32	100%
No	0	0

3.3.5 b If so, what formats?

Response variant	Number of answers	Percentage value
Lectures with parents	12	37,5%
Counseling through the psycho-pedagogue cabinet	5	15,62%
Presentation of the offer to the 8th grade students in secondary schools and the school offer scholarship	15	46,87%

3.3.5 c In your opinion, what kind of roles and tasks should your vocational school should take to enhance this counselling?

Response variant	Number of answers	Percentage value
Organizing meetings with former graduates carrying out the activity, representatives of economic agents; teachers, parents, pupils; Representatives of the Agricultural Directorate for information on projects with European funding	25	78,12%
Implicarea partenerilor educaționali în aceste forme de consiliere colară/vocațională	7	21,87%

3.3.6 a What academic and professional qualifications do your teachers have?

Response variant	Number of answers	Percentage value
University degree	32	100%
Postgraduate degree (MSc, Phd)	0	0
Professional experience in the subject	30	93,75%

3.3.6 b How can you enhance the profile of your teachers?

Response variant	Number of answers	Percentage value
Internships within employers	11	34,37%
Activities in partnership with economic agents, and higher education institutions in the field for professional development / development in the specialty field;	21	65,62%

3.3.7 . Themes/Issues within the framework of cooperation

7.1 How relevant are the following aspects to you:

a. Development of work-related curricula for the content of the practical year in the company

Response variant	Number of answers	Percentage value
very important	29	90,62%
important	2	6,25%
medium	1	3,12%
less important	0	0
unimportant	0	0

b. Development of quality standards for the practical training phase in the company (including the definition of operational competence requirements and training contents,

Response variant	Number of answers	Percentage value
very important	27	84,37%
important	3	9,37%
medium	2	6,25%
less important	0	0
unimportant	0	0

c. Regulation of the qualifications of in-company-trainers

Response variant	Number of answers	Percentage value
very important	27	84,37%
important	2	6,25%
medium	3	9,37%
less important	0	0
unimportant	0	0

d. Definition of the roles for the various stakeholders in the vocational education and training system

Response variant	Number of answers	Percentage value
very important	28	87,5%
important	1	3,12%
medium	3	9,37%
less important	0	0
unimportant	0	0

e. Training needs of vocational school teachers

Response variant	Number of answers	Percentage value
very important	26	81,25%
important	4	12,5%
medium	2	6,25%
less important	0	0
unimportant	0	0

3.3.8. Conclusion of the interview

Response variant	Number of answers	Percentage value
It would be a special satisfaction if this project would change something that would lead to better cooperation between stakeholders in increasing the relevance of students' practical training.	21	65,62%
With the support of the Erasmus + program of the "Innovative Modular Dual System Based on Business Processes Modeling and Simulation for Company Oriented Vocational Education and Training (InnoVET)", international educational partnerships can be developed and substantially improve the quality of vocational training in the system dual. In the context of the internationalization of the labour market, the realization of partner networks in the dual training in the mentioned field (including both school units and economic agents from different countries) is beneficial for the pupils.	9	28,12%
Hopes that businesses/companies actually could get involve in training students for the labor market	2	6,25%

3.2.2 Qualitative interpretation of field testing and implications

The applied interview guide aims at identifying the level of knowledge of VET-specific issues by the main actors involved and outlining the main aspects of action directions that harmonize VET with labor market requirements.

In Romania, curriculum development is an integrated function of all actors in the education system; partnerships and partnerships are desirable; each level assumes its own project.

The designing studio programs is overwhelmingly 87.5% the Ministry of Education responsibility, the school and the educational partner design only the local curriculum (question " Name the authority that selects the objects of study").

The respondents have given a central role to the school in "analyzing in detail curricular requirements; (31.25%) and, in an equal proportion, 21.87% - roles in the establishment of the curriculum, together with the educational partner, at the level of training of professional competences, the teaching strategies to be applied (including materials / In local development for each professional qualification and a consultative role for "correlating theory with practice". A quarter of respondents reinforce the perception that VET education policies are centrally designed ("we have been waiting for years to be consulted in this problem, both us and school and economic agents").

Even if all the respondents consider the academic and professional qualifications of the teachers to be very good, they can be improved by intensifying the collaboration with the economic agents, the higher education institutions in the field (65,62%).

Regarding the forms of cooperation with all interested partners in the regional context:

In the overwhelming proportion (between 90% and 80%), the respondents considered it very important and important to develop a suitable labour market curriculum in the year of practice in the company, the development of quality standards for the training of the practice phase in the company (including to elaborate the Operational competences and training content), the

regulation of apprentices' qualifications in the company, to establish the roles for the different stakeholders involved in the vocational education and training system, to define the training needs of the teachers in the vocational schools.

The respondents expressed the hope that the "Innovative Modular Dual System Based on Business Processes Modeling and Simulation for Company Oriented Vocational Education and Training (InnoVET) will produce changes that would lead to better cooperation between stakeholders. The relevance of the practical training of the students (65.62%), especially in the form of international educational partnerships can substantially increase the qualitative level of dual training in our country (28.12%).

From the analysis of the results of the Company Interview Guide and workshops with them, it follows that there are new company expectations through the introduction of dual vocational education from the 2017-2018 school year in order to a better connection of it with the labor market requirements in a regional context . In particular, the companies require a better regulation of apprentices' qualifications in companies, a clearer definition of the roles for the different stakeholders involved in the vocational education and training system, and making decisions on vocational training as close as possible to beneficiaries - students, companies, local communities.

4. Conclusions and recommendations

4.1 Conclusions

The field research revealed the differences on regional level in Greece and Romania.

Conclusions for Greece

VET principals cooperate with companies to a certain degree, they are also acquainted with their needs and these needs are incorporated to a certain degree in the VET disciplines. Concerning their initiatives to get offers of training placements for their students, there is a lack. They cooperate with companies employers for other matters (i.e. workshop, events, visits etc.) except training placements. However, finding a training place is not a responsibility of the VET school but a responsibility of the trainee.

40% of enterprises have not trained trainees in the past meanwhile half of them are willing to offer training places to VET school graduates. Enterprises want to be involved in the direct communication and co-operation with vocational schools and other stakeholders such as chambers. These results reveal the need for closer cooperation among the various stakeholders. Moreover, it seems that the “train the trainer” concept which is considered as a quite popular tool among VET school teachers is also important among the entrepreneurs.

In the case of enterprises, 20% of enterprises are not willing to offer training places to VET school graduates. However, this is not only due to the lack of social responsibility of businesses but also due to the lack of related disciplines offered by VET educators in the region of EMT. The current status of VET and especially the apprenticeship programmes lacks agility and common institutional framework. The majority of the sample enterprises consider the apprenticeships programmes as bureaucratic and it is difficult for them to adapt to the contingent variables that businesses encounter.

Entrepreneurs just like educators believe that the most important aspect is the development of work-related curricula for the content of the practical year in the company such as Mathitia.

One of the most common problems reported by OAED stakeholders is the financial constraint related to the provision of new disciplines. It is not unusual for companies to report needs for certain disciplines and students who wish to attend these disciplines, not to be able for OAED to offer these disciplines due to lack of financial resources essential for the equipment of the corresponding laboratories.

Conclusions for Romania

VET schools should adapt the acquired vocational training to the requirements of the economic agents. Within the specialized modules, the share of theoretical and practical training hours should be made adapted according to the professional development needs of each pupil and together with the educational partner in the practical training. Furthermore it is necessary to encourage companies; more and more economic agents are not interested in this collaboration anymore. Entrepreneurs just like educators indicated that the most important aspect is the development of work-related curricula, quality standards for the practical training phase in the company and regulations of the qualifications for in-company trainers.

A possible solution is to involve local / county / national decision-makers. They should re-define the roles, taken for various stakeholders in the VET system. This kind of solution would provide incentives to economic agents and other interested parties.

4.2 Recommendations

The project's objective to *elaborate, test and disseminate a practical procedure for the transfer of the German Dual System* to other EU-countries VET systems *within the given legal and operational frameworks in the cases of Greece/EMT and Romania/Călărași*, has been better focussed on the very guiding principles and centrally qualifying aspects of the Dual System as they are :

- Leading role of companies, SMEs in particular, in VET for technical and professional on-the-job training, with professional schools as supporting service providers.
The trainee is mainly an apprentice, contracted by the company, and not only a student that has to fulfill a study programme defined by the school. This is why development of work-related curricula is so important.
- Recruitment of trainees/apprentices directly by the companies, therefore training for the company's and the market's needs, without long didactical, administrative and school planning procedures, producing very often inadequately trained students with outdated skills and curricula.
- Independent evaluation of the training achievement of an apprentice (and certification of achieved titles): in Germany this role is fulfilled by Chambers of Industry, Crafts and Commerce. For the transfer to other countries, at least an external evaluation by organisations participated by business organisations shall be envisaged (training service providers, study centres, economic agencies etc.).
- Trained and certified apprentice tutors in SMEs (owner, qualified employee). Also this is notably done by Chambers of Industry, Crafts and Commerce in Germany. For the transfer, business organisations can offer similar courses, adapted to needs and constraints of companies.
- Regular working experience in a company, alternated with more theoretical school training, allowing a better integration of the apprentice into a company and the socialisation into a professional role («vocationalisation»), as well as learning to apply theoretical knowledge in a real world professional situation.
- Financial compensation by the employer – either as regular work contract salary (apprentice-ship) or as a scholarships – to stimulate the motivation and appreciate efforts in learning and working.
- The establishment of a formal roundtable with the participation of all relevant stakeholders (VET schools, Chambers, Labour Unions) at a regional level following the example of the VET Committee in the German dual system. In this way, a closer and more immediate match between VET and the requirements of the local companies (local labour market) can be accomplished.

Based on these guiding principles, all partners enter into discussion with the main players in the VET field. These recommendations serve as guidance for in-depth communication and further development.

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Annexes

Annex 1

Interview Guide InnoVET: enterprises

name of organisation:	enterprises
name and function of interview partner:	
date and place of interview:	
1. Background of Project / Aim of Interview	
Question/content	hints
1.1 Objective of the project	<p>Using short power point presentation of EMatTech</p> <ul style="list-style-type: none"> • political background VET in Europe • project aim • intellectual outputs (incentives)
1.2 Objective of the interview	<p>Due to new legal changes, the Greek/Romanian VET system aims at increasing the practical experience.</p> <p><i>[Here: explanation along the Cedefop schemes of the Greek/Romanian VET system]</i></p> <p>Studies revealed that there is a mismatch between the coordination of VET schools and companies. There is a risk that vocational training is too little oriented to the skills needs of the labour market.</p> <p>We would therefore like to discuss with you how this situation can be improved through better cooperation structures between the relevant stakeholders (e.g. vocational schools, companies, chambers).</p>

2. Tasks and roles for an attendance at apprenticeships	
2.1 Is there an interest in participating in the vocational training of young school leavers?	<i>Letting announce different reasons</i>
2.2 Have you already trained trainees in the company? If so: <ul style="list-style-type: none"> • Reasons for participation? (Advantages/ disadvantages) • In which professions? • What experience? • Who is responsible for training trainees in the company? • Do you also employ trainees after the end of their training? If not, why not?	
3. Tasks and roles of companies in a practice-oriented education and training	
3.1 In your opinion, what roles and tasks do you think companies should take to make training more practical (new roles)? 3.2 Please rate the following roles and tasks of companies: Are these feasible from your point of view? <ul style="list-style-type: none"> • Accept/employ students and invest in their training • Adaptation of school curricula: adaptation of curricula for a better match with labour market and company requirements • Establishment of a company training plan (training regulations/curriculum): An exact definition of competences to be conveyed in the company • Participation in the curriculum of the training program 	

<ul style="list-style-type: none"> • Participate in the selection of the vocational schools provided by the vocational schools • Orientation and/or attendance at regional workshops or round tables to promote vocational education and training • Qualification of the training staff • Involvement in the direct communication and co-operation with vocational schools for students' evaluation – assign mentors/trainees and co-operate with schools and chambers in promotional activities aiming to raise the esteem for VET 	
4. Formats for cooperation in regional context together with all stakeholders	
4.1 What kind of cooperation models between stakeholders (e.g. vocational school and company) are known to you in the region?	<i>Explanation Status quo: referring only to cooperation models within the VET system</i>
4.2 Are you aware of networks that work with VET?	<i>Examples of cooperation in the test regions</i>
4.3 What forms of cooperation are useful and realistic to you?	<i>For example a round table on vocational training once in the quarter</i>
4.4 Please tell us the possible forms of cooperation with the following stakeholders. Cooperation with: <ul style="list-style-type: none"> • VET schools • Chambers • Labour administrations • Trade Unions 	<i>Suitable formats?</i>
5. Themes/Issues within the framework of cooperation	
5.1 What themes/issues should be dealt with in the context of the cooperation?	<i>Letting announce examples</i>
5.2 How relevant are the following aspects to	<i>Allow scaling the examples and ask for more themes/other relevant</i>

<p>you:</p> <ul style="list-style-type: none"> • Development of work-related curricula for the content of the practical year in the company, • Development of quality standards for the practical training phase in the company (including the definition of operational competence requirements and training contents, • Regulation of the qualifications of in-company-trainers, • Definition of the roles for the various stakeholders in the vocational education and training system, • Training needs of vocational school teachers. 	<p><i>aspects!</i></p>
<p>5.3 What support from a third party is useful for initiating regional cooperation in your opinion?</p>	<p><i>What support does it take, who is making the first step?</i></p>
<p>5.4 What hurdles/obstacles do you see when working together?</p>	
<p>5.5 How do you think the obstacles can be eliminated?</p>	
<p>6. Conclusion of the interview</p>	
<p>6.1 What would you suggest on the theme for the end of the interview?</p>	

Thank you for your interest and the interview!

Interview Guide InnoVET: VET schools

name of organisation:	school supervisory board / VET schools	
name and function of interview partner:		
date and place of interview:		
1. Background of Project / Aim of Interview		
	question/content	hints
	1.1 objective of the project	<p>Using short power point presentation of EMaTTech</p> <ul style="list-style-type: none"> • political background VET in Europe • project aim • intellectual outputs (incentives)
	1.2 Objective of the interview	<p>Due to new legal changes, the Greek/Romanian VET system aims at increasing the practical experience.</p> <p><i>[Here: explanation along the Cedefop schemes of the Greek/Romanian VET system]</i></p> <p>Studies revealed that there is a mismatch between the coordination of VET schools and companies. There is a risk that vocational training is too little oriented to the skills needs of the labour market.</p> <p>We would therefore like to discuss with you how this situation can be improved through better cooperation structures between the relevant stakeholders (e.g. vocational schools, companies, chambers).</p>

2. Tasks and roles of vocational schools within the practical approaches for the VET system (apprenticeship)	
<p>2.1 In your opinion, what kind of roles and tasks should the vocational schools in Greece/Romania (new) take to make the vocational training/apprenticeship more practice-oriented (new roles)?</p> <p>2.2 Please rate the following roles and tasks of the vocational school: Are these feasible from your point of view?</p> <ul style="list-style-type: none"> • Adaption of the school's curriculum: adaption of curricula for a better match with labour market and company requirements • Cooperation and coordination of school's content with companies • Analysis of regional requirements of specific professional job profiles, selection of subjects to be taught • Addressing and motivating companies to provide a training place • Orientation and/or attendance at regional workshops or round tables to promote vocational education and training • School and vocational counseling for pupils and their parents • Qualification of teachers 	
3. Formats for cooperation in regional context together with all stakeholders	
3.1 What kind of cooperation models between stakeholders (e.g. vocational school and company) are known to you in the region?	<i>Explanation Status quo: referring only to cooperation models within the VET system</i>
3.2 Are you aware of networks that work with VET?	<i>Examples of cooperation in the test regions</i>
3.3 What forms of cooperation are useful and	<i>For example a round table on</i>

realistic to you?	<i>vocational training once in the quarter</i>
3.4 Please tell us the possible forms of cooperation with the following stakeholders. Cooperation with: <ul style="list-style-type: none"> • Companies that train young people • Chambers • Labour administrations • Trade Unions 	<i>Suitable formats?</i>
4. Themes/Issues within the framework of cooperation	
4.1 What themes/issues should be dealt with in the context of the cooperation?	<i>Letting announce examples</i>
4.2 How relevant are the following aspects to you: <ul style="list-style-type: none"> • Development of work-related curricula for the content of the practical year in the company, • Development of quality standards for the practical training phase in the company (including the definition of operational competence requirements and training contents, • Regulation of the qualifications of in-company-trainers, • Definition of the roles for the various stakeholders in the vocational education and training system, • Training needs of vocational school teachers. 	<i>Allow scaling the examples and ask for more themes/other relevant aspects!</i>
4.3 What support from a third party is useful for initiating regional cooperation in your opinion?	<i>What support does it take, who is making the first step?</i>
4.4 What hurdles/obstacles do you see when working together?	
4.5 How do you think the obstacles can be eliminated?	

5. Conclusion of the interview	
5.1 What would you suggest on the theme for the end of the interview?	

Thank you for your interest and the interview!

Annex 2

Οδηγός Συνέντευξης IO2 InnoVET

Επωνυμία Επιχείρησης:	
Όνοματεπώνυμο και ιδιότητα συνεργάτη:	
Ημερομηνία και τόπος συνέντευξης:	
1. Υπόβαθρο του Έργου / Σκοπός της Συνέντευξης (Ενημέρωση εμπλεκόμενου)	
Ερώτηση/Περιεχόμενο	Διευκρινίσεις
1.1 Αντικείμενο του Έργου	<p>Αποστολή ενημερωτικής επιστολής EMaTTech για:</p> <ul style="list-style-type: none"> • Υπόβαθρο VET • Σκοπός έργου • Πνευματικά προϊόντα
1.2 Αντικείμενο της Συνέντευξης	<p>Λόγω των νέων θεσμικών αλλαγών, το Ελληνικό / Ρουμανικό σύστημα επαγγελματικής εκπαίδευσης και κατάρτισης έχει ως στόχο την αύξηση της πρακτικής εμπειρίας.</p> <p><i>[Εδώ: εξήγηση των σχεδίων Cedefop για την EEK στην Ελλάδα/Ρουμανία]</i></p> <p>Μελέτες αποκάλυψαν ότι υπάρχει αναντιστοιχία μεταξύ του συντονισμού των σχολείων EEK και των επιχειρήσεων. Υπάρχει ο κίνδυνος ότι η επαγγελματική κατάρτιση είναι πολύ λίγο προσανατολισμένη στις ανάγκες δεξιοτήτων της αγοράς εργασίας.</p> <p>Ως εκ τούτου, θα θέλαμε να συζητήσουμε μαζί σας για το πώς αυτή η κατάσταση μπορεί να βελτιωθεί μέσω καλύτερων δομών συνεργασίας μεταξύ των ενδιαφερόμενων φορέων (π.χ. επαγγελματικά σχολεία, επιχειρήσεις, επιμελητήρια).</p>

2. Καθήκοντα και ρόλοι για συμμετοχή στη μαθητεία	
2.1 Υπάρχει ενδιαφέρον για συμμετοχή στην κατάρτιση νεαρών μαθητών; Γιατί ναι ή όχι;	Ναι/Όχι
2.2 Έχετε εκπαιδέσει μαθητές στην επιχείρησή σας; 2.2.1 Αν ναι τότε: α) Αναφέρατε λόγους συμμετοχής (Πλεονεκτήματα/Μειονεκτήματα) β) Είστε ικανοποιημένος από το γνωστικό επίπεδο των σπουδαστών; γ) Σε ποιες ειδικότητες; δ) Ποιος είναι υπεύθυνος για την κατάρτιση των μαθητών στην επιχείρησή σας; ε) Προσλαμβάνετε εκπαιδευόμενους μετά το πέρας της μαθητείας; στ) Πως γίνεται ο συντονισμός της συνεργασίας σας με το σχολείο; 2.2.2 Αν όχι γιατί;	Ναι/Όχι Likert 1 Καθόλου - 5 Πάρα πολύ Ναι/Όχι
3. Καθήκοντα και ρόλοι των επιχειρήσεων σε μια ΕΕΚ προσανατολισμένη στην πράξη	
3.1 Ποιο ρόλο θεωρείτε ότι πρέπει να αναλάβει η επιχείρησή σας προκειμένου η ΕΕΚ να αποκτήσει πιο πρακτική χροιά; 3.2 Βαθμολογήστε τους παρακάτω ρόλους και καθήκοντα των επιχειρήσεων: Είναι εφικτοί κατά τη γνώμη σας αυτοί οι ρόλοι; α) Προσαρμογή/επικαιροποίηση των προγραμμάτων σπουδών για καλύτερη αντιστοιχία αγοράς εργασίας και επιχειρησιακών απαιτήσεων β) Θεσμοθέτηση ενός ενδοεπιχειρησιακού σχεδίου κατάρτισης (κανονισμός / πρόγραμμα κατάρτισης): Ακριβής καθορισμός των αρμοδιοτήτων που μεταφέρονται στις επιχειρήσεις γ) Συμμετοχή στην κατάρτιση του	Likert 1 Ασήμαντο - 5 Σημαντικό Ναι/Όχι

<p>προγράμματος σπουδών της μαθητείας</p> <p>δ) Συμμετοχή στη επιλογή των σχολών ΕΕΚ που παρέχεται από αυτές</p> <p>ε) Οργάνωση και/ή συμμετοχή σε ημερίδες εργασίας με σκοπό την προώθηση της ΕΕΚ</p> <p>στ) Πιστοποίηση του Προσωπικού Κατάρτισης</p> <p>ζ) Άμεση επικοινωνία και συνεργασία με τις σχολές ΕΕΚ για την αξιολόγηση των μαθητών – ανάθεση Συμβούλων εκπαίδευσης και συνεργασία με σχολεία και επιμελητήρια για την προώθηση της ΕΕΚ</p> <p>η) Αποδοχή/πρόσληψη σπουδαστών και επένδυση στην κατάρτιση τους</p>	
<p>4. Μορφές συνεργασίας με όλους τους ενδιαφερόμενους φορείς σε περιφερειακό επίπεδο</p>	
<p>4.1 Αναφέρατε τρόπους συνεργασίας που γνωρίζετε μεταξύ σχολείων και επιχειρήσεων της περιοχής σας.</p>	<p>(που αφορούν την ΕΕΚ)</p>
<p>4.2 Αναφέρατε μερικά καλά παραδείγματα συνεργασίας που γνωρίζετε μεταξύ σχολείων και επιχειρήσεων της περιοχής σας.</p>	
<p>4.3 Ποιες μορφές συνεργασίας θεωρείτε χρήσιμες και ρεαλιστικές;</p>	<p>Πχ.στρογγυλή τράπεζα</p>
<p>4.4 Με ποιους τρόπους συνεργάζεστε με τους παρακάτω φορείς και πως μπορεί να βελτιωθεί αυτή η συνεργασία;</p> <p>α) Σχολεία</p> <p>β) Επιμελητήρια</p> <p>γ) Εργατικές ενώσεις</p> <p>δ) Συνδικάτα</p>	
<p>5. Θέματα / Ζητήματα στο πλαίσιο της συνεργασίας</p>	
<p>5.1.α Ποια προβλήματα μπορούν να ανακύψουν στο πλαίσιο αυτών των συνεργασιών και πως μπορούν να αντιμετωπιστούν;</p>	

5.1.β Δώστε σχετικά παραδείγματα.	
5.2 Βαθμολογήστε τη σπουδαιότητα των παρακάτω εργαλείων: α) Ανάπτυξη προγραμμάτων σπουδών (μαθητεία), β) Ανάπτυξη προτύπων ποιότητας για τη μαθητεία (ορισμό τεχνικών δεξιοτήτων και περιεχόμενο κατάρτισης), γ) Θεσμοθέτηση προσόντων εκπαιδευτών μέσα στην εταιρεία, δ) Καθορισμός ρόλων των διαφόρων συμμετεχόντων, ε) Ανάγκες κατάρτισης εκπαιδευτών στο σχολείο.	Φθίνουσα σειρά (5 Σημαντικό - 1 Ασήμαντο)
5.3 Τι είδους υποστήριξη θα ήταν χρήσιμη για την πρόκληση μιας συνεργασίας – δικτύωσης;	Πρώτο βήμα;
5.4 Τι προβλήματα ανακύπτουν με τις υφιστάμενες συνεργασίες σας;	
5.5 Πως αντιμετωπίζετε αυτά τα προβλήματα;	
6. Συμπεράσματα της συνέντευξης	
6.1 Παρουσιάστε την τελική πρότασή σας για βελτίωση της συνεργασίας – δικτύωσης.	

Σας ευχαριστούμε για το ενδιαφέρον σας και την συνέντευξη!

Οδηγός Συνέντευξης IO2 InnoVET

Επωνυμία Οργανισμού:	Δ/νση Δευτεροβάθμιας Εκπαίδευσης/Σχολές ΕΕΚ
Όνοματεπώνυμο και ιδιότητα συνεργάτη:	
Ημερομηνία και τόπος συνέντευξης:	
1. Υπόβαθρο του Έργου / Σκοπός της Συνέντευξης (Ενημέρωση εμπλεκόμενου)	
Ερώτηση/Περιεχόμενο	Διευκρινίσεις
1.1 Αντικείμενο του Έργου	Αποστολή ενημερωτικής επιστολής EMaTTech για: <ul style="list-style-type: none">• Υπόβαθρο VET• Σκοπός έργου• Πνευματικά προϊόντα
1.2 Αντικείμενο της Συνέντευξης	<p>Λόγω των νέων θεσμικών αλλαγών, το Ελληνικό / Ρουμανικό σύστημα επαγγελματικής εκπαίδευσης και κατάρτισης έχει ως στόχο την αύξηση της πρακτικής εμπειρίας.</p> <p><i>[Εδώ: εξήγηση των σχεδίων Cedefop για την ΕΕΚ στην Ελλάδα/Ρουμανία]</i></p> <p>Μελέτες αποκάλυψαν ότι υπάρχει αναντιστοιχία μεταξύ του συντονισμού των σχολείων ΕΕΚ και των επιχειρήσεων. Υπάρχει ο κίνδυνος ότι η επαγγελματική κατάρτιση είναι πολύ λίγο προσανατολισμένη στις ανάγκες δεξιοτήτων της αγοράς εργασίας.</p> <p>Ως εκ τούτου, θα θέλαμε να συζητήσουμε μαζί σας για το πώς αυτή η κατάσταση μπορεί να βελτιωθεί μέσω καλύτερων δομών συνεργασίας μεταξύ των ενδιαφερόμενων φορέων (π.χ. επαγγελματικά σχολεία, επιχειρήσεις, επιμελητήρια).</p>

2. Καθήκοντα και ρόλοι των επαγγελματικών σχολών εντός των πρακτικών προσεγγίσεων για το σύστημα επαγγελματικής εκπαίδευσης και κατάρτισης (μαθητεία)	
2.1.α Ποιος καθορίζει το πρόγραμμα σπουδών;	Likert 1 διαφωνώ - 5 συμφωνώ
2.1.β Ανταποκρίνεται το πρόγραμμα σπουδών στις ανάγκες των εργαζόμενων και στις απαιτήσεις των επιχειρήσεων;	
2.1.γ Ποιο ρόλο θεωρείτε ότι πρέπει να αναλάβει το σχολείο σας προκειμένου το πρόγραμμα σπουδών να ανταποκρίνεται πληρέστερα στις παραπάνω απαιτήσεις;	
2.2.α Υπάρχει συνεργασία του σχολείου σας με τις επιχειρήσεις;	Ναι/Όχι
2.2.β Αν ναι, πως γίνεται ο συντονισμός αυτής της συνεργασίας;	
2.2.γ Ποιο ρόλο μπορείτε να αναλάβετε για τη βελτίωση αυτής της συνεργασίας;	
2.3.α Ποιος καθορίζει τις ειδικότητες που θα διδαχθούν στο σχολείο σας;	Likert 1 διαφωνώ - 5 συμφωνώ
2.3.β Ανταποκρίνονται οι υφιστάμενες ειδικότητες στις ανάγκες των τοπικών επιχειρήσεων;	
2.3.γ Ποιο ρόλο μπορείτε να αναλάβετε για τη βελτίωση της υφιστάμενης κατάστασης;	
2.4.α Απευθύνεστε σε επιχειρήσεις για την παροχή θέσεων κατάρτισης;	Ναι/Όχι
2.4.β Πως προσελκύετε το ενδιαφέρον των επιχειρήσεων για την παροχή θέσεων κατάρτισης;	
2.4.γ Ποιο ρόλο μπορείτε να διαδραματίσετε για τη βελτίωση του υφιστάμενου πλαισίου;	
2.5.α Οργανώνετε και/ή παρακολουθείτε ημερίδες εργασίας με σκοπό την προώθηση της ΕΕΚ;	Ναι/Όχι
2.5.β Αν ναι, με ποια μορφή;	
2.5.γ Ποιο ρόλο θα μπορούσατε να αναλάβετε για τη βελτίωση της υφιστάμενης κατάστασης;	
2.6.α Παρέχετε σχολική και επαγγελματική	Ναι/Όχι

<p>συμβουλευτική σε μαθητές και γονείς;</p> <p>2.6.β Με ποια μορφή γίνεται αυτή;</p> <p>2.6.γ Ποιο ρόλο θα μπορούσατε να αναλάβετε για τη βελτίωση της συμβουλευτικής;</p> <p>2.7.α Ποια ακαδημαϊκά και επαγγελματικά προσόντα διαθέτει το Εκπαιδευτικό Προσωπικό του σχολείου σας;</p> <p>i) Πτυχίο ΑΕΙ (Πανεπ.Τομέα/Τεχν.Τομέα)</p> <p>ii) Μεταπτυχιακό Δίπλωμα Ειδίκευσης</p> <p>iii) Επαγγελματική εμπειρία στην ειδικότητα</p> <p>iv) Λοιπή εμπειρία (αναφέρατε)</p> <p>2.7.β Πως μπορεί να βελτιωθεί το προφίλ του Εκπαιδευτικού Προσωπικού του σχολείου σας;</p>	<p>Ποσοστο (%) σε κάθε κατηγορία</p>
<p>3. Μορφές συνεργασίας με όλους τους ενδιαφερόμενους φορείς σε περιφερειακό επίπεδο</p>	
<p>3.1 Αναφέρατε τρόπους συνεργασίας που γνωρίζετε μεταξύ σχολείων και επιχειρήσεων της περιοχής σας.</p>	<p>(που αφορούν την ΕΕΚ)</p>
<p>3.2 Αναφέρατε μερικά καλά παραδείγματα συνεργασίας που γνωρίζετε μεταξύ σχολείων και επιχειρήσεων της περιοχής σας.</p>	
<p>3.3 Ποιες μορφές συνεργασίας θεωρείτε χρήσιμες και ρεαλιστικές;</p>	<p>Πχ.στρογγυλή τράπεζα</p>
<p>3.4 Με ποιους τρόπους συνεργάζεστε με τους παρακάτω φορείς και πως μπορεί να βελτιωθεί αυτή η συνεργασία;</p> <p>α) Επιχειρήσεις</p> <p>β) Επιμελητήρια</p> <p>γ) Εργατικές ενώσεις</p> <p>δ) Συνδικάτα</p>	
<p>4. Θέματα / Ζητήματα στο πλαίσιο της συνεργασίας</p>	
<p>4.1.α Ποια προβλήματα μπορούν να</p>	

<p>ανακύψουν στο πλαίσιο αυτών των συνεργασιών και πως μπορούν να αντιμετωπιστούν;</p> <p>4.1.β Δώστε σχετικά παραδείγματα.</p>	
<p>4.2 Βαθμολογήστε τη σπουδαιότητα των παρακάτω εργαλείων:</p> <p>α) Ανάπτυξη προγραμμάτων σπουδών (μαθητεία),</p> <p>β) Ανάπτυξη προτύπων ποιότητας,</p> <p>γ) Θεσμοθέτηση προσόντων εκπαιδευτών μέσα στην εταιρεία,</p> <p>δ) Καθορισμός ρόλων των διαφόρων συμμετεχόντων,</p> <p>ε) Ανάγκες κατάρτισης εκπαιδευτών.</p>	<p>Φθίνουσα σειρά (5 Σημαντικό - 1 Ασήμαντο)</p>
<p>4.3 Τι είδους υποστήριξη θα ήταν χρήσιμη για την πρόκληση μιας συνεργασίας – δικτύωσης;</p>	<p>Πρώτο βήμα;</p>
<p>4.4 Τι προβλήματα ανακύπτουν με τις υφιστάμενες συνεργασίες σας;</p>	
<p>4.5 Πως αντιμετωπίζετε αυτά τα προβλήματα;</p>	
<p>5. Συμπεράσματα της συνέντευξης</p>	
<p>5.1 Παρουσιάστε την τελική πρόταση σας για βελτίωση της συνεργασίας – δικτύωσης.</p>	

Σας ευχαριστούμε για το ενδιαφέρον σας και την συνέντευξη!