

Skillsnet expert workshop
Employers' surveys on skill needs: feasibility work

Potential use of existing international surveys: Continuous Vocational Training Survey

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Introduction

I. Main CVTS features:

- Main survey characteristics
- Variables
- Data collection process

II. Current review process

- Towards the 2010 CVTS (field work: 2011)

III. Potential use of CVTS for ‘skills needs’

- First ideas and limitations
- Potential for the future

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1. CVTS: survey objectives

CVTS is an indispensable asset in the assessment of enterprise competitiveness and workforce employability and is key to the analysis of

- the forms, fields and volume of training offered and training needs
- the enterprises' own internal provision of vocational training versus those provided on the external market
- costs of enterprise based vocational training courses
- as well as the effectiveness of public funding initiatives.
and....
- labour skills supply and demand ?

1. CVTS 3: survey characteristics

Survey Unit : ENTERPRISE

Target population : - All NACE Rev.1 Activities

excluding Agriculture, forestry and fishing

Public administration, health and education

Households employing domestic staff

Extra-territorial bodies

- enterprises with 10 and more employees

Frequency: each 5 years (2010, 2005...1999, 1993)

Participating Countries : 27 Member States, Norway, Turkey

Sample size : Net : 112 000 (76000 for CVTS2 and 45 000 for CVTS1)

1. CVTS 3: main variables

■ Courses

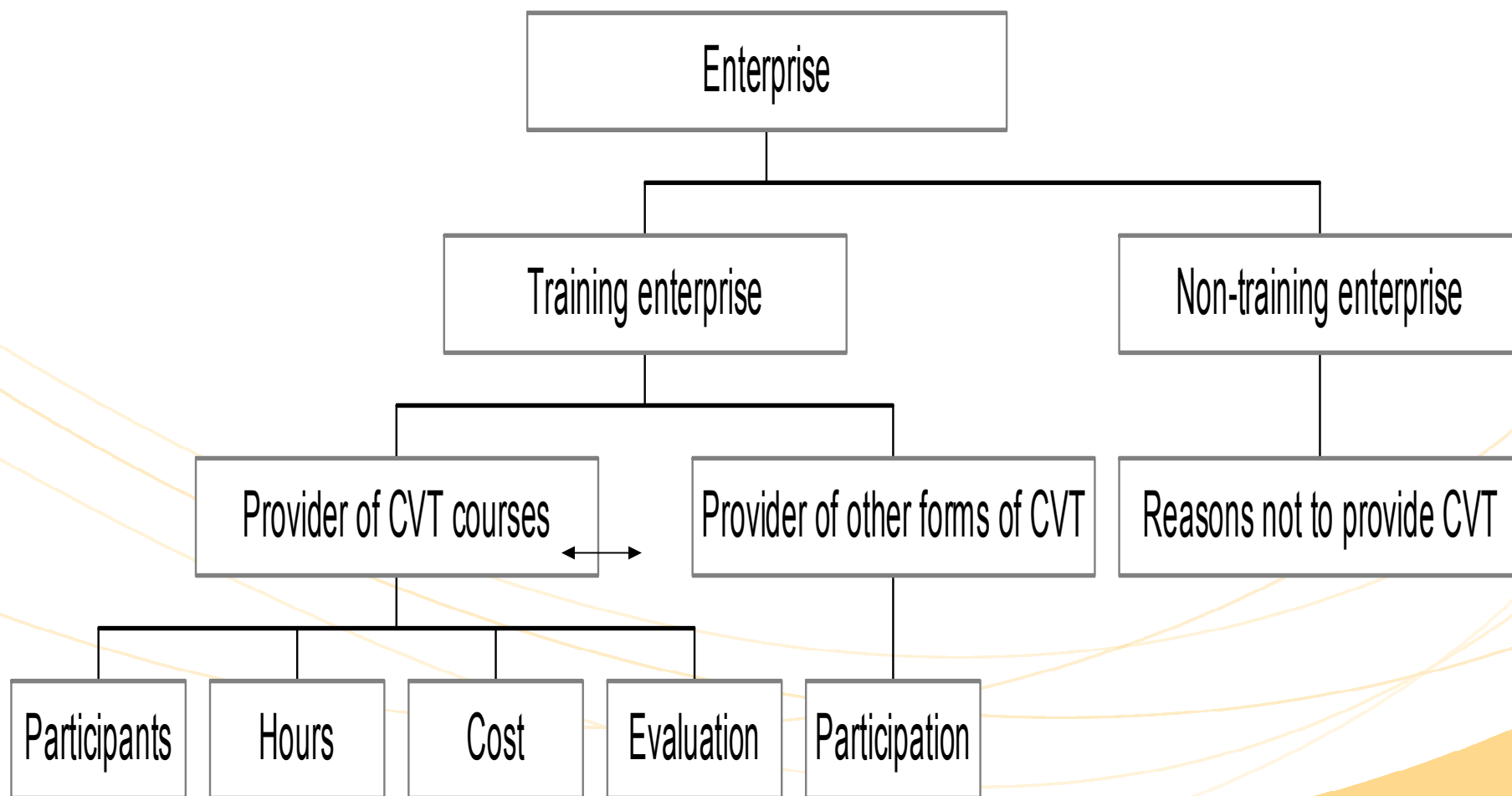
- External courses
- Internal Courses

■ “Other” forms of continuing vocational training

- Instruction at conferences, workshops, lectures
- Planned periods of training, instruction or practical experience using normal tools of work
- Planned learning through job rotation, exchanges or secondments
- Learning/quality circles
- Self learning

In coherence with the Eurostat Classification of Learning activities

1. CVTS 3: main variables (Cont.)



1. CVTS 3: main variables (Cont.)

Enterprise

Structural data on the enterprise

Training policy

Training/Non-training enterprise

**Skills (occupational)
needs?**

1. CVTS: data collection process

EP/Council regulation No 1552/2005 of 7 September 2005

- Topics to be covered
- Main survey characteristics, periodicity, transmission deadlines

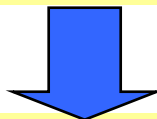
Commission Regulation (EC) No 198/2006 of 3 February 2006

- Variable list
- Sample characteristics
- Imputation principals and record weighting (core variables)
- Transmission formats and rules
- Quality report format

1. CVTS: data collection process (cont.)

Countries / NSIs:

- select the sample
- prepare the questionnaires
- conduct the direct interviews
- forward validated results to Eurostat in common coding scheme
- prepare national quality reports



Eurostat :

- checks the data for errors
- processes the data in a common way
- calculates EU totals
- disseminates the data:
 - Eurostat website
 - Paper (PDF) publications
 - Anonymised data for researchers

Outline

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II. Current review process

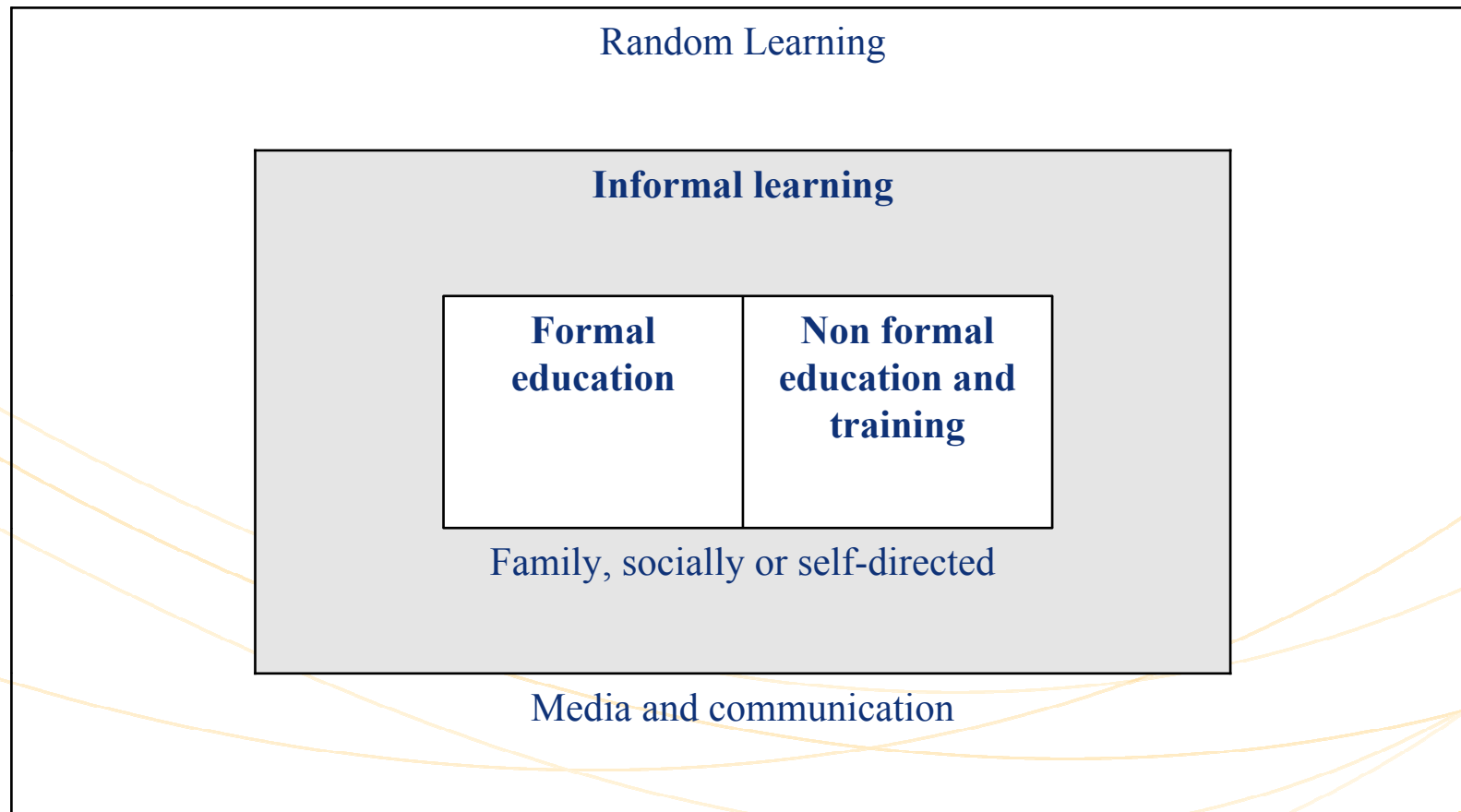
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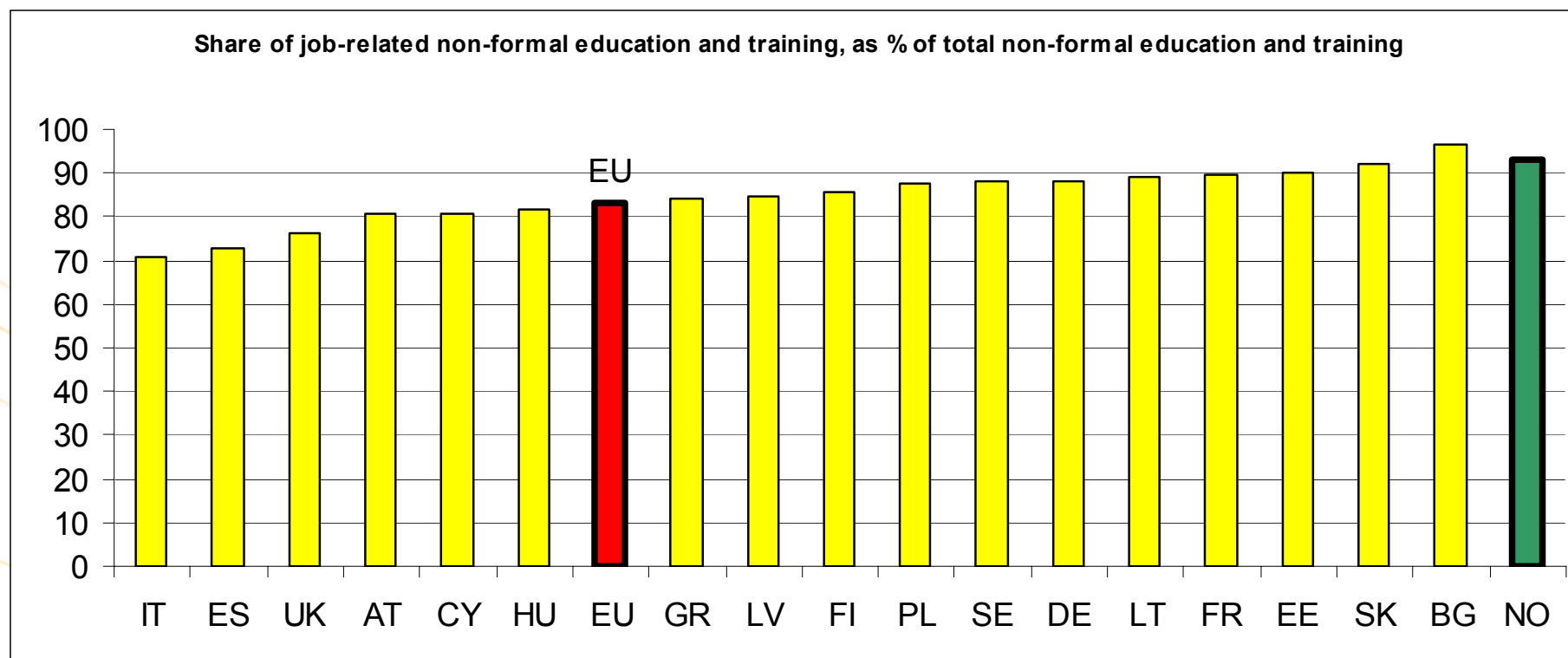
2. CVTS: context of the current review

Classification of learning activities



CLA manual: http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-BF-06-002/EN/KS-BF-06-002-EN.PDF

2. CVTS: context of the current review



Source: Adult Education Survey, 2007

2. CVTS: context of the current review

Surveys on participation in education and training:

Survey	Main use	Ref period
AES	Detailed information on the participation of individuals in education and training activities	12 months
LFS	Annual evolutions for a limited set of indicators	4 weeks
CVTS	Complete AES results focussing on enterprise strategies for employee skill developments	12 months

2. Towards CVTS 4

- Less details on the participants and hours of training (Adult Education Survey)
- Focus on enterprise strategies
 - Organisation
 - Strategies (planning, training and occupational/skills needs)

EU policy “new skills for new jobs”

- While...
 - Reducing the **burden** on enterprises
 - Improving the **quality** and accuracy (enterprise reporting systems)
 - Keeping in mind the **time table**:
final proposal to be delivered by the end of the year

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3. Potential use of CVTS for 'skills needs'

- CVTS: enterprise survey
without details on each employee (occupations)
- Possibilities for 'skills' questions:
 - a) *Vacancies (especially those hard to fill)?*
 - b) *Skill gaps (training/recruitment choices)?*
 - c) *Future needs (more difficult)*

→ Minimum set for the 2010 CVTS, possible optional variables
- Already available: enterprise strategies on recruitment/training:
 - *Examples of 1999 CVTS questions*
 - *Variables available in 2005 CVTS*

3. Potential use of CVTS for ‘skills needs’

a) Vacancies

- Number and type of vacancies in the enterprise (by main occupation group?)
- Those “hard to fill”? Causes...
- Type of skills difficult to obtain from applicants (from list of fields “of training”? No skill statistical classification)
- etc. (source: English employers skills survey)

3. Potential use of CVTS for ‘skills needs’

b) **Skill gaps**, choices between training and recruitment?

- Training efforts compared to recruitment (partly covered in CVTS3, not by main occupation group)
- Difficulties to fill skill gaps (partly covered by CVTS 3, not easy to collect with few variables)
- Main fields of training (by main occupation group: through AES?)
- etc.

Add questions on the information available to employers?

- on training providers, governmental support
- occupational trends (supply and demand)
- vacancies, profiles of candidates
- etc.

3. Potential use of CVTS for 'skills needs'

B3 (CVTS 2 question)

Over the last three years (1997-1999) did you need to obtain or develop new skills for the enterprise?

Yes ☐ No ☐

If YES what were the main ways in which you obtained or developed the skills needed by the enterprise?
(Please tick a maximum of three main ways.)

- Employees learning through gaining experience in the job ☐
- Providing training for existing employees ☐
- Providing initial training to young people recruited as apprentices & others who have a training contract ☐
- Recruiting unemployed people and then training them (see definition nr. 15) ☐
- Recruiting unskilled people and training them (see definition nr. 16) ☐
- Recruiting people with the skills needed ☐
- Other (please specify): ☐

3. Potential use of CVTS for ‘skills needs’

c) Future skill needs (CVTS 2 questions, short term needs)

B1

In 1999 did the enterprise assess its future manpower and/or skill needs, i.e. by assessing the expected changes needed in the occupational and/or skills composition of the workforce?

Yes ☐ No ☐

B2

In 1999 did the enterprise assess the skills and training needs of individual employees, e.g. by a review with each employee of the skills and qualifications they have or will need for the job they are doing or for their future career/job development?

YES, but only for managers and supervisors ☐

YES, but only for other employees (e.g. production, sales and office workers) ☐

YES, for all employees ☐

NO ☐

Conclusion

■ Possibilities to discuss with Member States:

- Minimum set for CVTS 4, possible optional variables
 - *Vacancies (especially those hard to fill)?*
 - *Skill gaps (training/recruitment choices)?*
 - *Future needs (more difficult)*
- Meetings with Member States in June, September and November 2009

■ Quality (accuracy, burden)

- Quality of enterprise data (*response rates, main principles to respect*)
- Identification of good practices
- Need for questions easy to answer by enterprises:
 - avoid wording 'skills'?
 - CVTS 2 questions B1 and B2 probably too general (future skill needs)

■ Coherence / adaptability of sources

Thanks for your attention

More information on the CVTS is available on
Eurostat website at

<http://ec.europa.eu/eurostat/>