Funded by the Erasmus+ Programme of the European Union

Addressing the Regional Labour Market Needs through Development and Certification of New Programs for Adult Education

Project Reference: 2015- 1-MK01-KA204-002828

adult-reg
Adult Education - Creating synergies for active labor markets

Report on Assessment of Skills Needs in the Regional Labor Markets

Volume 1

Polog and Southeast Regions in the Republic of Macedonia

by

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August 2016

DeSo Development Solutions

The project is implemented by:
Liifelong Learning Center Skopje, DVV International, ASOCIATIA EURO ADULT EDUCATION Bucurest Romania, Community Development Institute Tetovo, OGU Joska Svestarot - Strumica, Gheorghe Sincai" Bihor County Library, Popular School of Arts and Crafts Rimnicu Vilcea.

1. Introduction

The introduction of the "learning society" paradigm, where knowledge represents societies' most valuable asset, and countries' primary source of power, imposed increasing efforts for the establishment for more effective methods, evaluation and validation of learning. What has been often emphasized in the past decades is the need for a more substantial coordination between the educational system and the labor markets. In the knowledge-based society, with technology changing at a rapid pace, there is a growing necessity of continuous development of the knowledge and skills of the workforce. This, in turn, has made lifelong learning, the commitment to formal and informal learning with the purpose of continuous development of knowledge and skills, a leading educational paradigm, placing a particular focus on the development of adult education.

In addition, the nature of adult education is also changing. From the introduction of new methods and tools to facilitate more effective learning, to the changing needs for the provision of new types of education and training. A growing body of research highlights the importance of the so-called "soft skills" for labor productivity. Research on the development of soft skills through education is an emerging field of policy and practice, whereby countries are yet to establish standards for the precise definition of these skills, as well as the ways of their acquisition, evaluation and validation.

In most countries, adult education was initially introduced as supplemental education, primarily focused on filling the gap created by the lack of basic skills, basic literacy and numeracy and the needs of the labor market for medium and low-skilled workers. In Europe, this type of education had strong support from working class social movements, which were associated with socialism and social democracy. In some countries (that today are member states of the European Union), it became strongly institutionalized, while in others it remained far more marginal and unregulated. At present, in the EU member states, the legal status and governmental responsibility for adult education vary. There is "variability in the nature of the institutions which deliver it: there are colleges, schools and universities across the public, private and not-for-profit sectors; there are profit-making businesses, professional and industry associations, and enterprises training their own staff" (Milana & Holford, 2014, p. 5).

In the era of modern, knowledge-based economies, the labor markets require workforce with ever stronger and relevant skills. The European Centre for the Development of Vocational Training (CEDEFOP) estimates that the proportion of jobs in the EU requiring tertiary level qualifications will "increase from

29% in 2010 to 34% in 2020, while the proportion of low skilled jobs will fall in the same period from 23% to 18%" (European Commission, 2012, p. 3).

Whereas the policies and organization of adult education are nationally based, adult education has also often been deeply internationalist (Milana & Holford, 2014). International organizations, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), have had a profound impact on its most basic tenets. The EU represents a unique example in terms of the organization and development of adult education. Its 28 member states have, over time, to an increasing extent, unified their policies in the area.

Through initiation of processes for defining common educational guidelines and goals, adult education in the EU is no longer considered a policy matter for individual states alone, despite the fact that national governments continue to maintain legislative power to regulate the key aspects of educational policy within their territories (Milana & Holford, 2014).

The EU policies on adult education have evolved over the years, from lack of consideration of the opportunities offered by adult education, to setting it as one of its crucial educational priorities.

The emergence of joint educational initiatives in the EU has been significant for education in general, and adult education in particular. With the adoption of the concept of lifelong learning, the sphere of adult education has been moved from the margins to the center of EU's priority areas of action. In addition to this is the fact that EU's legal position gives it a stronger mandate or confidence of action in the area of vocational training than in relation to education of children (Milana & Holford, 2014, p. 4). The rather vague definition of the concept of lifelong learning has driven attention to the concept of adult education. Over the last decade the European Commission has placed a particular focus on adult education.

Field data justify this growing interest by the authorities. According to the findings of the 2015 Eurydice Report, one in four adults in Europe has completed lower secondary education at most, with large discrepancies in educational attainment levels between countries and age groups. The 2011 the Eurostat information society statistics (ISOC) data indicate that 45% of adults (aged 25-64) across the EU consider that their current computer or Internet skills would not be sufficient if they were to look for a job or change job within a year (European Commission/EACEA/Eurydice, 2015, p. 22). Around 70 million people in the EU, or around 25% of adults between the ages 25-64 have not completed any formal education beyond the level of lower secondary education. This piece of data calls for concern. Of these, around 20 million adults (6.5 % of adults in the EU) are participating at the labor market with primary education as

the highest level of educational attainment. National and regional discrepancies are evident, with southern European countries being the most affected by low levels of educational attainment among the adult population (European Commission/EACEA/Eurydice, 2015).

The growing efforts to ensure better inclusion of the new generations in the educational system is reflected in the fact that young adults have on average significantly higher educational attainment levels than the older population (European Commission/EACEA/Eurydice, 2015, p. 7). Yet, statistical data indicate that only a small proportion of adults continue their education, and the variation patterns between the EU member countries refer to this sphere as well. Adult participation in education and training is uneven across the member states: in 2011, the lowest rate was registered in Romania (8 %) and Greece (11.7%), as opposed to Sweden (71.8%) and Luxembourg (70.1%), which had the highest percentages of adults participating in education and training (European Commission/EACEA/Eurydice, 2015, p. 24). Another alarming fact refers to the average rate of participation in adult learning, which in the EU has marked a slow, but steady decrease since 2005.EU member states have undertaken decisive actions to reverse this trend and to achieve the commonly agreed target of at least 15% participation in adult learning by 2020.

Since 2011, after several policy and strategic documents in the sphere of education over the last decade, cooperation in the sphere of adult education and training was regulated with the adoption of the renewed European Agenda for Adult Learning, providing a set of priority areas aligned with those established in the 'ET 2020' strategic framework (Council of the European Union, 2011). Among the key priorities, particular attention has been given to the development and implementation of measures focused on enabling and motivating all adults to continue to develop and enhance their skills and competences throughout their lives. The renewed agenda pays particular attention to specific groups, such as adults who lack basic skills and those who left education prematurely, i.e. individuals that have low level or no qualifications.

The agenda also highlights the need of establishing mechanisms for enhancing the personal and professional skills and competences, in order to overcome the consequences of the economic crisis more quickly and painlessly as possible. One of the first priorities concerns the measures undertaken to prevent social exclusion, and is focused on raising the education and skill levels of the low skilled and the low qualified (European Commission/EACEA/Eurydice, 2015, p. 15).

Another worrying fact is related to the sizeable qualification mismatch. Qualification mismatch refers to the situation when a worker’s qualification level is higher or lower than that required by the job. This

condition affects workers, firms and the overall economy. Although qualification mismatch can be only a temporary condition, especially when timely action is taken for its alleviation, this phenomenon can be persistent and have serious adverse effects on an individual's career and the companies' productivity. In cases of over qualification, unused skills can be gradually lost, which also means that the investment in their development is (at least partly) lost (Global Agenda Council on Employment, 2014). Even when actions for adjustment take place, they may be costly and provide varying results. While imbalances in the form of over qualification are more prominent in advanced countries, under qualification remains a significant problem for developing countries. The consequences of under qualification are multiple, with "low educational attainment in these economies result[ing] in poor literacy and numeracy, low productivity growth and low potential for economic diversification" (Global Agenda Council on Employment, 2014, p. 9).

To this end, an increase in investments in education and training for the development of skills is crucial for boosting competitiveness, since skills determine societies' capacity for productivity growth. Innovation and growth are dependent on the constant development of knowledge and skills, and can determine the future of the labor market in Europe in the long term. The massive increase in the global supply of highly skilled people over the last decade puts Europe to the test (European Commission, 2012). The acquisition of "basic skills — a foundation for developing key competences for all on a lifelong learning basis — will play a crucial role in improving citizens' employability, social inclusion and personal fulfilment. Action is therefore required to fight educational underachievement and social exclusion" (Council conclusions on increasing the level of basic skills in the context of European cooperation on schools for the 21st century, 2010, p. C 323/12).

The relationship between employability and skills has been repeatedly confirmed by a growing body of research, and therefore it should not come as a surprise that development of skills became a strong priority for the EU, especially after the 2008 economic crisis. Over recent years, researchers have begun to focus increasing interest on skills, and the processes of skills acquisition and evaluation, i.e. on the techniques used in training design, methods of delivery and assessment.

However, the intricate processes of bringing education and labor market needs closer, to ensure that societies can benefit and reward the potentials of todays' students, implies much stronger collaboration between employers, educators, public authorities, and individuals themselves (Global Agenda Council on Employment, 2014).

While adult education has been traditionally related to acquisition of “basic skills” and “hard skills” and throughout the past decades it has commonly been equated with VET, today, faced with the growing importance of “soft skills”, it is on the threshold of change of paradigms. Soft skills refer to a broad set of skills, competencies, behaviors, attitudes and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals (Lippman, Ryberg, Carney, & Moore, 2015). Soft skills prove to be increasingly important for human capital development and workforce success, with a growing base of evidence showing that these qualities prove to be equally important as academic or technical skills, on account of “their ability to predict employment and earnings, among other outcomes” (Lippman, Ryberg, Carney, & Moore, 2015, p. 11).

On the one hand, these findings are particularly important for individuals from different parts of the world, lacking proper access to education, suggesting that persons who have had less educational opportunities can develop soft skills to enhance their employability and success in the workplace (Lippman, Ryberg, Carney, & Moore, 2015, p. 15). On the other hand, researchers, educators, and authorities are faced with the challenge of developing methodologies and standards for the acquisition, evaluation, and validation of soft skills.

Research shows that since 1980 there is a steady growth of jobs with high social skill requirements. This trend has been followed, by a steady increase of wages in the segment of jobs that require high levels of both cognitive skills and social skills (Deming, 2015). Furthermore, Deming concludes that the female advantage in certain soft skills, particularly social skills, may have played a role in the narrowing of gender gaps in labor market outcomes from the 1980s onward.

Whereas with the introduction of technology some jobs became redundant, difficult-to-automate jobs increasingly require soft skills. Technology is still very poor substitute for tasks and situations where “rules” and regularities are difficult to predict. In this context, Deming asserts that “progress in automating social interaction is best exemplified by the continued failure of the Turing test, which measures a machine’s ability to imitate human conversation for five minutes in a highly controlled setting” (Deming, 2015, p. 3).

According to some researchers, the growing importance of soft skills is related to advances in information and communication technology (ICT) that have created a shift in the organization and management of work towards more flexible and self-managed team structures, and worker multitasking.

The development of soft skills programmes has become a demanding task for adult and vocational education providers and policymakers because, despite their proven importance for enhancing workers' productivity, they have continuously been neglected at the expense of "hard" or "technical skills" programmes. Therefore, in recent years, European policymakers have worked on developing mechanisms to address many of the challenges faced by stakeholders in developing, acquisition and assessment of soft skills. The demand for such skills has increased in the past 20 years (Lippman, Ryberg, Carney, & Moore, 2015), with transversal skills, such as "the ability to think critically, take initiative, problem solve and work collaboratively will prepare individuals for today's varied and unpredictable career paths" (European Commission, 2012, p. 3).

The purpose of this study is to examine regional markets' skills needs, more particularly the specific labor skills needs of the dominant economic sectors in on a regional level, and the areas where employers find it most difficult to identify skilled labor. Furthermore, the study examines the regional markets for adult education and with the purpose of providing a review of the adult education programs and the skills they develop. The study includes an analysis of the needs of the business sector in the target regions, as well as and the supply of labor market skills produced by the adult education providers in the target regions. The analysis was conducted with the purpose to identify skills mismatches that exists on the regional labor markets, as well as recommendations for new adult education curricula which would help produce the skills which are needed on the regional labor markets.

The research is part of the project *Addressing the Regional Labour Market Needs through Development and Certification of New Programs for Adult Education*, implemented by the Life-Long Learning Center (LLC) from Macedonia, together with partner organizations from Macedonia, Germany, and Romania, and is financially supported by the European Union. The project aims to address the mismatches between labor skills supply and demand which exist in the regional labor markets in Macedonia and Romania.

The research included communication with various stakeholders: adult learners, adult education providers, members of the business sector (employers). The research process involved quantitative and qualitative approach – a survey of job seekers (current or recent), and over 160 semi-structured interviews with adult learners, adult education providers and company managers. The research covered 2 regions in each of the target countries: Polog Region and Southeast Region in Macedonia, and Bihor and Valcea county in Romania. Interviews were conducted with adult learners in order to assess their needs for provision of programmes, their satisfaction with the present offer, as well as their perceptions on the needs on the labor market.

The research team contacted adult education providers in the targeted regions, with the purpose of determining what types of educational programs are offered, what types of skills are developed, as well as the awareness and the provision of soft skills in the present programs.

Furthermore, in order to gain better understanding on the needs of the market, interviews were conducted with members of the business sector (employers). The choice of respondents was made on the basis of the industry they operate in, the size of the company, and its location (urban/rural parts of the targeted regions). The employers were given the opportunity to share their views on the (mis)match of skills on the labor market, the skills they consider relevant for successful work in their industry, as well as the skills and competencies they value most among their employees. They also gave insight on how they cope with the (possible) lack of skills in their branch, as well as the practices on investment in human resources development: whether they consider professional development of employees' skills important, the existence of such priorities in the company, whether the company provides funding for such priorities, and the type and frequency of these courses.

Chapter 2 explores the evolution of joint regulation of adult education in the EU, analyzing the adopted policies, strategic documents and recommendations from the Treaty of Rome in 1957 until the Europe 2020 agenda. This chapter aims to provide an overview of the increasing importance of adult education and the attention it has received by EU policy makers over the previous decades. It also aims to highlight the present priorities in the development of adult education in EU member states, in response to the new challenge of designing, provision, evaluation and validation of soft skills, which have gained increasing prominence at the labor market. Adult education in the EU is not homogenous; on the contrary, it is marked by a plethora of types and levels of regulation, spheres of action, providers, and systems for evaluation and validation.

The third chapter is focused on the growing importance of soft skills in developed economies. It aims to cover the wide range of terms used to describe the skills that are not directly addressed by traditional educational institutions, and whose importance for labor productivity is constantly being reasserted by an emerging field of scientific studies. The chapter will also explore the different efforts invested in their definition, design of programs for their acquisition, evaluation and validation, as a particular challenge for both educators and policy makers in the field of adult education and lifelong learning.

Chapter 4 provides an overview of the demographic, economic and social conditions in the targeted regions: Polog Region and Southeast Region in the Republic of Macedonia. This chapter provides information on the present conditions on labor market and the dominant industries.

Chapters 5 and 6 present the results from the research conducted in the targeted regions. Several subchapters will focus on the insight provided by the different stakeholders: quantitative data from the survey with job seekers, and insights from interviews with adult learners, adult education providers, and employers. The chapters provide accounts on the awareness of the importance of soft skills among the different groups of respondents, an overview on the needs of specific soft skills on the labor market in the targeted regions, as well as the current provision of adult education programmes that incorporate soft skills, or the existence of programs for the acquisition, evaluation and validation of soft skills.

The Statistical Annex of the research is presented in Chapter 7.

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2. Adult Education in European Union

Adult education is “a practice in which adults engage in systematic and sustained self–educating activities in order to gain new forms of knowledge, skills, attitudes, or values” (Sharan & Brockett, 2007, p. 7). In this context, adult learning encompasses “the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training, and which results in the acquisition of new knowledge and skills” (An in-depth analysis of adult learning policies and their effectiveness in Europe, 2015, p. 28). These definitions therefore exclude young people that have continued their education at universities, but includes adults that have decided to enroll in a vocational training or higher education after they have entered the labor market.

Adult education, as commitment to various types of learning, formal, non-formal and informal learning can be focused on the individual’s personal development, professional development, or education and training for skills that facilitate increase in workplace productivity, as well as participation in formally accredited programs that provide adequate validation and certification of knowledge and skills. The wide variety of learning practices implies diversified organization of adult education: from formally structured curriculums and content, delivered by educational providers, to informally structured learning, and learning that is based on freely available resources, adaptable to the specific needs of the learner. With regards to location, adult learning can be delivered at physical locations, or through a distance learning program. The increased use of ICT in the recent years has expanded the scope and educational possibilities of this type of adult education.

2.1 Importance of Adult Education

Multiple research has confirmed the positive impact of adult education in several aspects on both individual and social development. Namely, a growing body of research (Jenkins, 2011; Hammond and Feinstein, 2005; UK’s Mental Health Foundation, 2011; Fujiwara, 2012; Feinstein et al., 2004) indicate evidence that participation in adult learning leads to improved general wellbeing, increased self-confidence, reduction of harmful habits such as smoking and consumption of alcohol, increased likelihood of exercise, increased preparedness for other voluntary commitments, improvement in civic attitudes arising from participation in adult learning, as well as increased likelihood of joining community organizations as a result of participating in adult learning (An in-depth analysis of adult learning policies and their effectiveness in Europe, 2015).

Research on the impact of adult education indicates a variety of potential functions of adult learning:

- Remedial functions – helping individuals who failed to succeed in their initial education and training to obtain further learning and qualifications;
- Developmental functions – upgrading or updating skills across the population; and
- Social and civic functions – supporting community solidarity and welfare functions (e.g. through art and culture programmes), and providing opportunities for social interaction (Adult Learners in Digital Learning Environments, 2015, p. 2).

A meta-review of research studies conducted by CEDEFOP has focused on the possible economic benefits from vocational education and training in companies. According to the research, 87% of the 62 reviewed studies provided evidence of positive and statistically significant effects of VET for employers (CEDEFOP, 2011). Another report, by OECD Skills Outlook from 2013 suggests that countries with higher average levels of skills, literacy, and numeracy, have higher participation in volunteer activity, higher levels of political interest as well as higher levels of trust (An in-depth analysis of adult learning policies and their effectiveness in Europe, 2015).

According to Christopher Pappas, adult learners represent a separate category of learners, with a different status and social roles, and should not be equated with young learners. The specific characteristics of this group of learners refer to the following:

- Self-direction – related to "the need to take responsibility for their lives and decisions", since adult learners consider important having "control over their learning";
- Being practical and results-oriented - adult learners are "practical, resent theory, need information that can be immediately applicable to their professional needs";
- Adult learners "generally prefer practical knowledge that will improve their skills, facilitate their work and boost their confidence";
- Being less open-minded and therefore more resistant to change - "maturity and profound life experiences" often lead to "rigidity", which can often be a barrier to learning;
- Being slower to learn; aging is said to affect learning; "adults tend to learn less rapidly with age";
- Using personal experience as a resource - personal experience often means that adults "have the tendency to link their past experiences to anything new and validate new concepts based on prior learning";
- Motivation - motivation is a key factor in all research linked to adult learning. Adult learning is usually "voluntary", it is often "a personal choice to attend school, in order to improve job skills and achieve professional growth" (Pappas as cited in Adult Learners in Digital Learning Environments, 2015, pp. 3-4).

According to an analysis of adult education policies in Europe and their effectiveness, there are three types of positive outcomes from adult learning for the learners themselves:

- Economic: Increased wages and incomes and improved employability of individuals benefit of participation in learning, and in the case of wages/income from the qualifications and improved basic skills gained from learning;
- Wellbeing: Improved general wellbeing (including improvements in self-confidence) as well as improved health (physical and mental) resulting from participation in learning; and
- Social: Improved disposition to voluntary and community activity as well as improved civic attitudes resulting from f participation in learning (An in-depth analysis of adult learning policies and their effectiveness in Europe, 2015, p. 79).

According to the same research, employers can expect the following positive outcomes from investing in staff education and training:

- Innovation: A firm's innovation performance can be increased as a result of the increased skills and competences brought about by the workforce participation in learning;
- Benefits to the workforce: A firm can benefit from a more motivated workforce as a result of their participation in learning; and
- Economic: The benefit from innovation as well as the more motivated workforce result with economic benefits for the business. Thus, increased productivity and profitability result from increased participation of workers in learning (An in-depth analysis of adult learning policies and their effectiveness in Europe, 2015, p. 79).

Benefits from stronger participation in adult education can be expected at a community level as well, in the following areas:

- Economic: Countries where there are high levels of participation in adult learning are more economically competitive and have higher levels of GDP; and
- Social: Participating in adult learning and developing skills has positive effects on health and the environment (An in-depth analysis of adult learning policies and their effectiveness in Europe, 2015, p. 2).

Despite the abovementioned evidence of the beneficial individual and social effects of adult education, it has to be mentioned that positive impact takes time to emerge. Furthermore, the positive impact of adult learning often emerges in contexts that "are removed from formal learning environments" (European Commission/EACEA/Eurydice, 2015, p. 60). Adult learners represent a specific group which is situated in life circumstances that are often not conducive to the return to education: lack of financial means, transport issues, busy work schedules, childcare and family responsibilities, etc. In this context, it is necessary to highlight the growing relevance of distance learning, especially online learning for alleviating some of these barriers[1].

[1] Distance learning represents a broader concept than online learning, and includes a variety of educational activities which are not necessarily related to the use of electronic media. Online learning, or e-learning, on the other hand,

Although the advantages of distance learning, like flexibility and accessibility, are acknowledged, there are also some limitations related to this type of learning, especially concerning ICT-based distance learning. Namely, adult learners that are not technologically proficient, or do not possess a personal computer or Internet connection, are implicitly excluded from this type of learning.

While distance learning is one of the possible ways for increasing inclusion of adults in the education system, the success may vary depending on the needs and abilities of the learners. The fact that this type of learning lacks of face-to-face contact, may be demotivating to some learners (European Commission/EACEA/Eurydice, 2015).

The importance of adult education has grown as consequence of the attention on the concept of lifelong learning. The idea of continuous development of an individual's personal and professional skills has gradually become the leading paradigm in education in the last two decades, not because of the labor market need for qualified workforce, but because society needs individuals who continuously improve.

2.2 Adult Education in the EU

In the recent years, the EU member states have intensified their efforts to provide support for adults with low basic skills or qualifications in continuing their education and acquiring additional qualifications. To this end, a number of policy documents with different areas of focus have been adopted. Adult education policy is delivered through strategic documents on education and training, some of which focus on literacy and basic skills, whereas others relate to lifelong learning, or adult education. Furthermore, central authorities also address the problem of workforce competences through employment strategies. There are policy documents that pay specific attention to groups where "the lack of skills and qualifications may be of particular concern such as the unemployed, young people, older workers, immigrants or ethnic minorities" (European Commission/EACEA/Eurydice, 2015, p. 28).

The objectives of these strategic documents, as well as the intended action and expected outcomes vary across countries. While some countries focus on the provision of programs for basic skills and competences (Austria), other countries, like Germany, encompass wide range of measures, such as guidance services, awareness-raising activities, provision of courses, etc. However, one aspect that is common to most strategic documents in the area of adult education in EU member states is the

on the learning activities which are solely, or to some extent, supported by information and communication technologies (ICT). Blended learning refers to the combination of education in training institutions and the use of ICT.

involvement of other relevant stakeholder organizations (European Commission/EACEA/Eurydice, 2015, p. 31).

Since the beginning of the 1990s, with the aim of providing a clearer picture on workforce skills and competences, cross-country surveys have taken place. One of the first surveys was the International Adult Literacy Survey (IALS), which was implemented between 1994 and 1998. IALS was followed by the Adult Literacy and Life Skills Survey (ALL), undertaken over the period 2002-2006. Their successor was the Survey of Adults Skills (PIAAC), which was first implemented in 2011 and 2012, with the first results released in 2013. A second round of PIAAC, expanding to more countries, began in 2012 and will run until 2016 (European Commission/EACEA/Eurydice, 2015). Compared to UNESCO and its methodology, the PIAAC survey uses a narrower definition of literacy concerned only with the written word and defined as "the ability to understand and use information from written texts in a variety of contexts to achieve goals and develop knowledge and potential" (European Commission/EACEA/Eurydice, 2015, p. 44).

Furthermore, some European countries (Germany, France and the United Kingdom) have developed their own national surveys, which are comparable to the international surveys. In this way, these countries have additional sources of information for shaping their national educational policies (European Commission/EACEA/Eurydice, 2015).

The Eurydice Report also shows that all member states have introduced a range of labor market measures related to basic skills: unemployed persons have the opportunity to attend various educational programs, including those focusing on literacy, numeracy or ICT (European Commission/EACEA/Eurydice, 2015).

Around half of all European countries have made policy commitments on lifelong learning, both through lifelong learning strategic documents, and through legislation on lifelong learning. Furthermore, in several countries these commitments are focused specifically on adult education and training. The content of these documents may partly overlap, due to national perceptions on differences between lifelong learning and adult education and training (European Commission/EACEA/Eurydice, 2015).

However, adult learning still appears to be the weakest link in the process of developing national lifelong-learning systems. Statistical data show that participation in adult learning is constantly decreasing, from 9,8% of the population between the ages 25-64 in 2005 to only 9,1% in 2010, increasing the pressure to achieve the Education and Training 2020 target of 15% by 2020 (Council Resolution on a renewed European agenda for adult learning, 2011).

Moreover, the data from the cross-country surveys show consistent problems with levels of educational attainment among adults throughout Europe, with large discrepancies across countries. This particularly applies to the proficiency in "basic skills". The efforts to provide programs for adults with low formal education attainment and a low level of basic skills are conceptualized differently, with different commitments by the countries with sometimes overlapping outcomes. The formulations are different: from "literacy" and "basic skills", "adult basic education" to "second chance education". Some particular concepts are related to traditionally established terms, which provide difficulties in terms of cross-country comparisons (European Commission/EACEA/Eurydice, 2015).

CEDEFOP defines basic skills as "the skills needed to live in contemporary society, e.g. listening, speaking, reading, writing and mathematics" (CEDEFOP, 2008, p. 37). Consequently, basic skills are also related to the terms basic information and communication technology (ICT) skills, key skills, and new basic skills, overlapping to some extent. Furthermore, all these concepts are related to the concept of "key competences", which within the European policy are defined as competences in the following areas:

1. communication in the mother tongue;
2. communication in foreign languages;
3. mathematical competence and basic competences in science and technology;
4. digital competences;
5. learning to learn;
6. social and civic competences;
7. a sense of initiative and entrepreneurship;
8. and cultural awareness and expression (CEDEFOP, 2008, p. 101).

Due to the focus of adult education on provision of basic skills for adults that have abandoned schooling early on, it is often been labeled as "second chance education". However, some authors highlight that the term second chance education is only applicable for countries that have a system of universal initial education (European Commission/EACEA/Eurydice, 2015). Furthermore, different definitions of the concept put focus on different perspectives and outcomes of this type of education, be it "compensation" or "progression". The perspective of "compensation" relates to the practices of prevention (offer of opportunities) of young people from prematurely leaving the education system, without gaining an upper secondary education. In this way, adult education or second chance education is conceptualized as a source for re-introducing young people to mainstream education, the so-called "second chance" (European Commission/EACEA/Eurydice, 2015).

On the other hand, the "progression" perspective of adult education refers mainly to higher education, i.e. inclusion of atypical individuals and groups into higher education. Although the term "second chance

education" is not very common for this perspective of adult education, it can be interpreted as a second chance opportunity for the ones that pursue higher education qualifications later in life.

Apart from distance education as a form of provision of education and training, the provision of formal adult education varies across the EU member states. Only few countries provide education programs related to primary education (Spain, Italy, Lithuania, Poland, Portugal and Romania). Other countries lack education programs related to upper secondary education for adult learners (Bulgaria, the Czech Republic, Estonia, Malta, Romania, Slovakia, the United Kingdom and Iceland) (European Commission/EACEA/Eurydice, 2015).

The EU policy framework on adult education is the result of decades long collaboration between the member states on various educational issues, predominantly VET. Although adult education has for decades been reduced to VET, the increasingly growing demands of the labor market for high-skilled workforce have turned the attention to adult education as a wider concept. The following subchapters will explore the evolution of adult education regulation in the EU, from the Treaty of Rome, to the Europe 2020 educational agenda. The analysis will focus on the treatment of adult education in these policy documents, the defined priorities and outcomes, recommendations and joint actions undertaken by the EU member states.

Despite the existing national differences, the overview of the present situation in adult education across European states finds many common characteristics across educational systems. This is partly due to the close historical ties between some member states: Slovenia and Croatia, Austria and Slovenia, the United Kingdom and Ireland, the Czech Republic and Slovakia. However, in the recent years, the European Commission has made recommendations for exchanging and sharing of knowledge between the national adult education systems (Milana & Holford, 2014).

The development of EU policies in education, and adult education more specifically, was realized in coordination with the policy trends of other organizations, such as UNESCO, the International Labor Organization (ILO), the Organization for Economic Co-operation and Development (OECD), the Council of Europe, and other bodies (Milana & Holford, 2014).

It has to be mentioned that adult learning is a complex policy field, which is interrelated to other policies (economy, health, etc.). The responsibility for adult learning policy is often divided across institutions and several levels of policy making (municipal, regional, national). This shared responsibility often results in a situation where adult learning policy is fragmented and its effectiveness suffers because of insufficient

coordination (European Commission, 2012). Furthermore, adult education is delivered by a wide range of stakeholders: government institutions, private sector and third sector organizations. The lack of coordination between the stakeholders sometimes results with fragmented, unregulated and incoherent provision, and with undermined positive impact (European Commission, 2012).

2.3 First period: Treaty of Rome until Maastricht

The cooperation in the educational sphere in the EU in the decades preceding the Maastricht Treaty from 1992 had been sporadic, mainly as a result of the gradual development of the common market. Vocational education and training received much more attention. The beginnings of cooperation and coordination in VET are tied to the Treaty Establishing the European Economic Community (EEC Treaty), article 128, where which envisaged the development of a "common vocational training policy", and in the context of employment policy this meant training for adult workers rather than for young people (Milana & Holford, 2014). In 1963, the Council defined 10 general principles for the development of a common vocational training policy (Pépin, 2006), however with limited effect.

Regular meetings between the ministries of education started in 1971, and in 1976 the first action programme in education was adopted. The programme envisioned six priority area of action: mobility, the academic recognition of diplomas, cooperation in higher education, promotion of equal opportunities, education for migrant workers and their children, and teaching of foreign languages. Adult education did not receive special attention in this programme, as being mostly equated to vocational education (Milana & Holford, 2014, p. 19).

The reasons for this are related to the fact that vocational education and training was perceived as one of the solutions for the growing youth unemployment across Europe. The policies for reduction of youth unemployment regarded VET and the acquisition of basic skills as key elements of the measures that to be undertaken. Financial means were allocated for the implementation of the policy measures: in 1984, 75% of the European Social Fund funds went to projects to generate skills and employment for young people (Pépin, 2006, p. 95).

In 1986, the adoption of the Single European Act which created the European Community envisioned the objective of establishing a single market, including the free movement of workers and professionals, and thus strengthened the legal basis for cooperation in vocational and professional training. Although the Single European Act did not address the problem of adult education directly, it contained some provisions, mainly related to establishment of schemes for mutual recognition of qualifications, which were

promoted from the earliest days of the EEC as an element of the internal market (Milana & Holford, 2014, p. 20).

However, the period from the 1970s onwards was marked by greater attention to the area of education. A directorate for education and training was established in 1973, and in 1981 the two divisions of education and vocational training were integrated into the same directorate, which became the Directorate-General for Employment, Social Affairs and Education (Ibid.). After the ratification of the Maastricht Treaty in 1995, a directorate-general was established, which gradually emerged as DG-EAC (Pépin, 2006: 107).

Education was formally included in the Maastricht Treaty as a sphere of cooperation, establishing a more solid basis for legal cooperation. The Treaty contains one article on education, and one on vocational training. However, adult education was not singled out as a particular priority, aside from the recommendations for encouragement of distance education (Milana & Holford, 2014, p. 21).

In the white paper *Growth, competitiveness, employment: The challenges and ways forward into the 21st century* from 1993, the importance of education and training was underlined, both for the wellbeing of citizens, and economic growth. The document defined lifelong learning as an important objective (Growth, competitiveness, employment: The challenges and ways forward into the 21st century, 1993). In 1995 the Commission produced the white paper *Teaching and Learning – Towards the Learning Society*, which did not place an emphasis on lifelong learning, but stated the need for increased efforts for raising the general level of knowledge, as well as treating capital investment and investment in training on an equal basis (Milana & Holford, 2014).

2.4 Lisbon Agenda

In 1994 the Socrates Programme in education was established with the following aims: to strengthen the European dimension of education at all levels; to improve knowledge of European languages; to promote co-operation and mobility throughout education; to encourage innovation in education; and to promote equal opportunities in all sectors of education. The Leonardo da Vinci Programme, established in 1995, was focused on the teaching and training needs of those involved in vocational education and training (VET). Elements related to adult education were included in both programs.

The Socrates Programme provided for the first time a clear focus on distance learning as an objective as well as measures to promote adult education. The Leonardo da Vinci Programme promoted lifelong learning, and "encouraged specific measures for adults without qualifications, and supported vocational

training policies giving all workers access to lifelong vocational training without discrimination and the development of self-training methods and of open and distance learning" (Milana & Holford, 2014, p. 22).

These action programs became the crucial initiative for cooperation and coordination in the sphere of education in the EU. The programs were primarily focused on cooperation in the sphere of higher education and VET. However, adult education received increasing attention in both programs, which resulted with the establishment of the Grundtvig Programme. Generally, policy objectives in the area of adult education placed an emphasis on the needs of the labor market and the development of competences in information technology (Milana & Holford, 2014, p. 22). The Socrates Programme was followed by the Socrates II Programme, which was active from 2000 until 2006. The Socrates II Programme was later replaced by the Lifelong Learning Programme 2007–2013.

The year 1996 was declared the European Year of Lifelong Learning , and following its success, in 2000 the Memorandum on Lifelong Learning (LLL) was published, stating that "the move towards lifelong learning must accompany a successful transition to a knowledge-based economy and society", that lifelong learning "must become the guiding principle for provision and participation across the full continuum of learning contexts", and that "integrating learning more firmly into adult life is a very important part of putting lifelong learning into practice" (Commission of the European Communities, 2000, pp. 2-3). This was followed by the document *Making a European Area of Lifelong Learning a Reality*, which asserted the connection between education, training and the labor market (Adult Learners in Digital Learning Environments, 2015).

The Lisbon Strategy, also known as the Lisbon Agenda or Lisbon Process, was an action and development plan devised in 2000, intended to deal with the low productivity and stagnation of economic growth in the EU, through the formulation of various policy initiatives to be taken by all EU member states. The plan highlighted investment in knowledge as a crucial component for the economic growth of the EU, and thus placed education and training a more prominent role in the overall EU policy process. One main objective of the strategy was to "modernize the European social model by investing in people and building an active welfare state", and part of this was to "adapt the education and training systems to the knowledge society" (Milana & Holford, 2014, pp. 22-23). The Lisbon provisions on education somewhat equated the concept of lifelong learning with adult education and learning, and placed much greater significance of these spheres. In 2004 the Commission made suggestions for the establishment of an educational programme, integration all previous ones in a single programme – the Lifelong Learning Programme.

The significance of the Lisbon Strategy lies in the fact that it made education and training a generally accepted policy area for the first time in EU history. Furthermore, the strategy gave adult education a central role in EU education policy. Although adult education was previously supported through the Grundtvig Programme, the main focus was placed on adult education in the service of the needs of the labor market, i.e. the acquisition of key competences, basic skills, and recognition of prior learning. The Lisbon strategy, through the promotion of lifelong learning into one of the key concepts in EU education policy, elevated the status of adult education. However, the linking of adult education to the broad and all-encompassing concept of lifelong learning also tended to obscure the more specific features and conditions of adult education (Milana & Holford, 2014).

In the March 2001 meeting of the European Council, the ministers for education defined for the first time a common set of objectives, which would later become the basis for the 'Education and training 2010' process. The agreement included three strategic goals, and thirteen concrete objectives, some of which directly targeted adult education: developing key competences; access to information and communications technology for everyone; creating an open learning environment; promoting active citizenship, equal opportunities and social cohesion; and strengthening links with the world of work, with research and society (Milana & Holford, 2014, p. 23).

The key competences were a part of the objectives set in the Education and Training 2010 work programme, as well as the Commission communication of 2001 on making a European area of lifelong learning a reality and the subsequent Council resolution adopted in 2002. The last two documents provided recommendations on making key competences a priority for all age groups.

Adult education received greater attention in the Commission Communication *Adult learning: It is Never Too Late to Learn* from 2006. The document placed a particular focus on: engaging with all stakeholders in the development of policies; sharing policy maker experiences and practices (peer learning) across the EU; reforming programs to take a coherent view of adult learning at the national level; as well as financing of adult learning. In 2006 the European Parliament and the Council of Europe made recommendations on establishment of key competences for lifelong learning. This was in line with the conclusions from the Lisbon Council from 2000 on defining new basic skills which are to be provided through lifelong learning. The document defines competences as "a combination of knowledge, skills and attitudes appropriate to the context", with key competences being "those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment". The document set out eight key competences:

1. “Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Social and civic competences;
7. Sense of initiative and entrepreneurship; and
8. Cultural awareness and expression” (Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, 2006, p. 13).

In the past decades the notion of competence had mostly applied to vocational education and training due to its direct links with the labor market and of the description of skills and attitudes required for some specific tasks or responsibilities. Since the 1990s, however, the term “competence” also became increasingly used for basic and general academic education at lower and upper secondary levels (Halász & Michel, 2011, p. 289). The European Framework of Key Competences stresses that: 1) “all these competences should be regarded as equally important, since each can contribute to a successful life in the knowledge society; 2) to some extent, they overlap and interlock; 3) many themes should apply throughout this framework as they play a role in these key competences: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of emotions” (Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, 2006).

In 2007 the Commission adopted an action plan *Action Plan on Adult learning - It is always a good time to learn*, with five priority areas which were supposed to receive support from European Social Fund (ESF) and Lifelong Learning (LLL) programs. The action plan envisioned an analysis of educational reforms in the member states; improvement of quality of learning; clear progression mechanisms in learning; mechanisms to assess skills and competences, and to validate and recognize learning outcomes; stronger and consistent monitoring of the sector of adult education. The Commission Report *Science education now: a renewed pedagogy for the future of Europe* from the same year made recommendations on greater use of inquiry-based science education, breaking the isolation of science teachers through networks, paying special attention to girls’ attitudes to math, science and technology, and opening up schools towards the wider community (European Commission, 2007).

In 2008 the conclusion of the European Council *conclusions of 22 May 2008 on adult learning (2008/C 140/09)* established for the first time a set of common priorities in the sphere of adult learning, as well as

proposed measures for the period 2008-2010 in order to stimulate participation and quality in adult learning. The document made several commitments with regards to adult learning:

- "analysis of ongoing education system reform;
- identifying and removing barriers to enhance the quality of provision of learning opportunities;
- opportunities to identify and share good practice;
- to further raise awareness and motivation for adult learning;
- and, to embed adult learning in lifelong learning strategies" (The Council of the European Union, 2008).

The EU Strategic Framework for Education and Training (2010) followed the efforts to make clear relation between education and training and economic growth. The Council conclusions from 2009 contained four strategic objectives all of which directly affected adult learning:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion, and active citizenship;
- and Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training (Adult Learners in Digital Learning Environments, 2015, p. 20).

2.5 Europe 2020 Agenda

Europe 2020 was the 10-year programme that followed the Lisbon Strategy, envisioning smart, sustainable, inclusive growth of the EU economy. Europe 2020 continued the trends in education defined in the Lisbon period. The main principles for education were defined in the Strategic Framework for European Cooperation in Education and Training, adopted by the Council in May 2009. This strategic framework also included objectives and actions in the fields of education and training. The framework set four general objectives to be reached by 2020.

In 2011 the *Renewed European Agenda for Adult Learning* was adopted, which added a fifth general objective to the ones defined in the Strategic Framework. It completed the list of strategic objectives and supplemented them with specific actions:

1. "Making lifelong learning and mobility a reality:
    a. Stimulate demand and supply;
    b. Motivate adult learners;
    c. Workplace-based learning;
    d. Flexible learning for adults;
    e. Validate informal and formal learning.
2. Improving the quality and efficiency of education and training:
    a. Quality assurance;
    b. Training educators;

    c. Transparent and viable funding mechanisms;
    d. Effective linkage to labor market needs;
    e. Strong stakeholder collaboration.
3. Promoting equity, social cohesion and active citizenship through adult learning:
    a. Improve skills in numeracy, literacy, and digital skills;
    b. Improve inclusive access to adult learning in both disadvantaged groups (poverty, ethnicity etc.) and those in specific circumstances such as hospitals or prisons;
    c. Encourage active learning by older adults.
4. Enhancing the creativity and innovation of adults and their learning environments:
    a. Transversal skills and competences;
    b. Involving cultural organizations;
    c. Using ICT;
    d. Collection by MS of comparable evidence at national, regional and local levels.
5. Improving the knowledge base on adult learning and monitoring the adult-learning sector:
    a. Analysis and communication of the Adult Education Survey (AES), the Continuing Vocational Training Survey (CVTS) and the Programme for the International Assessment of Adult Competencies (PIAAC);
    b. Monitoring of adult learning policies as part of the ET 2020 monitoring process" (Council Resolution on a renewed European agenda for adult learning, 2011, pp. 5-6).

The *Renewed European Agenda for Adult Learning* states that "in order to achieve an adult-learning sector capable of supporting the *Europe 2020* strategy, much more remains to be done in relation to effective and efficient financing; in relation to the provision of second-chance opportunities and the acquisition of basic skills such as literacy and numeracy, but also digital skills; in relation to targeted learning for migrants, early school leavers and young people not in education, employment or training (NEETs), as well as for people with disabilities and older adults; and in relation to cooperation with employers, social partners and civil society" (Council Resolution on a renewed European agenda for adult learning, 2011, p. C 372/2).

The *Europe 2020* strategy highlighted lifelong learning and skills development as crucial response to the economic crisis and to "demographic ageing" and as crucial element of "the broader economic and social strategy of the European Union" (Council Resolution on a renewed European agenda for adult learning, 2011, p. C 372/1).

Education and training 2010 was superseded by Education and Training 2020 strategic framework, whose strategic objectives were followed by benchmark targets to be met overall at the European level. Two of these targets are directly related to adult learning:

- At least 40% of people aged 30-34 should have completed some form of higher education; and
- At least 15% of adults should participate in lifelong learning.

In 2014 the Erasmus+ Programme was established. The novelty of Erasmus+ was related to the integrated approach towards initiatives in education, thus simplifying funding rules, and streamlining the administration of EU's educational programs. The Erasmus+ 2014-2020 Programme replaced and integrated several of its predecessors: the lifelong Learning Programme, Youth in Action, Erasmus Mundus, Tempus, Alfa, Edulink, etc.

The Erasmus+ Programme contributes to the achievement of:

- The objectives of the Europe 2020 Strategy;
- The objectives of the Education and Training 2020 strategic framework;
- The sustainable development of partner countries in the field of higher education;
- The objectives of the European cooperation in the youth field;
- The objective of developing European dimension in sport;
- Promotion of European values.

Erasmus+ envisions several key actions: mobility of individuals, cooperation for innovation and the exchange of good practices; support for policy reform; as well as Jean Monnet activities. The implementation and management of the Erasmus+ Programme is largely decentralized to a network of national agencies.

Despite the wide range of commitments covered by numerous policy documents, the real impact of these initiatives on adults with low basic skills or low level qualifications is not always consistent or evident. Many of the general measures included in the lifelong learning strategies provide difficulties in identifying specific actions targeting those with low basic skills or low level qualifications.

Cooperation in the area of education traces decades-long history. While in the first decades of the European Economic Community collaboration and policy intervention in education was marginal, with adult education excluded from the spheres of collaboration and coordination, during the 1990s, this was gradually reversed with the Maastricht Treaty and the Lisbon process later, making education a recognized and an important policy area.

Adult education and vocational training have received greater importance in providing a better response to the new issues the EU is facing. Education in general, and adult education in particular are no longer isolated spheres peripheral to the main areas of EU activity. Along with research, education and training are core concerns in building a knowledge-based Europe. Efforts have been made to establish mechanisms for precise definition of core skills, or key competences, as well as educational reforms to meet the needs for their provision, evaluation, and validation.

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3. Soft Skills in the Labor Market

Skills are becoming an increasingly important factor for productivity and growth in the progressively globalized world. A growing field of research has been concentrated on competency-based human resources since they were first proposed as a critical differentiator by David McClelland in the 1970s (Boyatzis, 2008). Vocational and technical skills have always been considered important, but the labor market needs are growing. Today's employees need to continue developing and learning; they need to be adaptable; to be capable of effective communication, creative thinking, problem solving, teamwork, multitasking, they need to be able to handle basic technology. Effective leadership and following supervision are no less important. These skills are a subject of interest from both employers and researchers, resulting in a field that suffers from inconsistencies and difficulties in comparison of research data, which lacks even basic consensus on terminology. This, however, does not undermine the importance of these skills for recruitment and enhancing an individual's ability to secure a job, retain employment and move flexibly in the labor market, as well as engage in lifelong learning (Brewer, 2013).

It has been confirmed on multiple occasions than the existence of skilled workforce goes hand in hand with economic growth. However, in the contemporary age skills development implies the existence of a comprehensive and integrated strategy. Research shows that for "every US$1 invested in skills and education in developing countries, US$10-15 is raised in economic growth" (Brewer, 2013, p. 4).

Labor markets and their needs are developing fast and posing increasing demands on future workforce for possession of advanced skills, competences, and qualifications. In the age of perpetual innovations lifelong learning has gradually transformed from a desirable idea into a necessity. Thus, acquiring transversal key competences is essential for successful adaptation to the changing conditions on the labor market. However, a part of the workforce is under risk of being left behind in the rapidly changing economies that increasingly rely on complex skills. Governments around the world are engaging in initiatives and measures to ensure that in the close future lifelong learning becomes a reality for all citizens, and removing the risks of developing an underclass of low skilled workers', with insufficient earnings, obsolete qualifications and poor job prospects.

Another factor that contributes to the importance of the concept of skills development through lifelong learning is the demographic process of ageing of the population, and the rising labor shortages caused by this trend. Young people of today will have to remain active on the labor market longer than the generation of their parents, thus imposing the need of effective strategies for maintaining their skills

relevant in the fast changing markets. The economic globalization and the intensification of competition for better jobs also present the issue of adaptability to changes. Thus, key competences are becoming a significant factor in individuals' ability to effectively participate in society and fulfil its potentials in an optimal way. The task of development of competencies applies to all: citizens, businesses, educational institutions and governments.

However, the establishment of systematic mechanisms for developing and evaluating core skills and competences, as well as the practical realization of the concept of lifelong learning present major challenges for all relevant stakeholders. While ensuring quality mandatory basic educations is crucial, the processes of changing learning practices towards enabling students for participation in the labor market, problem solving and critical thinking, as well as developing reliable and efficient assessment methods is faced with difficulties.

Core skills or key competences help individuals to better understand and respond to the needs of the labor market, as well as make more informed choices concerning their education, further development, employment and career; they facilitate more citizen-responsible behaviors and attitudes, contributing to the development of the communities and societies. Education that facilitates the acquisition of these skills thus improves people's chances for securing a better job, achieving higher productivity, and adaptability mechanisms for periods of crises and change.

While hard and technical skills are more closely related to formal education and are subject to official valorization and validation, other skills, for example soft or transversal skills, prove to be almost equally important for the career and productivity prospects of individuals that have been left out from the system of formal education.

Soft skills is a term referring to "a broad set of skills, competencies, behaviors, attitudes and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals" (Lippman, Ryberg, Carney, & Moore, 2015, p. 15). Both researchers and policymakers use multiple terms to describe these skills: 21st Century skills, life skills, essential skills, behavioral skills, non-cognitive skills, social-emotional learning, transferrable skills, employability skills, character skills or strengths (Ibid.), key competences, etc. However, the use of broad terminology does not imply synonymy of the terms, thus contributing to greater confusion with regards to the precise defining, measuring and validating of these skills.

One of the concepts that represents an effort to encompass several of the abovementioned terms under one notion is "employability skills." These are defined by the International Labor Organization (ILO) as: "… the skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labor market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work" (Brewer, 2013, p. iii).

This definition provides a broader perspective on the function of these skills, without giving over-precise definitions on the exact skills and competencies for achieving these objectives. Nevertheless, many researchers agree upon a list of five skills (which are actually clusters of more specific elements) that are deemed important for successful performance on today's labor markets:

- Social skills: a set of skills which facilitates positive relations with others. These skills include respecting others, using context-appropriate behavior, and resolving conflict;
- Communication skills refer to effective expression, transmission, understanding, and interpretation of knowledge and ideas. Despite one's ability to work with other people is inevitably tied to communication, it is in itself a discrete skill;
- Higher-order thinking consists of problem solving, critical thinking, and decision-making. As in the case of social and communication skills, higher-order thinking skills are involved when exercising other complex skills, but can be observed and measured as a discrete skill;
- Self-control is related to one's ability to delay gratification, control impulses, direct and focus attention, manage emotions and regulate behaviors. Research suggests that self-control is foundational to other employability skills, such as social skills, communication, problem solving, decision-making, etc.;
- A positive self-concept involves self-confidence, self-efficacy, self-awareness and beliefs, self-esteem and a sense of well-being and pride. These skills are put in correlation with a healthy identity and optimal use of an individual's strengths in the workforce (Lippman, Ryberg, Carney, & Moore, 2015, pp. 33-34).

Researchers highlight that employability skills are interrelated and mutually influencing: self-control and positive self-concept (intrapersonal skills) contribute to the development of the other three skills – social

skills and communication skills (interpersonal skills), while higher-order thinking contributing to improved self-control and positive self-concept (Ibid.).

Policy-makers, educators and researchers acknowledge the difficulties in finding a term that can encompass all the aspects that belong neither to academic, nor to technical skills. Table 1 presents the differences in terminology among various organizations and countries.

Table 1. Terminology on key/core/soft skills (Brewer, 2013, p. 7)

United Kingdom	Core skills, key skills, common skills
New Zealand	Essential skills
Australia	Key competencies/employability skills/generic skills
United States	Basic skills, necessary skills, workplace know-how
Singapore	Critical enabling skills
France	Transferable skills
Germany	Key qualifications
Switzerland	Trans-disciplinary goals
Denmark	Process independent qualifications
ASEAN	Employability skills
Latin America	Key competencies, work competencies
European Commission	Key competences
OECD	Key competencies
ILO	Core work skills/core skills for employability
EFA-GMR	Transferable skills

What researchers highlight as an important property of these skills is their relative malleability, especially during the period of young adulthood. Namely, many skills which have formerly been described as constant “traits”, among them the previously described employability skills/soft skills are subject of malleability. This finding is exceptionally important in terms of the possibility for their development among individuals that are resource-deprived and lack access to high quality education (Lippman, Ryberg, Carney, & Moore, 2015, p. 39).

In this context, soft skills are considered to have a significant impact on an individual's success in all stages of workforce engagement:

- Job searching: Candidates with developed soft skills have advantage over the competition even in the initial phase of job searching. They are more aware of their capabilities and can make a more reasoned choice on possible job prospects. Skills such as self-efficacy and persistence can result in more successful job prospects, since these skills are important in cases when the process of job searching is difficult or prolonged. Furthermore, candidates with developed social and communication skills can be more successful in a job interview, and usually have a larger network of colleagues and associates that can be of help in times of scarce job postings.
- Landing the job: Individuals that have developed soft skills have greater chances at being hired. Maintaining a positive attitude, for example, increases the chances of successfully finding work and getting hired. Furthermore, employers repeatedly state in job postings that candidates do not possess only cognitive/academic skills, such as literacy, numeracy, technical skills, but also soft skills.
- Excelling at work: Soft skills can be also important in retaining a job post. The combination of mutually enhancing soft skills can contribute to better performance at work. Research findings also indicate that individuals that lack/have underdeveloped soft skills are more likely to lose their job and spend longer periods of time without a job than their colleagues that may have poorer cognitive skills, but manage their soft skills more effectively.
- Earning more: Developed and effectively managed soft skills can have both direct and indirect effect on earnings. They can directly contribute to increased earning through influence on increases in productivity. Furthermore, evidence also "shows that soft skills are more influential on earnings among workers who earn less money. For example, when looking at those who earn below the tenth percentile, non-cognitive skills had a 2.5–4 times larger influence than cognitive skills" (Lippman, Ryberg, Carney, & Moore, 2015, p. 19). In this context, a number of studies support the claim that soft skills can lead to success on the job, and furthermore, that a certain level of non-cognitive skills and abilities are indispensable for effective functioning on the labor market.
- Starting a business: One of the key aspects dependent on soft skills are entrepreneurship prospects. Although entrepreneurship is skill in itself, its development and success are enhanced through the possession of other soft skills.

- Benefits for employers: Employers also experience benefits from hiring workers with developed soft skills. Employees that have strong soft skills as well as technical skills are more productive than employees that lack soft skills; for example, critical thinking can improve their responsiveness to unexpected problems, or facilitate making more efficient decisions, as well as improved processes, services, and products for the company(Lippman, Ryberg, Carney, & Moore, 2015).

Although some of the skills selected as soft/employability skills are present in other systematizations which have more or less similar approach, there are certain differences outlining the priority skills needed in the labor market. Hereinafter the subject of analysis is the framework of key competences of the European Commission, which is taken as a reference point for the purposes of our research.

In 2010, the European Council adopted the Europe 2020 strategy, a successor of the Lisbon strategy, and set out "framework for the Union to mobilize all of its instruments and policies", as well as "to work on advancing jobs and smart, sustainable and inclusive growth" (Hanushek & Woessmann, 2010, p. 1).

What the Europe 2020 strategy has shown is that the European Union has recognized the importance of education for the growth and the improvement of the general wellbeing of its citizens. The primary motivation behind the focus on education is enabling all EU citizens to develop relevant skills that can facilitate their effective functioning on the labor market, and in society in general. This focus is also following the logic of current macroeconomic research on the growth of nations that "strongly indicates that the future health of an economy depends on the cognitive skills of its workers" (Ibid., p. 1).

The educational policy reforms in the EU, which have intensified in the recent years, paying particular focus on lifelong learning and adult education, aim to provide adequate response to the globalizing world economy. The priority, "Europe of knowledge" represents the concept of training on the new requirements of the labor market by means of key competences. The adoption of the Lisbon Agenda underlined the "crucial importance of the acquisition of some key competences for the well-being of citizens, social cohesion, economic development and competitiveness in the process of globalization" (Halász & Michel, 2011, p. 289).

The framework defines eight key competences and describes the essential knowledge, skills and attitudes related to each of these. These key competences are:

- **Communication in the mother tongue**, which is "the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading

and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts (Key Competences for Lifelong Learning: European reference Framework, 2006, p. 4);

- **Communication in foreign languages**, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing (Key Competences for Lifelong Learning: European reference Framework, 2006, p. 5);
- **Mathematical competence** and basic competences in **science and technology**. Mathematical competence is "the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge" (Key Competences for Lifelong Learning: European reference Framework, 2006, p. 6). Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;
- **Digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT) (Hanushek & Woessmann, 2010, p. 7);
- **Learning to learn** is related to learning, and the ability to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities (Key Competences for Lifelong Learning: European reference Framework, 2006, p. 8);
- **Social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life (Key Competences for Lifelong Learning: European reference Framework, 2006, p. 9). It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation (Halász & Michel, 2011);
- **Sense of initiative and entrepreneurship** is "the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives" (Key Competences for Lifelong Learning: European reference Framework,

2006, p. 11). The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

- **Cultural awareness** and expression, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts)" (Key Competences for Lifelong Learning: European reference Framework, 2006, p. 12).

The key competences represent a combination of knowledge, skills and attitudes appropriate to the context. To this end, key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment (Key Competences for Lifelong Learning: European reference Framework, 2006). They are considered all equally important for a successful life in a knowledge society. They are mutually related and mutually influencing: for example, competence in the fundamental basic skills of language, literacy, numeracy and in information and communication technologies (ICT) is an essential foundation for learning, while learning to learn supports all learning activities.

Although all member states of the Union do not refer explicitly to key competences, most have already introduced similar concepts: basic competences, core skills, key skills, etc. For the countries which specifically use the term 'competences', it is agreed that it means application of knowledge and skills and also includes attitudes (Halász & Michel, 2011, p. 294).

The framework of key competences is thus consisted of both cognitive skills (language, math, digital skills), and non-cognitive or transversal skills (social and civic competences, entrepreneurship skills and cultural awareness). This is somewhat different from the abovementioned employability skills in the sense that the key competencies include some of the hard skills, but do not leave out skills that were deemed important in the employability skills framework. For example, learning to learn refers to a cluster of skills: discipline, perseverance and motivation; social and civic competencies relate to the abilities for tolerance, empathy, communication; furthermore, sense of initiative and leadership is related with creativity, leadership, innovation and risk taking, which contribute to the openness to experiences (Brunello & Schlotter, 2011).

Labor markets in the EU are marking a slow but steady change in the dominant employment sectors, moving from agriculture and the industry sectors to the service sector. Some estimates highlight that by the year 2020, almost three quarters of the labor market positions will be in the service sector. The primary sector is expected to lose around 2.9 million jobs; manufacturing is expected to experience a net loss of 800,000 jobs, but will remain a crucial sector for the EU economies (European Commission, 2008).

An analysis conducted by CEDEFOP in the EU25[2] estimates that there could be around 100 million job openings in the period from 2006 to 2020; around 19.6 million additional jobs will be created, with 80.4 million jobs will need to be filled as present workers retire and leave the labor market (European Commission, 2008).

Low skilled individuals will represent the most vulnerable group to the changes in the labor market demands of workforce. With a trend of ageing of the population throughout the developed world, social security systems will be put under heavy strain to meet the needs of the growing retired population, and the unemployed, low skilled workforce. This means that the development of skills is not solely reserved for the highly qualified individuals – it is increasingly a necessity for all.

In this context, the European Commission stresses that "low-qualified adults are seven times less likely to participate in lifelong learning than those with high educational attainment; too little is done to increase and adapt the skills of an ageing workforce. The education, training and employment policies of the Member States must focus on increasing and adapting skills and providing better learning opportunities at all levels, to develop a workforce that is high skilled and responsive to the needs of the economy. Similarly, businesses have an acute interest in investing in human capital and improving their human resource management. Moreover, gender equality is a key factor to responding to new skills needs" (European Commission, 2008, pp. 3-4).

The communication continues to state that non-manual skilled occupations will require a skilled workforce; due to the fast raising levels of educational attainment is expected skills mismatch (over qualification) as at least temporary condition. In the service sector, job positions related to non-routine tasks are expected to rise. Digital literacy is no longer sufficient; it has to be supplemented by other transversal skills to maximize their effectiveness and productivity. Problem-solving, analytical skills,

[2] Bulgaria, Romania and Croatia did not participate in the research.

communication skills prove to be an increasingly important factor for the overall effectiveness of the hard skills.

However, the problem with educational underachievement remains persistent. Namely, around 20 million adults (6.5 % of adults in the EU) are low skilled i.e. participate at the labor market with primary education as the highest level of educational attainment. Discrepancies in levels of educational achievement are common among the member states, with southern European countries being the most affected by low levels of educational attainment among the adult population (European Commission/EACEA/Eurydice, 2015).

More particularly, Italy and Spain have a high proportion of adults with low literacy and numeracy skills and, at the same time, a high proportion of people in the adult population with qualifications below upper secondary education. On the other hand, Slovakia and the Czech Republic are among the countries with the smallest proportion of adults without secondary education qualifications, and low percentage of adults with low literacy and numeracy skills. In other countries, the data are not as clear. Poland, for example, has only 10% of adults which have not completed secondary education, but around a quarter of the working population have low literacy and numeracy skills. In addition, the results of the Survey of Adult Skills (PIAAC) which evaluated the information and communication (ICT) skills of adults, more specifically the problem solving skills of adults in technology-rich environments showed that around 27 % of adults in the EU participating countries have 'very low' to 'no skills' in problem solving in technology-rich environments (European Commission/EACEA/Eurydice, 2015).

Furthermore, inconsistencies exist within the clusters of same educational attainment in one country. For example, adults with a low level of formal education, has demonstrated skill levels that might be expected of people with higher levels of educational attainment; on the other hand, adults with low levels of literacy and numeracy can also be found among people with a relatively high level of educational attainment. However, this should not undermine the close positive relationship between education and skills “in that having a low level of educational attainment goes along with an increased probability of having low levels of basic skills” (European Commission/EACEA/Eurydice, 2015, p. 21).

With regards to digital or ICT skills of adults, results of the PIAAC show that 27% of adults in the EU have very low to no skills for technology based problem-solving tasks; only 14% of them can perform very simple tasks and another 13% lack any computer skills or could not take the computer-based test (European Commission/EACEA/Eurydice, 2015, p. 21).

Research shows that wage returns for jobs requiring “people” skills nearly doubled in the period 1968-1990, while returns to cognitive skills increased “only” by 60% and returns to motor skills decreased by 50% (Balcar, 2014, p. 6). A more detailed examination on the effect of these skills revealed that although “people” skills did not have any effect on their own, but only as a complement to other skills. In fact, the marked growth in earnings was related to the combination of hard and soft skills (Ibid.).

To conclude, it is obvious that education and training must generate new skills to be able to respond better to the requirements of the labor markets of the knowledge societies; to be able to improve the employability and self-dependence of adults which have entered the labor market. On the one hand, providing quality basic education and prevention of early school leaving are needed to ensure that the generations that follow will have the necessary pre-requisites for lifelong learning. On the other hand, decisive action is needed to ensure that adults of today and tomorrow can continue to develop their skills and to grow both professionally and personally.

Anticipating the needs of future skills is another important step in establishing effective skills strategies. This is realized through several methods: forecasting occupational and skills profiles at various levels of disaggregation; social dialogue; labor market information systems and employment services; and analysis of the performance of training institutions, including tracer studies (Brewer, 2013, p. 5). It is particularly important to continue developing the capacities to learn, rather than to train learnings in specific technical skills. Furthermore, shorter education and training courses, related to more general, technical and core skills can help bridge the gap emerging skill needs and the provision of adequate training.

Employability is a result of the interplay of several factors: solid provision of core skills, access to education, availability of training opportunities, motivation, ability and support in taking advantage of opportunities for continuous learning, and recognition of acquired skills, which are critical for enabling workers to adapt to the changing conditions on the labor market and for enabling employers to be active partners in this process. Further coordination between different policy fields, economic and educational reforms, as well as greater cooperation between governments, educational institutions, employers and learners is needed to ensure that contemporary societies will establish solid foundations for lifelong learning and continuous development of core skills and competences of the labor force of today and tomorrow.

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4. Overview of Target Regions

4.1 Polog Region

Polog Region is one of the eight statistical regions in the Republic of Macedonia. The region is located in the northwestern part of the country, bordering Albania to the west, Kosovo to the north, Skopje Region to the east, and Southwestern Region to the south. The Polog Region consists of nine municipalities: Bogovinje, Brvenica, Gostivar, Jegunovce, Mavrovo and Rostusha, Tearce, Tetovo, Vrapchishte, and Zelino. According to the census of the population from 2002, the Polog Region had a population of 304,125 (State Statistical Office, 2005). Polog Region has a diverse ethnic structure, with Albanians accounting for 73.2% of the total population, followed by Macedonians (18.4%), Turks (5.7%), Roma (1.4%), and others (1.1%) (State Statistical Office, 2005). According to State Statistical Office (SSO) data, the Polog Region had 317,975 inhabitants in 2013, 160,024 (50.3%) of which were male, and 158,911 (49.7%) were female. Polog Region has the lowest aging index in comparison to the other seven regions.

This region encompasses the Polog valley, Mavrovo plateau, Bistra mountain range, and the valley of the Radika River. The total area of the region is 2,416km^2 or 9.7% of the territory of Republic of Macedonia. Around 15.4% of the total population live in Polog Region (according to estimates for 2013 by the State Statistical Office), making this region one of the most densely populated regions in the country, with 131.6 inhabitants per km^2. In comparison, the Southeast Region is home to 8.4% of the total population, with population density of 63.3 inhabitants per km^2.

The Polog region consists of 9 municipalities and 184 settlements, 182 of which are rural settlements, except the cities of Tetovo and Gostivar, which are regional urban centers. Given the natural resources, the region provides good opportunities for development of agriculture and livestock. Polog Regions has strong potentials for the development of rural tourism. Mountainous areas offer excellent opportunities for development of winter tourism, hunting and sports-recreational tourism.

Polog Region has one the highest rates of households – recipients of social financial benefits (30.3 per 1000 population) (State Statistical Office of the Republic of Macedonia, 2016). Concerning education, Polog Region has the lowest rate of graduated students per 1000 population, taking the last place in comparison to other regions (State Statistical Office of the Republic of Macedonia, 2016). According to the data on university graduates from the academic year 2013/2014, the Southeast Region and Polog Region have the lowest rates of graduated students(State Statistical Office of the Republic of Macedonia,

2016). More than 70% of the population in the Polog Region has low level of education, indicates that the general level of education is well below the country average, placing the Polog Region near the bottom in the comparison to other regions in the country (Programme for the Development of the Polog Region 2009-2013, 2010).

SSO estimates of the age structure of the population in Polog Region indicate that this region is one of the "youngest" in the country, with population aged 0-14 accounting for 18% of the total population in the region. This is also the region with the highest natural birthrate (Programme for the Development of the Polog Region 2009-2013, 2010). Data in Table 1 and 2 shows the trends concerning internal and external migration of the population.

Table 1. Internal migration: Emigrated citizens by statistical regions (Source: State Statistical Office).

	2010	2011	2012	2013	2014	2015
Vardar Region	395	394	503	423	398	440
East Region	339	457	489	421	456	484
Southwest Region	324	388	370	380	384	417
Southeast Region	240	274	292	259	289	324
Pelagonia Region	397	490	500	388	422	410
Polog Region	236	329	367	293	268	328
Northeast Region	332	345	393	368	357	332
Skopje Region	713	649	727	659	485	496

Table 2. International migration: Emigrants abroad by regions (Source: State Statistical Office).

	2010	2011	2012	2013	2014	2015
Republic of Macedonia	923	1143	1330	945	740	767
Vardar Region	-	-	1	-	0	1
East Region	71	88	59	54	51	40
Southwest Region	517	921	1089	588	412	420
Southeast Region	6	7	2	-	1	-
Pelagonia Region	7	-	4	-	0	-

Polog Region	289	83	161	290	273	306
Northeast Region	11	23	3	3	0	-
Skopje Region	22	21	11	10	3	-

However, Polog Region is one of the most economically underdeveloped regions in the country. This is also evident in the statistical data, which show that the Polog Region and Northeast Region have the smallest share in the GDP of the country, as well as one of the lowest GDP per capita compared to the other regions. This could indicate the existence of underdeveloped economic potentials of the industry, decrease in numbers of economically active population, or increased share of informal economic activities (Table 3).

Table 3. Gross Domestic Product, by year, Republic of Macedonia and Polog region (Source: State Statistical Office).

		Republic of Macedonia	**Polog Region**
2010	GDP in million denars	437,296	33,707 (7.7%)
	GDP per capita, in denars	212,795	107,074 (50.3%)
2011	GDP in million denars	464,187	36,056 (7.8%)
	GDP, per capita, in denars	225,493	114,113 (50.6%)
2012	GDP in million denars	466,703	34,044 (7.3%)
	GDP per capita, in denars	226,440	107,394 (47.4%)
2013	GDP in million denars	501,891	37,735 (7.5%)
	GDP per capita, in denars	243,161	118,672 (48.8%)

The most dominant industrial branches in Polog Region are the following: production of building materials, processing and production of finished wood products, food industry, processing of plastics, processing of aluminum and manufacturing of textile products. The Polog Region has a low share of available arable land (25%), compared to pastures (75%). In the sector of agriculture, the most common crops are potatoes, corn and wheat.

The main drivers of the economic development of the region are small enterprises which participated with around 66% in the overall production and account for 66% of the employment in 2006. Small enterprises are characterized with exceptionally dynamic production growth of around 58% in the period 2003-2016, when around 3,000 new jobs were created, as opposed to the decrease of around 1,500 jobs in middle and large enterprises (Programme for the Development of the Polog Region 2009-2013, 2010).

According to official data, services dominate the economy of the region, contributing to 49% of the regional production, compared to industry with 35%. However, the industrial sector is the most significant employer in the region, accounting for 50% of all employments, while the service sector participates with 40% (Programme for the Development of the Polog Region 2009-2013, 2010).

Tetovo is the commercial and the administrative center of the region. The period of transition and the processes of restructuring of the economy in the last two decades resulted in stagnation, restructuring or liquidation of large formerly socially owned enterprises (such as Teteks, Jugohrom, EDKO, Avtoprogres) and the rapid emergence and development of small and private sector initiatives (Programme for the Development of the Polog Region 2009-2013, 2010).

Data on activity rates of the working population show that the Polog Region has activity rates which are continuously below the national average. Furthermore, it shows the lowest activity rates in comparison to the other seven regions (Table 4).

Table 4. Activity rates of the population aged 15 years, national level and Polog Region, annually.

	Activity rate					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
Republic of Macedonia	56.7	56.9	56.8	56.5	57.2	57.3
Polog Region	46.1	46.7	43.9	44.5	46.6	46.1

The statistical data on activity rates in the Polog Region in the period 2009-2014 indicate that the activity rates remain continuously lower than the country average.

Table 5. Employment rates of the population aged 15 years and over, national level and Polog Region, annual.

	Employment rate					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
Republic of Macedonia	38.4	38.7	38.9	39	40.6	41.2
Polog Region	33.5	32.3	30	29.3	31	32

Table 6. Unemployment rates of the population aged 15 years and over national level and Polog Region, annual.

Unemployment rate	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**
Republic of Macedonia	32.2	32	31.4	31	29	28
Polog Region	27.3	30.8	31.8	34.2	33.6	30.7

Data on unemployment show significant differences associated with gender and place of living. This is of particular importance, especially having in mind the fact the Polog Region has a predominantly rural population (68%).Women have higher unemployment rates than men (2013-2015). Furthermore, unemployment rates are particularly high among women from rural areas, standing at almost twice the unemployment rates of men (Table 7).

Table 7. Unemployment rates by gender and place of living (town/village), by year, Republic of Macedonia and Polog Region (Source: State Statistical Office of the Republic of Macedonia, 2016).

	Republic of Macedonia	**Polog Region**
2013		
Total	29.0	33.6
Men	29.0	30.8
Women	29.0	41.2
Urban	30.6	36.0
Men	30.8	36.1
Women	30.4	35.9
Rural	26.7	32.5

Men	26.7	28.7
Women	26.6	44.5
2014		
Total	28.0	30.7
Men	27.6	27.3
Women	28.6	40.9
Urban	29.2	34.0
Men	29.0	32.7
Women	29.4	36.4
Rural	26.5	29.5
Men	26.1	25.6
Women	27.3	43.5
2015		
Total	26.1	29.6
Men	26.7	27.6
Women	25.1	35.6
Urban	26.8	32.6
Men	27.4	31.9
Women	26.0	34.1
Rural	25.2	28.1
Men	26.0	25.7
Women	23.5	36.7

Data on average net wages for the period 2013-2015 show that despite the high rates of unemployment, the cost of labor is higher in comparison to the other regions in the country, with the exception of Skopje Region (Table 8). Considering the average low levels of education among the general population and the high rates of unemployment, the high cost of labor can have a discouraging effect on the economic development of the region.

Table 8. Average net wage paid per employee in Macedonian denars, 2013-2015 (Source: State Statistical Office of the Republic of Macedonia, 2016).

	Republic of Macedonia	Vardar Region	East Region	Southwest Region	Southeast Region	Pelagonia Region	Polog Region	Northeast Region	Skopje Region
2013	21,145	16,723	15,342	19,329	16,462	19,804	20,256	16,398	24,698
2014	21,394	16,936	15,785	19,460	16,729	19,591	20,425	16,524	25,260
2015	21,906	17,402	16,728	19,670	16,946	20,222	20,620	16,848	25,861

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4.2 Southeast Region

The Southeast region is one of the eight statistical regions in the Republic of Macedonia. The region encompasses a territory of 2,741km^2. To the east it borders with Bulgaria; to the south with Greece; to the west it borders the Vardar Region, and the Eastern Region to the north (State Statistical Office of the Republic of Macedonia, 2016).

The Southeast Region consists of 10 municipalities: Bogdanci, Bosilovo, Dojran, Gevgelija, Konche, Novo Selo, Radovish, Strumica, Vasilevo, and Valandovo. According to the census of the population from 2002, the Southeast statistical region has a population of 171,416, 90.4% of which are Macedonians, 7.4% Turks, 0.7% Serbs, and 1.5% others (State Statistical Office, 2005). In 2015, according to SSO estimates, the Southeast region had a population of 173,560 (State Statistical Office of the Republic of Macedonia, 2016).

The Southeast Region covers the Strumica-Radovish basin and Gevgelija-Valandovo valley, the basin of Strumica River and the lower basin of the Vardar River (south of Demir Kapija). The total area of the Southeast region accounts to 11% of the territory of the Republic of Macedonia. The region spreads over the valleys and ranges of mountain Belasica to the south, Ograzden to the east, Plachkovica on the north, Serta and the eastern side of Kozuv Mountain. The valleys of the rivers Vardar and Strumica connect the region with neighboring Greece and Bulgaria to the south and to the east, as well as to other areas of the country (Tikvesh, Ovche Pole and others) (Programme for Development of the Southeast Region 2009-2013, 2010).

Around 46% of the arable land is in the lowland parts of the region, located at an altitude of 250 to 300m, which is of primary importance for the development of agriculture in the region. These are the areas along the rivers Vardar, Strumica, Kriva Reka and Trkanja. The remaining 52% of the land is sloping grounds, and 2% is hilly relief (Programme for Development of the Southeast Region 2009-2013, 2010).

There are 188 urban and rural settlements in the Southeast Region. The municipality of Radovish covers the largest area, but the municipality of Strumica has the largest population and Strumica is the most densely populated city in the region.

In the Republic of Macedonia in general, as well as in the Southeast Region, the past decades marked a continuous trend of internal migration. Internal migrations are mostly associated with migration to the capital Skopje. There is a trend of concentration of the population in the capital, and subsequently, a gradual process of depopulation of other regions. The process of depopulation is more pronounced in rural areas, with young people leaving in search of better living standards.

Another demographic process that needs to be highlighted is the process of population ageing. According to the data from the census of the population from 2002, the percentage of elderly population over 60 years of age, accounts for 15% of the general population (on a national level), or 303,534 seniors (State Statistical Office, 2005). This trend is expected to become more pronounced in the following years, especially affecting the regions with pronounced emigration (internal and external) (Table 1 and 2).

Table 1. Internal migration: Emigrated citizens by statistical regions (Source: State Statistical Office).

	2010	2011	2012	2013	2014	2015
Vardar Region	395	394	503	423	398	440
East Region	339	457	489	421	456	484
Southwest Region	324	388	370	380	384	417
Southeast Region	240	274	292	259	289	324
Pelagonia Region	397	490	500	388	422	410
Polog Region	236	329	367	293	268	328
Northeast Region	332	345	393	368	357	332
Skopje Region	713	649	727	659	485	496

Table 2. International migration: Emigrants abroad by regions (Source: State Statistical Office).

	2010	2011	2012	2013	2014	2015
Republic of Macedonia	923	1143	1330	945	740	767
Vardar Region	-	-	1	-	0	1
East Region	71	88	59	54	51	40
Southwest Region	517	921	1089	588	412	420
Southeast Region	6	7	2	-	1	-
Pelagonia Region	7	-	4	-	0	-
Polog Region	289	83	161	290	273	306
Northeast Region	11	23	3	3	0	-
Skopje Region	22	21	11	10	3	-

Data on level of education in the Southeast region indicate that there is strong need for investment in the education in the region. According to statistical data from 2002, only 7.3% of the population over 15 years of age had a university degree, which is the third lowest rate in the country, after Polog Region with 5.0%, and the Northeast Region with 6.7%. The situation is similar concerning the population with lower levels of education. 58.9% of the population in the region has low levels of education, placing this region near the bottom. According to data on university graduates from the academic year 2013/2014, the Southeast Region and Polog Region have the lowest rates of graduated students (State Statistical Office of the Republic of Macedonia, 2016).

The Southeast Region is one of the economically more developed regions in the country, with small businesses accounting for around 70% share in regional GDP and over 70% of total employment in the region. The most important economic sectors are textile, tobacco, agriculture, construction, hospitality and trade. Although industrial production is strong, the sectors of services, construction and agriculture are also an important contributor to the economic growth of the region. The sectors of construction, services and industry are also the largest generators of new jobs in the recent years (Programme for Development of the Southeast Region 2009-2013, 2010).

The total arable land in the Southeast region accounts for around 10% of the total arable land in the country. Vegetable production, especially early vegetables is one of the most important potentials of agriculture in the Southeast Region. Vegetable production is mostly located in Strumica and Gevgelija with approximately 52,000 hectares.

The Southeast Region is a large exporter of vegetables since its production exceeds the national needs by approximately 60%. The export of agricultural goods is dominated by five main products: tomatoes, peppers, melons, cabbages and cucumbers, which are mainly exported in neighboring countries and the member states of the EU (Programme for Development of the Southeast Region 2009-2013, 2010).

Statistical data for the period 2010-2013 show that Southeast Region accounts for 9% of national GDP. Furthermore, the comparisons of GDP per capita show that the values for the Southeast Region consistently exceed the national average (Table 3).

Table 3. Gross Domestic Product, by year, Republic of Macedonia and Southeast region (Source: State Statistical Office).

		Republic of Macedonia	Southeast Region
2010	GDP in million denars	437,296	39,161 (9.0%)
	GDP per capita, in denars	212,795	226,550 (106.5%)
2011	GDP in million denars	464,187	43,519 (9.4%)
	GDP, per capita, in denars	225,493	251,471 (111.5%)
2012	GDP in million denars	466,703	43,691 (9.4%)
	GDP per capita, in denars	226,440	252,278 (111.4%)
2013	GDP in million denars	501,891	46,211 (9.2%)
	GDP per capita, in denars	243,161	266,524 (109.6%)

The Municipality of Strumica, as an important administrative and economic center the region, has had steady economic development in the past decades. The number of new businesses in production and trade is growing, especially in the sectors of agriculture and industry, which further contribute to the development of trade, construction, and tourism and catering sectors.

There is a growing number of businesses in processing and finalization of primary agricultural produce, such as production of canned vegetables, milk processing and meat processing, fermentation of tobacco, milling, confectionery products etc. The wood industry is represented by a number of companies producing furniture, carpentry and wooden packaging. The textile industry is also present, particularly the production of yarn, confection, etc. (Programme for Development of the Southeast Region 2009-2013, 2010).

The most important sectors are the textile, tobacco, agriculture, construction, catering and trade. Although manufacturing dominates with 48% of regional GDP and 55% of employment, services, with their dynamic growth, also have a relevant share of the regional economy.

There is also an increase in the number of small businesses in the Southeast Region in the last decade. The growth ranges from 11% in agriculture to 32% in the industry. However, there is a high concentration of small businesses in the service sector, where they account for 71% of companies, followed by industry with 19% (Programme for Development of the Southeast Region 2009-2013, 2010).

The rates of activity of the working age population show oscillations, with the lowest rates recorded in 2014 (66.9) for the period 2009-2014. However, the Southeast region has consistently higher activity rates compared to the country average (Table 4). Compared to other regions in the country, Southeast Region has the highest activity rates

Table 4. Activity rates of the population aged 15 years and over in the period 2009-2014, Republic of Macedonia and Southeast Region (Source: State Statistical Office).

	Activity rate					
	2009	**2010**	**2011**	**2012**	**2013**	**2014**
Republic of Macedonia	56.7	56.9	56.8	56.5	57.2	57.3
Southeast Region	69.6	69.9	71	70.7	69.9	66.9

The employment rates in the Southeast region in the period 2009-2014 show annual oscillations, however they are regularly higher than the national average. Data comparison shows that the Southeast region continuously maintains the highest employment rates among the regions in the country (Table 5).

Table 5. Employment rates of the population aged 15 years and over in the period 2009-2014, Republic of Macedonia and Southeast Region (Source: State Statistical Office).

	2009	**2010**	**2011**	**2012**	**2013**	**2014**
Republic of Macedonia	38.4	38.7	38.9	39	40.6	41.2
Southeast Region	59.6	61.9	64.4	60.9	56.8	52.9

Subsequently, in the same period (2009-2014) the Southeast Region had unemployment rates well below the country average (Table 6).

Table 6. Unemployment rates of the population age 15 years and more in the period 2009-2014, Republic of Macedonia and Southeast Region (Source: State Statistical Office).

	2009	2010	2011	2012	2013	2014
Republic of Macedonia	32.2	32	31.4	31	29	28
Southeast Region	14.4	11.5	9.3	13.8	18.8	20.8

With regards to the gender dimension of unemployment, statistical data show that in general, there are no significant differences in unemployment rates among women and men. With few exceptions, the Southeast regions has lower unemployment rates than the country average both by gender and place of living (town/village). The main differences in unemployment rates are between the rural and urban population. The urban population traditionally has higher unemployment rates. The Southeast Region follows the trend of lower unemployment rates in rural areas, due to lower activity of the general population, resulting from their traditional involvement in agriculture. However, the statistical data show that there are no significant gender differences with regards to unemployment rates in rural areas (Table 7).

Table 7. Unemployment rates by gender and place of living (town/village), by year, Republic of Macedonia and Southeast Region (Source: State Statistical Office of the Republic of Macedonia, 2016).

	Republic of Macedonia	Southeast Region
2013		
Total	29.0	18.8
Men	29.0	17.9
Women	29.0	19.9
Urban	30.6	30.3
Men	30.8	27.8
Women	30.4	33.2
Rural	26.7	10.6
Men	26.7	10.7
Women	26.6	10.5
2014		

Total	28.0	20.8
Men	27.6	21.0
Women	28.6	20.6
Urban	29.2	31.2
Men	29.0	32.6
Women	29.4	29.5
Rural	26.5	12.4
Men	26.1	12.2
Women	27.3	12.7
2015		
Total	26.1	16.7
Men	26.7	16.2
Women	25.1	17.4
Urban	26.8	23.0
Men	27.4	23.2
Women	26.0	22.8
Rural	25.2	12.1
Men	26.0	11.4
Women	23.5	13.0

Despite lower unemployment rates and the steady economic growth, the region has been experiencing in the past decades, there is still room for improvement, especially in terms of the level of education and the skills of the workforce. Average net wages in the Southeast region indicate to a relatively low cost of labor force, together with the East and Northeast regions.

Table 8. Average net wage paid per employee in Macedonian denars, by region, 2013-2015 (Source: State Statistical Office of the Republic of Macedonia, 2016).

	Republic of Macedonia	Vardar Region	East Region	Southwest Region	Southeast Region	Pelagonia Region	Polog Region	Northeast Region	Skopje Region
2013	21,145	16,723	15,342	19,329	16,462	19,804	20,256	16,398	24,698
2014	21,394	16,936	15,785	19,460	16,729	19,591	20,425	16,524	25,260
2015	21,906	17,402	16,728	19,670	16,946	20,222	20,620	16,848	25,861

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5. Job Seeker Skills Needs in Polog and Southeast

A survey on a total of 620 respondents was conducted in Southeast and Polog regions. The survey aimed to provide an overview of the practices and attitudes of the workforce in targeted regions in the job market, the job seekers' interest in continuing education and acquiring new skills, but also their views on the regional labor market: what skills are considered important at the workplace and which job profiles are considered lacking and best paid in their regions. The results showed some regional differences, which are mainly related to the respondents' attitudes towards continuing education and professional development, with little differences on the skills deemed important and preferred.

The survey sample aimed at representative coverage of participants from both urban and rural areas. There was, in addition, an adequate representation according to the age. The survey results indicated that despite some similar trends, the respondents from the targeted regions showed several significant differences, especially in the area of education and training. These differences are not related to the average level of education of the participants, which is similar in both regions. Specifically, the responses indicated that the respondents that have finished up to 4 years of secondary education are dominant in the sample, while a quarter of the respondents have a university diploma. The low popularity of vocational education is evident in the responses of participants; more than half of the respondents in the survey do not possess any knowledge on crafts or technical skills. There were no significant differences across regions in the responses to this question (Table/Chart 7 in Statistical Annex[3]). In the Republic of Macedonia, after the process of economic and political transition, which had significant adverse effects on the country's economy, the interest in vocational education is in constant decline. Most students enroll in general secondary education, which provides more opportunities for continuing to university. Considering the strong interest in social science studies, this is a logical choice. Moreover, vocational secondary education lags behind the latest advances in technical occupations and thus fails to attract students interested in continuing their education in technical vocations.

The discrepancy between educational programs and the needs of the labor market was again evident in the respondents' responses on how they learned the particular craft/skill. It is evident that most of the respondents have learned the craft/technical skills at work, which indicates that in the target regions, the workplace is the key place for attaining the necessary skills needed at the labor market. Formal education, stated in a quarter of the responses, does not represent a primary source of training for technical skills

[3] The tables and charts are located in Chapter 7. Statistical Annex

needed at the labor market. Also, this points to the fact that only a small share of the workforce are ready-made workers, and that most of them acquire the necessary skills during work. This contributes to the discrepancy between the existing offer and demand on the labor market: while employers indicated the preference for ready-made workers, and implicitly stated their reluctance to invest in employees' professional training, the potential employees are left on their own to acquire the necessary skills in a situation where formal education does not provide an adequate response to these needs. A third of the respondents from Polog Region indicate they were self-taught, or had been trained by relatives and friends. There is also some indication that respondents from the Southeast Region have acquired the necessary skills though non-formal education, but the percentage remains low, which may be an indication of the low offer for crafts and technical skills trainings and programs in AE. Furthermore, the low interest in apprenticeship indicates that workers are less interested in investing time and efforts in this form of on-the-job training (Table/Chart 8).

Proficiency in ICT has become an unavoidable requirement in each job posting, despite the interviews with employers (small business owners in particular), which indicated that most of them do not realize the relevance of ICT for workplace productivity. On the other hand, the use of computers and Internet has become widespread in recent years, with a vast majority of the respondents confirming this fact (Table/Chart 15). The workforce in the Southeast and Polog regions uses computers on a regular basis. Small regional discrepancies were evident here as well, with somewhat higher percentage of computer users in Southeast Region. The negative correlation of the acceptance of technological innovations with the age was confirmed, with decreasing percentages of computer users among older age groups. However, the share of computer users among the oldest age group (41+) was still relatively high (Table/Chart 17). Women appear to be more adaptable to change and generally more prepared to engage in personal and professional development. According to the results from the survey, female respondents use computers more and more frequently in both regions. Compared by place of living (urban/rural communities), the share of computer users is higher in urban areas in the Southeast Region, and in rural areas in the Polog Region (Table 19). The rate of computer ownership is very high. Most of the population owns a computer. Respondent self- assessed their MS Word proficiency as high. The self-assessment of MS Excel indicates somewhat lower proficiency. Most job seekers use the Internet regularly (Tables/Charts 20-30).

Another key competence, foreign language proficiency is considered to have an important impact on the work prospects of the labor force. Foreign languages were indicated by some of the employers as a

valuable skill that is lacking among workers, particularly with regard to foreign language skills for professional use. The results from the survey indicate that more than a half of the labor force speak at least one foreign language. However, there are significant regional differences on this issue, with the Southeast Region having a significantly higher percentage of foreign language speakers (80.5%), compared to Polog Region with 32.5%. Somewhat expectedly, the percentage of foreign language speakers is much higher among the younger population, and decreases with age. This was not the only difference observed according to age. The oldest age group of respondents from the Southeast Region (41+) are much more interested in attaining key competences, since 61.7% of this group of respondents speak at least one foreign language, as opposed to 28.4% of respondents of the same age group in Polog Region. Consistently, women speak foreign languages in slightly higher percentage than men (Tables/Charts 31-34).

English is the foreign language spoken by an overwhelming majority of the population. This is consistent with the dominant offer of English language courses among AE providers in both regions. Since English is considered a necessity in the labor market, German, French, and Italian are spoken by a much smaller share of the respondents. Regional differences were observed in this case as well: while 82.8% of the respondents from the Southeast Region indicated that English is the foreign language they speak, 34% of the respondents from Polog Region indicated that they speak other foreign language. It has to be noted that most of the category “other language” accounts for on minority languages or the languages of neighboring countries. Hence, only a quarter of the respondents aged 41+ from the Polog Region speak English. The analysis of the data by gender indicates that women are more likely to speak English than men in both regions. The share of English language speakers increases with the level of education, ranging from a quarter of the job seekers who have completed primary school speaking English, up to 85% of the university graduates. However, the percentage of English language speakers in the Polog Region is lower across the spectrum (Tables/Charts 35-41).

Language proficiency is a key dimension. The majority of job seekers indicated that they are average speakers, with a quarter of the respondents from the Southeast Region indicating excellent proficiency in a foreign language. Furthermore, almost a half of the respondents indicated that they speak another foreign language.

Mastering a second foreign language is considered a new standard requirement on the labor market. In this regard, there are large regional discrepancies, with 75.6% of the respondents from Southeast Region indicating they speak a second foreign language, compared to only 22.4% of respondents from the Polog

Region. With regards to the level of proficiency, most respondents from the Southeast Region indicated an average proficiency, with 19.5% stating excellent proficiency. The situation is similar in the Polog Region, with the difference that 19.2% of the respondents indicated poor proficiency in a second foreign language (Tables/Charts 42-45).

Generally, it can be noticed that job seekers from the Southeast Region demonstrate stronger competences, and generally have higher skill levels despite the similar levels of formal education with the respondents from the Polog Region. Although computer use has become widespread, and almost all of the respondents own a computer, a quarter of the respondents from both regions self-assessed their basic ICT skills (MS Word and Excel) as low (Table/Chart 26). The relatively low share of respondents with technical skills is supported by the fact that the majority of them consider themselves better with words than with numbers (Table/Chart 46). English, as the language most commonly offered by language AE providers, is prevalent. This is the context in which the generally low foreign language competencies of job seekers from the Polog Region needs to be assessed. They are also less willing to engage in a process of education and training for acquiring work skills.

The reluctance towards continuous education, as well as the dismissal of the concept of lifelong learning and development of professional skills was evident in the responses of more than 2/3 of the respondents, which expressed disinterest in learning a work skill. Soft skills in particular are not considered learning and training priorities. Whereas around 1/2 of the respondents from the Southeast Region showed interest in attaining a new work skill, only 17.4% of the job seekers from Polog indicated such an interest (Tables/Charts 68-69). These results may be attributed to the lack of culture of training and education for professional development in the workplace, noticed in the interviews with employers as well. Since most of the respondents are already engaged in some type of work, it can be assumed that they consider their present competences as sufficient. Without the support and incentive of the employers, they are less willing to invest financial means and time into continuing education or training. Around 1/3 of the respondents are presently looking for work. Somewhat predictably, taking into account the statistical data on unemployment, the rate of unemployment is higher in Polog.

The trend of decreasing the interest and motivation for learning with age was evident among the respondents from the Southeast Region – older respondents show less interest in engaging in education and training for skills. However, a surprising finding was that the youngest group of respondents (18-29) from Polog showed the lowest interest in learning compared to all other groups. Regional discrepancies are evident in other aspects as well. In the Southeast Region the willingness to learn increases with the

attained education level; the situation is not as straightforward in Polog Region – namely, the trend is reversed among the job seekers that have completed their education. They are less likely to engage in learning as the level of their completed education rises. The only exception are the respondents that are currently enrolled at university: 1/3 of them express interest in learning a new skill (Tables/Charts 70-72).

With regards to the importance of employability skills, job seekers predominantly indicate to soft or transversal skills. More than 1/3 of the respondents singled out the ability to work with others as an important skill in the workplace. This formulation includes multiple skills mentioned by the respondents and generally applies to adaptability, teamwork, communication skills, etc.

The job seekers that participated in the survey used wide array of terms to describe the skills they deemed important (Table 1). In order to avoid repetitiveness and terminological confusion, the mentioned skills were grouped into four categories/skillsets: basic learned skills, analysis and action skills, values, ability to work with others, and personal attitudes. The skills and the derived skillsets are presented in Table 2.

Table 1. Various terms used to describe employability skills

Skill set	Described as
Competence	Intelligence, general level of education, skills - ability to do something, knowledge
Team work	Coordination, cooperation, ability work well with others
Problem solving	Problem solving
Communication skills	persuasion, presentation skills, self-presentation, ability to speak, listening to others,
Reliability	Responsibility, seriousness, trustworthiness, professionalism
Commitment	Devotion, motivation
Work ethics	Hard work, laboriousness, readiness to work,
Loyalty	Being loyal
Integrity	Honesty, sincerity, principles, respect, character
Adaptability	Flexibility, ability to adapt, tolerance
Resourcefulness	Resourcefulness
Social skills	kindness, being good with people,
Punctuality	doing things fast, doing things on time
Organization skills	Effectiveness, management skills,

Motivation	To like your job, interest, liking your work, attitude, positive attitude
Perseverance	Determination, Patience
Critical thinking	ability to analyze, ability to observe, creative thinking, creativity
Discipline	Respect for authority
Self-confidence	Self-esteem, confidence, etc.
Literacy	Ability to read well
Numeracy	Mathematics, numbers
Willingness to learn	Interest in learning, desire to learn, etc.
Pragmatism	to be pragmatic, to get by
Ambition	ibid
Initiative	ibid
Courage	ibid
Focus	Attention, concentration,
Foreign languages	
ICT	ICT, computers,

Table 2. Most common mentioned skills and skillsets.

Skillset	**Skills**
Basic learned skills	Literacy, numeracy, foreign languages, ICT
Analysis and action skills	Critical thinking, organization skills, punctuality, problem solving, competence, focus
Values	Reliability, commitment, work ethics, loyalty, integrity
Ability to work with others	Social skills, team work, adaptability, communication skills
Personal attitudes	Motivation, self-confidence, perseverance, willingness to learn, ambition, initiative, courage

Values, such as reliability, commitment, work ethics, loyalty, integrity, as well as analysis and action skills (critical thinking, organization skills, punctuality, problem solving, competence, focus) also proved important for the respondents. Personal attitudes were not considered as important, as well as basic learned skills (Table/Chart 54).

Communication skills were most commonly indicated as important by both job seekers and employers, with reliability, work ethnics and integrity, as well as team work being considered somewhat less important (Table/Chart 55). It has to be noted that in this case, communication skills are used to refer to different sets of skills – from foreign language competences, to marketing and sales skills[4]. There were no major regional differences with regards to the most important general skills for any job (Table/Chart 56). There were also no significant regional differences concerning the most often mentioned skills, with the exception of reliability, which is slightly more important in Southeast Region, and integrity, which is considered more important by respondents in Polog.

Apart from communication skills, which were almost unanimously indicated as very important for performing any job, the ability to make decisions in the workplace, problem solving in the workplace, as well as critical thinking are considered important, however somewhat less than other skills. (Tables/Charts 98-106). Job seekers in the Southeast Region also value the ability for critical thinking in the workplace. Somewhat surprising, the respondents from Polog, despite placing high value on analysis and action skills as important skills in starting and managing a business, do not consider critical thinking as a very important skill in the workplace (Table/Chart 109). This points to the fact that skills that relate to independence in the workplace, demonstrating initiative and independent thinking are not considered as important. However, the interpretation of these results should be done with care, having in mind that the respondents answer the question on which skills are most important for performing any work. Given the lack of interest among employers for these skills (and that certain jobs do not require such skills), these responses can be interpreted as appropriate to the current situation on the labor market.

With regards to skills needed to be a good business manager, job seekers indicated to analysis and action skills, as well as the ability to work with others as the most important. Some regional variations exist, with respondents from the Southeast Region considering the ability to work with others as most important, as opposed to respondents from Polog Region which singled out analysis and action skills as crucial. Personal attitudes (motivation, self-confidence, perseverance, willingness to learn, ambition, initiative, courage) were also considered important, especially by respondents aged 30-39 from Southeast Region (Tables/Charts 87-91). Interestingly, personal attitudes received greater significance only when put in correlation with entrepreneurship and management, linking this skill to senior positions in the labor

[4] Many respondents (both employers and employees) use communication skills to indicate to a wide range of skills relating to various aspects of work: communication with clients, communication with superiors and subordinates, skills for marketing and sale, even good manners and politeness.

hierarchy, without being recognized its importance for the performing of any work. This may indicate that the respondents do not see that positive personal attitudes towards work are valued by the employer, and hence their contribution to good job performance is overlooked.

Personal attitudes, analysis and actions skills, as well as money are considered the most important for starting a business. The small differences in skills priorities are again evident – while analysis and action skills are most important for the respondents in Polog Region, it is personal attitudes in Southeast Region. The possible latent skepticism of older respondents was evident, with older respondents from both regions stating money as most important for starting a business. An interesting trend was noticed in the responses from the Southeast Region: whereas money is considered the most important skill among the less educated job seekers, as the level of education rises, so does the support for personal attitudes as an important skill for starting a business (Tables/Charts 92-97).

Concerning the skills are lacking in their region, most of the responses from both regions indicated doctors, engineers, ICT developers, unqualified workers, and technicians (Table/Chart 61). Older job seekers consider medium-level technicians and unqualified workers as job profiles that are lacking (Table 64), which is expected to an extent, considering the fact that these jobs are performed mostly by older workers, with young people being less interested to invest time in low-paid jobs that require additional training (technicians). The survey results indicated that these job profiles are not recognized to the same extent by the younger job seekers. Whereas a large share of the young respondents (18-29) from Southeast Region indicated that ICT engineering is a lacking skill, none of their peers from Polog shared their opinion. Another difference based on age was the respect for technicians, which more typical of older respondents from both regions. It is the same with the appreciation of unqualified workers (Table/Chart 63). An interesting finding is the lack of interest in ICT skills among the respondents from Polog. This is particularly evident in the responses of the youngest group (18-29) who do not consider ICT skills as a lacking or financially promising (Table/Chart 63). Instead, young job seekers from Polog Region consider entrepreneurial skills as more important, stating business managers as a highly paid professions. Young people value professions which require high specialization: doctors, lawyers, ICT engineers (only among respondents from Southeast Region), etc. (Table/Chart 67). This is consistent with the trend of mass enrollment in higher education, since it is considered as a way out of manual labor and an uncertain job with low income. On the other hand, older respondents value the stability of government employment. With regards to skills job seekers would like to learn, the majority of responses from both regions indicated hair/make up, ICT, and foreign languages as preferred skills to be attained. Almost 1/2

of the respondents have undertaken activities to acquire the desired skills. Another 1/3 of the respondents indicated that they would like to attend some kind of training. Regional discrepancies are evident in this case as well, with job seekers from Southeast Region being more inclined to enroll in training compared to job seekers from Polog (Table/Chart 69). The interest in attending a training decreases with age in the Southeast Region. However, the disinclination for learning among the younger respondents from Polog Region was again confirmed here. They are the least interested to engage in education and training (Table/Chart 70). Female job seekers were more interested in taking part in training. Interest also depends on education: interest is generally increasing with education in the Southeast Region; whereas in Polog it is generally low with the exception of the population currently enrolled at university (Tables/Charts 73-79). Job seekers generally prefer attaining skills which facilitate independent work and earning – one of the most preferred skill among the respondents from both regions was hair/make up course. Other skills that were indicated included ICT and foreign languages. Younger respondents from the Southeast Region are more interested in ICT skills, whereas their peers from Polog Region in foreign languages. Hair and make-up skills are not the training of choice for the male respondents; they are predominantly interested in ICT skills and foreign languages (Tables/Charts 80-83).

With regards to views on skills which are important in the workplace, job seekers display a fair level of awareness of the importance of soft skills. However, they do not seem to consider the opportunity to attain soft skills in an education and training programme. Namely, their indicated preferences for a training course are somewhat limited to foreign languages and ICT skills. The respondents did not indicate some other technical skills as desirable either. Furthermore, the general reticence for continuing education, especially in the Polog Region, means that there is limited interest in the existing AE offer.

Whereas the responses showed some significant regional discrepancies, what repeatedly emerged from the analyses was the greater interest and involvement of female job seekers in continuous education and training. However, women limited their choices to hair/makeup courses, foreign languages and ICT skills.

Older respondents seem less prepared to engage in education and training in general, but the surprising fact was that the youngest age group of respondents from Polog Region show very little interest for acquiring new skills and competences. They also do not consider ICT skills important or ICT engineers a well- paid profession.

6. Business Sector Needs in Southeast and Polog Regions

For the purposes of the study, labor market skills need in the target regions in Macedonia were assessed, with the aim of determining the key issues and challenges. The assessment focused primarily on employability or soft skills, given the original scope of the research. However, a significant amount of data on the regional needs of technical and job-specific skills emerged during the assessment. This data was volunteered by the various categories of respondents, such as business managers, AE providers, and AE students. The fact that the data was volunteered is an additional relevant indicator of the level and intensity of need of such skills on the labor market. This data was hence recorded and, where relevant, addressed in the analysis. The view of this report is that notwithstanding the key focus of the project on key competencies, the reports of other skills needs in the target regions should be noted. To the extent permitted by the regulation governing the project, they could also be considered.

The research consisted of interviews with relevant stakeholders: employers, AE providers, as well as adult learners. Given the focus of the research, the interviews aimed to explore the particular challenges stakeholders face on the labor market, as well as the AE training provision in their respective regions, with the purpose of identifying priority areas of intervention. A total of at least 40 interviews[5] with relevant stakeholders in each of the target regions were conducted.

It has to be noted that the respondents are primarily used in thinking about skills in terms of technical and/or specific occupational skills, which is a logical reflection of the skills need in the economy. In addition, it is evident that many respondents, in particular respondents from the business sector, are not familiar with the concept of soft skills. They may be well aware of their need of soft skills, but they are not familiar with the concept and therefore express this need in different ways. This results with terminological complexity which needs to be disentangled.

One of the key conclusions that has emerged from the data is that the target groups (such as small business managers, workers, farmers, young labor market entrants, etc.) are in some cases not aware that they need certain skills or they need to develop or enhance them. The conclusion hence is that the need is preceded by the awareness, that is, the recognition of that need. Thus, in some cases the skills needs observed and indicated in the report result from the direct self-assessment of the respondents, but in some cases they result from what, in the view of this report, the respondents could not observe as needed.

[5] Interviews were conducted with 20 employers, 10 AE providers and 10 adult learners in each region.

The assessment looks into the specificities of the two target regions, but it also considers the common needs across the regions. This is relevant in view of the project objective to promote collaborative curricula development. Whereas these curricula could be adapted to regional needs and realities, some of them, or some of their components, could possibly stem from common cross-regional needs. Despite the fact that the research departed from the proposition to explore regional differences, the results strongly indicate to common needs and challenges across the regions. This is a relevant conclusion, especially concerning one key finding – that the major labor force problem for businesses in all four target regions is the inability to find labor force. This is an interesting finding, especially considering the differences in unemployment rates across these regions.

The needs observed by industries were cross-referenced with data on major regional industries. This helps to provide the needed regional dimension of certain skills needs. For example, if the need relates to "improved packaging of farming produce" and the data indicates that major crops in the Southeast region in Macedonia include tomatoes, peppers, and grapes, this helps to additionally frame the potential educational content; a potential course for farmers in the Southeast region would ideally focus on the major agricultural crops in that region.

A key finding that emerged from the research was that despite the expressed difficulties in finding workers, both Polog and Southeast regions have high unemployment rates. Additionally, activity rates of the working age population are also relatively low. This particularly applies to Polog Region, where less than half of the working age population was economically active in 2014 (economic indicators concerning Polog and Southeast regions are presented in Table 1). Women in particular, have a very high unemployment rate in Polog, which in 2014 amounted to 40.9% (State Statistical Office of the Republic of Macedonia, 2016). Both regions have relatively low-skilled workforce, whose education and retraining is somewhat hampered by the limited provision and regulation of AE.

Furthermore, the fact that there is no institution for early analysis of labor market needs represents another key need that needs to be addressed. It has to be noted that Employment Agencies (EAs) are often not equipped to do this. Labor market analysts are strongly needed. Recruitment (and temporary employment) companies do not provide this type of service in general. The situation is furtherly exacerbated by the fact that there is no system for career orientation for reducing the gap between supply and demand of skills on the labor market. What emerges as relevant finding is that career orientation is more important than ever, since there is a strong mismatch between labor supply and demand.

While there is overproduction of cadres in certain fields, employers indicate significant problems in finding labor force with specific skills. Recruitment of employees with (mid-level) technical skills has become particularly challenging. However, no respondent indicated they had a problem finding a lawyer or an economist.

There is an overwhelming sense of management frustration with the labor force. This is common for both Southeast and Polog regions. The major complaint concerns the lack of labor force, and in particular the lack of qualified labor. When asked about the challenges they face in recruitment of workers, business managers, almost without exception, start to lament about the increasing difficulty in finding workers.

The following sections present the results of the research on labor market needs in the Polog and the Southeast Region in Macedonia. The analysis is structured around the needs of specific target groups which emerged as particularly relevant during the assessment, specifically small business, young job entrants, and the rural population. The discussion also addresses a number of related skills needs issues.

6.1 Small Businesses

The process of economic restructuring of the country had an adverse effect on many economic sectors, resulting in downscaling of large state businesses in both Polog and Southeast regions. Additionally, the research findings indicate that there are relatively few multinational companies operating in the target regions (regional economic specifics of Polog and Southeast regions are presented in Table 5). Small and medium size enterprises are dominant. Although there is very little red tape, and there is a stable provision of business startup training, there is generally low interest for business startup in the target regions. The interest is somewhat higher in Polog, where it generally relates to fields with low technological orientation (research findings on entrepreneurship in Polog and Southeast regions are presented in Table 7).

In this context, a key finding of the assessment is that the issue of soft skills has particular relevance for small business. This includes enterprises starting from just a few workers (micro) to medium-size companies with over 50 workers.

The interviews with the business sector, as well as the insights from the survey (employees, job seekers), indicated that many smaller businesses do not appreciate the importance of soft skills. This assertion strongly depends on the sector they operate in. The lack of recognition of the relevance of soft skills is more present in the traditional sectors of manufacturing, which account for a significant share of the regional economy.

This is however also dependent on the level of recognition of the importance of this skillset by the management. The more “modern” or professional management displays stronger recognition of the importance of soft skills, compared to the “traditional” management. The lack of recognition of the concept among the more traditional managers is more than evident.

The recognition of the relevance of soft skills is much stronger in large companies (over 250 employees), which are also more likely to have professional managers. However, large companies which are run by traditional managers, can also display lack of awareness of soft skills. And vice versa, small companies, which have professional management (often younger) can demonstrate strong focus on soft skills. The sector is also important. Companies in financial services (such as banks) have a strong focus on direct sales to many individual clients, on communication with clients, and have advanced understanding of soft skills. The same goes for enterprises in other service areas, such as communications, marketing, ICT, etc.

Despite the many variables that determine the level of understanding of soft skills relevance at the level of individual firm, there is a clear difference in the level of need between small and large businesses. Small businesses emerge as a clear target group where the need of soft skills development is particularly strong. This conclusion is equally valid to both Southeast and Polog. Large businesses, and foreign-owned or foreign-managed businesses, usually have a systematic approach to assessing skills needs and providing training. Smaller businesses do not. A small business manager is proud to report that he has "never taken any training in sales or management" (and yet he is doing great).

It is clearly evident that small business managers in Macedonia do not have a clear concept of soft skills and their relevance to productivity and competitiveness. Whereas many managers can indeed point out the qualities (skills, attitudes, behavior) they value in a worker, it is obvious that they lack clear idea of the concept of soft skills and in particular how to develop them. This is a clear need in small business management. Most managers have not heard of the terms soft, essential, or transversal skills.

It should be borne in mind that key competence needs nonetheless vary across sectors (production, trade, services) and types of job. Not every worker is required to have advanced problem solving or communication skills. On the other hand, it appears that some competencies are equally relevant to just any job. This would for example, definitely include work ethics, reliability, and the like.

6.1.1 Training in ICT Skills

Generally, the use of ICT in the small business sector in Macedonia is fairly basic. The research indicated that many small businesses do not rely on ICT tools to improve their effectiveness and productivity.

Consistently with other areas of need, many small businesses are not aware of the benefits of ICT for the company's productivity. Micro businesses, which nonetheless account for most of the active business entities, are particularly concerned with this issue. There are numerous examples of the insufficient use of ICT:

- For example, a fairly large Macedonian company (with significant market share) producing basic foodstuffs (eggs, vegetables) has a number of sales and distribution staff in the field. The company's production is based in the Southeast region but a significant part of the market is located in the capital Skopje. The distributors find new customers, make offers, and sell the products. Some of the potential customers request official quotations in writing, on the company's letterhead. The distributors cannot produce the written offer because the company's admin department cannot supply the blank templates with the letterhead.

There are many areas where small businesses can benefit from increased use of ICT, including but not limited to: document management, communication with staff, communication with clients (web, social networks, etc.), client relationship management, project and process management, and so forth. Overall, small businesses can strongly benefit from ICT optimization of their business processes regardless of field of operation. Such optimization does not always need to involve significant ICT investment. Optimization models which involve modest investments could be particularly relevant for many small businesses. The first step would be to promote the awareness that the business can benefit from such optimization.

Related to this, smartphones offer the possibility of a digital catchup for persons without computer skills. It has been reported that micro businesses, which are usually run by older and ICT unprepared management, are not ready to adopt ICT; for example, they cannot be taught or convinced to use the email. However, their managers are willing to use the functionalities of smartphones. Some stakeholders have noted that some small businesses find it difficult to respond to emails but respond well to text messages. The opportunities could be explored for training on business use of various mobile applications, especially for managers who do not possess the standard ICT skills.

Many of the small companies in both Polog and Southeast are family-owned enterprises, which lack staff with relevant ICT skills. The survey results indicated that respondents from the Southeast region are more likely to possess basic ICT skills. They may be provided with training on some more advanced ICT skills. In addition, specific ICT training can be organized for various aspects of the work: ICT training for marketing purposes, ICT training for internal company needs, such as running inventory, communication between employees, communication with clients etc.

In the Polog region, although similar in terms of insufficient use of ICT in small enterprises, in addition to courses on specific ICT use in certain areas of operation (making a website, the company presentation through the Internet and social networks, Internet marketing), the research indicated a need for training for specific ICT skills for management and employees.

6.1.2 Management Skills

One clear need which emerges very strongly is that of management skills in small businesses. Most small business managers have no management training. Many small local businesses have emerged fairly recently, and are still run by the first generation of founders and owners. In many cases their knowledge of professional management is very basic and learned only from personal experience. Many of these small business managers do not feel they lack any management skills. They have small management departments with very few staff who are usually family members.

There is also no indication whatsoever that small businesses invest at all in management training. Apart from a few lectures or seminars organized by economic chambers, there are practically no reports of small businesses getting management training. It is, in addition, evident that there is no recognition of the need for management skills, or the culture and practice of investing in the training of management staff.

Small business managers by and large have very little knowledge of concepts in management, such as project management, team work, human resources, document management, use of ICT, and so forth. They report challenges which are clearly management issues, but there is no indication that they recognize the concept or that they have considered consulting management theory or experience. The lack of recognition of management challenges and management skills needs is widespread among small businesses. There are examples where even the most basic concepts such as sales are not sufficiently recognized:

- In one example, a family-owned business has strong expertise in the production of top of the line fire places. The expertise has been acquired in Switzerland where the founder and owner has worked in such production for a long time before returning home and transferring the know-how. However, the business has absolutely no concept of sales, likely because the founder has no experience in the area. The business employs the founders' sons who also do not engage with sales. They see themselves as managers whose job is to issue instructions. The business has no idea which are the target market segments, how to identify and approach them, and what more, it does not have a full-time sales person. In addition, the management does not recognize that sales needs to be a continuous and intensive process. This case is a clear example of the strong need of management skills in the small business sector.

Training in management skills is important due to the fact that management can encourage autonomy and decision making, something the respondents in the survey indicated was under-appreciated at the workplace. Managers indicate that it is not easy to find staff who can be relied on to autonomously deal with "complex situations", that is, to solve problems. Specific production processes can also require problem solving skills. There are situations when finding the root cause the problem requires analytical skills. It has been underscored that it is important to be able to identify the workers who have this potential and to help them develop it. However, fewer managers know to properly appreciate this competence and hence to identify it and promote its development. This indicates the need of managers across sectors to be trained in developing this skillset. Correspondingly, it points to the need of problem solving/critical thinking skills development of selected staff. The management has to provide the room and the worker needs to take the opportunity. Training for managers is needed on how to promote these competencies.

Since employment in the service sector is somewhat stronger in the Southeast region, sales in particular, training in sales should be considered. Namely, a fair share of the employers in this sector from the Southeast region indicated that employee turnover has adverse effects on the effectiveness and productivity of the sales department. Respondents indicated that it is difficult to build a good sales team in a situation of high staff turnover. Furthermore, sales of different products are different. The soft skills may be the same, but the sales person also needs to know the specific products. In some cases, companies have thousands of different products. The approach to sales also varies according to the type of client. Selling to businesses is different from selling to individuals.

What emerges as a clear indication from the interviews with managers from the restaurants and hospitality industry in the Polog region is the lack of trained personnel for this industry on account of the lack of formal high-school education in tourism and hospitality. Hence, managers report they have to take workers without formal training and provide the training themselves. In the Polog region, social skills and in particular communication skills are of particular importance in tourism and hospitality. They are generally of strong relevance in industries and jobs which require intensive communication with clients.

In addition to the social skills required, managers from the restaurants and hospitality industry indicate the strong need of staff who speak foreign languages (waiters, receptionists, maids). This is a clear indication on the need of basic language courses customized to the needs of this industry. Moreover, due to the lack of quality of formal education for these skills, additional training is needed for other skills in the field of tourism/hospitality, such as wine presentation/tasting, quality cooking, etc.

6.1.3 Recruitment Skills

An important finding related to the issue of lack of labor is related to the poor recruitment skills on behalf of managers. There are clear and abundant indications about the relevant mismatches between the expectation of employers and those of labor (for example job candidates) and managers across all of the target regions and across industries consistently complain of the lack of labor. For example, managers from hospitality/tourism in the Polog region in Macedonia have indicated that they have built hospitality facilities (such as spa centers) but could not activate them because they could not find the need staff, such as masseurs and physical therapists. Managers report that administrative and management staff is relatively easy to find, however recruitment of non-qualified workers and workers with technical skills (labor for production) is becoming increasingly hard.

There are at least two major factors which converge to this end. Firstly, there is strong outward migration. Emigration to Western countries, which has traditionally been more characteristic of the Polog region, has been intensified in both regions in recent years. This particularly applies to "brain drain", or emigration of highly educated and highly skilled workforce. Secondly, there is a lack of competitiveness which forces employers to offers salaries which are below the expectations of workers. The latter is reinforced by the former. The possibility of migration and finding a much better paid job abroad, raises the expectations of the labor force.

While finding workers with medium technical skills is not impossible, it is getting increasingly difficult. Furthermore, staff retention remains a problem. Workers who possess skills that are deficient will likely emigrate abroad in search of better pay. The dominant orientation of young people towards studies in social sciences and the lack of provision of vocational education contribute to the problem. However, none of representatives from business sector from both regions volunteered the idea of import of workers as a possible solution to the problem (Table 2).

Furthermore, many managers rely on several established methods (in most cases they use job advertisements, or rely on personal contacts) in recruitment of workers, which no longer give the desired effect. Managers did not express the need for development of apprenticeship programs, as another way of recruiting and training of workers. In both Polog and Southeast regions, the lack of this awareness is obvious. While large companies are better prepared to address this challenge, many smaller companies are not ready to accept the new reality. The low level of competitiveness and poor pay are also prohibitive factors. This points to an evident need of training in recruitment**.**

The first step would obviously be to promote the awareness among small business managers that there is always something to learn. In the case of Southeast region, where unemployment is somewhat lower and below the national average, employers are faced with problems in finding adequate staff in the face of rising migration of young workers from this region. Training in recruitment can help managers find and attract the needed workforce, in conditions of poorer supply of available workforce on the regional labor market.

Considering that in Polog region there is intensified process of emigration, training in recruitment is of particular interest of business managers. Having in mind that available workforce is somewhat more available, it has to be mentioned that generally it has relatively lower qualifications, therefore training sessions should be supplemented with training for professional development and human resources.

6.1.4 Investment in Worker Training

Another aspect of the problem with skills mismatch on the regional labor markets is the lack of investment in professional development and training, from both employers and employees. Overall, small business managers consider training of employees as a serious investment. They want ready-made workers. This is a specific dimension of the divergent expectations of managers and workers, especially young workers. Whereas managers want fully prepared workers and are reluctant to invest in training, especially structured, not on-the-job training, young workers expect to be paid, to have a salary, while getting trained. Raising the awareness of small business managers about the importance of investing in training appears to be a critical need.

There are a many specific jobs for which there is no training and technical skills for which can only be learned on the job. This for example is the case with almost all the companies with a specific production process. This implies that companies must be involved in training delivery. It also indicates that on many specific training needs there cannot be an official, certified training**.** One example refers to waste management and recycling, which have emerged as industries with growth potential over the past decade. The number of businesses in various segments of waste recycling has grown as well as the number of workers in these businesses. Many of these companies in Macedonia are only just emerging in response to the expanding market opportunity. They lack skills on specific aspects of waste processing as well as business modeling and marketing. In addition to businesses which are directly involved in waste recycling, many other businesses which produce a considerable amount of waste, need training on how to use waste in more productive ways. There are obvious skills needs which concern both businesses which process waste as well as businesses which create it.

6.2 Young Job Entrants

The problem with the lack of competences and skills among young job entrants was expressed as a concern by managers in both regions. The inflation in higher education increased the number of highly educated workers, with managers expressing growing skepticism towards their qualifications. This is furtherly exacerbated by the lack of provision and quality in the development of skills through on-the-job training forms, such as apprenticeships. Business managers consistently report that it is difficult to work with young workers without previous work experience.

Consequently, one key finding of the research regarding young job entrants is that practical experience for young persons is an important area of need. There is both lack of interest and motivation on behalf of young people, as well as lack of traineeship practices in the educational system.

Many young people do not have interest in traineeships. This is the case even where formal education (secondary or tertiary) mandatorily requires practical work for young persons. Managers in Macedonia have emphasized that young people only show up to collect the signature they need for their studies. However, while mandatory apprenticeships during studies worked well in the past, today there is evidence of lack of cooperation between universities and the business sector on this issue (research findings on education factors in Polog and Southeast regions are presented in Table 3). Students are often left on their own in finding a company for completing their apprenticeship obligation. On the other hand, many companies do not have the conditions or preparation to accommodate these needs.

With managers reporting lack of work competencies and skills from the available workforce, it is important for young people to get the initial work experience during their studies. This is expected to help them in the school to work transition (SWT). This is accepted as common knowledge and yet it is not practiced. It is not accepted by most young people.

The key area of need is to promote the interest of young people in practical work. There are two aspects of this issue. First, the attitude of young people towards practical work during studies, and second, their attitude after having completed their studies and when they are looking for work. In this second phase, the issue relates to the mismatch of expectations. Whereas managers want a prepared worker before they offer pay, young job entrants refuse to work without pay.

6.2.1 The Importance of Life-long Learning

Managers indicate that the willingness to learn is a key competence that they particularly appreciate in their staff. The argument is common and it is further emphasized with the elaboration that willingness to

learn is for them more important than the current stock of skills the workers possesses. This insight is consistent with major arguments in the theoretical and policy discussion on life-long learning. However, there is no indication that the majority of young or mid-career workers are aware this need, which is relevant for employers and workers alike, or that they act in response to this need.

This implies the need of promoting awareness about the relevance of lifelong learning. In addition to simply promoting this as a general concept, the options could be explored for short industry or cross-industry custom courses on new skills needs.

6.2.2 Training for work skills

The problem of finding young and competent workforce is further complicated by the fact that over the past period Macedonia has experienced a trend of rapid increase of enrollment in higher education. The factors underpinning this trend have been the expansion of private provision of higher education (private universities) and government policies for encouraging enrollment in public universities. This has been obviously paralleled by declining criteria for quality in higher education. This is a broad topic and its systematic treatment is beyond the scope and the interest of this report. However, this trend represents a sort of "inflation in higher education" with potential negative consequences over the long-term. One obvious effect is the increasing mismatch between labor supply and demand. Young people are increasingly oriented in studies in social sciences, and the interest in technical education (except ICT) is low. The small number of graduates from technical professions, on the other hand, are prone to migration, due to better job prospects abroad. The small provision of formal vocational education and the underdeveloped AE sector contribute to the issue (Table 3). Thus, the education and recruitment of technically skilled workforce remains a key problem.

This finding emerges strongly from the interviews with the business sector both Polog and Southeast regions. Most of the business managers feel that there is an oversupply of young economists and lawyers whereas at the same time there is critical deficit of mechanics, metal workers, CNC operators, welders, electricians, and so forth. Most of the business managers in Macedonia proponed this view, and what more they volunteered it. It is obvious that the inability to find labor with the needed technical skills is a critical concern of the business sector.

Managers also emphasized the fact that the workers who have such skills are usually older, some are near retiring, and that it is not possible to find young workers with such skills. Hence, they indicate that once the older generation retires, businesses might have to close due to the lack of skilled workers.

There are clear indications, consistent with the market logic, that the price of workers with technical skills, such as welders, metal workers, etc., has been rising. Some managers reported that they have been paying wages which are around 4 times the average wage for experienced workers, but that they could not keep them. One manager reported that an Italian partner literally "snatched" his good metal worker.

The conclusion is that this trend, which at present shows no indications of changing, will over the midterm create significant effects on the labor market. It can be expected that the price of some of the lacking skills will significantly increase, whereas on the other hand the oversupply of some skills profiles will not just reduce their price, but it will significantly diminish their chances for productive employment. This phenomenon is already obvious and it can only further sharpen in the future. It should be noted that such a significant mismatch could not be balanced by the market alone, especially not in conditions of strong outward migration.

While statistical data for both Southeast and Polog regions show that these regions are not at the top according to the educational attainment of the workforce, the results of the survey indicated that the respondents from Southeast region have generally been more proactive concerning additional education and work skills. There is general awareness of some basic work competences, such as proficiency in foreign languages and ICT skills. These skills can be supplemented with training in other foreign languages, which was indicated by managers as a particular need, as well as management and entrepreneurship skills.

In the case of Polog region, despite the fact that the region is home to two universities, the rise in educational attainment of the labor force has been relatively modest. In addition, this comes at a time when there are serious concerns about the quality of the services provided by higher education institutions in the country.

Given these facts, it can be concluded that the provision of retraining programs or training for specific technical skills can direct part of the labor force to respond better to the needs of the regional labor market. Of course, very low interest among young workers in this region for further education needs to be taken into account.

6.2.3 Career orientation

This indicates to a clear need of career orientation work. At present in Macedonia there is very small supply of career orientation education. Apart from sporadic, ad-hoc efforts by few CSOs, there is neither career orientation nor recognition of its importance. Young people are exposed to strong stereotypes about the desirability of white-collar jobs as opposed to blue-collar ones. This goes in hand with the total

lack of criteria for enrollment in higher education (universities compete for students) and to a large extent, for graduation. Career education is obviously a critical need. Courses which would rely on sound data for the labor supply and demand of specific profiles, are obviously a relevant need on the market.

Career orientation is not present in the system of formal education. Furthermore, the research results showed evident discrepancies in the demand and offer of skills on the labor market. While university educated administrative staff is relatively easy to find in both Polog and Southeast regions, the shortage of workforce with technical competencies is expected to become more pronounced.

Since it is unlikely that the market can successfully absorb the large supply of workforce with competences in the field of social sciences, it may be expected that the possible increase in wages for technical occupations can increase the interest of retraining among the workforce. Furthermore, the provision of training for some technical skills, in addition to the already acquired skills in the formal education system, can result in an increase in the employability of these people.

6.3 Older Workers

The lack of motivation for engaging in professional development among young job entrants was also observed among older workers. Having in mind that job positions requiring technical skills are mainly occupied by older workers, as well as their stronger soft skills needs indicate that this lack of interest needs to be overcome.

The common assumptions concerning older workforce mainly relate to their lag in skills development and difficulties in adapting to new technologies and working methods. Namely, older workers are perceived as more reluctant to learn new ways of working, and to accept new technology in the workplace. The assertion that older workers find it more difficult to adapt was confirmed in the research results. The large majority of business managers agree that it is more difficult to have older workers adapt, to accept new ways of doing things. On the other hand, there is a clear indication that many businesses rely on older workers for different technical jobs, such as electricians, metal workers, welders, CNC operators, textile workers, etc. The average age of workers in some sectors, for example textile factories is very high (research findings on worker age in specific occupations in Polog and Southeast regions are presented in Table 6). Textile companies report a serious problem finding young people willing to do the job. There is strong evidence that the retiring of the older workers with technical skills, will represent a relevant challenge for businesses in need of such skills. As in the case of young workforce, older workforce is also in need of accepting the concept of lifelong learning. There is a clear need of training related to adaptation,

change management, lifelong learning. Such training could be adjusted to the specific needs of sectors, regions, workers of different age, etc.

While emigration primarily concerns younger workers, many companies are left with older workers. These workers are less likely to have some basic competences, for example ICT skills. One particular target group of interest can be workers in their 40s or early 50s who have poorer ICT skills. ICT training can have relevant positive effect on their productivity and adaptability, when refusal for additional learning and training is initially overcome.

While the level of basic competences is generally lower among older workers in both regions, there is a particular concern related to the disinterest for learning among older workers from Polog region. According to the findings in the survey, these workers also have lower proficiency in several basic skills (languages, ICT), compared to the respondents from the Southeast. Despite the fact that some occupations do not specifically require these skills, this finding is important because it can indicate rejection of any innovation in the process of work. Providing incentives for learning through small bonuses or other benefits may result in somewhat increased motivation on behalf of this group of workers.

6.4 Rural Population

Given the large share of agriculture in the regional economy in both Polog and Southeast, and the size of the regional population living in rural areas and/or involved in farming, the assessment collected significant data on skills needs of relevance to rural development. Some of these needs are directly relevant to agricultural production, others to agricultural marketing, yet others are of broader relevance to rural development.

6.4.1 Online Training in Agriculture and Farming

One aspect of intervention in the Southeast region in Macedonia is related to stakeholders' indication of the strong need of agriculture training for farmers. Farming, especially in Polog region is small-scale, subsistence farming, and farming practices are generally learned within the family. Many farmers from both regions lack basic knowledge in agriculture. This applies both to means for improving the quantity and quality of yields and the use of a chemical in agriculture. Research findings indicate a strong lack of AE offer in this sphere, thus many farmers rely on the advice of other colleagues or search for information from alternative sources.

Similarly, farmers in the Polog region have indicated that they often look for information on the Internet, for example on how to sow certain crops, for example wheat, specific information on fertilization, etc.

They note that they have to look for information on Serbian, Croatian, or Albanian chats and forums since there is very little to no content in Macedonian, given the small size of the country. The situation was similar among farmers from the Southeast region. This is indicative first of the fact that they do not have access to expert assistance from the institutions, and second, that there is no training on the matter available. This is a clearly indicated need. Furthermore, the finding provides a consideration of the possible training format that could be of use to farmers, in particular younger farmers, which is online training or webinar.

It is evident that younger farmers who use the Internet engage in extensive searches (they have indicated chat forums in the neighboring countries whose languages they understand) of the content they need. They could benefit greatly from quality education provided online, through a combination of written content, lectures (both live and recorded and posted online) and customized advice, could be of relevance.

6.4.2 Training in Project Management

Farmers and AE providers alike indicate to the need of education on EU funding for agriculture, as well as related government regulation and subsidy programs. The EU program for rural development, IPARD, has been open for the country for 7 years, and it is still considered as relatively new. Farmers indicate they do not have sufficient information on how to access it. The program comes with complicated regulation and cumbersome paperwork. It is a fact that the rate of absorption of IPARD funds is small.

In addition, the past 8 years have seen an expansion of government subsidy programs for agriculture. The access to these funds is considered much easier, compared to IPARD, however education is still needed by farmers in order to utilize them most effectively. The need for AE programs in this field has been clearly indicated. Education and information on these programs has indeed been available over the past years. There are government agencies which are in charge of providing advice and technical assistance. Private organizations, such as consultancies and CSOs, have stepped in with assistance and education programs. However, evidently, more such programs are needed.

6.4.3 Training in Rural Tourism Development

Moreover, rural tourism has received increasing attention in recent years. Reportedly, the industry has grown somewhat, and new facilities and services have been developed. Government on both national and local level has showed interest in promoting rural tourism, which has resulted with a number of policy and strategic documents. The IPARD program has a component for development of rural tourism.

Respondents have indicated rural tourism, in particular rural tourism development and management as a relevant educational need. At present there is little systematic education on rural tourism. There are ad-hoc trainings and seminars on the issue, however they are often not directly aimed at providers of services in rural tourism. There is need of easily accessible education which will be provided on systematic basis and as close to the beneficiaries as possible.

The data show that both Polog and Southeast regions have potentials for development of rural tourism. These potentials, however, are not sufficiently exploited. While in Polog region, there are significant potentials for development of rural and winter tourism, there is a strong need for training in this sphere. This can be complemented with training in project management, with the purpose of expanding the potentials for development, through the use of available domestic and foreign funding.

Southeast region has been experiencing growth in this sphere, but further efforts are needed in order to strengthen the provision, especially considering that in the recent years the region receives significant influx of tourists from the neighboring countries. Bearing in mind that the price of products and services in the Southeast is significantly lower than in the neighboring countries, there is potential for development of the region's tourism potentials. In this context, apart from rural tourism, it is necessary to explore the additional potential for other types of tourism (health tourism, spa centers, etc.), and provide training in these branches.

6.4.4 Training in Organic Farming and Production of Organic Food

Closely related to the topic of rural tourism, and of growing interest to farmers and food producers is the organic farming and organic food production. Reportedly, there is at present no adult education curricula on organic farming and food production in Macedonia. The topic is included in formal education curricula at high-school and university level, but there is no systematic provision of such programs for adults, despite the increased number of seminars or short trainings. At the same time, it is a fact that the market for organic products in the country has been growing and that consumers are increasingly interested in organic food.

Furthermore, it has been indicated that there are relevant skills needs in the areas such as honey production (bee keeping), growing of mushrooms, wild mushroom foraging, tea and herb foraging, as well as forest fruits marketing. All of these trades fall within the broader field of rural development and they provide subsistence for thousands of rural households, both in the Southeast and the Polog region. Skills development is based on individual enthusiasm and peer exchange. In the words of one respondent, bee

keepers depend on the "unselfish help from colleagues". Associations, both formal and informal, of peers have also served to exchange knowledge. In all of these and related livelihoods, learning is completely unstructured and left to the individual. The potential and the benefit from their development is however significant.

Both regions could benefit greatly from provision of training in organic farming and production of organic food, considering the limited development of this segment in Macedonia. This particularly applies to Polog region, which does not have the same volume of production of agricultural good as the Southeast (due to number of reasons which are beyond the scope of this paper), but can benefit from specialization in certain types of agriculture, such as developing organic production of agricultural products.

6.4.5 Training in marketing of farming produce

Individual farmers in both regions in Macedonia have indicated challenges related to selling of their produce. For individual farmers, the common mode of selling their produce is to intermediaries. Respondents have repeatedly noted that intermediaries are well-organized to keep the prices low. Farmers are completely dependent on intermediaries for the sale of their produce. Besides selling to intermediaries, farmers can offer their produce on the local market, by selling it to markets, or food-processing businesses. In conclusion, it is clear that first, farmers have a relevant need of knowledge on marketing of farming produce. Second, farmers, particularly in Macedonia, need basic knowledge on developing and managing cooperatives, as associations which would protect their interests. A few of the interviewed farmers have indicated this as a relevant need.

Another related aspect concerns farmers who grow produce which can be sold on local markets, retail, or which needs to be packaged, and have the need of developing better packaging of their produce (for example, honey, forest fruits, strawberries, almonds, etc.) as well as its branding (labels, etc.). This is not to imply that each individual farmer needs to learn how to produce packaging, which is clearly not feasible. But the knowledge and expertise on producing cost-efficient, yet fair quality packaging for the needs of individual farmers, needs to be disseminated in the rural areas. Furthermore, consistent with the logic that awareness precedes need, only few farmers are actually aware that packaging can significantly improve the marketing of their produce. Hence what is needed prior to or in combination with the know-how on packaging, is the education on why is packing and branding important.

Despite the fact that many farmers in the Southeast region have provided placement of their products in domestic or foreign markets, this type of training can affect expansion in existing markets and opening opportunities for placement of new products.

Livestock breeding and livestock products are also a potential in Polog region, since there are no preconditions for intensive agricultural production. However, Polog region is known for the production of several recognizable agricultural products like Tetovo beans, Tetovo apple, white cheese and yellow cheese. Proper marketing and branding can increase their visibility on domestic and regional markets.

6.5 The Market for Adult Education

The wide variety of adult education in Macedonia is delivered by private adult education providers, including private companies and other organizations (such as the Open Civic Universities for Lifelong Learning). Most of the market for adult learning accounts for on foreign languages and ICT. There is fairly significant provision of private tutoring, mostly for students in primary and secondary school. Market demand is most stable for foreign languages and ICT. Certain regulatory changes can have effect on the market and can significantly influence demand. For example, the recent regulation which requires civil servants to have certificates for ICT courses or to have TOEFL, has increased the demand for specific certified courses. Regulation changes in the field of education, such as the new external exams, or the previously introduced graduation exams, have also created a market for related preparation courses. According to adult education (AE) providers, most of the market accounts for on children and young persons. There are very few older adults in AE courses. Young people are mostly interested in languages, since, according to providers, most of them have good ICT skills.

In the foreign language AE market, which is easily the largest share of the market overall, younger students enroll in general language courses, whereas young adults usually enroll in specialized English courses such as business or legal English. Apart from English, which is prevalent in the offer for foreign languages, there is a strong interest for courses in Greek in the Southeast region, and specifically in some parts of the region, on account of the growing gambling industry which primarily serves guests from Greece. Many other industries also generate most of their revenue from services to Greek citizens. Some AE providers from the Southeast region reported that for a period of time several years ago “the demand for courses in Greek language exploded”.

Migration is also a factor which shapes the market. Providers report that many prospective migrants enroll in order to get the certificates they would need for the visa or residence relate paperwork. This often

includes the certificate proving the knowledge of the language of the destination country. In some cases, prospective migrants are also interested in the knowledge of the language itself. While most of the AE providers do not offer formally recognized certificates, apart from some language courses (the Goethe Institute for German language), AE in the country remains largely unregulated. The lack of programmes with formally validated competences explain the still relatively low interest in AE, even among young adults that are planning to leave the country in search of better working prospect abroad (adult education specifics in Polog and Southeast regions are presented in Table 4).

Technical adult education is mostly delivered by companies which work in a related area. For example, welding companies organize welding courses, auto mechanic service companies organize courses in their area; textile companies deliver adult education in their field. The general impression - as this issue is not a central interest of this assessment - is that these companies are primarily motivated by the need to develop the skills they need for their own production. Most companies develop their own staff and do deliver training for their staff in-house. Some companies have gone a step further and they have accredited the courses and have offered them to the broader market.

According to AE providers, there is very little interest in social or soft skills courses such as communication, team work, project management. Whereas some AE providers suggest that there is increasing interest in such AE, most agree that there are no clients who would be willing to pay for such courses, in either the Polog or Southeast region. This argument is corroborated by review of the course offer which does not feature such courses. Some respondents volunteered the information that an AE provider in Tetovo offered a free of charge project management course and that there were no candidates. This is a sufficient indication that the market is not interested in these soft skills. In addition, it can be concluded that there is consistency between the views of employers and the views of AE students on this issue. Neither recognizes the need for development of these skillsets. The market for this type of education is thus yet to emerge. However, it should be noted that some AE programs of this kind do exist. They are usually delivered for free within projects implemented by CSOs. These would mostly be projects in the field of employment promotion, or business development, and they would include issues such as business communication, leadership, career orientation, and so forth (research findings on the demand for soft skills training in Polog and Southeast regions are presented in Table 8).

AE providers agree that there is sufficient provision of language and ICT courses on the market and that what is lacking are courses in the additional soft skills or key competencies. Furthermore, the soft skills can be promoted as stronger components in vocational courses. They share the view that the labor market

lacks such skills. They indicate to the need of business communication skills for young job entrants, as well as more experienced workers, the need of general HR management skills of business managers, to be able to recognize and assess such soft skills.

Table 1. Basic indicators for Polog and Southeast regions.

	Polog Region (Macedonia)	**Southeast Region (Macedonia)**
Population in 2015	**319,916**	**173,560**
Urban	57.1%	57.1%
Rural	42.9%	42.9%
Activity rate, 2014	46.1%	66.9%
Unemployment rate, 2014, %	30.7	20.8
Men	27.3	21.0
Women	40.9	20.6
Average net wage per employee, 2014	20,425 MKD	16,729 MKD
	332 EUR	**272 EUR**
Share of employed persons by selected sectors, 2014	**Macedonia (national level)**	
Agriculture, forestry and fishing	(18.5%)	
Manufacturing	(19.3%)	
Construction	(7.0%)	
Wholesale and retail trade	(13.5%)	
Transportation and storage	(5.6%)	
Accommodation and food service activities	(3.6%)	
Education	(5.8%)	

Table 2. Availability of labor in Polog and Southeast regions.

	Polog	**Southeast**
Finding nonqualified labor	Difficult (medium-high; depending on sector)	Difficult (medium-high; depending on sector)
Finding labor (medium technical skills)	Difficult (medium)	Difficult (medium)
Finding qualified labor (engineers; general)	Difficult (high)	Difficult (high)
Finding qualified labor (social sciences)	Not difficult	Not difficult
Finding labor for production vs. admin/management	Production – difficult; A/M - easy	Production – difficult; A/M - easy
Idea for import of workers	Not expressed	Not expressed

Table 3. Education factors in Polog and Southeast regions.

	Polog	**Southeast**
Inflation in university education (overproduction of university diplomas combined with decline of quality standards)	Very strong present trend	Strong present trend
Availability of vocational training	Reported lack of schools/workers with relevant skills	Reported lack of schools/workers with relevant skills
Quality of formal vocational training	Managers complain that schools only teach theory; that workers do not have the skills	Managers complain that schools only teach theory; that workers do not have the skills
Availability of AE vocational training	The system is not well-developed	The system is not well-developed
Mandatory apprenticeship during studies	Worked well in the past; at present only done formally	Worked well in the past; at present only done formally
University-business cooperation on apprenticeships	Little evidence of such practice.	Little evidence of such practice

Table 4. Adult education specifics in Polog and Southeast regions.

	Polog	**Southeast**
AE training certificate	Some diplomas (Goethe Institute for German language, etc.) recognized in some EU countries. Needed for migration.	Some diplomas (Goethe Institute for German language, etc.) recognized in some EU countries. Needed for migration.
AE training certificate	Not needed/or it is much easier to obtain the certificate	Not needed/or it is much easier to obtain the certificate
AE regulation	Absence of standards in delivery of vocational training for adults	Absence of standards in delivery of vocational training for adults
Cooperation between AE providers and Employment agencies	No evidence	No evidence
Cooperation between AE providers and businesses	Very little-to no evidence	Very little-to no evidence

Table 5. Regional economic specifics in Polog and Southeast regions.

	Polog	**Southeast**
Presence of large multinationals	Very few foreign companies.	Very few foreign companies.
Local large industries	Very few	Very few
Construction	There is evidence of construction boom. Requires significant unqualified labor.	No evidence of construction boom. There is increased construction. There is evidence of increased demand for operators of machines used in construction.
Tourism and hospitality	Medium	Medium
ICT industry	Not strong-very few ICT companies	Not strong

Table 6. Worker age in specific occupations in Polog and Southeast regions.

	Polog	**Southeast**
Worker age/tech vs. admin jobs	Younger staff in admin and management jobs; older staff in technical jobs	Younger staff in admin and management jobs; older staff in technical jobs
Worker age/by sector Textiles	Older workers/ young people have no interest	Older workers/ young people have no interest
Worker age/ mid-level tech jobs (welder, CNC operator, mechanic, electrician)	Older workers/ young people have no interest	Older workers/ young people have no interest

Table 7. Entrepreneurship in Polog and Southeast regions.

	Polog	**Southeast**
Business startup	Low-medium interest in startup, usually in low-tech fields	Low interest in business startup
Business startup/red tape	Business startup involves very little red tape.	Business startup involves very little red tape.
Business startup training	Available. Strong supply financed by donor projects.	Available. Strong supply financed by donor projects.

Table 8. Demand for soft skills training in Polog and Southeast regions.

	Polog	**Southeast**
Interest in soft skills training	No interest in paid classes in soft skills. There is interest if the classes are free.	No interest in paid classes in soft skills. There is interest if the classes are free.
Offer of soft skills training by AEs	Limited to none. Exists only if financed by projects.	Limited to none. Exists only if financed by projects.
Interest in foreign language classes	Medium interest.	Medium interest.
Interest in ICT classes	Medium-Low	Medium-Low
Availability of supply-based AE training	Significant amount of supply-based training, offered for free and usually financed by donor projects, available.	Significant amount of supply-based training, offered for free and usually financed by donor projects, available.
Career orientation (recognition)	There is no clear idea of the concept of career orientation.	There is no clear idea of the concept of career orientation.

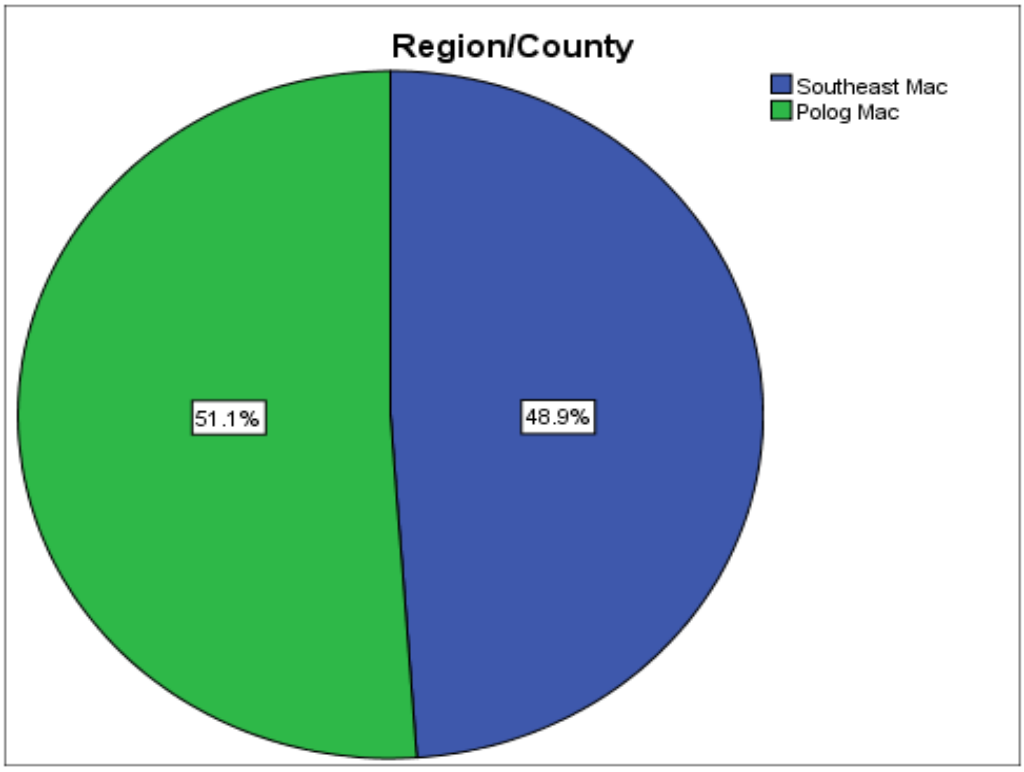
Bibliography

State Statistical Office of the Republic of Macedonia. (2016). *Regions of the Republic of Macedonia 2016: Regional Yearbook.* Skopje: State Statistical Office of the Republic of Macedonia.

7. Statistical Annex

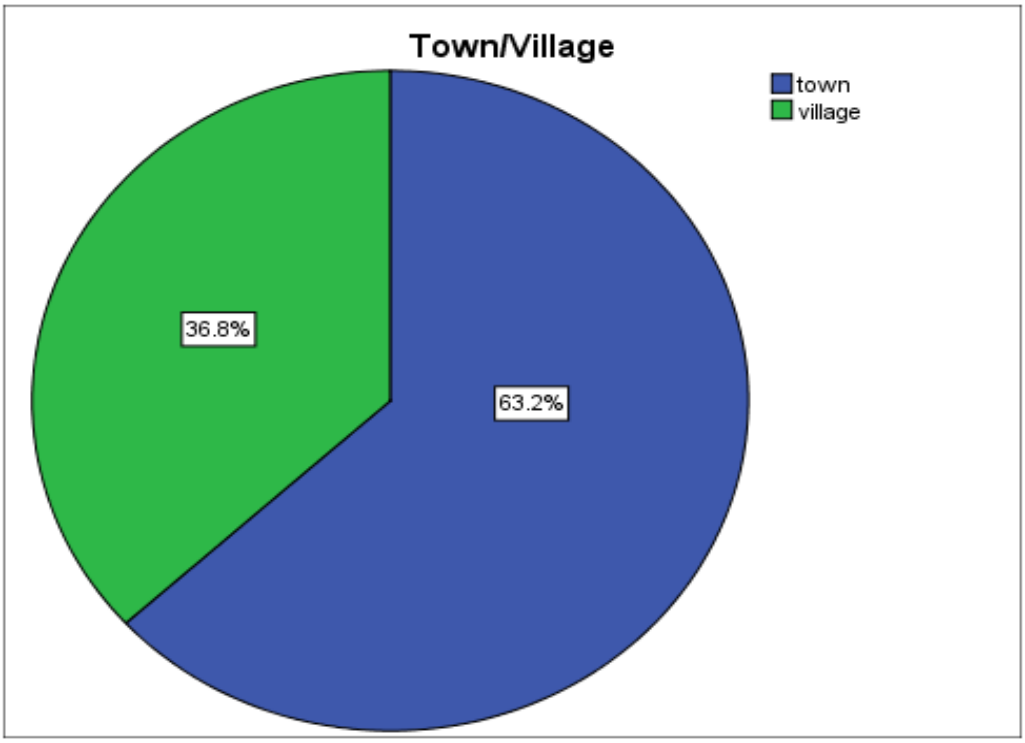
Tab/Chart 1. Region/County

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Southeast Mac	303	48.9	48.9	48.9
	Polog Mac	317	51.1	51.1	100.0
	Total	620	100.0	100.0	



Tab/Chart 2. Town/Village

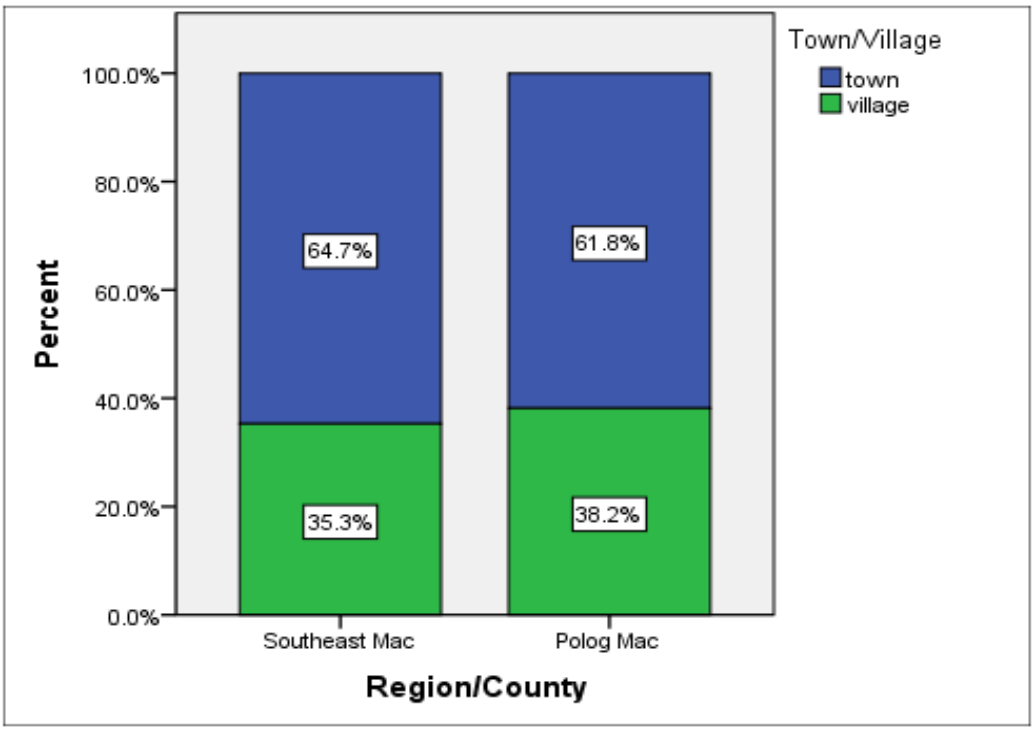
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	town	392	63.2	63.2	63.2
	village	228	36.8	36.8	100.0
	Total	620	100.0	100.0	



Tab/Chart 3. Town/Village * Region/County Crosstabulation

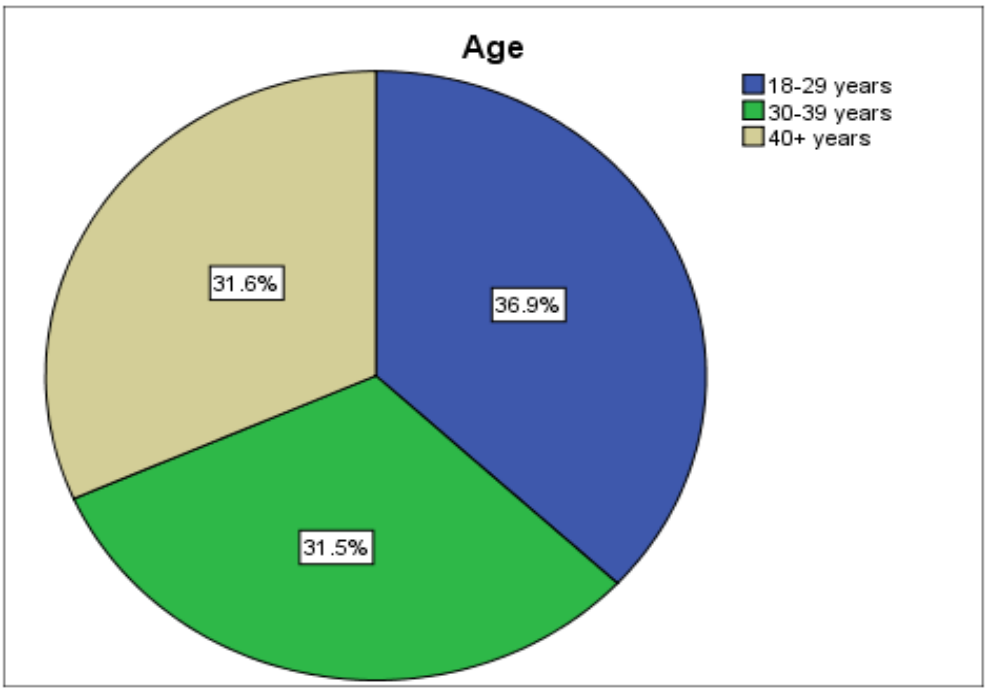
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Town/Village	town	64.7%	61.8%	63.2%
	village	35.3%	38.2%	36.8%
Total		100.0%	100.0%	100.0%



Tab/Chart 4. Respondent Age

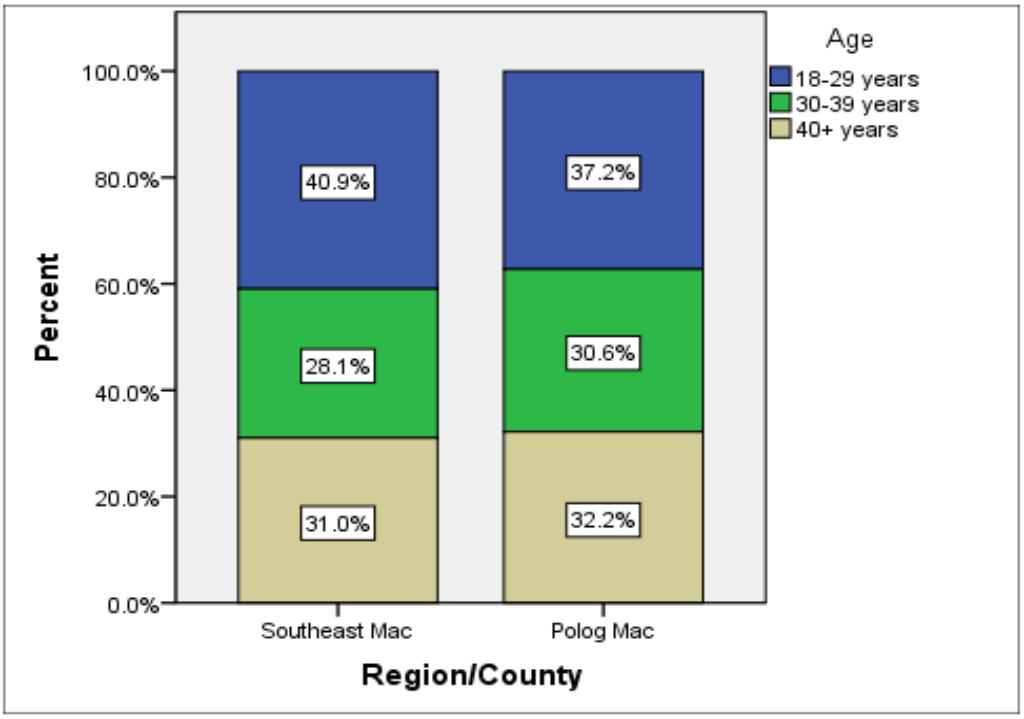
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-29 years	229	36.9	36.9	36.9
	30-39 years	195	31.5	31.5	68.4
	40+ years	196	31.6	31.6	100.0
	Total	620	100.0	100.0	



Tab/Chart 5. Age * Region/County Crosstabulation

% within Region/County

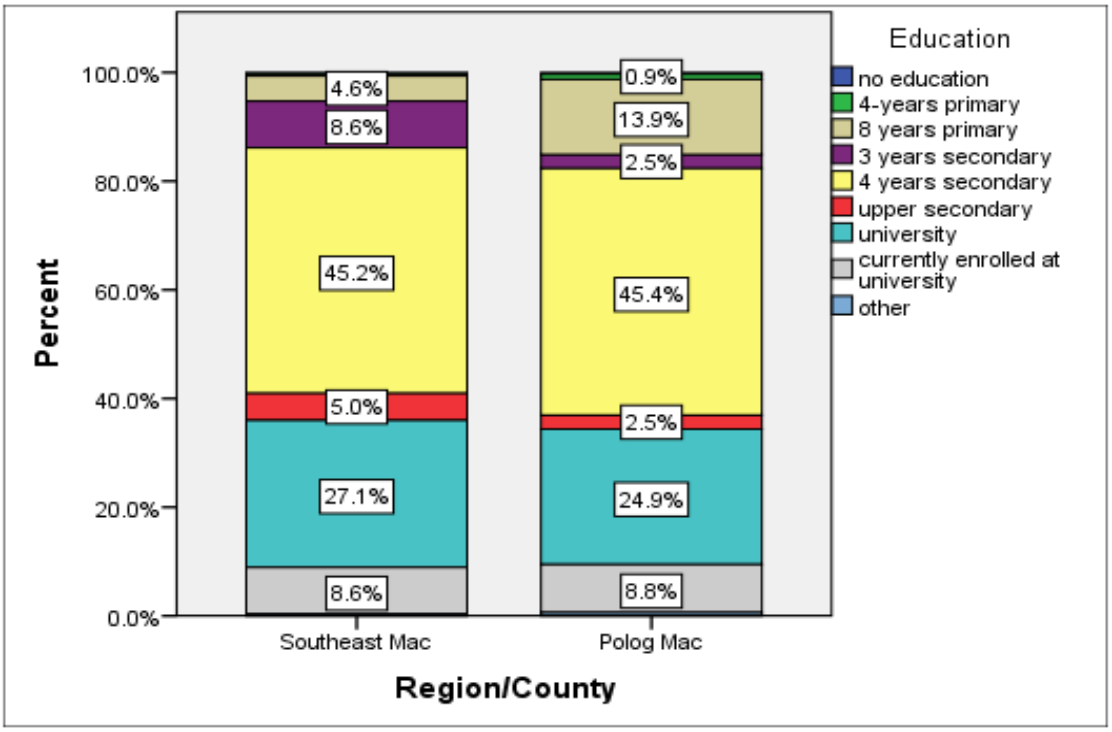
		Region/County		
		Southeast Mac	Polog Mac	Total
Age	18-29 years	40.9%	37.2%	39.0%
	30-39 years	28.1%	30.6%	29.4%
	40+ years	31.0%	32.2%	31.6%
Total		100.0%	100.0%	100.0%



Tab/Chart 6. Education * Region/County Crosstabulation

% within Region/County

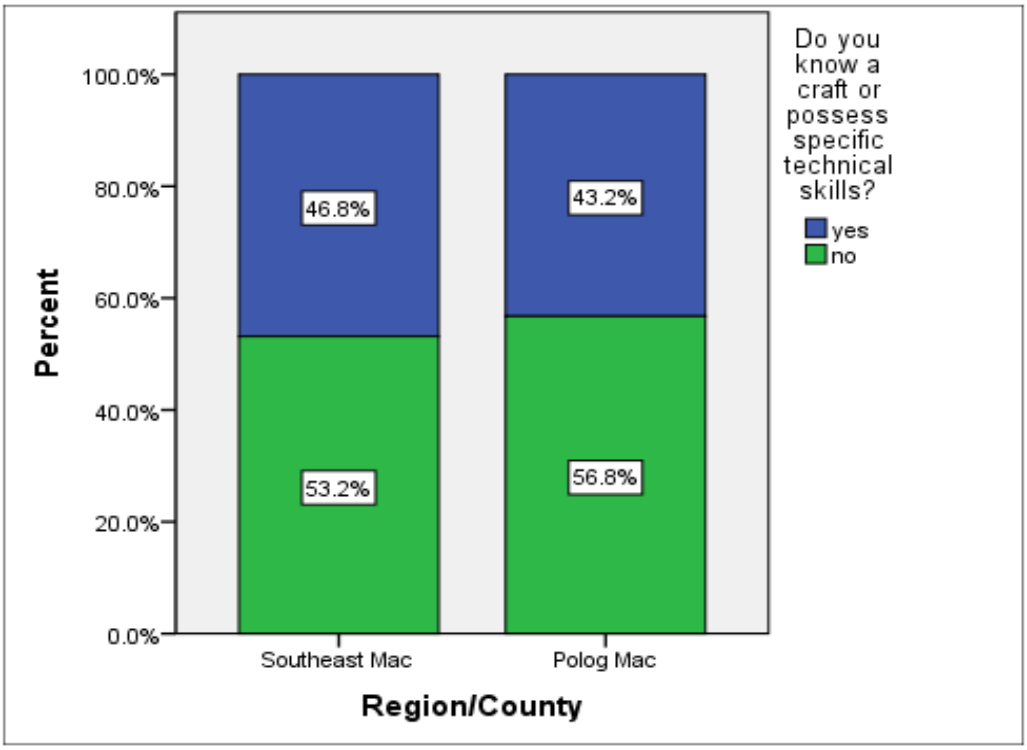
		Region/County		
		Southeast Mac	Polog Mac	Total
Education	no education	.3%	.3%	.3%
	4-years primary	.3%	.9%	.6%
	8 years primary	4.6%	13.9%	9.4%
	3 years secondary	8.6%	2.5%	5.5%
	4 years secondary	45.2%	45.4%	45.3%
	upper secondary	5.0%	2.5%	3.7%
	university	27.1%	24.9%	26.0%
	currently enrolled at university	8.6%	8.8%	8.7%
	other	.3%	.6%	.5%
Total		100.0%	100.0%	100.0%



Tab/Chart 7. Do you know a craft or possess specific technical skills? * Region/County Crosstabulation

% within Region/County

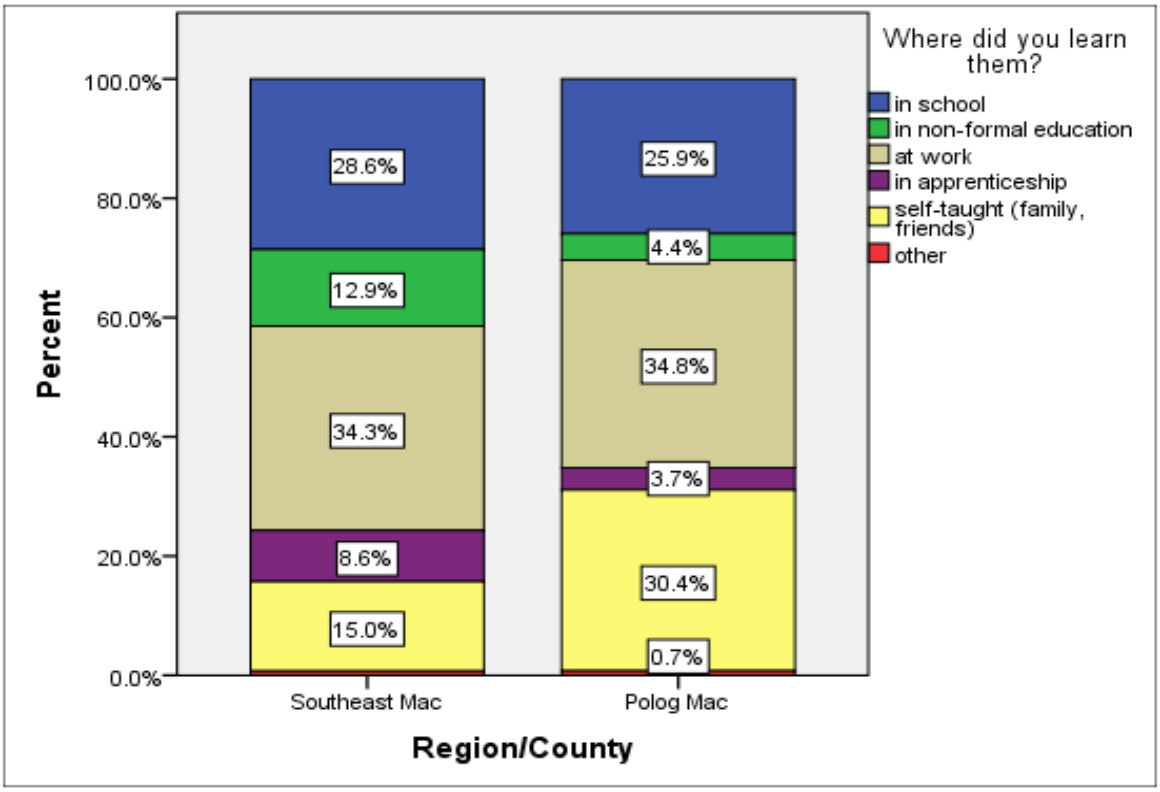
		Region/County		
		Southeast Mac	Polog Mac	Total
Do you know a craft or possess specific technical skills?	yes	46.8%	43.2%	45.0%
	no	53.2%	56.8%	55.0%
Total		100.0%	100.0%	100.0%



Tab/Chart 8. Where did you learn them? * Region/County Crosstabulation

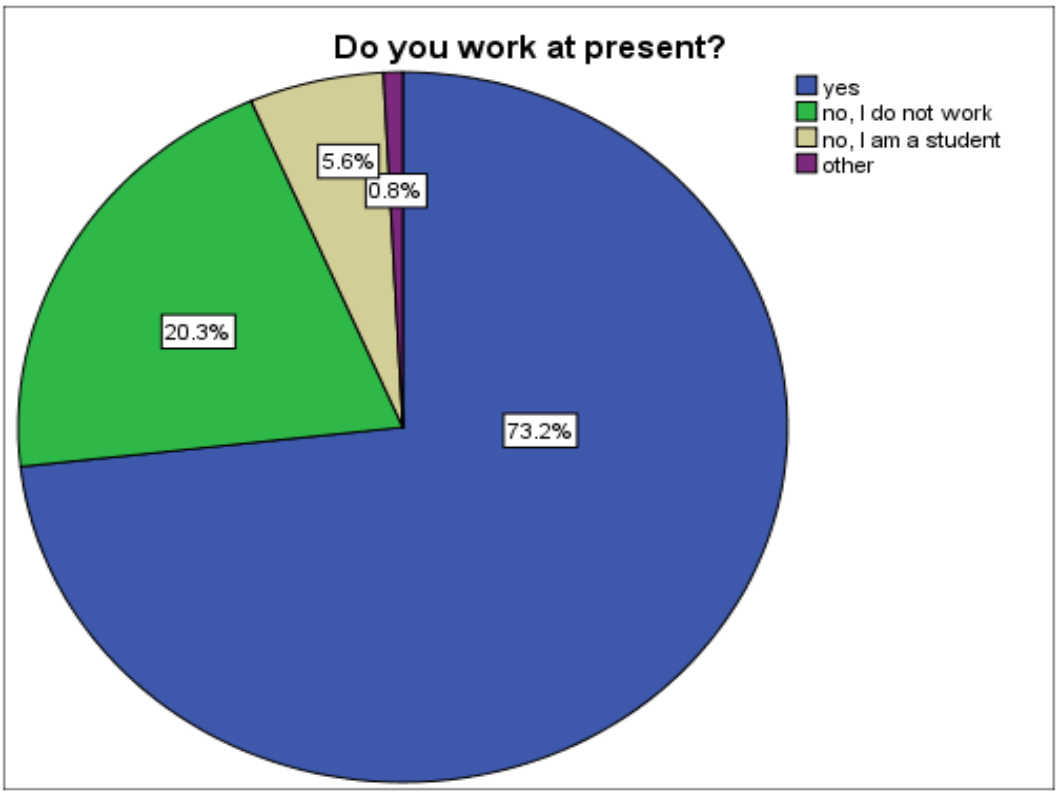
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Where did you learn them?	in school	28.6%	25.9%	27.3%
	in non-formal education	12.9%	4.4%	8.7%
	at work	34.3%	34.8%	34.5%
	in apprenticeship	8.6%	3.7%	6.2%
	self-taught (family, friends)	15.0%	30.4%	22.5%
	other	.7%	.7%	.7%
Total		100.0%	100.0%	100.0%



Tab/Chart 9. Do you work at present?

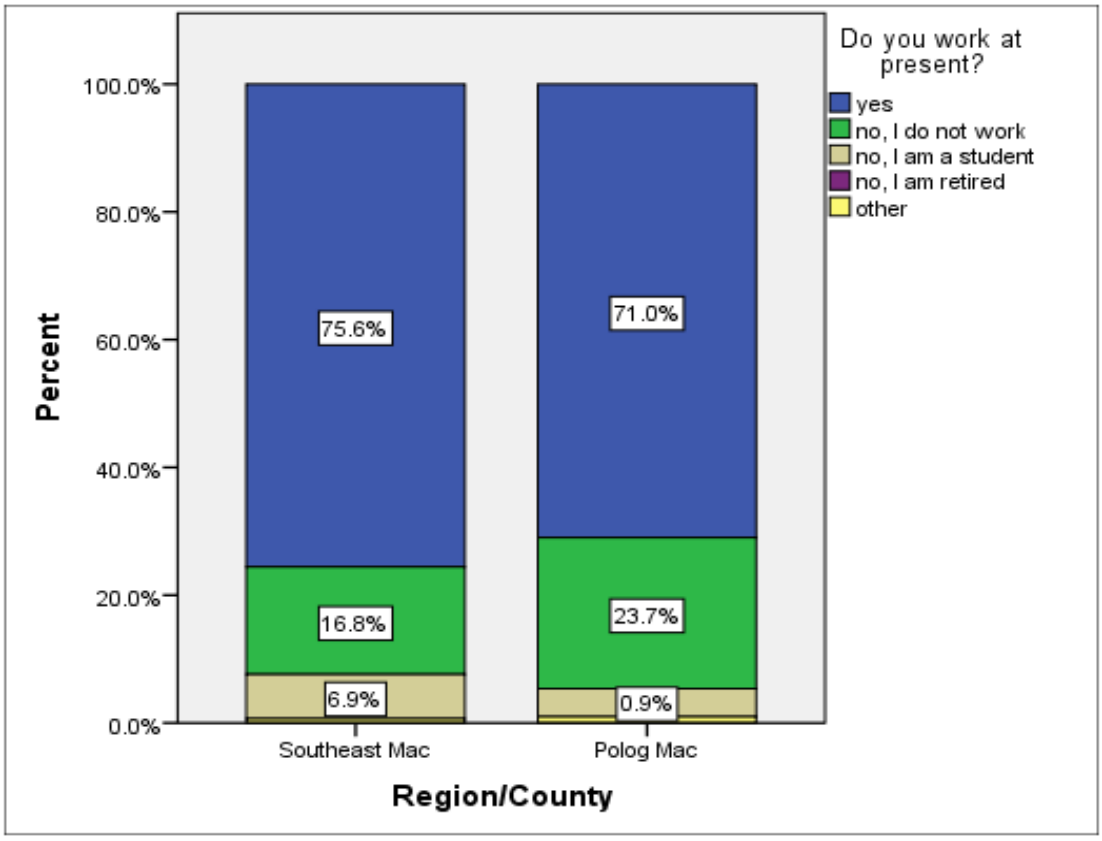
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	454	73.2	73.2	73.2
	no, I do not work	126	20.3	20.3	93.5
	no, I am a student	35	5.6	5.6	99.2
	other	5	.8	.8	100.0
	Total	620	100.0	100.0	



Tab/Chart 10. Do you work at present? * Region/County Crosstabulation

% within Region/County

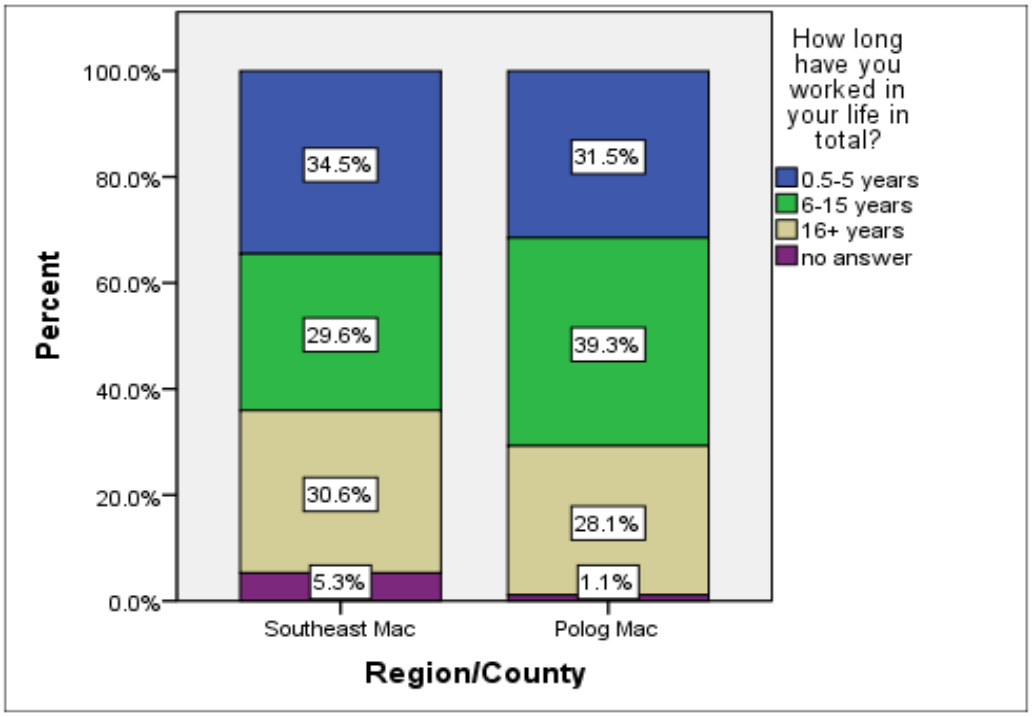
		Region/County		
		Southeast Mac	Polog Mac	Total
Do you work at present?	yes	75.6%	71.0%	73.2%
	no, I do not work	16.8%	23.7%	20.3%
	no, I am a student	6.9%	4.4%	5.6%
	other	.7%	.9%	.8%
Total		100.0%	100.0%	100.0%



Tab/Chart 11. How long have you worked in your life in total? * Region/County Crosstabulation

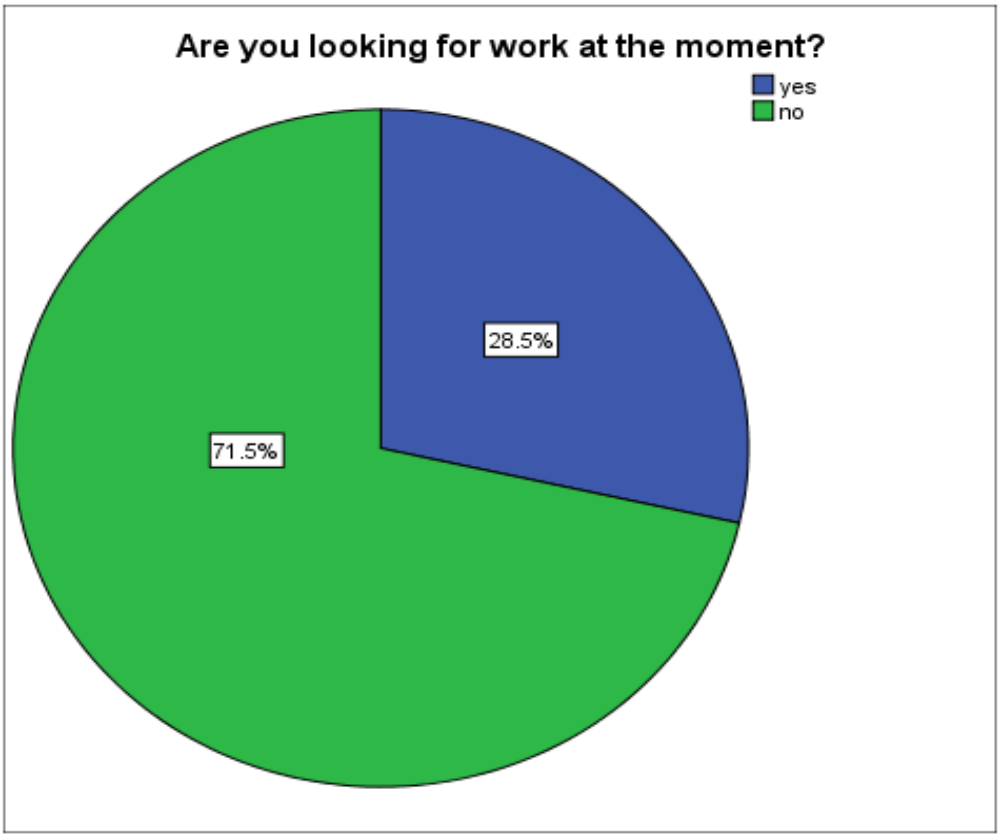
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
How long have you worked in your life in total?	0.5-5 years	34.5%	31.5%	33.0%
	6-15 years	29.6%	39.3%	34.3%
	16+ years	30.6%	28.1%	29.4%
	no answer	5.3%	1.1%	3.2%
Total		100.0%	100.0%	100.0%



Tab/Chart 12. Are you looking for work at the moment?

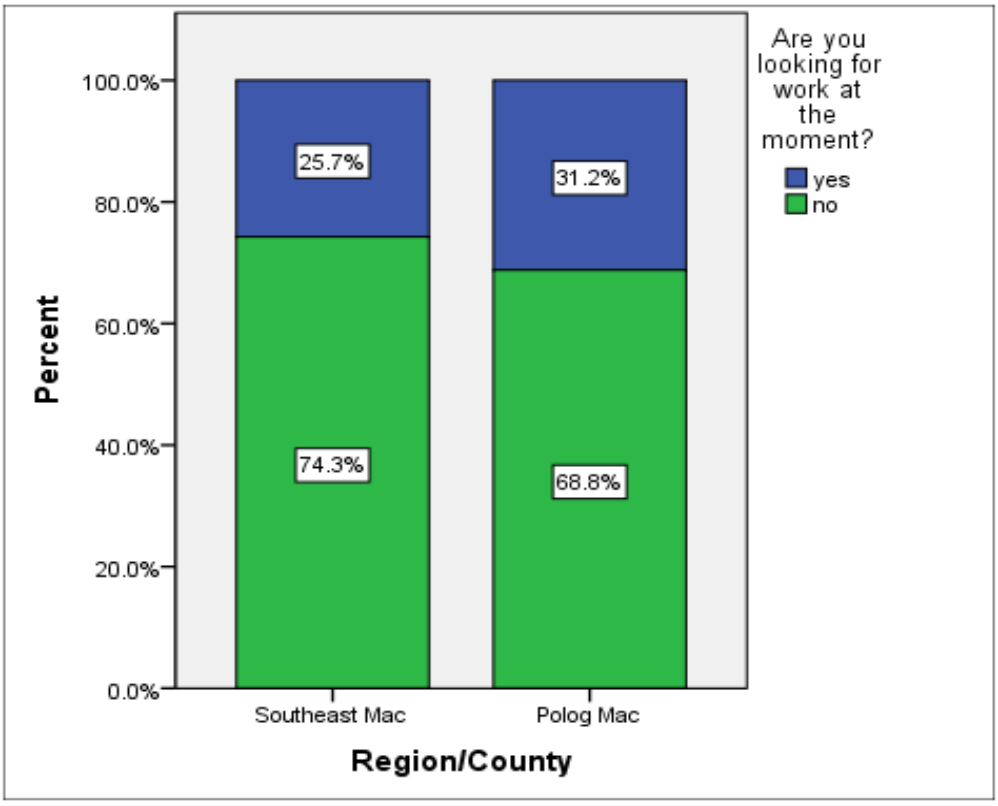
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	177	28.5	28.5	28.5
	no	443	71.5	71.5	100.0
	Total	620	100.0	100.0	



Tab/Chart 13. Are you looking for work at the moment? * Region/County Crosstabulation

% within Region/County

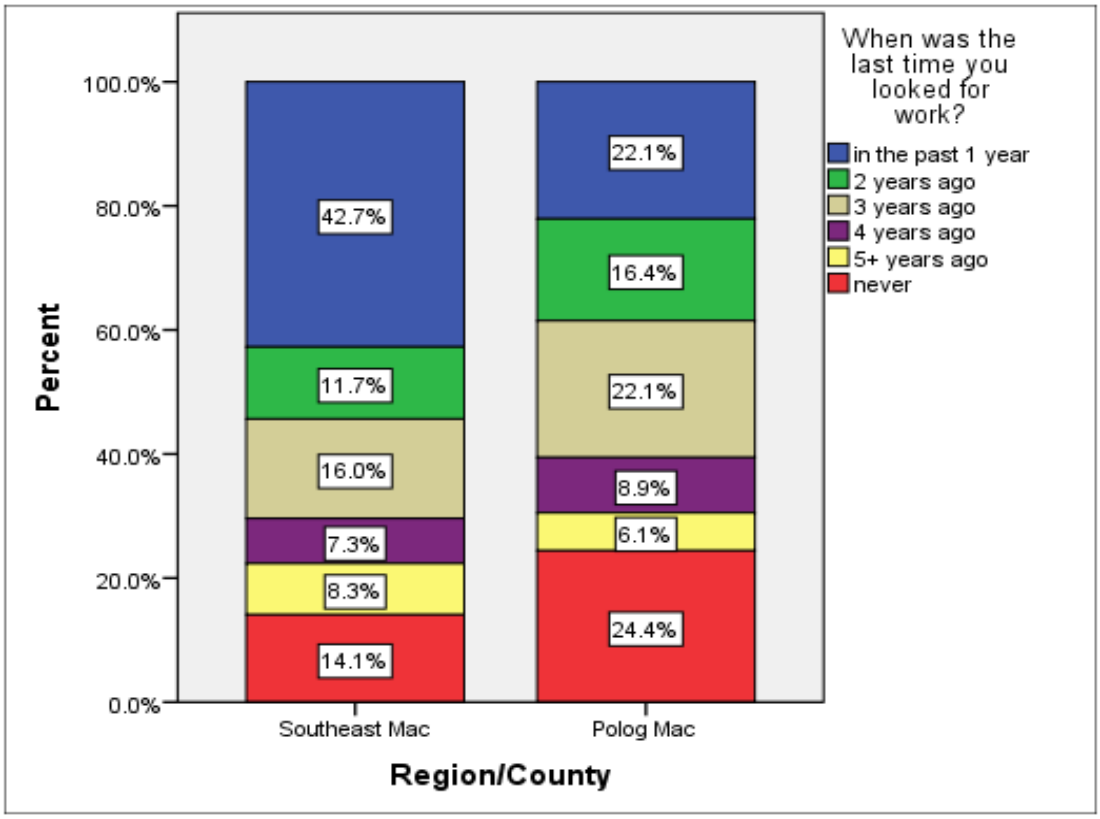
		Region/County		
		Southeast Mac	Polog Mac	Total
Are you looking for work at the moment?	yes	25.7%	31.2%	28.5%
	no	74.3%	68.8%	71.5%
Total		100.0%	100.0%	100.0%



Tab/Chart 14. When was the last time you looked for work? * Region/County Crosstabulation

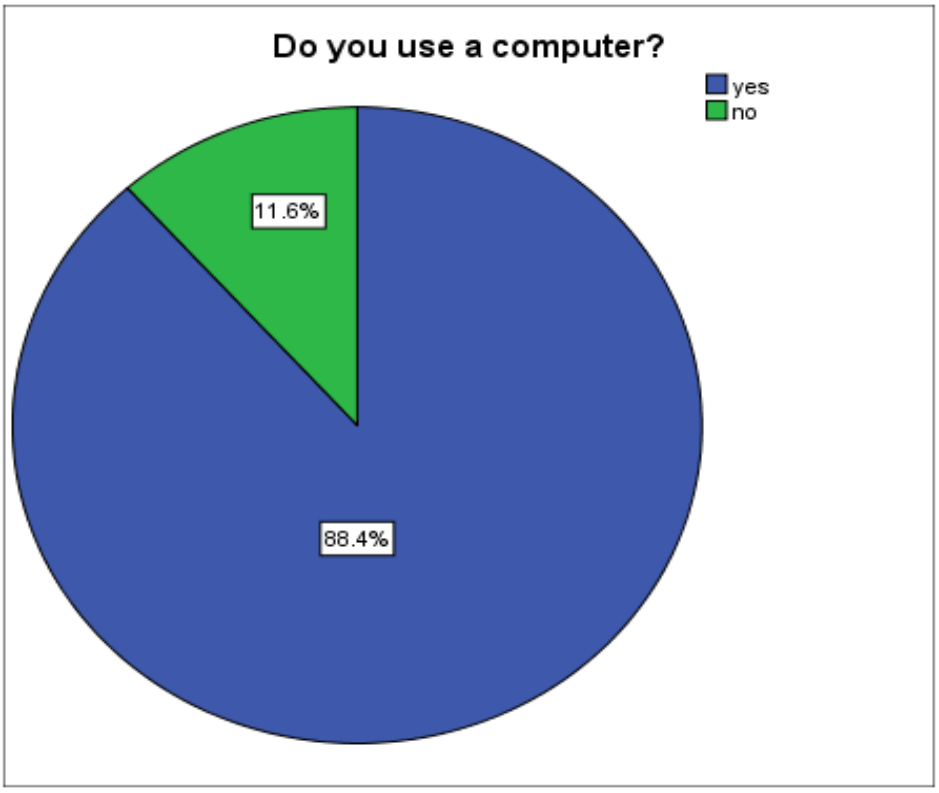
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
When was the last time you looked for work?	in the past 1 year	42.7%	22.1%	32.2%
	2 years ago	11.7%	16.4%	14.1%
	3 years ago	16.0%	22.1%	19.1%
	4 years ago	7.3%	8.9%	8.1%
	5+ years ago	8.3%	6.1%	7.2%
	never	14.1%	24.4%	19.3%
Total		100.0%	100.0%	100.0%



Tab/Chart 15. Do you use a computer?

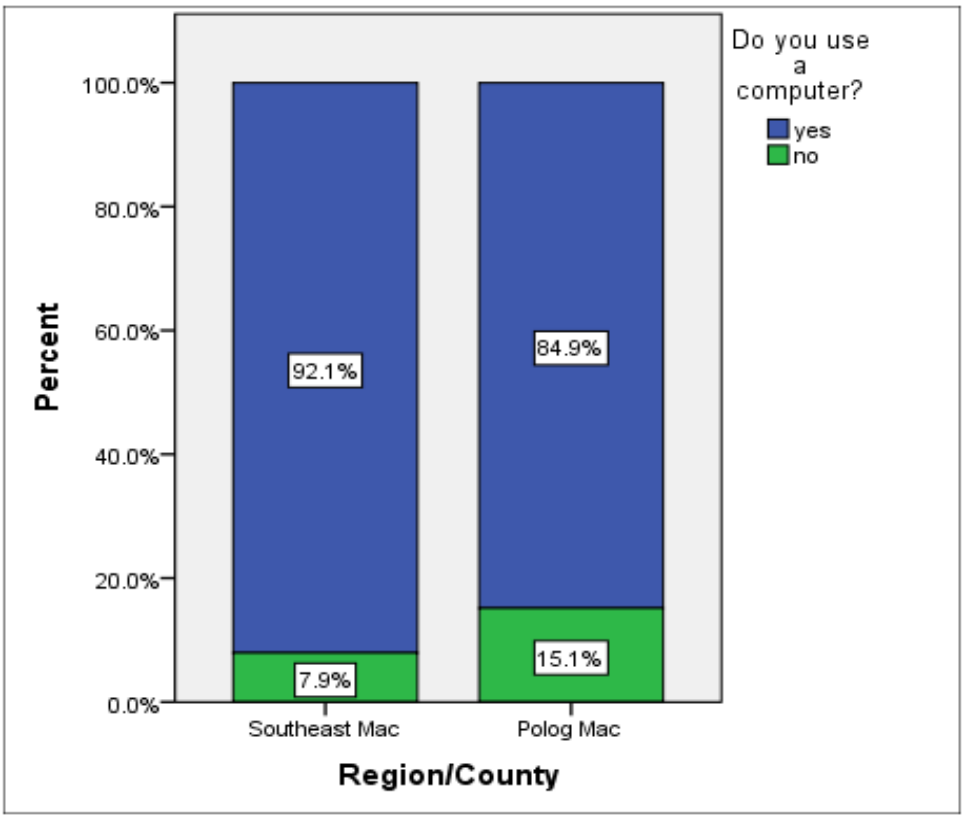
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	548	88.4	88.4	88.4
	no	72	11.6	11.6	100.0
	Total	620	100.0	100.0	



Tab/Chart 16. Do you use a computer? * Region/County Crosstabulation

% within Region/County

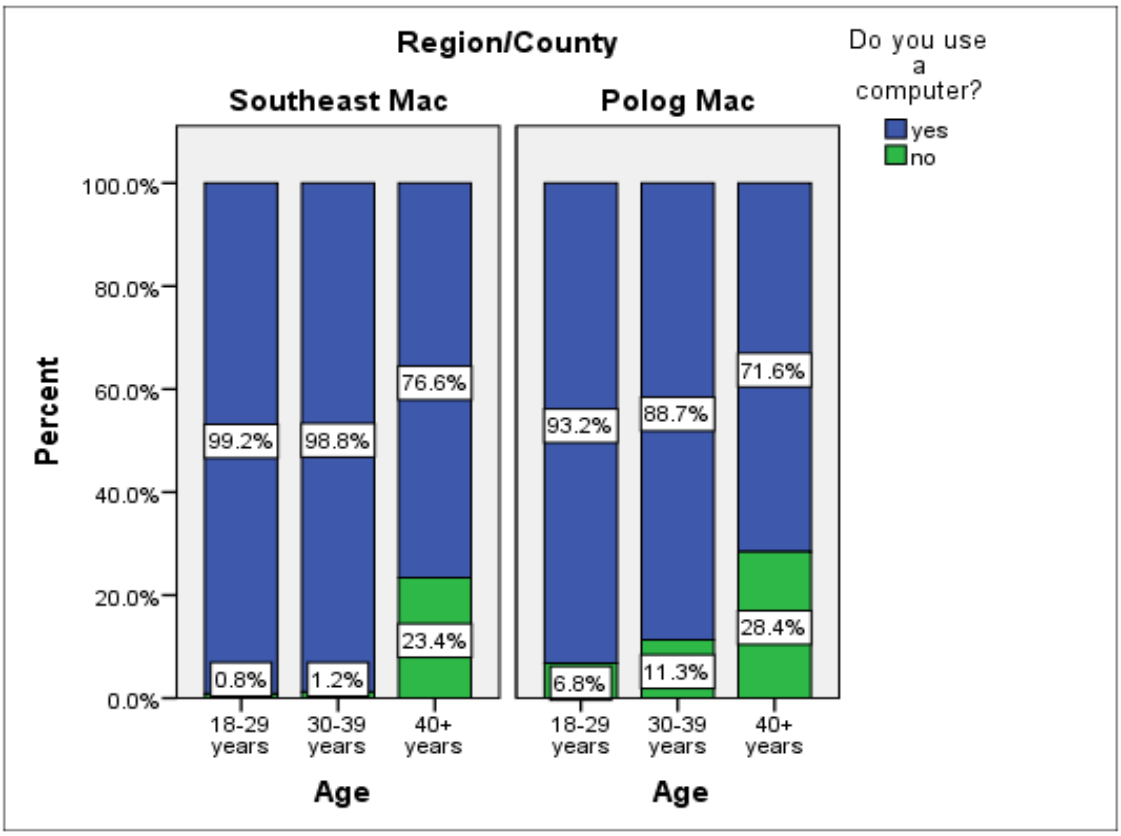
		Region/County		
		Southeast Mac	Polog Mac	Total
Do you use a computer?	yes	92.1%	84.9%	88.4%
	no	7.9%	15.1%	11.6%
Total		100.0%	100.0%	100.0%



Tab/Chart 17. Do you use a computer? * Region/County * Age Crosstabulation

% within Region/County

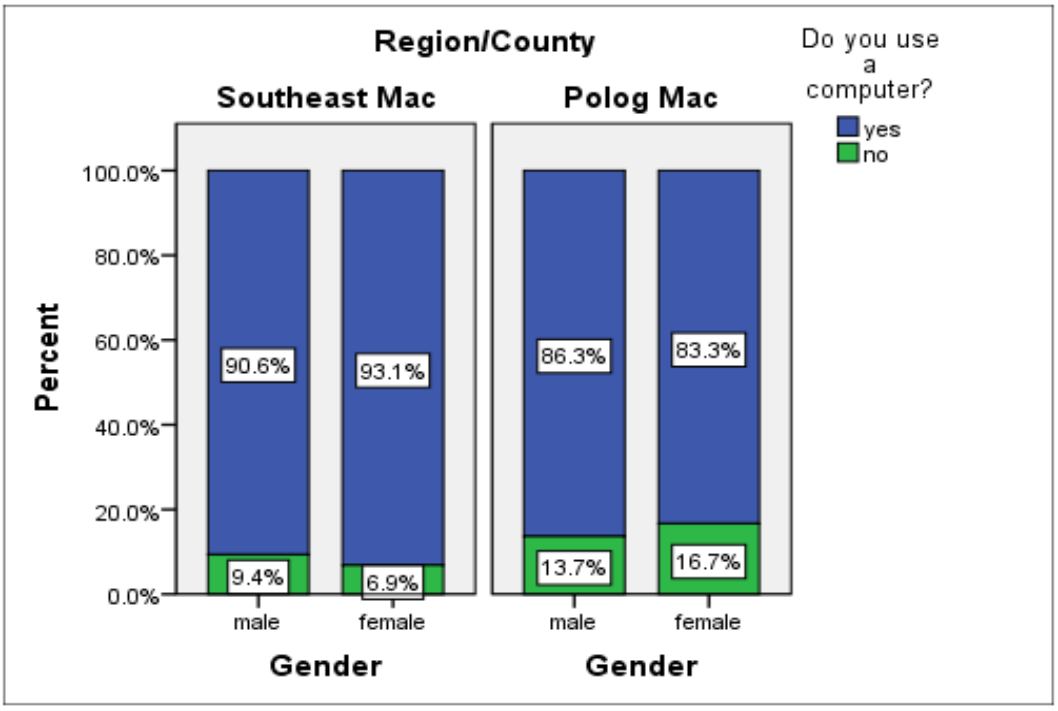
Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Do you use a computer?	yes	99.2%	93.2%	96.3%
		no	.8%	6.8%	3.7%
	Total		100.0%	100.0%	100.0%
30-39 years	Do you use a computer?	yes	98.8%	88.7%	93.4%
		no	1.2%	11.3%	6.6%
	Total		100.0%	100.0%	100.0%
40+ years	Do you use a computer?	yes	76.6%	71.6%	74.0%
		no	23.4%	28.4%	26.0%
	Total		100.0%	100.0%	100.0%
Total	Do you use a computer?	yes	92.1%	84.9%	88.4%
		no	7.9%	15.1%	11.6%
	Total		100.0%	100.0%	100.0%



Tab/Chart 18. Do you use a computer? * Region/County * Gender Crosstabulation

% within Region/County

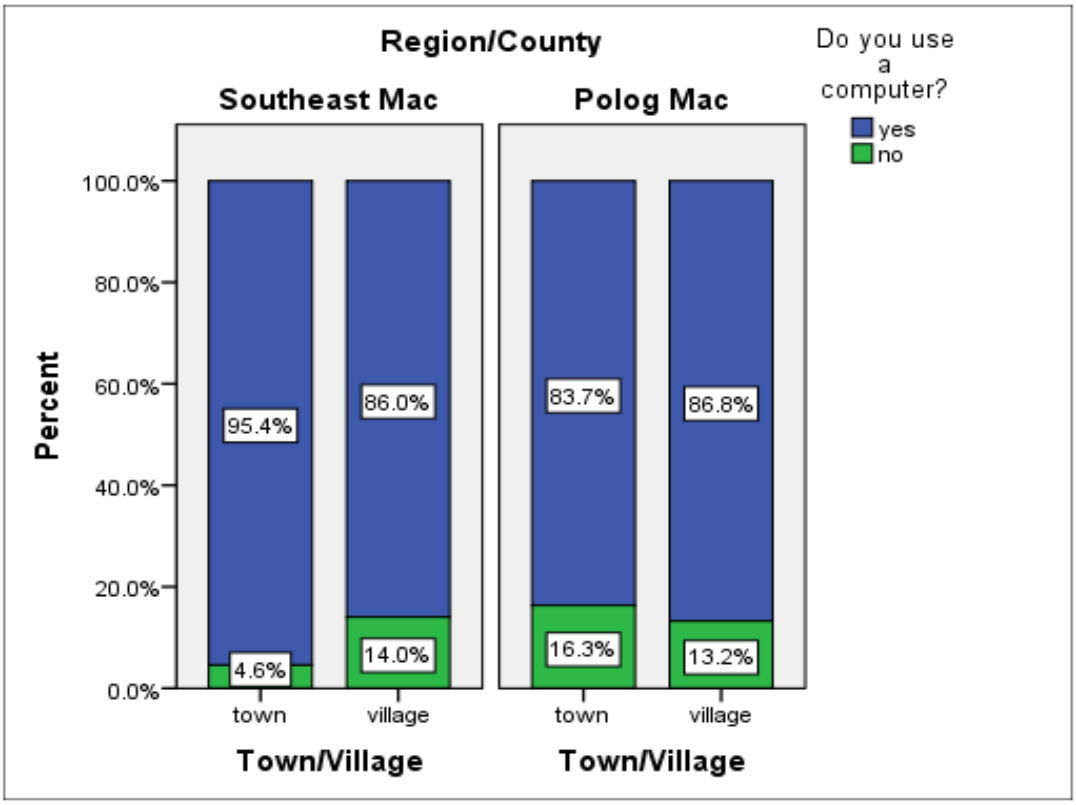
Gender			Region/County		Total
			Southeast Mac	Polog Mac	
male	Do you use a computer?	yes	90.6%	86.3%	88.2%
		no	9.4%	13.7%	11.8%
	Total		100.0%	100.0%	100.0%
female	Do you use a computer?	yes	93.1%	83.3%	88.5%
		no	6.9%	16.7%	11.5%
	Total		100.0%	100.0%	100.0%
Total	Do you use a computer?	yes	92.1%	84.9%	88.4%
		no	7.9%	15.1%	11.6%
	Total		100.0%	100.0%	100.0%



Tab/Chart 19. Do you use a computer? * Region/County * Town/Village Crosstabulation

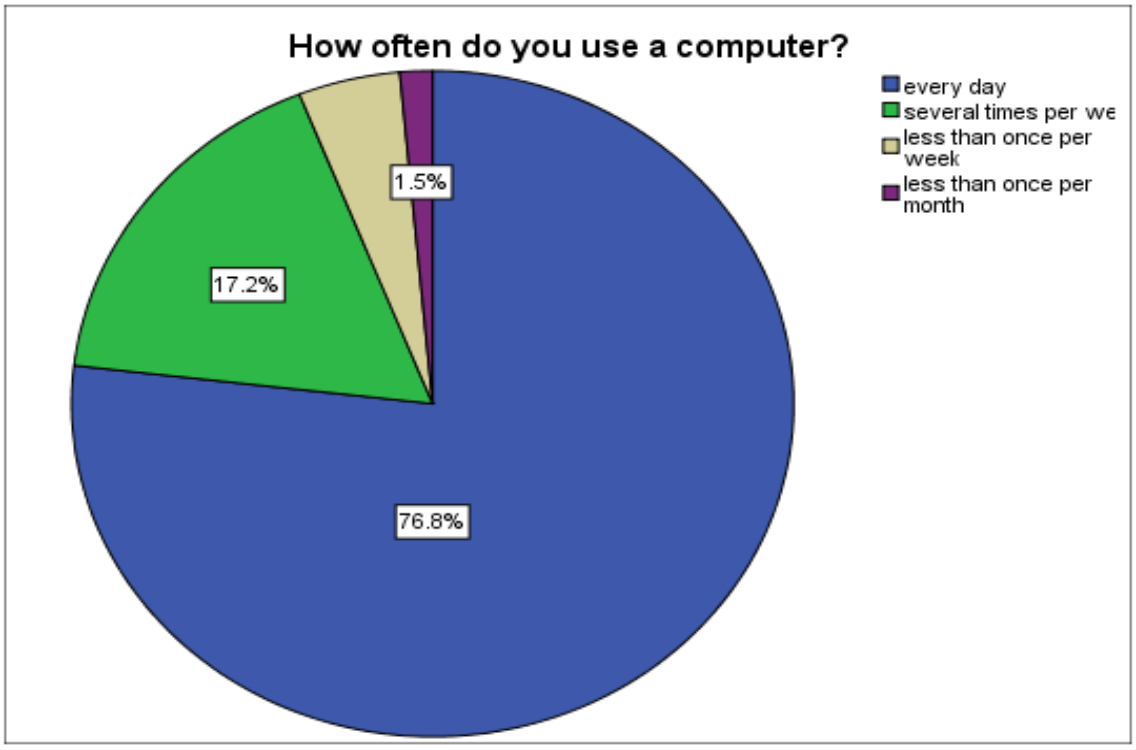
% within Region/County

Town/Village			Region/County: Southeast Mac	Region/County: Polog Mac	Total
town	Do you use a computer?	yes	95.4%	83.7%	89.5%
		no	4.6%	16.3%	10.5%
	Total		100.0%	100.0%	100.0%
village	Do you use a computer?	yes	86.0%	86.8%	86.4%
		no	14.0%	13.2%	13.6%
	Total		100.0%	100.0%	100.0%
Total	Do you use a computer?	yes	92.1%	84.9%	88.4%
		no	7.9%	15.1%	11.6%
	Total		100.0%	100.0%	100.0%



Tab/Chart 20. How often do you use a computer?

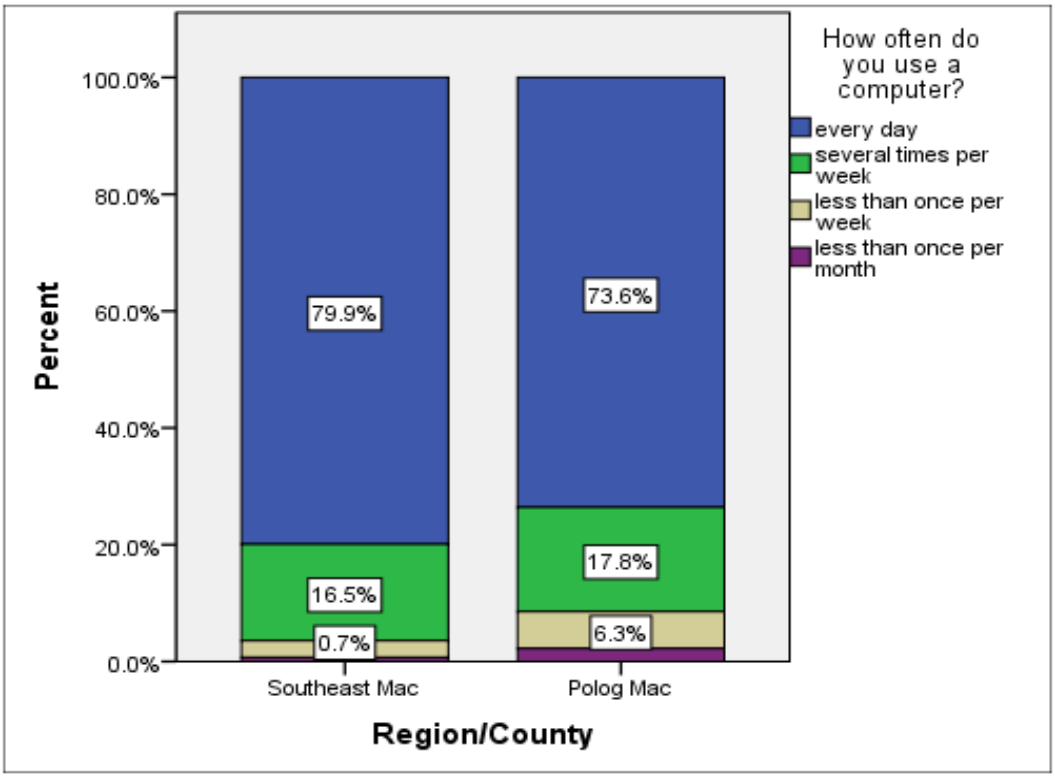
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	every day	421	67.9	76.8	76.8
	several times per week	94	15.2	17.2	94.0
	less than once per week	25	4.0	4.6	98.5
	less than once per month	8	1.3	1.5	100.0
	Total	548	88.4	100.0	
Missing	System	72	11.6		
Total		620	100.0		



Tab/Chart 21. How often do you use a computer? * Region/County Crosstabulation

% within Region/County

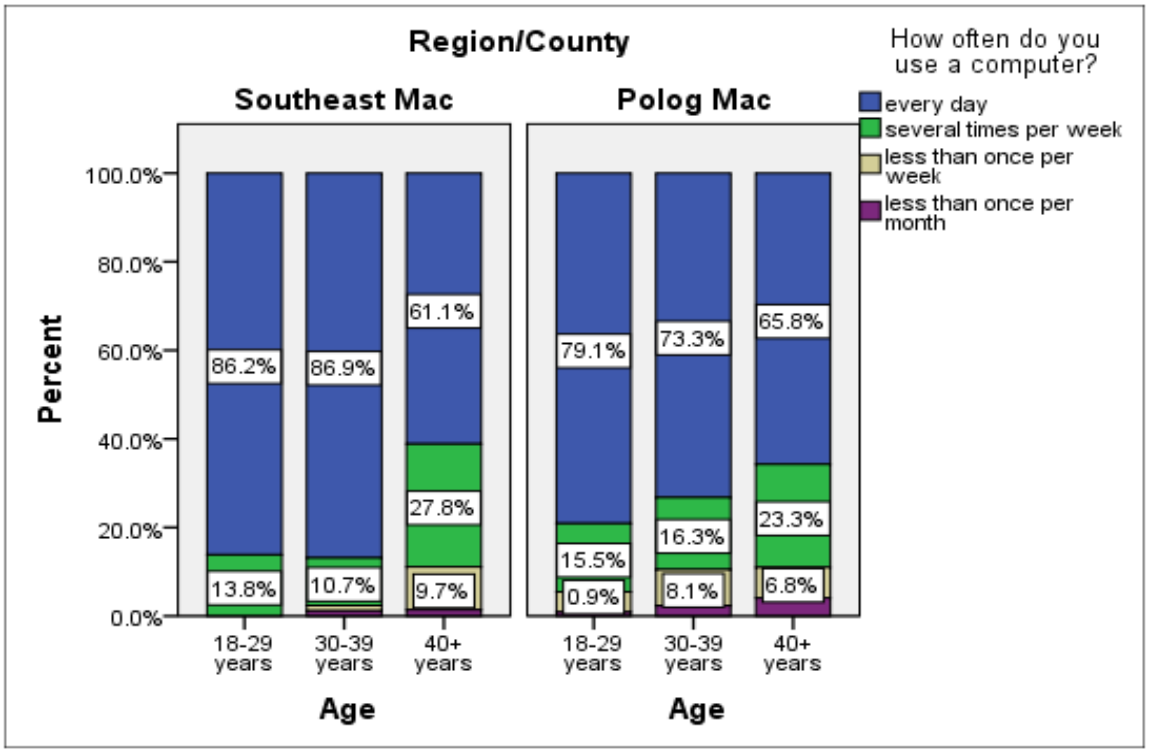
		Region/County		
		Southeast Mac	Polog Mac	Total
How often do you use a computer?	every day	79.9%	73.6%	76.8%
	several times per week	16.5%	17.8%	17.2%
	less than once per week	2.9%	6.3%	4.6%
	less than once per month	.7%	2.2%	1.5%
Total		100.0%	100.0%	100.0%



Tab/Chart 22. How often do you use a computer? * Region/County * Age Crosstabulation

% within Region/County

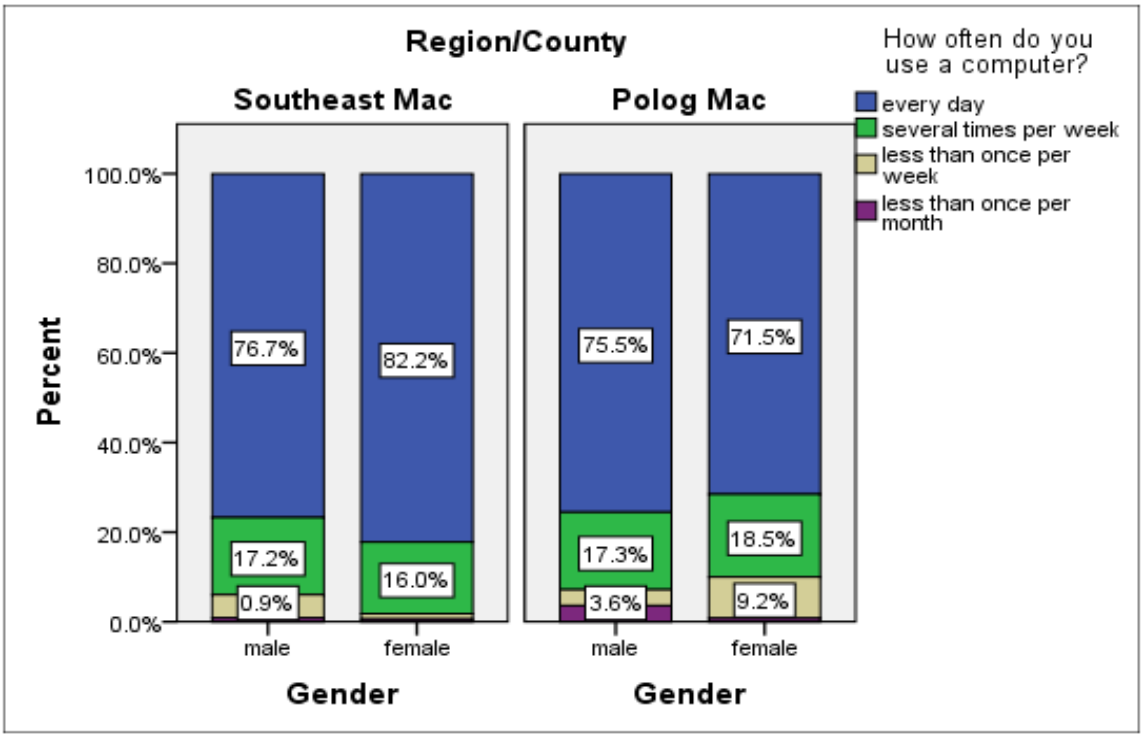
Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	How often do you use a computer?	every day	86.2%	79.1%	82.8%
		several times per week	13.8%	15.5%	14.6%
		less than once per week		4.5%	2.1%
		less than once per month		.9%	.4%
	Total		100.0%	100.0%	100.0%
30-39 years	How often do you use a computer?	every day	86.9%	73.3%	80.0%
		several times per week	10.7%	16.3%	13.5%
		less than once per week	1.2%	8.1%	4.7%
		less than once per month	1.2%	2.3%	1.8%
	Total		100.0%	100.0%	100.0%
40+ years	How often do you use a computer?	every day	61.1%	65.8%	63.4%
		several times per week	27.8%	23.3%	25.5%
		less than once per week	9.7%	6.8%	8.3%
		less than once per month	1.4%	4.1%	2.8%
	Total		100.0%	100.0%	100.0%
Total	How often do you use a computer?	every day	79.9%	73.6%	76.8%
		several times per week	16.5%	17.8%	17.2%
		less than once per week	2.9%	6.3%	4.6%
		less than once per month	.7%	2.2%	1.5%
	Total		100.0%	100.0%	100.0%



Tab/Chart 23. How often do you use a computer? * Region/County * Gender Crosstabulation

% within Region/County

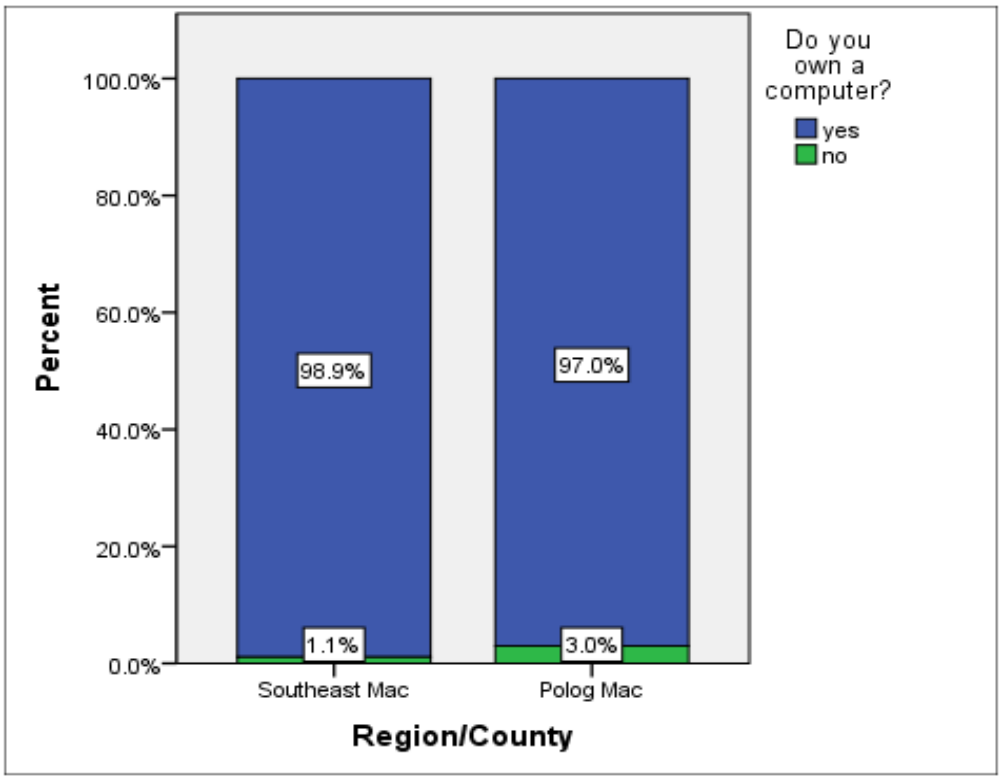
Gender			Region/County		Total
			Southeast Mac	Polog Mac	
male	How often do you use a computer?	every day	76.7%	75.5%	76.1%
		several times per week	17.2%	17.3%	17.3%
		less than once per week	5.2%	3.6%	4.3%
		less than once per month	.9%	3.6%	2.4%
	Total		100.0%	100.0%	100.0%
female	How often do you use a computer?	every day	82.2%	71.5%	77.5%
		several times per week	16.0%	18.5%	17.1%
		less than once per week	1.2%	9.2%	4.8%
		less than once per month	.6%	.8%	.7%
	Total		100.0%	100.0%	100.0%
Total	How often do you use a computer?	every day	79.9%	73.6%	76.8%
		several times per week	16.5%	17.8%	17.2%
		less than once per week	2.9%	6.3%	4.6%
		less than once per month	.7%	2.2%	1.5%
	Total		100.0%	100.0%	100.0%



Tab/Chart 24. Do you own a computer? * Region/County Crosstabulation

% within Region/County

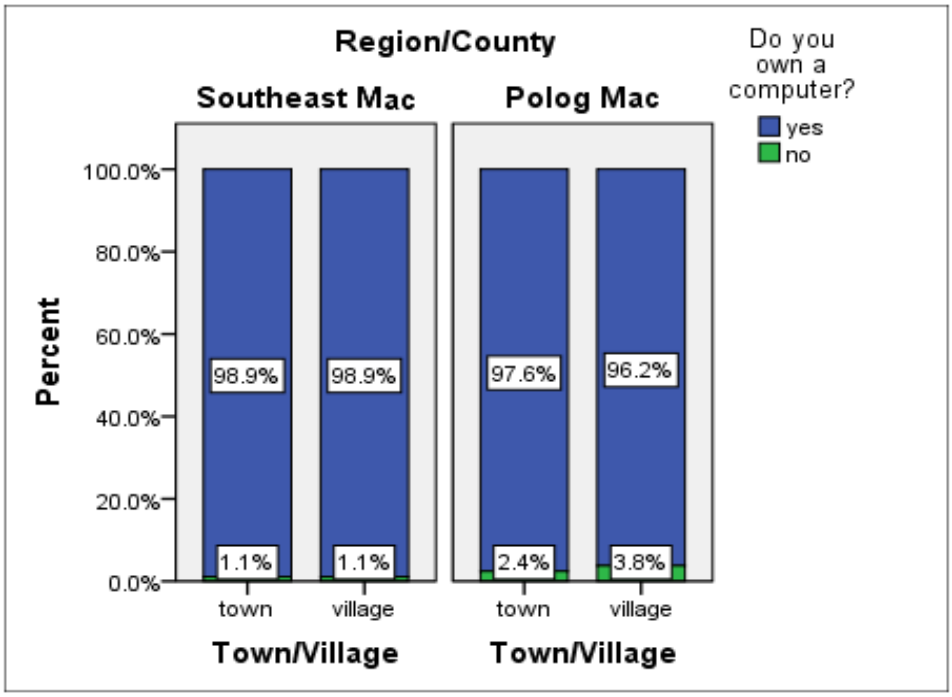
		Region/County		
		Southeast Mac	Polog Mac	Total
Do you own a computer?	yes	98.9%	97.0%	98.0%
	no	1.1%	3.0%	2.0%
Total		100.0%	100.0%	100.0%



Tab/Chart 25. Do you own a computer? * Region/County * Town/Village Crosstabulation

% within Region/County

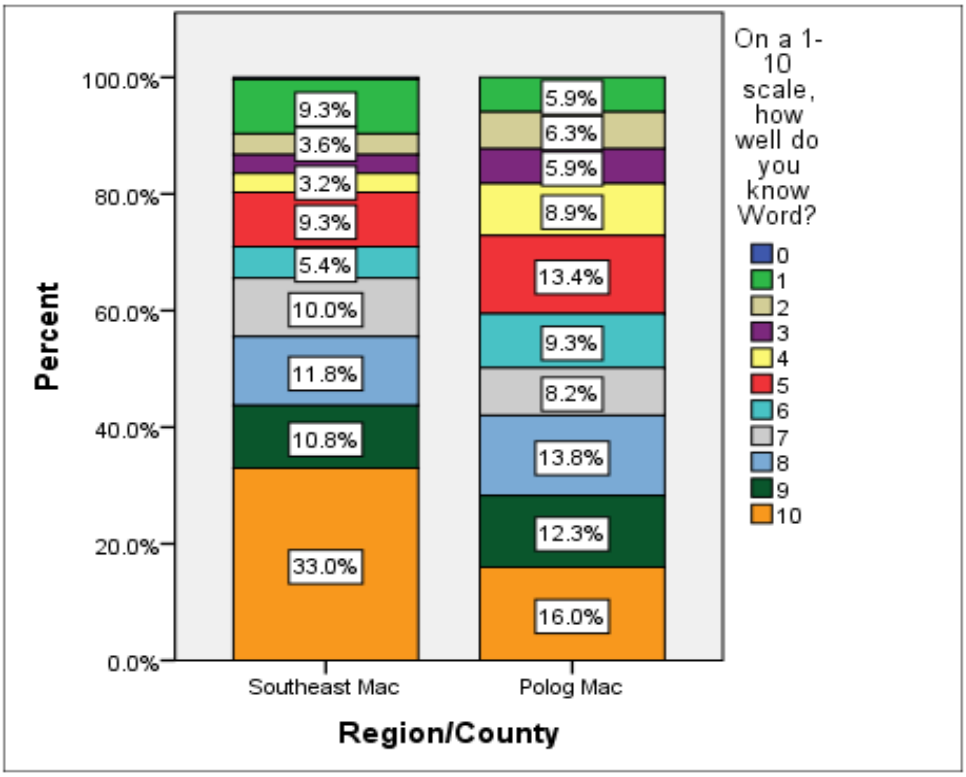
Town/Village			Region/County: Southeast Mac	Region/County: Polog Mac	Total
town	Do you own a computer?	yes	98.9%	97.6%	98.3%
		no	1.1%	2.4%	1.7%
	Total		100.0%	100.0%	100.0%
village	Do you own a computer?	yes	98.9%	96.2%	97.5%
		no	1.1%	3.8%	2.5%
	Total		100.0%	100.0%	100.0%
Total	Do you own a computer?	yes	98.9%	97.0%	98.0%
		no	1.1%	3.0%	2.0%
	Total		100.0%	100.0%	100.0%



Tab/Chart 26. On a 1-10 scale, how well do you know Word? * Region/County Crosstabulation

% within Region/County

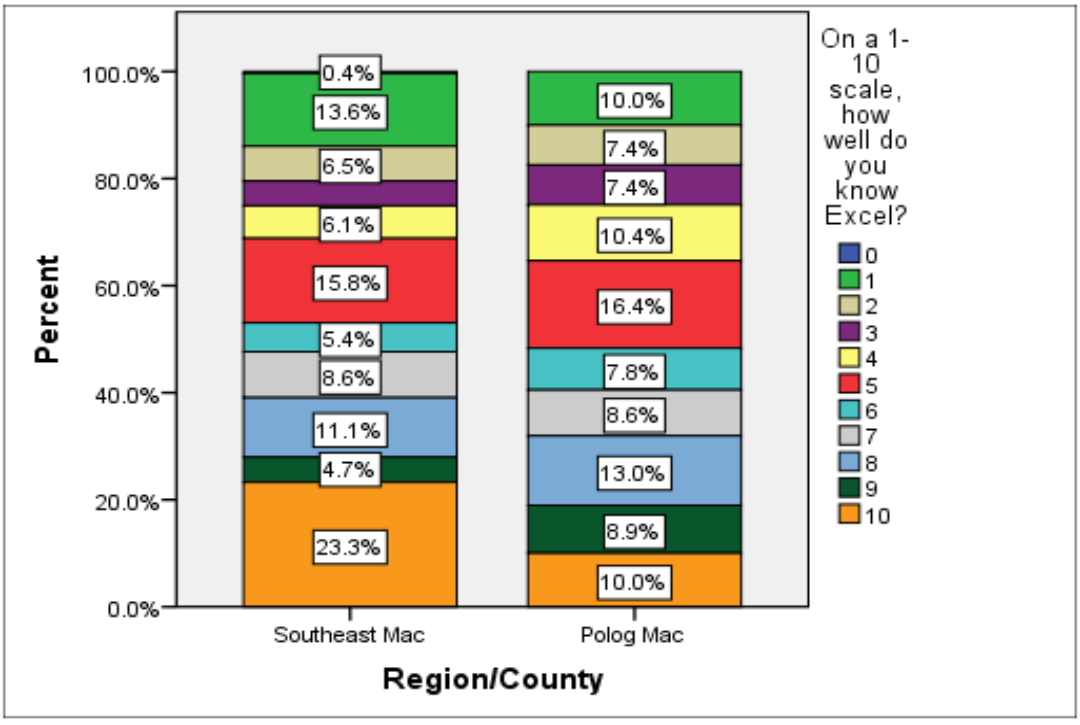
		Region/County		
		Southeast Mac	Polog Mac	Total
On a 1-10 scale, how well do you know Word?	0	.4%		.2%
	1	9.3%	5.9%	7.7%
	2	3.6%	6.3%	4.9%
	3	3.2%	5.9%	4.6%
	4	3.2%	8.9%	6.0%
	5	9.3%	13.4%	11.3%
	6	5.4%	9.3%	7.3%
	7	10.0%	8.2%	9.1%
	8	11.8%	13.8%	12.8%
	9	10.8%	12.3%	11.5%
	10	33.0%	16.0%	24.6%
Total		100.0%	100.0%	100.0%



Tab/Chart 27. On a 1-10 scale, how well do you know Excel? * Region/County Crosstabulation

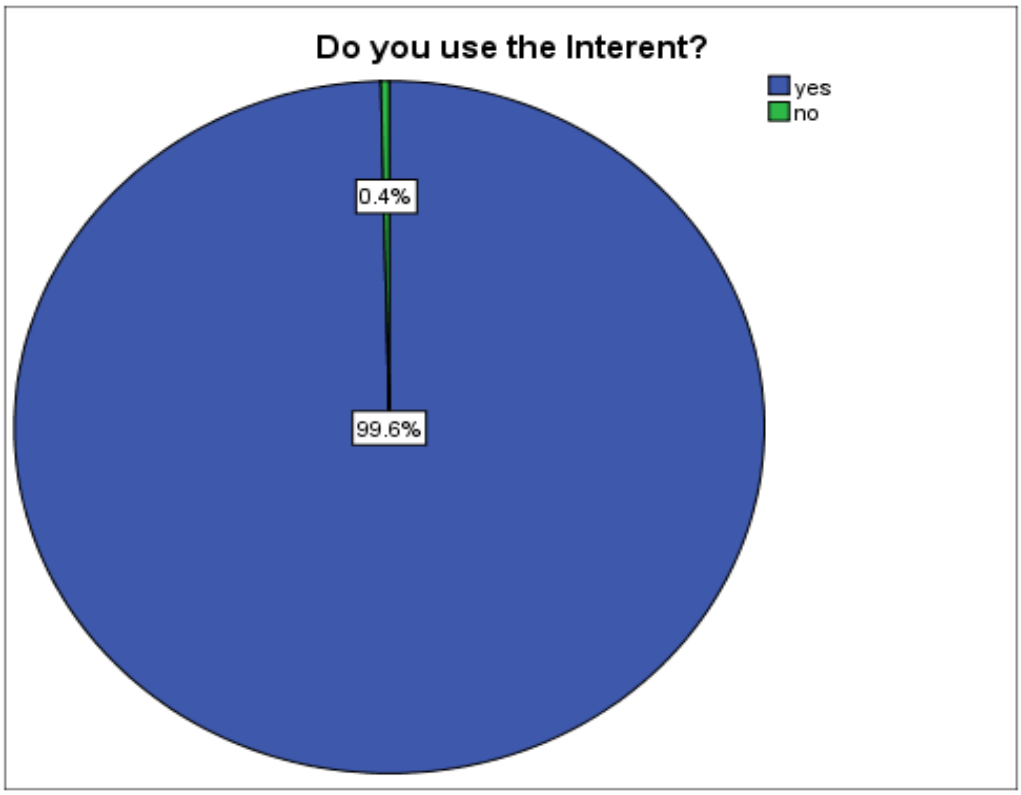
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
On a 1-10 scale, how well do you know Excel?	0	.4%		.2%
	1	13.6%	10.0%	11.9%
	2	6.5%	7.4%	6.9%
	3	4.7%	7.4%	6.0%
	4	6.1%	10.4%	8.2%
	5	15.8%	16.4%	16.1%
	6	5.4%	7.8%	6.6%
	7	8.6%	8.6%	8.6%
	8	11.1%	13.0%	12.0%
	9	4.7%	8.9%	6.8%
	10	23.3%	10.0%	16.8%
Total		100.0%	100.0%	100.0%



Tab/Chart 28. Do you use the Interent?

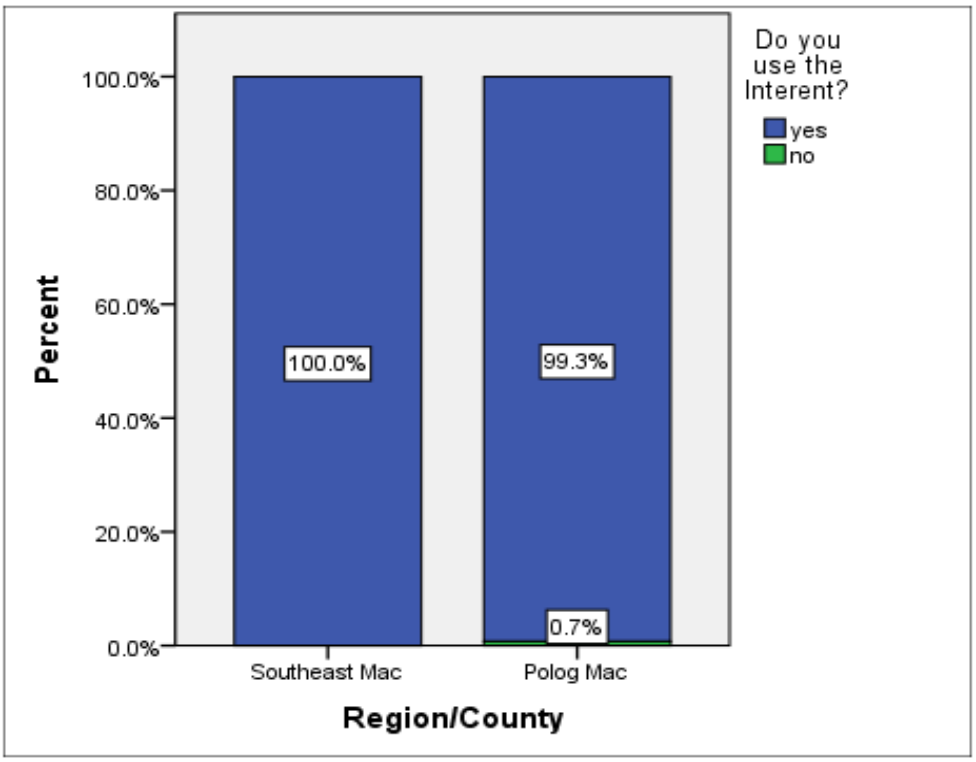
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	546	88.1	99.6	99.6
	no	2	.3	.4	100.0
	Total	548	88.4	100.0	
Missing	System	72	11.6		
Total		620	100.0		



Tab/Chart 29. Do you use the Interent? * Region/County Crosstabulation

% within Region/County

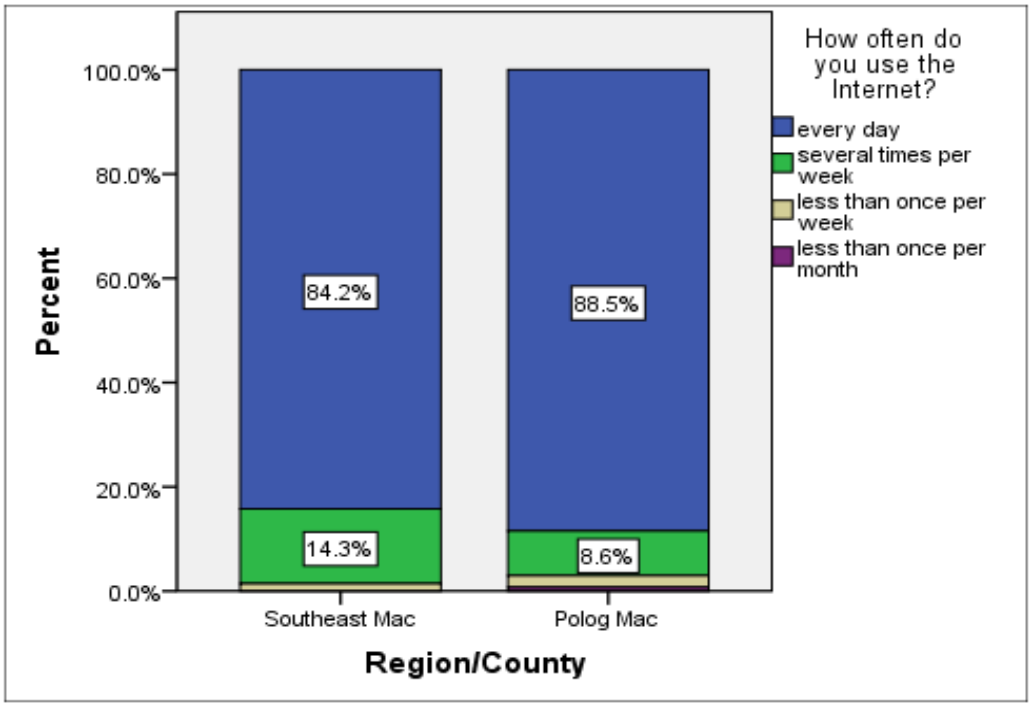
		Region/County		
		Southeast Mac	Polog Mac	Total
Do you use the Interent?	yes	100.0%	99.3%	99.6%
	no		.7%	.4%
Total		100.0%	100.0%	100.0%



Tab/Chart 30. How often do you use the Internet? * Region/County Crosstabulation

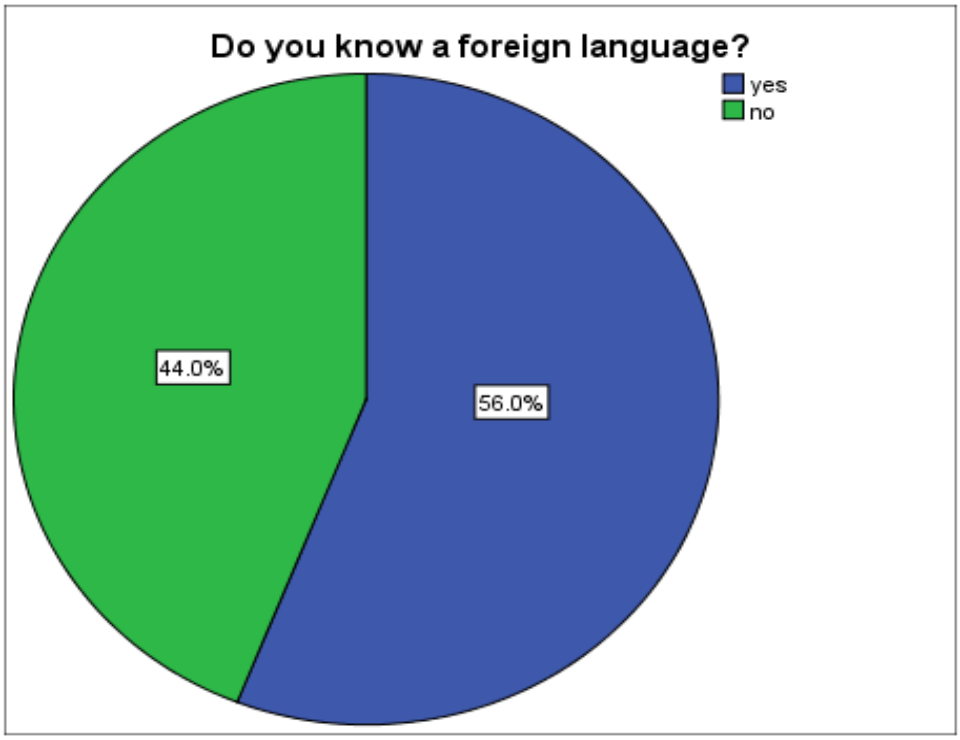
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
How often do you use the Internet?	every day	84.2%	88.5%	86.3%
	several time per week	14.3%	8.6%	11.5%
	less than once per week	1.4%	2.2%	1.8%
	lessthan once per month		.7%	.4%
Total		100.0%	100.0%	100.0%



Tab/Chart 31. Do you know a foreign language?

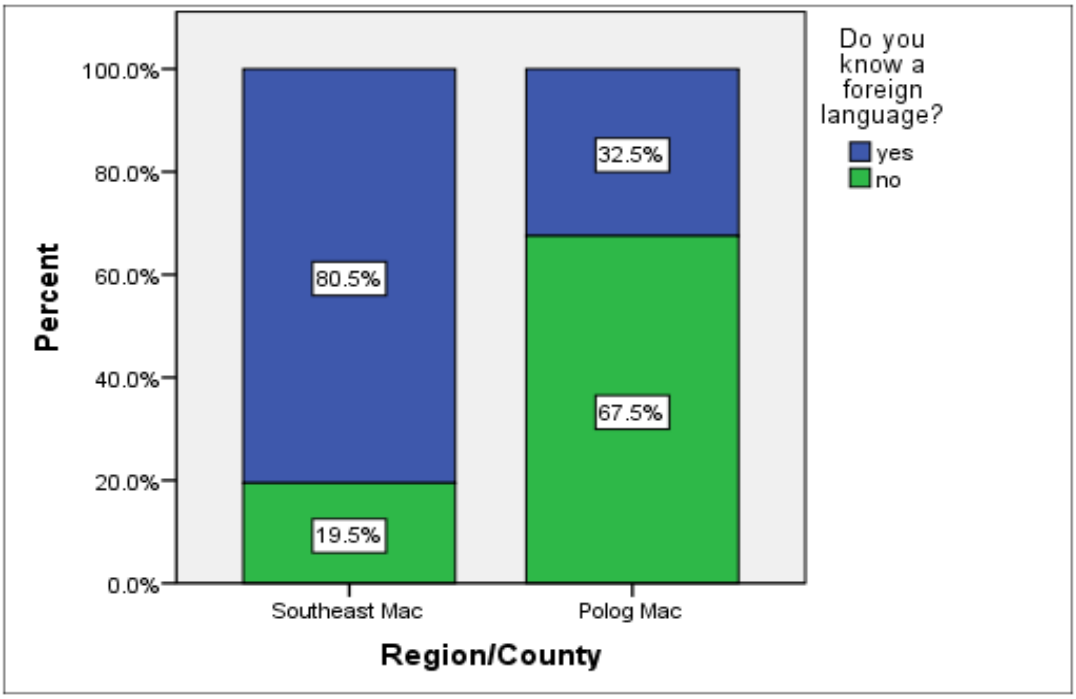
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	347	56.0	56.0	56.0
	no	273	44.0	44.0	100.0
	Total	620	100.0	100.0	



Tab/Chart 32. Do you know a foreign language? * Region/County Crosstabulation

% within Region/County

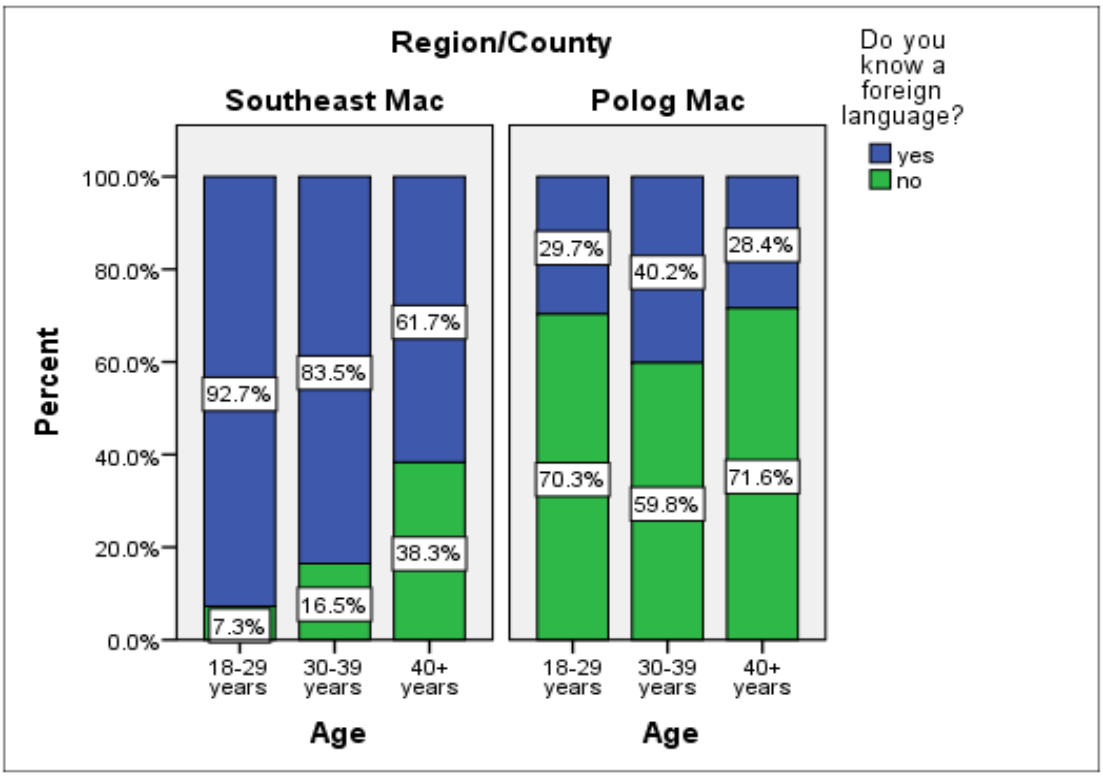
		Region/County		
		Southeast Mac	Polog Mac	Total
Do you know a foreign language?	yes	80.5%	32.5%	56.0%
	no	19.5%	67.5%	44.0%
Total		100.0%	100.0%	100.0%



Tab/Chart 33. Do you know a foreign language? * Region/County * Age Crosstabulation

% within Region/County

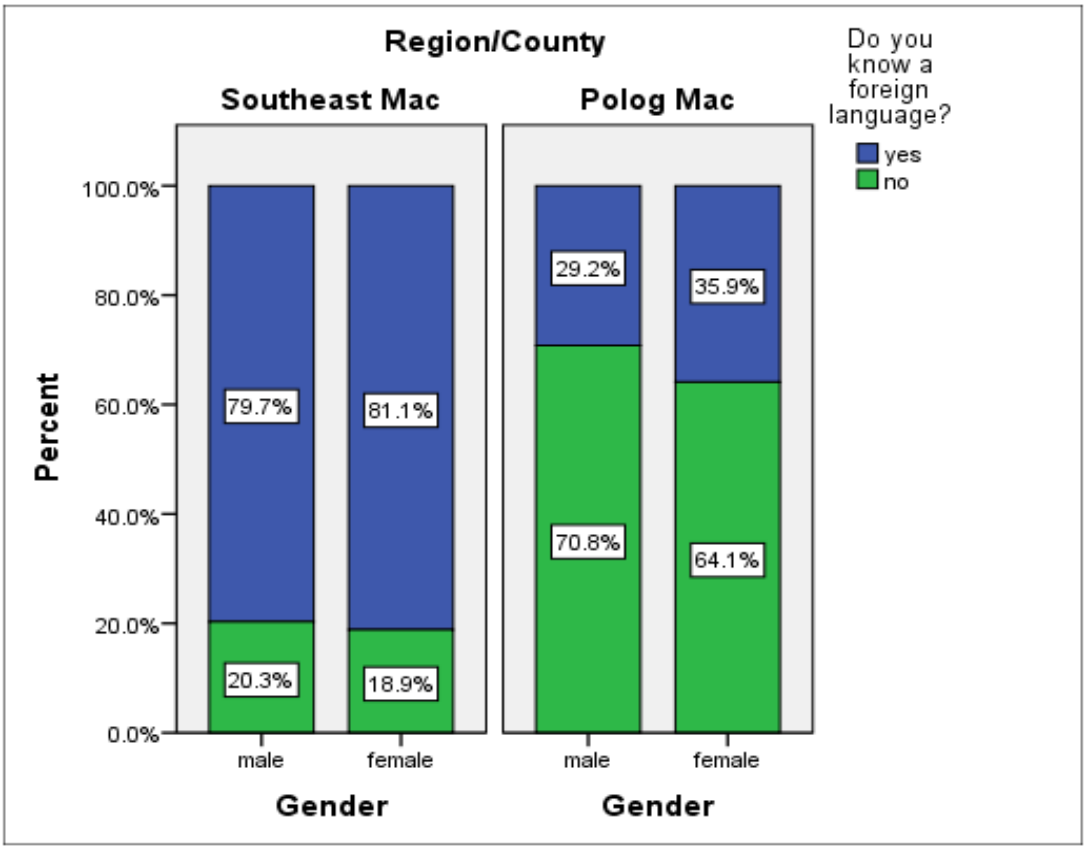
Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Do you know a foreign language?	yes	92.7%	29.7%	62.0%
		no	7.3%	70.3%	38.0%
	Total		100.0%	100.0%	100.0%
30-39 years	Do you know a foreign language?	yes	83.5%	40.2%	60.4%
		no	16.5%	59.8%	39.6%
	Total		100.0%	100.0%	100.0%
40+ years	Do you know a foreign language?	yes	61.7%	28.4%	44.4%
		no	38.3%	71.6%	55.6%
	Total		100.0%	100.0%	100.0%
Total	Do you know a foreign language?	yes	80.5%	32.5%	56.0%
		no	19.5%	67.5%	44.0%
	Total		100.0%	100.0%	100.0%



Tab/Chart 34. Do you know a foreign language? * Region/County * Gender Crosstabulation

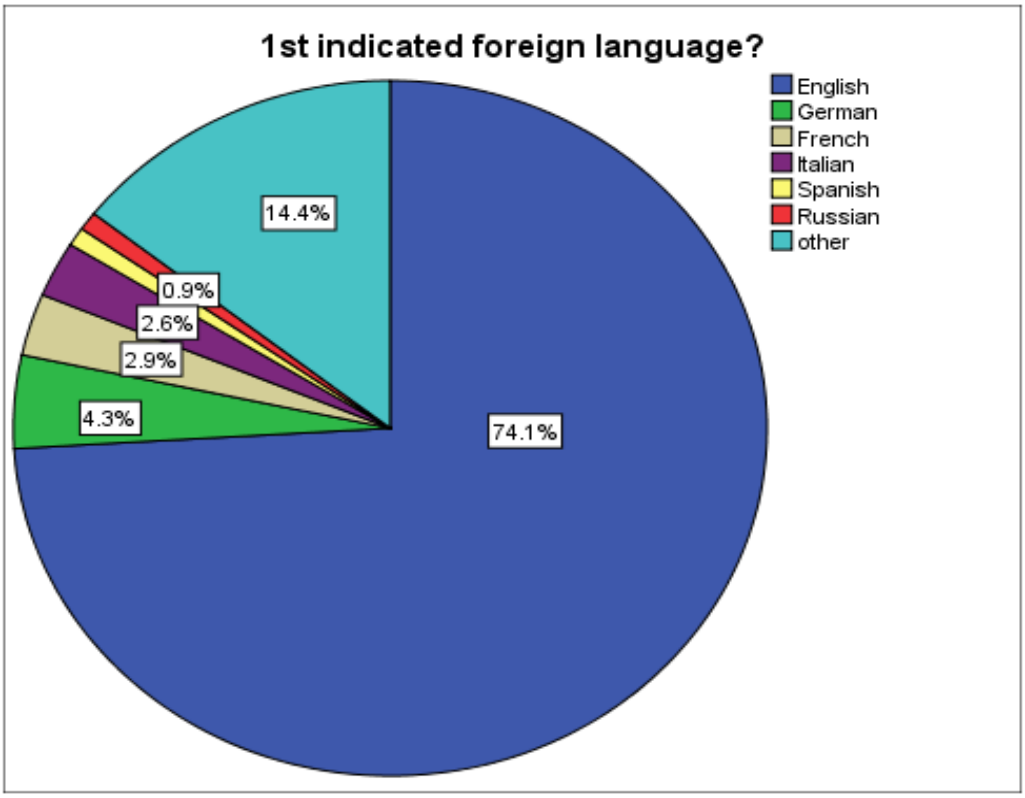
% within Region/County

Gender			Region/County		Total
			Southeast Mac	Polog Mac	
male	Do you know a foreign language?	yes	79.7%	29.2%	51.6%
		no	20.3%	70.8%	48.4%
	Total		100.0%	100.0%	100.0%
female	Do you know a foreign language?	yes	81.1%	35.9%	59.8%
		no	18.9%	64.1%	40.2%
	Total		100.0%	100.0%	100.0%
Total	Do you know a foreign language?	yes	80.5%	32.5%	56.0%
		no	19.5%	67.5%	44.0%
	Total		100.0%	100.0%	100.0%



Tab/Chart 35. 1st indicated foreign language?

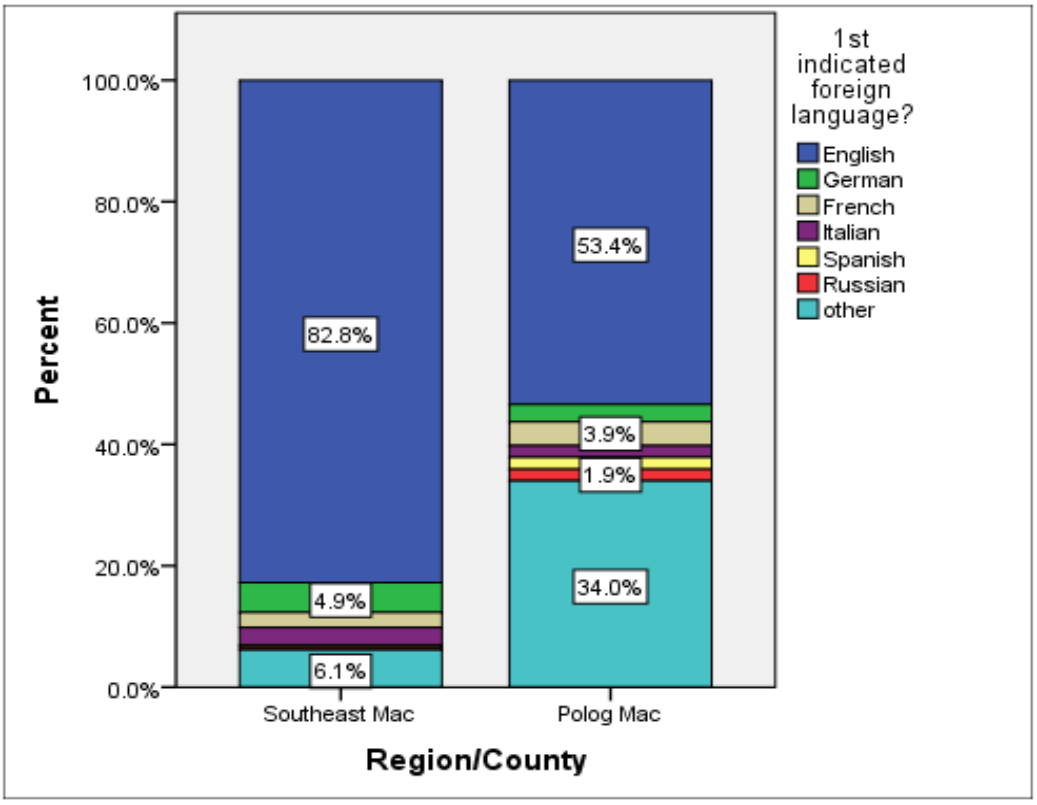
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	257	41.5	74.1	74.1
	German	15	2.4	4.3	78.4
	French	10	1.6	2.9	81.3
	Italian	9	1.5	2.6	83.9
	Spanish	3	.5	.9	84.7
	Russian	3	.5	.9	85.6
	other	50	8.1	14.4	100.0
	Total	347	56.0	100.0	
Missing	System	273	44.0		
Total		620	100.0		



Tab/Chart 36. 1st indicated foreign language? * Region/County Crosstabulation

% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
1st indicated foreign language?	English	82.8%	53.4%	74.1%
	German	4.9%	2.9%	4.3%
	French	2.5%	3.9%	2.9%
	Italian	2.9%	1.9%	2.6%
	Spanish	.4%	1.9%	.9%
	Russian	.4%	1.9%	.9%
	other	6.1%	34.0%	14.4%
Total		100.0%	100.0%	100.0%

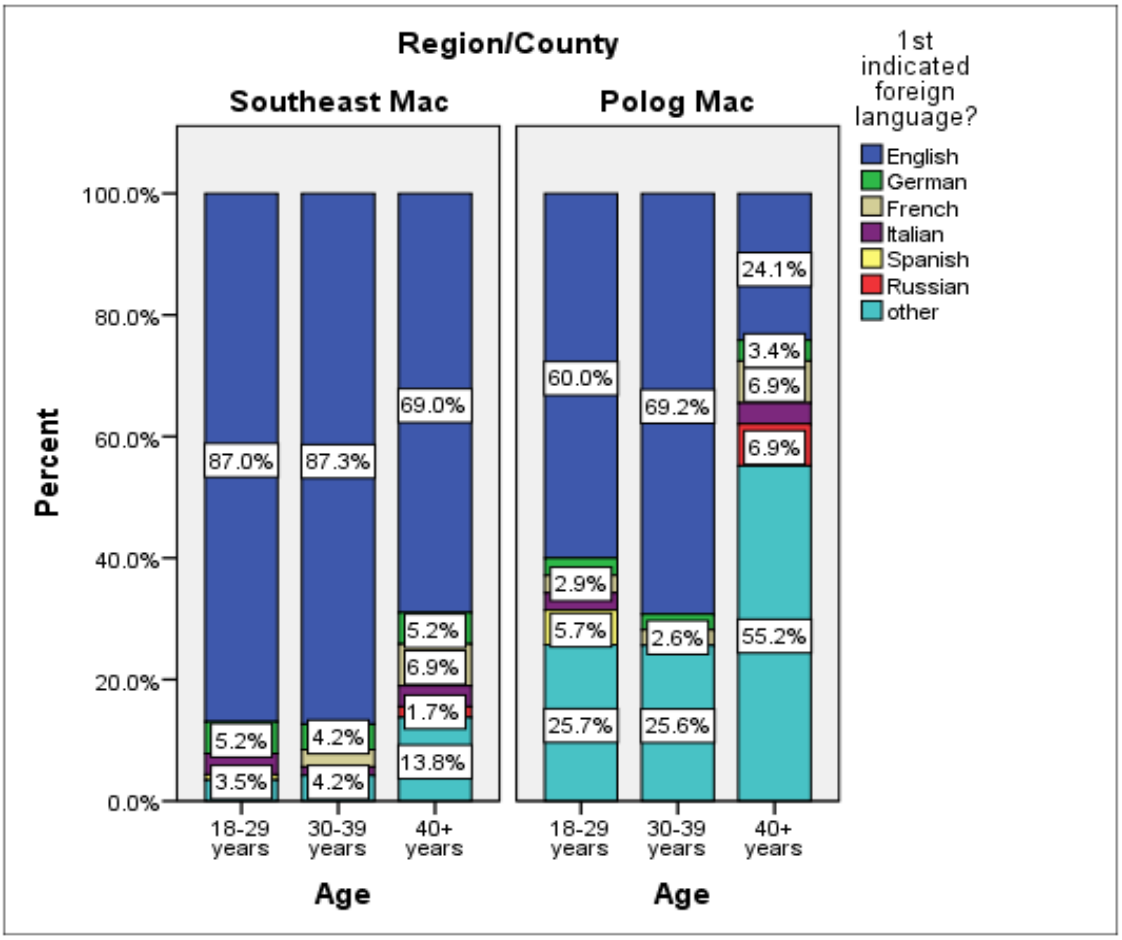


Tab 37. 1st indicated foreign language? * Region/County * Age Crosstabulation

% within Region/County

Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	1st indicated foreign language?	English	87.0%	60.0%	80.7%
		German	5.2%	2.9%	4.7%
		French		2.9%	.7%
		Italian	3.5%	2.9%	3.3%
		Spanish	.9%	5.7%	2.0%
		other	3.5%	25.7%	8.7%
	Total		100.0%	100.0%	100.0%
30-39 years	1st indicated foreign language?	English	87.3%	69.2%	80.9%
		German	4.2%	2.6%	3.6%
		French	2.8%	2.6%	2.7%
		Italian	1.4%		.9%
		other	4.2%	25.6%	11.8%
	Total		100.0%	100.0%	100.0%
40+ years	1st indicated foreign language?	English	69.0%	24.1%	54.0%
		German	5.2%	3.4%	4.6%
		French	6.9%	6.9%	6.9%
		Italian	3.4%	3.4%	3.4%
		Russian	1.7%	6.9%	3.4%
		other	13.8%	55.2%	27.6%
	Total		100.0%	100.0%	100.0%
Total	1st indicated foreign language?	English	82.8%	53.4%	74.1%
		German	4.9%	2.9%	4.3%
		French	2.5%	3.9%	2.9%
		Italian	2.9%	1.9%	2.6%
		Spanish	.4%	1.9%	.9%
		Russian	.4%	1.9%	.9%
		other	6.1%	34.0%	14.4%
	Total		100.0%	100.0%	100%

Chart 37. 1st indicated foreign language? * Region/County * Age

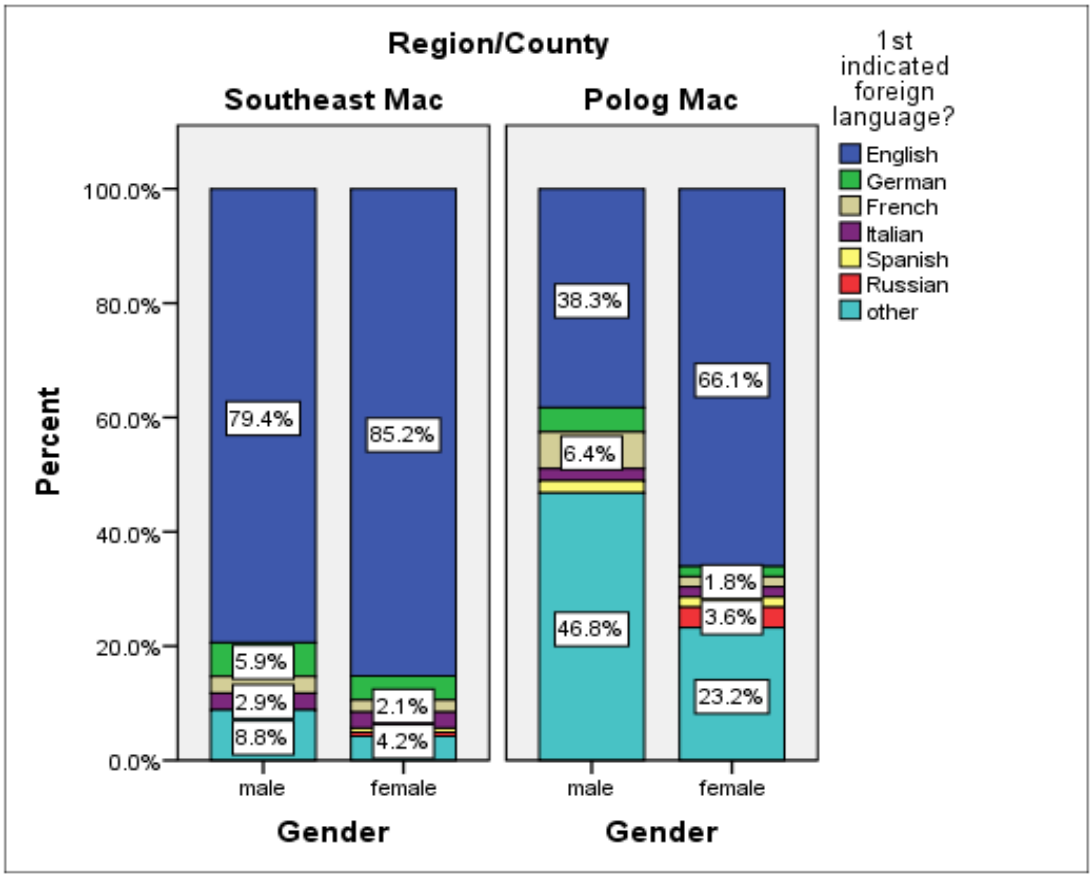


Tab 38. 1st indicated foreign language? * Region/County * Gender Crosstabulation

% within Region/County

Gender			Region/County		Total
			Southeast Mac	Polog Mac	
male	1st indicated foreign language?	English	79.4%	38.3%	66.4%
		German	5.9%	4.3%	5.4%
		French	2.9%	6.4%	4.0%
		Italian	2.9%	2.1%	2.7%
		Spanish		2.1%	.7%
		other	8.8%	46.8%	20.8%
	Total		100.0%	100.0%	100.0%
female	1st indicated foreign language?	English	85.2%	66.1%	79.8%
		German	4.2%	1.8%	3.5%
		French	2.1%	1.8%	2.0%
		Italian	2.8%	1.8%	2.5%
		Spanish	.7%	1.8%	1.0%
		Russian	.7%	3.6%	1.5%
		other	4.2%	23.2%	9.6%
	Total		100.0%	100.0%	100.0%
Total	1st indicated foreign language?	English	82.8%	53.4%	74.1%
		German	4.9%	2.9%	4.3%
		French	2.5%	3.9%	2.9%
		Italian	2.9%	1.9%	2.6%
		Spanish	.4%	1.9%	.9%
		Russian	.4%	1.9%	.9%
		other	6.1%	34.0%	14.4%
	Total		100.0%	100.0%	100.0%

Chart 38. 1st indicated foreign language? * Region/County * Gender

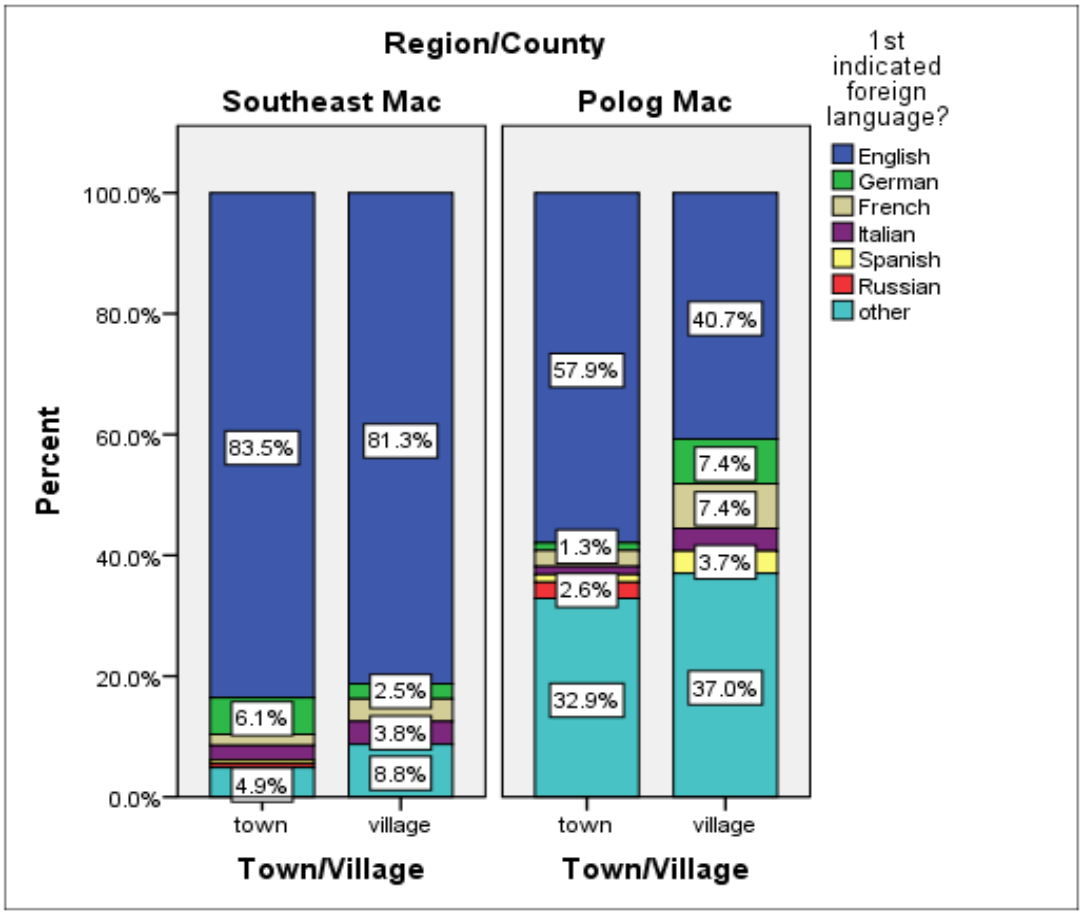


Tab 39. 1st indicated foreign language? * Region/County * Town/Village Crosstabulation

% within Region/County

Town/Village			Region/County		
			Southeast Mac	Polog Mac	Total
town	1st indicated foreign language?	English	83.5%	57.9%	75.4%
		German	6.1%	1.3%	4.6%
		French	1.8%	2.6%	2.1%
		Italian	2.4%	1.3%	2.1%
		Spanish	.6%	1.3%	.8%
		Russian	.6%	2.6%	1.3%
		other	4.9%	32.9%	13.8%
	Total		100.0%	100.0%	100.0%
village	1st indicated foreign language?	English	81.3%	40.7%	71.0%
		German	2.5%	7.4%	3.7%
		French	3.8%	7.4%	4.7%
		Italian	3.8%	3.7%	3.7%
		Spanish		3.7%	.9%
		other	8.8%	37.0%	15.9%
	Total		100.0%	100.0%	100.0%
Total	1st indicated foreign language?	English	82.8%	53.4%	74.1%
		German	4.9%	2.9%	4.3%
		French	2.5%	3.9%	2.9%
		Italian	2.9%	1.9%	2.6%
		Spanish	.4%	1.9%	.9%
		Russian	.4%	1.9%	.9%
		other	6.1%	34.0%	14.4%
	Total		100.0%	100.0%	100.0%

Chart 39. 1st indicated foreign language? * Region/County * Town/Village



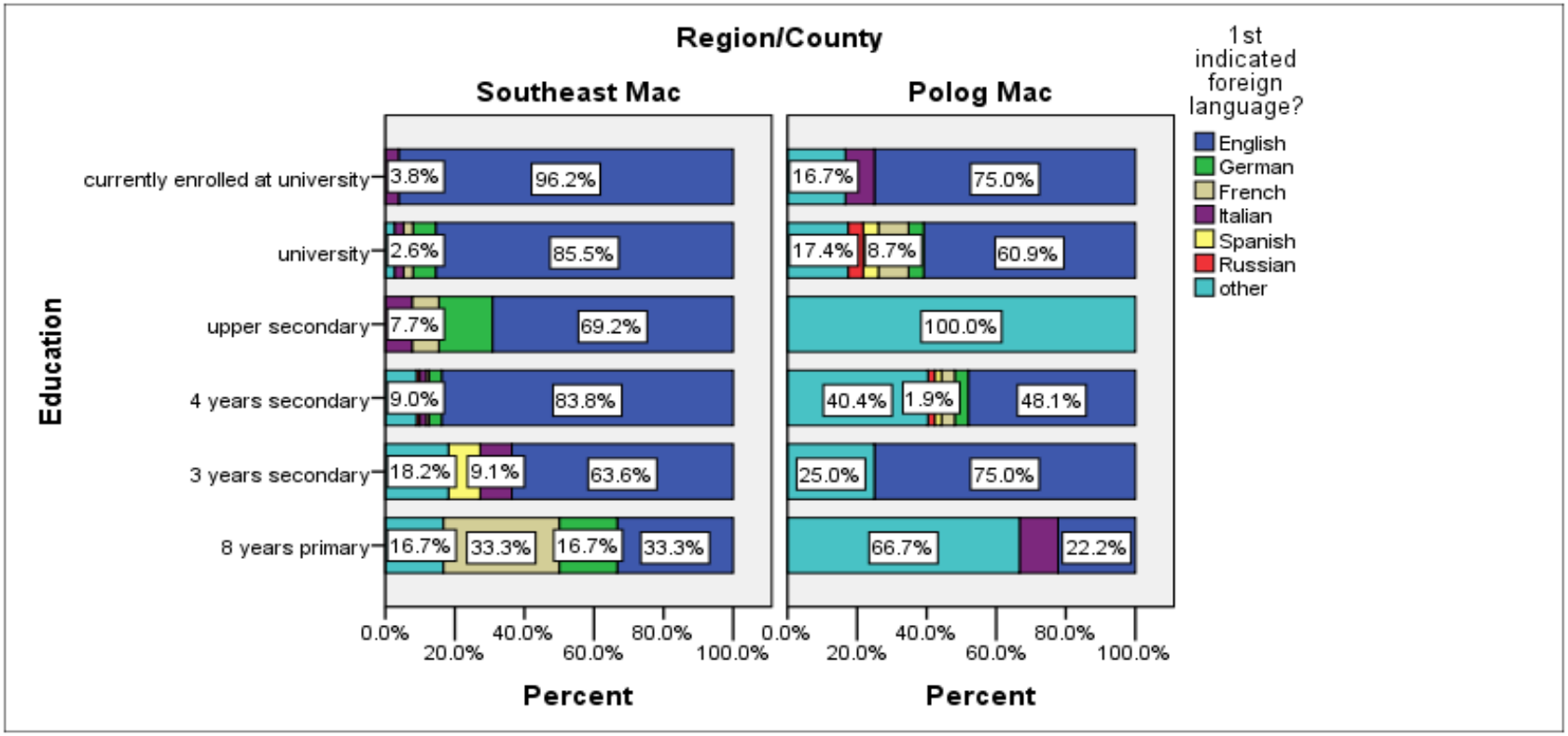
Tab 40. 1st indicated foreign language? * Region/County * Education Crosstabulation

% within Region/County

Education			Region/County		Total
			Southeast Mac	Polog Mac	
8 years primary	1st indicated foreign language?	English	33.3%	22.2%	26.7%
		German	16.7%		6.7%
		French	33.3%		13.3%
		Italian		11.1%	6.7%
		other	16.7%	66.7%	46.7%
	Total		100.0%	100.0%	100.0%
3 years secondary	1st indicated foreign language?	English	63.6%	75.0%	66.7%
		Italian	9.1%		6.7%
		Spanish	9.1%		6.7%
		other	18.2%	25.0%	20.0%
	Total		100.0%	100.0%	100.0%
4 years secondary	1st indicated foreign language?	English	83.8%	48.1%	72.4%
		German	3.6%	3.8%	3.7%
		French	.9%	3.8%	1.8%
		Italian	1.8%		1.2%
		Spanish		1.9%	.6%
		Russian	.9%	1.9%	1.2%
		other	9.0%	40.4%	19.0%
	Total		100.0%	100.0%	100.0%
upper secondary	1st indicated foreign language?	English	69.2%		64.3%
		German	15.4%		14.3%
		French	7.7%		7.1%
		Italian	7.7%		7.1%
		other		100.0%	7.1%
	Total		100.0%	100.0%	100.0%
university	1st indicated foreign language?	English	85.5%	60.9%	79.8%
		German	6.6%	4.3%	6.1%
		French	2.6%	8.7%	4.0%
		Italian	2.6%		2.0%
		Spanish		4.3%	1.0%
		Russian		4.3%	1.0%
		other	2.6%	17.4%	6.1%
	Total		100.0%	100.0%	100.0%
currently enrolled at university	1st indicated foreign language?	English	96.2%	75.0%	89.5%
		Italian	3.8%	8.3%	5.3%
		other		16.7%	5.3%
	Total		100.0%	100.0%	100.0%

other	1st indicated foreign language?	English	100.0%	100.0%	100.0%
	Total		100.0%	100.0%	100.0%
Total	1st indicated foreign language?	English	82.8%	53.4%	74.1%
		German	4.9%	2.9%	4.3%
		French	2.5%	3.9%	2.9%
		Italian	2.9%	1.9%	2.6%
		Spanish	.4%	1.9%	.9%
		Russian	.4%	1.9%	.9%
		other	6.1%	34.0%	14.4%
	Total		100.0%	100.0%	100%

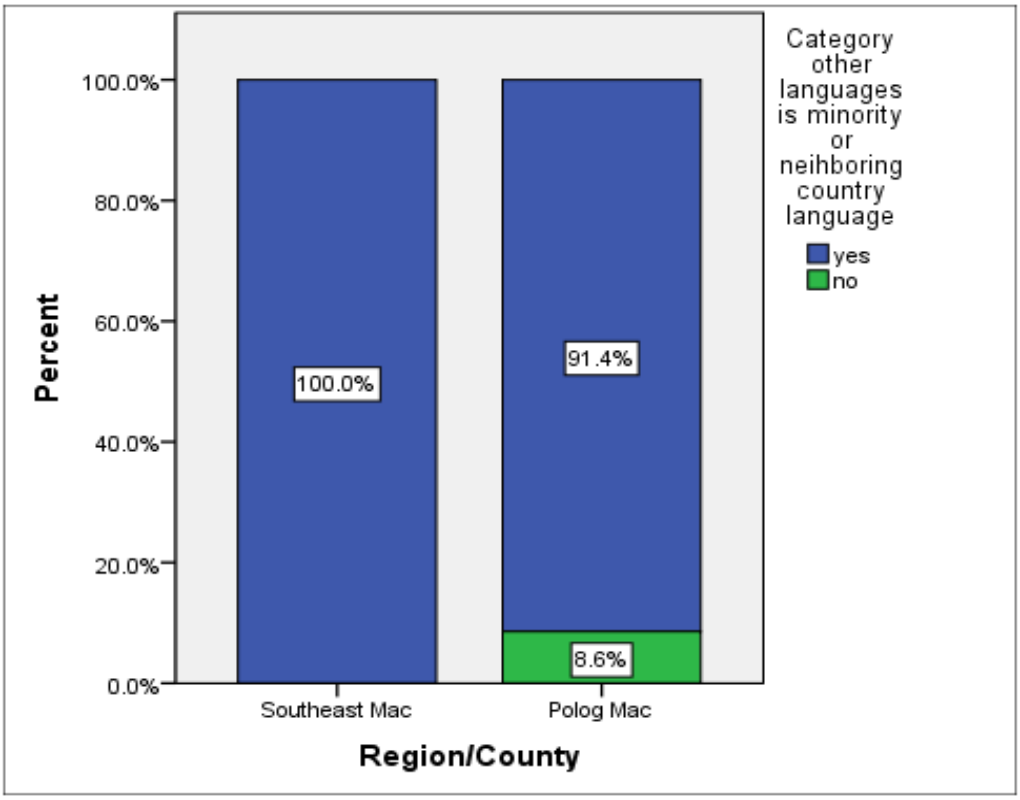
Chart 40. 1st indicated foreign language? * Region/County * Education



Tab/Chart 41. Category other languages is minority or neihboring country language * Region/County Crosstabulation

% within Region/County

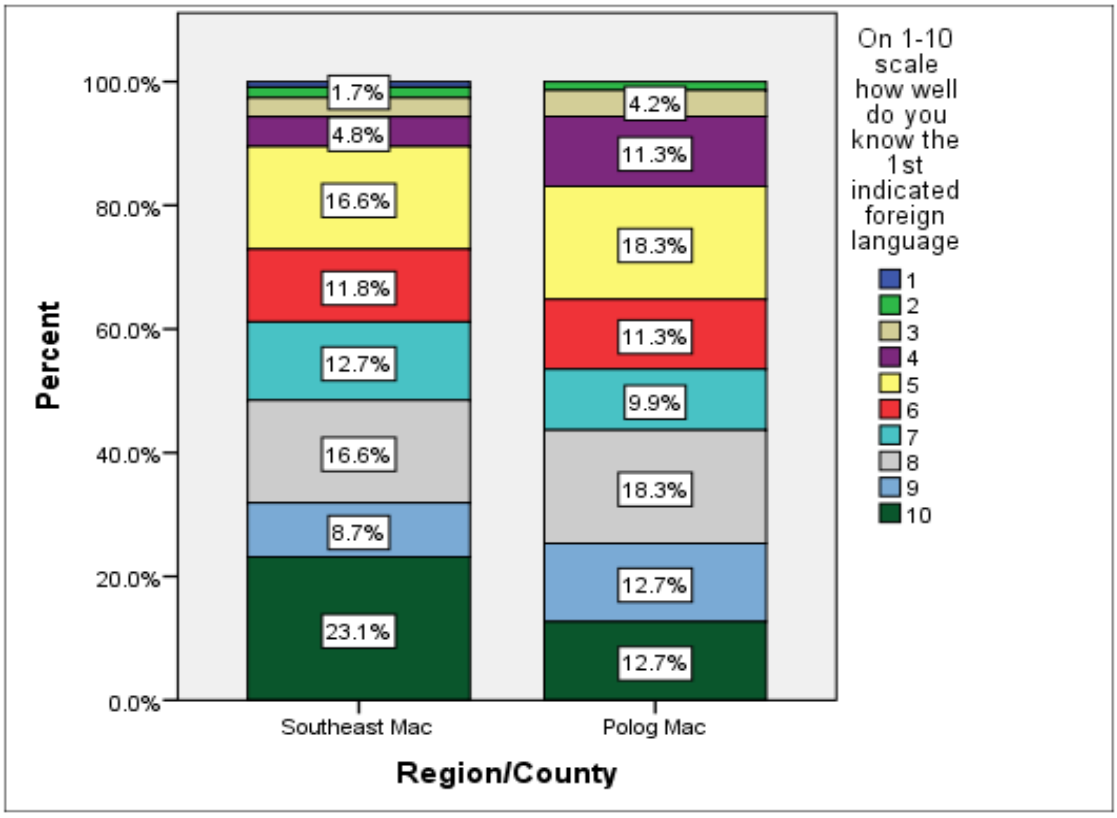
		Region/County		
		Southeast Mac	Polog Mac	Total
Category other languages is minority or neihboring country language	yes	100.0%	91.4%	94.0%
	no		8.6%	6.0%
Total		100.0%	100.0%	100.0%



Tab/Chart 42. On 1-10 scale how well do you know the 1st indicated foreign language * Region/County Crosstabulation

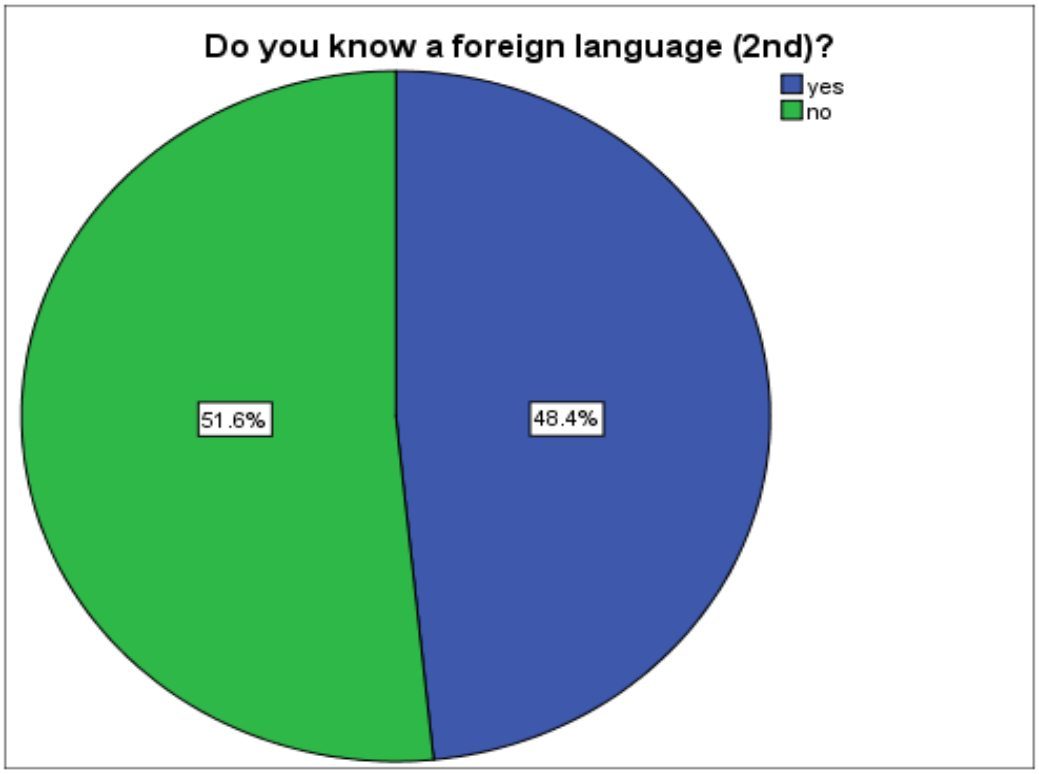
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
On 1-10 scale how well do you know the 1st indicated foreign language	1	.9%		.7%
	2	1.7%	1.4%	1.7%
	3	3.1%	4.2%	3.3%
	4	4.8%	11.3%	6.3%
	5	16.6%	18.3%	17.0%
	6	11.8%	11.3%	11.7%
	7	12.7%	9.9%	12.0%
	8	16.6%	18.3%	17.0%
	9	8.7%	12.7%	9.7%
	10	23.1%	12.7%	20.7%
Total		100.0%	100.0%	100.0%



Tab/chart 43. Do you know a foreign language (2nd)?

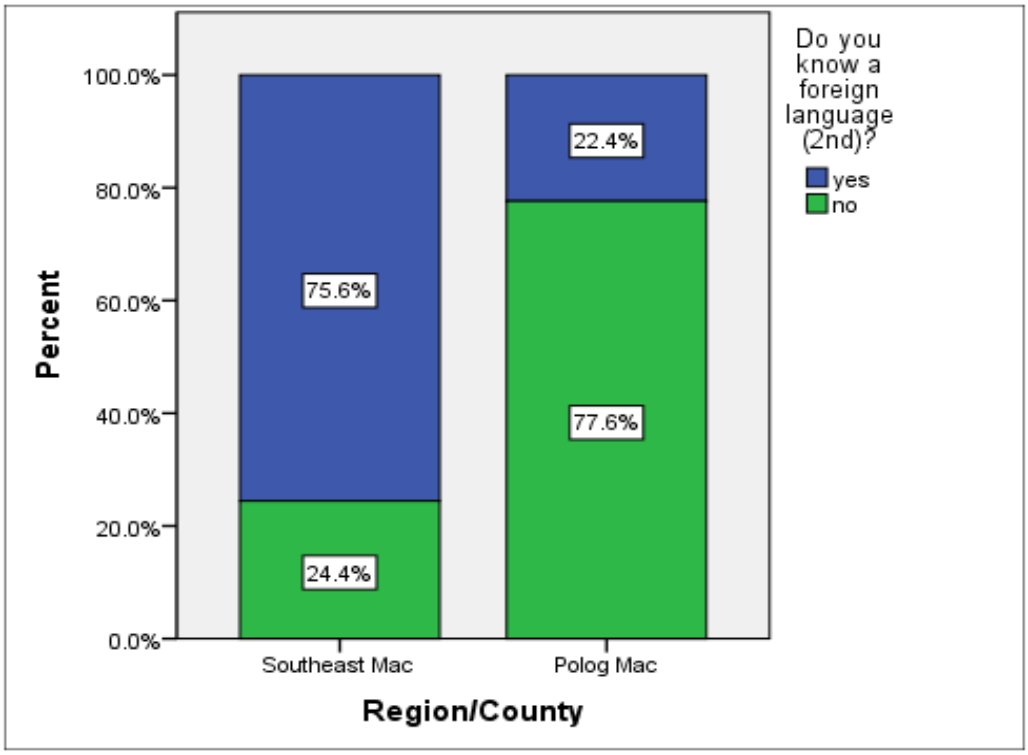
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	300	48.4	48.4	48.4
	no	320	51.6	51.6	100.0
	Total	620	100.0	100.0	



Tab/Chart 44. Do you know a foreign language (2nd)? * Region/County Crosstabulation

% within Region/County

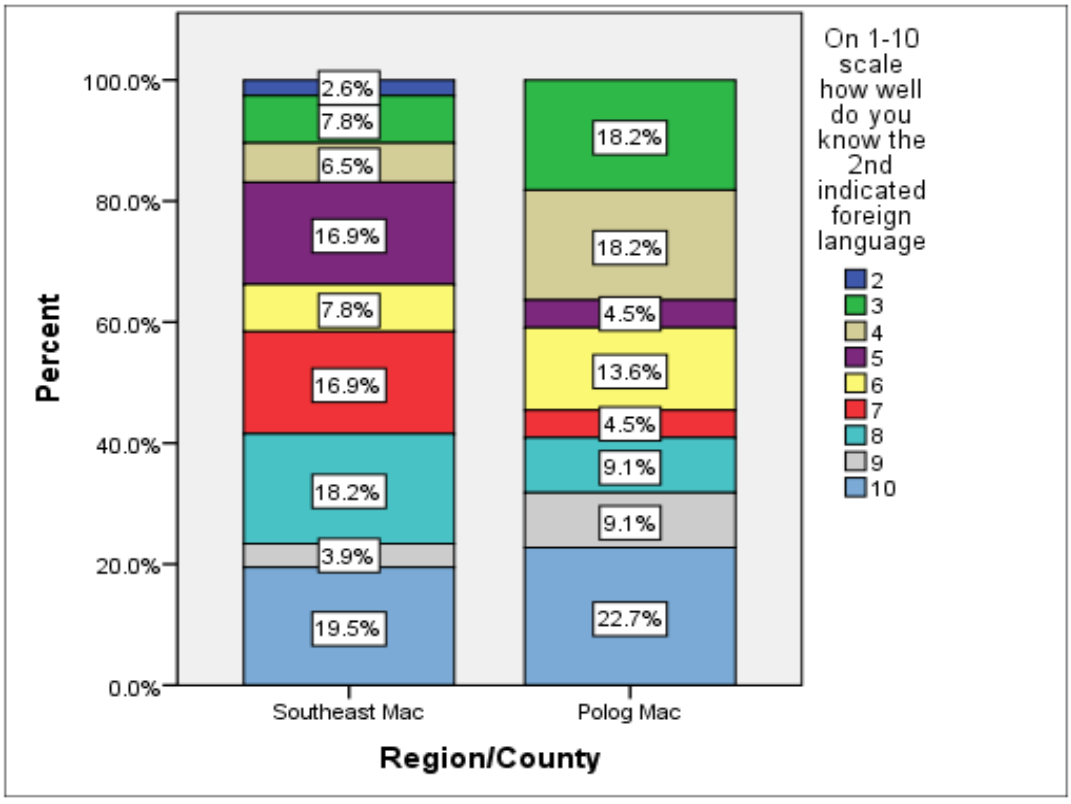
		Region/County		
		Southeast Mac	Polog Mac	Total
Do you know a foreign language (2nd)?	yes	75.6%	22.4%	48.4%
	no	24.4%	77.6%	51.6%
Total		100.0%	100.0%	100.0%



Tab/Chart 45. On 1-10 scale how well do you know the 2nd indicated foreign language * Region/County Crosstabulation

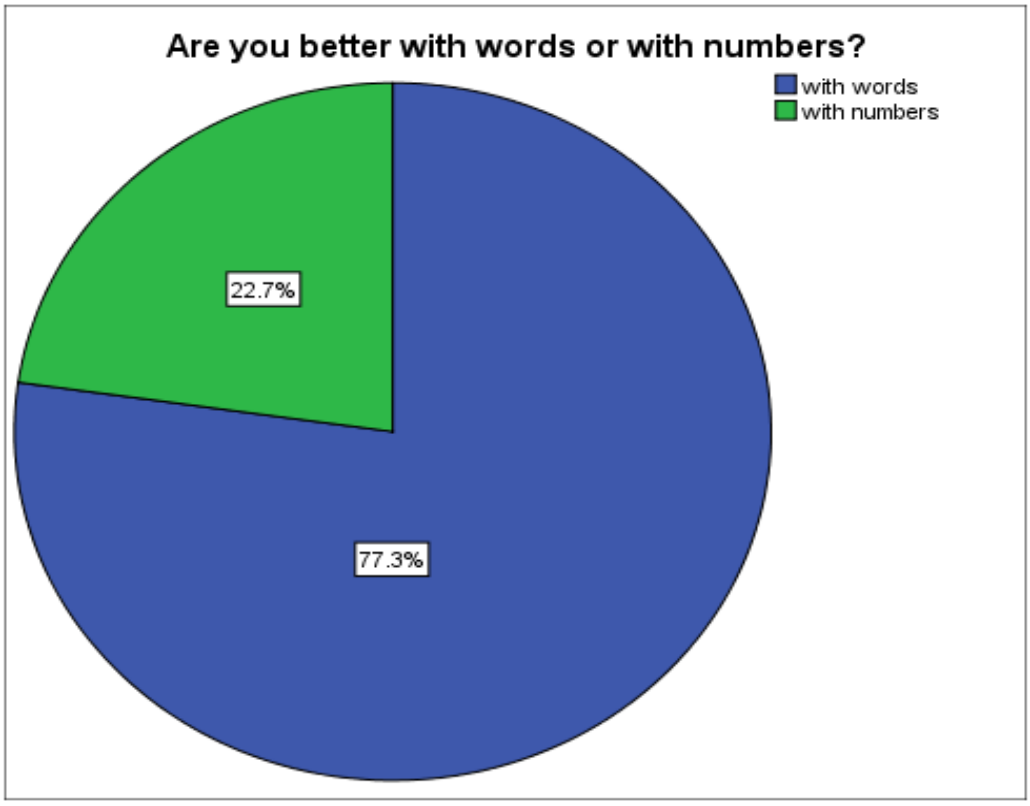
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
On 1-10 scale how well do you know the 2nd indicated foreign language	2	2.6%		2.0%
	3	7.8%	18.2%	10.1%
	4	6.5%	18.2%	9.1%
	5	16.9%	4.5%	14.1%
	6	7.8%	13.6%	9.1%
	7	16.9%	4.5%	14.1%
	8	18.2%	9.1%	16.2%
	9	3.9%	9.1%	5.1%
	10	19.5%	22.7%	20.2%
Total		100.0%	100.0%	100.0%



Tab/Chart 46. Are you better with words or with numbers?

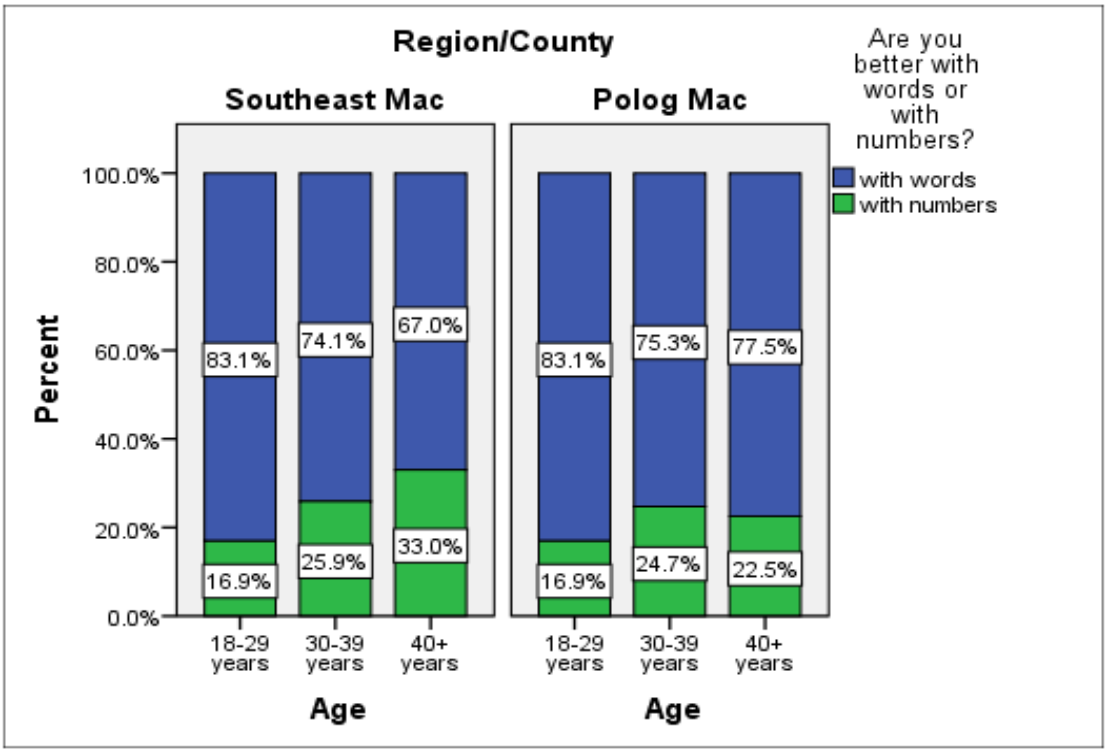
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	with words	479	77.3	77.3	77.3
	with numbers	141	22.7	22.7	100.0
	Total	620	100.0	100.0	



Tab/Chart 48. Are you better with words or with numbers? * Region/County * Age Crosstabulation

% within Region/County

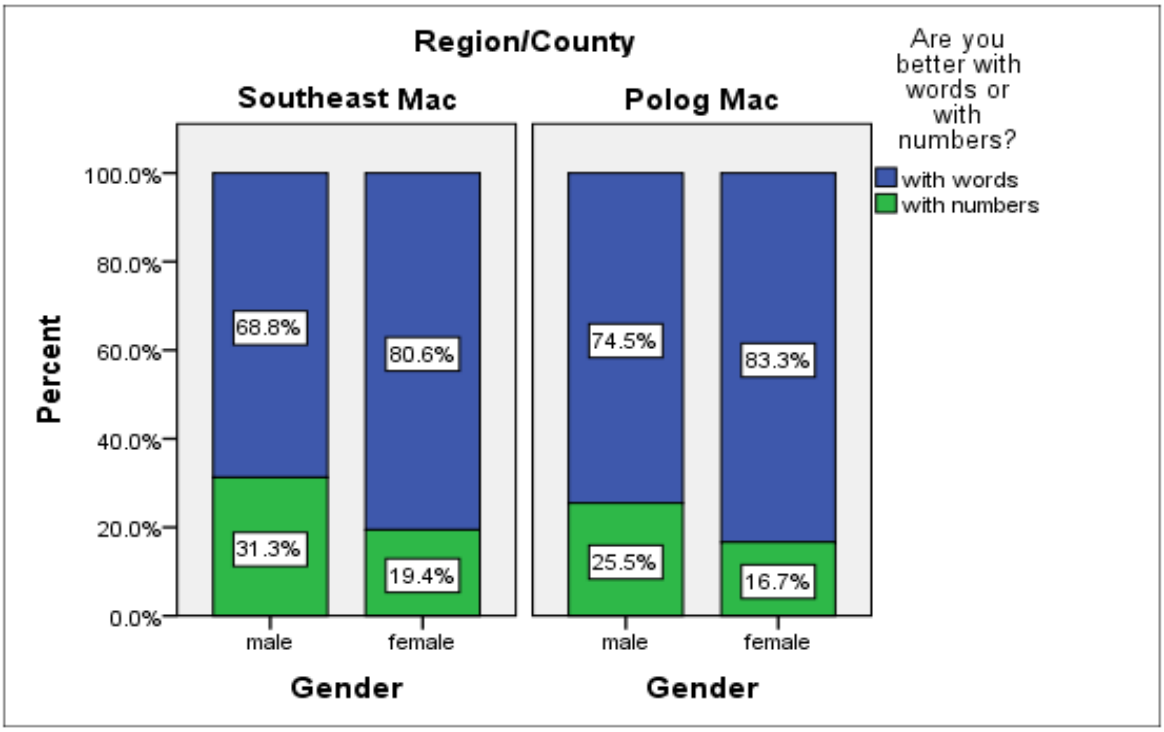
Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Are you better with words or with numbers?	with words	83.1%	83.1%	83.1%
		with numbers	16.9%	16.9%	16.9%
	Total		100.0%	100.0%	100.0%
30-39 years	Are you better with words or with numbers?	with words	74.1%	75.3%	74.7%
		with numbers	25.9%	24.7%	25.3%
	Total		100.0%	100.0%	100.0%
40+ years	Are you better with words or with numbers?	with words	67.0%	77.5%	72.4%
		with numbers	33.0%	22.5%	27.6%
	Total		100.0%	100.0%	100.0%
Total	Are you better with words or with numbers?	with words	75.6%	78.9%	77.3%
		with numbers	24.4%	21.1%	22.7%
	Total		100.0%	100.0%	100.0%



Tab/Chart 49. Are you better with words or with numbers? * Region/County * Gender Crosstabulation

% within Region/County

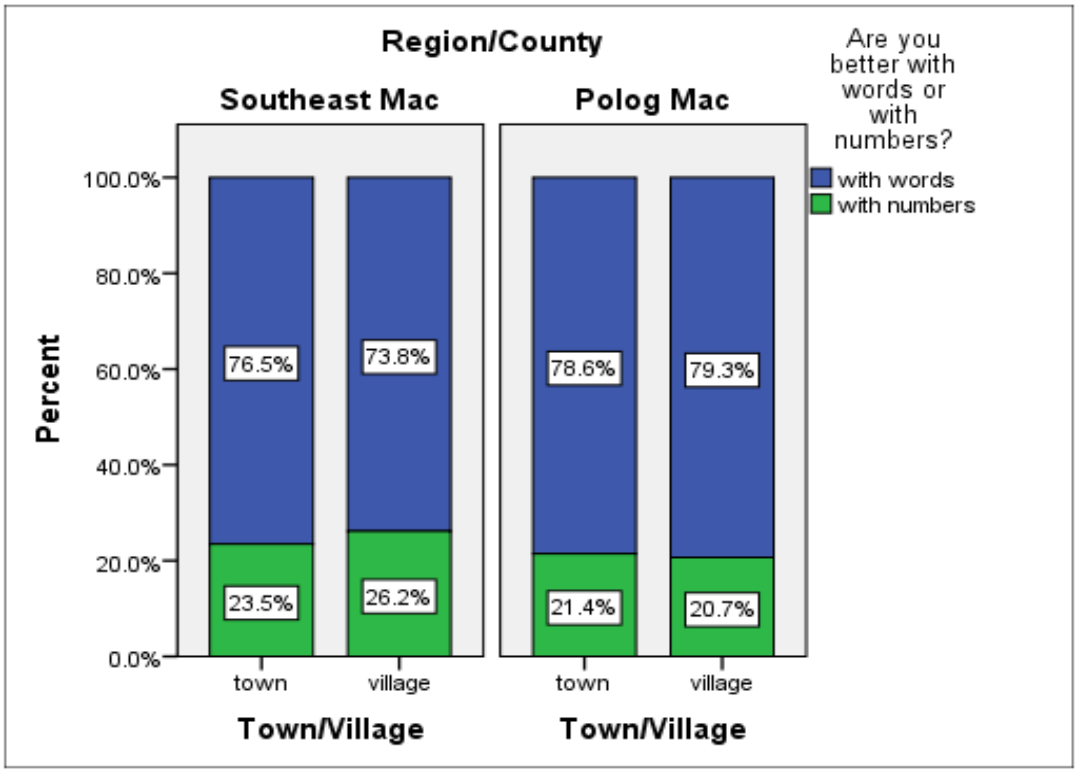
Gender			Region/County		
			Southeast Mac	Polog Mac	Total
male	Are you better with words or with numbers?	with words	68.8%	74.5%	72.0%
		with numbers	31.3%	25.5%	28.0%
	Total		100.0%	100.0%	100.0%
female	Are you better with words or with numbers?	with words	80.6%	83.3%	81.9%
		with numbers	19.4%	16.7%	18.1%
	Total		100.0%	100.0%	100.0%
Total	Are you better with words or with numbers?	with words	75.6%	78.9%	77.3%
		with numbers	24.4%	21.1%	22.7%
	Total		100.0%	100.0%	100.0%



Tab/Chart 50. Are you better with words or with numbers? * Region/County * Town/Village Crosstabulation

% within Region/County

Town/Village			Region/County: Southeast Mac	Region/County: Polog Mac	Total
town	Are you better with words or with numbers?	with words	76.5%	78.6%	77.6%
		with numbers	23.5%	21.4%	22.4%
	Total		100.0%	100.0%	100.0%
village	Are you better with words or with numbers?	with words	73.8%	79.3%	76.8%
		with numbers	26.2%	20.7%	23.2%
	Total		100.0%	100.0%	100.0%
Total	Are you better with words or with numbers?	with words	75.6%	78.9%	77.3%
		with numbers	24.4%	21.1%	22.7%
	Total		100.0%	100.0%	100.0%

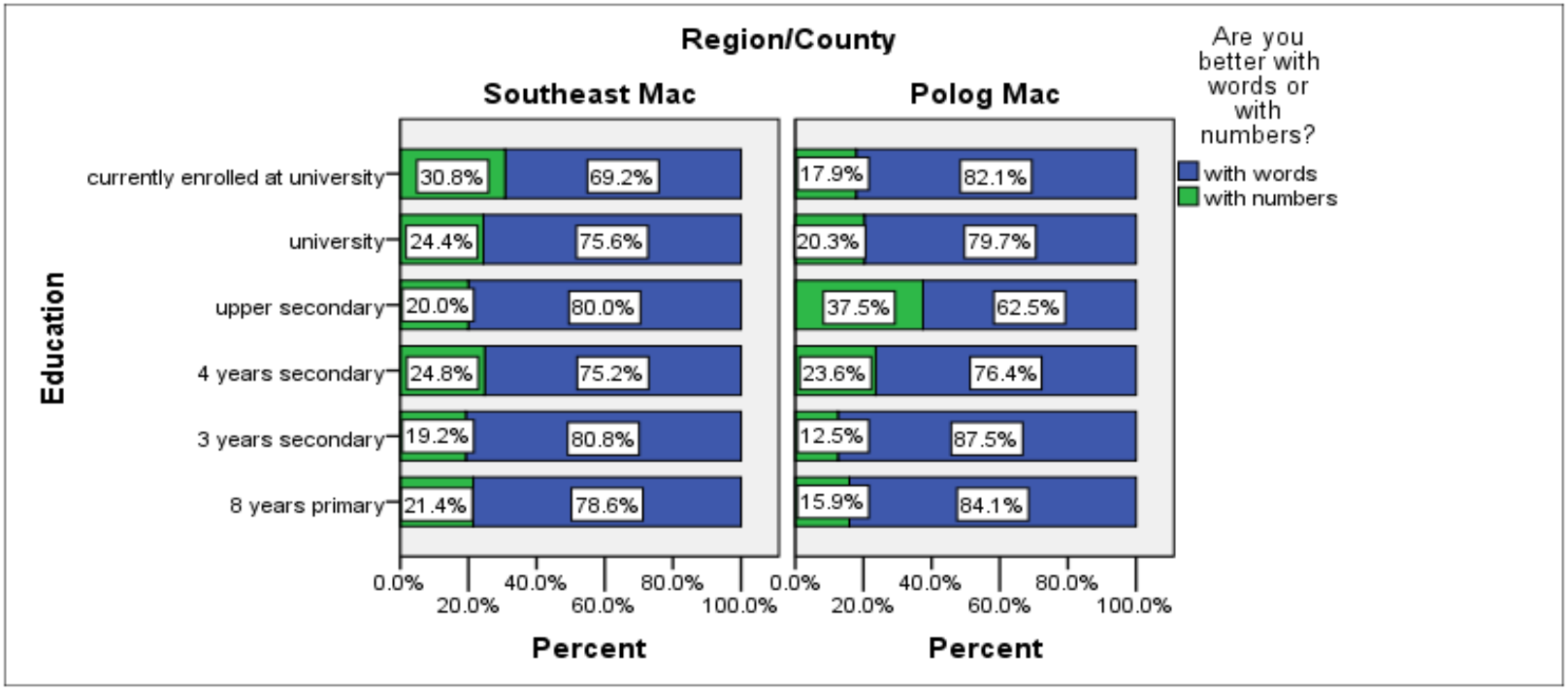


Tab 51. Are you better with words or with numbers? * Region/County * Education Crosstabulation

% within Region/County

Education			Region/County		Total
			Southeast Mac	Polog Mac	
no education	Are you better with words or with numbers?	with words		100.0%	50.0%
		with numbers	100.0%		50.0%
	Total		100.0%	100.0%	100.0%
4-years primary	Are you better with words or with numbers?	with words	100.0%	100.0%	100.0%
	Total		100.0%	100.0%	100.0%
8 years primary	Are you better with words or with numbers?	with words	78.6%	84.1%	82.8%
		with numbers	21.4%	15.9%	17.2%
	Total		100.0%	100.0%	100.0%
3 years secondary	Are you better with words or with numbers?	with words	80.8%	87.5%	82.4%
		with numbers	19.2%	12.5%	17.6%
	Total		100.0%	100.0%	100.0%
4 years secondary	Are you better with words or with numbers?	with words	75.2%	76.4%	75.8%
		with numbers	24.8%	23.6%	24.2%
	Total		100.0%	100.0%	100.0%
upper secondary	Are you better with words or with numbers?	with words	80.0%	62.5%	73.9%
		with numbers	20.0%	37.5%	26.1%
	Total		100.0%	100.0%	100.0%
university	Are you better with words or with numbers?	with words	75.6%	79.7%	77.6%
		with numbers	24.4%	20.3%	22.4%
	Total		100.0%	100.0%	100.0%
currently enrolled at university	Are you better with words or with numbers?	with words	69.2%	82.1%	75.9%
		with numbers	30.8%	17.9%	24.1%
	Total		100.0%	100.0%	100.0%
other	Are you better with words or with numbers?	with words	100.0%	50.0%	66.7%
		with numbers		50.0%	33.3%
	Total		100.0%	100.0%	100.0%
Total	Are you better with words or with numbers?	with words	75.6%	78.9%	77.3%
		with numbers	24.4%	21.1%	22.7%
	Total		100.0%	100.0%	100.0%

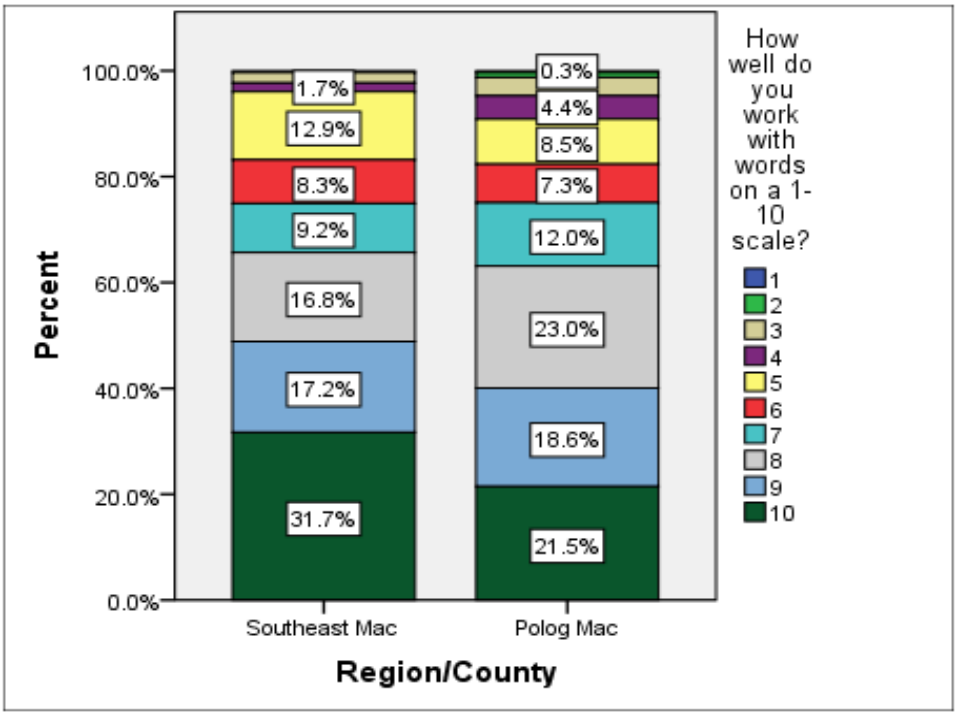
Chart 51. Are you better with words or with numbers? * Region/County * Education



Tab/Chart 52. How well do you work with words on a 1-10 scale? * Region/County Crosstabulation

% within Region/County

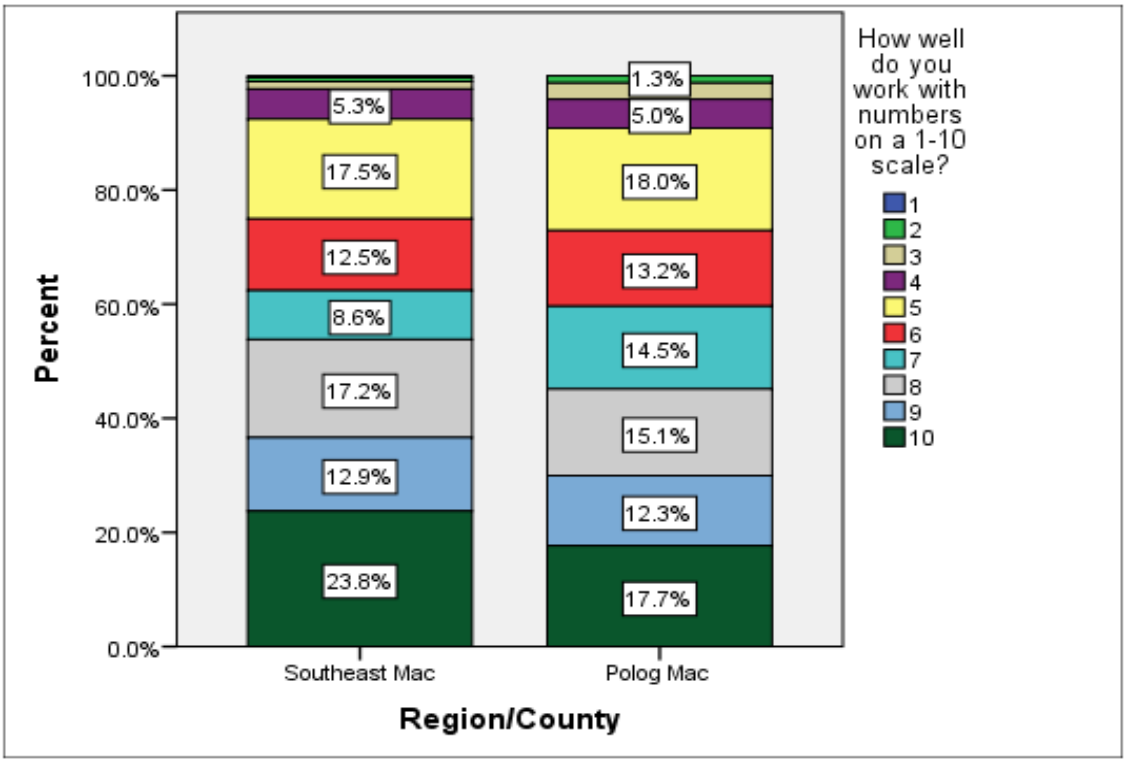
		Region/County		
		Southeast Mac	Polog Mac	Total
How well do you work with words on a 1-10 scale?	1	.3%	.3%	.3%
	2		.9%	.5%
	3	2.0%	3.5%	2.7%
	4	1.7%	4.4%	3.1%
	5	12.9%	8.5%	10.6%
	6	8.3%	7.3%	7.7%
	7	9.2%	12.0%	10.6%
	8	16.8%	23.0%	20.0%
	9	17.2%	18.6%	17.9%
	10	31.7%	21.5%	26.5%
Total		100.0%	100.0%	100.0%



Tab/Chart 53. How well do you work with numbers on a 1-10 scale? * Region/County Crosstabulation

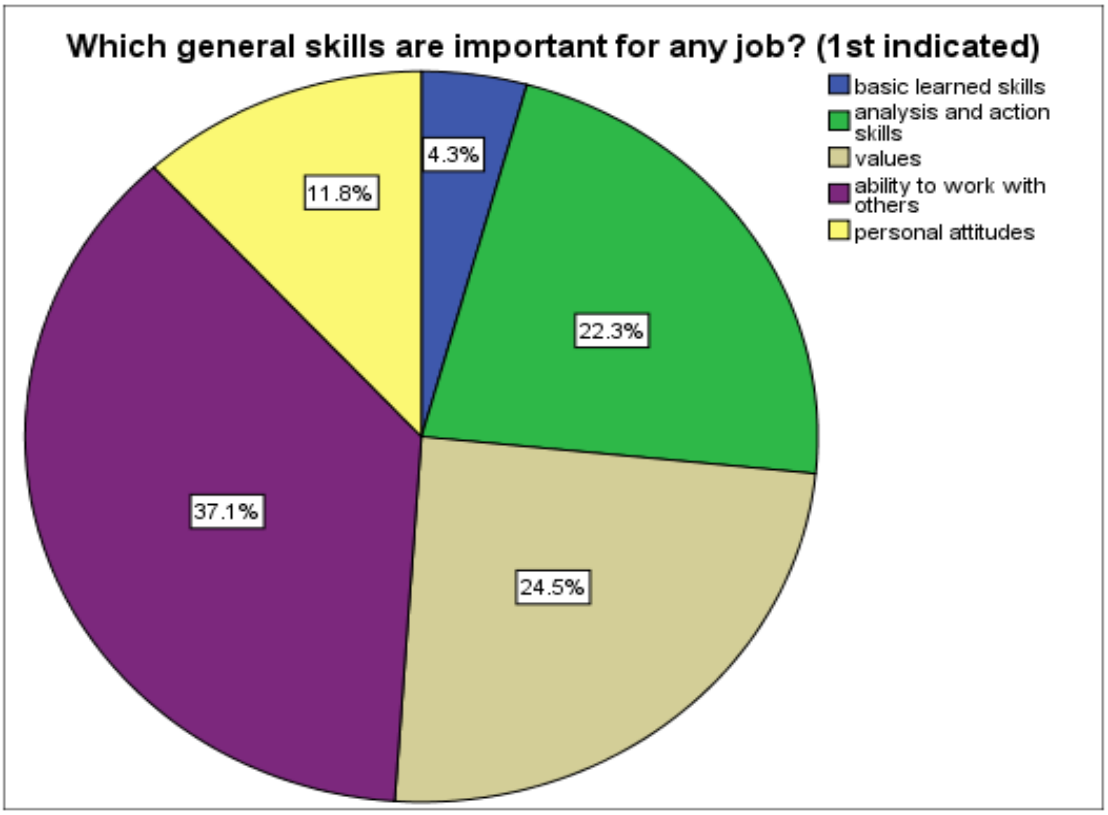
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
How well do you work with numbers on a 1-10 scale?	1	.3%		.2%
	2	.7%	1.3%	1.0%
	3	1.3%	2.8%	2.1%
	4	5.3%	5.0%	5.2%
	5	17.5%	18.0%	17.7%
	6	12.5%	13.2%	12.9%
	7	8.6%	14.5%	11.6%
	8	17.2%	15.1%	16.1%
	9	12.9%	12.3%	12.6%
	10	23.8%	17.7%	20.6%
Total		100.0%	100.0%	100.0%



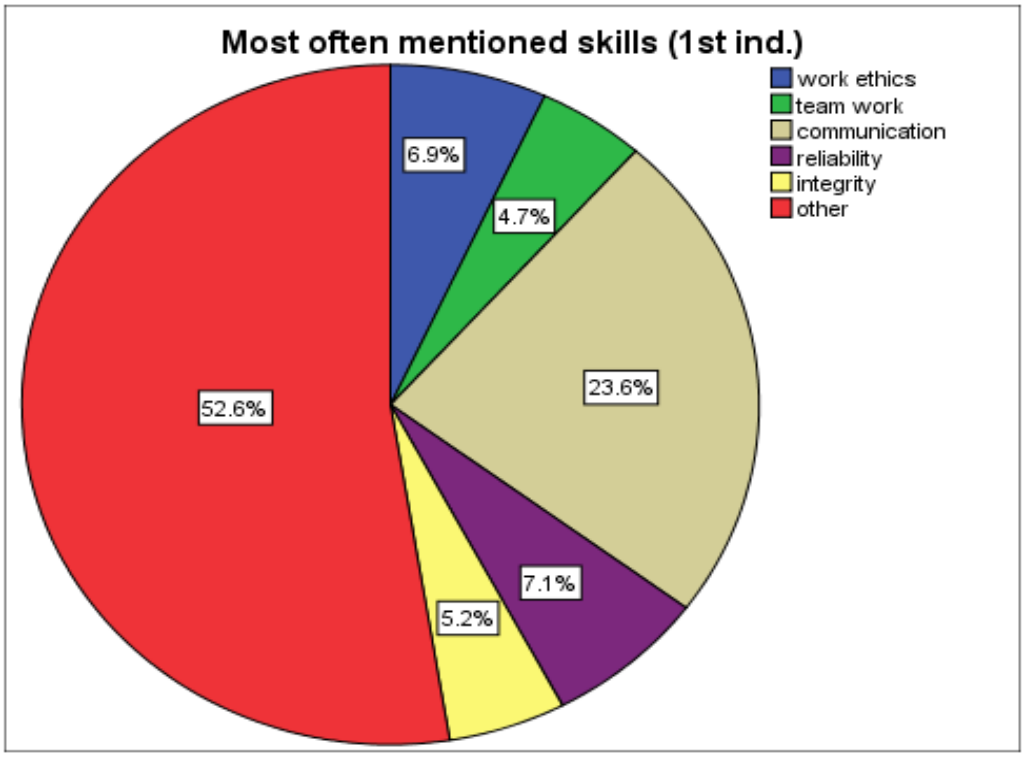
Tab/Chart 54. Which general skills are important for any job? (1st indicated)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	basic learned skills	20	3.2	4.3	4.3
	analysis and action skills	104	16.8	22.3	26.6
	values	114	18.4	24.5	51.1
	ability to work with others	173	27.9	37.1	88.2
	personal attitudes	55	8.9	11.8	100.0
	Total	466	75.2	100.0	
Missing	System	154	24.8		
Total		620	100.0		



Tab/Chart 55. Most often mentioned skills (1st ind.)

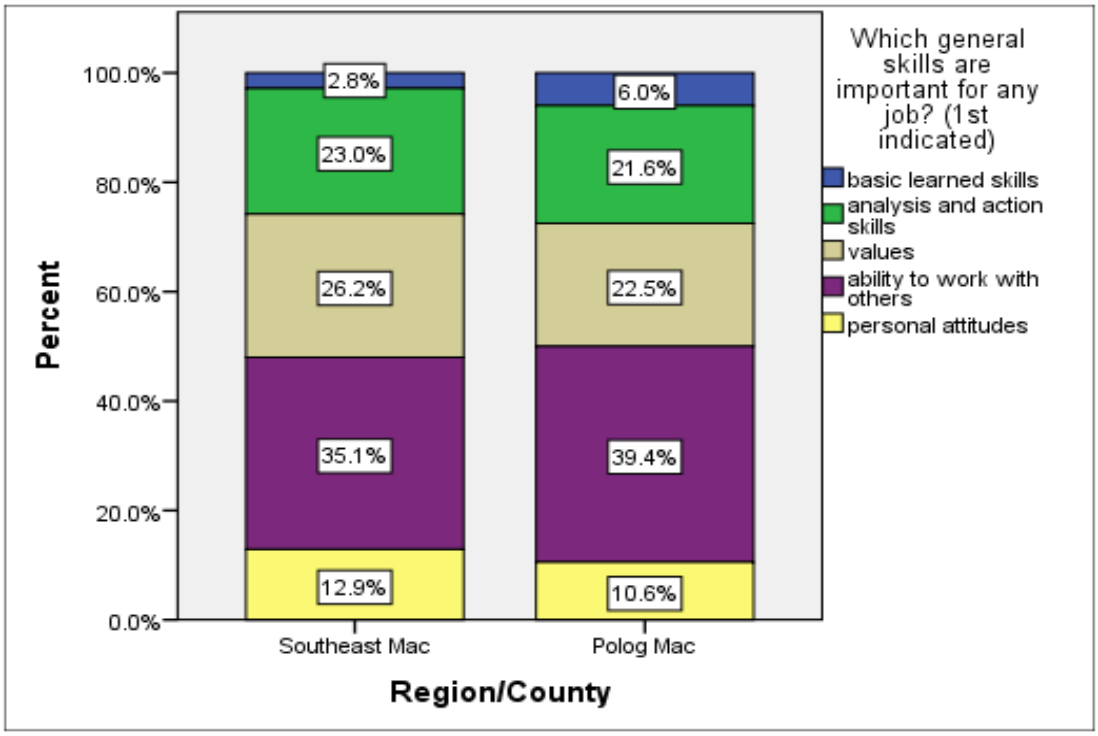
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	work ethics	32	5.2	6.9	6.9
	team work	22	3.5	4.7	11.6
	communication	110	17.7	23.6	35.2
	reliability	33	5.3	7.1	42.3
	integrity	24	3.9	5.2	47.4
	other	245	39.5	52.6	100.0
	Total	466	75.2	100.0	
Missing	System	154	24.8		
Total		620	100.0		



Tab/Chart 56. Which general skills are important for any job? (1st indicated) * Region/County Crosstabulation

% within Region/County

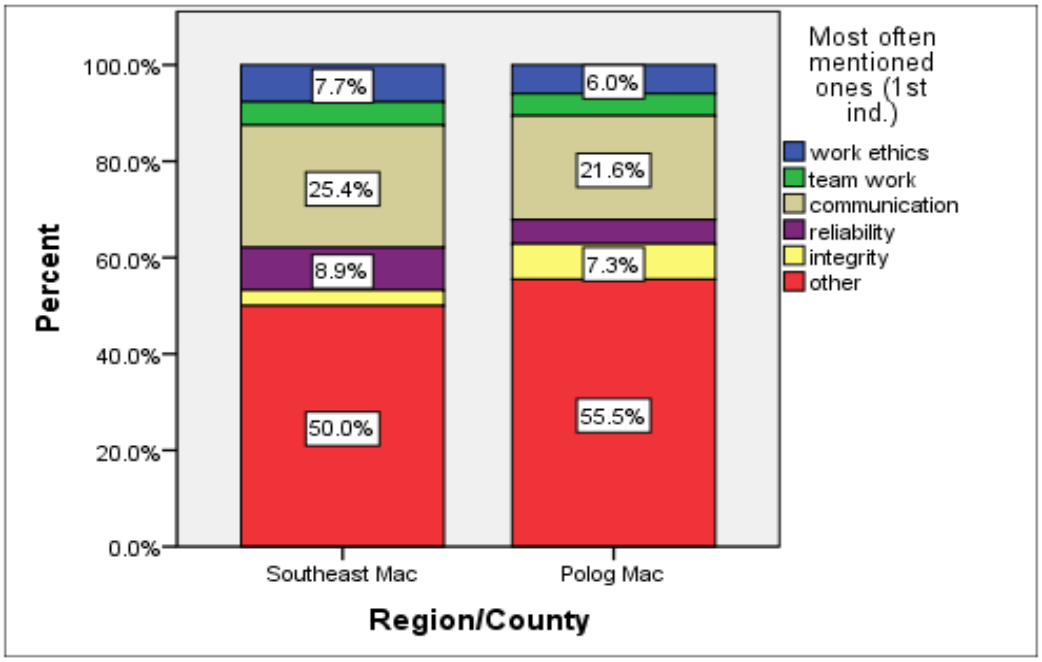
		Region/County		
		Southeast Mac	Polog Mac	Total
Which general skills are important for any job? (1st indicated)	basic learned skills	2.8%	6.0%	4.3%
	analysis and action skills	23.0%	21.6%	22.3%
	values	26.2%	22.5%	24.5%
	ability to work with others	35.1%	39.4%	37.1%
	personal attitudes	12.9%	10.6%	11.8%
Total		100.0%	100.0%	100.0%



Tab/Chart 57. Most often mentioned ones (1st ind.) * Region/County Crosstabulation

% within Region/County

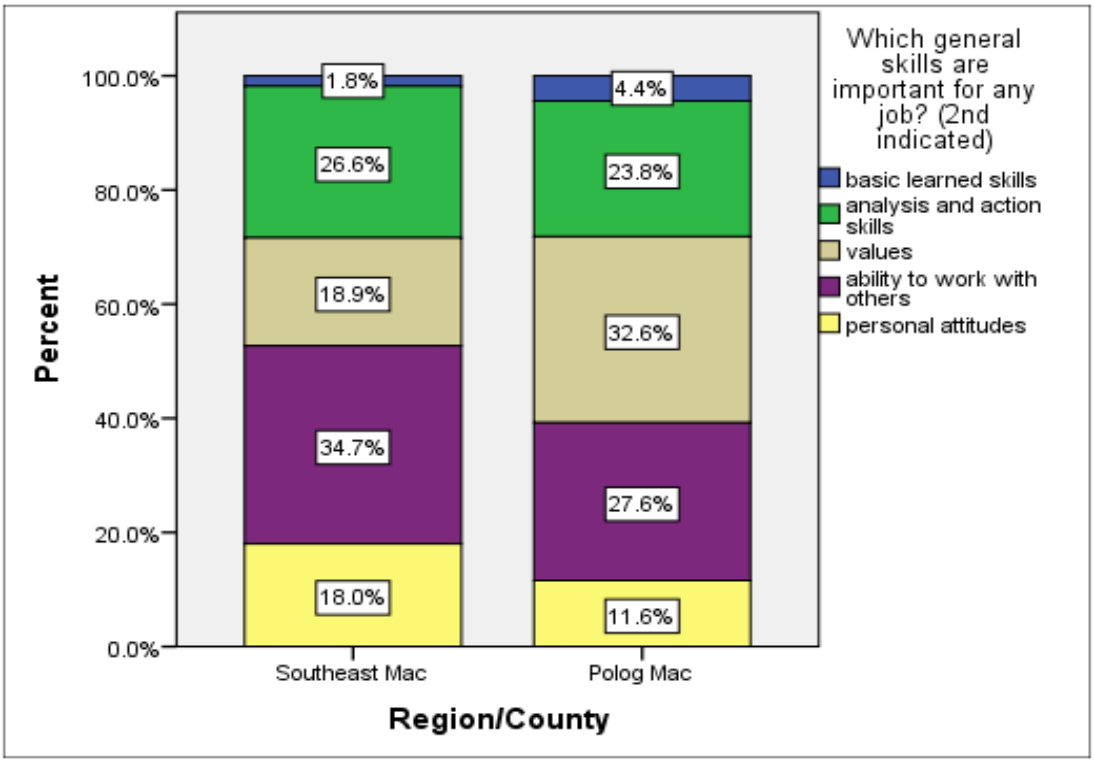
		Region/County		
		Southeast Mac	Polog Mac	Total
Most often mentioned ones (1st ind.)	work ethics	7.7%	6.0%	6.9%
	team work	4.8%	4.6%	4.7%
	communication	25.4%	21.6%	23.6%
	reliability	8.9%	5.0%	7.1%
	integrity	3.2%	7.3%	5.2%
	other	50.0%	55.5%	52.6%
Total		100.0%	100.0%	100.0%



Tab/Chart 58. Which general skills are important for any job? (2nd indicated) * Region/County Crosstabulation

% within Region/County

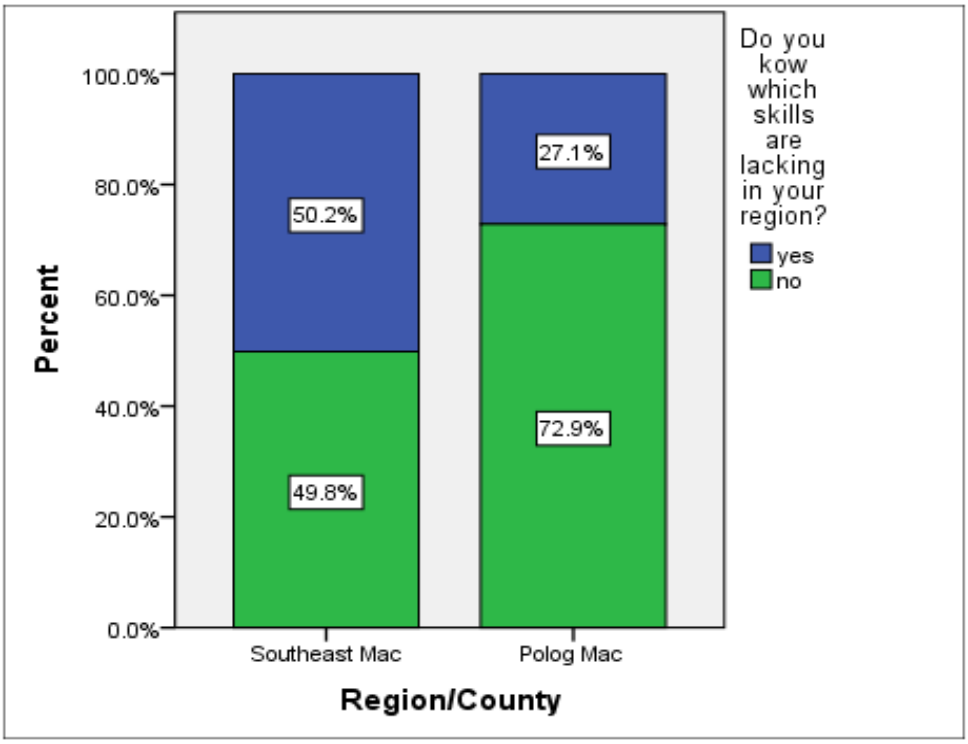
		Region/County		
		Southeast Mac	Polog Mac	Total
Which general skills are important for any job? (2nd indicated)	basic learned skills	1.8%	4.4%	3.0%
	analysis and action skills	26.6%	23.8%	25.3%
	values	18.9%	32.6%	25.1%
	ability to work with others	34.7%	27.6%	31.5%
	personal attitudes	18.0%	11.6%	15.1%
Total		100.0%	100.0%	100.0%



Tab/Chart 59. Do you kow which skills are lacking in your region? * Region/County Crosstabulation

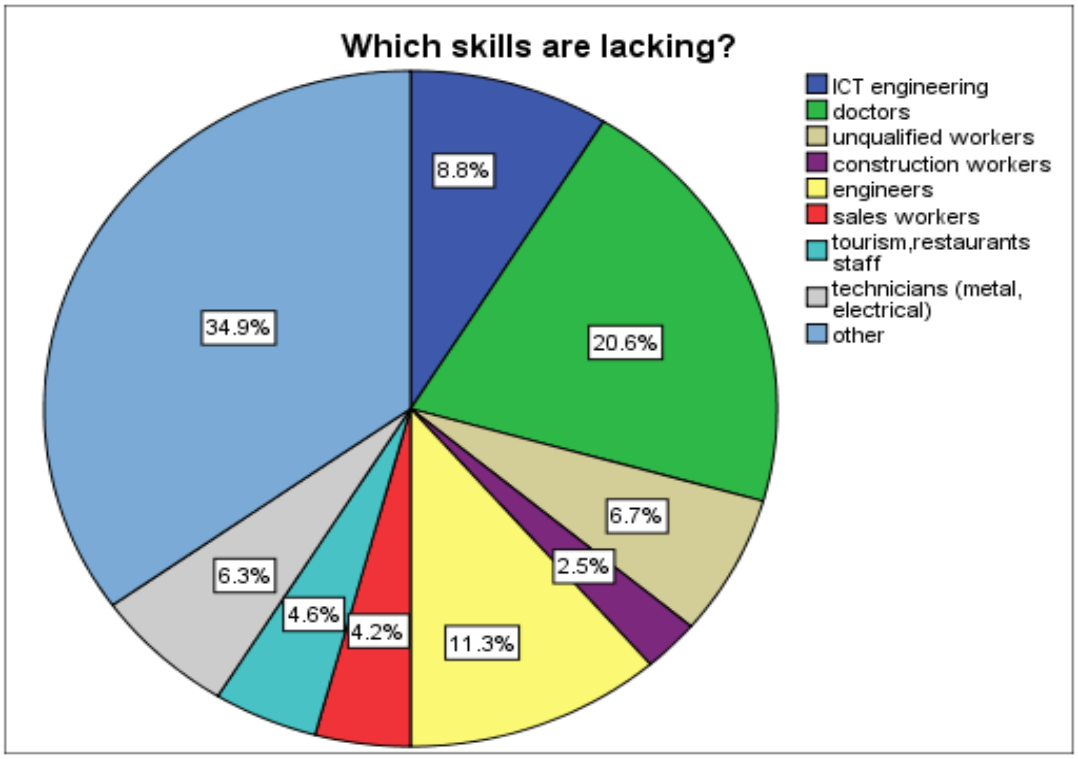
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Do you kow which skills are lacking in your region?	yes	50.2%	27.1%	38.4%
	no	49.8%	72.9%	61.6%
Total		100.0%	100.0%	100.0%



Tab/Chart 60. Which skills are lacking?

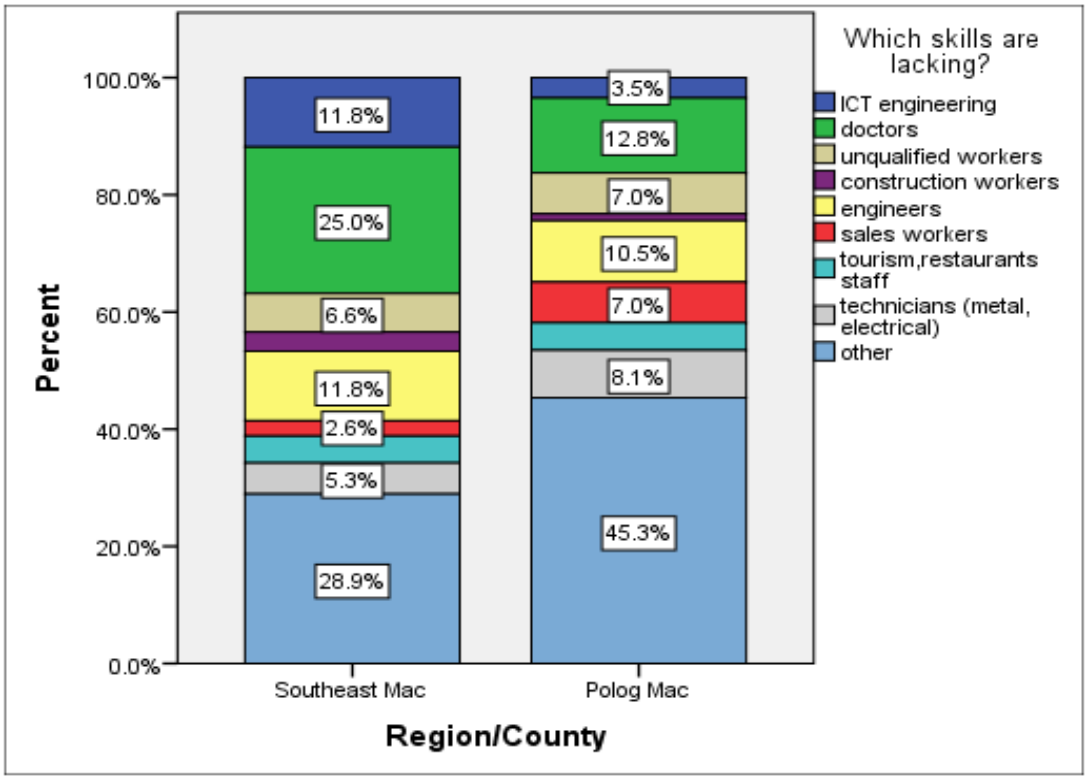
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ICT engineering	21	3.4	8.8	8.8
	doctors	49	7.9	20.6	29.4
	unqualified workers	16	2.6	6.7	36.1
	construction workers	6	1.0	2.5	38.7
	engineers	27	4.4	11.3	50.0
	sales workers	10	1.6	4.2	54.2
	tourism,restaurants staff	11	1.8	4.6	58.8
	technicians (metal, electrical)	15	2.4	6.3	65.1
	other	83	13.4	34.9	100.0
	Total	238	38.4	100.0	
Missing	System	382	61.6		
Total		620	100.0		



Tab/Chart 61. Which skills are lacking? * Region/County Crosstabulation

% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Which skills are lacking?	ICT engineering	11.8%	3.5%	8.8%
	doctors	25.0%	12.8%	20.6%
	unqualified workers	6.6%	7.0%	6.7%
	construction workers	3.3%	1.2%	2.5%
	engineers	11.8%	10.5%	11.3%
	sales workers	2.6%	7.0%	4.2%
	tourism,restaurants staff	4.6%	4.7%	4.6%
	technicians (metal, electrical)	5.3%	8.1%	6.3%
	other	28.9%	45.3%	34.9%
Total		100.0%	100.0%	100.0%

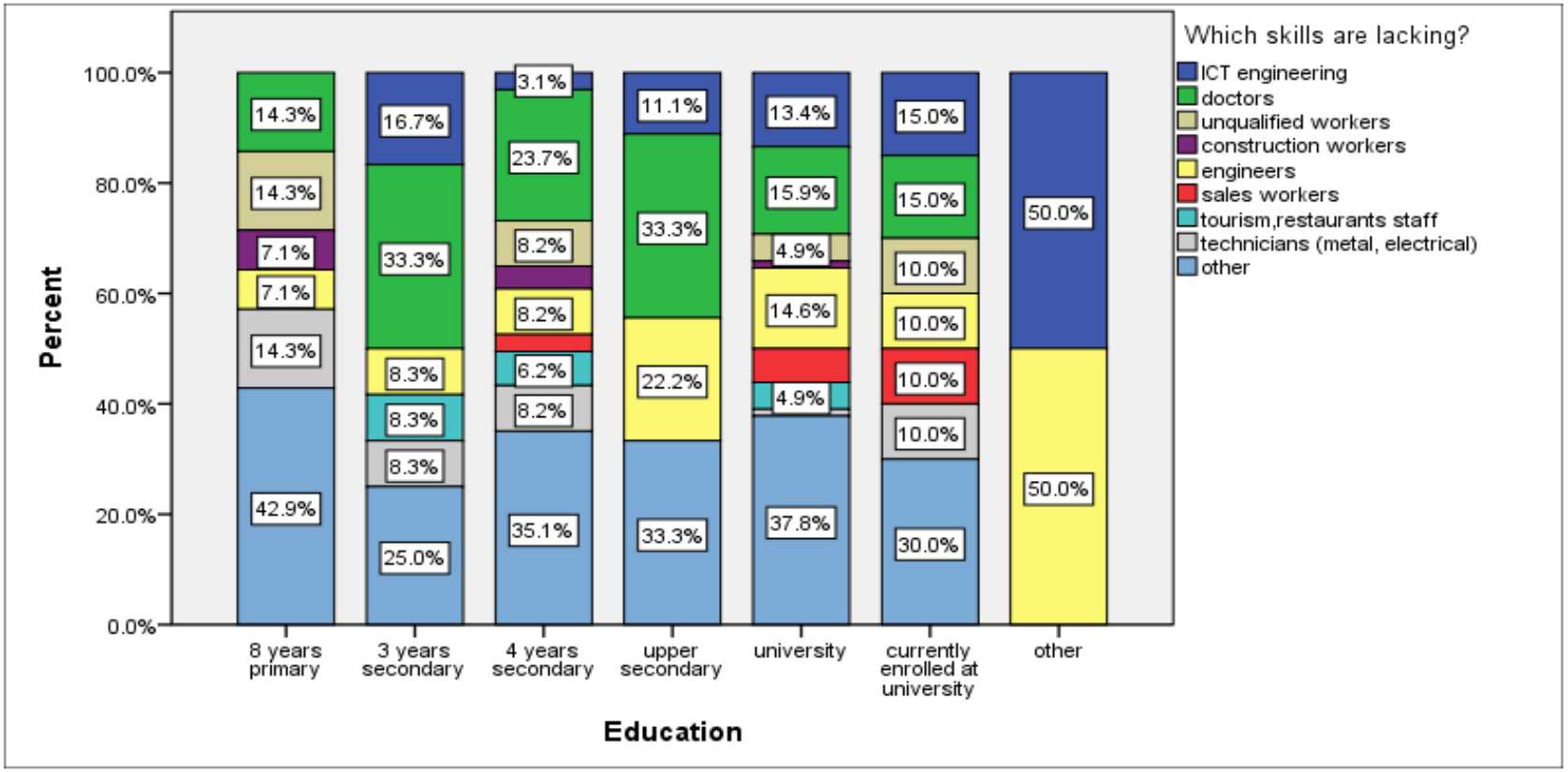


Tab 62. Which skills are lacking? * Education Crosstabulation

% within Education

		Education							
		8 years primary	3 years secondary	4 years secondary	upper secondary	university	currently enrolled at university	other	Total
Which skills are lacking?	ICT engineering		16.7%	3.1%	11.1%	13.4%	15.0%	50.0%	8.8%
	doctors	14.3%	33.3%	23.7%	33.3%	15.9%	15.0%		20.6%
	unqualified workers	14.3%		8.2%		4.9%	10.0%		6.7%
	construction workers	7.1%		4.1%		1.2%			2.5%
	engineers	7.1%	8.3%	8.2%	22.2%	14.6%	10.0%	50.0%	11.3%
	sales workers			3.1%		6.1%	10.0%		4.2%
	tourism,restaurants staff		8.3%	6.2%		4.9%			4.6%
	technicians (metal, electrical)	14.3%	8.3%	8.2%		1.2%	10.0%		6.3%
	other	42.9%	25.0%	35.1%	33.3%	37.8%	30.0%		34.9%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Chart 62. Which skills are lacking? * Education

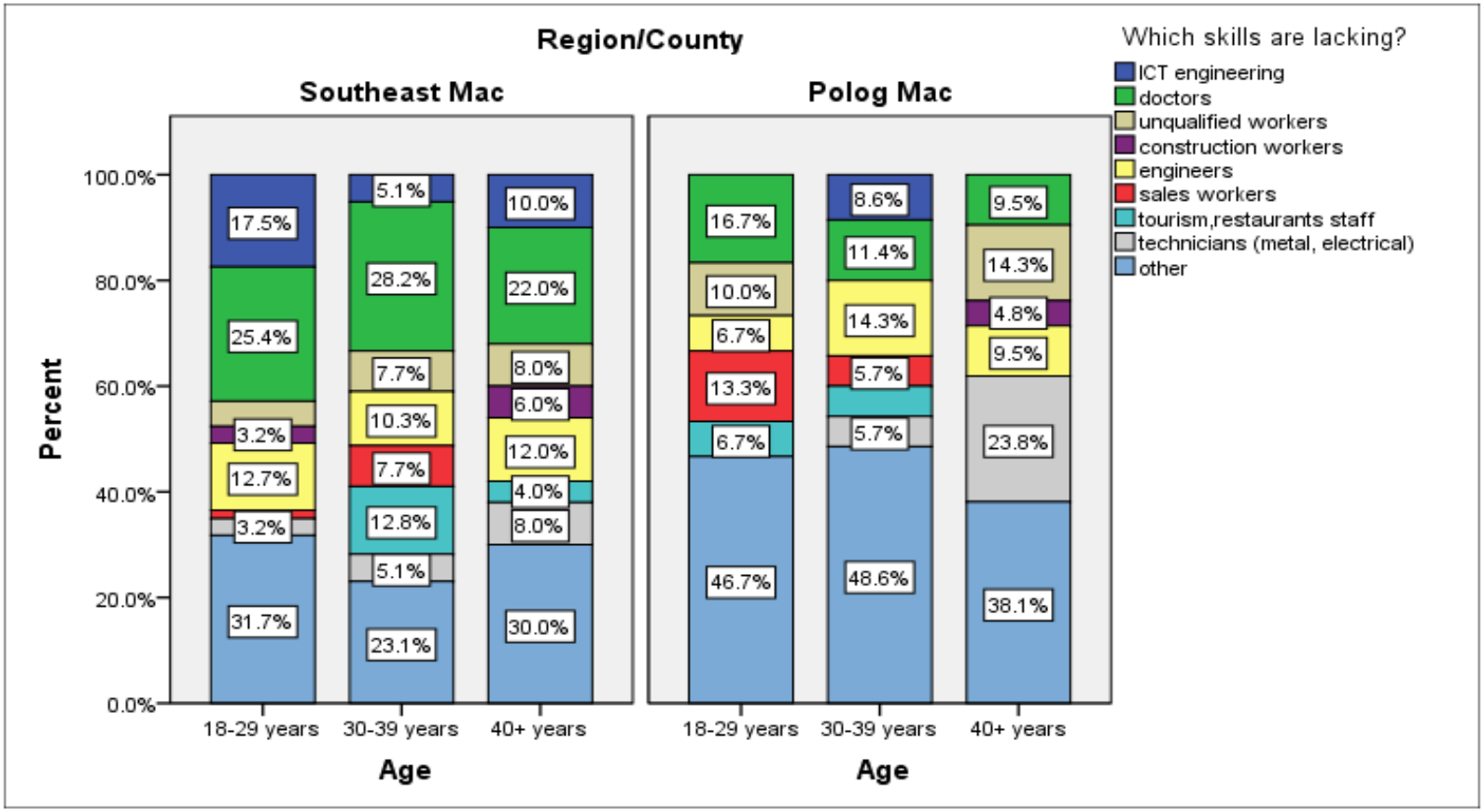


Tab 63. Which skills are lacking? * Region/County * Age Crosstabulation

% within Region/County

Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Which skills are lacking?	ICT engineering	17.5%		11.8%
		doctors	25.4%	16.7%	22.6%
		unqualified workers	4.8%	10.0%	6.5%
		construction workers	3.2%		2.2%
		engineers	12.7%	6.7%	10.8%
		sales workers	1.6%	13.3%	5.4%
		tourism,restaurants staff		6.7%	2.2%
		technicians (metal, electrical)	3.2%		2.2%
		other	31.7%	46.7%	36.6%
	Total		100.0%	100.0%	100.0%
30-39 years	Which skills are lacking?	ICT engineering	5.1%	8.6%	6.8%
		doctors	28.2%	11.4%	20.3%
		unqualified workers	7.7%		4.1%
		engineers	10.3%	14.3%	12.2%
		sales workers	7.7%	5.7%	6.8%
		tourism,restaurants staff	12.8%	5.7%	9.5%
		technicians (metal, electrical)	5.1%	5.7%	5.4%
		other	23.1%	48.6%	35.1%
	Total		100.0%	100.0%	100.0%
40+ years	Which skills are lacking?	ICT engineering	10.0%		7.0%
		doctors	22.0%	9.5%	18.3%
		unqualified workers	8.0%	14.3%	9.9%
		construction workers	6.0%	4.8%	5.6%
		engineers	12.0%	9.5%	11.3%
		tourism,restaurants staff	4.0%		2.8%
		technicians (metal, electrical)	8.0%	23.8%	12.7%
		other	30.0%	38.1%	32.4%
	Total		100.0%	100.0%	100.0%
Total	Which skills are lacking?	ICT engineering	11.8%	3.5%	8.8%
		doctors	25.0%	12.8%	20.6%
		unqualified workers	6.6%	7.0%	6.7%
		construction workers	3.3%	1.2%	2.5%
		engineers	11.8%	10.5%	11.3%
		sales workers	2.6%	7.0%	4.2%
		tourism,restaurants staff	4.6%	4.7%	4.6%
		technicians (metal, electrical)	5.3%	8.1%	6.3%
		other	28.9%	45.3%	34.9%
	Total		100.0%	100.0%	100%

Chart 63. Which skills are lacking? * Region/County * Age



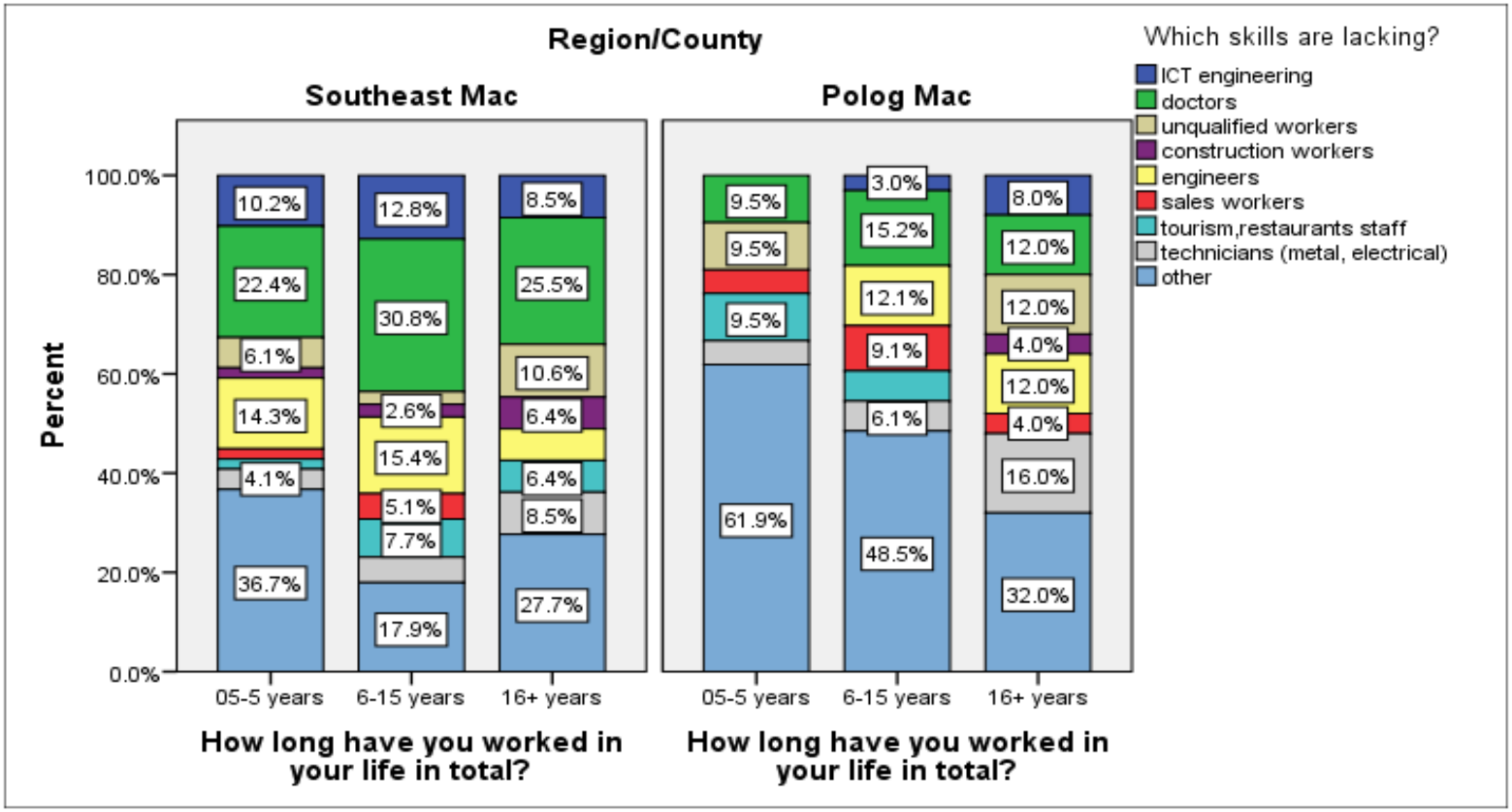
Tab 64. Which skills are lacking? * Region/County * How long have you worked in your life in total? Crosstabulation

% within Region/County

How long have you worked in your life in total?			Region/County: Southeast Mac	Region/County: Polog Mac	Total
05-5 years	Which skills are lacking?	ICT engineering	10.2%		7.1%
		doctors	22.4%	9.5%	18.6%
		unqualified workers	6.1%	9.5%	7.1%
		construction workers	2.0%		1.4%
		engineers	14.3%		10.0%
		sales workers	2.0%	4.8%	2.9%
		tourism,restaurants staff	2.0%	9.5%	4.3%
		technicians (metal, electrical)	4.1%	4.8%	4.3%
		other	36.7%	61.9%	44.3%
	Total		100.0%	100.0%	100.0%
6-15 years	Which skills are lacking?	ICT engineering	12.8%	3.0%	8.3%
		doctors	30.8%	15.2%	23.6%
		unqualified workers	2.6%		1.4%
		construction workers	2.6%		1.4%
		engineers	15.4%	12.1%	13.9%
		sales workers	5.1%	9.1%	6.9%
		tourism,restaurants staff	7.7%	6.1%	6.9%
		technicians (metal, electrical)	5.1%	6.1%	5.6%
		other	17.9%	48.5%	31.9%
	Total		100.0%	100.0%	100.0%
16+ years	Which skills are lacking?	ICT engineering	8.5%	8.0%	8.3%
		doctors	25.5%	12.0%	20.8%
		unqualified workers	10.6%	12.0%	11.1%
		construction workers	6.4%	4.0%	5.6%
		engineers	6.4%	12.0%	8.3%
		sales workers		4.0%	1.4%
		tourism,restaurants staff	6.4%		4.2%
		technicians (metal, electrical)	8.5%	16.0%	11.1%
		other	27.7%	32.0%	29.2%
	Total		100.0%	100.0%	100.0%
no answer	Which skills are lacking?	ICT engineering	25.0%		22.2%
		doctors	37.5%		33.3%
		engineers	12.5%		11.1%
		sales workers	12.5%	100.0%	22.2%

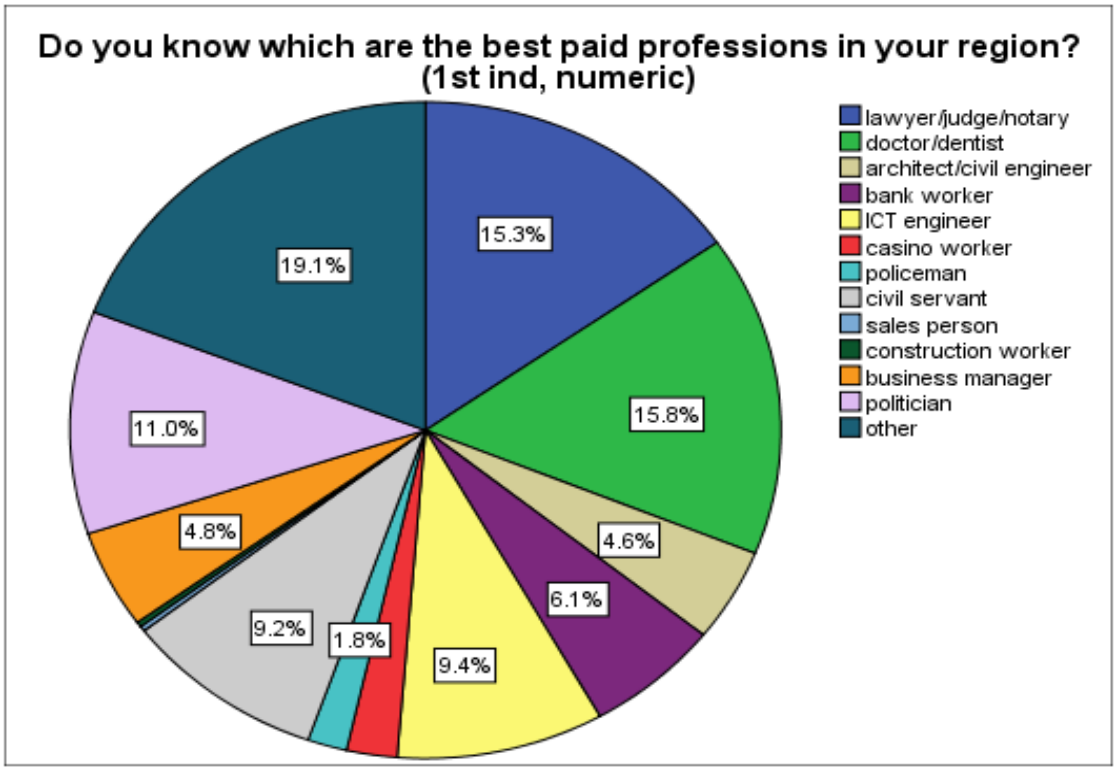
		other	12.5%		11.1%
	Total		100.0%	100.0%	100.0%
Total	Which skills are lacking?	ICT engineering	11.2%	3.8%	8.5%
		doctors	26.6%	12.5%	21.5%
		unqualified workers	6.3%	6.3%	6.3%
		construction workers	3.5%	1.3%	2.7%
		engineers	11.9%	8.8%	10.8%
		sales workers	2.8%	7.5%	4.5%
		tourism,restaurants staff	4.9%	5.0%	4.9%
		technicians (metal, electrical)	5.6%	8.8%	6.7%
		other	27.3%	46.3%	34.1%
	Total		100.0%	100.0%	100%

Chart 64. Which skills are lacking? * Region/County * How long have you worked in your life in total?



Tab/Chart 65. Do you know which are the best paid professions in your region? (1st ind, numeric)

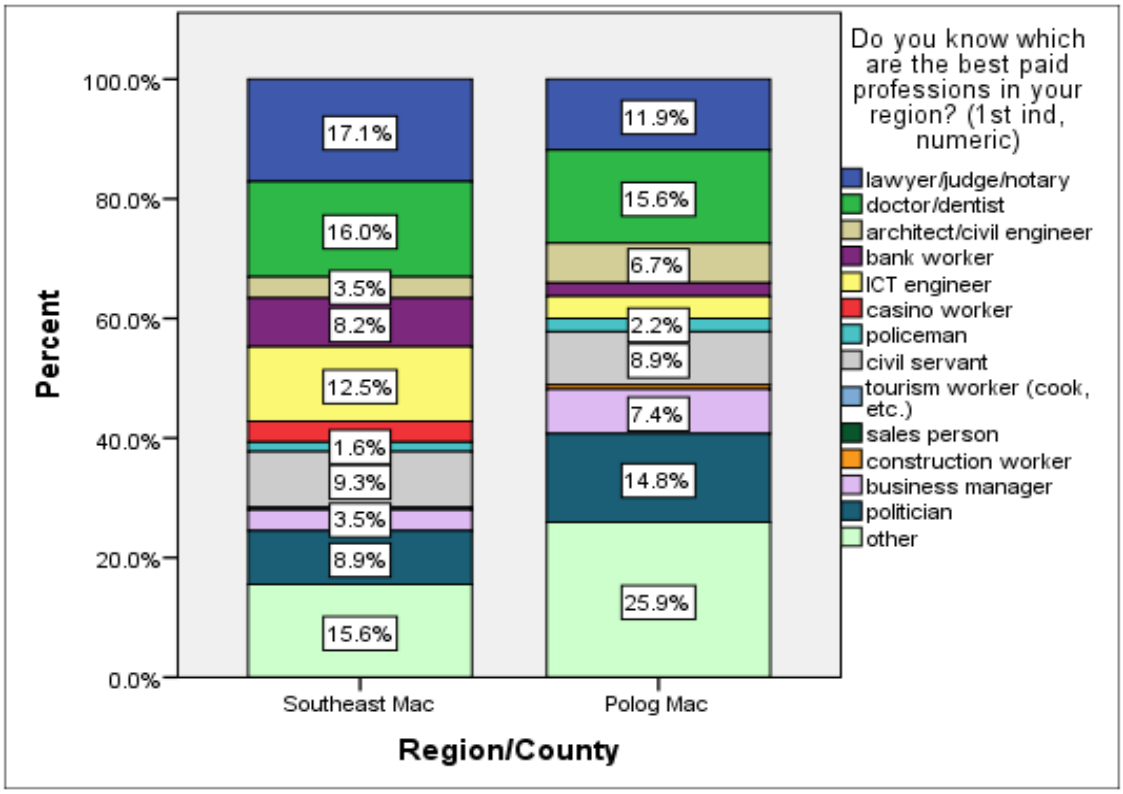
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lawyer/judge/notary	60	9.7	15.3	15.3
	doctor/dentist	62	10.0	15.8	31.1
	architect/civil engineer	18	2.9	4.6	35.7
	bank worker	24	3.9	6.1	41.8
	ICT engineer	37	6.0	9.4	51.3
	casino worker	9	1.5	2.3	53.6
	policeman	7	1.1	1.8	55.4
	civil servant	36	5.8	9.2	64.5
	sales person	1	.2	.3	64.8
	construction worker	1	.2	.3	65.1
	business manager	19	3.1	4.8	69.9
	politician	43	6.9	11.0	80.9
	other	75	12.1	19.1	100.0
	Total	392	63.2	100.0	
Missing	System	228	36.8		
Total		620	100.0		



Tab/Chart 66. Do you know which are the best paid professions in your region? (1st ind, numeric) * Region/County Crosstabulation

% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Do you know which are the best paid professions in your region? (1st ind, numeric)	lawyer/judge/notary	17.1%	11.9%	15.3%
	doctor/dentist	16.0%	15.6%	15.8%
	architect/civil engineer	3.5%	6.7%	4.6%
	bank worker	8.2%	2.2%	6.1%
	ICT engineer	12.5%	3.7%	9.4%
	casino worker	3.5%		2.3%
	policeman	1.6%	2.2%	1.8%
	civil servant	9.3%	8.9%	9.2%
	sales person	.4%		.3%
	construction worker		.7%	.3%
	business manager	3.5%	7.4%	4.8%
	politician	8.9%	14.8%	11.0%
	other	15.6%	25.9%	19.1%
Total		100.0%	100.0%	100.0%



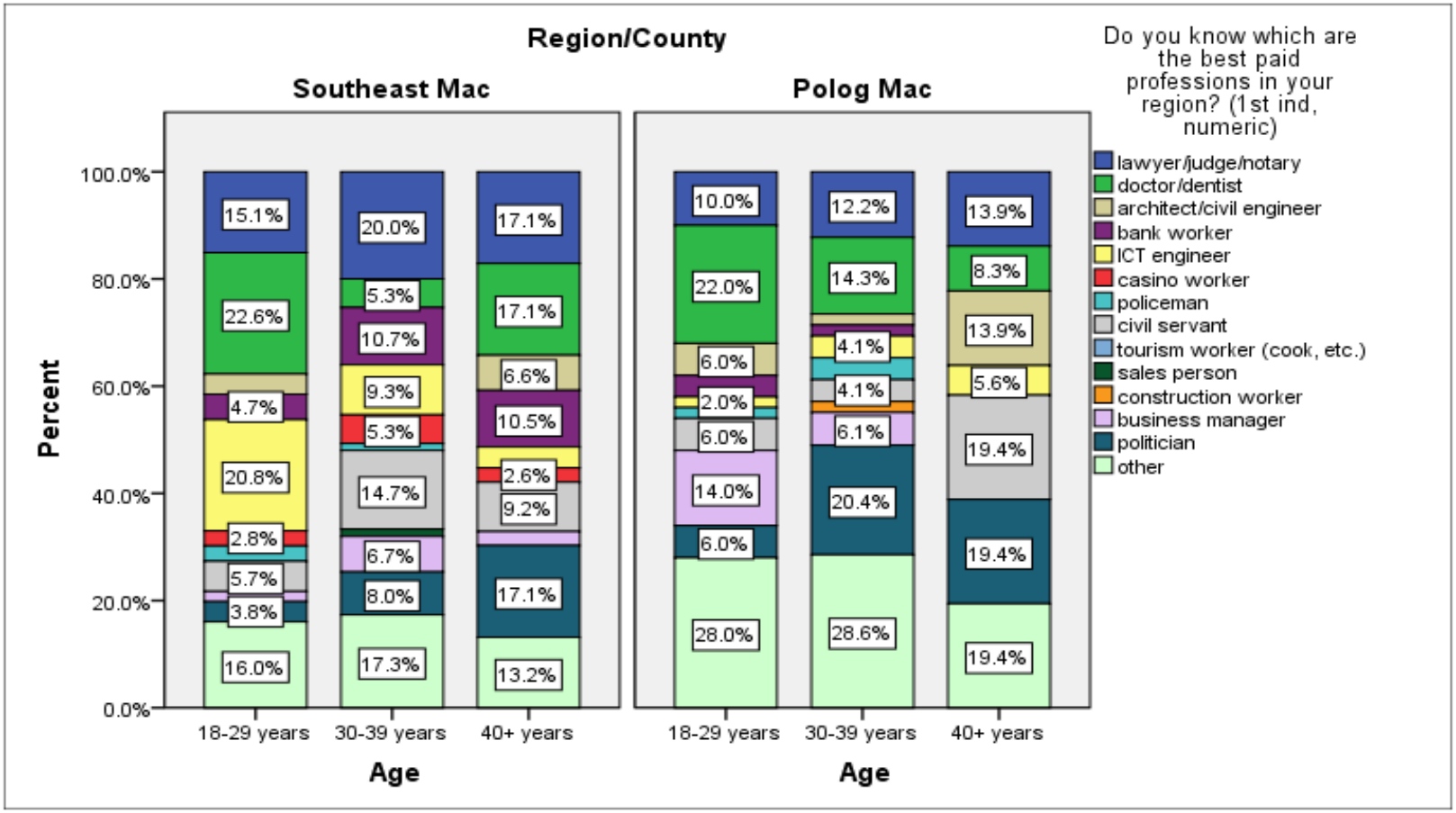
Tab 67. Do you know which are the best paid professions in your region? (1st ind.) * Region/County * Age Crosstabulation

% within Region/County

Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Do you know which are the best paid professions in your region? (1st ind, numeric)	lawyer/judge/notary	15.1%	10.0%	13.5%
		doctor/dentist	22.6%	22.0%	22.4%
		architect/civil engineer	3.8%	6.0%	4.5%
		bank worker	4.7%	4.0%	4.5%
		ICT engineer	20.8%	2.0%	14.7%
		casino worker	2.8%		1.9%
		policeman	2.8%	2.0%	2.6%
		civil servant	5.7%	6.0%	5.8%
		business manager	1.9%	14.0%	5.8%
		politician	3.8%	6.0%	4.5%
		other	16.0%	28.0%	19.9%
	Total		100.0%	100.0%	100.0%
30-39 years	Do you know which are the best paid professions in your region? (1st ind, numeric)	lawyer/judge/notary	20.0%	12.2%	16.9%
		doctor/dentist	5.3%	14.3%	8.9%
		architect/civil engineer		2.0%	.8%
		bank worker	10.7%	2.0%	7.3%
		ICT engineer	9.3%	4.1%	7.3%
		casino worker	5.3%		3.2%
		policeman	1.3%	4.1%	2.4%
		civil servant	14.7%	4.1%	10.5%
		sales person	1.3%		.8%
		construction worker		2.0%	.8%
		business manager	6.7%	6.1%	6.5%
		politician	8.0%	20.4%	12.9%
		other	17.3%	28.6%	21.8%
	Total		100.0%	100.0%	100.0%
40+ years	Do you know which are the best paid professions in your region? (1st ind, numeric)	lawyer/judge/notary	17.1%	13.9%	16.1%
		doctor/dentist	17.1%	8.3%	14.3%
		architect/civil engineer	6.6%	13.9%	8.9%
		bank worker	10.5%		7.1%
		ICT engineer	3.9%	5.6%	4.5%
		casino worker	2.6%		1.8%
		civil servant	9.2%	19.4%	12.5%
		business manager	2.6%		1.8%
		politician	17.1%	19.4%	17.9%
		other	13.2%	19.4%	15.2%

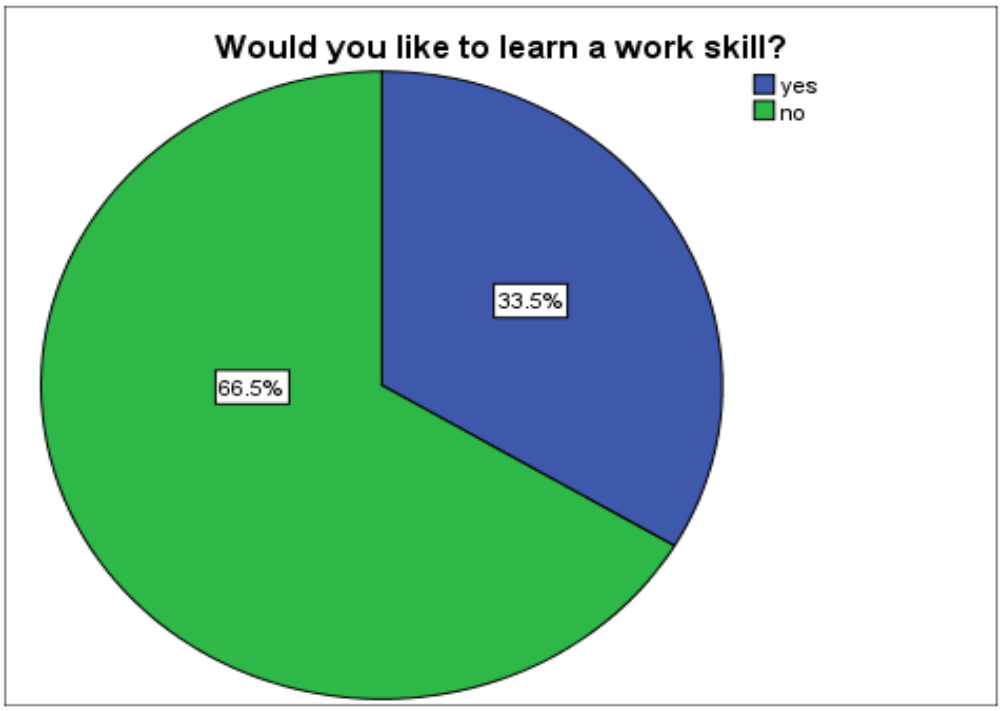
	Total		100.0%	100.0%	100.0%
Total	Do you know which are the best paid professions in your region? (1st ind, numeric)	lawyer/judge/notary	17.1%	11.9%	15.3%
		doctor/dentist	16.0%	15.6%	15.8%
		architect/civil engineer	3.5%	6.7%	4.6%
		bank worker	8.2%	2.2%	6.1%
		ICT engineer	12.5%	3.7%	9.4%
		casino worker	3.5%		2.3%
		policeman	1.6%	2.2%	1.8%
		civil servant	9.3%	8.9%	9.2%
		sales person	.4%		.3%
		construction worker		0.00740741	.3%
		business manager	3.5%	7.4%	4.8%
		politician	8.9%	14.8%	11.0%
		other	15.6%	25.9%	19.1%
	Total		100%	100%	100%

Chart 67. Do you know which are the best paid professions in your region? (1st ind.) * Region/County * Age



Tab/Chart 68. Would you like to learn a work skill?

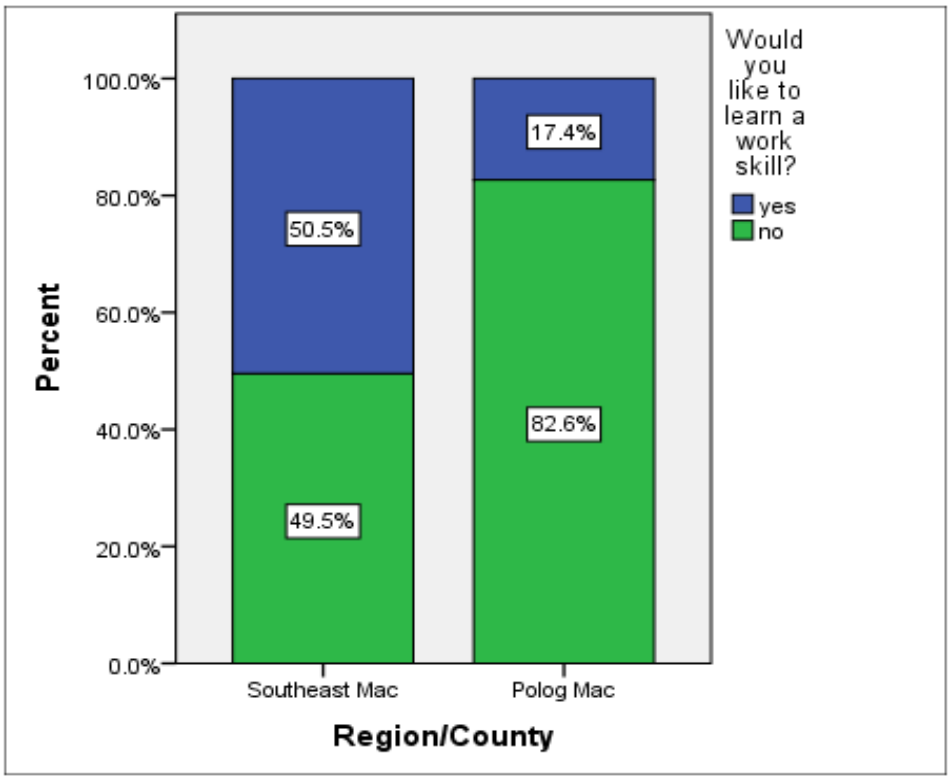
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	208	33.5	33.5	33.5
	no	412	66.5	66.5	100.0
	Total	620	100.0	100.0	



Tab/Chart 69. Would you like to learn a work skill? * Region/County Crosstabulation

% within Region/County

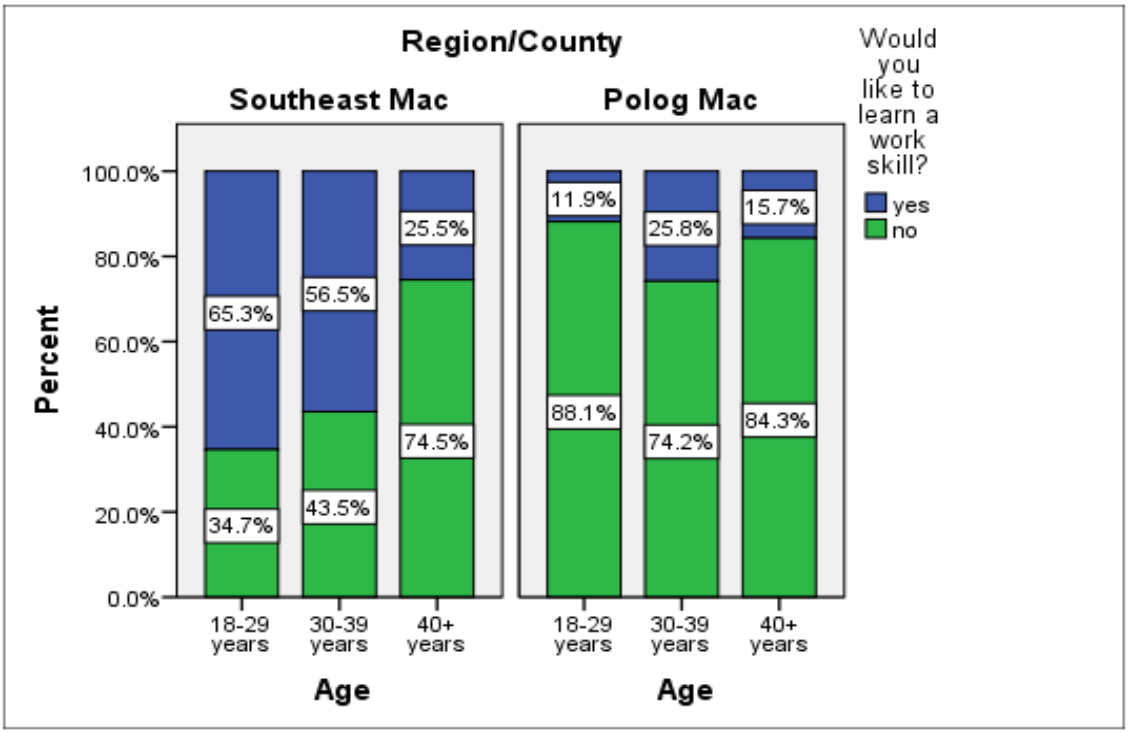
		Region/County		
		Southeast Mac	Polog Mac	Total
Would you like to learn a work skill?	yes	50.5%	17.4%	33.5%
	no	49.5%	82.6%	66.5%
Total		100.0%	100.0%	100.0%



Tab/Chart 70. Would you like to learn a work skill? * Region/County * Age Crosstabulation

% within Region/County

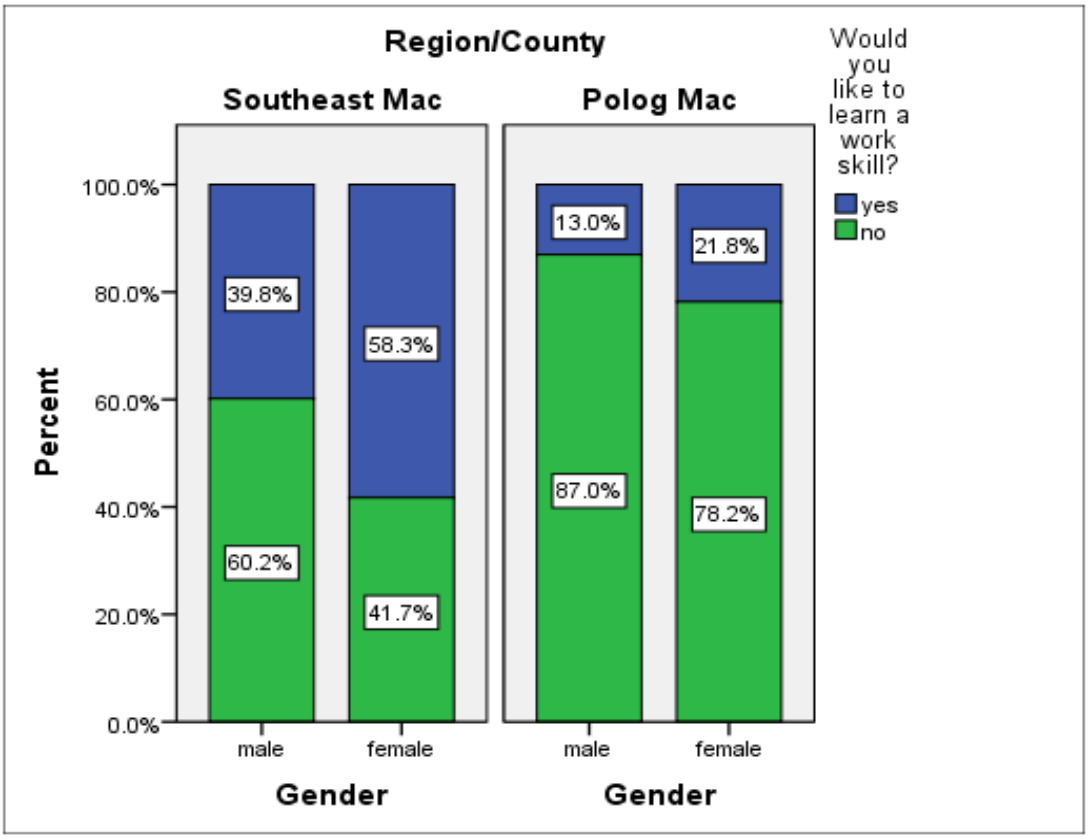
Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Would you like to learn a work skill?	yes	65.3%	11.9%	39.3%
		no	34.7%	88.1%	60.7%
	Total		100.0%	100.0%	100.0%
30-39 years	Would you like to learn a work skill?	yes	56.5%	25.8%	40.1%
		no	43.5%	74.2%	59.9%
	Total		100.0%	100.0%	100.0%
40+ years	Would you like to learn a work skill?	yes	25.5%	15.7%	20.4%
		no	74.5%	84.3%	79.6%
	Total		100.0%	100.0%	100.0%
Total	Would you like to learn a work skill?	yes	50.5%	17.4%	33.5%
		no	49.5%	82.6%	66.5%
	Total		100.0%	100.0%	100.0%



Tab/Chart 71. Would you like to learn a work skill? * Region/County * Gender Crosstabulation

% within Region/County

Gender			Region/County		Total
			Southeast Mac	Polog Mac	
male	Would you like to learn a work skill?	yes	39.8%	13.0%	24.9%
		no	60.2%	87.0%	75.1%
	Total		100.0%	100.0%	100.0%
female	Would you like to learn a work skill?	yes	58.3%	21.8%	41.1%
		no	41.7%	78.2%	58.9%
	Total		100.0%	100.0%	100.0%
Total	Would you like to learn a work skill?	yes	50.5%	17.4%	33.5%
		no	49.5%	82.6%	66.5%
	Total		100.0%	100.0%	100.0%

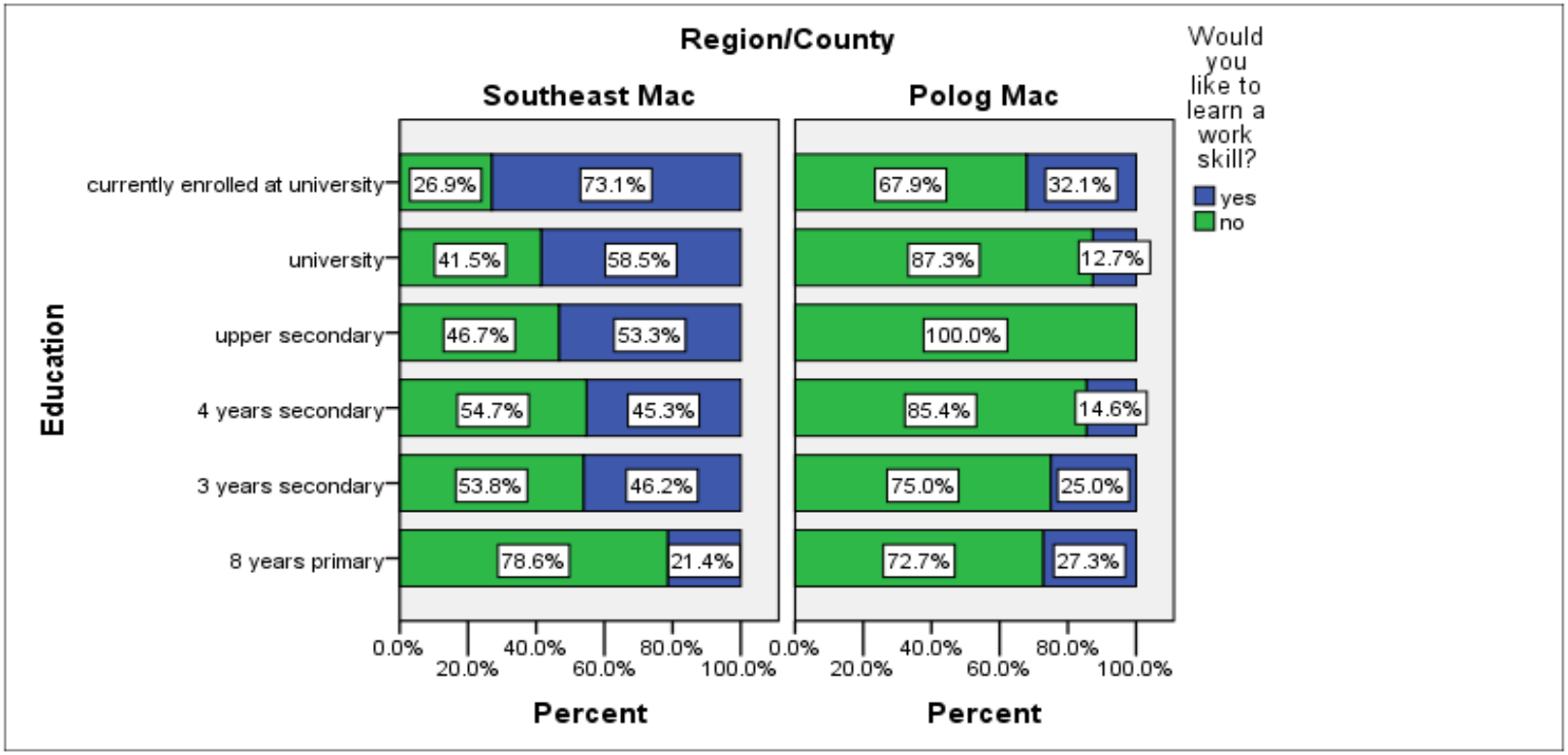


Tab 72. Would you like to learn a work skill? * Region/County * Education Crosstabulation

% within Region/County

Education			Region/County		Total
			Southeast Mac	Polog Mac	
no education	Would you like to learn a work skill?	no	100.0%	100.0%	100.0%
	Total		100.0%	100.0%	100.0%
4-years primary	Would you like to learn a work skill?	no	100.0%	100.0%	100.0%
	Total		100.0%	100.0%	100.0%
8 years primary	Would you like to learn a work skill?	yes	21.4%	27.3%	25.9%
		no	78.6%	72.7%	74.1%
	Total		100.0%	100.0%	100.0%
3 years secondary	Would you like to learn a work skill?	yes	46.2%	25.0%	41.2%
		no	53.8%	75.0%	58.8%
	Total		100.0%	100.0%	100.0%
4 years secondary	Would you like to learn a work skill?	yes	45.3%	14.6%	29.5%
		no	54.7%	85.4%	70.5%
	Total		100.0%	100.0%	100.0%
upper secondary	Would you like to learn a work skill?	yes	53.3%		34.8%
		no	46.7%	100.0%	65.2%
	Total		100.0%	100.0%	100.0%
university	Would you like to learn a work skill?	yes	58.5%	12.7%	36.0%
		no	41.5%	87.3%	64.0%
	Total		100.0%	100.0%	100.0%
currently enrolled at university	Would you like to learn a work skill?	yes	73.1%	32.1%	51.9%
		no	26.9%	67.9%	48.1%
	Total		100.0%	100.0%	100.0%
other	Would you like to learn a work skill?	yes	100.0%	50.0%	66.7%
		no		50.0%	33.3%
	Total		100.0%	100.0%	100.0%
Total	Would you like to learn a work skill?	yes	50.5%	17.4%	33.5%
		no	49.5%	82.6%	66.5%
	Total		100.0%	100.0%	100.0%

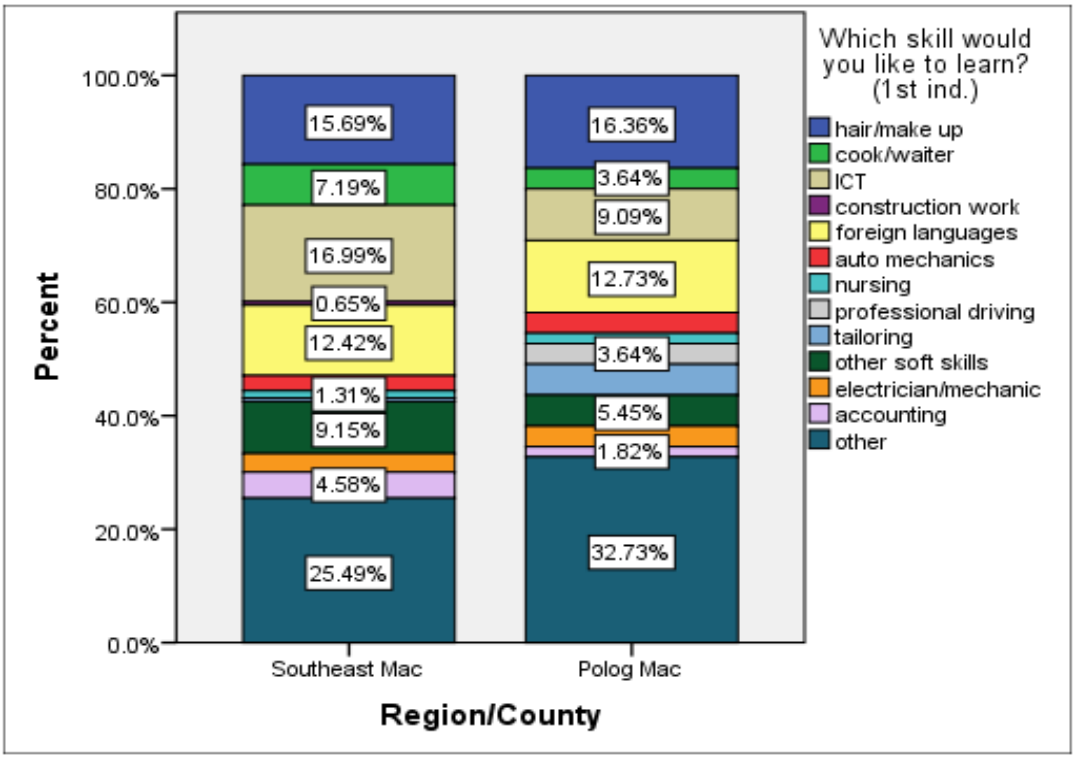
Chart 72. Would you like to learn a work skill? * Region/County * Education



Tab/Chart 73. Which skill would you like to learn? (1st ind.) * Region/County Crosstabulation

% within Region/County

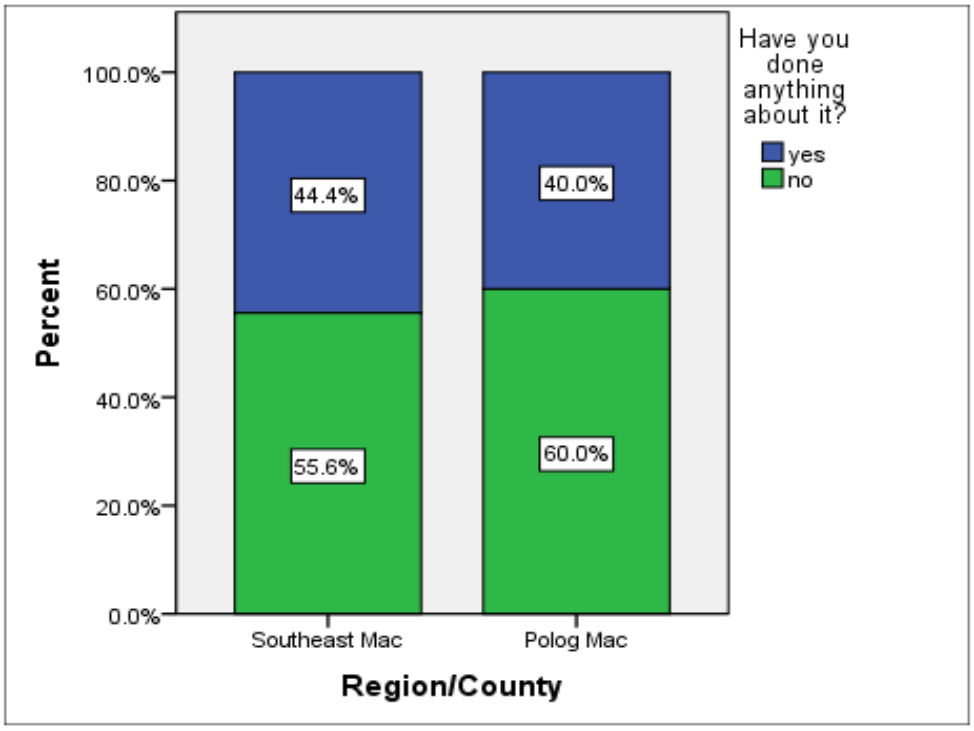
		Region/County		
		Southeast Mac	Polog Mac	Total
Which skill would you like to learn? (1st ind.)	hair/make up	15.7%	16.4%	15.9%
	cook/waiter	7.2%	3.6%	6.3%
	ICT	17.0%	9.1%	14.9%
	construction work	.7%		.5%
	foreign languages	12.4%	12.7%	12.5%
	auto mechanics	2.6%	3.6%	2.9%
	nursing	1.3%	1.8%	1.4%
	professional driving		3.6%	1.0%
	tailoring	.7%	5.5%	1.9%
	other soft skills	9.2%	5.5%	8.2%
	electrician/mechanic	3.3%	3.6%	3.4%
	accounting	4.6%	1.8%	3.8%
	other	25.5%	32.7%	27.4%
Total		100.0%	100.0%	100.0%



Tab/Chart 74. Have you done anything about it? * Region/County Crosstabulation

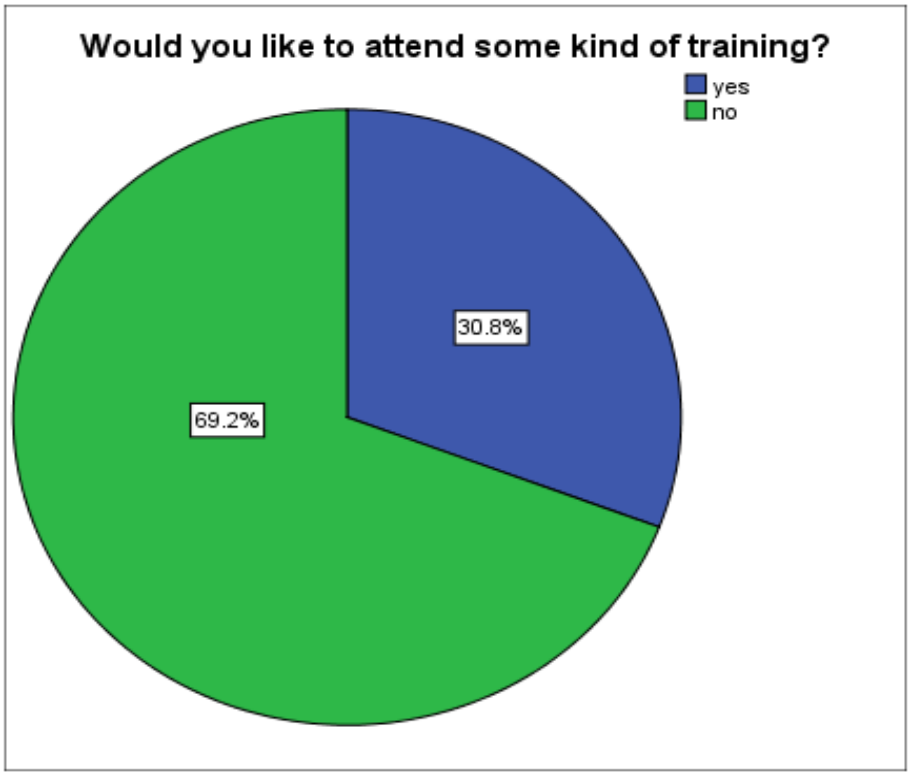
% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Have you done anything about it?	yes	44.4%	40.0%	43.3%
	no	55.6%	60.0%	56.7%
Total		100.0%	100.0%	100.0%



Tab/Chart 75. Would you like to attend some kind of training?

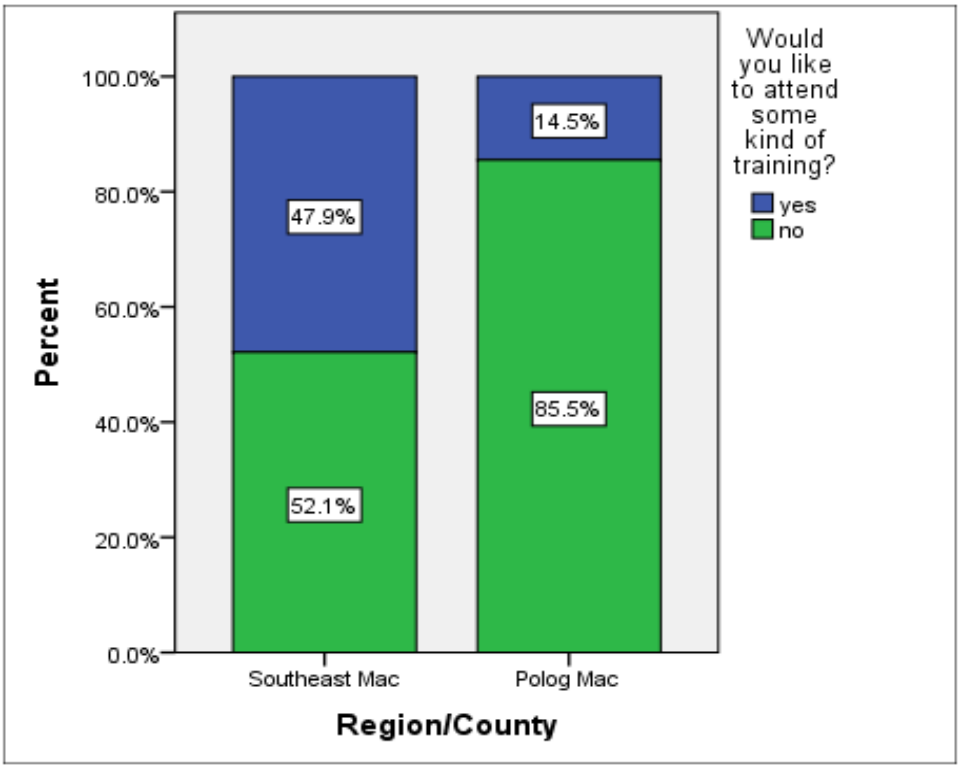
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	191	30.8	30.8	30.8
	no	429	69.2	69.2	100.0
	Total	620	100.0	100.0	



Tab/Chart 76. Would you like to attend some kind of training? * Region/County Crosstabulation

% within Region/County

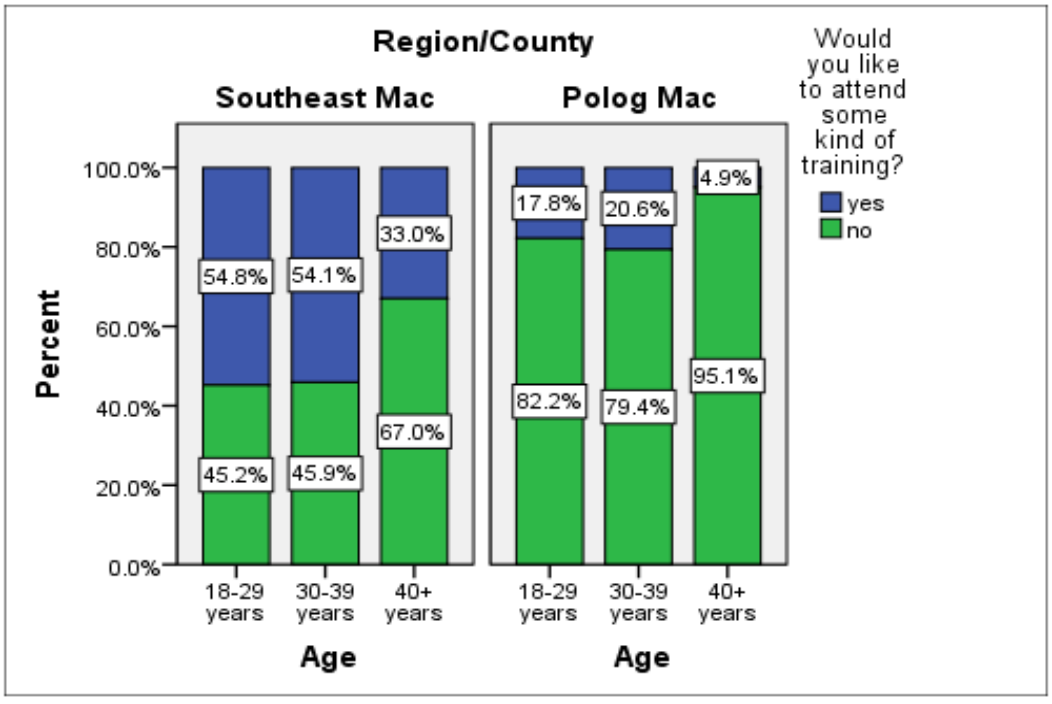
		Region/County		
		Southeast Mac	Polog Mac	Total
Would you like to attend some kind of training?	yes	47.9%	14.5%	30.8%
	no	52.1%	85.5%	69.2%
Total		100.0%	100.0%	100.0%



Tab/Chart 77. Would you like to attend some kind of training? * Region/County * Age Crosstabulation

% within Region/County

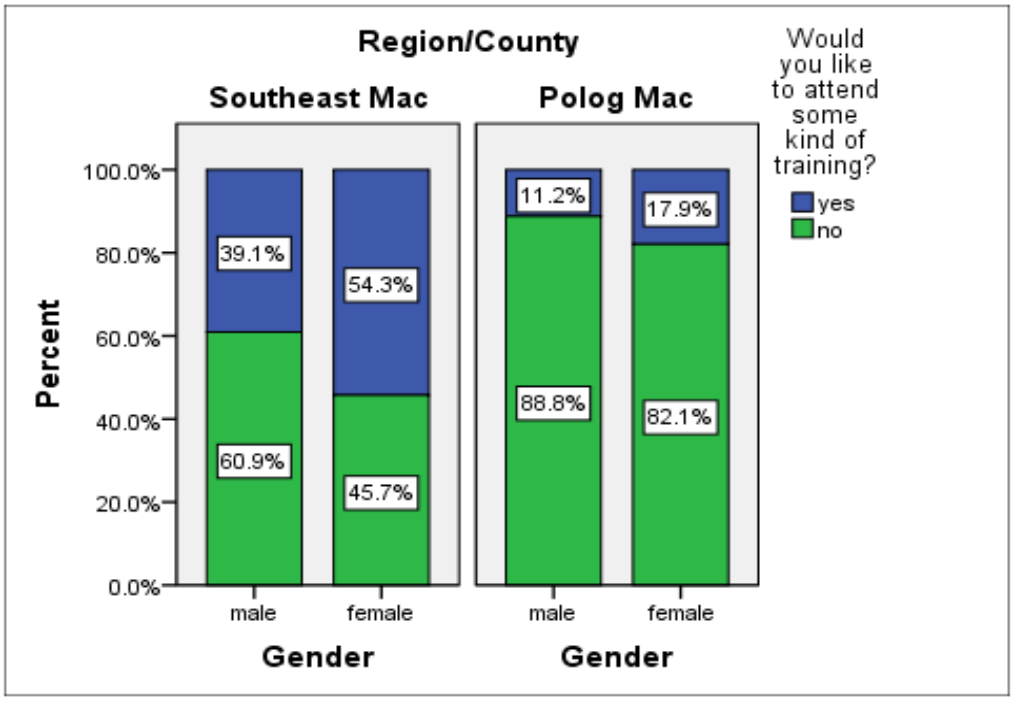
Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Would you like to attend some kind of training?	yes	54.8%	17.8%	36.8%
		no	45.2%	82.2%	63.2%
	Total		100.0%	100.0%	100.0%
30-39 years	Would you like to attend some kind of training?	yes	54.1%	20.6%	36.3%
		no	45.9%	79.4%	63.7%
	Total		100.0%	100.0%	100.0%
40+ years	Would you like to attend some kind of training?	yes	33.0%	4.9%	18.4%
		no	67.0%	95.1%	81.6%
	Total		100.0%	100.0%	100.0%
Total	Would you like to attend some kind of training?	yes	47.9%	14.5%	30.8%
		no	52.1%	85.5%	69.2%
	Total		100.0%	100.0%	100.0%



Tab/Chart 78. Would you like to attend some kind of training? * Region/County * Gender Crosstabulation

% within Region/County

Gender			Region/County		Total
			Southeast Mac	Polog Mac	
male	Would you like to attend some kind of training?	yes	39.1%	11.2%	23.5%
		no	60.9%	88.8%	76.5%
	Total		100.0%	100.0%	100.0%
female	Would you like to attend some kind of training?	yes	54.3%	17.9%	37.2%
		no	45.7%	82.1%	62.8%
	Total		100.0%	100.0%	100.0%
Total	Would you like to attend some kind of training?	yes	47.9%	14.5%	30.8%
		no	52.1%	85.5%	69.2%
	Total		100.0%	100.0%	100.0%

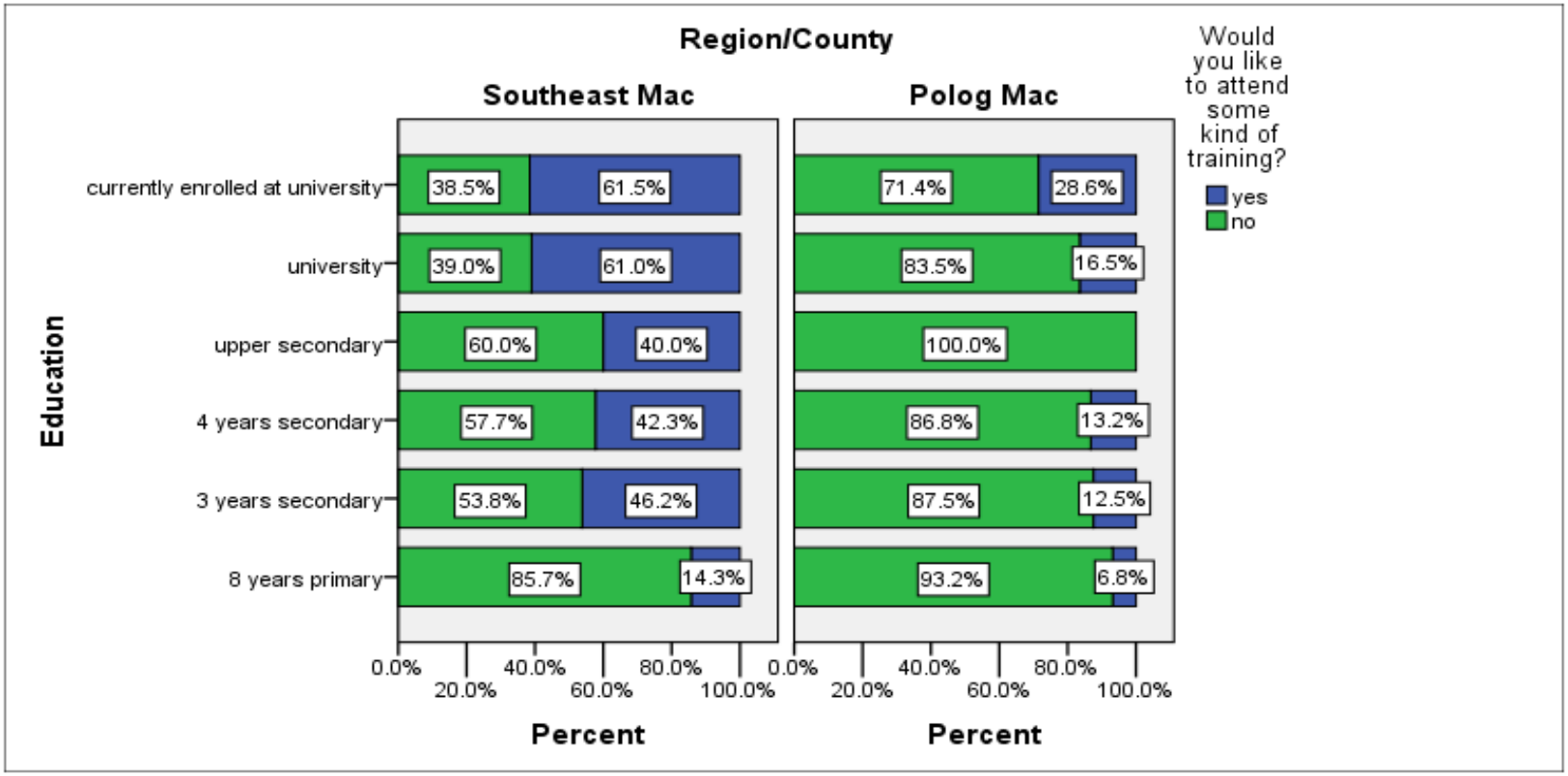


Tab 79. Would you like to attend some kind of training? * Region/County * Education Crosstabulation

% within Region/County

Education			Region/County		
			Southeast Mac	Polog Mac	Total
no education	Would you like to attend some kind of training?	yes		100.0%	50.0%
		no	100.0%		50.0%
	Total		100.0%	100.0%	100.0%
4-years primary	Would you like to attend some kind of training?	no	100.0%	100.0%	100.0%
	Total		100.0%	100.0%	100.0%
8 years primary	Would you like to attend some kind of training?	yes	14.3%	6.8%	8.6%
		no	85.7%	93.2%	91.4%
	Total		100.0%	100.0%	100.0%
3 years secondary	Would you like to attend some kind of training?	yes	46.2%	12.5%	38.2%
		no	53.8%	87.5%	61.8%
	Total		100.0%	100.0%	100.0%
4 years secondary	Would you like to attend some kind of training?	yes	42.3%	13.2%	27.4%
		no	57.7%	86.8%	72.6%
	Total		100.0%	100.0%	100.0%
upper secondary	Would you like to attend some kind of training?	yes	40.0%		26.1%
		no	60.0%	100.0%	73.9%
	Total		100.0%	100.0%	100.0%
university	Would you like to attend some kind of training?	yes	61.0%	16.5%	39.1%
		no	39.0%	83.5%	60.9%
	Total		100.0%	100.0%	100.0%
currently enrolled at university	Would you like to attend some kind of training?	yes	61.5%	28.6%	44.4%
		no	38.5%	71.4%	55.6%
	Total		100.0%	100.0%	100.0%
other	Would you like to attend some kind of training?	yes	100.0%	50.0%	66.7%
		no		50.0%	33.3%
	Total		100.0%	100.0%	100.0%
Total	Would you like to attend some kind of training?	yes	47.9%	14.5%	30.8%
		no	52.1%	85.5%	69.2%
	Total		100.0%	100.0%	100.0%

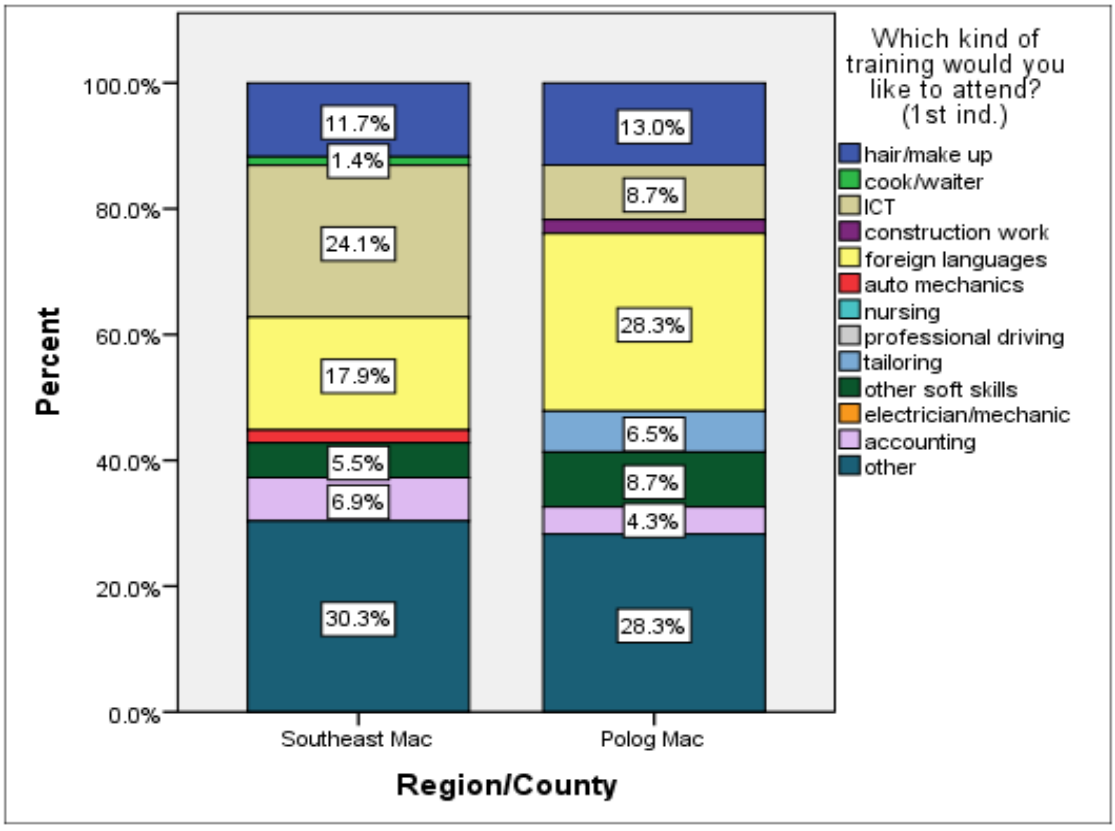
Chart 79. Would you like to attend some kind of training? * Region/County * Education



Tab/Chart 80. Which kind of training would you like to attend? (1st ind.) * Region/County Crosstabulation

% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Which kind of training would you like to attend? (1st ind.)	hair/make up	11.7%	13.0%	12.0%
	cook/waiter	1.4%		1.0%
	ICT	24.1%	8.7%	20.4%
	construction work		2.2%	.5%
	foreign languages	17.9%	28.3%	20.4%
	auto mechanics	2.1%		1.6%
	tailoring		6.5%	1.6%
	other soft skills	5.5%	8.7%	6.3%
	accounting	6.9%	4.3%	6.3%
	other	30.3%	28.3%	29.8%
Total		100.0%	100.0%	100.0%

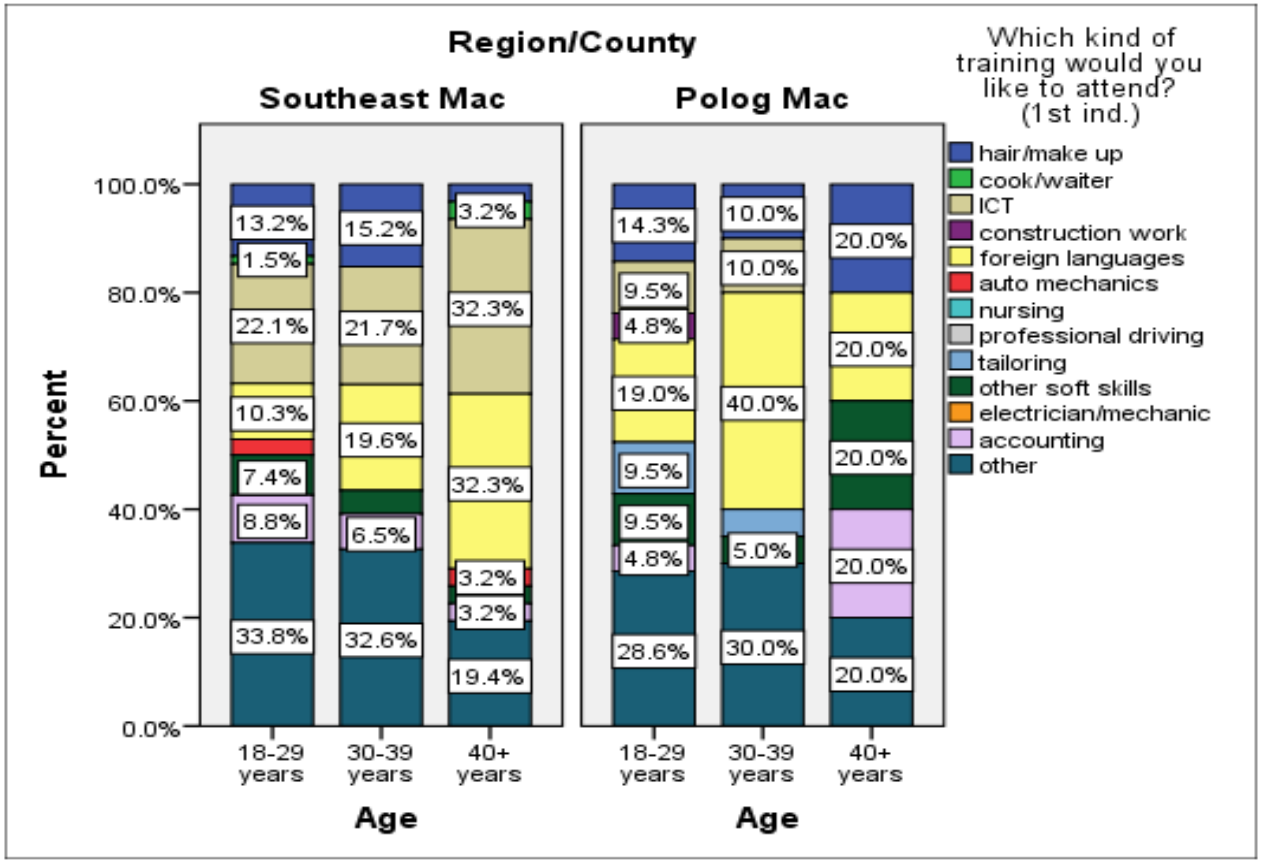


Tab 81. Which kind of training would you like to attend? (1st ind.) * Region/County * Age Crosstabulation

% within Region/County

Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Which kind of training would you like to attend? (1st ind.)	hair/make up	13.2%	14.3%	13.5%
		cook/waiter	1.5%		1.1%
		ICT	22.1%	9.5%	19.1%
		construction work		4.8%	1.1%
		foreign languages	10.3%	19.0%	12.4%
		auto mechanics	2.9%		2.2%
		tailoring		9.5%	2.2%
		other soft skills	7.4%	9.5%	7.9%
		accounting	8.8%	4.8%	7.9%
		other	33.8%	28.6%	32.6%
	Total		100.0%	100.0%	100.0%
30-39 years	Which kind of training would you like to attend? (1st ind.)	hair/make up	15.2%	10.0%	13.6%
		ICT	21.7%	10.0%	18.2%
		foreign languages	19.6%	40.0%	25.8%
		tailoring		5.0%	1.5%
		other soft skills	4.3%	5.0%	4.5%
		accounting	6.5%		4.5%
		other	32.6%	30.0%	31.8%
	Total		100.0%	100.0%	100.0%
40+ years	Which kind of training would you like to attend? (1st ind.)	hair/make up	3.2%	20.0%	5.6%
		cook/waiter	3.2%		2.8%
		ICT	32.3%		27.8%
		foreign languages	32.3%	20.0%	30.6%
		auto mechanics	3.2%		2.8%
		other soft skills	3.2%	20.0%	5.6%
		accounting	3.2%	20.0%	5.6%
		other	19.4%	20.0%	19.4%
	Total		100.0%	100.0%	100.0%
Total	Which kind of training would you like to attend? (1st ind.)	hair/make up	11.7%	13.0%	12.0%
		cook/waiter	1.4%		1.0%
		ICT	24.1%	8.7%	20.4%
		construction work		2.2%	.5%
		foreign languages	17.9%	28.3%	20.4%
		auto mechanics	2.1%		1.6%
		tailoring		6.5%	1.6%
		other soft skills	5.5%	8.7%	6.3%
		accounting	6.9%	4.3%	6.3%
		other	30.3%	28.3%	29.8%
	Total		100.0%	100.0%	100.0%

Chart 81. Which kind of training would you like to attend? (1st ind.) * Region/County * Age

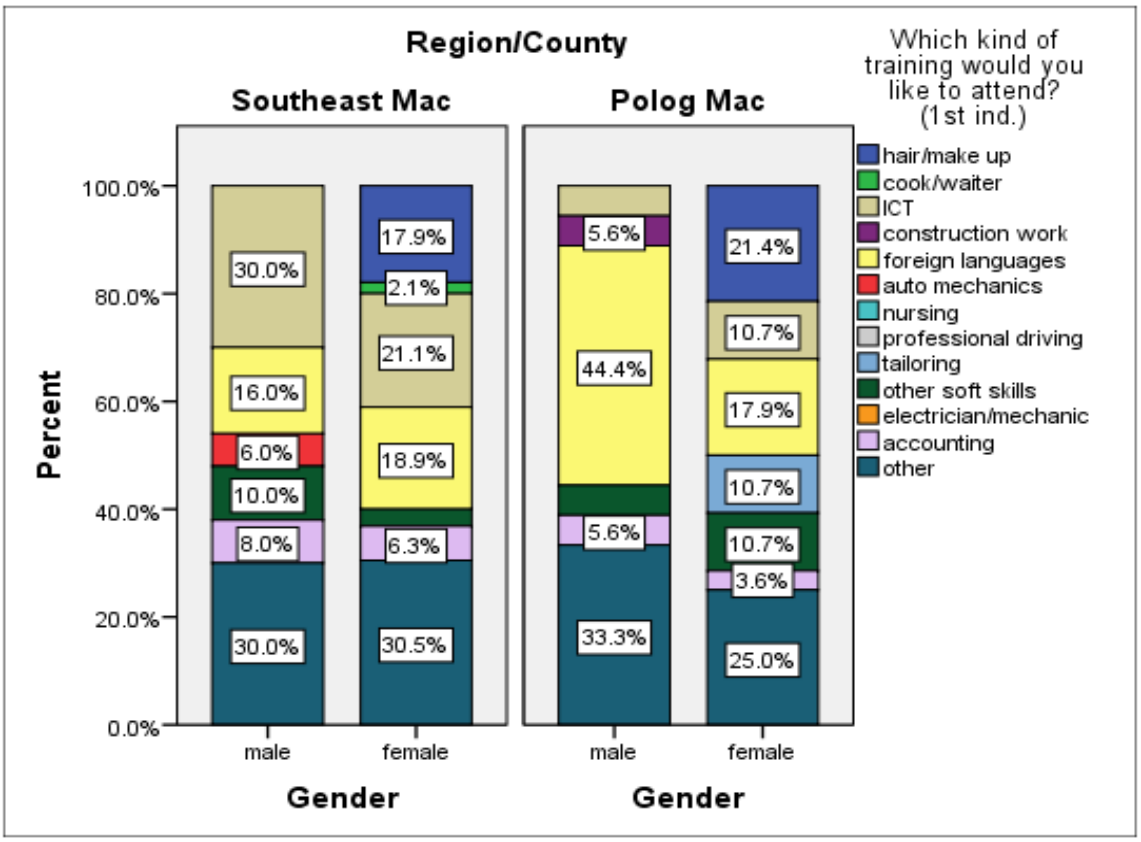


Tab 82. Which kind of training would you like to attend? (1st ind.) * Region/County * Gender Crosstabulation

% within Region/County

Gender			Region/County		Total
			Southeast Mac	Polog Mac	
male	Which kind of training would you like to attend? (1st ind.)	ICT	30.0%	5.6%	23.5%
		construction work		5.6%	1.5%
		foreign languages	16.0%	44.4%	23.5%
		auto mechanics	6.0%		4.4%
		other soft skills	10.0%	5.6%	8.8%
		accounting	8.0%	5.6%	7.4%
		other	30.0%	33.3%	30.9%
	Total		100.0%	100.0%	100.0%
female	Which kind of training would you like to attend? (1st ind.)	hair/make up	17.9%	21.4%	18.7%
		cook/waiter	2.1%		1.6%
		ICT	21.1%	10.7%	18.7%
		foreign languages	18.9%	17.9%	18.7%
		tailoring		10.7%	2.4%
		other soft skills	3.2%	10.7%	4.9%
		accounting	6.3%	3.6%	5.7%
		other	30.5%	25.0%	29.3%
	Total		100.0%	100.0%	100.0%
Total	Which kind of training would you like to attend? (1st ind.)	hair/make up	11.7%	13.0%	12.0%
		cook/waiter	1.4%		1.0%
		ICT	24.1%	8.7%	20.4%
		construction work		2.2%	.5%
		foreign languages	17.9%	28.3%	20.4%
		auto mechanics	2.1%		1.6%
		tailoring		6.5%	1.6%
		other soft skills	5.5%	8.7%	6.3%
		accounting	6.9%	4.3%	6.3%
		other	30.3%	28.3%	29.8%
	Total		100.0%	100.0%	100.0%

Chart 82. Which kind of training would you like to attend? (1st ind.) * Region/County * Gender

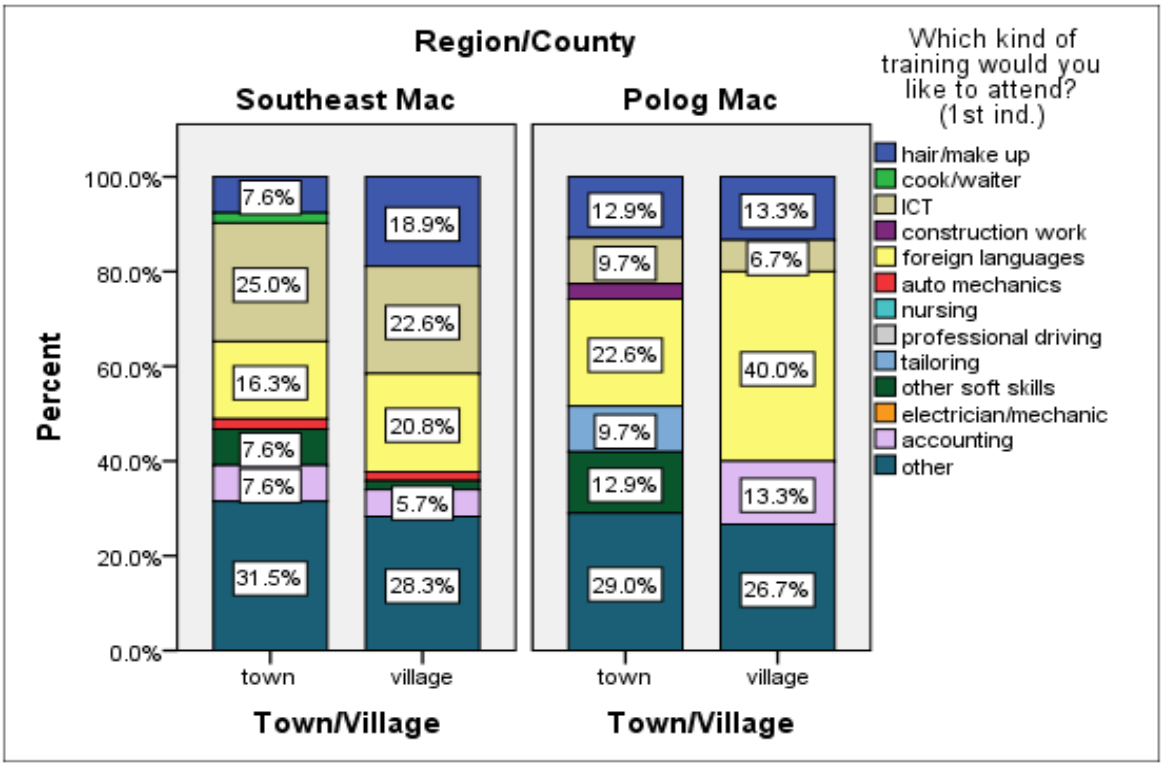


Tab 83. Which kind of training would you like to attend? (1st ind.) * Region/County * Town/Village Crosstabulation

% within Region/County

Town/Village			Region/County		Total
			Southeast Mac	Polog Mac	
town	Which kind of training would you like to attend? (1st ind.)	hair/make up	7.6%	12.9%	8.9%
		cook/waiter	2.2%		1.6%
		ICT	25.0%	9.7%	21.1%
		construction work		3.2%	.8%
		foreign languages	16.3%	22.6%	17.9%
		auto mechanics	2.2%		1.6%
		tailoring		9.7%	2.4%
		other soft skills	7.6%	12.9%	8.9%
		accounting	7.6%		5.7%
		other	31.5%	29.0%	30.9%
	Total		100.0%	100.0%	100.0%
village	Which kind of training would you like to attend? (1st ind.)	hair/make up	18.9%	13.3%	17.6%
		ICT	22.6%	6.7%	19.1%
		foreign languages	20.8%	40.0%	25.0%
		auto mechanics	1.9%		1.5%
		other soft skills	1.9%		1.5%
		accounting	5.7%	13.3%	7.4%
		other	28.3%	26.7%	27.9%
	Total		100.0%	100.0%	100.0%
Total	Which kind of training would you like to attend? (1st ind.)	hair/make up	11.7%	13.0%	12.0%
		cook/waiter	1.4%		1.0%
		ICT	24.1%	8.7%	20.4%
		construction work		2.2%	.5%
		foreign languages	17.9%	28.3%	20.4%
		auto mechanics	2.1%		1.6%
		tailoring		6.5%	1.6%
		other soft skills	5.5%	8.7%	6.3%
		accounting	6.9%	4.3%	6.3%
		other	30.3%	28.3%	29.8%
	Total		100.0%	100.0%	100.0%

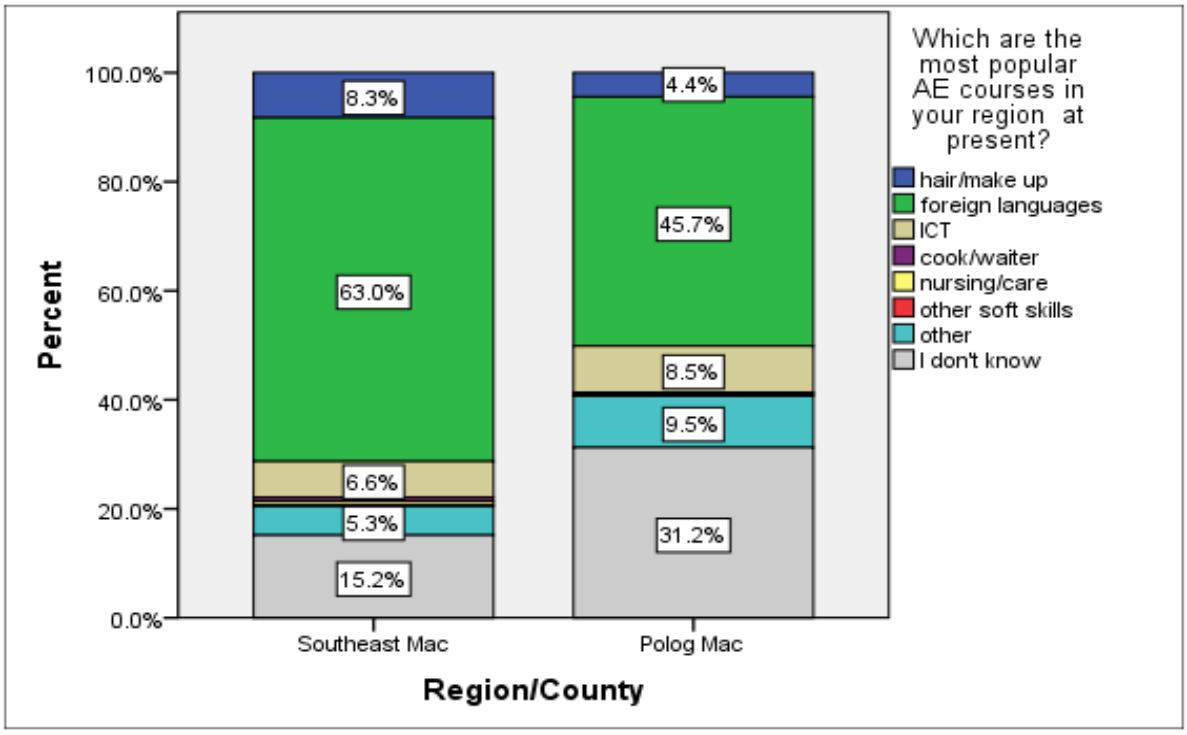
Chart 83. Which kind of training would you like to attend? (1st ind.) * Region/County * Town/Village



Tab/Chart 84. Which are the most popular AE courses in your region at present? * Region/County Crosstabulation

% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Which are the most popular AE courses in your region at present?	hair/make up	8.3%	4.4%	6.3%
	foreign languages	63.0%	45.7%	54.2%
	ICT	6.6%	8.5%	7.6%
	cook/waiter	.7%	.3%	.5%
	nursing/care	.7%		.3%
	other soft skills	.3%	.3%	.3%
	other	5.3%	9.5%	7.4%
	I donn't know	15.2%	31.2%	23.4%
Total		100.0%	100.0%	100.0%

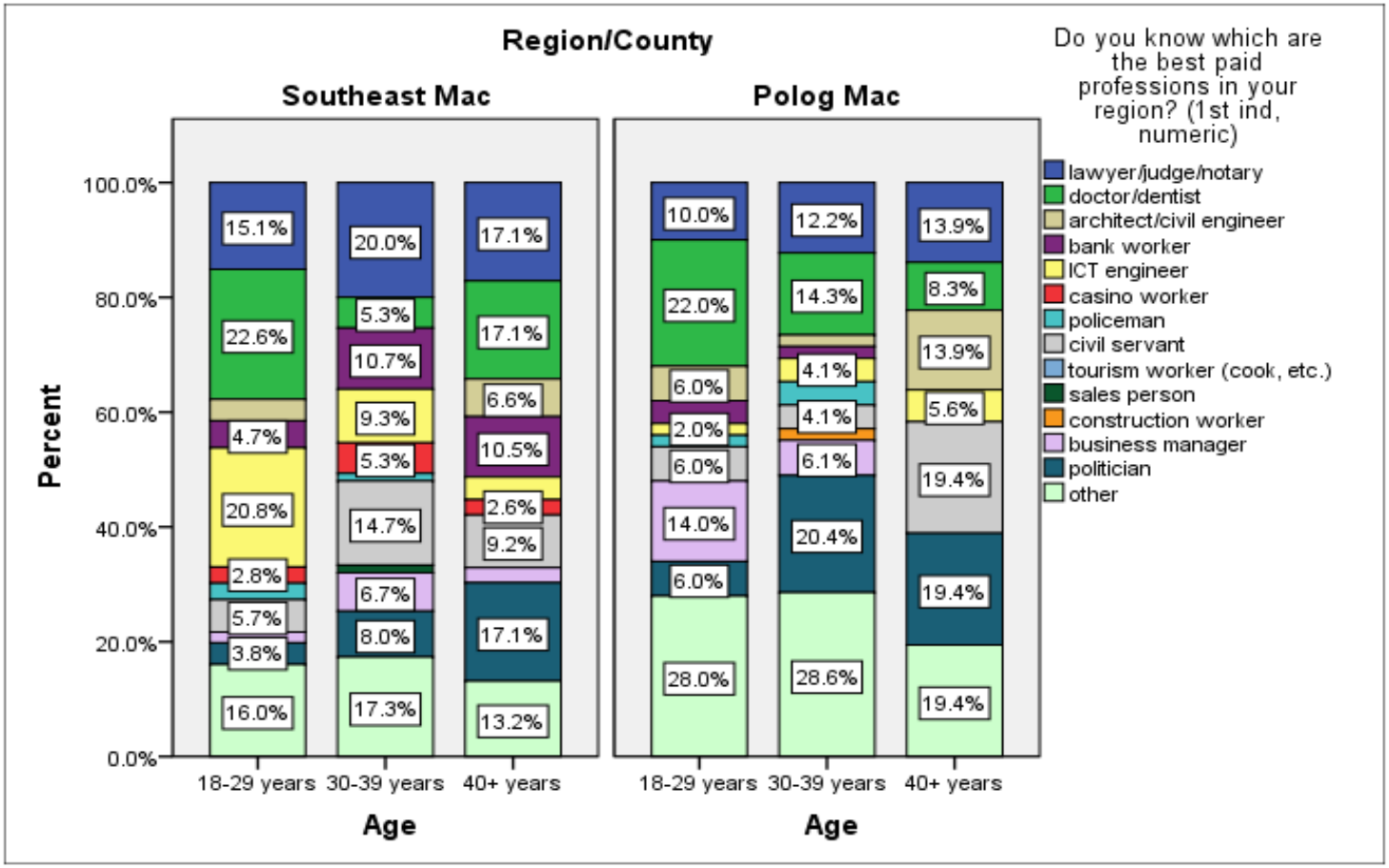


Tab 85. Which are the most popular AE courses in your region at present? * Region/County * Age Crosstabulation

% within Region/County

Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Which are the most popular AE courses in your region at present?	hair/make up	11.3%	3.4%	7.4%
		foreign languages	62.1%	42.4%	52.5%
		ICT	7.3%	8.5%	7.9%
		other soft skills	.8%		.4%
		other	6.5%	12.7%	9.5%
		I don't know	12.1%	33.1%	22.3%
	Total		100.0%	100.0%	100.0%
30-39 years	Which are the most popular AE courses in your region at present?	hair/make up	8.2%	6.2%	7.1%
		foreign languages	69.4%	49.5%	58.8%
		ICT	4.7%	13.4%	9.3%
		cook/waiter	1.2%	1.0%	1.1%
		nursing/care	1.2%		.5%
		other soft skills		1.0%	.5%
		other	5.9%	8.2%	7.1%
		I don't know	9.4%	20.6%	15.4%
	Total		100.0%	100.0%	100.0%
40+ years	Which are the most popular AE courses in your region at present?	hair/make up	4.3%	3.9%	4.1%
		foreign languages	58.5%	46.1%	52.0%
		ICT	7.4%	3.9%	5.6%
		cook/waiter	1.1%		.5%
		nursing/care	1.1%		.5%
		other	3.2%	6.9%	5.1%
		I don't know	24.5%	39.2%	32.1%
	Total		100.0%	100.0%	100.0%
Total	Which are the most popular AE courses in your region at present?	hair/make up	8.3%	4.4%	6.3%
		foreign languages	63.0%	45.7%	54.2%
		ICT	6.6%	8.5%	7.6%
		cook/waiter	.7%	0.00315457	.5%
		nursing/care	.7%		.3%
		other soft skills	.3%	0.00315457	.3%
		other	5.3%	9.5%	7.4%
		I don't know	15.2%	31.2%	23.4%
	Total		100%	100%	100%

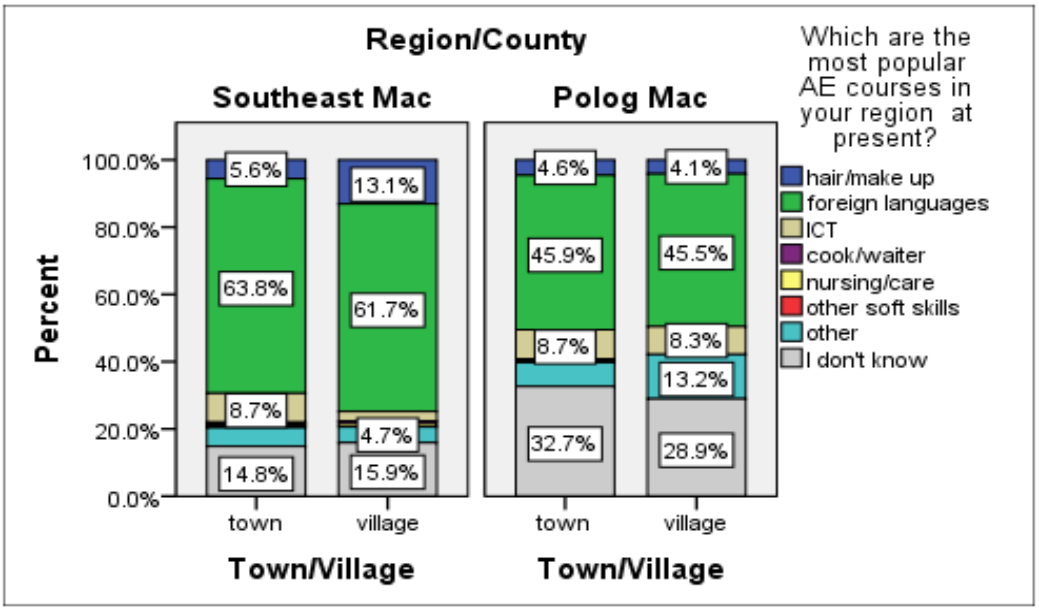
Chart 85. Which are the most popular AE courses in your region at present? * Region/County * Age



Tab/Chart 86. Which are the most popular AE courses in your region at present? * Region/County * Town/Village Crosstabulation

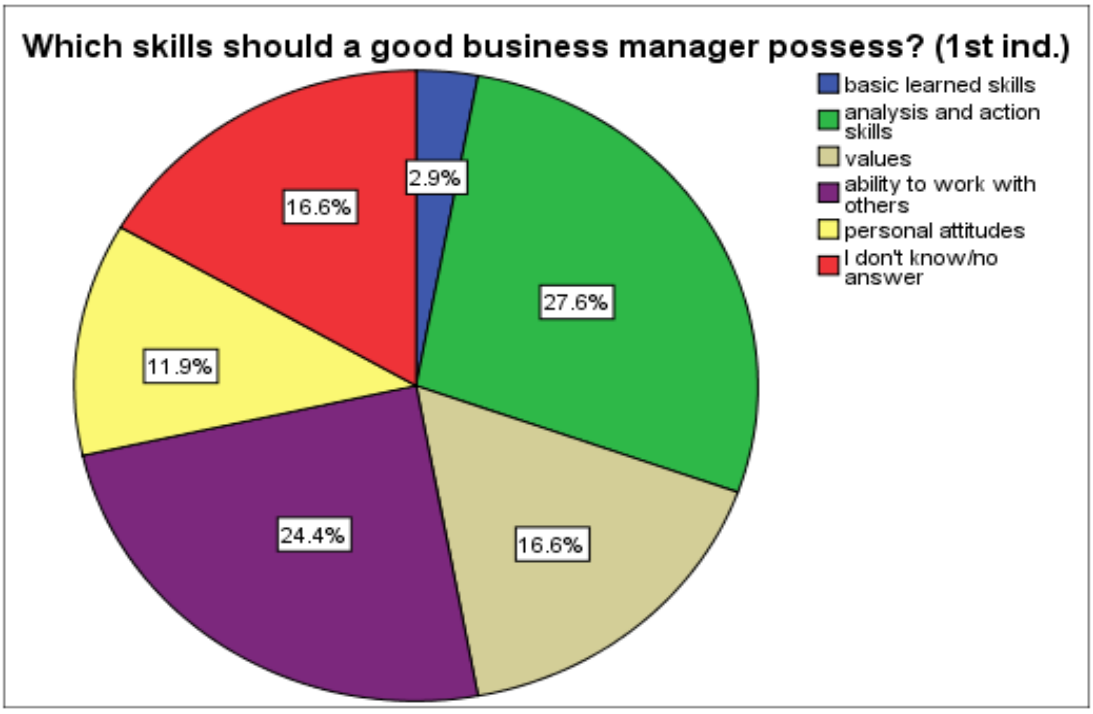
% within Region/County

Town/Village			Region/County		
			Southeast Mac	Polog Mac	Total
town	Which are the most popular AE courses in your region at present?	hair/make up	5.6%	4.6%	5.1%
		foreign languages	63.8%	45.9%	54.8%
		ICT	8.7%	8.7%	8.7%
		cook/waiter	.5%	.5%	.5%
		nursing/care	.5%		.3%
		other soft skills	.5%	.5%	.5%
		other	5.6%	7.1%	6.4%
		I don't know	14.8%	32.7%	23.7%
	Total		100.0%	100.0%	100.0%
village	Which are the most popular AE courses in your region at present?	hair/make up	13.1%	4.1%	8.3%
		foreign languages	61.7%	45.5%	53.1%
		ICT	2.8%	8.3%	5.7%
		cook/waiter	.9%		.4%
		nursing/care	.9%		.4%
		other	4.7%	13.2%	9.2%
		I don't know	15.9%	28.9%	22.8%
	Total		100.0%	100.0%	100.0%
Total	Which are the most popular AE courses in your region at present?	hair/make up	8.3%	4.4%	6.3%
		foreign languages	63.0%	45.7%	54.2%
		ICT	6.6%	8.5%	7.6%
		cook/waiter	.7%	.3%	.5%
		nursing/care	.7%		.3%
		other soft skills	.3%	.3%	.3%
		other	5.3%	9.5%	7.4%
		I don't know	15.2%	31.2%	23.4%
	Total		100%	100%	100%



Tab/Chart 87. Which skills should a good business manager possess? (1st ind.)

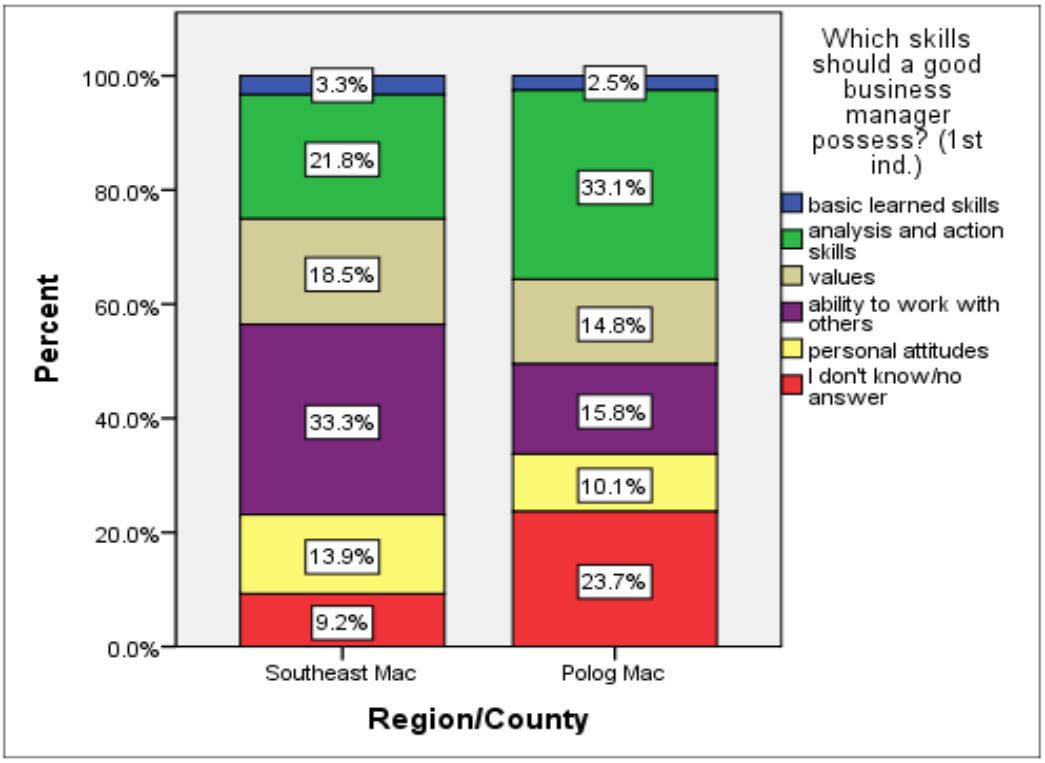
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	basic learned skills	18	2.9	2.9	2.9
	analysis and action skills	171	27.6	27.6	30.5
	values	103	16.6	16.6	47.1
	ability to work with others	151	24.4	24.4	71.5
	personal attitudes	74	11.9	11.9	83.4
	I don't know/no answer	103	16.6	16.6	100.0
	Total	620	100.0	100.0	



Tab/Chart 88. Which skills should a good business manager possess? (1st ind.) * Region/County Crosstabulation

% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Which skills should a good business manager possess? (1st ind.)	basic learned skills	3.3%	2.5%	2.9%
	analysis and action skills	21.8%	33.1%	27.6%
	values	18.5%	14.8%	16.6%
	ability to work with others	33.3%	15.8%	24.4%
	personal attitudes	13.9%	10.1%	11.9%
	I don't know/no answer	9.2%	23.7%	16.6%
Total		100.0%	100.0%	100.0%

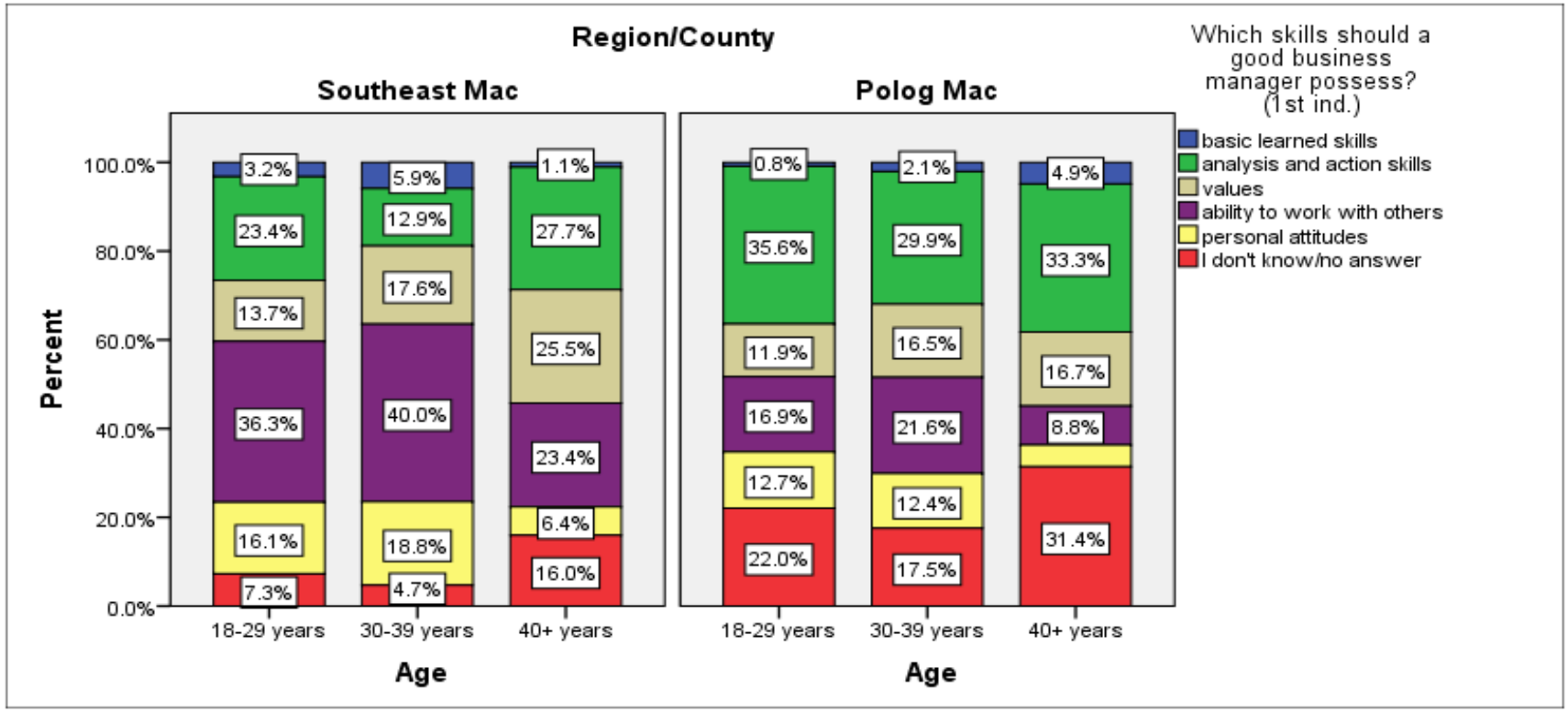


Tab 89. Which skills should a good business manager possess? (1st ind.) * Region/County * Age Crosstabulation

% within Region/County

Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Which skills should a good business manager possess? (1st ind.)	basic learned skills	3.2%	.8%	2.1%
		analysis and action skills	23.4%	35.6%	29.3%
		values	13.7%	11.9%	12.8%
		ability to work with others	36.3%	16.9%	26.9%
		personal attitudes	16.1%	12.7%	14.5%
		I don't know/no answer	7.3%	22.0%	14.5%
	Total		100.0%	100.0%	100.0%
30-39 years	Which skills should a good business manager possess? (1st ind.)	basic learned skills	5.9%	2.1%	3.8%
		analysis and action skills	12.9%	29.9%	22.0%
		values	17.6%	16.5%	17.0%
		ability to work with others	40.0%	21.6%	30.2%
		personal attitudes	18.8%	12.4%	15.4%
		I don't know/no answer	4.7%	17.5%	11.5%
	Total		100.0%	100.0%	100.0%
40+ years	Which skills should a good business manager possess? (1st ind.)	basic learned skills	1.1%	4.9%	3.1%
		analysis and action skills	27.7%	33.3%	30.6%
		values	25.5%	16.7%	20.9%
		ability to work with others	23.4%	8.8%	15.8%
		personal attitudes	6.4%	4.9%	5.6%
		I don't know/no answer	16.0%	31.4%	24.0%
	Total		100.0%	100.0%	100.0%
Total	Which skills should a good business manager possess? (1st ind.)	basic learned skills	3.3%	2.5%	2.9%
		analysis and action skills	21.8%	33.1%	27.6%
		values	18.5%	14.8%	16.6%
		ability to work with others	33.3%	15.8%	24.4%
		personal attitudes	13.9%	10.1%	11.9%
		I don't know/no answer	9.2%	23.7%	16.6%
	Total		100.0%	100.0%	100.0%

Chart 89. Which skills should a good business manager possess? (1st ind.) * Region/County * Age



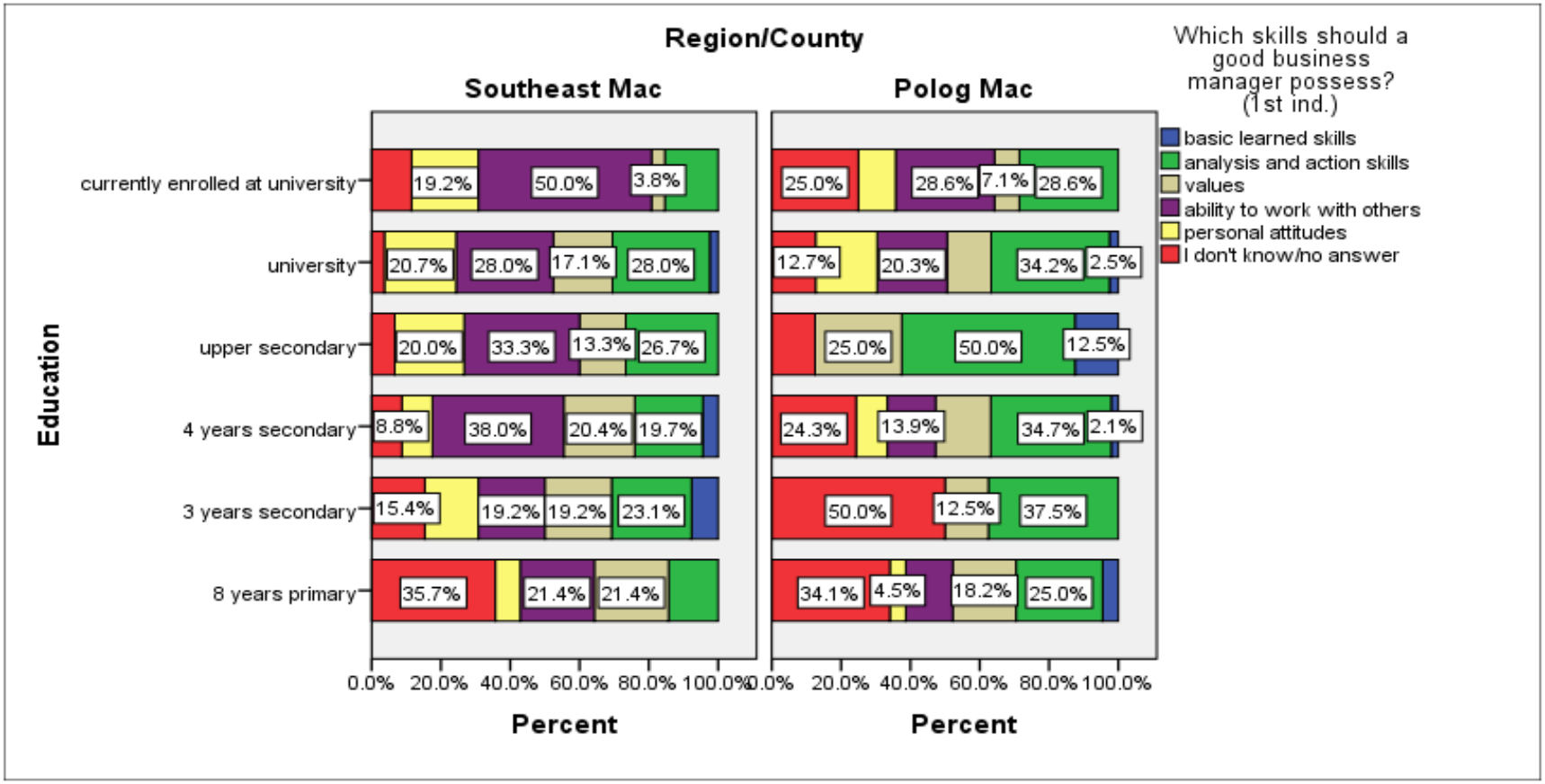
Tab 90. Which skills should a good business manager possess? (1st ind.) * Region/County * Education Crosstabulation

% within Region/County

Education			Region/County		Total
			Southeast Mac	Polog Mac	
no education	Which skills should a good business manager possess? (1st ind.)	values	100.0%		50.0%
		I don't know/no answer		100.0%	50.0%
	Total		100.0%	100.0%	100.0%
4-years primary	Which skills should a good business manager possess? (1st ind.)	values	100.0%	33.3%	50.0%
		I don't know/no answer		66.7%	50.0%
	Total		100.0%	100.0%	100.0%
8 years primary	Which skills should a good business manager possess? (1st ind.)	basic learned skills		4.5%	3.4%
		analysis and action skills	14.3%	25.0%	22.4%
		values	21.4%	18.2%	19.0%
		ability to work with others	21.4%	13.6%	15.5%
		personal attitudes	7.1%	4.5%	5.2%
		I don't know/no answer	35.7%	34.1%	34.5%
	Total		100.0%	100.0%	100.0%
3 years secondary	Which skills should a good business manager possess? (1st ind.)	basic learned skills	7.7%		5.9%
		analysis and action skills	23.1%	37.5%	26.5%
		values	19.2%	12.5%	17.6%
		ability to work with others	19.2%		14.7%
		personal attitudes	15.4%		11.8%
		I don't know/no answer	15.4%	50.0%	23.5%
	Total		100.0%	100.0%	100.0%
4 years secondary	Which skills should a good business manager possess? (1st ind.)	basic learned skills	4.4%	2.1%	3.2%
		analysis and action skills	19.7%	34.7%	27.4%
		values	20.4%	16.0%	18.1%
		ability to work with others	38.0%	13.9%	25.6%
		personal attitudes	8.8%	9.0%	8.9%
		I don't know/no answer	8.8%	24.3%	16.7%
	Total		100.0%	100.0%	100.0%
upper secondary	Which skills should a good business manager possess? (1st ind.)	basic learned skills		12.5%	4.3%
		analysis and action skills	26.7%	50.0%	34.8%
		values	13.3%	25.0%	17.4%
		ability to work with others	33.3%		21.7%
		personal attitudes	20.0%		13.0%
		I don't know/no answer	6.7%	12.5%	8.7%
	Total		100.0%	100.0%	100.0%
university	Which skills should	basic learned skills	2.4%	2.5%	2.5%

	a good business manager possess? (1st ind.)	analysis and action skills	28.0%	34.2%	31.1%
		values	17.1%	12.7%	14.9%
		ability to work with others	28.0%	20.3%	24.2%
		personal attitudes	20.7%	17.7%	19.3%
		I don't know/no answer	3.7%	12.7%	8.1%
	Total		100.0%	100.0%	100.0%
currently enrolled at university	Which skills should a good business manager possess? (1st ind.)	analysis and action skills	15.4%	28.6%	22.2%
		values	3.8%	7.1%	5.6%
		ability to work with others	50.0%	28.6%	38.9%
		personal attitudes	19.2%	10.7%	14.8%
		I don't know/no answer	11.5%	25.0%	18.5%
	Total		100.0%	100.0%	100.0%
other	Which skills should a good business manager possess?	analysis and action skills		100.0%	66.7%
		values	100.0%		33.3%
	Total		100.0%	100.0%	100.0%
Total	Which skills should a good business manager possess? (1st ind.)	basic learned skills	3.3%	2.5%	2.9%
		analysis and action skills	21.8%	33.1%	27.6%
		values	18.5%	14.8%	16.6%
		ability to work with others	33.3%	15.8%	24.4%
		personal attitudes	13.9%	10.1%	11.9%
		I don't know/no answer	9.2%	23.7%	16.6%
	Total		100.0%	100.0%	100.0%

Chart 90. Which skills should a good business manager possess? (1st ind.) * Region/County * Education

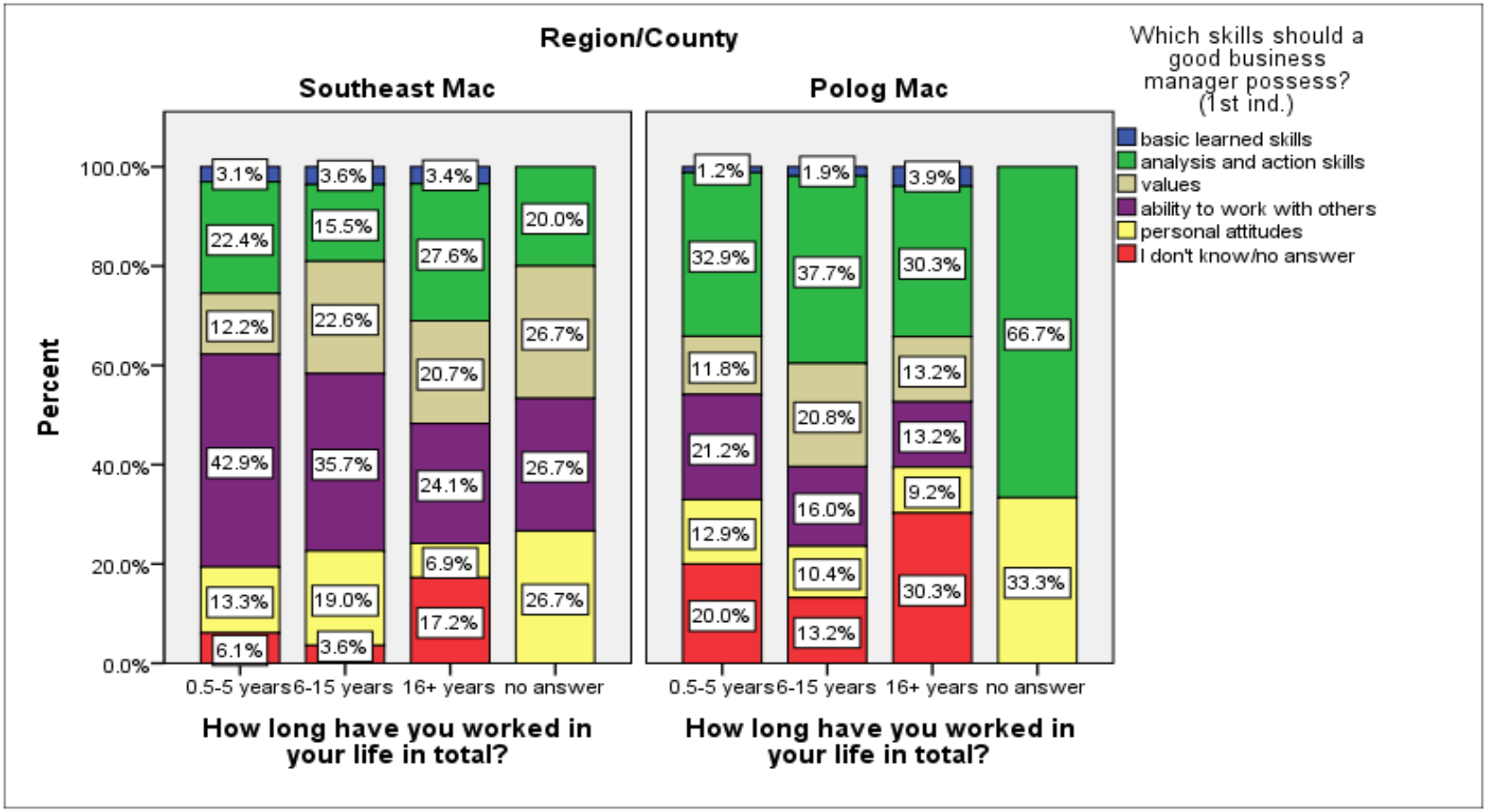


Tab 91. Which skills should a good business manager possess? (1st ind.) * Region/County * How long have you worked in your life in total? Crosstabulation

% within Region/County

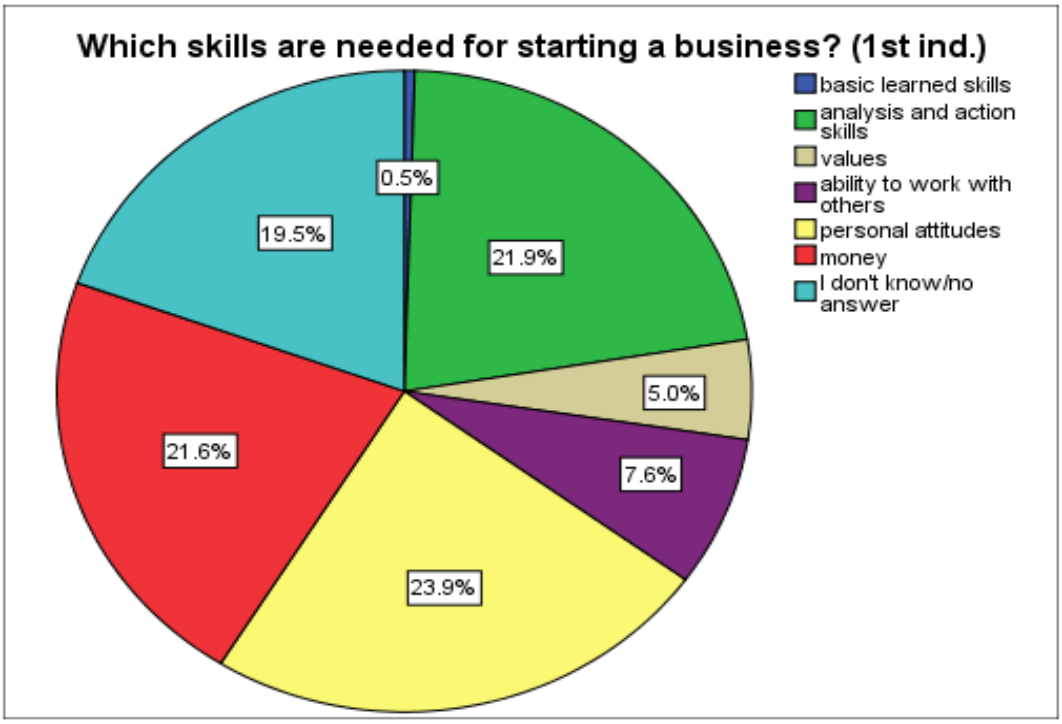
How long have you worked in your life in total?			Region/County		Total
			Southeast Mac	Polog Mac	
0.5-5 years	Which skills should a good business manager possess? (1st ind.)	basic learned skills	3.1%	1.2%	2.2%
		analysis and action skills	22.4%	32.9%	27.3%
		values	12.2%	11.8%	12.0%
		ability to work with others	42.9%	21.2%	32.8%
		personal attitudes	13.3%	12.9%	13.1%
		I don't know/no answer	6.1%	20.0%	12.6%
	Total		100.0%	100.0%	100.0%
6-15 years	Which skills should a good business manager possess? (1st ind.)	basic learned skills	3.6%	1.9%	2.6%
		analysis and action skills	15.5%	37.7%	27.9%
		values	22.6%	20.8%	21.6%
		ability to work with others	35.7%	16.0%	24.7%
		personal attitudes	19.0%	10.4%	14.2%
		I don't know/no answer	3.6%	13.2%	8.9%
	Total		100.0%	100.0%	100.0%
16+ years	Which skills should a good business manager possess? (1st ind.)	basic learned skills	3.4%	3.9%	3.7%
		analysis and action skills	27.6%	30.3%	28.8%
		values	20.7%	13.2%	17.2%
		ability to work with others	24.1%	13.2%	19.0%
		personal attitudes	6.9%	9.2%	8.0%
		I don't know/no answer	17.2%	30.3%	23.3%
	Total		100.0%	100.0%	100.0%
no answer	Which skills should a good business manager possess? (1st	analysis and action skills	20.0%	66.7%	27.8%
		values	26.7%		22.2%
		ability to work with others	26.7%		22.2%
		personal attitudes	26.7%	33.3%	27.8%
	Total		100.0%	100.0%	100.0%
Total	Which skills should a good business manager possess? (1st ind.)	basic learned skills	3.2%	2.2%	2.7%
		analysis and action skills	21.8%	34.4%	28.0%
		values	18.7%	15.6%	17.1%
		ability to work with others	34.2%	16.7%	25.6%
		personal attitudes	13.7%	11.1%	12.5%
		I don't know/no answer	8.5%	20.0%	14.1%
	Total		100.0%	100.0%	100.0%

Chart 91. Which skills should a good business manager possess? (1st ind.) * Region/County * How long have you worked in your life in total?



Tab/Chart 92. Which skills are needed for starting a business? (1st ind.)

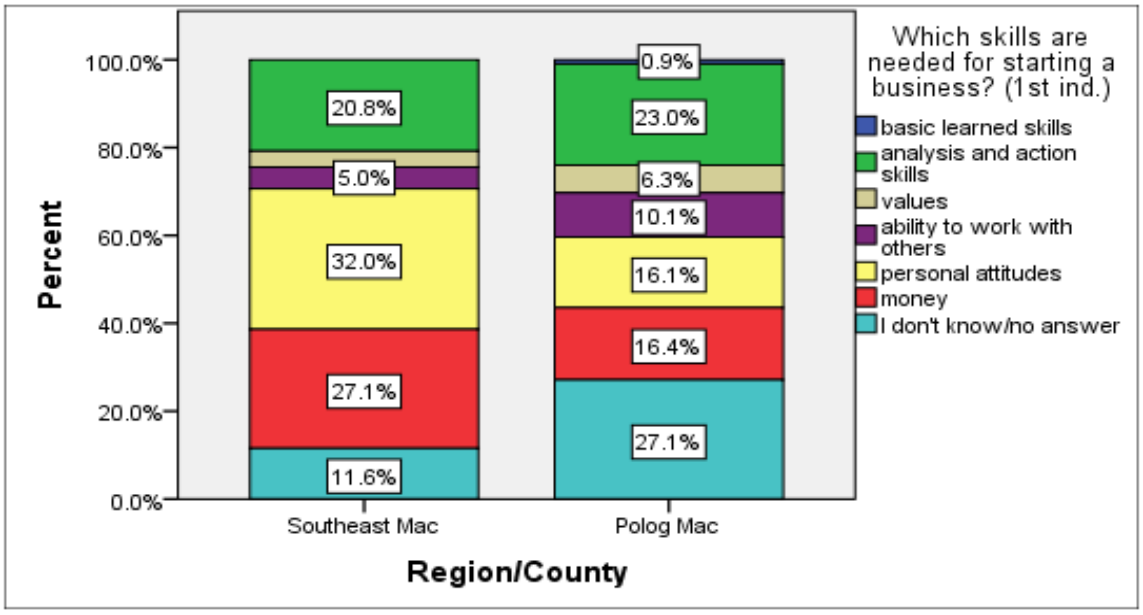
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	basic learned skills	3	.5	.5	.5
	analysis and action skills	136	21.9	21.9	22.4
	values	31	5.0	5.0	27.4
	ability to work with others	47	7.6	7.6	35.0
	personal attitudes	148	23.9	23.9	58.9
	money	134	21.6	21.6	80.5
	I don't know/no answer	121	19.5	19.5	100.0
	Total	620	100.0	100.0	



Tab/Chart 93. Which skills are needed for starting a business? (1st ind.) * Region/County Crosstabulation

% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
Which skills are needed for starting a business? (1st ind.)	basic learned skills		.9%	.5%
	analysis and action skills	20.8%	23.0%	21.9%
	values	3.6%	6.3%	5.0%
	ability to work with others	5.0%	10.1%	7.6%
	personal attitudes	32.0%	16.1%	23.9%
	money	27.1%	16.4%	21.6%
	I don't know/no answer	11.6%	27.1%	19.5%
Total		100.0%	100.0%	100.0%

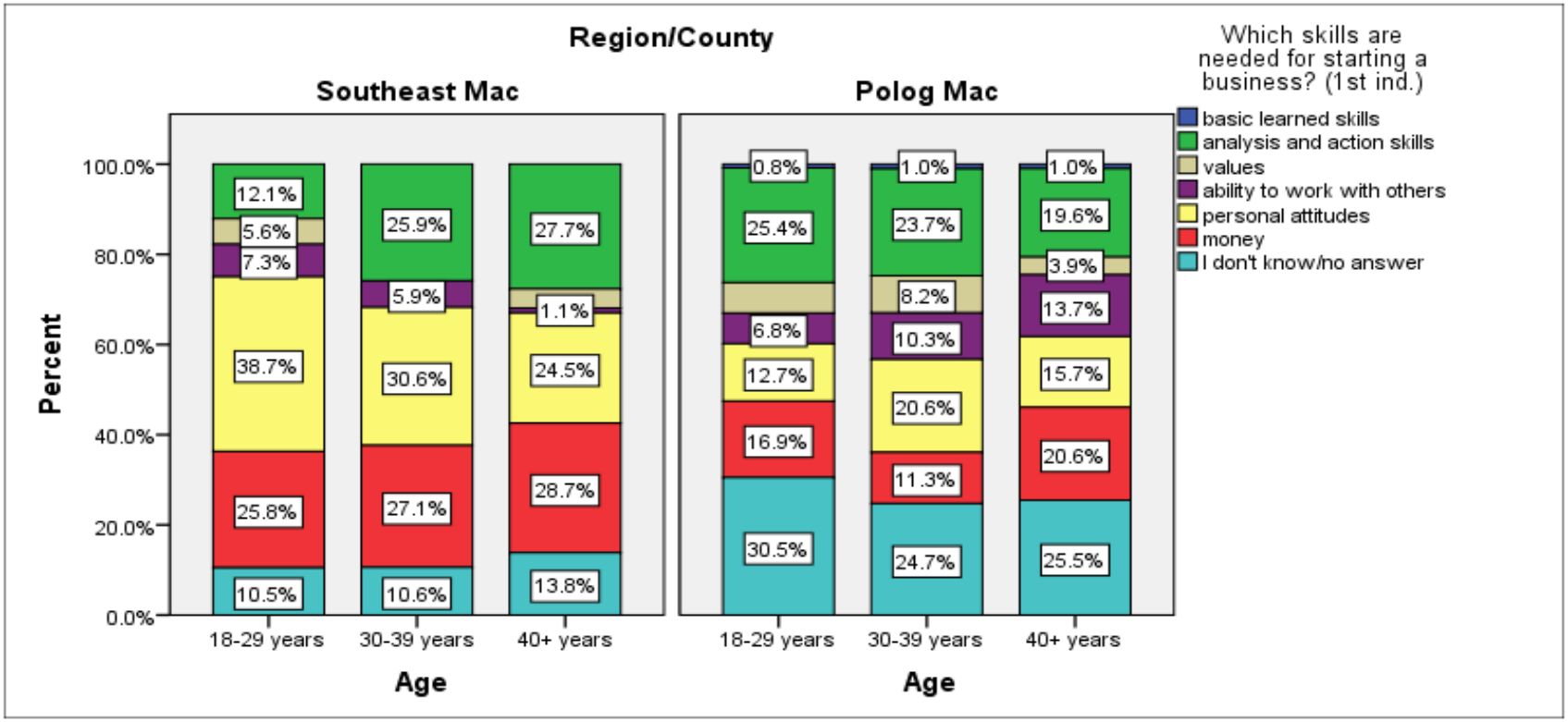


Tab 94. Which skills are needed for starting a business? (1st ind.) * Region/County * Age Crosstabulation

% within Region/County

Age			Region/County		Total
			Southeast Mac	Polog Mac	
18-29 years	Which skills are needed for starting a business? (1st ind.)	basic learned skills		.8%	.4%
		analysis and action skills	12.1%	25.4%	18.6%
		values	5.6%	6.8%	6.2%
		ability to work with others	7.3%	6.8%	7.0%
		personal attitudes	38.7%	12.7%	26.0%
		money	25.8%	16.9%	21.5%
		I don't know/no answer	10.5%	30.5%	20.2%
	Total		100.0%	100.0%	100.0%
30-39 years	Which skills are needed for starting a business? (1st ind.)	basic learned skills		1.0%	.5%
		analysis and action skills	25.9%	23.7%	24.7%
		values		8.2%	4.4%
		ability to work with others	5.9%	10.3%	8.2%
		personal attitudes	30.6%	20.6%	25.3%
		money	27.1%	11.3%	18.7%
		I don't know/no answer	10.6%	24.7%	18.1%
	Total		100.0%	100.0%	100.0%
40+ years	Which skills are needed for starting a business? (1st ind.)	basic learned skills		0.00980392	.5%
		analysis and action skills	27.7%	19.6%	23.5%
		values	4.3%	3.9%	4.1%
		ability to work with others	1.1%	13.7%	7.7%
		personal attitudes	24.5%	15.7%	19.9%
		money	28.7%	20.6%	24.5%
		I don't know/no answer	13.8%	25.5%	19.9%
	Total		100.0%	100.0%	100.0%
Total	Which skills are needed for starting a business? (1st ind.)	basic learned skills		0.00946372	.5%
		analysis and action skills	20.8%	23.0%	21.9%
		values	3.6%	6.3%	5.0%
		ability to work with others	5.0%	10.1%	7.6%
		personal attitudes	32.0%	16.1%	23.9%
		money	27.1%	16.4%	21.6%
		I don't know/no answer	11.6%	27.1%	19.5%
	Total		100%	100%	100%

Chart 94. Which skills are needed for starting a business? (1st ind.) * Region/County * Age



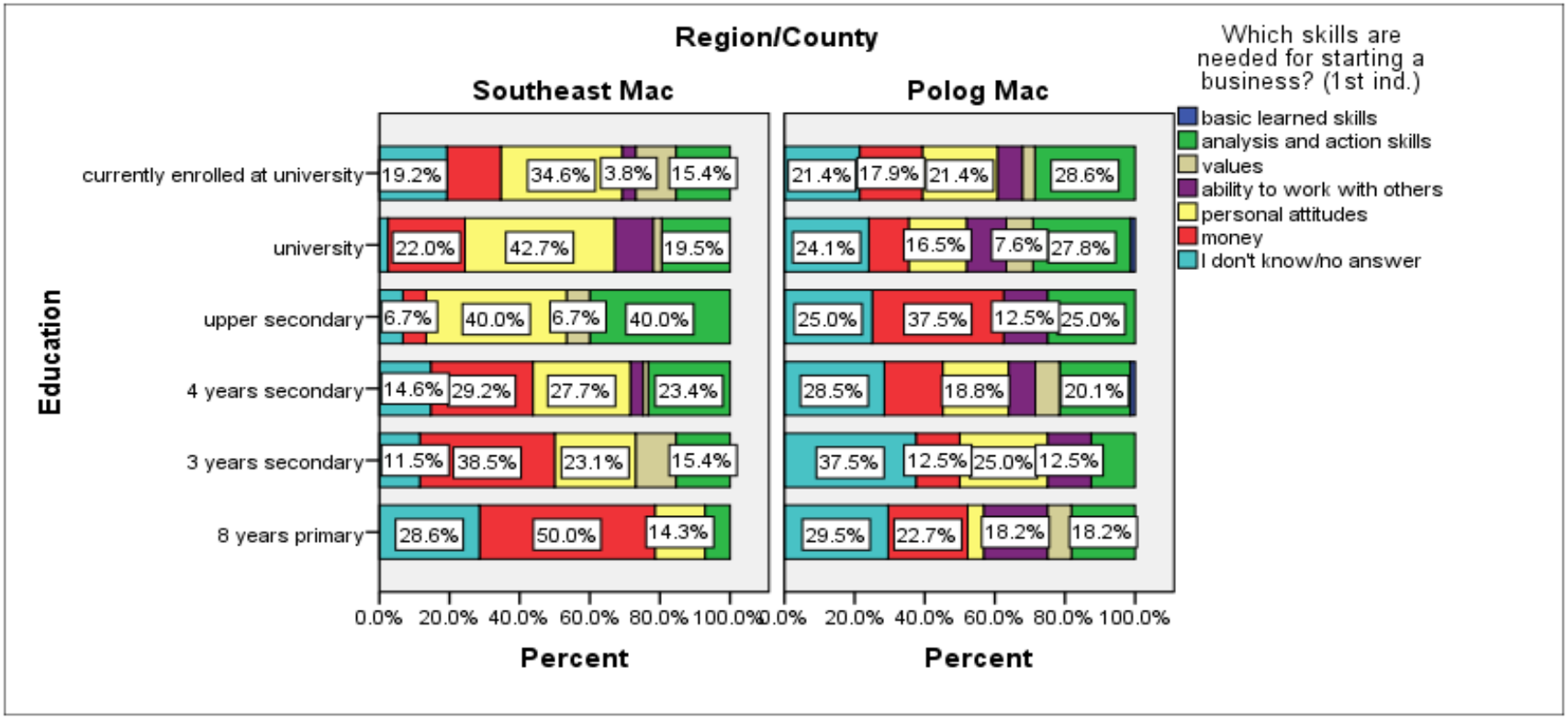
Tab 95. Which skills are needed for starting a business? (1st ind.) * Region/County * Education Crosstabulation

% within Region/County

Education			Region/County		Total
			Southeast Mac	Polog Mac	
no education	Which skills are needed for starting a business? (1st ind.)	money	100.0%		50.0%
		I don't know/no answer		100.0%	50.0%
	Total		100.0%	100.0%	100.0%
4-years primary	Which skills are needed for starting a business? (1st ind.)	analysis and action skills		66.7%	50.0%
		money	100.0%		25.0%
		I don't know/no answer		33.3%	25.0%
	Total		100.0%	100.0%	100.0%
8 years primary	Which skills are needed for starting a business? (1st ind.)	analysis and action skills	7.1%	18.2%	15.5%
		values		6.8%	5.2%
		ability to work with others		18.2%	13.8%
		personal attitudes	14.3%	4.5%	6.9%
		money	50.0%	22.7%	29.3%
		I don't know/no answer	28.6%	29.5%	29.3%
	Total		100.0%	100.0%	100.0%
3 years secondary	Which skills are needed for starting a business? (1st ind.)	analysis and action skills	15.4%	12.5%	14.7%
		values	11.5%		8.8%
		ability to work with others		12.5%	2.9%
		personal attitudes	23.1%	25.0%	23.5%
		money	38.5%	12.5%	32.4%
		I don't know/no answer	11.5%	37.5%	17.6%
	Total		100.0%	100.0%	100.0%
4 years secondary	Which skills are needed for starting a business? (1st ind.)	basic learned skills		1.4%	.7%
		analysis and action skills	23.4%	20.1%	21.7%
		values	1.5%	6.9%	4.3%
		ability to work with others	3.6%	7.6%	5.7%
		personal attitudes	27.7%	18.8%	23.1%
		money	29.2%	16.7%	22.8%
		I don't know/no answer	14.6%	28.5%	21.7%
	Total		100.0%	100.0%	100.0%
upper secondary	Which skills are needed for starting a business? (1st ind.)	analysis and action skills	40.0%	25.0%	34.8%
		values	6.7%		4.3%
		ability to work with others		12.5%	4.3%
		personal attitudes	40.0%		26.1%
		money	6.7%	37.5%	17.4%
		I don't know/no answer	6.7%	25.0%	13.0%

	Total		100.0%	100.0%	100.0%
university	Which skills are needed for starting a business? (1st ind.)	basic learned skills		1.3%	.6%
		analysis and action skills	19.5%	27.8%	23.6%
		values	2.4%	7.6%	5.0%
		ability to work with others	11.0%	11.4%	11.2%
		personal attitudes	42.7%	16.5%	29.8%
		money	22.0%	11.4%	16.8%
		I don't know/no answer	2.4%	24.1%	13.0%
	Total		100.0%	100.0%	100.0%
currently enrolled at university	Which skills are needed for starting a business? (1st ind.)	analysis and action skills	15.4%	28.6%	22.2%
		values	11.5%	3.6%	7.4%
		ability to work with others	3.8%	7.1%	5.6%
		personal attitudes	34.6%	21.4%	27.8%
		money	15.4%	17.9%	16.7%
		I don't know/no answer	19.2%	21.4%	20.4%
	Total		100.0%	100.0%	100.0%
other	Which skills are needed for starting a business? (1st ind.)	analysis and action skills		50.0%	33.3%
		personal attitudes	100.0%	50.0%	66.7%
	Total		100.0%	100.0%	100.0%
Total	Which skills are needed for starting a business? (1st ind.)	basic learned skills		.9%	.5%
		analysis and action skills	20.8%	23.0%	21.9%
		values	3.6%	6.3%	5.0%
		ability to work with others	5.0%	10.1%	7.6%
		personal attitudes	32.0%	16.1%	23.9%
		money	27.1%	16.4%	21.6%
		I don't know/no answer	11.6%	27.1%	19.5%
	Total		100.0%	100.0%	100.0%

Chart 95. Which skills are needed for starting a business? (1st ind.) * Region/County * Education

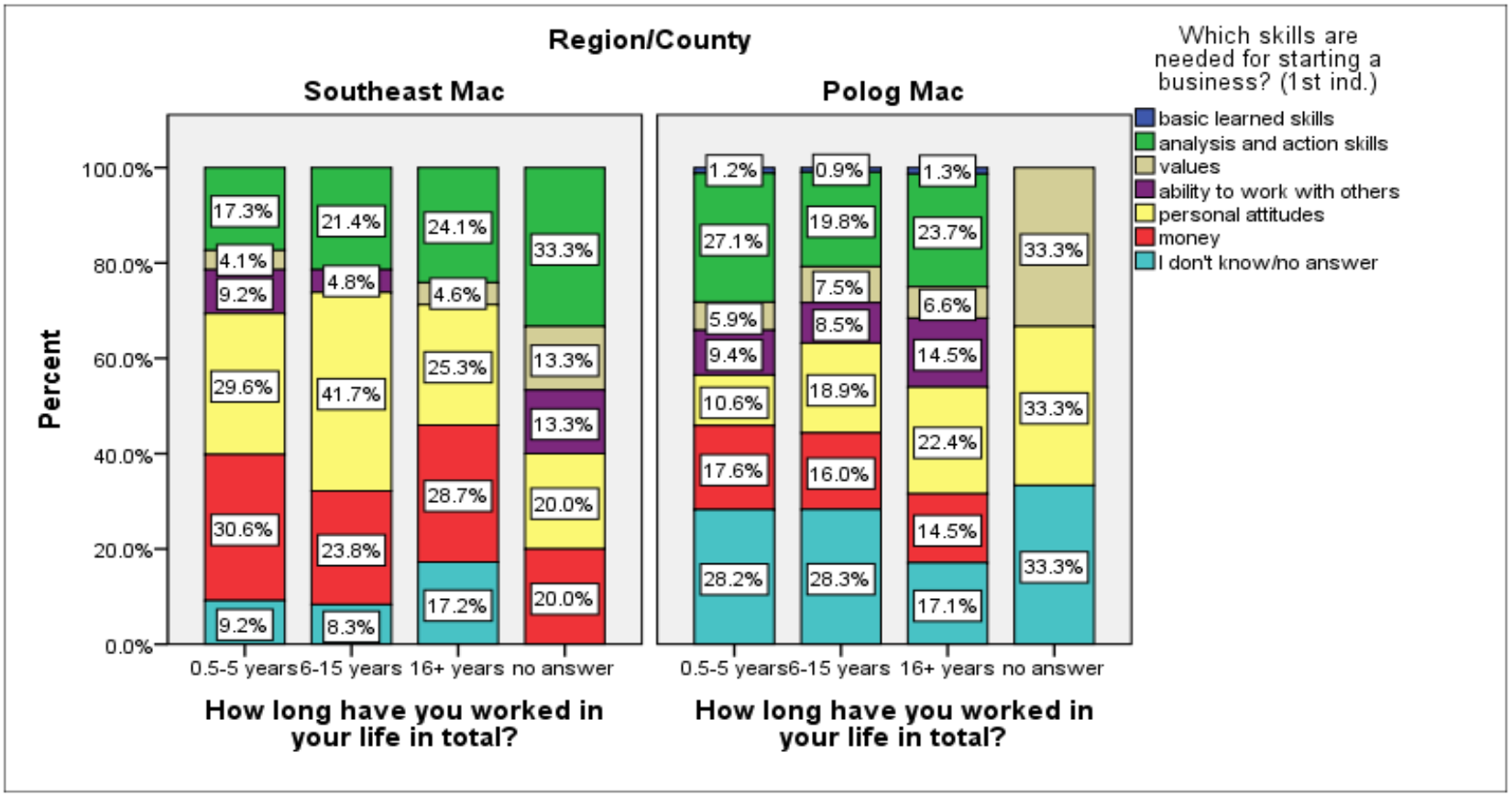


Tab 96. Which skills are needed for starting a business? (1st ind.) * Region/County * How long have you worked in your life in total? Crosstabulation

% within Region/County

How long have you worked in your life in total?			Region/County: Southeast Mac	Region/County: Polog Mac	Total
0.5-5 years	Which skills are needed for starting a business? (1st ind.)	basic learned skills		1.2%	.5%
		analysis and action skills	17.3%	27.1%	21.9%
		values	4.1%	5.9%	4.9%
		ability to work with others	9.2%	9.4%	9.3%
		personal attitudes	29.6%	10.6%	20.8%
		money	30.6%	17.6%	24.6%
		I don't know/no answer	9.2%	28.2%	18.0%
	Total		100.0%	100.0%	100.0%
6-15 years	Which skills are needed for starting a business? (1st ind.)	basic learned skills		.9%	.5%
		analysis and action skills	21.4%	19.8%	20.5%
		values		7.5%	4.2%
		ability to work with others	4.8%	8.5%	6.8%
		personal attitudes	41.7%	18.9%	28.9%
		money	23.8%	16.0%	19.5%
		I don't know/no answer	8.3%	28.3%	19.5%
	Total		100.0%	100.0%	100.0%
16+ years	Which skills are needed for starting a business? (1st ind.)	basic learned skills		1.3%	.6%
		analysis and action skills	24.1%	23.7%	23.9%
		values	4.6%	6.6%	5.5%
		ability to work with others		14.5%	6.7%
		personal attitudes	25.3%	22.4%	23.9%
		money	28.7%	14.5%	22.1%
		I don't know/no answer	17.2%	17.1%	17.2%
	Total		100.0%	100.0%	100.0%
no answer	Which skills are needed for starting a business? (1st ind.)	analysis and action skills	33.3%		27.8%
		values	13.3%	33.3%	16.7%
		ability to work with others	13.3%		11.1%
		personal attitudes	20.0%	33.3%	22.2%
		money	20.0%		16.7%
		I don't know/no answer		33.3%	5.6%
	Total		100.0%	100.0%	100.0%
Total	Which skills are needed for starting a business? (1st ind.)	basic learned skills		1.1%	.5%
		analysis and action skills	21.5%	23.0%	22.2%
		values	3.5%	7.0%	5.2%
		ability to work with others	5.3%	10.4%	7.8%
		personal attitudes	31.3%	17.4%	24.5%
		money	27.5%	15.9%	21.8%
		I don't know/no answer	10.9%	25.2%	17.9%
	Total		100.0%	100.0%	100.0%

Chart 96. Which skills are needed for starting a business? (1st ind.) * Region/County * How long have you worked in your life in total?

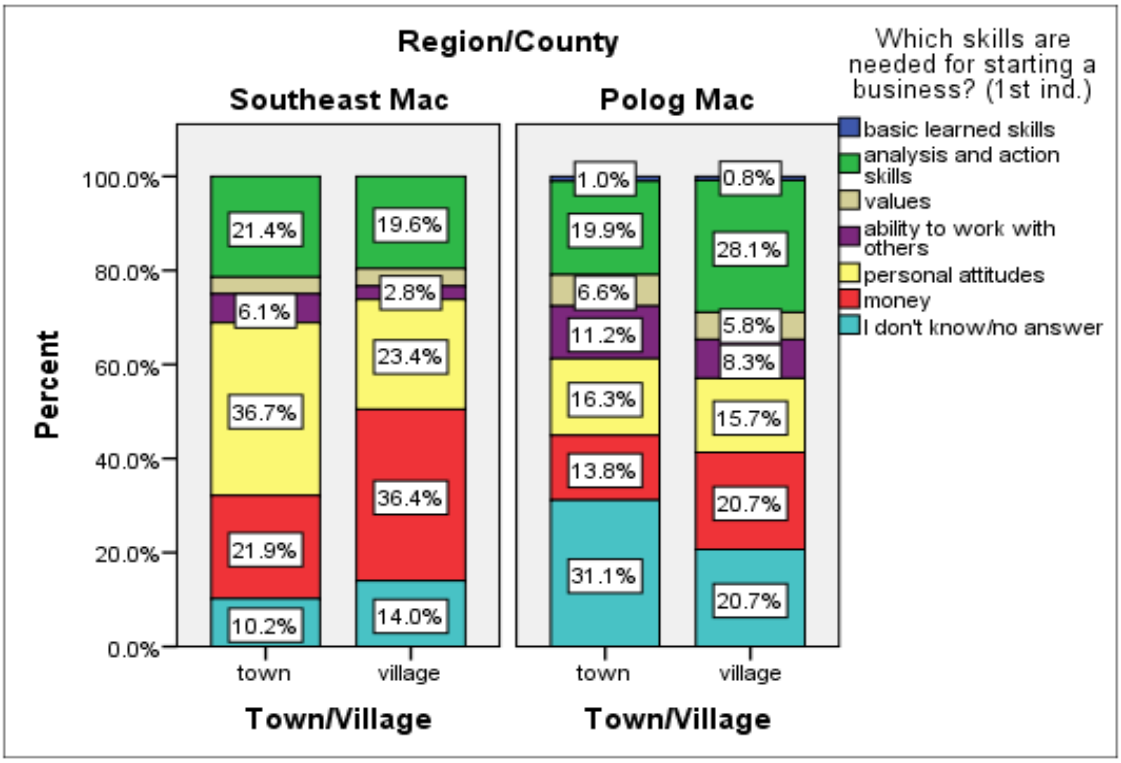


Tab 97. Which skills are needed for starting a business? (1st ind.) * Region/County * Town/Village Crosstabulation

% within Region/County

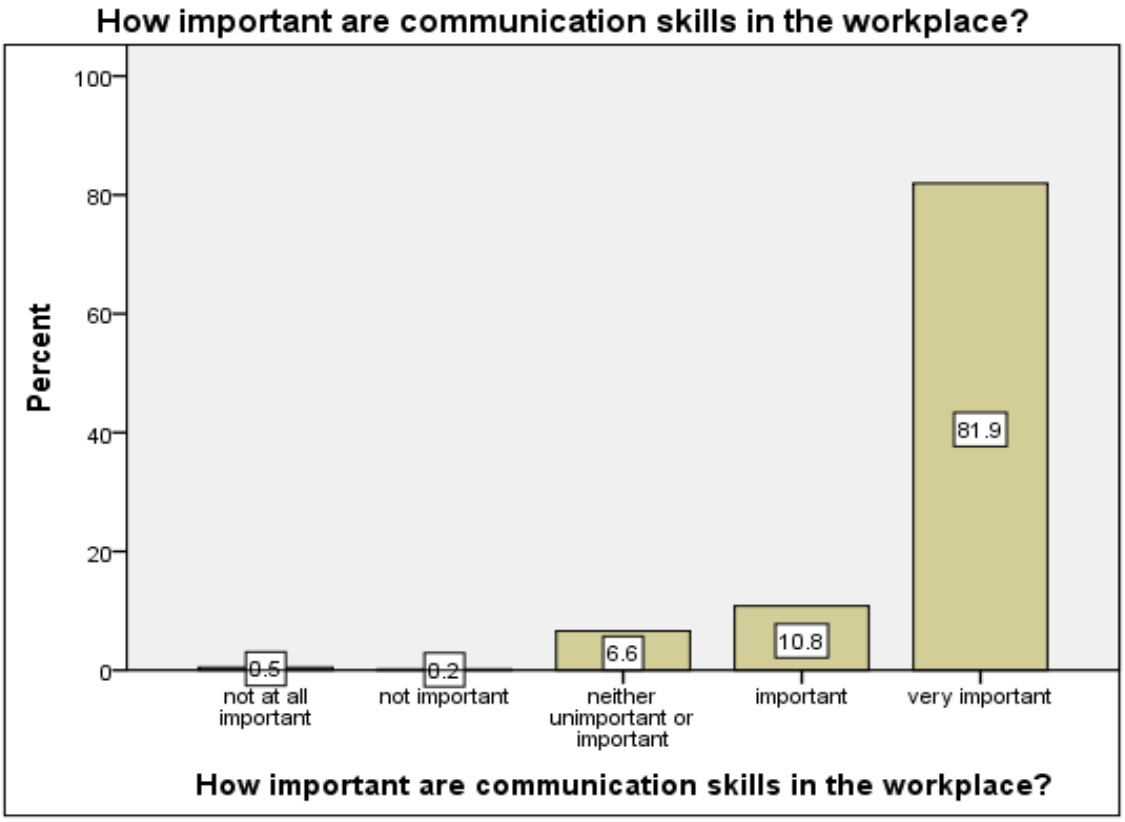
Town/Village			Region/County: Southeast Mac	Region/County: Polog Mac	Total
town	Which skills are needed for starting a business? (1st ind.)	basic learned skills		1.0%	.5%
		analysis and action skills	21.4%	19.9%	20.7%
		values	3.6%	6.6%	5.1%
		ability to work with others	6.1%	11.2%	8.7%
		personal attitudes	36.7%	16.3%	26.5%
		money	21.9%	13.8%	17.9%
		I don't know/no answer	10.2%	31.1%	20.7%
	Total		100.0%	100.0%	100.0%
village	Which skills are needed for starting a business? (1st ind.)	basic learned skills		.8%	.4%
		analysis and action skills	19.6%	28.1%	24.1%
		values	3.7%	5.8%	4.8%
		ability to work with others	2.8%	8.3%	5.7%
		personal attitudes	23.4%	15.7%	19.3%
		money	36.4%	20.7%	28.1%
		I don't know/no answer	14.0%	20.7%	17.5%
	Total		100.0%	100.0%	100.0%
Total	Which skills are needed for starting a business? (1st ind.)	basic learned skills		.9%	.5%
		analysis and action skills	20.8%	23.0%	21.9%
		values	3.6%	6.3%	5.0%
		ability to work with others	5.0%	10.1%	7.6%
		personal attitudes	32.0%	16.1%	23.9%
		money	27.1%	16.4%	21.6%
		I don't know/no answer	11.6%	27.1%	19.5%
	Total		100.0%	100.0%	100.0%

Chart 97. Which skills are needed for starting a business? (1st ind.) * Region/County * Town/Village



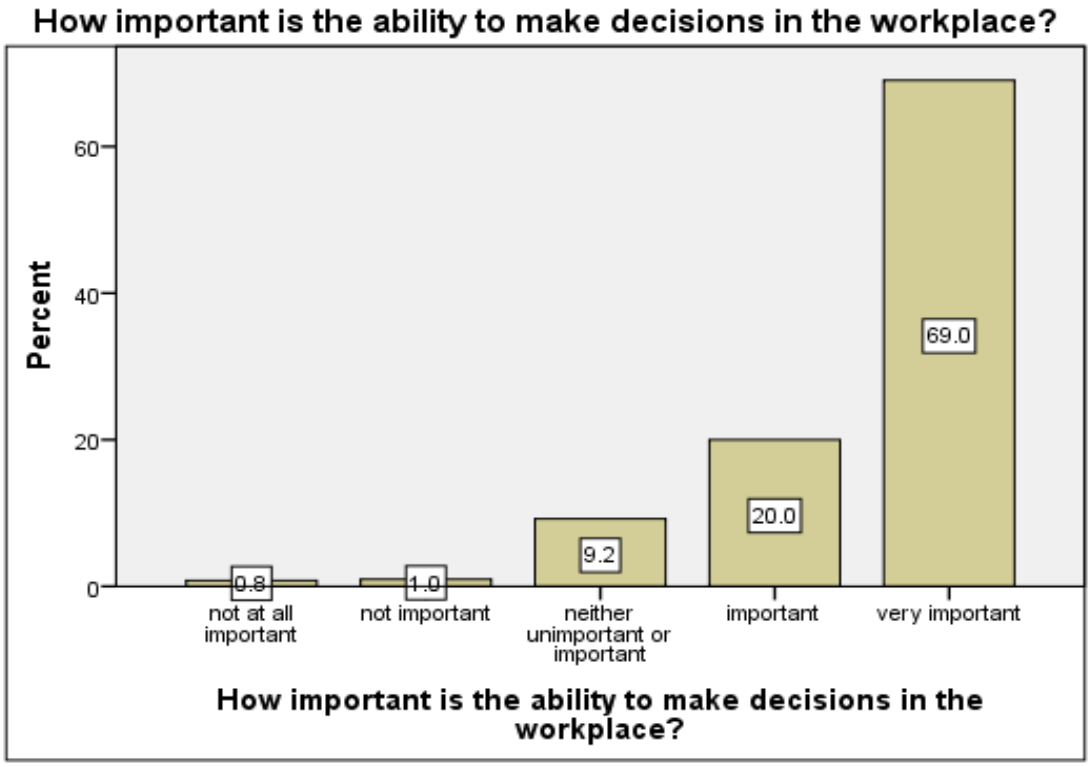
Tab/Chart 98. How important are communication skills in the workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all important	3	.5	.5	.5
	not important	1	.2	.2	.6
	neither unimportant or important	41	6.6	6.6	7.3
	important	67	10.8	10.8	18.1
	very important	508	81.9	81.9	100.0
	Total	620	100.0	100.0	



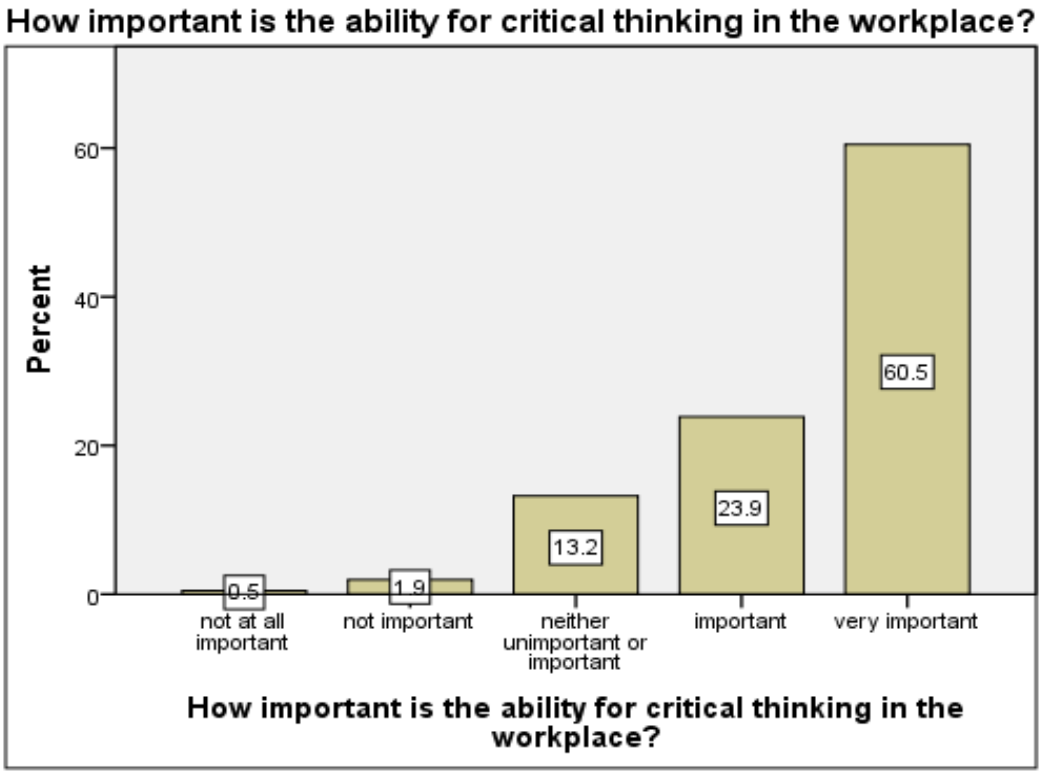
Tab/Chart 99. How important is the ability to make decisions in the workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all important	5	.8	.8	.8
	not important	6	1.0	1.0	1.8
	neither unimportant or important	57	9.2	9.2	11.0
	important	124	20.0	20.0	31.0
	very important	428	69.0	69.0	100.0
	Total	620	100.0	100.0	



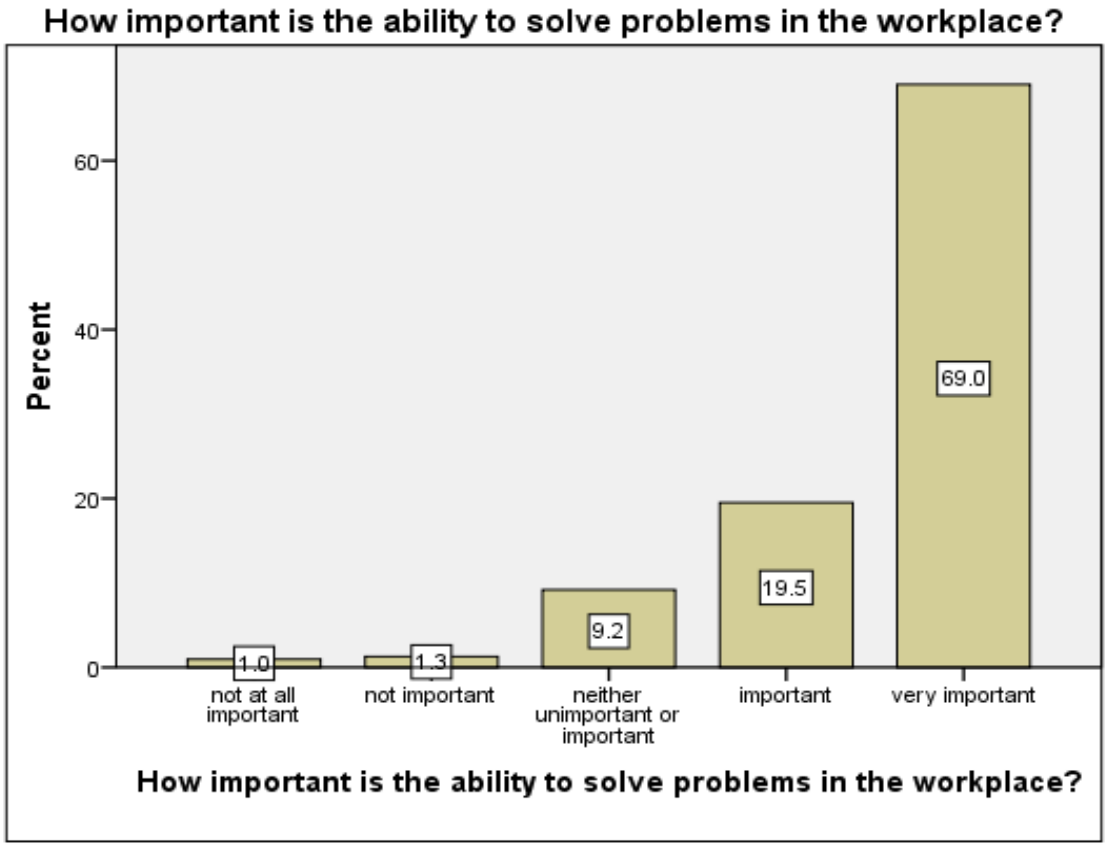
Tab/Chart 100. How important is the ability for critical thinking in the workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all important	3	.5	.5	.5
	not important	12	1.9	1.9	2.4
	neither unimportant or important	82	13.2	13.2	15.6
	important	148	23.9	23.9	39.5
	very important	375	60.5	60.5	100.0
	Total	620	100.0	100.0	



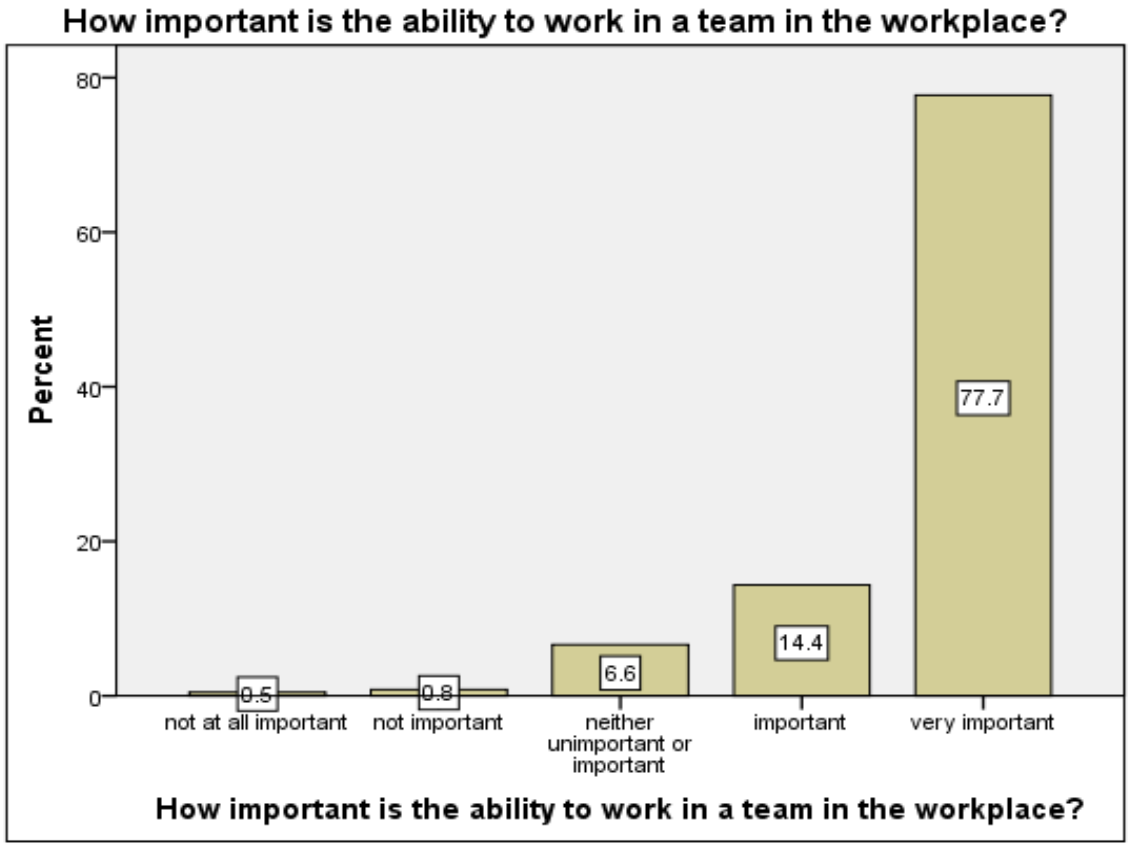
Tab/Chart 101. How important is the ability to solve problems in the workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all important	6	1.0	1.0	1.0
	not important	8	1.3	1.3	2.3
	neither unimportant or important	57	9.2	9.2	11.5
	important	121	19.5	19.5	31.0
	very important	428	69.0	69.0	100.0
	Total	620	100.0	100.0	



Tab/Chart 102. How important is the ability to work in a team in the workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all important	3	.5	.5	.5
	not important	5	.8	.8	1.3
	neither unimportant or important	41	6.6	6.6	7.9
	important	89	14.4	14.4	22.3
	very important	482	77.7	77.7	100.0
	Total	620	100.0	100.0	

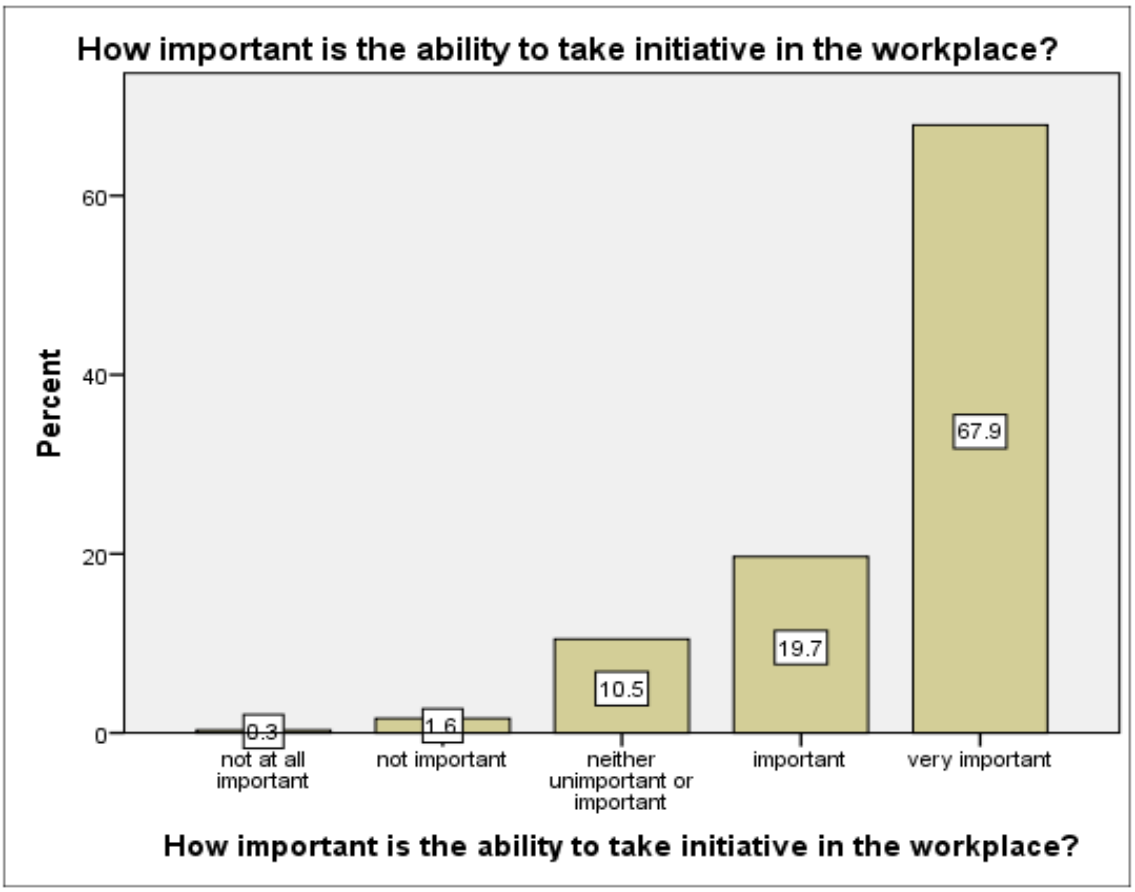


Tab/Chart 103. How important is self-control in the workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all important	5	.8	.8	.8
	not important	5	.8	.8	1.6
	neither unimportant or important	43	6.9	6.9	8.5
	important	98	15.8	15.8	24.4
	very important	469	75.6	75.6	100.0
	Total	620	100.0	100.0	

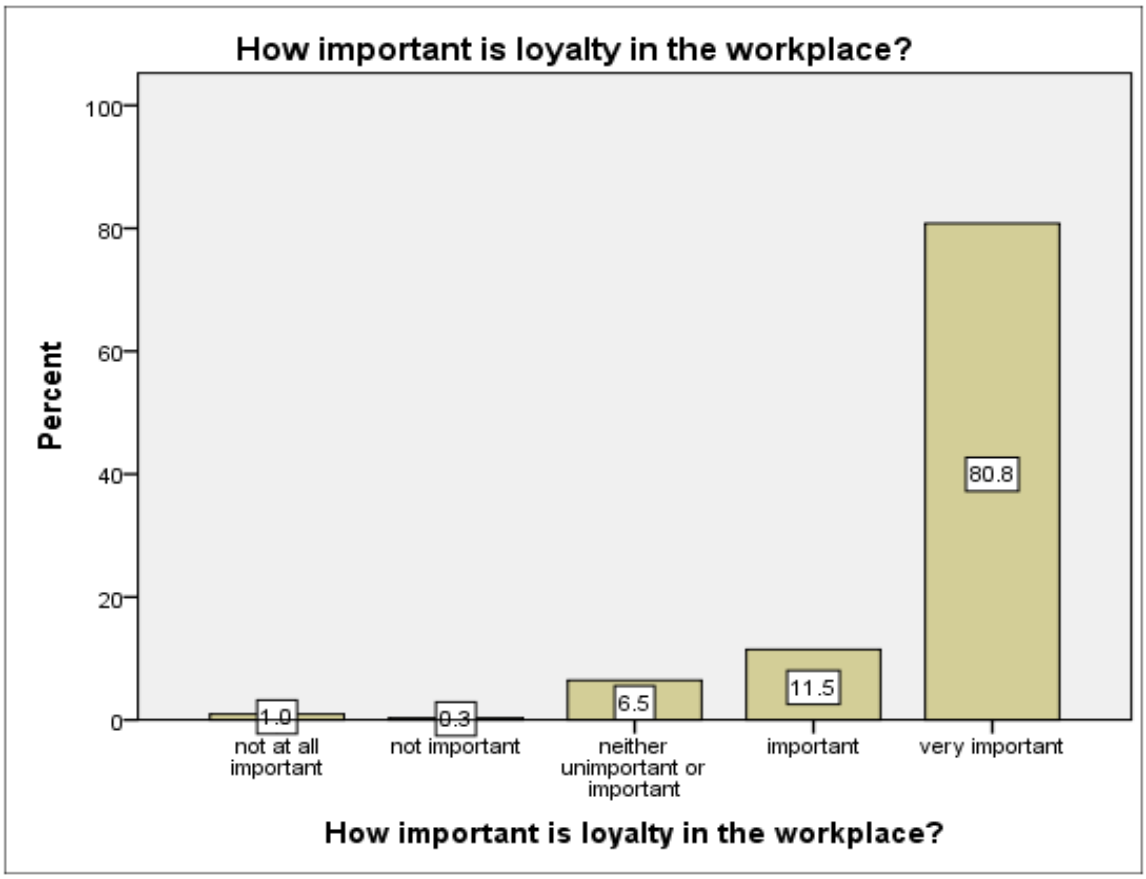
Tab/Chart 104. How important is the ability to take initiative in the workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all important	2	.3	.3	.3
	not important	10	1.6	1.6	1.9
	neither unimportant or important	65	10.5	10.5	12.4
	important	122	19.7	19.7	32.1
	very important	421	67.9	67.9	100.0
	Total	620	100.0	100.0	



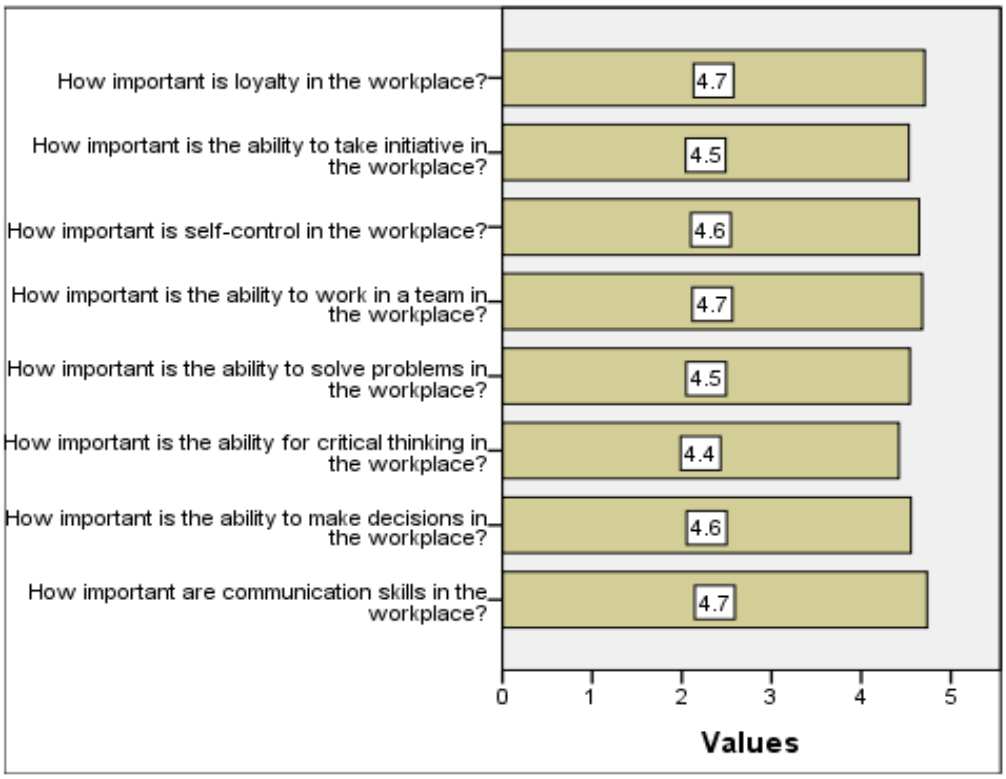
Tab/Chart 105. How important is loyalty in the workplace?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all important	6	1.0	1.0	1.0
	not important	2	.3	.3	1.3
	neither unimportant or important	40	6.5	6.5	7.7
	important	71	11.5	11.5	19.2
	very important	501	80.8	80.8	100.0
	Total	620	100.0	100.0	



Tab/Chart 106. Importance of selected soft skills (mean)

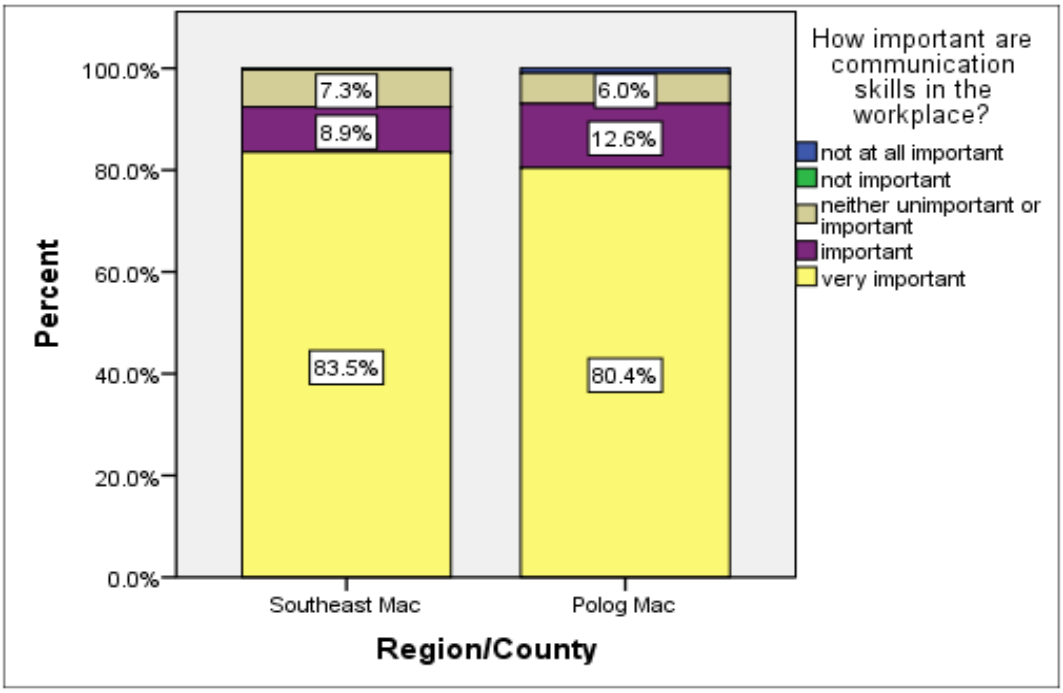
	Mean
How important are communication skills in the workplace?	4.74
How important is the ability to make decisions in the workplace?	4.55
How important is the ability for critical thinking in the workplace?	4.42
How important is the ability to solve problems in the workplace?	4.54
How important is the ability to work in a team in the workplace?	4.68
How important is self-control in the workplace?	4.65
How important is the ability to take initiative in the workplace?	4.53
How important is loyalty in the workplace?	4.71



Tab/Chart 107. How important are communication skills in the workplace? * Region/County Crosstabulation

% within Region/County

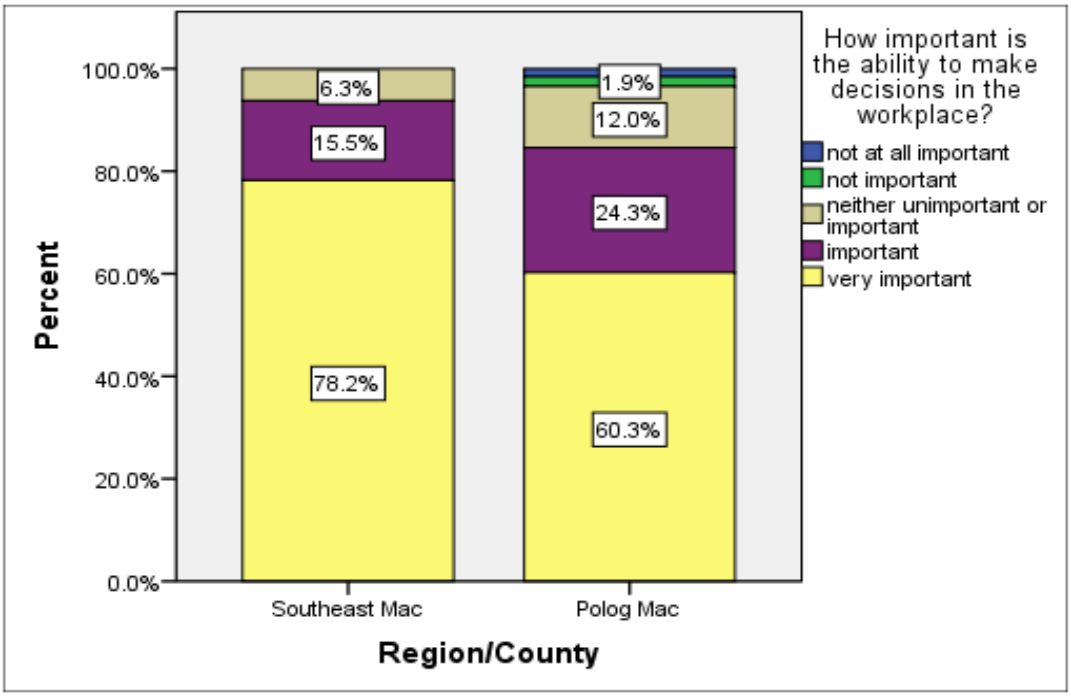
		Region/County		
		Southeast Mac	Polog Mac	Total
How important are communication skills in the workplace?	not at all important		.9%	.5%
	not important	.3%		.2%
	neither unimportant or important	7.3%	6.0%	6.6%
	important	8.9%	12.6%	10.8%
	very important	83.5%	80.4%	81.9%
Total		100.0%	100.0%	100.0%



Tab/Chart 108. How important is the ability to make decisions in the workplace? * Region/County Crosstabulation

% within Region/County

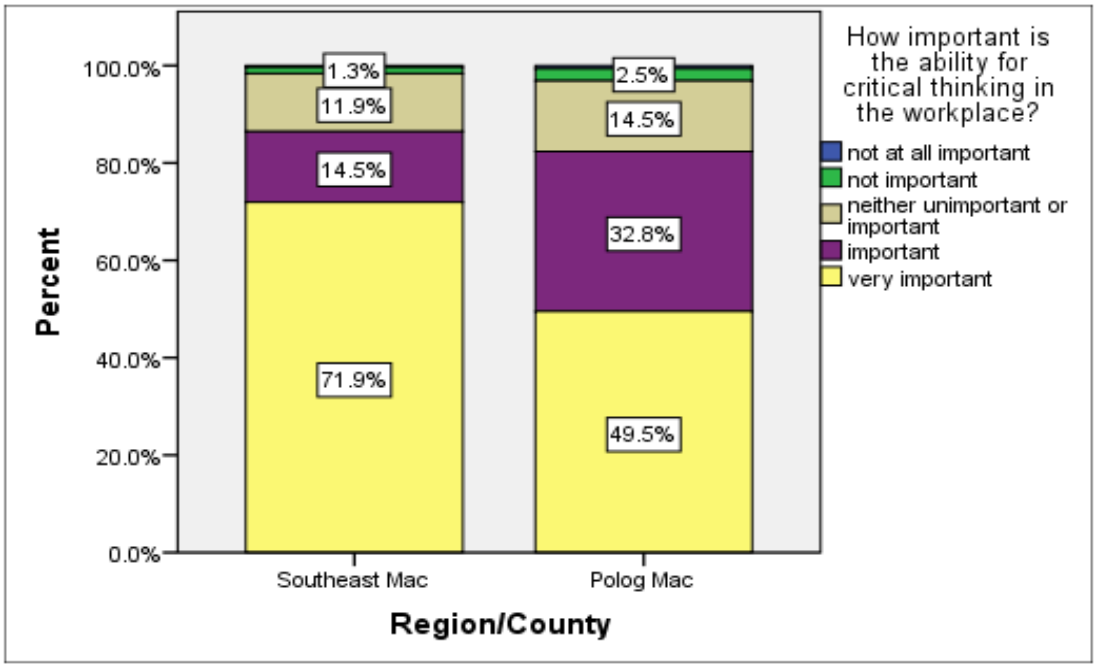
		Region/County		
		Southeast Mac	Polog Mac	Total
How important is the ability to make decisions in the workplace?	not at all important		1.6%	.8%
	not important		1.9%	1.0%
	neither unimportant or important	6.3%	12.0%	9.2%
	important	15.5%	24.3%	20.0%
	very important	78.2%	60.3%	69.0%
Total		100.0%	100.0%	100.0%



Tab/Chart 109. How important is the ability for critical thinking in the workplace? * Region/County Crosstabulation

% within Region/County

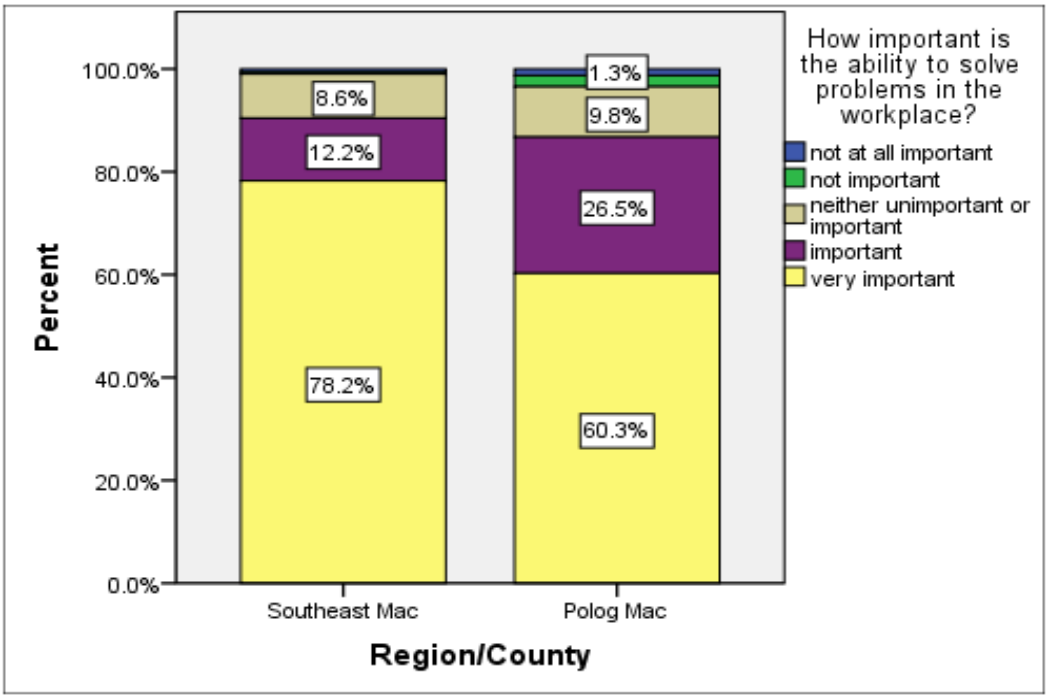
		Region/County		
		Southeast Mac	Polog Mac	Total
How important is the ability for critical thinking in the workplace?	not at all important	.3%	.6%	.5%
	not important	1.3%	2.5%	1.9%
	neither unimportant or important	11.9%	14.5%	13.2%
	important	14.5%	32.8%	23.9%
	very important	71.9%	49.5%	60.5%
Total		100.0%	100.0%	100.0%



Tab/Chart 110. How important is the ability to solve problems in the workplace? * Region/County Crosstabulation

% within Region/County

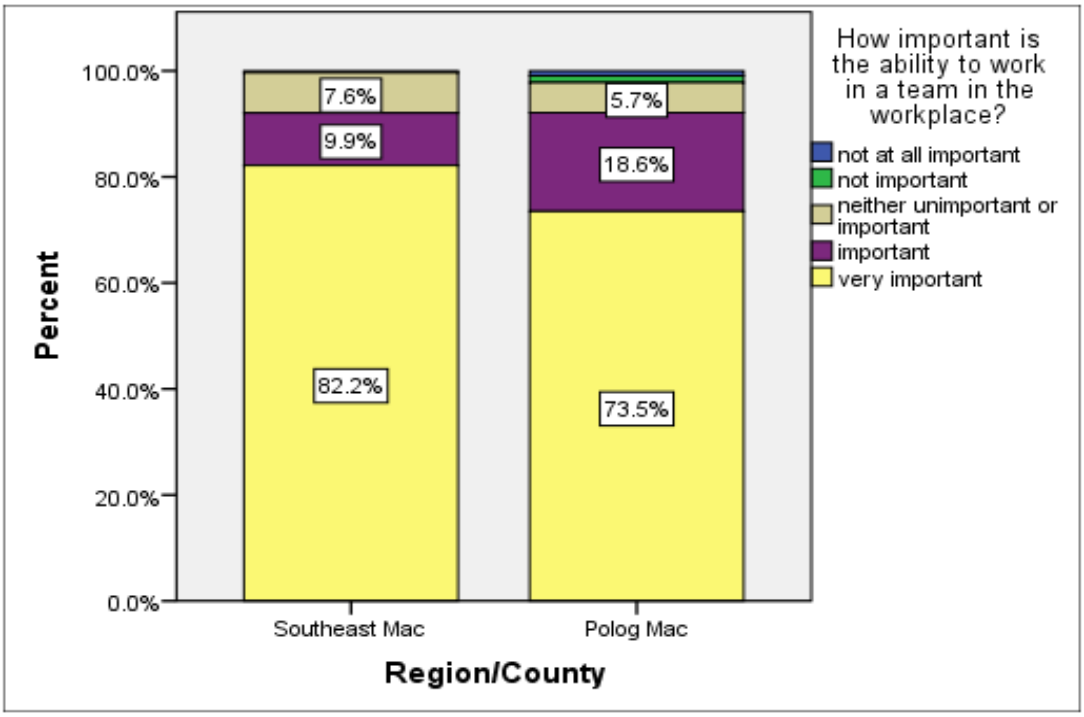
		Region/County		
		Southeast Mac	Polog Mac	Total
How important is the ability to solve problems in the workplace?	not at all important	.7%	1.3%	1.0%
	not important	.3%	2.2%	1.3%
	neither unimportant or important	8.6%	9.8%	9.2%
	important	12.2%	26.5%	19.5%
	very important	78.2%	60.3%	69.0%
Total		100.0%	100.0%	100.0%



Tab/Chart 111. How important is the ability to work in a team in the workplace? * Region/County Crosstabulation

% within Region/County

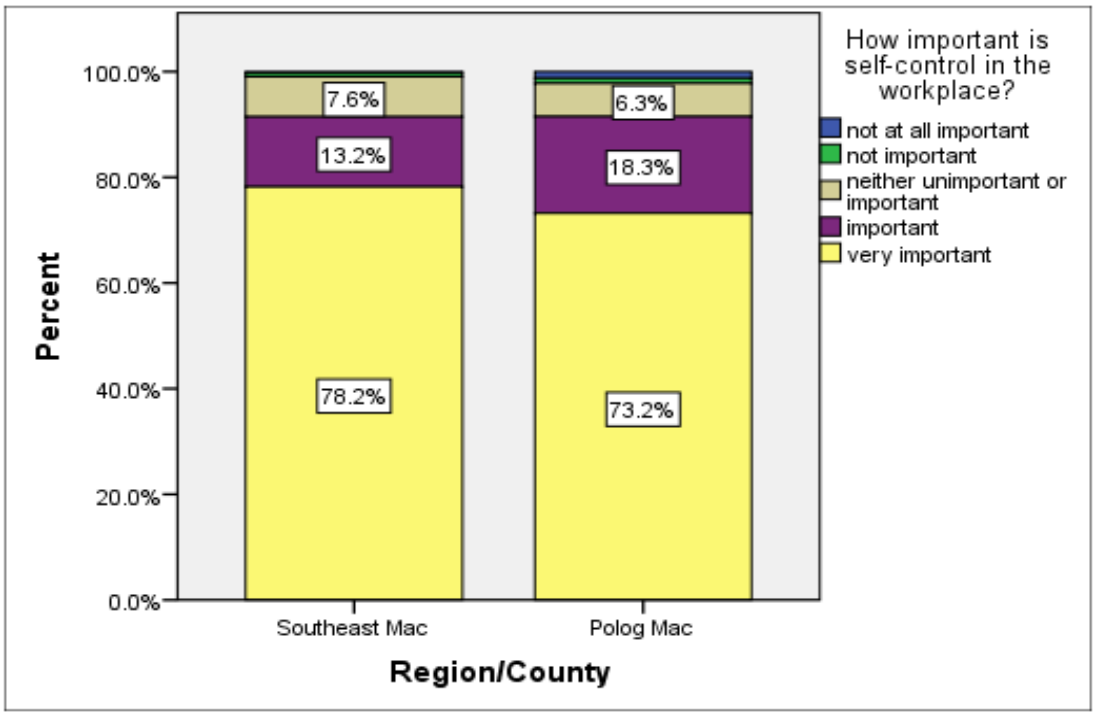
		Region/County		
		Southeast Mac	Polog Mac	Total
How important is the ability to work in a team in the workplace?	not at all important		.9%	.5%
	not important	.3%	1.3%	.8%
	neither unimportant or important	7.6%	5.7%	6.6%
	important	9.9%	18.6%	14.4%
	very important	82.2%	73.5%	77.7%
Total		100.0%	100.0%	100.0%



Tab/Chart 112. How important is self-control in the workplace? * Region/County Crosstabulation

% within Region/County

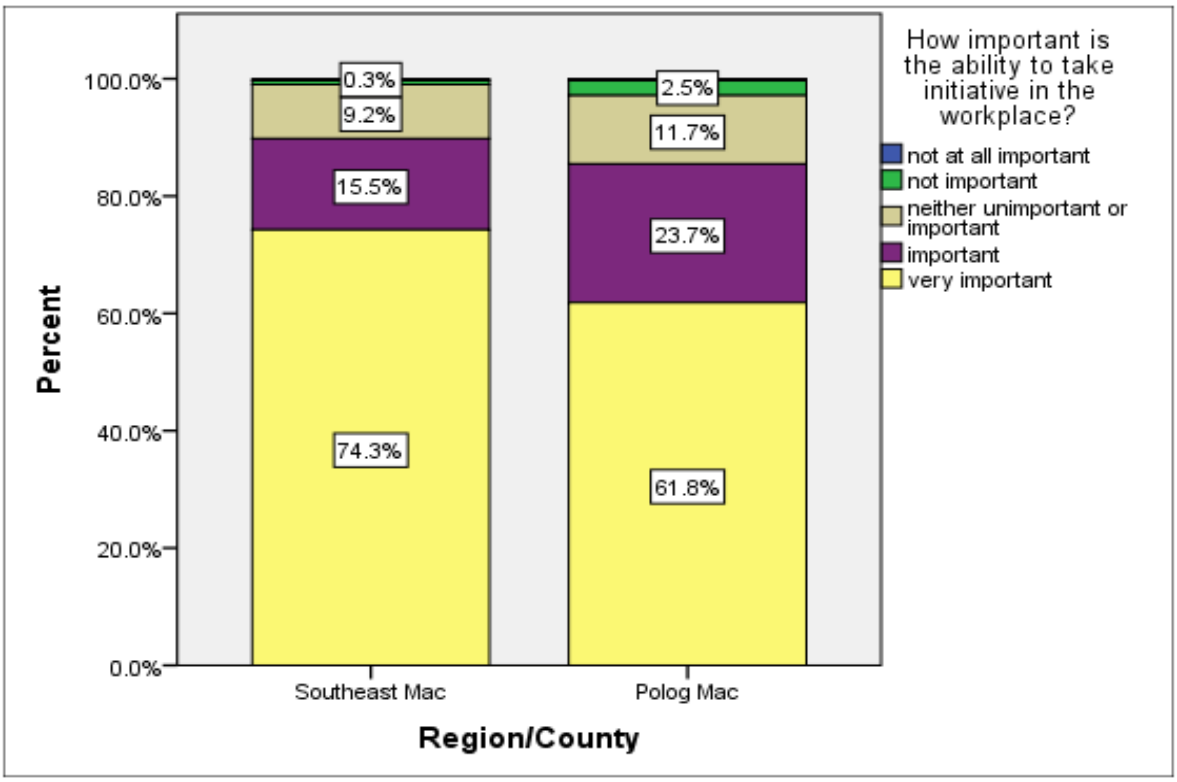
		Region/County		
		Southeast Mac	Polog Mac	Total
How important is self-control in the workplace?	not at all important	.3%	1.3%	.8%
	not important	.7%	.9%	.8%
	neither unimportant or important	7.6%	6.3%	6.9%
	important	13.2%	18.3%	15.8%
	very important	78.2%	73.2%	75.6%
Total		100.0%	100.0%	100.0%



Tab/Chart 113. How important is the ability to take initiative in the workplace? * Region/County Crosstabulation

% within Region/County

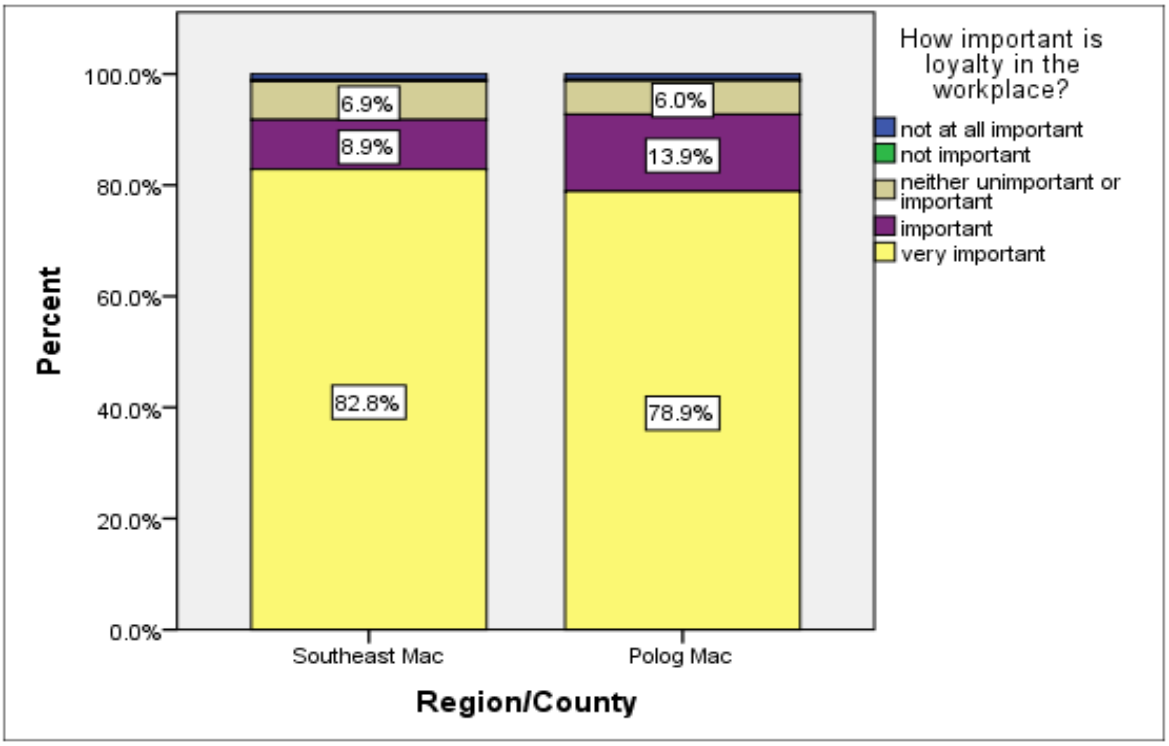
		Region/County		
		Southeast Mac	Polog Mac	Total
How important is the ability to take initiative in the workplace?	not at all important	.3%	.3%	.3%
	not important	.7%	2.5%	1.6%
	neither unimportant or important	9.2%	11.7%	10.5%
	important	15.5%	23.7%	19.7%
	very important	74.3%	61.8%	67.9%
Total		100.0%	100.0%	100.0%



Tab/Chart 114. How important is loyalty in the workplace? * Region/County Crosstabulation

% within Region/County

		Region/County		
		Southeast Mac	Polog Mac	Total
How important is loyalty in the workplace?	not at all important	1.0%	.9%	1.0%
	not important	.3%	.3%	.3%
	neither unimportant or important	6.9%	6.0%	6.5%
	important	8.9%	13.9%	11.5%
	very important	82.8%	78.9%	80.8%
Total		100.0%	100.0%	100.0%



Annex 1. List of Interviews

List of Interviews with the Business Sector in Southeast Region

No.	Respondent Name/Role	Company	Sector	Location	No. of Employees	Date
1	Mitko Ristov, Owner	Megasoft	IT	Strumica	6	10 June 2016
2	Petar Uzunov, Owner	Accounting Bureau	Accounting	Strumica	3	10 June 2016
3	Boban Zaev, Co-owner	Trgoprodukt	Production of product packages	Strumica	60	10 June 2016
4	Bojan Danchev, Legal department	Atlantis	Tourism	Strumica	9+26	10 June 2016
5	Nade Petreska, Manager	Hotel Makedonija	Tourism	Dojran	7	11 June 2016
6	Vase Conev, Manager	Elkom	Construction	Strumica	20	11 June 2016
7	Zoran Tasevski, legal department	Zikol	Construction	Strumica	around 500	11 June 2016
8	Dragi Semenpeev, Owner	Sofija Print	Graphic services	Bogdanci	57-60	11 June 2016
9	Eftim Kostanov, Owner	DMFR	Construction	Gevgelija	7	12 June 2016
10	Risto Karnakov	Antonio SL	Carpentry	Mrzenci	1	12 June 2016
11	Gjorgji Glogorov, Logistics manager	Kolid	Food industry, distribution, import	Koleshino	120	13 June 2016
12	Risto Shuntov, Owner	Shuntov	Textile	Valandovo	113	13 June 2016
13	Viktor Petkov, Manager	Vipro	Food industry	Prdejci	70	13 June 2016
14	Vasil Tomov, Owner	Prima Dent	Health	Gevgelija	3	13 June 2016
15	Elena Zetova, regional manager for sale	Avon	Retail	Strumica	1700 collaborators	13 June 2016
16	Zoran Stojkov, director	Agroproizvod	Mining	Strumica	14	13 June 2016

17	Risto Vuckov, owner	Agroprotekt	Agriculture	Strumica	3	13 June 2016
18	Tome Filkov	Filkov	Textile	Strumica	100	13 June 2016
19	Ljubinka Kacarova	Intereksport	Furniture	Strumica	39	13 June 2016
20	Vasil Dinev	Gold VD	Retail	Strumica	6	13 June 2016
21	Goran Bozijanov	Bon Djorno	Restaurant	Strumica	10	13 June 2016
22	Teodora Taseva	STD Doo	Amortizeri	Dojran	14	17 August 2016
23	Aco Ristov	Alfa Inzenering	Construction	Radovis	26	18 August 2016
24	Verica Micevska	Sirius	Hotel	Strumica	40	18 August 2016
25	Pero Nikolov	Niprom	Furniture	Strumica	55	18 August 2016

List of Interviews with the Business Sector in the Polog Region

No.	Respondent Name/Role	Company	Sector	Location	No. of Employees	Date
1	Hashim Hasani/ owner&manager	Skardus	Hospitality (hotel)	Tetovo	20	2 June 2016
2	Zoran Milovanovski, owner&manager	Zogo-mil	Agriculture (primary production of wheat, corn, milk)	Leshok	2	3 June 2016
3	Dushko Matovski, owner&manager	Belojshki Biser	Restaurant	Belovishte	4 (+ 4 seasonal)	3 June 2016
4	Bekir Cherkezi, co-owner&manager	Alpine Wood	Wood processing	Preljubishte	5	3 June 2016
5	Sinisha Stefanovski, owner&manager	Lit-kom (+ related companies)	whole sale trade, distribution,	Tetovo	12	3 June 2016

			farming (production of raspberries)			
6	Vladimir Petrovski, member	Association of Honey Producers	Agriculture (bee keeping, honey production)	Tetovo	4-6 (members)	3 June 2016
7	Musadik Rustemi, production management	Jugohrom	Metallurgy	Jegunovce	550-650	6 June 2016
8	Gazmend Abdulahi, finance manager	Buloni	Retail trade (ceramics, etc.)	Tearce	16	6 June 2016
9	Goran Stojanovski, owner&manager	Jesplus Agrar	Agriculture (pig farming), meat produce retail	Preljubiste	6	6 June 2016
10	Riste Spasevski, owner&manager	Riteks	Textiles, restaurants	Siricino	43	6 June 2016
11	Emin Salihi, owner&manager	EMS Company	waste selection and processing	Slatino	3	7 June 2016
12	Angelina Vasovska, manager*	Leoteks	textiles production	Vratnica	28	7 June 2016
13	Nagip Fejzi	Casificio Cesarina	dairy products/cheese	Gostivar	24	7 June 2016
14	Muzafer Tairi	Progres pazar	market organization	Gostivar	12	7 June 2016
15	Xhevad Zhupanu, sales manager	Fatina	furniture production	Gostivar	25	8 June 2016
16	Ismail Beshiri, owner&manager	Kamin	production of fire places	Gostivar	5	8 June 2016

17	Ilir Begzati, owner&manager	Mikrokalcit	production of mikro-calicte	Gostivar	8	8 June 2016
18	Sami Muxhaid, owner&manager	Sahem Hromos	production of chemicals (dye, glue, etc.)	Gostivar	43	8 June 2016
19	Hajrula Selimi, owner&manager and Snezana Spirovska, ingeneer	Tulana Gostivar	production of bricks/ceramics	Gostivar	33	8 June 2016
20	Goran Sinadinovski*	Euorometal Mebel	metal processing/ production of metal furniture	Tetovo	15	8 June 2016

* interviewed both in capacity of business/employer and adult education provider. Have been involved in delivery of accredited adult education programs.

List of Interviews with Adult Education Providers in the Southeast Region

No.	Respondent Name/Role	Company	Type of courses/training	Location	Date
1	Goran Micev, Owner	Fashion Academy	hair styling, cosmetology	Strumica	10 June 2016
2	Mimi Nikolikj, Project Coordinator	Centar na zaednicata Strumica	Project management, labor market skills	Strumica	10 June 2016
3	Marija Lazarova, Manager	Lingva Nova	foreign languages	Strumica	10 June 2016
4	Stojan Donchevski, Manager	Joska Svestarot	foreign languages, crafts, accounting, IT	Strumica	10 June 2016
5	Aleksandar Stojanov	Step-up	foreign languages	Strumica	10 June 2016

6	Zoran Stojkov, Professor	Academy Soliter	Vocational school	Strumica	13 June 2016
7	Draga Karajanova Dulevska	Draga Doo	foreign languages	Gevgelija	18 August 2016
8	Jasmina Mazgalieva	Kult	General workhops	Strumica	18 August 2016
9	Mitko Shopov	Planetum	Environemntal workshops	Strumica	18 August 2016
10	Marija Buckova	Rabotnicki Univerzitet Gevgelija	Vocational school	Gevgelija	23 August 2016

List of Interviews with Adult Education Providers in the Polog Region

No.	Respondent Name/Role	Company	Type of courses/training	Location	Date
1	Pero Sardzoski, teaching manager	Pegasus	Foreign languages (English)	Tetovo	2 June 2016
2	Zoran Kirovski, manager	Autocem	Auto mechanics (modern systems)	Tetovo	2 June 2016
3	Danilovska Snezana	Kamelot	Foreign languages (English)	Tetovo	2 June 2016
4	Nebojsha Trpkovski, teacher	Agricultural High School	re-skilling, key competences/soft skills	Tetovo	2 June 2016
5	Vojkan Antovski	Municipality of Jegunovce, Sector for Local Economic Development	local economic development	Jegunovce	3 June 2016
6	Angelina Vasovska, manager*	Leoteks Education Center	sawing/ textiles education program/ collaboration with technical high school	Vratnica	7 June 2016
7			accredited welding courses/	Tetovo	8 June 2016

	Goran Sinadinovski	Eurometal Mebel	collaboration with technical high school		
8	Tadzedin Selimi	Neting School	foreign languages, ICT programs, etc.	Tetovo	8 June 2016
9	Xhane Kreshova	Forum of Albanian Women	vocational courses for women from rural areas, ICT courses	Tetovo	14 June 2016
10	Sreten Kocevski	Institute for Community Development	rural development	Tetovo	14 June 2016

List of Interviews with Adult Learners in the Southeast Region

No.	Respondent Name	Type of courses/training	Location	Date
1	Ilija Manchev	Foreign languages	Strumica	10 June 2016
2	Ljubica Stoilova	Multiple courses	Strumica	10 June 2016
3	Marija Kostadinova	Cosmetics and make-up course	Strumica	10 June 2016
4	Nikolina Staninova	Foreign language course	Strumica	10 June 2016
5	Sonja Maglesheva	Foreign language course	Strumica	10 June 2016
6	Froska Tufekchieva	Foreign language course	Strumica	10 June 2016
7	Zoran Uzunov	Foreign language course	Strumica	10 June 2016
8	Zoran Gjuzelov	Foreign language course	Strumica	10 June 2016
9	Meri Dinev	Foreign language course	Strumica	12 June 2016
10	Ljubinka Divjakoska	Foreign language course	Strumica	12 June 2016

List of Interviews with AE students in the Polog Region

No.	Respondent Name/Role	Type of courses/training	Location	Date
1	Ruzica Savevska	English language course	Tetovo	2 June 2016
2	Dina Ivanovic	structured internships in several TV channels	Tetovo	14 June 2016
3	Gabriela Ciric	NGO internship, accounting course	Tetovo	14 June 2016
4	Stefan Kostovski	ICT company internship	Tetovo	14 June 2016
5	Snezana Danilovska	Training for trainers	Tetovo	23 August 2016
6	Dusko Perinski	ICT	Tetovo	18 August 2016
7	Dimce Josifovski	Training for trainers	Tetovo	23 August 2016
8	Elena Georgievska	Accounting	Tetovo	23 August 2016
9	Maja Perovska	Mediums	Tetovo	23 August 2016
10	Natasa Pavlovska	Grading system	Tetovo	25 August 2016