This chapter* provides an overview of a research project which was undertaken by the Australian Chamber of Commerce and Industry and the Business Council of Australia and funded by the Department of Education, Science and Training and the Australian National Training Authority (ANTA). The project report provides a consolidation of research undertaken with small, medium and large-sized enterprises during 2001. The development of an employability skills framework has been a major outcome of the project. This chapter describes the drivers and influences on the development of this framework. The framework itself and its links with the Mayer key competencies are described, as well as the role that enterprises play in encouraging the development of generic skills and how employers assess whether employees have these skills.

Introduction

The Australian economy has grown substantially over the last decade to become the fourteenth largest in the world (International Monetary Fund 2001). An appropriately skilled community of workers capable of contributing to economic prosperity and productivity will ensure the continuation of such growth. The entry of young people to the workforce is obviously crucial to this process and there has been broad agreement that these young people require skills to prepare them for entry into the workforce; however, what has been less explicit is how these skills should be framed in the context of the challenges facing Australian industry.

The Business Council of Australia and the Australian Chamber of Commerce and Industry considered that it was timely to canvass the views of industry—across a broad spectrum of size and types of enterprises—to assist in the

identification of the key employability skills as well as the job-specific or technical skills required by both new entrants to the workforce and established employees.

In order to inform government research and policy development in this area, the Department of Education, Science and Training commissioned the study to provide advice on:

❖ possible new requirements for generic employability competencies that industry requires or will require since the Mayer key competencies (Australian Education Council, Mayer Committee 1992) were developed
❖ clear definitions of what Australian industry and leading businesses mean by the term, ‘employability’ skills
❖ a proposed suite of employability skills, including an outline of assessment, certification and reporting of performance options to suit both industry and education
❖ industry reactions to the proposed suite and reporting options
❖ a report on the case studies involving 13 large enterprises
❖ a report on focus group research with small and medium-sized enterprises.

Terminology

The reference group recognised that a number of definitions were commonly used to describe the term ‘employability skills’, and that there was a need to differentiate between technical skills, job-specific skills, and the more general skills related to employment. To assist in this process, the group developed the following working definition for the project, based on research from the Australian Council for Educational Research.

Employability skills are defined as skills required not only to gain employment, but also to progress within an enterprise to achieve one’s potential and contribute successfully to enterprise strategic directions.

Industry research and analysis

The project adopted a largely qualitative approach to capturing the views of a sample of enterprises. Factors contributing to this decision included a lack of clear definition and terminology relating to employability skills, the difficulties incurred by enterprises in predicting their future, and the changing nature of the workplace.

A comprehensive literature review, undertaken as the first step in the project, provided an overview of key developments and issues relating to employability skills both in Australia and overseas, including the notion of key competencies
developed by Mayer. The literature review was used as the basis to inform the approach taken to the case studies and focus group activities which constituted the remainder of the research.

Firstly, focus groups were held with a sample of small and medium-sized enterprises across all industry sectors and located in metropolitan, regional and rural environments. Individual interviews were also undertaken. Secondly, 13 detailed case studies were conducted in large enterprises located in both metropolitan and regional Australia across a range of industry sectors. The result of the research was the Employability Skills Framework.

The aim of the focus groups and interviews with small and medium-sized enterprises was to determine the views of these enterprises on the employability skills required within the enterprise. An open-ended questionnaire was used to elicit enterprise views on strategic issues which impact on employability skills; the details of employability skills required; enterprise approaches to developing, tracking and assessing employability skills; and views about the role of educational providers in developing employability skills. The purpose of the case studies was to determine from large enterprises their views on employability skills required within an enterprise of this size, using the project definition of employability skills as a basis.

The final stage of the project involved a validation process whereby the Employability Skills Framework developed through stages two and three was tested across 150 enterprises and employer groups to ascertain the level of support for the framework.

Skill development and economic growth

Recent government reports have highlighted Australia’s potential position as an international player in the ‘knowledge economy’ and the need to continue building Australia’s capacity to operate effectively in this economy, noting the importance of knowledge workers to Australia’s success in this context. At the same time government and industry are emphasising the importance of ‘human capital’—the knowledge and skills embodied in workers and crucial to information-intensive industries.

Moreover, in an environment with a focus on adaptation, cost reduction, increased productivity and/or new products and services, there is an increasing requirement for employees who have the capacity to support the demands of this environment. Enterprises are seeking a more highly skilled workforce where generic skills are broadly distributed across the organisation. The Organisation for Economic Co-operation and Development (OECD) argues that employees will be required to demonstrate teamwork, the ability to cooperate in an ambiguous environment, problem-solving, the capacity to deal with non-routine processes, the ability to handle decisions and responsibilities,
communication skills, and the capacity to see workplace developments in a broader context (OECD 2001, p.99).

The Mayer key competencies (Australian Education Council, Mayer Committee 1992) developed nearly a decade ago offered a clear recognition of the importance of generic skills and have played a significant role in the development of government policy in this area, most particularly in the vocational education and training (VET) sector. The Mayer Committee identified the key competencies as:

... competencies essential for effective participation in the emerging patterns of work and work organization ... [which] focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the Key Competencies are not only essential for participation in work, but are also essential for effective participation in further education and in adult life more generally. (Australian Education Council, Mayer Committee 1992, p.7)

Table 1: Mayer key competencies

<table>
<thead>
<tr>
<th>Key competencies</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing and organising information</td>
<td>The capacity to locate information, sift and sort the information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.</td>
</tr>
<tr>
<td>Communicating ideas and information</td>
<td>The capacity to communicate effectively with others using a whole range of spoken, written, graphic and other non-verbal means of expression.</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>The capacity to plan and organise one’s own work activities, including making good use of time and resources, sorting out priorities and monitoring performance.</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of others and working effectively as a member of a team to achieve a shared goal.</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>The capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.</td>
</tr>
<tr>
<td>Solving problems</td>
<td>The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.</td>
</tr>
<tr>
<td>Using technology</td>
<td>The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.</td>
</tr>
</tbody>
</table>

Source: Australian Education Council, Mayer Committee (1992, pp.8–9)
At the time of the development of the key competency framework, the Mayer Committee excluded the consideration and inclusion of attributes and attitudes. However, more recent overseas work has included these factors in models of generic or key competencies.

Employers and employability skills

Australian employers through employer associations such as the Australian Chamber of Commerce and Industry, the Australian Industry Group and the Business Council of Australia have provided advice to government and education and training institutions on the skills necessary for a productive and effective economy. A report for the Australian Industry Group undertaken by the Allen Consulting Group, identified, from a survey of 350 enterprises, a set of employability skills believed by employers to be essential to enterprises’ performance and which built on the skills originally identified by the Mayer Committee (Allen Consulting Group 2000). The report also noted that enterprises would need these skills in addition to technical skills relevant to specific jobs.

The Australian Council for Educational Research literature review (Curtis & McKenzie 2001) undertaken as part of this research project also identified issues for employers in relation to generic employability skills, namely:

❖ the central importance of generic employability skills in contributing to competitive, high-performance workplaces

❖ the extent to which these skills are sought and developed through recruitment and training

❖ the definition of these skills

❖ the effectiveness of the education and training leading to the development of these skills

❖ the perceptions of the extent to which recruits demonstrate these skills

❖ the responsibility for ongoing development of these skills.

Education and training and employability skills

Since the advent of the Mayer competencies, significant progress has been made in the integration of generic skills into curricula and student assessment in all sectors of Australian education and training. State and territory and non-government education authorities have introduced the key competencies across curriculum areas, particularly in the post-compulsory years of schooling. The key competencies were introduced into the VET sector in the early 1990s but some implementation difficulties have been experienced, largely in the
appreciation and differentiation of generic competencies as opposed to occupation-specific competencies.

In relation to the VET sector, the Australian National Training Authority (ANTA) has developed new guidelines for use in training package development. The new training package development handbook (Department of Education, Training and Youth Affairs 2001) contains a chapter on generic competencies which includes a section on the key competencies. Universities use a range of terms to describe their graduate outcomes. Implicit in these terms is a recognition that graduates will have attained the capacity to exhibit higher levels of performance of the key competencies as well as demonstrate additional competencies.

The literature review (Curtis & McKenzie 2001) revealed that the United States, the United Kingdom, Canada and the European Union also emphasise the development and assessment of generic employability skills, showing many similarities with the work being undertaken in Australia.

Key findings of the research undertaken by the Australian Chamber of Commerce and Industry and the Business Council of Australia

Enterprises participating in the case studies, focus groups and interviews articulated a vision of the economy and their own enterprises that would continue to be characterised by change. Enterprises, irrespective of their size, emphasised that the future would require a focus on:

- the bottom line with an increasing expectation that all employees understand aspects of the enterprise’s financial situation
- customer relationships and customer service with the expectation that employees would understand the nature and importance of long-term customer relationships and greater emphasis on solutions for customers
- community requirements and expectations with regard to enterprise performance; for example, shareholder value, equal employment opportunity, occupational health and safety, environmental requirements
- globalisation factors, such as increased international competition or move/expansion into global markets
- increasingly complex operating environments as a result of regulatory, legislative and financial changes
- innovation and process improvement either to drive cost-effectiveness or to create new products and services
flexible enterprise structures; for example, flatter, more autonomous structures

time constraints, whereby customer demands and market competition require products and services in shorter timeframes.

Several of the large enterprises noted three additional factors they considered to be relevant to the future; namely, an increased devolution of decision-making, a growing focus on learning—particularly self-managed learning—and greater system-wide reliance on data management systems.

Employability Skills Framework

The Employability Skills Framework developed as a result of this project reflects the views of employers across all industry sectors and has been developed through research with small and medium-sized as well as large enterprises. The following are a number of critical features underpinning the framework.

- The framework, developed through research with enterprises, builds on the Mayer key competencies which are largely recognised by enterprises and integrated into jobs.
- Employers have identified the importance of personal attributes contributing to employability and indicate that these are required as a component of employability skills.
- Small, medium and large enterprises have all identified the same critical mix of skills as being relevant to the employability and ongoing employment of individuals.
- The skills identified as critical to employability are broadly consistent across industry sectors.
- The priority of these employability skills varies from enterprise to enterprise, subject to the job level and requirements.
- The employability skills identified are as relevant as job-specific skills.
- The employability skills identified are relevant to entry-level and established employees. The elements of skills and their complexity will vary from job to job.
- There is a strong recognition of the role of lifelong learning in skill development.
- Employer views in relation to leadership are significantly different from those emerging from other research, with some employers suggesting that the skills identified by the framework underpin an employee’s capacity to lead.
It is recognised that customer service is not a discrete skill but the outcome of the integration of a number of other skills; for example, communication and problem-solving.

Interviewees from enterprises also argued throughout that the employability skills identified had a much broader application to life in general.

A range of terms emerging from the project are used in the framework and are explained as follows:

- **Personal attributes**: used to describe a set of non-skill-based behaviours and attitudes which employers felt were as important as the employability skills and other technical or job-specific skills.

- **Skills**: used to describe the learned capacity of the individual and used instead of ‘competencies’, to reflect the language used by the enterprises and to avoid confusion with other uses of the term.

- **Elements**: used to describe facets of skills employers regarded as important; their mix, priority and level of sophistication would vary from job to job.

The framework may be used in a range of ways for enterprises:

- The skills and elements could provide the basis of job descriptions and interview approaches in the recruitment and selection process.

- The flexibility of the elements section means that employers can identify the relevance to their enterprise of these or other elements to particular jobs over time.

- On-the-job training can be focused on a mix of relevant skills and elements.

- Its potential use for those developing curricula, courses and training programs, learning aims and objectives, and learning tools for schools, vocational education and training and higher education is substantial.
### Table 2: Employability Skills Framework

<table>
<thead>
<tr>
<th>Skill</th>
<th>Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal attributes that contribute to overall employability</td>
<td>Loyalty, Commitment, Honesty and integrity, Enthusiasm, Reliability, Personal presentation, Common sense, Positive self-esteem, Sense of humour, Balanced attitude to work and home life, Ability to deal with pressure, Motivation, Adaptability</td>
</tr>
<tr>
<td>Communication that contributes to productive and harmonious relations between employees and customers</td>
<td>Listening and understanding, Speaking clearly and directly, Writing to suit the needs of the audience, Negotiating responsively, Reading independently, Empathising, Using numeracy effectively, Understanding the needs of internal and external customers, Persuading effectively, Establishing and using networks, Being assertive, Sharing information, Speaking and writing in languages other than English</td>
</tr>
<tr>
<td>Teamwork that contributes to productive working relationships and outcomes</td>
<td>Working with people of different ages, gender, race, religion or political persuasion, Working as an individual and as a member of a team, Knowing how to define a role as part of a team, Applying teamwork skills to a range of situations e.g. futures planning, crisis problem-solving, Identifying the strengths of team members, Coaching, mentoring and giving feedback</td>
</tr>
<tr>
<td>Problem-solving that contributes to productive outcomes</td>
<td>Developing creative, innovative solutions, Developing practical solutions, Showing independence and initiative in identifying problems and solving them, Solving problems in teams, Applying a range of strategies to problem-solving, Using mathematics, including budgeting and financial management to solve problems, Applying problem-solving strategies across a range of areas, Testing assumptions taking the context of data and circumstances into account, Resolving customer concerns in relation to complex project issues</td>
</tr>
<tr>
<td>Initiative and enterprise that contribute to innovative outcomes</td>
<td>Adapting to new situations, Developing a strategic, creative, long-term vision, Being creative, Identifying opportunities not obvious to others, Translating ideas into action, Generating a range of options, Initiating innovative solutions</td>
</tr>
</tbody>
</table>
The Australian Chamber of Commerce and Industry surveyed approximately 150 enterprises to seek their views on the framework. Overall, there was unreserved support for its general concept. The validation exercise confirmed the research findings with some additional points and minor variations. The following comments on the detail of the framework are the most significant:

- The framework could appear complex unless further explanation is provided and its flexibility is emphasised.

### Planning and organising that contribute to long-term and short-term strategic planning
- Managing time and priorities—setting timelines, coordinating tasks for self and with others
- Being resourceful
- Taking initiative and making decisions
- Adapting resource allocations to cope with contingencies
- Establishing clear project goals and deliverables
- Allocating people and other resources to tasks
- Planning the use of resources including time management
- Participating in continuous improvement and planning processes
- Developing a vision and proactive plan to accompany it
- Predicting—weighing up risk, evaluating alternatives and applying evaluation criteria
- Collecting, analysing and organising information
- Understanding basic business systems and their relationships

### Self-management that contributes to employee satisfaction and growth
- Having a personal vision and goals
- Evaluating and monitoring own performance
- Having knowledge and confidence in own ideas and vision
- Articulating own ideas and vision
- Taking responsibility

### Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes
- Managing own learning
- Contributing to the learning community at the workplace
- Using a range of media to learn—mentoring, peer support, networking, information technology (IT) courses
- Applying learning to ‘technical’ issues (e.g. learning about products) and ‘people’ issues (e.g. interpersonal and cultural aspects of work)
- Having enthusiasm for ongoing learning
- Being willing to learn in any setting—on and off the job
- Being open to new ideas and techniques
- Being prepared to invest time and effort in learning new skills
- Acknowledging the need to learn in order to accommodate change

### Technology that contributes to effective execution of tasks
- Having a range of basic information technology skills
- Applying information technology as a management tool
- Using information technology to organise data
- Being willing to learn new information technology skills
- Having the occupational health and safety knowledge to apply technology
- Having the appropriate physical capacity

Source: Australian Chamber of Commerce and Industry & Business Council of Australia (2002, p.8)
There were differences of opinion relating to how much detail should be included in the framework.

It was suggested that the elements component may need further development to differentiate various levels of management.

Not all of those entering the workforce for the first time may necessarily display the range of elements given by the framework; employers may want different skills depending on the job level.

Individual enterprises may have difficulty assessing the skills.

Enterprises emphasised the importance of the ‘personal attributes’.

Enterprises stressed that employees should have sufficient mathematical ability to understand basic financial information and to see the link between this information and enterprise performance.

The employers surveyed indicated that they used a range of formal and informal techniques to assess whether a person had the requisite employability skills.

A large number of employers indicated that they would prefer to teach a new employee technical skills rather than employability skills. Therefore, those who possess employability skills are more likely to obtain and maintain employment.

Employability Skills Framework and Mayer key competencies

Employers noted that the employability skills required in today’s workforce incorporated many aspects of the Mayer key competencies but have expanded the list at two levels. Firstly, they have placed a priority on personal attributes; and, secondly, they have expanded the skill set to include areas which were formerly only implicit in the key competencies.

The research undertaken for this project suggests that enterprises today seek more complex elements within each skill. For example, the communication skills requirement has moved beyond basic reading, writing and verbal communication capacities to include listening and understanding, speaking clearly and directly, writing clearly, negotiating responsively, reading independently, emphasising and persuading.

The changes occurring in the workplace have also caused a redefining of aspects of Mayer key competencies. Some areas which were discrete under Mayer can now be subsumed by others; for example, mathematics is now covered by problem-solving. Conversely, competencies not explicit under the Mayer framework should now be made explicit; for example, self-management and learning.
Table 3: Comparison of Mayer key competencies and Employability Skills Framework

<table>
<thead>
<tr>
<th>Component</th>
<th>Mayer key competencies</th>
<th>Employability Skills Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attributes</td>
<td>Nil included</td>
<td>Personal attributes</td>
</tr>
<tr>
<td>Skills/competencies</td>
<td>Collecting, analysing and organising information</td>
<td>Planning and organising</td>
</tr>
<tr>
<td></td>
<td>Communicating ideas and information</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Planning and organising activities</td>
<td>Planning and organising</td>
</tr>
<tr>
<td></td>
<td>Working with others and in teams</td>
<td>Teamwork</td>
</tr>
<tr>
<td></td>
<td>Using mathematical ideas and techniques</td>
<td>Problem-solving</td>
</tr>
<tr>
<td></td>
<td>Solving problems</td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Using technology</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-management</td>
</tr>
</tbody>
</table>

Source: Australian Chamber of Commerce and Industry & Business Council of Australia (2002, p.50)

Developing employability skills

The research has shown that enterprises expect that schools, the VET sector and universities will all play a role in contributing to the employability skills of their graduates, with the extent of the role depending on the level of education and training of the sector.

In the context of enterprise provision of entry-level skill development, all of the large enterprises indicated that they provided entry-level employees with initial induction training to assist in the transition to work. These organisations also have comprehensive approaches to formal training, using a combination of in-house and externally provided training. In the small and medium-sized companies interviewed, the training strategies were less formal but still viewed seriously, relying largely on a range of mentoring schemes for entry-level employees. As far as ongoing skill development is concerned, most of the large enterprises had introduced some form of performance management and development system to link skill formation with business strategy and performance outcomes.

Assessing employability skills

In interviews with enterprises, discussion took place about the assessment needs of enterprises and the tools used to determine skill levels of new and established employees. Enterprises identified a range of resources used for this assessment process which are shown in table 4.

All of the large enterprises and many of the small and medium-sized enterprises indicated that their assessment process began at the point of application for the job, with the interview being an important starting point.
The approach taken by large enterprises to assessing ongoing skill development was to use the organisation’s performance management system. Tools for assessment included skill and performance review, assessment in an online program or as part of face-to-face training, feedback from observation, logbooks, coaching and mentoring and portfolios of evidence.

Small-to-medium-sized enterprises adopted less formal approaches to assessment, including observation of performance in everyday work situations, feedback from supervisors, peers, mentors and online tutors, self-evaluation, performance in on-the-job training programs and logbook and company exercises.

How the assessment and validation of employability skills for individuals, students and employers are reported and maintained over time remains an area requiring further investigation.

Table 4: Strategies used to judge employee’s skill level in specific areas

<table>
<thead>
<tr>
<th>Personal attributes</th>
<th>Personal contact including:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>– informal face-to-face contact</td>
</tr>
<tr>
<td></td>
<td>– formal interviews, often more than one</td>
</tr>
<tr>
<td></td>
<td>– initial telephone contact</td>
</tr>
<tr>
<td></td>
<td>Work experience reports</td>
</tr>
<tr>
<td></td>
<td>School and training reports showing competencies and achievements</td>
</tr>
<tr>
<td></td>
<td>References from previous employers and others in the community</td>
</tr>
<tr>
<td>Communication and teamwork</td>
<td>Evidence of involvement in community activities and other extracurricular activities</td>
</tr>
<tr>
<td>Problem-solving initiative and enterprise</td>
<td>Previous work history</td>
</tr>
<tr>
<td>Planning and organising</td>
<td>Social activities</td>
</tr>
<tr>
<td></td>
<td>References</td>
</tr>
<tr>
<td></td>
<td>Previous work history</td>
</tr>
<tr>
<td>Self-management, learning and technology</td>
<td>Professional development history/plan</td>
</tr>
<tr>
<td></td>
<td>Goals and dreams for the future</td>
</tr>
<tr>
<td></td>
<td>General interests</td>
</tr>
</tbody>
</table>

Source: Australian Chamber of Commerce and Industry & Business Council of Australia (2002, p.54)

Conclusion and recommendations

This project has identified those key generic employability skills which enterprises argue that individuals should possess along with job-specific or technical skills. Furthermore, the enterprises argue that personal attributes play a critical role in the employability of individuals. The framework, developed as
a result of the project, builds on the Mayer key competencies and reflects the personal attributes and employability skill needs of enterprises seeking to grow and compete in an era of globalisation. An important future role for the Employability Skills Framework lies in its potential to inform the policy and curriculum development of the Australian education and training system. In this context the following recommendations were made:

❖ The Department of Education, Science and Training should refer the report *Employability skills for the future* to relevant agencies including:
  - Transition from School Taskforce of the Ministerial Council on Education, Employment, Training and Youth Affairs
  - Australian Vice-Chancellors’ Committee
  - National Training Quality Council.

It is recommended that these agencies be requested to respond to the Department of Education, Science and Training regarding implications for policy development and programs in schools and in the VET and higher education sectors, as well notifying the department of their strategies and timelines for the implementation of the framework in the various sectors.

❖ At their meetings during 2002, it is recommended that the Ministerial Council on Education, Employment, Training and Youth Affairs and the ANTA Ministerial Council note that the report, *Employability skills for the future*, provides the employer view of the employability skills necessary for the future success of Australian business, industry and employees. It is suggested that they also note advice from the relevant agencies about possible strategies and timelines for the implementation of this framework in an integrated manner across the three sectors of education and training.

Postscript

The report of this research, *Employability skills for the future*, was publicly released by the Minister for Education, Science and Training, The Hon Dr Brendan Nelson MP, on 23 May 2002. The report was also specifically referred by the department to those agencies specified in the recommendations.

The Ministerial Council on Education, Employment, Training and Youth Affairs at its meeting of 18–19 July 2002 requested that ANTA coordinate a collaborative cross-sectoral approach to assessing the feasibility of implementing the Employability Skills Framework in an integrated and phased manner across the formal education and training sectors as well as in the broad community.

The ANTA Employability Skills Cross Sectoral Co-ordination Group was established with representatives from the Australian Chamber of Commerce and Industry, the Enterprise and Career Education Foundation, the Ministerial
Council on Education, Employment, Training and Youth Affairs Taskforce on Transition from School, the Australian Vice Chancellors’ Committee, ANTA and the Department of Education, Science and Training.

This group is following through on the Ministerial Council on Education, Employment, Training and Youth Affairs’ request and is sharing information, aiming for consistencies and complementarity of activities where possible. It is planned that the group will provide a report on employability skills to the ANTA Ministerial Council (MINCO) and the Ministerial Council on Education, Employment, Training and Youth Affairs in 2003.

References