

Project no.	FP6-028987
Project acronym	<i>EurOccupations</i>
Project title	Developing a detailed 7-country occupations database for comparative socio-economic research in the European Union
Instrument:	STREP
Thematic Priority	PRIORITY 7, Research Area 3.2.2.

Cluster report
Education, Research &
Personnel
Third Reporting Period – D16b

Project coordinator name:	Erasmus University Rotterdam
Start date of the project:	from 01.05.2006 to 30.04.09 (36 months)
Period covered:	from 01.05.08 to 30.04.09
Report Preparation Date:	30.04.2009
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1. Introduction

1.1 Introduction of the EurOccupations project

How do occupations compare across countries? How can problems of incomparability of occupations be tackled? To answer these questions, 10 European universities and research institutes have joined their efforts to develop a European occupations database.

The EU funded project 'EurOccupations' aims to build a publicly available occupations database with approximately 1,600 most frequent occupations in 8 large EU member states (United Kingdom, Germany, France, Spain, Poland, Belgium, the Netherlands and Italy). The occupations cover the whole range of industries: varying from care & welfare to technology & manufacturing, from service occupations to agriculture & fishing, etc.

For all 1,600 occupations, the EurOccupations database includes occupational titles, ISCO-codes and educational levels. In addition, the database contains information about distribution of gender, education and age groups in each country for aggregate groups of occupations.

Expert research

For a selection of 150 key occupations¹, the EurOccupations database additionally includes information on skill levels, occupational content, occupational requirements and relevant social stratification measures. The information for these occupational dimensions was gathered through an expert research, in which occupational experts were asked to judge occupations of their expertise on these dimensions by means of an Internet enquiry.

Expert definition:

Experts are expected to have knowledge about occupations or groups of occupations within the countries involved in EurOccupations.

Experts are: representatives of employers' or employees' organisations, professional organisations, interest groups, vocational training bodies or knowledge centres, supervisors, researchers in the field of occupations (either from universities or from statistical offices), informants from a wide variety of branches of industry, vocational advisors, HRD professionals etc.

¹ Information was gathered for 10 additional key occupations as well. However, the EurOccupations team actively recruited experts for 150 'core' key occupations (not for the 10 additional occupations). As a consequence, information about these 10 additional occupations may be lacking.

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In addition: occupational workers enquiry

Additionally, occupational workers were also asked to complete an Internet enquiry for these 150 key occupations. This so called 'occupational worker enquiry' included questions that can be answered by practitioners and focused on the actual education levels of occupational workers (and how these relate to occupational requirements).

Clusters of occupations

In order to structure and streamline the development of the EurOccupations database, the occupation database is organised along the lines of eight clusters of occupations. The clusters of occupations are divided as follows:

Table 1 Overview of the division of 8 clusters of occupations

Cluster title
1. Care & welfare
2. Construction & cars
3. Education, research & personnel
4. Information, communication, finance & legal
5. Manufacturing: food, metal, oil, gas & mining
6. Clerks, staff, management & army/police
7. Trade & agriculture
8. Transport, logistics, travel & cleaning/garbage

1.2. Introduction of the cluster 'Education, Research & Personnel'

Area of work	Key Occupations
Education	<ul style="list-style-type: none"> • Child care service manager • Child carer • Nursery school teacher • Speech therapist • Education advisor • Post-secondary education teacher • Primary school teacher • Primary school principal • University professor • Secondary education teacher • Secondary school principal • Vocational education teacher • Psychologist
Research	<ul style="list-style-type: none"> • University researcher
Personnel	<ul style="list-style-type: none"> • Human Resource manager • Personnel clerk

2. Data collection

2.1 The EurOccupations data collection

As was mentioned earlier, an expert research was conducted in order to gather the relevant occupational information for our 150 key occupations². In this expert research, experts were asked to judge these key occupations on the relevant dimensions by means of an Internet enquiry.

Expert definition:

Experts are expected to have knowledge about occupations or groups of occupations within the countries involved in EurOccupations.

Experts are: representatives of employers' or employees' organisations, professional organisations, interest groups, vocational training bodies or knowledge centres, supervisors, researchers in the

² Information was gathered for 10 additional key occupations as well. However, the EurOccupations team actively recruited experts for 150 'core' key occupations (not for the 10 additional occupations). As a consequence, information about these 10 additional occupations may be lacking.
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field of occupations (either from universities or from statistical offices), informants from a wide variety of branches of industry, vocational advisors, HRD professionals etc.

Expert Internet enquiry

Experts were asked to complete two types of Internet enquiries:

- **The occupation expert enquiry for 150 key occupations**

In this enquiry, questions were asked about skill levels, occupational content and relevant social stratification measures. The occupation questionnaire is included in Appendix B.

For each key occupation, unique task descriptions (10-12 tasks) were included in the questionnaire. These task descriptions have been developed by means of international desk research, following standardised EurOccupations procedures (see procedures expert data collection available on: <http://www.euroccupations.org/main/researchlab/deliverablesyr1>). Experts were asked to judge these tasks on frequency and importance. We aimed to have at least 2 completed expert questionnaires for each key occupation in each country. For some key occupations, only one or even no expert questionnaires were completed. For these key occupations, information was collected using different sources (see occupational worker enquiry and partner questionnaire, described below).

- **The education expert enquiry for 1,432 occupations³**

In this enquiry, experts were asked to provide the required educational level for a number of occupations in the area(s) of work of their expertise (random selection of occupations from the area of work). The education expert questionnaire is included in Appendix C.

2.1.1 Expert recruitment activities

In each of the countries, EurOccupations partners recruited experts by undertaking various actions (following the EurOccupations procedures for expert recruitment). The main expert recruitment activities included:

- Asking (inter)national **expert organisations** (e.g., employer organisations, knowledge centres, education institutes) to assist in recruiting experts in their networks, e.g. by contacting relevant experts, placing banners on their website, publish articles in their journals (e.g., using the text from the EurOccupations flyer). Additionally, representatives of expert organisations were also asked to complete the web enquiry themselves.
- Asking **individual experts** to join the EurOccupations expert network and complete the questionnaires (in person, by phone, e-mail, mailings, etc.).

³ The education expert enquiry was based on the draft version of the extended list of occupations (containing 1,432 occupations). The final extended list of occupations contains 1,600 occupations.

- Sending **letters to relevant (expert) organisations** to ask for their cooperation.
- Subscribing experts to the **EurOccupations newsletter**.
- Publishing **articles** in relevant journals (e.g., using the text from the EurOccupations flyer).
- Attending conferences, workshops, seminars etc. to distribute information about EurOccupations (presentations, distributing flyers etc.).
- Publishing **banners** on relevant websites.

The most efficient way to approach experts and expert organisations differs between the participating countries. Therefore, the focus of expert recruitment activities differed between the countries.

Expert recruitment France (Céreq)

Céreq (the French centre on Education, training and employment) is placed under the aegis of both the French ministry of education and the French ministry of employment. This allowed it to organise institutional partnership in order to involve experts:

- In the Ministry of Education, during some sectoral meetings called "Commissions professionnelles consultatives", associating social partners and experts in vocational fields of all economical sectors,
- In the Ministry of Employment, also during some sectoral meetings associating social partners and experts, and when associating the specialists having taken part to the last French dictionary of occupations, called the ROME (Répertoire Opérationnel des emplois et des métiers).

Then, it has associated both representatives from its statistical databases system (INSEE, Institut national de la statistique et des études économiques) and from its labor market analysis (DARES, Délégation générale à l'emploi et à la formation professionnelle), in the EurOccupations Steering Committee. Thus, many colleagues have accepted direct or phone interviews (for researchers located all around France) that were later keyboarded or captured in the computer.

Céreq also possesses interesting databases, such as a unique dictionary of industry representatives associated to the French MEDEF (Mouvement des entreprises de France), the biggest employer organisation. It has used all its details for all economic sectors, from A to Z (aeronautics to civil engineering). They were usually reached first by telephone, then by e-mail, and it was all the more successful because many professional contacts were already well known from Céreq, and they had already heard about the Céreq role in France.

Céreq has also organised direct communication during some meetings (at the Ministry of Education and during internal meetings of its own experts), as well as two institutional communication through its publications such as the monthly "Céreq Bref", issued in 6.000 copies, and then published online⁴. It has also associated all its sectoral experts employed as "Chargés d'études" (researchers),

⁴ - Translation of the EurOccupations flyer and dissemination with the project coasters.
- 2 Céreq Bref articles (mentioned in the previous dissemination reports);
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coming from sociological or economical backgrounds but specialised in the various economical sectors and French occupations. Then, some more experts could be found during the EurOccupations international meeting organised in Marseilles, at Céreq's city location, that represented a great opportunity and was very well organised by the Dutch coordinator (especially the Erasmus University of Rotterdam and AO Consult).

The answering rate of experts is a witness of the success of the operation: 345, properly balanced between the 164 benchmarked occupations.

Expert recruitment United Kingdom (IER, University of Warwick)

Intensive efforts in the early stage of recruitment to attract experts in relevant organisations directly by email (sent from Professor Peter Elias' email address) proved largely ineffective, probably because of the high volume of email traffic that such recipients receive and the tendency of busy individuals to delete without reading any emails from individuals that they do not recognise. The decision was therefore made to adopt a more personal approach:

- in line with previous practice, relevant websites were explored in order to identify, where possible, appropriate individuals to contact;
- a telephone call to the identified experts was then made to seek their cooperation;
- a follow-up email was sent giving standard information, appropriately amended for individual circumstances and containing direct links to the online questionnaire for specific occupations.

This strategy was more effective, although response rates remained variable.

Organisations targeted

- A key focus for recruitment was the Sector Skills Council (SSC) relevant to each of the occupations. In some cases IER colleagues were able to recommend individuals in those Councils. Some SSCs responded directly, or recommended other useful contacts able to respond for a particular occupation in the sector.
- For health-related occupations approaches were made to relevant sections within the UK National Health Service.
- Where appropriate, contact was with professional or trade associations.
- Professional contacts of the staff of the Institute for Employment Research were exploited, along with partner organisations in other projects conducted by the IER.
- The University of Warwick proved a useful source of experts across a range of the benchmarked occupations. Departments approached included: the Finance Office, Personnel Office and other central administrative functions; Sports Centre; Department of Psychology; Warwick Conferences; Estates Office.

- 1 Céreq electronic letter, September 2009: some issues about the EurOccupations meeting that hold in Marseilles in April 2009.

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- Contact was made with some lecturing staff in Colleges of Further Education involved in sectoral training programmes.

Other recruitment measures

- Dissemination of information about the project, via distribution of flyers, the EurOccupations banner and some text on the IER website, and a workshop organised in IER, were all aimed at promoting participation in the expert enquiry.
- Where continued difficulty was encountered in achieving expert recruitment via organisations as described in the previous sections, personal contacts with individuals working in an occupation were used in a few instances.
- For around 15 occupations where potential respondents were unable or reluctant to complete the questionnaire online, pre-completed questionnaires were sent to them for comment and amendment, and were then submitted from IER.
- Paper copies of the questionnaire were offered in one or two cases, but this approach did not work.
- Finally, the IER EurOccupations team completed partner questionnaires based on desk research and validated, where possible, by occupational experts.

Expert recruitment Germany (AWWW GmbH)

The main expert recruitment activities in Germany included:

- Setting up particular EurOccupations **web-sites** both in German and in English on the two main web-sites of the AWWW GmbH (awww.de / awww.eu).
- Placing information on EurOccupations and links to the online questionnaire on six thematic web-sites maintained by the AWWW GmbH.
- Asking **German expert organisations** (e.g., trade unions, employer organisations, chambers of commerce, ministries, research institutes, knowledge centres, education institutes) to assist in recruiting experts in their networks, e.g. by contacting relevant experts, placing banners on their website. Additionally, representatives of expert organisations were also asked to complete the web enquiry themselves.
- Asking **individual experts** to join the EurOccupations expert network and complete the questionnaires (in person, by phone, e-mail, mailings, etc.).
- Sending **letters to relevant (expert) organisations** to ask for their cooperation.
- Sending **e-mails to relevant (expert) organisations** to ask for their cooperation. The e-mails included the relevant direct links to the according occupations covered by the organisation, links to the AWWW GmbH web-sites, and the EurOccupations flyer as PDF attachment.
- Attending conferences, workshops, seminars etc. to distribute information about EurOccupations (presentations, distributing flyers etc.).

Expert recruitment The Netherlands (AO Consult)

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In order to recruit sufficient experts to complete our expert web survey, we undertook different types of actions:

- We approached expert organisations (e.g., knowledge centres, branch organisations, large companies, vocational advise agencies). We found these organisations within our network of organisations or through the Internet. We contacted these organisations by telephone and organised a personal meeting with a representative to discuss how they could assist us in recruiting experts in their networks. Usually, these organisations asked employees, members or external contacts to complete EurOccupations questionnaires (occupation questionnaire and education questionnaire). In addition, some organisations placed a banner on their website including a link to our questionnaire (depending on the type of website visitors) and/or published articles in their newsletter or journal. In some cases, organisations also placed banners on their website linking to the occupational worker survey. If the response stayed behind, we contacted organisations again to ask whether they could undertake additional action in order to obtain a sufficient number of completed questionnaires. In total, we organised personal meetings with 47 representatives of expert organisations and additionally had telephone contact with 66 representatives.
- We asked individual experts to complete the questionnaires by telephone, e-mail or in person. For instance, we asked network contacts, colleagues, acquaintances, friends or family who are experts on specific occupations to complete questionnaires. All employees of Arbeid Opleidingen Consult mobilised their network in order to recruit as many experts as possible.
- We sent a large mailing to 430 expert organisations in November 2007, including a letter asking them to participate in our data collection and a number of flyers and business cards.
- We sent a large mailing to 68 occupation advisors in February 2008, including a letter asking them to participate in our data collection and a number of flyers and business cards.
- We presented the EurOccupations project at 9 conferences and (expert) meetings, asking participants to complete questionnaires about the occupations of their expertise.
- We sent a press release to 71 specialist journals.
- We placed EurOccupations-banners on our website (www.aoconsult.nl).
- Paper copies of the questionnaire were offered to experts upon request.
- Finally, partner questionnaires were completed based on desk research and validated, where possible, by occupational experts.

Expert recruitment Spain (CIEM)

- Introduction of information and invitation to participate (with a banner in order to facilitate it) in the web of CIEM Foundation. And also in the review "Herramientas", of the Foundation.
 - Two great mailings (of about 500 e-mails in April and 200 in October 2008, and others little).
 - Relations with the National Institute of Qualifications, in order to invite its expert teams to participate. The contacts included several meetings and the delivery of reports and flyers.
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- Contacts and invitations with occasion of a National Conference on the occupations of the cluster on Education (in Madrid, April 2008), and the Marseille Conference (May 2008).
- Information and invitation to about 120 experts: directly, by telephone and by e-mail. Since November 2008 we have even helped about 15 experts in wide occupations fields to record the answers.

Expert recruitment Belgium (HIVA, Katholieke Universiteit Leuven)

For Belgium, complementary to the general recruitment strategy, following recruitment actions were taken.

- Professional organizations were contacted, and asked if they had some sort of communication to their members. Were they had one, we tried to have information on Eurooccupations included. E.g.: the Association of engineers publish a magazine, and included a small article and a call for experts. The meteorologists put information and a call for experts on their website.
- Intermediate organizations on the labor market were contacted, mainly employment agencies. For example, the Flemish government employment agency (VDAB) have a special research cell on occupational and competency profiles (VDAB – COBRA). This team agreed to input their knowledge in our project, and also helped us finding other people at VDAB with a broad knowledge on certain occupations.
- As a part of the Flemish social and economic council (SERV), the Flanders Technology Foundation (STV) has a team of people working around occupational and competency profiles. SERV agreed to input their knowledge into our project as well, by filling out questionnaires on over 40 occupations.
- Contact was established with the National Statistics office, who were in a review phase of the NOC. A mutual trade of knowledge and ideas has been established since then.
- We presented the project to the point of support concerning Work and Social economy, who supply end-users with information on labor market topics (in a broad sense) and have done important work on the harmonization of socio-economic administrative data, including occupation.
- Trade union involvement came about through the reactions of numerous trade unionists who reacted to the first calls for experts in the project, and direct contact with the information departments of the major trade unions.
- We attended to job-information fairs on a regular basis, to get in contact with people promoting or informing about certain occupations.
- We screened which international professional organizations were based in Brussels, and visited some of them who reacted to our mails on the project. This resulted, a.o. in the cooperation of the European Accountants Federation.



- We had topics on occupational harmonization put on the topic list for the master dissertations at the University⁵.

Expert recruitment Poland (Poznan University of Economics)

The main expert recruitment activities in Poland included:

- preparing the contact list included 717 organisations,
- sending e-mails to the expert organisations from the mailing list (January 2008), asking them to participate in data collection,
- phones and e-mails to the employees of Labour Ministry and National Statistic Office, who were involved in preparation of actual Polish occupational classification,
- phones, e-mails and meetings with members of Polish Human Resources Association (PSZK) to promote the idea of EurOccupation project among employees of HR departments and consulting company owners,
- contacts with employer organisations (Business Centre Club – BCC) and trade unions representatives (NSZZ Solidarnosc), asking them to participate in the project,
- inviting University employees, through the mailing list, to get interested in the project,
- asking individual experts (using network of personal contacts) to complete the questionnaires (by telephone, in person or e-mailing them direct link to specific expert questionnaire),
- EurOccupation presentations during Polish Human Resources Association (PSZK) meetings and seminars at the Poznan University of Economics,
- flyers dissemination at the trade union meetings and at the different conferences,
- banners and links at the web pages of expert organisations and at the professional portals,
- interview in regional Poznan TV,
- cooperation with HR Students Association at the Poznan University of Economics,
- looking for the additional funds to support the EurOccupation project, that enable to hire the pollsters - after the bureaucratic procedure we got the money from Polish government. In November 2008 we hired the pollsters to gather the expert questionnaires (paper version). Pollsters hired in Poznan, contacted individual experts and organizations in Poland, conducted the interviews (during the interview questionnaires were completed) and transferred the answers to the questionnaires at the web. This method enabled us to gather more than 300 questionnaires.

We found that the most successful method of expert recruiting were: contacts with individual experts by sending them links to the selected questionnaires and cooperation with pollsters, who reached the experts asking them to fill in the paper questionnaires.

⁵ However, no student picked up the topic (so far).
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2.1.2 Additional data collection

Occupational worker enquiry

Additionally, occupational workers were also consulted in order to gather additional occupation information and to obtain insight in differences between actual and required educational levels. The occupational worker questionnaire is included in Appendix D. The occupational workers were recruited by means of weblinks on the WageIndicator websites (see www.WageIndicator.org) and additional recruitment activities by the EurOccupations partners.

Partner questionnaire

For occupations for which it was extremely difficult to recruit experts to complete occupation questionnaires, our national EurOccupations partners completed a partner questionnaire (see Appendix E). They completed this questionnaire based on desk research. If possible, experts were asked to validate the answers.

2.2. Response rates for the cluster ‘Education, Research & Personnel’

Expert response rates

Occupation	BE	GE	UK	FR	NL	PO	SP	Total
Child care service manager	1	1	1	1	1	4	1	9
Child carer	2	2	2	2	2	3	3	16
Education advisor	1	6	2	2	5	5	2	24
Nursery school teacher		1	1	2	3	2	2	11
Personnel clerk	3	2	2	1	8	14	2	32
Post-secondary education teacher	2	3	2	3	5	2	2	19
Primary school principal		1	1	3	7	2	2	16
Primary school teacher	1	1	2	5	6	3	2	20
Psychologist		5	3	6	41	11	6	72
Secondary education	2	3	2	3	8	3	3	23

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teacher								
Secondary school principal	1	2	1	3	3	2	2	14
Speech therapist	2	7	1	3	2	2	2	19
University professor	3	2	6	5	4	2	2	24
University researcher	5	3	6	3	7	2	3	29
Vocational education teacher	2	3	3	4	11	2	4	18
Total	28	46	31	46	127	80	38	167

Expert response partners

Occupations	Resp. England	Resp. Netherland	Total
child carer	1		1
Education advisor		1	1
Nursery school teacher	1	1	2
Personnel clerk	1	1	2
Primary school principal	1	1	2
Primary school teacher	1	1	2
Psychologist	1		1
Secondary school principal	1	1	2
Speech therapist	1	1	2
Vocational education teacher	2		2

3. Analyses EurOccupations data 'Education, Research & Personnel'

We offer information about the main data obtained from the questionnaires. In appendix A we'll also offer information from part 2 of the expert questionnaire on an aggregate level (area of work and country-level).

3.1 Occupation 'Child carer'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Prepare daily and long term schedules of activities, ensuring that children have proper rest periods and that activities stimulate	6.25%	6.25%	12.5%	12.5%	62.5%	100% (16 answers)
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children's physical, emotional, intellectual and social growth						
2. Organise and prepare activities and play, set up the children's environment.				13.33%	86.67%	100% (15)
3. Observe and monitor children's activities.					100%	100% (16)
4. Instruct children, e.g. in health and personal habits such as eating, resting and toilet habits.					100%	100% (15)
5. Discipline children and initiate other measures to control behaviour, such as caring for own clothing and picking up toys and books. Recommend is removed, is part of the parent-task.					100%	100% (16)
6. Keep records on individual children, including daily observations	12.5%		18.75%	25%	43.75%	100% (16)
7. Attend to children's basic needs, e.g. bathe, diaper, dress and feed babies or help young children with daily routines such as toileting, dressing, eating and sleeping.	6.25%				93.75%	100% (16)
8. Prepare light snacks and meals.	6,67%			13,33%	80%	100% (15)
9. Confer with parents or guardians through informal meetings or scheduled conferences, e.g. to discuss each child's progress and needs and to suggest ways in which they can stimulate their learning and development.	6.25%	6.25%	25%	31.25%	31.25%	100% (16)

Similarities and differences between the countries:

There are many similarities. The differences may arise mainly from the diversity of 'sub-occupations' or types of jobs.

In Germany the child carers do little planning.

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Prepare daily and long term schedules of activities, ensuring that children have proper rest periods and that activities stimulate children's physical, emotional, intellectual and social growth.		26.67%	73.33%	100% (15 answers)
2. Organise and prepare activities and play, set up the children's environment.		25%	75%	100% (16)
3. Observe and monitor children's activities.		18.75%	81.25%	100% (16)
4. Instruct children, e.g. in health and personal habits such as eating, resting and toilet habits.		12.5%	87.5%	100% (16)
5. Discipline children and initiate other measures to control behaviour, such as caring for own clothing and picking up toys and books. Recommend is removed, is part of the parent-task.		18.75%	81.25%	100% (16)
6. Keep records on individual children, including daily observations.		35.71%	64.29%	100% (14)
7. Attend to children's basic needs, e.g. bathe, diaper, dress and feed babies or help young children with daily routines such as toileting, dressing, eating and sleeping.		13.33%	86.67%	100% (15)
8. Prepare light snacks and meals.		46.67%	53.33%	100% (15)
9. Confer with parents or guardians through informal meetings or scheduled conferences, e.g. to discuss each child's progress and needs and to suggest ways in which they can stimulate their learning and development.		26.67%	73.33%	100% (15)

Similarities and differences between the countries:

There are many similarities. In France and Germany the activities of planning, organization and confer with parents seems not very valued.

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma	x		x	x		x	
Certification		x	x			x	x
Professional code or protocol					x		
Other			x		x		

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement			x	x			
Federal Government	x						
Branch of industry						x	

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement					x		x

Table 6. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement			x		x		

Table 7. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	N
Initiating action 'Education, Research & Personnel'		43.75%	56.25%	100% (16)

				answers)
Instructing co-workers	25%	62.5%	12.5%	100% (16)
Supervising		43.75%	56.25%	100% (16)
Co-operating with colleagues	6.25%	43.75%	50%	100% (16)
Communicating		33.33%	66.67%	100% (15)
Relating and networking	31.25%	43.75%	25%	100% (16)
Negotiating	37.5%	50%	12.5%	100% (16)
Reporting	12.5%	62.5%	25%	100% (16)
Applying know-how, professional expertise		40%	60%	100% (15)
Problem solving		40%	60%	100% (15)
Developing new procedures and working methods	33.33%	40%	26.67%	100% (15)
Forming strategies	31.25%	50%	18.75%	100% (16)
Planning and organising	6.25%	50%	43.75%	100% (16)
Following instructions and procedures	12.5%	50%	37.5%	100% (16)
Dealing with contingencies		37.5%	62.5%	100% (16)
Coping with stressful situations	12.5%	31.25%	56.25%	100% (16)
Commercial thinking	62.5%	25%	12.5%	100% (16)

Table 8. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase	x	x	x		x	x	x
Stable	x			x			

3.2 Occupation 'Nursery school teacher'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Plan and organise activities for pre-school children to stimulate their language development, self-confidence, social skills, creativity,				10%	90%	100% (10 answers)

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interest in learning, etc..						
2. Lead children in activities, e.g. by telling or reading stories, teaching songs, demonstrating the use of simple musical instruments, preparing craft materials, etc.					100%	100% (10)
3. Teach basic skills such as colour, shape, number and letter recognition.				30%	70%	100% (10)
4. Comfort and attend to sick children and children who are hurt or distressed.					100%	100% (10)
5. Observe and evaluate children's performance, behaviour, social development and physical health.			10%	10%	80%	100% (10)
6. Confer with parents or guardians, e.g. to discuss each child's progress and needs and to suggest ways in which they can stimulate their learning and development.			10%	50%	40%	100% (10)
7. Facilitate children in the development of proper daily routines such as toileting, dressing and eating.					100%	100% (10)
8. Discuss children's development and problems (if any) with other educators and staff, e.g. by attending staff meetings.			20%	50%	30%	100% (10)
9. Organise and participate in excursions to enhance learning experiences.		10%	50%	30%	10%	100% (10)
10. Cooperate with other professionals (e.g., guidance officers, speech pathologists, psychologists) to assist children with special needs.		10%	30%	20%	40%	100% (10)
11. Attend meetings and workshops to develop and discuss new teaching methods.	20%	10%	40%	20%	10%	100% (10)

Similarities and differences between the countries:

There are many similarities.

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Prepare daily and long term schedules of activities, ensuring that children have proper rest periods and that activities stimulate children's physical, emotional, intellectual and social growth.		10%	90%	100% (10 answers)
2. Organise and prepare activities and play, set up the children's environment.		10%	90%	100% (10)
3. Observe and monitor children's activities.		20%	80%	100% (10)
4. Instruct children, e.g. in health and personal habits such as eating, resting and toilet habits.		20%	80%	100% (10)
5. Discipline children and initiate other measures to control behaviour, such as caring for own clothing and picking up toys and books. Recommend is removed, is part of the parent-task.				
6. Keep records on individual children, including daily observations.		20%	80%	100% (10)
7. Attend to children's basic needs, e.g. bathe, diaper, dress and feed babies or help young children with daily routines such as toileting, dressing, eating and sleeping.		30%	70%	100% (10)
8. Prepare light snacks and meals.		10%	90%	100% (10)
9. Confer with parents or guardians through informal meetings or scheduled conferences, e.g. to discuss		30%	70%	100% (10)

each child's progress and needs and to suggest ways in which they can stimulate their learning and development.				
10. Cooperate with other professionals (e.g., guidance officers, speech pathologists, psychologists) to assist children with special needs.		70%	30%	100% (10)
11. Attend meetings and workshops to develop and discuss new teaching methods.		50%	50%	100% (10)

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma				x		x	
Certification				x			
Professional code or protocol						x	
Other		x	x				

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement				x			

Table 5. Other additional requirements:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement		x					

Table 6. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action 'Education, Research & Personnel'		45.45%	54.55%	100% (11)

				answers)
Instructing co-workers	10%	80%	10%	100% (10)
Supervising	50%	20%	30%	100% (10)
Co-operating with colleagues	10%	50%	40%	100% (10)
Communicating		45.45%	54.55%	100% (11)
Relating and networking	36.36%	45.45%	18.18%	100% (11)
Negotiating	33.33%	55.56%	11.11%	100% (9)
Reporting	40%	50%	10%	100% (10)
Applying know-how, professional expertise		40%	60%	100% (10)
Problem solving	45.45%	9.09%	45.45%	100% (11)
Developing new procedures and working methods	27.27%	54.55%	18.18%	100% (11)
Forming strategies	54.56%	33.33%	11.11%	100% (9)
Planning and organising	10%	70%	20%	100% (10)
Following instructions and procedures	11.11%	66.67%	22.22%	100% (9)
Dealing with contingencies		60%	40%	100% (10)
Coping with stressful situations	10%	40%	50%	100% (10)
Commercial thinking		50%	50%	100% (10)

Table 7. Estimate of employment trend:

	GE	UK	FR	NL	PO	SP
Increase	x	x		x	x	x
Stable			x			
Decline					x	

3.3 Occupation 'Primary school teacher'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Prepare daily and longer term lesson plans in accordance with curriculum guidelines.	5%	25%	5%	40%	25%	100% (20 answers)

'Education, Research & Personnel'

2. Prepare class meetings, e.g. by gathering materials and preparing the classroom.	5%	5%			90%	100% (20)
3. Instruct children individually and in groups, using various teaching methods and materials (e.g., computers, books, games), adapting to children's varying needs.	5 %				95%	100% (20)
4. Maintain discipline and good working habits in the classroom.	5 %				95%	100% (20)
5. Plan and conduct activities with the children, e.g. sporting activities, concerts and excursions.	5%	15%	15%	40%	25%	100% (20)
6. Assign and grade class work and homework.	5 %			20%	75%	100% (20)
7. Prepare, administer, and grade tests and assignments to evaluate children's progress.	5 %		20%	35%	40%	100% (20)
8. Observe and evaluate children's performance and behaviour.	5%		15%	10%	70%	100% (20)
9. Supervise children during classes and at other times in the school day, including the playground during breaks.	5.26 %			10.53%	84.21%	100% (19)
10. Participate in staff meetings and other sessions, and confer with other teachers concerning educational issues.	5 %		35%	55%	5%	100% (20)
11. Prepare for and attend parent meetings, e.g. to discuss children's progress and problems (if any)	5%	20%		10%	65%	100% (20)

Similarities and differences between the countries:

There are differences, but not between countries. The diversity seems arise between types of work or 'sub-occupations' in different countries.

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

'Education, Research & Personnel'

Task	Not at all important	Of some importance	Of major importance	Total
1. Prepare daily and longer term lesson plans in accordance with curriculum guidelines.		33.33%	66.67%	100% (18 answers)
2. Prepare class meetings, e.g. by gathering materials and preparing the classroom.		27.78%	72.22%	100% (18)
3. Instruct children individually and in groups, using various teaching methods and materials (e.g., computers, books, games), adapting to children's varying needs.		5.56%	94.44%	100% (18)
4. Maintain discipline and good working habits in the classroom.		5.56%	94.44%	100% (18)
5. Plan and conduct activities with the children, e.g. sporting activities, concerts and excursions.		66.67%	33.33%	100% (18)
6. Assign and grade class work and homework.		16.67%	83.33%	100% (18)
7. Prepare, administer, and grade tests and assignments to evaluate children's progress.		22.22%	77.78%	100% (18)
8. Observe and evaluate children's performance and behaviour.		16.67%	83.33%	100% (18)
9. Supervise children during classes and at other times in the school day, including the playground during breaks.		16.67%	83.33%	100% (18)
10. Participate in staff meetings and other sessions, and confer with other teachers concerning educational issues.		58.82%	41.18%	100% (17)
11. Prepare for and attend parent meetings, e.g. to discuss children's progress and problems (if any)		55.56%	44.44%	100% (18)

Similarities and differences between the countries:

'Education, Research & Personnel'

The differences seems are between types of work transversally in the various countries.

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma					x	x	
Certification			x	x	x	x	
Professional code or protocol					x	x	
Other		x	x	x	x	x	

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Federal government					x		

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Collective agreement				x			
Branch or industry			x	x	x	x	
Other					x		

Table 6. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement		x					

Table 7. Other additional requirements:

	BE	GE	UK	FR	NL	PO
Collective agreement				x		
Legal requirement		x		x		
Other			x		x	

Table 8. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action		42.11%	57.89%	100% (19 answers)
Instructing co-workers	10.53%	84.21%	5.26%	100% (19)
Supervising	31.58%	36.84%	31.58%	100% (19)
Co-operating with colleagues		57.89%	42.11%	100% (19)
Communicating		21.05%	78.95%	100% (19)
Relating and networking	21.05%	57.89%	21.05%	100% (19)
Negotiating	52.63%	36.84%	10.53%	100% (19)
Reporting	26.32%	36.84%	36.84%	100% (19)
Applying know-how, professional expertise		17.65%	82.35%	100% (17)
Problem solving		36.84%	63.16%	100% (19)
Developing new procedures and working methods	15.79%	47.37%	36.84%	100% (19)
Forming strategies	16.67%	50%	33.33%	100% (18)
Planning and organising		27.78%	72.22%	100% (18)
Following instructions and procedures		72.22%	27.78%	100% (18)
Dealing with contingencies		36.84%	63.16%	100% (19)
Coping with stressful situations	10.53%	10.53%	78.95%	100% (19)
Commercial thinking		31.58%	68.42%	100% (19)

Table 8. Estimate of employment trend:

	GE	UK	FR	NL	PO	SP
Increase	x	x	x	x		x
Stable			x	x		
Decline			x	x	x	

3.4 Occupation 'Speech therapist' 'Education, Research & Personnel'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Analyse and diagnose the nature and extent of speech, language, fluency, voice and swallowing impairments, by evaluating test results and medical or background information			15.79%	5.26%	78.95%	100% (19 answers)
2. Develop a plan of care for the client			15.79%	26.32%	57.89%	100% (19)
3. Teach clients how to communicate, e.g. by teaching them how to make sounds, improve their voices, or increase their oral or written language skills.				5.26%	94.74%	100% (19)
4. Teach clients how to strengthen tongue, jaw, face muscles and breathing mechanisms or how to use compensatory strategies.				10.53%	89.47%	100% (19)
5. Counsel clients' family members on how to deal with communication disorders (e.g., communication-enhancing techniques, how to recognise and change behaviour, etc.).			15.79%	21.05%	63.16%	100% (19)
6. Monitor clients' progress and adjust treatments accordingly.			10.53%	15.79%	73.68%	100% (19)
7. Keep records on the initial evaluation, progress and discharge of clients.			10.53%	42.11%	47.37%	100% (19)
8. Confer with other professionals, e.g. education, medical, dental and other health professionals.			11.11%	66.67%	22.22%	100% (16)
9. Conduct research related to speech and language problems.	7.69%	30.77%	38.46%		23.08%	100% (13)
10. Design and develop techniques or equipment for diagnosing and treating speech problems		41.18%	35.29%		23.53%	100% (17)

Similarities and differences between the countries:

The differences seems are between types of work transversally in the various countries.

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Analyse and diagnose the nature and extent of speech, language, fluency, voice and swallowing impairments, by evaluating test results and medical or background information.		10.53%	89.47%	100% (19 answers)
2. Develop a plan of care for the client.		11.11%	88.89%	100% (18)
3. Teach clients how to communicate, e.g. by teaching them how to make sounds, improve their voices, or increase their oral or written language skills.		10.53%	89.47%	100% (19)
4. Teach clients how to strengthen tongue, jaw, face muscles and breathing mechanisms or how to use compensatory strategies.		10.53%	89.47%	100% (19)
5. Counsel clients' family members on how to deal with communication disorders (e.g., communication-enhancing techniques, how to recognise and change behaviour, etc.).		15.79%	84.21%	100% (19)
6. Monitor clients' progress and adjust treatments accordingly.		10.53%	89.47%	100% (19)
7. Keep records on the initial evaluation, progress and discharge of clients.		26.32%	73.68%	100% (19)
8. Confer with other professionals, e.g. education, medical, dental and other health professionals.		44.44%	55.56%	100% (18)
9. Conduct research related to speech		38.89	61.11%	100%

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and language problems.				(18)
10. Design and develop techniques or equipment for diagnosing and treating speech problems.		36.84%	63.16%	100% (17)

Similarities and differences between the countries:

The differences are not big, and between types of work transversally in the various countries.

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma		x		x	x	x	
Certification				x	x	x	
Professional code or protocol		x			x	x	
Other		x	x				

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement				x	x		

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement		x			x		

Table 6. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry					x		
Legal requirement		x					

Table 7. Other additional requirements:

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	BE	GE	UK	FR	NL	PO	SP
Legal requirement		x					
Other		x					

Table 8. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action		25%	75%	100% (20 answers)
Instructing co-workers	15.79%	63.16%	21.05%	100% (19)
Supervising	25%	45%	30%	100% (20)
Co-operating with colleagues	5%	50%	45%	100% (20)
Communicating		20%	80%	100% (20)
Relating and networking	10.53%	42.11%	47.37%	100% (19)
Negotiating	31.58%	42.11%	26.32%	100% (19)
Reporting	16.67	33.33%	50%	100% (18)
Applying know-how, professional expertise		27.78%	72.22%	100% (18)
Problem solving		25%	75%	100% (20)
Developing new procedures and working methods	15%	45%	40%	100% (20)
Forming strategies	16.67%	50%	33.33%	100% (18)
Planning and organising	10.53%	36.84%	52.63%	100% (19)
Following instructions and procedures	15.79%	63.16%	21.05%	100% (19)
Dealing with contingencies	5.26%	36.84%	57.89%	100% (19)
Coping with stressful situations	15%	30%	55%	100% (20)
Commercial thinking	31.58%	63.16%	5.26%	100% (19)

Table 8. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase			x			x	x
Stable	x			x	x		

Decline		x					
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3.5 Occupation 'Secondary education teacher'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Prepare outlines for courses, including schedule and content of lectures, demonstrations, discussion groups, sessions and seminars.	4.35%	43.48%	17.39%	26.09%	8.7%	100% (23 answers)
2. Prepare course materials, such as syllabi, assignments, hand outs and exams.	9.09%		4.55%	40.91%	27.27%	100% (22)
3. Prepare class meetings (e.g. lectures, demonstrations, seminars, laboratory sessions).				18.18%	68.18%	100% (22)
4. Teach classes using different teaching methods.					100%	100% (22)
5. Maintain discipline and good working habits in the classroom.					100%	100% (23)
6. Evaluate and grade students' work, such as exams, assignments and papers.			47.83%	4.35%	47.83%	100% (23)
7. Evaluate and report on student' performance and behaviour.			26.09%	43.48%	30.43%	100% (23)
8. Keep abreast of developments in their field, e.g. by reading current literature, talking with colleagues and participating in professional conferences.			63.64%	22.73%	13.64%	100% (22)
9. Participate in staff meetings and other sessions, and confer with other teachers concerning educational issues.			40.91%	54.55%	4.55%	100% (22)
10. Participate in activities in partnership with parents and the school community.		4.55%	81.82%	9.09%	4.55%	100% (22)

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11. Evaluate and, if necessary, revise curricula, course content, course materials, methods of instruction, etc.		61.9%	28.57%	9.52%		100% (21)
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Similarities and differences between the countries:

There are some differences, but not by country. Given the essential unity of the occupational type, it is possible that differences relate to different educational contexts.

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Prepare outlines for courses, including schedule and content of lectures, demonstrations, discussion groups, sessions and seminars.		33.33	66.67%	100% (21 answers)
2. Prepare course materials, such as syllabi, assignments, hand outs and exams.		9.09%	90.91%	100% (22)
3. Prepare class meetings (e.g. lectures, demonstrations, seminars, laboratory sessions).		4.76%	95.24%	100% (22)
4. Teach classes using different teaching methods.			100%	100% (21)
5. Maintain discipline and good working habits in the classroom.		8.7%	91.3%	100% (23)
6. Evaluate and grade students' work, such as exams, assignments and papers.		4.35%	95.65%	100% (23)
7. Evaluate and report on student' performance and behaviour.		8.7%	91.3%	100% (23)
8. Keep abreast of developments in their field, e.g. by reading current literature, talking with colleagues and participating in professional conferences.		43.48%	56.52%	100% (23)

9. Participate in staff meetings and other sessions, and confer with other teachers concerning educational issues.		60.87%	39.13%	100% (23)
10. Participate in activities in partnership with parents and the school community.	4.25%	47.83%	47.83%	100% (23)
11. Evaluate and, if necessary, revise curricula, course content, course materials, methods of instruction, etc.		39.13%	60.87	100% (23)

Similarities and differences between the countries:

In general the differences are not big, and transversal to the countries.

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma				x	x		
Certification	x				x		
Professional code or protocol	x					x	
Other			x	x		x	

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Federal government					x		
Legal requirement			x	x	x		

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Collective labour agreement		x					
Branch or industry						x	
Federal government							x

Legal requirement			x				
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Table 6. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement	x					x	

Table 7. Other additional requirements:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement			x	x			

Table 8. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action		39.13%	60.87%	100% (23 answers)
Instructing co-workers	4.35%	82.61%	13.04%	100% (23)
Supervising	34.78%	26.09%	39.13%	100% (23)
Co-operating with colleagues		52.17%	47.83%	100% (23)
Communicating		8.7%	91.3%	100% (23)
Relating and networking	13.64%	77.27%	9.09%	100% (22)
Negotiating	34.78%	47.83%	17.39%	100% (23)
Reporting	18.18%	68.18%	13.64%	100% (22)
Applying know-how, professional expertise		17.39%	82.61%	100% (23)
Problem solving		26.09%	73.91%	100% (23)
Developing new procedures and working methods		50%	50%	100% (22)
Forming strategies	18.18%	50%	31.82%	100% (22)
Planning and organising		27.27%	72.73%	100% (22)
Following instructions and procedures		72.73%	27.27%	100% (22)
Dealing with contingencies		43.48%	56.52%	100% (23)
Coping with stressful situations	4.35%	4.35%	91.3%	100% (23)
Commercial thinking		17.39%	82.61%	100% (19)

'Education, Research & Personnel'

Table 8. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase		x					x
Stable	x	x	x	x	x		x
Decline		x		x	x	x	

3.6 Occupation 'Secondary school principal'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Establish and implement policies and procedures to carry out the mission statements.			15.38%	53.85%	30.77%	100% (13 answers)
2. Set educational goals and standards.	14.29%	64.29%	7.14%	7.14%	7.14%	100% (13)
3. Manage and coordinate the educational, administrative and financial affairs of a school.		7.14%	14.29%	28.57%	50%	100% (14)
4. Supervise staff, including managers, support staff, teachers, counsellors, librarians, etc.	7.14%			7.14%	85.71%	100% (14)
5. Enforce discipline within the school.	15.38%		7.69%	15.38%	61.54%	100% (13)
6. Evaluate teachers' work, e.g. by visiting classrooms, observing teaching methods, reviewing instructional objectives and examining learning materials.	23.08%	7.69%	30.77%		38.46%	100% (13)
7. Manage staff recruitment and training.		7.14%	53.85%		7.69%	100% (14)
8. Supervise the maintenance of school facilities.		23.08%	46.15%	30.77%		100% (13)
9. Prepare reports on various subjects, including attendance,		7.14%	57.14%	28.57%	7.14%	100% (14)

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activity, planning or personnel records.						
10. Represent the school at meetings, e.g. meetings in the community.		14.29%%	50%	14.29%	21.43%	100% (14)

Similarities and differences between the countries:

There are some differences, mainly inside the same country as in Netherland, Poland and France.

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Establish and implement policies and procedures to carry out the mission statements.		15.38%	84.62%	100% (13 answers)
2. Set educational goals and standards.		33.33%	66.67%	100% (12)
3. Manage and coordinate the educational, administrative and financial affairs of a school.		21.43%	78.57%	100% (14)
4. Supervise staff, including managers, support staff, teachers, counsellors, librarians, etc.		46.15%	53.85%	100% (13)
5. Enforce discipline within the school.		50%	50%	100% (12)
6. Evaluate teachers' work, e.g. by visiting classrooms, observing teaching methods, reviewing instructional objectives and examining learning materials.		36.36%	63.64%	100% (11)
7. Manage staff recruitment and training.		50%	50%	100% (12)
8. Supervise the maintenance of school facilities.		57.14%	42.86%	100% (14)
9. Prepare reports on various subjects, including attendance, activity, planning or personnel records.	7.14%	71.43%	21.43%	100% (14)

'Education, Research & Personnel'

10. Represent the school at meetings, e.g. meetings in the community.		64.29%	35.71%	100% (14)
11. Promote the school, for example through publicity and contacts with other organisations	7.14%	57.14%	35.71%	100% (14)

Similarities and differences between the countries:

The differences observed are consistent with the variety of the tasks

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP	Total
Diploma					x	x		
Certification	x					x		
Professional code or protocol	x					x		
Other		x	x	x				

Table 4. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP	Total
Legal requirement	x							

Table 5. Other additional requirements:

	BE	GE	UK	FR	NL	PO	SP	Total
Collective labour agreement				x				
Legal requirement		x		x				
Other			x					

Table 6. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
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'Education, Research & Personnel'

Initiating action		21.43%	78.57%	100% (14)
Instructing co-workers		71.43%	28.57%	100% (14)
Supervising		35.71%	64.29%	100% (14)
Co-operating with colleagues		35.71%	64.29%	100% (14)
Communicating		21.43%	78.57%	100% (14)
Relating and networking		42.86%	57.14%	100% (14)
Negotiating		57.14%	42.86%	100% (14)
Reporting	16.67%	33.33%	50%	100% (14)
Applying know-how, professional expertise		61.54%	38.46%	100% (14)
Problem solving		35.71%	64.29%	100% (14)
Developing new procedures and working methods	7.14%	71.43%	21.43%	100% (14)
Forming strategies		38.46%	61.54%	100% (13)
Planning and organising		30.77%	69.23%	100% (13)
Following instructions and procedures	7.69%	69.23%	23.08%	100% (13)
Dealing with contingencies		15.38%	84.62%	100% (13)
Coping with stressful situations		35.71%	64.29%	100% (14)
Commercial thinking	21.43%	50%	28.57%	100% (14)

Table 7. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase		x	x				x
Stable	x	x		x	x	x	
Decline				x		x	

3.7 Occupation 'Education advisor'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Coordinate the provision of educational counselling. 'Education, Research & Personnel'	5.26%	10.53%	21.05%	26.32%	36.84%	100%

						(19 answers)
2. Gather relevant information for individual educational counselling, e.g. by conducting interviews and administering standardised tests (e.g., intelligence, aptitude and interest tests).	4.55%	9.09%	13.64%	31.82%	40.91%	100% (22)
3. Provide educational counselling to individuals, e.g. based on the results of tests, the individual's (educational) background, etc.			18.18%	13.64%	68.18%	100% (22)
4. Assist individuals with career development and job search skills.	4.76%	4.76%	19.05%	42.86%	28.57%	100% (21)
5. Confer with teachers and parents.	4.55%	18.18%	40.91%	22.73%	13.64%	100% (22)
6. Consult with educational institutions regarding educational programs, requirements, apprenticeships etc.		14.29%	47.62%	23.81%	14.29%	100% (21)
7. Teach classes about educational career possibilities, e.g. college majors, admission requirements, financial aid, apprenticeships programs, etc.	5 %	45%	25%	15%	10%	100% (20)
8. Advise teaching and administrative staff on curriculum development, use of materials and equipment.	5%		15%	10%	70%	100% (20)
9. Coordinate and operate the education information centre		10%	10%	30%	50%	100% (20)

Similarities and differences between the countries:

There are some differences, mainly inside the same country

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
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'Education, Research & Personnel'

1. Coordinate the provision of educational counselling.	5%	20%	75%	100% (20 answers)
2. Gather relevant information for individual educational counselling, e.g. by conducting interviews and administering standardised tests (e.g., intelligence, aptitude and interest tests).		26.32%	73.68%	100% (19)
3. Provide educational counselling to individuals, e.g. based on the results of tests, the individual's (educational) background, etc.	5%	20%	75%	100% (20)
4. Assist individuals with career development and job search skills.	9.52%	33.33%	57.14%	100% (21)
5. Confer with teachers and parents.	5%	45%	50%	100% (20)
6. Consult with educational institutions regarding educational programs, requirements, apprenticeships etc.	5%	55%	40%	100% (20)
7. Teach classes about educational career possibilities, e.g. college majors, admission requirements, financial aid, apprenticeships programs, etc.	4.76%	28.57%	66.67%	100% (21)
8. Advise teaching and administrative staff on curriculum development, use of materials and equipment.	5.26%	63.16%	31.58%	100% (19)
9. Coordinate and operate the education information centre	4.76%	38.1%	57.14%	100% (21)

Similarities and differences between the countries:

The estimates confirm the differences inside the countries.

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma		x			x	x	

'Education, Research & Personnel'

Certification					X	X	
Professional code or protocol					X	X	
Other		X			X	X	X

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry						X	
Federal government					X	X	
Other					X		X

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement						X	

Table 6. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry						X	
Federal government						X	
Other					X		

Table 7. Other additional requirements:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement		X					
Other					X		

Table 8. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action	4.76%	42.86%	52.38%	100% (21)
Instructing co-workers	33.33%	57.14%	9.52%	100% (21)

'Education, Research & Personnel'

				answers)
Supervising	5%	85%	10%	100% (20)
Co-operating with colleagues		47.62%	52.38%	100% (21)
Communicating		14.29%	85.71%	100% (21)
Relating and networking	5%	40%	55%	100% (20)
Negotiating	19.55%	33.33%	47.62%	100% (21)
Reporting	21.05%	36.84%	42.11%	100% (21)
Applying know-how, professional expertise		20%	80%	100% (20)
Problem solving		38.1%	61.9%	100% (21)
Developing new procedures and working methods	19.05%	57.14%	23.81%	100% (21)
Forming strategies	10%	65%	25%	100% (20)
Planning and organising	5.26%	36.84%	57.89%	100% (19)
Following instructions and procedures		80.95%	19.05%	100% (21)
Dealing with contingencies	10%	45%	45%	100% (20)
Coping with stressful situations	4.7%	47.62%	47.62%	100% (21)
Commercial thinking	19.05%	61.90%	19.05%	100% (21)

Table 9. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase	x	x	x		x	x	x
Stable	x	x	x	x	x		x
Decline		x		x	x		

3.8 Occupation 'Post-secondary education teacher'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Prepare outlines for courses, including schedule and content of lectures, demonstrations, discussion groups, sessions and	10.53%	68.42%	10.53%	5.26%	5.26%	100% (19 answers)

'Education, Research & Personnel'

seminars.						
2. Prepare course materials, such as syllabi, assignments, hand outs and exams.		31.58%	26.32%	26.32%	15.79%	100% (19)
3. Prepare class meetings (e.g. lectures, demonstrations, seminars, laboratory sessions).	5.26%	10.53%	15.79%	26.32%	42.11%	100% (19)
4. Teach classes using different teaching methods.		5.26%	5.26%	15.79%	73.68%	100% (19)
5. Advise and assist students individually.		5.26%	10.53%	31.58%	52.63%	100% (19)
6. Grade students' work, such as exams, assignments and papers.		10.53%	26.32%	31.58%	31.58%	100% (19)
7. Supervise students' field work, internships, etc.	6.25%	18,75%	43,75%	25%	6.25%	100% (16)
8. Evaluate and report on student' performance and behaviour.		11.11%	55.56%	11.11%	22.22%	100% (18)
9. Keep abreast of developments in their field, e.g. by reading current literature, talking with colleagues and participating in professional conferences.		36.84%	10.53%	31.58%	21.05%	100% (19)
10. Participate in faculty meetings.		15.79%	42.11%	36.84%	5.26%	100% (19)
11. Confer with work organisations to establish internships.	6.25%	62.5%	25%		6.25%	100% (16)
12. Evaluate and, if necessary, revise curricula, course content, course materials, methods of instruction, etc.		44.44%	38.89%	5.56%	11.11%	100% (18)

Similarities and differences between the countries:

There are many differences, but rather transversal to the countries

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
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'Education, Research & Personnel'

1. Prepare outlines for courses, including schedule and content of lectures, demonstrations, discussion groups, sessions and seminars.		12.5%	87.5%	100% (16 answers)
2. Prepare course materials, such as syllabi, assignments, hand outs and exams.		11.11%	88.89%	100% (18)
3. Prepare class meetings (e.g. lectures, demonstrations, seminars, laboratory sessions).		17.65%	82.35%	100% (17)
4. Teach classes using different teaching methods.		11.11%	88.89%	100% (18)
5. Advise and assist students individually.		16.67%	83.33%	100% (18)
6. Grade students' work, such as exams, assignments and papers.		16.67%	83.33%	100% (18)
7. Supervise students' field work, internships, etc.		50%	50%	100% (16)
8. Evaluate and report on student' performance and behaviour.		33.33%	66.67%	100% (18)
9. Keep abreast of developments in their field, e.g. by reading current literature, talking with colleagues and participating in professional conferences.		22.22%	77.78%	100% (18)
10. Participate in faculty meetings.	5.56%	50%	44.44%	100% (18)
11. Confer with work organisations to establish internships.		68.75%	31.25%	100% (16)
12. Evaluate and, if necessary, revise curricula, course content, course materials, methods of instruction, etc.		29.41%	70.59%	100% (17)

Similarities and differences between the countries:

The estimates confirm that differences arise rather inside the countries.

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
'Education, Research & Personnel'							

Diploma	x	x		x	x	x	
Certification					x		
Professional code or protocol				x	x	x	
Other		x	x				

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Collective agreement					x		
Federal government		x					
Legal requirement	x	x		x			

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry			x			x	

Table 6. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement				x			

Table 7. Other additional requirements:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement		x	x				

Table 8. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action		29.41%	70.59%	100% (17)
Instructing co-workers	5.88%	76.47%	17.65%	100% (17)
Supervising	11.76%	47.06%	41.18%	100% (17)

'Education, Research & Personnel'

Co-operating with colleagues		35.29%	64.71%	100% (17)
Communicating		17.65%	82.35%	100% (17)
Relating and networking	5.88%	41.18%	52.94%	100% (17)
Negotiating	5.88%	58.82%	35.29%	100% (17)
Reporting	5.88%	47.06%	47.06%	100% (17)
Applying know-how, professional expertise		11.76%	88.24%	100% (17)
Problem solving		29.41%	70.59%	100% (17)
Developing new procedures and working methods		41.18%	58.82%	100% (17)
Forming strategies	5.88%	47.06%	47.06%	100% (17)
Planning and organising		17.65%	82.35%	100% (17)
Following instructions and procedures	5.88%	47.06%	47.06%	100% (17)
Dealing with contingencies		24.53%	76.47%	100% (17)
Coping with stressful situations	5.88%	11.76%	82.35%	100% (17)
Commercial thinking	29.41%	52.94%	17.65%	100% (17)

Table 9. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase		x	x		x		x
Stable	x		x	x	x	x	x

3.9 Occupation 'University professor'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Plan and prepare university courses (graduate, undergraduate) in collaboration with other staff.		41.67%	33.33%	16.67%	8.33%	100% (24 answers)
2. Prepare and deliver lectures for university courses (graduate, undergraduate) and supervise other staff in conducting classes.		13.04%	13.04%	56.52%	17.39%	100% (23)

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3. Evaluate and grade graduate and undergraduate students' work and research.		4.17%	45.83%	41.67%	8.33%	100% (24)
4. Read, review and discuss journal articles, books and papers.		4.35%	17.39%	30.43%	47.83%	100% (23)
5. Participate in professional conferences, e.g. by delivering lectures, presentations, chairing sessions, etc..		43.48%		8.7%	47.83%	100% (23)
6. Initiate scientific research projects and gather funds.		66.67%	25%	4.17%	4.17%	100% (24)
7. Conduct scientific research in field of specialisation, individually or by participating in a research group.		8.33%	20.83%	25%	45.83%	100% (24)
8. Direct research projects of graduate students and staff.			33.33%	50%	16.67%	100% (24)
9. Publish research findings in scholarly journals or books.		39.13%	56.52%		4.35%	100% (23)
10. Perform management tasks, e.g. developing policy and preparing departmental budgets.		21.74%	34.78%	21.74%	21.74%	100% (23)
11. Provide consultative services to external institutions or organisations, e.g. government or industry	8.7%	43.48%		17.39%	30.43%	100% (23)

Similarities and differences between the countries:

There are some differences, but transversal to the countries

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Plan and prepare university courses (graduate, undergraduate) in collaboration with other staff.	4.35%	30.43%	65.22%	100% (23 answers)
2. Prepare and deliver lectures for university courses (graduate,	4.35%	30.43%	65.22%	100% (23)

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undergraduate) and supervise other staff in conducting classes.				
3. Evaluate and grade graduate and undergraduate students' work and research.	4.35%	21.74%	73.91%	100% (24)
4. Read, review and discuss journal articles, books and papers.		45.45%	54.55%	100% (23)
5. Participate in professional conferences, e.g. by delivering lectures, presentations, chairing sessions, etc..		56.52%	43.48%	100% (23)
6. Initiate scientific research projects and gather funds.		26.09%	73.91%	100% (23)
7. Conduct scientific research in field of specialisation, individually or by participating in a research group.		26.09%	73.91%	100% (23)
8. Direct research projects of graduate students and staff.		39.13%	60.87%	100% (23)
9. Publish research findings in scholarly journals or books.		27.27%	72.73%	100% (22)
10. Perform management tasks, e.g. developing policy and preparing departmental budgets.		69.57%	30.43%	100% (23)
11. Provide consultative services to external institutions or organisations, e.g. government or industry	9.52%	71.43%	19.05%	100% (21)

Similarities and differences between the countries:

The estimates confirm that differences arise rather inside the countries.

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma	x			x		x	
Certification	x						
Professional code or				x		x	

'Education, Research & Personnel'

protocol							
Other		x			x		x

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement				x			

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry		x		x			
Legal requirement			x	x			x
Other				x			

Table 6. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement				x			
Other				x			

Table 7. Other additional requirements:

	BE	GE	UK	FR	NL	PO	SP
Federal government							x
Legal requirement		x					
Other					x		

Table 8. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action	4.76%	38.1%	57.14%	100% (21 answers)
Instructing co-workers	19.05%	57.14%	23.81%	100% (21)
Supervising	9.09%	36.36%	54.55%	100% (21)

'Education, Research & Personnel'

Co-operating with colleagues	9.09%	50%	40.91%	100% (21)
Communicating		36.36%	63.64%	100% (21)
Relating and networking		57.14%	42.86%	100% (22)
Negotiating	13.64%	54.55%	31.82%	100% (22)
Reporting	4.55%	68.18%	27.27%	100% (21)
Applying know-how, professional expertise	4.55%	27.27%	68.18%	100% (22)
Problem solving	4.55%	31.82%	63.64%	100% (22)
Developing new procedures and working methods	9.09%	54.55%	36.36%	100% (22)
Forming strategies	13.64%	40.91%	45.45%	100% (22)
Planning and organising		50%	50%	100% (22)
Following instructions and procedures	27.27%	68.18%	4.55%	100% (22)
Dealing with contingencies	4.55%	63.64%	31.82%	100% (22)
Coping with stressful situations	13.64%	40.91%	45.45%	100% (22)
Commercial thinking	35%	60%	5%	100% (20)

Table 9. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase	x	x	x	x			x
Stable	x	x	x	x	x	x	x
Decline				x			

3.10 Occupation 'University researcher'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Plan and prepare university courses (graduate, undergraduate) in collaboration with other staff.	17.24%	34.48%	13.79%	27.59%	6.9%	100% (29 answers)
2. Prepare and deliver lectures for	17.24%	17.24%	13.79%	27.59%	24.14%	100%

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university courses (graduate, undergraduate).						(29)
3. Evaluate and grade graduate and undergraduate students' work and research.	13.79%	20.69%	31.03%	27.59%	6.9%	100% (29)
4. Read, review and discuss journal articles, books and papers.	3.57%	10.71%	21.43%	28.57%	35.71%	100% (29)
5. Participate in professional conferences, e.g. by delivering lectures, presentations, chairing sessions, etc..	3.57%	46.43%	42.86%	3.57%	3.57%	100% (28)
6. Initiate scientific research projects and gather funds.	17.86%	53.57%	21.43%	3.57%	3.57%	100% (28)
7. Conduct scientific research in field of specialisation, individually or by participating in a research group.	10.71%	3.57%	17.86%	10.71%	17.14%	100% (28)
8. Direct research projects of graduate students.	19.23%	7.69%	26.92%	30.77%	15.38%	100% (26)
9. Publish research findings in scholarly journals or books.	3.57%	57.14%	25%	3.57%	10.71%	100% (26)
10. Actively contribute to policy development of e.g. the department or research group.	19.23%	15.38%	53.85%		11.54%	100% (26)
11. Provide consultative services to external institutions or organisations, e.g. government or industry.	11.11%	48.15%	29.63%	7.41%	3.7	100% (27)

Similarities and differences between the countries:

It seems that in United Kingdom, Belgium and Spain, the university researcher has less responsibility and activity in teaching.

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Plan and prepare university courses (graduate, undergraduate) in 'Education, Research & Personnel'		41.67%	58.33%	100% (24 answers)

collaboration with other staff.				
2. Prepare and deliver lectures for university courses (graduate, undergraduate).		39.13%	60.87%	100% (23)
3. Evaluate and grade graduate and undergraduate students' work and research.		48%	52%	100% (25)
4. Read, review and discuss journal articles, books and papers.		25%	75%	100% (28)
5. Participate in professional conferences, e.g. by delivering lectures, presentations, chairing sessions, etc..		46.43%	53.57%	100% (28)
6. Initiate scientific research projects and gather funds.		41.67%	58.33%	100% (24)
7. Conduct scientific research in field of specialisation, individually or by participating in a research group.		23.08%	76.92%	100% (26)
8. Direct research projects of graduate students.		56.52%	43.48%	100% (23)
9. Publish research findings in scholarly journals or books.		14.29%	85.71%	100% (28)
10. Actively contribute to policy development of e.g. the department or research group.	4.35%	69.57%	26.09%	100% (23)
11. Provide consultative services to external institutions or organisations, e.g. government or industry.	11.54%	65.38%	23.08%	100% (26)

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma	x					x	x
Certification							x
Professional code or protocol	x		x				x
Other	x	x		x			

'Education, Research & Personnel'

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry	x						
Federal government							x

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Federal government		x					x
Legal requirement			x				

Table 6. Type of professional code or protocol:

Branch or industry			x				
Collective agreement	x						x
Other							x

Table 7. Other additional requirements:

Branch or industry	x						
Legal requirement		x					

Table 8. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action	6.9	20.69%	72.41%	100% (29 answers)
Instructing co-workers	6.9%	79.31%	13.79%	100% (29)
Supervising	17.24%	51.72%	31.03%	100% (29)
Co-operating with colleagues	3,45%	37.93%	58.62%	100% (29)
Communicating	3,45%	31.03%	65.52%	100% (29)
Relating and networking	3.57%	50%	46.43%	100% (28)
Negotiating	24.14%	58.62%	17.24%	100% (29)
Reporting	10.34%	37.93%	51.72%	100% (29)
Applying know-how, professional expertise	3,45%	20.69%	75.86%	100% (29)

'Education, Research & Personnel'

Problem solving	3,45%	27.59%	68.97%	100% (29)
Developing new procedures and working methods	6,9%	31.03%	62.07%	100% (29)
Forming strategies	10.34%	58.62%	31.03%	100% (29)
Planning and organising	6,9%	27.59%	65.52%	100% (29)
Following instructions and procedures	17.24%	65.52%	17.24%	100% (29)
Dealing with contingencies	14.29%	39.29%	46.43%	100% (28)
Coping with stressful situations	17.24%	27.59%	55.17%	100% (29)
Commercial thinking	44.44%	40.74%	14.81%	100% (27)

Table 8. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase	x		x				x
Stable	x	x	x	x	x	x	x
Decline						x	x

3.11 Occupation 'Vocational education teacher'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Prepare course programs, course materials, exams etc.		17.24%	24.14%	27.59%	31.03%	100% (29 answers)
2. Prepare meetings with students (e.g. lectures, demonstrations, seminars, laboratory sessions).	3.45%	6.9%	13.79%	20.69%	55.17%	100% (29)
3. Determine training needs of students and adjust the approach accordingly.		17.86%	21.43%	28.57%	32.14%	100% (28)
4. Guide on-the-job training, training sessions and internships.		10.34%		6.9%	27.59%	100% (29)
5. Instruct students individually and in groups, using various teaching				21.43%	78.57%	100% (28)

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methods (e.g. lectures, discussions, demonstrations, supervised practices).						
6. Establish and enforce rules of behaviour and procedures for maintaining order among the students.		6.9%	13.79%	6.9%	72.41%	100% (29)
7. Grade students' work, such as exams, assignments and papers.			7.14%	46.43%	46.43%	100% (28)
8. Evaluate and report on student' performance and behaviour.		6.9%	55.17%	20.69%	17.24%	100% (29)
9. Keep abreast of developments in their field, e.g. by reading current literature, talking with colleagues and participating in professional conferences.		10.34%	48.28%	27.59%	13.79%	100% (29)
10. Participate in staff meetings.	6.9%	3.45%		31.03%	58.62%	100% (29)
11. Confer with work organisations to establish internships.	14.29%	32.14%		10.71%	42.86%	100% (28)
12. Evaluate and, if necessary, revise curricula, course content, course materials, methods of instruction, etc.	3.45%	58.62%	17.24%	6.9%	13.79%	100% (29)

Similarities and differences between the countries:

There are many differences, but transversal to the countries

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Prepare course programs, course materials, exams etc.		13.79%	86.21%	100% (29 answers)
2. Prepare meetings with students (e.g. lectures, demonstrations, seminars, laboratory sessions).		17.86%	82.14%	100% (28)

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3. Determine training needs of students and adjust the approach accordingly.		17.24%	82.76%	100% (29)
4. Guide on-the-job training, training sessions and internships.	3.45%	24.14%	72.41%	100% (29)
5. Instruct students individually and in groups, using various teaching methods (e.g. lectures, discussions, demonstrations, supervised practices).		6.9%	93.1%	100% (29)
6. Establish and enforce rules of behaviour and procedures for maintaining order among the students.		34.48%	65.52%	100% (29)
7. Grade students' work, such as exams, assignments and papers.		3.45%	96.55%	100% (29)
8. Evaluate and report on student' performance and behaviour.		10.71%	89.29%	100% (29)
9. Keep abreast of developments in their field, e.g. by reading current literature, talking with colleagues and participating in professional conferences.		34.48%	65.52%	100% (29)
10. Participate in staff meetings.		48.15%	51.85%	100% (27)
11. Confer with work organisations to establish internships.		48%	52%	100% (25)
12. Evaluate and, if necessary, revise curricula, course content, course materials, methods of instruction, etc.		42.86%	57.14	

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma	x	x		x	x	x	x
Certification	x	x	x	x	x	x	

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Professional code or protocol	x			x	x		
Other		x	x	x	x		x

Table 4. Type of diploma:

Federal government	x		x				x
Legal requirement		x			x		
Other				x	x		

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry					x		

Table 6. Type of professional code or protocol:

Branch or industry				x	x		
Legal requirement	x				x		
Other				x			

Table 7. Other additional requirements:

Federal government					x		x
Legal requirement		x					
Other			x	x	x		

Table 8. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action		33.33%	66.67%	100% (27 answers)
Instructing co-workers	21.43%	46.43%	32.14%	100% (28)
Supervising	10.71%	42.86%	46.43%	100% (28)
Co-operating with colleagues		37.93%	78.57%	100% (28)

Communicating		7.41%	92.59%	100% (27)
Relating and networking	10.71%	39.29%	50%	100% (28)
Negotiating	57.14%	21.43%	21.43%	100% (28)
Reporting	3.57%	50%	46.43%	100% (28)
Applying know-how, professional expertise		7.41%	92.59%	100% (27)
Problem solving	3.7%	11.11%	85.19%	100% (27)
Developing new procedures and working methods	7.14%	42.86%	50%	100% (28)
Forming strategies	25.93%	37.04%	37.04%	100% (27)
Planning and organising	3.57%	17.86%	78.57%	100% (28)
Following instructions and procedures	7.14%	42.86%	50%	100% (28)
Dealing with contingencies		28.57%	71.43%	100% (28)
Coping with stressful situations		28.57%	71.43%	100% (28)
Commercial thinking	35.71%	42.86%	21.43%	100% (28)

Table 8. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase			x	x	x	x	x
Stable			x			x	x
Decline					x		

3.12 Occupation 'Personnel clerk'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Process, verify and maintain documentation relating to personnel matters and procedures, such as recruitment procedures, training programs, performance evaluation procedures, etc.	3.23%	12.9%	22.58%	22.58%	38.71%	100% (31 answers)

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2. Record individual employee data, including such information as addresses, weekly earnings, absences, supervisory reports on performance, etc.	3.13%		3.13%	12.50%	81.25%	100% (32)
3. Process and review employment applications, e.g. to evaluate qualifications or eligibility of applicants		6.67%	36.67%	26.67%	30%	100% (30)
4. Request information from law enforcement officials, previous employers, and other references to determine applicants' employment acceptability.	14.81%	14.81%	33.33%	25.93%	11.11%	100% (27)
5. Make recommendations on staff appointments	7.14%	14.29%	39.29%	32.14%	7.14%	100% (28)
6. Answer questions and explain HR policies and procedures to employees or job applicants		6.25%	6.25%	21.88%	65.63%	100% (32)
7. Provide information on personnel matters (e.g., new appointments) to authorized persons and organizations.		9.68%	22.58%	29.03%	38.71%	100% (28)
8. Prepare management reports on HR issues		3.33%	63.33%	23.33%	10%	100% (30)
9. Perform a variety of clerical duties, e.g. answering telephone calls, sending out announcements of job openings etc.			9.38%	6.25%	84.38%	100% (32)

Similarities and differences between the countries:

There are many differences, but rather transversal to the countries. The job title may be misleading, because may be interpreted to include some functions that correspond to the occupation of a technician in Human Resources

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all	Of some	Of major	Total
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'Education, Research & Personnel'

	important	importance	importance	
1. Process, verify and maintain documentation relating to personnel matters and procedures, such as recruitment procedures, training programs, performance evaluation procedures, etc.		6.67%	93.33%	100% (30 answers)
2. Record individual employee data, including such information as addresses, weekly earnings, absences, supervisory reports on performance, etc.		13.33%	86.67%	100% (30)
3. Process and review employment applications, e.g. to evaluate qualifications or eligibility of applicants	3.23%	25.81%	70.97%	100% (31)
4. Request information from law enforcement officials, previous employers, and other references to determine applicants' employment acceptability.	3.85%	50%	46.15%	100% (26)
5. Make recommendations on staff appointments	3.45%	27.59%	68.97%	100% (27)
6. Answer questions and explain HR policies and procedures to employees or job applicants		29.03%	70.97%	100% (31)
7. Provide information on personnel matters (e.g., new appointments) to authorized persons and organizations.		33.33%	66.67%	100% (30)
8. Prepare management reports on HR issues	3.33%	46.67%	50%	100% (30)
9. Perform a variety of clerical duties, e.g. answering telephone calls, sending out announcements of job openings etc.		38.71%	61.29%	100% (32)

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma			x		x	x	
Certification	x				x	x	

'Education, Research & Personnel'

Professional code or protocol					x	x	
Other		x			x		

Table 4. Type of diploma:

Branch or industry						x	
Legal requirement						x	
Other					x	x	

Table 5. Type of professional code or protocol:

Branch or industry						x	
Collective agreement					x		

Table 6. Other additional requirements:

Collective agreement		x					
Other					x		

Table 7. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action		30%	70%	100% (30 answers)
Instructing co-workers	13.33%	43.33%	43.33%	100% (30)
Supervising	10.71%	42.86%	46.43%	100% (28)
Co-operating with colleagues		37.93%	78.57%	100% (28)
Communicating		7.41%	92.59%	100% (27)
Relating and networking	10.71%	39.29%	50%	100% (28)
Negotiating	57.14%	21.43%	21.43%	100% (28)
Reporting	3.57%	50%	46.43%	100% (28)
Applying know-how, professional expertise		7.41%	92.59%	100% (27)

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Problem solving	3.7%	11.11%	85.19%	100% (27)
Developing new procedures and working methods	7.14%	42.86%	50%	100% (28)
Forming strategies	25.93%	37.04%	37.04%	100% (27)
Planning and organising	3.57%	17.86%	78.57%	100% (28)
Following instructions and procedures	7.14%	42.86%	50%	100% (28)
Dealing with contingencies		28.57%	71.43%	100% (28)
Coping with stressful situations		28.57%	71.43%	100% (28)
Commercial thinking	35.71%	42.86%	21.43%	100% (28)

Table 8. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase			x	x	x	x	x
Stable			x			x	x
Decline					x		

3.13 Occupation 'Psychologist'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Diagnose clients, e.g. through interviews, diagnostics tests, etc.	1.39%	1.39%	4.17%	22.22%	70.83%	100% (72 answers)
2. Provide therapeutic treatment to individuals, families or groups.	5.88%	2.94%		14.71%	76.47%	100% (68)
3. Advise clients on relevant issues, e.g. how to deal with problems of everyday living.	1.41%	2.82%	5.63%	11.27%	78.87%	100% (71)
4. Consult with other (e.g., medical) disciplines, e.g. regarding the best treatment for clients.	5.56%	2.78%	20.83%	30.56%	40.28%	100% (72)
5. Design and implement treatment programs, e.g. behaviour modification programs, mental 'Education, Research & Personnel'	8.82%	23.53%	17.65%	17.65%	32.35%	100% (68)

health programs, etc.						
6. Collaborate with other disciplines in designing and implementing treatment and intervention programs.		22.06%	25%	17.65%	27.94%	100% (68)
7. Construct tests and other analytical tools, e.g. to assess and predict mental and emotional states.	15.15	19.7%	36.36%	9.09%	19.7%	100% (66)
8. Conduct scientific research in field of specialisation, individually or by participating in a research group.	10.94%	45.31%	21.88%	9.38%	12.5%	100% (64)
9. Publish research findings in scholarly journals or books.	14.52%	66.13%	11.29%		8.06%	100% (62)
10. Participate in professional conferences, e.g. by delivering lectures, presentations, chairing sessions, etc..	10%	50%	32.86%	1.43%	5.71%	100% (70)

Similarities and differences between the countries:

There are many differences, but rather transversal to the countries. Probably the reason for the dispersion in the responses was that the term "psychologist" means a profession (ie a set of occupations which has certain common features, and requires a base of qualification also common). It is also used to describe one of the occupations of the field (the psychologist in general), along with other more specific, such as clinical Psychologist, educational Psychologist or psychologist of labour. The typification of reference include tasks of the clinical psychologist and psychologist in general.

Table 2 Importance of competent performance of tasks for the occupation. Frequencies

Task	Not at all important	Of some importance	Of major importance	Total
1. Diagnose clients, e.g. through interviews, diagnostics tests, etc.	1.37%	9.59%	89.04%	100% (73 answers)
2. Provide therapeutic treatment to individuals, families or groups.	1.45%	8.7%	89.86%	100% (68)
3. Advise clients on relevant issues, e.g. how to deal with problems of 'Education, Research & Personnel'	2.86%	14.29%	82.86%	100% (70)

everyday living.				
4. Consult with other (e.g., medical) disciplines, e.g. regarding the best treatment for clients.	1.45%	26.09%	72.46%	100% (69)
5. Design and implement treatment programs, e.g. behaviour modification programs, mental health programs, etc.	1.54%	35.38%	63.08%	100% (65)
6. Collaborate with other disciplines in designing and implementing treatment and intervention programs.		36.36%	63.64%	100% (66)
7. Construct tests and other analytical tools, e.g. to assess and predict mental and emotional states.	3.13%	42.19%	54.69%	100% (64)
8. Conduct scientific research in field of specialisation, individually or by participating in a research group.		44.62%	55.38%	100% (65)
9. Publish research findings in scholarly journals or books.	3.13%	53.13%	43.75%	100% (64)
10. Participate in professional conferences, e.g. by delivering lectures, presentations, chairing sessions, etc..	2.99%	64.18%	32.84%	100% (67)

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma	x	x	x		x	x	x
Certification	x	x	x	x	x	x	x
Professional code or protocol	x	x	x	x	x	x	x
Other	x	x	x		x		x

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
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'Education, Research & Personnel'

Branch or industry			x		x	x	
Federal government					x		
Legal requirement					x		x
Other	x	x	x		x	x	x

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Collective labour agreement					x		
Branch or industry						x	
Federal government			x				
Legal requirement					x	x	x
Other		x					

Table 6. Type of professional code or protocol:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry	x	x			x	x	x
Federal government					x		
Legal requirement	x	x		x	x	x	
Other	x	x	x		x	x	x

Table 7. Other additional requirements:

	BE	GE	UK	FR	NL	PO	SP
Collective labour agreement					x		
Branch or industry			x		x		
Federal government					x		
Legal requirement							x
Other		x	x		x		

Table 8. Relevance of certain competencies for the occupation

'Education, Research & Personnel'

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action		28.99%	71.01%	100% (69)
Instructing co-workers	5.97%	70.15%	23.88%	100% (67)
Supervising	19.4	62.69%	17.91%	100% (67)
Co-operating with colleagues		26.87%	73.13%	100% (67)
Communicating		11.59%	88.41%	100% (69)
Relating and networking	2.94%	48.53%	48.53%	100% (68)
Negotiating	17.39%	49.28%	33.33%	100% (69)
Reporting	7.25%	31.88%	60.87%	100% (69)
Applying know-how, professional expertise		8.7%	91.3%	100% (69)
Problem solving		18.84%	81.16%	100% (69)
Developing new procedures and working methods	10.14%	57.97%	31.88%	100% (69)
Forming strategies	8.7%	39.13%	52.17%	100% (69)
Planning and organising	4.35%	39.13%	56.52%	100% (69)
Following instructions and procedures	7.25%	57.97%	34.78%	100% (69)
Dealing with contingencies		29.45%	70.59%	100% (68)
Coping with stressful situations	1.47%	23.53%	75%	100% (68)
Commercial thinking	23.19%	69.57%	7.25%	100% (69)

Table 8. Estimate of employment trend:

	BE	GE	UK	FR	NL	PO	SP
Increase	x	x	x	x	x	x	x
Stable	x	x		x	x		x
Decline					x		

3.14 Occupation 'Child care service manager'

Table 1 Frequency of performance of tasks for the occupation. Percentage and number of answers

'Education, Research & Personnel'

Task	Never	Yearly	Monthly	Weekly	Daily	Total
1. Direct and coordinate child care personnel.				11.11%	88.89%	100% (9 answers)
2. Determine allocations of funds for staff, supplies, materials, equipment etc.			44.44%	22.22%	33.33%	100% (9)
3. Prepare and maintain records and accounts of the child care centre (e.g., planning, activity reports, personnel reports, records for officials).		11.11%	22.22%	55.56%	11.11%	100% (9)
4. Manage physical facilities and make sure all buildings and equipment are maintained.	11.11%	33.33%	11.11%	44.44%		100% (9)
5. Review and interpret government codes, and develop procedures to meet codes (e.g., concerning safety and security).		22.22%	33.33%	44.44%		100% (9)
6. Set standards and develop programmes to enhance the physical, emotional and intellectual development of young children.		22.22%	44.44%	33.33%		100% (9)
7. Monitor children's progress.			11.11%	22.22%	66.67%	100% (9)
8. Confer with parents or guardians, e.g. report on the progress of their children and, if necessary, help them to solve problems.	11.11%		22.22%	44.44%	22.22%	100% (9)
9. Recruit and evaluate staff and coordinate their professional development.		77.78%	22.22%			100% (9)

Similarities and differences between the countries:

There are some differences, but do not seem to affect the essential nature of the occupation

Table 2 Importance of competent performance of tasks for the occupation. Frequencies 'Education, Research & Personnel'

Task	Not at all important	Of some importance	Of major importance	Total
1. Direct and coordinate child care personnel.		12.5%	87.5%	100% (8 answers)
2. Determine allocations of funds for staff, supplies, materials, equipment etc.		25%	75%	100% (8)
3. Prepare and maintain records and accounts of the child care centre (e.g., planning, activity reports, personnel reports, records for officials).		37.5%	62.5%	100% (8)
4. Manage physical facilities and make sure all buildings and equipment are maintained.	28.57%	14.29%	57.14%	100% (7)
5. Review and interpret government codes, and develop procedures to meet codes (e.g., concerning safety and security).		50%	50%	100% (8)
6. Set standards and develop programmes to enhance the physical, emotional and intellectual development of young children.		25%	75%	100% (8)
7. Monitor children's progress.		12.5%	87.5%	100% (8)
8. Confer with parents or guardians, e.g. report on the progress of their children and, if necessary, help them to solve problems.		42.86%	57.14%	100% (7)
9. Recruit and evaluate staff and coordinate their professional development.		12.5%	87.5%	100% (8)

Table 3. Additional requirements for the occupation:

	BE	GE	UK	FR	NL	PO	SP
Diploma					x	x	
Certification		x	x			x	

'Education, Research & Personnel'

Other						x	

Table 4. Type of diploma:

	BE	GE	UK	FR	NL	PO	SP
Branch or industry						x	

Table 5. Type of certification:

	BE	GE	UK	FR	NL	PO	SP
Legal requirement						x	

Table 6. Relevance of certain competencies for the occupation

Competencies	Not at all important	Of some importance	Of major importance	Total
Initiating action		12.5%	87.5%	100% (8 answers)
Instructing co-workers		50%	50%	100% (8)
Supervising		12.5%	87.5%	100% (8)
Co-operating with colleagues		25%	75%	100% (8)
Communicating		12.5%	87.5%	100% (8)
Relating and networking		37.5%	62.5%	100% (8)
Negotiating		37.5%	62.5%	100% (8)
Reporting		50%	50%	100% (8)
Applying know-how, professional expertise		12.5%	87.5%	100% (8)
Problem solving		25%	75%	100% (8)
Developing new procedures and working methods		75%	25%	100% (8)
Forming strategies		87.5%	12.5%	100% (8)
Planning and organising		12.5%	87.5%	100% (8)
Following instructions and procedures		75%	25%	100% (8)
Dealing with contingencies		12.5%	87.5%	100% (8)
Coping with stressful situations		12.5%	87.5%	100% (8)

'Education, Research & Personnel'

Commercial thinking		87.5%	12.5%	100% (8)
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Table 7. Estimate of employment trend:

	GE	UK	FR	NL	PO
Increase		x		x	x
Stable			x		x
Decline	x				x

3. Revisions of the EurOccupations task descriptions

Speech therapist

The following task should be added:

- Facilitate information, counselling and early diagnosis of language, speech, voice and oral fluency disorders in order to prevent them or to limit severity.

Proposal of changes:

- Task 4, add: 'Also where appropriate apply therapies regarding vocabulary, grammar and speech systematic problems of formation of sounds'
- Task 10: Include 'materials'

Education advisor

The following task should be added:

- Assess learners about the qualifications for the job and helps them to make a professional career plan and to find job.
- Helps to adapt to the Information Society (including media), and use its resources to education, training and work

Child care service manager

The following task should be added:

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- Cooperate with external institutions in order to identify needs, satisfy them and increase the quality of the services

Primary school teacher

The following task should be added:

- Keep informed about relevant developments within the discipline
- Keep in touch with other professionals, such as psychologists, educational experts, youth professionals, counsellors and social workers.

It seems convenient to change the following tasks based on the comments of experts in various countries:

- 6. Prepare, assign and grade class work and homework.
- 11. Keep in touch with parents, individually and through meetings
- Assess learners and participate in continuing professional development to enhance skills

Participate in projects of study and innovation.

Post secondary education teacher

The following task should be added:

- Assess learners and participate in continuing professional development to enhance skills
- Participate in projects of study and innovation.

Primary school principal

The following task should be added:

- Consult and liaise with authorities, experts, parents and other, and participate in meetings, in order to improve the effectiveness of education.
- Keep informed about educational developments and other facts or progresses, in order to improve the quality of the school.

University professor

The following task should be added:

- Act as personal tutor, and supervise and advise undergraduate and postgraduate students

Proposal of change:

- Add to 11: 'Cooperates with regional, national or international institutions.

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University researcher

The following task should be added:

- Disseminate research to both academic and non-academic audiences such as practitioners and policy makers.
- Attend research project meetings and relevant seminars
- Teaches doctorate courses and direct doctoral thesis

Secondary education teacher

The following task should be added to the EurOccupations standardised task list based on the comments of experts in various countries:

- Provide guidance to pupils, including about career choices, work and post school study opportunities

Secondary school principal

The following task should be added:

- Consult and liaise with authorities, the governing body, staff, and the parents/carers of the pupils

Vocational education teacher

The following task should be added:

- Act as personal tutor, supporting students and helping with problems
- Keep informed about the actual developments within the profession and provide professional guidance to pupils.

Proposal of change:

- Add to task 11: 'Monitor practical stages in the companies'

Personnel clerk

The following task should be added:

- Provide support for grievances, redundancies and disciplinary procedures

Proposal of change:

'Education, Research & Personnel'

- Task 4 should be deleted from the task list.

Psychologist

Psychologist is a 'profession' that includes several occupations: one general and other such clinical psychologist, educational psychologist and psychologist of work and organizations (may be also Sport psychology, Psychology professor and other.

The typification done is a synthesis between the general occupation and the one of clinical psychologist
The following tasks should be added in connection with different occupations of psychologist:

- Coach, and professional and organizational development
- Conduct trainings concerning interpersonal skills
- Assess and interpret human behaviour on the basis of tests and consults
- Help to selection of candidates in organizations
- Give advice to clients in case of work-related problems such as conflicts at work, burn out and outplacement.
- Teach psychology

4. Actual national educational levels

OCCUPATIONAL CODE	OCCUPATION / OCCUPATIONAL GROUP	country							
		BE	DE	ES	FR	IT	NL	PL	UK
13450100000	Secondary school principal			5,0				5,0	4,7
13450300000	Vocational education manager			4,8				4,5	4,6
21140000000	Geologist, geophysicist	5,0	5,5	5,4				5,2	5,1
21140400000	Physical scientists, all other	5,3		5,3	6,0			5,7	5,5
21220000000	Statistician	5,0		5,1		5,0	5,5	4,9	4,9
21220100000	Demographer							6,0	
23100100000	Post-secondary education teacher agricultural subjects			2,0					5,0
23100200000	Post-secondary education teacher economic, psychological, pedagogic subjects	5,0		6,0					4,3
23100300000	Post-secondary education teacher language skills, history	5,0		5,5					4,8
23100400000	Post-secondary education teacher legal, managerial, administrative subjects	5,0		5,0					4,8
23100500000	Post-secondary education teacher life sciences, biology, medical, care subjects	5,3		6,0					5,3

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23100600000	Post-secondary education teacher math, science, informatics			5,0	6,0				5,3
23100700000	Post-secondary education teacher technical subjects			5,0					5,0
23100800000	University lecturer agricultural subjects							6,0	
23100900000	University lecturer economic, psychological, pedagogic subjects			6,0				5,5	5,8
23101000000	University lecturer language skills, history							5,3	5,2
23101100000	University lecturer legal, managerial, administrative subjects			6,0				5,3	5,3
23101200000	University lecturer life sciences, biology, medical, care subjects	6,0		6,0				5,6	6,0
23101300000	University lecturer math, science, informatics			5,3				5,8	5,7
23101400000	University lecturer technical subjects							6,0	5,5
23101500000	University professor agricultural subjects							6,0	5,0



23101600000	University professor economic, psychological, pedagogic subjects			6,0		2,0		6,0	6,0
23101700000	University professor language skills, history			5,0		5,0		6,0	
23101900000	University professor life sciences, biology, medical, care subjects					5,0		6,0	
23102000000	University professor math, science, informatics	6,0		5,0				6,0	6,0
23102100000	University professor technical subjects							6,0	
23102300000	University reader economic, psychological, pedagogic subjects	5,0						6,0	5,3
23102400000	University reader language skills, history			5,0	5,0			5,5	5,0
23102500000	University reader legal, managerial, administrative subjects			5,0				6,0	
23102600000	University reader life sciences, biology, medical, care subjects			6,0				6,0	5,5
23102700000	University reader math, science, informatics	5,0						6,0	6,0
23102800000	University reader technical subjects							6,0	5,0

23102900000	University researcher agricultural subjects	6,0		6,0				5,0	5,0
23103000000	University researcher economic, psychological, pedagogic subjects	5,3		5,5	6,0			5,3	5,7
23103100000	University researcher language skills, history	5,0		4,3				6,0	
23103200000	University researcher legal, managerial, administrative subjects			5,5					5,0
23103300000	University researcher life sciences, biology, medical, care subjects	5,5		5,4	6,0	6,0		5,1	5,5
23103400000	University researcher math, science, informatics	6,0		5,3		6,0		5,4	5,6
23103500000	University researcher technical subjects	5,0		5,4	6,0			5,0	5,7
23103600000	Other secondary education teacher			5,1		4,0		5,1	4,8
23103700000	Other university lecturer			5,9		5,0		5,8	5,3
23103800000	Other university professor			4,1		4,0		5,0	6,0
23103900000	Other university reader			6,0				5,0	5,0
23104100000	PhD student economic, psychological, pedagogic subjects			5,0				5,0	



23104200000	PhD student language skills, history							5,0	
23104400000	PhD student life sciences, biology, medical, care subjects			5,0				5,5	5,3
23104500000	PhD student math, science, informatics			4,0					5,0
23104600000	PhD student technical subjects			5,0					
23104700000	Other PhD student			6,0				3,0	4,0
23104800000	Other university researcher			5,2		5,0	4,7	5,5	5,0
23200000000	Vocational education teachers	5,0	5,2	5,7			5,2	5,4	5,0
23200200000	Vocational education teacher economic, psychological, pedagogic subjects			5,0				5,0	
23200300000	Vocational education teacher language skills, history								5,0
23200400000	Vocational education teacher legal, managerial, administrative subjects			4,0					4,7
23200500000	Vocational education teacher life sciences, biology, medical, care subjects			5,0					5,0
23200600000	Vocational education teacher math, science,			5,0					5,0



	informatics								
23200700000	Vocational education teacher technical subjects	5,0		5,3				3,0	3,8
23200800000	Other vocational education teacher			3,6				3,0	4,4
23300100000	Secondary education teacher agricultural subjects	5,0						5,0	
23300200000	Secondary education teacher economic, psychological, pedagogic subjects	5,5		5,0				5,0	5,1
23300300000	Secondary education teacher language skills, history	5,0		5,0	3,0			4,9	4,9
23300400000	Secondary education teacher legal, managerial, administrative subjects	5,0		4,3				5,0	5,0
23300500000	Secondary education teacher life sciences, biology, medical, care subjects	5,0		5,3				4,8	5,2
23300600000	Secondary education teacher math, science, informatics	5,0		5,0				4,9	5,0

23300700000	Secondary education teacher technical subjects	5,0		4,6				5,0	5,0
23400000000	Primary school teacher	4,7	4,9	5,0	4,0	4,0	4,9	4,9	4,9
23400100000	Primary school principal			5,3				5,0	5,0
23400200000	Special education teaching professional	4,8		4,6				4,7	4,3
23500000000	Other teaching professionals	4,9	5,2	4,3			4,9		4,5
23510000000	Education methods specialist	4,9	4,9	5,1		5,0	4,7	4,9	4,4
23510100000	Education advisor	5,0		4,3		5,5		4,8	4,6
23520000000	School inspector	5,0	5,2					4,5	5,0
23530000000	Special needs teachers	4,6	4,9	4,9			4,9	5,0	4,7
23530100000	Remedial teacher	5,0		5,0				5,0	
23530200000	Special needs teacher primary school	5,0		5,0				5,0	5,0
23530300000	Special needs teacher secondary school	5,0		5,0					4,5
23540000000	Extra-systemic language teacher	5,0		4,8				4,0	5,0
23540100000	National/second language teacher	5,0		5,3				4,7	5,0
23550000000	Extra-systemic art, drama or music teacher	5,0		3,0					5,0
23590000000	Other teaching professional			4,5		5,0		4,8	4,1
23590100000	Driving instructor	1,0		4,0					5,0
23590200000	Driving examiner					4,0			1,0
23590300000	Extra-systemic sports teacher	5,0		5,0		4,0		5,0	4,3
24400000000	Social, religious and related professionals		4,9	5,5			5,1		

24420000000	Sociologists, anthropologists and related professionals	5,1	5,0	5,5			5,1	4,6	6,0
24420100000	Archaeologist			5,5					
24420200000	Sociologist	5,0		5,0				5,7	
24420300000	Other social scientist			4,5				5,8	5,3
24430000000	Philosophers, historians and political scientists	5,2	5,2	5,5			5,3	5,1	5,5
24430100000	Historian							5,0	
24430200000	Philosopher			6,0				5,0	
24440000000	Philologists, translators and interpreters	4,9	5,0	5,1			4,8	4,7	3,0
33330300000	Statistical data manager			5,0				5,0	4,5
33330400000	Statistical technician			4,8				5,0	4,3
34190000000	Other teaching associate professional	4,4		4,4		5,0	3,1	5,0	3,9
41220900000	Statistical clerk			5,5				5,0	2,5
51310200000	Schoolchildren attendant	5,0		4,0				5,0	
51310300000	Teacher assistant			4,6					4,2

5. Problematic occupations

In connection with Speech therapist

The tasks list focuses on work in an ambulant practice. However, the main tasks differ considerably related to the concrete area of work: independent practices, hospital facilities, special pedagogic facilities, health care centres, registered specialist physicians, universities or research centres.

Psychologist

Psychologist is a 'profession' that includes several occupations: one general and other such clinical psychologist, educational psychologist and psychologist of work and organizations (may be also Sport psychology, Psychology professor and other.

The typification done is a synthesis between the general occupation and the one of clinical psychologist

In connection with University researcher

The mentioned name seems to express an occupation, but at the same time highlights the need to recognize one more generic: the researcher, and perhaps other specific occupations of researcher and one or several of 'research assistant'

Occupational differences between countries (and linguistic differences based in occupational reality)

The results of the survey indicate that the content of the occupations is fairly similar across countries. Nevertheless there are some specificities:

In connection with 'Nursery school teacher'

'Erzieher/innen' do not only work in the pre-school area but also with school children for example in day homes for school children or all-day schools.

In connection with 'Primary school principal' and 'Secondary school principal'

In Germany, only the occupation 'Schulleiter/in - allgemeinbildende Schulen' exists. There is no differentiation according to the type of schools

In connection with 'University professor' and 'Post secondary education teacher'

In France, the content of the first occupations essentially corresponds with "maître de conférences, and second with "enseignant universitaire"

In connection with 'Personnel clerk'

In Germany, the occupation Personaldienstleistungskaufmann/frau is established

Misleading occupational type:

Post secondary education teacher

Content and translations in some cases evoke a higher secondary education (e. g. in Spain) and other university (e. g. in France)

Suggestions based in apparent purely linguistic errors:

Post secondary education teacher

- Content, and especially some translations, in some cases seem to evoke a higher secondary education (e. g. in Spain) and other university (e. g. in France)

Primary school principal

- In french translation, task 12, about Consult and liaison replace "las" by "la" (before the word "publicité")

University professor

- In Spain it seems better the expressed title than "catedrático", since this is only one type of professor, which has lost occupational peculiarity
- In Spanish also, in task 4 initiate the translation "Realizar y dirigir..."

6. Proposed revisions for the EurOccupations extended list of occupations

In connection with Personnel clerk

It seems convenient identify the profile of the Human Resources Technician (or perhaps 'Personnel Officer'). The information technologies have led to integrate many tasks that before demanded a great administrative work, and have made so easy the execution that they can be carried out by clerks or by technicians.

Psychologist

Psychologist is a 'profession' that includes several occupations: one general and other such clinical psychologist, educational psychologist and psychologist of work and organizations (may be also Sport psychology, Psychology professor and other.

The typification done is a synthesis between the general occupation and the one of clinical psychologist

In connection with University researcher

The mentioned name seems to express an occupation, but at the same time highlights the need to recognize one more generic: the researcher, and perhaps other specific occupations of researcher and one or several of 'research assistant'

7. Conclusions and discussion

Education is one of the occupational fields more exposed to cultural, political and administrative criteria. These factors provoke a remarkable diversity in certain occupations among the different countries. For example, among the occupational types that we have chosen there is the 'Post-secondary education teacher'. But we must admit that in any educational systems it is very stumped.

In certain occupations of Education, must we consider the directive functions as highly different from the educational ones, or must we understand those as essentially part of these? The situation probably differ between different countries.

Nevertheless the results of the survey indicate that the content of the occupations is fairly similar across countries. And there are some important reasons to promote a reasonable convergence among the occupational types at a European scale.

Education, Research and Personnel seems include more professions than simple occupations. Are the first reducible to the seconds, or perhaps the occupation is additional and ulterior to the profession? There was quite agreement about the convenience of recognize more occupational extent to a profession as 'psychologist'. And it seems that 'researcher' can be considered as a profession that includes 'university researcher'. In some cases it seems that a profession has two occupational dimensions, as the researcher one.

The situation seems clearer in the area of human resources. For example, it seems justified the profile of manager. His specific activity must inscribe into a wider management. At lower occupational levels, it seems convenient identify the profile of the technician (or medium-high professional'), and that of the clerk. There are some facts that affects the two profiles. For example, the information technologies have led to integrate many tasks that before demanded a great administrative work, and have made so easy the execution that they can be carried out by clerks or by technicians.



The technological factor has also eliminated occupations like payroll clerks or other differentiated functions. In the companies of certain volume there are some clerks specialized in human resources, but not in functions so specific as payrolls.

Any possible items for discussion:

It is possible that some of the presents have opinions or doubts more important that detected for the team of the cluster and people already consulted. Because of that it seems convenient open at the beginning the possibility of introduce that questions in the debate. Besides we propose to tackle with:

- Professions and occupations, with an special regard to 'psychologist', 'researcher' and "university researcher'.
- Coincidences and disagreement between educational systems, and projection of it at occupational level. Inadequacy of 'Post-secondary education teacher'. The question of management.
- Convenience of identify the 'Human Resources technician', and eliminate the 'payroll clerk'.
- Inadequacies of translation

3.2. Appendix A Additional analyses EurOccupations data 'Education, research & personnel'

(Aggregate data, of frequency and percent)

How many subordinates do people working in the occupations of the cluster formally supervise:

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
None	8 5.41 40.00	8 5.41 57.14	7 4.73 38.89	11 7.43 68.75	8 5.41 57.14	22 14.86 44.90	5 3.38 29.41	69 46.62
1-10	10 6.76 50.00	4 2.70 28.57	8 5.41 44.44	3 2.03 18.75	3 2.03 21.43	11 7.43 22.45	5 3.38 29.41	44 29.73
11-100	2 1.35 10.00	1 0.68 7.14	3 2.03 16.67	2 1.35 12.50	3 2.03 21.43	10 6.76 20.41	6 4.05 35.29	27 18.24
>100	0 0.00 0.00	1 0.68 7.14	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	6 4.05 12.24	1 0.68 5.88	8 5.41
Total	20 13.51	14 9.46	18 12.16	16 10.81	14 9.46	49 33.11	17 11.49	148 100.00

How often does the work involve coaching or training of less experienced co-workers, students or trainees

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Regularly	9 5.63 40.91	6 3.75 37.50	3 1.88 17.65	3 1.88 20.00	7 4.38 50.00	34 21.25 61.82	13 8.13 61.90	75 46.88
Occasionally	7 4.38 31.82	6 3.75 37.50	10 6.25 58.82	12 7.50 80.00	7 4.38 50.00	17 10.63 30.91	7 4.38 33.33	66 41.25
Never	1 0.63 4.55	1 0.63 6.25	3 1.88 17.65	0 0.00 0.00	0 0.00 0.00	1 0.63 1.82	0 0.00 0.00	6 3.75
It varies	5 3.13	3 1.88	1 0.63	0 0.00	0 0.00	3 1.88	1 0.63	13 8.13

'Education, Research & Personnel'

	22.73	18.75	5.88	0.00	0.00	5.45	4.76	
Total	22	16	17	15	14	55	21	160
	13.75	10.00	10.63	9.38	8.75	34.38	13.13	100.00

Physical effort required

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Not at all	8	6	6	5	8	16	4	53
	4.97	3.73	3.73	3.11	4.97	9.94	2.48	32.92
	38.10	37.50	33.33	31.25	57.14	29.09	19.05	
Some	12	9	9	10	5	31	10	86
	7.45	5.59	5.59	6.21	3.11	19.25	6.21	53.42
	57.14	56.25	50.00	62.50	35.71	56.36	47.62	
Much	1	1	3	1	1	8	7	22
	0.62	0.62	1.86	0.62	0.62	4.97	4.35	13.66
	4.76	6.25	16.67	6.25	7.14	14.55	33.33	
Total	21	16	18	16	14	55	21	161
	13.04	9.94	11.18	9.94	8.70	34.16	13.04	100.00

Mental effort generally required

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Not at all	0	1	0	0	0	0	0	1
	0.00	0.63	0.00	0.00	0.00	0.00	0.00	0.63
	0.00	6.25	0.00	0.00	0.00	0.00	0.00	
Some	1	0	7	1	3	6	1	19
	0.63	0.00	4.40	0.63	1.89	3.77	0.63	11.95
	4.55	0.00	38.89	6.25	21.43	11.76	4.55	
Much	21	15	11	15	11	45	21	139
	13.21	9.43	6.92	9.43	6.92	28.30	13.21	87.42
	95.45	93.75	61.11	93.75	78.57	88.24	95.45	
Total	22	16	18	16	14	51	22	159
	13.84	10.06	11.32	10.06	8.81	32.08	13.84	100.00

Organization as part of the work

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Yes, of personnel/staff	2 1.29 9.52	4 2.58 25.00	1 0.65 5.56	0 0.00 0.00	0 0.00 0.00	8 5.16 16.00	2 1.29 9.52	17 10.97
Yes, of equipment/material	4 2.58 19.05	2 1.29 12.50	6 3.87 33.33	10 6.45 62.50	3 1.94 23.08	10 6.45 20.00	14 9.03 66.67	49 31.61
Yes, of both	14 9.03 66.67	10 6.45 62.50	8 5.16 44.44	5 3.23 31.25	10 6.45 76.92	28 18.06 56.00	5 3.23 23.81	80 51.61
No	1 0.65 4.76	0 0.00 0.00	3 1.94 16.67	1 0.65 6.25	0 0.00 0.00	4 2.58 8.00	0 0.00 0.00	9 5.81
Total	21 13.55	16 10.32	18 11.61	16 10.32	13 8.39	50 32.26	21 13.55	155 100.00

Use of computers

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Routine	12 7.59 54.55	5 3.16 31.25	11 6.96 57.89	10 6.33 62.50	4 2.53 28.57	24 15.19 48.00	8 5.06 38.10	74 46.84
Complex	8 5.06 36.36	11 6.96 68.75	5 3.16 26.32	5 3.16 31.25	9 5.70 64.29	23 14.56 46.00	13 8.23 61.90	74 46.84
Advanced	2 1.27 9.09	0 0.00 0.00	3 1.90 15.79	1 0.63 6.25	1 0.63 7.14	3 1.90 6.00	0 0.00 0.00	10 6.33
Total	22 13.92	16 10.13	19 12.03	16 10.13	14 8.86	50 31.65	21 13.29	158 100.00

When can people start working in this occupation

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Immediately after education	3	13	9	6	6	34	13	84
	2.00	8.67	6.00	4.00	4.00	22.67	8.67	56.00
	17.65	86.67	50.00	37.50	50.00	68.00	59.09	
In company dual-learning	0	1	2	7	1	1	0	12
	0.00	0.67	1.33	4.67	0.67	0.67	0.00	8.00
	0.00	6.67	11.11	43.75	8.33	2.00	0.00	
Apprenticeships	0	0	1	2	0	1	6	10
	0.00	0.00	0.67	1.33	0.00	0.67	4.00	6.67
	0.00	0.00	5.56	12.50	0.00	2.00	27.27	
Other	14	1	6	1	5	14	3	44
	9.33	0.67	4.00	0.67	3.33	9.33	2.00	29.33
	82.35	6.67	33.33	6.25	41.67	28.00	13.64	
Total	17	15	18	16	12	50	22	150
	11.33	10.00	12.00	10.67	8.00	33.33	14.67	100.00

How long does it generally take, after completing the required formal education, to become competent

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Up to 1 week	0	0	0	0	0	1	1	2
	0.00	0.00	0.00	0.00	0.00	0.66	0.66	1.32
	0.00	0.00	0.00	0.00	0.00	2.13	4.55	
1 week – 1 month	0	0	1	1	0	0	0	2
	0.00	0.00	0.66	0.66	0.00	0.00	0.00	1.32
	0.00	0.00	5.56	6.25	0.00	0.00	0.00	
1 – 3 months	0	1	4	1	0	2	0	8
	0.00	0.66	2.63	0.66	0.00	1.32	0.00	5.26
	0.00	7.14	22.22	6.25	0.00	4.26	0.00	
3 – 6 months	0	0	0	0	0	5	0	5
	0.00	0.00	0.00	0.00	0.00	3.29	0.00	3.29
	0.00	0.00	0.00	0.00	0.00	10.64	0.00	
6 months – 1 year	0	2	5	0	3	5	8	23
	0.00	1.32	3.29	0.00	1.97	3.29	5.26	15.13
	0.00	14.29	27.78	0.00	21.43	10.64	36.36	
	12	9	6	12	8	21	8	76

'Education, Research & Personnel'

1 – 5 years	7.89 57.14	5.92 64.29	3.95 33.33	7.89 75.00	5.26 57.14	13.82 44.68	5.26 36.36	50.00
≥ 5 years	9 5.92 42.86	2 1.32 14.29	2 1.32 11.11	2 1.32 12.50	3 1.97 21.43	13 8.55 27.66	5 3.29 22.73	36 23.68
Total	21 13.82	14 9.21	18 11.84	16 10.53	14 9.21	47 30.92	22 14.47	152 100.00

Level of knowledge in the occupation

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Knowledge of facts, principles, processes and general concepts, in a field of work	0 0.00 0.00	0 0.00 0.00	1 1.52 6.67	0 0.00 0.00	0 0.00 0.00	1 1.52 5.00	0 0.00 0.00	2 3.03
Factual and theoretical knowledge in broad contexts within a field of work	0 0.00 0.00	1 1.52 8.33	4 6.06 26.67	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	1 1.52 50.00	6 9.09
Comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge	5 7.58 55.56	4 6.06 33.33	0 0.00 0.00	0 0.00 0.00	1 1.52 16.67	4 6.06 20.00	0 0.00 0.00	14 21.21
Advanced knowledge of a field of work, involving a critical understanding of theories and principles	1 1.52 11.11	1 1.52 8.33	5 7.58 33.33	0 0.00 0.00	0 0.00 0.00	7 10.61 35.00	1 1.52 50.00	15 22.73
Highly specialised knowledge of a field of work and critical awareness of knowledge issues in a field and at the interface between different fields	3 4.55 33.33	6 9.09 50.00	1 1.52 6.67	1 1.52 50.00	3 4.55 50.00	6 9.09 30.00	0 0.00 0.00	20 30.30
Knowledge at the most advanced frontier of a field of work and at the interface between fields	0 0.00 0.00	0 0.00 0.00	4 6.06 26.67	1 1.52 50.00	2 3.03 33.33	2 3.03 10.00	0 0.00 0.00	9 13.64
Total	9 13.64	12 18.18	15 22.73	2 3.03	6 9.09	20 30.30	2 3.03	66 100.00

Skill level in the occupation

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	0 0.00 0.00	0 0.00 0.00	6 9.09 40.00	0 0.00 0.00	0 0.00 0.00	2 3.03 10.00	0 0.00 0.00	8 12.12
A range of cognitive and practical skills required to generate solutions to specific problems in a field of work	1 1.52 11.11	4 6.06 33.33	0 0.00 0.00	0 0.00 0.00	0 0.00 0.00	1 1.52 5.00	0 0.00 0.00	6 9.09
A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	4 6.06 44.44	2 3.03 16.67	2 3.03 13.33	0 0.00 0.00	2 3.03 33.33	6 9.09 30.00	2 3.03 100.00	18 27.27
Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work	2 3.03 22.22	1 1.52 8.33	2 3.03 13.33	0 0.00 0.00	0 0.00 0.00	7 10.61 35.00	0 0.00 0.00	12 18.18
Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	1 1.52 11.11	3 4.55 25.00	2 3.03 13.33	0 0.00 0.00	2 3.03 33.33	1 1.52 5.00	0 0.00 0.00	9 13.64
The most advanced and specialised skills an techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	1 1.52 11.11	2 3.03 16.67	3 4.55 20.00	2 3.03 100.00	2 3.03 33.33	3 4.55 15.00	0 0.00 0.00	13 19.70
Total	9 13.64	12 18.18	15 22.73	2 3.03	6 9.09	20 30.30	2 3.03	66 100.00

Level of responsibility and autonomy

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Under direct supervision in a structured context	0 0.00 .	0 0.00 0.00	0 0.00 0.00	0 0.00 .	0 0.00 0.00	0 0.00 0.00	1 11.11 100.00	1 11.11
Under supervision with some autonomy	0 0.00 .	0 0.00 0.00	0 0.00 0.00	0 0.00 .	1 11.11 100.00	0 0.00 0.00	0 0.00 0.00	1 11.11
Taking responsibility for completion of tasks and adapting own behaviour to circumstances in solving problems	0 0.00 .	1 11.11 100.00	5 55.56 100.00	0 0.00 .	0 0.00 0.00	1 11.11 100.00	0 0.00 0.00	7 77.78
Total	0 0.00	1 11.11	5 55.56	0 0.00	1 11.11	1 11.11	1 11.11	9 100.00

Firms or other organizations where the occupations are developed

Small organisations and firms (≤ 10 employees)

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Yes	17 9.94 80.95	16 9.36 100.00	9 5.26 47.37	10 5.85 66.67	14 8.19 100.00	49 28.65 89.09	30 17.54 96.77	145 84.80
No	4 2.34 19.05	0 0.00 0.00	10 5.85 52.63	5 2.92 33.33	0 0.00 0.00	6 3.51 10.91	1 0.58 3.23	26 15.20
Total	21 12.28	16 9.36	19 11.11	15 8.77	14 8.19	55 32.16	31 18.13	171 100.00

Medium-sized organisations and firms (11 – 100 employees)

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Yes	12 7.02 57.14	10 5.85 62.50	5 2.92 26.32	5 2.92 33.33	10 5.85 71.43	32 18.71 58.18	16 9.36 51.61	90 52.63

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No	9	6	14	10	4	23	15	81
	5.26 42.86	3.51 37.50	8.19 73.68	5.85 66.67	2.34 28.57	13.45 41.82	8.77 48.39	47.37
Total	21	16	19	15	14	55	31	171
	12.28	9.36	11.11	8.77	8.19	32.16	18.13	100.00

Large organisations and firms (> 100 employees)

	COUNTRY							Total
	UK	belgium	espagna	france	germany	netherl	poland	
Yes	7	7	11	12	4	22	26	89
	4.09 33.33	4.09 43.75	6.43 57.89	7.02 80.00	2.34 28.57	12.87 40.00	15.20 83.87	52.05
No	14	9	8	3	10	33	5	82
	8.19 66.67	5.26 56.25	4.68 42.11	1.75 20.00	5.85 71.43	19.30 60.00	2.92 16.13	47.95
Total	21	16	19	15	14	55	31	171
	12.28	9.36	11.11	8.77	8.19	32.16	18.13	100.00



Appendix B Occupation questionnaire for experts

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EXPERT QUESTIONNAIRE KEY OCCUPATION [OCCUPATIONAL TITLE]

This questionnaire includes questions on the content of the occupation [insert occupational title]. Some questions might be difficult to answer. If you do not know the answer to certain questions, you can mark the box 'I don't know'.

Short description of the occupation

[Insert short description]

1. Do you currently work in this occupation?

- Yes
 No

2. If any, what alternative job titles are used in your country for [insert occupational title] (max. of 3 job titles, please include those most frequently used)?

- 1.....
 2.....
 3.....

Below, the main tasks of this occupation are suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Suggested tasks:

1. [Insert task 1]
 2. [Insert task 2]
 3. [Insert task 3]
 4. [Insert task 4]
 5. [Insert task 5]
 6. [Insert task 6]
 7. [Insert task 7]
 8. [Insert task 8]
 9. [Insert task 9]
 10. [Insert task 10]
 11. [Insert task 11]
 12. [Insert task 12]

3. Are any key tasks missing in the task list?

- 1.....
 2.....
 3.....

5. How important is competent performance of this task in this occupation?

	Not at all important	Of some importance	Of major importance	I don't know
1. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What is the required educational entry level for this occupation in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level. You can mark more than 1 box.

<input type="checkbox"/> [insert country-specific education categories]
<input type="checkbox"/>

7a. Are there additional formal or legal requirements for this occupation?

Yes, namely:

- diploma (full educational programme) → *question 7b*
- certification (training / course) → *question 7c*
- working according to a professional code or protocol → *question 7d*
- other, please specify → *question 7e*

No → *question 8*

I don't know

7b. How are the additional diploma requirements established/laid down?

collective labour agreement

law/legal requirement

federal government

branch of industry

other, please specify.....

I don't know

7c. How are the additional certification (training/course) requirements established/laid down?

collective labour agreement

law/legal requirement

federal government

branch of industry

other, please specify.....

I don't know

7d. How are the additional professional code or protocol requirements established/laid down?

collective labour agreement

law/legal requirement

federal government

branch of industry

other, please specify.....

I don't know

7e. How are the additional other requirements established/laid down?

collective labour agreement

law/legal requirement

federal government

branch of industry

other, please specify.....

I don't know

8. We want to know more about the transferability of skills. Therefore, we would like to know the relevance of the competencies mentioned below for this occupation.⁶

	Not at all important	Of some importance	Of major importance	I don't know
A Initiating action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Instructing co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Supervising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Co-operating with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Communicating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Relating and networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Negotiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Applying know-how, professional expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Developing new procedures and working methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Forming strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O Dealing with contingencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P Coping with stressful situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Commercial thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Do you expect the size of this occupation (how many people are working in the occupation) to decline, increase or remain stable in the next 5 years?

- Declining occupation size
 Stable occupation size
 Increasing occupation size
 I don't know

⁶ The list of competencies is based on the SHL Competency Framework (Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. *Journal of Applied Psychology*, 90 (6): 1185-1203).
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PART 2 EXPERT QUESTIONNAIRE (OPTIONAL)

11. How many subordinates do people working in this occupation, in general, formally supervise (*EXCLUDING* the coaching of less experienced co-workers, students or trainees)?

- none
- 1 – 10 employees
- 11 – 100 employees
- > 100 employees
- I don't know

12. How often does the work involve coaching or training of less experienced co-workers, students or trainees (*EXCLUDING* the subordinates that are formally supervised)?

- Regularly
- Occasionally
- Never
- It varies
- I don't know

13. How much physical effort is generally required in this occupation?

- Not at all
- Some
- Much
- I don't know

14. How much mental effort is generally required in this occupation?

- Not at all
- Some
- Much
- I don't know

15. Is organising part of the work in this occupation?

- Yes, it involves the organisation of personnel/staff
- Yes, it involves the organisation of equipment/material
- Yes, it involves the organisation of both personnel/staff and equipment/material
- No
- I don't know

16. Which of these categories best describes the use of computers required in this occupation?

- Not at all
- Routine (e.g., word processing, spreadsheets and/or e-mail)
- Complex (e.g., for gathering/analysing information, design)
- Advanced (e.g., programming, IT development)
- I don't know

17. When can people start working in this occupation?

- Immediately after completing formal education
- Via in-company dual-learning trajectories after completing formal education
- Via apprenticeships
- Other, namely.....
- I don't know

18. How long does it generally take, after completing the required formal education, to become competent in this occupation?

- | | |
|---|--|
| <input type="checkbox"/> Up to 1 week | <input type="checkbox"/> 6 months – 1 year |
| <input type="checkbox"/> 1 week – 1 month | <input type="checkbox"/> 1 – 5 years |
| <input type="checkbox"/> 1 – 3 months | <input type="checkbox"/> ≥ 5 years |
| <input type="checkbox"/> 3 – 6 months | <input type="checkbox"/> I don't know |

19. How often do people working in this occupation have to update their knowledge and skills?

- Never
- Yearly
- Monthly
- Weekly
- Daily
- I don't know

20. Are you familiar with the European Qualification Framework?

- Yes → go to question 21
- No → go to question 24

21. Which of the following descriptions characterises the level of knowledge of this occupation best?⁷ Tick one box only. *If you do not know the answer to this question, you can select the box 'I don't know'.*

This occupation requires:

- ... basic general knowledge
- ... basic factual knowledge of a field of work
- ... knowledge of facts, principles, processes and general concepts, in a field of work
- ... factual and theoretical knowledge in broad contexts within a field of work
- ... comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge
- ... advanced knowledge of a field of work, involving a critical understanding of theories and principles
- ... highly specialised knowledge of a field of work and critical awareness of knowledge issues in a field and at the interface between different fields
- ... knowledge at the most advanced frontier of a field of work and at the interface between fields
- I don't know

22. Which of the following descriptions characterises the skill level of this occupation best?⁸ Tick one box only. *If you do not know the answer to this question, you can select the box 'I don't know'.*

Definition:

Cognitive skills: use of logical, intuitive and creative thinking

Practical skills: involving manual dexterity and the use of methods, materials, tools and instruments

This occupation requires:

- ... basic skills required to carry out simple tasks
- ... basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
- ... a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- ... a range of cognitive and practical skills required to generate solutions to specific problems in a field of work
- ... a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- ... advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work
- ... specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- ... the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine

⁷ This question is based on the European Qualification Framework.

⁸ This question is based on the European Qualification Framework. 'Education, Research & Personnel'

existing knowledge or professional practice

I don't know

23. Which of the following descriptions characterises the level of responsibility and autonomy of this occupation best?⁹ Tick one box only. *If you do not know the answer to this question, you can select the box 'I don't know'.*

This occupation involves:

- ... working under direct supervision in a structured context
- ... working under supervision with some autonomy
- ... taking responsibility for completion of tasks and adapting own behaviour to circumstances in solving problems
- ... exercising self-management within the guidelines of work contexts that are usually predictable, but are subject to change and supervising the routine work of others, taking some responsibility for the evaluation and improvement of work activities
- ... exercising management and supervision in work contexts where there is unpredictable change and review and develop performance of self and others
- ... managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work contexts and taking responsibility for managing professional development of individuals and groups
- ... managing and transforming work contexts that are complex, unpredictable and require new strategic approaches and taking responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- ... demonstrating substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work contexts including research
- I don't know

We now want to ask some questions about expected changes and developments in the occupation.

24. Do you expect the content of this occupation to change within the next 5 years?

- Yes, in the following way:.....
.....
- No
- I don't know

25. Do you expect the educational requirements for this occupation to change within the next 5 years?

- Yes, in the following way:
.....

⁹ This question is based on the European Qualification Framework. 'Education, Research & Personnel'



Appendix C Education questionnaire for experts

EXPERT QUESTIONNAIRE EDUCATIONAL REQUIREMENTS

This questionnaire includes question on the educational requirements of occupations. Earlier, you have indicated your areas of expertise.

1. For how many occupations in your area(s) of expertise are you willing to indicate the required educational entry level?

- 5
- 10
- 15
- 20
- 25

Experts will answer the question below for a random selection of occupations in their area(s) of work, the number based on their answer to the question above.

2. What is the required educational entry level for these occupations in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level.

COUNTRY SPECIFIC CODING SHEET

Thanks very much for your time and effort!!!



Appendix D Occupational workers questionnaire

'Education, Research & Personnel'



QUESTIONNAIRE '[occupational title]' FOR OCCUPATIONAL WORKERS

YOUR OCCUPATION [OCCUPATIONAL TITLE]

Below, a number of tasks of your occupation is suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Suggested tasks:

Insert task 1
Insert task 2
Insert task 3
Insert task 4
Insert task 5
Insert task 6
Insert task 7
Insert task 8
Insert task 9
Insert task 10

1. Are any key tasks missing in the task list?

1.....
2.....
3.....
If respondents add tasks in this question, these tasks will automatically be included in questions 2, 3 and 4.

Room for comments on the task list

.....
.....
.....
.....
.....
.....
.....

2. Could you indicate for each of the tasks how frequently the task is performed (never or

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on a daily, weekly, monthly or yearly basis)?

	Never	Yearly	Monthly	Weekly	Daily	I don't know
16. [Insert task 1]	<input type="checkbox"/>					
17. [Insert task 2]	<input type="checkbox"/>					
18. [Insert task 3]	<input type="checkbox"/>					
19. [Insert task 4]	<input type="checkbox"/>					
20. [Insert task 5]	<input type="checkbox"/>					
21. [Insert task 6]	<input type="checkbox"/>					
22. [Insert task 7]	<input type="checkbox"/>					
23. [Insert task 8]	<input type="checkbox"/>					
24. [Insert task 9]	<input type="checkbox"/>					
25. [Insert task 10]	<input type="checkbox"/>					
26. [Insert task 11]	<input type="checkbox"/>					
27. [Insert task 12]	<input type="checkbox"/>					
28.	<input type="checkbox"/>					
29.	<input type="checkbox"/>					
30.	<input type="checkbox"/>					

3. How important is competent performance of this task in this occupation?

	Not at all important	Of some importance	Of major importance	I don't know
16. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....				
30.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....				

4. Is the task mainly performed under direct supervision of others or autonomous?

	Mainly under direct supervision	Mainly <i>not</i> under direct supervision	I don't know
1. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. What is your educational level?

<input type="checkbox"/> COUNTRY SPECIFIC CODING SHEET (NB DIFFERENT CODING SHEET THAN EXPERT WEBSURVEY!!)
--

6. Does your education level match the required education level?

<input type="checkbox"/> Yes → go to question 9 <input type="checkbox"/> No → go to question 7 <input type="checkbox"/> I don't know → go to question 8

7. What is the required educational entry level for this occupation in this country? You can mark more than 1 box.

COUNTRY SPECIFIC CODING SHEET REQUIRED EDUCATION (NB SAME CODING SHEET AS EXPERT WEBSURVEY!!)

8. Do you consider yourself under- or overqualified for the job?

- I am underqualified for the job
- I am overqualified for the job
- I don't know

9. How important is labour experience for adequate performance of your job?

- Not at all important
- Of some importance
- Of major importance
- I don't know

10. Do you expect the content of this occupation to change within the next 5 years?

- Yes, in the following way:.....
- No
- I don't know

YOUR CAREER

11. What year did you start your first job?

..... (year)

12. How many times have you changed your employer since (including temporary jobs and self-employment)?

- Never
- 1-2 times
- 3-4 times
- 5-6 times
- 7 times or more
- I don't know

13. In which year did you join your current employer or did you start your business? If the name of your company has changed, please include the period of time you spent with the company also when its name was different.

..... (year)

We are interested in your working conditions and the nature of your employment relationship. Therefore, we would like to ask you the following questions.

14. In your job, do you mainly work in a team or mainly individually?

- Mainly in a team
- Mainly individually

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It varies

15. Are you an employee or self-employed?

- Employee
 Self-employed

16. How are you paid?

- Monthly salary plus performance
 Monthly salary only
 Weekly wage
 Hourly paid
 Piecework
 Other, namely.....

17. Do you have a pay scale with increments, either automatic or performance related?

- Yes
 No
 I don't know

18. If you want to quit your job, how much notice do you have?

- None
 Less than 1 week
 1 week or over but less than 1 month
 1 month or more but less than 3 months
 3 months or more
 I don't know

19. Who decides what time you start and leave work?

- My supervisor decides
 I decide without limitations
 I decide with limitations

20. Do you have opportunities for promotion or career developments either within your organisation or by changing employer?

- Yes
 No
 I don't know

GENERAL

21. What is your year of birth?

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19.....

22. What is your gender?

Male
 Female

23. Do you have any additional comments?

.....
.....
.....

24. A number of prizes is offered in a drawing among the participants of this survey. Do you want to be enrolled in this drawing?

Yes, e-mail address:.....
 No

Thanks very much for your time and effort!!!





Appendix E Partner occupation questionnaire

'Education, Research & Personnel'

PARTNER QUESTIONNAIRE KEY OCCUPATION [OCCUPATIONAL TITLE]

This questionnaire includes questions on the content of the occupation [insert occupational title]. Some questions might be difficult to answer. If you do not know the answer to certain questions, you can mark the box 'I don't know'.

Short description of the occupation

[Insert short description]

1. If any, what alternative job titles are used in your country for [insert occupational title] (max. of 3 job titles, please include those most frequently used)?

- 1.....
- 2.....
- 3.....

Below, the main tasks of this occupation are suggested. Please note that these task descriptions are preliminary. They are based on international deskresearch. You are more than welcome to provide comments and suggestions to revise the task list.

Suggested tasks:

13. [Insert task 1]
14. [Insert task 2]
15. [Insert task 3]
16. [Insert task 4]
17. [Insert task 5]
18. [Insert task 6]
19. [Insert task 7]
20. [Insert task 8]
21. [Insert task 9]
22. [Insert task 10]
23. [Insert task 11]
24. [Insert task 12]

2. Are any key tasks missing in the task list?

- 1.....
- 2.....
- 3.....

Room for comments on the task list

.....

.....

.....
.....
.....
.....
.....

3. Could you indicate for each of the tasks how frequently the task is performed (never or on a daily, weekly, monthly or yearly basis)?

	Never	Yearly	Monthly	Weekly	Daily	I don't know
31. [Insert task 1]	<input type="checkbox"/>					
32. [Insert task 2]	<input type="checkbox"/>					
33. [Insert task 3]	<input type="checkbox"/>					
34. [Insert task 4]	<input type="checkbox"/>					
35. [Insert task 5]	<input type="checkbox"/>					
36. [Insert task 6]	<input type="checkbox"/>					
37. [Insert task 7]	<input type="checkbox"/>					
38. [Insert task 8]	<input type="checkbox"/>					
39. [Insert task 9]	<input type="checkbox"/>					
40. [Insert task 10]	<input type="checkbox"/>					
41. [Insert task 11]	<input type="checkbox"/>					
42. [Insert task 12]	<input type="checkbox"/>					
43.	<input type="checkbox"/>					
44.	<input type="checkbox"/>					
45.	<input type="checkbox"/>					

4. How important is competent performance of this task in this occupation?

	Not at all important	Of some importance	Of major importance	I don't know
31. [Insert task 1]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. [Insert task 2]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. [Insert task 3]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. [Insert task 4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. [Insert task 5]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. [Insert task 6]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. [Insert task 7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. [Insert task 8]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. [Insert task 9]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. [Insert task 10]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. [Insert task 11]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. [Insert task 12]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How many subordinates do people working in this occupation, in general, formally supervise (*EXCLUDING* the coaching of less experienced co-workers, students or trainees)?

- none
- 1 – 10 employees
- 11 – 100 employees
- > 100 employees
- I don't know

6. How often does the work involve coaching or training of less experienced co-workers, students or trainees (*EXCLUDING* the subordinates that are formally supervised)?

- Regularly
- Occasionally
- Never
- It varies
- I don't know

7. How much physical effort is generally required in this occupation?

- Not at all
- Some
- Much
- I don't know

8. How much mental effort is generally required in this occupation?

- Not at all
- Some
- Much
- I don't know

9. Is organising part of the work in this occupation?

- Yes, it involves the organisation of personnel/staff
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- Yes, it involves the organisation of equipment/material
- Yes, it involves the organisation of both personnel/staff and equipment/material
- No
- I don't know

10 Which of these categories best describes the use of computers required in this occupation?

- Not at all
- Routine (e.g., word processing, spreadsheets and/or e-mail)
- Complex (e.g., for gathering/analysing information, design)
- Advanced (e.g., programming, IT development)
- I don't know

11 What is the required educational entry level for this occupation in your country? Please note that the required educational entry level may differ from the average educational level of the people working in an occupation. We ask you to tick the required educational entry level. You can mark more than 1 box.

- [insert country-specific education categories]
-
-
-
-
-
-
-
-
-
-

12a Are there additional formal or legal requirements for this occupation?

- Yes, namely:
 - diploma (full educational programme) → *question 12b*
 - certification (training / course) → *question 12c*
 - working according to a professional code or protocol → *question 12d*
 - other, please specify → *question 12e*
- No → *question 13*
- I don't know

12b How are the additional diploma requirements established/laid down?

- collective labour agreement
- law/legal requirement
- federal government



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- branch of industry
- other, please specify.....
- I don't know

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12c How are the additional certification (training/course) requirements established/laid down?

- collective labour agreement
- law/legal requirement
- federal government
- branch of industry
- other, please specify.....
- I don't know

12d How are the additional professional code or protocol requirements established/laid down?

- collective labour agreement
- law/legal requirement
- federal government
- branch of industry
- other, please specify.....
- I don't know

12e How are the additional other requirements established/laid down?

- collective labour agreement
- law/legal requirement
- federal government
- branch of industry
- other, please specify.....
- I don't know

13 When can people start working in this occupation?

- Immediately after completing formal education
- Via in-company dual-learning trajectories after completing formal education
- Via apprenticeships
- Other, namely.....
- I don't know

14 How long does it generally take, after completing the required formal education, to become competent in this occupation?

- | | |
|---|--|
| <input type="checkbox"/> Up to 1 week | <input type="checkbox"/> 6 months – 1 year |
| <input type="checkbox"/> 1 week – 1 month | <input type="checkbox"/> 1 – 5 years |
| <input type="checkbox"/> 1 – 3 months | <input type="checkbox"/> ≥ 5 years |
| <input type="checkbox"/> 3 – 6 months | <input type="checkbox"/> I don't know |

15 How often do people working in this occupation have to update their knowledge and skills?

<input type="checkbox"/> Never
<input type="checkbox"/> Yearly
<input type="checkbox"/> Monthly
<input type="checkbox"/> Weekly
<input type="checkbox"/> Daily
<input type="checkbox"/> I don't know

16 We want to know more about the transferability of skills. Therefore, we would like to know the relevance of the competencies mentioned below for this occupation.¹⁰

	Not at all important	Of some importance	Of major importance	I don't know
A Initiating action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Instructing co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C Supervising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Co-operating with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E Communicating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F Relating and networking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G Negotiating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H Reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Applying know-how, professional expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K Developing new procedures and working methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L Forming strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M Planning and organising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N Following instructions and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
O Dealing with contingencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P Coping with stressful situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q Commercial thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 Are you familiar with the European Qualification Framework?

<input type="checkbox"/> Yes → go to question 18
<input type="checkbox"/> No → go to question 21

¹⁰ The list of competencies is based on the SHL Competency Framework (Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. *Journal of Applied Psychology*, 90 (6): 1185-1203).
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18 Which of the following descriptions characterises the level of knowledge of this occupation best?¹¹ **Tick one box only.** *If you do not know the answer to this question, you can select the box 'I don't know'.*

This occupation requires:

- ... basic general knowledge
- ... basic factual knowledge of a field of work
- ... knowledge of facts, principles, processes and general concepts, in a field of work
- ... factual and theoretical knowledge in broad contexts within a field of work
- ... comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge
- ... advanced knowledge of a field of work, involving a critical understanding of theories and principles
- ... highly specialised knowledge of a field of work and critical awareness of knowledge issues in a field and at the interface between different fields
- ... knowledge at the most advanced frontier of a field of work and at the interface between fields
- I don't know

19 Which of the following descriptions characterises the skill level of this occupation best?¹² **Tick one box only.** *If you do not know the answer to this question, you can select the box 'I don't know'.*

Definition:

Cognitive skills: use of logical, intuitive and creative thinking

Practical skills: involving manual dexterity and the use of methods, materials, tools and instruments

This occupation requires:

- ... basic skills required to carry out simple tasks
- ... basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools
- ... a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information
- ... a range of cognitive and practical skills required to generate solutions to specific problems in a field of work
- ... a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems
- ... advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work
- ... specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- ... the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine

¹¹ This question is based on the European Qualification Framework.

¹² This question is based on the European Qualification Framework.
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existing knowledge or professional practice

I don't know

20 Which of the following descriptions characterises the level of responsibility and autonomy of this occupation best?¹³ Tick one box only. *If you do not know the answer to this question, you can select the box 'I don't know'.*

This occupation involves:

- ... working under direct supervision in a structured context
- ... working under supervision with some autonomy
- ... taking responsibility for completion of tasks and adapting own behaviour to circumstances in solving problems
- ... exercising self-management within the guidelines of work contexts that are usually predictable, but are subject to change and supervising the routine work of others, taking some responsibility for the evaluation and improvement of work activities
- ... exercising management and supervision in work contexts where there is unpredictable change and review and develop performance of self and others
- ... managing complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work contexts and taking responsibility for managing professional development of individuals and groups
- ... managing and transforming work contexts that are complex, unpredictable and require new strategic approaches and taking responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
- ... demonstrating substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work contexts including research
- I don't know

We now want to ask some questions about expected changes and developments in the occupation.

21 Do you expect the content of this occupation to change within the next 5 years?

- Yes, in the following way:.....
.....
- No
- I don't know

22 Do you expect the educational requirements for this occupation to change within the next 5 years?

- Yes, in the following way:
.....

¹³ This question is based on the European Qualification Framework.
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No
 I don't know

23 Do you expect the size of this occupation (how many people are working in the occupation) to decline, increase or remain stable in the next 5 years?

Declining occupation size
 Stable occupation size
 Increasing occupation size
 I don't know

24 In your country, is the occupation typically performed in: (you can mark more than 1 box)

Small organisations and firms (≤ 10 employees)
 Medium-sized organisations and firms (11 – 100 employees)
 Large organisations and firms (> 100 employees)
 I don't know

25 In your country, is this occupation typically carried out in the public or private sector?

Public sector
 Private sector
 Both
 I don't know

26 Is the information provided in this questionnaire validated by an expert?

Yes
 No

Thanks very much for your time and effort!!!

27 Do you have any additional comments?

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