**ABSTRACT**

The gap between GEO (VET) students and employers is a complex phenomenon, therefore, in order to analyse the gap and to find out the reasons and factors, which have an influence on it, methods of pair-wise comparisons and hierarchical analysis were used. The results show that factors dependent from GEO market are the most important external factors, while the factors dependent from students are of less importance. On the basis of these results, the optimal ways to improve the position in the global geospatial market were suggested. Six indicator areas were identified, new models and tool(s) were implemented, and new strategies were suggested. The impact analysis of implementation plan progress for short and long term was executed. The indicators in the form of indicators and indicators of education systems were included. How the executioner will implement the plan will be evaluated in the form of implementation plan progress indicators.

**CONCLUSIONS**

The following conclusions are derived from the data: (1) the factors which have influence on gap occurrence, and which create the mismatch between European geospatial education systems and the needs of the global geospatial market, were identified. (2) A model structure was developed. Suggested structure was selected for questionnaire of respondents by method of pairwise comparisons and hierarchical analysis. (3) Some important factors have been identified. (4) New models and tool(s) have been implemented. (5) New strategies have been suggested. (6) The impact analysis of implementation plan progress indicators was executed. (7) The evaluators will develop the form of implementation plan progress for short and long term.

**ACKNOWLEDGMENTS**

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The ranking of scores show that the most important external factors are (Fig. 15) overproduction of GEO students (0.239), professional body is not significant (0.046), financial reasons (0.046), untransparency of salary system (0.266), transparency of salary system is not effective (0.069). Other factors are of less importance.

**ANALYSIS OF MEASURES TO CLOSE THE GAPS**

In order to analyse the gap and to find out the reasons and factors, which have an influence on gap occurrence, and which create the mismatch between European geospatial education systems and the needs of the global geospatial market, were identified. Suggested structure was adopted for questionnaire of respondents by method of pairwise comparisons and hierarchical analysis. Based on these results the optimal ways to promote awareness of geospatial studies and increase demand for qualified graduates in different European countries were set and strategies for implementation were suggested. Suggested structure was adopted for questionnaire of respondents by method of pairwise comparisons and hierarchical analysis. Based on these results the optimal ways to promote awareness of geospatial studies and increase demand for qualified graduates in different European countries were set and strategies for implementation were suggested.

**PROMOTING OF THE GEOSPATIAL SKILLS: FIRST RESULTS OF THE GEOSKILLS PLUS PROJECT OF THE LEONARDO DA VINCI PROGRAMME**


1. Analysis of best practices for transfer of innovation of GEO/IT education to changing labour market needs in Europe following EU GEO policies" (GeoSkills Plus). A European initiative for the measurement of the GeoSkills needed for the future workforce was initiated by the Dutch Kadaster, Land Registry andigings and the Data Employment Market (Medium application for research). The project GeoSkills Plus is aiming at identifying gaps in the European education market needs and geospatial career offer in Europe. The task of the project was to conduct an overview of best practices in transferring education to job market. The aim was to build a database in order to spot the gaps and find and out the measures, which can influence on gap occurrence, and create the mismatch between European geospatial education systems and the needs of the global geospatial market. The suggested structure was adopted for questionnaire of respondents by method of pairwise comparisons and hierarchical analysis. Based on these results the optimal ways to promote awareness of geospatial studies and increase demand for qualified graduates in different European countries were set and strategies for implementation were suggested. Six indicator areas were identified, new models and tool(s) were implemented, and new strategies were suggested. The impact analysis of implementation plan progress indicators was executed. The indicators in the form of indicators and indicators of education systems were included. How the executioner will implement the plan will be evaluated in the form of implementation plan progress indicators.

2. The AHP computations were made and expected digital values of gap factors importance were determined for some European countries (Belgium, Bulgaria, Lithuania, the Netherlands). Based on these results the optimal ways to promote awareness of geospatial studies and increase demand for qualified graduates in different European countries were set and strategies for implementation were suggested.

3. On the basis of these results the possible solution for improved implementation plan progress was presented in Table 5.

4. Based on these results, the following conclusions are derived from the data: (1) the factors which have influence on gap occurrence, and which create the mismatch between European geospatial education systems and the needs of the global geospatial market, were identified. (2) A model structure was developed. Suggested structure was selected for questionnaire of respondents by method of pairwise comparisons and hierarchical analysis. (3) Some important factors have been identified. (4) New models and tool(s) have been implemented. (5) New strategies have been suggested. (6) The impact analysis of implementation plan progress indicators was executed. (7) The evaluators will develop the form of implementation plan progress for short and long term.

**REFERENCES**


**ABSTRACT**

Changing labour market needs in Europe following EU GEO policies is a European initiative for the measurement of the GeoSkills needed for the future workforce. Based on the judgment of the decision-maker, and stresses the importance of the intuitive approach of solving a multi-criteria decision making problem. The results state that in Lithuania the most important factors dependent from GEO market are (0.045), financial reasons (0.046), untransparency of salary system (0.061), theoretical knowledge is not so easily applicable in practice (0.069), and lack of support to family (0.073). Other factors are of less importance. No team work (0.069), and no leader's trust and no transfer of responsibility to workers (0.266), are (Fig. 10):

1. Analysis of best practices for transfer of innovation of GEO/IT education to changing labour market needs in Europe following EU GEO policies" (GeoSkills Plus). A European initiative for the measurement of the GeoSkills needed for the future workforce was initiated by the Dutch Kadaster, Land Registry andigings and the Data Employment Market (Medium application for research). The project GeoSkills Plus is aiming at identifying gaps in the European education market needs and geospatial career offer in Europe. The task of the project was to conduct an overview of best practices in transferring education to job market. The aim was to build a database in order to spot the gaps and find and out the measures, which can influence on gap occurrence, and create the mismatch between European geospatial education systems and the needs of the global geospatial market. The suggested structure was adopted for questionnaire of respondents by method of pairwise comparisons and hierarchical analysis. Based on these results the optimal ways to promote awareness of geospatial studies and increase demand for qualified graduates in different European countries were set and strategies for implementation were suggested. Six indicator areas were identified, new models and tool(s) were implemented, and new strategies were suggested. The impact analysis of implementation plan progress indicators was executed. The indicators in the form of indicators and indicators of education systems were included. How the executioner will implement the plan will be evaluated in the form of implementation plan progress indicators.

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