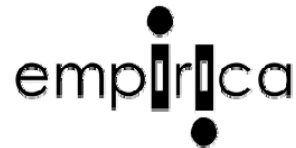




# Multi-stakeholder Partnerships for e-Skills in Europe

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# Key Concepts and Definitions

# Types of e-Skills

- **ICT practitioner skills**
  - The capabilities required for researching, developing and designing, managing, the producing, consulting, marketing and selling, the integrating, installing and administrating, the maintaining, supporting and service of ICT systems;
- **ICT user skills**
  - The capabilities required for effective application of ICT systems and devices by the individual (utilisation of common generic software tools and use of specialised tools supporting business functions within industries other than ICT industry);
- **e-Business skills**
  - The capabilities needed to exploit opportunities provided by ICT to ensure more efficient and effective performance of organisations, to explore possibilities for new ways of conducting business and organisational processes, and to establish new businesses.



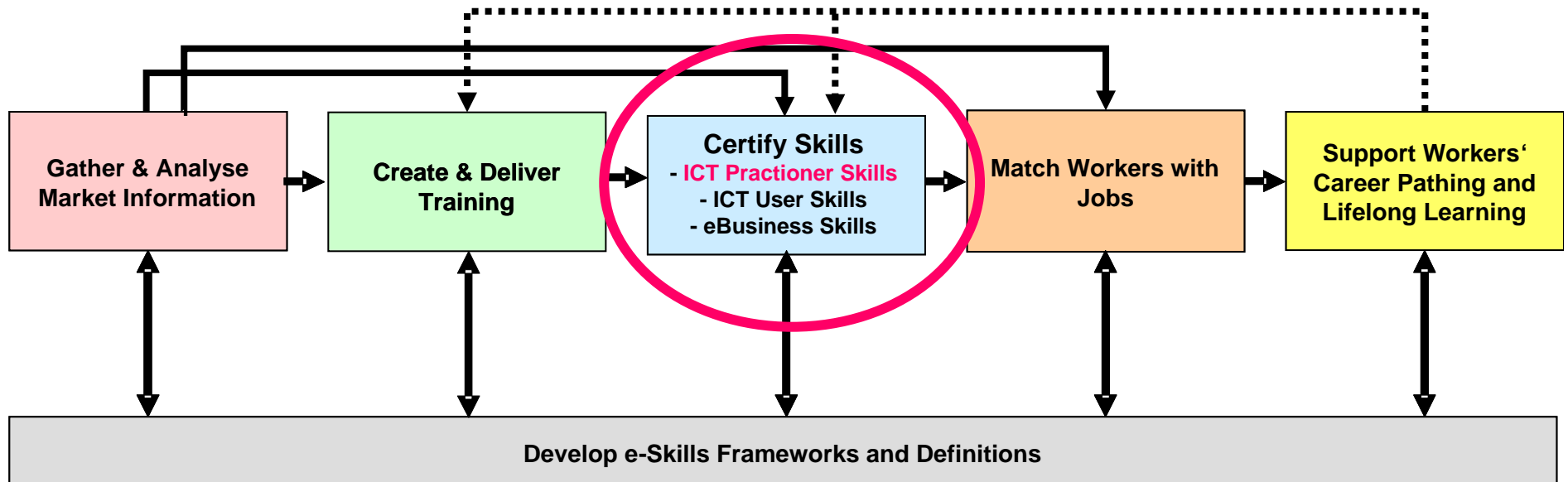
# Multi-stakeholder partnerships



- Private-sector partners (industry, employers from the private sector) taking over roles which in traditional education systems had been held by public sector institutions.
- “[...] The private sectors can complement, supplement and extend services provided by the public sector by increasing the available resources” (eSCC 2004).
- Closely related to PPP, which are defined as systems in which a government service or private business venture is funded and operated through a partnership of government and one or more private sector companies.
- Difference: MSPs in the education sector need to involve a larger number of partners in order to be effective.

- **Types of Stakeholders:**
  - Industry (“private sector”)
  - Public education system
  - Government and public administration
  - Social partners (professional associations, employer and worker representatives, unions, etc.)
  - Civil sector (e.g. NGOs)
  
- **Stakeholder Roles:**
  - Providers of education & training (formal, non-formal, informal)
  - Employers and employer associations
  - Labour force (including labour reserve) and representations
  - Intermediaries
  - Regulators in the field of education & training
  - Providers of educational technology
  - Providers of office & production technology

# Components for Typology of MSPs





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# Results

# Typology of MSPs for eSkills in Europe

Focus

No.	Multi-stakeholder partnership	Number selected
Type 1:	MSP of private-sector partners together with partners from the public and civic sector (e.g. trade unions)	32
Type 2:	Vendor initiated MSPs and industry-based eSkills certifications ("vendor qualifications")	19
Type 3:	Initiatives of governments, universities, IT companies and associations and the like to create an awareness and promote IT-based studies at universities to ensure that a larger number of male and female students start studying IT subjects and/or to familiarise them with more professional uses of IT	10
Type 4:	Initiatives of governments and universities together with vendors aimed at considering vendor-based trainings and certifications (e.g. CNAP) in IT studies at polytechnics, universities and as part of the training of apprentices at vocational schools	3
Type 5:	Digital literacy initiatives with or without certificate addressed to citizens and special needs groups, including teacher training initiatives etc. to support the employability of the workforce	20
Type 6:	Specific types of MSPs established at European level which indirectly result in MSPs in different countries (EUGA) or include plans and first implementations for further developments of already existing Europe-wide initiatives addressed to citizens (ECDL) to also provide an offer to individuals to become IT practitioners (EUCIP)	3
<b>Total number:</b>		<b>87</b>

# Selected MSP Examples (Type 1 & 2) (described in detail)

- **Type 1: „pure“ MSPs for eSkills**
  - mainly in countries with some MSP „tradition“:
    - Germany (e.g. APO IT, KIBNET; Cisco meets APO); United Kingdom (e.g. SFIA, Profit); France (e.g. CIGREF); Ireland (e.g. FIT, Skillnets); Netherlands (e.g. LOKET MBO-ICT); Belgium (e.g. FORMATIC, BRUTEC)
- **Type 2: vendor-based MSPs (Cisco, MS etc.)**
  - in all countries either at national, regional or local level
  - CNAP = key concept for MSPs in the new EU Member States
  - examples at different geographical levels

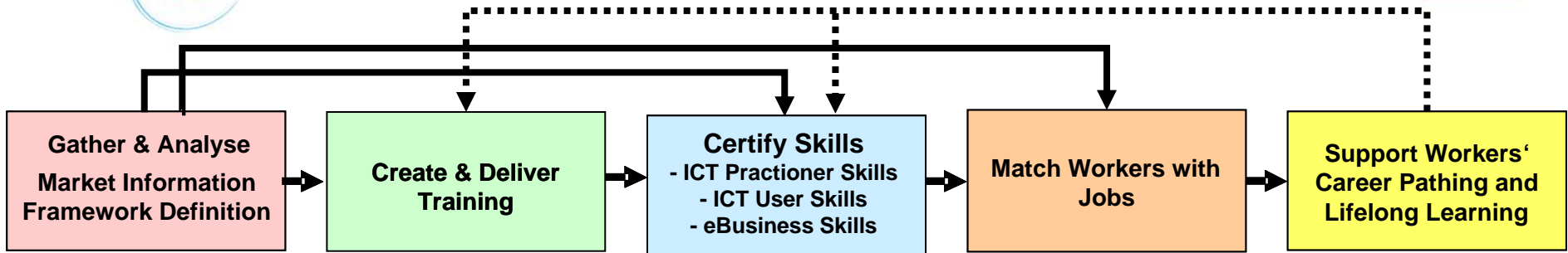
# Good practice MSPs

- Selection of about 10 MSP good practice MSPs using selection criteria:
  - Relevance
  - Concept
  - Clarity of targets
  - Implementation and communication strategy
  - Evaluation scheme applied
- Selection based on selection criteria and indicators
  - 15 indicators (scale of 1-5)
  - Average score calculated on the basis of national correspondent and empirica scores for each MSP
  - additional criteria to ensure a certain degree of diversity

Country	Name of multi-stakeholder partnerships
<b>VENDOR-INDEPENDENT multi-stakeholder partnerships</b>	
Belgium	TechnofuturTIC competence centre
Finland	ChangePro
France	The 2005 referentials of ICT skills (La nomenclature des métiers du système d'information dans les grandes sociétés 2005) by CIGREF (Club informatique des grandes entreprises françaises)
Germany	AITTS (Advanced IT Training System) and APO IT
Germany	KIBNET (Competence Centre IT Training)
Ireland	FIT "Fast Track to IT"
Netherlands	LOKET MBO-ICT
United Kingdom	SFIA (Skills Framework for the Information Age) Foundation
United Kingdom	e-Skills UK

# Good practice MSPs

Country	Name of multi-stakeholder partnerships
<b>VENDOR-BASED multi-stakeholder partnerships</b>	
<b>Cisco Systems</b>	
Germany	Cisco Networking Academy Program (CNAP) in Thuringia
Germany	Cisco meets APO
Bulgaria	CIST Centre for Information Society Technologies
Poland	E-Pracownik (E-Employee)
<b>Microsoft</b>	
Germany	"IT Fitness" (part of the 'European Alliance on Skills for Employability')
Portugal	Technology, Innovation and Initiative Programme (TII – Tecnologia, Inovação e Iniziativa)
Europe-wide	EUGA (EU Grants Advisor)
<b>Oracle</b>	
Diff. countries	Oracle Workforce Development Programme
United Kingdom	Oracle Academy



Technofutur (BE)

Brutec (BE)

AITTS (DE) APO IT (DE)

Cisco meets APO (DE)

FIT (IE)

CIGREF (FR)

Locket MBO ICT (NL)

ePracownik (PL)

SFIA (UK)



# Analysis results (I)

- **Role of vendors**
  - vendor-based schemes
  - vendor-independent schemes
  - co-operations
- **Stakeholder involvement**
  - huge variations depending on type of MSP (framework development vs. certification)
  - vendor-independent schemes sometimes involve social partners
  - no “one mix fits all”

- Structure, institutional frameworks, governance and business models
  - Vendor-independent schemes: huge variation
    - **government funded competence and training centres** (e.g. TechnofuturTIC, Loket MBO-ICT) providing related service,
    - **legal entity and governed by a board which are primarily government funded agencies/offices either directly or indirectly funded through awarding contracts by governments for the performance of specific services** (e.g. e-Skills UK, FIT),
    - **Publicly funded projects making use of either national funding programmes** (e.g. APO IT, KIBNET) or European structural funds like for instance the ESF (European Social Funds) (e.g. ChangePro, E-Pracownik),
    - **Research and training centres at a university set up with funds from EU PHARE and TEMPUS programme offering vendor-based e-Skills training and certifications services on a commercial basis** (CIST and other examples mainly in the New EU Member States),
    - **Agency fully funded by the commercial partners operating on a project base** (IT Fitness project running as part of the “European Alliance on Skills for Employability”).

## Analysis results (III)

- Structure, institutional frameworks, governance and business models
  - Vendor-based schemes:
    - based on a business model
    - operating according to similar principles
    - mostly successful in achieving some public funding

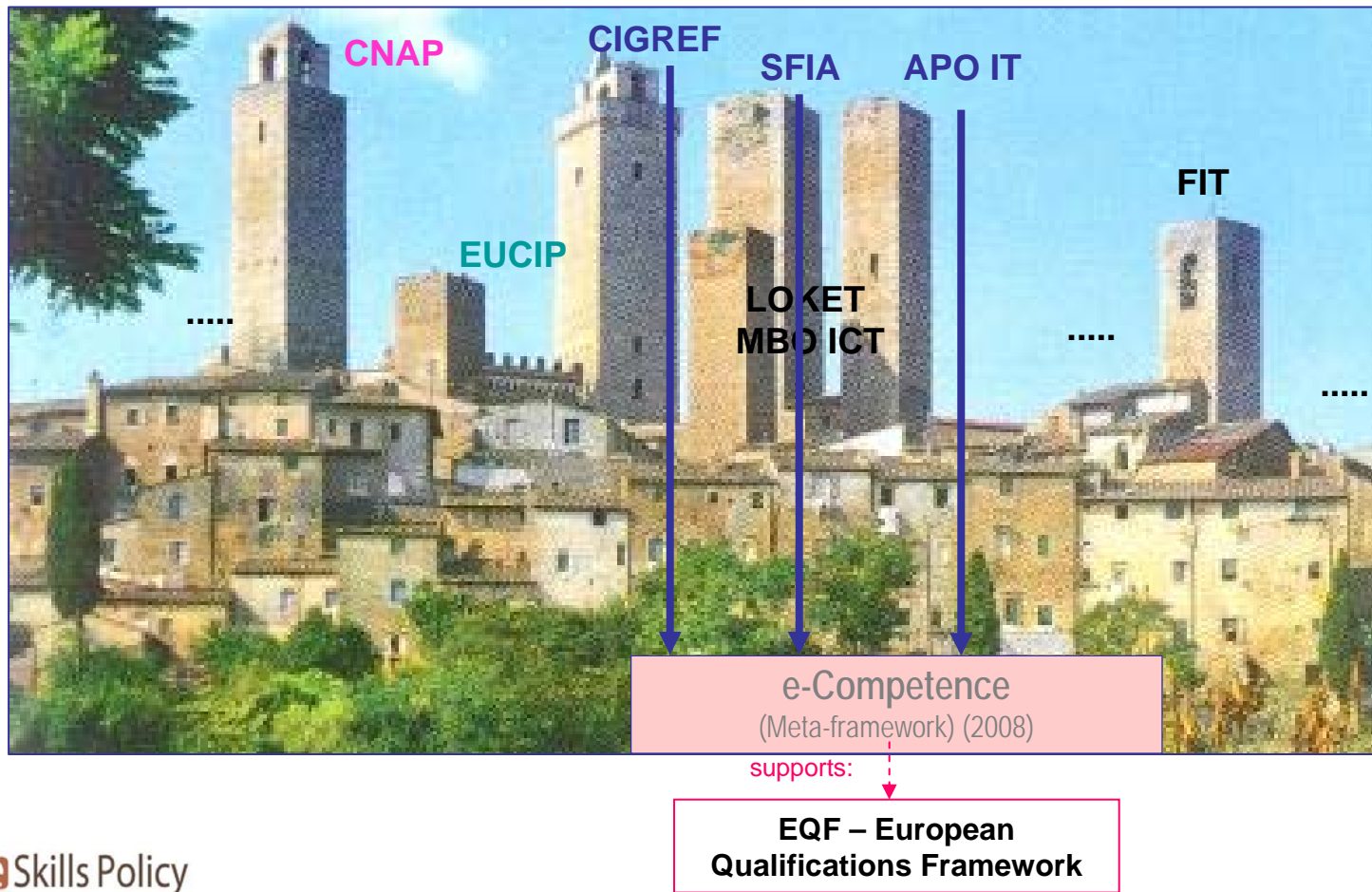
## Analysis results (IV)

- Financial issues and funding
  - wide range from:
    - fully publicly funded
    - establishment of non-profit institution (partly publicly funded)
    - course fee-based commercial services
    - IT industry investment agency
- External communications, PR and marketing
  - vendor-based schemes: well known and positively recognised
  - vendor-independent schemes often have problems in this respect, sometimes hardly known or deemed too complicate and complex ....

# Analysis results (V)

- **Scalability and sustainability**
  - Mostly plan and capability to grow and reach a critical mass. Realistic?
  - Achievement of certain sustainability level with longer term commitment of key stakeholders under existing framework conditions but should these change ....
  - Exception: some fully publicly funded schemes, e.g. ESF projects, of a limited life time
- **Transferability**
  - key issue of and therefore advantage for vendor-based schemes
  - some vendor-independent schemes with implementations outside their country (e.g. FIT) or potential for this (e.g. CIST)

# European MSP for e-Skills landscape



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# Recommendations

# Recommendations (I)

- **General Objectives:**
  - (a) increase the employability of the European workforce and increase the competitiveness of European industry,
  - (b) advance the long-term cooperation between public and private sectors to improve closer links between the different levels and institutions active in the field of e-Skills training, vocational and higher education and professional development, and
  - (c) those addressed to industry and policy makers to more consistently raise awareness of the benefits of e-Skills development and certification and the possibilities which exist and promote the image and attractiveness of IT jobs and careers.

# Recommendations (II)

- **Specific Objectives:**
  - Creation of transparency
  - Reduction of complexity and confusion
  - achievement of increased sustainability of MSPs (including financial and institutional frameworks) in the European IT practitioner certification market and
    - to establish the necessary framework conditions
    - to guide future activities of European and national policy makers, industry in general and IT industry in particular, the social partners and the multitude of further stakeholders who are or need to become active to cooperatively develop and adopt a necessary long-term strategy on e-Skills within the European Union

# Recommendations (IV)

## Groups of recommendations:

- (A) Strategies and guidelines
- (B) Institutional, legal and governance structures
- (C) Awareness raising, promotion and monitoring

# Recommendations (V)

## (A) Strategies and guidelines

- # 1: Develop, promote and implement national strategies for e-Skills
- # 2: Assess and monitor existing MSPs and promote scalability and sustainability
- # 3: Encourage and support the launch of industry led-initiatives on e-Skills

## (B) Institutional, legal and governance structures

- # 4: Build on experiences from successful MSP on how to use various sources of funding
- # 5: Develop how-to guidelines and templates
- # 6: Create favourable framework conditions, operate national mechanisms as gateway to e-Skills development and certification

# Recommendations (VI)

## **(C) Awareness raising, promotion and monitoring**

- # 7: Set up “e-Skills information exchange and observatory mechanisms” at EU and national levels
- # 8: Develop and promote a “European e-Competence Framework” to which national ones can relate
- # 9: Raise awareness concerning the benefits of e-Skills and digital literacy among the youth, older people and marginalised groups
- # 10: Set up a “European e-Skills and Career Portal”: better structure and transparency, pooling of resources, knowledge and good practice exchange



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# Publications



## Publications

- Documentation of good practice MSPs:
  - **Final Benchmarking Report & Executive Summary**
  - **Online Knowledge Base on website ([www.eskillspolicy-europe.org](http://www.eskillspolicy-europe.org))**
  - **Printed brochure (28 pages)**



# More information & contact



## Study Team



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