

## ROADMAP

Title of the initiative: Non-legislative (Communication) **New Skills for New Jobs**  
Type of initiative (CWP/Catalogue/Comitology): **Strategic initiative, CWP 2010**  
Lead DG/contact person/details: DG EMPL.D.2 (Lead) and DG EAC.A.1  
Expected date of adoption of the initiative **September 2010**  
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### Initial IA screening & planning of further work

#### A. Context and problem definition

(i) What is the political context of the initiative? (ii) How does this initiative relate to past and possible future initiatives, and to other EU policies?

Skills are an integral part of a smarter, more sustainable and inclusive Europe. Better skilled people are more likely to be employable, contribute to innovation and creative solutions to our key challenges and increasing the employment rate helps to reduce poverty.

A smarter EUROPE 2020 will occur through promoting knowledge partnerships and strengthening the links between education, business research and innovation as part of the "Innovation Union"; by exploring ways of promoting entrepreneurship through mobility programmes for young professionals and promoting recognition of non-formal and informal learning as part of the "youth on the move" initiative; and up-skilling to ensure citizens have the right mix of skills to meet the needs of a digital society forms part of the "Digital Agenda for Europe".

A more sustainable EUROPE 2020 will be achieved by support to business and especially SMEs in adjusting their production processes and products to the low-carbon economy; supporting entrepreneurship; promoting the restructuring of sectors towards future orientated activities including through redeployment of skills to emerging high growth sectors and markets as part of the "resource efficient Europe" and "industrial policy for the globalisation era" initiatives.

We will become a more inclusive EUROPE 2020 by investing in skills and helping people to manage change in order to build a cohesive society. This will be done through giving strong impetus to the strategic framework for cooperation in education and training involving all stakeholders, implementing Lifelong learning principles including flexible learning pathways and reinforcing the attractiveness of vocational education and training; ensuring that competences required to engage in further earning and the labour market are acquired and recognised and developing partnerships between the worlds of education/training and work and social partners as part of "an agenda for new skills a jobs". Designing and implementing programmes to promote social innovation for the most vulnerable by providing education/training and employment opportunities for deprived communities will also contribute to an inclusive Europe as part of the "European platform against poverty" initiative.

What are the main problems identified?

The inconvenient truth is that Europe is not sufficiently skilled. The recession is accelerating the pace of change in our economies and societies, and the people who are suffering most from it are those who are the worst equipped to cope with change. So a renewed focus on the skills which will make our population and workforce more adaptable and better able to resist economic downturn is more necessary than ever. In the long run, education and training will enable people to succeed in the labour market of the future, to keep learning throughout their lives, and to take full advantage of new opportunities as they arise.

Who is affected?

All EU citizens, unemployed people, workers, students/trainees, learning providers, enterprises.

(i) Is EU action justified on grounds of subsidiarity? (ii) Why can the objectives of the proposed action not be achieved sufficiently by Member States (necessity test)? (iii) As a result of this, can objectives be better achieved by action by the Community (test of EU Value Added)?

The initiative aims at consolidating and further developing existing initiatives that the Member States are supporting. Most of these initiatives are part of the responses developed by the EU and its Member States to common challenges such as globalisation, technological and organisational change, or demography. Although varying in scope and urgency, most Member States are faced with these challenges, and skills and labour market policies have a bearing on all of them. The EU can provide added value by providing insights into how the EU and its Member States can respond to these challenges through skills and labour market policies. It can also facilitate mutual learning between countries on how to develop and implement such policies.

## **B. Objectives of EU initiative**

What are the main policy objectives?

The Communication will briefly report on the achievements made since the adoption of the first NSNJ Communication (December 2008), but mainly outlining future activities and the role of NSNJ within EUROPE 2020. This forward-looking aspect will be partly based on the recommendations of an independent expert group report released on 4 February and debates during the Spanish Presidency Conference on NSNJ (Barcelona, 8-9 April). This would be along side work on input for the G-20 meeting in April on new training strategies and any follow-up. The work on "competences" (cf. the Council conclusions) will support the NSNJ agenda. The general objectives of future activities within NSNJ are:

- 1. Make the case for skills as an integrated agenda within EUROPE 2020**
- 2. Empowering people through the acquisition of the right mix of new skills and lifelong learning (LLL)**
- 3. Anticipate future skills challenges to enable our current and future workforce to adapt to new conditions and potential career shifts**
- 4. Match skills and jobs, bridge the gap between education/training and work**
- 5. Open up to talent**

Do the objectives imply developing EU policy in new areas or in areas of strategic importance?

The initiative consolidates and develops the existing NSNJ initiative in areas of strategic importance for Europe 2020.

## **C. Options**

(i) What are the policy options? (ii) What legislative or 'soft law' instruments could be considered? (iii) Would any legislative initiatives go beyond routine up-date of existing legislation?

(i) a. continue with the implementation of the existing tools without political or legislative action  
b. provide new impetus to the implementation and further development of the NSNJ agenda. This is not a legislative proposal and we are aware of EU competences and the issue of subsidiarity.

The role of the Commission is to facilitate co-operation between MS through mutual learning such as peer reviews and awareness raising.

Based on the objectives identified under point 'B', the following actions could be considered:

#### Make the case for skills as an integrated agenda within EUROPE 2020

- Create a standing advisory group of high level independent experts on NSNJ at EU level
- Institutionalise the skills agenda through better cooperation between the relevant actors (for instance regular mutual exchange between Education and Employment Committees)
- Foster peer-learning on a wide range of skills policies; joint efforts between the mutual learning programmes of DG EMPL and DG EAC
- Encourage all relevant stakeholders in communicating benefits of better skills, including based on EU studies (CRELL/EENEE)

#### Empowering people through the acquisition of the right mix of new skills and lifelong learning (LLL)

- Evaluate the impact of and promote financing mechanisms, incentives and services for all citizens to skill up, including ESF-funded projects and through mutual learning and research (Cedefop/EENEE)
- Promote incentives for companies to invest in skills
- Promote lifelong guidance including within Public Employment Services
- Develop qualifications based on learning outcomes and the right mix of skills to boost innovation and creativity, based on existing EU instruments such as the learning outcomes approach

#### Anticipate future skills challenges to enable our current and future workforce to adapt to new conditions and potential career shifts

##### *Towards an orchestrated EU anticipation effort*

- Provide a platform to bring together different national anticipation systems and bodies (including better dissemination of the results of forecasts and sharing of best practices)
- Further improve existing EU-level anticipation efforts (Cedefop forecasts)
- Links with G-20

##### *At sectoral level*

- Make skills a core topic of the EU sectoral social dialogue
- Create EU 'skills sectoral councils' bringing together existing national skills sectoral council at EU level for the analysis of skills needs and the development of proposals for updated qualifications

#### Match skills and jobs, bridge the gap between education/training and work

- Develop a common language (and operational tool) for education/training and work: ESCO (European Skills, Competencies and Occupations taxonomy)
- Monitor changes in the occupational structure of European labour markets and related skills requirements (EU Vacancy Monitor)
- Propose a European Skills Passport building on the success of the existing Europass instrument
- Monitor skills' utilisation in the workplace (make use of PIAAC and other OECD inspired work) and monitor career and learning pathways (explore the potential of existing EU surveys and the feasibility of a tracer study)

#### Open up to talent

- Exchange information on skills shortages and surplus inside and outside EU including cooperation with ILO
- Set clear and transparent rules for the recognition of degrees and qualifications to better recognise migrants' skills

The initiative could also highlight the concrete role(s) that EU funds and particularly the ESF and the LLP can play in promoting skills development.

(ii) A Communication containing the actions listed above

Does the action proposed in the options cut across several policy areas or impact on action taken/planned by other Commission departments?

DG EAC and DG EMPL are already cooperating closely in this area. The action cut across policy areas of DG ENTR, DG ECFIN, DG INFSO, DG MARKT

Explain how the options respect the proportionality principle

All options build on and consolidate existing instruments and tools.

#### **D. Initial assessment of impacts**

What are the significant impacts likely to result from each policy option (cf. list of impacts in the Impact Assessment Guidelines pages 32-37), even if these impacts would materialise only after subsequent Commission initiatives?

Possible economic and social impacts linked to different options.

Could the options have impacts on the EU-Budget (above 5 Mio €) and/or should the IA also serve as the ex-ante evaluation, required by the Financial Regulation?

No.

Could the options have significant impacts on (i) simplification, (ii) administrative burden or on (iii) relations with third countries?

No.

#### **E. Planning of further impact assessment work**

When will the impact assessment work start?

N. A. The competence rests with Member States therefore the added value at the EU level is in the form of mutual learning, building synergies and awareness raising. The envisaged initiative is a policy communication that will not commit the Commission to actions of a legislative nature or having significant budgetary, social, economic or environmental impacts. The possible follow-up actions will consolidate and develop already existing instruments and tools such as Eures or Cedefops' forecasts.

(i) What information and data are already available? (ii) Will this impact assessment build on already existing impact assessment work or evaluations carried out? (iii) What further information needs to be gathered? (iv) How will this be done (e.g. internally or by an external contractor) and by when? (v) What type and level of analysis will be carried out (cf. principle of proportionate analysis)?

The Communication will include the latest CEDEFOP forecast on skills needs by 2020. On a sectoral level, it will comprise the overall results of a transversal analysis on the evolution of skills needs in 19 economic sectors. It will also report on the use of the ESF in the context of NSNJ, an opinion of the Heads of Public Employment Services on NSNJ as well as a contribution of the Employment Committee on NSNJ.

Which stakeholders & experts have been/will be consulted, how and at what stage?

Existing bodies and stakeholder groups and in particular the Education Committee and EMCO