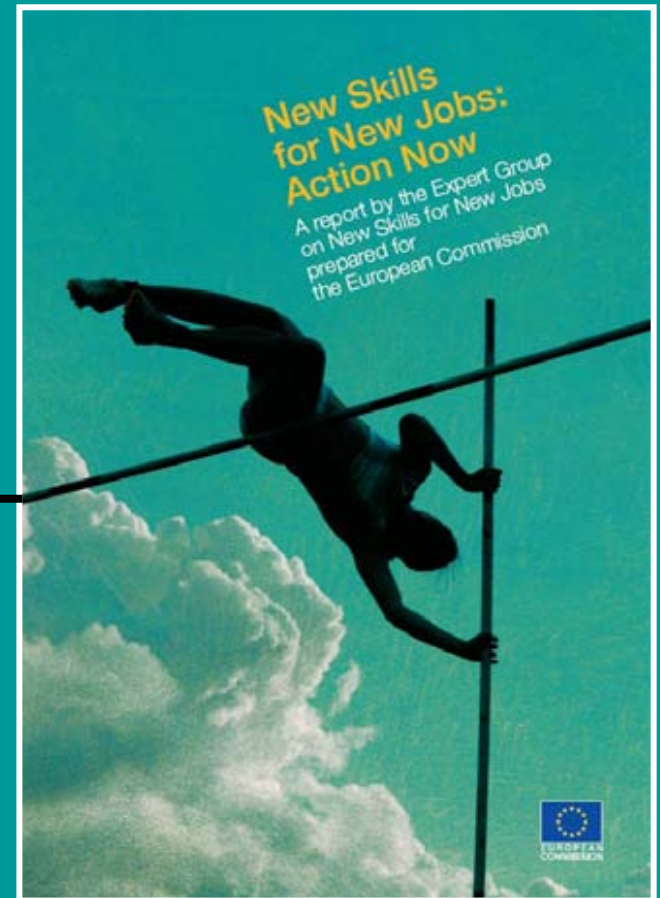


New Skills for New Jobs: Action Now

Key findings of the
expert group report

Brussels, 4 February 2010



Overview of the report: A new Ambition

Professor **Mike Campbell**

Director of Research and Policy,

UK Commission for Employment and Skills

A New Ambition



We can and must do better – everyone needs to ‘step up’



Our prosperity depends on Jobs and Productivity: Skills are vital to both



Yet Europe’s ‘inconvenient truth’ is that we are not sufficiently skilled



Challenges and opportunities are growing more urgent, with major changes in our economy and labour market: demographics, globalisation, technological and social change



We need a new Ambition,
a new ‘Common Sense’:
we need New Skills
for New Jobs

A New Ambition

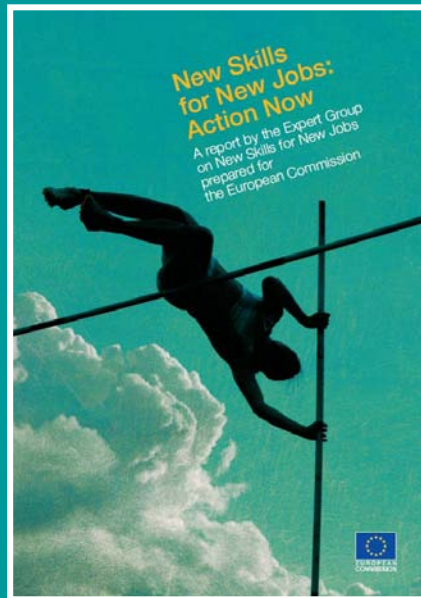


- Make the Case for Skills
- Develop a balanced and coherent Action Programme
- Your Agreement, Engagement and Sustained Commitment

Proposed lines of action



Thank you for your attention!



4 February 2010

New Skills for New Jobs: Action Now

Provide the right incentives!

Caroline Jenner & Dr Markus Schmitz

CEO of the NGO
'Junior Achievement
Young Enterprise'
Europe

Head of Directorate
'Basic Security
System',
Bundesagentur für
Arbeit

Proposed lines of action



Investment in skills must be massive and smart!

- Better incentives and services for individuals
- Better incentives for employers to invest in, and make the best use of people's skills
- Incentives for education and training

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graph LR; A[Provide the right incentives to upgrade and better use skills for individuals and employers!] --> B[Better incentives and services for individuals  
Better incentives for employers to invest in, and make the best use of people's skills  
Incentives for education and training]; B --> A;
```

Provide the right incentives to upgrade and better use skills for individuals and employers!

The individual's side

Attract people into training and learning for life and for work

Individuals need to take over more responsibility for lifelong learning and need support

Recognize prior learning and competences acquired outside the school system

Public institutions need to transform themselves into modern, flexible and adaptable service providers

Traditional matching processes will no longer work

We need better incentives and services for individuals!

Better incentives and services for individuals



Key actions

- ① **Develop and implement tools that help individuals with analyzing their own skills better**
- ① **Raise awareness about schemes for recognition/certification and guidance/counseling**
- ① **Make greater use and better evaluate the impact of learning accounts or learning vouchers based on the principle of co-investment by relevant stakeholders**
- ① **Improve guidance and counseling services for individuals, make training schemes more effective**
- ① **Publicize the opportunities and offers of public and private education and training courses**
- ① **Further develop in Public Employment Services' profiling systems including internet and skill based matching tools**

The employer's side

Sustainability in a crisis is largely driven by skills; quality of our human capital

Putting the spotlight on best practices can spur innovation and change across and within sectors

Better management of skills will mean more effective mobilisation and realisation of potential

Overall performance is improved by better management practices. Investing in the skills of managers is just as critical.

We need better incentives for employers to invest in, and make the best use of people's skills!

Better incentives for employers to invest in, and make the best use of people's skills



Key actions

- ① **Use tax incentives, public procurement policies and targeted investment strategies in the low-skilled/older workers**
- ① **Consider investments in skills on a par with capital investments on the balance sheet; depreciate as we would with tangible assets**
- ① **Employers can incentivize suppliers to invest in skills**
- ① **Communicate the benefits using many different channels—awards, expert intermediaries, education/training providers.**
- ① **Make the exchange of best practice on skills central to what employer collaboration networks focus on**
- ① **Better support to SMEs**

The part of education and training institutions

Skills and competence development will be improved if the business and education communities work more closely with each other; a constant dialogue.

The speed of change requires more dynamism and more adaptability among education institutions.

There are many valuable and relevant initiatives and best practice which can be leveraged and scaled up.

A stronger more coherent message will accelerate the sector's shift towards greater openness and relevance.

**We need
incentives
for education
and
training
institutions!**

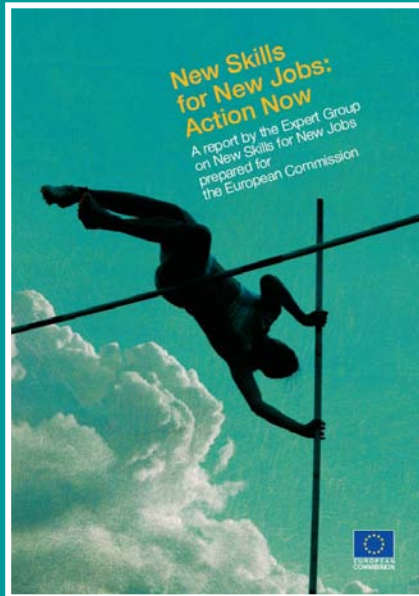
Incentives for education and training institutions



Key actions

- ④ Ensure there is coherence between instruments (such as curricular standards, learning outcomes, assessment tools)
- ④ Manage the quality, training and continuous professional development of educational institutions (educators and institutional leaders)

Thank you for your attention!



4 February 2010

New Skills for New Jobs: Action Now

Bridge the gap & develop the right mix of skills



Dr Gabór Halász & Jim Devine

Professor at
University Eötvös
Lorand (Budapest)

President of Dun
Laoghaire Institute
of Art, Design and
Technology (Dublin)

Proposed lines of action



Bring the worlds of education, training and work closer together

1. Make education and training more flexible and more open for innovation and enhance relationship between skills providers and employers
2. Establish skills-based qualifications
3. From initial education and training to continuing and lifelong learning: an opportunity for all

1. Innovation and leadership for bridging the gap

- Experimentation with innovative solutions are needed
 - ✓ to make workplaces more receptive to receive students for learning practice
 - ✓ to make education programmes more receptive to include work-related components
- Such innovations require an enhancing regulatory environment and committed leadership at institutional level

Proposed lines of action



Developing the right mix of skills

1. The right skills portfolio
2. Adapt curricula content, teaching, delivery methods and assessment to the intended learning outcomes
3. The learning sector: a provider of skills but also an employer with its own skills needs

1. The right skills portfolio: Attributes

- Defined as a shared purpose between the world of work and the world of education and training
- Balances job/discipline – specific knowledge and skills with essential transversal skills - T-shaped individual profile
- Creativity, innovation and entrepreneurial ability is highly valued
- Digital Fluency must be a goal for all citizens

2. The Key to Curriculum Adaptation

- Understanding the power of Qualifications Frameworks
- Well-defined 'Learning Outcomes'
- Learning Activities that are designed to match the Learning Outcomes
- Assessment methods

3. Enhancing the emergence of a 'learning sector'

Education as a value producing sector in the knowledge economy

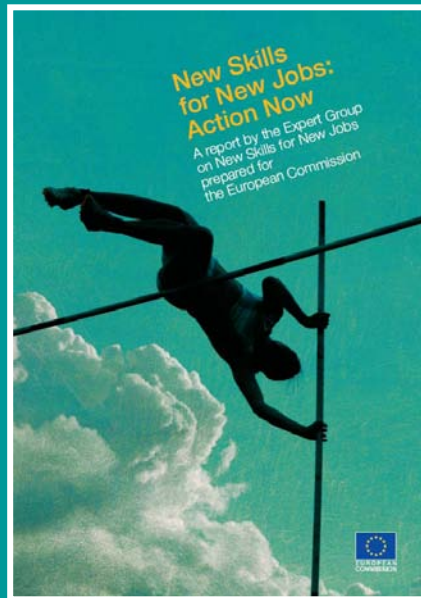
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graph TD; A[Education as a value producing sector in the knowledge economy] --> B[Where are the boundaries of the learning sector?]; A --> C[What are the skill needs of the learning sector?]; A --> D[Who is representing the learning sector?];
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Where are the boundaries of the learning sector?

What are the skill needs of the learning sector?

Who is representing the learning sector?

Thank you for your attention!



4 February 2010

New Skills for New Jobs: Action Now



CEDEFOP

European Centre for the Development
of Vocational Training



Setting the scene: Jobs and skills for Europe's future

Aviana Bulgarelli

Director Cedefop

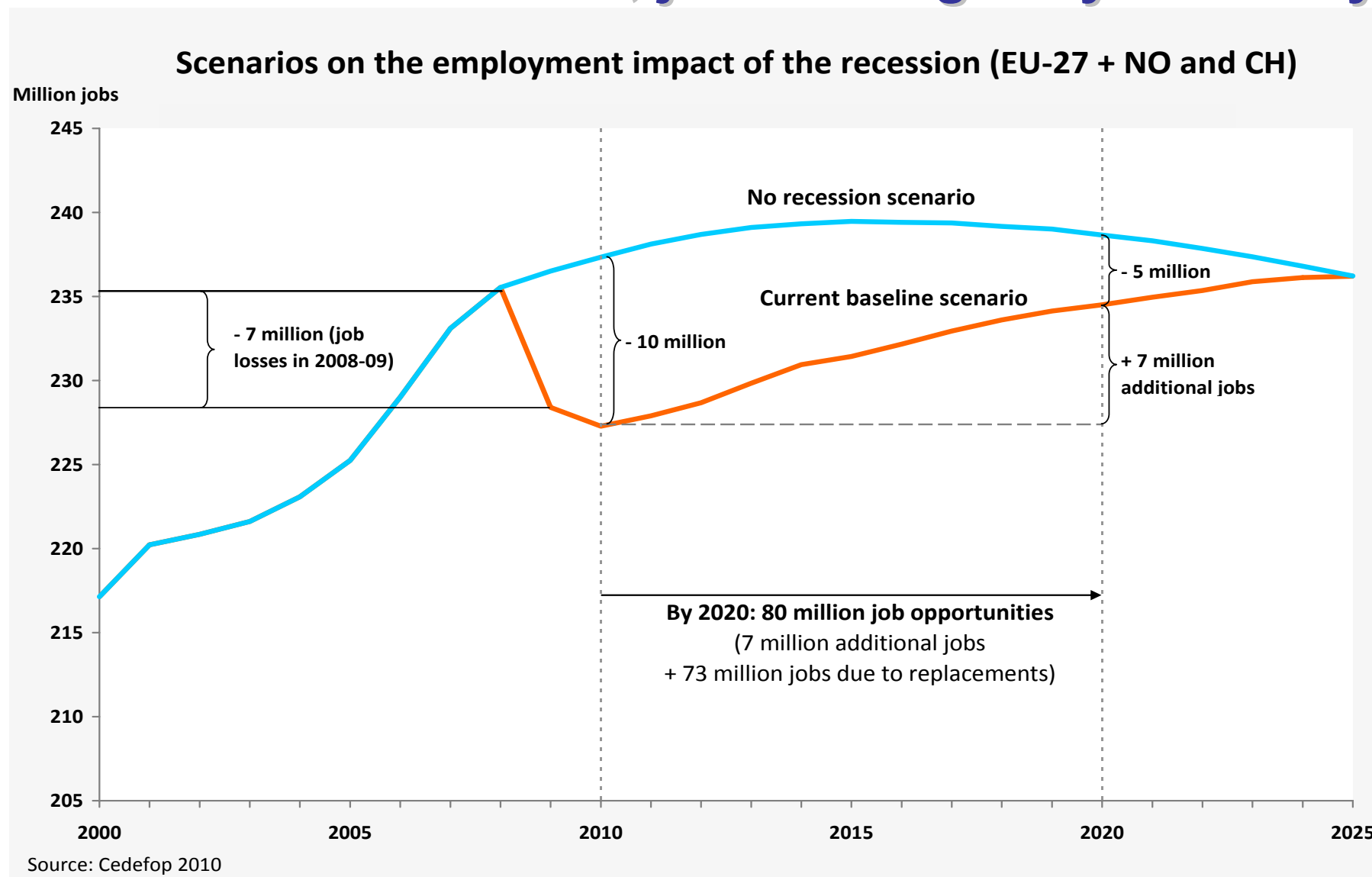
The new Cedefop skills forecast

- provides projections of skill supply and demand
- uses econometric modelling and time series
- is based on official data sources (primarily Eurostat: National accounts and LFS)
- provides 3 scenarios
- covers EU-27, Norway and Switzerland
- covers period up to 2020 (2025)
 - 2008 and 2009: still partial estimates

Key findings

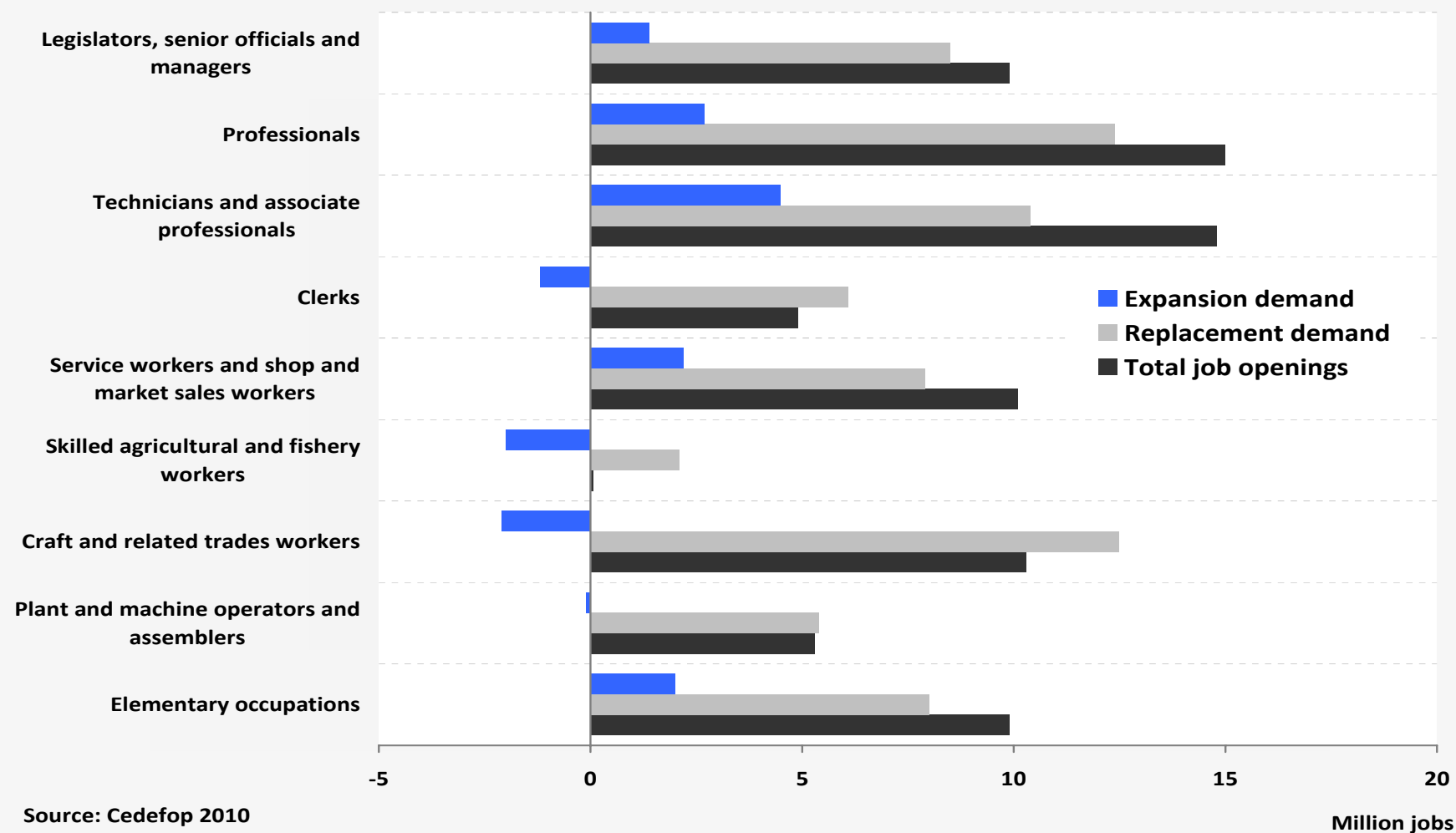
- Employment in 2020: 235 million (~ pre-crisis peak, 2008)
- 7 million new jobs + 73 million jobs due to replacements
- Jobs becoming more knowledge- and skills-intensive
- Impact of globalisation and technological change:
 - sectoral employment structure
 - demand for different types of skills
- Jobs employing highly qualified people: > 1/3
- Jobs requiring medium-level qualifications: ~ 1 out of 2

Jobs lost in recession, jobs brought by recovery



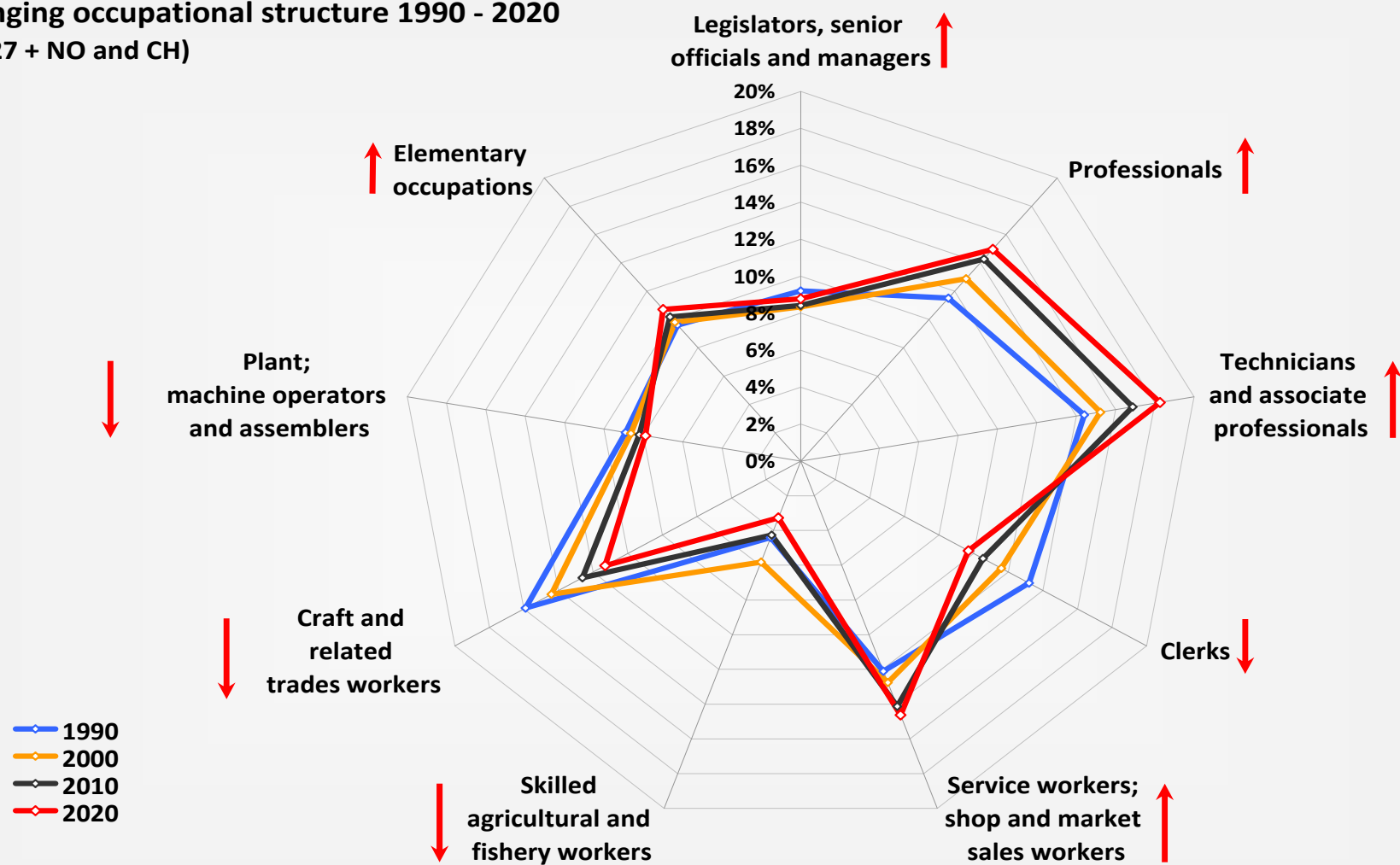
80 million job opportunities by 2020

Job opportunities 2010 - 2020: change by occupational groups (EU-27 + NO and CH)



Knowledge- and skills-intensive jobs on the rise

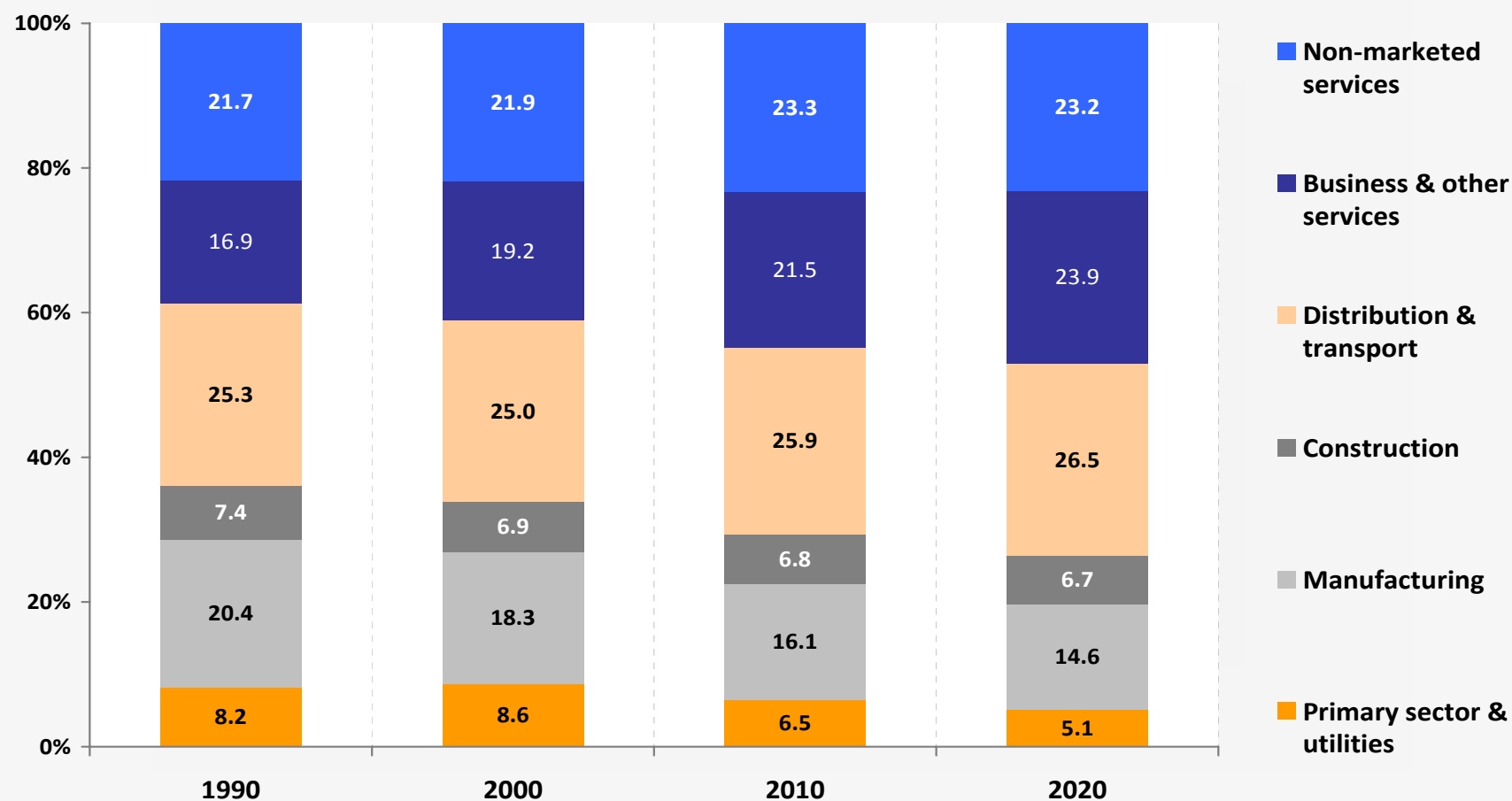
Changing occupational structure 1990 - 2020
(EU-27 + NO and CH)



Source: Cedefop 2010

Continuing trend towards a service economy

Changing sectoral employment structure 1990 - 2020 (EU-27 + NO and CH)

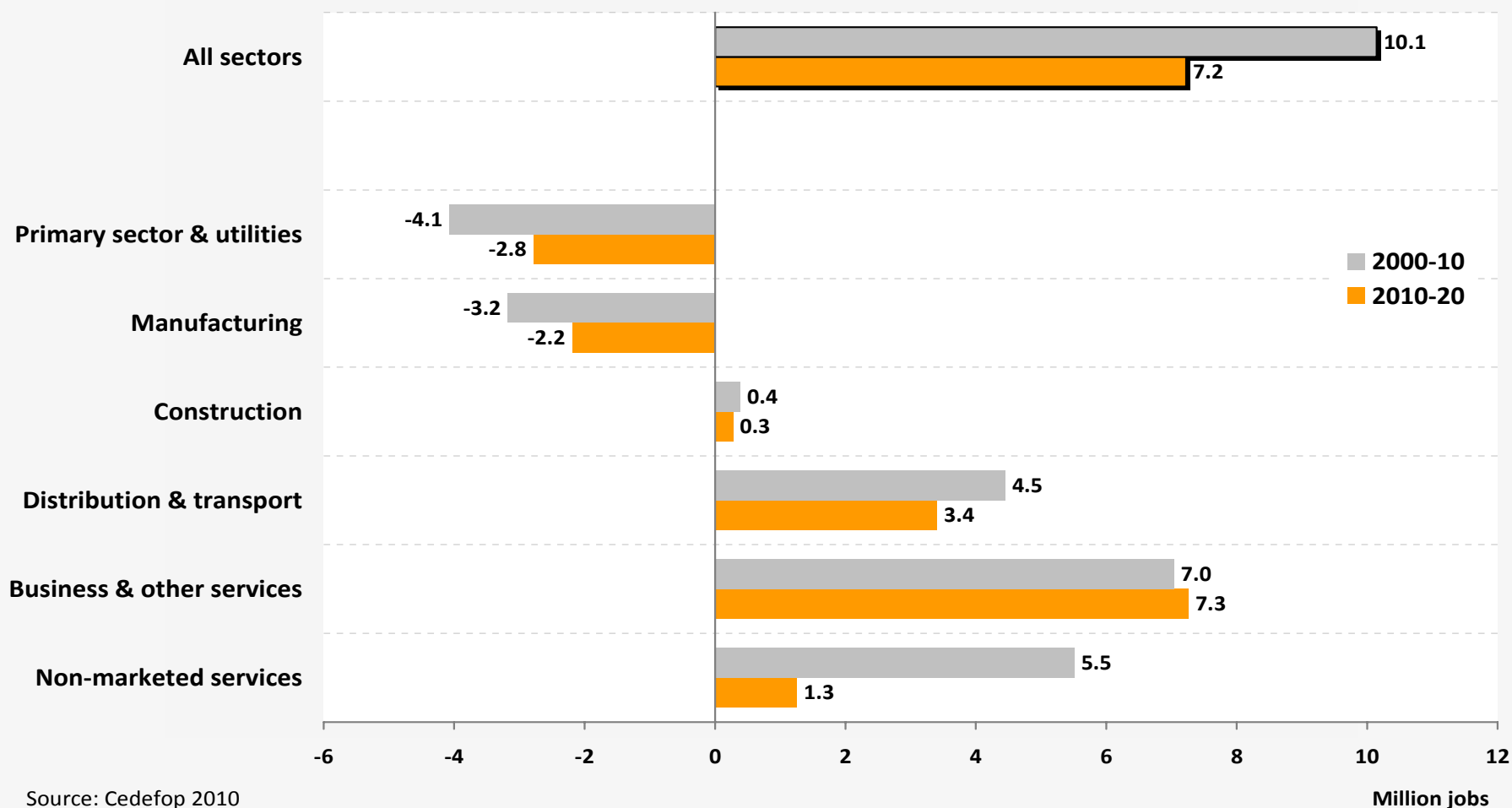


Source: Cedefop 2010



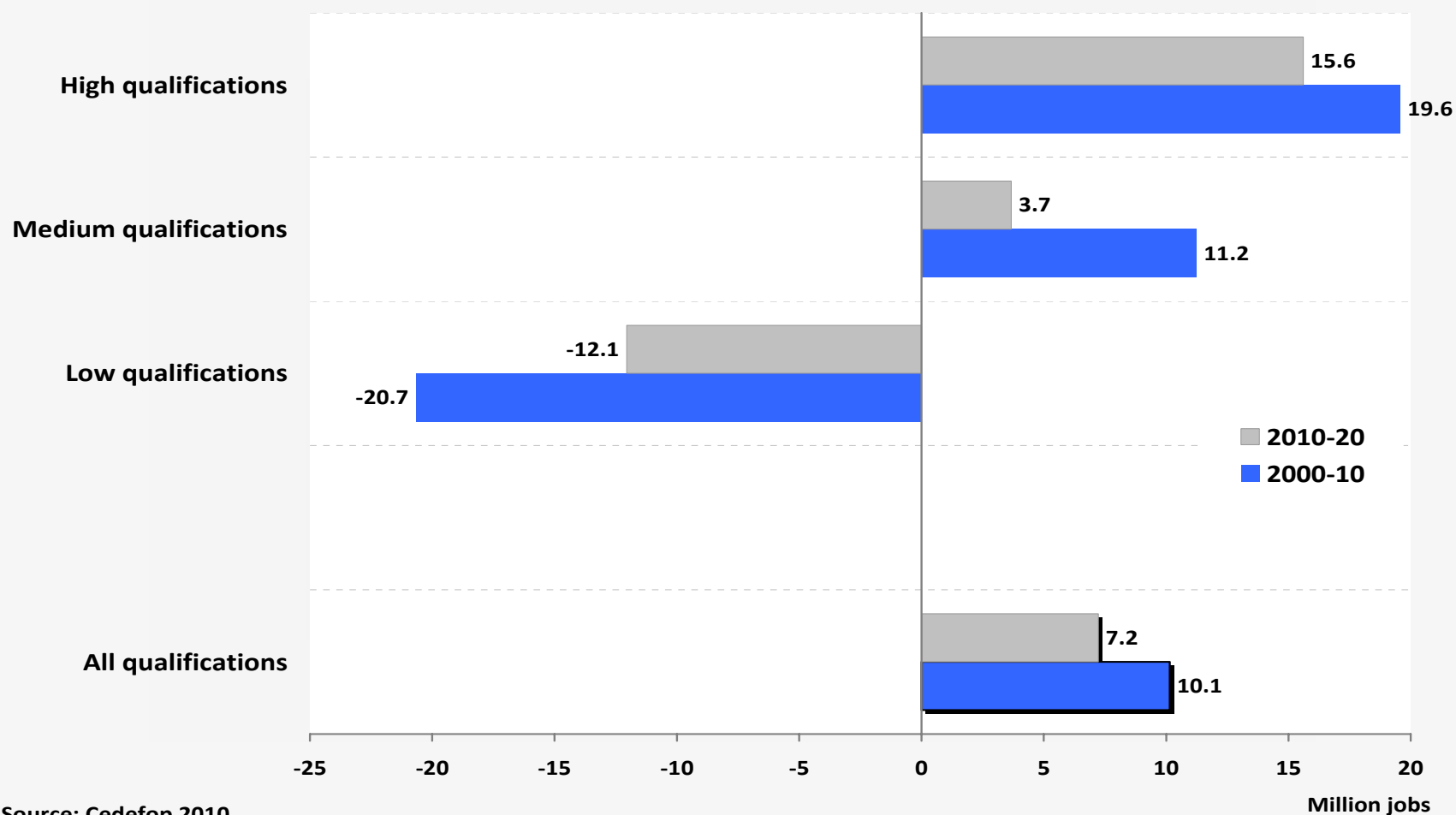
Job losses and gains in the next decade

Sectoral employment change 2000 - 2020 (EU-27 + NO and CH)



More jobs for the better qualified

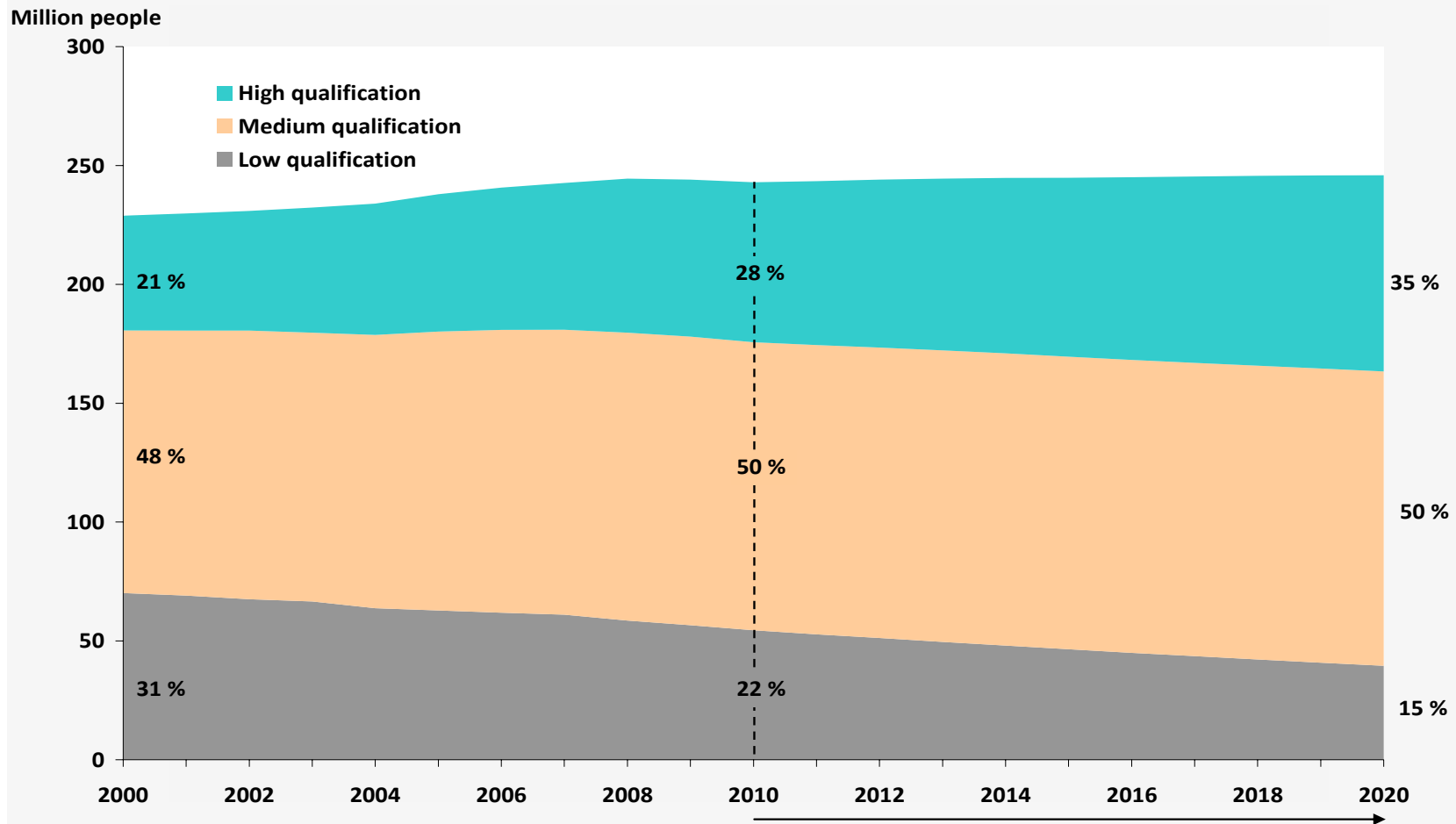
Demand for qualifications 2000 - 2020: net change of jobs (EU-27 + NO and CH)



Source: Cedefop 2010

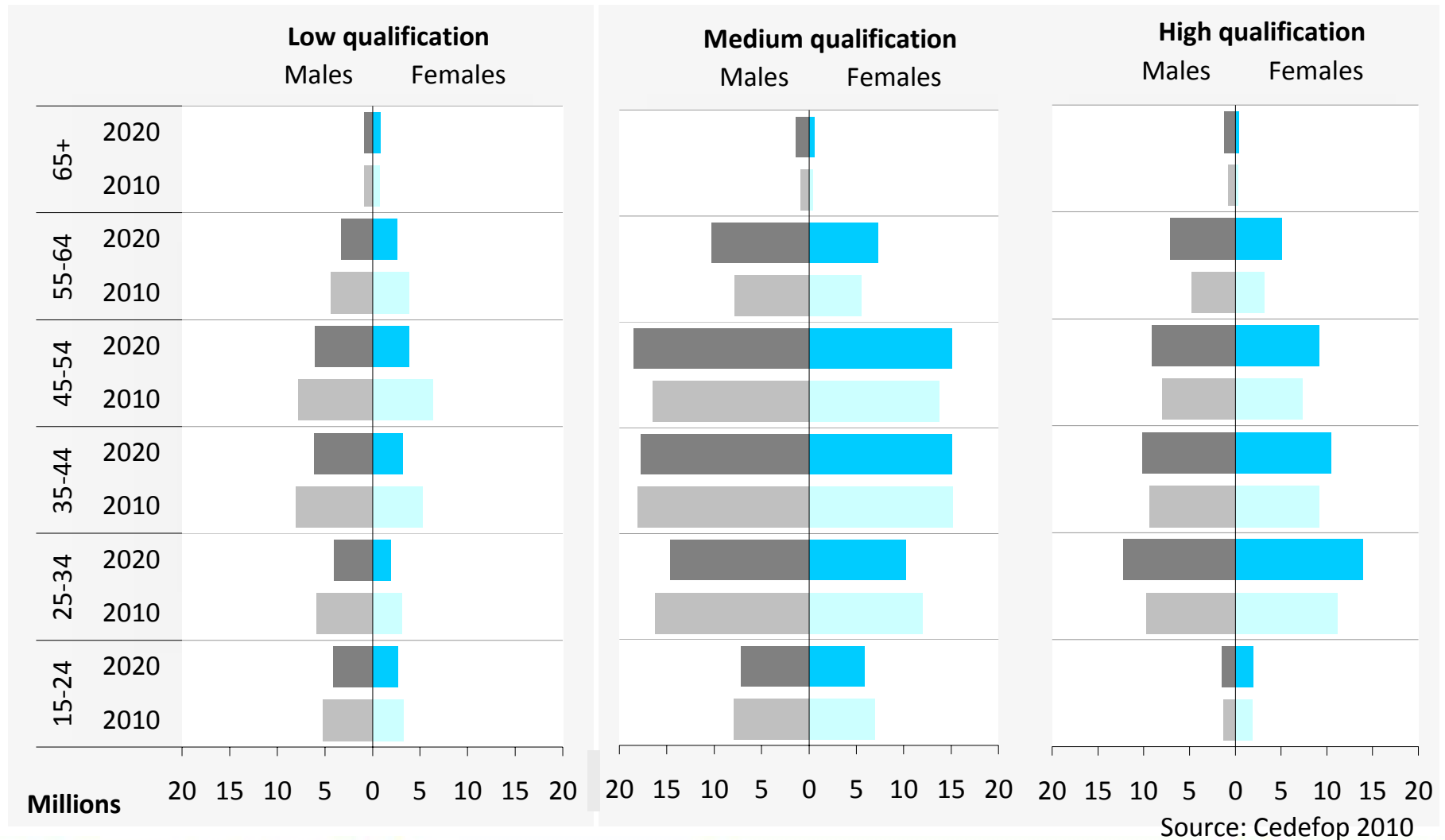
More people with better qualifications

Supply trends 2000 - 2020: Labour force by qualification (EU-27 + NO and CH)



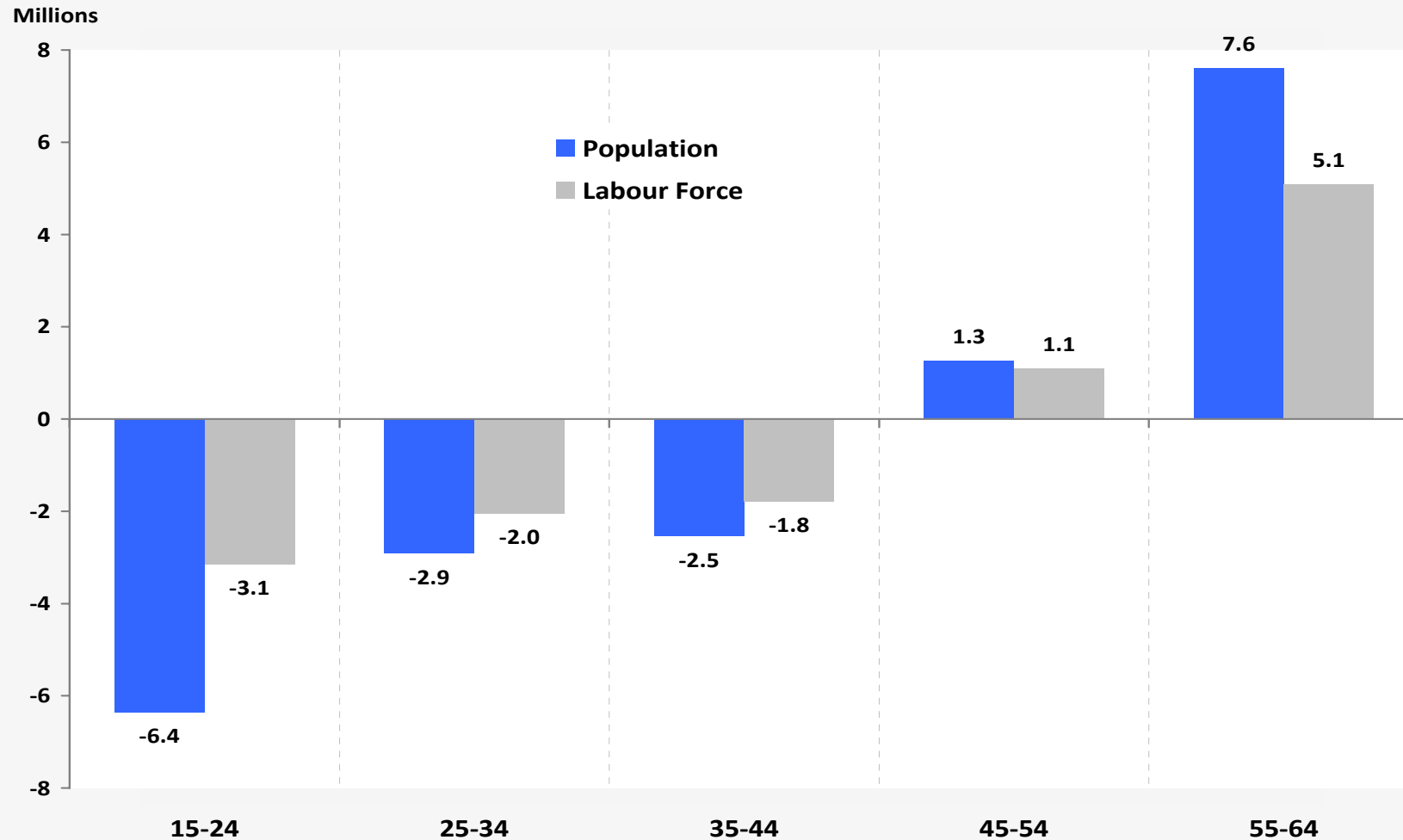
The best qualified: youth & women

Labour force 2010 and 2020 by age, gender and qualification (EU-27 + NO and CH)



Older workers need opportunities for learning

Changes in population and labour force by age, 2010-2020 (EU-27 + NO and CH)

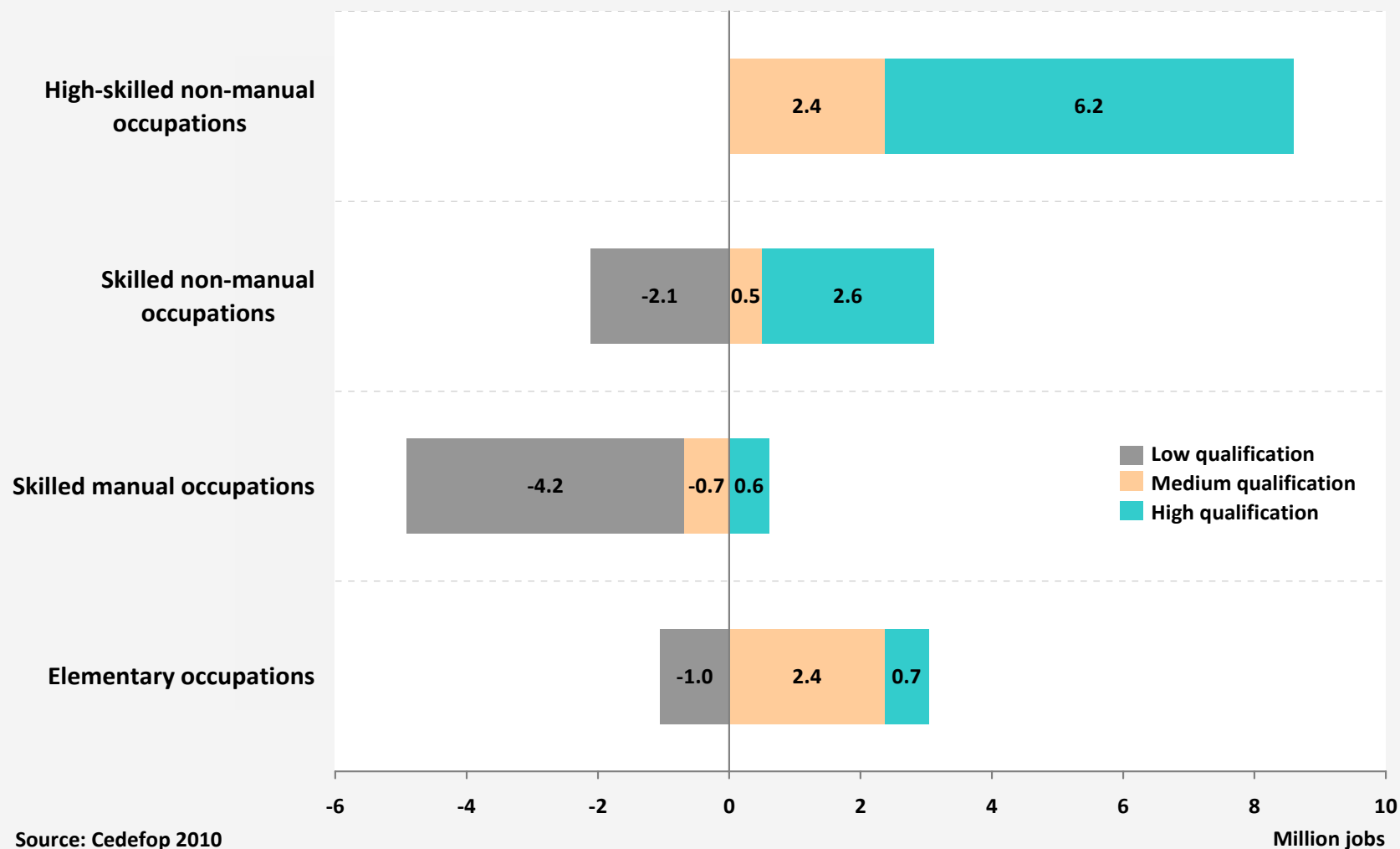


Source: Cedefop 2010



Skill mismatch or changing jobs?

Net demand change by occupations and qualifications 2010 - 2020 (EU-27 + NO and CH)



Risk of overeducation, or skills imbalances?

- High returns of higher education (employment, wages)
- Demand for skills: crisis aggravates structural changes
 - ↓ job opportunities for the **low-qualified**
 - ↑ share of **better qualified** people who may accept jobs demanding lower qualifications
- Skills mismatches and imbalances persisting phenomenon
⇒ need to develop the **right skill** mix to:
 - match and anticipate knowledge- and skills-intensive jobs
 - manage transitions in the labour market

New skills for new jobs: action now

- **Human capital matters!**
to increase innovation and productivity potential ⇒ raise employer ambition to make best use of people's potential
- **Upskilling and broadening skills:**
to get better jobs, to shape jobs and to contribute to an innovative economy
- **Europe has no room for complacency!**
BRIC countries are increasing shares of high-level jobs



Thank you for your attention

More information:

www.cedefop.europa.eu

or

skills-analysis@cedefop.europa.eu

Ask for the full report, available in spring 2010.



Anticipating better needs and attracting talent



Göran Hultin & Pr. Julia Gonzalez

CEO of Caden
Corporation

University of Deusto
(Bilbao)

Proposed lines of action



1. Better labour market intelligence to develop early-warning and matching systems

- Provide helpful 'signals' to all stakeholders: help to create market transparency on skills, raise placement efficiency and encourage adaptive behaviour
- Assess existing skills needs and effectively direct the efforts on the field of upskilling
- Provide a longer term perspective, to anticipate and shape the future
 - ➔ Develop and refine the methods for collecting and analysing LMI

Labour market intelligence: Design

- Excellent information, interpretation, analysis and accessibility, easily available on comparative basis
- At sectoral, regional national and cross-national level
- With information at the level of qualifications, competences, wages...
- Capable of monitoring existing trends and to detect the emergence of skills in sectors

Anticipation structures

- Building strong provider/employer partnerships
- Develop agile system of response (not a rigid plan)
- Link with policies to encourage/discourage specific moves
- Concept of 'demand' not as given but as capable to be shaped

Key recommendations



Key actions

- ① Improve capacity to anticipate future skills at different coordinated levels
- ① Develop measuring tools for structural imbalances
- ① Involve potential contributors in the anticipation of skills needs
- ① Develop comprehensive systems to monitor learners' success
- ① Create European Sectoral Councils with stakeholders

2. Opening up to talent

- We need to open up to talent inside and outside
- The potential of migration is not fully valorized- jobs below potential
- Top priority to manage labour migration inflows
- Recognize and improve migrants' skills, support them to full potential and explore potential with effective career guidance at different points of life cycle

Key recommendations



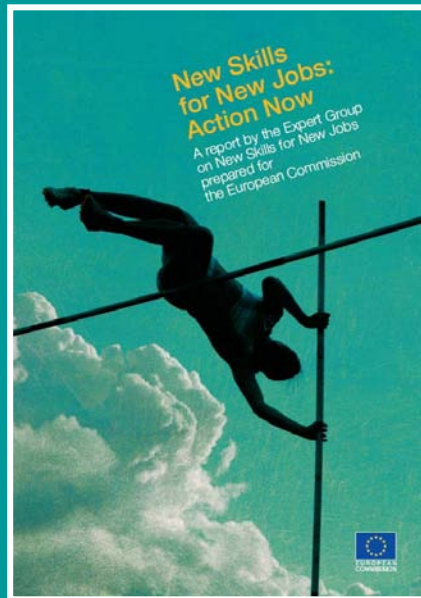
Key actions

- ① Share information on skills shortages across Europe and link them to migration policies
- ① Reinforce the development of clear and transparent systems of recognition of degrees and skills

In conclusion...

- Skills really can and do make a difference to people's lives and futures
- EU is not yet highly skilled enough to guarantee its future and 'business as usual' is not an option
- We need:
 - ✓ A change in our thinking about skills
 - ✓ To upskill Europe on a massive scale and in quick time
 - ✓ To transform a challenge into an opportunity to shape our future

Thank you for your attention!



4 February 2010

New Skills for New Jobs: Action Now