

# SYNTHESIS REPORT

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## BACKGROUND TO THE THEME

### NEW SKILLS FOR NEW JOBS<sup>1</sup>

***What jobs will be available in 10 years time? Will my education be appropriate? Will I have sufficient skills to get a job? Will these skills be recognised in the workplace?***

These questions, while important today, will be ever more present in our daily lives in the future. New Skills for New Jobs is an initiative of the European Commission to help people find the answers to these questions.

New Skills for New Jobs is about making it easier for people to get the right skills and competences and to be able to use them in the appropriate jobs. In order to do this, it is important to make the best possible predictions about what jobs will be needed in the future and to help people develop their skills through training.

New Skills for New Jobs was launched in December 2008, when the Commission set out its priorities, in particular about how to best forecast the needs of tomorrow's labour market and how these needs then can be matched with the skills that people acquire.

#### **Anticipate future needs and supply of skills in Europe**

Predicting tomorrow's labour markets needs a joint effort from the worlds of education, training and work. Different organisations have been working together on this aspect of New Skills for New Jobs, in particular the [European Centre for the Development of Vocational Training](#) (Cedefop). In June 2009 Cedefop released a forecast of skills supply and its current work aims at developing a system which will allow regular forecasts of both the supply and demand of skills on Europe's labour markets. In addition, Cedefop is exploring the potential of employers' surveys as a tool for analysing skills needs.

The European Commission published [18 sector reports](#) in late 2009, covering for instance the automotive sector, financial services and transport. Each report gives an overview, at a European level, of the past and present situation and estimates the future needs in each sector of the economy. The goal is to make the new jobs accessible to the greatest possible number of people.

#### **Matching skills and jobs**

The European Commission has developed several tools to make it easier to match people's skills with those needed on the labour market.

As an example, [Europass](#) is a direct CV service to help individuals to show their professional experience and skills so that employers can correctly understand and appreciate them. Or the [European Qualifications Framework](#), a Europe-wide

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<sup>1</sup> [http://ec.europa.eu/education/focus/focus2043\\_en.htm](http://ec.europa.eu/education/focus/focus2043_en.htm)

reference tool that, once fully put in place at the national level, will help people to make their qualifications more readable and portable across Europe. Partnerships between universities and schools on the one hand and enterprises on the other are crucial when it comes to matching the needs for skills on the labour market with those people can actually offer. The European Commission has set up an EU Forum for University-Business Dialogue for this purpose.

### **Developing the right skills**

Europe needs not only more skills, but also the right skills.

As the nature of work changes, employers are increasingly looking for key competences such as creativity, communication and analytical skills, self-management, social aptitudes and the ability to work and communicate in a multi-cultural environment. These competences are not only an asset for economic well-being, but also for personal well-being, citizenship and social cohesion.

In order to prepare both young people and adults so they can adapt to these changing environments, we need to rethink education and ensure that learners develop these key competences. In its Communication on ["Key competences for a changing world"](#) the Commission focuses on progress in Member States towards these objectives.

### **The way forward**

Experts have recently been working to produce policy-oriented recommendations to support the Commission in taking New Skills for New Jobs further. The expert group is composed of representatives from academia, business, national ministries, public and private employment services, and the International Labour Organisation (ILO). As key contributors to the initiative, the EU's reference centre for the development of vocational education and training, Cedefop, and the European Foundation for the Improvement of Living and Working Conditions (Eurofound) also participate.

The [report](#) was released on 4 February at a conference ['New Skills for New Jobs: Action Now'](#).

Better investment in skills, knowledge and competences, will help Europe on its path towards sustainable growth. The "New Skills for New Jobs" initiative, alongside with the ET2020 Strategic framework, which sets out European co-operation in education and training for the next decade, works in this direction. The Commission launched a consultation seeking the public's views on the EU's future reform strategy for 2020, with education, training and jobs as a crucial element.

## FOCUS OF THE NEW SKILLS THEMATIC NETWORK

### 1. Upgrading skills

- upgrading skills at all levels (low-qualified, high qualified, older workers etc.)
- generating new skills to respond to the nature of new jobs
- developing educational services (such as courses) for upgrading knowledge and skills of employees
- developing lifelong learning opportunities: continuing education, access to training with non-formal or informal learning backgrounds etc.
- ensuring basic skills & developing transversal competences in order to adapt to changing society and the requirements of the labour market

### 2. Matching skills to labour market needs

- making education and training more responsive to the needs of the labour market (involvement of stakeholders and world of work!)
- integration of learning with working life (e.g. learning conducive environments at the workplace, work-placed training and apprenticeship → developing (vocational) skills relevant to the labour market needs)
- reinforcing the link between studies and future skills and employment needs
- improving and matching the skills needed in the labour market

### 3. Skills assessment and anticipation

- improving anticipation of labour market and skills requirement
- developing common methods and systems for anticipation of skills needs
- identifying new types of jobs and skills in Europe

## SYNTHESIS NEW SKILLS FOR NEW JOBS

The New Skills for New Jobs initiative is comprehensive. Goal of this document is to narrow down the topic and describe what kinds of issues the New Skills Network will address. We hope this document also clarifies what kind of projects could fall under this theme.

The document is written on the basis of

- New skills for new jobs recommendation (2008)
- New skills for new jobs: action now! (2010, expert report)
- Outcomes peer learning seminar
- Sectoral studies restructuring forum

### *Analysis of new skills for new jobs: action now! Expert report*

The partners analyzed the recommendations in the report with a view to select the topics that are most relevant to the LLP and its projects.

In analyzing the document the partners tried to avoid overlap with other thematic groups, like Teacher Training and Social Inclusion and Quality Assurance and future thematic groups, such as Key Competences. The most relevant recommendations to the NSN are grouped under the four key recommendations of the report.

### **1. Provide the right incentives to upgrade and better use skills for individuals and employers**

The report mentions two actions that are addressed by LLP Projects:

- a. "Provide better support for SMEs a) in leadership/strategic planning and training for management including in effective skill utilisation, and b) in training for staff in effective skill development."
- b. "Prioritise guidance and counselling services and motivational support for individuals, improve the quality of these services and ensure that they tackle stereotypes."

### **2. Bring the world of education, training and work closer together**

Under this recommendation, there are two relevant topics:

- a. "...enhance relationship between skills providers and employers"  
 "Ensure the responsiveness of education and training systems to the needs of the labour market at all levels  
 "Encourage employers to co-invest and participate in the activities of education and training institutions.

“From initial education and training to continuing and lifelong learning – an opportunity for all” - “to support flexible learning paths, foster motivation and value in learning”

- b. Develop outcome-based qualifications and a common language between education/training and the world of work and adapt pedagogy and training assessment methods to align them more clearly to learning outcomes (see page 23 in Action Now report)

### 3. Develop the right mix of skills

- a. The right skills portfolio, employees are able to combine specific skills needed for a job with transversal ones  
“Develop the integration of the key enabling competences such as creativity, innovation, entrepreneurship, and citizenship, in schools, in higher education and initial and continuous vocational education and training. Develop and provide tools for individual self-assessment.”

NSN network has to be careful with overlapping the new thematic group on Key Competences<sup>2</sup>. Nevertheless, the document states that a mix of professional (vocational) skills and more general, transversal competences is needed. For our topic, some competences are more relevant than others. For example competences like ‘team work’ and ‘problem solving’ (part of the interpersonal and civic key competence and the entrepreneurship key competence).

- b. **COULD THIS BE:** Adapt curricula content, teaching, delivery methods and assessment to the intended learning outcomes (see page 26 of Action Now). Further, the report argues that training curricula, teaching delivery methods and assessment should be adapted to the new learning outcomes that are the result of a better responsiveness of the training providers to labour market needs. For example, “Too often, modes of formal assessment and evaluation are too narrowly defined and do not capture the range of outcomes desired”. We are not sure how many projects are dealing with this.  
The same goes for teaching methods. Learning in the workplace or project based learning and blended learning should be encouraged and experimented. There are many LLP projects on recognition of non formal and informal learning. Further detailing of what we are looking for might be necessary. P.M. involve experts?

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<sup>2</sup> The Commission work document on key competences states: “Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfilment and development, inclusion and employment. These should have been developed by the end of compulsory schooling or training, and should act as a foundation for further learning as part of lifelong learning.

The 8 key competences are: Communication in the mother tongue, Communication in a foreign language, Mathematical literacy and basic competences in science and technology, Digital competence, Learning-to-learn, Interpersonal and civic competences, Entrepreneurship and Cultural expression.

#### 4. Better anticipate future skills needs

Much in this recommendation is focused on development of systems for macro-economic analysis and the methodological work needed for this. This was not a priority in LLP until call 2010.

**However, the following topics are relevant.**

- a. “Create EU sectoral councils, bringing together existing national networks at EU level for the analysis of the skills needs and the development of proposals for updated qualifications in each sector.”  
“Develop comprehensive systems to track and monitor learners’ success on the labour market, and make this part of quality criteria for education and training institutions.”



## NSNJ RECOMMENDATION

### I ANALYSIS

#### Drivers of change

- Globalisation
- Ageing workforce
- Urbanisation
- Evolution of social structures

#### 1.2 Need for upgrading skills and promoting employability

- Better match between supply and demand

#### Education system

- Must be responsive to labour market needs
- Must prepare learners for the need for lifelong learning
- Must prepare learners for employability (and own responsibility in employability?)

#### Policy makers

- Must involve both education & training and employment policies in MS
- Special attention to vulnerable groups, like low skilled and ageing workforce
- Improve information on skills and Job search possibilities (guidance on education & career)
- Remove red tape and rigidities [AP: progression, flexible pathways, connecting VET to general education]

Companies must invest in HRD and take a long term perspective on skills issues.

Both policy makers, employers and employees mustn't cut down on education investments in times of crisis.

#### *European level vs national level*

EU level policy needs to take into account a significant diversity of the situations in the MS concerning the skills profile of their population and the sector distribution of employment. Making one recipe for improving the skills situation is not possible.

However, there are (at least?) three areas where a European level helicopter view makes sense

- Developments in sectors, especially if they are organized at European level (see restructuring initiative by DG Employment and DG EAC)
- Stimulating generic skills
- Anticipation mechanisms:

- establishing them at EU level (see Cedefop Skills Network
- fostering exchange between countries (NSNJ communication, Copenhagen process)
- improving link between European level studies and national studies (??)
- Matchings mechanisms: making sure that education system (formal and non-formal) meets labour market and civil societies' needs. The matching itself is a task at national level. MS can exchange. Sectoral skills councils might play a role.

*What is going to happen on the European Labour market?*

(Cedefop 2008)

Three core conclusions stem from the Commission's assessment.

**First**, there is in the medium and long term a great potential for employment creation in Europe – both for new (19.6 million until 2020) and replacement jobs (80,4 million until 2020).

**Second**, the skills, competencies and qualification requirements will increase significantly, and across all types and levels of occupation. 2.2.1 p.7

[BUT: the low skilled jobs will be carried out by medium skilled people? Since overall education rates increase at a faster rate than labour market changes, only half of elementary jobs will be held by workers with low educational attainment P.8 recom]

High skilled rise 25,1% to 31,3%. Medium 48,3% to 50,1%. Low 26,2% to 18,5%.

There seems to be trend towards polarisation of jobs, although medium level skilled jobs might have high replacement rate. [but for this poses a problem: how can a person grow if he has to jump from low to high in one time?]

**Third**, there is a need to ensure a better long-term match between skills supply and labour market demand.

#### *Setoral facts & figures*

In 2020 ¾ of jobs will be in the service sector. [good for women, gender equality might become an issue for men ;-)]

Manufacturing: net loss of jobs, but high replacement rate. Result: still a need for employees.

The best prospects of job creation up to 2015 are expected in business services (such as IT, insurance or consultancy), health care and social work, distribution, personal services, hotels and catering, and to a lesser extent education. Service sector will demand broader skills (e.g. ICT must have marketing and management skills too). This reflects growing demand on side of employers for key competences like problem solving, self-management, communication and language etc.

Low carbon industry will provide for new jobs in several sectors, e.g. transport and logistics, forestry, etc.

## II AGENDA FOR CHANGE

### 3.1 p. 11 Addressing mismatches

- Regular information on short term labour market changes for public authorities, enterprises, education providers etc:
  - 2009: European Labour market monitor, supporting professional and geographical mobility
  - 2009: Dictionary of occupations and skills
  - 2009: match and map (part of EURES, PLOTEUS, EURAXESS)

### 3.2 Strengthening the Union's capacity for forecasting and anticipation Commission will

- 2010 develop regular long term assessment of supply and demand in EU, up to 2020, broken down by sectors
- Concentrate efforts under PROGRESS and LLP to measure competences
- Increase capacity to assess effects low carbon change on labour market

Businesses should be involved

- Dialogue business – labour market (Tuning Educational Structures in Europe)
- Support platforms and organise annual 'Partnership for skills and employment'

Expert group action: now!

### 3.3 Deepening international cooperation

- OECD: PIAAC (adult competences), PISA, AHELO
- ILO (International Labour organisation) platform for global changes and impact of climate change
- ETF countries dialogue (publication sectors... ect)

### 3.4 Mobilizing Community instruments: linking several policies and instruments, e.g.

- Growth and jobs strategy & mutual learning
- EQF & Copenhagen
- ESF: via MS
- European Regional Development Funds (interreg?), promoting forecasting, cross border cooperation
- European Agricultural Fund for Rural Development (EAFRD)
- The European Fund for the integration of third country nationals

## PUBLICATIONS

European Communities: New Skills for New Jobs. Anticipating and matching labour market and skills needs. Luxembourg 2009: ISBN 978-92-79-11211-9. The publication is available in electronic format at <http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=98&furtherPubs=yes>.

The main reasons for the new skills for new jobs are discussed in this publication:

- the necessity to meet the skill challenge;
- upgrade skills at all levels and promote employability;
- match skills to labour market needs;
- improve the Union's capacity for skills assessment, anticipation and matching.

In the publication there is also an assessment of skills and labour market needs up to 2020 and how possible mismatches can be addressed.

European Union: New Skills for New Jobs: Action Now. A report by the Expert Group on New Skills for New Jobs prepared for the European Commission. European Union, 2010. The publication is available in an electronic format at <http://ec.europa.eu/social/main.jsp?catId=568&langId=en>.

The publication is divided into two main sections where the first deals with the key messages behind the New Skills for New Jobs initiative which are to make sure that Europe will have adequately trained manpower for its present and future needs.

The second section offers some key recommendations for actions that the experts feel are necessary:

- provide the right initiative to upgrade and better use skills;
- bring the worlds of education, training and work closer together;
- develop the right mix of skills;
- better anticipate future skills needs.

Each section offers some key actions that need to be set in motion in order to meet the set goals.

European Commission; DG Employment: Sectors' New Skills for New Jobs. 18 sectoral studies, all of which are downloadable from <http://ec.europa.eu/social/main.jsp?catId=784&langId=en>.

The sectoral analysis deals with the following sectors:

- Automotive sector
- Building of ships and boats

- Chemicals, pharmaceuticals, rubber and plastic products
- Computer, electronic and optical products
- Defence industry
- Distribution, trade
- Electricity, gas, water and waste
- Electromechanical engineering
- Financial services
- Furniture
- Health and social work
- Hotels, restaurants and catering
- Non-metallic materials
- Other services, maintenance and cleaning
- Post and telecommunications
- Printing and publishing
- Textiles, apparel and leather products
- Transport

For each of them the main characteristic of the sector in question is described and there are scenarios and implications for employment trends. Some recommendations for education and training are also made and their implication for companies, workers, authorities at regional, national and EU level are listed.

## LINKS RELATED TO THE THEME

The website of the Commission Directorate General for Employment, Social Affairs and Equal Opportunities Employment, Social Affairs and Equal Opportunities

Homepage: <http://ec.europa.eu/social/home.jsp?langId=en>

New Skills for New Jobs <http://ec.europa.eu/social/main.jsp?catId=568&langId=en>

European Employment Strategy

<http://ec.europa.eu/social/main.jsp?catId=101&langId=en>

Flexicurity <http://ec.europa.eu/social/main.jsp?catId=102&langId=en>

Public Employment Services

<http://ec.europa.eu/social/main.jsp?catId=105&langId=en>

Responding to economic change

<http://ec.europa.eu/social/main.jsp?catId=103&langId=en>

PROGRESS <http://ec.europa.eu/social/main.jsp?catId=327&langId=en>

European Social Fund <http://ec.europa.eu/social/main.jsp?catId=325&langId=en>

EURES <http://ec.europa.eu/eures/>

The website of the Commission Directorate General for Education and Culture

Education and Culture Homepage

[http://ec.europa.eu/dgs/education\\_culture/index\\_en.htm](http://ec.europa.eu/dgs/education_culture/index_en.htm)

General Policy Framework for Education and Training

[http://ec.europa.eu/education/lifelong-learning-policy/doc28\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc28_en.htm)

European Framework of Key Competences

[http://ec.europa.eu/education/school-education/doc830\\_en.htm](http://ec.europa.eu/education/school-education/doc830_en.htm)

Higher Education in Europe [http://ec.europa.eu/education/lifelong-learning-policy/doc62\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc62_en.htm)

Cooperation in Vocational Education and Training

[http://ec.europa.eu/education/lifelong-learning-policy/doc60\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc60_en.htm)

European Qualification Framework [http://ec.europa.eu/education/lifelong-learning-policy/doc44\\_en.htm](http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm)

Lifelong Learning Programme [http://ec.europa.eu/education/lifelong-learning-programme/doc78\\_en.htm](http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm)

PLOTEUS <http://ec.europa.eu/ploteus/>

## Other links

European Centre for the Development of Vocational Training - Cedefop

[www.cedefop.europa.eu/default.asp](http://www.cedefop.europa.eu/default.asp)

Skillsnet [http://www.cedefop.europa.eu/etv/projects\\_networks/skillsnet/](http://www.cedefop.europa.eu/etv/projects_networks/skillsnet/)

European Foundation for Living and Working Conditions

[www.eurofound.europa.eu/](http://www.eurofound.europa.eu/)

European Monitoring Centre on Change, European Restructuring Monitor

[www.eurofound.europa.eu/emcc/](http://www.eurofound.europa.eu/emcc/)

Institute for Prospective Technological Studies <http://ipts.jrc.ec.europa.eu/>

OECD - PIAAC

[http://www.oecd.org/document/57/0,3343,en\\_2649\\_33927\\_34474617\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/57/0,3343,en_2649_33927_34474617_1_1_1_1,00.html)

Fast Future, Accelerating Innovation <http://fastfuture.com/?p=129>