



WORKSHOPS

POLICIES AND STRATEGIC CHOICES TO SUPPORT THE TRANSITION TO THE FUTURE



#SKILLS4FUTURE

WORKSHOP 1

Equipped for the future: preparing young people

How can we support young people to face the challenges of changing work paradigms and evolving demands for skills?

Objectives

This workshop will identify and discuss trends, challenges and possible solutions on how to support young people in managing their transition to changing learning and work contexts (in the EU and ETF partner countries), focusing in particular on career guidance and work-based learning (WBL).

Background

In view of rapid and far-reaching changes in the world of work, young people in particular need to be better prepared to face evolving demands for skills. Education and training systems are under increasing pressure to make young people true lifelong learners, active and critical citizens as well as preparing them to cope with manifold transitions during their lives from education to work and in the course of working life. People face more frequent and disruptive, as well as more complex and unpredictable transitions over the course of their lives. A career is no longer a linear progression but instead a succession of jobs involving different types of work in different fields, geographic mobility and periods of unemployment and re-skilling. This calls for improved 'transition support' for young people, which needs to be better coordinated and more integrated than in the past, as well as more innovative, including new forms of service delivery. To be effective, such services need to target the varying needs of different groups of young people accurately, while focusing on empowering individuals.

The workshop will consider examples of effective policies in (1) career guidance for young people, in particular web-based career information/guidance and new ways of empowering young people by developing their career management skills; and (2) learning through work experience, such as innovative apprenticeships and other forms of Work-based learning (WBL).

Questions

Are career guidance and learning through work experience still valid mechanisms to support young people's transition to the work of the future? If so, what needs to be done to make them more effective? If not, which other mechanisms best fit future needs?

Speakers

Three speakers will present cases, two from EU Member States and one from an ETF partner country, introduced by the ETF.

- Jaana H. Kettunen, Research co-ordinator, Finnish Institute for Educational Research
- Loubna Bensalah, Project Manager 'Gender & Development Approach', Morocco
- Sidney Haberland, Representative of the European Apprentices Network/KulturLife, Germany

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WORKSHOP 2

Skills needs uncovered: dealing with uncertainty

How can skills intelligence and transparency be enhanced using the potential of new data analytics and technology?

Objectives

This workshop will focus on the potential of new data sources and data analytics for anticipating the skills of the future, in a context of changing jobs and modes of working. New data sources (Webdata, administrative data) offer exciting opportunities to improve current approaches to labour market information and intelligence (LMI) and address underlying challenges.

Background

Traditional surveys have drawbacks that the use of Big Data and data from public registers can help to address. Big data analytics allow more granular information on skills, real-time spatial insights and predictive analysis. Big Data can improve labour market and skills policies through labour market monitoring and analysis, assessment of skills demand, observation of job-seekers' behaviour, identification of local skills mismatches, and predictive analysis of the demand for and transformation of skills.

There is growing research and experimentation on the use of big data for skills intelligence. A Cedefop project "Understanding employers' needs in real time" has completed its pilot phase and is now rolling out a prototype to all EU Member States with the aim of creating an EU dataset by 2020. Public employment services (PES), such as Pole Emploi (France), are increasingly using big data analytics to better understand skills dynamics at sector and regional level. The increasing use of ESCO by PES in the EU contributes not just to more accurate skills matching between job seekers and vacancies, but also better-organized big data for LMI. EUROSTAT has established a "Big Data task force" involving all the EU Member States with a view to integrating internet data in national statistical systems. Big data analytics is also being used to identify obsolete skills and carry out predictive analysis of demand for new occupations and new skills. New digital platforms for job information and career guidance or for talent management benefit from the innovative features of big data analytics and visualisation.

Questions

What can we learn from international projects on Big Data for LMI? How can we make the most of digital data and public registers, in combination with other data sources, to improve labour market and skills intelligence (LMI) in real time? What can countries and their international partners do?

Speakers

- Mario Mezzanica, Fabio Mercorio (CRISP) and Eduarda Castel-Branco (ETF): ETF Big Data project
- Giorgio Vernon (Luigi Einaudi Foundation): Using administrative data and public registers for analysis of labour market and skills dynamics - the experience of Italy.
- Borhene Chakroun, (UNEVOC): Analysing skills demand in developing countries using webdata from job vacancy postings - the UNESCO experience.

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WORKSHOP 3

Partnerships for transition: shaping skills policies

How can different partnership models help to shape skills policies for the future?

Objectives

The workshop will consider the diversity of partnerships supporting skills for the future between policy makers, economic actors, research institutions and civil society and examine their respective roles and responsibilities. Participants will be invited to reflect on renewed partnerships involving traditional and non-traditional actors, looking at both existing and potential partnerships.

Background

As career transitions become the norm rather than the exception, quality skills development and learning need to be more widely available and accessible at all stages in people's lives. This is a challenge for existing governance arrangements.

Most ETF partner countries recognise the necessity of engaging all stakeholders in designing the future of skills and employment. Public-private partnerships and decentralization of responsibility from the central to the regional, local and establishment level are at different stages of development in different countries. Meanwhile, the knowledge input in skill-related policies is growing, as witnessed by the sophistication of analyses, assessments, and mutual policy learning required to inform decision-making.

Skills policies for the future must cater for sometimes competing priorities such as: responding to rapid, short-term changes while forecasting future trends; blending public and private funding while ensuring that public goals are served; managing strong national quality frameworks but at the same time allowing diversity and innovation; monitoring and assessing policy outcomes in the course of implementation while being able to adjust along the way; delegating while strengthening accountability.

All this entails new roles and responsibilities and changes in stakeholder dynamics at different levels.

Questions

How wide is the range of renewed partnerships for skills development? Who needs to be involved at what level and how do they influence policy making? What role for partnerships: advisory, consultative, decision-making, or other?

How can current actors prepare to think and act differently? Is vision more important than capacity, or vice-versa? Who is taking the initiative and why? Does the pace of change matter?

Speakers

Three speakers will present cases with an introduction by the ETF.

- Ioannis Maghiros, Head of Unit, European Commission Joint Research Centre
- Douja Gharbi, Confédération des Entreprises Citoyennes de Tunisie
- Marian Belko, European Institute of Innovation and Technology

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Siria Taurelli, ETF: Siria.Taurelli@etf.europa.eu

WORKSHOP 4

Ready for an unpredictable future: getting the skills mix right

How can countries define creative solutions to provide innovative skills?

Objectives

This workshop will identify and discuss solutions designed to address the right skills mix for a changing labour market, focusing on the tensions between curriculum design, VET provision and awarding of qualifications. Participants will be invited to reflect on their own policies and challenges and share and generate new ideas for more responsive VET systems.

Background

New and changing occupations and working environments require a new mix of academic, technical, soft and digital skills.

The classic path from skills needs analysis to curriculum development and awarding of qualifications takes many years. In the continuously changing environment of today and the uncertain futures of tomorrow, this approach is becoming too static and too rigid, and potentially an obstacle to good quality education and training that supports lifelong learning and is responsive to changing needs.

This workshop will explore new visions, concepts and structures to address this challenge by finding new ways of shorter, adjustable and more flexible routes from labour market demand to skills provision for different groups of learners. We will look at different examples of more adjustable qualifications development meeting the needs of individuals and employers and how different providers (schools, training centres, e-learning platforms) are dealing with this flexibility.

The workshop allows for active participation and much time for discussion. Partner Country representatives can add their own ideas and solutions and share how they are progressing or otherwise with such adjustments.

Questions

How to define a right skills mix that will equip people for an uncertain - and unpredictable - future? How can initial and continuous VET respond to labour market needs in such a changing environment? And how can VET ensure continuous skills development of citizens through upskilling, reskilling, and lifelong learning?

Speakers

Three speakers will present cases with introduction by the ETF.

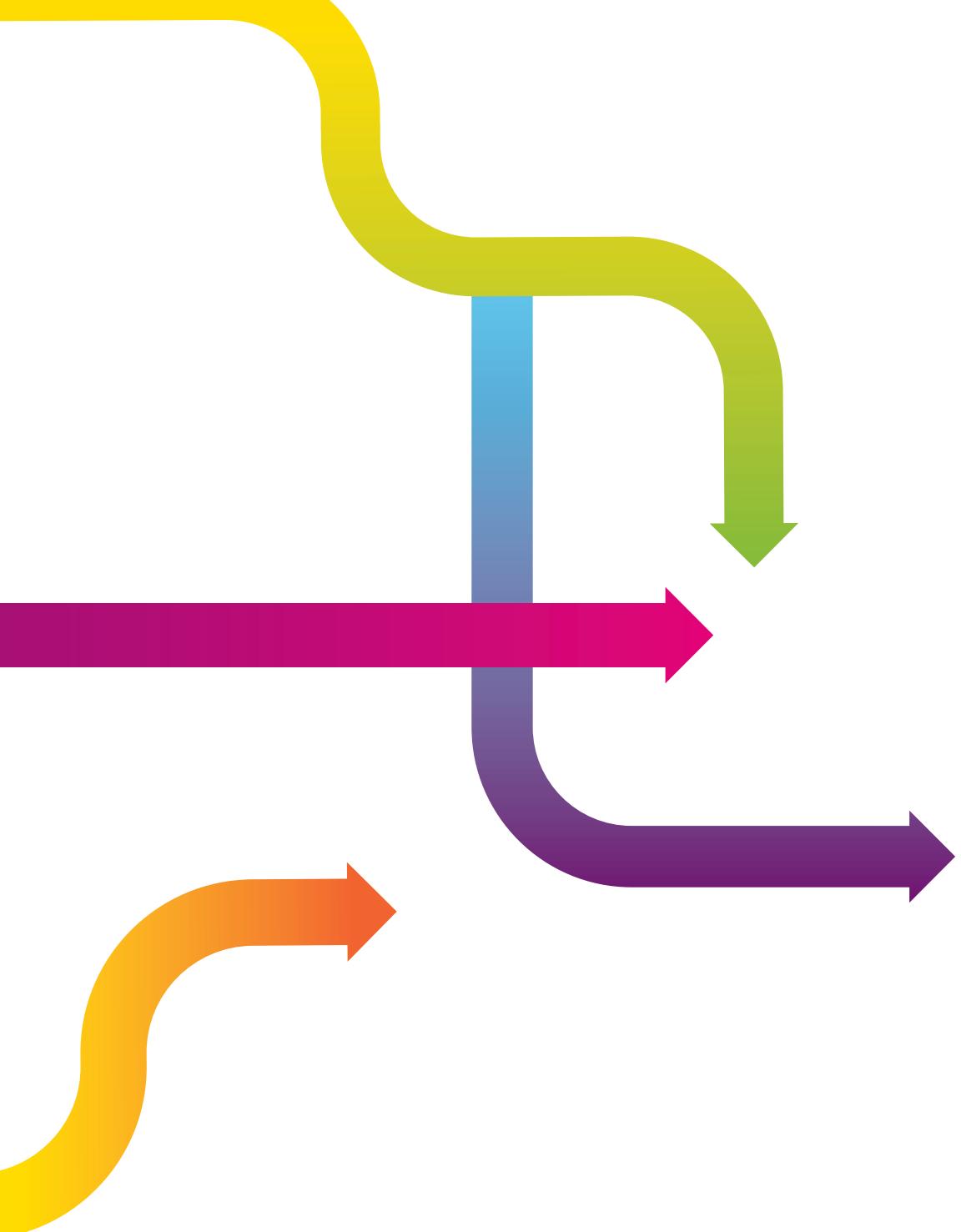
- Regina Kleingeld, Manager SBB, Vocational Education & Labour Market, the Netherlands
- Paolo Feliciano, Vice President, IEFP, Institute for Employment and Vocational Training, Portugal
- S. Tuna Sahin, Vice President of KOSGEB, the Small and Medium Industry Development Organisation, Turkey

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NOTES



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