University and economy: the skills policy of the European Union as the new generation of the LLL philosophy

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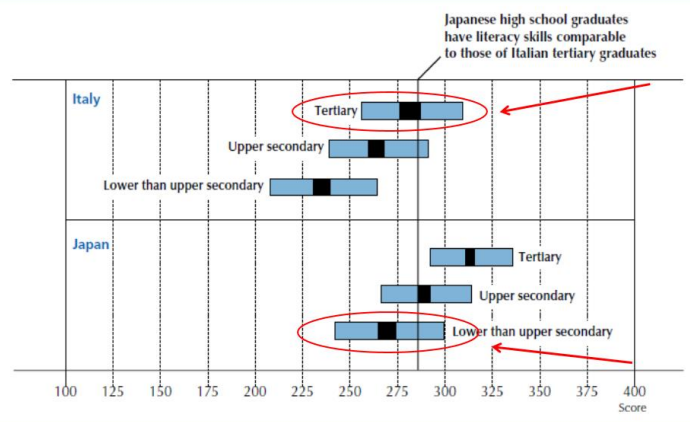
The emergence of new skills policies

„We do not need qualifications, we need skills…”

The new meaning of skills

Italian and Japanese PIAAC data



Source: OECD (2013) Skills outlook. Paris

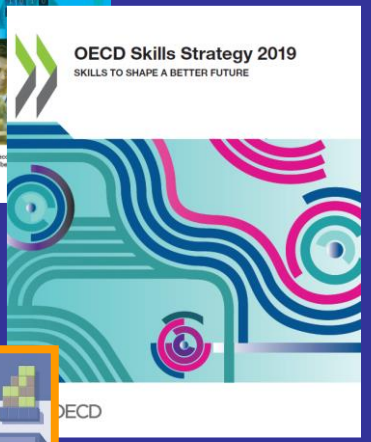
What does the skills strategy mean?

National or regional and international policy strategy that aims at:

- stimulating the economy to demand higher level skills
- creating condition for these skills to be produced

The skills strategy of the OECD

- Original and revised skills strategies (2012 and 2019)
- The new elements
  - Stronger stress on stills activation/utilisation
  - Governing skills systems
- Supporting countries to develop national skills strategies



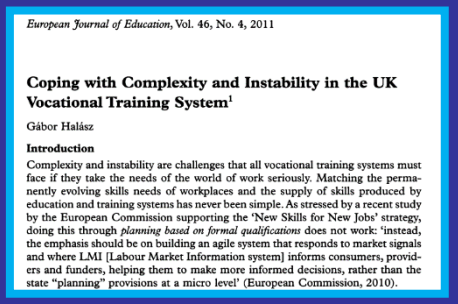
The skills strategy of the EU

- A new generation of LLL policy
- The European Skills Agenda
  an evolving system of strategies
  continuously revised (2008-2020)

- Specificities
  - Money (e.g. ESF)
  - Tools (rich repertoire)tools
    - Regulatory tools - EQF, ESCO, Competence frameworks (e.g. entrepreneurship), standards (e.g. LLL charter)
    - Projects, pilots (e.g. individual learning accounts)
    - Policy coordination (indicators, OMC, policy learning)
    - Knoweldge
  - Agents (e.g. sectoral organisations, policy networks)

From education/training policy to skills policy

- Shift form provider-based thinking to demand-oriented and ecosystem thinking
- Governing higher level complexity
- New concepts and tools
  (e.g. skills ecosystems, skills equilibrium, skills brokers, skills councils, individual learning accounts, data based labour market intelligence etc.)


European Journal of Education, Vol. 46, No. 4, 2011

Coping with Complexity and Instability in the UK Vocational Training System[1]

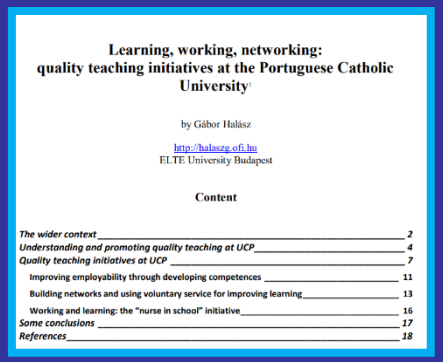
Gábor Halász

Introduction

Complexity and instability are challenges that all vocational training systems must face if they take the needs of the world of work seriously. Matching the permanently evolving skills needs of workplaces and the supply of skills produced by education and training systems has never been simple. As stressed by a recent study by the European Commission supporting the 'New Skills for New Jobs' strategy, doing this through *planning based on formal qualifications* does not work: 'instead, the emphasis should be on building an agile system that responds to market signals and where LMI [Labour Market Information system] informs consumers, providers and funders, helping them to make more informed decisions, rather than the state "planning" provisions at a micro level' (European Commission, 2010).

Universities in the new skills ecosystem

- The dynamic interplay of skills and innovation
  (extending the „triple helix” model to skills)
- The key role of partnerships
  (university - business; university - public services; university – NGO)
- One example:
  (Portuguese Catholic University: boosting the local skills ecosystem through the program „nurses in schools”)



Learning, working, networking: quality teaching initiatives at the Portuguese Catholic University

by Gábor Halász

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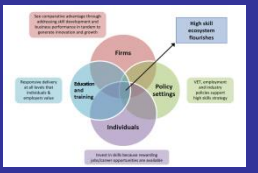
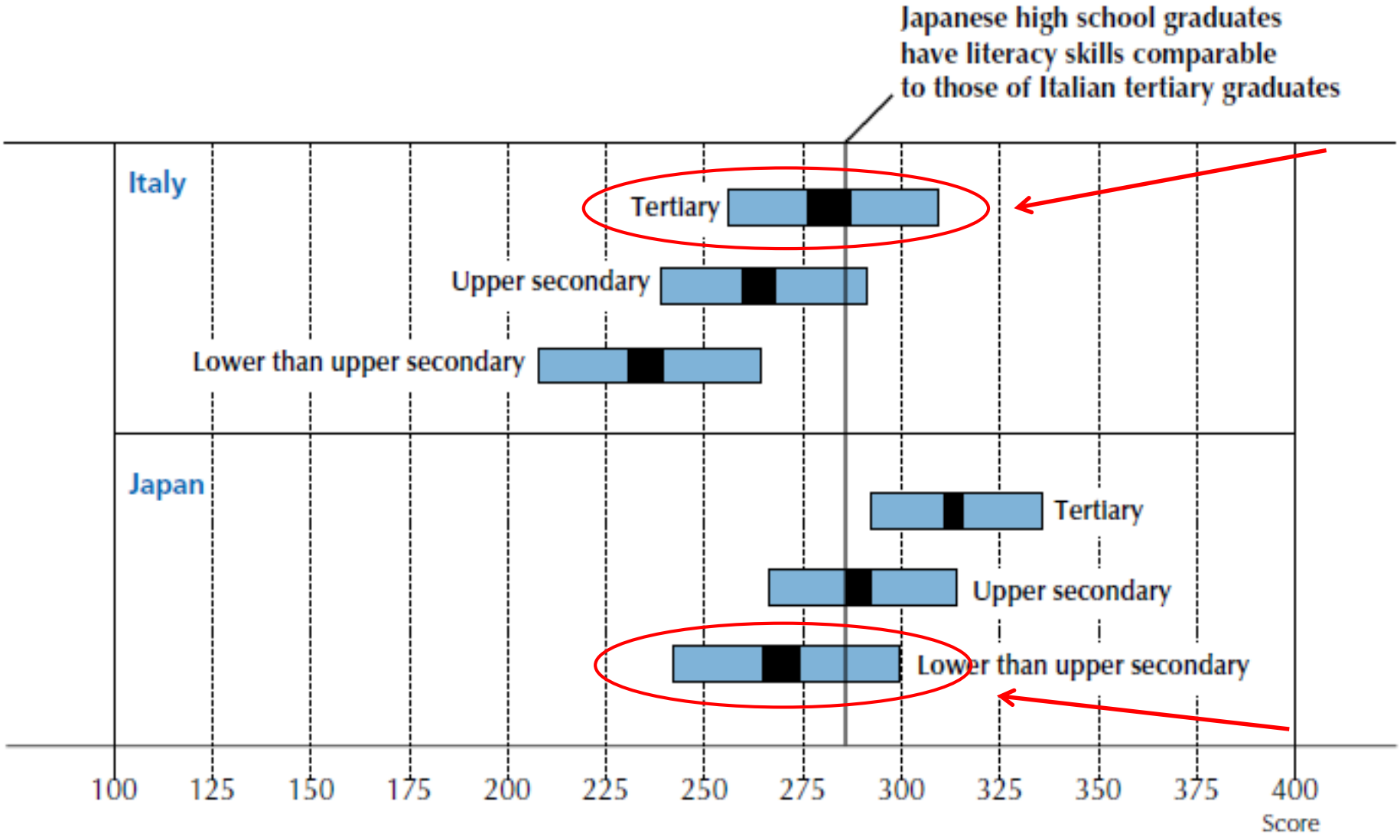
Content

Thank you for your attention!



Italian and Japanese PIAAC data



Source: OECD (2013) Skills outlook. Paris

Strengthening the governance of skills systems:

Key building blocks

The building blocks of developing and using skills, supported by strong governance arrangements.

Promoting co-ordination, co-operation and collaboration across the whole of government

- Mapping the skills system
- Building the right institutions
- Improving monitoring and evaluation processes

Engaging stakeholders throughout the policy cycle

- Identifying and engaging all relevant stakeholders in the skills system
- Providing stakeholders the possibility to play a role in policy design, policy implementation, monitoring and evaluation
- Building trust

Building integrated information systems

- Mobilising data
- Improving data processing and information dissemination and tailoring
- Enhancing management and evaluation processes

Aligning and co-ordinating financing arrangements

- Mobilising and diversifying resources
- Assessing financial needs and identifying priorities
- Matching funding with needs

Producing skills

Adult learning

•PSDC Malaysia

Work-place training

State training centers

Learning in schools (formal)

Learning in work (including informal)

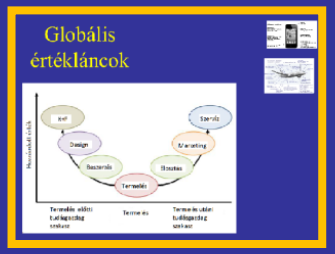
School-basd training

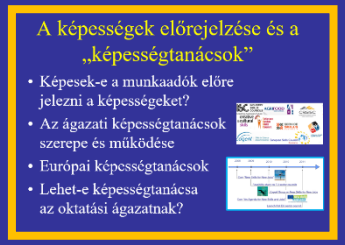
Dual education

Childhood/youth learning

New approaches/1

- Repositioning countries in global value chains
- Low/high skills equilibrium
- Skills-ecosystems
- Skills councils

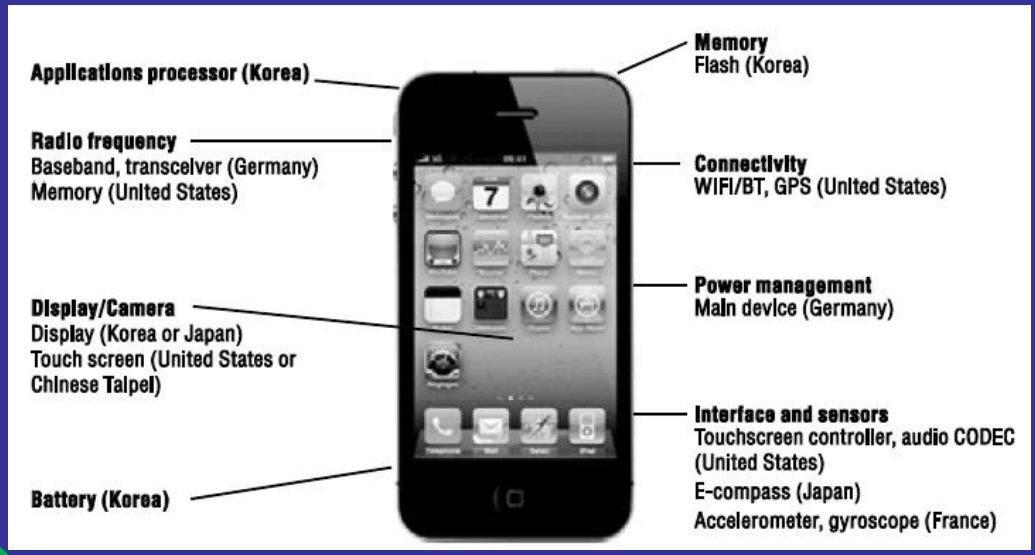


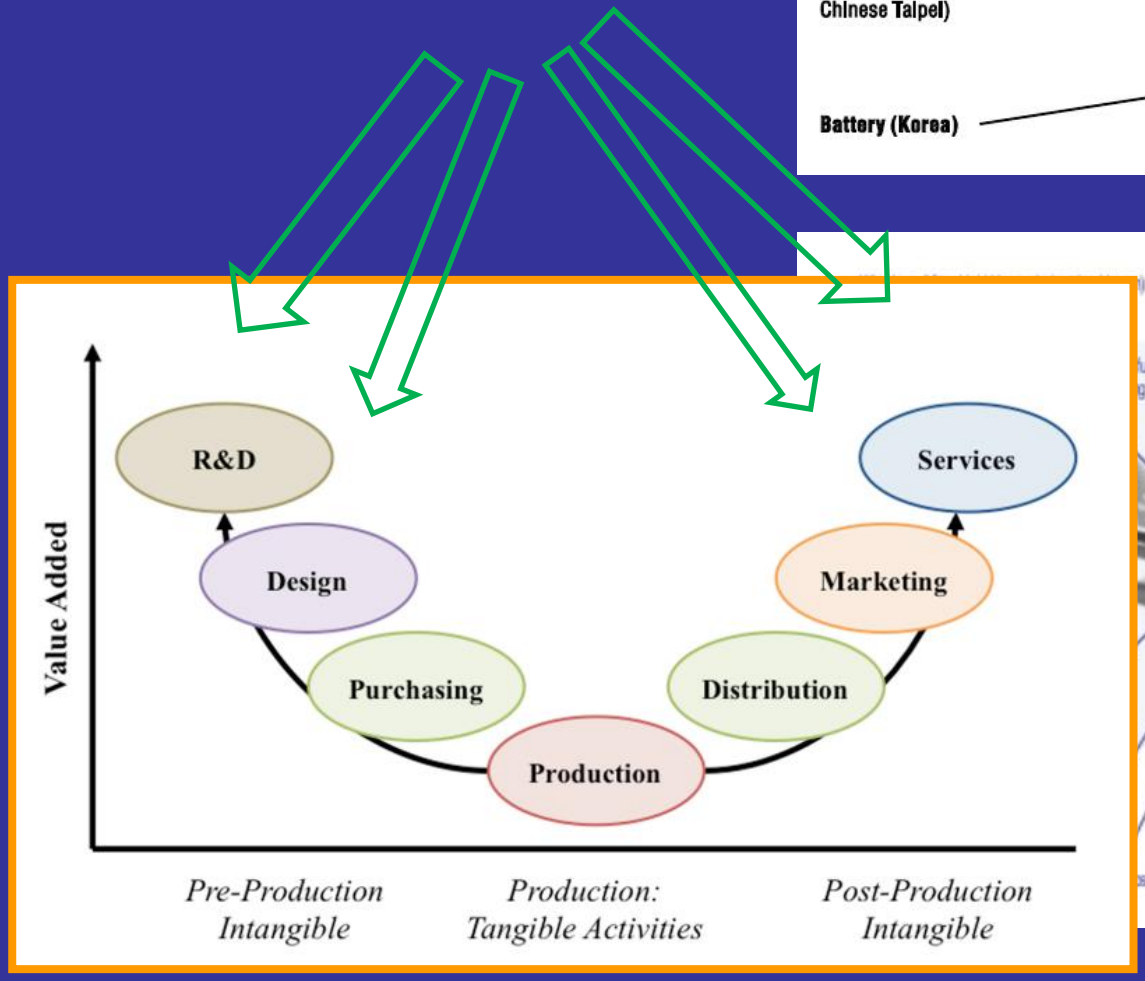


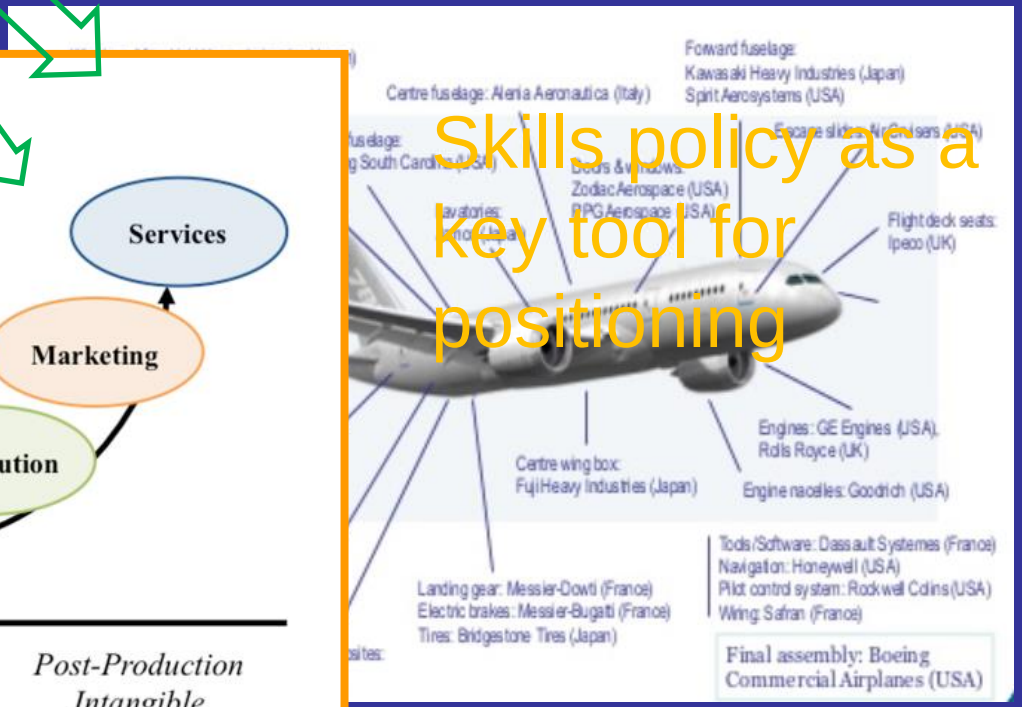
New approaches/2

- The production of skills
- Dynamic anticipation of skills needs
- The increasing role of workplace HR management
- New roles: skills brokers

Global value chains



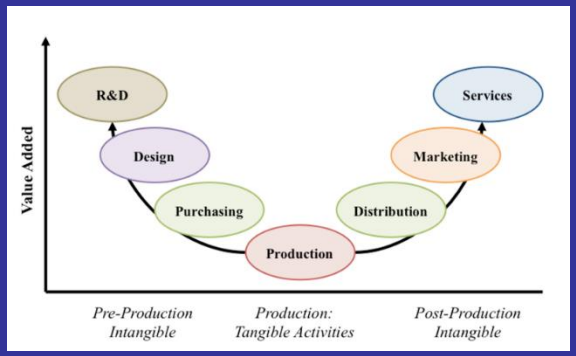




Skills policy as a key tool for positioning

Global value chains

- The decomposition of work process and locating the pieces to different countries
- Countries trying to keep those pieces that assure high added value
- This way they position themselves in the global value chains



Packing and Cold Storage				
Packing Worker	Fills trays, wraps fruit, and packs boxes. Looks for defects in the fresh fruit and vegetables and makes sure the packed fresh fruit and vegetables are well presented.	No formal education required	Training	
Labelers	Labels packed fresh fruit and vegetables for shipment. Using computer-controlled equipment ensures traceability of produce.	Literacy and numeracy skills	Training	
Transport Driver	Transport fresh fruit and vegetables between fields and packhouses and shippers. Delivers product safely and in good condition. Manage logistical delivery and dispatch paperwork. May need heavy truck license.	Literacy and numeracy skills	Technical training/ experience	
Managers (Line/Shift)	Ensures quality of the fresh fruit and vegetables complies with industry standards. Shift managers are responsible for workflow. They solve workflow problems by people management, and liaise with the line manager.	Technical education	Management skills/ experience	
Inspector	Works at port of export, monitoring shipments to ensure they meet international standards. This position can require export certifications.	Technical education	Technical training	
Packing Manager	Responsible for the day-to-day packhouse operations, including staff management, budgeting, administration, and planning.	Bachelor's degree	Management skills/ experience	
Quality Assurance Manager	Ensures all handling of fresh fruit and vegetables is carried out according to health and safety protocols of buyers and export markets. Responsible for sampling and testing of fresh fruit and vegetables for diseases.	Bachelor's/ Master's degree	Significant experience	

Skill Level	Low	Low-Medium	Medium	Medium-High	High
	No formal education; experience	Literacy and numeracy skills; experience	Technical education/ certification	Technical education /undergraduate degree	University degree and higher

Forrás: Skills for upgrading: Workforce Development and Global Value Chains in Developing Countries. Duke University, Center on Globalization, Governance and Competitiveness

High skills equilibrium instead of „matching”

(growing importance of the demand side)

High skills demand

DISEQUILIBRIUM
lack of skills

High skills EQUILIBRIUM

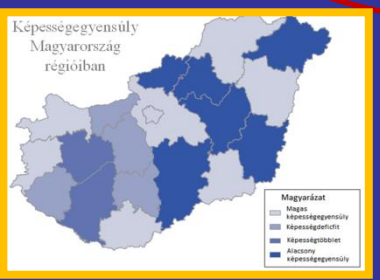
Low skills supply

High skills supply

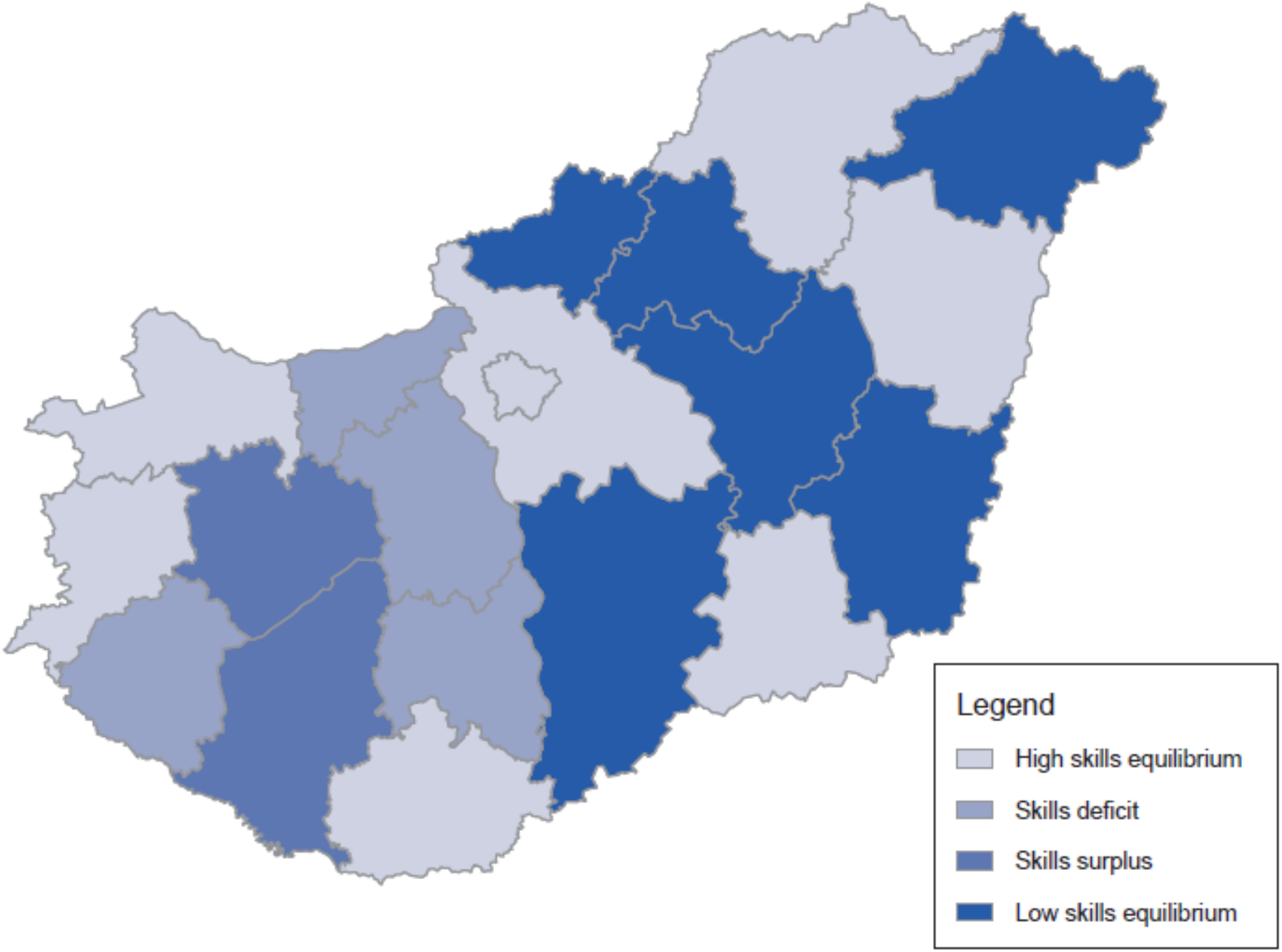
Low skills EQUILIBRIUM

DISEQUILIBRIUM
with oversupply

Low skills demand



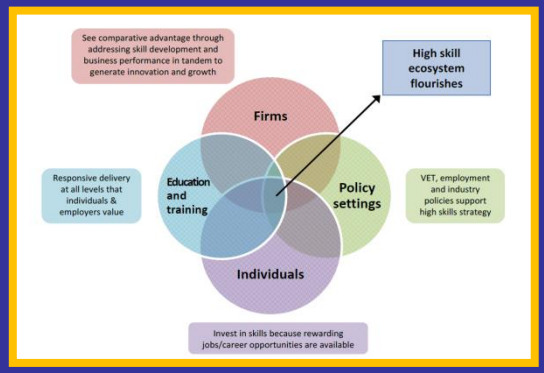
Source: **Tackling the Low Skills Equilibrium: A Review of Issues and Some New Evidence**



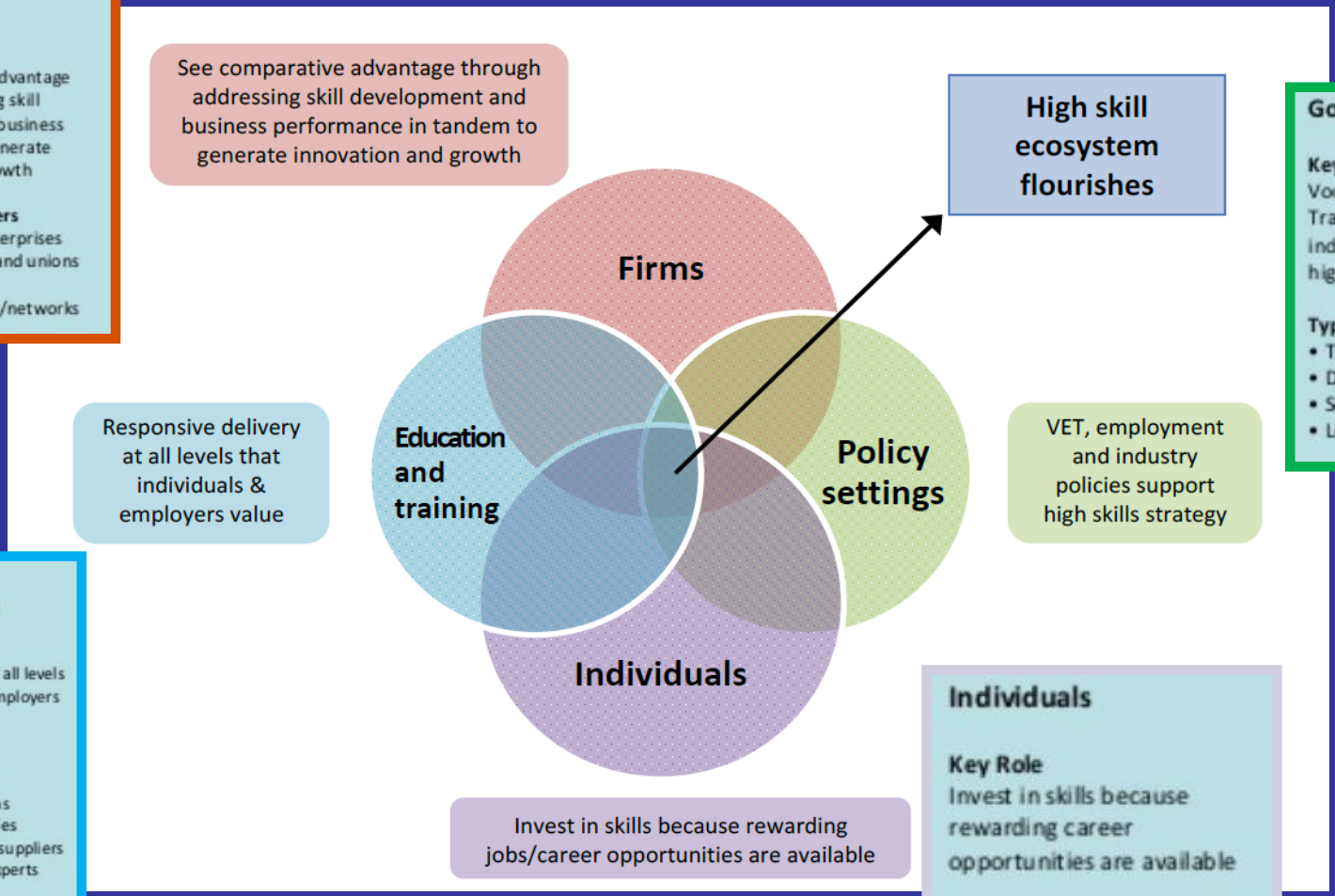
OECD (2014), *Job Creation and Local Economic Development*, OECD Publishing.

Skills ecosystems

- Local, regional and supra-national systems producing and using skills
- Dynamic interaction and mutual adaptation between skills producers and skills users
- Agents:
  - Companies, workplaces
  - Training providers
  - Learning individuals
  - Regulatory agents
- Policy targeted at creating and stimulating skills ecosystems (first is Australia)



High Skills Ecosystem



(Forrás: OECD (2010) **Leveraging Training Skills Development in SMEs. An Analysis of Canterbury Region, New Zealand és** Windsor, K. and C. Alcorso (2008), *Skills in Context: A Guide to the Skill Ecosystem Approach to Workforce Development*, NSW Department of Education and Training, Sydney alapján)

Sectoral skills scenario: trade

Endogenous, sector-specific drivers:
- Regulation on location
- Regulation on shop opening hours
- Labour market regulation
- Health & Safety regulation

- Flexible
- Harmonised
- Open and multilateral

Exogenous drivers:

- Technology: ICT tools and Internet	Fast changes and full adoption	**Shop Around the Clock (Scenario I)**	**Shopping Malls Rule (Scenario II)**	Slower changes and hesitant adoption
- Market segmentation	Strong segmentation, and mass customisation			Strong market segmentation focus on segments
- Income	Growth in income Stronger distribution			Growth in income More equal distribution
- Lifestyle	Ego-driven consumption, prosperity driven			Experiencing life, attention for quality of life, well-being driven
- Global competition	Strong global competition	**V-stores (Scenario III)**	**My Specialty Store (Scenario IV)**	Competition within regions, more than between or globally
- Emerging economies	Strong driver for growth, also for European companies			Strong growth in emerging countries, served by local companies
- Natural resources	Scarce and expensive			Scarce and expensive

- Strict
- Not harmonised
- Restrictive for companies
- Labour force protection
- Environmental concerns

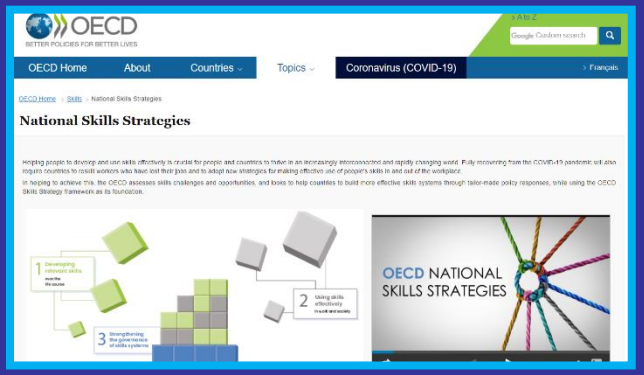
Source:
TNO-SEOR-ZSI

Source: Európean Commission, 2009)

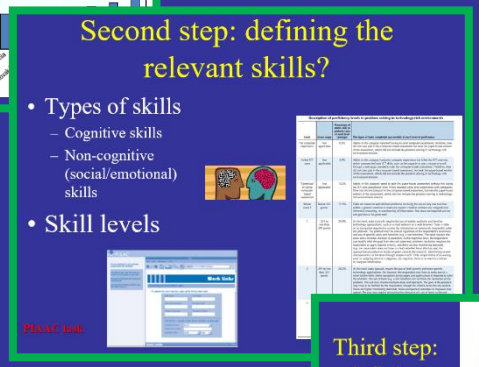
Anticipation of skills and the skills councils

- Are employers capable to anticipate skills needs?
- Sectoral skills councils and their role
- European skills councils
- Could the education sector have its own skills council?

Preparing national skills strategies



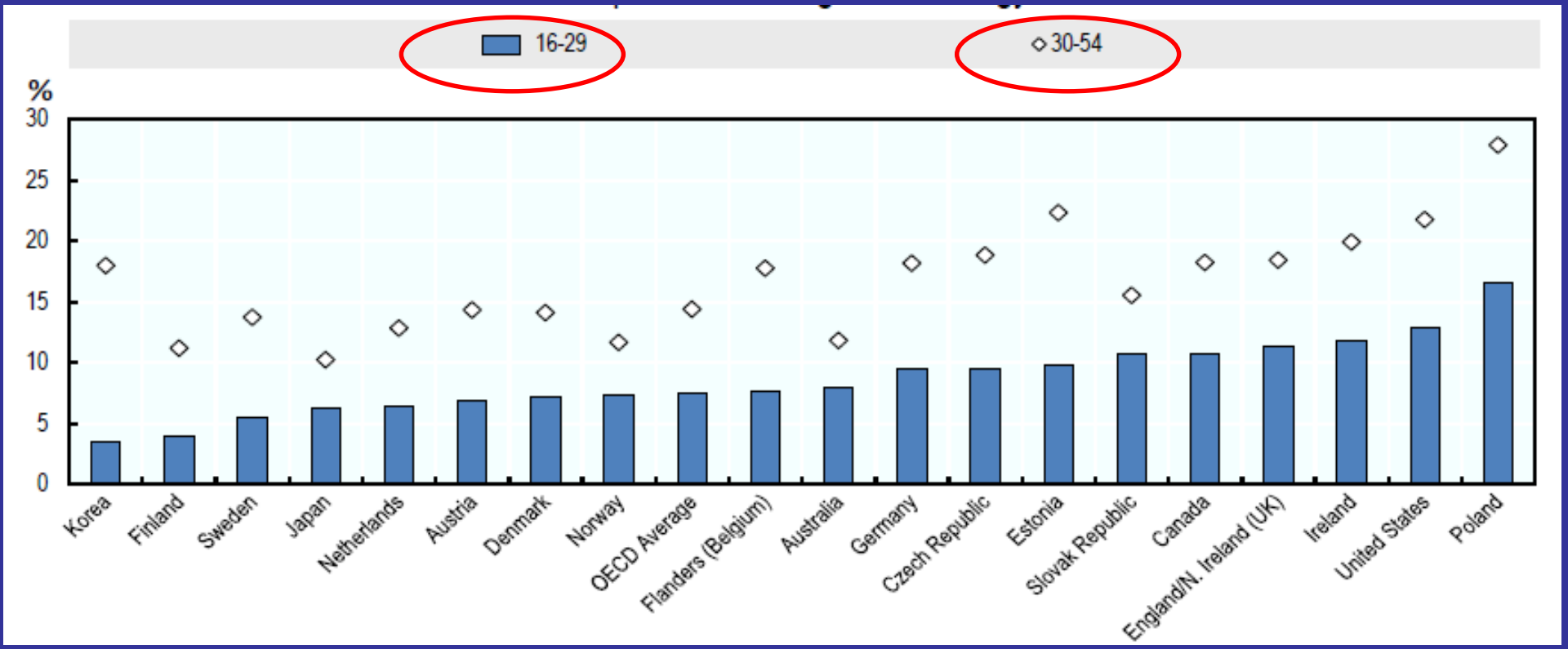
- Diagnosis
- Defining the relevant skills
- Defining the location of producing skills



First step: skills diagnoses

- Direct measurement
- PSTRE level among adults

(PSTRE = problem solving in technology-rich environment)

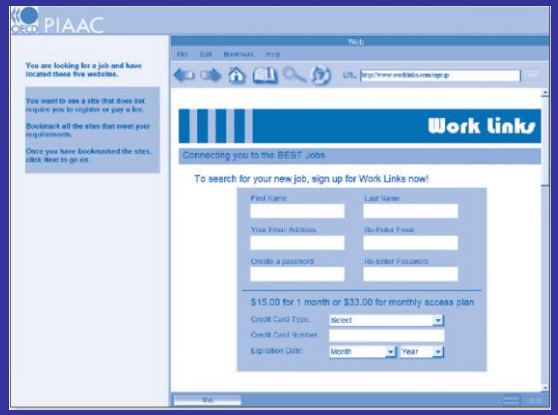


Source: Skills Outlook 2014. OECD

Second step: defining the relevant skills?

- Types of skills
  - Cognitive skills
  - Non-cognitive (social/emotional) skills

- Skill levels



PIAAC task

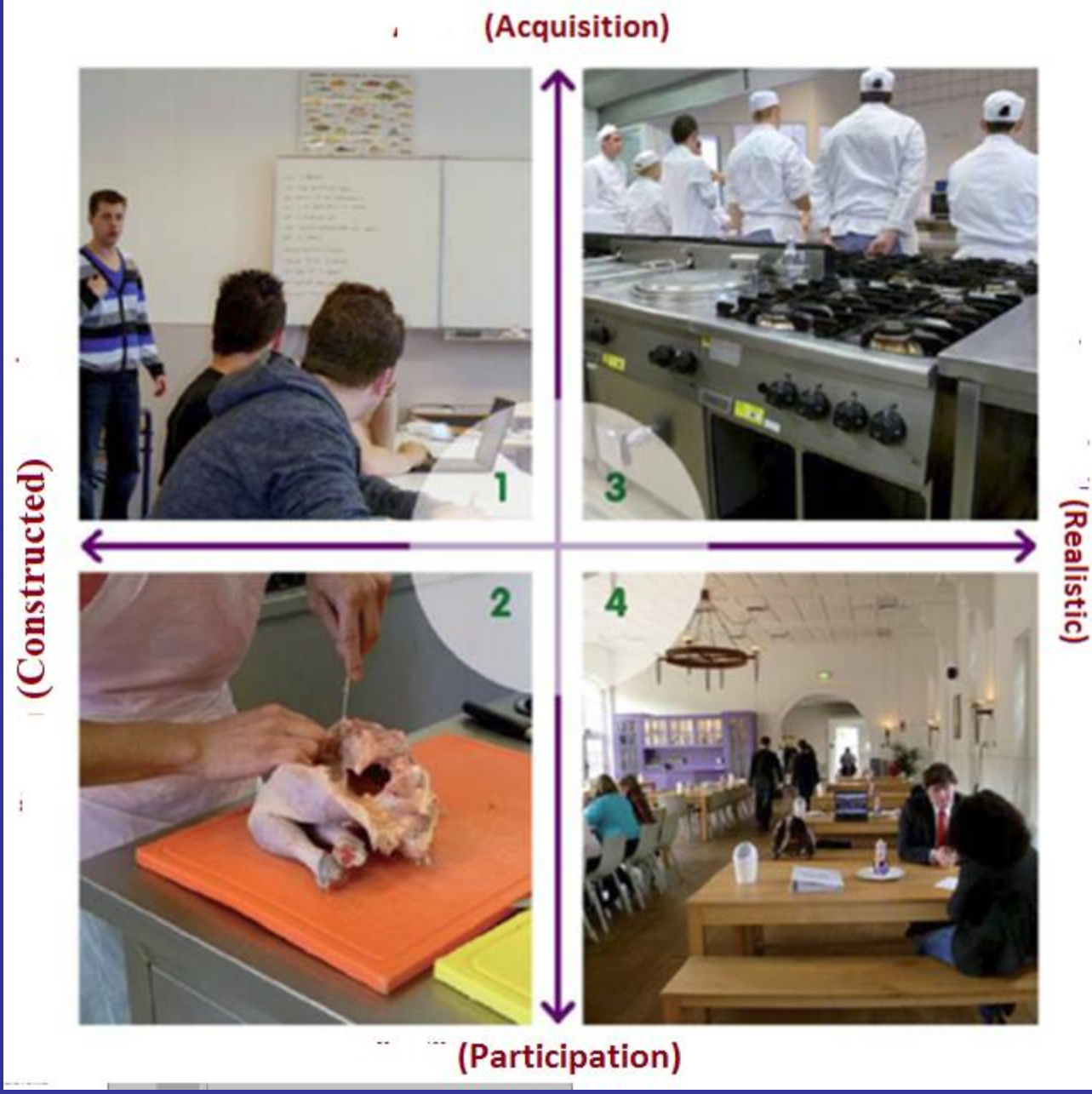
Description of proficiency levels in problem solving in technology-rich environments

Level	Score range	Percentage of adults able to perform tasks at each level (average)	The types of tasks completed successfully at each level of proficiency
No computer experience	Not applicable	9.3%	Adults in this category reported having no prior computer experience; therefore, they did not take part in the computer-based assessment but took the paper-based version of the assessment, which did not include the problem solving in technology-rich environment domain.
Failed ICT core	Not applicable	4.9%	Adults in this category had prior computer experience but failed the ICT core test, which assesses the basic ICT skills, such as the capacity to use a mouse or scroll through a web page, needed to take the computer-based assessment. Therefore, they did not take part in the computer-based assessment, but took the paper-based version of the assessment, which did not include the problem solving in technology-rich environment domain.
"Opted out" of taking computer-based assessment	Not applicable	10.2%	Adults in this category opted to take the paper-based assessment without first taking the ICT core assessment, even if they reported some prior experience with computers. They also did not take part in the computer-based assessment, but took the paper-based version of the assessment, which did not include the problem solving in technology-rich environment domain.
Below Level 1	Below 241 points	12.3%	Tasks are based on well-defined problems involving the use of only one function within a generic interface to meet one explicit criterion without any categorical or inferential reasoning, or transforming of information. Few steps are required and no sub-goal has to be generated.
1	241 to less than 291 points	29.4%	At this level, tasks typically require the use of widely available and familiar technology applications, such as e-mail software or a web browser. There is little or no navigation required to access the information or commands required to solve the problem. The problem may be solved regardless of the respondent's awareness and use of specific tools and functions (e.g. a sort function). The tasks involve few steps and a minimal number of operators. At the cognitive level, the respondent can readily infer the goal from the task statement; problem resolution requires the respondent to apply explicit criteria; and there are few monitoring demands (e.g. the respondent does not have to check whether he or she has used the appropriate procedure or made progress towards the solution). Identifying content and operators can be done through simple match. Only simple forms of reasoning, such as assigning items to categories, are required; there is no need to contrast or integrate information.
2	291 to less than 341 points	28.2%	At this level, tasks typically require the use of both generic and more specific technology applications. For instance, the respondent may have to make use of a novel online form. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g. a sort function) can facilitate the resolution of the problem. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, though the criteria to be met are explicit. There are higher monitoring demands. Some unexpected outcomes or impasses may appear. The task may require evaluating the relevance of a set of items to discard distractors. Some integration and inferential reasoning may be needed.
3	Equal to or higher than 341 points	5.8%	At this level, tasks typically require the use of both generic and more specific technology applications. Some navigation across pages and applications is required to solve the problem. The use of tools (e.g. a sort function) is required to make progress towards the solution. The task may involve multiple steps and operators. The goal of the problem may have to be defined by the respondent, and the criteria to be met may or may not be explicit. There are typically high monitoring demands. Unexpected outcomes and impasses are likely to occur. The task may require evaluating the relevance and reliability of information in order to discard distractors. Integration and inferential reasoning may be needed to a large extent.

The PSTRE levels of PIAAC

Third step: defining where and how the skills are produced?

A possible typology:



Source: Hybrid Learning Environments: Merging Learning and Work Processes To Facilitate Knowledge Integration And Transitions EDU Working Paper 81. OECD CERI