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Bridging education and industry

Looking for a new paradigm in Europe

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About this presentation

- what it is not...
- what can you expect...
 - Findings and recommendations of some recent EU-reports
 - Some personal reflections
 - An invitation for some deliberation on the findings





BACKGROUND

Background

- Change is here to stay. Modernisation is imperative.
- Recently the EU authorised a number of studies to diagnose the European printing industry, especially its competitiveness and prospects to respond to its recent structural and technological challenges.

http://www.intergraf.eu/AM/Template.cfm?Section=Studies_and_surveys&Template=/CM/ContentDisplay.cfm&ContentID=1852

INTERGRAF
International confederation for printing and allied industries a.i.s.b.l.



Background

- *This presentation refers mainly to two recent reports*
 - ***Investing in the Future of Jobs and Skills (2009)***, was initiated to ensure a better match between the supply of skills and the demand of the labour market for qualified manpower.
 - ***New Skills for New Jobs: Action Now (2010)*** presents and expands on a set of recommendations of an expert group to build stronger bridges between the world of education and training and the world of industry.



- These and other reports
 - contain a lot of very pertinent information and advice with regards to
 - what we (should) teach
 - how we (should) educate
 - and how we (should) settle on our programmes
 - the reports are provocative in the sense that they force us to question the existing paradigms





FINDINGS OF THE REPORTS



Findings of the reports

- Clearly, the foremost important recommendation for all education and training institutions is to keep up with the changes in skills needs.



- The appeal for new skills does not limit itself to the technological developments, but f.i. also refers to the management of an ageing and shrinking workforce, the changes in consumption patterns and customer demands, the emergence of new business models, etc.

- Soft skills (languages, (self-) management skills, problem solving skills, an inclination to life long learning and innovation, creativity, entrepreneurships, etc.) will increasingly gain importance for all job functions but especially so for high skilled professions, although different technical skills remain indispensable.



- Emerging competences of higher skilled jobs will attach greater importance to *how* to learn, *how* to communicate, *how* interact with colleagues, customers, etc. , and *how* to adapt to the changing environments
- Warning! Not all traditional skills and knowledge will fade away... Companies need to make sure more traditional skills are give the attention they deserve.





RECOMMENDATIONS & CONCLUSIONS



To sum up...

- These reports
 - are a huge call for upgrading, adapting and widening the skills portfolio of individuals
 - urge employers to invest more in (re)training
 - appeal to education institutions to conceive more flexible tools for upskilling the (ageing) workforce



- The reports urge all parties to develop more effective relationships. More interaction will occasion a better match between tomorrow's labour market needs and the available skills/qualified workforce.



- A better match necessitates a greater anticipation of skills needs in order to better align skills demand and supply.
- Improved formal and informal education is believed to be the right answer.



- Four key actions are identified:
 - Provide the right incentives to upgrade and better use skills for individuals and employers.
 - Bring the worlds of education, training and work closer together.
 - Develop the right mix of skills.
 - Better anticipate future skills needs.



- Educational institutions are encouraged to better define curricular standards, including the learning outcomes, and the various mechanisms of quality assessment and evaluation deployed in an educational context.



- A more substantial and intensive relationship between skills providers and employers in order to ensure that people get the right and most needed qualifications and understand from the very start what is expected from them at the end of the learning route



- To this end, a European qualifications framework, including outcome-based qualifications, should be developed. These learning outcomes should be based on labour market needs analyses and its introduction should be supported by appropriate pedagogy and assessment methods.

- early warning and matching systems to better anticipate future skills needs. Aggregating national and supra-national intelligence through various surveys, will be key to develop measuring tools to pinpoint and foresee skill gaps, shortages, surpluses, over- and under-education, etc..



- Through the development of comprehensive tracking systems, the learners' success on the labour market can be monitored and the delivery capacity of educational institutions assessed.



- This process requires the commitment of all, foremost the political leaders, and needs to be carried out by all stakeholders including educational institutes, employer's organisations and trade unions.



- Establish platforms where education and industry meet to discuss future skills needs and attune actions.



Thank you for your attention

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