

SKILLS FOR INTERNATIONALLY COMPETITIVE ENTERPRISES

The role of Technical Education and Work Based Learning

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THE FUTURE OF WORK

- **Demand for new skill sets in existing occupations:** For example, competition and the predominance of customer care, increase the demand for soft skills (emotional intelligence, communication etc.)
- **The emerging of new occupations and tasks require new skill sets:** ICT, Energy
- **New forms of employment:** Autonomous work, teleworking, decision making and problem solving skills, communication and team working skills
- **Employability / Mobility:** Training policies for multiple careers – LLL, skills validation and recognition

INTERNATIONAL VALUE CHAINS

- Workers across different countries contribute to the design, production, marketing and sales of the same product
- In OECD countries almost 1/3 on average of jobs in the business sector depend on demand in foreign countries
- Participation in international value chains requires human resources demonstrating:
 - Cognitive skills (literacy, numeracy, problem solving)
 - Social and emotional skills (managing, communicating, self-organising etc.)
 - Readiness to learn
 - Ability to complete long sequences of tasks

WEAK TRADABLES SECTOR LIMITS TRANSFORMATION OF ECONOMY



	Greece 2009	Greece Now	EU-28 Now
Employment in Manufacturing / Employment in Trade (ratio)	0.3	0.2	0.6
Non-oil good exports (% of GDP)	6.0*	10.6*	31.1**
Non-oil good imports / exports (ratio)	3.1	1.9	0.9
Labour productivity (Real GDP per person employed, 2009 = 100)	100	91.3	107.7

* Exports of Greece vs the rest of the world, including EU.

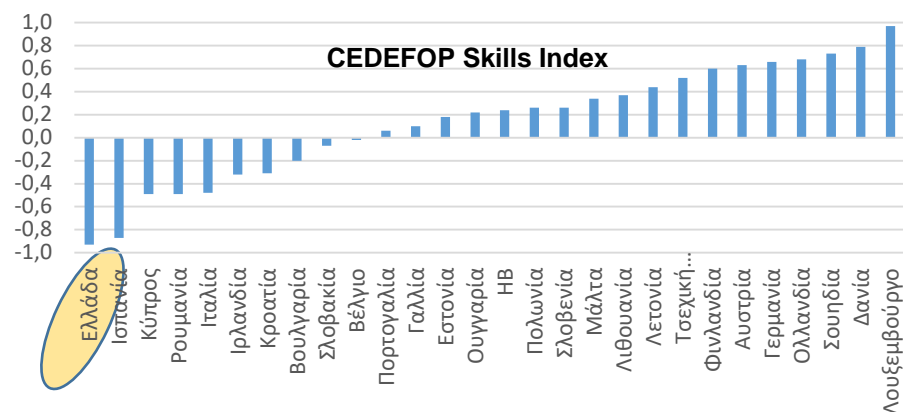
** Exports of EU-28 vs the rest of the world, including EU.

Source: ELSTAT, Eurostat

POOR QUALITY EDUCATION LIMITS SKILLS DEVELOPMENT

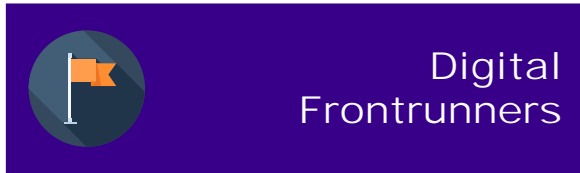


	Greece 2009	Greece Now	EU-28 Now
PISA score			(OECD average)
Science	470	455	493
Reading	483	467	493
Mathematics	466	454	490
Performance in science, reading and mathematics (share of low achievers in all three subjects)	...	20.7	13 (OECD average)
Lifelong learning (Participation rate in education and training for adults aged 18-64 years)	9.8	10.6	16.6



Source: OECD

THE "DIGITAL RIFT" – 3 EUROPEAN GROUPS



- Denmark
- Finland
- Sweden
- Netherlands
- Luxemburg
- Belgium
- UK
- Ireland
- Estonia



- Austria
- Germany
- Malta
- Lithuania
- Spain
- Portugal
- France
- Slovenia
- Czech Rep.
- Latvia
- Slovakia



- Hungary
- Cyprus
- Poland
- Croatia
- Italy
- Greece
- Bulgaria
- Romania

Greece is ranked 26th out of 28 countries in the Digital Economy and Society Index (DESI) and scores at the lower end of the "digital laggards" group

SKILLS FOR A NEW PRODUCTION MODEL

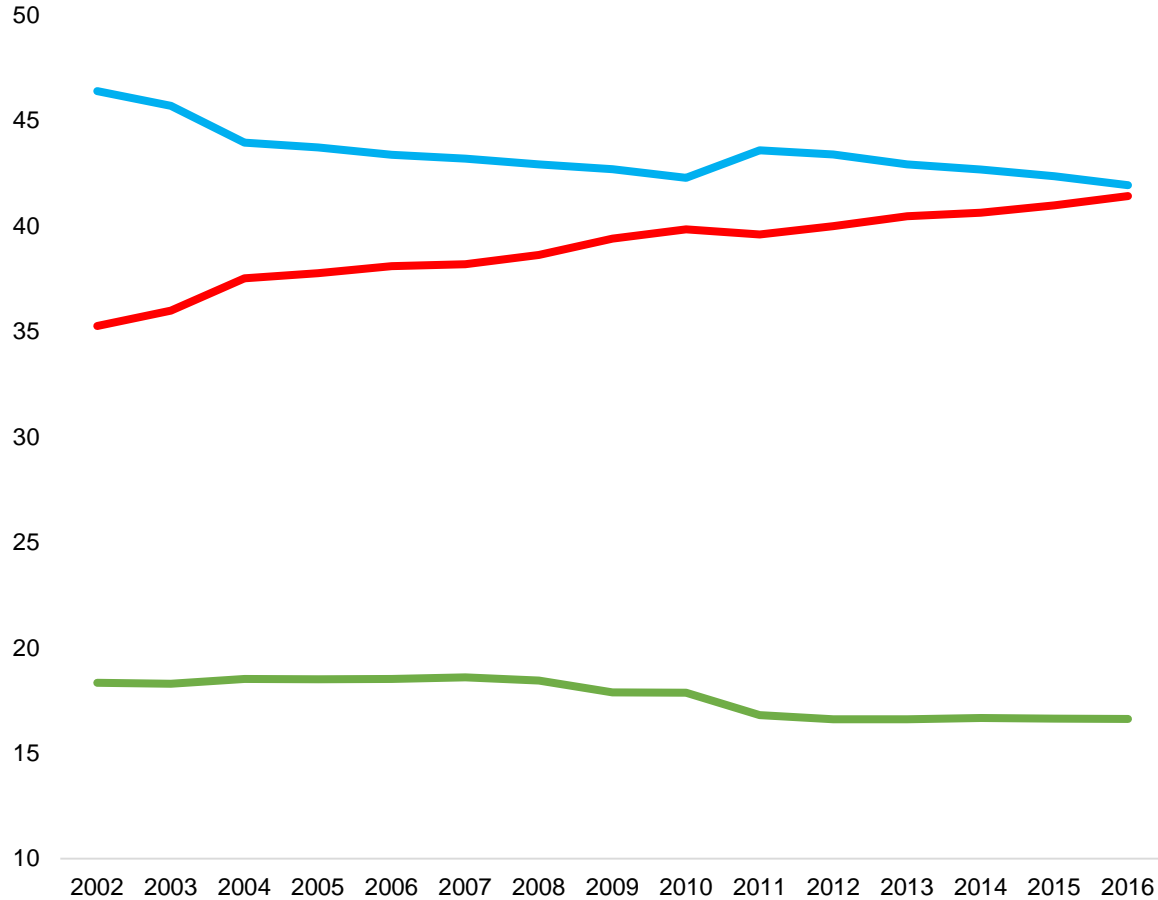
- Skills for competitive companies, participating in international value chains, producing tradable products



- This cannot be achieved without a modern technical vocational education and training system
- Greece will either produce and export tradable products and services or continue “exporting” its skilled human capital

OCCUPATIONS: RATES IN EMPLOYMENT

EU

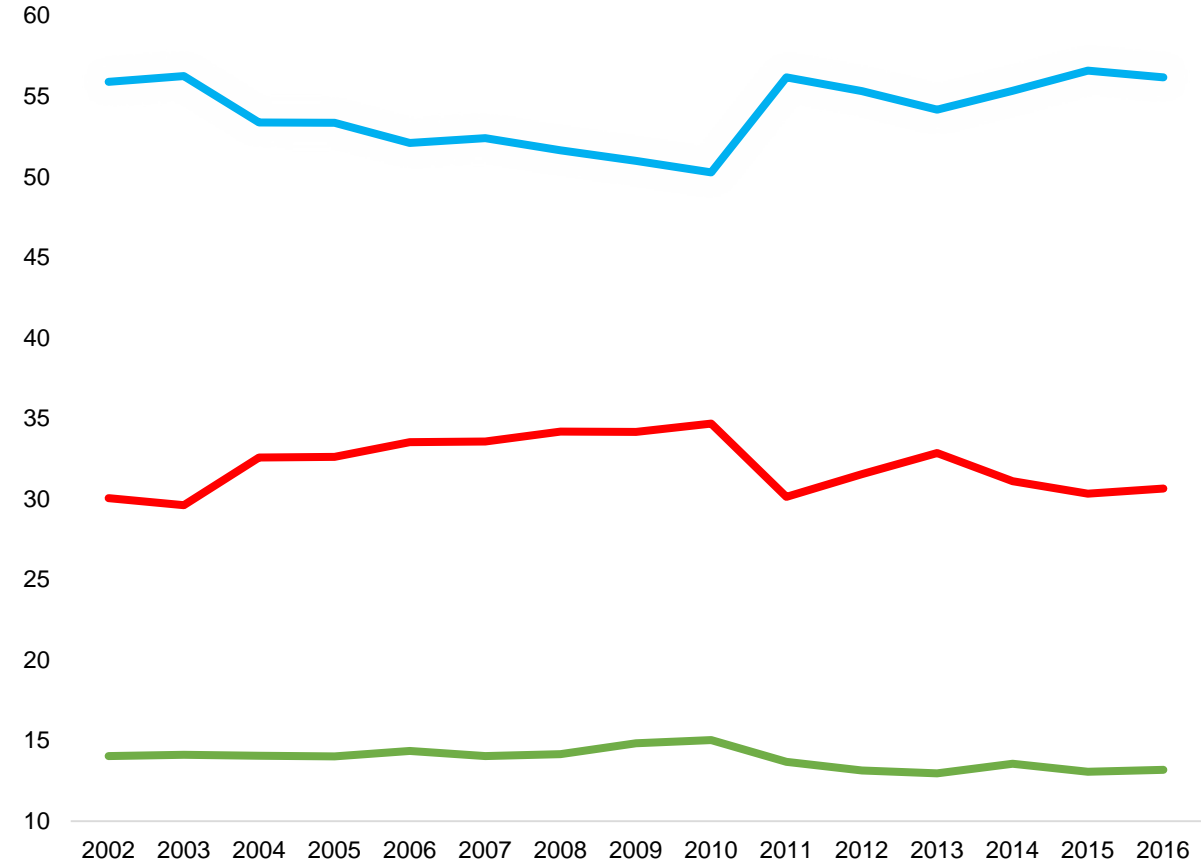


— Επαγγέλματα υψηλών δεξιοτήτων (ISCO-08, επαγγέλματα των κατηγοριών 1,2 και 3)

— Επαγγέλματα μεσαίων δεξιοτήτων (ISCO-08, επαγγέλματα των κατηγοριών 4 έως και 7)

— Επαγγέλματα χαμηλών δεξιοτήτων (ISCO-08, επαγγέλματα των κατηγοριών 8 και 9)

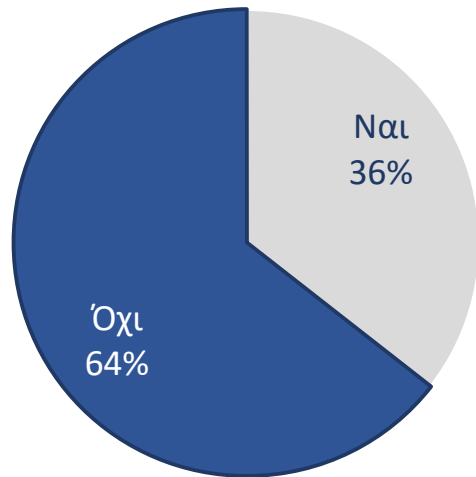
Greece



WHAT SKILLS COMPANIES NEED IN GREECE?

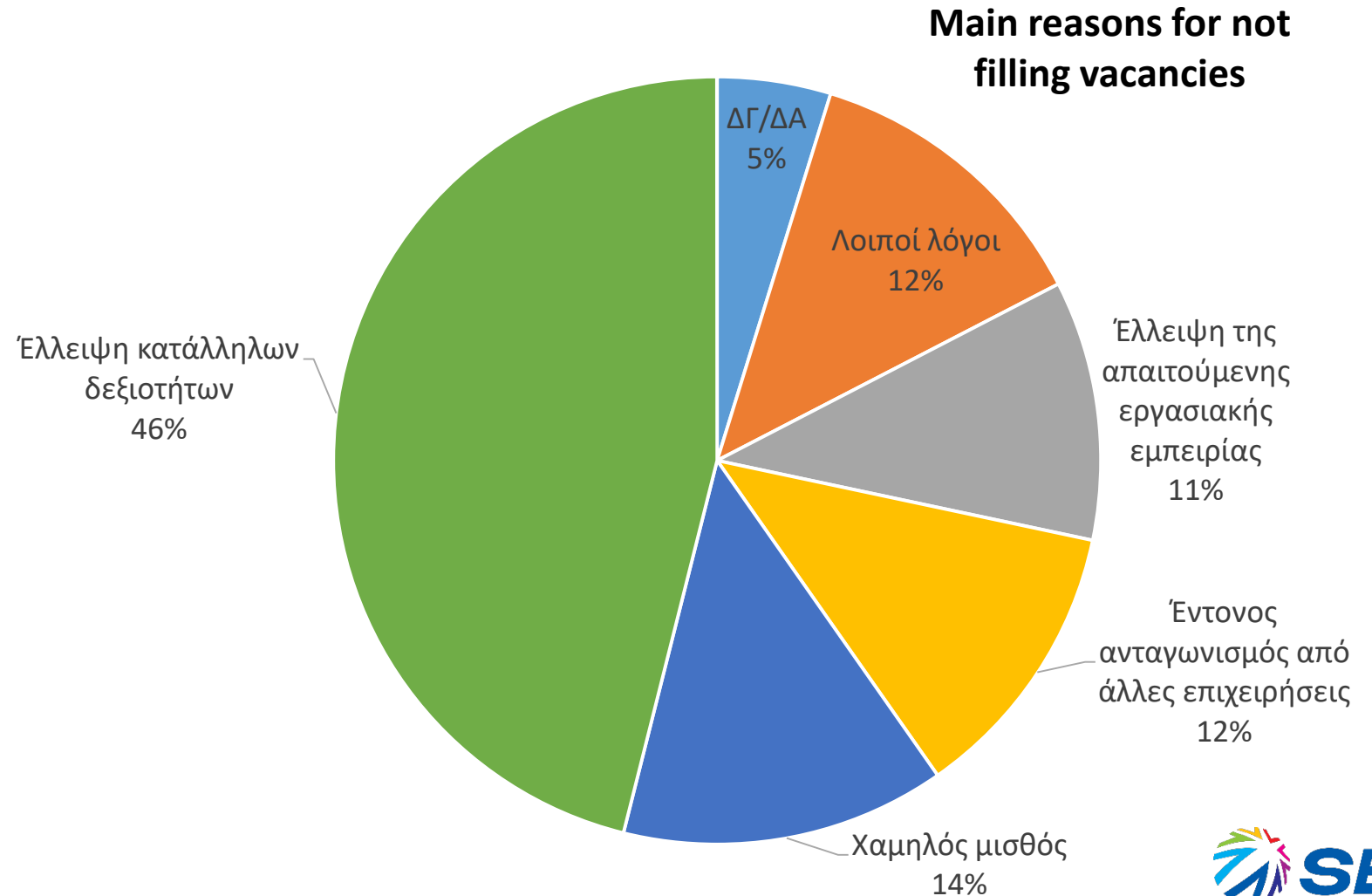
- Shortages appear when companies face international competition:
 - Technology intensive environments (ICT – software engineers)
 - High performance work practices (Energy, ICT)
 - Certified technical skills (Metal construction – welders, food industry – quality assurance, safety regulations abroad)
- Shortages of basic / soft skills at all levels

WHAT SKILLS COMPANIES NEED IN GREECE?



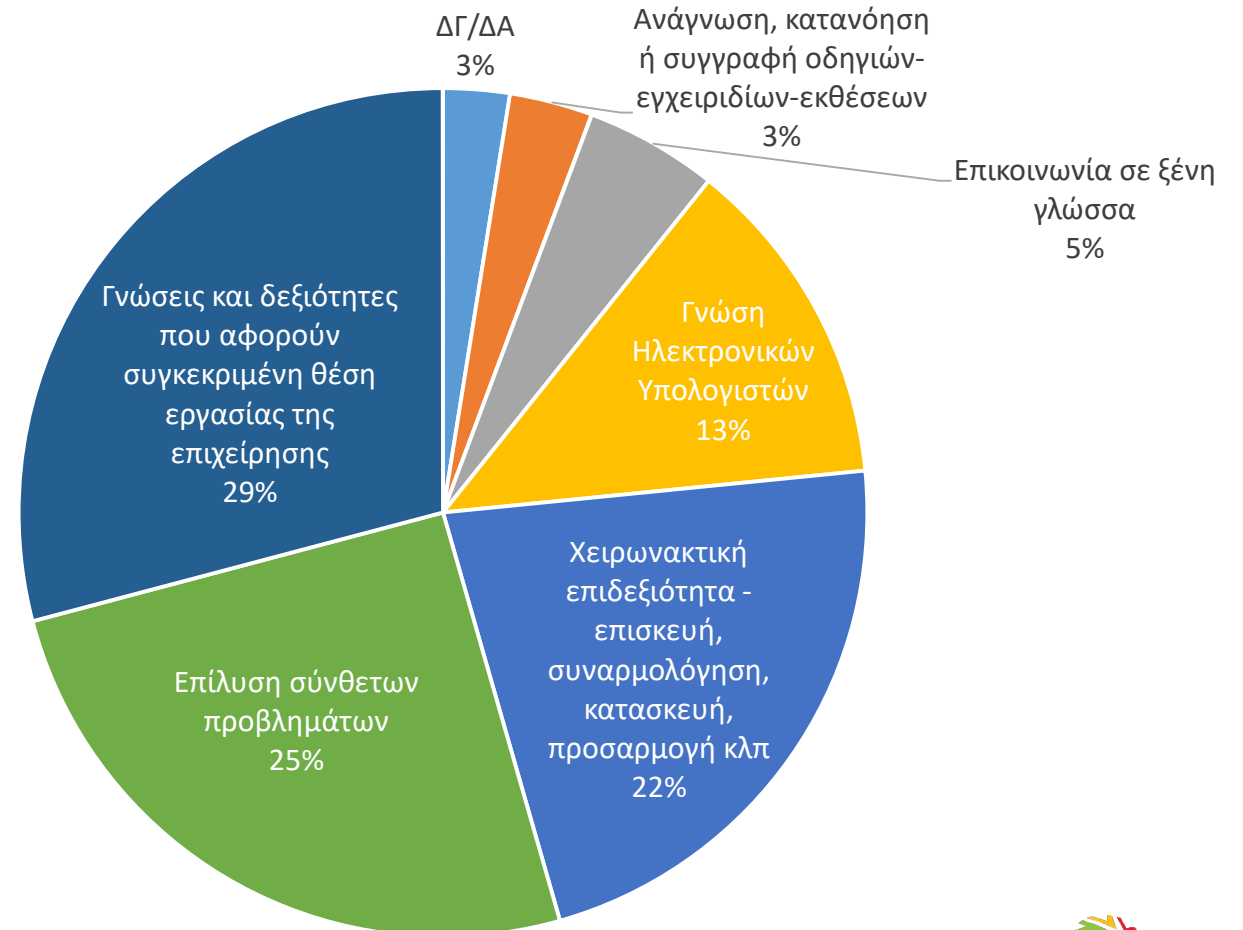
Companies having difficulties in filling vacancies

Source: SEV SURVEY IN 831 COMPANIES, AUTUMN 2018







WHAT SKILLS COMPANIES NEED IN GREECE?

Skills most difficult to find



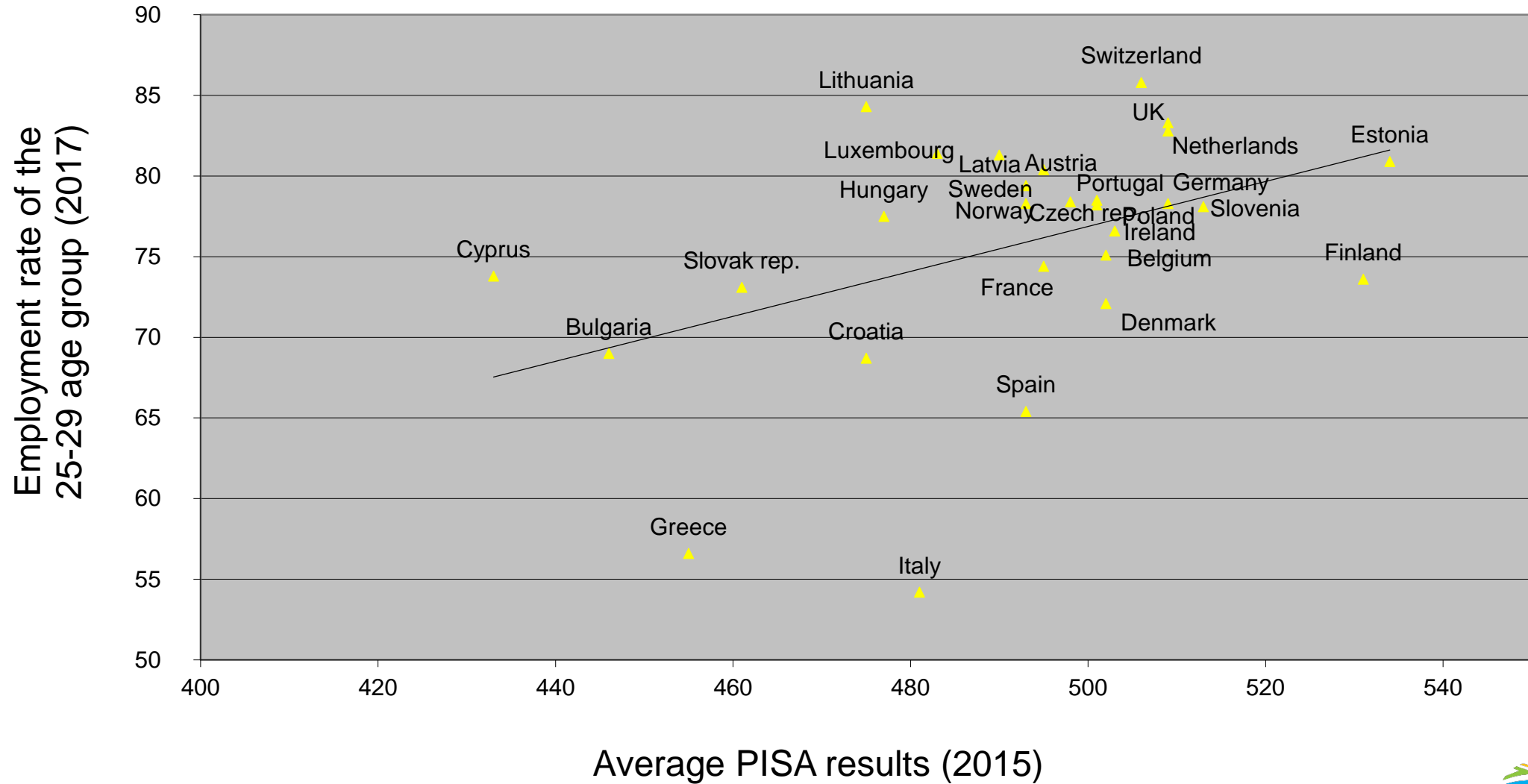
GREECE – VACANCIES MOST DIFFICULT TO FILL

OCCUPATIONS		2015	2016	2018
TVET	Skilled Sales Staff	1	1	1
TVET	Technicians and Associate Professionals 	7	6	2
TVET	Craft and Related Trades Workers	3	3	3
	Engineers	4	4	4
TVET	Administrative & Office Support Staff 	5	10	5
	IT Personnel	6	2	6
	Accounting & Finance Staff	8	7	7
TVET	Skilled Office Staff 	-	-	8
TVET	Drivers	9	9	9
TVET	Health Sector Professions 	-	-	10
	Executives and Management	2	5	-
	Restaurant & Hotel Staff	10	8	-

WHAT WE CAN DO?

- Equip graduates of all levels with reliable qualifications and strong mixes of relevant skills
- Skills that ensure employability - solid foundation in basic and soft skills

Youth Employment and School Achievements

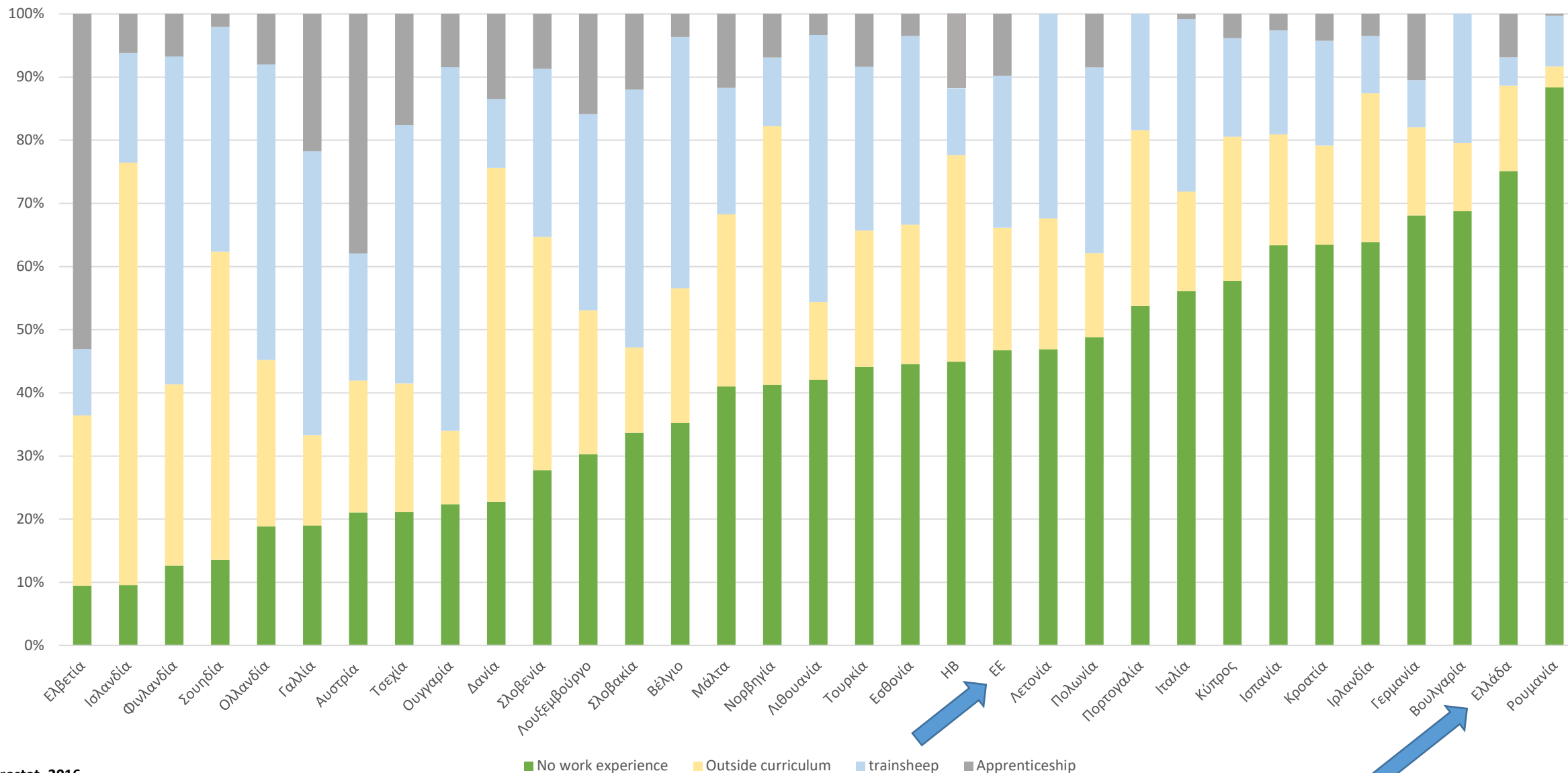


HOW?

LESSONS FROM STRONG PERFORMERS

- Connect TVET with companies – effective links between learning and work
- Reform curricula with emphasis in labour market needs
- Establish VET schools of excellence (protypa) in cooperation with businesses
- Concentrate resources in fewer, most needed specialisations (focused programmes on identified areas of skills shortages (e.g. ICT, healthcare, green skills etc.)
- Promote work-based learning: WBL is crucial to ensure alignment between skills acquired and skills needed at work
- Introduce modern and flexible teaching methods and techniques – intensive use of ICT in teaching delivery
- Retrain teachers and trainers – strengthen their ICT skills

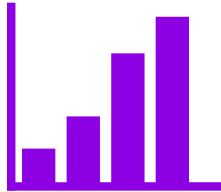
Work Experience during Studies (Vocational and Tertiary Education – 2016)



PROMOTE A LEARNING SOCIETY

- Increase participation in Adult Training (Employee Training) and Life Long Learning (**learning to learn = employability**)
- Validate skills and competences (**mobility**)
- Promote soft skills at all levels of our education system (**new forms of work**)

TOWARDS SUSTAINABLE GROWTH



Industrial policy to raise manufacturing GDP share from 8,7% to 12%

Design and implement strategy for the digital transformation of the economy

SMEs growth strategy

Introduction of fiscally-neutral investment incentives

Strengthening of education/labour market interface

No back-tracking in labour market reforms



Thank you!

