

Panel 18: The 4 transitions: what skills do we need and how to provide them?

Panel Composition

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- Ilias Livanos, CEDEFOP
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The question of future skills requirements for workers and how to best anticipate and meet them featured in many of the Conference debates (as evidenced in the visual harvesting displays).

Panel 18 however, looked specifically into this question.

Findings, identified problems & challenges:

- The **transitions** that were examined at the Conference **are having a strong impact on future skills requirements**. For example, climate change leads to a demand for green skills/green jobs, demographic change leads to an increase of jobs in the care sector, digitalization leads to a greater need for IT and technological skills etc. New jobs emerge and the contents of existing jobs changes. Almost all jobs (whether high or low-skill) are impacted by digitalization. An aging workforce is confronted with a demand for high-value-added, knowledge-intensive jobs – will they be able to keep up?
- The **pace of change** represents a challenge in matching demand and supply for certain skills.
- However, at closer inspection one might question if transformations are really taking place as fast as we think and if jobs are significantly changing (e.g. an Uber ride is quite like a traditional taxi transport). What is certainly **at stake is the quality of jobs!**
- The public sector is not fast enough to deliver required IT skills for children. The gap is sometimes closed by private education providers such as the Codecool initiative (private coding schools for children) in Hungary.

What skills are needed:

- There is a clear need for specialized (esp. IT) skills but other transversal skills are equally important: autonomous working, problem solving, team work, capacity to learn, social competences etc.

Priorities for action:

- The panel agreed that **SKILLS are part of a broader puzzle**. Besides skills development there must be investment in **jobs and in territorial policies** to ensure cohesion and availability of jobs. **Mobility** policies are important and **social protection** is key! Policies to **integrate migrant workers**.
- Skills development must go hand in hand with **adequate working conditions & decent salaries**. Salaries should not only be determined by formal qualifications; lifelong learning outcomes must be validated and rewarded.
- We need **better methods of anticipating skills needs**. Not only rely on scientific methods but look at trends revealed by social media.
- There must be **awareness raising on skills needs** (social partners play a role).
- There must be **partnerships between education providers, social partners and public authorities**.

- There must be adequate levels of **public investment** in education infrastructure, students and the teaching profession (ETUCE: education is a public service, a human right and a public good!) as well as **private investment** (employers must feel responsible)
- We must break down the walls between education and lifelong learning and between professional branches. Universities and schools could be opened to adult education. Skills passports can ensure inter-professional mobility.
- CEDEFOP provides very useful skills forecasts BUT they represent an early warning and not a solution!
- **EU** can use three arms of governance to tackle „future of work“ related challenges: **legislation**, **policy coordination** and **fiscal capacity** (budget)

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