



European Foundation for the Improvement of Living and Working Conditions

Education and training services: Anticipating the challenges

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EUROFOUND



- Increased policy focus on E&T as a way to **foster growth**
- E&T policies contribute more directly to overarching **strategic goals for Europe** (ET 2010 and ET 2020)
- Important policy strain concern **mobility** and **transparency** (EQF, EHEA, Validation of prior learning)
- Growing **commercialisation** of education, within and beyond the established education systems (not always guided by policies)
- The crisis, **austerity measures** and **mid- to long-term** perspective



Objectives of the study

Contribute to the **New Skills for New Jobs** initiative by...

- Providing an analysis of **quantitative** and **qualitative mismatches** between demand and supply of labour and skills in the E&T sector
- Identify trends and greatest **challenges** and **opportunities** for the sector and its employees
- Investigate best practices of **anticipation and management of change** in the sector



Tasks in the study

- Map **trends and drivers of change**, including an on-line survey and in-depth interviews with key stakeholders
- Carry out six case studies of **forward-looking practices**
- Develop **scenarios** for education and training up to 2020



Methodology: Defining the sector



Informal learning activities not involving service delivery

- E.g.: Learning social skills from family and friends
- E.g.: Learning housekeeping skills from parents
- E.g.: Learning to appreciate cultural differences

Learning delivered in non-formal contexts (may or may not involve service delivery)

- On-the-job training
- Voluntary education
- Self-guided learning
- Other types of intentional learning

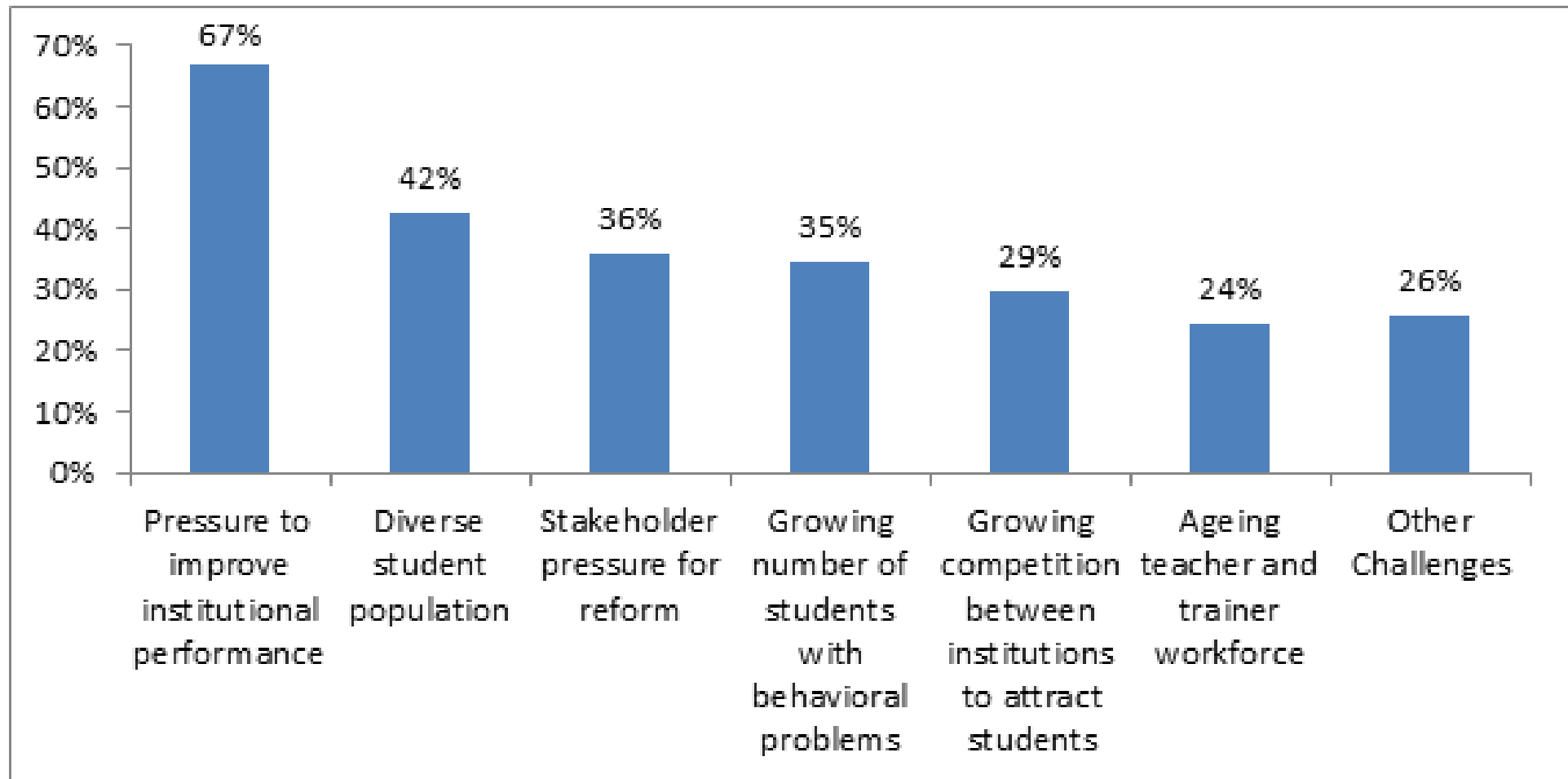
Learning delivered by the education and training sector

- General education (primary, secondary, tertiary - initial and continuing)
- Vocational education and training (IVET, TVET, CVET)

- A labour intensive sector...
- Growth in some sub-sectors/countries, decline in others... but no clear pattern
- Demographics provide challenges for the sector but opportunities for the wider labour market
- Different focal points for educational reforms and policy initiatives at EU and national level



Most important challenges: stakeholder survey



Source: Survey among Eurofound stakeholders from education and training sectors, 2010

- The attractiveness of the teaching profession can be raised by making **teaching careers** more visible
- The ability of the sector to cater for new target groups can be enhanced through **public-private collaboration** in specialised education
- New target groups require:
 - **Educational institutions** to move away from focus on qualifications and towards producing **learning outcomes**
 - **Teachers** to:
 - Act as **coaches** rather than preachers
 - Develop their **communication skills**
 - Be more attentive to the **use of ICT**



- A **coherent description** of the drivers, trends, and events that can influence and change the subject of analysis over a given period
- Not a prediction of the future but an illustration of possible and plausible **futures** (plural)
- The scenarios can be a **navigation tool** and early warning system



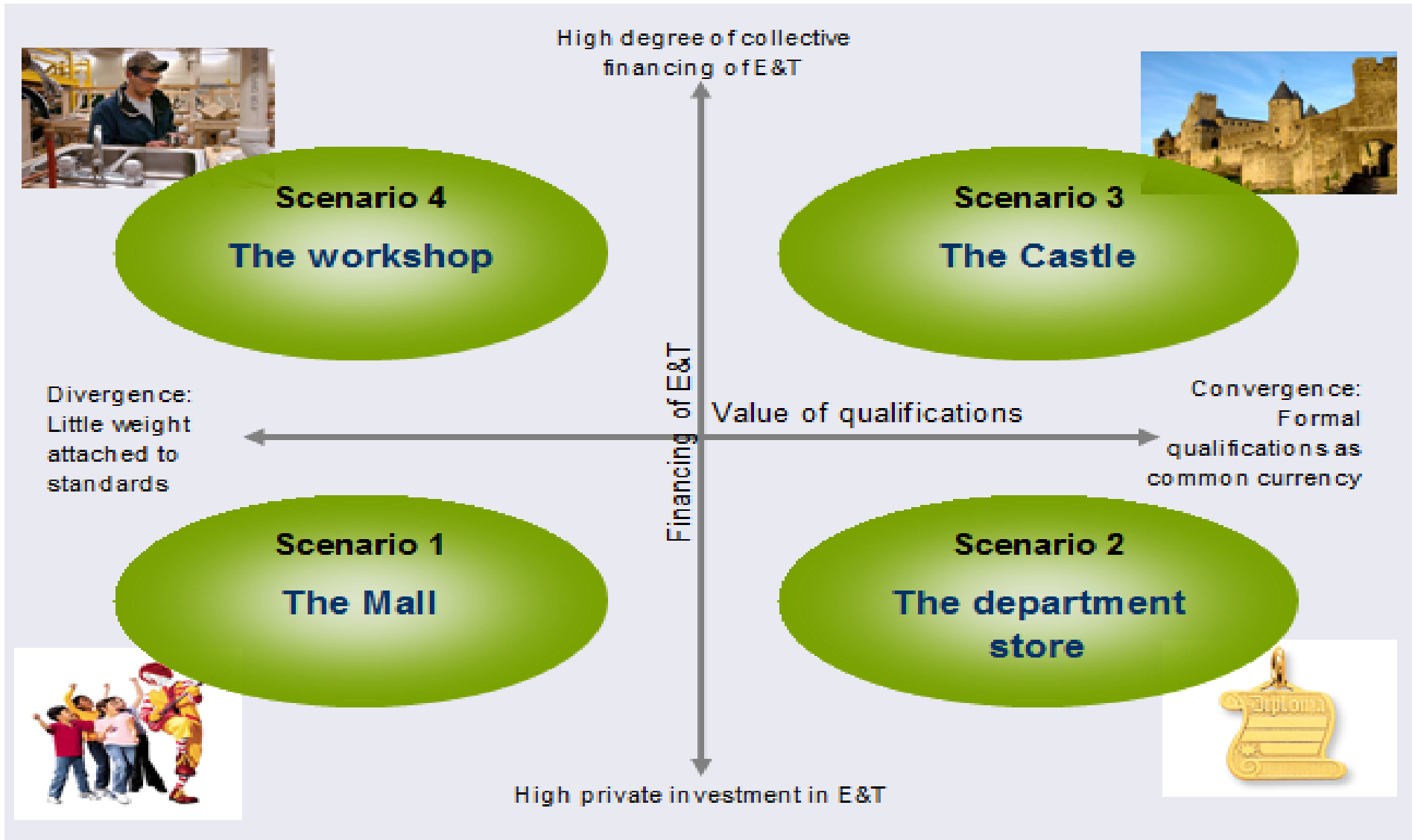
Social drivers	<ul style="list-style-type: none">• Demographic developments• Value attached to qualifications
Technological drivers	<ul style="list-style-type: none">• The role of ICT in education• Diversification of access to learning experiences
Economic drivers	<ul style="list-style-type: none">• Consequences of globalisation for qualifications• Drive for efficiency in E&T (value for money)
Environmental drivers	<ul style="list-style-type: none">• Political and public focus on sustainability (economic and ecological)
Political drivers	<ul style="list-style-type: none">• Labour market and social policy as agenda-setters for education and training• Marketization/commercialisation



Scenarios: Categorisation of drivers

	Certain	Uncertain
Not critical	<p>Demography - both within and outside of the sector</p> <p>Political and public focus on sustainability (economic and ecological)</p>	<p>Consequences of globalisation for qualifications</p> <p>The role of ICT in education</p>
Critical	<p>Learners' access to diverse learning experiences</p> <p>Labour market and social policy as agenda-setters for education and training</p> <p>Increasing pressure on public finances -> drive for efficiency in E&T (value for money)</p>	<p>Marketization/commercialisation - what role will markets play in the supply of qualifications and competences in 2020?</p> <p>Value attached to qualifications – what value will stakeholders place on certified qualifications?</p>

The four scenarios



- Education and training **offers are fragmented**
 - ▶ **Public involvement** is mainly in general education and **minimalistic**
 - ▶ Large companies offer in-company training to employees
 - ▶ local communities offer (non-certified) learning opportunities to citizens outside the labour market
- Employment prospects in the public education sector are quite favourable, although **class sizes** increase and **real wages** decline
- A growing private education sector (incl. expanding in-company training) offers better pay but does not value teachers' qualifications highly





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Scenario 2: The Department Store

Financing of E&T: **MAINLY PRIVATE**

Value of qualifications: **HIGH**

- Efficient mechanisms to ensure transparency and **recognition of qualifications**
- Large private operators and sectors see the value in aligning their offers with the **public qualification frameworks**
- A dynamic and diverse labour market exists for **qualified teachers**:
 - ▶ **strong demand** from both public and private employers
 - ▶ **international players** successfully compete for qualified staff by offering better career prospects and wages



- **Public investment** is on a sufficiently high level
- Efficiency by **qualification frameworks** and mutual recognition both in EU and abroad
- **Investment in IT** - efficiency in administration and in teaching
- The **labour market** for teachers is stable:
 - ▶ Formal qualifications hold a high value
 - ▶ **Professionalisation** - more difficult for teachers to change jobs and to work in other parts of the sector



- The **European reforms have failed** to create mutual trust in qualifications
- Social partners' strong pressures for a demand driven public education - public investments channelled towards **VET and higher professional education**
- The general education sector focuses on **core skills**, while higher education in the humanities is not prioritized
- Reasonable balance in the labour market is achieved:
 - ▶ Demand for **general subject teachers** declines
 - ▶ Higher demand for **VET teachers and trainers**



- Teachers and trainers will need to:
 - ▶ constantly develop their skills, including language and ICT skills
 - ▶ adapt to requirements to change their role (coaching/preaching)
 - ▶ adapt to new target groups and new learning environments
- The labour market conditions for teachers and trainers vary considerably between the four scenarios, but in all stable or increasing demand for teachers:
 - ▶ large number of teachers taking retirement up to 2020
 - ▶ relatively favourable perceived career prospects in E&T, even with progressively less attractive real wages and more demanding working conditions in the sector
- **Scenarios can be useful for shaping future of the sector and development of its workforce**



THANK YOU FOR YOUR ATTENTION!

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Methodology: Case studies

Dimension	Setting				Challenge					
	Formal				Non-Formal	Ageing	Changing skill needs	Cost-efficiency	Contribute to innovation	Raise skill level among young
	Primary	Secondary	Higher	Adult/continuing						
Title and country										
1. Aalto University, Finland			✓				✓		✓	
2. Teach First, UK	✓	✓					✓		✓	✓
3. CCOO, Spain	✓			✓		✓		✓		
4. ITpreneurs, The Netherlands					✓	✓		✓	✓	✓
5. Mayday, Poland				✓		✓	✓	✓	✓	
6. MSK Project, Czech Republic				✓			✓	✓	✓	

