



# Skills and competences: What does the paper industry need for the future?

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Graphical Industry Social Dialogue Committee – Brussels – 20/09:2017



With the financial support of the European Commission

# Diagnostic and challenges

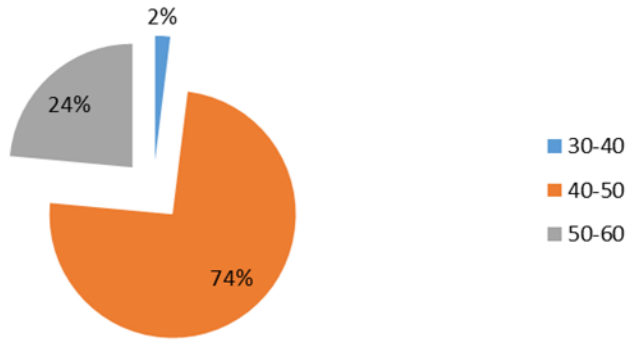
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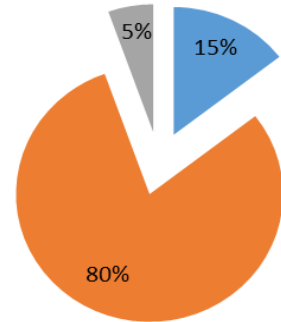
- Demographic changes and ageing staff
- A lack of appeal among youngsters
- Rapid technological change (Industry 4.0)
- Product and process innovation (Bioeconomy)

# Realities

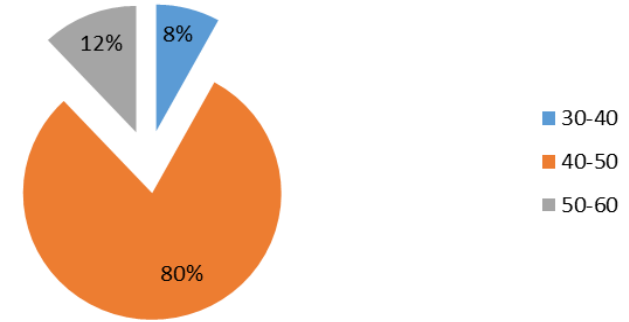
## Middle management



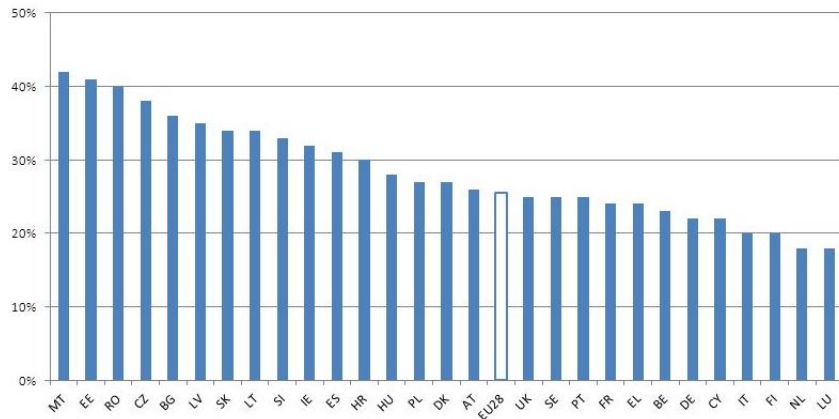
## Production staff



## Maintenance staff



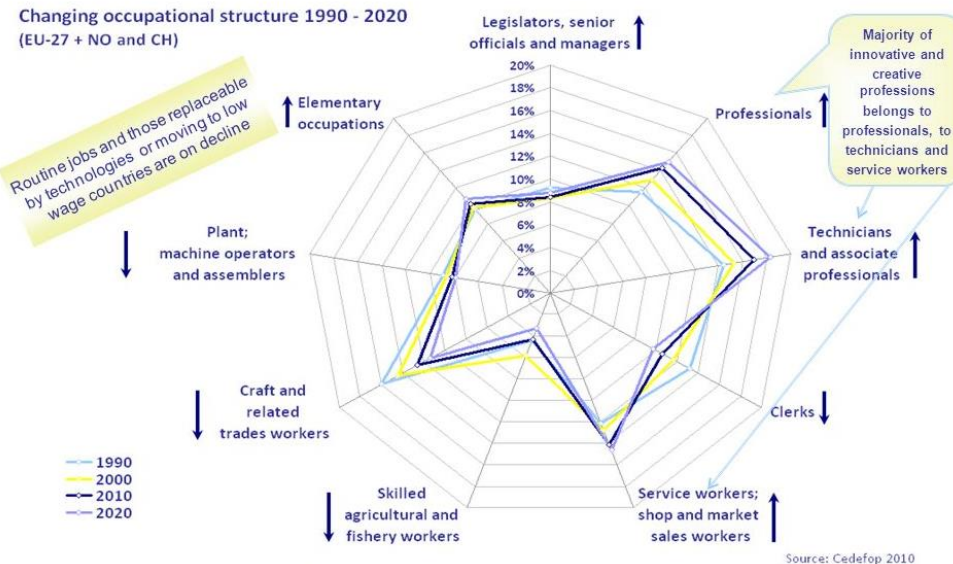
## Share of adult workers with skill deficits, EU (%)



Source: Cedefop European skills and jobs survey (2015)



## Knowledge- and skills-intensive jobs on the rise



# For a European Industrial Renaissance

*“Skills mismatches and training issues are likely to remain a key challenge for EU industry in the coming years, especially as progress in manufacturing technologies will increase demand for specific skill and training sets. There are significant differences in skills achievements and in the effectiveness of vocational training systems across Member States.”*

COM(2014) 14 final

# Future Skills for the Paper Industry



FUTURE SKILLS FOR THE PAPER INDUSTRY



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## FOREWORD

Like other industries in the EU, Europe's pulp and paper sector has noticed that fewer young people are joining its workforce than in the past. The EU's population is ageing and stagnating, which is an additional concern for its future workforce. These trends are occurring against a background of rapid change in the industry in terms of decarbonisation, new technologies and business models, as well as innovative products. Yet a better qualified and skilled workforce will be crucial if the EU is to compete on the global stage.

In recent years the EU has scaled up its coordination efforts to develop agendas and policies in order to upgrade the skills of the European workforce and turn them into a competitive advantage. The EU's New Skills Agenda adopted in June 2020, encourages EU countries and stakeholders to improve the quality of workers' skills and their relevance for the labour market in order to boost employability, competitiveness and growth in the EU. Strategic partnerships and Social Dialogues in particular will play a crucial role in achieving the EU's skills objectives.

in finding a job, but also the problems that companies face in trying to recruit suitably-skilled staff. It also explores policy options to meet these challenges.

The findings and recommendations of this project confirm that urgent changes are needed in Europe's education and training programmes, especially if industry is to make a successful transition towards a more Industry 4.0-based circular bioeconomy.

To help reach the objectives of the EU 2020 strategy, industriAll Europe and CEPI have launched a joint project entitled 'Mapping the European education systems on their suitability to meet the needs of the European pulp and paper sector'.



**Marianne Thyssen**  
Employment, Social Affairs, Skills and Labour Mobility Commissioner



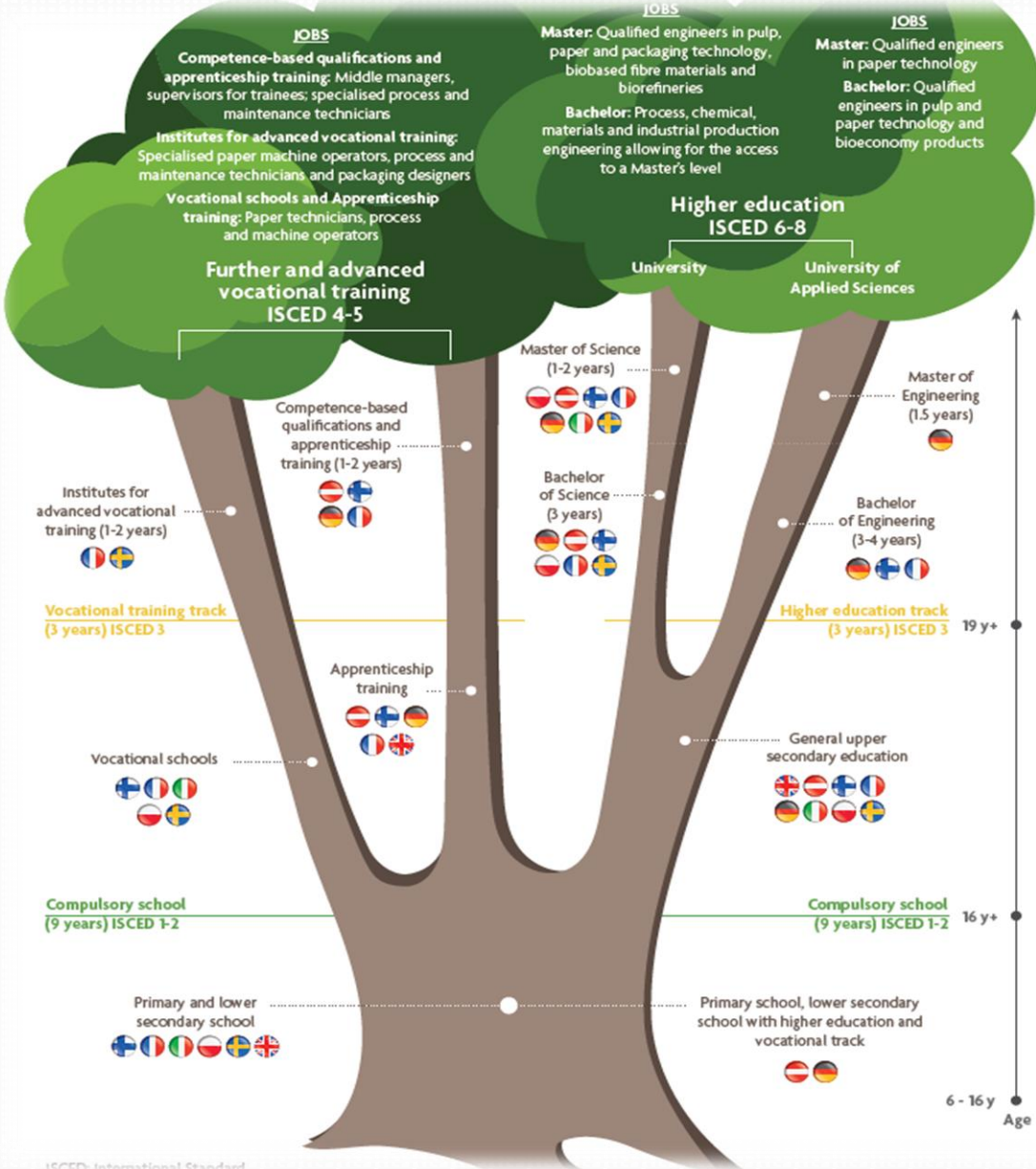
The project is supported by the European Commission. It provides a good insight into sector-specific concerns and confirms the issues of skills mismatches, the need for new skills, the difficulties that people of all ages are experiencing

# The project structure

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# Existing education and training tracks



ISCED: International Standard

# Summary of the key findings

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- Roughly half of the training provided for all employee groups is 'certified'
- Most company-provided training is recognised at mill or company level but rarely at regional or international level.



- Close to 2/3 of new staff are entitled to a period of induction training which is mainly provided on-site
- Ad-hoc and continuous training is provided both on- and off-site.



- Approximately 1/3 of the companies surveyed reported that ad-hoc and continuous training covers all middle management and process operators,
- Nearly half of the companies offer training for all maintenance staff on an ad-hoc and continuous basis



- Continuous training is partly addressed by dedicated training centres, usually set up by the industry itself. Often, they also support initial vocational training.

- Almost all training is company sponsored and the share of public funding remains low



- For middle management, training tends to focus on behavioural competences such as leadership, human resources management, team building, communications and project management



- For process operators and maintenance staff, the focus is not on behavioural skills but on technical ones, such as processes and products, environment, new technology and maintenance



# Skills and recruitment needs of the industry

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We surveyed:

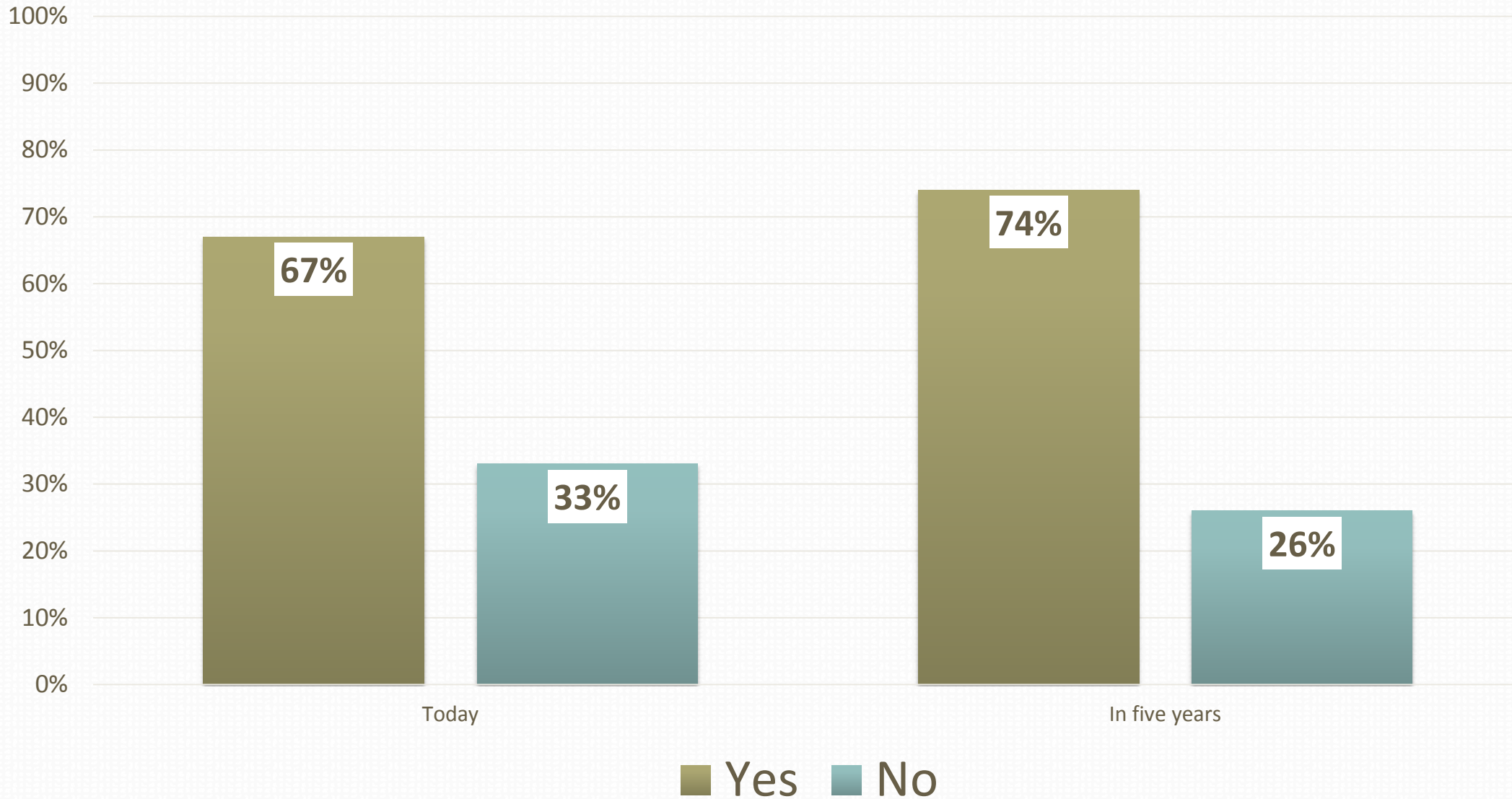
1. Problems with recruitment
2. Mentorship
3. Desirable level of education
4. Technical and behavioural skills
5. Desirable candidate profiles
6. Levels to address potential mismatches
7. Partnerships
8. Attractiveness of the sector



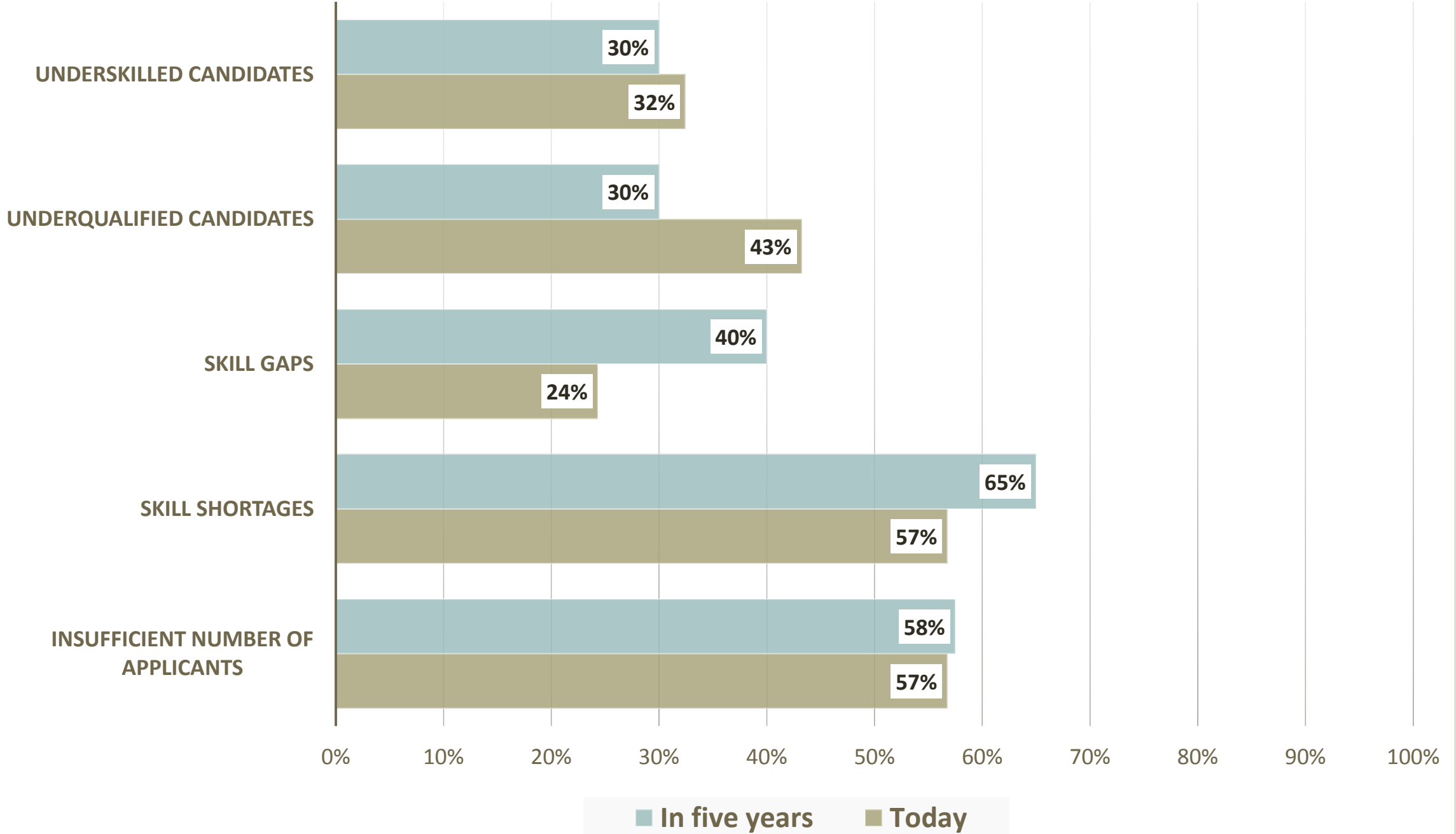
*The mid-term conference in Vienna 22 February 2016*

<b>Turnout (8 countries)</b>	<b>Number of companies</b>
<b>56</b>	<b>42</b>

# Do you experience and anticipate recruitment problems today and in five years? (%)

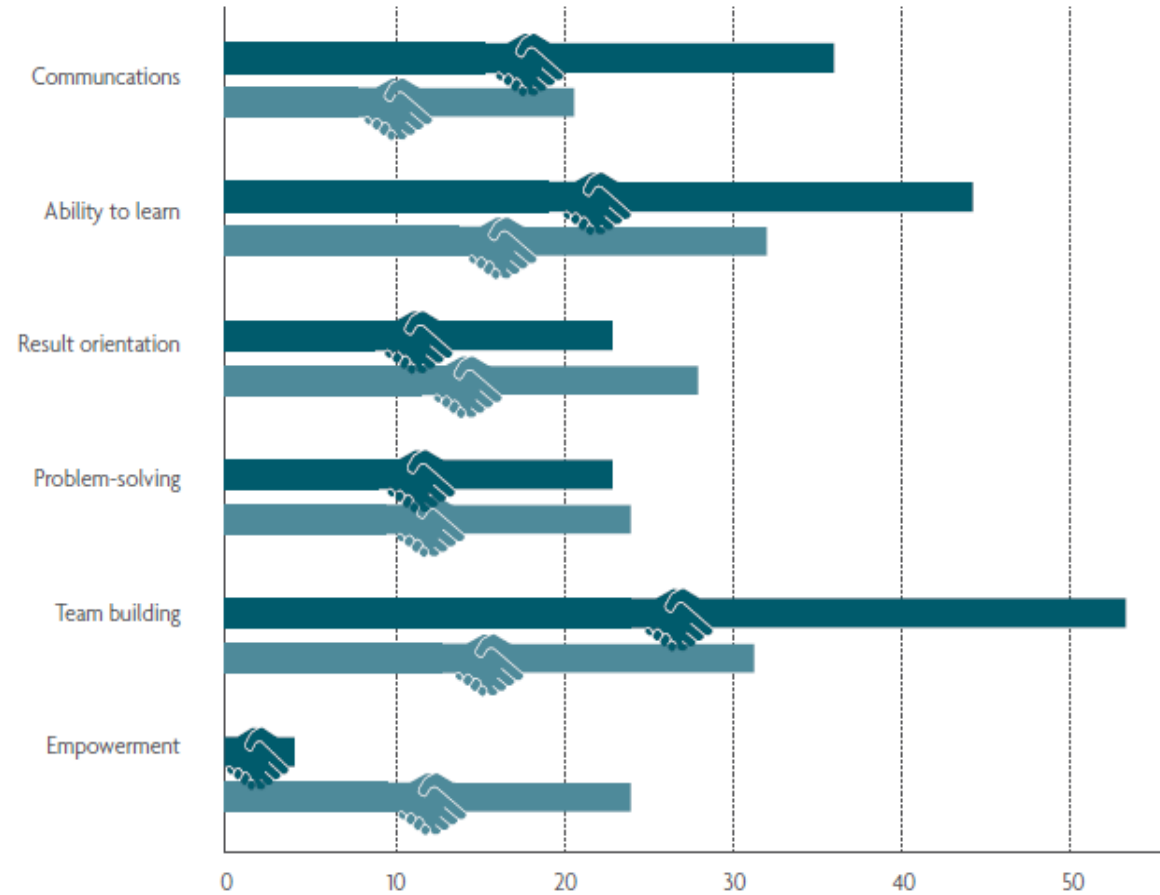


# Factors affecting recruitment today and in five years, %

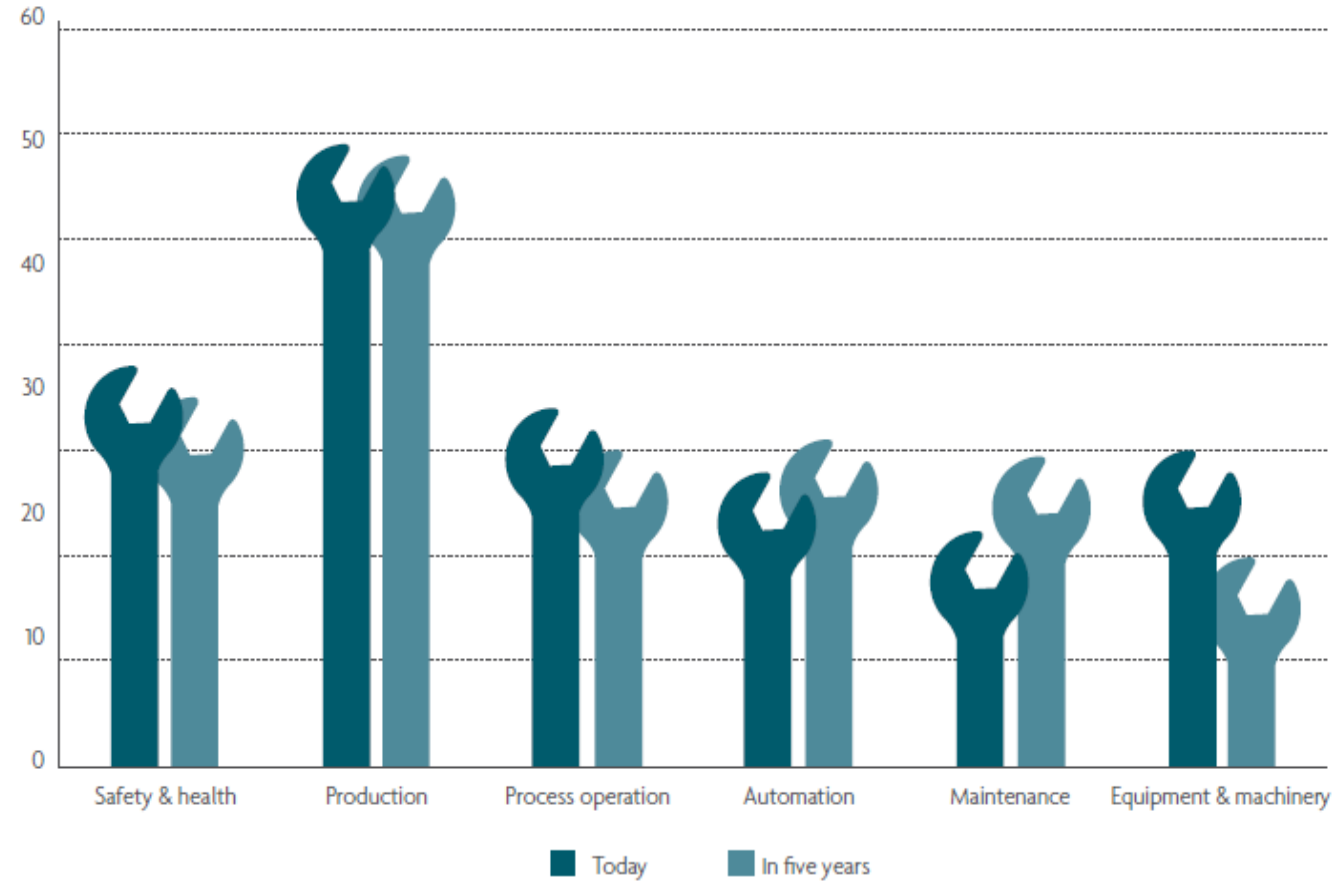


# The most critical technical and behavioural skills

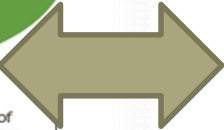
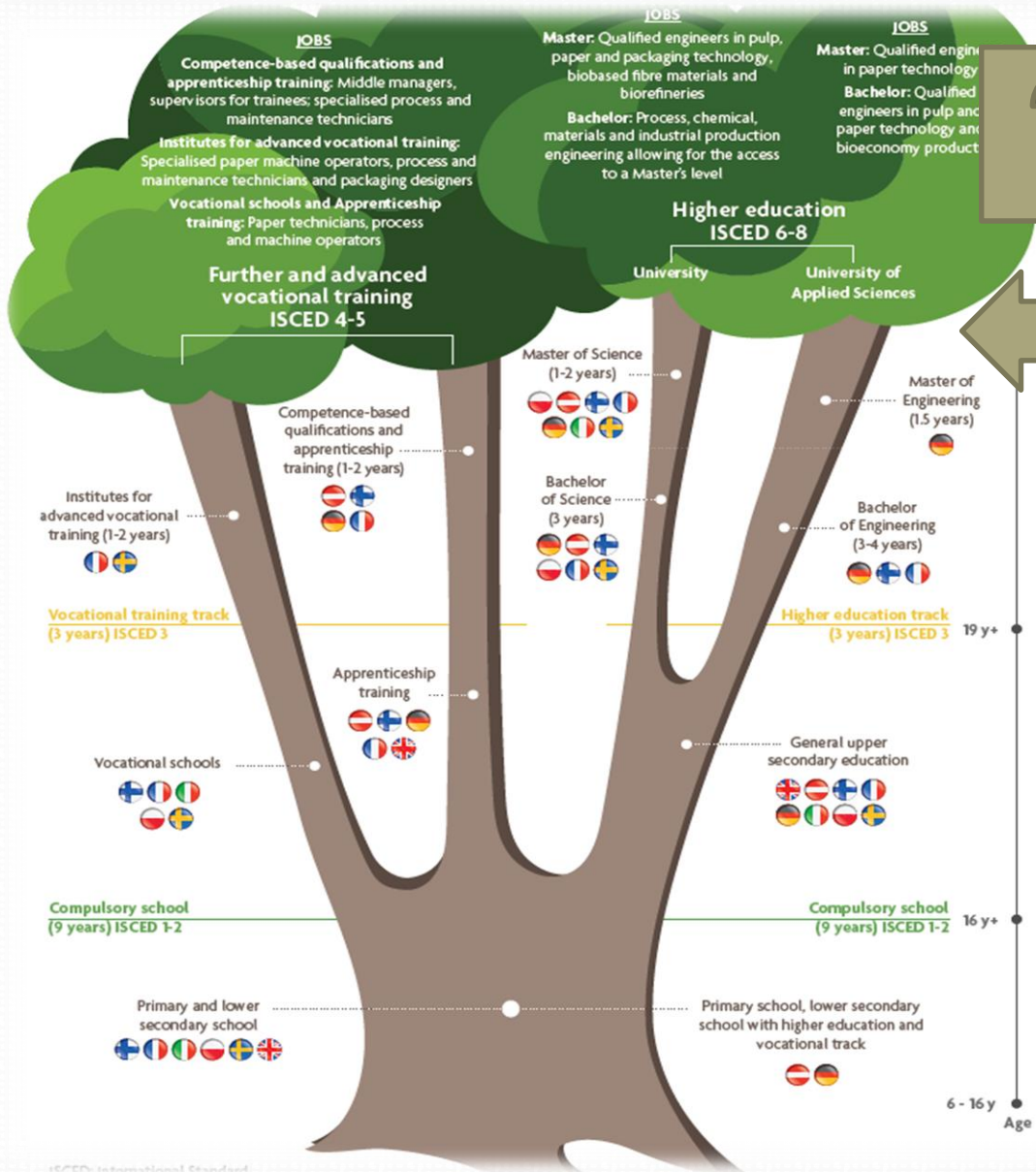
Behavioural skills needed today and in 5 years



Technical skills needed today and in 5 years



# Curricula vs. skill needs: convergences and gaps



**SOFT SKILLS**

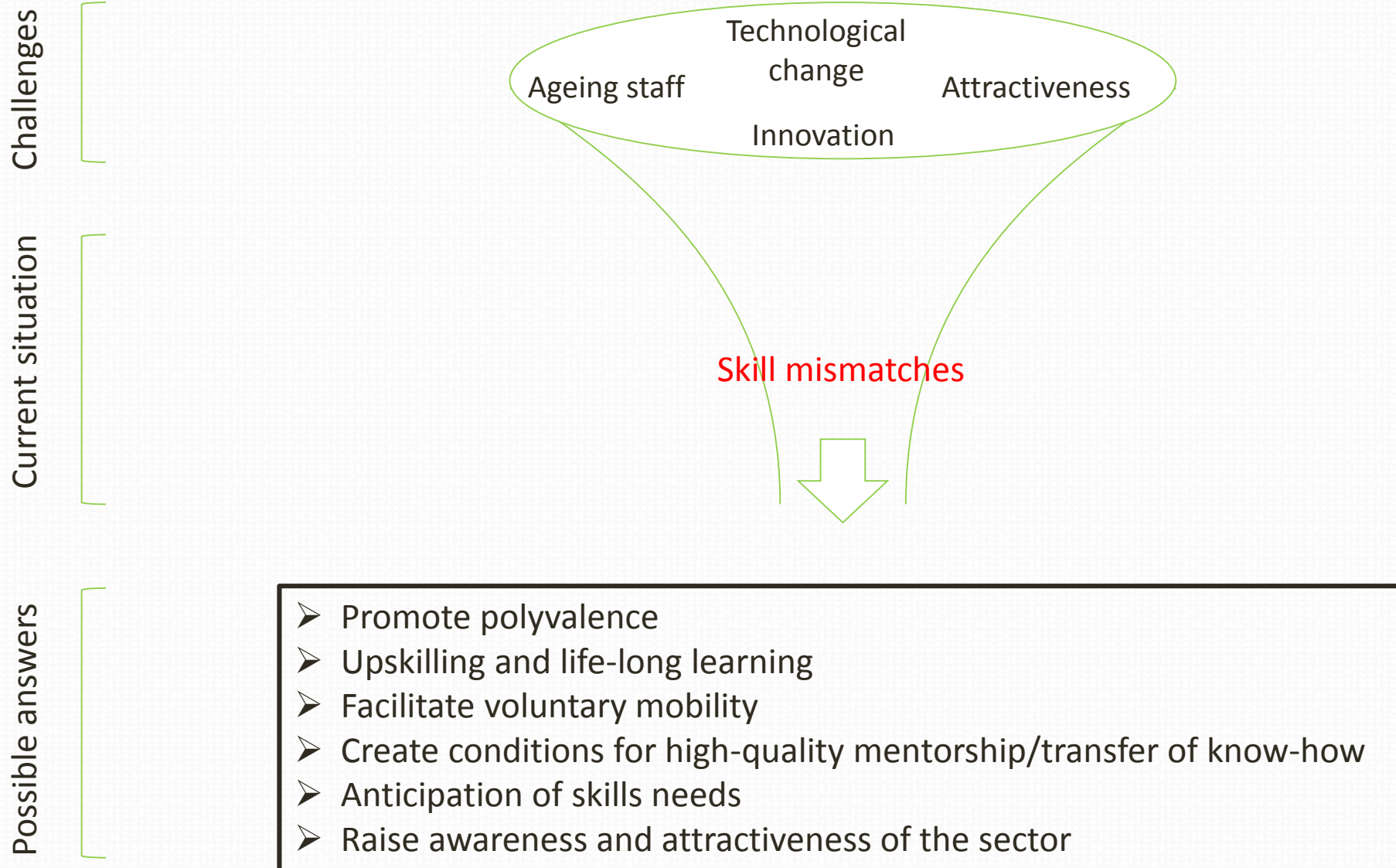
TRUSTWORTHINESS



EMPATHY



# Overcoming the challenges: our findings



# Policy recommendations

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## 1. PROMOTE POLYVALENCE

Making **apprenticeship** training and other work-based learning models relevant and efficient

Promoting and increasing the quality of fundamental **STEM**-subjects, as well as languages in school curricula

Creating and promoting “hybrid” curricula that mix traditional and new competences

## 2. UPSKILLING – LIFE-LONG LEARNING

Developing module-based learning and skills development tools while ensuring mutual validation and recognition

Improving **cross-recognition and validation of qualifications** within the sector and its companies, between sectors as well as between member states

## 3. FACILITATE MOBILITY

Encourage **voluntary mobility** with relevant and sufficiently-funded EU programmes that provide and increase opportunities for exchanges and in-company traineeships

Promote **networks** of all relevant actors (e.g. Erasmus for teachers, trainers and providers) to create mutual learning opportunities and facilitate the exchange of good practices

Set up voluntary internal mobility opportunities within companies, including cross-border

# Policy recommendations

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## 4. ANTICIPATE SKILLS

Developing a focused **anticipation tool**, that feeds education and training systems with actual information on the labour market:

Financially supporting **partnerships between education providers and the labour market** with EU funding, making sure that the financing builds on a qualitative approach

## 5. CREATE CONDITIONS FOR HIGH-QUALITY MENTORSHIP

Identifying and encouraging best practices for **mentorship** - this could be considered an additional “knowledge bank” for the mills

Creating opportunities for “tandems” at mills targeting newcomers

## 6. RAISE AWARENESS AND ATTRACTIVENESS OF THE SECTOR

**Informing** orientation advisors and teachers at schools to ensure they have an accurate knowledge of the sector. This could be further supported by partnerships between schools, companies and mills visits.

Enhancing **communication about the sector** through positive career stories at mills as well as about the future of the industry and the opportunities it offers.

Exploring novel ways to facilitate better work-life balance, to address concerns related to the shift-work system.



# Policy recommendations

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## 7. PROVIDE A ONE-STOP-SHOP FOR A COHERENT EU SKILLS STRATEGY

Streamline, stabilise and enhance **EU strategies, policies**, instruments and sources of funding impacting on skills.

Strengthen the role of European Centre for the CEDEFOP as a focal point (with national platforms) to map, monitor, grant funding and anticipate skills needs. CEDEFOP should also develop its ground-level communication and contributions to its “customers”, notably by supporting social partners or other relevant networks with sector-specific analyses

Improve the effectiveness, benefits and performance of relevant agencies and tools, including the **Europass** documents format, to deliver better results and facilitate voluntary mobility, recognition of skills and to gather activities under one single European mobility Agency

# New curricula needed ... such as

- European Master in Bioeconomy in the Circular Economy (Biocirce – Italy)
- Bioeconomy Master (Universität Hohenheim – Germany)
- Forest Products Technology Dpt (Aalto University – Finland)
- MSc in Management of Bioeconomy, Innovation and Governance (University of Edinburgh – Scotland)

# Towards a Blueprint ... ?

- CEPI Roadmap 2050 recommendations on skills and competences:
  - Need to adapt curricula
  - Exchange experiences (e.g. Dual System)
  - Enhance mutual recognition of qualifications (beyond Bologna)
  - Ease mobility





**KEEP  
CALM**

**AND**

**MAKE EUROPE  
MANUFACTURING  
GREAT AGAIN**



# THANK YOU!

CEPI: [b.degalembert@cepi.org](mailto:b.degalembert@cepi.org)

industriAll Europe: [corinna.zierold@industrialall-europe.eu](mailto:corinna.zierold@industrialall-europe.eu)