

Future skills in the graphical industry

Identifying and promoting best practices in Europe

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EGIN

Network for cooperation in education,
training, research and labour market
projects for the graphic-media
and creative industry

Project partners



FUTURE SKILLS IN THE GRAPHICAL INDUSTRY

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Social Dialogue for the Graphical sector

Work Programme 2013 – 2015

“The Social partners will closely monitor the development of skills needs of the sector in order to anticipate changes in skills requirements and will discuss the education and training needs and exchange best practices.”

The project

- Desk research
- Field research
 - Online survey
 - Analyses
 - Report with findings
- Expert meeting
- Draft final project report
- Final conference
- Final project report

The project report

Contents

1. Introduction
2. Management summary
3. Present situation of the industry
4. Education
5. Results of field research
6. Case studies, the practical aspect of change

The project report

Contents

7. Best practices

8. Recommendations

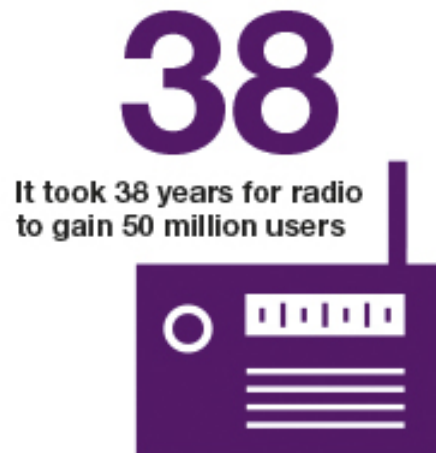
Annex I Terminology

Annex II Structured interview

Annex III List of job titles for the
developments

Change

What change?



Change!

Permanent change

Not only:

Technology

or

Companies

or

People

or

Economics

Change!

Permanent change

Not only:

Education

or

Culture

or

Your children

or

YOU

Change!

Everything is interacting in a complex way.

Chance?

Opportunity?

Threat?

Change!

Who can we blame for this???

Not one simple answer.

Not one simple approach.

Education

Education always reflects a country's culture

Cedefop says:

"There is no single European VET system. VET is very diverse and the variations in systems, providers, regions, and sectors make comparisons challenging."

In other words: comparison is a **problem!**

Education

Vocational Education and Training (VET)

Work Based Learning (WBL)

Three main 'systems'

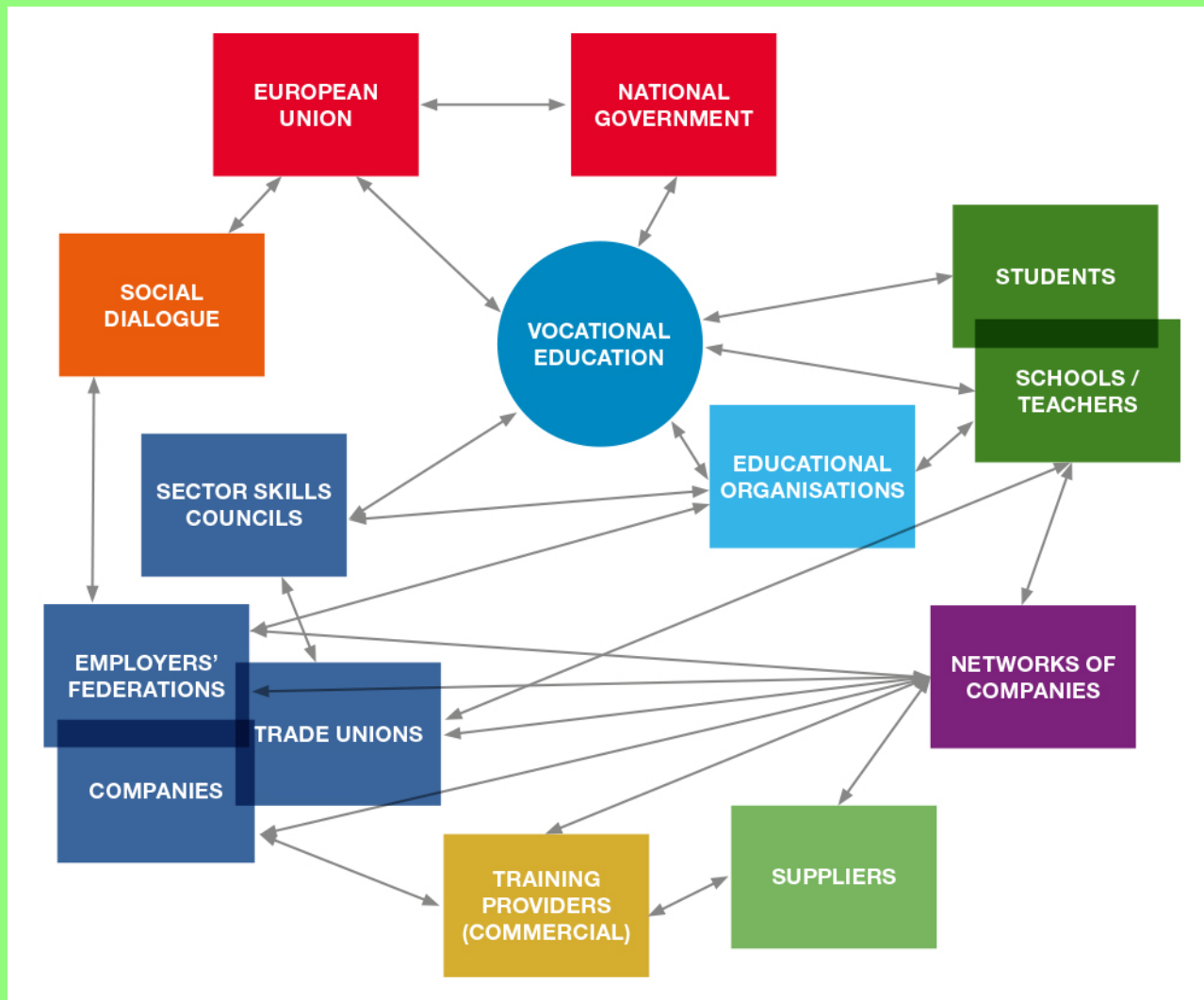
Education

- Apprenticeship / dual system;
- On-the-job training programmes: internships / training placements;
- Work-based learning as part of school-based training (labs, simulations).

Vocational Education and Training

MAINLY WORK-BASED	MAINLY SCHOOL-BASED
<ul style="list-style-type: none"> • Training in Enterprises > 60% 	<ul style="list-style-type: none"> • Training at School > 70%
<ul style="list-style-type: none"> • Companies offer places • Students actively search for places 	<ul style="list-style-type: none"> • Training centers & students search for companies
<ul style="list-style-type: none"> • Work contract: Entreprise - Apprentice • Apprentice = Employee 	<ul style="list-style-type: none"> • Training agreement: School-Enterprise • Apprentice = Student
<ul style="list-style-type: none"> • High share of financing by enterprises 	<ul style="list-style-type: none"> • Public sector main source of funding
<ul style="list-style-type: none"> • Apprentice receives remuneration 	<ul style="list-style-type: none"> • Apprentice may receive compensation
<ul style="list-style-type: none"> • Companies define training plan 	<ul style="list-style-type: none"> • Schools establish training plan

Vocational Education and Training



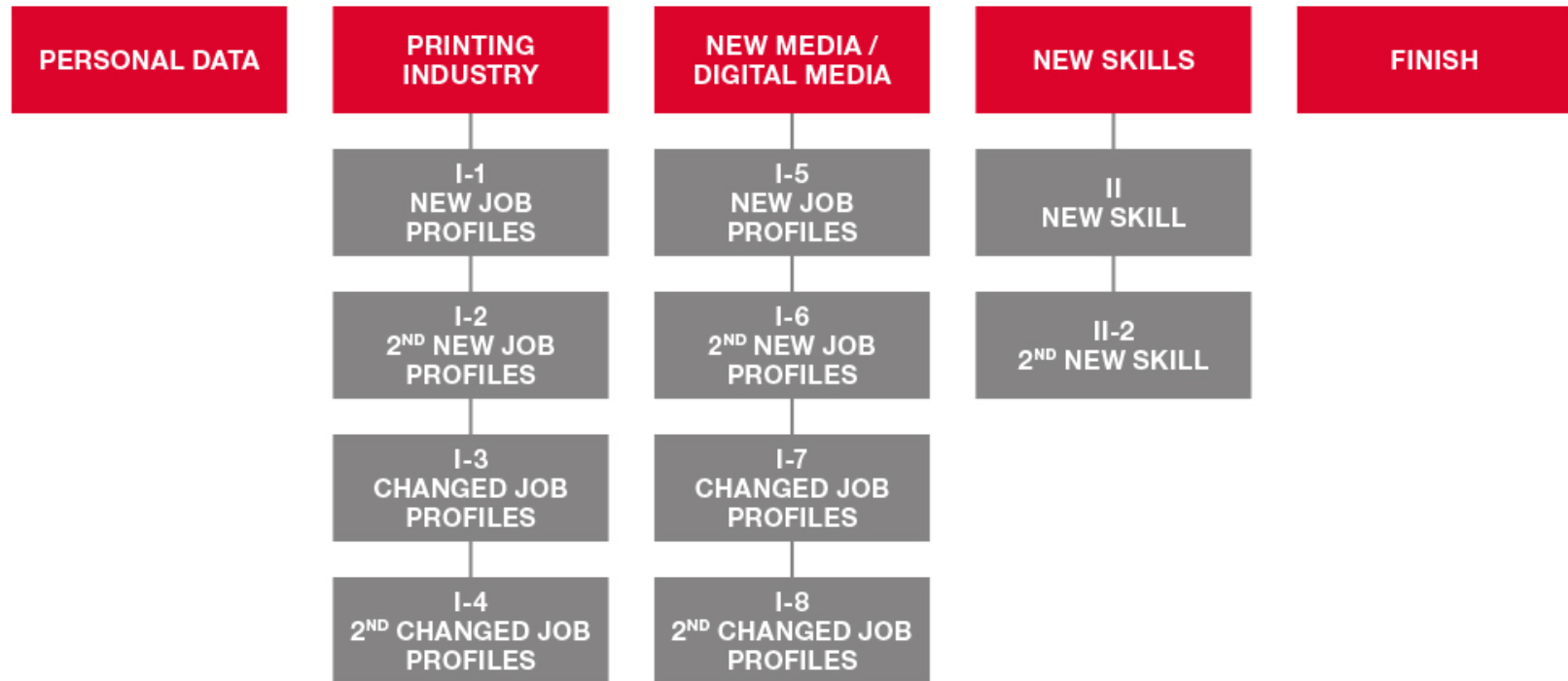
Field research

Online survey

LANGUAGE	AMOUNT OF RESPONDENTS
English	87
French	4
German	44
Italian	35
Spanish	32

Field research

Online survey



Recommendations / Discussions

VET plays an important role in economical growth and in employment:

- This position needs to be safeguarded
- Strengthen this position with more focus on innovation

Recommendations / Discussions

Advanced companies find their own way in development and fulfilling training needs:

- Stronger ties between industry and VET are needed to exchange valuable / essential information.

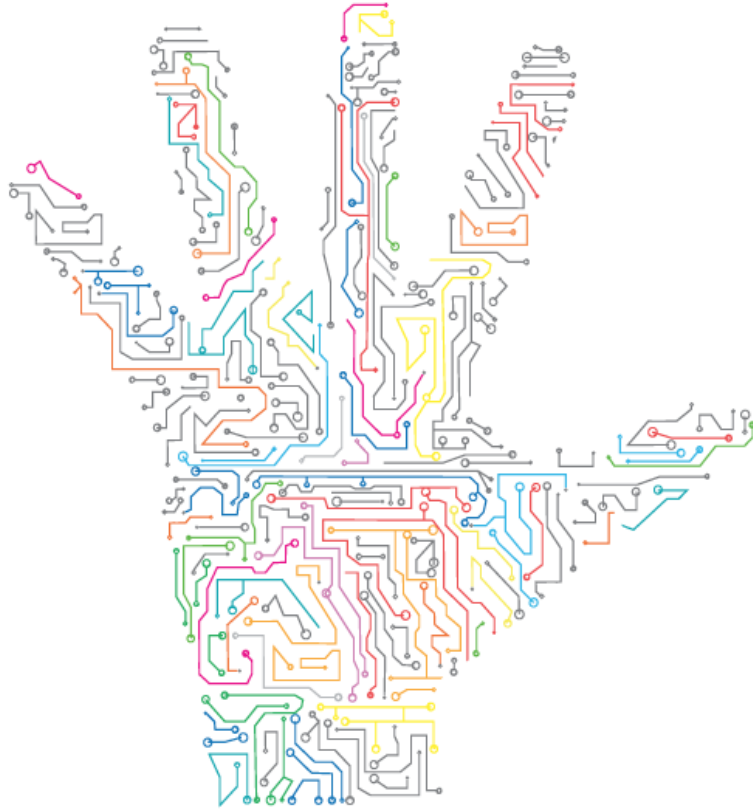
Recommendations / Discussions

VET should be enabled to also meet the needs and demands of 'advanced companies'.

For this special courses / departments should be introduced in 'leading VET schools': innovation, research and development and train the teachers of other schools.

Recommendations / Discussions

Life long learning needs to be developed and become an integral part of continuous VET.



Thank you very much for your kind attention.

If you have any further questions with regards to the project or if you want to receive the draft report of the field research, please send an e-mail to:

info@egin.nl

Presentation will be available at www.egin.nl

Recommendations

Item	Issue	Action	Level
1	The role and task of VET should be critically reviewed in the forthcoming years. The present demands from industry to the schools of initial and continued education to meet the requirements of on-going innovation and market developments are, in the current circumstances, impossible to fulfil	The social partners to lobby national governments to support and fund the necessary structure changes of vocational education	National

Item	Issue	Action	Level
2	Research and case studies show that to a great extent the 'advanced companies' make their own decisions in the context of their own business needs, the speed of change required and the availability of training support from all sources	There has to be interaction, strong ties, between such companies and the schools. Only then the companies / employers have maximum influence on the contents, quality and thus output levels of that education and not only will the "early adapters" be satisfied but so will the main thrust of the industry	National

Item	Issue	Action	Level
3.1	The majority of companies are “followers” and, as noted above, will benefit from colleges listening to the needs of the advanced companies and adapting their courses for the “following companies” – but the rate of change is quick and the process of adaption needs also to be quick	Employers’ organisations should draw together these companies in a collaborative way to work towards a common view of future skills needs. This action should overcome the difficulties if VET organisations cannot respond to the needs	National

Item	Issue	action	Level
3.2	<p>VET should be enabled to also meet the needs and demands of 'advanced companies'. Special courses / departments should be introduced in 'leading VET schools'. Extra budgets should be allocated for innovative developments in close cooperation with companies. In some countries, at least Germany and Switzerland, a special form of VET is implemented in the dual system of advanced VET. This should be made possible in all countries</p>	<p>Social partners should study the possibilities for implementation of such special courses in other countries too</p>	EU

Item	Issue	action	Level
4	Changes / reforms are not always just about investment in technology but also about collaboration along the communications supply chain	Case studies of such collaboration should be identified and analysed to point the way forward	EU

Item	Issue	Action	Level
5	Schools and VET providers are faced with shrinking budgets and increasingly more diverse demands. They must therefore seek ways to respond to their “market” in more cost effective ways.	Schools should cooperate more in international development of curriculum that may be efficient and save money in the mid-term. This will build on the research done on technology and markets in 2.1 above	EU

Item	Issue	Action	Level
6	Strong bridges need to be built between companies and schools to make sure that the output of the latter matches the need of the former	Social partners or tripartite bodies (Sector Skills Councils) (employers/employees/colleges) should bring together the two “sides” at national/regional level	

Item	Issue	action	Level
7	Life long learning needs to be developed and become an integral part of adult education (VET based)	Social partners should show ownership for Life Long Learning. It has to become part of their policies to promote and further develop access to adult learning	EU & National

Item	Issue	Action	Level
8	Changes / reforms have to be accepted by existing and future employees. They have to be motivated to develop their skills within a secure and transparent system (or “environment”)	Trade unions should develop good practices. They should also develop communication tools to enable and to create a confident and motivating environment for the employees	National & Company

Item	Issue	Action	Level
9	Urge national governments to acknowledge the stakeholder position of social partners / organised networks / councils. At present the proposals / ideas of social partners are neglected by national governments	European Social Partners should use their influence to convince national governments that social partners are key stakeholders in the development of VET and of the local economies	EU & National

Item	Issue	Action	Level
10	The industry should develop a platform on the web for exchange of skills development between the member's organisations of the social partners and Educational institutions and other relevant parties	The EGIN network should develop a first plan to describe the functionality of such a platform, which can be hosted on the EGIN website	EU Commission