Education-work transitions in times of financial crisis: comparing Germany and Greece in European and international perspective

“Key Competences and Transversal Skills as a means for transitions in times of crisis. The role of guidance in their development.”

Ioanna Papavassiliou-Alexiou
University of Macedonia
Structure of the Presentation

- Skills supply & demand: recent EU Data
- What & which are the Key Competences & the Transversal Skills?
- When, where & how are they to be developed?
- The role of Guidance in their Development
- Case study: the course ‘Career Skills’ at UOM
Skills and the Labor market. EU data

<table>
<thead>
<tr>
<th>Polarisation between low &amp; high skilled labor force (2010-2020)</th>
<th>2010</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>High skilled</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>Medium skilled</td>
<td>49%</td>
<td>48%</td>
</tr>
<tr>
<td>Low skilled</td>
<td>19%</td>
<td>17%</td>
</tr>
</tbody>
</table>

*Source: Descy, 2013*
But... there are also *skill mismatches* (Descy, 2013)

- 2011: 74m. (medium-skilled) jobs in need vs 61m. (medium skilled) workers available
- 40 m. European workers currently unemployed or under-employed – big share high skilled
- 30% of EU firms reported difficulties in finding staff with required skills (2006-2013)
So... which is the right skills-mix?
(EU, 2010)

‘T-Shaped’ individual skills profiles are wanted:
- Basic – foundation skills
- Generic/ transversal skills
- Specific technical knowledge
- Adaptability, flexibility and CMS
Key competences represent a transferable, multifunctional package of knowledge, skills and attitudes that all individuals need for personal fulfillment and development, inclusion and employment.

**Competences’ domains**
1) Communication in the mother tongue
2) Communication in foreign languages
3) Mathematical competence and basic competences in science and technology
4) Digital competence
5) Learning to learn
6) Social and civic competences
7) Sense of initiative and entrepreneurship
8) Cultural awareness and expression

**they include:**
- Knowledge
- Skills
- Attitudes

**they contribute to:**
- personal development
- social inclusion
- employment
# Transversal key competences

## 1. Main Categories
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

## 2. Sub-skills
- Critical thinking
- Creativity
- Problem solving
- Initiative and risk assessment
- Decision-taking
- Management of one’s own feelings
Terminology met & used

- Key-competences
- Transversal skills
- Transferrable skills
- Career skills
- Career Management Skills
- Meta-competences
- 21st century skills
- Employability skills
- Personal & interpersonal skills
When & where are they to be developed?

These should have been developed by the end of initial education and training, and should act as a foundation for further learning as part of lifelong learning.

...which means
dery should be acquired as soon as possible, but they could also be developed throughout life.
Development in Education by...

- **A.** teachers’ education & training
- **B.** inclusion in the curricula:
  - unpacking them into tangible learning outcomes...
  - using the appropriate methods and techniques...
  - having the necessary infrastructure...
The role of CGC

in guidance definition...

Guidance refers to “a continuous process that enables citizens at any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competences are learned and/or used. Guidance covers a range of individual and collective activities relating to information-giving, counseling, competence assessment, support, and the teaching of decision-making and career management skills.“ (Council EU, 2008).

…it’s all about T-skills development.
The role of CGC

CGC services enable individuals to:

- learn themselves better
- develop their competences
- approach information critically
- take right decisions
- shape their education & career paths autonomously & proactively
- participate in LL education and training programs
- integrate into the labor market
# Case Study:  
The Course “Career Skills” in UOM

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Part I: Theoretical Framework</th>
<th>Part II: Developing career skills through micro-training</th>
</tr>
</thead>
</table>
| **Course Objectives**  
*The Students should:*  
-know & understand the meaning & the domains of Key-Co. & T-skills  
-develop, to a certain extent, the Transversal key-skills and be able to use them in different contexts  
-develop a positive attitude towards T-skills, their development and use  
**Contents**  
- Methods & techniques  
- Evaluation  
**Definition & Selection of Key-Competences**  
(studying & discussing official EU texts in groups)  
**Describing & analyzing personal and interpersonal career skills**  
(surveys, videos) | **i.** Presentation of the selected skill (ppt)  
**ii.** Demonstration of the skill (e.g. video, role playing)  
**iii.** Development of the skill through participation of the audience (case study, role playing, games)  
**iv.** Feedback | 1. Selection of the skill by a team  
2. Search for Material (books & Internet) & preparation  
3. Micro-training in the classroom (45-60 min.) |
If the young people of today really have to *invent* their jobs then we, their educators, should get them ready for that!
Thank you for your attention!

Ioanna Papavassiliou-Alexiou
ipapav@uom.edu.gr
Bibliography


**OECD-DeSeCo, (2005).** Definition and Selection of Key Competencies: Executive Summary.


