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Cooperation Programme

DECP's action list to bridge skills gaps

for employers' organisations

In 35 steps!





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A skills development action list

Introduction

One of DECP's fields of expertise is 'skills development'. As we all know, employees who have the competencies to meet employers' needs significantly contribute to economic growth and prosperity. However, the world is changing rapidly, and therefore so are the needs of the labour market. Schools for vocational education cannot always adapt their curricula to these changing needs. A skills mismatch and skills gaps of new entrants are perceived by employers as obstacles to their companies' development. These are also obstacles for employees, who cannot always catch up with new developments.





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These are just some of the examples of labour market issues. The field of skills development is actually much broader than that. Every country and every region has its own focus points.

Therefore, DECP developed a 'skills development action list'. This action list is used as a tool in skills development workshops. It can be very helpful to define and choose actions which might lead to improvements. Besides that, it can serve as a checklist for employers' organisations and branch organisations to complete their skills development toolbox.





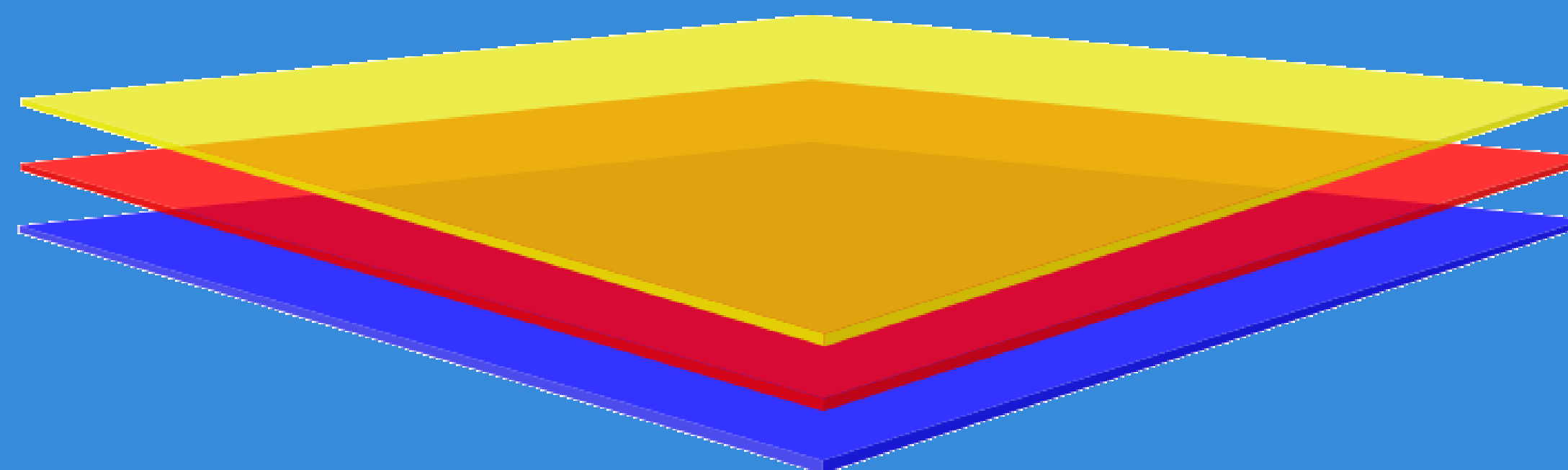
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DECP presents the action list in three layers:

1. The general overview, which shows 5 main fields of attention.
2. Every main field of attention is detailed with a series of (35) concrete subjects (actions).
3. Every action is as detailed as possible in a structure describing the activity, sub-activities, output-outcome measurements and responsibility & timing. You can choose to fill in missing parts with your team after thorough discussion.

This action list aims to be quasi-complete. As an employers' organisation, you are restricted by limited resources and the need to make choices. Get inspired and choose the parts that suit your organisation.

Arnout de Koster
Jos van Erp





Overview: 5 main fields of attention





Strategic thinking

Working party

Competent
professional

General
vision

Monitoring and
evaluation

Image
creation

Permanent
dialogue

Cooperation



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STRATEGIC OBJECTIVE 1

Ensure strategic thinking, member involvement and strong preparation within the employers' organisation for intervention regarding skills

S1.1 Create working party in employers' organisation on skills

S1.2 Have at least one competent professional dealing with skills issues

S1.3 Develop a general vision on skills policies and a work plan with feasible, clear priorities

S1.4 Monitor and evaluate employers' organisation activities regarding skills

S1.5 Create constructive image of employers in educational issues

S1.6 Create a permanent dialogue with decision makers in education and skills

S1.7 Examine and decide on possibilities and opportunities linked with bi-partite dialogue and common actions with trade unions at the national and sectoral level



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Labour market information

Provide data

Lobby for
observatory

Facilitate
transmission

Competency-
based approach

Sharing LMI

Organize
campaigns

Training



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STRATEGIC OBJECTIVE 2

Bring relevant labour market information in quantitative and quality terms to the attention of educational authorities and wider stakeholders

S2.1 Provide data as employers' organisation itself, or at APEX level, or at sectoral level, or at regional level

S2.2 Lobby (or via social dialogue) for the creation of such labour market observatory by the state agencies (e.g. Employment Agency) or subsidization for such creation at sector levels

S2.3 Act as intermediary between state agencies and companies to facilitate transmission of information

S2.4 Promote a competency based approach for better labour market information

S2.5 Share labour market information with the stakeholders: students, parents, schools, education

S2.6 Organize campaigns to showcase certain trades

S2.7 Training in coherence with National Vocational Qualifications framework



Labour market orientation

Clarifying

Specifying

Improving
Quality
trainers

Improving
curricula

Active staff
Involvement

Creation of
company
schools

Internships and
traineeships

Companies in
school
governance

Company
visits

Access to
equipment



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STRATEGIC OBJECTIVE 3

Improve the labour market orientation and quality of educational system (with a special accent on TVET)

- S3.1 Clarify main issues and solutions in “quality” education and labour market orientation of education (see also cluster 2)
- S3.2 Specify and focus better on the quality gap via targeted actions in some branches (see further for options)
- S3.3 Improve the quality of school trainers and trainers in the lifelong learning system (as possible action in cluster 1)
- S3.4 Improve curricula (as possible action- if expedient, in cluster 1)
- S3.5 Put staff with practical competencies at the disposal of education as practical tutors
- S3.6 Creation-stimulation of company schools for certain trades (if chosen as an action in cluster 1)
- S3.7 Promotion of stages/internships for students (if chosen as action in cluster 1)
- S3.8 Promote involvement of companies in school governance
- S3.9 Organise school visits to companies
- S3.10 Promote improvement of school equipment or allow schools to use company equipment on company premises



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Structural bridging

Apprentice-
ships

Workplace
learning

Linkages
informal –
formal sector

Certification
of acquired
competencies



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STRATEGIC OBJECTIVE 4

Better structural bridging between school leavers and employers/employment

S4.1 Enhance apprenticeships

S4.2 Other forms of work-based learning: dual learning–long internships

S4.3 Linkages informal-formal sector

S4.4 Certification of acquired competencies



Continuous training

Labour
market
information

Training
levies
and
funds

Demand
oriented

Promote
learning
culture

Protect
employers
investment

Private
Sector
participation

Special
measures
SMEs



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STRATEGIC OBJECTIVE 5

Improve continuous training for workers (lifelong learning)

- S5.1 Better labour market information to ensure effectiveness and efficiency of training offer and to inform demand side
- S5.2 Reasonable mutualisation via training levies and funds
- S5.3 Increase demand-oriented training offer
- S5.4 Promote learning culture and permanent training in companies
- S5.5 Protect employers' investment in training
- S5.6 Promote private sector participation in training delivery
- S5.7 Develop special measures for SMEs to promote lifelong learning



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COOPERATING
WITH NATIONAL
AND INTERNATIONAL
ORGANISATIONS

TRANSFERRING KNOWLEDGE
AND SHARING EXPERIENCES

FINANCIAL CONTRIBUTIONS
TO PROGRAMME ACTIVITIES

