



Cedefop 2018 European skills index

Ilias Livanos, Expert

Department for skills and the labour market



CEDEFOP

European Centre for the Development
of Vocational Training

Skills at the forefront of EU agenda

01 European Pillar of Social Rights

02 The New Skills Agenda

03 How do we measure the effectiveness of a skills system?



CEDEFOP

European Centre for the Development
of Vocational Training

What is the ESI and what does it do?

- 01 A composite indicator
- 02 Skills development, activation and matching
- 03 Measures the relative performance of EU skills systems
- 04 Identifies areas for improvement
- 05 Aids cross-country analysis and policy learning

Defining a skills system



Skills
activation



Skills
development



Skills
matching

Building a composite indicator

OECD-JRC
handbook on
constructing
composite
indicators

10 steps to
a successful
indicator



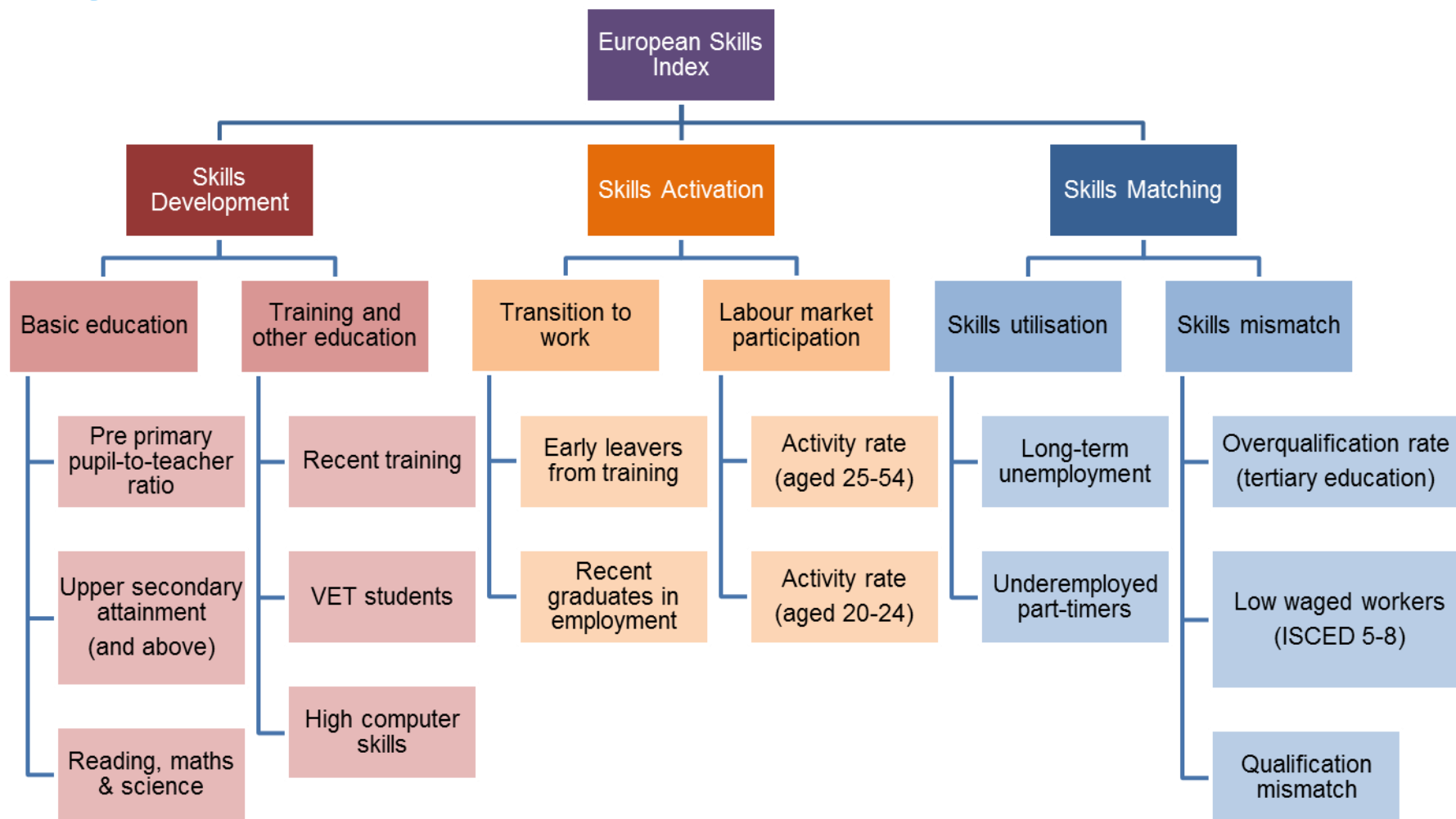
- ▶ Theoretical framework
- ▶ Data selection
- ▶ Normalisation
- ▶ Weighting and aggregation
- ▶ Sensitivity analysis

JRC
statistical
audit

JRC statistical audit

The European skills index 2018 meets international quality standards for statistical soundness ... The ESI framework is well-constructed. One of the greatest strengths is the amount of original research into the multiple facets of skills systems in the EU Member States.

ESI structure

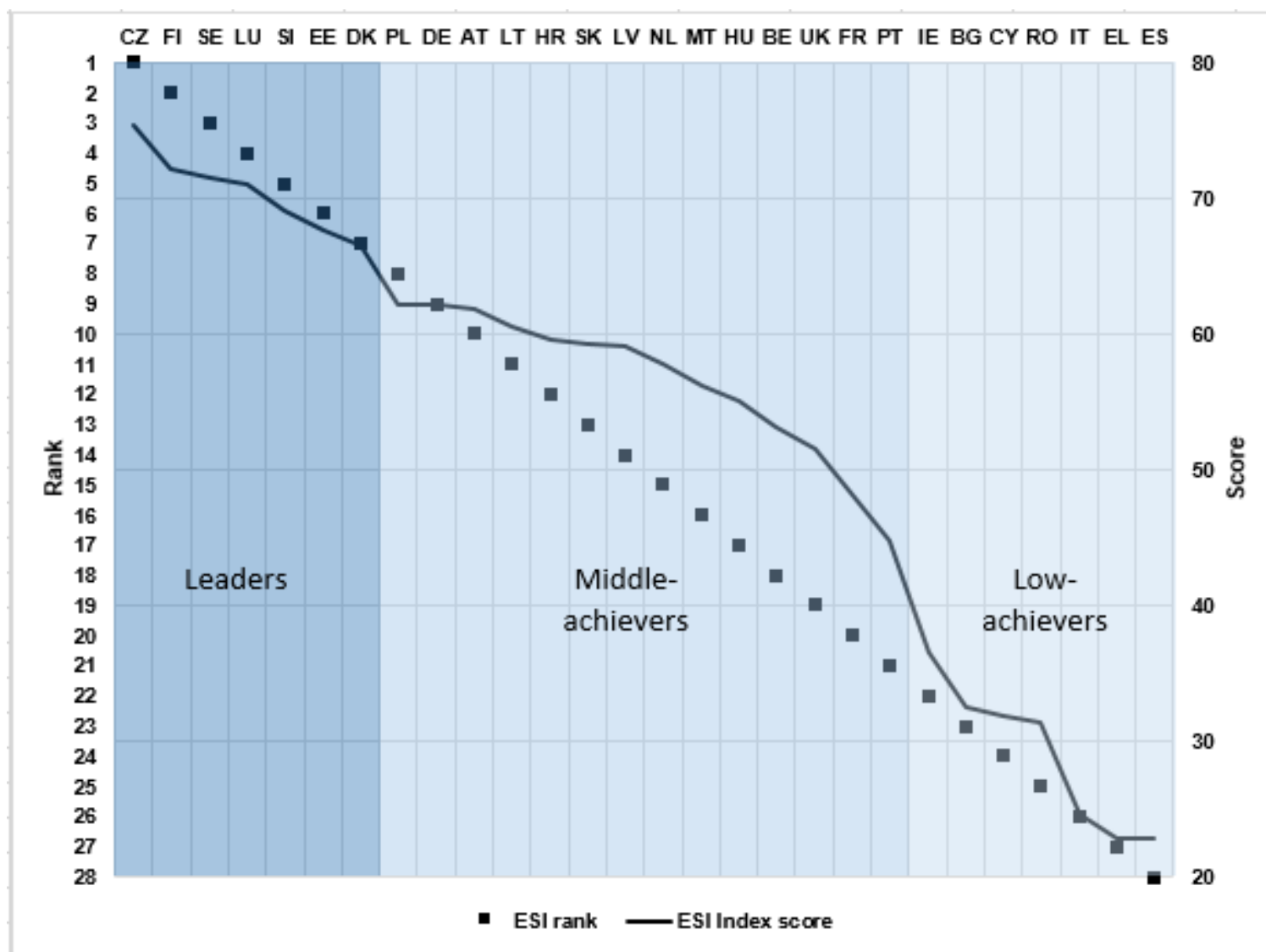


ESI scores

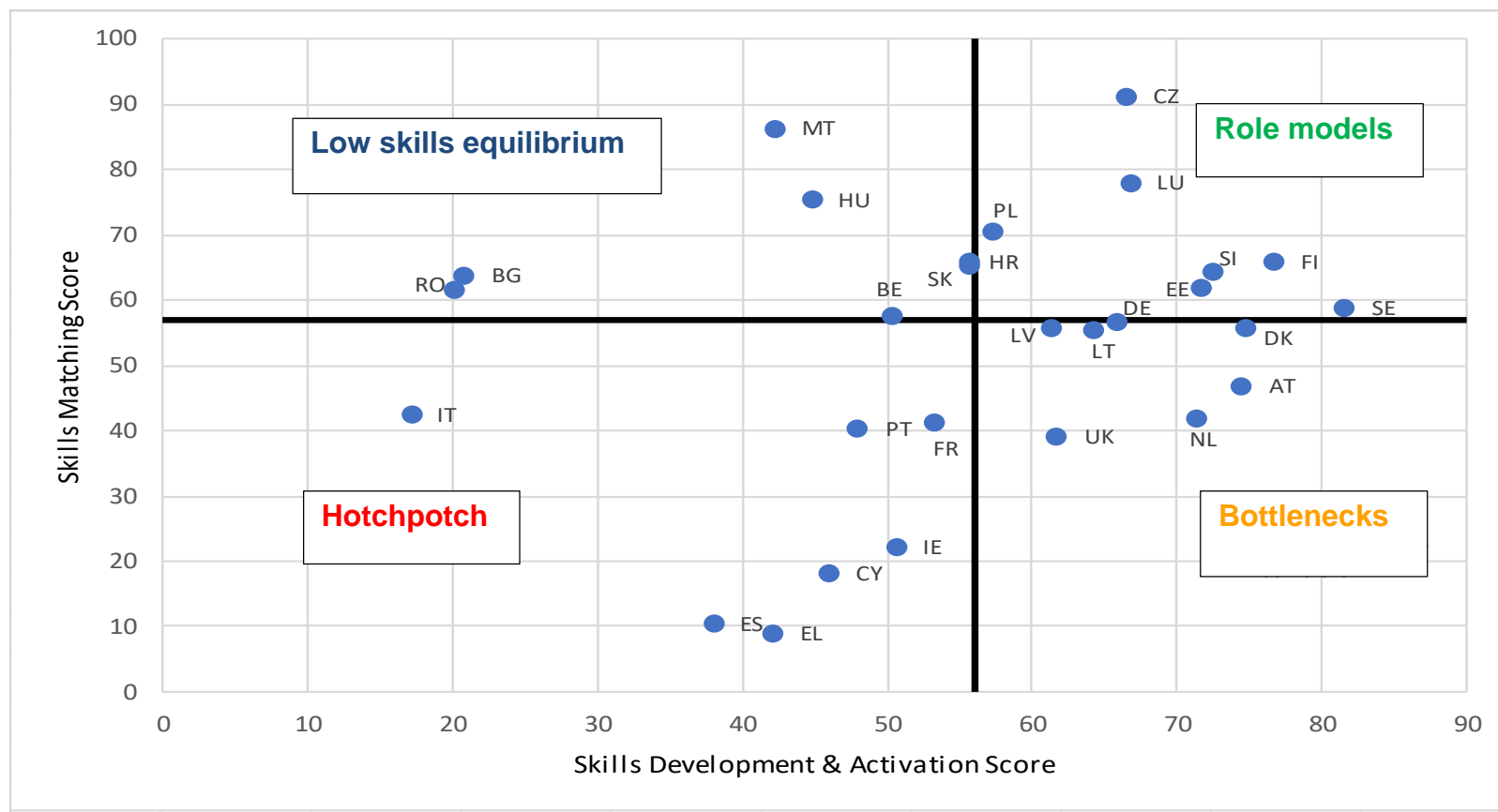
ESI scores show how far along a Member State is in relation to an ideal performance.

A score of 65 suggests that the Member State has reached 65% of the ideal performance, allowing for 35% room for improvement.

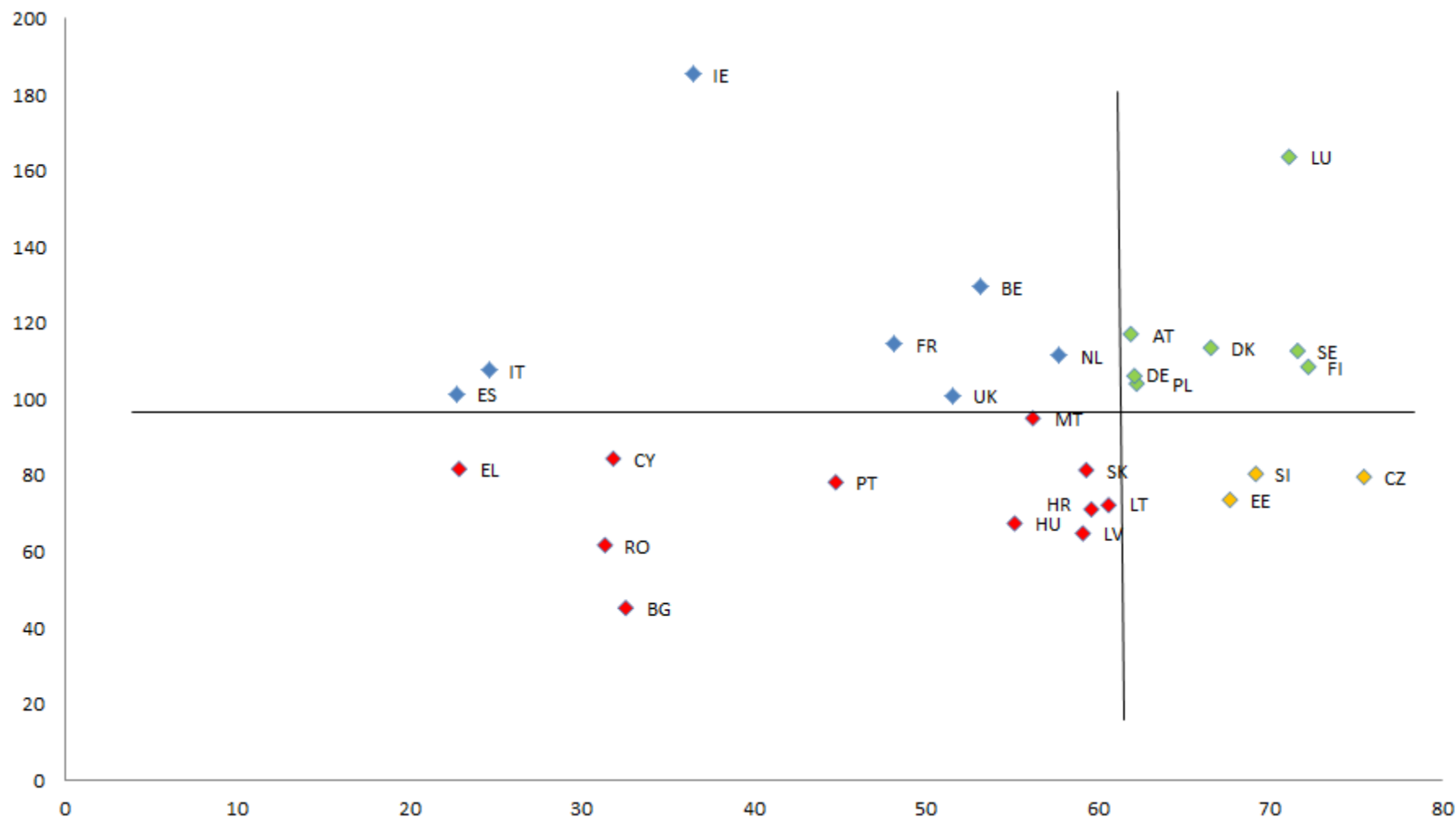
2018 ESI results



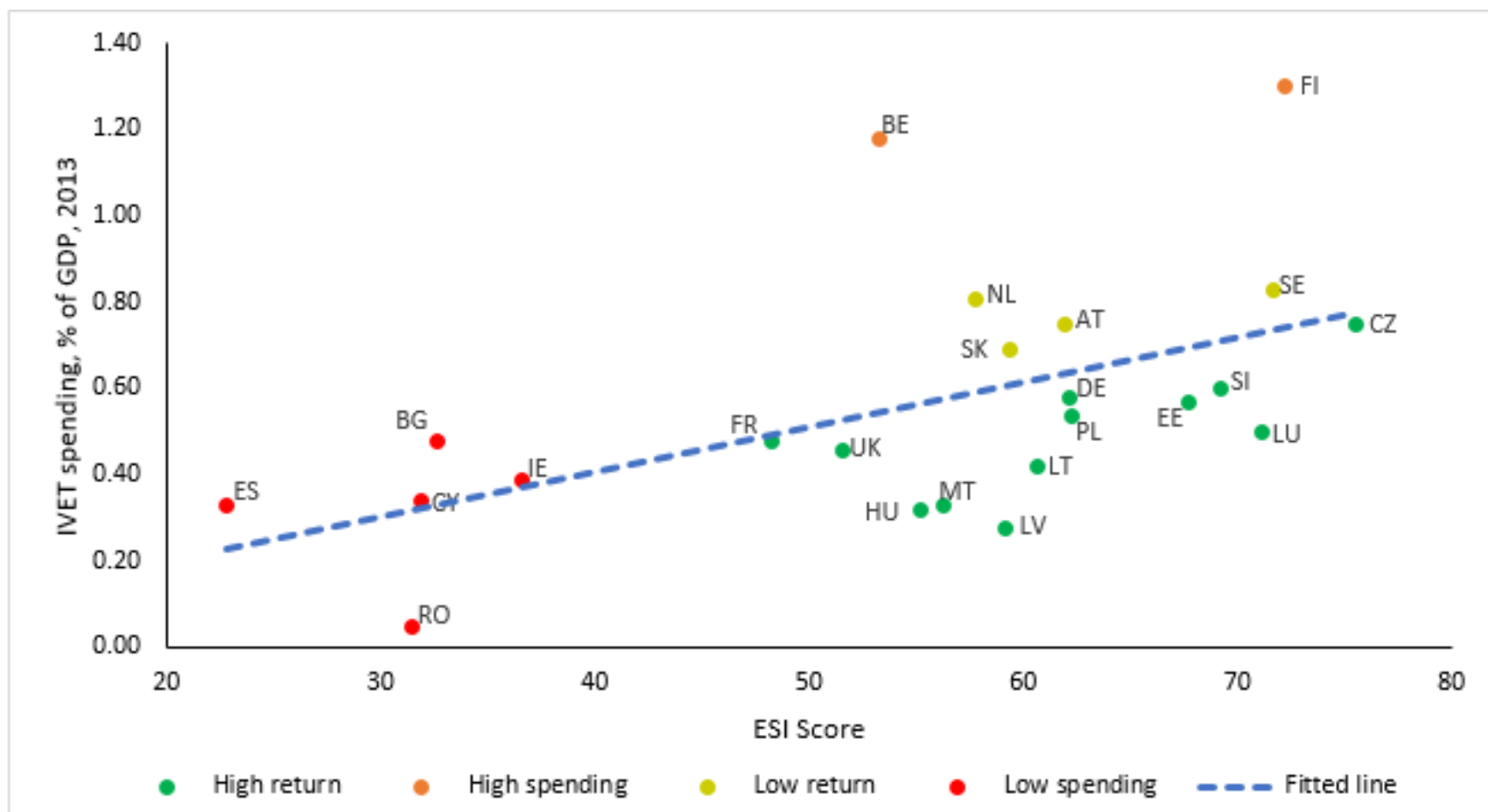
2018 ESI results



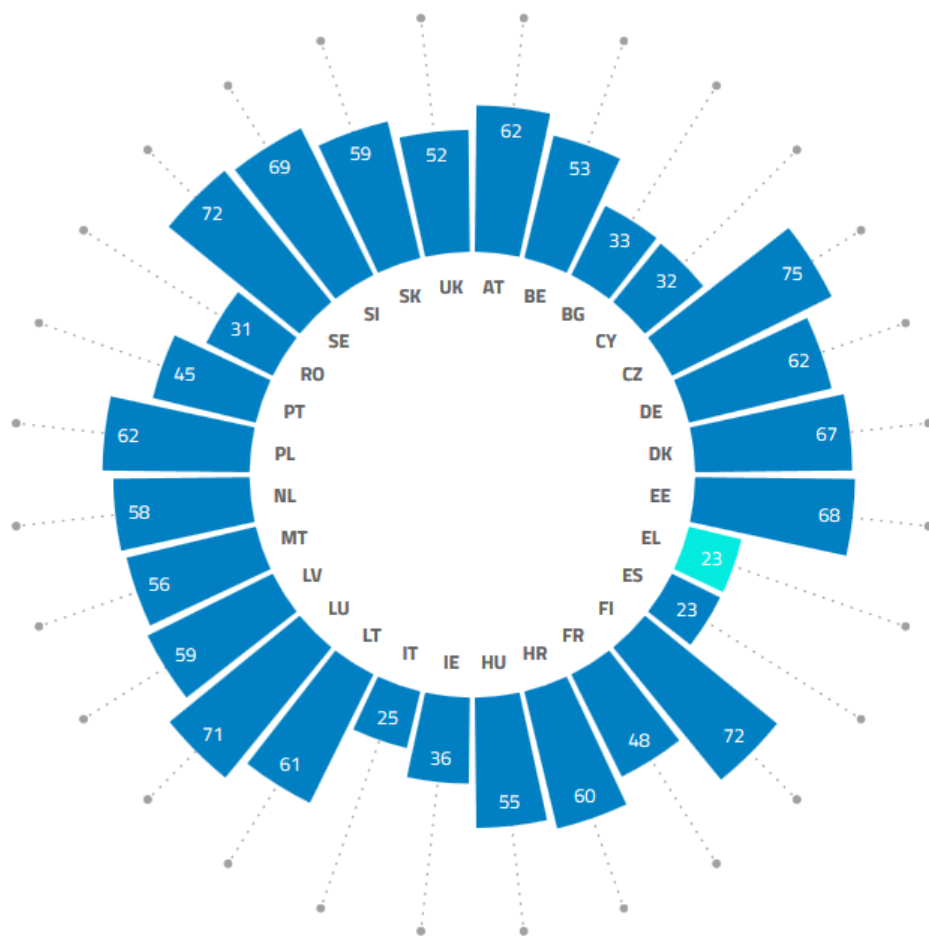
Skills Systems vs Labour Productivity



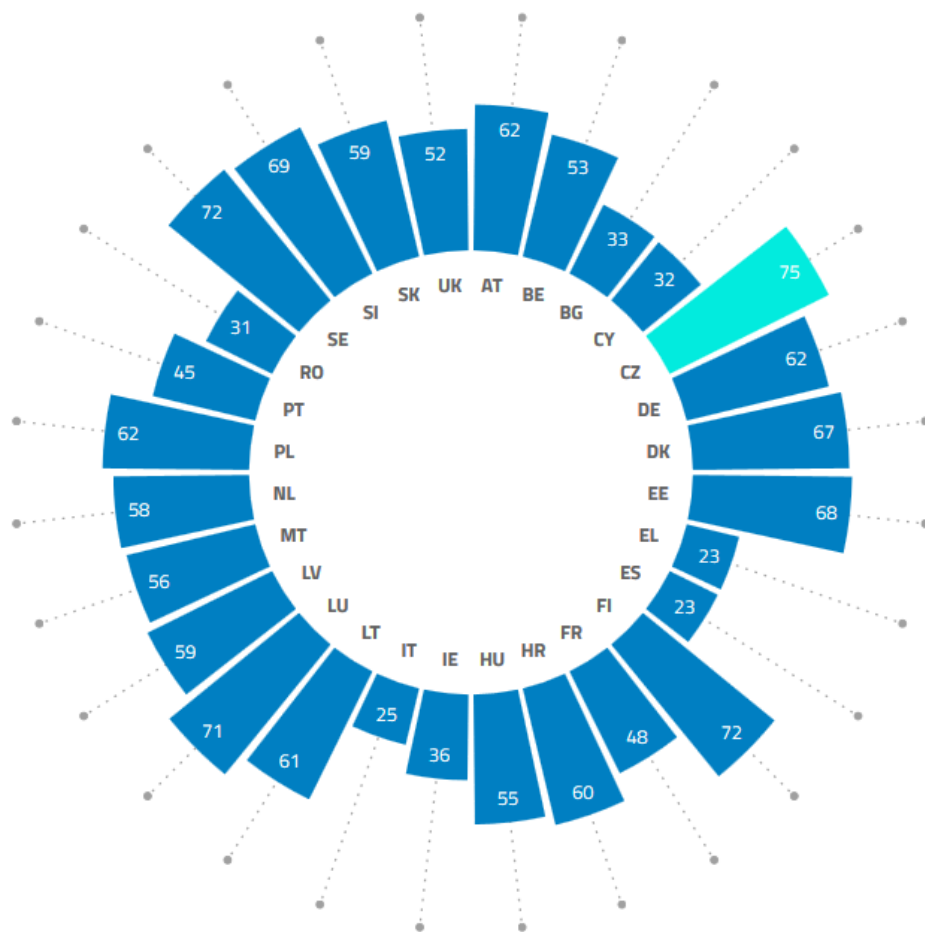
IVET spending: a key to success?



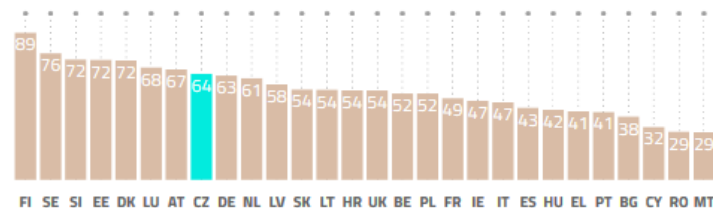
2018 ESI results: Greece



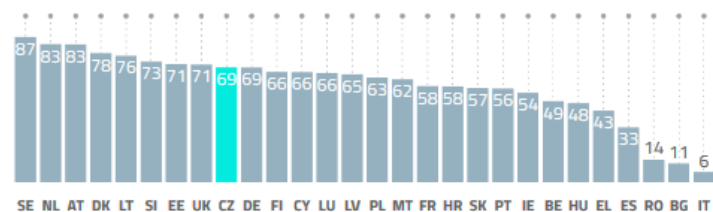
2018 ESI results: Czech Republic



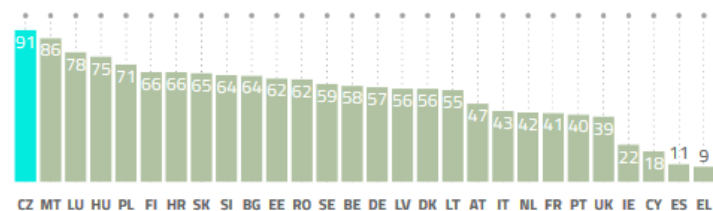
Skills Development



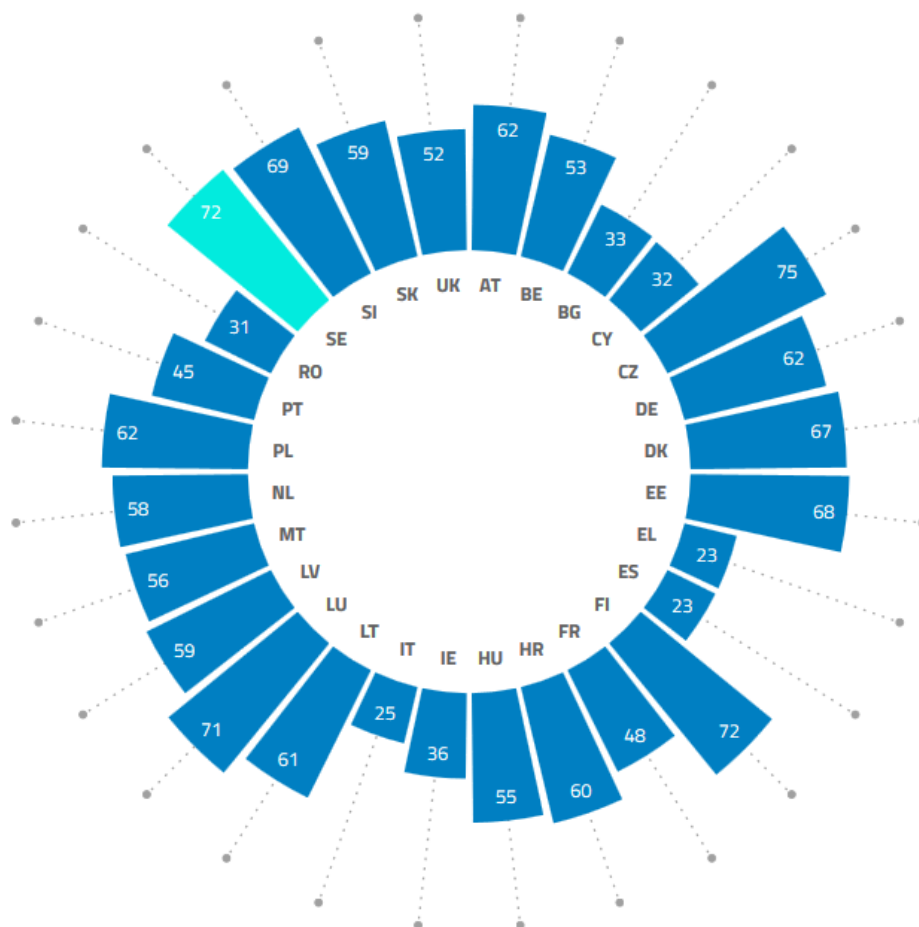
Skills Activation



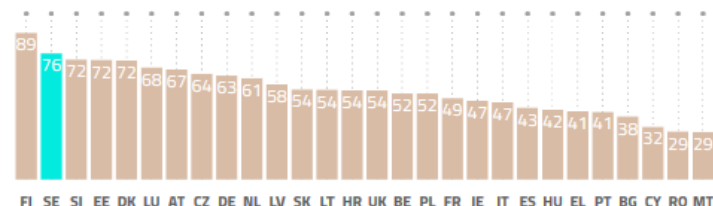
Skills Matching



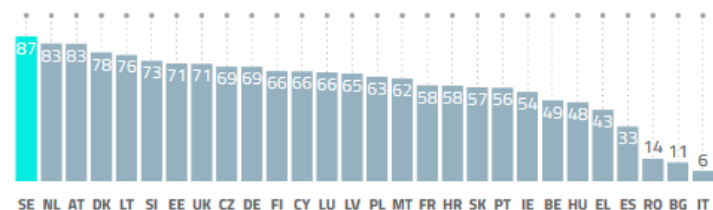
2018 ESI results: Sweden



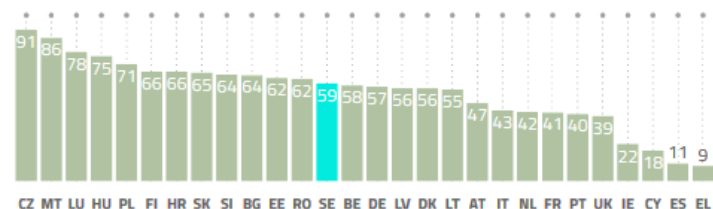
Skills Development



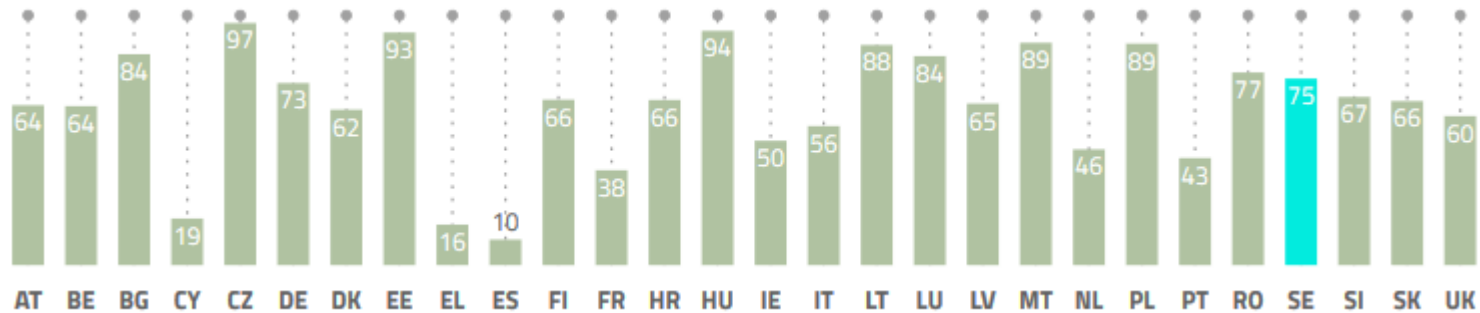
Skills Activation



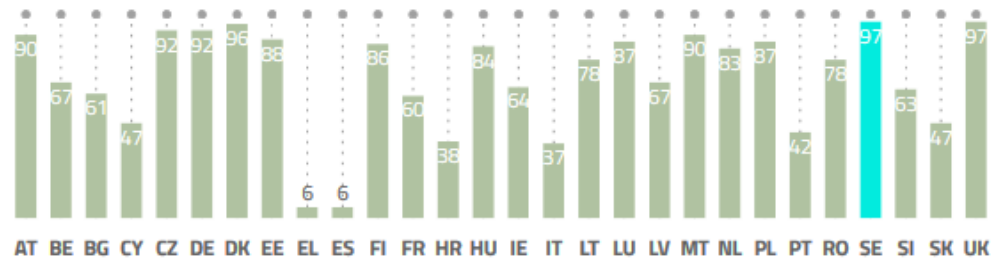
Skills Matching



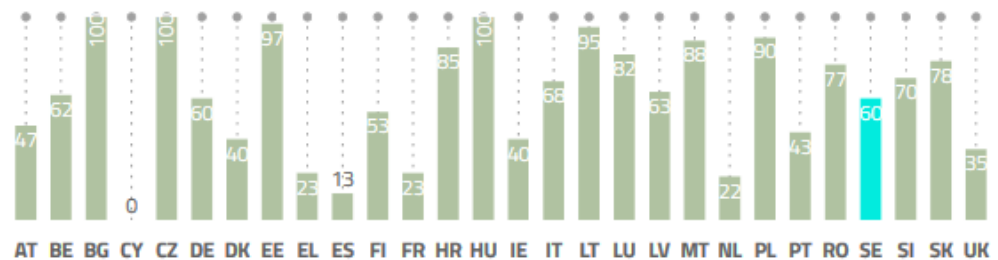
Skills utilisation



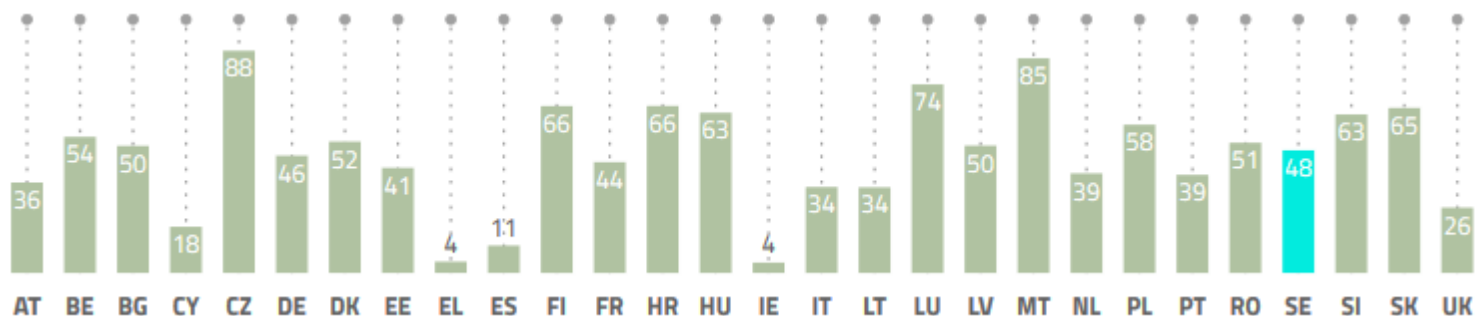
Long-term unemployment



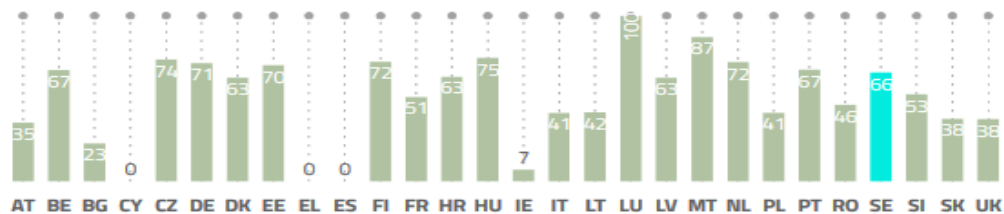
Underemployed part-timers



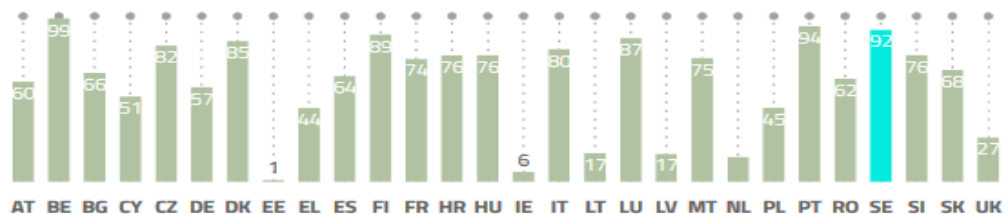
Skills mismatch



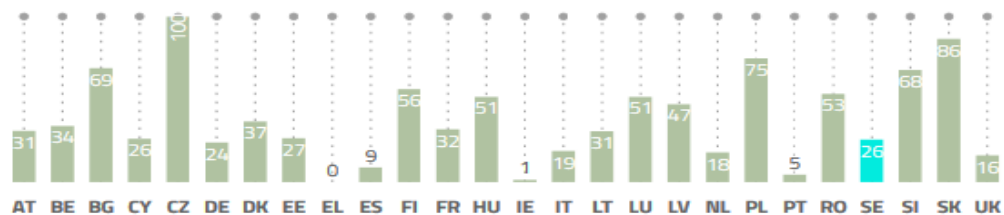
Over-qualification rate (tertiary graduates)



Low waged workers (ISCED 5-8)



Qualification mismatch



Keep pulling the thread . . .



FES Athens analysis on Greece results

Problematic areas were identified and explained

Policy actions were proposed

Compulsory education

Pre-primary
pupil-to-teacher ratio 64

Reading, maths & science
scores (aged 15) 22

Abstract nature of curricula
Limited use of technology
Lack of autonomy

Share of population aged 15-64 with at
least upper secondary education 50

Embrace critical thinking
Practical applications of knowledge
Frequent teacher assessment

Transition to work

Early leavers from training
Gains of education deeply rooted

76

Recent graduates
in employment

0

Weak link between universities
and employment

Lack of labour market intelligence

Inefficient apprenticeship/internship
schemes

Better career guidance

Build labour market information systems

**Link education programmes to labour
market needs**

Tax incentives for hiring new graduates



Thank you

www.cedefop.europa.eu

Ilias.LIVANOS@cedefop.europa.eu

Follow us on social media:

[#EuropeanSkillsIndex](#)

