

# The value of knowledge economy competencies

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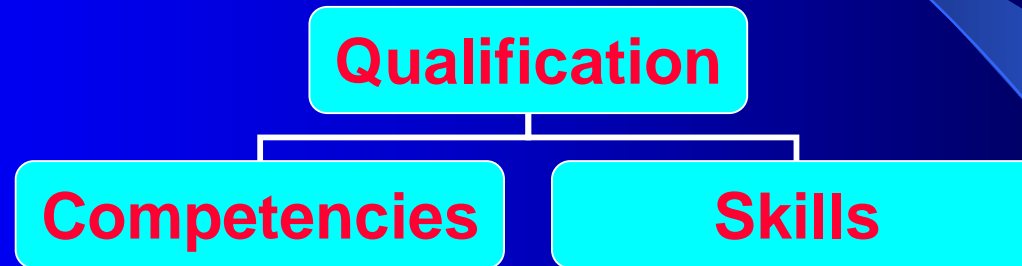
# Agenda

- | Introduction
- | CHEERS Survey
- | Knowledge economy competencies
- | Empirical Results
- | Conclusion

# Introduction I

- | Knowledge Society
- | Concerns about workforce competencies
  
- | To what extent are higher education graduates equipped with the tools needed to succeed in a knowledge driven economy?

# Introduction II



Competencies = Skills

# Introduction III

## **Human Resources Development Canada**

- | Reading
- | Numeracy
- | Working with others
- | Writing
- | Document use
- | Thinking skills
- | Oral communication
- | Computer use
- | Lifelong learning

## **OECD**

- | Communication skills
- | Problem solving skills
- | Working in teams
- | Direct ICT skills
- | Additional workplace skills

# CHEERS Survey

- | Autumn 1998 to Spring 2000
- | HE graduates from 12 countries
- | Respondents graduated 1994-1995
- | Sample Sizes targeted at 3000-3500
- | 18 Pages long mailed questionnaire
- | Response rate varied between 15% in Spain and 50% in Norway
- | Weighted (representative) data set

# Countries

- | Italy
- | Spain
- | Austria
- | France
- | Germany
- | Netherlands
- | United Kingdom
- | Finland
- | Sweden
- | Norway
- | (Czech Republic)
- | Japan

# KE competencies I

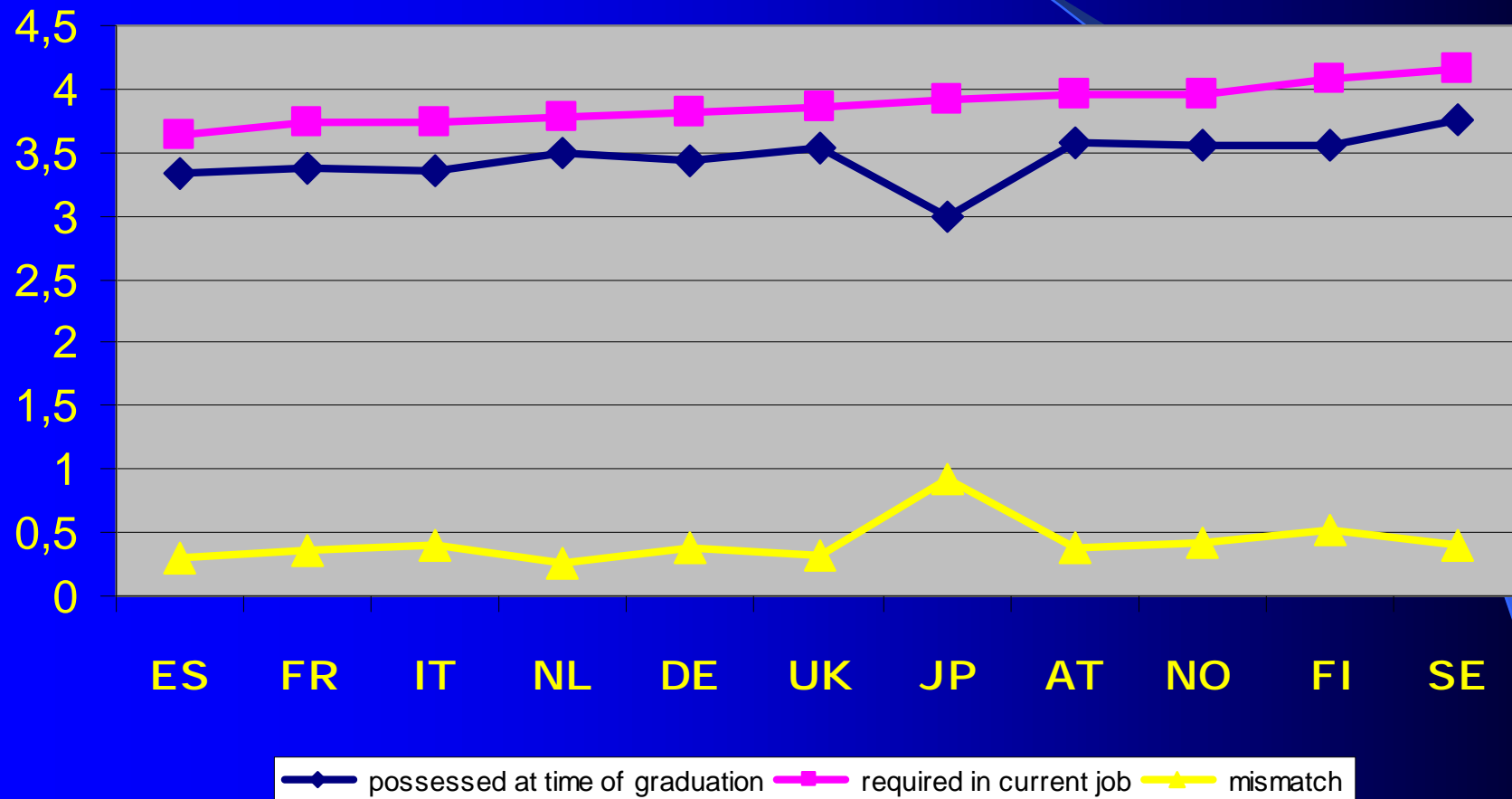
- | Direct, but subjective, approach
- | Both:
  - Competencies possessed at time of graduation
  - Competencies required in current occupation

5 point scale (not at all --- to a very high extent)

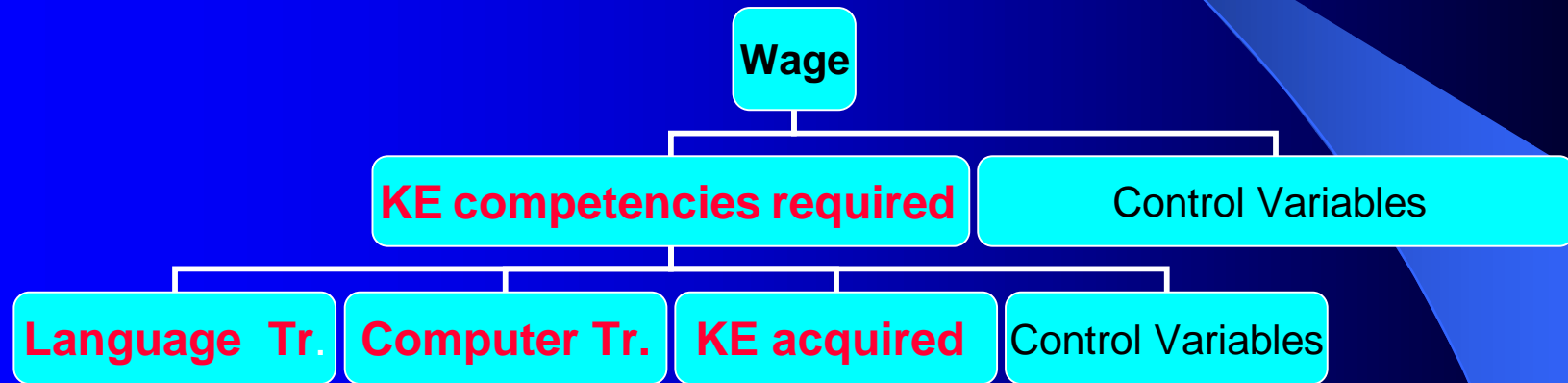
# KE competencies II

- | Computer skills
- | Foreign language
- | Understanding complex, social and technical systems
- | Documenting ideas
- | Problem solving
- | Analytical skills
- | Learning abilities
- | Working in team
- | Oral communication
- | Written communication

# KE competencies III



# Empirical Approach



# Empirical Results I

	Required KE competencies
<b>Italy</b>	<b>0.036</b>
<b>Japan</b>	<b>0.040</b>
<b>Netherlands</b>	<b>0.047</b>
<b>Norway</b>	<b>0.053</b>
<b>Finland</b>	<b>0.057</b>
<b>Austria</b>	<b>0.075</b>
<b>Spain</b>	<b>0.086</b>
<b>United Kingdom</b>	<b>0.090</b>
<b>France</b>	<b>0.102</b>
<b>Germany</b>	<b>0.111</b>
<b>Sweden</b>	<b>0.122</b>

# Empirical Results II

	KE C
<b>Italy</b>	<b>0.411</b>
<b>Japan</b>	<b>0.074</b>
<b>Netherlands</b>	<b>0.401</b>
<b>Norway</b>	<b>0.425</b>
<b>Finland</b>	<b>0.358</b>
<b>Austria</b>	<b>0.244</b>
<b>Spain</b>	<b>0.235</b>
<b>United Kingdom</b>	<b>0.369</b>
<b>France</b>	<b>0.385</b>
<b>Germany</b>	<b>0.329</b>
<b>Sweden</b>	<b>0.394</b>

# Empirical Results II

	KE C	L TR
Italy	0.411	0
Japan	0.074	0.176
Netherlands	0.401	0.191
Norway	0.425	0
Finland	0.358	0.088
Austria	0.244	0.102
Spain	0.235	0.044
United Kingdom	0.369	0
France	0.385	0.118
Germany	0.329	0.152
Sweden	0.394	0.098

# Empirical Results II

	KE C	L TR	C TR
Italy	0.411	0	0.180
Japan	0.074	0.176	0.178
Netherlands	0.401	0.191	0.089
Norway	0.425	0	0.102
Finland	0.358	0.088	0.096
Austria	0.244	0.102	0.137
Spain	0.235	0.044	0.065
United Kingdom	0.369	0	0.140
France	0.385	0.118	0.093
Germany	0.329	0.152	0.060
Sweden	0.394	0.098	0.062

# Conclusion

- | KE competencies are valued in Labor market
- | Europe: Acquisition in HE is crucial
- | Japan: On-the-job training is crucial