



Skills, Education and Learning in the Era of Disruption

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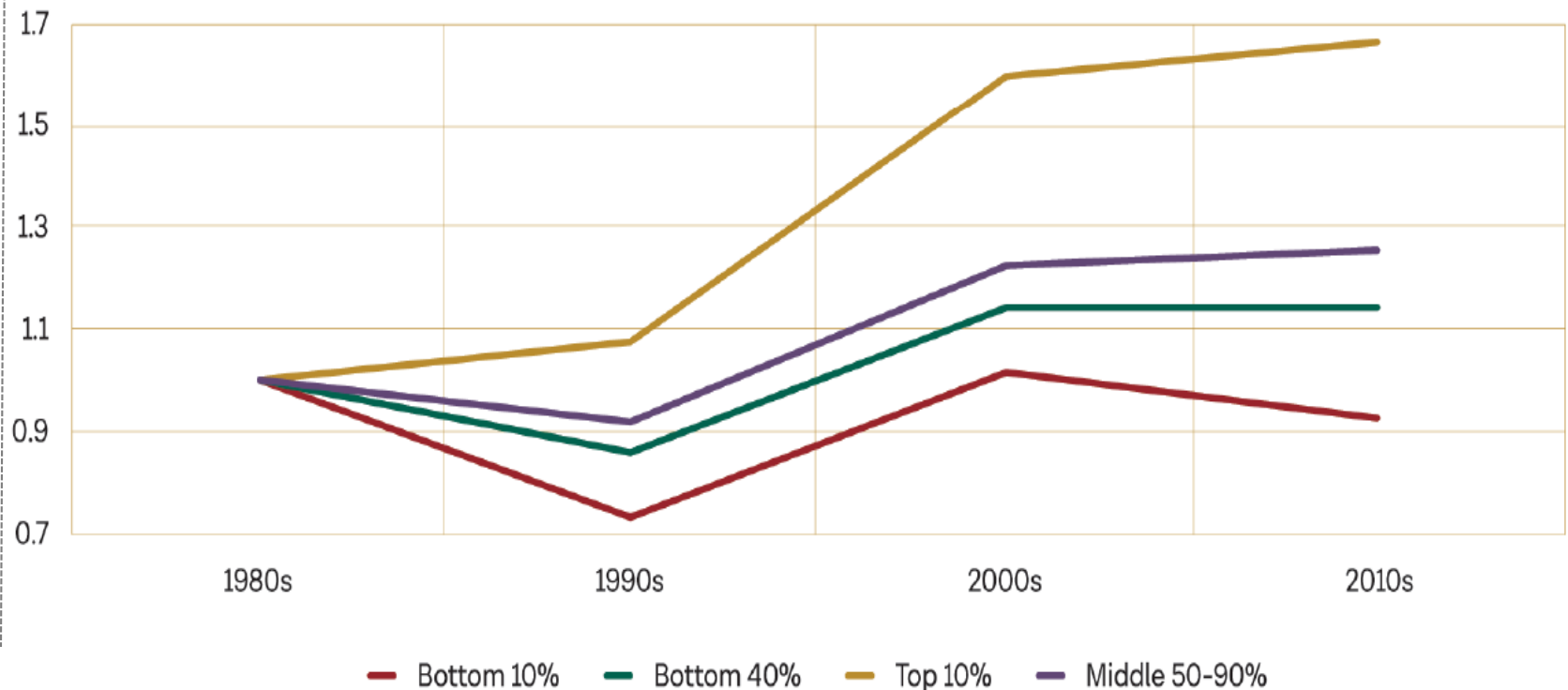
A World Bank Study...

- “Growing United: Upgrading Europe’s Convergence Machine”, World Bank Report, 2018.

Income Inequality increases in the E.U. ...

Figure O.2 Low earners in the European Union have been falling behind

Trends in individual earnings by segment of the household income distribution, 1980s-2010s, index (1980s = 1), EU average



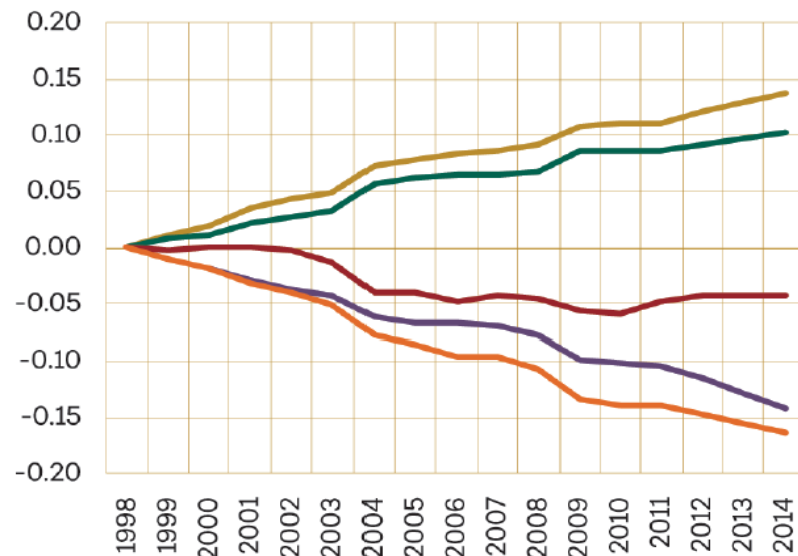
Source: Estimates using the Luxembourg Income Study (LIS) data.

Because technology and AI disrupts the relevant skills and competencies...

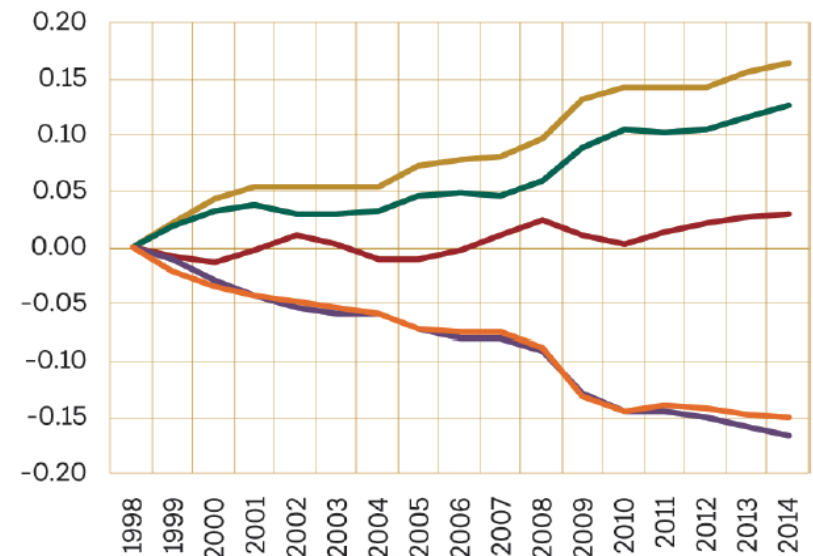
Figure O.4 Jobs are becoming more intensive in nonroutine cognitive tasks and less intensive in manual tasks

Occupation-specific task intensities, aggregated for each country and standardized over time, regional averages, 1998–2014

Northern, Southern and Continental EU



Central and Southeastern EU



— Non-routine cognitive analytical
 — Non-routine cognitive personal
 — Routine Cognitive
— Non-routine manual personal
 — Routine manual

Source: Gorka et al. (2017a), commissioned for this report, using EU-LFS and O*NET data.

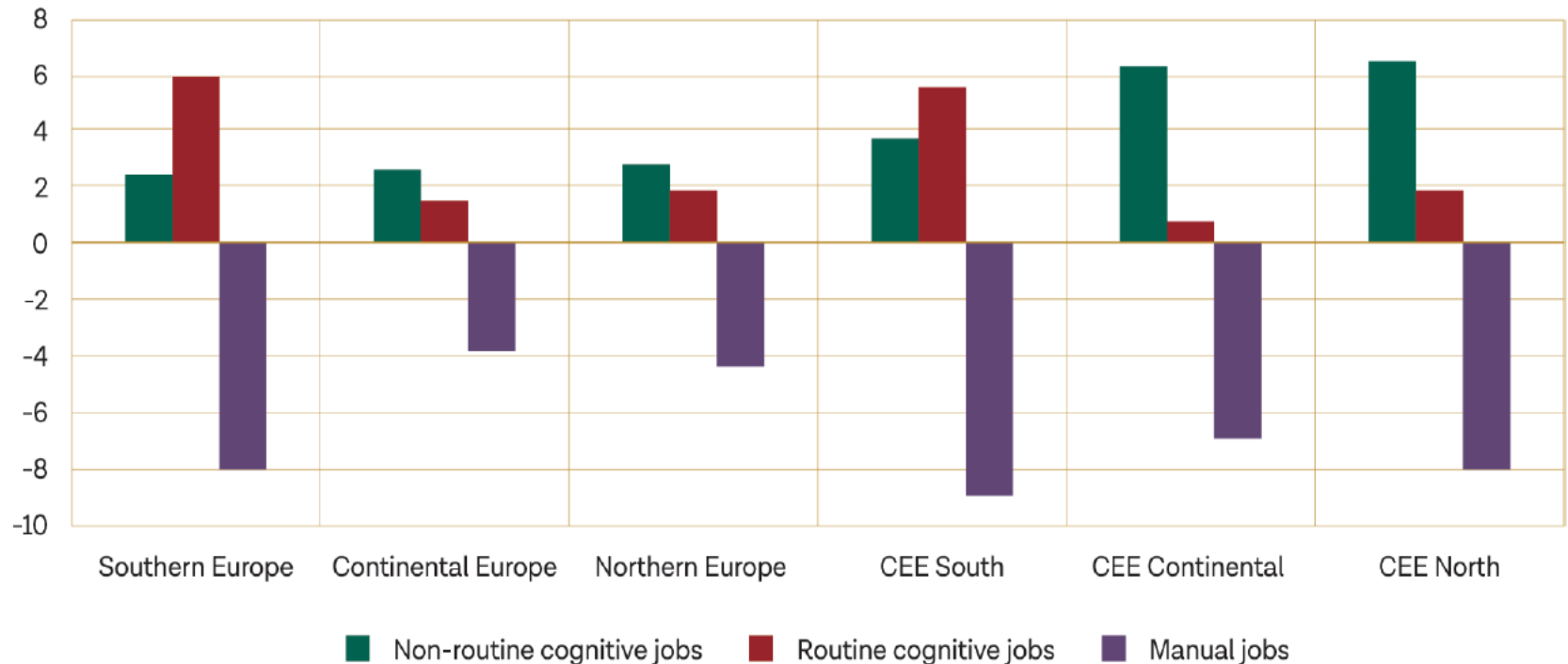
Types of Skills and Competencies

- **Non-routine analytical skills:** Creativity, data analysis, problem solving.
- **Non-routine cognitive personal skills:** Personal relations, coaching/directing/motivation others.
- **Routine cognitive skills:** Repetitive tasks, structured work.
- **Non-routine manual:** Controlling and operating machines and processes, repetitive motions.

With workers in non-routine cognitive jobs gaining importance...

Figure 0.5 Workers in nonroutine cognitive jobs are gaining and workers in manual jobs are losing everywhere

Percentage point changes in share of workers by job type, 1998–2014



Source: Gorka et al. (2017a), commissioned for this report.



Education system should...

Emphasize the development of:

- Fundamental skills (non-routine skills).
- Attitude and competencies for continuous learning.



With Learning Agility....

So that:

- When we do not know what to do, we should be capable to know what to do.
- So we end up knowing what to do when we do not know what to do.



thank *you*