



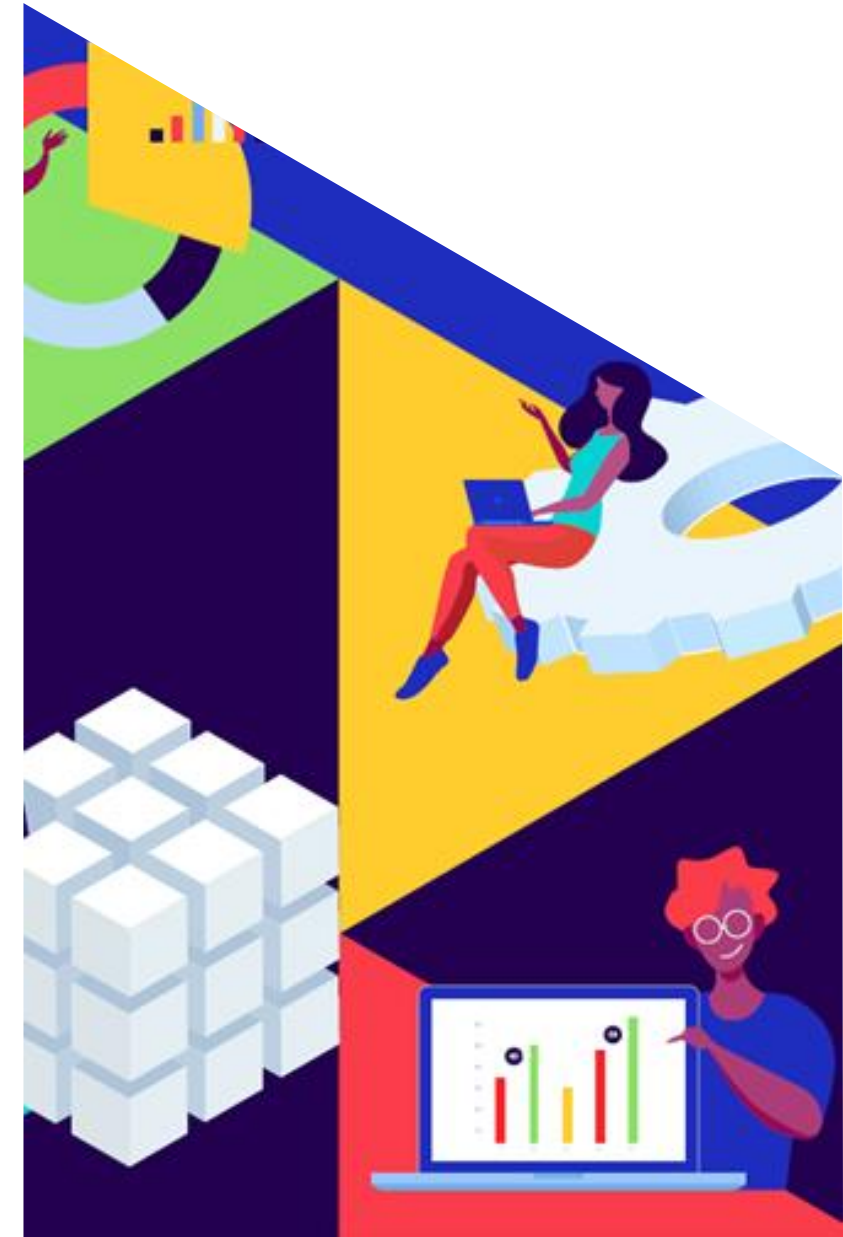
Skills for a Resilient Recovery

1st BRICS Employment Working Group Meeting

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Context

- Ca. 220 million people (84 million women and 136 million men) unemployed with **skills mismatch** a central issue – 69% of employers can't find the skills they want for the wages they are ready or willing to pay
- more than 40% of college graduates in the USA work in jobs that do not require a degree and the NEET rate amongst tertiary-educated is rising in sub-Saharan Africa, Arab States, Eastern Europe and Central Asia
- **lost learning** due to school closures risks losing \$17 trillion in lifetime earnings for students
- the share of children in LMICs in “**learning poverty**” is projected to rise up to 70%
- more than half of the world's children and adolescents **do not reach the minimum education proficiency** level by the age of 18 and one in five young women and men (aged 15-24) were not in employment, education or training (NEET)



Trends

- Strengthened governance and coordination
- Increased private sector engagement
- Qualification reform: broader programmes and more flexible pathways
- Work based learning
- Skills anticipation
- Skills recognition
- LLL for employment



Drivers of Change

- Demographics and migration
- Technology, digitalisation and innovation
- Globalisation
- Climate change
- Educational attainment

Challenges

- Under-investment
- Low quality and relevance
- Indecent work and informality
- Social attitudes and educational aspirations
- Inflexible and opaque pathways
- Governance and coordination
- Recruitment and training of teachers and trainers



► Priority Issues Under Consideration

1. Upskilling and reskilling in response to digitization and technological innovation
2. Improving governance and coordination in skill systems
3. Improving quality in skills development
4. Strengthening skills development in rural and disadvantaged areas
5. Harnessing the potential of skills competitions
6. Enhancing cooperation on skills development in BRICS

Upskilling and reskilling in response to digitization and technological innovation

- expand opportunities and possibilities for learning and facilitate more effective partnerships across education and training sectors to encourage a culture of lifelong learning
- strengthen systems for the identification and anticipation of skills and learning needs
- quality digital, mobile and blended informal, non-formal and formal learning
- coordinate lifelong career counselling, vocational guidance and post-training support
- integrate skills development with social protection to improve access to skilling
- integrate education & training with ALMPs to facilitate skilling, reskilling and upskilling



Improving governance and coordination in skill systems



- strengthen coordination between governmental bodies and enhance cooperation with social partners and other relevant stakeholders, including training providers at the national, sectoral, regional and local levels
- use social dialogue to design financing mechanisms to incentivize participation in skills development
- effective partnerships between governments, workers, employers and providers through apprenticeships
- strengthen the capacity of social partners at national, sectoral and regional levels to contribute effectively to the skills development and lifelong learning

▶ Improving quality in skills development

- common quality assurance for public and private providers involving teachers and trainers in the process
- financial and material resources to sustain strong and effective public and private education and training institutions that can establish and maintain strong partnerships with enterprises and the world of work
- effective workforce development and decent work opportunities for education and training personnel
- emphasise the development of core skills (social and emotional, cognitive, digital and green)
- involve social partners in the development and revision of skills standards, qualifications and curricula
- strengthen work-based learning in close cooperation with the public and private sectors

► Strengthening skills development in rural and disadvantaged areas

- high-quality digital, mobile and blended informal, non-formal and formal learning to increase access
- strategy for the universal acquisition of basic digital skills and ways to overcome the digital divide
- lifelong career counselling, vocational guidance and post-training support
- robust systems for the validation of skills, competencies and credentials from all forms of prior learning
- targeted strategies for the informal economy and other insecure forms of work



▶ Harnessing the potential of skills competitions

- coherent national framework of local, regional and national competitions which provide opportunities for participation beyond the occupations included in the biannual competitions of World Skills International
- targeted social marketing campaigns that promote the social utility of skills development to employers, parents and prospective students
- linking competitions with national quality awards to promote a culture of excellence and continuous improvement in the system
- contribute to internationally comparative research in conjunction with the new World Skills Occupational Standards Development Centre



▶ Enhancing cooperation on skills development in BRICS

- a standing skills development working group, secretariat or network of focal points
- identify priorities and develop an action plan for agreed priority areas for collaboration





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Thanks for your attention