Action Guide on Secondary Education and Skills

- Jointly developed by Generation Unlimited, Decent Jobs for Youth, ILO, UNESCO and UNICEF,
- Outlines practical guidance to inform action on investment, policy change, and delivery of young people's skills development interventions

Available at
https://www.youthforesight.org/resource-details/Tools/896

What Works? A Guide to Action Brochure

Creating and sustaining successful school-to-work transitions

Young people's participation and civic engagement

Creating decent jobs for youth

Available at
https://www.youthforesight.org/resource-details/Tools/755

Agenda

Time	Agenda item	Speaker
9:00 – 9:05	Welcome and intro	**Sena Lee**, Programme Specialist, Generation Unlimited Global Team
9:05 – 9:20	Key messages from the joint action guide on secondary education and skills (15 min)	**Belinda Smith**, TVET Specialist
9:20 – 9:30	Presentation on ILO Global Framework on core skills for life and work in the 21st century (10 min)	**Ashwani Aggarwal**, Senior Skills and Employability Specialist/ Team Leader for Work Area (WBL, Apprenticeships, RPL, Core Skills), ILO Geneva
9:30 – 9:40	Presentation on UNICEF Global Framework on Transferable Skills (10 min)	**Bassem Nasir,** Education Specialist, UNICEF HQ
9:40 – 9:55	Q&A	**Susana Puerto**, Senior Youth Employment Specialist, ILO Geneva
9:55 – 10:00	Wrap up	**Susana Puerto**, Senior Youth Employment Specialist, ILO Geneva

YouthForesight **Knowledge Sharing Webinar Series**

Key messages from the joint action guide on secondary education and skills

Belinda Smith
TVET Specialist

Equipping Young People with 21st Century Skills

- A growing pool of young jobseekers with an insufficient number of decent jobs - Half of sub-Saharan Africa's 1 billion people in 2050 - under the age of 25

- At current rates the 1.4 billion school-age young people in low- and middle-income countries, 825 million will not develop basic secondary-level skills by 2030

- The future of work is uncertain: technology, climate change, migration, routine cognitive and non-cognitive blue & white collar jobs ⬇

- Intensive non-routine tasks using higher order cognitive skills & soft skills - problem-solving, communication skills, collaboration, and creativity on the rise ⬆

A radical re-think of what works

- Our model of education is failing young people – educational inequality start early

- A radical improvement in traditional curricula

- The number & training of professional teachers to facilitate inquiry

- Strict school timetables that have become less relevant

- The half-life of a skill has dropped from 30 years to an average of 6 years (WEF)

- Human adaptability – managing and adapting to change

How do we successfully develop skills?

- Bring the education systems closer to young people

- Accountability for devolved collaborative governance

- Developing new approaches to financing education and skills development

- Align curriculum, pedagogy and learning assessments

- Contemporary curriculum recognizes students as active partners & develops active citizens

- Role of teachers to facilitate holistic development of active learners

Successful skills development for young people

- Family, employer and community involvement in education results in higher academic performance & school improvement

- Promote safe, non-violent and inclusive learning environments

- Cross-agency/ organisation interventions to increase and sustain access

- Implementation of multiple learning pathways

- Focus on collaboration, projects & use of assessment for learning in curriculum & teaching

- Lifelong Learning – needs of Syrian refugee are different to young silicon valley worker – yes & no

Breakthroughs: adaptability

- Connecting all schools to the Internet, what would that look like?
- Improving links between the labour market, enterprises and skills development
- Green schools, enterprises and green jobs
- Personalised technology assisted learning & remote learning
- Portable recognised certifications for young people
- Data collection to determine effective learning innovations
- Innovative financing mechanisms
- Changes in the future of work demand a greater range soft skills at all levels.

Call to action

- Young people make their voices heard & represent their interests
- Political leaders and policymakers should
  - Increase funding & promote public–private partnerships
  - Create learning across multiple pathways
- Business leaders need to invest in transferable skills-development opportunities
- Social partners need to encourage businesses and enterprises to provide skills development & training opportunities

ILO Core Skills for life and work in the 21st Century

Ashwani Aggarwal, Ph.D.

Senior Skills and Employability Specialist/ Team Leader for Work Area (WBL, Apprenticeships, RPL, Core Skills), ILO
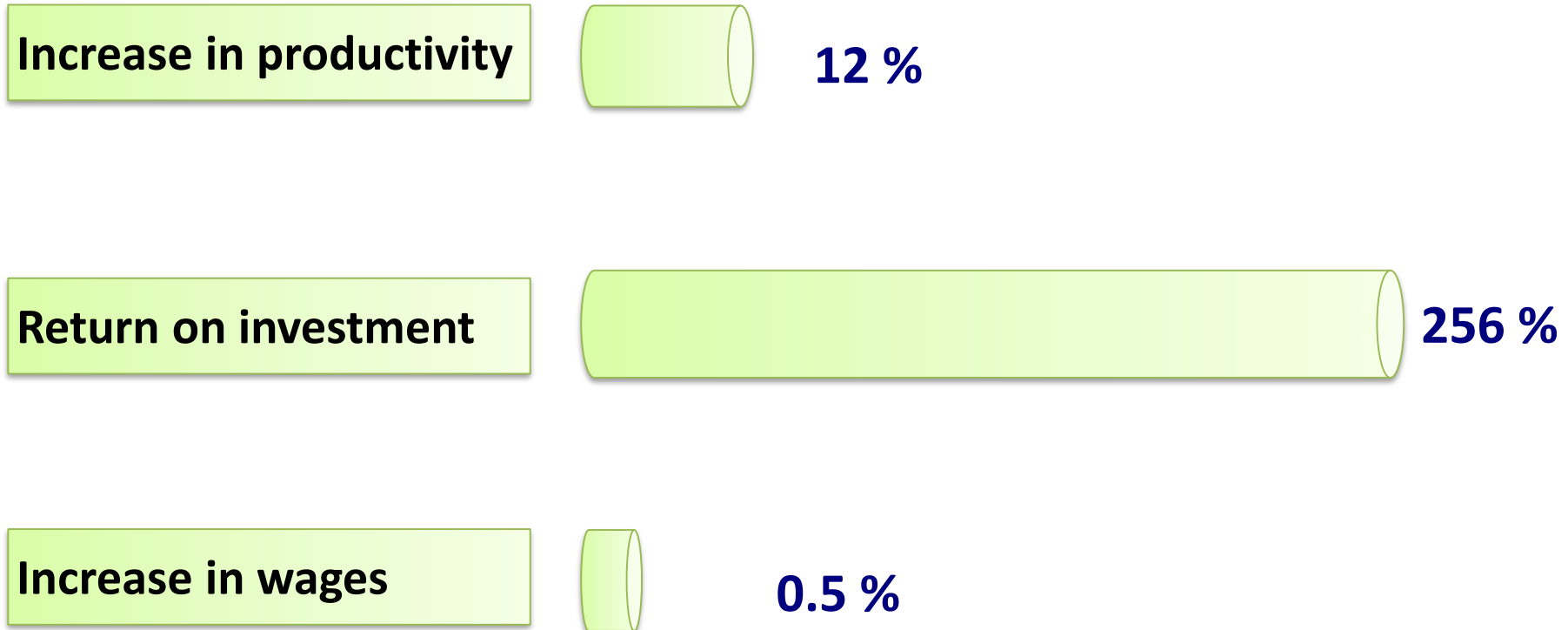
Global trends:

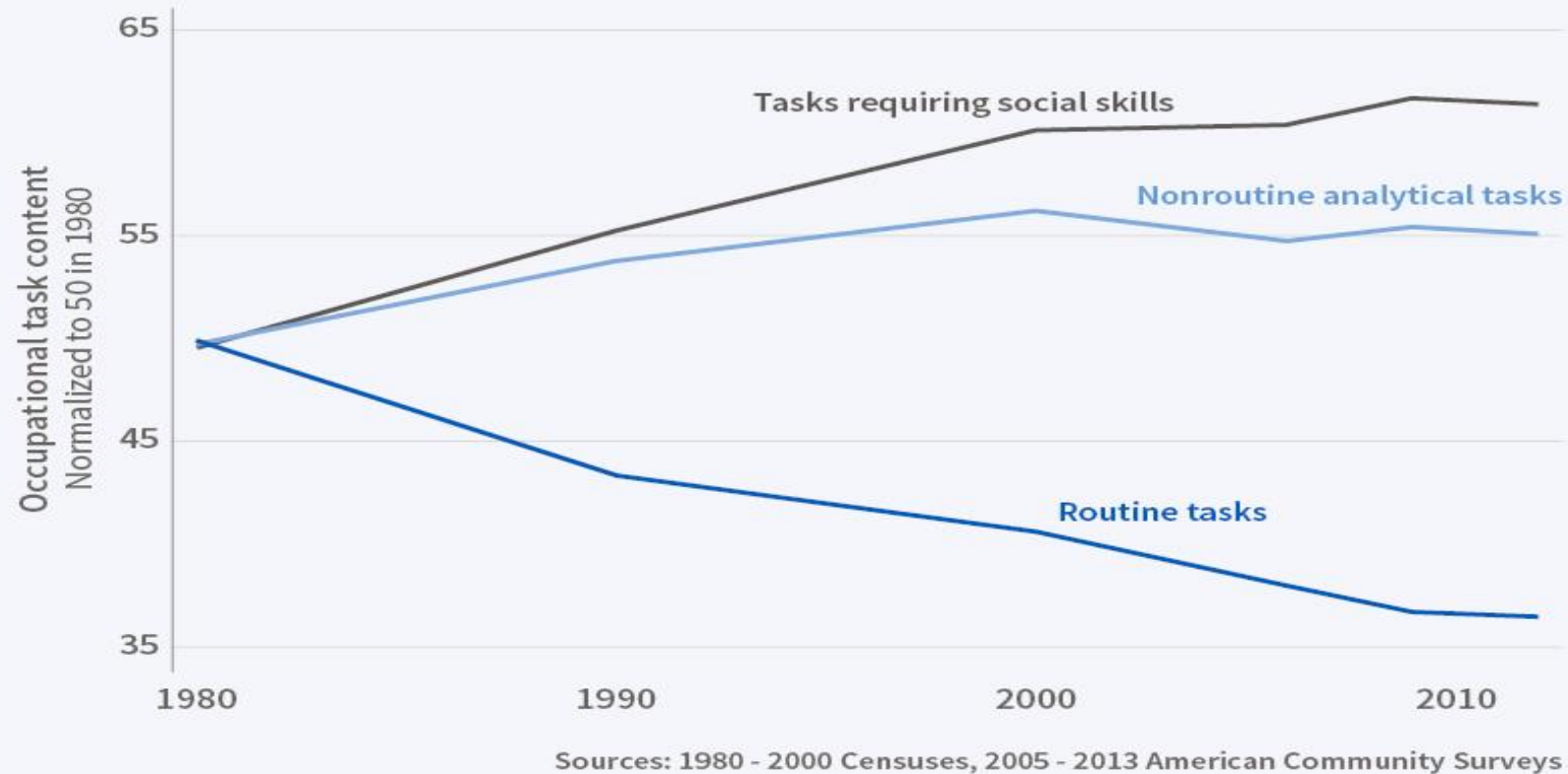**Most countries and employers are increasing focus on Core Skills.**

Why focus increasing on core skills?

- **Promote employability & decent work**

- **Prepare workforce for the future**

- **Create a positive work culture**

- **Live a happy, peaceful life**

Impact of developing core skills of employees

Increase in productivity
12 %

Return on investment
256 %

Increase in wages
0.5 %

Source: A study by Boston College, Harvard University and the University of Michigan

THE GROWING IMPORTANCE OF SOCIAL SKILLS AT WORK

Tasks requiring social skills

Nonroutine analytical tasks

Routine tasks

Occupational task content
Normalized to 50 in 1980

65
55
45
35

1980   1990   2000   2010

Sources: 1980 - 2000 Censuses, 2005 - 2013 American Community Surveys

- **Nearly all job growth since 1980 has been in occupations that are relatively social-skill intensive (social skills tasks grew by 24%).**
- **High-paying, difficult-to-automate jobs increasingly require social skills.**

Source: https://www.nber.org/digest/nov15/growing-importance-social-skills-labor-market

What are core skills
So many similar terms used!

▶ **Core skills   (ILO, UK)**

▶ **Transferable skills (UNICEF, France)**

▶ **Key qualifications   (Germany)**

▶ **Key competencies (Latin America, OECD)**

▶ **Social emotional skills (OECD)**

▶ **Soft skills (many countries)**

▶ **Life skills**

▶ **...**

▶ ilo.org

These have similarities but are not the same.

# Why ILO developed a new framework

- **To address the impact of global drivers of transformative changes and the Corona Virus Pandemic on core skills**

- **Core skills for people of all ages**

What are Core Skills

Core Skills are :

▶ **a set of non-technical skills** such as social and emotional, cognitive and meta-cognitive, basic digital and green skills

▶ **that are transferable across occupations.**

4 categories of Core Skills

Core Skills

Social and emotional skills

Cognitive & meta-cognitive skills

Basic digital skills

Basic skills for green jobs
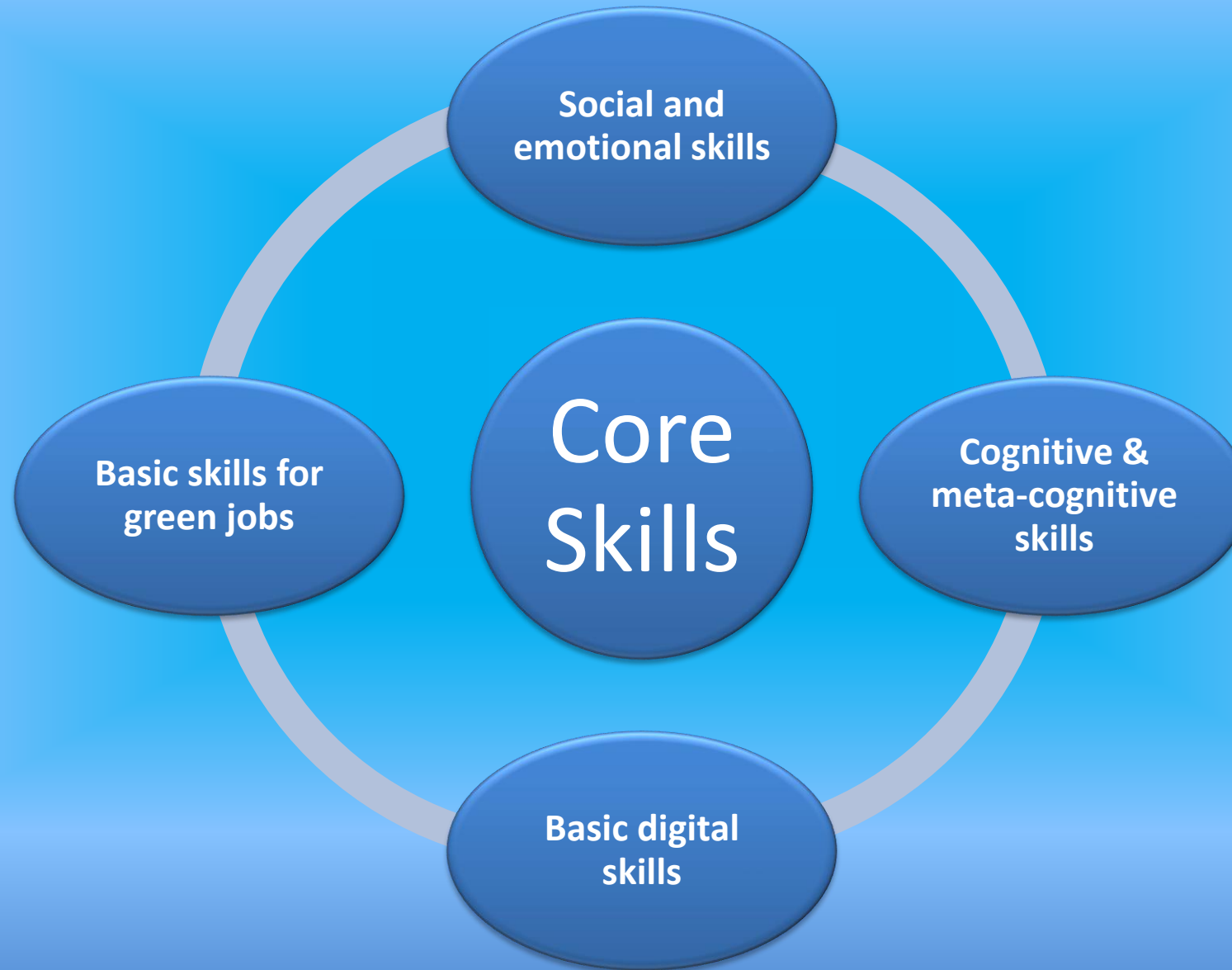
Social and emotional skills

- ▶ Communication
- ▶ Collaboration and teamwork
- ▶ Conflict resolution and negotiation
- ▶ Emotional intelligence

Refer to the abilities to regulate one's thoughts, emotions and behaviour

Cognitive and metacognitive skills

- ▶ Foundational literacies
- ▶ Analytical and critical thinking
- ▶ Creative and innovative thinking
- ▶ Strategic thinking
- ▶ Problem-solving and decision-making
- ▶ Self-reflection and learning to learn
- ▶ Collect, organize and analyse information
- ▶ Planning and organizing
- ▶ Career management

Cognitive skills refer to the ability to process information with the aim of understanding the text and new knowledge

Meta-cognitive skills refer to the abilities of individuals to develop an understanding of their own thought processes and include knowledge about when and how to use particular strategies for learning or problem-solving

Basic digital skills are a set of skills for performing basic tasks to use hardware, software and online operations
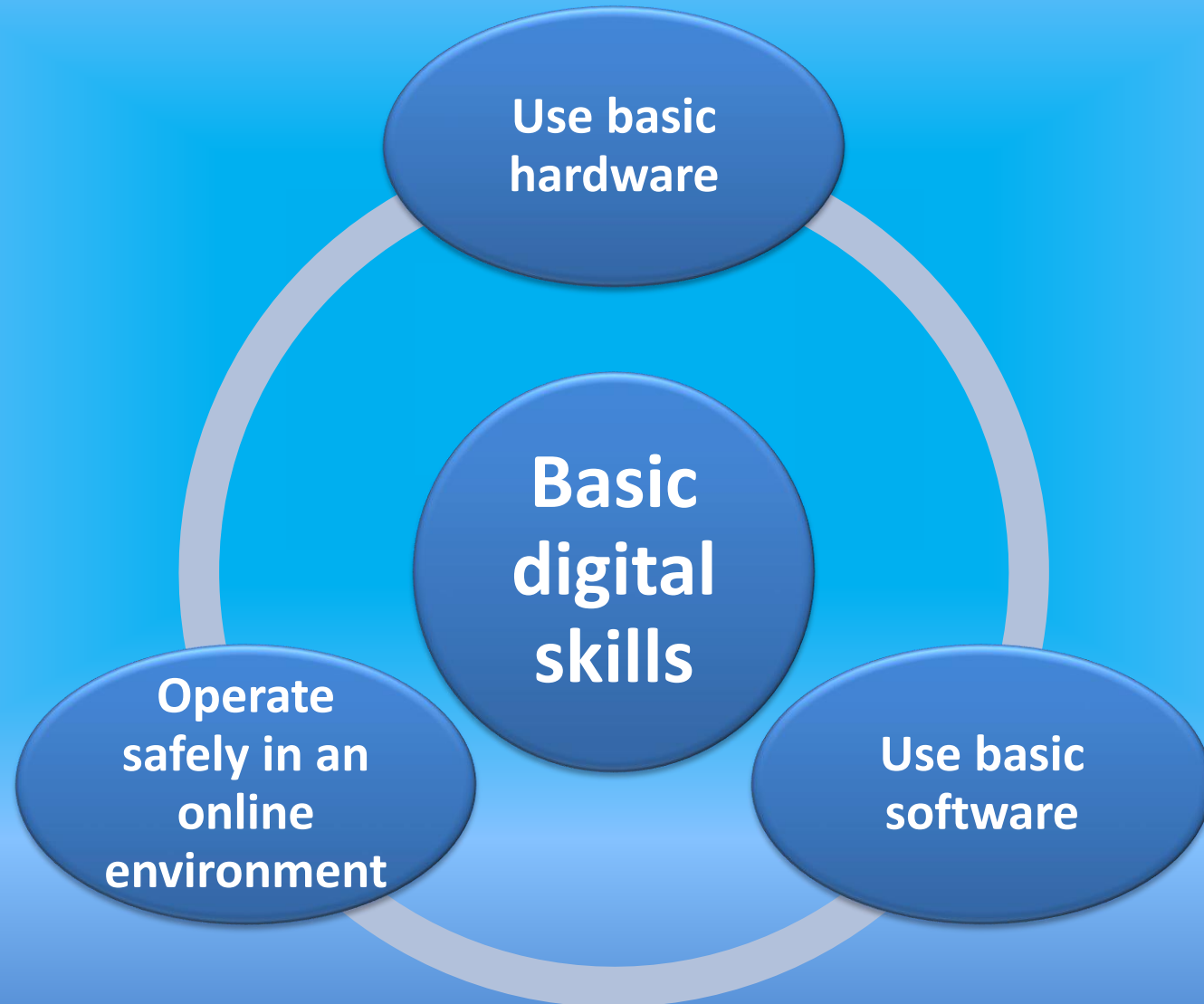
Basic skills for green jobs refer to the skills required to:

- **adapt oneself to environmental regulation and requirements**

- **to curb climate change.**

Environment awareness

Basic skills for Green Jobs

Waste reduction & waste management
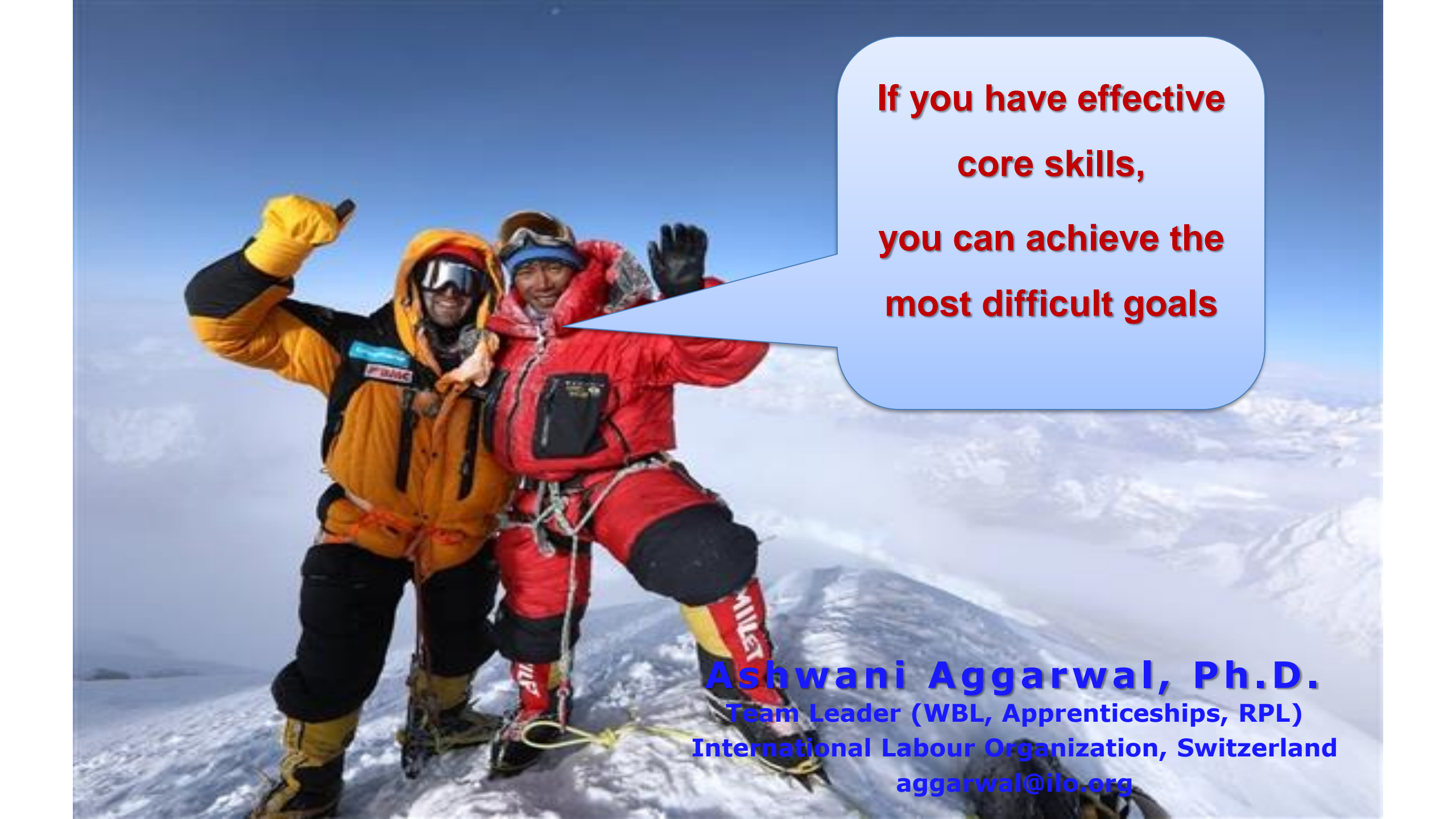
Energy & water efficiency
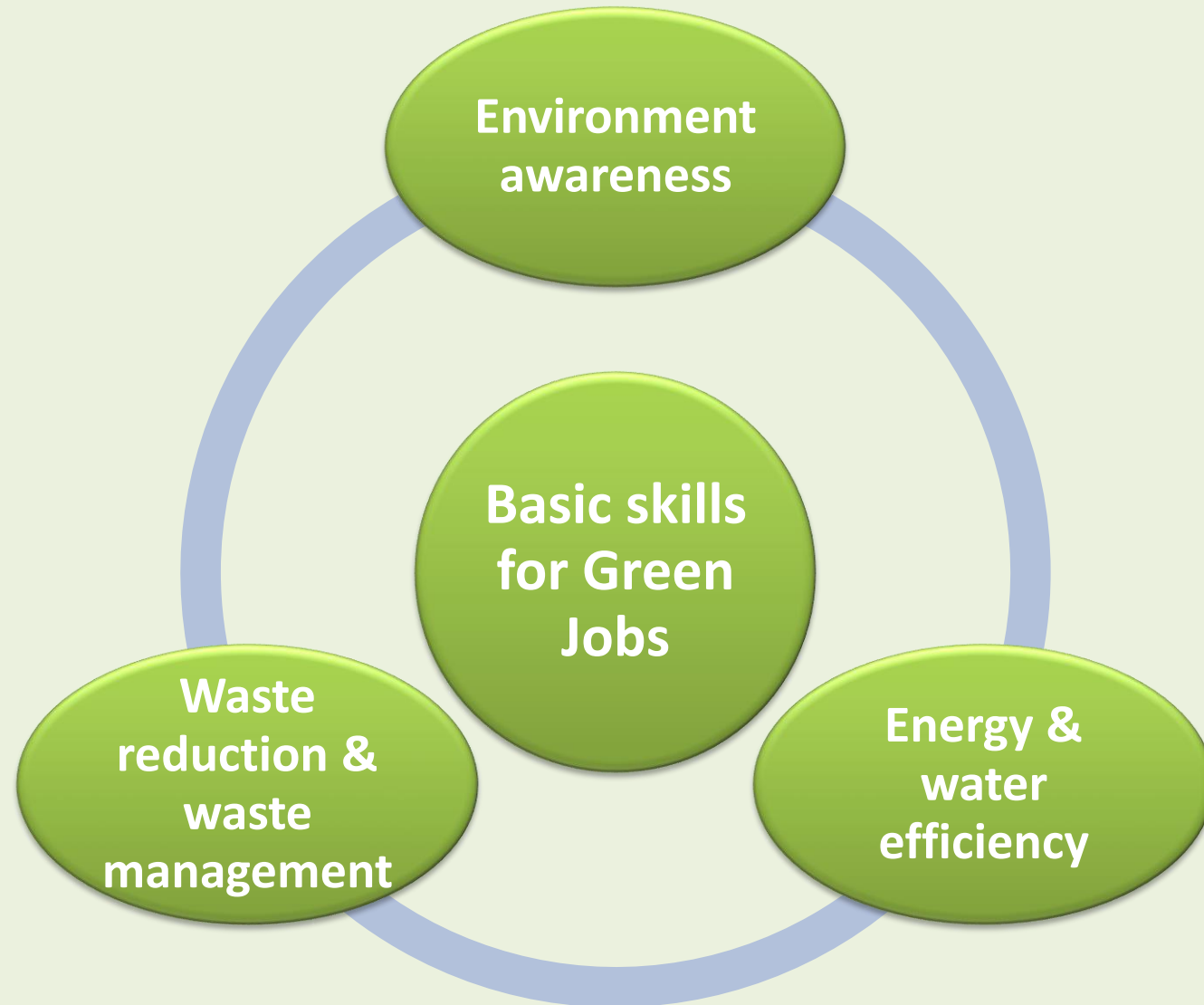
TOOLKIT

for

CORE SKILLS

Main elements of the toolkit

- **Policy guidance note to adopt core skills in national education and training systems**

- **Operational strategies and tools to integrate core skills in:**

  a. **curricula and qualifications**

  b. **training delivery, assessment and certification**

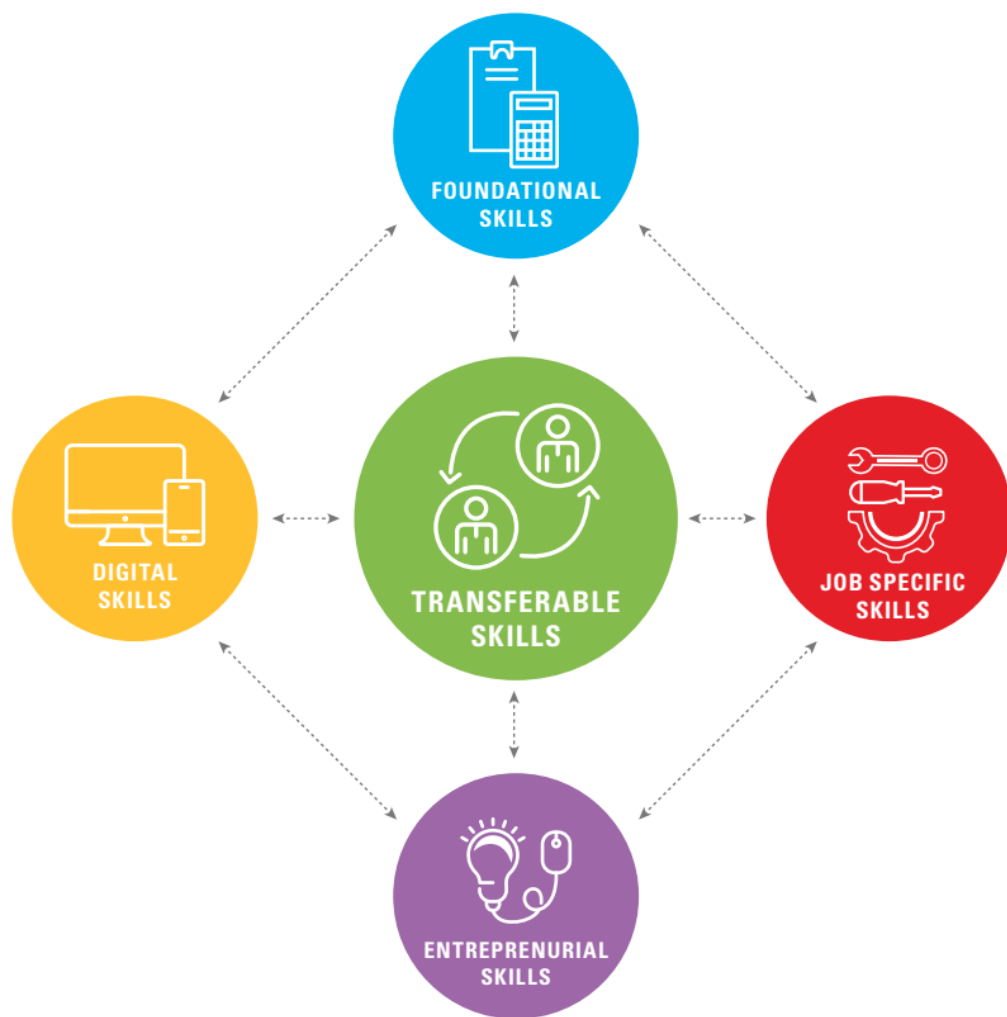**YouthForesight** **Knowledge Sharing Webinar Series**

UNICEF Global Framework on Transferable Skills

Bassem Nasir
Education Specialist, UNICEF HQ

Defining Skills at UNICEF

FIGURE 1: UNICEF'S SKILLS TYPOLOGY

Foundational skills, namely literacy and numeracy.

Digital skills and knowledge support the development of digitally literate children and adolescents who can use and understand technology, search for and manage information, communicate, collaborate, create and share content, build knowledge, and solve problems.

Transferable skills, also known as life skills, 21st century skills, soft skills, or socio-emotional skills such as problem solving, negotiation, managing emotions, empathy, and communication are the central glue that connects all skills and allow young people to become agile, adaptive learners and citizens equipped to navigate personal, academic, social, and economic challenges.

Entrepreneurial skills, such as time management, goal setting, financial literacy are closely interrelated with other types of skills, and support business.

Job-specific skills, also known as technical and vocational skills, are associated with one or more occupations, such as carpentry, accounting, or engineering and support the transition of older adolescents into the workforce.

What do we know about transferable skills?

SKILLS

Develop progressively
From early childhood to adulthood

Are not the same as Subject Knowledge
i.e. Entrepreneurship education the learner will develop both knowledge and skills

Harder to asses than subject knowledge making it harder to evaluate and improve programming
This is an emerging field to which UNICEF can contribute

Developing skills requires teachers implementing *learner-centred pedagogies* and a move away from traditional rote memorization approaches that focus mainly on knowledge development.

Global Framework on Transferrable Skills

Globally, UNICEF will support the systematic development of a breadth of transferrable skills, at scale, across the life course and through multiple learning pathways – formal, non-formal and community based.

Provides a *holistic vision* on transferrable skills development to inform and *strengthen UNICEF's programming.*

Facilitates *cooperation and learning* within UNICEF and externally (e.g. assessment tools, regional collaborations, etc)

Promotes *partnerships and coordination* towards great impact

Global *public good* document to be used by governments and other stakeholders

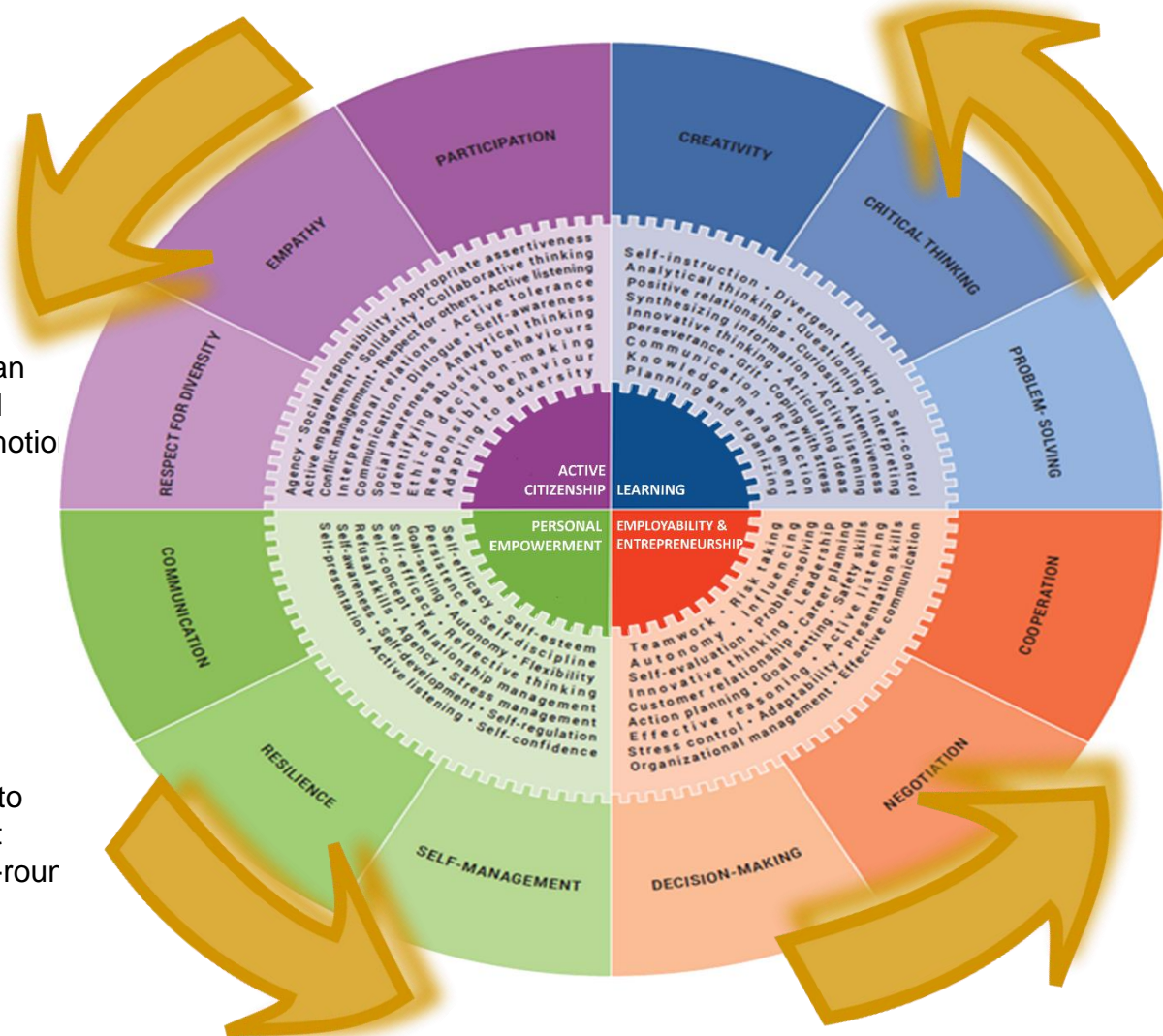# Global Framework on Transferable Skills- Conceptual

12 transferable in MENA skills selected through research with an extensive stakeholder engagement process including governments, ILO, WB, UNFPA, UNESCO, Private Sector, and Civil Society

learning TO LIVE TOGETHER

Relates to the values implicit within human rights, democratic principles, intercultural understanding and respect, and the promotio of peace at all levels of society, that an individual is exposed to and develop

learning TO KNOW

Relates to the cognitive and meta-cognitive tools required to better comprehend the world and its complexities as well as an appropriate and adequate foundation for future learning.

learning TO BE

Relates to the personal and social skills to enable individuals develop to their fullest potential in order for them to become all-rour complete persons

learning TO DO

Relates to the skills enabling individuals to participate effectively in the economy and society through employment or entrepreneurship.

The Conceptual Framework- Flexible Approach
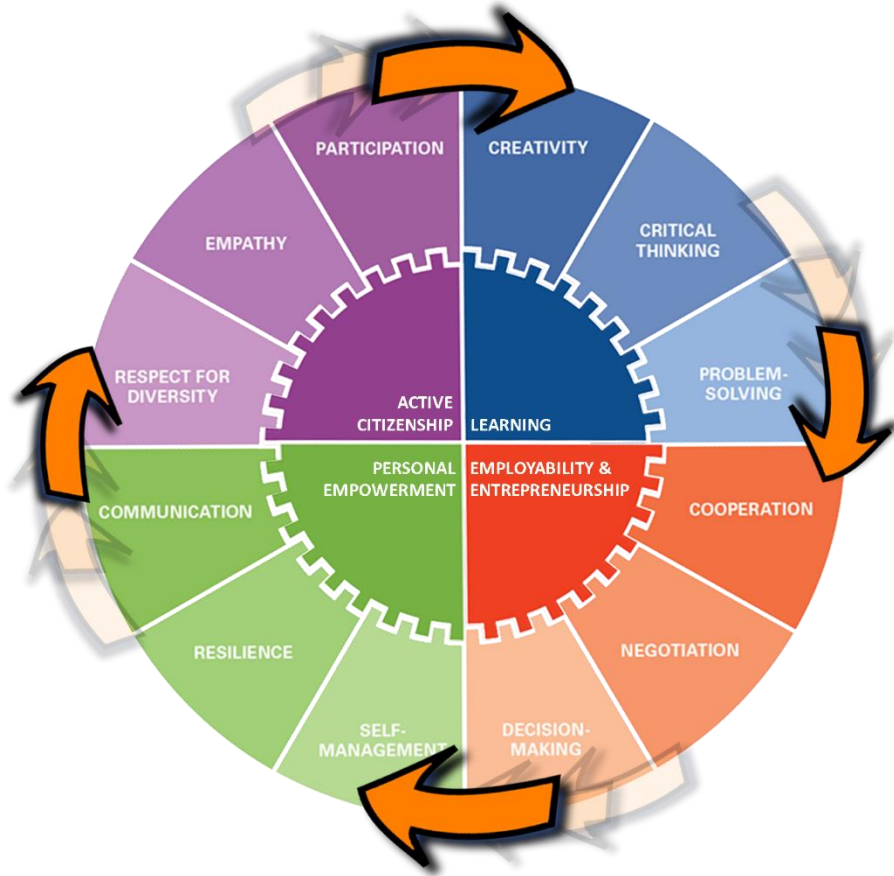
MENA

India

Egypt

Grounded in multiple pathways

❑ **Skill development in the curricula/school**

❑ **Alternative pathways to continue learning**

❑ **Community-based opportunities to develop skills**

❑ **Platforms to enable the practice of skills**

(programmatically not mutually exclusive and ideally children and young people are able to move between pathways/tracts)

Skill development in the curricula/school

Education 2.0 Curriculum Reform in Egypt

❑ Integrates life skills and digital literacy into curriculum through curricular and extra-curricular approaches.

❑ New tools and teaching techniques across the system from kindergarten to primary and secondary school.

❑ New assessment and examination approaches to measure learning and skills.

❑ IT integration including digital content, hand-held devices for students, in-class coaching, and computer-based tests.

❑ Private sector , community, and parent engagement to ensure relevance and buy-in.

Alternative pathways to continue learning

Alternative Learning Programme for Out of School Adolescents (ALP) in Bangladesh

❑ ILO ,BRAC, UNICEF, and Government of Bangladesh are providing vulnerable out-of-school adolescents with a six-month programme of on-the-job, theoretical and soft skills training which is nationally certified, along with job placements through informal apprenticeships.

❑ Over half of the participants are adolescent girls and at least 10 per cent are young people with disabilities.

❑ Participation in the programme has had a significant positive impact on individual savings, household food consumption as well as delaying marriage. The programme has also helped challenge social norms related to mobility of adolescent girls and gender biases in employment opportunities by encouraging engagement in non-conventional trades.

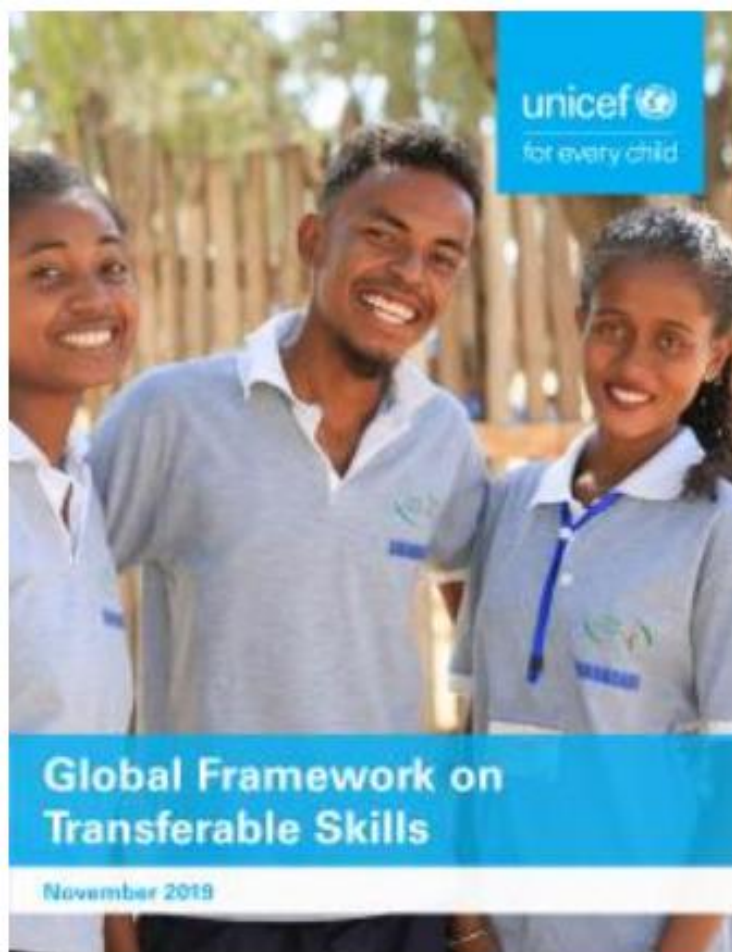❑ To date, more than 95 per cent of learners have graduated and transitioned into paid employment.
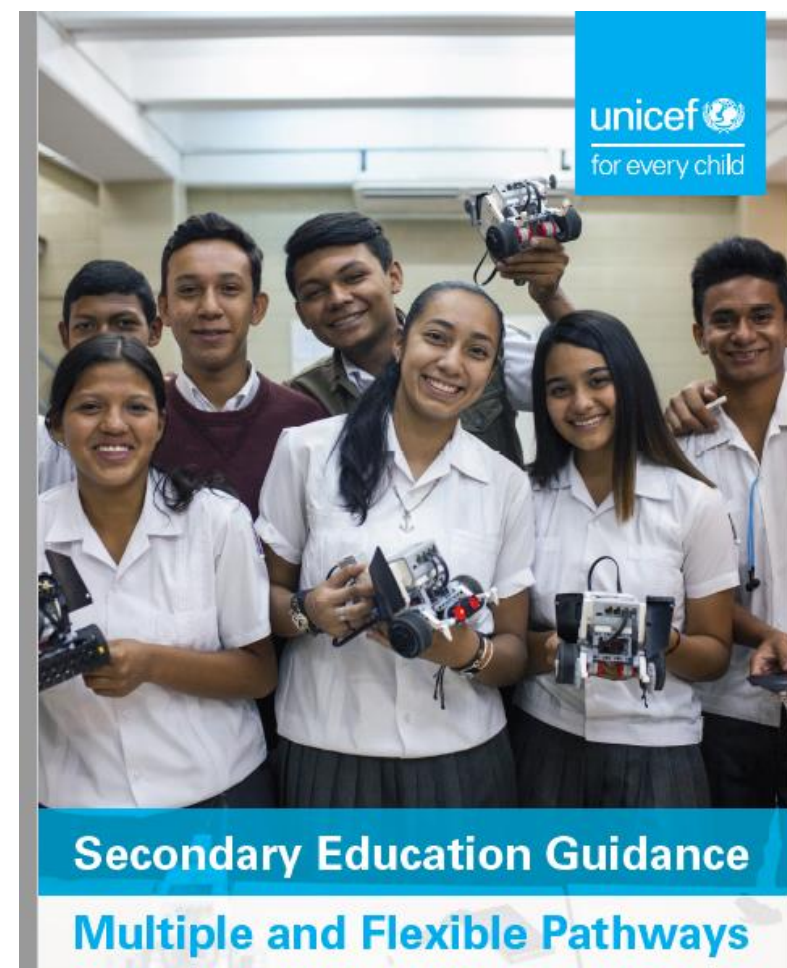
Community based opportunities to develop skills

Alternative Learning System (ALS) in Philippines

❑ A parallel learning system that provides a practical alternative to the existing formal instruction.

❑ Requires learners to attend learning sessions based on the agreed schedule between the learners and the learning facilitators.

❑ In the school-based programme, instruction is conducted in school campuses while in the community-based programme, formal instruction is conducted in community halls or private dwellings.

❑ The ALS programme follows uniform lesson modules for all academic subjects

❑ Delivery is provided by government-paid instructors or by private NGOs.

https://www.unicef.org/reports/global-framework-transferable-skills

https://www.unicef.org/reports/secondary-education-guidance-multiple-flexible-pathways-2020

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Q&A

Wrap Up