

**ILO Regional Skills Programme
Regional Training on Skills Anticipation**Bangkok, Thailand
29 June – 3 July 2015**Concept Note**

Background

Robust training policies and systems are ground in the characteristics and institutions of each country. Nevertheless, a number of common building blocks can be identified. As the ILO Recommendation 195(Article 19) on HRD, 2004¹ states “Members should, in consultation with the social partners, and taking into account the impact of data collection on enterprises, support and facilitate research on human resources development and training, which could include:... identifying, measuring and forecasting the trends in supply and demand for competencies and qualifications in the labour market”.

Effective skills development systems – which connect education to technical training, technical training to labour market entry and labour market entry to workplace and lifelong learning – can help countries sustain productivity growth and translate that growth into more and better jobs. A good skills development system will be able to: anticipate skills needs; engage employers and workers in training, including the specific sectors; maintenance of the quality and relevance of training; making training accessible to all sections of society; ensure viable and equitable financing mechanisms; and continuously evaluate the economic and social outcomes of training.

A number of methods are used to forecast future skills needs. These include forecasting occupational and skills profiles at various levels of disaggregation; social dialogue; labour market information system (LMIS); and analysis of the performance of training institutions, including tracer studies.

Experience from various countries continues to provide important lessons on the limits of skills forecasting. Quantitative analysis based on LMI is important but needs to be complemented by additional qualitative information, especially from employers and workers.

A strong partnership between government, employers and workers is an essential feature of an effective and enduring bond between the world of learning and the world of work. Institutional structures and incentives that are in place in some countries are designed to engage social partners in skills development as training are client-based, order-made and demand-driven. Gathered from experience, some countries have put in place a feedback mechanism between the government and the private sector as it is essential to successful

¹ R195 - Human Resources Development Recommendation, 2004 (No. 195) Recommendation concerning Human Resources Development: Education, Training and Lifelong Learning Adoption: Geneva, 92nd ILC session (17 Jun 2004) [Accessed on 14 Nov 2014]
http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:R195

skills development. The forecasting of skills supply and demand is a complex process which requires understanding of the link between occupations, qualification and skills and requires aggregation of enterprise and training institution data at the national level that accounts for regional variations.

Objectives of the workshop

Under the ILO Regional Skills Programme (RSP), this training is designed to provide opportunities for participants to improve knowledge on the analysis of future skill needs; understand the central importance of identifying current and future skills needs and labour market imbalances in a broader policy framework; and develop proposals for how to meet future skill needs. Consequently, it will be necessary to have adequate national skills data and LMI which can guide policy makers in deciding on how to invest their limited resources.

By the end of the Workshop, the participants are expected to:

- understand the drivers of change which impact the demand for skills and the reasons for labour market imbalances and their consequences;
- recognise critical milestones, questions, objectives, beneficiaries and target groups of anticipating skill needs for the labour market;
- learn about the underlying principles of and the different approaches to skills needs anticipation;
- different methods and tools related to quantitative and qualitative methods, which can be used for skill needs anticipation and matching supply and demand in the labour market;
- discuss the different institutional approaches and implications of setting up anticipation systems;
- acquire a better understanding of how to analyse and translate data from anticipation exercises into adequate policy making and planning;
- learn about the experiences in the LMI institutional building from the ILO;
- learn about how to use LMI findings in National Skills Planning – acquired a better understanding of how to analyze and translate data from anticipation exercises into adequate policy making and planning;
- develop a national strategy to strengthen LMIS;
- establish mechanisms to disseminate information on LMIS amongst the social partners;
- make synergies with and maximize existing ILO's programmes on skills development and employability, for instance, making linkages to the Community of Practice;
- learn about national, regional, local, sectoral, institutional and enterprise levels linkages and roles in skills needs assessment and anticipation planning;
- find practical ways of identifying future skills demands; and
- demonstrate information of skill anticipation and share experiences and lessons learnt on LMIS and Skills Anticipation.

Workshop structure and methodology

The workshop will consist of a number of technical sessions, panel discussions, and technical working group sessions. After an overview of the challenge of skills mismatch, the workshop sessions will be organized under four sub-themes, namely:

- conceptual overview on the role of and different approaches to identifying and anticipating skill needs and related labour market information;
- technical details on models and methodologies for identification and anticipation of skill needs and related LMIS;
- effective institutional arrangements for skills anticipation involving partnerships between employers, workers and government; and
- how data can be used to improve policy and planning.

Participation

Tripartite delegations from: Bangladesh, Nepal, Fiji, Philippines, Vietnam and Thailand, Participants should be senior level and the participation of women is strongly encouraged.

Country papers

Tripartite delegates of each country will share their experiences about the current skill anticipation practices in **one consolidated country paper**. The length of the paper should be no more than 10 pages, A4 and single-spaced. All country papers must be submitted to the ILO no later than **18 June 2015**.

Participants are also expected to present follow-up activities of the training course.

The following outline will be followed for the country paper.

- I. Background and overview of skills anticipation system and development
- II. Country challenges and opportunities
- III. Current practices on skills anticipation of the country
- IV. Conclusions and recommendations