

▶ **Adjusting the sails**

Skills strategies for quick and sustainable integration

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► This presentation

Challenges brought forth by COVID19

Immediate responses

Skills for recovery and sustainability

Conclusions

► Covid19 intensified challenges

- Pressure towards more digital and automation in workplaces
- Digital generation gap became more critical
- Shifts in globalisation – layoffs and breaks in supply chains
- Returning migrants
- Vulnerable groups more affected – exposed occupations



Covid19 intensified challenges

Skills policies are a key response

digital skills, workplace reconversion, re-skilling, transitions, reintegration in labour markets

- ▶ Returning migrants
- ▶ Vulnerable groups more affected



▶ But face-to-face learning, guidance and RPL came to a halt

- ▶ TVET closed and work based learning stopped
- ▶ Difficulties in assessments
- ▶ Delays in conclusion
- ▶ Closure of career guidance centres



▶ Searching for solutions

From a remarkable reaction to full swing recovery



▶ Response: a vigorous turn to distance and digital learning

- ▶ Shift to distance 76% fully or partially remote
- ▶ Wide use of tele-conferencing
- ▶ Use online tools – Google classroom in Nigeria



► Response: a vigorous turn to distance and digital learning

- Media were combined – TV broadcasts in China
- Apprenticeships and WBL theoretical, but tried to adapt - f2f, shortened courses, simulated enterprises (IT), apprenticeships and internships telework (AU), MOOCs, videos
- Assessments – with distancing (EG), case studies, role play (CA), problem analysis, assessment of recorded tasks (CL)



► Setting a course for recovery

Results from 3 global surveys

► Improved cooperation and investment

- Make digital and distance a strategic component of LLL instead of unconnected initiatives
- Inter-ministerial cooperation, multilevel governance and stakeholder participation
- Infrastructure, equipments and tools – vulnerable, MSMEs, TVET
- Establish partnerships with digital providers, developers



► Support learners in skilling and re-skilling

- Skills and literacy of learners – mind the gap
- Financing targets: digital learning, vulnerable, flexible pathways – entitlements?
- Provide career guidance, outreach and livelihood support
- RPL and guidance for quick reintegration of migrants (e-RPL, portfolios)
- Ensure recognition of skills acquired digitally – credentials



► Support trainers and TVET providers

- Develop digital skills and attitudes of teachers and trainers
- Methodological training and pedagogical support – EG conversion of f2f, pedagogical tools develop.- Philippines
- Create practical contents for Apprenticeships, WBL and support assessments
- Use opportunity for innovation (e.g. customised learning platforms - Albania, USA, Sri Lanka, gaming, VR)



► Improve LMI and quickly adjust training offer

- Identify growing occupations and expanding sectors – care, green, blue, orange (health and care in Malaysia, Indonesia, Lebanon)
- Rapid sector skills assessments (Ghana, Kenya, Cameroon)
- Sectoral and regional governance to target skills needs



► Enable MSMEs for reconversion

- Finance targeted training in MSMEs
- Provide technical support/consultancy combined with financial support (SHRM)
- Capacitate enterprises for blended learning (Brazil, Israel)



Conclusions

- ▶ COVID 19 intensified challenges and brought new ones
- ▶ Skills are a key driver of for the recovery
- ▶ Go beyond short term measures and innovate
- ▶ *Coordinated* policies at multiple levels: digital, financing, training, guidance, LMI

▶ We cannot direct the wind, but we can adjust the sails