# The role of sectoral skills anticipation and matching for the future of work
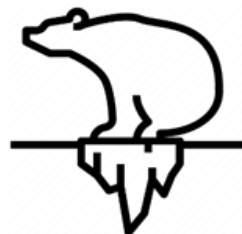
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Area Lead "Skills Strategies for Future Labour Markets",

ILO, Geneva

Date: Tuesday/ 15 / June / 2021

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**World is changing**
*Global drivers of change*

Which jobs?
Which tasks?
Which skills
and
qualifications?

Climate change

Digitalization

Globalization

Demographic change

Migration

Covid-19

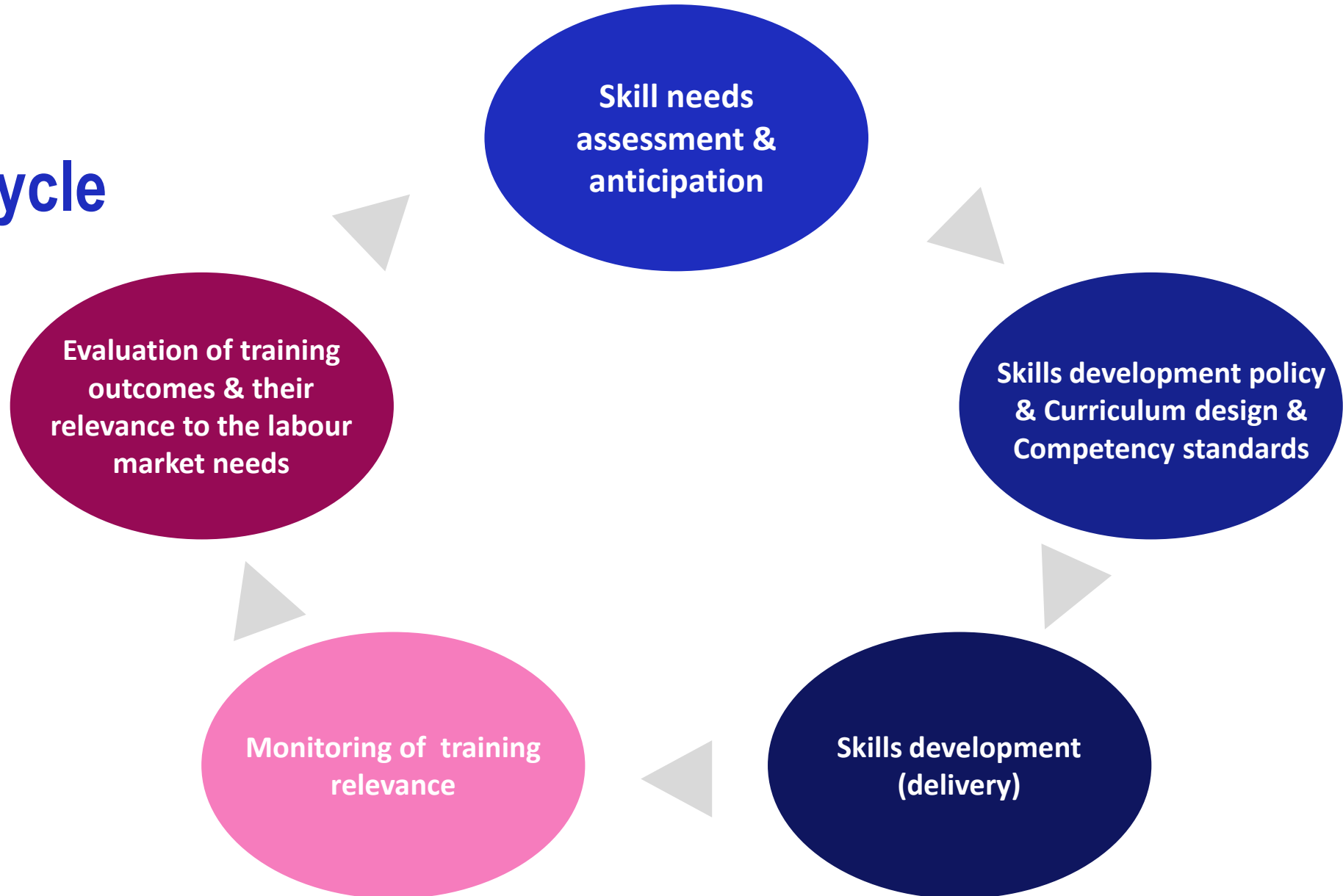ilo.org

# What is skills anticipation

- Interchangeably used terms: Early identification of skills needs, Skills needs assessment, and Forecasting
- Broadly defined as

> **Skills needs anticipation** broadly refers to activities to assess future skills needs in the labour market in a **strategic** way, using **consistent** and **systematic** methods, and based on **social dialogue**.

- Aim is
  - ✓ Not to provide exact numbers of workers,
  - ✓ Rather, aims to provide information to all labour market actors on potential future skills needs and imbalances, so that they can make informed decisions/develop policy measures/take actions

# Policy cycle

Skill needs assessment & anticipation

Skills development policy & Curriculum design & Competency standards

Skills development (delivery)

Monitoring of training relevance

Evaluation of training outcomes & their relevance to the labour market needs

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# Essential components of skills needs anticipation system

**Institutional Mechanisms**
- Policy coherence
- Social dialogue
- Coordination

**Analytical capacity**
- Quality research
- Robust methodology application
- Making sense of different pieces

**Methods & Tools**
- Quantitative and qualitative
- Combine in a complementary way

**Data**
- Data availability - LMI
- Data access
- Data flow

Skills needs assessment and anticipation

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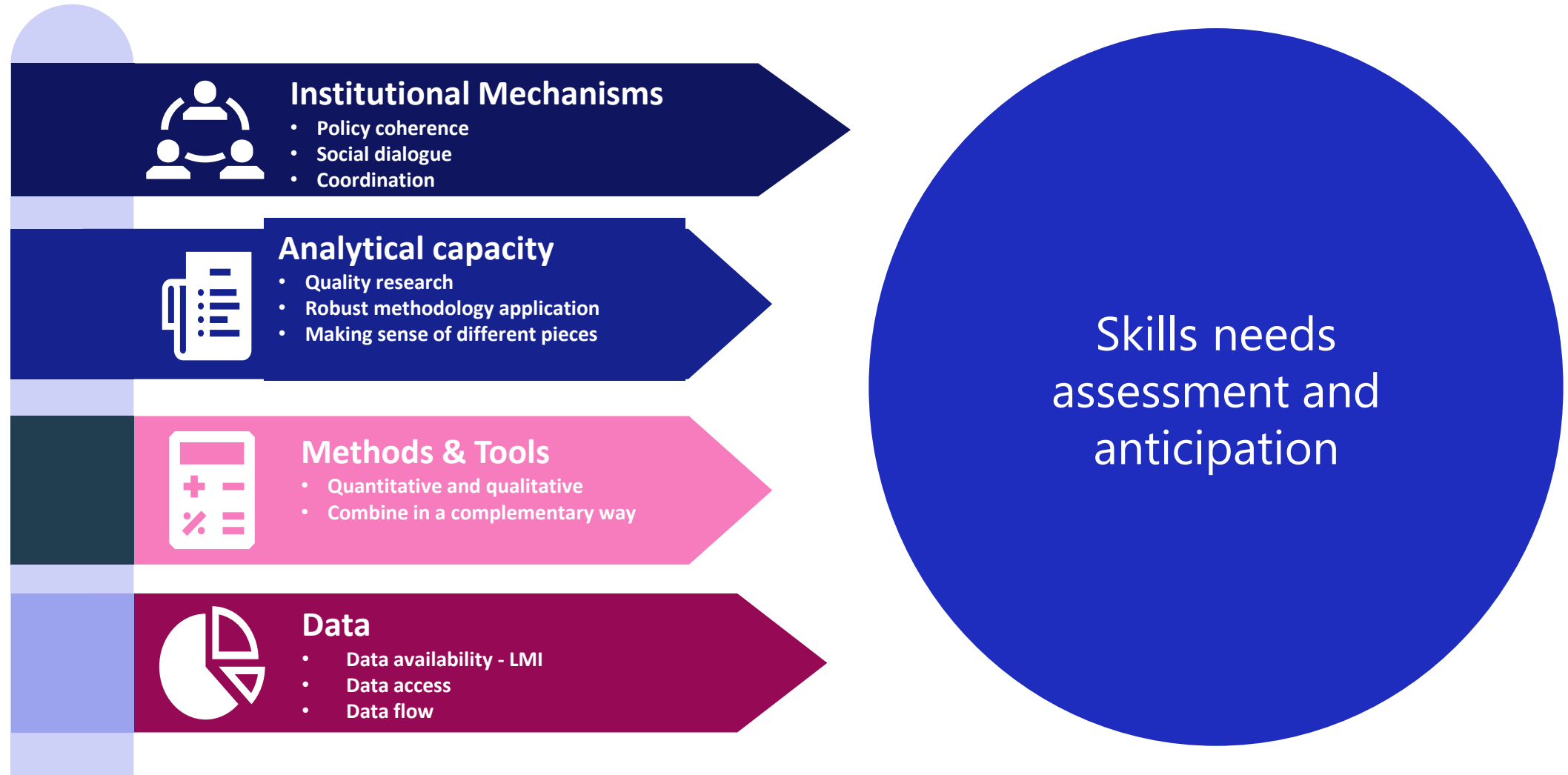
# Why sectoral approaches to skills?

Sector is crucial to understand the key drivers of change in skills demands

Clear stakeholders

Facilitate coordination, collaboration and dialogue

Reduce complexity and scope of intervention

Deeper insights into skills needs in strategically important sectors

Linked to industrial policies, investment decisions

Less reliant on availability of statistics

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# Some examples of Sectoral bodies

**Sector Skills Councils**

UK, India, Ghana

**Knowledge Centres or Centres of Expertise**

Netherlands

**Industry Skills & Training Councils**

Singapore

**Sector Education and Training Authorities**
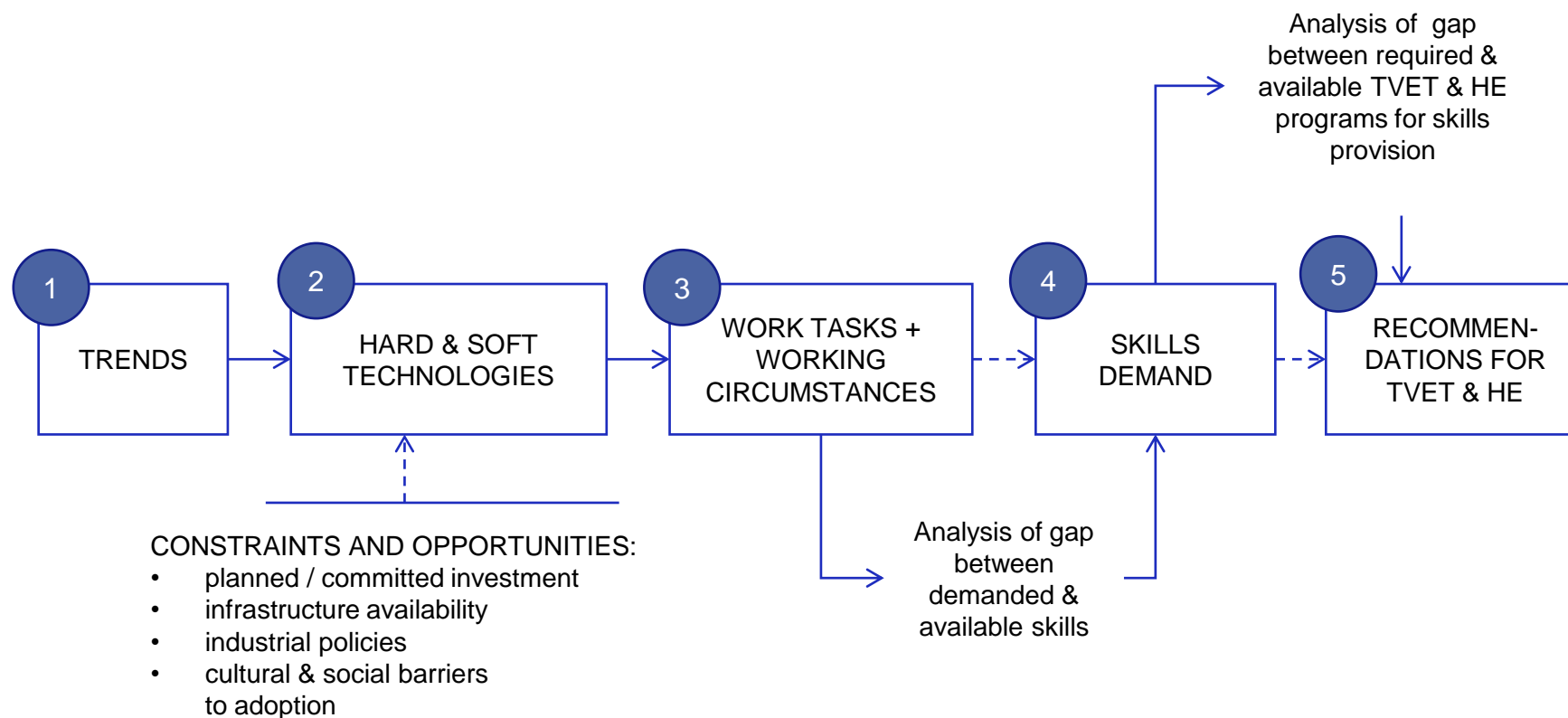
South Africa

**Industry Skills Councils**

Australia, Bangladesh

**Industry Training Organizations**

New Zealand

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**Methods which can be used at sector level**

- Establisment skill survey

- Delphi study

- Focus group

- Foresight

- Medelled projection/forecast

- Big data analytics

- All above combined and more

# Skills Technology Foresight: Key Steps

Analysis of gap between required & available TVET & HE programs for skills provision

| 1 TRENDS | 2 HARD & SOFT TECHNOLOGIES | 3 WORK TASKS + WORKING CIRCUMSTANCES | 4 SKILLS DEMAND | 5 RECOMMEN-DATIONS FOR TVET & HE |

CONSTRAINTS AND OPPORTUNITIES:
- planned / committed investment
- infrastructure availability
- industrial policies
- cultural & social barriers to adoption

Analysis of gap between demanded & available skills

# Technology foresight of future skills in Armenia

**Sectors:**
- Food processing
- ICT/ Precision engineering
- 2 foresight sessions each of about 30 participants

**Roadmapping**
(2016, 2020, 2030):
- Identify soft and hard technologies, drivers of change, work tasks, technical and core skills.
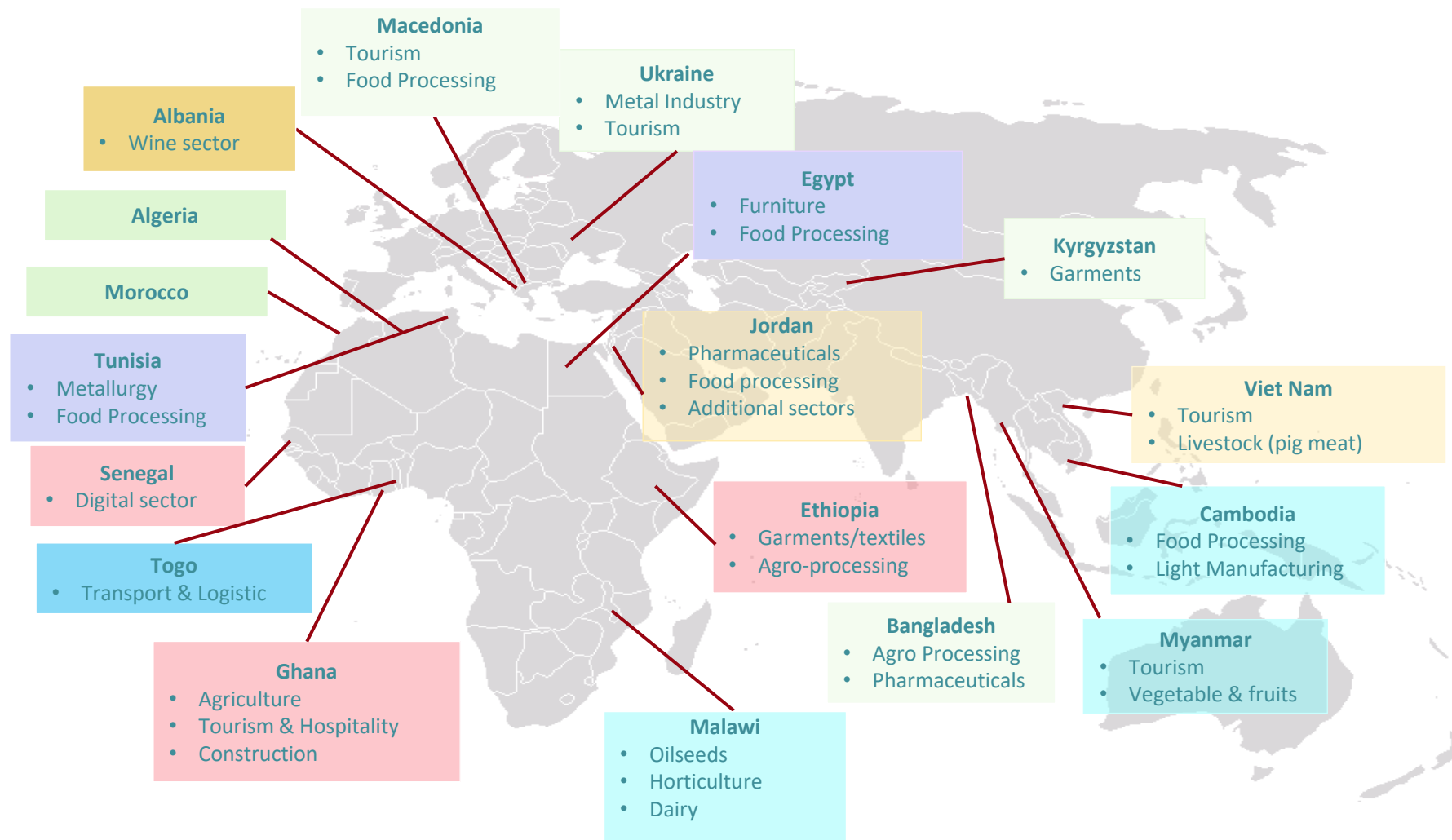- Validation.

**Resuts and findings:**
- Social dialogue and implementing committees established with sectors' ownership of findings
- Map of the future and a vision created
- 20 demanded skills and jobs of the future identified
- 5 programmes for two sectors proposed to improve relevance of training (e.g. retention of workers, collaboration with diaspora, on-the-job training)

# STED – the ILO approach to skills anticipation for tradable sectors

- **STED – Skills for Trade and Economic Diversification**

- ILO's sector-based methodology to provide **strategic guidance on integrating skills development** into policies to strengthen traded sectors

- STED takes a **forward-looking perspective**

- **Strong social partner** and **stakeholder involvement** and engagement

# Locations of STED development cooperation



**Macedonia**
- Tourism
- Food Processing

**Ukraine**
- Metal Industry
- Tourism

**Albania**
- Wine sector

**Algeria**

**Egypt**
- Furniture
- Food Processing

**Kyrgyzstan**
- Garments

**Morocco**

**Jordan**
- Pharmaceuticals
- Food processing
- Additional sectors

**Tunisia**
- Metallurgy
- Food Processing

**Viet Nam**
- Tourism
- Livestock (pig meat)

**Senegal**
- Digital sector

**Ethiopia**
- Garments/textiles
- Agro-processing

**Cambodia**
- Food Processing
- Light Manufacturing

**Togo**
- Transport & Logistic

**Bangladesh**
- Agro Processing
- Pharmaceuticals

**Myanmar**
- Tourism
- Vegetable & fruits

**Ghana**
- Agriculture
- Tourism & Hospitality
- Construction

**Malawi**
- Oilseeds
- Horticulture
- Dairy

**Pilot countries**

**SIDA-funded projects**

**AfTIAS-funded projects**

**Russia-funded projects**
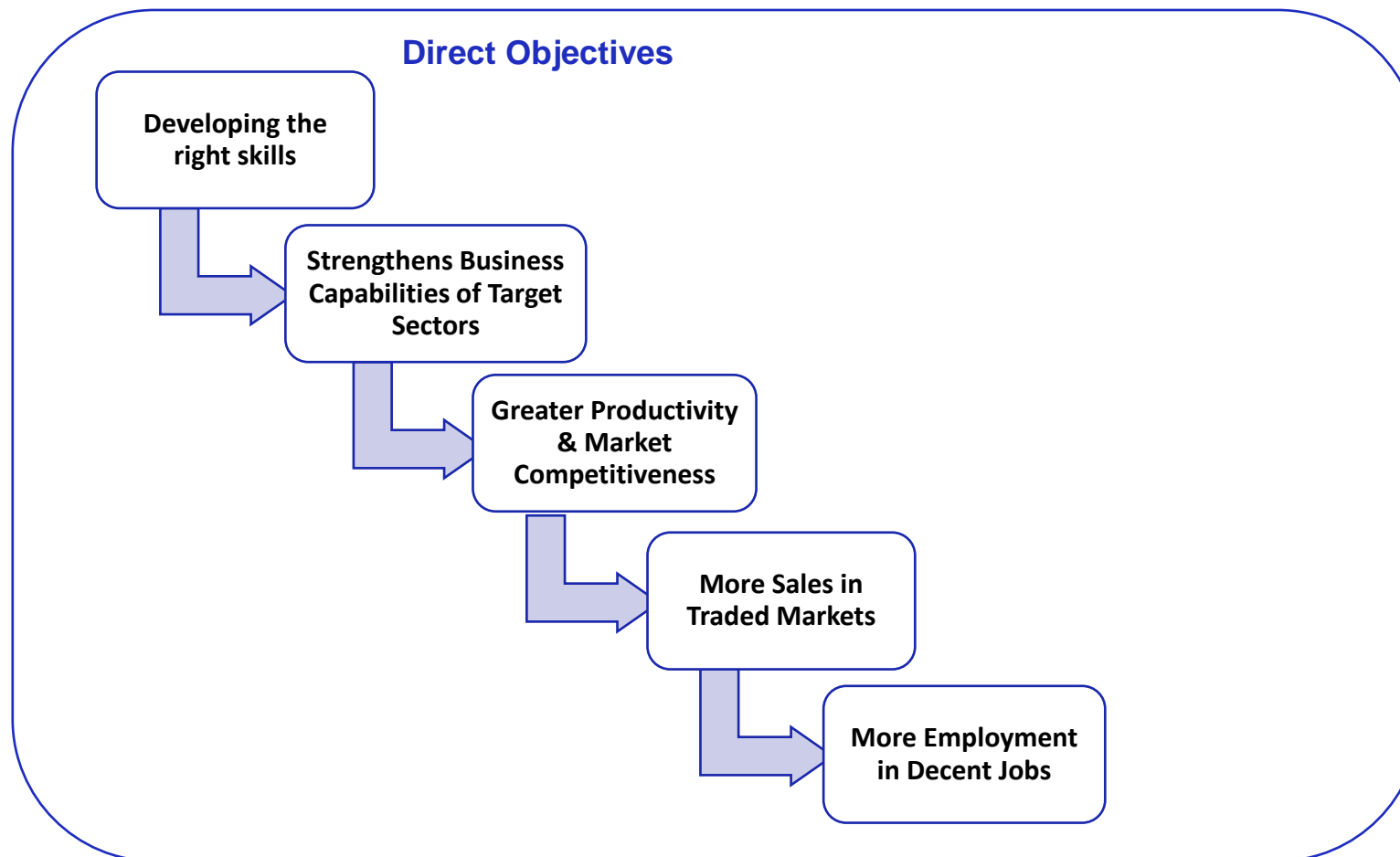
**Norway funded projects**

**KOICA-funded project:**
- Algeria
- Morocco
- Tunisia

**Upcoming projects**

**EU-funded project:**
- Egypt
- Morocco
- Tunisia
- Jordan

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**STED Development Logic**

**Direct Objectives**

Developing the right skills

Strengthens Business Capabilities of Target Sectors

Greater Productivity & Market Competitiveness

More Sales in Traded Markets

More Employment in Decent Jobs

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# Rapid STED: Analytic and Implementation process

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**STED Start up**

**STED Analytic phase**

**STED Implementation phase**

**Choosing Sectors**

*Output document: Note on sector selection*

**Consultation and capacity development with national constituents –** *government, employers, workers*

**Background Research and Consultations**

*Output document(s):*

*STED Background study*

**STED Technical and Policy Workshop**

*Output document(s):*

*Initial outline draft of diagnosis and strategic skills recommendations*

**Validation and Improvement of Strategic Skills Recommendations**

*Filling information gaps*

**Sector Skills Strategic Document**

*Document setting out diagnostic and strategic skills recommendations for the sector*

**Validation of Sector Skills Strategic Document**

Initial Education / Training (including Workplace-based)

Provision of Continuing Education / Training

Competency frameworks
Curriculum development
Course development
Course piloting

Capacity development:
Ed/Training Provider
Employers
Institutions

Planning, skills anticipation and Labour Market Information

System reform, institution building and development, sector skills bodies

**Consultation and capacity development with sector stakeholders**
(employers, workers, government, education and training providers etc.)
*through steering committees and/or stakeholder workshops*

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- Focused <u>on two provinces</u> in Central Viet Nam
  - Quang Nam and
  - Khanh Hoa
- Action plan agreed with stakeholders at provincial level –
  - General Department of Vocational Training (GDVT) - MoLISA
  - Local Departments of Tourism
  - Training institutions
  - Business associations/employers' organization (Cooperatives Alliance)
  - Local Department of Labour
  - Workers' organization
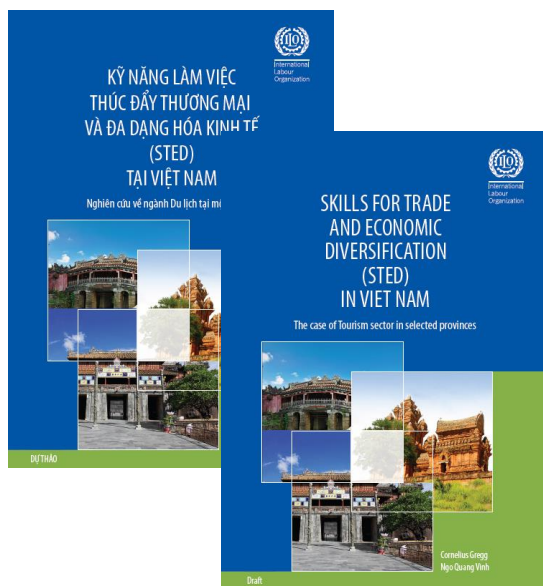
Some **key interventions** to follow up on STED recommendations:

✓ Collaboration between tourism employer organizations and providers of E & T (MoU was signed)

✓ Self-learning materials in hospitality, with coaching for 90 SME owners in collaboration with an organization of cooperatives

✓ Career day festivals for students organized jointly between employers, and TVET institutions

✓ Training of Master Trainers for World Heritage Guide training

✓ Training for about 30 teachers in practical skills in Front Office, Food and Beverage and Food Preparation by master trainers at the leading tourism TVET college in Central Viet Nam

✓ Training facilitators for career guidance at TVET colleges

✓ Training teachers on Employment Service Counselling

✓ Tourism master planning course for provincial officials including preparation of tourism master plans



KỸ NĂNG LÀM VIỆC THÚC ĐẨY THƯƠNG MẠI VÀ ĐA DẠNG HÓA KINH TẾ (STED) TẠI VIỆT NAM
Nghiên cứu về ngành Du lịch tại m

SKILLS FOR TRADE AND ECONOMIC DIVERSIFICATION (STED) IN VIET NAM
The case of Tourism sector in selected provinces
Cornelius Gregg
Ngo Quang Vinh

# Rapid Assessment of reskilling and upskilling needs in response to the COVID-19 crisis

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▶ Guidelines on Rapid Assessment of reskilling and upskilling needs in response to the COVID-19 crisis

**Sectors in which COVID-19 has a significantly negative impact on employment in terms of quantity and quality of jobs**

•Impact on speed at which sectors recover and extent to which employment is restored

**A fully online implementable tool**

**Groups of individuals needing training, reskilling and upskilling**

•Getting priority affected groups into employment in decent and stable jobs

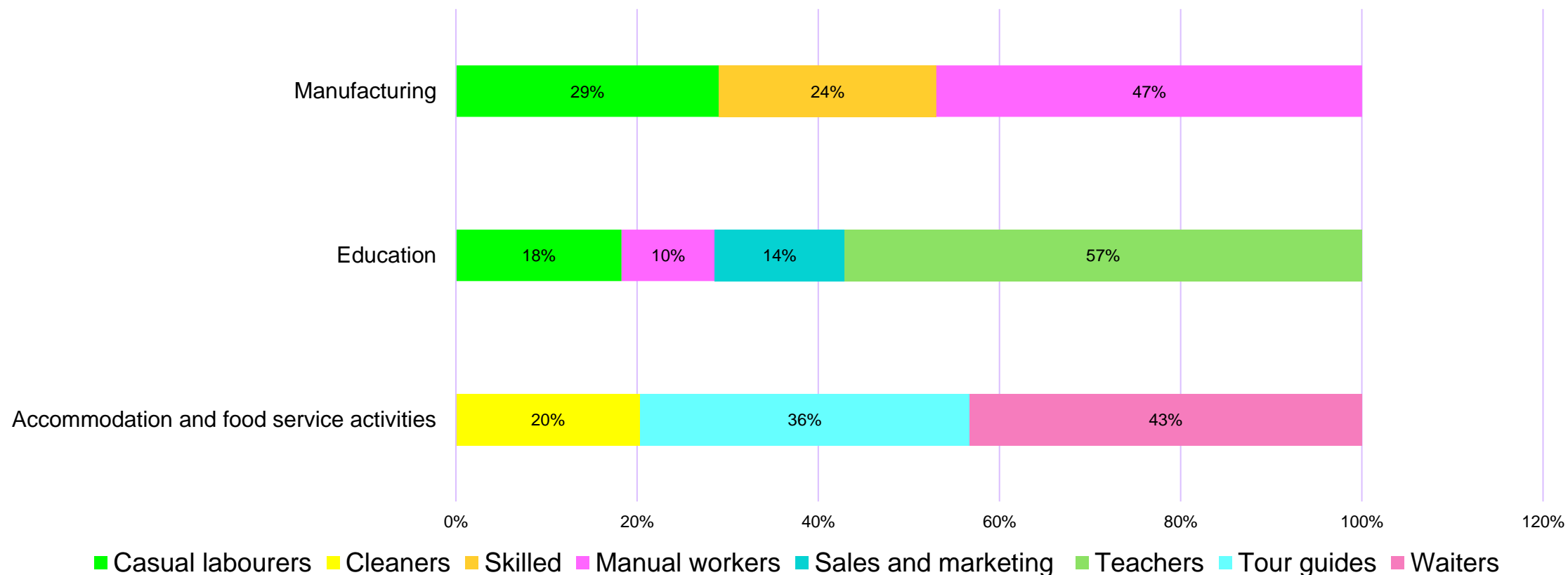**Sectors and occupations in which COVID-19 increases demand for skills**

•Taking advantage of opportunities important to rapid economic and social recovery and replacing employment in sectors affected negatively

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# Employment impact by occupation
## *(Preliminary results, Kenya )*

**In which jobs has the decrease in employment been most significant?**
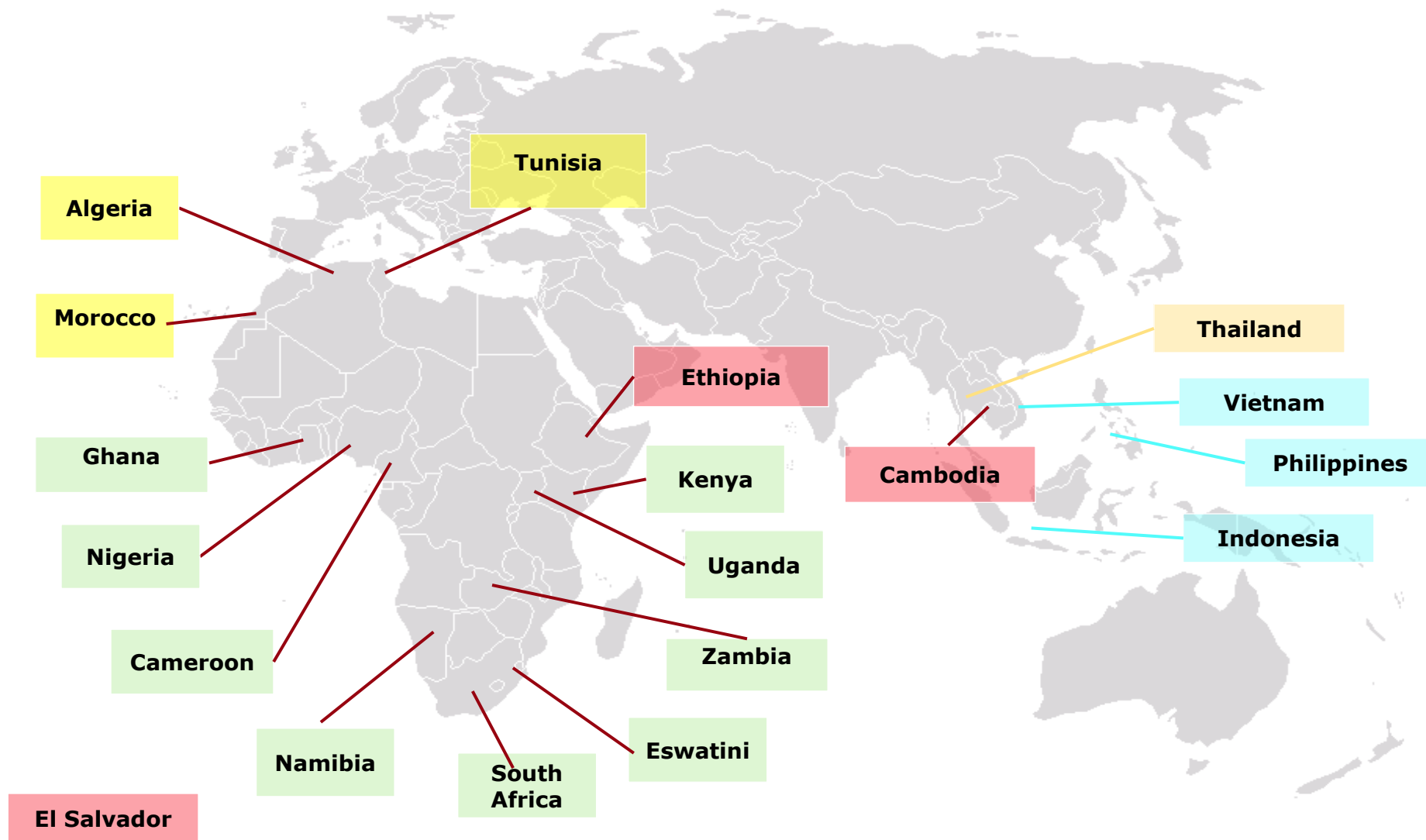


| Occupation | | |
|---|---|---|
| Manufacturing | Casual labourers 29% | Skilled 24% | Manual workers 47% |
| Education | Casual labourers 18% | Manual workers 10% | Sales and marketing 14% | Teachers 57% |
| Accommodation and food service activities | Cleaners 20% | Tour guides 36% | Waiters 43% |

Legend: ■ Casual labourers ■ Cleaners ■ Skilled ■ Manual workers ■ Sales and marketing ■ Teachers ■ Tour guides ■ Waiters

Source: Kenya Rapid Assessment of Reskilling and Upskilling needs due to COVID-19, Employers' survey 2020

**Advancing social justice, promoting decent work**

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# Skills and training needs
## (preliminary results, Kenya)

| Sectors | What training would you have liked? | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Delivering goods and services to customers in new ways | Job-specific or occupation-specific technical skills | Managing a wider range of tasks than before Covid-19 | Team leading, supervisory or management skills | Undertaking changed operating processes | Use of digital communication technologies using Zoom, Teams, Skype, WhatsApp, Google Meet and so on. | Using digital technologies to maintain internet connections, accessing computer resource at work, etc. | Working in teams where not everyone can be in the place of work |
| **Accommodation and food service activities** | 20% | | | 20% | | 40% | 20% | |
| **Education** | | 27% | 5% | | 5% | 32% | 14% | 18% |
| **Manufacturing** | 25% | | 25% | | | | | 50% |
| **All sectors** | 6% | 20% | 6% | 6% | 3% | 31% | 11% | 17% |

Source: Kenya Rapid Assessment of Reskilling and Upskilling needs due to COVID-19, Individuals' survey 2020

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# Locations of the ongoing RSA activities

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Tunisia
Algeria
Morocco
Thailand
Ethiopia
Vietnam
Ghana
Kenya
Philippines
Cambodia
Nigeria
Uganda
Indonesia
Cameroon
Zambia
Namibia
Eswatini
South Africa
El Salvador

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# ILO skills anticipation and matching tools:
## *Specific policy / megatrend driven*



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# ILO skills anticipation and matching tools:
## *Generic tools and knowledge products*

# Thank you!

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