Framing Presentation

Skills Development and Sustainable Development Goals: Issues and Trends

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Outline

1. Skills development and SDGs
2. Issues in skills development
3. Promising cases
Sustainable Development Goals: A Rise of Skills Development
Three explicit targets by 2030

• **Target 4.3** Equal access to technical, vocational and tertiary education
• **Target 4.4** Youth and adult with relevant skills for employment
• **Target 8.6** Reduction of the proportion of youth not in employment, education or training
Share of TVET enrolment in upper secondary (%)

- World: 22%
- Sub-Saharan Africa: 13%
- Northern and West Africa: 30%
- Central and South Asia: 6%
- Oceania: 36%
- Latin America and the Caribbean: 23%
- Europe and North America: 34%

Issues in skills development
Growing uncertainty in skills needs

What will be the jobs of the future and what skills will they demand?


The World Economic Forum 2021 estimates that by 2025, 85 million jobs may be displaced by a shift in the division of labour between humans and machines.
Top 10 skills of 2025

- Analytical thinking and innovation
- Active learning and learning strategies
- Complex problem-solving
- Critical thinking and analysis
- Creativity, originality and initiative
- Leadership and social influence
- Technology use, monitoring and control
- Technology design and programming
- Resilience, stress tolerance and flexibility
- Reasoning, problem-solving and ideation

Literacy and economic growth

• Literacy vs. GDP
• $R^2=0.44$

Source: OECD, PISA 2018 Database, Tables LB1.4 and B3.1.4.
Reading proficiency around the world (Gr3)

Sub-Saharan Africa
- Reading proficiency prior to COVID 19: 17.5%
- Reading proficiency at the end of 2020: 14.75%

Central and Southern Asia
- Reading proficiency prior to COVID 19: 36%
- Reading proficiency at the end of 2020: 47.8%

Northern Africa and Western Asia
- Reading proficiency prior to COVID 19: 41%
- Reading proficiency at the end of 2020: 51%

Latin America and the Caribbean
- Reading proficiency prior to COVID 19: 52.5%
- Reading proficiency at the end of 2020: 69.6%

Eastern and South-Eastern Asia
- Reading proficiency prior to COVID 19: 69.3%
- Reading proficiency at the end of 2020: 79.8%

Europe and Northern America
- Reading proficiency prior to COVID 19: 86.3%
- Reading proficiency at the end of 2020: 92.5%

World
- Reading proficiency prior to COVID 19: 45.3%
- Reading proficiency at the end of 2020: 54.4%

Participation in job-related adult learning:
20% low skilled adults vs. 58% high skilled adults
Mismatch: supply and demand

Youth not in education, employment or training (NEET):
- Ghana: 30.4% (2019) Rwanda: 31.0% (2020)
- South Asia: 29% (2020) Japan: 3.1% (2019)

Common Barriers in Effective TVET

- Lack of technical and institutional capacity of formal TVET systems, including teachers;
- The outdated or inadequate delivery of TVET curriculum
- Weak knowledge base (due to lack of investment in research);
- Lack of partnership among key stakeholders (e.g. between industry and schools);

Promising cases
Support basic skills

- Online Learning for the Certificate II in General Education programme for Adults (Challenger Institute of Technology (CIT), Australia)
- Mature students returning to work/education, disadvantaged students, students with special needs, limited education background or undertaking training as part of welfare programmes.
- The fully online version of this programme is designed for distance learners:
  - More individualised, student-focussed learning experience;
  - More productive, supportive learning environment with strong support relationships between teachers and students;
  - More flexible, accessible learning environment


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ICT for authentic and simulated learning

Challenges

- Expensive equipment
- Dangerous training
- Still need for hands-on training

Solution

- Virtual training
- Pedagogical design of learning activities

Agribusiness for Refugees

• Providing an Agribusiness course from Arizona State U in a refugee camp in Uganda in 2019

• SolarSPELL technology (offline digital library with solar power) – 95% offline, 5% online

• Key factors: Facilitator training, local partners, M&E

• 87% completion rate with significant improvement in student confidence in digital learning

More info: https://edforhumanity.asu.edu/
Regional Centres of Expertise on ESD (RCEs)

- A network of formal, non-formal and informal education institute for localizing ESD
- About 180 members as of February 2022
- [www.RCEnetwork.org](http://www.RCEnetwork.org)

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RCE Greater Eastern Uganda

- Aims at stopping deforestation of the world of the 10 restoration hotspots in Uganda
- Led by Busitema University, involving Busia Local Government, private sector, conservation agencies, and the local community
- Trained local people for effective management of forests as well as organic farming to generate their incomes without cutting and selling the trees
Skills for sustainable development

- RCE Denmark
- Certificate of Sustainable Construction
- Partnership between TVET institutions and industry
- Curriculum on:
  - Sustainable construction materials and methods (with the least amount of impact on the environment as possible)
  - Equality (gender and indigenous)
  - Recycling and waste sorting

“When I finish my education as a carpenter, I’ll start my own business offering sustainable building methods”.
– Apprentice Emil Brogaard.

Jonghwi Park, UNU-IAS, 28 Feb 2022
Is skills training a solution to unemployment?

• Requires a new generation of skills and a lifelong learning ecosystem
References for the cases
Thank you!