



SEARP FORUM BREAKOUT SESSION II

Reskilling and upskilling for an inclusive and sustainable recovery

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<https://www.oecd.org/skills/centre-for-skills>





Setting the scene for the session



Overview

Skills have been highlighted in the “ASEAN Declaration on Human Resources Development for the Changing World of Work” and the “ASEAN Comprehensive Recovery Framework”

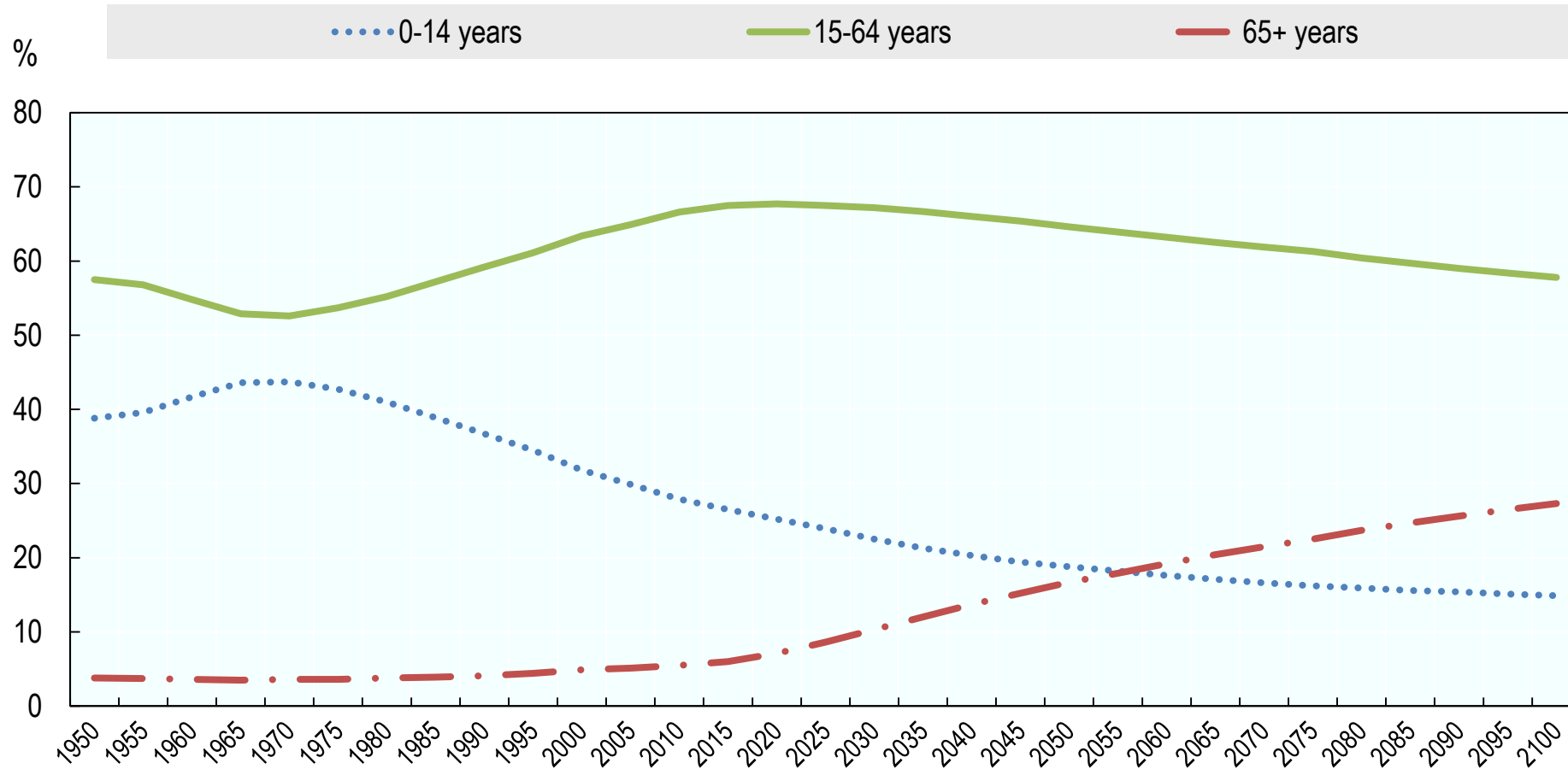
What are the skills implications of demographic change, migration, technological progress, climate change, and most recently COVID-19?

What kind of skills policies are relevant for Southeast Asia?



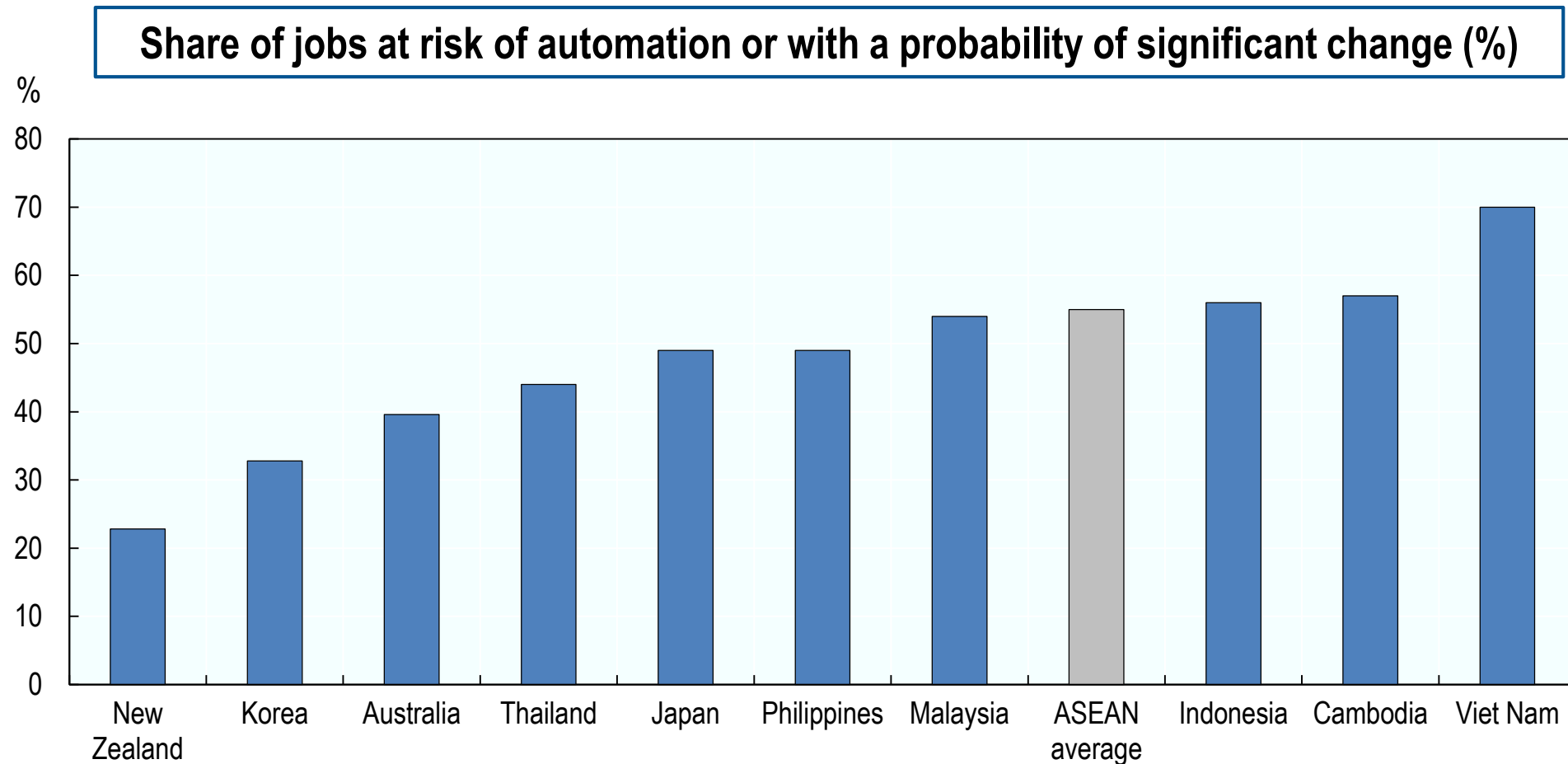
As Southeast Asian countries transition from having a young to an **ageing population**, skills pressures are rising.

Historical data and projections of Southeast Asia population share, by age groups





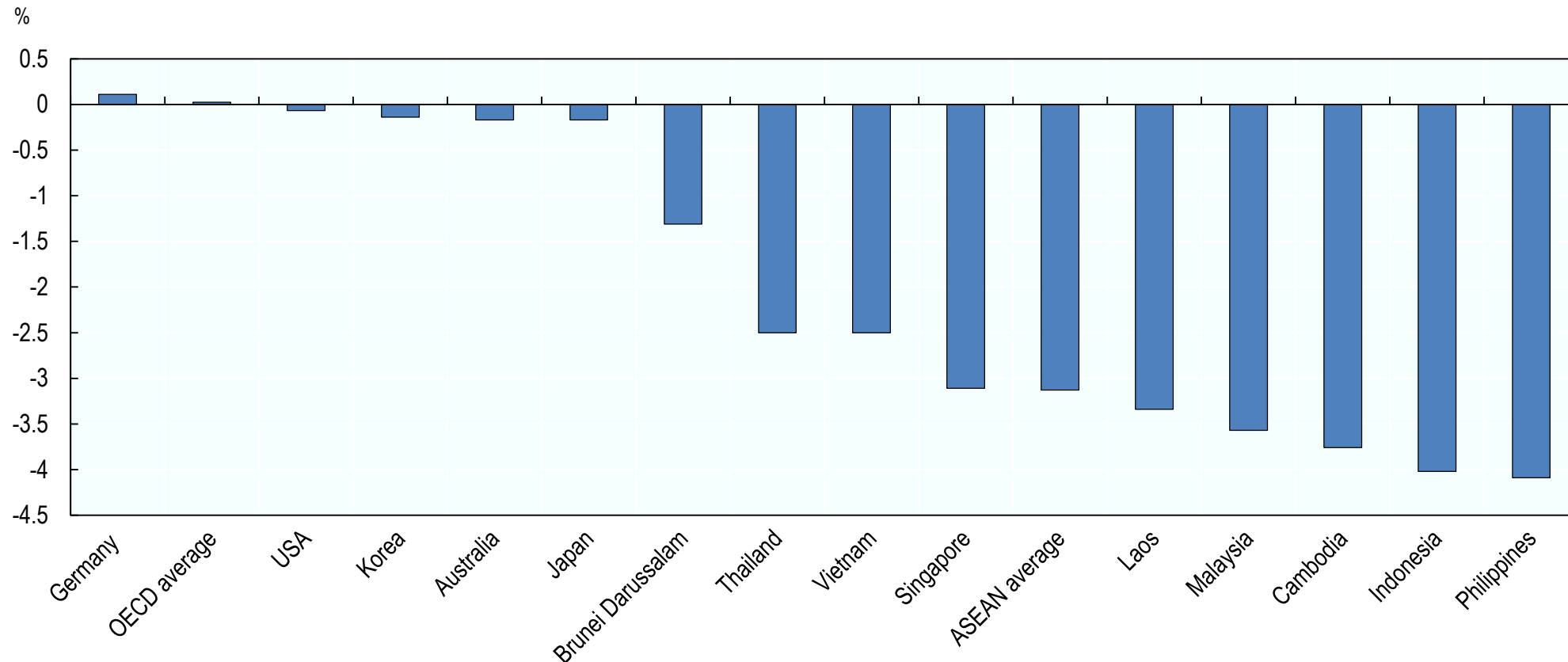
Furthermore, a significant share of jobs is being affected by **automation** changing the type of skills workers need...





...and moving towards a green economy in response to **climate change** will continue to drive new skill needs.

Percent change in GDP compared to baseline (%) due to climate change by 2047



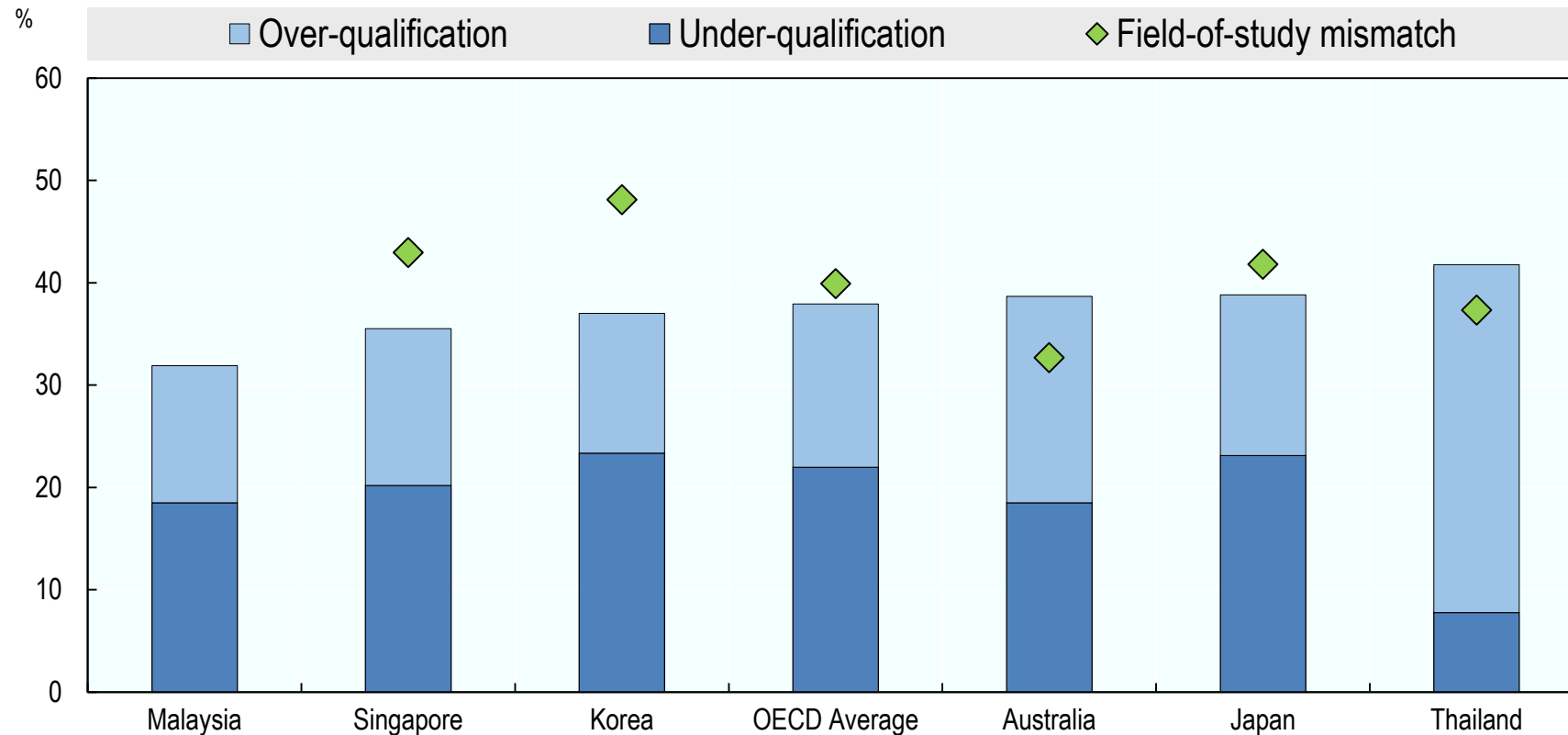
Note: Impacts of Global Warming (3°C) on the World GDP (% Change/Year)

Source: Adapted from Kompas, T., et al. (2018). "The effects of climate change on GDP by country and the global economic gains from complying with the Paris climate accord." Earth's Future.



All these megatrends have contributed to significant **skill mismatches**

Share of workers mismatched by qualification level and field-of-study





Most recently, COVID-19 has disrupted **skills development** across the life course

Childhood and youth

- Widespread closures of schools resulting in significant learning loss



- Remote learning may exacerbate existing gender gaps in attainment and achievement

- Lockdowns have disrupted VET systems, especially work-based learning and apprenticeships

Adulthood

- Closures of Higher Education Institutions and increased online delivery may impact on real or perceived quality



- Job-related adult learning has been disrupted due to firm closures and training cuts.
- Disruption of informal learning in the workplace, which is the main form of learning for most



And has had a massive impact on whether and how **skills are used**

Activation of skills

- Decline in employment that could be long-lasting with workers with lower levels of skills, women, and migrants particularly vulnerable



- Graduating youth case bleak job prospects
- Older graduates are experiencing their second major crisis in just over 12 years

Patterns of skills use

- The adoption of new technologies and innovations at work require new skills and new ways of using skills

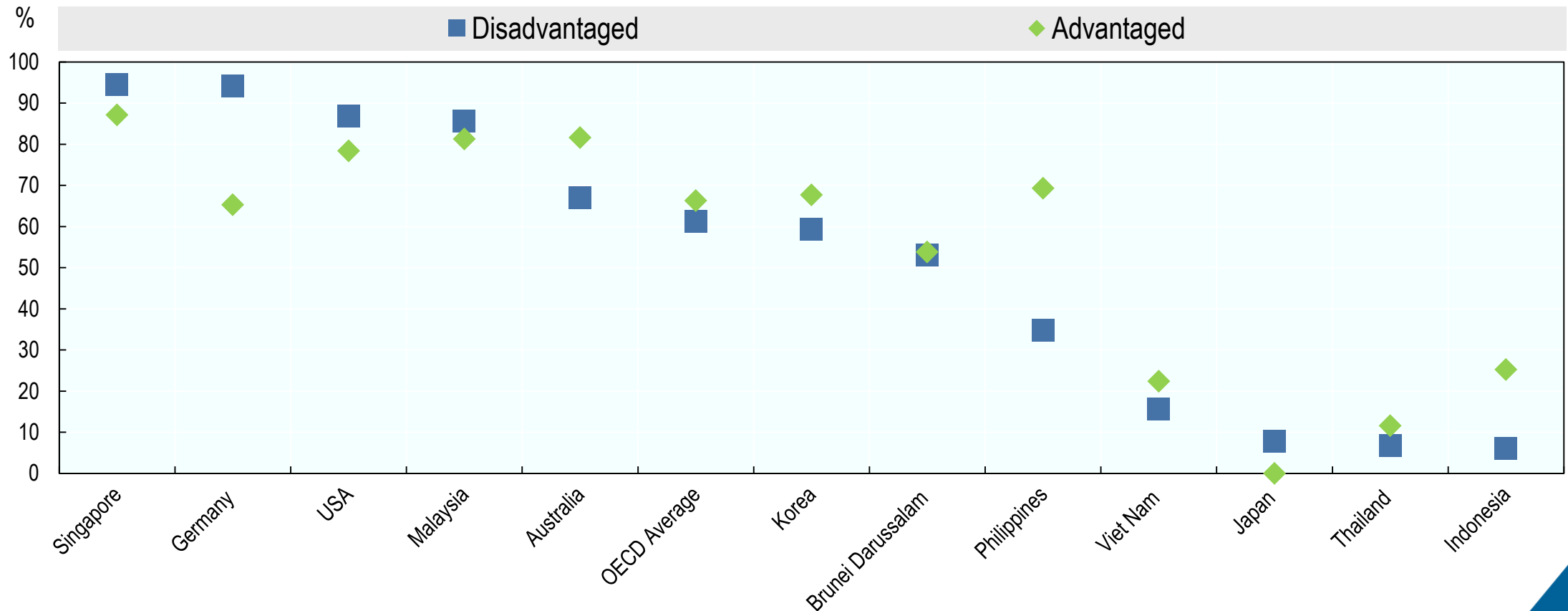


- Rise in tele-working and challenges to balance work/family life
- Low-skilled workers are less likely to be in remote work adaptable jobs and are less adaptable to workplace change



In a world with evolving skills needs, **career guidance** services are needed to inform skills development choices

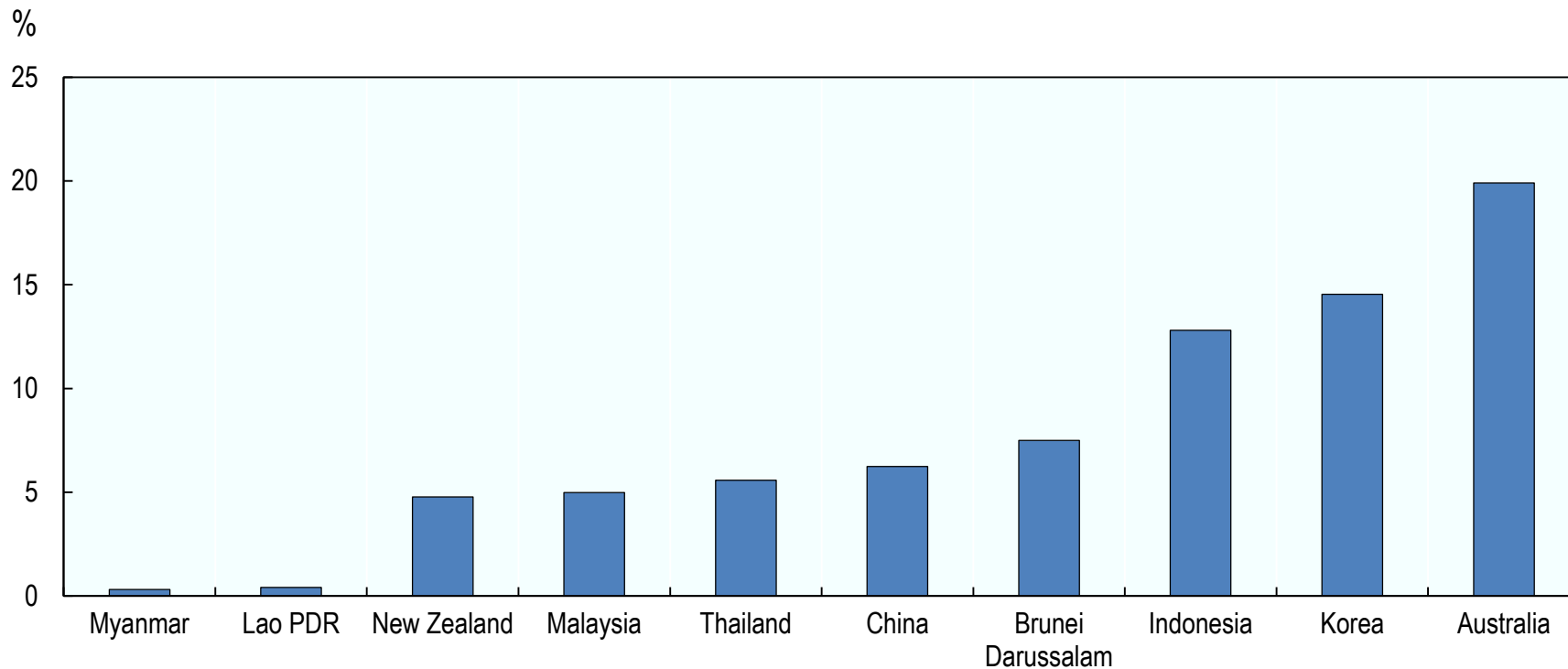
Percentage of students in advantaged and disadvantaged schools that provide career guidance





Furthermore, **TVET** plays an important role in strengthening the link between skills supply and demand...

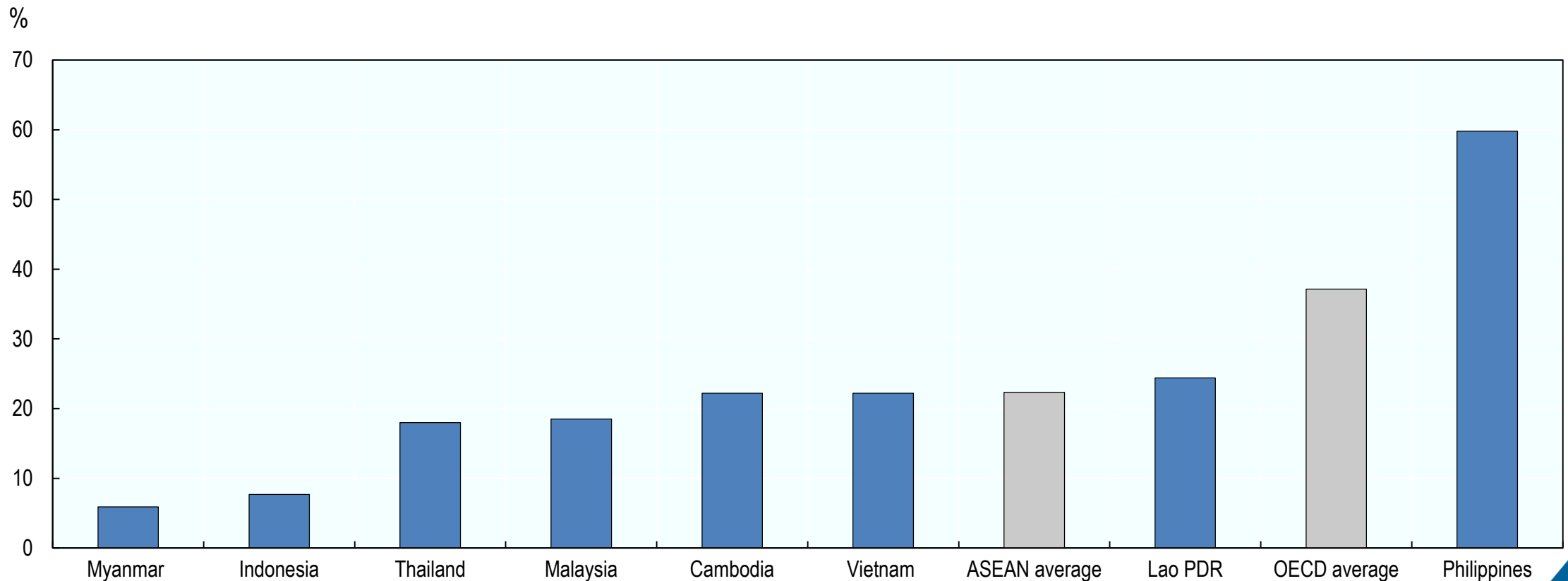
Percentage of 15-24 year olds enrolled in vocational education and training, both sexes, 2018 (or latest available year)





... and continuous **adult learning** opportunities are essential to adapt to evolving skills needs.

Percentage of firms offering training (%)





How the OECD Centre for Skills can support the ASEAN Comprehensive Recovery Framework

Phase 1

(Q2/2020-Q2/2021)

Overview of the skills challenges in SEA

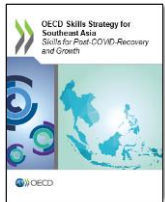


Link:
bit.ly/skillssea

Phase 2

(Q2/2021-Q2/2022)

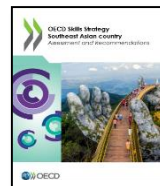
In-depth analysis of the skills challenges in SEA



Phase 3

(tbc)

In-depth analysis of the skills challenges at the country level



ASEAN
10 COUNTRIES
ASSOCIATION OF SOUTHEAST ASIAN NATIONS



BRUNEI



THAILAND



MYANMAR



LAOS



INDONESIA



MALAYSIA



PHILIPPINES



CAMBODIA



SINGAPORE



VIETNAM

Contributions to the ASEAN Comprehensive Recovery Framework



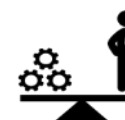
1. Mapping the skills system



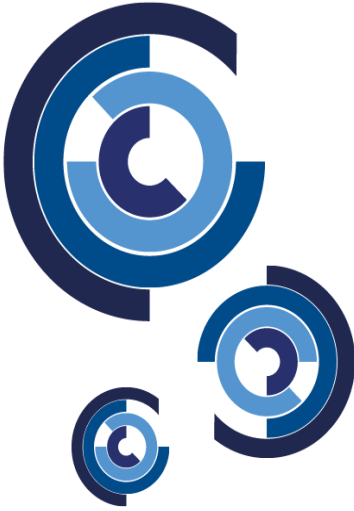
2. Identifying policy priorities



3. Aligning policies



4. Making policy recommendations



OECD Centre for Skills



To discuss OECD's work on skills, contact:

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To learn more about the OECD's work on skills visit: www.oecd.org/skills/



Panellists for the session

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ASEAN



Ms. Alison CRABB

Head of Skills and
Qualifications Unit
Former Directorate General
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Mr. Ruangroj POONPOL (Krating)

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Chairman, KASIKORN
Business-Technology Group
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