

Webinar

Skilling up: the role of business in addressing the skills mismatch

8 September 2020

Welcome and setting the scene



Today's speakers (AM session)



Davide Fiedler
Manager, Social Impact
WBCSD, HOST



Juliet Stuttard
Director, People & Organisation
PwC UK



Ivan Coursac
Education Specialist
UNICEF RO South Asia



Isy Faingold
Chief of Education
UNICEF Philippines



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Program Manager
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Ricardo Trujillo
Senior Manager
Forética

Today's speakers (PM session)



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Today's agenda (AM session)

Skilling up: the role of business in addressing the skills mismatch

- 1 Welcome and setting the scene (5 min)
- 2 The youth perspective by UNICEF – focus on Asia (15 min)
- 3 The business perspective by PwC (15 min)
- 4 Corporate voices: moderated discussion with Ayala Education & Forética (10 min)
- 5 Q & A and discussion with participants (5 min)
- 6 Closing and next steps (5 min)

Today's agenda (PM session)

Skilling up: the role of business in addressing the skills mismatch

- 1 Welcome and setting the scene (5 min)
- 2 The youth perspective by UNICEF (15 min)
- 3 The business perspective by PwC (15 min)
- 4 Corporate voices: moderated discussion (10 min)
- 5 Closing and next steps (5 min)

Housekeeping

- This session is being recorded.
- All participants are muted.
- Slides and recording will be made available following the two sessions today.



Use the chat function in the main control tab to type in your questions or comments at any time of the webinar.

Anti-trust statement reminder

Avoid any discussion in any conversation of competitively sensitive topics such as:

- Pricing, costs
- Bid strategies
- Future capacity additions or reductions
- Customers
- Output decisions

Menti.com: In your opinion, what are the main causes of the global skills mismatch? (1)

Job market not interested to invest in the most vulnerable

Not enough investment in quality education that fits job market

Little collaboration between education institutions, businesses and government

lack of lifelong learning culture

Lack of alignment between GOVERNMENT
ACADEMIA BUSINESS

Critical thinking should be at the center of learning

Quality of trainers and lack of their professional development opportunities

Lack of innovative public / private partnerships

lack of alignment between educational institutions and workplaces

Lack of coordination between private sector/employer organisations and the public sector

Education system 10 years behind industry needs

lack of companies investment in training

Education systems not providing needed skills, little knowledge of what skills are important

Top-down approach for learning, limited cross-cultural exchange, knowledge sharing programs and lack of industry affiliation with academics.

High cost for quality recruitment

Economic impact - personal and at country level

Education should focus on Personal flourishing + Skills development, rather than knowledge retention

Cannot recruit locally and pay high cost for expatriate salaries

Inability to diversify and grow

lack of forecasting

Mismatch Education

Low levels of investment in education

Slow reforms within education systems

Menti.com: In your opinion, what are the main causes of the global skills mismatch? (2)

lack of access to quality education

Gap in after education skills training

future of work not well understood

Slow innovation

lack of communication between companies and the education systems

Harmful traditional approach

Curriculums are not adapted to the reality of the job market.

Rapid change in IT an technology

Lack of skill building educational foundation, more training and internship opportunities for young people

The world and working life changing so rapidly, that education can not keep up.

Relevance of education

reinforcing loops on inequalities

The youth perspective on the skills mismatch

Ivan Coursac & Isy Faingold **UNICEF**



South Asia Regional overview:

- *Education trends*
- *Demography*
- *Employment and skills*
- *Bangladesh example*

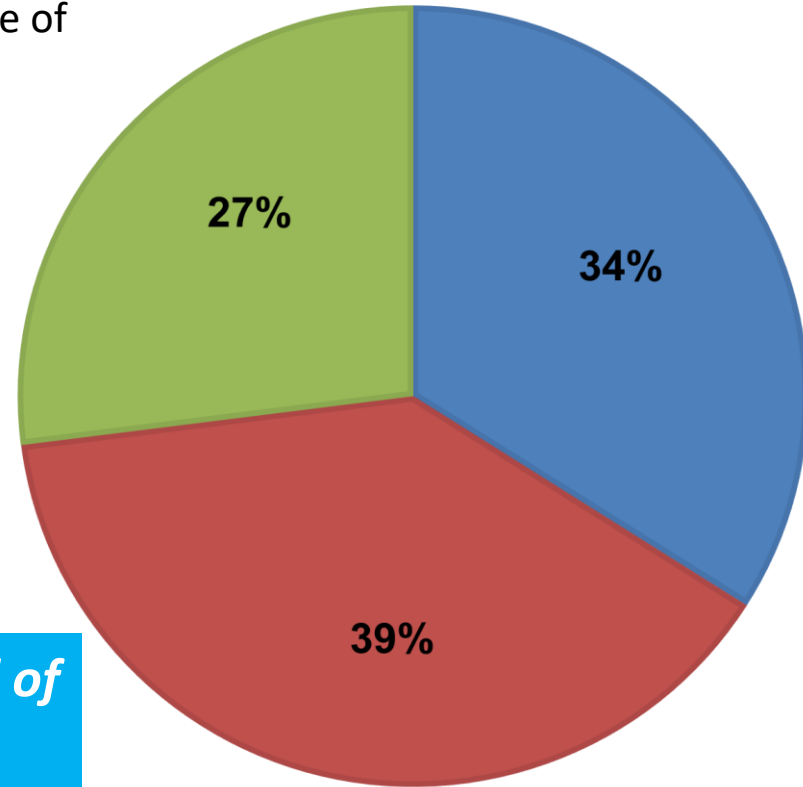
*Ivan Coursac, Education Specialist/Economist
UNICEF Regional Office for South Asia*



South Asia's learning crisis

Expected outcomes of children and youth who are of school age in 2030 in South Asia region

- Will learn minimum secondary level skills
- Will learn basic primary level skills only
- Will not learn basic primary level skills

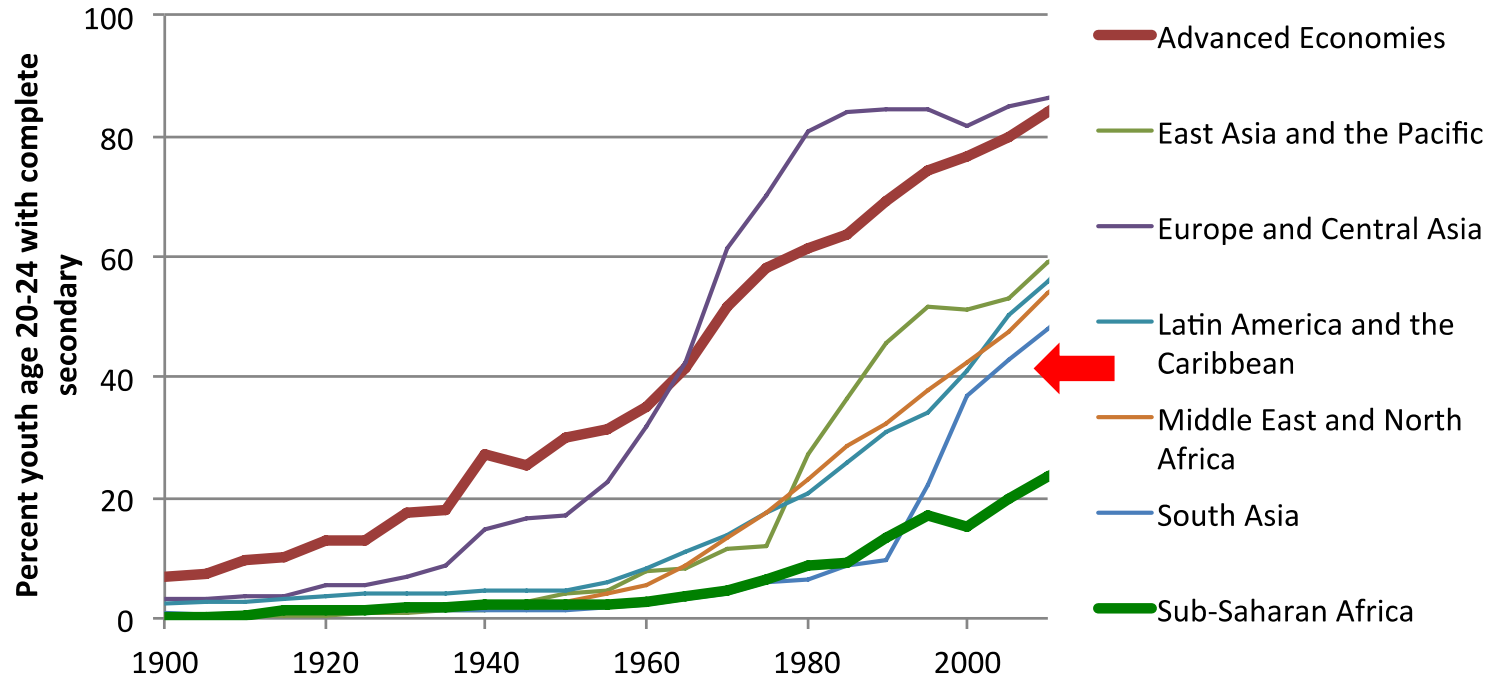


On current trends, only about one third of children who are of school age in 2030 will learn minimum secondary level skills.

Source: Education Commission and UNICEF estimates

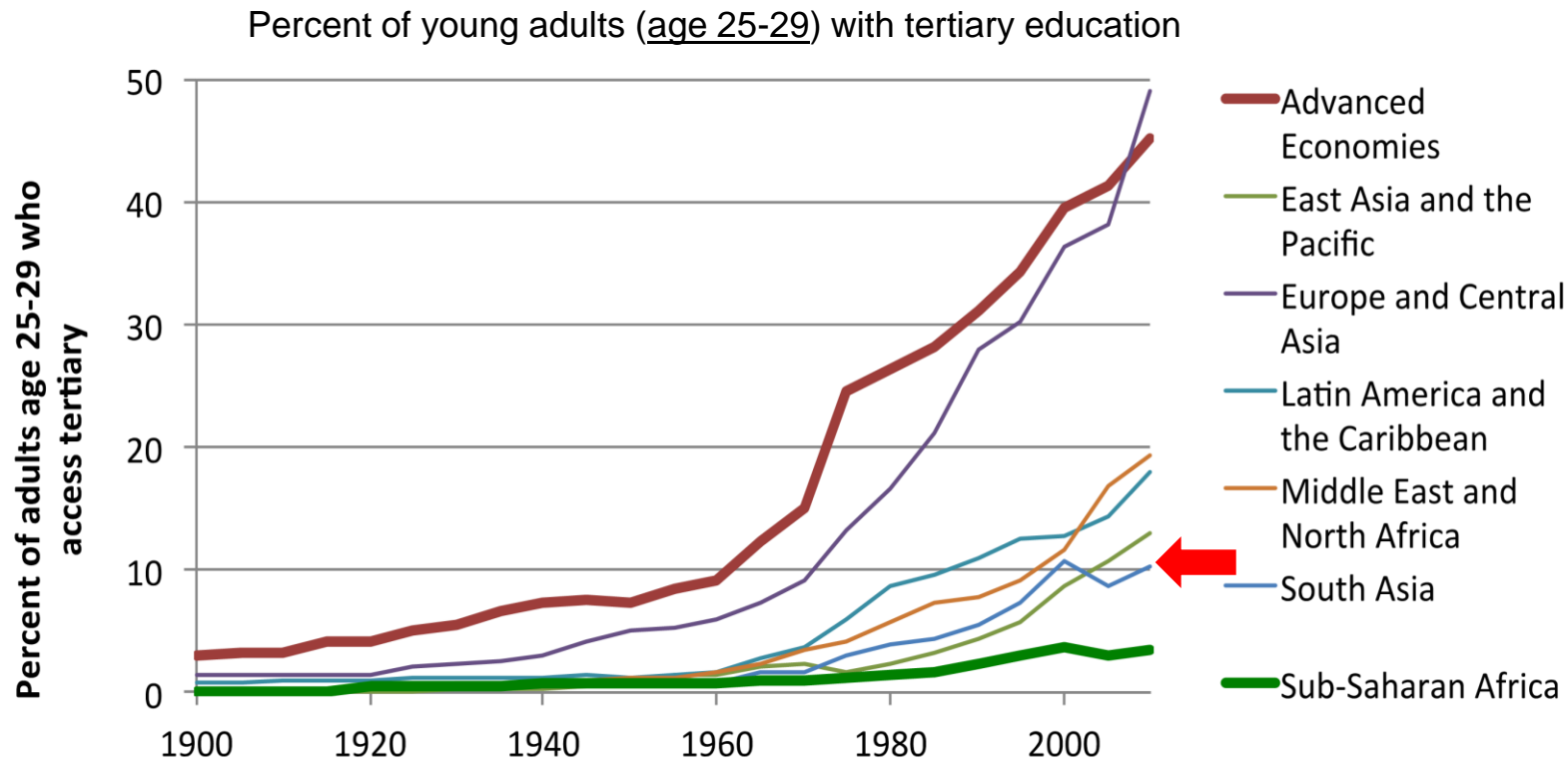
Secondary education completion: Nearly 50% of youth finish secondary education in South Asia.

Percent of youth (age 20-24) who complete secondary schooling



Source: education commission, 2016

Tertiary education completion: Today, around 10% of young adults have tertiary education in South Asia, the same level as advanced economies 50 years ago.



Source: education commission, 2016

Populations in South Asia will see substantial growth

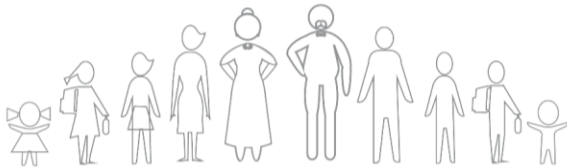
Changes in the total population in Asia by countries, 2030 and 2050



What is a demographic dividend?

A demographic dividend is accelerated economic growth in a country that can result from a change in the population age structure, social investment, and appropriate economic policies that absorb labor productively.

When families have fewer children they need to take care of, and a larger number of family members who have decent jobs, the family can save and invest more money. When this happens on a large scale, economies can benefit from a boost in economic growth.

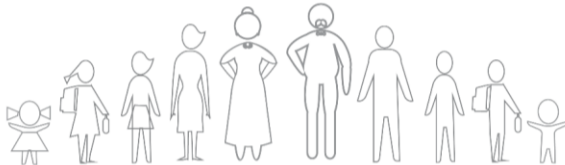


The demographic dividend

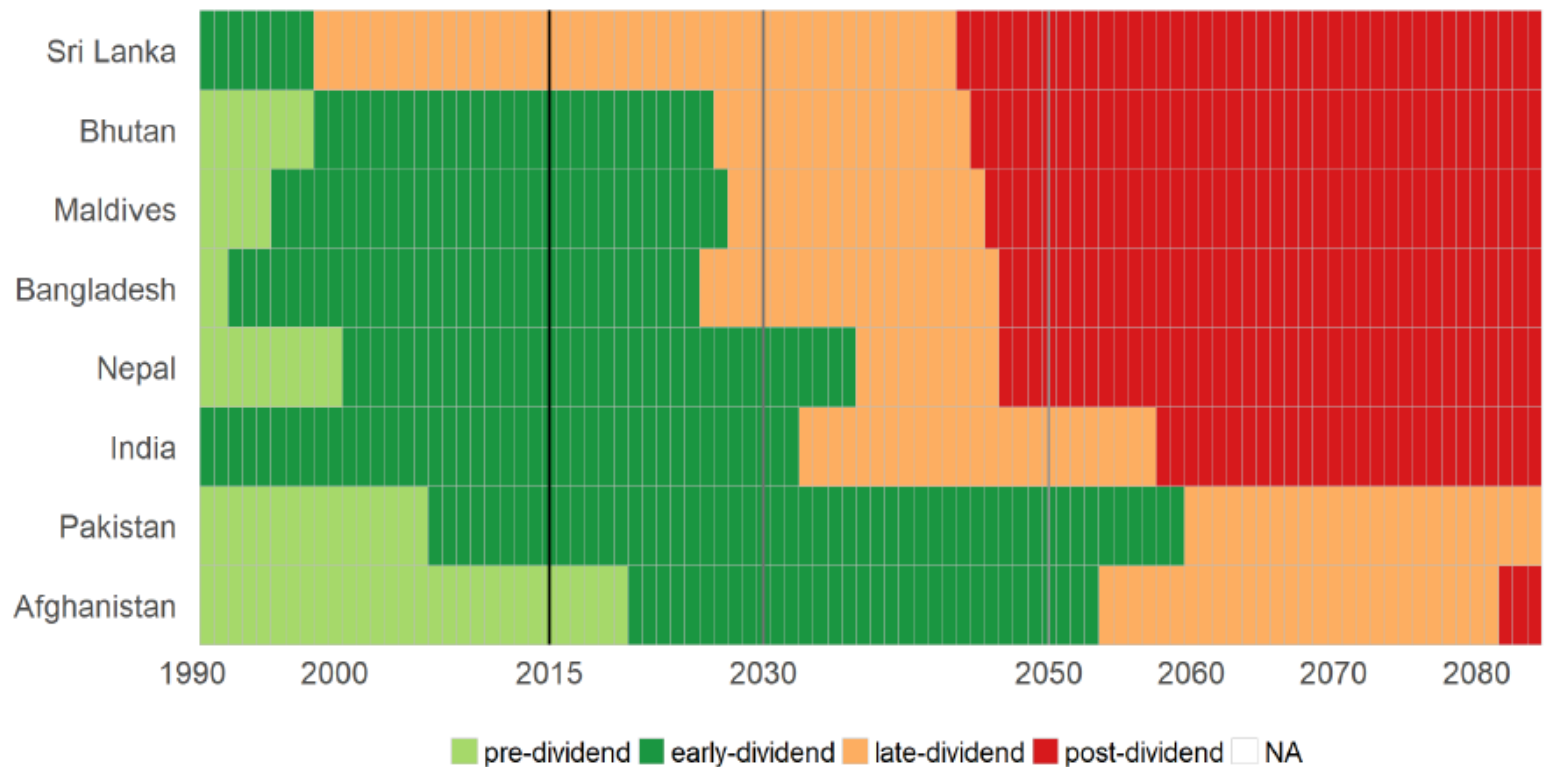
The labour force temporarily grows more rapidly than the population dependent on it, releasing resources for investment in economic development and family welfare and resulting in faster per capita income growth.

This dividend period is not permanent

It is not automatic either.



The demographic dividend timeline: South Asia



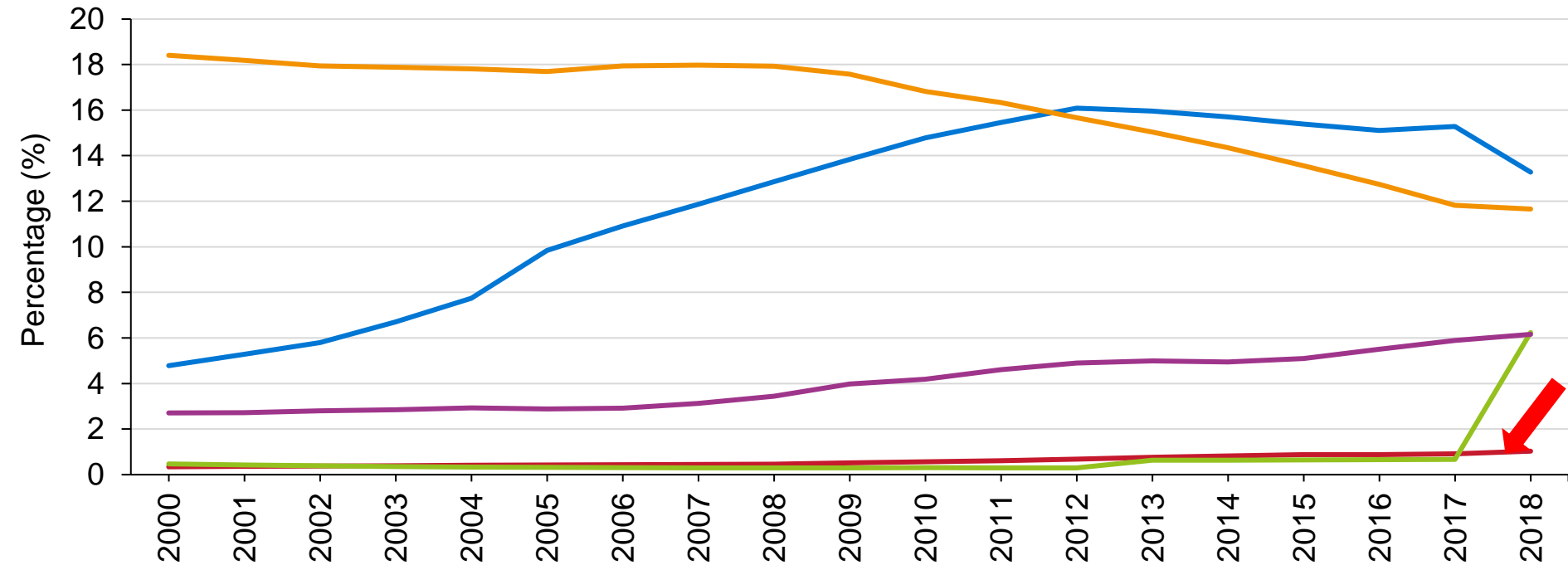
Reaping the Dividend: Can South Asia make the most of favourable demographics?

- Increasing per capita production through an increase in the ratio of working to non-working individuals – **provided that the new working force can be integrated into the market.**
- Savings and investments: working-age people typically have higher levels of savings.
- Human capital (household): higher investments by households in education, health and nutrition.
- Human capital (government): same investment shares of national income without increasing taxes.

Reaping the benefits requires strategic government investment and policies

Very low TVET participation all over Asia, particularly in South Asia (around 1%)

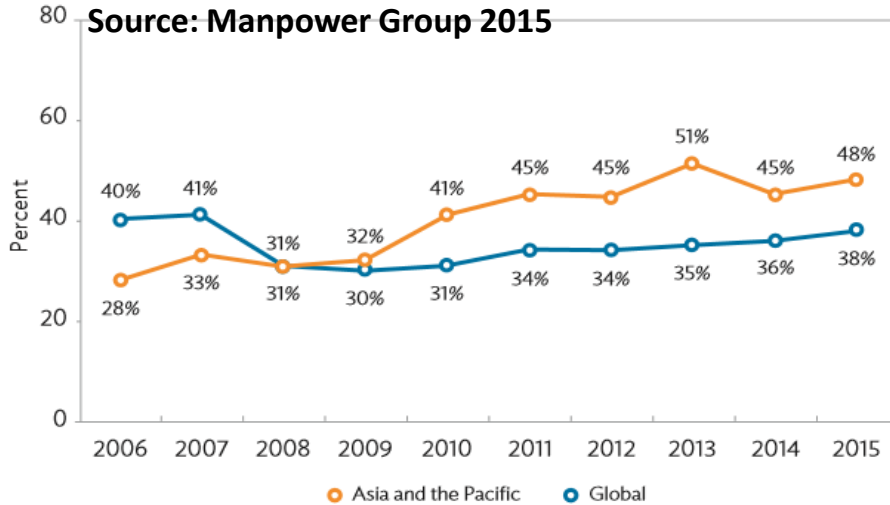
Central Asia Southern Asia Eastern Asia
South-eastern Asia Oceania



The skills for work mismatch in South Asia

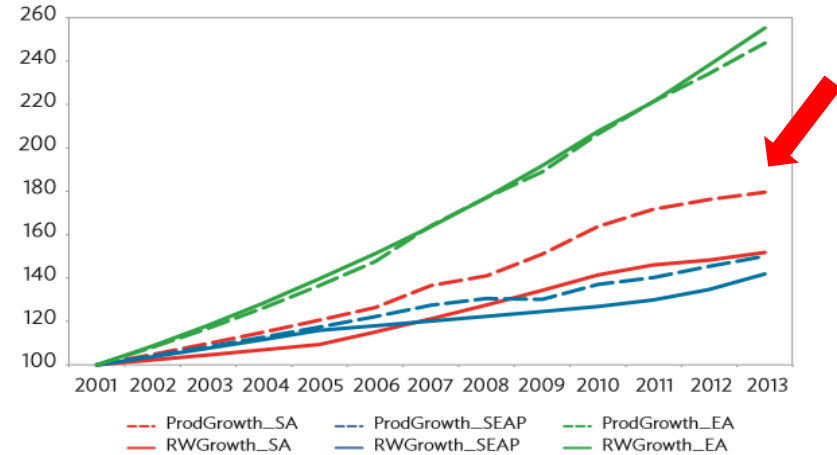
Difficulty filling vacancies in Asia Pacific region (%)

Source: Manpower Group 2015



The % of employers reporting difficulties in filling vacancies with adequately skilled manpower is increasing in South Asia.

Real wage growth in relation to output per labor by sub-region, 2001-2013 (%) Source: ILO 2014/15



EA = East Asia, ProdGrowth = growth of output per labor, RWGrowth = real wage growth, SA = South Asia, SEAP = Southeast Asia and the Pacific.

Real wage growth and production growth are matched in East Asia (green), but show a worsening gap in South Asia (red): if wage is taken as a measure of the economic value of human capital, then this difference can be seen as further evidence of a skills for work mismatch in South Asia

Worrying trend: youth participation in formal sector is decreasing in Asia

Region	Youth Labour Force Participation Rate		Youth Employment-to-Population Ratio (EPR)	
	1999	2019	1999	2019
Central and West Asia	46.4	43	37.7	35.4
South-East Asia and the Pacific	57.6	47.4	51.5	42
South Asia	44.9	31.6	38.1	25.7
East Asia	67	45.2	62.2	40.8

Main drivers of this decline:

- Formal sector job market unable to absorb youth bulge
- Greater participation of youth in informal sector
- Greater youth participation in further studies/training

Voices of Youth: findings from a South Asia survey of youths aspirations

Skills	Transition to work	Barriers and challenges to entering the workforce
<ul style="list-style-type: none">• Youth see value in TVET, but not in its current form and delivery.• South Asian youth value soft skills as much as hard skills, but not enough youth are receiving the necessary training: most desired areas were ICT skills (27%), interpersonal and communication skills (21%) and resource management skills (19%).	<ul style="list-style-type: none">• Financial pressures to support family creates incentive to work early.• The education system does not sufficiently prepare them for quality work and employment.• Not enough support services such as career counseling: only 24% respondent accessed employability support.	<ul style="list-style-type: none">• Hiring practices: 23% of young people believe ‘employers only hire within their own network’ and 15% cited concerns about ‘employers demanding bribes’.• Lack of jobs overall in formal sector.• Youth lack of network and contacts.• Gender norms (ex: mobility).

Country example of a working initiative to
upskill girls in Bangladesh:



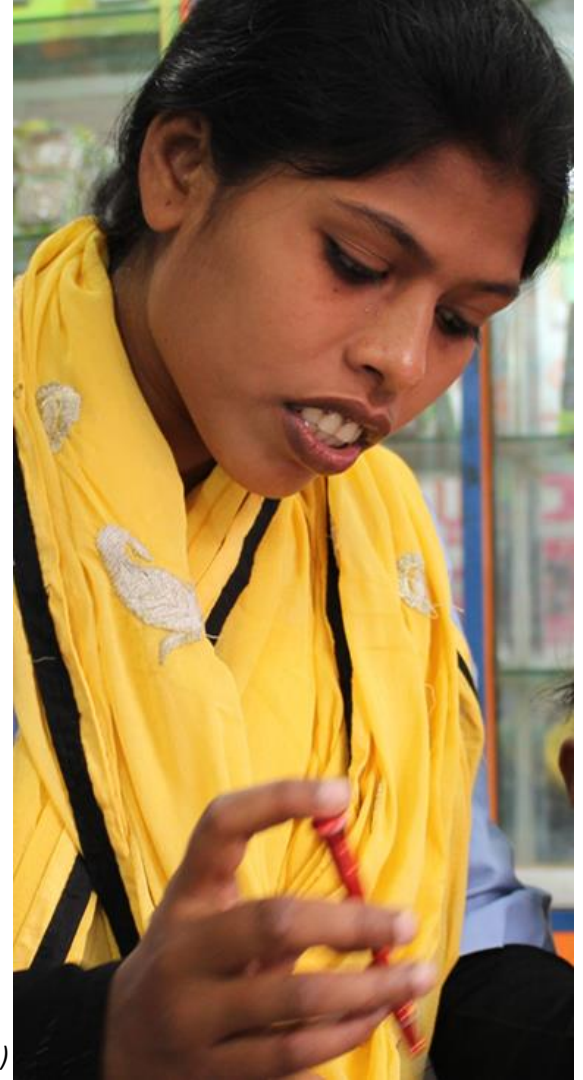
Skills for Girls

Alternative Learning Program (ALP) for the most vulnerable
adolescent girls through informal apprenticeship in Bangladesh

Credit: Iqbal Hossain, Education Specialist, UNICEF Bangladesh, iqhossain@unicef.org

Context

- Though enrolment rate is higher, dropout rate is also higher for girls than boys in secondary education. (Girl - 40.2%, Boy -36%)
- 40% secondary school age adolescents are out of school. Girls share is higher than boys.
- TVET intake is low and only ¼ are girls
- 27% of youth age 15-24 years are NEET with much higher share of girls
- Unemployment rate is highest for 14-24 years group – 12.3% (Girls share is higher)
- Every Year, more than 2 m youth enter in the work force and 85% of them are employed by informal sector as unskilled.
- Women age 20-24 years married before 18 years -51.4%



Model



On-job training



Theoretical training



Soft skill training



Placement

SOLUTION through informal apprenticeship



Trainees

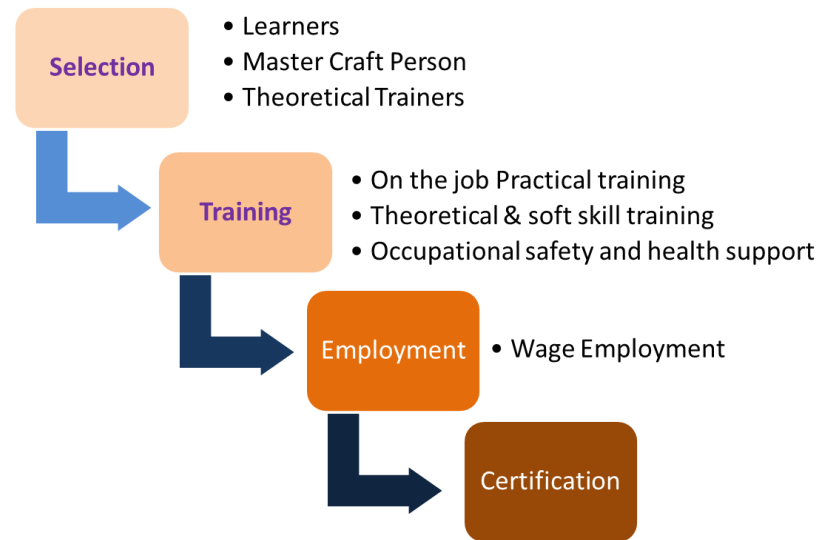
- Out of school youth (14-24 yrs.)
- Girls and boys
- Hard to reach/ underprivileged
- Special attention given to PWDs



Master Craft person

- Local businessman
- Skilled crafts person
- Reputation at the community

Intervention



Impact

- **95%** job placement rate for girls and boys
- **6 Fold** increase in income
- **7.5 times** increase in Savings
- **9%** increase in per day per capita food expenditure
- **1:3** cost-benefit ratio
- **Higher** impact on females
- **Enhanced** empowerment, self-confidence and job satisfaction
- **62%** reduction in child marriage among female learners

Recent RCT reveals that on-the-job training increases

- labor market participation by 22.6 per cent,
- total time devoted to earning activities by 59 per cent, as well as the earnings by 44 per cent.
- It increases both self and wage-based employment



Some opportunities for, and requests to the Private Sector *(Not exhaustive!)*

- The education sector is undergoing a revolution: blended approaches will become the new normal, with a significant part relying on EdTech solutions. There is a huge potential to address:
 - Scaling up connectivity, reaching new beneficiaries: ex. of GIGA
 - Reaching farther with connectable devices for all
 - Integrating digital skills within all curriculum, teacher trainings, online platforms etc
- Support from the Private Sector needed to:
 - Reach the unreached with zero rating solutions
 - Affordable EdTech solutions for all: working with education experts
 - Work hand-in-hand with Vocational Training Institutions: develop better links between Training institutes and the labour market to bridge the skilling gap, facilitate transition from training to employment



Thank you.



Developing 21st Century Skills in the Philippines

Isy Faingold

Chief Education, UNICEF-Philippines

September 2020

Typology of Skills Development

Foundational Skills
(basic literacy and numeracy)

Digital Skills

Transferable Skills
(Life Skills or 21st Century Skills)

Job Specific Skills



What are 21st Century Skills?

- “Skills and values that are developed progressively from early years and allow young people to become agile, adaptive learners and citizens equipped to navigate personal, social, academic, economic and environmental challenges such as problem-solving, negotiation, empathy, communication, participation, play, peacebuilding, environmental awareness, emotional and mental well-being”.
(UNICEF Global Education Strategy)
- They include **socio-emotional skills**: self-control, collaboration, adaptability, resilience.

Why are socio-emotional skills important?



Increased Academic Achievement

11% point gain



Improved Behavior

decreased dropout rates,
classroom behavior issues, drug
use, teen pregnancy, MH
problems, criminal behavior



Strong Return on Investment

\$1:\$11

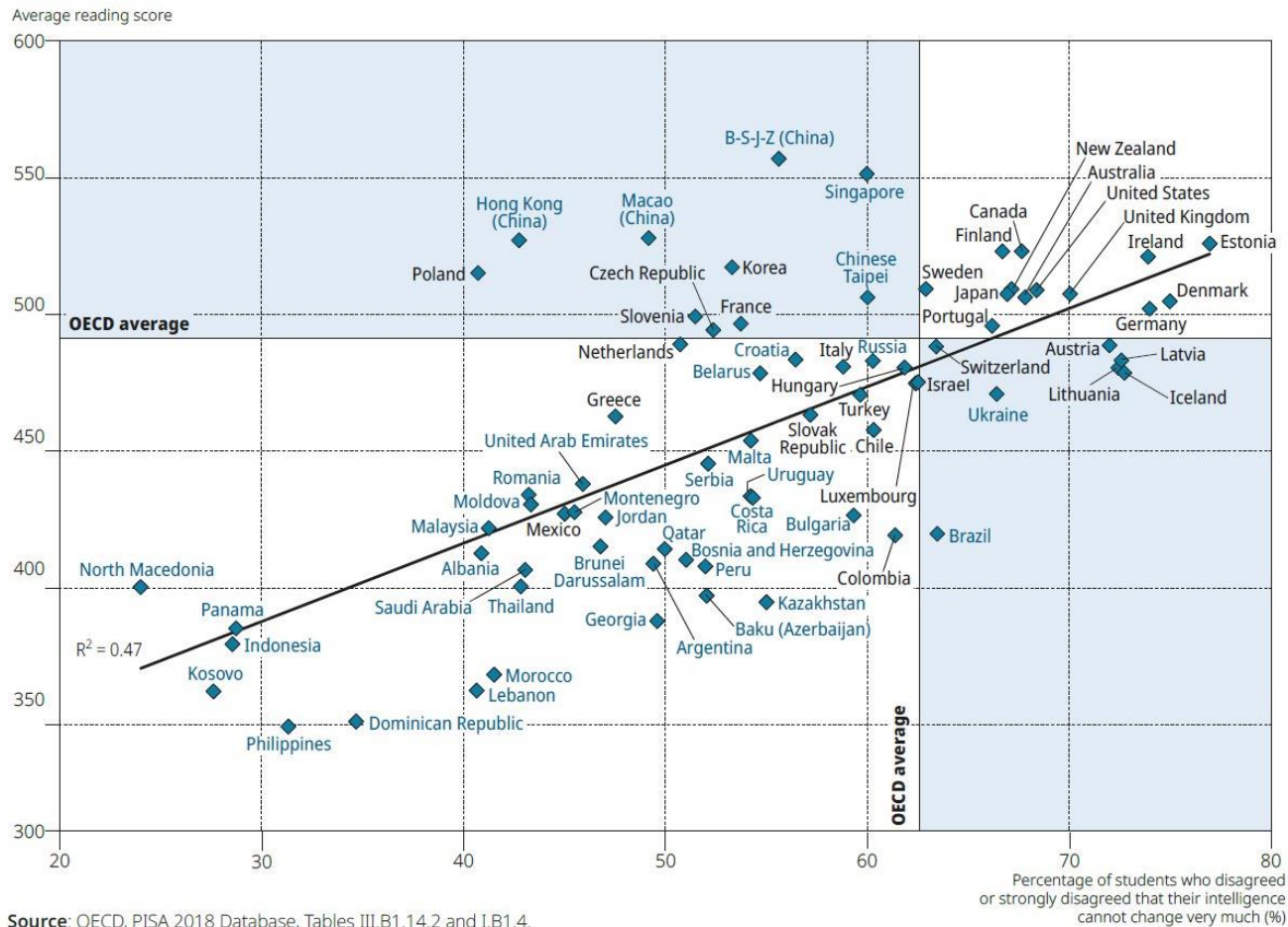
investment:economic return ratio

SEL programming can have a **positive impact up to 18 years later** on academics, conduct problems, emotional distress, and drug use.

Collaborative for Academic, Social, and Emotional Learning (CASEL), <https://casel.org/impact/>

What evidence says?

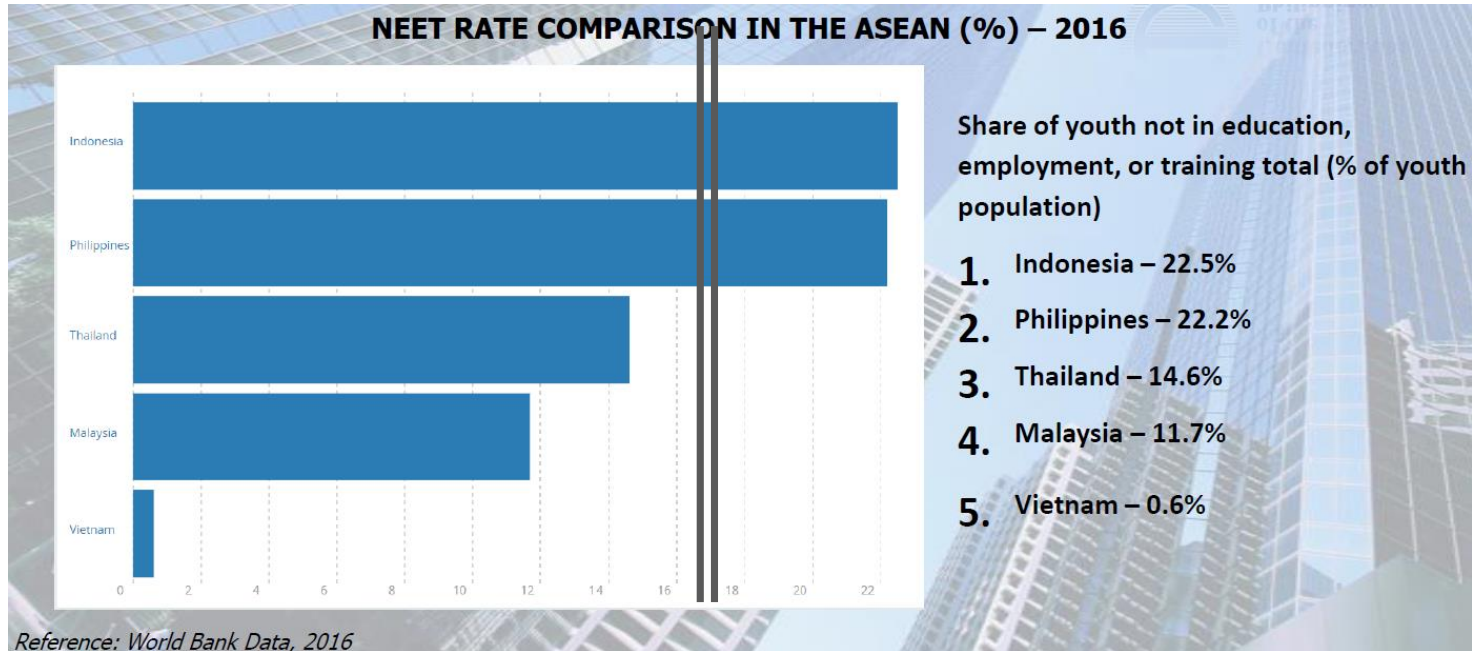
Growth Mindset and PISA scores



What evidence says for the Philippines?

- ***From PISA 2018:***
 - 31% of students hold a growth mindset, which is one of the lowest proportions amongst PISA-participating countries and economies (OECD average: 63%)
 - 65% of students reported being bullied at least a few times a month, compared to 23% on average across OECD countries;
 - 26% (OECD average 16%) of student reported feeling lonely at school
- ***From UNICEF Longitudinal Study K-4 (2017-ongoing):***
 - High socio-emotional skills continued to be positively associated with cognitive performance.

Skills Mismatch in the Philippines (1)



Skills Mismatch in the Philippines (2)

- 3 main causes of job-skills mismatch:
 - Weak labor-market information system
 - Job seeker's career preference is no longer in-demand
 - Inadequate preparation: education , training and guidance



The Philippine Talent Map Initiative (2020). Department of Labor and Employment

UNICEF projects on 21st Skills in the Philippines

- Analysis on how 21st skills are integrated in Basic Education:
 - Curriculum
 - Teacher training/pedagogy
 - Assessments
- Longitudinal study K-4: links between cognitive and socio-emotional skills
- ING Project: POWER FOR YOUTH (next slide)

POWER FOR YOUTH



- Learning component
 - Focus on the non-formal education (alternative learning system)
 - Teacher training to develop life-skills + blended learning
 - Contextualized life-skills learning modules
 - Recognition of private-sector providers of non-formal education
 - Micro-credential to replace inadequate evaluation
 - ICT4ALS
- Civic engagement component
 - Empowering youth to develop projects to improve their communities
 - Promoting youth participation through innovative social media
 - Supporting youth representative in local government and training national government (National Youth Commission)



The youth perspective on the skills mismatch

Bassem Nasir & Andaleeb Alam

UNICEF



A global learning, skills , and employment crisis – exacerbated by COVID 19

Of the 1.5 billion school-age children
in low- and middle-income countries,
well over half –

870
million

will not be on track to acquire the
minimum level of secondary skills by
2030.

Of the 1.06 billion youth (age 15-24) in
low- and middle-income countries,

251
million

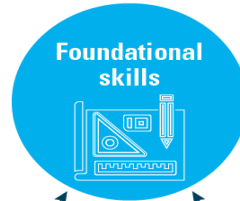
were not in education, employment or
training in 2019

More than **one in six** young people out of work due to COVID19

What is the impact of skills development?

- *improved life-long learning* outcomes towards a knowledge society;
- *improved employment and entrepreneurship* **outcomes towards the realization of economic development and the future of work;**
- *improved civic engagement* outcomes towards increased social cohesion, peace and stability.

What skills do children and youth need?

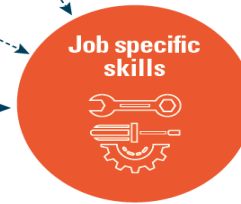


Foundational skills, namely literacy and numeracy, are essential and are the foundation for further learning, productive employment and civic engagement.

Digital skills, allow children and adolescents to become 'digitally literate,' able to use and understand technology, search for and manage information, communicate, collaborate, create and share content, build knowledge and solve problems safely, critically and ethically



Job-specific skills, also known as technical and vocational skills, are associated with one or more occupations, such as carpentry, coding, accounting, or engineering.



Transferable skills allow young people to become agile, adaptive learners and citizens. Transferable skills include problem solving, negotiation, self-management, empathy, and communication

FROM school **TO** work:

**Trends and
Challenges**

Youth have high aspirations but the reality does not meet these expectations.

Aspiration



3 in 4 believe they will get the kind of job they want.

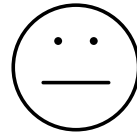


4 in 5 aspire to be in a high-skilled profession.



Over 1 in 3 say they would like to start a business in the next 3 years

Reality



Nearly 1 in 2 are dissatisfied with their current jobs



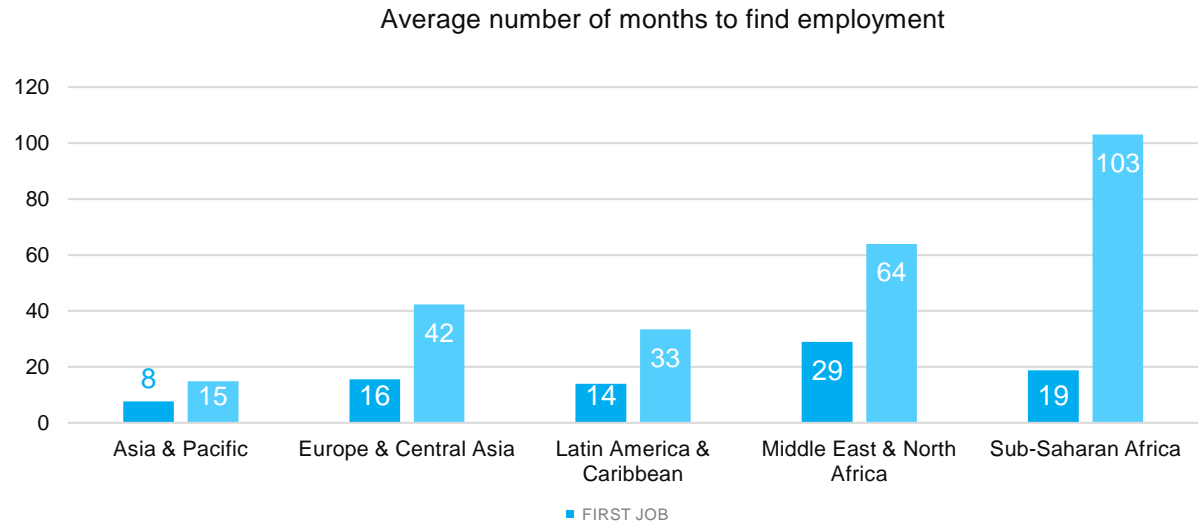
Only 1 in 5 are currently in a high-skilled profession.



Less than 1 in 6 are opportunity-driven early-stage entrepreneurs

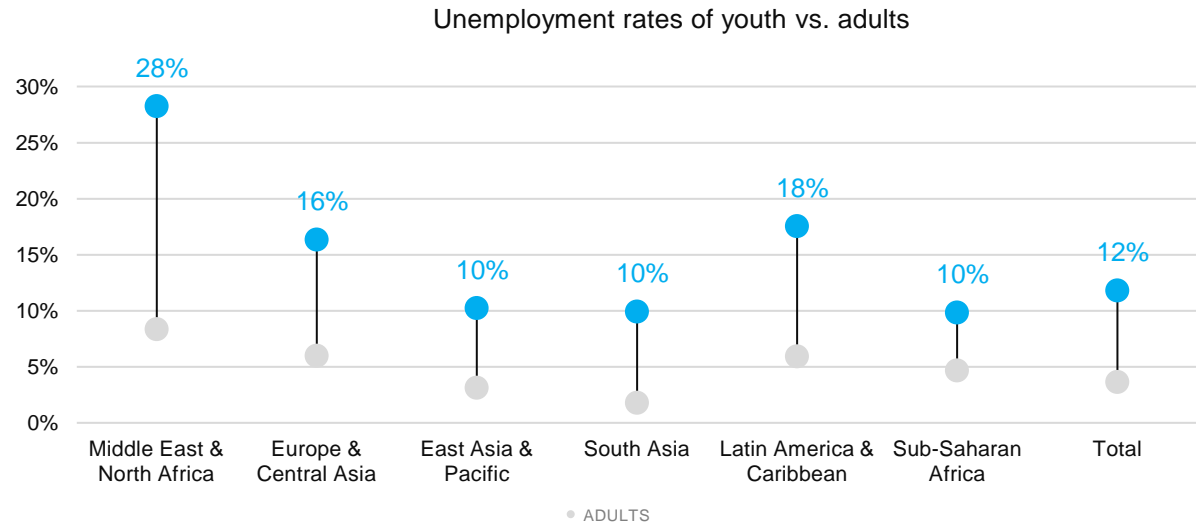
After leaving school, many youth in the developing world find themselves in limbo...

It will take an average of **17 months** for a young person to find their first job and **53 months** to find their first decent job.



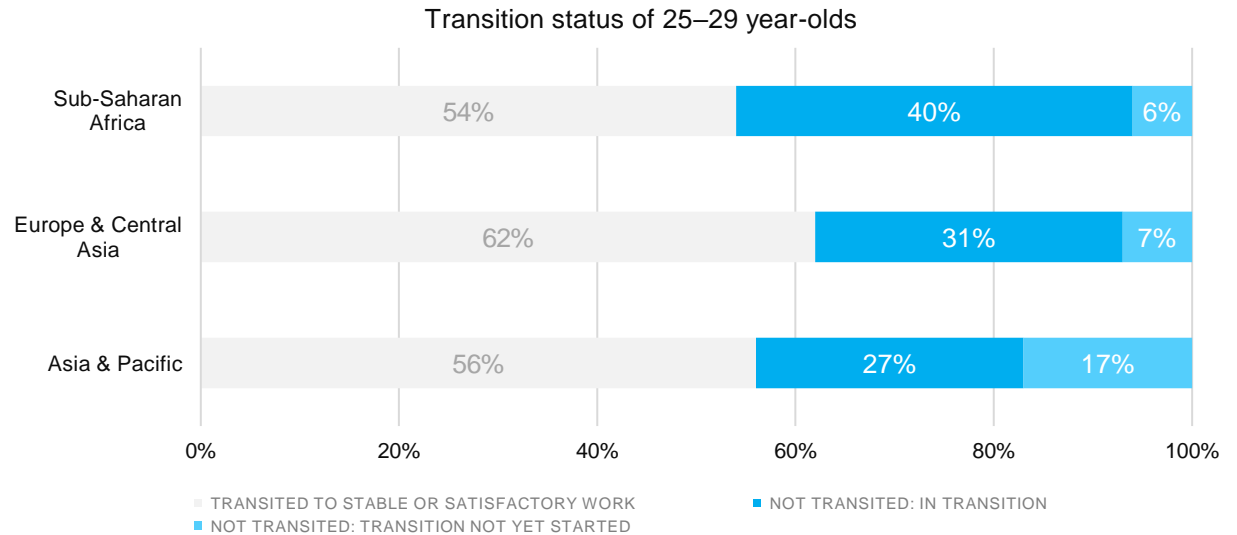
After leaving school, youth in the developing world find themselves in limbo...

Youth are also **three times** more likely than adults to be unemployed.



...and for some, the transition to decent work may never happen.

More than 4 in 10 youth age 25–29 had not yet transitioned into stable or satisfactory employment.



A contributing factor is the skills mismatch

47% of employers say that the main reason they cannot fill vacancies is because applicants lack the skills they need

69% of them feel that their education has not prepared them with the skills to get the jobs they want.

What skills do you aspire to develop to get that job that you want in the next 10 years?

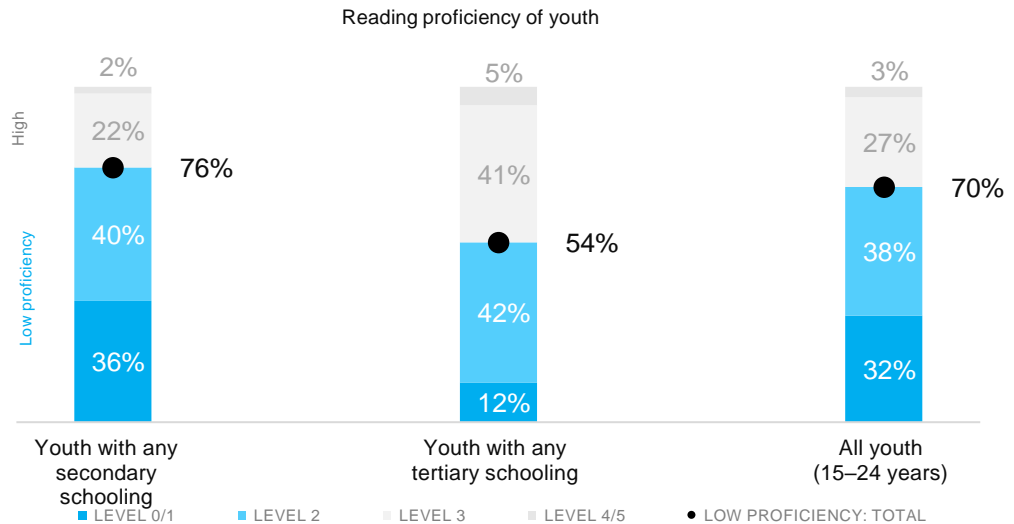


The skills gap emerges early...

60% of 6-14 year-olds are not achieving minimum proficiency in reading and math

6% of countries identify 21st century skills within their education vision, policy, and curriculum, and specify skills progression

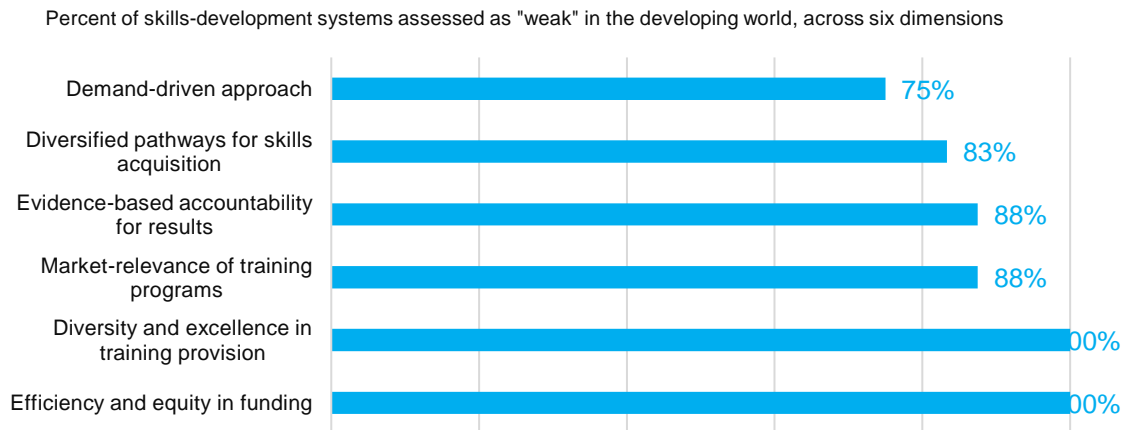
Not surprisingly, gaps in high cognitive skills appear later in the life-cycle at ages 15-24



...and is compounded by chronic weaknesses in downstream skills development systems.

32% of youth feel the skill training programmes being offered do not match with their career interests

The vast majority of workforce development systems exhibit weaknesses in accountability, market relevance, quality, and funding.



NOTE: WEAK IS DEFINED AS A SCORE OF "LATENT" OR "EMERGING" BASED ON THE SABER WORKFORCE DEVELOPMENT SYSTEMS DIAGNOSTICS FOR 24 LMICS.

The digital divide in the developing world also contributes to a digital skills gap in youth

13% countries where more than half of youth can use copy-paste tools

0% countries where more than half the youth can create electronic presentation

Less than 5% youth could write a computer program

36% households in developing countries own a computer

45% of the population in developing countries use the internet

However, skills are not enough if young people cannot access paid employment or start their own businesses...



2 in 3 surveyed employers in developing countries use informal social ties as a main recruitment method.



Over 1 in 3 youth say that the jobs they seek are not available in their communities

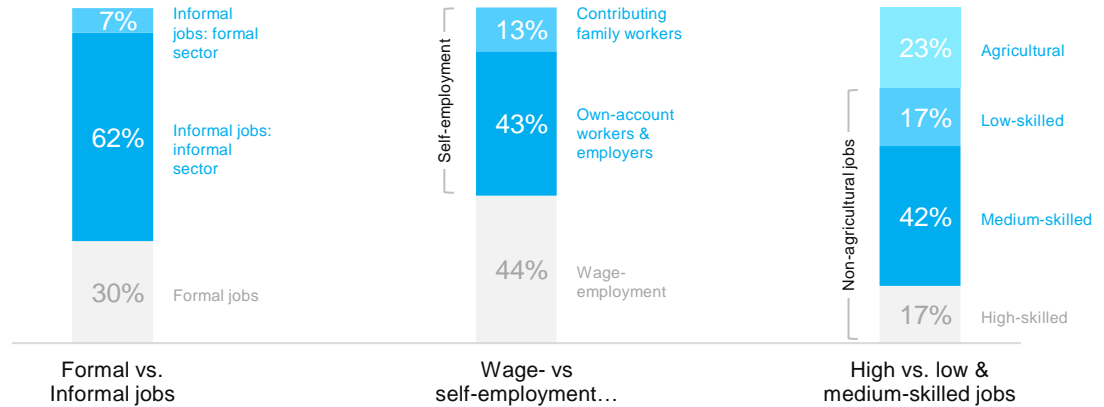


Only 1 in 4 youth are able to access formal or informal financial services.

...or if good jobs simply do not exist.

The majority of jobs in the developing world are informal, in self-employment, and in low to medium-skilled occupations.

Jobs in the developing world



Gender norms and discrimination exacerbate these problems.



Girls are **2.5 times** less likely than boys to have majored in STEM at the secondary level.



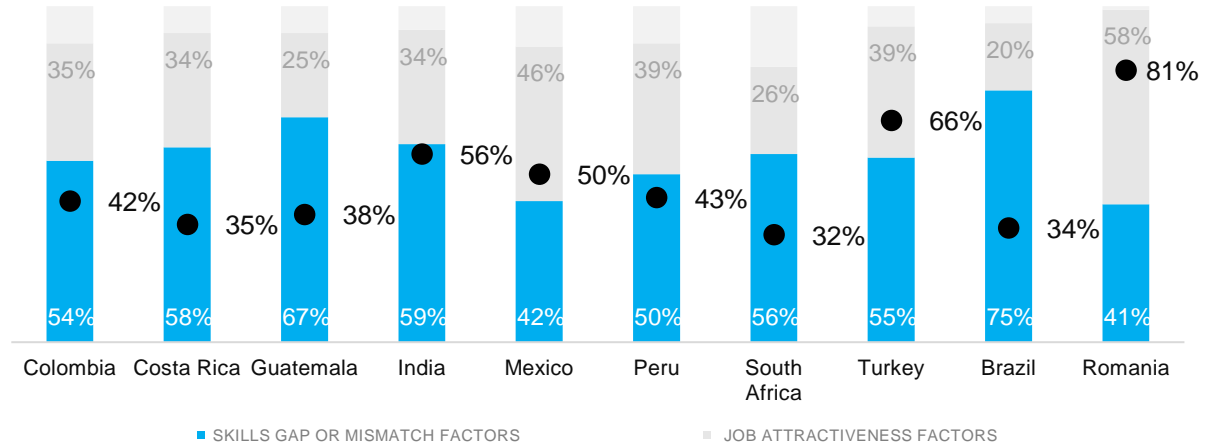
Young mothers are **half as likely** to work compared to young fathers due to unpaid household and childcare responsibilities.

Skills mismatches exert a toll on business costs, productivity and growth...

Skills gaps are the principal source of difficulty for firms in filling vacancies.

74% of CEOs around the world said they are concerned about finding the right skills to grow their business

Employers' reasons for difficulties in filling vacancies



...while investments in skills, particularly earlier in the life cycle, yield positive returns for both businesses and individuals



In India every \$1 invested at the start of education returns about \$53 at the start of employment for a typical Indian company, and \$132 to a typical multinational company with operations in India.

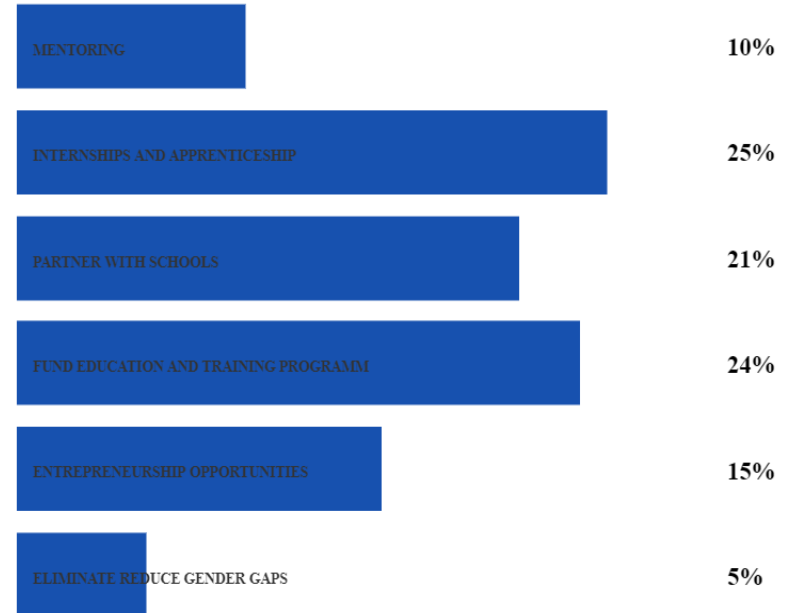


Every \$1 invested in quality preschool education can return up to 7–16 percent in terms of higher wages

Youth perspectives on role of the private sector

What should the private sector be doing to help young people get a good job in the future?

6,090 responded out of 6,604 polled



To learn more about this work and download the full scoping paper, [visit us online.](#)

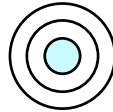
ANDALEEB ALAM

Office of Global Insight and Policy
analam@unicef.org

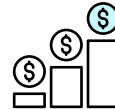
unicef 
for every child

Two thirds of youth employment programs fail due to program design.

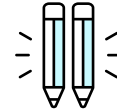
Conversely, successful programs provide a **holistic package** of support based on beneficiary needs, local labor market realities and in close partnership/alignment with the private sector



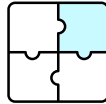
Profiling and strategic targeting of beneficiaries



Linking funding to results



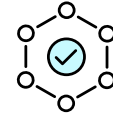
Engaging employers in program design and delivery



Aligning training with labor market demand



Having specialized and qualified personnel



Providing a diversified and integrated package of interventions

Menti.com: What consequences does the skills mismatch have for your company?

Lack of innovation and diversity of thinking

Operational cost to “upskill” new talent to be workforce ready

Lack of personal development and frustration
Lack of internal entrepreneurship
Resilience instead of development

We have difficulties to keep up with operations and innovations.

Concerned about competition

cost

Competitivity going down

Lack of trainings

The business perspective on the skills mismatch

Juliet Stuttard

PwC, UK









WBCSD

The Skills Mismatch

August 2020

Content

-  What do we mean by upskilling?
-  Why is upskilling is important for our clients?
-  The skills gaps and the people trends
-  The impact on jobs & our role



What do we mean by ‘upskilling’?

Upskilling is more than just providing access to training. It's not just about Digital Skills

- It's about identifying the knowledge, skills and experience that will be most valuable in the future
- It's about identifying the individuals who can excel in the new roles and support and inspire people to take action today and continue to adapt in the future
- This means understanding the **evolving skills gaps and mismatches**



Why upskilling for the digital world is important for our clients

Each year, in almost every organisation, there will be **5-10% of roles that radically change creating severe skills mismatches.**

5 to 10%

Organisations need to plan for this. Simply attempting to replace mismatched workers will be hard, time-consuming and increasingly expensive. That said, everyone in the workforce today will benefit from increased digital knowledge and understanding.

The discrepancy between the skills of today and those needed for the new world continues to challenge organisations today

Our research shows that skills gaps are one of the biggest concerns for CEOs, most are ready to embark on their upskilling journey. Not only that, employees are also determined to ensure they have the skills required for the future working world. As the research shows :

55%
of people are worried **automation** or other innovations **will take their job** away.³

55%
of CEOs say skills shortages mean they can't **innovate** effectively.⁵

43%
of CEOs say their first priority is **upskilling** the **workers** they currently have.⁵

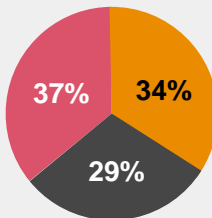
40%
of **jobs** at high risk of displacement by automation by 2030.⁴

\$3trillion
in global **tech investment** each year.¹ Yet growth in **workforce productivity**, by any measure, remains low.²

77%
of people ready to **learn new skills** or re-train to remain employable in the future.⁶

What's motivates workers to learn new skills?⁷

Status seeking
Promotions
or other recognitions



Intrinsically motivated
Curiosity, efficiency, and teamwork

Risk avoidance
Individual achievement within a predictable environment

The challenges facing organisations who are not addressing their skills gaps

Struggling to deliver full value from significant **tech investment**

Changes in legislation and **regulation** need a rapid response.

Poor **employee engagement** and eroding employer brand

Need to deliver on **societal expectations** of organisation.

People costs growing faster than expected

Lack of workforce **productivity** growth

Competitive pressures require rapid transformation to stay ahead

Poor ability to **innovate**

Union resistance to change in working practices



Misaligned employee costs due to **skills mismatches**

Need to integrate **acquisitions** to deliver **synergies**.

¹ Forrester Forecast 2019
² OECD

³ Edelman Trust Barometer 2019
⁴ PwC Economics Analysis, 2018
⁵ PwC CEO Survey, 2019
⁶ PwC Hopes & Fears Survey, 2019

⁷ PwC Tech at Work Survey, 2019

Skills: Keeping CEOs awake at night



74%

of CEOs are concerned about the availability of key skills.

55%

say they can't innovate effectively.

52%

say their people costs are rising more than expected

What impact is 'availability of key skills' having on your organisation's growth prospects?



What does it all mean for jobs?



A new balance

Automation will not only alter the types of jobs available but their number and perceived value.



Pivotal talent – the ultimate prize

Those workers performing tasks which automation can't yet crack, become more pivotal

Creativity, innovation, imagination, and design skills will be prioritised by employers.

Adaptability – the key to the future

One clear lesson arises from our analysis: adaptability – in organisations, individuals and society – is essential for navigating the changes ahead.

It's not just about Digital Skills



- Empathy
- Resilience
- Critical thinking
- Emotional Intelligence
- Flexibility
- Creativity



Getting our story straight is imperative



For our own organisations....

- Share your strategic direction if you want to take your workers with you.
- Be clear about how you will support workers with upskilling or redeployment.
- Be transparent about the commercial pressures you face as you support your workers.
- Build a clear narrative about the future of work.



“It is important for business leaders and HR to work together to produce a strong people-centred narrative about how jobs in their organisation will change. A clear vision of how technology will change the way their people work and the strategies needed to help them prepare is required.”

Carol Stubbings, Joint Global Leader, People and Organisation, PwC

Our collective role...



Business leaders can't protect outmoded jobs, but they are responsible for the people who hold those jobs.

Talent Trends 2019: upskilling for a digital world
Part of PwC's global annual CEO Survey

Creating a new 'demand signal'

- For the labour market
- For education institutions (3- 18 years...)

Call to action and collaborate

- For governments and employers to work together to shape skills and the future talent pipeline

Thank you

[pwc.com](https://www.pwc.com)

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Menti.com: How can business contribute to reducing skills mismatches? How is your firm addressing skills mismatches? (1)

Partnerships with education centres and other actors

Mentorships, apprenticeships and new models of Training for lower skilled youth

Businesses can invest on internships and specific trainings for what skills are needed

Regular personal development opportunities at work

Look beyond the Corporate workforce at jobs and skills within the supply chain, where low income, vulnerable livelihoods are at risk

Through good communication and providing usable skills can address skills mismatch

Engage in foresight and forecast to understand their future need 5-10-15 years down the line

Internships (paid and unpaid); Greater investment at the secondary schools level

Invest in curriculum and pedagogy formulation of national skill building institutions.

Relay what the industry needs to the govt (Ministry of Education, universities, TVET) via employer organisations

Combining TVET + Social and emotional learning for the youth

Succession planning for critical roles (and subsequent up-re-skilling), internal academies, but at the end of the day in a reactive mode and not in a proactive mode

Identify the top 3 social skills needed and relay this to TVET institutions

Working closely with educational institutions and offering relevant internships to students on ongoing basis

Facilitating dialogue between key actors

Collaboration btwn business and nfp

Collaboration with highschoools, workshops for youth

Upskilling our own workforce to then upskill clients and communities

Menti.com: How can business contribute to reducing skills mismatches? How is your firm addressing skills mismatches? (2)

we have a lifelong learning program to enable employees upskilling.

Advocate with education organisations and ministries etc

Challenge to any solution: it's a collective action problem

Internal company university.

more internships, apprenticeships, more involvement in developing curricula with education institutions

Hire new graduates and give an opportunity to them

Regular training sessions for their employees to keep skills updated

Collaborate with the public and education sector, invest early on in the education lifecycle and not only at their workforce

Corporate Voices

Moderated discussion with
Forética and iPeople (Ayala)



Questions

- How does your company address the skills mismatch? (share an example of your efforts)
- What step of the education system do you focus on, and why?
- What do you expect other stakeholders to do, to improve the demand/ supply of skills?

**Q & A and discussion
with project participants**

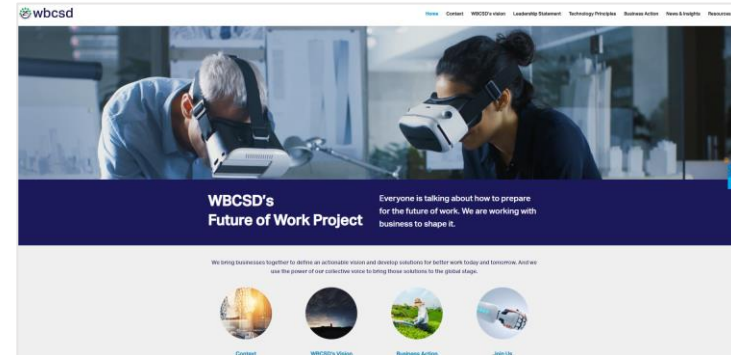


Closing and next steps



Wrapping up today's session

- **Watch** your inbox for slides, recording and key takeaways of this session.
- **Visit** futureofwork.wbcsd.org to learn more about WBCSD's FoW project.
- **Join** our project and the WBCSD Skills Working Group to shape the development of the skills of the future.





Please feel free to contact us with questions and comments
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