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

- Klems Ramos
  Program Manager
  iPeople

- Ricardo Trujillo
  Senior Manager
  Forética
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
- Lack of alignment between GOVERNMENT ACADEMIA BUSINESS
- Lack of alignment between educational institutions and workplaces
- Education systems not providing needed skills, little knowledge of what skills are important
- Education should focus on Personal flourishment + Skills development, rather than knowledge retention
- Not enough investment in quality education that fits job market
- Critical thinking should be at the center of learning
- Lack of coordination between private sector/employer organisations and the public sector
- Top-down approach for learning, limited cross-cultural exchange, knowledge sharing programs and lack of industry affiliation with academics.
- Cannot recruit locally and pay high cost for expatriate salaries
- Slow reforms within education systems
- Little collaboration between education institutions, businesses and government
- Quality of trainers and lack of their professional development opportunities
- Education system 10 years behind industry needs
- High cost for quality recruitment
- Inability to diversify and grow
- Mismatch Education
- lack of lifelong learning culture
- Lack of innovative public / private partnerships
- lack of companies investment in training
- Economic impact – personal and at country level
- Lack of forecasting
- Low levels of investment in education
**Menti.com: In your opinion, what are the main causes of the global skills mismatch? (2)**

<table>
<thead>
<tr>
<th>Cause</th>
<th>Reason</th>
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<tbody>
<tr>
<td>Lack of access to quality education</td>
<td>Curriculums are not adapted to the reality of the job market.</td>
</tr>
<tr>
<td>Gap in after education skills training</td>
<td>Rapid change in IT and technology</td>
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<td>Future of work not well understood</td>
<td>Lack of skill building educational foundation, more training and internship opportunities for young people</td>
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<td>Slow innovation</td>
<td>The world and working life changing so rapidly, that education can not keep up.</td>
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<td>Lack of communication between companies and the education systems</td>
<td>Relevance of education</td>
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<tr>
<td>Harmful traditional approach</td>
<td>Reinforcing loops on inequalities</td>
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The youth perspective on the skills mismatch

Ivan Coursac & Isy Faingold UNICEF
South Asia Regional overview:

- *Education trends*
- *Demography*
- *Employment and skills*
- *Bangladesh example*
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: 34%
- Will learn basic primary level skills only: 39%
- Will not learn basic primary level skills: 27%

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.

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.
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 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%)
The skills for work mismatch in South Asia

Difficulty filling vacancies in Asia Pacific region (%)

Source: Manpower Group 2015

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

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

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

<table>
<thead>
<tr>
<th>Region</th>
<th>Youth Labour Force Participation Rate</th>
<th>Youth Employment-to-Population Ratio (EPR)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1999</td>
<td>2019</td>
</tr>
<tr>
<td>Central and West Asia</td>
<td>46.4</td>
<td>43</td>
</tr>
<tr>
<td>South-East Asia and the Pacific</td>
<td>57.6</td>
<td>47.4</td>
</tr>
<tr>
<td>South Asia</td>
<td>44.9</td>
<td>31.6</td>
</tr>
<tr>
<td>East Asia</td>
<td>67</td>
<td>45.2</td>
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</tbody>
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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
- 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%).

#### Transition to work
- 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.

#### Barriers and challenges to entering the workforce
- 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%

(BANBEIS 2018, E&Y 2019, MICS 2019)
**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**
- **Selection**
  - Learners
  - Master Craft Person
  - Theoretical Trainers
- **Training**
  - On the job Practical training
  - Theoretical & soft skill training
  - Occupational safety and health support
- **Employment**
  - Wage Employment
- **Certification**
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)
- Transferable Skills (Life Skills or 21st Century Skills)
- Digital 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

Source: OECD, PISA 2018 Database, Tables III.B1.14.2 and I.B1.4
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)

NEET RATE COMPARISON IN THE ASEAN (%) – 2016

Share of youth not in education, employment, or training total (% of youth population)
1. Indonesia – 22.5%
2. Philippines – 22.2%
3. Thailand – 14.6%
4. Malaysia – 11.7%
5. Vietnam – 0.6%

Skills Mismatch in the Philippines (2)

• 3 main causes of job-skill 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)
• 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 COVID-19.
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.

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

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

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

SCHOOL — TO WORK

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

Gender norms and discrimination exacerbate these problems.
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.
...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.
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.

Two thirds of youth employment programs fail due to program design.
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
- Competitiveness going down
- Lack of trainings
The business perspective on the skills mismatch

Juliet Stuttard

PwC, UK
Content

What do we mean by upskilling?

Why is upskilling 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.**

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.¹
- **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
- **$3 trillion** 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

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
- Lack of workforce productivity growth
- Poor ability to innovate
- Misaligned employee costs due to skills mismatches
- Need to integrate acquisitions to deliver synergies
- People costs growing faster than expected
- Competitive pressures require rapid transformation to stay ahead
- Union resistance to change in working practices
- Poor ability to innovate
- People costs growing faster than expected
- Union resistance to change in working practices

What’s motivates workers to learn new skills?⁷

- **Intrinsically motivated** Curiosity, efficiency, and teamwork (34%)
- **Risk avoidance** Individual achievement within a predictable environment (29%)
- **Status seeking** Promotions or other recognitions (37%)
- **43%** of CEOs say their first priority is upskilling the workers they currently have.⁵

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?

- 55%: We are not able to innovate effectively
- 52%: Our people costs are rising more than expected
- 47%: Our quality standards and/or customer experience are impacted
- 44%: We are unable to pursue a market opportunity
- 44%: We are missing our growth targets
- 22%: We cancelled or delayed a key strategic initiative

Data from PwC’s 2020 and 2019 CEO survey
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
Business leaders can’t protect outmoded jobs, but they are responsible for the people who hold those jobs.

Our collective role...

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

Talent Trends 2019: upskilling for a digital world
Part of PwC’s global annual CEO Survey
Thank you
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
- Regular personal development opportunities at work
- Engage in foresight and forecast to understand their future need 5-10-15 years down the line
- Relay what the industry needs to the govt (Ministry of Education, universities, TVET) via employer organisations
- Identify the top 3 social skills needed and relay this to TVET institutions
- Collaboration between business and NFP

- Mentorships, apprenticeships and new models of training for lower skilled youth
- Look beyond the Corporate workforce at jobs and skills within the supply chain, where low income, vulnerable livelihoods are at risk
- Internships (paid and unpaid); Greater investment at the secondary schools level
- Combining TVET + Social and emotional learning for the youth
- Working closely with educational institutions and offering relevant internships to students on ongoing basis
- Collaboration with high schools, workshops for youth

- Businesses can invest on internships and specific trainings for what skills are needed
- Through good communication and providing usable skills can address skills mismatch
- Invest in curriculum and pedagogy formulation of national skill building institutions.
- 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
- Facilitating dialogue between key actors
- 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](http://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
fiedler@wbcsd.org