**Group 1: Employability**

Basic Competencies

Intrapersonal

Self-awareness

- Know what they are good at, know themselves

Learning to Learn

- Adaptability
- Resilience
- Role of CLCs/education providers to offer opportunities to learners

Social Intelligence

- Communication

Individual Strengths and Interests

Need to match individual profile with the job profile

Competencies will be based on the job requirements

No need to change themselves to secure a particular job

Work in a job that is aligned with their passion/interest
Group 3: Social Inclusion

1. What are the problems?*
   - Gender inequalities (third gender)
   - Poverty
   - Diverse disadvantaged groups
     - Ethnic minorities
     - Sex workers
     - Migrants
     - Religious, Political, etc.
   - Language discrimination
   - Values
     - Overemphasis on becoming wealthy
     - Death of traditional values (e.g. solidarity, honesty, etc.)
   - Access to quality education (privatisation of education)
     - Segregation
   - Low value placed on the importance of ‘social inclusion’
   - Disengagement of young people
     - Lack of belongingness, lack of sense of community, nation, etc.
   - Individualism vs. Collectivism
   - Wrong use of technology

Points for reflection:

- The diversity of the region
- What about the rich?
- The importance of values in the framework
- Illitera

Competencies

Intrapersonal competency

Social intelligence

Critical and innovative thinking

Global citizenship and cross-cultural competency (need to add education for sustainable development)

Learning to learn – may also be important to be able to catch up with changing times
**Group 2: Young People and Education Systems**

- Traditional curricula/school structure are no longer relevant to current needs
- Need for a shift in education
- Disconnect between what is learnt in school and how these skills are applied to work

**Relevant Competencies:**

Intrapersonal Skills

Social Intelligence

Learning to Learn

- How can these skills be taught? How can teachers be trained to teach them?
- Traditional school structure vs. new competencies
- Schools are less flexible
- School help; social reproduction
Additional inputs
- Parents' mindsets has to be changed in order to transform education systems
- Pre-school education is critical – it is the stage where children’s personalities are formed
- Need to improve the wording of the framework
- Need to focus on attitudes (morals) more than skills
- Mismatch between skills learnt and employer demands
- Need to develop entrepreneurship skills in young people
- Lack of social participation among youth
- Employers tend to confuse the terms skills, competencies and personal values
- Rather than focus on skills gaps, focus on how to nurture people’s natural abilities
- Private sector has to be more involved in education
- European Reference Framework was developed with the aim of unification
- Instead of a framework, perhaps it is better to develop policy and advocacy tools
- Employers see the benefit in the framework, but it has to gain traction
- How best can learners/educators assess their strengths, abilities, talents, etc.?
- Define from whose point of view the framework is being developed. Governments have to be involved for them to take ownership
- Benchmarks based on experiences from the Asia-Pacific
- Distinguish fundamental competencies from general competencies in the framework
- How to implement the framework? Competencies are difficult to measure (what are the indicators?)