APREC
SKILLS AND COMPETENCIES

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Changing economic landscape

- Extended integration of product market and the labor market: Asean Economic Community, The Trans-Pacific Partnership (TPP), FTAs, etc.

- Transition towards knowledge intensive industries with accelerated speed of technological change: Skill-biased technological change

- Intensified competition in technologically advanced sectors: Sudden death of big giants and ‘talents war’!

- Increased income inequality and continued poverty: not just a social concern, but a concern about losing vitality for growth
Implications to skills policy

- More necessity for globally comparable qualification system
- More necessity for establishing systemic involvement of employers
- More emphasis on lifelong learning: Not just a rhetoric, but an imperative
- Horizontally and vertically transferrable learning system
- Importance of solid basic skills
- Comprehensive VET system to address labor market polarization and poverty
- Importance of career service for youths and adults
Future skills?

- On top of clear commitment for ensuring relevant practical skills and solid foundation of basic skills,
- Lifelong learning skills
- Creativity: No more docile, no more diligence only!
- Tolerance: Acceptance of diverse ways of thinking and living - key prerequisite of creativity! (R. Florida)
- Critical thinking: To avoid being drowned by overflow of fragmented information
- Team working: collective creativity, organizational competency, etc.
- Entrepreneurship: blurred demarcation between employed and self-employed
Pedagogy?

- Contextualized learning: For TVET, work-based learning, project-based education
- Project-based education: Creativity, team working, problem solving, changed role of teachers, etc.
- More efforts for strengthening cooperation with industry for better practical learning
Measures and indicators?

- No simple measures for competences acquired, especially for creativity, critical thinking, entrepreneurship, etc.

- Indirect indicators such as the degree of successful transition to work? Vulnerable to other factors, i.e., economic fluctuation....

- Or, indicators about educational inputs and/or direct outputs from education and training?
JUST FOR FURTHER DISCUSSION...

THANK YOU!