Skills and Competencies
Session II Summary Points

August 7, 2014
Relevant Issues and Trends in the Region

• Foundation Skills (for Knowing)
  • Largest adult literacy and reading level challenge and more acute for marginalised groups (e.g. poverty, gender, language, disability) and across rural urban divide.

• Specialised Skills (for doing)
  • Uneven economic growth and transition from agrarian economy
  • Youth- rising number and mismatch between demand and supply of skills

• Transferable Skills (for being and living together)
  • Escalating tension and conflict illustrating growing need
  • Increasingly multi-cultural societies from urbanisation and labour migration
Nature of Required Skills and Competencies

• Not static and constantly evolving to adapt to changing requirements.
• Learner-centric (e.g. Student happiness, joyful learning) but responsive to economic needs.
• Recognition of differential levels of skills within types of skills (GMR)
• Meta skills- learning to learn!
Achieving the Skills and Competencies

- Learner, teacher and employer involvement in curriculum design
- Flexibility exercised by teachers (e.g. Mongolia)
- Investment in teacher training and motivation
- Use of ICT - diversifying teaching material, promoting cultural diversity, fostering creativity while being conscious of the limitations of (any) technology.
- Customised to address marginalised groups
- Bridging the gap between learning policies and learning practices
Targets, Assessment and Indicators

• Common targets and indicators, but some context specific definitions and additional indicators will be needed across countries and sub-regions, especially for specialised and transferable skills.

• Under the first target, remove the phrase “at least X%”. All youth and adults must reach a proficiency level in literacy and numeracy (foundation skills).

• The indicators must address the range of formal, non-formal and informal education and training.

• Consensus on concepts, definitions and measures needed for assessment.
Policy Implications

• Cautionary tale from EFA Goal 3- Danger of diluted prioritisation without clear definitions and targets. Acknowledge the elusiveness of global comparability and settle for appropriately contextualised regional and national interpretations.

• (Sub) regionalism can be utilised for common vision, planning and implementation (e.g. ASEAN, Pacific), with shared understanding of transferable skills across the region.

• The system and provision of skills and competencies must be flexible across countries to accommodate the changing demands for skills.

• Better integration with labour market demands.

• The governments must take the initiative to do the full costing to deliver the targets on different skills.

• Long term plan needed for generating data for assessment.