E-LEARNING COURSE ON SKILLS AND TVET IN GCC WITH A SOUTH-SOUTH APPROACH

WEBINAR REPORT

Partnership building through promotion of technical cooperation & capacity building of constituents using a SSTC approach:

A South-South Perspective

Webinar Report – Module A

Introduction

The Mini-Skills Academy was organized to address the challenges facing Gulf Cooperation Council (GCC) countries (Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates), such as outdated curricula, absence of continuous professional development and poorly equipped schools, poor coordination, and collaboration between TVET and the private sector restricting TVET responsiveness to the labour market. The aim of the academy was to facilitate building of partnerships with trainers and other experts in the region, and among institutions in the spirit of South-South cooperation. The academy also created a platform for open discussion among participants to share knowledge and experiences and identify ways to address common challenges and replicate good practices through the establishment of an online community of practice.

Module A: e-Learning course on systemic approach to skills development through SSTC and peer learning:

30th October – 12th November 2022

The course, which was composed of two modules with each module running for one week, the module introduced the ILO framework of building blocks for skills systems and facilitated a collective self-evaluation of the current TVET and skills development system in place in the different countries of the GCC. The self-analysis of the skills systems embedded a South-South approach, as participants were guided in identifying gaps and bottlenecks as well as best practices in their own countries with the final webinar of the course dedicated to peer learning and pilot identification of potential partnerships.

Webinar 1: System approach to skill development

Stefano provided an overview of the webinar, and the importance of systematic approach on skills development. The presentation covered the position of ILO on skills development; analysis of skills development as a system; and introduction to the five building blocks of skills development.

Citing the centenary declaration of which stresses the importance of human centred approach and putting workers' rights and needs at the heart of economic, social, and environmental policy, he highlighted that when looking at skills it is important to have a human catered approach which focuses on:

- Increasing investment in people's capabilities

- Increasing investment in the institution of work
- Increasing investment in decent and sustainable work
- Skills development[1] play an important role in the COVID-19 recovery package by supporting workers resilience and preparedness for the future, enterprises business competitiveness and countries structural transformation for inclusive, sustainable and resilience growth and productive employment.
- The ILO has a unique positioning in the skills development through the tripartite structure (workers, employers, and government), demand-oriented policies and vocational training, series of multiplier effects by bringing innovation, concrete application through technical cooperation.
- The ILO's work in capacity building is geared towards supporting people's lives and the productivity of enterprises, improved capacity of constituents for a market relevant lifelong learning system and improved governance and coordination, information and analysis flows, rules, and regulations.
- The recommendation of Human Resources Development (R95 -20024), skills development is based on social dialogue, and should be compatible with the policies adopted in economic, fiscal, and social fields.
- HRD policies should facilitate lifelong learning and employability, address economic and social objectives equally, attach great importance to innovation, reduce inequality and encourage public and private investment in the infrastructure needed for the use of ICTs.
- HRD recommendations states that members should recognise that education and training are a right for all and in cooperation with social partners they should ensure access to lifelong learning for all, and governments need to invest in and create conditions necessary to improve education and training at all levels.
- The policies should include national, regional, local /sectoral and enterprise planning, sustainable financing, knowledge and anticipation of skills, qualified teachers and trainers, equality and inclusion measures and link to basic education among other.
- The building blocks of skills development system include:
  a) Policies, structures, and resources for skills development - policies and strategies for reforms, governing and financing skills development.
  b) Anticipating, planning, and monitoring skills development- international cooperation, policy-oriented research and M&E and understanding current and future skills needs.
  c) Developing, certifying, and recognising skills - quality assurance, delivering and assessing skills, qualifications and curriculum for skills development and improving the effectiveness of public and private training providers.
  d) Improving access to skills development and labour market for all- Accessing skills development, supporting transition to and in the labour market, and skills development and the informal economy.

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[1] Every formal, non-formal and informal , technical, and skills-based education and training for employment of self-employment, including pre -employment and livelihood education, TVET and apprenticeship at secondary and tertiary level, training for employment workers, and employment -oriented short courses for those seeking employment.

e) Skills for employability decent work and productivity in the workplace – Skills development and employability, facilitating lifelong learning for workers, supporting skills utilisation and enterprise development, and apprenticeship and work-based learning.

- *Policies, structures, and resources for skills development (at country level)* -   UAE has an investment national strategy for skills development for all sectors through which Ministry of Human resources and private sectors work together in respect to international conventional. The private sectors have benefited especially when it comes transition from informality to formality.
- In China, the Ministry of human resources and social security has put in place a policy on skills development (2021-2025) - Encourage enterprises to build and promote vocational training, strengthening digital skills training, and broadening   the career development channels for skilled workers.
- *Improving access to skills development and labour market for all* - in UAE a system is underway to identify specialised skills and adopting them into the curriculum. A committee on promoting digital activity has also been put in place and training and programmes have been implemented through digital platforms.
- Skills for employability decent work and productivity in the workplace - In Kuwait, training were done to support the transition to make them more productive.

Questions and plenary

- To unify policies concerned or related to the process of skills development among GCC countries.
- Exchange of experiences among labour unions, regarding skills development between Kuwait and other GCC countries.
- It is important to get use of available resource and be inclusive in the process of skills development agenda.

Webinar Recordings Links:

English Recording: https://youtu.be/ol1Gf39MQZQ
Arabic Recording: https://youtu.be/eRctthe8pfQ

Webinar 2: Developing Skills Policy

The webinar focused on   preparation of skills development policies, the relationship between skills development, employability, and job search. In his presentation, Mr. Brahim Tumi from Tunisia (an international consultant on skills) Highlighted the following key issues:

- Policies are accompanied by an action plan that sets out the objective, expected results, and resources necessary to implement the procedure, and the indicators of achievements.
- The state does not work alone on policy formulation but involves other stakeholders and partners, including civil societies in policy selection, formulation, and implementation.

- Policies should be visible, implementable, and in line with international standards and trends so that the policy formulation identifies strengths, weaknesses and accurately diagnose problems.
- Priorities needs to be determined by looking at the data and the hypothesis, studying the feasibility and strengths, and identifying available resources for implementing the policy and their direct and indirect effects.
- Developing technical application skills policies are closely linked to the national guidelines related to labour and social affairs development because skill development cuts across all sectors.
- Unemployment among the youth is a global problem; therefore, developing policies that address young people is essential.
- There is a lack of cooperation between training offers and demand for skills, especially in the private sector, which results in a mismatch between generated skills and the needs of the labour markets.
- There is a need for flexibility and adaptation to develop the means of production that would act as linkages between education and vocational training.
- There are some policies
- Gender, youths, and vulnerable groups need to be addressed when addressing skills development issues.
- In getting the best solution, there is need for considering training and skill development and guarantee the trainee that they will be recognized in the labour markets; facilitating the work at social dialogues at all stakeholders; supporting coordination between the employment policies and skill development policies; improve the training taking into consideration inclusion; encourage on factorial approaches because it is sometimes easy to link a specific industry with some institutions that will work on training these students on electricity on the economy.
- Employment policies should take the context of each country and focus of specific groups.
- National plan should also be considered when developing policies,

Questions and plenary

- There is a need to focus on data and the role of data in influencing the frameworks to tallow for the modernization for frameworks to comply.
- It is important to utilise technology to find solutions and partner with the private sector mainly for entrepreneurs with innovative solutions to deal with such problems.
- There are statistical institutions in developing countries that collect all the data, filter them, and then give bulletins, and sometimes these bulletins are essential for decision-makers.
- There is a need to focus on ICT training for the youths in sustaining and developing work in collaboration with trade unions.
- Participatory approach needs to be embraced by working with the government, relevant ministries, and the employers, in addition to the civil societies.
- It is important to collaborate through the South-South and triangular cooperation and share good practices and experiences from the Arab partners as well as inter-regional

- Social dialogues are critical ways to give ideas to continue the skill development platform and the different challenges facing the sector.
- GCC countries to have certificates for the skills, e-learning platforms encompass local and international media giving training and every student have an e-learning passport where they can register all the skills acquired by the students on the platform.

Webinar Recordings Links:
- English Recording: https://youtu.be/WjXQ_8qwebs
- Arabic Recording: https://youtu.be/Yw2T7UHcxAU

Webinar 3: Competency based approaches and quality assurance

The webinar focused on the impact and formulation of designs of training systems.
Covered concepts and approaches to, elements of competency-based approach as we as recommendations.
What is needed in the job market is the technical skills, and capacity as opposed to certificates.

- The challenge to training is the mismatch to the requirement of the labour market.
- Partnership among stakeholders and employers, is faced with several challenges
- Curriculums provided by learning institutions should match the labour market requirements, and when there is a mismatch between the labour market demands and skills offered an upskilling and updating is needed.
- Quality assurance in the field of training should be promoted in the filed of training in GCC countries
- There should be cooperation between government and the private sector to ensure complementarity and data sharing on skills development.
- Among the challenges of training is the absence of institution centres in most Arab countries as well as mismatch between country of origin and country of destination.
- The labour market is constantly changing thus it is important to give opportunity for employees to upskill and reskilling to move to another job.
- The vocational training system is based on a dual structure: management systems – national policy, legal framework, organization of HR and pedagogical structure – methods and tools related to training.
- Pedagogical architecture/structure – Providing content that was determined by the trainer, school, or the trainer, with the focus of understanding the content rather than mastering the skills, the teacher is at the centre of the pedagogy and the main reference to define everything.
- The European Parliament defines competency as a mixture of skills, capacity, knowledge, and behaviour that are adequate for a particular circumstance.
- It is also defined as a complex knowledge that is based on the mobilization and combination of series of internal and external resources.
- The most important milestone is to state the starting point, state the competencies required to do the job, access, and evaluate the trainee, as well as certification.
- In non-formal competency can be acquired without being in a formal training set up.
- It is important to strengthen partnership at the local, national and regional levels a to achieve a sustainable approach based on

Discussion and plenary

- It is important to partner with entrepreneurship in the region.
- Involving the private sector is also very critical.
- It is important to linking training to labour policy, recruitment policy.
- The lack of training resource person and training centres is also affecting some GCC countries.
- Training system is complex, and it requires a holistic approach.
- Internship and apprenticeship also help in aligning skills with the job requirements.
  Webinar Recordings Links:
    - English link: https://youtu.be/U4Pcg7QwL1g;
    - Arabic link: https://youtu.be/ugKQiI83ybc

Webinar 4: Evaluating national skills system

The session focused on analysing the skills system gaps and main offers at the country level based on the five building blocks: Policies, structures, and resources for skills development, Anticipating, planning, and monitoring skills development, Developing, certifying, and recognising skills, Improving access to skills development and labour market for all and Skills for employability decent work and productivity in the workplace

- Skills mobility is becoming a reality between GCC, and if each country has boundary of certification, it will be a major block in   skills migration.
- An SSTC program between ILO and China – The project focused on skills development in ASEAN and led to the launch of SSTC network that has brought together 22 TVET institutions from ASEAN countries. This network has provided platform for peer -to-peer learning, through knowledge sharing, curriculum development, thus improving digital skills in participating countries.
- It is important to make good use of the network and community of practice to exchange ideas and knowledge among the GCC countries.

Webinar Recordings Links:
- English Link: https://youtu.be/r_uvkA_rtOw
- Arabic link: https://youtu.be/mNPxg2uIaO0

Country gaps analysis and partnership opportunities

Country	Skills gaps	Offers to GCC
Bahrain	- Skills Anticipation- unlocking sectors and assessing needs is still a gap for creating relevant apprenticeships (Lack of entity that would be sector based/ domain based) - Career Guidance needed for employability framework - National apprenticeship framework on Skills Anticipation/ Apprenticeship programmes	- LMI or called the ESP Project from Bahrein that can be offered to other GCC - Funding- LMRA entity that collects employer's needs: from investment perspective- utilisation of national fund - Partnerships with NGOs (students exchange for mobilisation of talents - Higher education and entrepreneurship programmes- funded (investment in the employability in foreign companies) - Employment platform allows for participatory approach
Kingdom of Saudi Arabia	- Lack of necessary skills in the labour market. - The lack of alignment between curricula with the labour market and keeping pace with rapid change in the job market. -	- Involve private sector from other GCC countries - Unified methodology for occupational standards
Oman	- The lack of a clear and specific mechanism for developing vocational training programs that meet the needs of the labour market - Lack of accurate data on the needs of the labour market in terms of number and type, which leads to poor alignment between the outputs of vocational training and the needs of the labour market.	- Exchanging experiences between trainers in the GCC countries - Holding professional conferences among the GCC states - View experiences among the GCC countries in terms of legislation

	- The lack of mechanisms or criteria for evaluating trainers and technicians and granting them a professional license for training. - Poor performance of the governance system in the vocational training system, which negatively affects the level of quality of training. - Bureaucracy - difficulty in making decisions, and slow procedures, which include operation and development	
United Arab Emirates	- The absence of a unified system to promote and introduce specialized vocational programs after graduation - Lack of linkage between educational outcomes and the requirements of the labour market. - The need for mechanisms to rehabilitate job seekers who are not compatible with market requirements - The society's culture supports the academic certificate, unlike vocational education	- Allocating training centres for employees at a subsidized cost - Cooperating with expertise houses or research centres to determine needs - A rehabilitation centre for graduates before joining work - Nafes program to support employment in the private sector
Qatar	- Lack of accurate data on skills systems in the country.	- Private sectors support, Qatar centre for professional development

Webinar Report – Module B

Module B: e-Learning course on Skills Anticipation and Matching with focus on green skills

(20th November - 17th December 2022)

The e-Learning course on Skills Anticipation and Matching with focus on green skills focused on responding to key questions related to skills anticipation in the framework of the green transition through peer learning among the countries by applying South-South and triangular cooperation methodologies. Participants identified not only a national roadmap on the improvement of skills anticipation processes and exercises but also South-South and triangular actions that will link them with specific institutions in the Global North and in the BRICS countries, as well as Arab partners from GCC.

Webinar 1: Rationale for anticipation and matching in a South-South perspective

In her opening remarks, Ms Anita provided a summary of Module A such as the importance of social dialogue, opportunity for vocational training between GCC countries, importance of peer learning within the region. Opportunities for creating networks, unions, association that can suppor6t skills development and matching, sharing of innovations among GCC countries, and creation of a platform for knowledge exchange on the topic of skills.

The technical presentation on Rational for anticipating and matching in a south-south prospecting was done by George Fadel and it covered the following key issues:

- Competency is the capability to apply knowledge through training, while skills have to do with the performing intellectual activity through learning and practice.
- Skill Anticipation is knowing what we need to know what we have at hand or what we need for the future.
- Migration, climate change, digitalization, globalisation, demographic change, and COVID-19 has affected skills matching and anticipation.
- If we must tackle climate change, we also must tackle rapid development i.e., Artificial intelligence, nano- technology, biotechnology
- Technological development and innovation will also affect several jobs, but is also helping in creating more job opportunities, and enable us to perform in a better way to perform certain job.
- In terms of job growth in green jobs, by 2030, 7 million jobs are at risk of destruction where 2 million jobs could be destroyed if workers are not re-skilled into new occupation, 5 million jobs could be reallocated thus there is need for reskilling and upskilling to reallocate within same occupations in growing industries. At the same time, 25 million jobs will be created, where 20 million will need training and 5 million could absorb laid off-workers.
- In terms of the demographic change, developed countries suffer from aging population and there's also a decrease in birth rate. In developing countries, we have a young population with high birth rate, this will create a challenge for young people to acquire the necessary skills.
- Demographic changes have a positive impact in developing countries as it will allow them to export millions of workers abroad thus it is important for governments to put in place policies

for upskilling and re-skilling young people to allow them to keep pace with the new requirements.
- Trade and globalisation help creating new job opportunities, as many corporates can recruit and employ people in other countries and upgrading skills in those countries will improve productivity.
- When a country has a good pool of trained workers then they will be demanded in other countries.
- Increase of averaging schooling and counties are focusing on schooling, as over the year this has increased, thus education training can create more skills and competitiveness on jobs.
- Workforce mobility is important, we can have regular or irregular migration from developing to developed countries in quest for better livelihoods and living conditions, so it is important to streamline works force mobility.
- Mobility among countries increases the world competition, so labour force mobility has made it necessary for many people to upskill and re-skill according to the needs of other countries through mobility or virtually.
- COVID-19 has also affected the world of work over the past two years with loss of jobs, but countries also managed to reskill their population.
- We have horizontal and vertical skills mismatch, at times the skills might not match the occupation(horizontal), one can be overkilled/under skilled for a certain job (negative gap).
- To address skill anticipation, it is important to identify the relevance of training courses, programmes, and curriculum.

Group discussion Summary

The drivers of change affecting anticipation and matching in GCC

- Economic, technological and innovation drivers affect skills positively and negatively in the region.
- Climate change including global warming.
- Skills migration and brain drain between GCC countries.

Opportunities for knowledge sharing and /peer learning in GCC?

- A common/joint platform for GCC to exchange/share knowledge among the countries (ILO can support with this).
- Technology provides a good opportunity to exchange knowledge between countries.
- Innovation and technology provide a good opportunity to share knowledge between each other.

Webinar Recordings Links:
- English Link: https://youtu.be/jReyTfE8XKA
- Arabic link: https://youtu.be/KP73yT5RjNs

Webinar 2: Anticipating skills for greener economies

Anita pointed out the importance of Triangular cooperation, peer learning and just transition within ILO. The webinar focused on skills for greener economies. In her presentation, Ms. Stelina Chatzichristou an Expert on Skills trends, and intelligence from Cedefop[2] (European Centre for the Development of Vocational Training) Highlighted the following key issues:

- The European Green deal – focuses on increasing EU's climate ambition for 2030 and 2050, a zero-pollution ambition for toxic free environment, supplying clean, affordable, and secure energy, preserving, and restoring ecosystems and biodiversity, mobilising industry for a clean and circular economy, and accelerating the shift to sustainable and smart mobility among others.
- Cedofop has been supporting green transition through; environmental policies (2019 skills for green jobs, 2015 Green skills and innovation for inclusive growth, and 2013 skills for a low-carbon Europe).
- Focus on European Green Deal implications on jobs, skills, and VET – new paradigm for economic and social activities.
- Impact on all sectors occupation, learners, implications for all VET- relevant policies and activities (designs, provision, validation, guidance, adult learning, and apprenticeship).
- Using skills intelligence to build up Cedofop Green Observatory – which identify long-term trends in EU sectors, occupation, and skills -levels, developments and trends in key sectors and identify skills trends through Online Job Application System (OJAS).
- Green transition would mean more employment for EU but not for all sectors, some will negatively be affected i.e., coke & refined petroleum, gas, steam.
- There is need to understand, and anticipate the skills and adjust to each sector, which should be relevant to each country/ region.
- Some occupations are expected to be more important than others, - all occupation will have to be trained to ensure future generation are trained.
- Some key occupations, need to be dealt with at the industry level – it is important to understand the necessary skills and adapt it accordingly.
- There is potential of people to transition i.e., from brown to green, this is an important message for policy makers, this will affect the way people are trained.
- Some of the skills and jobs driving the green transition in cities, waste management, circular economy and agri-food: Smart city occupations (green/smart city managers, ICT professional, urban space specialist, transport and mobility specialist, environmental protection specialist, and construction professional); waste management occupations (logistics manager, data analysts, quality assurance manager, energy expert, circular economy plant designer, technical engineer, and waste management trainer).

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[2] Looks into labour markets, changing skills needs and the development of vocational training policies across European Union (EU) Member states. Through research and policy analysis it supports European commission in designing and promoting Vocational Education Training (VET) policy.

- Green transition accelerators and facilitators include soft skills (teamwork, communication) trusted skills intelligence, research and development, entrepreneurship skills, green apprenticeship, empowered local players, and strong feedback loop for agile VET.
- Important role of VET in agri-food up-and re-skilling of adults, young workers about to enter job market, adjust provision to agriculture and food sector needs.
- Skills for the green transition include skills and competencies but also knowledge, abilities, values, and attitudes needed to live, work and act in resource -efficient and sustainable economies and societies.
- Effective skills anticipation implies the collaboration between government authorities, employers, employee organisation, and research institutions/academia.
- Key challenges related to skills for green transition include coordination (engaging relevant stakeholders and meeting their requirements); methodological challenges (deciding on the right data to be collected and, method used, turning data into labour market intelligence, and identifying right target group); policy relevance (being able to translate skills needs information into effective policy action -VET reform, and finding effective dissemination channel).
- *Skills intelligence* – collecting and analysing data and information on current and future labour market trends and skill needs.
- *Skills governance*- The system of institution, operational processes, and dissemination channels aimed at facilitating stakeholder interaction and policy responses based on labour market information signal.

Group discussion and plenary

Good practices on skills for greener economies

- In UAE – there is an ongoing project on green job – which focuses on waste management, financial sector, general sector.
- In Saudi Arabia – An initiative on the economic vision 2030 focuses on use of energy and how to save energy to convert the economy to be greener.
- A new city is also being developed in Saudi Arabia that is based on technology and energy development on green economy.
- In Jordan ILO is implementing a project (G20 TS) that focus on use of technology and smart application in the labour market.
- *Challenges in the GCC on skills for greener economies:* Lack of data source in the labour market and coordination among stakeholders.
- To strengthen SSTC among GCC on skills for greener economies -Information sharing on different ways to achieve resource-efficient, low-carbon and socially inclusive growth; Engage stakeholders in SSTC modalities based on peer-to-peer learning approaches in exchange of good practices and lessons learned.

Webinar Recordings Links:
- English Link: https://youtu.be/pokdjS4NwEY
- Arabic link: https://youtu.be/99CtjvFX0Qs

In his introductory remarks, Mr Kishore Kumar pointed out that combating climate change and global warming is the defining challenge of the century including, regular draught, rising temperature, sandstorms, rising water levels. Countries have committed to through various vision documents (,2025 2030,2045 of different) to promote green growth/ economy and have increase their investment to sustainable initiative such as renewal energy, eco -cities, energy efficiency, public transport, green buildings etc. Green financing is also critical enabler for new investments and regional banks i.e., ISDB are supporting green initiatives; Renewable energy industry will witness trillion of dollars in investment, and green skills will be needed in the future.

- GCC has opportunity for re-skilling, upskilling existing workforce and to develop entirely new skills for emerging new occupations created by green jobs transition.
- To ensure smooth transition in GCC, policies and systems are needed to influence supply of qualified and skilled workers.
- The GCC can achieve this through interventions in human resource development, labour mobility and migration for experts, educational and skill development policy.

The technical presentation focused on ways and means used to anticipate necessary and needed skills for the labour market, national, sectoral, and regional approaches, and importance of combining approaches and tools.

- In the absence of sufficient funds for the research/study there will be constrains despite having an action plan/idea.
- It is important to identify the lifespan of skills anticipation; short term, midterm, or long term; identify direct and indirect beneficiaries and choose the right methodology to use.
- *Quantitative modelling* - is based on quantity, the method allow simulation of current and future scenarios, can be used when data is available, and statistical programs are used.
- We need good and strong model with transparent and reliable data and analysis
- *Mega data methodology* – The digital data is forming a rapidly developing field for researchers and policy areas, and it takes the form of data software. The date can be categorised as data related to human, banking information and information data. Mega data is readily available; however, they might not be well organised.
- *Studying the institutional skills* – is specialised study to study the current situation of institutions and specific required fields i.e., food industry. Helps in developing plans for the employers (can have both qualitative and quantitative questions).
- *Graduate polls and tracking studies*- Used to track if graduate found jobs/whether they are satisfied with their jobs.
- Developing scenarios – can be used for factors affecting change, related to demography, it is a qualitative methodology that is based on the quantitative data. Analysis such as SWOT can be done using this methodology.

- *Focused Group methodology* – is qualitative research, a group of experts can be brought together, and facilitator guides the discussion. The facilitators play a critical role and should be objective.
- *Delphi methodology* – is qualitative method where experts in a certain field are brough together to discuss a long-term problem.
- Each methodology has advantages and disadvantages – so we need to carefully select appropriate method depending on resources and target group.

Discussion and plenary

Opportunities for knowledge sharing on skills anticipation and matching among GCC
- Focus on the importance of research among GCC countries.
- A common platform for training among GCC countries and exchange of studies.
- The establishment of cooperation between Human Resource ministries.
- GCC counties can be employed through all sectors without any constrain, this will attract skills across different sectors.
- Having a community of practice on skills to strengthen knowledge exchange.
- A strategic plan for upgrading skills on green economies.

Webinar Recordings Links:
- English Link: https://youtu.be/m2wlfYnRDOs
- Arabic link: https://youtu.be/HueX9Yk_gHc

Webinar 4: Translation of Skills Anticipation and Matching into policy and practice with an SSTC approach

In her opening remarks, Ms Feixia Li shared a summary of previous webinar on skills anticipation and matching, highlighting the methods and approaches for skills anticipation; opportunity for knowledge sharing among GCC; active engagement with ILO/ITC-ILO; creating of partnerships between different ministries; how to transfer best practices on skills available in each country; and shared virtual training platforms among GCC to share knowledge.

Translation into policy and practice
The presentation by Stefano Merante covered how to transfer skills anticipation results into skills policies and programme; discussed the main difficulties and challenges; and provided a reflection on how to use the knowledge gained during the course at work.
- When looking at skills anticipation, data collected play an important role, the data should be made information that is packaged well and can be digested by both technical and non-technical people. The information should then be transferred into knowledge, at national and regional level; the knowledge is then made available to decision makers through appropriate mechanisms.

Skills anticipation methods and their policy use:

- *Quantitative models and forecasts*- Feed into major policy reforms with a long-term impact (e.g., adjustment of funding allocations to education and training, employment policy and reskilling measures in ALMPs).
- *Foresights, Delphi surveys & scenarios* - Can feed into long-term policy development in various areas and act as a change management tool.
- *Sectoral approach* - Inform qualification/competency standards' development; Inform curricula; Develop sector strategies; Precise industrial policy.
- *Employers' survey* - Can be used in planning/designing short term training courses (reskilling/upskilling) and ALMPs; Can be used for evaluating policies.
- *Tracer studies* - Provide feedback for curriculum development and quality of training; inform potential students, career guidance.
- *Big data and real-time data* - Can be potentially used in counselling and guidance, in strategies development, in forecasts and planning.
- The above information is needed for better career guidance, and policy planning/design; also support peer learning at the national level.
- Some obstacles in development of skill needs activities include lack of funds, lack of human resource with relevant knowledge and expertise, lack of coordination with other agencies involved in skills needs assessment, poor statistical infrastructure, lack of interest/support by policy makers among others.
- Barriers to translating skill needs info into policy: lack of reliability, too qualitative/quantitative, no stakeholders consultation, etc.
- The results of skills needs anticipation and assessments are used for : Policy formulation, Design/update of competency standards, Matching skills & jobs and career counselling.
- Diagnostic and issue identification before NEP formulation in Cambodia background studies followed by tripartite consultation: A survey on skills shortages and skills gaps (NEA-ILO) survey was established, School-to-work transition survey implemented by the National Institute of Statistics (NIS) and ILO, Employment diagnostics analysis, jointly conducted by ILO and the Asian Development Bank (ADB). and Micro, small and medium-sized enterprises study prepared by Emerging Markets Consulting on behalf of ADB.
- The presentation from Yutong Liu (Project Manager and Coordinator, ILO Regional office of Asia and Pacific) highlighted the ongoing project on skills currently being implemented in Laos and Cambodia (i.e., South -south Network skills development, match making between skills and jobs, peer to peer network). Currently, 9 MOUs have been signed, more than 20 workshops conducted (on PPT, cloud computing), 13 workshops on Trainers of Trainers (website designing, digital skills), and more than 500 trainers trained so far.
- As a way forward, he pointed out the need annual meeting to enhance knowledge sharing, development of curriculum and training materials, bilateral visits, joint training on skills competition and documentation of good practices.
- Florus Prinsloo also shared the experience of Synaptic Mentor on skills Anticipation and matching in South – Africa: In SA coding system is used for every single occupation (organising Framework for Occupation) which is updated regularly whenever a new occupation is discovered.

- In her presentation Anastasiia Pavlova (ILO -PARDEV) also provided a summary of SSTC and the role ILO plays (inclusive partnership, knowledge dissemination, act as a facilitator, and follow up on inter -governmental SSTC reports). SSTC partnerships and development cooperation between BRICS and Global south countries focusing on capacity development, sharing experiences and good practices, building partnerships, and strengthening networks.

Opportunities for Knowledge sharing and on skills anticipation and matching among GCC

1. GCC countries should attract the organizations and training centres to enhance and adopt the skills certifications.
2. Creating and accepting Skill Certification and Anticipation, so that those who wish to improve their skills in a specific area further can do so, also getting these Certificates as a substitute for college degrees.
3. ILO to fosters south-south cooperation between GCC countries by organizing a workshop that gives participants the opportunity to hear about different country experiences and compare achievements and lessons learned with their own practices.
4. A common virtual platform for exchanging skills anticipation, improving data collection, and matching between the GCC countries.
5. Cooperation between vision realization offices in the GCC countries, defining long-term strategies, and involving the academic sector by encouraging research to analyse the current situation and bridge gaps.
6. The development of clear strategies and action plan on skills and follow-up mechanisms that refer to short-term and long-term objectives to enhance the integration of learning and training strategies with labour market policies to facilitate skills acquisition.
7. Rotate distinguished and skilled workers in the private sector in the GCC countries, for example, assignments every six months or more in similar sectors in the GCC.
8. It is important to make good use of the network and community of practice to exchange ideas and knowledge among the GCC countries.
9. Engage more with ITCILO and ILO departments.

Webinar Recordings Links:
- English Link: https://youtu.be/aYo3XWrDHE4
- Arabic link: https://youtu.be/uGweDDkZAbQ

Webinar Report – Module C

Module C: e-Learning Lab on Digital TVET & future skills

20th Nov – 17th Dec 2022

The online course targeted TVET specialists, managers, and teachers of GCC countries' TVET centres to rapidly develop their capacities for transforming available materials to suit online delivery and operate distance learning programmes with a strong focus on multimedia, digital (incl. mobile) and interactive learning solutions. This e-Learning training was part of ITCILO's Skills Development portfolio, which targets worldwide capacity building needs to support the implementation of TVET and skills development programmes. The course was designed to be a living experience-sharing platform: through a system of peer evaluation, participants and their institutions connected with each other, creating opportunities not only for peer-learning support moments while using the latest e-tools designed to support TVET, but also for institutional partnerships and reciprocal capacity-building.

Webinar 1: Introduction to e-learning and Peer to Peer learning

Ms Karim, continuing rapid development of digital technology, creates new opportunities and challenges for individuals, enterprises, the labour market, and skills development. The unequal digitalization across the world will require adjustments of the skills systems. It is important for every individual to keep pace with the ongoing digitalization both from supply and demand sides for skills.

On the demand side of skills development systems

- digitalization and technological development are changing the nature of occupations and the skills that are being required in different jobs across all economic activities/ and across the global.
- Digital transformation, not only mean that some jobs will disappear but also most existing work tasks within traditional jobs will be modified, and new skills will be on demand including digital skills, longstanding technical and core skills requirements will also me transformed.
- The development of new forms of work and work organization induced by the constant use of technology also modify human resource strategies with respect to training, talent development and skill acquisition from the market, they also accelerate job and skills

polarisation. i.e., Realtime data and data analytics penetrate the anticipation and matching function of a skills system and require capability of labour market institutions.
- Governments and development partners recognise the importance skills development and life-long learning in creating a level playing field which allows for equal distribution of the benefits of digitalisation within and across society in economies.
- The international community has made strong commitments, including the G20 directive for member state 'Promote digital literacy and digital skills in all forms of education and life-long learning',
- The 2016 OECD ministerial declaration on the digital economy included a strong commitment to enable all people to acquire the skills needed to participate in the digital economy and society through policies that improve the capacity of educational and training systems to identify and respond to the demand for generic transversal and specialist skills that facilitate lifelong learning, on the job training and improve use of ICT for learning.
- Right tools should be given to teachers and trainers, TVET curricula and Staff professional development need to be adapted; strategies for lifelong learning need to be supported; labour market to be integrated with skills development polices and developing countries need to be supported to overcome barriers to digitalisation.

On the supply side of skills development systems

- There are changes on the modalities of access and learning, assessments and certification are being driven by the increasing digitalisation. i.e., use of open educational resources, massive open online courses, blended learning options, are introducing more flexible learning pathways.
- Technology is transforming work-based learning, and apprenticeship, facilitating more informal variance i.e., virtual internships, and other mentored learning programmes are having an impact on multi-channelled career guidance, self-help career guidance and digital portfolios which enables individual cantered learning and power to self-employ.
- New forms of certification including digital online and micro credentials, open online badges, support skills recognition.
- Employment and skills systems are both externals and internal pressure, and they must engage themselves in the digital transformation and challenges.

Key principals for leveraging technology for digital transformation of TVET systems:

- *Social inclusion* - (consider local capacity building of all stakeholders) to make sure technology are used for good and to serve induvial needs capacity to use them.
- *Strategic and integrated approach* – should be viewed rather as a whole involving wide range of stakeholders, inform professional dialogue about the national dialogue and TVET system.
- *A workforce development approach* – That doe not only include short courses for trainers on how to apply digital technology, but learning processes and competency for the new roles, trainers and learners need to be data literate.
- *Stakeholder involvement from the early stages of design* – People need to be empowered to understand what is at a stake.

Digital transition in TVET and skills development systems require a strategic approach to it, supporting changes of areas in all areas, a cross ministry dialogue, and minimizing digital carbon footprint.

Webinar Recordings Links:
- English Link: https://youtu.be/USzyp1xt9DA
- Arabic link: https://youtu.be/HCNQmrZDuko

Webinar 2: The platform: learning management systems

Ms. Noemie shared a brief on the previous webinar and indicated that the webinar was to cover learning management system, presented by Erica Cao (Deputy Project Manager for skills for Job project – a project implemented by Swiss Contact in Albania). The project aims to improve access to employment. She indicated that the project started 2016 working with 9 training centres with 4-5 computers per school, there were some resistances from school leadership and well as from teachers who did not want to use technology for education. Currently the project has been implemented for 7 years working with institutions, with a Moodle platform with many features enabling students to network.

- Students can learn through mobile phones.
- Digital learning materials (best quality international with all subjects developed by teachers)
- The blended learning main components include infrastructure, digital content, capacity building (of different stakeholders) and institutional management.
- The virtual learning environment – requires digital and physical infrastructure and administration maintenance.
- Digital content – is key to making the product successful, with curricula -based digital learning materials available online.
- Throughout the process capacity building of teachers, and students is important, i.e. coaching, use of physical and digital infrastructure, using new ways of learning.
- Leadership is very important when implementing new ways of learning, thus institutional management focusing on strategic planning, monitoring, and quality assurance.

Albina – a management Learning expert shared a brief on setting up the MesoVet learning management system.

- Moodle was chosen because; it is accessible to all, flexible and fully customized, easy integration, pedagogical design, document, and forum support, and it accommodates different languages.
- During Covid- 19 most teachers and students in Albania used WhatsApp for distance learning, with limited access to the internet.
- Technical and pedagogical support was provided on technical use of the platforms, developing digital learning materials, through open online courses.
- Some of the activities during class time include Ice breakers i.e., an interactive poll, video to, or quote to be interpreted; activating the existing knowledge i.e. illustration dialogue cards; and checking on the level of understanding and progress through quiz, case study, flash cards, or games.

Key expertise needed for a learning management system include:

- Pedagogical expertise
- Educational media expertise
- ICT expertise
- Communication expertise
- Monitoring Result Management MRM expertise
- Project management skills.

MesoVet has managed to achieve the following:

- Online knowledge sharing
- Active self-directed learning
- Group work and peer learning
- Teachers' online engagement increased.
- The platform has been endorsed by the government.

Challenges

- Lack of digital skills of teachers &students
- Lack of monitoring and reporting modalities from and towards national agencies.
- Lack of support, clarity, and endorsement from government.
- Lack of infrastructure for students and teachers to access learning content and participate in communication and interaction.

Lessons learnt

- User feedback is very important to improve service and interventions however, it needs time and resources.
- Continuously monitor the effects of the activities to capitalise on opportunities.
- Providing capacity building in big groups seems efficient but is not very helpful and effective. Coaching and working in small groups is the key to change.

English webinar: https://www.youtube.com/watch?v=GHQErfAD9ow

Webinar: Final Webinar and wrap up

Ms Noémie, provided a summary of the course focusing on the various modules covered in the previous webinars. She also mentioned that the learners were well equipped with skills for conducting and implementing training.

Anita Amorim made a presentation on SSTC in relation to Skills Development, covering the SSTC journey at ILO, BAPA+40outcome document, key modalities and SSTC project cycle (focusing on needs match, participatory design process), Dos and Don'ts of SSTC.

A summary of Module A and B sharing some of the good practices and challenges facing GCC countries. Key issues to be addressed include research, collaboration among GCC and having a community of practice, opportunities for knowledge sharing, exchange of experiences among labour unions, importance of collaboration.

The participants were also taking through the south-south meeting point platform, with available key resources on different topics.

Key Recommendations on the Next steps.

- Each course needs to be designed with the right tool to deliver skills training.
- Face to face training should be organized in the future to enable active interaction.
- A community of practices should be established to share good practices among GCC countries.
- Digitalization can help with strengthening data sharing and repository among GCC counties.
- There is need for collaboration among GCC in on skills and skills matching.
- Training tools should ensure accessibility, inclusivity to ensure no one is left behind.
- Engagement is key and human interaction should be incorporated in trainings.

Webinar Recordings Links:
- English Link: https://youtu.be/f-17ANoXZ_E
- Arabic link: https://youtu.be/rMOn7iiK6ao

Webinar Report – Module D

Module D: e-Learning course on Career Guidance through SSTC approaches

(_20th November - 17th December 2022_**)**

In times of changing labour markets and rapid technological developments, career guidance is becoming increasingly important for people to navigate through a more and more complex world. Making the right decisions for education, training and employment becomes more difficult and career guidance services are challenged to provide better access and innovative ways of delivery to both youth and adults in a lifelong learning perspective. Cross-country cooperation, as well as regional and sub-regional exchanges can improve the decision making on skills, and their relevance to labour markets.

Reflections on skills anticipation systems need to be undertaken at sub-regional level, as labour markets of the different countries are more and more intertwined and job opportunities and job-to-job transitions among the GCC countries become increasingly common.

Therefore, participants were stimulated to identify avenues for alignment of their vocational guidance system, with a particular attention to Multi-Stakeholder Partnerships in the global south and the participation of private sector actors in the full development of those integrated systems.

Webinar 1: PES with focus on SSTC and introduction to career guidance

Mr. George Fadel gave a presentation on Public Employment Services (PES) with a focus on the (South-South Triangular Cooperation) SSTC concept based on idea exchanges from the experiences of different countries. This covered a description of the role of PES, challenges faced by countries and role of Triangular cooperation in improving public employment. The key issues discussed included.

1. *Career guidance & its relation to Public Employment Services (PES)*
   Career guidance is defined as a type of counselling provided by professionals and academic practitioners that identifies and explores the most suitable occupation for individuals to start their career paths in the right direction. Career guidance avoids time wasting around career paths and gives a good foundation to allow best possible career outcome by helping individuals learn of different job options and understand the wide concept of the labour market. Career guidance includes several disciplines and needs a coordinated approach to activate and promote employment policies.
   Career guidance and PES play a pivotal role in achieving individual goals and a very important role in employment. They are interdependent. PES is supposed to be provided by Country's' government through Ministries of labour, relevant key players and private employment agencies while avoiding overlap and encouraging interlinkage between these actors. It matches employers and employees.

2. *Objective of PES*
   The main objective of PES is to plan and implement policies aimed at reducing unemployment
   Specific roles of PES include.
   - Providing accurate info about labour market
   - Assisting in job search
   - Providing employment services
   - Administration of unemployment insurance benefits – This is dependent on the country with no surety if GCC countries benefit from the unemployment benefits.
   - Managing labour market programs
   - Monitoring activities of private employment agencies.

   PES should be free of charge and provided by the state to find job vacancies and match them with job seekers. It is also important that there is cooperation between relevant sectors and actors as this acts as a useful means to provide fair access to the labour market.

3. **Focus on the South – South Triangular Cooperation**
   SSTC is a tool used to share the financial capacity and technological capabilities of the south and north countries of the continent. This sharing and exchange of capabilities between the countries interrelates Governments, International Organisations, Academia, Social Partners, Civil Society, Private sectors where they all collaborate and come up with defined study areas, exchange of knowledge and skills and provide good practices from different countries perspectives and experiences.
   The collaboration between South countries and the Triangular cooperation is between countries in Asia, Africa & southern Europe in a collective effort to enforce the development of a country in different sectors such as Agricultural Development, Human Rights, Climate Change, Social Protection and Job Creation. The PES should therefore be up to date with the current ails and needs of the world.

4. **Purpose and importance of the labour market information and its need on PES**
   Labour market information is made available through employment studies. NGOs play a lead role in conducting these in addition to Public and private recruitment and employment

agencies, education institutions (academic and vocational) Alumni tracking approaches / surveys and General population census.

Availability of reliable and appropriate information is an essential component of policy making. Updated and sector specific information aids the understanding of supply and demand of skills and technologies. Different players use this information in the following ways;

- Governments including ministries and agencies need to formulate effective policies to address job creation, to guide public service and create curriculums that address future new skills needed like digitalisation and green jobs.
- Trade Unions use this information to understand wages and the labour market.
- Employers need the enable them to change their services to the current market needs.
- Different stakeholders also use the information for relevant collaborations to help reduce unemployment gaps.
- The public rely on the OIS (Occupational Information system) data to get better direction in terms of skills upgrading and further educational needs.

5. *South – South Triangular cooperation and the coordinated approach needed to develop methods and concepts within the frameworks of sustainable development goals (SDGs).*

Cooperation through experience and knowledge sharing amongst countries and establishment of good policies have contributed to PES in tangible ways;

- New info and biotech have reshaped environmental development, medical advancement, and IT Development.
- Creation millions of job opportunities.
- Reshaping of traditional jobs, systems, and mind-set to feature green industry skills and sustainability.
- Employers are updating their methodologies to address sustainability, climate change challenges and fulfil social protection and decent work.

6. **Challenges faced by Countries with PES;**

The main challenge is lack of active labour market policies. The most vulnerable groups include young people especially those without formal education or training; persons living with disability, informal sector workers due to indecent working conditions.

To improve active labour market policies, there is need to improve awareness of the shortcomings in the design and implementation of these policies. Active labour market policies are government instruments used to improve the level of employment and lower unemployment rates and it can be done by;

- Innovating and modernizing human programs where the government trains unemployed people to include them in the labour market.
- Giving aid / incentives to employers to employ people from certain categories. For instance, through reduction on taxes and contributing to the workers' wage to push them to use new workers.
- Activating local industry sectors in public work programs and reduce layoffs during crises.
- Boosting entrepreneurship through sustainable solutions.

- Collaborating with other countries and learn from their successes and failures, through maximizing the success points and mitigating causes of failures.
- Supporting practitioners from the public employment agencies to peer review the policies and practices through trainings and self-employment programs.

Webinar Recordings Links:
- English Link: https://youtu.be/i_3Y4KHlIO4
- Arabic link: https://youtu.be/ZaKrplj4v4w

Webinar 2: From the Flint to the Micro Chip and the Four Key Elements of Career Guidance

Dr. Arulmani started off by giving an overview of evolution of work, job and career with steps to keep in mind during Career guidance. Theme of the presentation is conceptual foundations and skills in career guidance, explaining the difference between work and career and its evolution.

In ancient times, work was mainly for survival, with utilization of crude tools and mainly a group activity. In present times, work or career is more individualistic and more organized around societal needs with a focus of giving people an identity.

Evolution of work: Frank Parsons is considered the father of career guidance stemming to his book called **Choosing a vocation**. In the pre-industrial years, work was not defined with clear boundaries or guidelines and due to the survival nature of work, people only did what was geographically available around them such as fishing, blacksmith, and farming. In the postindustrial era, employers need workers with specific traits and abilities, and they are guided towards what the job they do needs.

The outcome of the 1st and 2nd industrial revolutions in the period 1760 – mid 1900.
- Numerous new areas of occupation were created.
- Called for new sets of skills and expertise mainly related to manufacturing.
- Outsourcing of human labour leading to massive rural-urban migration.
- Creation of opportunities to make a choice.

***Freedom to make a Choice* is the main component of career guidance.**

The outcome of the 3rd industrial revolution in the 1960s.

Invention of Computers / digital revolution and change of work being physically geographical with upsurge of knowledge specialists and first use of internet.

The world is presently in the 4th industrial revolution.

The future of the present children and youth massively depend on this revolution and consideration should be made during their career guidance. This revolution rose into Cyber physical systems that are intertwined physical and software components that interact with each other in ways that change with context. These systems have led to aut.omization of work tools through; Robotics, Artificial Intelligence, Biosynthetic materials, Biotechnology and 3D printing.

Characteristics of Work as a Career.

All careers are forms of work, but the reverse isn't true. Career is therefore work with certain distinct characteristics.
- Freedom of choice – making a career choice is exercising will; work is obligatory such as washing dishes in the houses while a career isn't.

- Suitability: Most people make choices based on their environment; cultural, religious, and social factors.
- Preparation: Careers need formal education and trainings with certificates.
- Ongoing development: due to digitalization and upsurge of artificial intelligence, careers are ongoing development with some careers becoming obsolete and some leading to the rise of more defined work areas.
- Existence of opportunities.

In a nutshell, developing a career path leads one to;

Give.	Receive.
- Wilful direction of energy	- Means for prosperity
- Specialized effort	- Realization of personal potential
- Their time	
- Meeting societal needs	

Universalization of a career

Career definition and perceptions are not universal and greatly defined by cultural and societal norms in communities. While doing career guidance, if possible, it is important to bring in the whole family into the first sessions and be very culture sensitive as children are greatly influenced by their care givers in the careers they settle in. The main differences in the work perception with evolution are.

Pre-industrial notion.	Western.
- Work was culturally alien	- Careers are culturally congruent
- Work was induced by global transformations	- Career is indigenous to a specific context
	- Career manifestation is spontaneous

Career Guidance.

This is a service that aims at helping an individual optimize personal potential through effective realization of his / her social and economic role as a worker, a lifelong development of personal wellbeing as well as prosperity of the immediate community / society.

Key elements of career guidance.

Career guidance goes beyond job matching, its main objective is to lay the foundations for a lifelong career development.

The career discovery path; career preparation.

1. Understand oneself including their interests, aptitudes, potentials and career beliefs.
2. Understand the world of work; get the skill to look at the world of work critically and creatively; both career and educational information.
3. Develop Career Alternatives; have between 3 to 5 career options linked to the student potentials to enable shifting and choice.
4. Career preparation through qualifications and personal development and registering milestones.

Webinar Recordings Links:
- English Link: https://youtu.be/OTiAj3X8MQI

- Arabic link: https://youtu.be/ajeidagorq4

Webinar 3: Tools and Techniques to promote Self- Understanding

Dr Gideon started off by doing a recap on History of work and career development milestones by reviewing Self-Learning Assignments from the previous session. This session describes the Career discovery path as having four interlocking components; Understanding yourself; Understanding world of work; Develop careering alternatives and Career preparation but will concentrate on Career discovery path through self-understanding. The following key points are to be noted:

Self-Understanding aids one to know their Interests, Aptitudes and Career beliefs. The dual inclusion of interests and aptitude is however critical as it draws ones' desires more firmly into the career decision making process.

Interests are patterns of likes and dislikes; activities that draw a person's attention, evokes curiosity and one can enjoy. *Aptitudes* are capabilities and talents; innate ability that defines ones' capacity for performance. Interest and aptitude complement each other with success in a career being achieved in an environment of intense competition. Interest and motivation are rarely enough and it's important to train an aptitude to become a skill. Interest and aptitude overlap bringing about ones' potential.

Models and theories/approaches about potential

a) *The Trait-Factor Approach; Using Cattell's theory of personality*

This approach is based on the premise that a personality is.
- Defined around certain characteristics and attributes; consistent across time; consistent across situations and has a stable and enduring pattern.

Its main criticism is that situational influences are not considered. It also relies on psychological tests whose validity and reliability can be influenced by; seriousness of the test-taker; cultural background; language fluency; gender and psychosocial factors.

b) *Typological Theory of Career Development; John Holland.*

The trait-factor theory evolved into a congruence model and proposes that Career choice is an expression of a person's personality where people of similar personality end up in similar occupations and is based on 4 primary propositions.
- This theory classifies personality into 6 types and explains that they are characterized with set of attitudes, skills and interests with each type manifesting specific preferences for work and leisure activities, life goals and values.
- The Holland Hexagon of personality types is abbreviated into RIASEC; Realistic – the doers; Investigative – the thinkers; Artistic – the creators; Social – the helpers; Enterprising – the persuaders; Conventional – the organizers.

The primary advantages of Hollands typological theory; it translates theory into practice; it provides tools and instruments for a self-directed search and there is a clear link between self – understanding and world of work.

Its criticism includes it assumes that there are only 6 personalities in human society and its only focused on interest in making a reliable career decision. The model cannot be generalized or reproduced outside the USA.

c) Theory of multiple intelligences – Howard Gardner (1983)

This approach is meta cultural and aims at identifying human Characteristics beyond cultural influences. It's based on the premises that human capabilities are multidimensional with different potential.

- Linguistic potential: related to fluency of language, skill to use words and expressive ability with notable careers being lawyers, journalists, writers, teachers.
- Analytical – logical potential; good reasoning skills, application of logic to solve problems, good with numbers and analysis of data and understand cause-effect relationships. Examples of careers include accountants, detectives, researchers, scientists, actuaries.
- Spatial potential: good skills for visualization, keen observation, vivid imagination, transform observations and imaginations into realities, work with colours and create designs. Examples of careers include architects, artists, most designers, and film makers.
- The personal potential: understanding human behaviours, sensitive to other moods and feelings, managing group of people, help people with their difficulties and promote their well-being. Careers include medics, social workers, hotel managers and psychologists.
- The physical – mechanical potential; fluency of movement, fine motor skills, stamina and endurance, mechanical skills, understand machines, equipment, and tools. Careers include protection services, dancers, engineers, technicians, pilots.

Personal Assessment for Career Guidance.

Quantitative and qualitative methods are widely used to do assessments.

Quantitative Assessments	Qualitative Assessments
- These are done using numerals and usually provide cross-sectional info. They're done using tests, questionnaires, checklists, inventories, and answers are either right or wrong. - Standardized tests whose accuracy depends on how reliable and valid the test is.	- These are non – numerical, verbal data with no mathematical processes. There's questioning and comparison, categorising, and coding. Assessments are done using tests, interviews, observations, discussions, and there's no right and wrong answers. - Interviews, observations, and discussions whose accuracy depends on the skills of the interviewer.

The results of qualitative or quantitative assessment depends on;

- Standardized and culturally and statistically validated for the group intended
- Suitability of age and gender
- Qualification of the administering psychologist
- Accurate scoring
- Interpretation in the basis of accurately developed norms
- Whether the test taker can give it their best shot
- Anxiety, fatigue, scepticism, playfulness can affect test results.

Mixed methods approach.

- This blends both quantitative measurement and qualitative observations with an aim of tying these with the person's lived experience. This approach encourages the counsellor to dialogue with the client within a structure by using the psychometric logic as an objective frame of reference.

- The aim of assessment is not to identify how high a person's score is but to identify the pattern of scores across the five potential factors.
- Mixed methods approach uses the strengths and accomplishments questionnaire (SAQ)
  - Concept 1 – The multiple potentials framework; SAQ focuses on 5 specific potentials; Linguistic, analytical logical, spatial, personal and physical mechanical.
  - Concept 2 – Cultural grounding. It is based on the lived experience and sphere of experience of the test-user.
  - Concept 3 – Uses accomplishments as indicators of talent and aptitude.
  - Concept 4 – It is person – centred where the profile concentrates on the pattern of scores/ performance.

Webinar Recordings Links:
- English Link: https://youtu.be/gztQHjd9Hrk
- Arabic link: https://youtu.be/l3_0x-InVVA

George Fadel described the key concepts that explain the changing role of public employment services and what needs to be put in place to take care of the future of work.

Public employment services.
- Governments and institutions should ensure prompt and efficient delivery of employment facilitation services to job seekers.
- Provision of timely info on labour market.
- Support job seekers in finding long-term employment opportunities and empower them to forge their career paths.

Traditional job services.
- In advanced developed countries, job markets are highly dependent on the relationship between supply and demand and job brokering services using different factors such as competencies, language, age, gender, and resume components.
- These countries administer unemployment benefits to the unemployed and deliver of labour market programs by coordinating between supply and demand of skills.
- Incentives are given to employers by the government to encourage employers to employ and train new graduates and the youth for a period to gain skills.

Actual challenges in different countries
- The main challenge in most countries is that public employment services is slow with outdated information and underutilized databases.
- Digitalization of work and artificial intelligence also poses a challenge to the current work that can be automated.
- Rise of new green jobs, and jobs in renewable energy, recycling, pollution reduction are challenging to countries that are still grappling with other challenges unrelated to jobs.

New norms of labour market.
- Migration of workers is now a global trend and countries must be open to foreigners.

- Changing work patterns and task details has led to career transitions. The current generation is more liberated with and has experienced a work revolution due to their different standards in terms of money and what they care about in jobs.
- New sectors such as biotechnology, nuclear energy and machine learning are now treated as the new norm.

Strengthening the future skills in public employment services

Public employment services should aim to empower and analyse the needed skills for the labour market as it is very dynamic and rapidly changing. Due to this, the employment services should be ready and updated by;

- Acquiring new skills; countries should adopt skill-based classifications of work on a national level.
- Developing a more-holistic methodology approach in the public employment services by understanding and analysing the big data to come up with better policies.
- Developing a common framework between employers, job seekers and public employment services officers through awareness programs and a common language.
- Involving external and internal stakeholders to strengthen the development and execution of skills analysis as well as the uptake of findings.
- Providing information that meets the range of labour market needs through statistical information and have clear national policies on short term needs and foreseen needs of the labour market.
- Strengthening the Public employment services potential in relation to skills intelligence through continuous trainings and workshops to fulfil the needs of labour market. This can also be done through investing in the staff and infrastructure, ICT programs, data bases and artificial intelligence to improve quality of services provided.
- Improve skills intelligence to allow people to embrace peer-learning.

Future of work

- Countries should create job opportunities for their citizens with an anticipation of also hosting citizens from other countries due to labour migrations.

Webinar Recordings Links:
- English Link: https://youtu.be/FNc2mOWkAYM
- Arabic link: https://youtu.be/OiO98hQ8FuI

Webinar 5: Skills for Understanding the World of Work (part I)

Webinar started off with an interactive session including introductions and questions on career guidance. The Intended learning outcome for this module are.

1. Be able to describe key features of the world of work.
2. Be able to describe educational milestones in ones' country context
3. Be able to develop teaching-learning material to help the target group learn about educational milestones.

The previous webinars have extensively talked about labour market and in this module, there is an introduction of the world of work. There is a distinction on available information between world of work and labour market as tabulated below.

World of work	Labour market
- Has static information model with very minimal changes to information since they are based on pedagogic colouring. - Career choosers are needed to learn their career path and career trajectories. - Career choosers need to be acquainted with their educational structure and develop skills for understanding steps and stages of qualifying for a specific career.	- Has very dynamic information that must be updated regularly as it's based on economic colouring. - Labour markets focus on actual jobs and not career paths. - They build on the educational information and prepares a career chooser to enter the labour market as a worker.

Understanding the world of work focuses on two themes.
1. Career information
2. Educational information

Career Information

The main objective of career Information/ guidance is to help individuals develop skills to independently take responsibility of themselves in terms of career development and to bring about self-sufficiency. There are 5 Key questions to navigate career learning.
- Career name – the first step in career learning is becoming familiar with formal labels / names of careers.
- Career definition – knowing what a career is about.
- Career tasks – all careers are made up of tasks and duties that specifically characterise that career and differentiate it from other careers.
- Potential required – different careers require different combinations of potential such as spatial, linguistic, and analytical logical potentials.
- Career path – career requires a specific set of qualifications according to educational norms and licencing rules in each specific country in the form of degrees, diploma or certificates.

Country specific career information pack is the main important thing and changes with each country.

Educational Information.

Career path rests upon an educational path as prescribed by the educational system of a country. Career guidance programme is based on the educational structure of a country. There are key units of educational information that must be passed on through career guidance programme.
- Qualifications: one needs to take up a course, study its contents, do exams and certify the prescribed requirements such as internship or licensing exams. This leads to one obtaining a degree, diploma, or certificate. Certificates are less theoretical and take short period of time

to complete. Diplomas are higher than certificates but have more theory and take longer time than certificates. Degrees are the highest qualifications, often offered in universities and has various levels, bachelor, masters, and doctorate.

- Eligibility: most courses have eligibility criteria which are achievements up to a certain level that are needed to apply for a particular course.
- Recognition: studies and certifications need to be recognized by institutions, regions, countries and globally depending on where one wants to utilize their certifications.
- Sources of career and labour market information. These can be accessed through the daily newspapers, magazines, college information, internet, government departments of education and labour and study reports by various professional bodies and consulting firms.
- Career fairs. This is an opportunity for career aspirants to meet professionals face – face, know about lesser-known careers, widen their exposure to world of work, get role models and access career and educational info from a central point.

These two themes or information can be disseminated in a workshop using worksheets focusing on career information and learning cards that students can use to fill in the worksheets.

Webinar Recordings Links:
- English Link: https://youtu.be/NdCVjAz16TA
- Arabic link: https://youtu.be/V8RtnO4YfdM

Webinar 6: Skills for Understanding the World of Work (part-II)

He started by saying that the session will help in answering the question; How we can be able to create a reliable career dictionary for the students and youth of our countries.
The career Discovery Path.
Four Interlocking components.

Understanding world of work
Intended learning outcome from the module.
1. Be oriented to the skills of compiling career information to create a career dictionary specific to your country context using the International Standard Classification of Occupations (ISCO).
2. Be oriented to developing teaching – learning material (e.g., career dictionary) to help the target group learn how to acquire and assess career information for themselves.

A framework for simultaneous analysis.
- An important aspect of career guidance is to make career information available to job seekers to improve their knowledge of the world of work and make effective career decisions.
- It's useful when we classify occupations systematically following an understandable framework which should allow for simultaneous analysis of;
  o Information about the individual (potential profile)
  o Information about the world of work.
- Practically relevant Career counselling system should provide.
  o Scientific validated basis upon which careers could be categorised into families.

o   System for assessment of individuals' suitability.

Same theory should underlie assessment methods for self-understanding as well as classification of occupations. Benefits for classifying occupations are;

1. Occupational classification systems are schema for categorising career and career data
2. Bringing order unto the way careers are listed.
3. Providing a standard description of definitions and tasks of a specific career.
4. Allows transmission of career information to job seekers in a uniform manner.

Methods of classification

1. *Qualitative* – Hierarchical approaches; experts create a structure from a broad level and scale down to specific levels based on characteristics of an occupational area / work functions, tasks, skill level or job title.
2. *Empirical*-statistical approaches; statistical techniques such as cluster analysis / factor analysis are applied to the knowledge, tasks and skill, and ability profiles associated with various careers. The tasks that cluster together statistically become one category of careers.
3. *The mixed approach*: most reliable methods of classification combine qualitative and quantitative approaches. Experts design a structure using qualitative – hierarchical approach followed by statistical analyses to verify, modify, or provide validation for the hierarchical classification schema.

- **National Occupational Classification systems:** Many countries develop their own system based on a broader, global system but specific to the labour market realities of that country.
- **International Standards Classification of Occupations (ISCO)**: ISCO is a classification structure for organizing information on labour and jobs and forms part of the international family of economic and social classifications of the United Nations. Latest version (4th) is the ISCO-08 published in 2008 provided in different languages.
- GCC countries have an ASCO (A - Arabic) based on the ISCO-08 divided into 10 major groups including all jobs and functions related to Gulf area / Gulf labour market.
- ISCO hierarchical classification system starts from 4 levels and divides all occupations into 10 major groups.
  - Level 1 – major groups
  - Level 2 – sub-major groups
  - Level 3 – minor groups
  - Level 4 – unit group

Labour Market vs. person centred approaches.

- Most occupational classification systems lean toward being labour market centred and are usually industry or sector centred.
- Sector based classification is not useful for career guidance because a wide range of jobs requiring different aptitudes and skill sets exist within a sector.

Theoretical basis for classification.

- A career dictionary is theoretically based on the attributes of the person; and uses either; Holland typological theory based on occupational codes to give more information on tasks and required personalities or the Intelligences Approach.

- When building a career dictionary using the ISCO and the multiple potentials framework, certain resources are required.
  - A reliable globally standardized source.
  - A reliable, person centred theory for classification.
  - A working group of experts who are knowledgeable about the principles of guidance, classification theory and occupations from the country's' perspective.
- Once classifications have been completed, actual dictionary can be compiled in different ways such as.
  - A book
  - A set of career information cards
  - Folders or as a searchable
  - Software apps.

Webinar Recordings Links:
- English Link: https://youtu.be/m8qsD9eXXYk
- Arabic link: https://youtu.be/grO5fgF-cso

Webinar 7: Career Preparation and Entering the Labour Market (Part -I)

George Fadel started off the session by indicating the learning outcome expected from the module.
1. Describe the labour market including concept, components, and changes
2. Describe key trends in the labour market
3. Describe the concept and sources of labour market information (LMI)
4. Describe how labour market information can be converted into intelligence for career guidance.

Dr. Gideon Arulmani acknowledged that the previous sessions covered some of the key aspects of the world of work, and this session will concentrate on the labour market.

The career Discovery Path; Four Interlocking components.

Career preparation

Preparation to enter the Labour Market.
- Parsons (1909) is the father of career guidance and describes it as 'a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work'.
- The labour market is primarily made up of the economic sector which is divided further into several sectors as below.
  - Primary sector – deals with extraction and harvesting of natural resources such as agriculture and mining.
  - Secondary sector – comprises construction, manufacturing, and processing of finished goods from raw materials.
  - Tertiary sector – retailers and financial organizations that provide services to final consumers.
  - Quaternary sector – deals with knowledge / intellectual pursuits including research and development, business, consulting services and education.

Concept, components, and changes.

The labour market is composed of workers, employers, self-employed, unemployed and those in the process of entering the labour market. These are divided into two sets.
- Labour demand – employers / buyers who interact with Labour supply – employees or sellers based on a mutual agreement about the price.
- Supply – The entire pool of available workers of all types, possessing various levels of skills and abilities.
- Demand – the requirement for the 'labour' of these workers at a given point in time.

Industrial Sectors and Geographies.

Sectoral change – change in the relative share taken by the primary, secondary or tertiary sectors in a particular economy. In many developing countries, there has been a noticeable change from the primary to tertiary sectors over last few decades.

Geographical change – Movement of jobs from one area to another. Initially people used to migrate to work but globalization has made it possible for jobs to migrate to people and they're able to work from home. The relocation of jobs occurs due to;
- Supply and demand for products and services; Business conditions and costs; Government policies; Completion; Environmental conditions and Technological obsolescence.

Labour market trends: Accelerated change – macro processes such as upsurge in globalization, advances in technology, greater access to information and industrial and demographic shifts have accelerated the pace of changes. Working conditions have changed and presently virtual workspaces are exceedingly common.

Non-Standard work: The notion of stable job is becoming rare, and more workers are engaged in part-time, contract, temporary or on-call work and can work for more than one employer or be self-employed. Work is executed in nonstandard hours rather than fixed-day schedules with a rise in agency work where one works for a company but employed by a different organization.

Employer – employee relationship: These labour market changes have redefined the employer – employee relationship where employees following the nonstandard approach to work are no longer under complete control of an employer. Non-standard work can however weaken or completely extinguish the social – contract.

Prevarication of work - Labour market analysts describe some sections of the labour force as unsure, precarious, and uncertain where workers are expected to work without guarantees.

Labour Market Information (LMI): This is job information; knowledge, facts, data and relevant institutional information on the supply and demand of the various types of labour services including forms of compensation. LMI assists labour market agents, job seekers and job providers in making informed decisions

Labour market information provides information on.
- Supply; availability of workers, skills and educational level of workers, characteristics of workers in terms of age, gender, disabilities, immigration status, demographic projections of the labour force.
- Demand; employment by regions, occupation, industry. skill, educational qualifications and credential requirements of various jobs, job vacancies and occupational projections.
- Compensation; wages, salaries, earnings, wage settlements, total compensation including fringe benefits.
- Supply, demand, and price are broken down by Occupation, industry and region.

Labour Market Information and Intelligence: Labour market information is raw units of discrete data while intelligence goes ahead to process and interpret this data such that it is relevant to a particular context to aid decision making.

Labour Market Information and Career Guidance: While bringing Labour Market Information into career guidance greatly improves the impact value of career guidance, it is not available in many countries in an organized manner. So, we need to identify what is useful. Useful LMI areas from clients' career decision making perspective are as follows.
- The competition faced
- Entry routes
- The rewards available
- Availability of jobs within certain travel-to-work areas
- Prospects of securing employment in particular careers
- Value of qualification, training / experience.

6 areas of Labour Market Information
1. Demand for labour
2. Progression routes, career structure and earnings
3. Geographical availability
4. Overall trends – is employment increasing in this industry?
5. Skills transferability.
6. Target groups.

Webinar Recordings Links:
- English Link: https://youtu.be/bXIdFLhTMkI
- Arabic link: https://youtu.be/PVF3q5rQooA

Dr. Arulmani briefly touched on the career discovery path; the four interlocking components; Understanding yourself, understanding the world of work, developing career alternatives and finally *career preparation* which is the focus of this session.

The Intended learning outcomes from this session are orientation to;

1. The components of career preparation and steps to building a career.
2. How to create teaching – learning material for job search skills, job advertisements and applications.
3. Creating teaching – learning material for resume writing.
4. Creating teaching – learning material on work experience and internship.
5. Planning job placement programmes.

This session culminates in a discussion about the future and the possible adoptions of new-age career guidance themes.

Components of career preparation.

- After making a career choice from identified alternatives, a career aspirant needs to do career preparation which is related directly to a specific career and is closely tied in with preparing

for the educational section in terms of exams and academic performances; getting ready for job search and the intrinsic attitudes that underlie career development.

- The career development plan: A blueprint for career development that career aspirants develops alongside a career guide.
- One concept is starting small to grow tall, by building upon previous development. Learning from experience to get a better future.
- Success doesn't always mean going-up and learning from failure is part of success.
- Students can be taken through flip charts to discuss career development and answer questions in workshops or webinars.
- Students must be taken through job search skills, having knowledge of employment providers, and understanding job advertisements in terms of entry requirements.
- Some of the employment providers include government agencies, private companies, and self.
- Practicing job search skills starts from, knowing about companies, finding, and understanding a job advertisement.
- Explained into details the good practices of career guidance for students from the point of searching for a job advertisement, how to write a resume, cover letter and applying.

Discussions.

Gaps in career guidance service delivery that need to be addressed in specific countries.

- Shortcomings in the education systems especially in high school and colleges in respect to career guidance and students need to be guided about available jobs and occupations.
- The KSA has a national career guidance framework that sets the skills competencies and qualifications needed by individuals so as to be able to make good choices in their careers, this is however not fully adopted to the lower levels of the education system.

Are there any special Target groups example high school students, unemployed youth and parents for whom career guidance is particularly needed?

- parents of persons living with disabilities / with special needs might need to have some career guidance since most often than not they are the primary care givers and understand their children better.
- Students' workers' employees or job seekers need to be able to know how to make choices to take decisions and this can happen through the establishment of an integrated system of education and career guidance Services
- People working remotely from home might need specific career guidance and support of their skills
- Persons working in the health sectors and industrial sectors

Inter-country collaboration opportunities between GCC and the career guidance

- Need to establish common programs and to share experiences with respect to Career guidance career guidance.

How can the ILO support JCC countries to organize these collaborations with focus on SSTC?

- Organizing workshops to identify the appropriate method or approach and sharing international practices and experiences

- Designing joint programs within the international skill Frameworks
- Capacity building is also one of the good practices like having webinars provides a very good platform for member states to learn from each other.

Introduce electronic systems in the career guidance programs that can understand tendencies and patterns of students or job seekers interests and skills within a period.

When focusing on the inter-country collaboration, the key opportunity is sharing good practices and learning especially from the countries that are already doing very well in career issues where they have a functional career platform. Another opportunity is creating and strengthening networks at different levels; employers working closely with the workers' unions to ensure a harmonious co-existence. Research and data sharing is also a key thing in collaboration as availability of data enables neighbouring countries to know how to support the people who are out of jobs.

Way forward: The main take away from these sessions.

- Do you have a career dictionary suitable for you or for your region?
- Do you have an assessment methodology?
- Do you have a way in which the data can be analysed and distributed?
- Do you have culturally grounded tools for assessment and research?

Career guidance is not a program it should be part of the system and should be brought into the mainstream education system like being part of the high school curriculum. ILO can give technical assistance in setting up a career guidance system for the countries and different consultants can be brought on board to help with this.

In conclusion, behind human capital, is the human being. The dynamics of modern labour market could miss out on this fact and reduce human beings to factors of production. Effective career guidance should equip individuals with guidelines on wading the unchartered waters of labour market.

Webinar Recordings Links:
- English Link: https://youtu.be/QVaHj5WY2E4
- Arabic link: https://youtu.be/612JtdESmHo

E-Learning course on systemic approach to skills development

30/10/2022 - 12/11/2022

ITC

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