ONLINE   **SKILLS DEVELOPMENT**

E-LEARNING COURSE ON SKILLS ANTICIPATION AND MATCHING

31 MAY – 16 JULY 2021
🕐 **7 WEEKS, 60 HOURS**

Information Note

Offered by the Youth Employment in the Mediterranean (YEM) project
Funded by the European Union and implemented by UNESCO

INTRODUCTION TO THE COURSE

Understanding the importance and the main instruments for identifying current and future skill needs and labour market imbalances is a central issue around the globe.

The Why?: Upon completion of the course, participants will have a good understanding of drivers of change which impact skills demand and realise why imbalances occur on the labour market and their consequences.

The What?: This course will help to understand relevant stake-holders the critical milestones, questions, objectives and components of labour market information (LMI), institutional roles and responsibilities.

The Who?: Providers, users and target groups of anticipating skill needs for the labour market.

The How?: Participants will learn about quantitative and qualitative methods, tools for skill needs anticipation and matching supply and demand of skills on the labour market.

WHO ATTENDS THIS COURSE?

The course will provide space for a reflection on how to overcome the existing challenges in this domain to a series of stakeholders:
- Policymakers and technical advisors of Ministries of Employment/Labour, Ministries of Education, as well as other Ministries working in the area of skills development and TVET;
- Members of skills councils, national TVET authorities or similar institutions;
- Representatives of workers' and employers' organizations involved in sectoral, regional or national skills anticipation;
- Experts and technical staff working in the field of TVET planning;
- Relevant staff from Public Employment Services and other institutions engaged in matching;
- Managerial and technical staff of institutions responsible for the collection and analysis of labour market information.
- Staff from international cooperation agencies working in the area of TVET and Skills Development.

End beneficiaries include a wide range of individuals benefitting from timely and accurate LMI and pertinent training programmes, including e.g. job seekers from all ages and backgrounds, in particular youth and graduates; current and future students; planners in the skills development, TVET and education sectors; staff of TVET Centres; curriculum developers; employment services; career guidance services and businesses.

OBJECTIVES

The main objective of this course is to help participants understand the central importance of identifying current and future skill needs and labour market imbalances in a broader policy framework, and to acquire basic knowledge.

Upon completion of the course, participants will have:
- Acquired a good understanding of the drivers of change which impact the demand for skills and the reasons for labour market imbalances and their consequences;
- Discussed critical milestones, questions, objectives, beneficiaries and target groups of anticipating skill needs for the labour market;
- Understood the underlying principles of and the different approaches to skills needs anticipation;
- Analysed different methods and tools related to quantitative and qualitative methods, which can be used for skill needs anticipation and matching supply and demand in the labour market;
- Discussed the different institutional approaches and implications of setting up anticipation systems;
- Acquired a better understanding of how to analyse and translate data from anticipation exercises into adequate policy making and planning.

MODULES

This course will consist of the following learning units:

UNIT 1. SKILLS ANTICIPATION AND MATCHING

- Concepts and definitions
- Drivers of change
- Myths and realities about skills needs anticipation
- Basic principles of skills needs anticipation and matching

UNIT 2: GENERATION AND ANALYSIS OF LABOUR MARKET DATA

- Types of data
- Data sources
- Analysis of labour market supply, demand, imbalances and mismatch
- Institutions involved in LMI collection, including Public Employment Services

UNIT 3: APPROACHES AND METHODOLOGIES FOR ANTICIPATING SKILLS NEEDS

- Key questions that can be answered with skills anticipation
- Quantitative and qualitative approaches to anticipation and forecasting
- National, sub-national and sector-wide approaches

- Combination of approaches and tools
- Case studies

UNIT 4: INSTITUTIONAL MECHANISMS AND ROLES OF DIFERENT ACTORS FOR ANTICIPATION & MATCHING

- Different anticipation systems and their usefulness in different settings and contexts
- LMI and anticipation systems
- Social Dialogue
- Policy coordination
- Governance: national and regional / territorial approaches

UNIT 5: SECTORAL APPROACHES

- Rational for sectoral approaches to skills development
- Sectoral institutional mechanisms
- ILO's STED approach and process

UNIT 6: TRANSLATION INTO POLICY AND PRACTICE

- Translation of findings into policy and planning
- Translation into standards and training programmes

UNIT 7: FINAL ASSIGNMENT

- Development of the final assignment.

FORMAT AND METHODOLOGY

This innovative e-learning course has been designed according to a learner-centred approach in order to better involve participants and keep them motivated. It is highly interactive and engaging, using different methods throughout the seven parts of the course to make the content interesting, relevant and entertaining.

Participants who successfully complete the course will receive a Certificate of Achievement.

LANGUAGES

Participants will be required to have a good knowledge of written English, French or Arabic, as training materials will be available on the e-platform in these three languages.

INFO

COURSE CODE: A9714532