



THE SKILLS CHALLENGE IN EMERGING AND DEVELOPING ECONOMIES

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Educational attainment rates (2015)

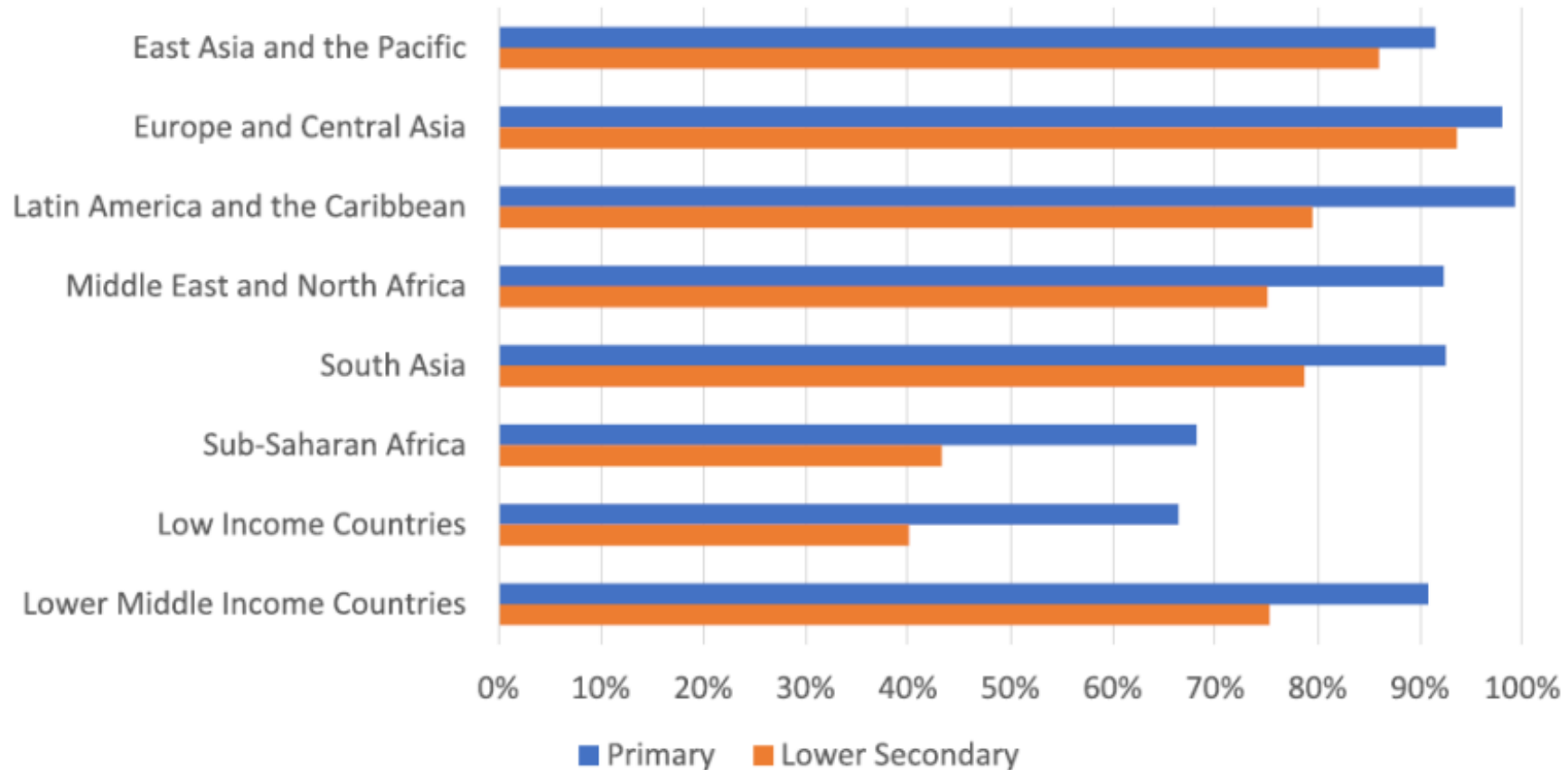
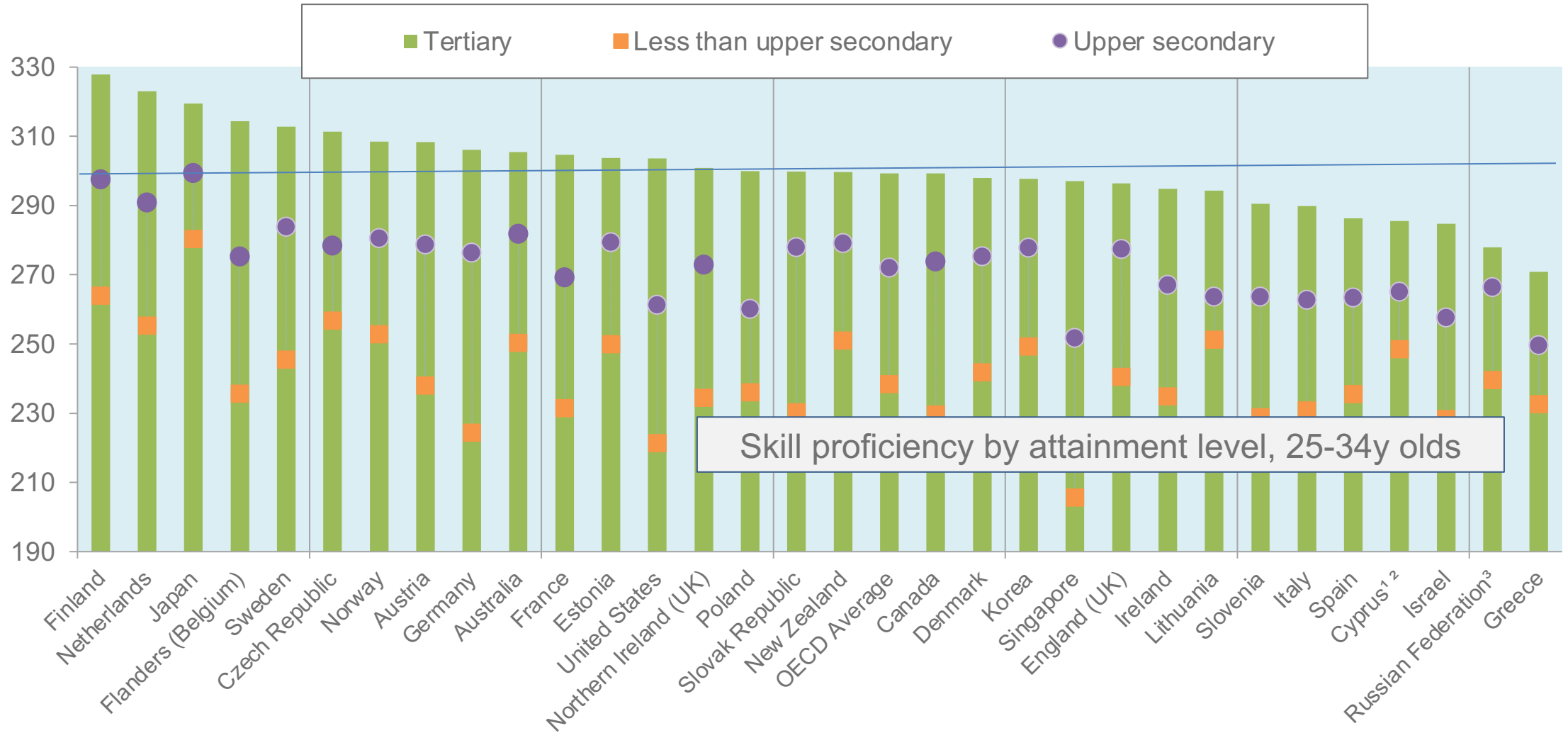


Figure 3: Primary and Lower Secondary Completion Rates across Regions in 2015
Source: Author tabulations using data from [World Development Indicators \(2020\)](#).

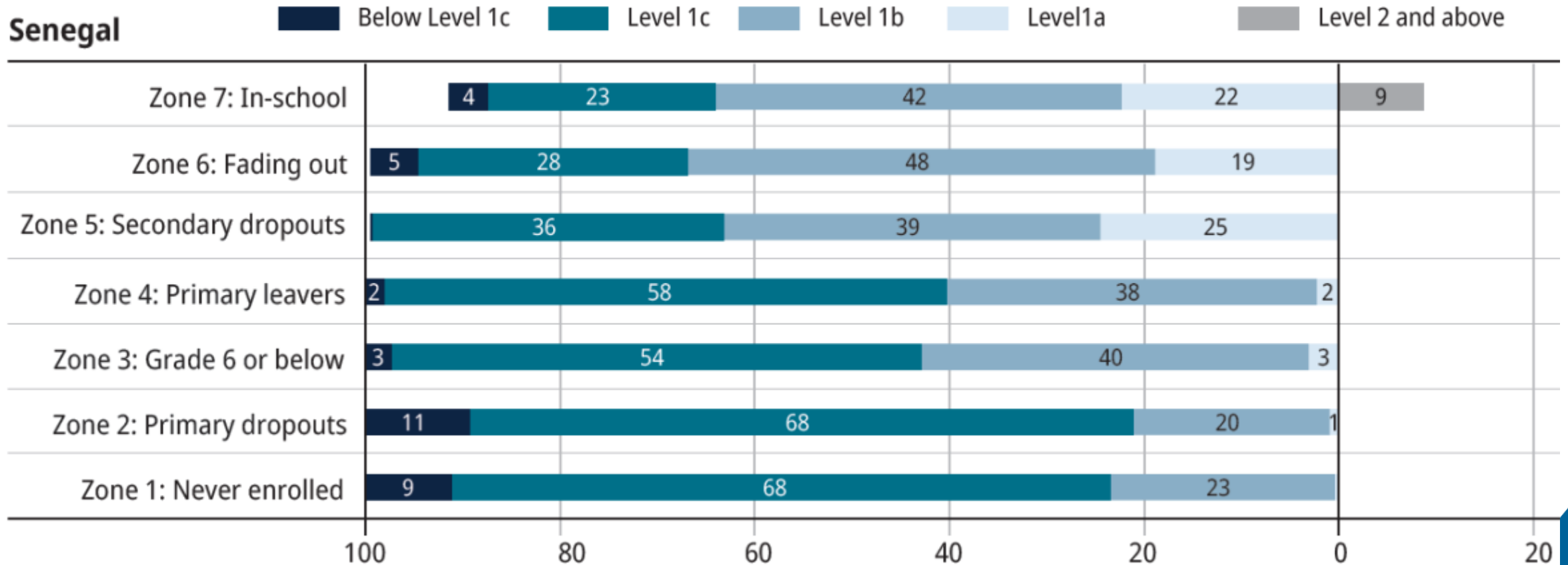


The disconnect between education and skills





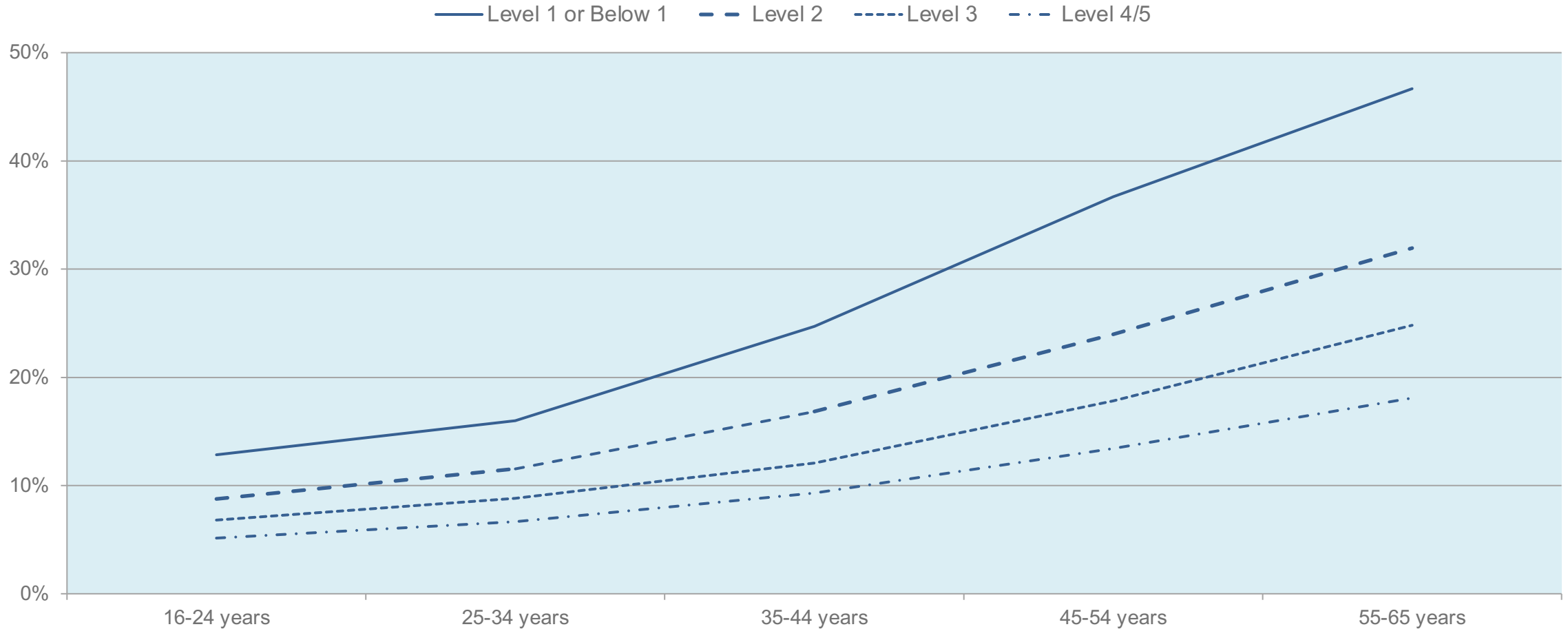
The enormous skills gap (PISA for Development data – Senegal)





The non-economic outcomes of skills

Percentage of adults in fair or poor health, by age and numeracy proficiency

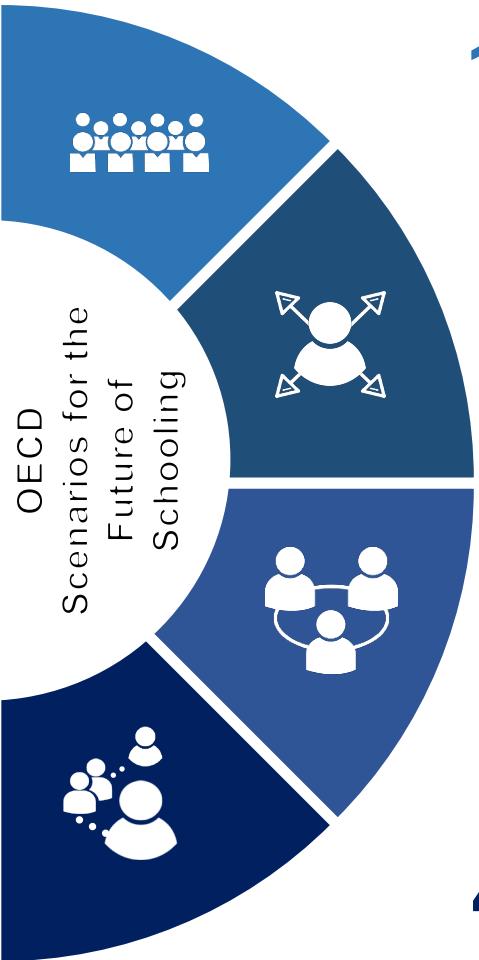




From schooling to learning

- In emerging and developing economies, a schooling strategy will not be able to tackle the skills challenge
 - Institutionalization investments are too high
 - Progress is too slow
 - Equity issues increase, since the bottom of the pyramid is not served well
- A parallel scenario of skills increase through non- and informal learning opportunities, supported by technology is absolutely necessary

Four OECD Scenarios for the Future of Schooling



1 SCHOOLING EXTENDED

2 EDUCATION OUTSOURCED

3 SCHOOLS AS LEARNING HUBS

4 LEARN-AS-YOU-GO



Scenario 4: Learn-as-you-go



Education takes place everywhere, anytime. Distinctions between formal and informal learning are no longer valid as society turns itself entirely to the power of the machine.



Traditional goals and functions of schooling are overwritten by technology. Dismantling of schooling as a social institution.



Open market of “prosumers” with a central role for communities of practice (local, national, global).



(Global) governance of data and digital technologies becomes key.



Thank you!

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