**Skills Annotations**

1. **Skills anticipation.** A skills development system that allows for a timely anticipation of skills can contribute to a more relevant skill formation policy.[[1]](#footnote-2) As technology evolves, and labour markets become more dynamic, the skills that are in high demand will shift and there will be increasing demand for skills complementary to technology, including digital skills, high-level cognitive skills (such as creative thinking, the ability to learn, and problem resolution), and soft skills.[[2]](#footnote-3) To ensure that all workers can obtain these types of skills, successful skills development systems have in place continuous feedback loops between stakeholders at all levels to identify private sector skills needs and translate these into curricula.[[3]](#footnote-4) [[4]](#footnote-5) Many developed countries have ensured employer participation in skills development through the establishment of **Sector Skills Councils (SSCs),** entities that represent employers in a coherent and acknowledged sector of the business community. In countries like the United Kingdom, through the SSCs, different industries have taken a lead in ensuring training programmes’ quality by setting occupational standards and developing curricula and assessment methodologies, among other functions.
2. **Apprenticeship programs** may be a good passport to better jobs for young people outside the school system. An evaluation of the Registered Apprenticeships system in the United States, which is aimed at young people who have graduated from the school system, found that program participants obtained relatively high returns, with positive effects on both incomes and likelihood of being employed (Reed et al., 2012). The program’s cost-benefit analysis is broadly positive (Lerman, 2013). Compared to non-qualified workers, apprentices show higher wages. Other benefits may include a lower job turnover, acquisition of transferable skills and a better match between skills and occupation. For firms, there is evidence that their productivity increases when the participation of apprentices increases as well. Cost-benefit analyses estimate net benefits for firms and for the society in general. See Novella & Pérez-Dávila (2017); Fazio, Fernández-Coto & Ripani (2016).
3. **Psychometric tests** *are a standard method used to measure individuals' mental capabilities and behavioral style.* They are designed to measure candidates' suitability for a role based on the required personality characteristics and aptitude and identify the extent to which candidates' personality and cognitive abilities match those required to perform the role. Employers use the information collected from psychometric tests to identify the hidden aspects of candidates that are difficult to extract from a face-to-face interview.[[5]](#footnote-6) ***Psychometric tests can help determine how best to improve current skills and performance.*** For instance, the California Measure of Mental Motivation is psychometric tests available for training and development purposes.[[6]](#footnote-7)
4. **STEM** *refers to the disciplines of science, technology, engineering and mathematics*. STEM education and training establishes relationships between the four disciplines with the objective of expanding people’s abilities by supporting technical and scientific education with a strong emphasis on critical and creative-thinking skills.[[7]](#footnote-8)
5. The **National Council on Technical and Vocational Education and Training (NCTVET)**, under the auspices of HEART-Trust/NTA, acts as the quality manager of the Technical and Vocational Education Training (TVET) system in Jamaica. It is responsible for developing competency standards and assessment instruments, providing certification to individuals and issuing accreditation to TVET institutions, programmes and registered training organizations. The work of NCTVET helps to ensure that the TVET system in Jamaica meets the requirements of the industry; promotes confidence in the assessment outcomes on the part of industry, employers, enterprises, unions, employees, clients, assessors and trainers; and facilitates assessment processes and outcomes which are valid, reliable, fair and flexible.
6. **Vocational Training Development Institute (VTDI)**, has responsibility for ensuring that the instructors who are certified to operate/practice in the TVET system are competent. VTDI runs educational programmes for TVET teachers and trainers to so they can effectively deliver skills training to better prepare trainees for the world of work.
7. **Finishing Schools** are industry-specific short-term (less than a year) non-formal training programmes complementing fundamental skills from formal academic institutions. Successful implementation of FS to promote employment in the GSS: India, 3Edge Solutions trained 5,000 people between 2006 and 2012, with a 95 percent job placement. Philippines, the BPO Training Academy had a 100% job-placement rate after training 6,308 trainees between 2006 and 2012.Garcia & Bafundo (2014).

1. International Labour Organization (2017). [↑](#footnote-ref-2)
2. Dutz, Mark A., Rita K. Almeida, and Truman G. Packard (2018). The Jobs of Tomorrow: Technology, Productivity, and Prosperity in Latin America and the Caribbean. Directions in Development. Washington, DC: World Bank. doi:10.1596/978-1-4648-1222-4. License: Creative Commons Attribution CC BY 3.0 IGO [↑](#footnote-ref-3)
3. Amaral et. al (2017). [↑](#footnote-ref-4)
4. World Economic Forum (2017). Accelerating Workforce Reskilling for the Fourth Industrial Revolution (4IR): An Agenda for Leaders to Shape the Future of Education, Gender and Work. [↑](#footnote-ref-5)
5. Psychometric Institute (2018). [↑](#footnote-ref-6)
6. Psychometric Testing - Career Development from MindTools.com (<https://www.mindtools.com/pages/article/newCDV_21.htm>) [↑](#footnote-ref-7)
7. Siekmann, G & Korbel, P. (2016). Defining ‘STEM’ skills: review and synthesis of the literature — support document 2, NCVER, Adelaide. [↑](#footnote-ref-8)