

SUMMARY OF THE WORKS OF 2nd Parallel session

ON THE THEME "E-LEARNING AND INCREASED EMPLOYABILITY"

Moderation of the parallel session was carried out by Mr. Jean-Louis François, Executive Director at Employment and Social Development Canada and as rapporteur, your humble server Mr. Bréhima N. SIDIBE from Mali.

Speakers:

Mr. Emad RIZKALLA, CEO, Bluedrop Learning from Canada ;

Mr. Henri MITZBER, Director, Openclassrooms from France

Ms. Yon Soon CHUNG, from KEIS, Republic of Korea.

En définitive, on peut dire que :

In Canada

Bluedrop experience presented by Mr. Emad :

Bluedrop is a learning system that enhances youth, migrants and other people's employability through the use of mobile applications.

Technology as an efficient method and solution for the development of professional training.

According to some studies, 25% of jobs are likely to be affected by technology in the next decade.

At the same time, 25% of companies complain that they do not find the profiles they need on the market; the labour forces are polarizing; the less trained or unskilled employees will disappear if nothing is done in the short or medium term.

E-learning then appears as a collaborative and efficient tool, which, because of its flexibility, responds and adapts as much as possible to the demands of the labour market, despite the vastness of the territory.

It is intended to be open and accessible for everyone.

The system thus benefits from Federal Government funding to support and boost local development.

It is a system for which neither time nor space are obstacles.

Indeed, session participants were informed on applications that help job seekers to assess their own experiences and skills and access jobs by applying online for job offers available after having followed training courses appropriate or adapted to their needs for integration or conversion to other jobs.

It does not require large investments in infrastructure development and it is considered as a very effective tool for learning, training, enhancement and retraining for workers as well as for the underemployed and job seekers.

Thanks to this system the unemployment rate is at its lowest in 25 years, although it varies from one region to another. It is at an average of 5.3% at national level.

Productivity has also improved given that e-learning does not affect working hours. This is because the employee, at the end of the work day, is free to take the desired courses, can train himself and acquire new skills he/she needs or that the company is missing.

For all those reasons today Canada counts with more than 200 centres and institutions specialised in e-learning.

The country also counts with work groups in some regions throughout the world regarding this area. The aim is to give other countries the possibility of developing their own e-learning systems.

The goal is to give answer to the following question: What can we do for our job seekers? All for the sake of promoting or facilitating labour market insertion.

Openclassrooms

A company under French law; it is a free e-learning platform for job seekers. It counts with more than 4 million learners, mainly from Europe and Africa, taking around 2000 digital professions modules.

Openclassrooms trains people who already their very own professional project.

The initial training period is 6 months after which a recognized certificate or diploma is issued.

Thanks to a guarantee and sponsorship mechanism that the company provides to its learners/students, most of them already find a job before the end of their training/graduation.

Furthermore, it is becoming clear that companies today have more needs of skilled and competent workers rather than diplomas.

Openclassrooms also provides trainings "à la carte", that is to say at the request of a company based on its needs on human resources.

This is how the company has established a Foundation and has just been asked by Google.org to provide services for the training of 100,000 people in various modules and profiles.

Openclassrooms is in partnership with a dozen of PES and several NGOs in Europe, and particularly in Africa.

Based on a number of findings of the inappropriateness of basic training and the needs of the labour market, Openclassrooms has tried to reverse the trend by going to companies to collect information on the profiles they need (e.g. the Developers).

The main goal that the Platform has set is to give answer to the question: "How to support job seekers in order to promote or facilitate their professional integration thanks to the great number of opportunities that the digital domain has on offer?"

In the Republic of Korea:

HRD – Networks Example

From 53.5% apprentices in 2012 to 60% in 2016;

Most e-learning apprentices vary up to 40 years.

The e-learning rate is 60% of learners against 40% for conventional training structures (Class).

A service launched in 2003.

It is an online portal and also an online training network. It offers e-learning and training scholarships as well.

A net growth of this trend has been observed for 14 years.

Today the system counts with 692 000 students that benefit from these training courses.

Job search services and online job interviews are available to all in a fair and equal manner.

Research of online training courses through multi-content applications to improve their skills to promote their professional integration, are also available full-time for all users.

All these services are accessible from a single link.

A free process and online video training adapted to the market needs. Possibility of registering your own online interview.

Empowerment needs to improve productivity, but all market players must adapt to it.

Schooling cycles increasingly shorter.

Open process available to all.

2000 courses for the benefit of 149 Universities around the world.

50% of students work full-time while learning to enhance their skills.

There are active steps to accompany this evolution.

Through HRD Networks connected platforms are built for integrated jobs, aiming to improve the employability and accessibility of jobseekers in the labour market.

All of this is supported and assisted by the Korean Government.

Through an integrated data analysis, it becomes easier to know the needs of the labour market and to develop or adapt the consequent policies.

It aims to reduce labour market troubles in Korea and around the world as well.

However, small businesses due to the system because they have problems to follow and adapt to the context.

An observation that is increasingly common is that skills outweigh diplomas/degrees.

They also make it possible to measure the performance of innovative mechanisms aimed at enhancing job seekers' employability and the efficient and effective performance of the main tasks of our PES.

Questions/Answers

During the session participants had the chance to contribute and to ask the following questions:

- 1. What steps must be taken to enable WAPES to effectively bridge the digital divide between Northern and Southern countries and what role should our Public Employment Services play?**
- 2. What about return on investment in the field of e-learning?**

Conclusion

Speakers' presentations showed that:

For jobseekers:

E-learning (effective training adapted to the labour market needs while ensuring the employees' presence at work) offers important opportunities for workers and other job seekers by continuously optimising their employability according to the realities and needs of the labour market.

For companies/employers:

Employers improve their productivity and their competitiveness by providing employees who meet the needs on qualified and competent human resources.

For the government:

The Government because it helps to reduce unemployment and the social pressure that arises while supporting the performance of businesses that create jobs and wealth.

In the end, despite the diversity of contexts and means, the challenges and obstacles are the same for all countries, for all continents and for PES, in particular.

Also, e-learning and working at the same time helps to keep the worker in his job while providing him new skills or even retraining him for another profession adapted to the needs of his employer or the labour market.

However, e-learning training has to be continuously adapted to the work force.

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The rapporteur

Bréhima N. Sidibé

ANPE - Mali