Building relevant learning-labor trajectories in Latin America and the Caribbean in Practice

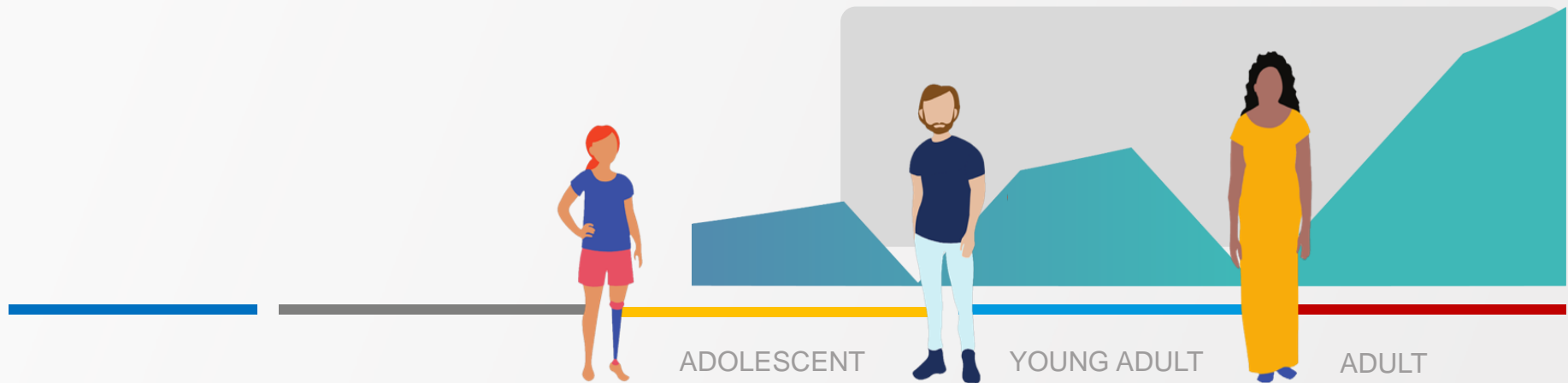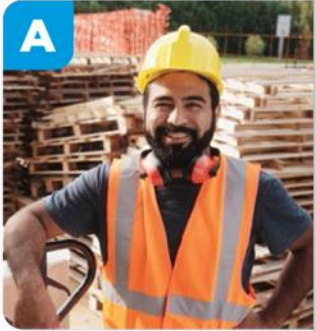Graciana Rucci

July 2nd, 2025

IDB

CHALLENGE

How can we equip the workforce with the skills needed to access and progress in quality jobs through relevant and high-quality lifelong learning?

ADOLESCENT   YOUNG ADULT   ADULT

SUCCESFUL COUNTRIES DEVELOP 4 BUILDING BLOCKS...

A SKILLS NEEDS IDENTIFICATION FROM PRIVATE SECTOR

B CURRICULUM DEVELOPMENT BASED ON QUALIFICATIONS AND COMPETENCIES CERTIFICATIONS

C CERTIFICATIONS AND QUALITY ASSURANCE

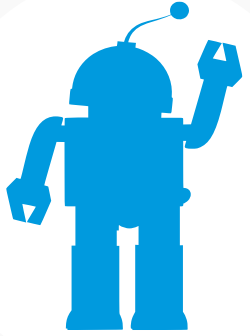**D** BUDGET PLANNING AND FUND ALLOCATION

GOVERNANCE AND INSTITUTIONAL CAPACITY

MODULAR, CUMULATIVE AND FLEXIBLE LEARNING PATHWAYS

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FOUR TRENDS...

New
technologies

Aging

Climate change
and energy
transition

A more inclusive
and diverse world

...that are great opportunities with right skills, in the right place and at the right time

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LAC AT A GLANCE

75% of young people report difficulties finding jobs

75% companies cannot find the talent they need

70% of people depend exclusively on their jobs to generate income

43% of workers in LAC work in informality

LAC ranks at the lower end among participating countries in PISA tests

60% graduate from high school

80% of adults who do not complete secondary education have low levels of math and literacy skills*

60% of those who complete secondary education lack the foundational skills expected*

40% of employed adults possess skills that do not match their job requirements, primarily due to underqualification*

*Own elaboration based on data available for four countries from CIMA and the Survey of Adult Skills (PIAAC - 2012, 2015, 2018)

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LAC IN PRACTICE

THREE DIFFERENT SOLUTIONS IN DIFFERENT CONTEXTS

A SKILLS NEEDS IDENTIFICATION FROM PRIVATE SECTOR

B CURRICULUM DEVELOPMENT BASED ON QUALIFICATIONS AND COMPETENCIES CERTIFICATIONS

C CERTIFICATIONS AND QUALITY ASSURANCE

D BUDGET PLANNING AND FUND ALLOCATION
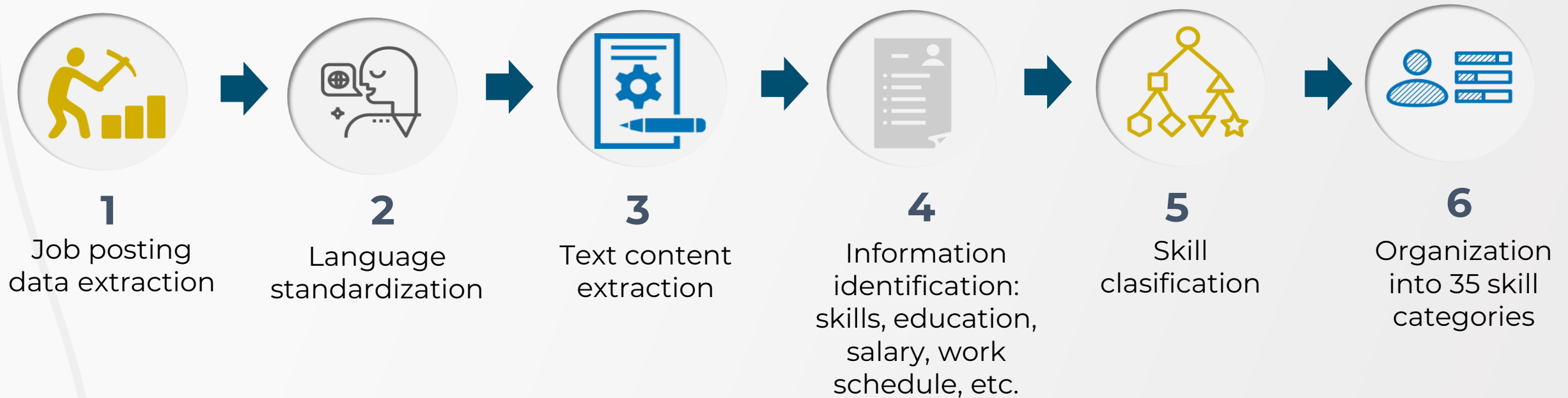
LAC IN PRACTICE

A

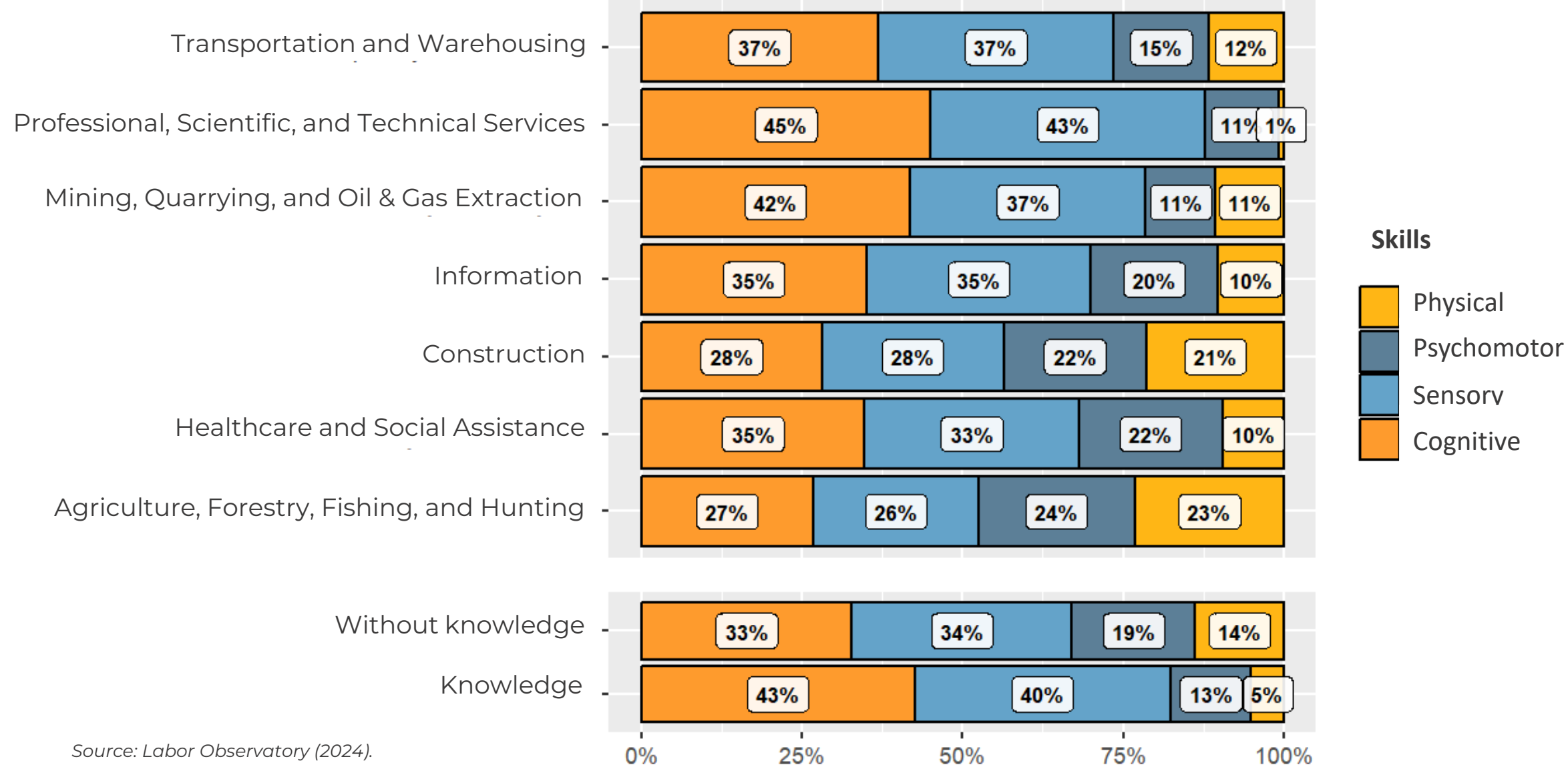**SKILLS NEEDS IDENTIFICATION FROM PRIVATE SECTOR**

INVOLVES COMBINING DIFFERENT MECHANISMS AND INSTRUMENTS

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STEPS TO IDENTIFY VACANCIES IN ONLINE PLATFORMS USING DATA MINING

1
Job posting data extraction

2
Language standardization

3
Text content extraction

4
Information identification: skills, education, salary, work schedule, etc.

5
Skill clasification

6
Organization into 35 skill categories

SKILLS' DEMAND BY SECTOR

Source: Labor Observatory (2024).

VACANCIES FOR DIFFERENT ECONOMIES

Knowledge

- Knowledge
- Others

77.224 (31%)

171.976 (69%)

Green

- Rise in green demand
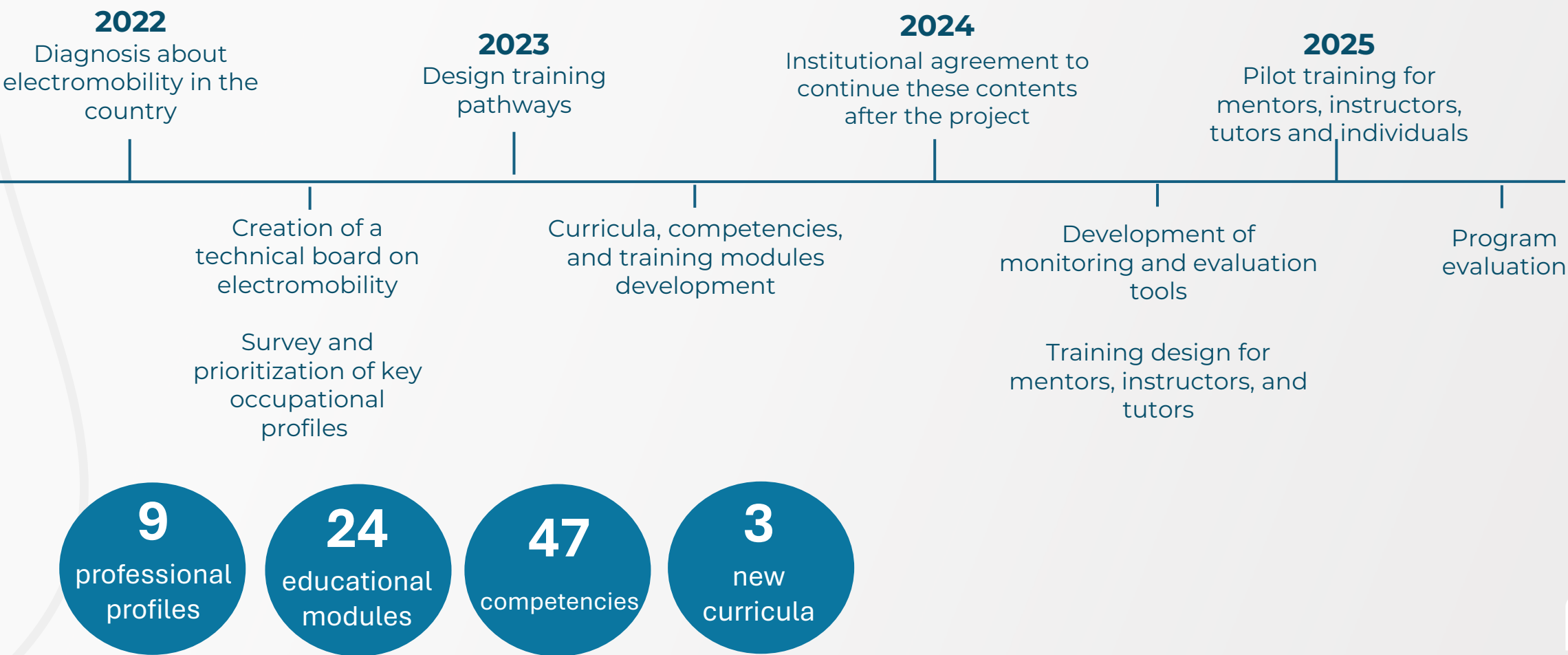- Improved ecological skills
- New and emerging
- Other

6 %
7 %
2 %
85 %

Source: Labor Observatory (2024).

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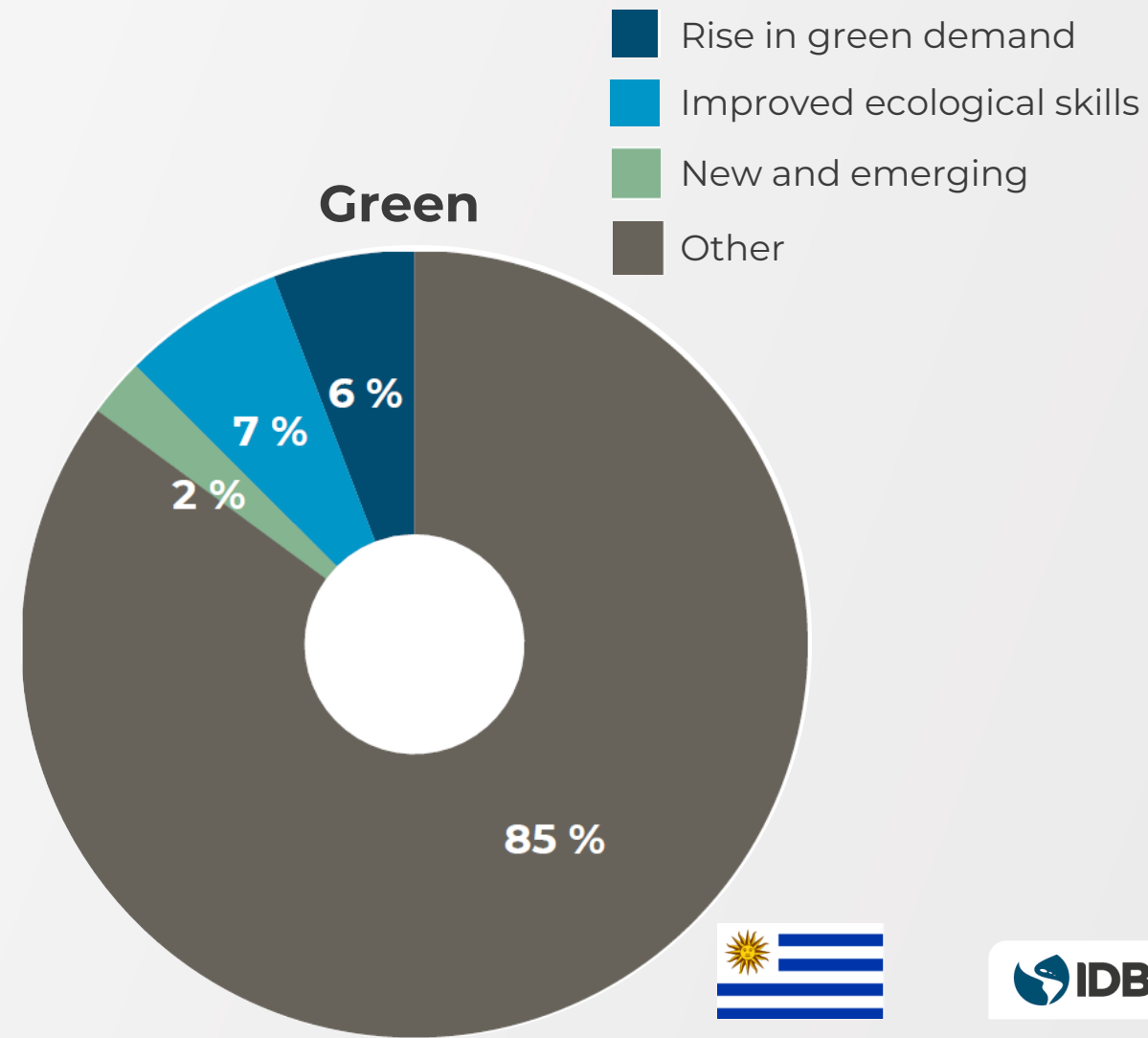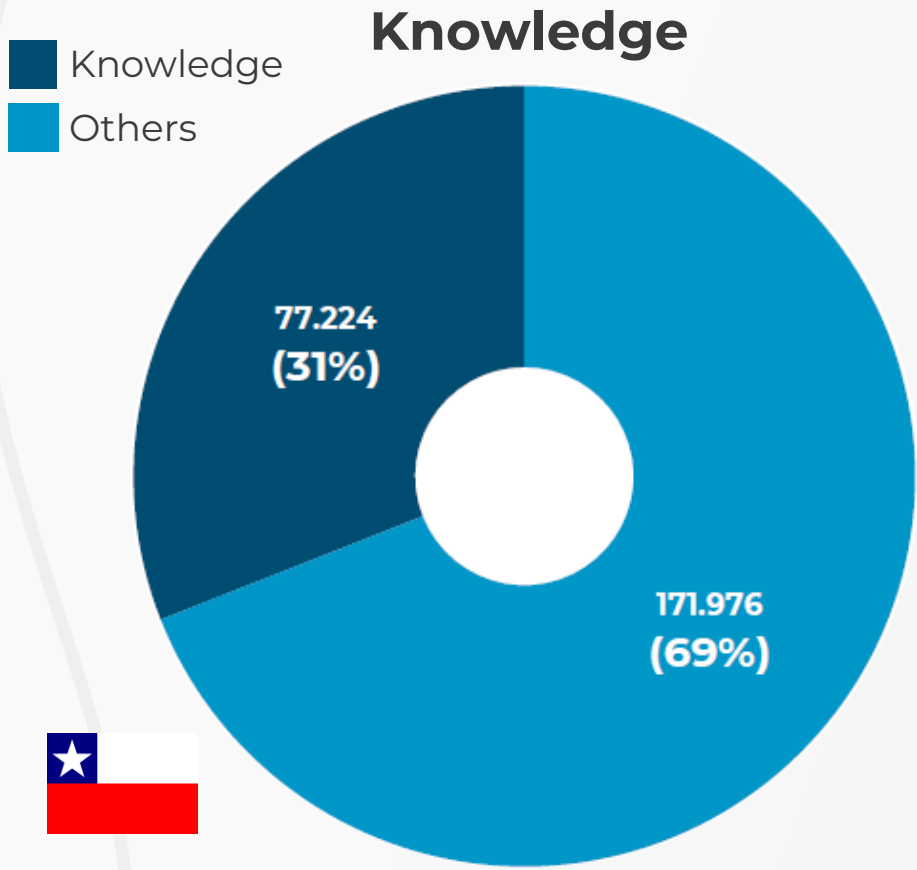
SKILLS FOR ELECTROMOBILITY IN URUGUAY

Innovative, high-quality, and relevant competency-based training for students and workers to ensure new jobs that support the energy transition.

2022
Diagnosis about electromobility in the country

2023
Design training pathways

2024
Institutional agreement to continue these contents after the project

2025
Pilot training for mentors, instructors, tutors and individuals

Creation of a technical board on electromobility

Curricula, competencies, and training modules development

Development of monitoring and evaluation tools

Program evaluation

Survey and prioritization of key occupational profiles

Training design for mentors, instructors, and tutors

9 professional profiles

24 educational modules

47 competencies

3 new curricula

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SKILLS DEVELOPMENT FOR A MORE EFFICIENT USE OF WATER

STEP 1 — Develop a method to identify growth sectors reliant on water

STEP 2 — Identify gaps in occupations, skills and training offerings | Design training solutions

STEP 3 — Train the trainers | Train advisors and small and medium farmers

STEP 4 — Surveys and observations for monitoring and evaluation

85 farmers trained

17 operators trained

+35% farmers identified electricity rates

+17% farmers calculated the cost of kWh

+32% interest in implementing irrigation systems

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RESULTS

These pilots served as learning experiences and, in different ways, are becoming part of national public policies.

KNOWLEDGE PRODUCTS

General Framework
· Operational framework with the four building blocks (iadb.org)
· Guide to applying this framework to the green economy (iadb.org)

A. Identification of skills and labor demand needs
Instruments for measuring workforce Skills (iadb.org)

Guide for conducting employer and skills surveys
· Measuring jobs and skills for the green economy (iadb.org)
· Developing an employer skills survey (iadb.org)
· Methods to anticipate skills demand (iadb.org)

Sectoral Councils (SSCs) to align supply and demand
· Methodological guide to develop SSCs (iadb.org)

Using Job Vacancy Information
· What can we learn from online job portals? (iadb.org)
· LinkedIn data for the green economy (iadb.org)
· Data science for skills demand's identification and anticipation(iadb.org)
· Labor Observatory (iadb.org)
· Skills demand survey for millenials (iadb.org)

B. Developing relevant and quality training solutions
· Examples of a variety of solutions from the TVET Fund (iadb.org)
·What is a Career Pathway Framework? (iadb.org)

C. Quality assurance and certifications
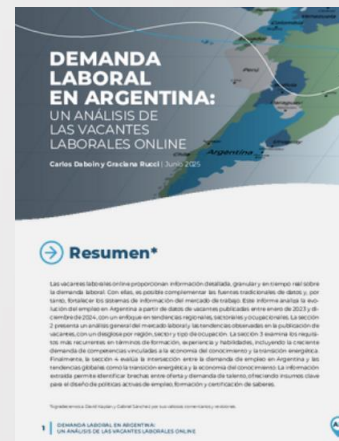· Regional call for industry proposals to develop skills strategies (iadb.org)

D. Financing
· Competitive funds as a promising option for public financing of skills for work (iadb.org)

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THANK YOU!

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AR version here
UR version here

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