**Knowledge hub
-
Collection of best practices**

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

World Skills Clock

2. Country or countries where the practice is implemented *

Global

3. Please select the **most relevant** Action Track(s) the best practice applies to *

☐ Action Track 1. Inclusive, equitable, safe, and healthy schools

☑ Action Track 2. Learning and skills for life, work, and sustainable development

☐ Action Track 3. Teachers, teaching and the teaching profession

☐ Action Track 4. Digital learning and transformation

☐ Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

UNICEF, Education Commission, Generation Unlimited, World Data Lab

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

The World Skills Clock (https://skillsclock.io/) monitors learning and skills trajectories globally and at the country level using a real time data model. As an interactive webtool, the clock provides estimation, projection, and visualization of worldwide data related to children and youth reaching certain learning and skills benchmarks. The World Skills Clock is accessible to everyone online and serves as an important advocacy tool. Our aim is for the World Skills Clock to become the global reference for the status of skills which every citizen, policymaker, journalist, or social entrepreneur can refer to.

6. What makes it a best practice? *

First Global Tool of its kind to visualize the current and future skills gap

Description of the best practice

7. Introduction (350-400 words)
   This section should ideally provide the context of, and justification for, the practice and address the following issues:
   i) Which population was affected?
   ii) What was the problem that needed to be addressed?
   iii) Which approach was taken and what objectives were achieved? *

   The world is seriously off-track in meeting the goals of SDG4, and absent significant change, by 2030, half of all children and youth will not have the basic skills required to play a productive role in society. The growing scale of the learning crisis has been further exacerbated by the COVID-19 pandemic and now needs urgent action.
   Gaps in availability and real time presentation of education data have been major bottlenecks to tracking and monitoring progress in the sector. This has affected the ability of national and international actors to identify areas of urgent need, advocate for and ensure accountability for achieving results. It is more important than ever to measure and identify where children and young people are falling behind.
   The World Skills Clock aims to mobilize new momentum around the need for action towards achieving greater progress on SDG4 in this decisive decade. It complements tracking of other SDGs including the World Poverty Clock (SDG1) and the World Hunger Clock (SDG2).

8. Implementation (350-450 words)
   Please describe the implementation modalities or processes, where possible in relation to:
   i) What are the main activities carried out?
   ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
   iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
   iv) What were the resources needed (budget and sources) for the implementation? *

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9. Results – outputs and outcomes (250-350 words)
   To the extent possible, please reply to the questions below:
   i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
   ii) What were the concrete results achieved with regard to outputs and outcomes?
   iii) Has an assessment of the practice been carried out? If yes, what were the results? *

   By providing real time data on the status of skills development around the world, the World Skills Clock will:
   • Raise awareness: bolster our current understanding of the global state of education and skills, while informing strategic directions for future policy proposals.
   • Spark dialogue: drive global and local conversations about the importance of education and investing in youth learning opportunities across the globe.
   • Support advocacy: unite and support global education advocates by providing them with real time data, projections and analysis.
   • Enhance and expand assessment: provide an impetus to measure and visualize wider skills which are crucial for 21st century opportunities, including transferable skills.
   • Link to other sectors: provide opportunities to link education to other global development priorities and SDGs.

10. Lessons learnt (300 words)
    To the extent possible, please reply to the following questions:
    i) What were the key triggers for transformation?
    ii) What worked really well – what facilitated this?
    iii) What did not work – why did it not work? *

    UNICEF, Generation Unlimited and the Education Commission have kickstarted and invested in the development of an initial version of the World Skills Clock which was presented at the RewirEd Summit in Dubai in December 2021.

    A fully developed World Skills Clock will provide data on additional skills (starting with transferable skills), projections and forecasting insights as well as disaggregated data, country report cards and costing data to show the financing gap. With the limited availability of accurate and comparable data on different skills across the globe, this is a joint effort to highlight the current situation and the need for action while using state-of-the art statistic modelling and projections. To make this vision a reality, we look for strategic partners to jointly develop the clock and advocate for access to quality secondary education and skills for all.

11. Conclusions (250 words)
    Please describe why may this intervention be considered a "best practice".
    What recommendations can be made for those intending to adopt the
    documented "best practice" or how can it help people working on the same
    issue(s)? *

    The World Skills Clock is the first of a kind visual advocacy tool that provides current and future
    projection around the skills gap. Future versions will add features that include best practices and
    country dashboards.

12. Further reading
    Please provide a list and URLs of key reference documents for additional
    information on the "best practice" for those who may be interested in
    knowing how the results benefited the beneficiary group/s. *

    https://skillsclock.io/