

Session 3: TRANSITIONS FOR WORKERS

▶ Skills development for supporting workers in transitions

Akiko Sakamoto,
Skills and Employability Specialist
Regional Office for Asia and the Pacific, ILO

Skills development for supporting and facilitating transitions

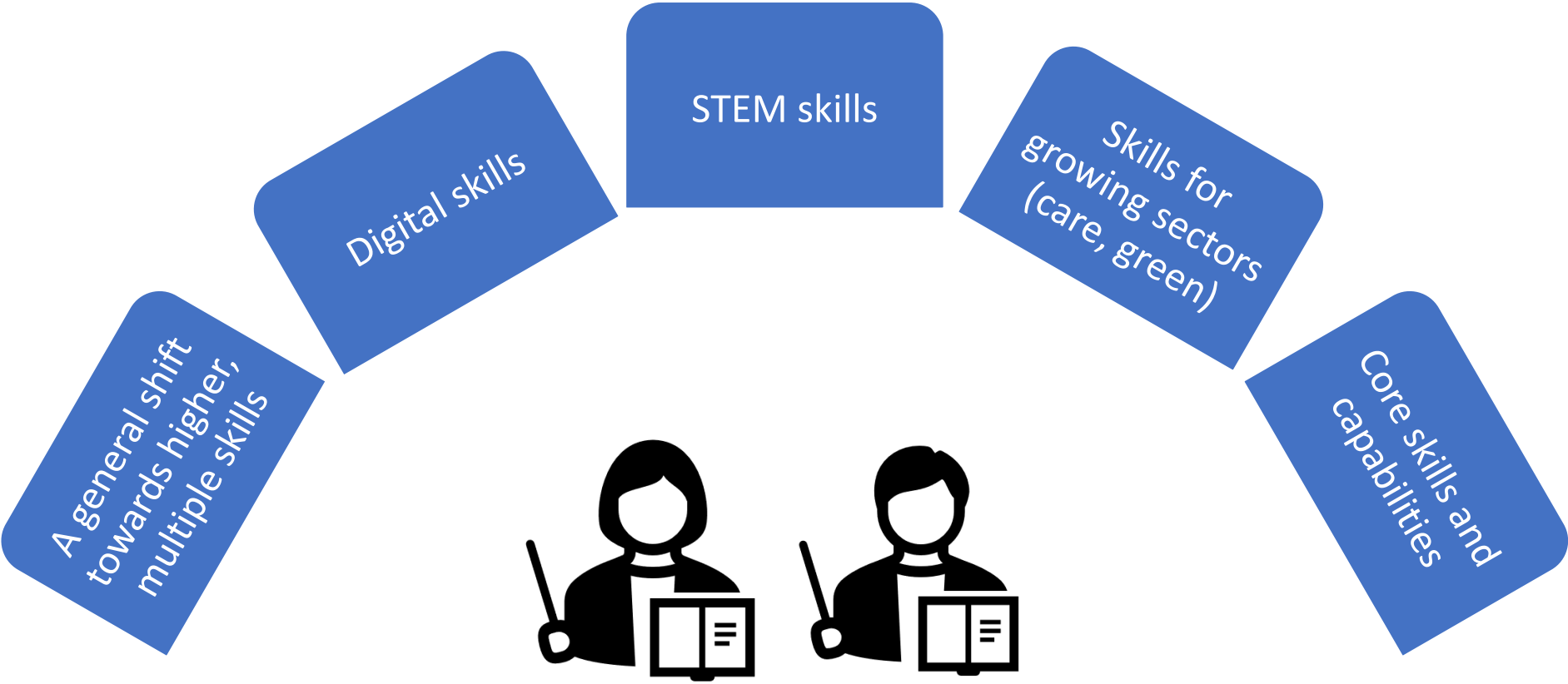
There are various types of 'transitions' for which that skills development plays an important role.

- Workers' work-to-work transitions
- Transition of the economy to be more quality, high value-added and high skills based
- Transition to achieve inclusive growth, including transition from informal to formal economy
- Just transitions in promoting a green economy

■ Key questions for skills development

- How can the skills development policies and systems effectively **support** workers in transitions?
- How can the skills development policies and systems be a driver of change and **facilitate** transitions that bring positive employment outcomes?

Changing skills requirements



Reorienting skills development systems to support work transitions

Existing systems

- Focus on pre-employment training targeting largely young people on a full-time basis
- Government as a main driver of TVET
- Focus on vocational and technical skills
- Limited target groups
- Slow adaptation of on-line learning in TVET



Directions of reform

- Reskilling, upskilling and lifelong learning
 - Labour market information and skills needs anticipation
 - Short-term training, micro-credentials
 - Workplace learning, career development
- Industry leadership
- Incorporation of core skills in TVET
- Inclusive TVET by improving access by the disadvantaged group
 - Community-based, area-based approach
 - Recognition of Prior Learning (RPL)
- Digitalization of TVET
- Learner-centred

Need to support individuals to drive and build their learning journeys

2022 – 2060

Labour market disruption
Change management
Skills development
Mid-career switch

Start
Career Path

2021



Job Title 1

For Individuals, the world of work is increasingly unforeseeable, rapidly changing and not secure

Job Title 2

Career Path
End

2061

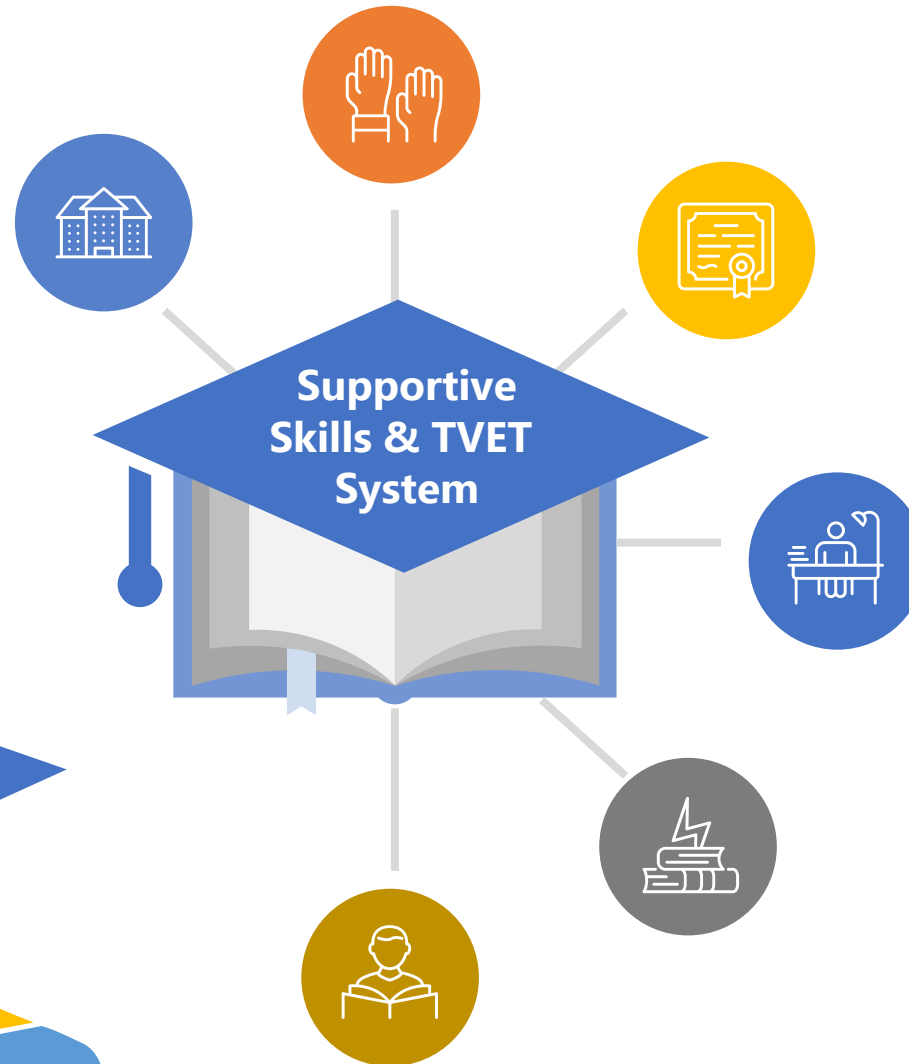


- Non-linear, multiple careers, with higher chance of career disruptions
- Skills development is no longer once for all
- Increased expectations on individuals and their skills to pave and navigate their own ways

Importance of bringing the perspectives of individuals (workers) into the reform effort

How can I navigate through the uncertain world of work?

How can I develop resilience, adaptability and perseverance?



◆ Availability of Information

Information on jobs and skills, training providers, course information, employment rates,

◆ Presenting career maps

To guide career progression and investment in skills

◆ Flexible qualifications

Need to support both short-term and long-term learning needs

◆ Recognition of non-formal learning

◆ Digital platform

Managing learning by individuals

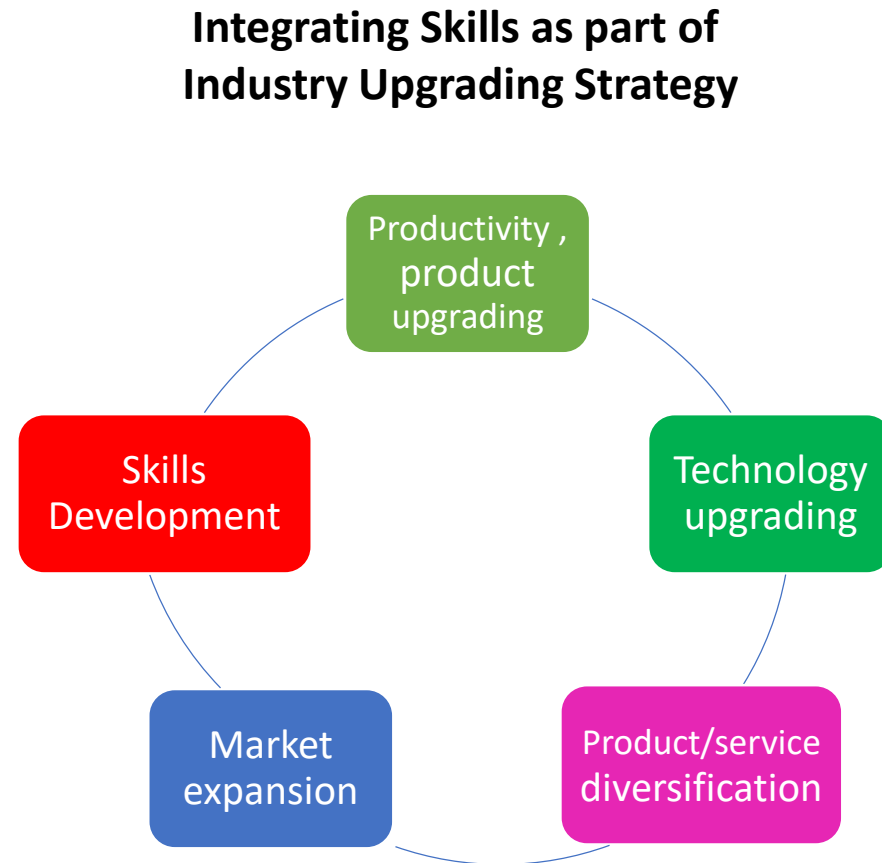
◆ Lifelong Learning to all

Financial and non-financial support

Recognizing potential of skills to be a transformative force

Current issues

- Skills and TVET are viewed and discussed purely as a supply side issue
- Limited interaction and dialogue between the TVET sector and the business sector
- Limited recognition on skills as a driver of change and a part of business solution for industry upgrading



Future directions

- **Sectoral approach** to skills development
- Facilitate sector stakeholders dialogue, skills needs identification and the development of sector-based skill strategies
- Visioning of sector upgrading, first
- Then, identify skills needs and strategize actions for skills development in realizing its vision.

Additional efforts for supporting specific work transitions

- **Just transition to greener economies:**
Identification of skills adjacency to support workers transitions to new job roles in the sector, or a new job in a new sector
- **Women's entry and career progression in STEM related, or non-traditional jobs:**
Identification of skills needs, targeted training, and development of career maps, Assessment of capability gaps in TVET institutions in promoting inclusion
- **Transition to formal employment:**
Basic digital skills, recognition of prior learning, the importance of area-based approach, including capacity building of local stakeholders, skills to be an integral part of value-chain upgrading and broader formalization efforts.