



International
Labour
Organization



► Guidelines for TVET and skills systems on preventing and eliminating violence and harassment

For a safe and inclusive training environment



► **Guidelines for TVET and skills systems on preventing and eliminating violence and harassment**

For a safe and inclusive training environment

© International Labour Organization 2024

First published 2024



Attribution 4.0 International (CC BY 4.0)

This work is licensed under the Creative Commons Attribution 4.0 International. To view a copy of this licence, please visit <https://creativecommons.org/licenses/by/4.0/>. The user is allowed to reuse, share (copy and redistribute), adapt (remix, transform and build upon the original work) as detailed in the licence. The user must clearly credit the ILO as the source of the material and indicate if changes were made to the original content. Use of the emblem, name and logo of the ILO is not permitted in connection with translations, adaptations or other derivative works.

This Creative Commons licence does not apply to non-ILO copyright materials included in this publication. If the material is attributed to a third party, the user of such material is solely responsible for clearing the rights with the rights holder and for any claims of infringement.

Any dispute arising under this licence that cannot be settled amicably shall be referred to arbitration in accordance with the Arbitration Rules of the United Nations Commission on International Trade Law (UNCITRAL). The parties shall be bound by any arbitration award rendered as a result of such arbitration as the final adjudication of such a dispute.

Queries on rights and licensing should be addressed to the ILO Publishing Unit (Rights and Licensing) at rights@ilo.org. Information on ILO publications and digital products can be found at: www.ilo.org/publns.

Guidelines for TVET and skills systems on preventing and eliminating violence and harassment - For a safe and inclusive training environment

9789220403198 (print)

9789220403204 (web PDF)

The designations employed in ILO publications and databases, which are in conformity with United Nations practice, and the presentation of material therein do not imply the expression of any opinion whatsoever on the part of the ILO concerning the legal status of any country, area or territory or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The opinions and views expressed in this publication are those of the author(s) and do not necessarily reflect the opinions, views or policies of the ILO.

Reference to names of firms and commercial products and processes does not imply their endorsement by the ILO, and any failure to mention a particular firm, commercial product or process is not a sign of disapproval. All photo: © Sansara Management Co., Ltd./ILO
Printed in Thailand

► Table of contents

► Foreword	iv
► Overview	v
► 1. Setting the scene	1
1.1 International labour standards against violence and harassment	1
1.2 Violence and harassment in the world of work, including in skills development and training	2
1.3 List of cases that can constitute violence and harassment	3
1.4 Preventing and eliminating violence and harassment in TVET and skills systems	6
1.5 Key actors in combating violence and harassment in TVET and skills systems	8
► 2. Solutions to combat violence and harassment in TVET and skills systems	10
2.1 Skills system policies, monitoring, and advocacy	11
2.2 TVET and skills provider management	13
2.3 Enterprises	18
► 3. Conclusion	20
► 4. Key references and further reading	21
► 5. Related resources for TVET and skills providers, ministries, and enterprises	22
Campaign material	22
Checklist: For TVET and skills providers	24
Checklist: For ministries overseeing TVET and skills development	28

List of boxes

A compass to tackle violence and harassment in TVET and skills systems through Convention No. 190 and Recommendation No. 206	6
Other key resources and international labour standards	7
Case study: Valuable lessons from Indonesia and El Salvador	17

► Foreword

The ILO holds a strong commitment to preventing and eliminating violence and harassment in the world of work for all - a commitment reinforced by ILO constituents in the Violence and Harassment Convention, 2019 (No. 190) and its accompanying Recommendation (No. 206). Studies have shown that violence and harassment still affect too many in the world of work, putting people's potential to thrive at risk and threatening safety, inclusion, and the sustainability of enterprises.

With these guidelines, the ILO is aiming to transform this commitment into a tangible reality for all learners and skills development staff. Technical vocational and education and training (TVET) and skills development systems play a pivotal role in shaping the workforce of tomorrow. Skills systems are catalysts for skilling, upskilling, and reskilling workers of all ages, ensuring they are equipped for the challenges of the future. The ILO's Skills and Lifelong Learning Strategy 2030 has the overall goal of enabling the development of resilient systems based on social dialogue that provide inclusive access to high quality skills development and lifelong learning opportunities to all.

The ILO recognizes that learners and young workers, and especially young women, are disproportionately exposed to instances of violence and harassment. They, and all other learners, need safe, healthy and inclusive learning and training environments to ensure both quality learning and successful transitions to employment. As the workforce of tomorrow and as trainers of the workforce of tomorrow, learners and TVET staff can play a key role in shifting the culture around violence and harassment and in championing prevention first and foremost. In addition, for victims of violence and harassment support measures to safeguard learning, economic opportunities, and health must be easily accessible.

TVET and skills providers are not just educators but also employers concerned with the well-being of their staff. Preventing and eliminating violence and harassment increases employees' safety and can positively impact workers and skills development providers in decreasing absenteeism, turnover of staff, and resources needed towards investigations and mitigating measures.

These guidelines are designed to support all stakeholders in TVET and skills systems, including governments, employers' and workers' organisations, to champion inclusive, safe and healthy learning environments. They offer actionable strategies, checklists and campaign material to guide TVET managers and other actors on how to best protect learners, trainers, staff, and all those involved in skills development systems from all forms of violence and harassment.

These guidelines have been drafted by Jenni Jostock under the overall guidance of Christine Hofmann and Valentina Beghini (ILO). Claire La Hovary, Samuel Asfaha, Dafne Papandrea (ILO), and Anna Kristina Kanathigoda (GIZ) made valuable comments. John Dombkins (ILO) and Janet Neubecker edited the text, and Nattawarath Hengviriyapanich prepared the layout.

We hope these guidelines will inspire TVET and skills development providers world-wide to actively forge learning, training and work environments free from violence and harassment, including gender-based violence and harassment – promoting social justice, respect, and opportunities for all.

Srinivas Reddy

Chief, Skills and Employability Branch

Chidi King

Chief, Gender, Equality, Diversity and Inclusion

► Overview

These guidelines outline what may constitute violence and harassment in training scenarios and the different and collective avenues for all actors – from ministries, employers' and workers' organizations, TVET management and instructors, to partnering enterprises – to holistically combat violence and harassment. As a basis, it outlines how the Violence and Harassment Convention, 2019 (No. 190) and its accompanying Recommendation (No. 206) can provide a compass for TVET and skills systems to prevent and eliminate violence and harassment for all.

Why are guidelines for TVET and skills systems against violence and harassment needed?

- TVET and skills providers are instrumental in equipping people of all ages, and specifically young people, with skills to transition into employment.
- Learners, young workers, and specifically women may be disproportionately affected by violence and harassment and have to be protected through measures targeted at the training environment.
- As employers, TVET and skills providers should ensure a work environment free from violence and harassment for all staff and collaborators.
- A safe inclusive learning/training environment free from violence and harassment is crucial for learning outcomes, skills development, well-being, health, safety, gender equality, and future employment opportunities.



Who are these guidelines for?

TVET and skills providers, ministries, employers' and workers' organisations, enterprises, TVET and skills development practitioners.

How to use these guidelines?



- **Address** the prevention and elimination of violence and harassment with policy-makers, social partners, and managers in TVET and skills systems
- **Work collaboratively** with all stakeholders to recognize the challenge and implement the measures and solutions outlined at
 - Policy level
 - TVET and skills provider level
 - Enterprise level
- **Initiate campaigns** to raise awareness among learners, parents, trainers, staff and the broader TVET and skills development community, and eliminate violence and harassment with **related campaign material**
- **Regularly monitor** and evaluate progress through provided **checklists** or other monitoring measures at country, regional, local or provider level



▶ 1

Setting the scene

1.1 International labour standards against violence and harassment

The ILO [Violence and Harassment Convention, 2019 \(No. 190\)](#), referred to as C190, is the first international labour standard that explicitly recognizes the right of everyone to a world of work free from violence and harassment, including gender-based violence and harassment. C190 lays out definitions of (gender-based) violence and harassment, the different types of world-of-work settings it is applicable to, core principles, and calls for the adoption of an inclusive, integrated and gender-responsive approach to prevent and eliminate violence and harassment in the world of work, in consultation with representative employers' and workers' organizations. The ILO is encouraging Member States to ratify C190 and contribute to a safer, healthier and more inclusive work environment for all. The accompanying [Violence and Harassment Recommendation \(No. 206\)](#), referred to as R206, gives further detailed guidance on how measures should be implemented at a national level, and includes provisions on remedies and assistance, and on training and awareness-raising, among others.

Eradicating violence and harassment in the world of work is one crucial step in curbing inequalities and injustices, aligning with the ILO's commitment to advancing social justice.¹ In striving for social justice, everyone deserves equal economic, political, and social rights and opportunities.

1 ILO. [Advancing social justice](#), Report of the Director-General, ILC. 111/I(A)(Rev.), 2023.

1.2 Violence and harassment in the world of work, including in skills development and training

Violence and harassment can constitute a human rights violation or abuse and are a threat to equal opportunities and treatment. It is also unacceptable and incompatible with decent work. According to recent data, 22.8 per cent of people in employment have experienced at least one form of violence and harassment at work during their working life while 8.5 per cent of people in employment have experienced physical violence and harassment at work, with psychological violence and harassment being the most common forms of violence. Sexual violence and harassment affected 6.3 per cent of people in employment, specifically 8.2 per cent of women and 5 per cent of men. Youth, migrants, and wage and salaried people were more likely to experience violence and harassment. Young women were twice as likely as young men to have experienced sexual violence and harassment, and migrant women were almost twice as likely as non-migrant women to report sexual violence and harassment. Persons who have already experienced discrimination were also more likely to have experienced violence and harassment at work. Only 54.4 per cent of victims shared these experiences with someone, more often with friends and family rather than through other informal or formal channels. The most common reasons indicated were “waste of time” and “fear for their reputation”.² This highlights a strong need for a revamped non-tolerance approach, better victim support, and more effective disciplinary mechanisms around violence and harassment.

R206 recognizes that certain sectors, occupations and work arrangements – such as education – can heighten the likeliness of exposure to violence and harassment (Arts 8 and 9). “Abuse of power relations”³ is also mentioned as an added risk factor – a scenario which apprentices and trainees may be subject to due to the nature of their contracts, rendering them more vulnerable to violence and harassment.⁴ In a 2018 study published by the ILO and the National Institute of Vocational Training and Training for Human Development (INADEH) in Panama, women cited fear of being in male-only or male-dominated spaces and fear of harassment as a limitation in their access to vocational training. They also mentioned the absence of prevention and contingency policies that address sexual harassment as a key factor that limits them from completing training programmes.⁵ The prevalence of violence and harassment in the world of work, including in training and learning scenarios, is a threat to inclusiveness and dignity for all and must be combated widely.

2 ILO. *Experiences of violence and harassment at work: A global first survey*, 2022.

3 ILO. *Violence and Harassment Recommendation, 2019 (No. 206)*, Arts 8 and 9.

4 ILO. *Safe and healthy working environments free from violence and harassment*, 2020.

5 ILO; Republic of Panama, National Training for Human Development Institute. *Diseño de una hoja de ruta para la igualdad de oportunidades y resultados en el sistema de formación profesional de Panamá*, Parte 1, Diagnóstico (Panama City: 2018).

Definitions

- **Skills** are defined as the ability to perform a task or a job, including the knowledge, competence and experience needed.⁶



- **Technical vocational education and training (TVET)** refers to education and training which aims to equip people with knowledge, know-how, skills and/or competences required for particular occupations or more broadly on the labour market.⁷

- In the world of work the term **violence and harassment** refers to “a range of unacceptable behaviours and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in, or are likely to result in physical, psychological, sexual or economic harm, and includes gender-based violence and harassment”.⁸

- The term **gender-based violence and harassment** means violence and harassment directed at persons because of their sex or gender, or affecting persons of a particular sex or gender disproportionately, and includes sexual harassment.



- **Sexual harassment**, within the broader framework of the ILO [Discrimination \(Employment and Occupation\) Convention, 1958 \(No. 111\)](#), is a serious form of discrimination-based harassment.⁹ It describes any physical, verbal, or non-verbal conduct of a sexual nature in the workplace or in connection with work, which, in the perception of the recipient, is unwelcome or can reasonably be seen as creating an offensive, intimidating, hostile or humiliating working environment for that person or is used as a basis for a decision which affects that person's employment or professional situation.¹⁰

6 ILO. *Shaping skills and lifelong learning for the future of work*, International Labour Conference, 109th Session, 2021.

7 European Training Centre for the Development of Vocational Training (CEDEFOP). *Terminology of European Education and Training Policy*, 2014.

8 ILO. *Violence and Harassment Convention, 2019 (No. 190)*, Art. 1a.

9 ILO. *Achieving gender equality at work*, International Labour Conference. 111th Session, para. 64, 2023.

10 ILO. *Sexual harassment in the world of work*, 2019.

1.3 List of cases that can constitute violence and harassment

As outlined above, violence and harassment encompass a broad range of conduct. It can occur **vertically** (by or against those who carry out the powers, tasks or obligations of an employer), **horizontally** (directed towards peers), or involve **third parties** (such as external collaborators).¹¹ C190 takes a practical and victim-centred approach by outlawing violence and harassment from any source.

Below is a concrete list of the types of behaviour that can constitute violence and harassment in training settings, in schools and in the workplace, including gender-based violence and harassment. The list is not limited to the types shown below – instances described can occur simultaneously, consecutively, or singly.¹² National laws and regulations should be considered when defining the exact range of prohibited behaviours.

- **Intimidating language**, including insults or derogatory comments based on gender, ethnicity, race, religion, disability or other characteristics that could constitute vulnerability



- **Aggressive physical behaviour**, such as pushing, slapping, hitting, or any form of physical harm



- **Psychological abuse**, such as controlling or manipulative behaviour, gaslighting,¹³ or intentionally inflicting emotional distress



- **Bullying, cyberbullying and public humiliation**, including manipulation of a person's reputation by rumour, gossip and ridicule



- **Sharing of private information** or images without consent



- **Inappropriate touching** or invading of personal space without consent



- **Unwanted requests for sexual favours** or sexual advances



11 ILO. *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, 2021.

12 Partially adapted from the United Nations e-learning course: *United to Respect: Preventing abuse of authority, harassment, sexual harassment and discrimination*.

13 Gaslighting is defined by the Merriam-Webster dictionary as “psychological manipulation of a person, usually over an extended period of time, that causes the victim to question the validity of their own thoughts, perception of reality or memories”.

- **Inappropriate gestures** or display of sexually explicit materials



- **Measures to exclude or isolate a person** from group activities or discussions without reason or legitimate authority



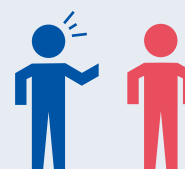
- **Stalking**, including unreasonable or inappropriate following or monitoring of a person's performance or movement without reason or legitimate authority



- **Forcing a person to engage in actions against their will** by means of pressure, threats or other types of manipulation



- **Creation of a humiliating, intimidating or hostile working environment** against a learner based on real or perceived grounds such as race, national or ethnic origin or extraction, social origin, colour, religion, political opinion, age, gender, sexual orientation, gender identity, union affiliation, marital status, family status or responsibilities, disability or personal health status



- **Microaggressions**, including those based on biases and stereotypes, voiced through indirect discriminatory comments or actions



- **Persistently undermining a learner's efforts** or achievements work, or setting objectives with unreasonable and/or impossible deadlines, or unachievable tasks



- **Unreasonable and/or unfounded refusal of sick leave** or other rights.



1.4 Preventing and eliminating violence and harassment in TVET and skills systems

A compass to tackle violence and harassment in TVET and skills systems through Convention No. 190 and Recommendation No. 206

The ILO [Violence and Harassment Convention, 2019 \(No. 190\)](#) stipulates that it applies to “workers and other persons in the world of work (...) as well as persons working irrespective of their contractual status, persons in training, including interns and apprentices” (Art. 2) and situations of “work-related training” (Art. 3). It also specifies that when Member States adopt an inclusive, integrated and gender-responsive approach third parties should be considered (Art. 4). The [Violence and Harassment Recommendation \(No. 206\)](#) outlines that curricula should encompass gender-responsive materials on violence and harassment at all levels of education and vocational training (Art. 23e). This means that **anyone partaking in TVET and skills systems – including school- and work-based learners, instructors, managers, and any other staff – can benefit** from the positive change that C190 and R206 provide for a safe and inclusive training environment.

Other ILO international labour standards that focus on equality and non-discrimination also explicitly cover training scenarios:

- The [Discrimination \(Employment and Occupation\) Convention, 1958 \(No. 111\)](#) clearly mentions, for the purpose of C111, that the terms employment and occupation include “access to vocational training” (Art. 1.3) and “ensure observance of the policy in the activities of vocational guidance, vocational training and placement services under the direction of a national authority” (Art. 3e).
- The [Occupational Safety and Health Convention, 1981 \(No. 155\)](#), also implicates “all levels of education and training, including higher technical, medical and professional education” (Art. 14).

As employers, TVET centres and skills development institutions have an obligation to ensure a world of work free from violence and harassment for workers, trainers and staff. In addition, for many young people, TVET centres and skills development institutions are the first opportunity to set foot into the world of work. It is where they obtain skills to transition into employment. For older workers, TVET and skills providers offer invaluable opportunities to upskill or reskill to improve career prospects or transition to a new field of work. It is imperative that (young) learners and (aspiring) workers of all ages in TVET and skills systems are not left behind when measures to eliminate violence and harassment in the world of work are developed and implemented. Young learners with no previous work experience should benefit from C190 equally, as much as TVET staff and workers in work-related training, who are covered by workplace policies. If C190 is already implemented at TVET and skills development levels, young learners’ understanding of appropriate conduct and gender roles can be shaped and they can benefit from a safer training environment. They can also be more aware of their rights, as well as of mechanisms and strategies, as they transition from training to work. Similarly, apprentices who may attend on-the-job training, as well as off-the-job learning with a TVET and skills provider, need to be assured that there are aligned strategies to combat violence and harassment in both learning spaces.

When working towards eradicating violence and harassment, there are two dimensions to take into consideration – often overlapping and interconnected – which are related to two fundamental principles and rights at work:

1. The **equality and non-discrimination-based dimension** strives for the elimination of all discrimination in respect of all aspects of employment and occupation, including for learners for which violence and harassment pose a significant threat. From a discrimination-based perspective, violence and harassment

may marginalize, intimidate, or harm an individual due to their identity which is often related to the power dynamics of a work or training environment overall.

2. The **occupational safety and health (OSH) dimension**. A safe and healthy working environment is a fundamental principle and right at work,¹⁴ covering both physical and mental health.¹⁵ From an OSH perspective, anti-violence and harassment measures should be put into practice and mainstreamed through OSH policy and regulatory frameworks. In addition, at the workplace level, measures should be operationalized in OSH management systems. There is a direct correlation between occupational stress (which increases the likelihood of violence and harassment) and violence and harassment (which also heightens levels of stress), often causing a vicious cycle.¹⁶ In this way, issues pertaining to OSH and violence and harassment are intrinsically linked. Many OSH risk factors – such as high levels of job demands or little job control – can potentially constitute or lead to violence and harassment incidents. C190 explicitly mentions that workplaces will need to factor in violence and harassment and related psychosocial risks in OSH policies and take appropriate steps (Art. 9), therefore recognizing it as a real threat to health and safety.

Other key resources and international labour standards

Quality Apprenticeships Recommendation, 2023 (No. 208)

R208 came into effect in 2023 and marks a new international labour standard specifically focused on apprenticeships. The section on the protection of apprentices specifies that ILO Member States should take measures to ensure that apprentices are afforded protection and receive training on OSH and on discrimination, violence, and harassment. The section on equality and diversity stipulates that ILO Member States should prevent and eliminate any instances of discrimination, violence, harassment, and exploitation against apprentices. Member States should also provide access to appropriate and effective remedies. R208 therefore provides important policy guidance for a more safe and inclusive training environment for apprentices, both for on-the-job and off-the-job learning.

Human Resources Development Recommendation, 2004 (No. 195)

R195 came into effect in 2004 and aims to provide guidelines for countries to develop and implement effective education, training and human resources policies, recognition and certification of skills, competencies, career guidance, and training for decent work and social inclusion. It outlines objectives to:

- reduce inequality for participation in education and training;
- promote equal opportunities for women and men in education, training, and lifelong learning; and
- develop equal opportunity strategies, measures, and programmes to promote and implement training for women, as well as for specific groups and economic sectors, and for people with special needs, with the objective of reducing inequalities.

[Continue on the next page ►](#)

14 ILO. *A safe and healthy working environment is a fundamental principle at work*, International Labour Conference, 110th Session, 2022.

15 ILO. *Occupational Safety and Health Convention, 1981 (No. 155)*.

16 ILO. *Safe and healthy working environments free from violence and harassment*, 2020.

Other key resources and international labour standards (cont.)

Guide and assessment tool on the inclusiveness of TVET and skills development systems for all

Anti-violence and harassment approaches are one indicator to be addressed in ensuring safe and inclusive TVET and skills development systems. In terms of mitigation, the guide and its corresponding self-assessment tool mention, amongst others:

- Policies or strategies that promote equality and non-discrimination in TVET and skills development systems (including violence and harassment policies and gender policies);
- TVET and skills staff knowledge of non-discrimination and inclusion policies, including violence and harassment policies, and skills to prevent and address related incidents;
- Feedback mechanisms for learners on violence and harassment, including gender- and other forms of discrimination-based violence and harassment;
- Groups that are disproportionately affected, such as women, ethnic minorities, indigenous and tribal peoples, LGBTI people, and migrant and refugee learners;
- Students, apprentices or workers that have been exposed to violence and harassment or unacceptable forms of work, contributing to disadvantages in TVET participation; and
- The impact of toilet facilities in training environments.

1.5 Key actors in combating violence and harassment in TVET and skills systems

These guidelines intend to address as many actors in TVET and skills systems as possible to offer a holistic, integrated, and gender-responsive approach to the eradication of violence and harassment. Violence and harassment at work and in training settings are not isolated incidents attributed to a few individuals. More so, their persistent prevalence points to entire systems and work and learning cultures that condone and tolerate it. All actors need to work together to affect comprehensive change that will work on all levels of skills development systems.

As C190 outlines, when designing and developing measures to prevent and address violence and harassment, the different and complementary roles and functions of all actors should be recognized, taking into account the varying nature and extent of their respective responsibilities. In relation to TVET and skills systems, the following actors should be considered:

- **TVET and skills providers**, principals, TVET staff and instructors should be aware of the need to prevent and eliminate violence and harassment and be familiar with institutional and/or national or regional policies. They must undergo training, become multipliers for students to learn about mechanisms and mitigation around violence and harassment, and be aware of their role in prevention, mediation, prosecution, and other relevant procedures.
- **Enterprises** need their own workplace policies that align with TVET and other skills development contexts, both in the context of on-the-job training and when employing TVET graduates. Enterprises and skills development institutions should make sure a safe environment is guaranteed for learners on both sides without conflicting or inconsistent approaches.

- At the policy level, **ministries** who are responsible for TVET and skills policies, sector skills bodies, and TVET and skills providers should implement inclusive policies against violence and harassment that focus not only on work scenarios but also specifically on the learning environment.
- **Learners** in all types of skills development scenarios need to be equipped with knowledge of their rights and the protection mechanisms available to them when faced with violence and harassment or with violations of their fundamental principles and rights at work. They also need clear guidelines on what constitutes violence and harassment in order to prevent, identify, mitigate, and report it. It is important learners comply with codes of conduct to prevent peer-to-peer violence and harassment.



2

Solutions to combat violence and harassment in TVET and skills systems

Combating violence and harassment in TVET and skills systems requires a multi-tiered approach that ensures equality, non-discrimination, safety, and health in all aspects. Preventative measures should be implemented alongside remedial approaches in order to curb cases from the onset and to take responsibility off those affected by violence and harassment.¹⁷ This section outlines such **strategies and solutions from three different perspectives**, including all implicated stakeholders and their respective roles in contributing to a fair and respectful training and learning environment:



Skills system policies,
advocacy, and management



TVET and skills provider
management



Enterprises and
workplaces

¹⁷ Rachel Cox. “Addressing sexual harassment as a work-related risk: Issues and dilemmas” [ILO-hosted Webinar, 7 July 2023].

Though largely grouped into these sections, many of the action items and strategies may overlap and require collaboration between the different stakeholders – such as governments, TVET and skills providers, and enterprises – to achieve the anticipated results. The solutions listed are a mix of preventative and redressing measures outlined in C190 and R206 and other practices which have proven successful.

2.1 Skills system policies, monitoring, and advocacy

Ratifying C190

All ILO Member States are invited to ratify C190, which means that a State accepts the Convention as a legally binding instrument. In order to work towards this, governments, employers' and workers' representatives should engage internally in tripartite dialogue, and can then submit recommendations to the competent authority, including for the ratification of the Convention.¹⁸ Ratification of C190 increases political momentum and can support coherent policy at a national level that aligns with the Convention. Countries can also already step up their efforts in combating violence and harassment without formal ratification. Having national policies that implicate the protection of learners and workers is essential for institutional and enterprise policies as a guidance to take action and to be held accountable. The ILO's campaign for governments to ratify C190 is ongoing and aims to reach as many governments as possible. Ratification sends a clear sign of the global commitment towards the eradication of violence and harassment in the world of work.¹⁹

Surveys and assessments on violence and harassment

Unfortunately, statistics on violence and harassment in the world of work are scarce and instances are often under-reported due to fear of retaliation and lack of remedial measures.²⁰ While the ILO, together with Gallup, conducted a global survey of almost 75,000 employed respondents in 2021, data on training settings and learner experiences was not disaggregated and is still scarce at both global and local levels. Concrete data, disaggregated by sex, learner status and other factors, is crucial to a better understanding of the pervasiveness of violence and harassment. Targeted surveys and assessments can therefore be helpful to uncover how TVET staff and learners perceive the threat of violence and harassment, what they have observed, and which change they would like to see. These surveys could be led by the relevant ministries or by the respective TVET and skills providers, according to national circumstances. In this way, targeted solutions that address concrete concerns can be implemented. Further down the track, continuous surveys and assessments can help institutions gauge how their efforts have improved the perceived and actual safety and inclusivity of their TVET and skills providers. For reporting purposes, it is also helpful to collect data on the effectiveness of existing measures. Identifying areas that require improvement allows for evidence-based decision-making.

Monitoring and evaluation

Governments need to track the progress of anti-violence and harassment policies in training and learning environments to understand their impact and potential gaps. Relevant ministries responsible for skills development matters should liaise with TVET and skills providers regularly to ensure accountability so that providers can report and review the strategies they are implementing. TVET and skills providers could be responsible for regular and reliable data collection, maintaining checklists with key quantitative and qualitative indicators. These records may be able to point to challenges in implementation when the numbers recorded for specific indicators do not match up with the targets that were set. Checklists and indicators could be provided in consultation with the ILO or through respective ministries and national authorities, depending on national circumstances.

18 ILO. *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, 2021.

19 An ILO up to date list of governments which have ratified C190 is available here: [Ratifications of ILO conventions: Ratifications by Convention](#).

20 ILO. *Experiences of violence and harassment at work: A global first survey*, 2022.

Below are some examples of indicators that monitoring and evaluation (M&E) frameworks could encompass, subject to discussion at country level. Data should ideally be disaggregated by sex, age, nationality, ethnic minority, indigeneity, disability, and type of employment (where applicable and according to national circumstances). Data on perpetrators should also include their position, in addition to the aforementioned variables, if compatible with privacy laws and data protection.

- ▶ Number and/or percentage of TVET staff and instructors who completed training activities related to the prevention and, elimination of violence and harassment
- ▶ Number and/or percentage of learners who received information and guidance regarding violence and harassment
- ▶ Number and/or percentage of TVET and skills providers with policies or codes of conduct against violence and harassment (for both staff and learners)
- ▶ Number and/or percentage of TVET and skills providers that display visuals against violence and harassment
- ▶ Number and/or percentage of enterprises offering work-based learning with explicit policies against violence and harassment
- ▶ Number of violence and harassment cases reported to provider-specific focal points
- ▶ Percentage of violence and harassment cases addressed
- ▶ Success rate of conflict resolution procedures
- ▶ Disciplinary actions taken against perpetrators
- ▶ Instances of victim support accessed and delivered, including psychological and/or legal support
- ▶ Percentage of women and persons with disabilities in the overall TVET workforce and in managerial positions

An example template of a checklist for TVET and skills providers, as well as for ministries, is provided in the annex.

Model TVET and skills providers against violence and harassment

Promoting government award programmes to determine model TVET and skills providers can be a useful measure to showcase concrete examples of how to tackle violence and harassment in TVET while encouraging knowledge and resource exchange. Government awards can serve as additional incentives for TVET and skills providers to champion the cause and to improve their recognition compared to other institutions. In Indonesia, following the ILO Skills for Prosperity project, the Batam State Polytechnic (Polibatam) was selected by the Ministry of Education, Culture, Research and Technology (MoECRT) as an example of good practice for other polytechnics regarding the prevention of and response to sexual harassment on campus. As a consequence, the Batam State Polytechnic was asked to pass on its measures and knowledge in a three-day event held in Jakarta, 7 October 2023.²¹

21 Information on this event is available on the ILO website at: [Polibatam exhibits good practices in creating a safe, inclusive and fair campus environment](#).

Social dialogue and consultation with employers' and workers' representatives

Engaging employers' and workers' organizations in eradicating violence and harassment ensures that all angles are considered and covered. Governments should engage in social dialogue in the steps leading up to ratification and in any other policy measures undertaken towards ending violence and harassment. Employers' and workers' organizations can also actively liaise with governments to enquire whether ratification of C190 is under consideration, engage with governments in social dialogue to discuss an instrument for ratification, join advocacy efforts, and coordinate joint change with member organizations in their country.²² Employers' organizations can serve as knowledge-sharing hubs to exchange best practices in implementing workplace policies against violence and harassment. Trade unions can ensure that anti-violence and harassment measures are addressed in collective bargaining agreements, negotiate workplace policies, provide gender-responsive training to trade union representatives and disseminate relevant information to workers.²³ Apprentices and other TVET learners with work arrangements should be able to turn to them for guidance. In Gabon, Article 8 of the Law on the Fight against Harassment in the Workplace, 2016 provides that, "[S]taff representatives and union delegates in a company as well as the trade union organizations in the public sector have a right to be whistle-blowers."²⁴ Both employers' and workers' organizations hold collective power to make a training and work environment free from violence and harassment a reality.

2.2 TVET and skills provider management

Anti-violence and harassment policies and codes of conduct

Anti-violence and harassment policies serve to solidify an institution's position on addressing violence and harassment in all its forms. It is important for such a policy to specify what constitutes violence and harassment in the skills development context for learners, trainers, and staff alike. In addition, as mentioned in R206 (below adapted to the skills development context), policies should:

- state that violence and harassment will not be tolerated against either staff or learners;
- establish violence and harassment prevention programmes with, if appropriate, measurable objectives;
- specify the rights and responsibilities of the workers, learners, and the employer;
- contain information on complaint and investigation procedures;
- provide that all internal and external communications related to incidents of violence and harassment will be duly considered and acted upon as appropriate;
- specify the right to privacy of individuals and confidentiality, while balancing the right of workers to be made aware of all hazards; and
- include measures to protect complainants, victims, witnesses and whistle-blowers against victimization or retaliation.

It is imperative to reiterate these policies in all internal contracts, as well as in contracts and agreements with external collaborators and third parties, to ensure comprehensive protection. In order to make structural changes, TVET and skills providers at a national or local level could also consider the establishment of an independent Department for Sexual Harassment Prevention and Complaints, as done by the National Institute for Learning (INA) in Costa Rica, with a clear allocation of strategic efforts, and budgetary and human resources.²⁵

22 ILO. *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, 2021.

23 International Trade Union Confederation. *ITUC Mini Guide C190 & R206* (Brussels: 2020).

24 ILO. *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, 2021.

25 ILO. *Executive summary: Study on gender equality in vocational training Central America and the Dominican Republic*, (San José de Costa Rica: 2020).

Occupational safety and health

Occupational safety and health (OSH) should be promoted at all levels of education and training²⁶ and are an integral part of OSH action. OSH legislation is already in effect in many countries and should offer a helpful entry point to include regulations against violence and harassment. A growing number of countries have started to include explicit references to psychosocial risks related to violence and harassment in OSH legislation.²⁷ Promoting OSH standards is key for employers in promoting the physical health, mental health and well-being of their staff. As such, TVET and skills providers have a responsibility towards their staff to promote a safe and healthy work environment, but also in extension to learners for a safe and healthy training environment. TVET and skills providers as well as enterprises that host apprentices or other types of work-based learners should implement rules pertaining to violence and harassment into OSH workplace policies. Good OSH management systems can analyse and manage psychosocial hazards, such as those that may stem from or increase the risk of harassment and violence.²⁸ To achieve this, it is important for TVET and skills providers to identify hazardous situations, assess the risk and identify measures to prevent such risks. In addition, complaint mechanisms and remedial actions against violence and harassment incidents should also be comprised of OSH actions.

Mainstreaming anti-violence and anti-harassment content into curricula

Fully integrating gender-responsive modules on anti-violence and anti-harassment in both teacher training and learner curricula is crucial to cultivating awareness, responsible behaviour and empathy. According to R206, gender-responsive curricula and instructional materials on violence and harassment should be disseminated at all levels of education and vocational training.²⁹ It is important that issues regarding violence and harassment, including gender-based violence and harassment, are clearly identified and addressed individually. Denotative hesitancy is a term used to describe when a sexual harassment occurrence is not explicitly defined as sexual harassment. Specifically naming sexual harassment incidents as such, rather than intertwining them with other frameworks of discrimination (such as linking them, for example, with bullying), can ensure that victims and bystanders are more likely to identify instances and more likely to speak up.³⁰

Means of implementation of anti-violence and anti-harassment curricula components could focus on different approaches (or a combination of them) as shown below.

Approach	Integration	Audience
General anti-violence and harassment courses delivered for and by TVET staff and instructors, focusing on non-violent communication, consent and observer mediation	Integrated into training curricula and mandatory for all learners regardless of field of study	Skills development staff; learners
Anti-violence and harassment lessons delivered within specific disciplines, ensuring that the issue is understood from different perspectives (communication, workplace scenarios and complaint mechanisms in the respective field of study, etc.)	Integrated into student curricula, adapted to their field of study	Learners
Expert workshops engaging external spokespersons and advocates with experience (could also encompass training of trainers for skills development staff)	Integrated into teacher training and as add-ons to existing student curricula	Skills development staff; learners

Ensuring that such modules become a regular standard for both trainers and trainees will allow them to address cases of violence and harassment with concrete knowledge, rendering it harder for such instances to go unnoticed or to be tolerated.

²⁶ ILO. *Occupational Safety and Health Convention, 1981 (No. 155)*, Art. 14.

²⁷ ILO. *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, 2021.

²⁸ ILO. *Safe and healthy working environments free from violence and harassment*, 2020.

²⁹ ILO. *Violence and Harassment Recommendation, 2019 (No. 206)*, Art. 23e.

³⁰ Rachel Cox. "Addressing sexual harassment as a work-related risk: issues and dilemmas" [ILO-hosted Webinar, 7 July 2023].

Participatory delivery modes and male champions

Anti-violence and harassment training should utilize a participatory approach that gives agency to participants, avoids the risk of them feeling lectured, and helps them to become “active” bystanders.³¹ By encouraging open dialogue and allowing learners to identify problematic scenarios independently, learners are more likely to recognize and internalize the importance of respectful behaviour and bystander intervention. It is also beneficial to tailor training sessions specifically for men, addressing topics like consent, masculinity, the role of bystanders, and strategies for challenging harmful behaviours in their peers. This approach helps to uncover the gender imbalance often underlying violence and harassment and encourages men to become allies in the fight against violence and harassment. In the United States, a participatory method called “Forum Theatre for Bystanders” is used at multiple universities to tackle the topic of violence against women in the workplace, with the aim to reduce victim blaming and enhance bystander action.³²

Having men play an active role in proposing solutions, promoting a zero-tolerance approach towards violence and harassment, and learning effective allyship and bystander intervention is crucial in changing the culture around violence. According to studies, 38 per cent of men having been exposed to a bystander intervention campaign reported having intervened in a situation, compared to only 12 per cent who did not partake in relevant campaigns.³³ In addition, according to research undertaken by the University of Kentucky, schools with bystander intervention programmes reported a decrease in assaults of 12 per cent.³⁴

Transparent complaint and reporting mechanisms, and disciplinary actions for offenders

Robust, fair, safe and gender-responsive reporting mechanisms and conflict resolution mechanisms should be designed with transparency and accessibility in mind.³⁵ In specific cases, courts or tribunals may also be involved and in the event of gender-based violence and harassment expertise pertaining to gender-related issues should be guaranteed.³⁶ Every person engaged with TVET and skills providers should be aware that such mechanisms exist and how to report cases, both for those cases occurring in the training context and for domestic violence cases that may impact staff and/or learners in the training or workplace. Clear procedures for reporting incidents, along with information about the steps that will be taken, can instil confidence in individuals who wish to come forward. Assurance that their claims will be treated seriously is important, privacy and confidentiality should be secured and protection against retaliation should be guaranteed.

Disciplinary actions and sanctions against perpetrators also need to be clearly defined. Depending on the severity of the violence and harassment case, verbal or written warnings, mandatory training, counselling, probation periods, suspension, expulsion, or even legal action could be assigned. Discrete but detailed investigations and hearings are needed, and offenders should be given the opportunity to voice their side of the story. The success of such disciplinary measures will depend on consistent application without bias regarding the offender’s status or position within the TVET and skills provider.

Support services

When addressing cases of violence and harassment, it is imperative to offer a range of easily accessible support services for victims and persons affected – such as counselling, mediation, support groups, medical services, legal assistance, financial assistance or other, subject to severity. For victims of gender-based violence and

31 UN Women. *The role of bystanders and bystander training*, 2020.

32 UN Women. *The role of bystanders and bystander training*, 2020.

33 Michael Winerip. “Stepping Up to Stop Sexual Assault”, *New York Times*, 7 February, 2014.

34 Ann L. Coker et al. “RCT Testing Bystander Effectiveness to Reduce Violence”, *American Journal of Preventive Medicine*, 52:5 (2017): 566-578.

35 ILO. *Violence and Harassment Convention, 2019 (No. 190)*, Art. 10b.

36 ILO. *Violence and Harassment Recommendation, 2019 (No. 206)*, Art. 16.

harassment, R206 also lists services such as emergency services, 24-hour hotlines, crisis centres and shelters, specialized police units, and support to re-enter the labour market.³⁷ For affected TVET and skills provider staff, remedial services could include the right to resign with compensation.³⁸ For both workers and learners, the right to remove themselves from the training/work setting in specific cases without retaliation should be ensured.³⁹ In Costa Rica, the National Institute for Learning (INA) Advisory Board on Gender Equality and Equity (APIEG) devised a strategy to prevent violence and harassment during training as well as to combat domestic violence. INA's independent Department for Sexual Harassment Prevention and Complaints offers psychological and legal support. In addition, the INA offers financial support for victims of domestic violence where required, to give those affected the possibility to remain in vocational education and training.⁴⁰ TVET and skills providers should consider making funds available where possible, both directly to the victim and indirectly through services, to offer critical support and to prevent the dropout of victims.

Safeguards against retaliation need to be in place to protect victims accordingly. A safe space to express experiences, feelings and concerns is crucial and will provide an opportunity to discuss coping strategies and the way forward. This should involve a dedicated room or space for discussion provided by the skills provider to ensure privacy, as well as an understanding of confidentiality and a non-judgemental approach from the side of the victim support staff.⁴¹ Specific staff should be specialized and trained in assisting persons affected by violence and harassment. Alternatively, TVET institutions could enter into memorandums of understanding or service agreements with respective independent organizations or counsellors.

Inclusive facilities and infrastructure

The quality of facilities and infrastructure can play a pivotal role in promoting an inclusive learning environment and can make a considerable difference in promoting safety and health. Sufficient lighting across the facilities after dark and adequate bathroom facilities are helpful in making students, particularly women and other vulnerable groups, feel safe and can reduce the number of offences. Placing bathroom facilities adjacent to popular areas such as cafes or shops can improve perceived safety. Getting insights from more vulnerable groups of learners, such as girls/women, learners with disabilities and minorities can be helpful in making adjustments. Easily accessible and visible information, such as campaign material, should be placed across the TVET and skills facilities in order to keep the topic front of mind for all and to communicate zero tolerance.

37 ILO. *Violence and Harassment Recommendation, 2019 (No. 206)*, Art. 17

38 ILO. *Violence and Harassment Recommendation, 2019 (No. 206)*, Art. 14.

39 ILO. *Violence and Harassment Recommendation, 2019 (No. 206)*, Art. 7g.

40 Information on the work of the Instituto Nacional de Aprendizaje (INA) in Costa Rica is available on their [website](#).

41 Women Win. *International Guide to Designing Sports Programmes for Girls: Tips For Creating Safe Spaces*. The examples and tips in this document were specifically created to support girls that are victims of gender-based violence, but many of these tips may also apply to any victim of violence and harassment. [Accessed 11 December 2023].

Case study: Valuable lessons from Indonesia and El Salvador

Mainstreaming gender equality, disability and social inclusion (GEDSI) and prevention and response to sexual violence in vocational education and training institutions in Indonesia

The ILO's Skills for Prosperity Programme, with funding from the British government, worked with four Indonesian polytechnics to implement new regulations on addressing sexual harassment and violence in higher education for the very first time. A guide and training manual were developed to increase the knowledge and capacity of facilitators, GEDSI programme managers, task forces, education personnel and students on GEDSI and violence and harassment. The guides recommend identifying and mapping harassment and violence hotspots, encouraging campaigns, victim protection, and involvement of community and worker's organizations. A book that originated from a writing competition features articles from students and lecturers that call to end violence and harassment on campus.⁴² The approach is expected to be replicated in 40 other polytechnics and vocational institutions across Indonesia.

Good practices

- Establishing a polytechnics senior task force responsible to combat sexual violence and harassment.
- Working with social partners to develop standard operating procedures (SOPs) for polytechnics to coordinate investigations, offender prosecutions and victim support when handling cases of sexual violence and harassment.
- Publishing and implementing the guidelines within the relevant institutions.
- Launching high profile dissemination events in four Indonesian provinces, each supported by the Provincial Governor's office and attended by social partners and other education institutions

Guide to the Prevention and Eradication of Discrimination against Women in Training⁴³ in El Salvador

In 2014, the national TVET institution Business Foundation for Educational Development [Instituto Salvadoreño de Formación Profesional (INSAFORP)] in El Salvador undertook studies to identify factors that discriminate against women in vocational training. These investigations uncovered sexist stereotypes and informed the creation of the guide and the development of further aligned tools, including a community manual, guidelines for communication using non-sexist language, and a protocol for addressing cases of bullying and sexual harassment.⁴⁴ The development of the guide was completed in consultation and validation with training centres. It was then tested and implemented in three training centres, ensuring its reproducibility and potential wide application.

Good practices

- Conducting initial studies on root causes for discrimination, violence and harassment and involving training centres in creating tools.
- Making TVET practitioners key actors in the process, enabling them to provide opinions and feedback on activities, attitudes and actions.
- Taking into account differences among TVET providers, such as differences in programmes, courses and specific student demographics.
- Running communication campaigns to raise awareness, alongside other measures.

42 ILO. *Technical and vocational education and training: Making educational institutions safe places for women*, 2022. [Information on this book is available in English and Bahasa Indonesian as an article on the regional website for Asia and the Pacific.]

43 Instituto Salvadoreño de Formación Profesional (INSAFORP). *Guía Metodológica para prevención y erradicación de la discriminación contra las mujeres*, Formando en Igualdad (San Salvador: 2020).

44 For more information on these tools, see the [INSAFORP website](#).

2.3 Enterprises

Work-based learning scenarios

TVET and skills providers are often the first point of contact in the world of work for young people. Many TVET learners participate in work-based learning, such as attachments, internships and apprenticeships in parallel to their off-the-job learning in TVET. Youth (aged 15–24) in employment are more likely to face violence and harassment at work than older workers,⁴⁵ and globally there is growing evidence specifically on the prevalence of sexual harassment of young women in apprenticeships and work placements. In Ghana, 62 per cent of 200 tailor and hairdresser apprentices faced verbal or physical abuse, and in Zimbabwe 80 per cent of female hospitality students reported having experienced sexual harassment during their internships.⁴⁶ In Switzerland, the trade union organization Unia Youth reported that in 2019 two-thirds of apprentices in Switzerland experienced sexual harassment, one-third of which occurred in the workplace.⁴⁷ In Australia, the National Centre for Vocational Education Research (NCVER) found that among apprentices and trainees, 21.2 per cent of completers and 35.2 per cent of non-completers observed bullying in the workplace in 2019.⁴⁸

In implementing C190, enterprises providing work-based learning opportunities might be required to align with anti-violence and harassment practices alongside those at the TVET/skills system level for implicated learners. Enterprise policies and codes of conduct against violence and harassment should regularly be reviewed together with anti-violence and harassment policies for TVET and skills providers. A transparent approach for both on-the-job and off-the-job learning is especially crucial for workplace learners, such as interns, trainees, apprentices, or workers in upskilling programmes. It is advisable that TVET and skills providers and respective enterprises designate representatives to oversee violence and harassment cases and share information frequently.

Employers – including TVET and skills providers who have responsibilities concerning their trainers and staff – can refer to the ILO's *Violence and harassment at work: A practical guide for employers*.⁴⁹ This guide showcases a sample template and outlines the business case of addressing violence and harassment, the legal framework, the development of enterprise-level policy, good practices and the role of employer organizations. Employers are also requested to include risk of violence and harassment into their risk assessment. Training should furthermore be provided to workers, including trainers, on workplace policies.⁵⁰ In Zimbabwe, a workplace training manual against violence and harassment was developed to provide standardized policies, education and awareness programmes, training of workplace gender champions, and to maintain standards at national, sectoral and enterprise levels.⁵¹ In Uganda, the Hotel Owners Association is advancing an initiative to protect industry workers from sexual harassment, by promoting training for hotel managers and supervisors on issues covering violence, sexual harassment, and OSH.⁵²

45 ILO. *Experiences of violence and harassment at work: A global first survey*, 2022.

46 Kavita Kalsi. *Sexual exploitation and harassment in labour market transitions: Experiences that young women face in early-career jobs*, (London: UKaid, 2023).

47 Unia Jugend, *Ergebnisse der Umfrage: Wie geht es dir in der Lehre?* (Bern: Medienmitteilung der Gewerkschaft Unia, 2019).

48 Australian National Centre for Vocational Education Research. *Apprentice and trainee experience and destinations* (Adelaide: 2019).

49 ILO. *Violence and harassment at work: A practical guide for employers*, 2022.

50 ILO. *Violence and Harassment Convention, 2019 (No. 190)*, Art. 9.

51 ILO. *Workplace training manual on violence and sexual harassment is launched in Zimbabwe* (accessed December 2023).

52 International Finance Corporation; European Bank for Reconstruction and Development; Centers for Disease Control and Prevention. *Addressing Gender-Based Violence and Harassment (GBVH) in the Hotels, Catering and Tourism (HCT) Sectors* (Washington, DC: 2020).

Transition to work and career prospects

TVET and skills providers and target enterprises should strongly collaborate in providing information sessions and workshops to support learners with their eventual transition to work. As such, sessions or information material could focus on how to recognize and respond to potential instances of violence and harassment in the workplace – which may look different to the learning environment, specifically with added hierarchies and power dynamics. This can prepare learners to transition to work in a more informed way and to navigate these situations effectively. As future and/or current workers, graduates also have a responsibility and obligation to prevent and refrain from violence and harassment at work.⁵³

Training can also include guidance on joining unions, understanding workers' rights, occupational health and safety workplace policies, and accessing support networks. Collaborations with trusted enterprises that tend to hire TVET graduates should regularly bring in experts or spokespersons from their host enterprises to bridge the gap and ensure coherence.

Many occupations that TVET graduates work towards are historically strongly male- (and sometimes female-) dominated and continue to face perpetual gender bias. Women completing apprenticeships and eventually working full time in occupations in the agriculture or construction sector may be at higher risk of sexual harassment and exploitation,⁵⁴ similar to women in apprenticeships or jobs that require night work shifts or site work in private households, at construction sites, or with service providers. The median percentage of women in science, technology, engineering and mathematics (STEM) occupations worldwide stood at only 38 per cent in 2020.⁵⁵ In order to initiate a cultural shift to eliminate stereotypes and make occupations attractive for both genders, TVET and skills providers and enterprises will need to work hand in hand and promote a work culture that is free from gender bias and stereotypes and promotes dignity and respect for all.

From the onset, TVET and skills providers can provide clear information on earning potential and career prospects ahead of candidates enrolling in their programmes. For women in traditionally male-dominated fields, violence and harassment may be a heightened concern, while men in traditionally female-dominated fields may face judgement. Therefore, it is imperative to invite enterprise experts to share the measures they are taking to mitigate such concerns and to ensure a safe and inclusive working environment for potential graduates.

53 ILO. *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, 2021.

54 Kavita Kalsi. *Sexual exploitation and harassment in labour market transitions: Experiences that young women face in early-career jobs* (London: UKaid, 2023).

55 ILO Department of Statistics (ILOSTAT). *How many women work in STEM?* (2020).



3

Conclusion

Combating violence and harassment in the world of work must encompass clear strategies for preventing and addressing it in TVET and skills development systems. All people in TVET – including staff, trainers and learners – should be protected. Young people and learners might be disproportionately affected and must therefore be protected from the onset of them setting foot in the world of work, beginning with skills development systems and work-based learning schemes. The skills development context is uniquely placed to shape young learners' and workers' understanding of inclusive and respectful conduct and gender roles.

The ILO has set a clear standard regarding the elimination of violence and harassment in the workplace through Convention No. 190 and its accompanying Recommendation No. 206. The topic is one of the ILO key work areas to advance social justice and reduce inequalities. Aligned with this, the ILO is running a global campaign to incentivize governments to ratify C190 to ensure and monitor implementation at a national level, to offer technical assistance and advisory services, to conduct further research, and to promote social dialogue to put the eradication of violence and harassment at the top of the agenda.⁵⁶ TVET and skills providers, ministries and enterprises can join the global campaign to contribute to safer and more inclusive learning and training environment in their own country context.

Striving for a safe and inclusive training environment for all should be a key priority for countries to decrease inequalities and injustices for all and to ensure the well-being and success of its workforce of tomorrow.

⁵⁶ More information on this campaign is available at: <https://www.ilo.org/global/topics/violence-harassment/lang-en/index.htm>.



▶ 4

Key references and further reading

ILO

- ▶ Violence and Harassment Convention, 2019 (No. 190)
- ▶ Violence and Harassment Recommendation, 2019 (No. 206)
- ▶ Occupational Safety and Health Convention, 1981 (No. 155)
- ▶ Discrimination (Employment and Occupation) Convention, 1958 (No. 111)
- ▶ Quality Apprenticeships Recommendation, 2023 (No. 208)
- ▶ Human Resources Development Recommendation, 2004 (No. 195)
- ▶ *Achieving gender equality at work*, International Labour Conference, 111th Session. 2023.
- ▶ *Experiences of violence and harassment at work: A global first survey*, 2022.
- ▶ *Violence and harassment at work: A practical guide for employers*, 2022.
- ▶ *Violence and harassment in the world of work: A guide on Convention No. 190 and Recommendation No. 206*, 2021.
- ▶ *Safe and healthy working environments free from violence and harassment*, 2020.
- ▶ *Disability Inclusion Policy and Strategy 2020-23*, 2021.
- ▶ Ralf Lange, Christine Hofmann and Manuela Di Cara. *Guide and assessment tool on the inclusiveness of TVET and skills development systems for all*, (ILO, 2020).
- ▶ International Training Centre. *Self-assessment tool* (log-in required): Course: Assessment Tool On The Inclusiveness Of TVET and Skills Development Systems For All. Available at itcilo.org.

UN

- ▶ UN. *United to Respect Toolkit* :
 - Course: Preventing abuse of authority, harassment, sexual harassment and discrimination
 - Course: Preventing Sexual Harassment and Other Prohibited Conduct
- ▶ UNESCO. *Gender responsive and inclusive TVET training course: instructors' handbook* (Paris: 2019).

Other

- ▶ IFC. *Addressing Gender-Based Violence and Harassment (GBVH) in the Education Sector* (ifc.org), 2020.

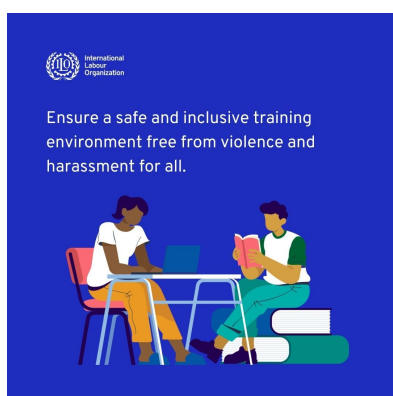


▶ 5

Related resources for TVET and skills providers, ministries, and enterprises

▶ Campaign material

TVET and skills provider tailored campaign material against violence and harassment





C190 campaign toolkit – Events and campaigns



► Checklist

For TVET and skills providers

- Do we have a policy, strategy, codes of conduct, or action plan on gender, inclusion, occupational health and safety, skills, or similar, that includes clauses to prevent and eliminate violence and harassment?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Are such policies, strategies, codes of conduct, or action plans (see above) devised through consultation with workers' and employers' representatives?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we provide training on the prevention and elimination of violence and harassment to staff, instructors, and/or workplace trainers?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- What is the number and/or percentage of TVET/skills provider staff and instructors who completed training activities related to the prevention and elimination of violence and harassment?

No.: / % ☐ Don't know

- Do we provide information and/or training on the prevention and elimination of violence and harassment to learners, both for internal and/or external training and services?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- What is the number and/or percentage of learners who received information, guidance and/or training regarding violence and harassment?

No.: / % ☐ Don't know

- Do we display material against violence and harassment and/or engage in awareness campaigns?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Has anti-violence and anti-harassment content been mainstreamed into curricula for both staff and learners?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we vet partnering enterprises according to anti-violence and harassment clauses in their workplace policies?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- What is the number and/or percentage of enterprises that we partner with for work-based learning or graduates' transition to employment that have devised policies or strategies against violence and harassment?

No.: / % ☐ Don't know

- Do we collaborate with partnering enterprises to devise and carry out anti-violence and harassment preventative and remedial measures?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we include anti-violence and harassment clauses into agreements and contracts with external collaborators and take appropriate action?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we have occupational safety and health measures to prevent violence and harassment?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we have complaint and reporting mechanisms for victims of violence and harassment available to victims and witnesses that ensure confidentiality?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we actively inform learners and staff of such confidential complaint and reporting mechanisms available to them?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we have support services for victims of violence and harassment that ensure confidentiality available to affected learners and staff?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we actively inform learners and staff of such support services available to them, including of confidentiality?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do our complaint and reporting mechanisms and our support services extend to victims of domestic violence?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- What was the number of violence and harassment cases/complaints reported within our TVET/skills provider over the last year?

No.:

☐ Don't know

- What is the number of violence and harassment cases from internal and/or external complaint mechanisms examined and/or addressed over the last year?

No.:

☐ Don't know

- Do we collect and archive data on the number and context of violence and harassment instances?

☐ Yes☐ Partially☐ No☐ Don't know

- What is the number and/or percentage of perpetrators that faced disciplinary measures through the TVET/skills provider over the last year?

No.:

/

%

☐ Don't know

- Optional: Please specify the type of disciplinary measures that were taken against perpetrators.

☐ Don't know

- What is the number and/or percentage of victims that received support services through the TVET/skills provider over the last year? *Please specify the type of support services that victims received (including numbers where available).*

No.:

/

%

☐ Don't know☐ Legal support provided☐ Medical support provided☐ Psychological support provided☐ Other, namely:

- Do we allocate resources for anti-violence and harassment measures in our annual budget?

☐ Yes☐ Partially☐ No☐ Don't know

- Are our facilities and infrastructure designed for safety and inclusivity, including appropriate lighting and adequate bathroom facilities?

☐ Yes☐ Partially☐ No☐ Don't know

- Do we collect data and feedback from learners and staff regarding the efficacy of measures and regarding requests for additions and improvements of measures against violence and harassment?

☐ Yes☐ Partially☐ No☐ Don't know

► What has the success rate of conflict resolution procedures in percentage been over the last year?

No.: / % ☐ Don't know

► What has the dropout rate of victims of violence and harassment been over the last year?

No.: / % ☐ Don't know

► Do we revise anti-violence and harassment measures according to the data and feedback collected?

☐ Yes ☐ Partially ☐ No ☐ Don't know

► Do we revise anti-violence and harassment measures in consultation with employers' and workers' organisations?

☐ Yes ☐ Partially ☐ No ☐ Don't know

► What are the three top priorities/measures against violence and harassment that we plan to focus on over the next year?

1) ☐ Don't know
2)
3)

► Checklist

For ministries overseeing TVET and skills development

- Do we have a country-wide policy on preventing and eliminating violence and harassment in TVET and skills systems or is the issue addressed in general policies on skills, education, gender, inclusion, human resource development and/or occupational safety and health?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we engage in social dialogue with employers' and workers' organisations to combat violence and harassment?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- What is the number and/or percentage of TVET and skills providers with policies or codes of conduct against violence and harassment?

No.: / % ☐ Don't know

- What is the number and/or percentage of TVET and skills providers that display material against violence and harassment and/or engage in awareness campaigns?

No.: / % ☐ Don't know

- What is the number and/or percentage of enterprises partnering with skills providers with policies or strategies against violence and harassment?

No.: / % ☐ Don't know

- Do we collect data on the number and context of violence and harassment instances in skill development?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we collect data on the number of violence and harassment cases examined and/or resolved?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we collect data and feedback on the effectiveness of anti-violence and harassment mechanisms in skills development?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we revise anti-violence and harassment measures according to the data and feedback collected?

☐ Yes ☐ Partially ☐ No ☐ Don't know

- Do we revise anti-violence and harassment measures in consultation with employers' and workers' organisations?

☐ Yes	☐ Partially	☐ No	☐ Don't know
---------------------------	---------------------------------	--------------------------	----------------------------------

- Do we provide incentives and/or awards for TVET and skills providers to become model providers on the topic of combatting violence and harassment?

☐ Yes	☐ Partially	☐ No	☐ Don't know
---------------------------	---------------------------------	--------------------------	----------------------------------

- Do we facilitate knowledge exchange between TVET and skills providers to exchange best practices to combat violence and harassment?

☐ Yes	☐ Partially	☐ No	☐ Don't know
---------------------------	---------------------------------	--------------------------	----------------------------------



International Labour Organization

Route des Morillons 4
CH-1211 Geneva 22
Switzerland

T: +41 22 799 7045

E: skills@ilo.org

E: jostock@ilo.org

W: ILO Skills for Social Inclusion