Session 3: TRANSITIONS FOR WORKERS

Skills development for supporting workers in transitions

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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

STEM skills

Digital skills

Skills for growing sectors (care, green)

A general shift towards higher, multiple skills

Core skills and capabilities
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
For Individuals, the world of work is increasingly unforeseeable, rapidly changing and not secure.

- 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

- **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

How can I navigate through the uncertain world of work?

How can I develop resilience, adaptability and perseverance?
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.