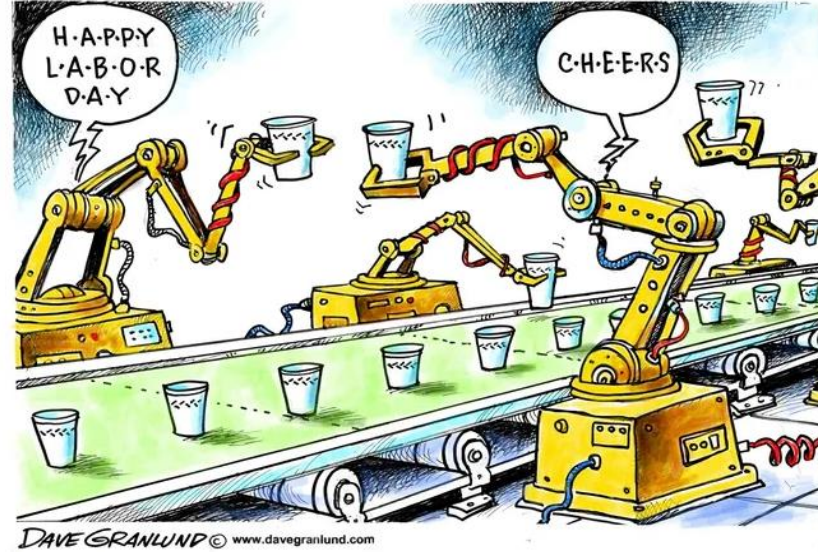


Supporting People's Capabilities through TVET



Craftsmen, Tomb of Nebamun and Ipuky (c. 1390-1349 BCE), Ancient Egyptian artisans were the first workers to go on strike in recorded history (all images via Wikimedia Commons)



Pekin Daily Times



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ILO and how it perceives the world of work

International Labour Organization is;

- ▶ the first specialized UN Agency (1919-)
- ▶ devoted to advancing social justice and promoting decent work
- ▶ responsible for drawing up and overseeing international labour standards (norm-setting)
- ▶ 190 Conventions, supporting 206 Recommendations, and Declarations (by ILC and Governing Body)
- ▶ the only tripartite UN agency - it brings together representatives of governments, employers and workers to jointly shape policies and programmes
- ▶ made up of 187 Member States
- ▶ headquarter in Geneva, 45 country offices, 5 regional offices, ITC in Turin
- ▶ regional offices for Arab States, Africa, Asia, Europe and Americas
- ▶ Operates around the concepts of «decent work and social justice»
- ▶ Runs technical and financial cooperation programmes globally, supports good labour governance
- ▶ DW is included in the UN-SDG 8: Inclusive and sustainable economic growth, employment and decent work for all)

Current Challenges Before Decent Work Agenda;

- ▶ Rising structural unemployment, declining hours of work
- ▶ High inflation, low growth, rising cost of living, depressed aggregate demand, bottlenecks in global supply chains...
- ▶ Informal employment, social protection gaps
- ▶ Inequality (job polarisation, declining labour share of income, rising income and wealth inequality, working poverty)
- ▶ Labour market mismatches, qualification and skills mismatches, skills obsolescence and Life Long Learning
- ▶ Youth activation and NEET
- ▶ OSH and hazardous working conditions
- ▶ Gender pay-gaps
- ▶ Job creation, technology and labour conflict,
- ▶ Digital divide (The ones with and without access to IT, digital economy, platform economy and jobs, global division of labour, 3D jobs (dirty, dangerous, and degrading)
- ▶ Artificial intelligence technologies crowding out human labour and changing how we work, human-robot collaboration
- ▶ Child labour, 160 million working children, 1/10 children in the World
- ▶ Disasters, crisis, and need for a human-centred recovery

TVET as a Remedy for Poverty and Unemployment?

► Conceptual Clarification

Technical and Vocational Education and Training (TVET) refers to;

- a wide range of skills development, training and education activities,
- at secondary, post-secondary and tertiary levels,
- through formal education, work-based learning, continuous training and professional development modalities,
- that aim to provide individuals with the necessary knowledge, skills and qualifications

for employment in decent jobs and entrepreneurship as part of life-long learning systems.

What TVET Provides:

- For individuals: Up-to-date knowledge and skills to develop ones' productive capacity and utilize it for employment and livelihoods, as well as self-realization
- For enterprises: Human resources that can efficiently utilize the most recent means and techniques of production
- For societies and countries: Socio-economic development outcomes as a result of positive changes at individual and enterprise levels, such as elimination of poverty, social inclusion, full employment, activation, and sustainable growth



TVET of any kind, or?

1. TVET that is designed, implemented and evaluated via social dialogue and cost-sharing
2. TVET that leads to;
 - ▶ Full and productive employment
 - ▶ Fair wages
 - ▶ Safety at work
 - ▶ Social protection
 - ▶ Opportunities for personal development and social integration
3. TVET that is accompanied by quality skills-profiling and vocational guidance
4. TVET that is covered by labour inspection systems (special focus on state of children and young persons)
5. TVET that prevents;
 - ▶ Labour exploitation
 - ▶ Child labour
 - ▶ Substitution of regular workers with trainees for cost-cutting
 - ▶ Imbalanced transfer of resources from public funds to employers for financing of TVET programmes at workplaces

Regulatory Framework: ILO C142 and R195 on Human Resources Development

Article 1:

- ▶ 1.1. Each Member shall adopt and develop **comprehensive and co-ordinated policies and programmes of vocational guidance and vocational training**, closely linked with employment, in particular through public employment services.
- ▶ 1.4. The policies and programmes shall be designed to improve the ability of the individual to understand and, individually or collectively, to influence the working and social environment.
- ▶ 1.5. The policies and programmes shall encourage and enable all persons, on an equal basis and without any discrimination whatsoever, to develop and use their capabilities for work in their own best interests and in accordance with their own aspirations, account being taken of the needs of society

Article 4: Each Member shall gradually extend, adapt and harmonise its vocational training systems to meet the needs for vocational training throughout life of both young persons and adults in all sectors of the economy and branches of economic activity and at all levels of skill and responsibility.

Article 5: Policies and programmes of vocational guidance and vocational training shall be formulated and implemented in co-operation with employers' and workers' organisations and, as appropriate and in accordance with national law and practice, with other interested bodies.

Mind the digital gap, please!

Digitalisation and AI Technologies

► Value of human labour in the modern society:

“Society without work is, so it seems, is a society without a centre, a society lacking basic coordinates in matters both large and small, in everyday life as in politics, economics, the law and so on.” Ulrich Beck, *The Brave New World of Work*, 1944

HUMAN IN COMMAND APPROACH! Skills bring and keep human labour into work. Human society needs to find new ways to reconcile and collaborate with machines without falling into a competition anxiety with skills of the machines.

Digitizing Education and Training

- ▶ Digital innovation in society is reflected in digital innovation in learning and teaching.
- ▶ Technology, mainly driven by IT technologies, enables new forms and pedagogies of teaching and learning
- ▶ Integration of IT technologies in TVET requires participation of developers, users and funders of these technologies all.



VR in education

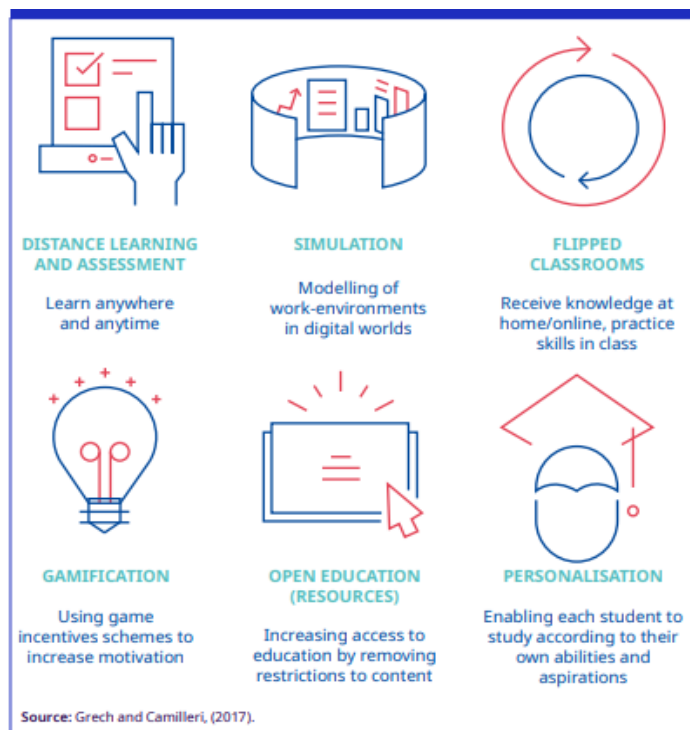
▶ **TVET policies and strategies have to react:**

- ▶ increased automation of simple tasks – and increasingly of mid-level tasks – thanks to technologies such as AI
- ▶ increased complexity and cost of equipment used in technical occupations
- ▶ constantly emerging (new) technologies
- ▶ more complex workflows involving multidisciplinary teams
- ▶ increased flexibility
- ▶ increased productivity, efficiency, quality and reduced time to market
- ▶ more R&D activities
- ▶ development of new skills and talent globally

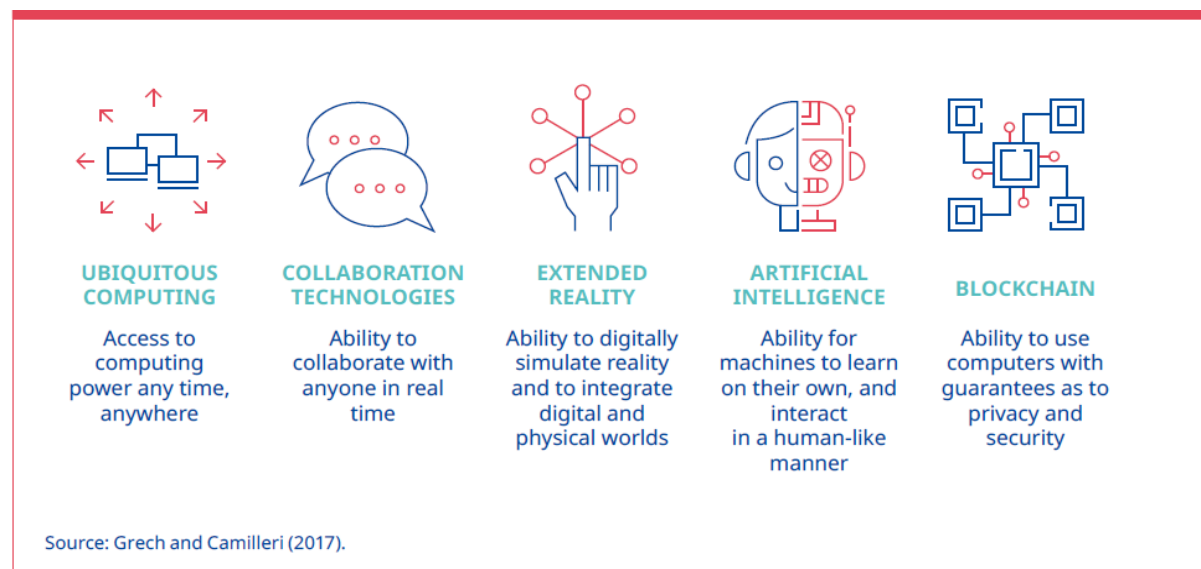
► Digitizing TVET

- Education and training should serve digital adaptation of individuals and institutions.
- Changing needs of society and labour market in line with technological innovations require reforming skills development curricula.
- New technologies require new skills and new skills create new technologies
- Technical, behavioural/soft/transversal and foundational skills are needed to be incorporated in combinations in the TVET programmes

Digitizing TVET



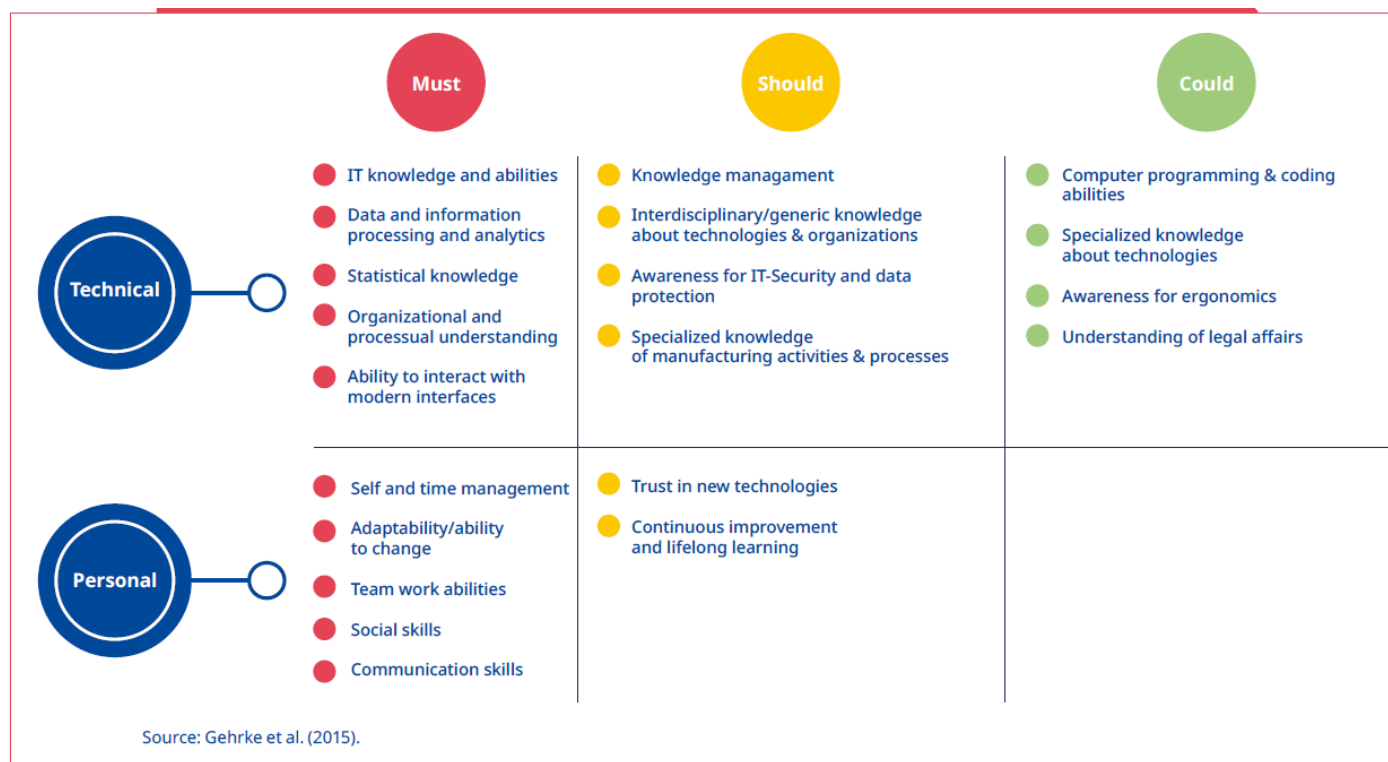
Six Areas of Learning Holding Promise for TVET



Technologies Driving Digital Transformation in TVET

Digitizing TVET

Future qualifications and skills required from TVET



HIGHLIGHTS FROM THE NEW INTERNATIONAL LABOUR STANDARD FOR TVET: QUALITY APPRENTICESHIPS RECCOMENDATION, DRAFT

QUALITY APPRENTICESHIPS REPORT, SUBMITTED TO THE INTERNATIONAL LABOUR CONFERENCE, 111th SESSION, 2023

Components of the Draft Recommendation:

- I. Definitions, scope and means of implementation: «... *enables an apprentice to acquire the competencies required to work in an occupation through structured and remunerated or otherwise financially compensated training consisting of both on-the-job and off-the-job learning and that leads to a recognized qualification;*»
- II. Regulatory framework for quality apprenticeships: Integration in education, vocational training, lifelong learning and employment policies in accordance with the Minimum Age Convention, 1973 (No. 138), and the Worst Forms of Child Labour Convention, 1999 (No. 182); (b) occupational safety and health, in accordance with the Occupational Safety and Health Convention, 1981 (No. 155), and the Promotional Framework for Occupational Safety and Health Convention, 2006 (No. 187);
- III. Apprenticeship agreement (written one)
- IV. Equality and diversity in quality apprenticeships (age, gender, various disadvantages and vulnerabilities to be considered)
- V. Promotion of quality apprenticeships (data, institutionalisation, awarenessraising and mainstreaming)
- VI. International, regional and national cooperation for quality apprenticeships (measures for the recognition of apprenticeship qualifications nationally, regionally and internationally)

10 QUESTIONS TO BE ANSWERED BY THE PUBLIC AUTHORITY?

1. Do we have a TVET policy reinforced by a national regulatory framework? What is the relationship between our TVET policy and the Life Long Learning System (if available)
2. Do we run the process in compliance with international labour standards? Have we signed and approved the relevant Conventions? Is our national legislation harmonised with the standards set in these conventions? Do we have a Decent Work Country Programme sufficiently addressing TVET policies?
3. Do we operate social dialogue in planning, implementation and monitoring and evaluation of TVETs? Do we have institutional mechanisms to operate social dialogue in this respect?
4. Do we have an effective labour intelligence system that identifies skills demand and supply dynamically and respective mismatches with the underlying reasons? Does our TVET system respond to feedback from this labour intelligence system?
5. How do we finance TVETs? How are public funds and employers' contributions are received in provision of TVET at different qualification levels, sectors and regions? Is there a fair cost-sharing?

10 QUESTIONS TO BE ANSWERED BY THE PUBLIC AUTHORITY?

6. How accessible are our TVET programmes? Who are excluded and why?
7. Is our TVET system responsive to the technological changes?
8. Do we monitor, evaluate and inspect TVETs sufficiently? Are we aware of the risk of child labour and labour exploitation in work-based learning programmes?
9. To what extent, does our TVET system benefit from global collaboration for quality skills development programmes? (GAN?)
10. Does our TVET system enable recognition of skills and competencies as well as recognition of prior learning within and across the borders?

... TEŞEKKÜRLER ...