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E-DISCUSSION:

Be Bold For Change — Inclusive Growth through Skills Development, 6 to 17 March

*Hosted on the Global Skills for Employment
Knowledge Sharing Platform*

From 6 to 17 March 2017

Disclaimer: The views and opinions expressed in this summary report are those of the individuals who contributed to the online discussion and do not necessarily reflect the official policy or position of the International Labour Organization.

Summary Report: Be Bold for Change - Inclusive Growth through Skills Development



From 6-17 March 2017, an E-discussion held under the theme “Be Bold for Change – Inclusive Growth through Skills Development” was hosted on the Skills for Employment Global Public-Private Knowledge Sharing Platform (Global KSP): www.skillsforemployment.org

E-discussion participants included members of training institutions, civil society and international organizations who all sought to respond to one common theme:

Amid real and anticipated technological, environmental, demographic and other changes in the world, how could inclusive skills development, particularly targeting women and other disadvantaged groups, be fostered in the world of work and in the economy at large so that “no one would be left behind?” The answers provided in response to this theme were diverse and included references to examples and good practices in countries such as Bangladesh, India, Israel, Jordan, Mozambique and Nepal.

Some of the key messages and points emerging from the discussion are captured and summarized below. For the full discussion thread, see *Annex A*. A reference table of documents and material cited in the E-discussion could be found in *Annex B*.

LEVELING THE PLAYING FIELD FOR WOMEN

Women do not currently have equal access to education and training opportunities and facilities - a reality which is partially fuelled by the gender stereotypes of the roles that women are expected to perform at home and in the world of work. However, according to the Gallup World Poll, cited by two E-discussion participants, “a total of 70 per cent of women and a similar 66 per cent of men would prefer that women work at paid jobs.” Interestingly, “the 70 per cent of women who would like to work at paid jobs notably includes a majority of women

who are not in the workforce.”⁽¹⁾

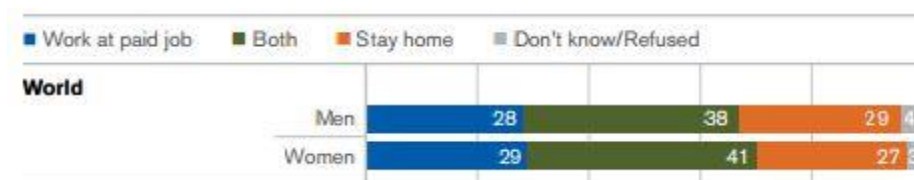


Figure 1: Preference for women to work at paid job, stay at home, or both (ILO-Gallup report, 2017)

Ensuring that women benefit from skills training so as to facilitate their entry into the world of work is therefore a matter of priority. Further, providing access to skills upgrades and lifelong learning to the many women who dominate industries subject to (increased) automation in the future is key to ensuring that women are better guaranteed adaptable skills and secure livelihoods within the context of changing labour market needs. Such security nets are particularly essential in regions like the Asia-Pacific where women dominate low-skilled jobs in the textile industry and are at a risk of being left behind if lacking in skills that are transferrable to other industries. Women in the care sector are similarly at a risk of falling into insecure domestic work if attempts are not made to add value to care work and to equip carers to training in professional care and business start-ups. Despite the adoption of the ILO's Convention 189 (2011) that recognized the social and economic value of domestic work and provided a framework for the protection of domestic workers, securing decent work for domestic workers (67 million globally, 2013) is still far from being achieved. *"ILO started the work on domestic workers' skills development as an entry point for promoting decent work in the sector in 2009 in India."*⁽²⁾ The ILO PROMOTE project in **Indonesia** is assisting the national partners in pushing the agenda forward.

Barriers preventing women's access to skills training and economic empowerment need to be addressed. Quoting from a 1995 study on *Barriers of Women in Technological Education and the Role of Distance Education* by Karen Evans, one E-discussion participant cited the following restrictions: *cultural and attitudinal* (stereotyping about women and men's different capabilities, lack of confidence, low self-esteem); *situational* (unpaid reproductive and household work including childcare, food provision and cleaning, for which women bear the overwhelming burden, and a male family member's opposition or lack of support for women entering non-traditional male-dominated jobs); *geographical* (remote location of training institution may require long-distance travel and security concerns); *infrastructural* (lack of appropriated accommodation and separate toilets); and *vocational training and on-job apprenticeships which may reinforce occupational sex segregation*.⁽³⁾

How can these and others barriers be overcome? E-discussion participants provided the following solutions:

Positive imaging of women

In **Southern and Eastern Mediterranean (SEMED) countries**, the media, which currently portrays a negative image as it relates to women working in the tourism sector, could play a crucial role in reversing negative stereotypes through the promotion of positive images or success stories of women in non-traditional fields. This need for positive imaging also extends to adjustments being made to textbooks, curricula and teaching methods which also

perpetuate negative stereotypes of women.

In **Morocco**, legal measures have been taken to stymie the perpetuation of negative stereotypes of women. As one E-discussion participant revealed, in May 2014, Law No. 77.03 on audio-visual communication was amended in May 2014 and prohibits

...any advertising, which damages women or contains a message likely to perpetuate stereotypes or negative images, or portrays the inferiority of women or promotes discrimination against her because of her sex. Similarly, it encourages operators of audio-visual communication to contribute to the fight against discrimination on grounds of sex, including stereotypes based on gender, and to promote a culture of gender equality, while prohibiting any direct or indirect incitement against women or undermining women's dignity.(4)

But are such measures sufficient?

Women in STEM disciplines

With the current and future thrust towards Science, Technology, Engineering and Mathematics (STEM)-dominated careers, many E-discussion participants stressed the need for female role models in (STEM) disciplines, both in an effort to stimulate a higher representation of women in these areas and in an effort to prevent a further widening of gender gaps. *“STEM skills have been deemed as necessary for the future of work – yet women fall behind in these areas in most countries, making up only about a third”.(5)* This could have a significant bearing on the economic prospects and opportunities for women and their families as STEM jobs *“generally pay more,”* and because *“gender gaps in these occupations are lower than in other sectors.”(6)*

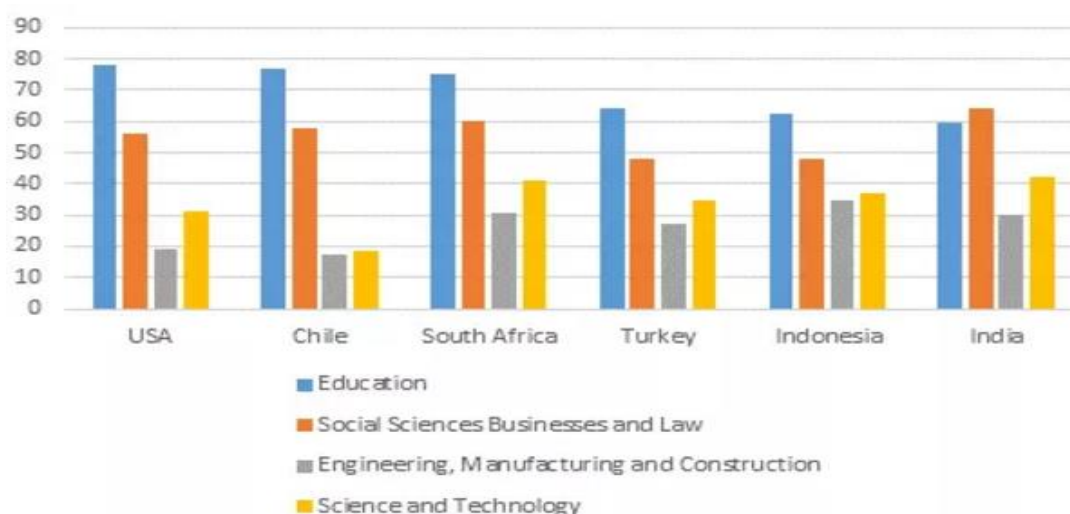


Figure 2: Percentage of female graduates from tertiary degrees in selected subjects (2014)
(Source: World Bank Education Statistics based on UNESCO Institute for Statistics)

As a means of encouraging and facilitating the development of STEM potential among females, a member of the European Training Foundation (ETF) referred to efforts in ETF partner countries to integrate young women and girls in high-tech industry primarily through three avenues: (i) increase the budget allocation targeted at encouraging girls to study STEM subjects, (ii) integrate women graduates in the industry, and (iii) provide career guidance towards technological studies.⁽⁷⁾ These efforts were only possible with multi-stakeholder cooperation, notably among researchers in established institutions, TVET schools, STEM graduates, the private sector, academic and research centres, and science and art museums.

The results? The first programme evaluation, revealed the following:

- in Math, the percentage of male and female students is identical and no significant gap exists;
- in Biology and Chemistry, the percentage of female students is higher than that of the male students;
- in Physics and Engineering, the percentage of female students who take final exams in those subjects, even if increased, still remains lower than the percentage of male students.⁽⁸⁾

“These practices are showing that giving more prominence to STEM in TVET system, not only increases its attractiveness for girls but work in ensuring the inclusion of women in formal Technical, Vocational Education, and Training (TVET).”⁽⁹⁾

Access to quality and relevant education and training

In a poll administered by the Skills for Employment Knowledge Sharing Platform (Global KSP) 56% of respondents noted the importance of *relevant and quality training* and *access to quality education* in promoting strong and inclusive growth: ⁽¹⁰⁾

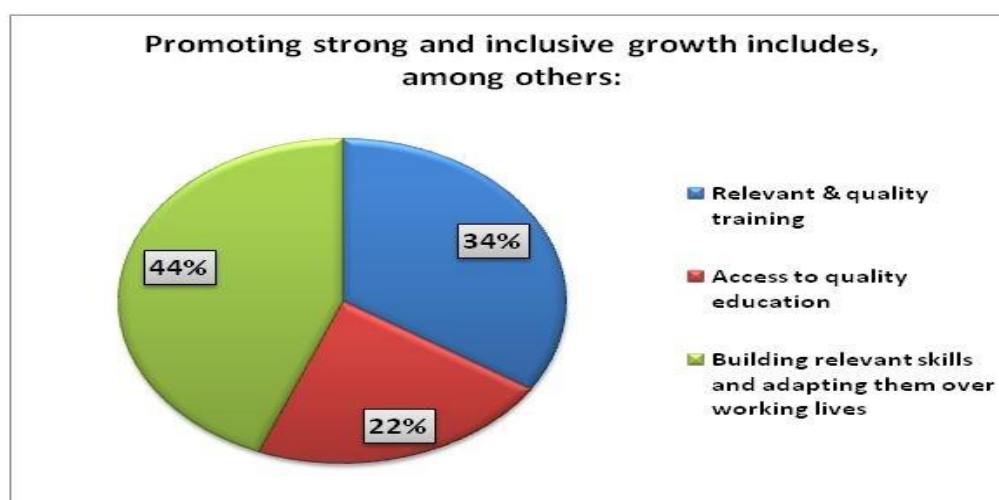


Figure 3: Poll results from respondents sourced from Twitter and from the Global KSP (March, 2017)

Such beliefs also found resonance with some E-discussion participants, one of whom posited that *“if women are to benefit more from their studies and society is to benefit from women’s capabilities, education and training need to be made more relevant taking into consideration the specific obstacles for women’s access to employment. Women’s integration into the workplace should be supported and employers [should be] encouraged to employ women.”* (11) In this regard, Technical and Vocational Education and Training (TVET) needs to go beyond a predominant emphasis on merely providing women with traditional skills, and instead providing them with skills that are needed in the labour market. This targeted approach is key to the empowerment of women and the participation of women in public and economic life.

In a pilot project implemented within the EU-funded European Training Foundation (ETF) GEMM project in **Jordan** and in cooperation with the ILO, youth and women were given training via an apprenticeship training programme in keeping with labour market needs in the retail sector. In the words of one female who could not find employment after finishing her degree and who received training from GEMM, *“I...learnt...things which are needed to prepare products for sale to the customers...I can now work in fashion shops like Kenana and sell cosmetics.”* (video clip)(12) Partnerships among the following bodies were deemed to be important to the success of this training programme: E-TVET council, Vocational Training Corporation (VTC); CAQA Center of Accreditation and Quality Assurance, Jordan Career Education Foundation/JCEF, International Youth Foundation, International Labour organization/ILO, Labour Union, Chamber of commerce and local employers in the sector.

In the case of **Bangladesh**, the benefits of exposing women to relevant skills training, not limited to traditional gender-segregated roles, was noted in the Canada- supported Bangladesh *Skills for Employment and Productivity* (B-SEP) Project. More than six hundred (600) girls were trained in eleven (11) non-traditional occupations such as carpentry, lacquer polishing, refrigeration, electrical repairing, etc. which resulted in an employment rate of 90 per cent within three months of training. Under the ILO-supported National Skills Development Policy, 2011, practical steps were also taken to ensure that the TVET system was market-driven and more gender, disability and minority inclusive via the incorporation of a number of supportive provisions. These include a 30 per cent quota for women in managerial and senior positions, 5 per cent enrollment quota for students with disabilities in TVET institutes, the promotion of gender equality in non-traditional occupations, the making of TVET institutes gender responsive and accessible to persons with disabilities, and gender training for instructors and managers of TVET institutes.

“In order to increase girls’ participation in technical and vocational training programmes, efforts also need to involve families, society, training providers, employers and government. Ambitious

policies and action plans that succeed in transforming gender norms and relationships in society are required to bring about gender equality in the workplace.”(13)

Economic empowerment through entrepreneurship education training

While the importance of ensuring that women benefit from relevant education and skills as a means of participating fully in the workforce has been established, the job and financial security of women does not have to be dependent on jobs made available to them by employers. Women could also be included in the labour market through acquiring entrepreneurship skills that would make them financially independent and better able to provide for themselves and their families. Building entrepreneurship activities, however, needs to be closely linked to quality and relevant education. The ILO’s policy experience (particularly via its Women’s Entrepreneurship Development (ILO-WED) programme) has shown that *“women entrepreneurs - due to the educational opportunities they access or are nudged into, often end up in low-yield, low-paying and with little growth potential sectors and markets.”(14)* It is recommended that gender-sensitive entrepreneurship education is offered and pursued in schools so that they could *“self-identify early as entrepreneurs early on...and...move into 'opportunity' driven entrepreneurship down the road when they enter the labour force.”(15)* Not only would women stand a better chance of being fully included in the labour market but they would also be in a better position to foster the inclusion of others through their provision of skills training and even employment opportunities.

The ETF develops and fortifies the entrepreneurship capacities of women via the *International Women’s Entrepreneurship Laboratories in the Eastern Partnership* which is organized with support from the European Commission and in collaboration with the Governments of EU member states and the EU partner countries. The objective of these Laboratories, the first of which took place in Rome in 2014, is *“to boost the established regional synergies in the Eastern Partnership and strengthen the governments’ commitment to promote women’s entrepreneurship, both in the region and in each of its countries.”(16)*

In **Morocco**, a similar strategy of honing entrepreneurial skills is practiced under Casa Pionnières – an organization and business incubator which is cited for its success in providing technical and financial support to women’s businesses. Proposals are usually selected after which office space and career mentoring are provided through the early years of business development. *“Due to its success, the model was replicated in Rabat in 2009. Between 2006 and 2010, the incubators contributed to the development of some 50 companies in diverse sectors including tourism, training and childcare. The incubators also lead campaigns in universities and colleges to encourage female entrepreneurs.” (17)*

TOWARDS BROAD-BASED INCLUSIVE GROWTH

Economic growth, fuelled by globalization and technological change, has yielded attractive results: greater productivity, lower production costs, and greater profit making capacities. However, the achievement of such results has not been without its costs. While some have managed to retain their jobs and even benefitted from upward mobility in the job market, others have been shut out of the labour market altogether. In the United States and other parts of the globe, there has been a reduction in the demand for routine mid-skill jobs and a rising demand for non-routine jobs at the low and high end of the skills spectrum. What has been the determining factor in maintaining security in the job market on the one hand versus an increased risk of being excluded? It is the skills that one possesses. According to Katharine Mullock of the OECD, in order to ensure inclusive growth in a globalized and digital world, the skills which individuals need are those which *“complement the activities performed by robots and computers and which are not themselves automatable”*. (18)

Skills anticipation and targeted learning

With the shift towards automation and a greater demand for non-routinized jobs, institutions of learning and training centres have an important role to play in equipping students and workers with the skills needed to respond to the changing demands of the labour market. Skills anticipation, one of the key areas of work of the ILO, is central to this preparation process as individuals are provided with insight into the future needs of the labour market. One of the strategies used by the ILO in skills anticipation/skills forecasting is the Skills for Trade and Economic Diversification (STED) methodology which, to put it simply, uses a *“sectoral approach to identify skills needs in light of the analysis of the business environment of the sector.”* (19)

For the ORT Israel Sci-Tech Schools Network (comprised of nearly 100 charter high schools focused on STEM instruction), preparation for an increasingly digitized world has been quite notable as STEM-based learning has been innovatively integrated into classroom learning. As one observer remarked,

At every instance, the educators at ORT seek to use personalized learning to help connect STEM lessons to the STEM learner. They embrace the use of technology in the classroom, including the instructional applications of students using their own smartphones while in class. ORT actively recruits teachers who have developed meaningful content knowledge in the private sector, bringing their experiences as developers and designers for names such as Microsoft and Google into the K-12 classroom. (20)

While there has been a great thrust to promote STEM learning around the globe, this does not remove the responsibility of countries and regions in discovering pathways to skills development that are best suited for their unique country context. As posited by one E-

discussion participant who expressed concern about the lack of running capital and an investment sector for huge minerals in **South Sudan**, *“developing nations need to develop their own concept and strategy or initiative for enhancing their employability and career prospects. In doing so, we shall realize improvements in the creative industries, formalized industries and initiatives that promote inclusive employment and equal opportunities.” (21)*

Environmental sustainability

Clearly, the quality of education and training to which individuals are exposed will have a bearing on their ability to cope with future labour market demands. However, not only *what* skills an individual possesses but the *means* through which these skills are procured, would have a bearing on the extent to which everyone would be able to benefit from inclusive growth. As reminded by one E-discussion participant, *“we need to make operations environmentally friendly to conserve ecosystem balance for future generations.”* This could be done through *“green practices in the selection of tools and equipment, training materials, energy efficient systems and green energy sourcing.”(22)* Further practices could also include the re-use of training materials, recycling or reduction of waste, and switching over to a paperless environment in an effort to reduce carbon emissions.

Targeting vulnerable groups; Addressing skills deficits

“Inclusive economic growth is not only about expanding national economies but also about ensuring that we reach the most vulnerable people of societies. The “equality of opportunity” and “participation in growth by all” with a special focus on the working poor and the unemployed are the very basis of inclusive growth.” (23)

Within this context, the provision of skills for unemployed and underemployed youth (and other vulnerable groups), based on their qualifications, skills and experiences, has been deemed to be a priority. This could be done not only by the provision of entrance level employability skills via TVET, but also by making knowledge and skills upgrades continually available along the life and work cycle. As one E-discussion participant recommended, the provision of skills training should be combined with support services such as career counselling, vocational counselling and employment counselling in an effort to secure productive and decent employment. Under the auspices of the ILO’s Labour Market Information and Employment Services (LIfe) Project, funded by the Korea International Development Cooperation (KOICA), support is provided to Employment Service Centres (ESCs) in **Nepal** which help unemployed youth and vulnerable individuals with decision-making pertaining to education, training, wage-employment and self-employment. *“The ultimate objective of this*

project is to facilitate smoother transitions to training and work through expanded public employment services for rural youth in Nepal.” (24)

Persons with intellectual disabilities also risk exclusion from the labour market if targeted attempts are not made to provide them with quality and desirable skills. The ILO-Irish Aid PROPEL (Promoting Rights and Opportunities for People with Disabilities in Employment through Legislation) Project serves as an example of one of the many ways through which employment support is given to such individuals. Under this Project, the ILO worked with the Lizhi Centre, the Chinese Disabled Persons’ Federation (CDPF) and the Special Education Institute of Beijing Union University (BUU) to improve employment opportunities for persons with intellectual disabilities. One of the beneficiaries of this Project - Li Chao – was able to secure a job in a restaurant after a long stint of unemployment.

Inclusive and flexible workplace environments

In **India**, some employers in the technological industry have come to the realization that valuing employees, and not just the skills that they possess, is one step forward in ensuring that all are able to participate fully in the labour force. Given the fact that some women tend to drop out of the labour market when they reach mid-management level due to marriage, pregnancy and post-infant care, some IT companies have arranged more flexible and adaptable working conditions from which women could benefit. Some arrangements now include working from home provisions, flexible working hours for pregnant and young mothers, the provision of child care facilities, as well as women reorientation programmes. *“Some companies also conduct ‘women only’ recruitment drives, grievance management and career advancement policies to help women grow from mid-management to leadership roles. These initiatives have helped women employees and encouraged them to pursue their career even after a break...The journey for an inclusive working environment for the companies would be first to realize that there is a need for one and then look for options and models to emulate.” (25)*

In the shift towards greater automation in the world of work, employees likewise have the responsibility of ensuring that they possess skills that are best suited to flexible working environments. As evident in the IT industry, “knowledge centric skills” (26) both facilitate ease of entry to the labour market for males and females, and make it easier for employees to work in the confines of their homes. Cognitive skills are similarly emphasized in environments that stress high productivity, signaling the need for a “paradigm shift in traditional ways of skills development.” (27)

Bottom-up approaches to inclusion

In the attempt to limit skills gaps and skills matches in the labour market and to ensure that no-one falls out of the workforce, many approaches to inclusion have focused on ensuring that individuals are provided with the skills training in keeping with labour market demands. These approaches, such as seen in the case of Jordan, have involved collaboration among educational institutions, TVET institutions, the private sector, centres of accreditation, and quality assurance and other partners so that students could benefit from relevant education and training and receive quality and secure employment. However a different approach to inclusion exists – one which involves participants being given the opportunity to voice their opinions, not on what skills they need to fit into labour market needs, but on what their job interests are in the labour market. Speaking of his experience in working in the Technical Training Project in **Nepal** funded by KOICA in collaboration with Kathmandu university, one E-discussion participant remarked that *“the involvement of local stakeholders, including the beneficiaries, is the key to successful implementation of the project/programme.”*⁽²⁸⁾ This approach is often ignored in favour of the identification of relevant skills via a *“top-down”* approach. Indeed, as reiterated by one of the E-discussion moderators, *“Too often there is a disconnect between the labour market demand and the interests and aspirations of young people. Yet the focus tends to be on skills supply and addressing the mismatch.”*⁽²⁹⁾

To counter this problem, the Project adopted a two-thronged approach - one which engaged with key stakeholders (such as the private sector, TVET officials, and academia) to determine the skills required by the domestic and international markets, and one which engaged with the beneficiaries. In the latter instance, a survey focused on understanding the employment aspirations and socio-economic dynamics of youth from marginalized backgrounds was carried out. By learning about the job prospects/aspirations of the target group, project participants were able to identify and focus on the relevant skills needed by this group. This is crucial considering the fact that in Nepal, *“the majority of low-skilled labour migrants are youth (aged 15-40) and nearly 80 per cent of them are from a low socio-economic status.”*⁽³⁰⁾

The bottom-up or community-based approach to inclusion could also be seen in the ILO TREE project in **Mozambique**, supported by the ILO in partnership with KOICA and the Government of Norway. In this approach, local ownership and involvement is fostered through the use of *Mestres* (masters) – trainers sourced from rural communities who are experienced technical professionals/entrepreneurs and who provide training to members of the local community. Tina Chaibo is one such trainer who overcame gender stereotypes and currently uses her skills in horticulture to provide practical training to 22 individuals, 75 percent of whom are men. This skills training intervention is delivered in the province of Cabo Delgado which is the third poorest in the country, and which has the lowest literacy rate among women as well as the highest early pregnancy rate in Mozambique. Through exposure to training offered under the

ILO TREE project, it is expected that male and female beneficiaries would be able to have the relevant skills to obtain decent work that is productive, and which delivers a fair income.

Conclusion

The promotion of inclusive growth through skills development promises to yield viable returns for all: Workers and those seeking entrance into the labour market stand to benefit from relevant skills and skills upgrades which will increase their prospects for long term insertion in the world of work, and financial sustainability; Employers have heightened expectations for productivity as workers use skills tailor-made for labour market demands in their job functions, and as working environments are made accessible and flexible to suit the needs and capacities of all; and the society at large benefits from economic growth and social cohesion as skills gaps and skills mismatches are minimized, and as labour market participation is increased.

ENDNOTES

- (1) Skills for Employment, see page 38 of Annex A “Conversation Thread”.
- (2) Akiko Sakamoto, see page 23 of Annex A “Conversation thread”.
- (3) Adrienne Cruz, see page 49 of Annex A “Conversation thread”.
- (4) Francesca Rosso, see page 45 of Annex A “Conversation thread”.
- (5) Joni Simpson, see page 36 of Annex A “Conversation thread”.
- (6) Lida Kita, see page 35 of Annex A “Conversation thread”.
- (7) Lida Kita, see page 42 of Annex A “Conversation thread”.
- (8) Lida Kita, see page 43 of Annex A “Conversation thread”.
- (9) Lida Kita, see page 42 of Annex A “Conversation thread”.
- (10) Skills for Employment, see page 32 of Annex A “Conversation thread”.
- (11) Francesca Rosso, see page 48 of Annex A “Conversation thread”.
- (12) Francesca Rosso, see page 48 of Annex A “Conversation thread”.
- (13) Kishore Kumar Singh, see page 41 of Annex A “Conversation thread”.
- (14) Joni Simpson, see page 38 of Annex A “Conversation thread”.
- (15) Joni Simpson, see page 38 of Annex A “Conversation thread”.
- (16) Francesca Rosso, see page 37 of Annex A “Conversation thread”.
- (17) Francesca Rosso, see page 45 of Annex A “Conversation thread”.
- (18) Skills for Employment, see page 30 of Annex A “Conversation thread”.
- (19) Akiko Sakamoto, see page 23 of Annex A “Conversation thread”.
- (20) Lida Kita , see page 28 of Annex A “Conversation thread”.
- (21) Samuel Imma Romano, see page 21 of Annex A “Conversation thread”.
- (22) Hazrat Hussain, see page 52 of Annex A “Conversation thread”.
- (23) Saurav Ram Joshi, see page 15 of Annex A “Conversation thread”.
- (24) Saurav Ram Joshi, see page 15 of Annex A “Conversation thread”.

- (25) Shakir Syed, see page 25 of Annex A “Conversation thread”.
- (26) Shakir Syed, see page 24 of Annex A “Conversation thread”.
- (27) Saurav Ram Joshi, see page 16 of Annex A “Conversation thread”.
- (28) Mihwa Wi, see page 32 of Annex A “Conversation thread”.
- (29) Laura Brewer, see page 33 of Annex A “Conversation thread”.
- (30) Mihwa Wi, see page 33 of Annex A “Conversation thread”.

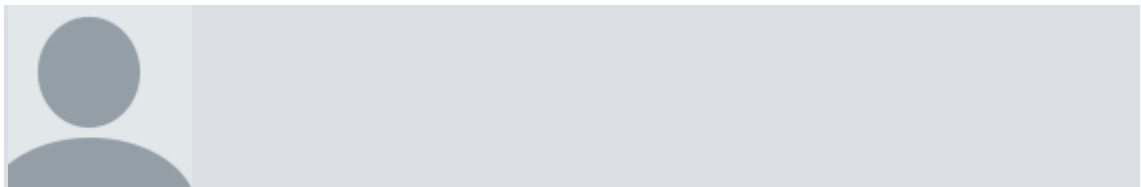
APPENDIX A: Conversation Thread

Discussion thread: Be Bold For Change — Inclusive Growth through Skills Development, 6 to 17 March 2017

Laura Brewer • 3 days ago

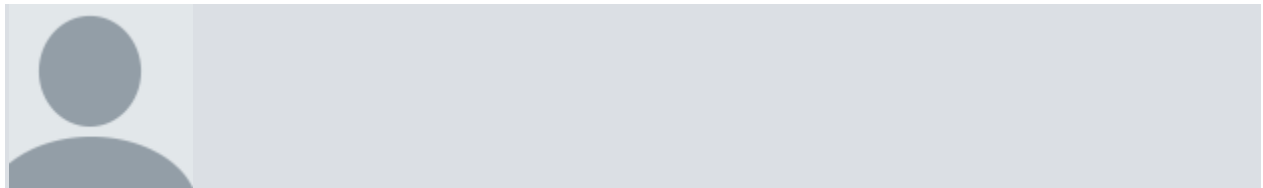
As we come to the end of our e-discussion, I want to thank all participants for sharing your stories, projects, ideas and thoughts. Your contributions have reinforced some of the key messages around inclusive skills development as well as raise challenges for our work in this area. I thank those who sent documents by email. I look forward to reading those more closely to gather some lessons learned. For those of you who did not get the chance to submit your innovative and bold ideas, the door is not closed. Please send them to: knowledge@skillsforemployment.org

On behalf of Akiko, Joni, Jeannette and myself, thank you once again.



Laura Brewer Guest • 3 days ago

Hello Daniela. This is a target group that doesn't get much attention in the inclusive skills development agenda. It would be great if you have more information to share with us. I understand you will be presenting your work in this area at the ILO-ITC Skills Academy in Turin in May. I look forward to hearing your ideas.



Akiko Sakamoto • 3 days ago

Dear Participants!

Two weeks have gone quickly, and we are already at the last day of our discussion on Be Bold For Change --Inclusive Growth through Skills Development. We have had good exchanges of research findings and perspectives and good examples from various angles of promoting inclusiveness. Some colleagues approached the questions from the perspective of particular social groups, and others contributed from the point of views of programs and approaches. Coinciding with International

Women's Day, the discussion led to great exchanges on addressing gender issues in employment and skills. Fantastic. How 'bold' have the suggestions been? I am not sure, but as many of you pointed out, it is important to identify specific barriers and obstacles carefully for each case to find appropriate solutions, and the nature of the problem is as such that one big bang solution may not be the way to go --although it can be still bold I suppose.

Soon, my time zone, Bangkok, will be drawing a curtain on the discussion but not yet for the other regions!

Looking forward to receiving your posts.

Regards

Akiko



Saurav Ram Joshi • 5 days ago

When we talk about inclusive growth, I love to quote Ban Ki-moon, former UN Secretary General, from the publication 'Rule of the game: A brief International Labour Standards'. He said, "Experience shows that economic growth is not sufficient. We must do more to empower individuals through decent work, support people through social protection, and ensure the voices of the poor and marginalized are heard. Let us make social justice central to achieving equitable and sustainable growth for all."

Inclusive economic growth is not only about expanding national economies but also about ensuring that we reach the most vulnerable people of societies. The "equality of opportunity" and "participation in growth by all" with a special focus on the working poor and the unemployed are the very basis of inclusive growth.

Inclusive growth with skills development hence, need to address real skills requirement of unemployed youth including vulnerable people. The skills development should be based on their qualifications, experiences and interests. Furthermore, providing skills training is not enough, must be associated with employability skills and supported with employment services such as career counselling, vocational counselling and employment counselling to get productive and decent employment.

KOICA funded ILO's Labour Market Information and Employment Services (LiFE) Project supports public Employment Service Centres (ESCs) located in various districts of Nepal. The ultimate objective of this project is to facilitate smoother transitions to training and work through expanded public employment services for rural youth in Nepal.

The ESCs provide employment services that help unemployed youth and vulnerable people make well informed choices about education, training, wage-employment and self-employment in Nepal. With the LiFE project's support, ESCs together with employers' organization conducted industrial human resource needs, visiting 600 industries and organized 5 job fairs in various development regions of Nepal. Furthermore, ESCs together with non-for profit making organizations WOREC and ABC Nepal, are steering "Community Based Interventions" for employment promotion and services, conducting mapping of employers and job seekers of the rural and urban communities. All these efforts lead to facilitate better match of expectations and requirements of job seekers and employers, ultimately inclusive economic growth.

Platform and gig economy are emerging and will change the structure of employment opportunities. Increasing 'work from home' or 'shifting job place' employment will change the pattern of work culture. We need cognitive skills and use smart technologies in these days and will be more in the years to come. In this context, in particular for inclusive growth, there is a need of paradigm shift in traditional way of skills development.



Akiko Sakamoto Saurav Ram Joshi • 4 days ago

Good to hear from you Saurav and thank you for a good example from Nepal.

I feel too that how well skills initiatives can be coordinated and combined with other related services is a key to improve training-employment linkages. It is also important that those combined services can stay and continuously be offered for a long enough time to make an impact on inclusion. How well are the public employment services centres coping with and adopting the offering of the combined service? Also does your project include teaching of cognitive skills that you mentioned?

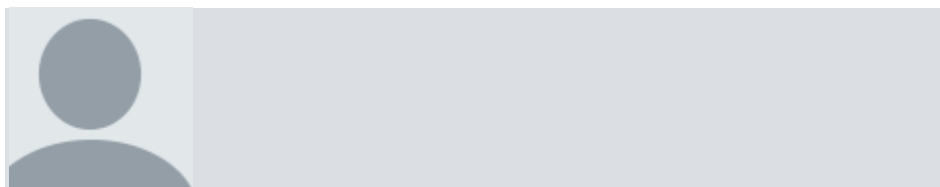


Saurav Ram Joshi Akiko Sakamoto • 4 days ago

I fully agree with you on combined services stay and continued for a long time to make an impact on inclusion. Honestly speaking, Public Employment Services in Nepal are still at initial stage, however improving the performances with the project's support. The project does not include teaching of cognitive skills but we tried to integrate with other projects who provides skills development such as SDC funded Swisscontact's Youth Employment Project, ILO's migration related 'Work in

Freedom' project, UNDP's SKILLS project, WorldBank's Enhanced Vocational Education and Training Project, ADB's Skills Development project. Furthermore, we are integrating Employment Service Centre's (ESCs) activities with Employers activities. Job fairs are being continually organized in various districts by ESCs together with Employers Organization FNCCI. Today, we had another job fair in Kathmandu, integrated with Trade Fair inaugurated by the Prime Minister.

From our project's support we introduced workplace based training in Dairy Industries, Grill and Steel fabricators industries for the people who are registered in the Employment Services Centres and in the condition that employment is guaranteed in these industries. Not exactly, but part of cognitive skills will be introduced and more employability skills will be introduced in these workplace based training programmes. I think this small act will make a big impact in inclusive growth through skills development.



Akiko Sakamoto Saurav Ram Joshi • 3 days ago

Great to receive this follow up posting from you, Saurav. It would be really good to keep monitoring the impacts -short, and medium-long term. Keep us posted with further development!



SkillsforEmployment Mod • 5 days ago

The following contribution was submitted by Eng. Moustafa Wahba via the UNESCO-UNEVOC TVET Forum site:

Yes, our colleague Jeannette is completely right in saying that skills alone may not be sufficient for realizing inclusive growth for TVET workers.

In my point of view we must consider the following two essential issues when addressing Skills and Competencies within the general concept of Skills Development and creation of broader TVET programmes (theoretical and practical) that promote inclusive employment and equal opportunities.

First Issue: Definition of Skills and Competencies

The terms Skills and Competencies are used, virtually, interchangeably. In fact there is a difference between Skills and Competencies. The competency is a group of related awareness, knowledge, skills and attitudes / personal behaviors that enable a person (or an organization) to act effectively and safely at work location.

Accordingly the competencies may incorporate a skill, but are MORE than the skill; they include behaviours, as well as knowledge that are fundamental to the use of a skill.

In my TVET field of experience, I am using the terms skills and competencies as interchangeable bearing in mind the difference between skills and competencies i.e. Competency is defined as a behaviour in addition to skill and ability.

Second Issue: Categorizing of Competencies

When designing a Competency Development Framework CDF for any particular occupation / job / profession, we must categorize the different competencies in all or part of the following subjects:

A. Core Competencies

These are the most important specific technical competencies required to be acquired by a particular discipline as core competencies to carry out the roles covered by the Competency Framework.

B. Support Competencies

These are the specific technical competencies required to be acquired by a particular discipline from other disciplines' competencies to carry out the roles covered by the Competency Framework.

C. General Competencies

These are the general technical competences required to be acquired by all disciplines during their training and development period.

D. Personal / Behavioral Competencies

These are the non technical competences required to be acquired by all disciplines during their training and development period.

E. Entrepreneurship Learning EL Competencies

These are the entrepreneurship learning competences required to be acquired by all disciplines during their training and development period.

Best regards.

Eng. Moustafa Wahba

Competency Assurance & TVET Consultant

Scottish Qualification Authority SQA Qualified Internal Verifier



Carlos SkillsforEmployment • 3 days ago

Estimado Moustafa Wahba :

Es muy valioso para mí ésta definición clara y precisa de las competencias para la FTP, quiero preguntar si las mismas son adoptadas oficialmente por la UNESCO-UNEVOC Foro de la FTP?, y como acceder a la misma en el caso que tuviera traducción al español? Mi intención es aplicar este esquema para la formulación de las competencias profesionales de los Instaladores de Energías Renovables.

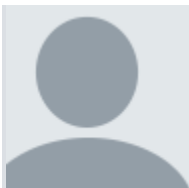
Esta nueva profesión muchas veces es confundida por las habilidades o por las competencias de apoyo, y creo que es preciso desarrollar estas competencias siguiendo el esquema presentado por Ud.

Dear Moustafa Wahba:

It is very valuable for me this clear and precise definition of the competencies for FTP, I want to ask if they are officially adopted by UNESCO-UNEVOC FTP Forum ?, and how to access it in the case that had Spanish translation ?

My intention is to apply this scheme for the formulation of the professional competencies of Renewable Energy Installers.

This new profession is often confused by the skills or the supporting skills, and I believe that it is necessary to develop these competences following the scheme presented by you.



Laura Brewer SkillsforEmployment • 5 days ago

Moustafa, you raise some interesting points around definitions. At the ILO terms such as competencies, life-long learning, employability are actually defined by ILO constituents rather than individual researchers. In some ways this clarifies the issues under discussion, in others it may restrict it. The point is to be clear on how you are defining key terms. That said ILO has done a lot of work on the skills needed for the world of work. You may be interested in the publication "Enhancing youth employability: What? Why? and How? Guide to core work skills". This guide looks at a the range of skills and competencies under

similar categories that you have put forward in your post.

<http://www.skillsforemployment...>



Maria Baier-D'Orazio • 5 days ago

Dear Moderator and colleagues,

I think that "disadvantaged" not only refer to women. People with handicap also have (big) problems. I won't talk about policies in my country (Germany) but just mention a project that I had been evaluating in 2015 and that is located in Georgia. A women's organisation called RHEA is training people (youth and adults) who have a mental handicap and they also try to foster employment opportunities for them. I was really impressed by their efforts. I am a consultant in vocational and skills training for more than 20 years now (in developing countries) but it is VERY rare to get in touch with skills training for mentally handicapped persons. Maria Baier-D'Orazio, Germany



SkillsforEmployment Mod Maria Baier-D'Orazio • 5 days ago

Dear Maria,

Thank you for your contribution. And, indeed, "disadvantaged" does not only refer to women. According to the ILO, "disadvantage" refers not just to economic factors, such as income poverty, or lack of experience in and poor understanding of the formal job market, but also social factors such as gender, racial, ethnic or migrant background, and geographical isolation with poor access to quality education and job opportunities. For the purposes of last week's discussion to mark International Women's Day we focused attention on the theme of women and access to skills development, however, we have broadened the discussion this week.

The ILO has undertaken some work in the area of promoting pathways to employment and training for persons with intellectual disabilities. Here are a couple of references and related links which you may find interesting:

Promoting training and employment opportunities for people with intellectual disabilities: International experience.

Employment Working Paper No. 103 (2011). Link to publication, with short abstract:

<http://www.ilo.org/employme...>

This working paper highlights, among other points, good practice in supporting people with intellectual disabilities in integrated employment settings. Evidence clearly points to better outcomes for employees with intellectual disabilities when they work in integrated settings, with appropriate supports.

There is also a case story highlighting efforts under the joint ILO-Irish Aid technical cooperation project to support employment for persons with intellectual disabilities:

Title of case story: Lifting the barrier of intellectual disabilities

Link to story: <http://www.ilo.org/global/a...>

Best,

Jeannette



SkillsforEmployment Mod • 5 days ago

The following contribution was submitted by Samuel Imma Romano of Sudan via the UNESCO-UNEVOC TVET Forum site:

Dear Moderator and Colleagues,

In South Sudan, although being a young nation, during the liberation struggle, the citizens went and studied in the neighbouring countries. These citizens brought different specializations, skills and expertise in various kinds of formal skills.

Our main challenges here in South Sudan are lack of running capital and investment sector for huge minerals which when harvested and exported for hard currency, in return; can definitely improve our economy, whereby other specific skills can be identified and improve.

Our country require exploration in natural resources where economy is boosted and creative industries are survey and mapping is conducted. It is inclusive, when we rally behind our culture industries and improve them for sustainable development.

We may not realize specific skills that promote disadvantaged groups when developed nations imposed their pathways to developing countries which their share cultures and traditions. Developing nations need to develop their own concept and strategy or initiative for enhancing their employability and career prospects.

In doing so, we shall realized improvement in the creative industries, formalized industries and initiative that promote inclusive employment and equal opportunities.

Samuel Imma Romano
South Sudan / Juba.



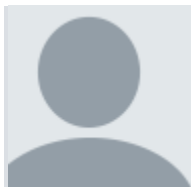
Laura Brewer SkillsforEmployment • 5 days ago

You make a good point Samuel. Too often we see policy borrowing/sharing, resulting in no or little positive impact. Can you share initiatives in South Sudan that have been designed to meet the specific skills needs in the country?



Javier de la Vega • 6 days ago

It's very difficult to foresee the future of work. It's linked with too many issues: poverty, unequal conditions of work and life, GVC's, multinational corporations, democracy. It could be very bad if the political tendencies that privileges corporations keep defining the world. We need to push in all countries against this, and promote decent work, collective bargaining and organization. Actually the world is very divided by nationalism, religion, bigotry, and that's what certain corporations and governments want. We need to impulse a free labor migration policy and give more power to international human rights and labor organizations that promote unity and equality...



Akiko Sakamoto Javier de la Vega • 4 days ago

Many thanks, Javier for your thoughts. True, decent work deficits are found in many places, future of work is uncertain and can be overwhelming. Mountain cannot be moved overnight, but we must keep pushing, right?

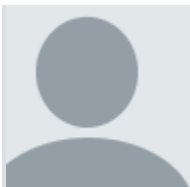
Talking about promoting decent work, I happened to be in the workshop yesterday to promote decent work for domestic workers through skills development in Jakarta, Indonesia. Domestic workers are also called sometime as household assistants, helpers, etc.

Despite domestic work being a significant source of employment for many (67million globally 2013) in particular in developing countries, among women and among migrant workers, decent work is very very far from the reality. The adoption of ILO's Convention 189 (2011) that recognized the social and economic value of domestic work, and provided the framework for protection for them was a significant achievement, yet the ground-level work needs to continue to make a change. ILO started the work on domestic workers' skills development as an entry point for promoting decent work in the sector in 2009 in India. In Indonesia, the ILO project (PROMOTE for more details) is assisting the national partners to push the agenda forward.



Katharine Mullock • 6 days ago

Thank you for sharing these excellent examples of how countries are actively responding to changing skill needs, and in many cases, doing so in a way that is inclusive. My recent blog post touches on these issues, and emphasizes how important it is for policy makers to have access to high-quality information about skill needs in order to ensure that the skills systems creates incentives to develop skills that are in demand. For those who are interested, a recent OECD publication, “Getting Skills Right,” is worth checking out for a comparison of how different countries collect information on current and future skill needs, and the various ways they put this information to use in policy-making.



Akiko Sakamoto Katharine Mullock • 6 days ago

Thank you, Katharine for sharing this work. I agree that quality information on skills needs is critical and an important piece of jigsaw for promoting inclusiveness in employment as it can guide students /workers where they need to invest in terms of education and training. Skills needs anticipation is also one of the key areas of ILO’s skills work, particularly to provide guidelines and tools for those countries that do not yet have sufficient technical and institutional capacity and resources. One of the methodologies that we have is, putting it simply, to take a sectoral approach to identify skills needs in light of the analysis of business environment of the sector (called, Skills for Trade and Economic Diversification: STED methodology) – further information is available on the same website that this e-discussion is hosted:

Direct link to the STED portal on the KSP: <http://www.skillsforemploym...>



Akiko Sakamoto • 6 days ago

Thanks so much, Shakir, for sharing this good example that the growth of IT sector in India has expanded career options for women and the sector's skills-knowledge centric nature promoted rather gender-neutral employment approach in the sector. It is also good to see that at least some companies are trying and offering different working modalities to provide work environment for women to pursue their careers. Promoting inclusiveness goes beyond skills. It also shows that while workers need relevant skills to access to an employment, employers also need to do their share to attract and retain the talents that they need.

According to several youth surveys that I recently came across, young people in particular look for not only decent wages and benefits, but also the opportunity to upgrade their skills and knowledge in the workplace as an indicator for an 'attractive' job (in particular in advanced economy contexts). These young people seem to foresee several or more careers in their life and acknowledge continuous skills and knowledge upgrading as a norm. Yet, it needs to be mentioned that youth unemployment and underemployment are major challenges in many countries, and many young people struggle to make the first step in the world of work. This makes them one of the big target groups for inclusive TVET.

Regards

Akiko



Shakir Syed • 6 days ago

Building a gender-inclusive workplace

IT growth has created unprecedented opportunities for both genders in India since the late 90's. The gender ratio is skewed towards male employees in both public and private enterprises in India. However, with more secure careers in IT there is an increase in women representation in this sector as more women are graduating and entering into the field, studies show that as of 2010, 42% of college graduates in India were women (1). The motivating factor being comparatively higher salaries, physically less demanding work in comfortable work environment and gender neutral policy based on knowledge-centric skills possession (Kumar 2001; Upadhya 2006; Shanker 2008). Top IT companies in India have roughly one-third women in their workforce. The majority of the one-third

about 40% are at junior level, most of them recruited at the Campus level from Engineering Colleges, with only around 10 to 15% at the senior level within many organizations (2).

There is huge attrition of women when they reach the mid-management level, about half of them drop from work place before the age of 30 (1). The major factor being either marriage or pregnancy and post infant care. Usually, with kids and long work schedule at office, women find it difficult to re-enter the job market. With additional responsibility at home, some women tend to leave work permanently as they struggle with work-life balance.

However, IT companies have realized the value women employees bring to the organization in terms of corporate, cultural and economic rewards and want to tap into this huge talent pool of women with 3 to 10 years of work experience. Companies have introduced various policies to counter the attrition trend. They now provide work from home facility along with flexible working hours for pregnant and young mothers. Some companies also provide child care facility and women reorientation program for better integration. Some companies also conduct 'women only' recruitment drives, grievance management and career advancement policies to help women grow from Mid management to leadership roles. These initiative has helped women employees and encouraged them to pursue their career even after a break.

The inclusive work environment is still missing in many companies, it is important for corporations to raise awareness of the skills and capabilities that women bring to the work environment and have an open mind and implement programs that lead to gender inclusiveness and compete with global counterparts. The journey for an inclusive working environment for the companies would be first to realize that there is a need for one and then look for options and models to emulate, then they would need to initiate the change within the company and champion the cause of this transformational journey to arrive at stage where there is no perceived barrier and any inequity issues are dealt progressively and with open mind.

For women to reach the top positions in industry in India, they have role models like Chitra Ramkrishna, MD & CEO, National Stock Exchange, Aarthi Subramanian, Executive Director, TCS. There is indeed a glass ceiling and that it can be broken through hard work and dedication irrespective of whether one is a women or men and there are ample opportunities at the top for both.

REFERENCES

- (1) Saundarya Rajesh and Karthik Ekambaram, 2013, “The Career Trajectories of Indian Women professionals in the IT Industry: An Empirical Study”, International Journal of Social Science and Interdisciplinary Research, Vol. 2, No. 6, pp. 84-97.
- (2) Reeba Zachariah, 2014, “1 lakh, and counting: TCS top employer of women”, Sunday Times, September 21.



Lida Kita • 7 days ago

Dear All,

Since 2010 ETF has conducted reviews of progress in VET in the ETF partner countries. It captures the developments, challenges and some draw backs in the countries (“Torino Process Reviews”), and other reviews. Also we have been looking more in depth on the issues of VET for cohesion in the ETF lead participatory action research conducted for two years in Western Balkan, Turkey and Israel. For more in-depth reading for good practises see ETF, South Eastern Europe, Israel and Turkey trends, perspectives and challenges in Strengthening Vocational Education for Social Inclusion and Social Cohesion, Turin, 2013

<http://www.etf.europa.eu/we...>

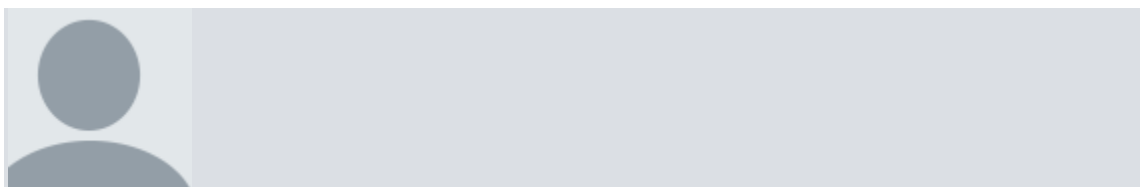
Some of the key observations:

- The concepts of social inclusion, social cohesion and equity are unfamiliar or relatively new for ETF’s partner countries’ policy discourse and are rarely referred to in the national policy making processes. Poverty and economic vulnerability, being the visible aftermaths of the economic reforms and transitions in the countries, are more often in the spotlight on government agendas.
- While the significance of VET for building human capital is widely recognised in these countries, the role of the VET sector in contributing to equity, cohesion and active citizenship in society has little or no prominence in national discussions on this subject, and there have not been much concrete follow-up actions. This role of VET has not been systematically considered in the design of VET reforms that are under way.
- Specific sub-groups of young people systematically miss out on VET where structural barriers also stand in their way. Young people most likely to miss out on VET in the last decade in the Western Balkans are those from the most economically, socially and politically marginalised groups (with disabilities, women, ethnic groups, those still living at home, those from single-parent families, those living in rural areas and those from families with a history of parental illiteracy and unemployment).
- The notion of disadvantage which has informed VET policy-making needs to be reconceptualised. There are major shortcomings in viewing disadvantage in terms of abstract ‘client groups’. Target groups for VET equity initiatives need to be specific groups of individuals who face multiple disadvantages. Certain students at particular risk are overrepresented in the VET system (e.g. Roma students, girls, students with disabilities and serious health problems, students from rural, isolated and inaccessible areas, internally displaced persons (IDPs), ethnic and cultural minorities etc.). VET schools have become a practice of segregation and exclusion for vulnerable groups.
- A great deal of measures implemented in the Western Balkans and Turkey with the aim of reducing inequalities in education and training and promoting social inclusion have been triggered by emergency situations and/or have been carried out as isolated, national and EU/donor-led projects, with little national ownership and only partial sustainability.

- Although some of the case studies in the studied countries support a general optimism about the prospects for equity in VET, they also suggest a certain degree of caution. On the one hand, these reports suggest that community based initiatives can work very successfully within the VET framework, provided certain protocols or procedural principles are maintained. On the other hand, these case studies also raise concerns about the extent to which resourcing levels are adequate enough to fully realise the potential of these “piloting” and donor supported initiatives. There are many on-going pilot programmes that have shown how important social outcomes were achieved because the individuals involved had a voice in determining their learning goals and acquired ‘ownership’ of their learning processes. The resourcing issue, however, was also evident in these case studies, stressing the difficulty in mainstreaming these programmes in the overall VET system.
- VET schools are more successful in social inclusion, cohesion when they optimise the possibilities of collaboration between VET schools, home, employers and the community at large allowing them to be more responsive to their students’ social contexts and offer inclusive approaches towards all their intake students, to maximise the contribution of schools to social inclusion and social cohesion.
- Not only the full understanding but also the capacities of VET schools, the staff etc. for dealing with social inclusion within and through VET are limited.
- Widening the concept and practice of inclusive education to embrace the full diversity of youngsters who might be at a potential disadvantage in accessing and participating in education and training must be supported by evidence and action research at school level. This would give a deeper understanding of the range of different reasons for exclusion and discrimination and the diverse forms of segregation that involve different contexts, different histories and different factors to be addressed.
- Striking a balance between the pursuit of social and economic outcomes is essential for the success of community-based initiatives designed to address access and equity in VET. Indeed, for individuals who face multiple disadvantages in accessing VET, the pursuit of social outcomes should take precedence, and be recognised as an important stepping stone to the achievement of economic outcomes. do with the content and knowledge obtained is far more important than how it can be measured.

We will discuss about the VET for social cohesion and inclusive growth in the upcoming ETF's Corporate event 6-7 June. Any good cases from colleagues will be more than welcomes. I am working on a good practise compendium from all the partner countries of ETF and will share what I find most valuable for the discussions.

Thank you,
Lida



Laura Brewer Lida Kita • 7 days ago

Interesting Lida. It will be useful to see the good practice compendium you are compiling in due course.



Lida Kita • 7 days ago

“Dream, Then Do” When It Comes to #STEM Teaching, Learning
Dr. Patrick Riccards from Woodrow Wilson Foundation in the U.S.A.

<https://eduflick.com/2017/0...>

Project-based, STEAM-focused instructional model

"Most of the kids in the class were not aspiring rocket scientists or brain surgeons. Many of them didn't want to be in high school at all. But they were saying that if they were required to be in school, this was really the only way they would want to do it. For them, there was no other school choice".

“Recently, I had the privilege to travel to Israel to see how a “start-up nation” focused on technological opportunities is addressing STEM education today. The ORT Israel Sci-Tech Schools Network is essentially a network of nearly 100 charter high schools focused on STEM instruction. Everything is taught in a dual-language environment (English and Hebrew), with many of the schools in the northern part of the nation adding the third language of Arabic to meet the needs of their Arab students.

At every instance, the educators at ORT seek to use personalized learning to help connect STEM lessons to the STEM learner. They embrace the use of technology in the classroom, including the instructional applications of students using their own smartphones while in class. ORT actively recruits teachers who have developed meaningful content knowledge in the private sector, bringing their experiences as developers and designers for names such as Microsoft and Google into the K-12 classroom.

Visiting schools across the country, I witnessed STEM seamlessly integrated with English language instruction and literature and even the Bible. One educator remarked that “this is a creative thinking place for teachers.” In multiple schools, I heard educators speak of changing “the exclamation points to question marks in learning,” meaning to them that instead of teachers offering the definitive word on everything taught, they saw their role as inspiring their students to ask questions and seek answers.

“Kids don’t have to change. Let them be curious,” one technology teacher told me. “Teachers need to change.” And one engineer-turned-educator summed up his direction to his students as, “today you

can dream, tomorrow you can do.” The students respond in kind, seeing project-based instruction as, “relevant to us.”

The visit to these ORT Schools helped me see there are some universal truths when it comes to the future of teaching and learning, truths that I see with every school visit or teacher discussion I have here in the states. Teachers want to be empowered. Educators see the enormous value in mastering content as well as being adept at classroom management. That their success is measured by far more than a test score. That they are eager for the instructional opportunities ahead, and charting new ground to meet the needs of tomorrow’s learners. And for those learners, personalized instruction is king. Project-based learning inspires. The real-life experiences of their teachers mean something.



SkillsforEmployment Mod • 8 days ago

Dear Participants,

A recently published blog by Katharine Mullock, Economist at the OECD, addresses, in part, number question 6 on how to ensure that future workers have the right skills for an increasingly digital and globalized world. Below are excerpts of the blog - to read the full blog please click on "Blog: Changing skills needs: How to prepare the workforce for the jobs of the future?" located on the right hand margin of this page:

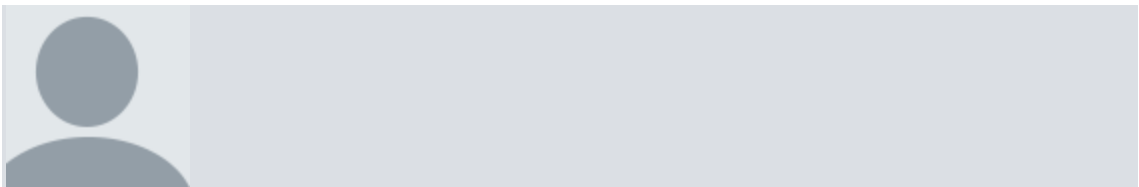
"No one likes being the sad kid not invited to the birthday party. Especially when it is a party that makes your neighbours richer and happier, while your income stagnates or declines. Between 2000 and 2010, manufacturing jobs in the United States fell by 5.7 million, eliminating a traditional pathway to a middle-class lifestyle for many workers with only a high-school education. Though the US unemployment rate is nearly back to pre-crisis levels, manufacturing jobs have not recovered, and the share of high-school educated people who are not working among the civilian population has jumped from 38 per cent to 46 per cent since 2010 (US Bureau of Labor Statistics). Technological progress and globalization, purported to be “a rising tide that lifts all boats”, has left many feeling uninvited to the party.

"Declines in manufacturing jobs are not limited to the United States, but are part of a global phenomenon driven by technological progress and increasingly globalized supply chains. These forces have polarised labour markets by reducing demand for routine mid-skill jobs like manufacturing, while raising demand for non-routine jobs at the low and high ends of the skills spectrum. While globalization and technological change have the potential to boost productivity and economic growth, they come with no guarantee of inclusivity. Feeling left behind from the gains of technological progress no doubt underlies the social tension and anxiety manifested in recent political

change observed in several OECD countries. Governments and policy makers are being called upon to address this social anxiety, and to create conditions for more inclusive growth.

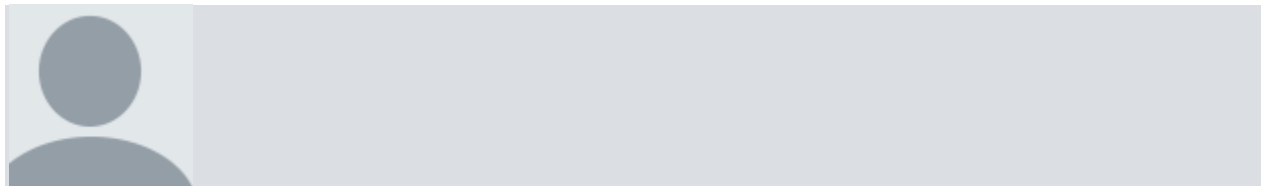
"Promoting inclusive growth depends on everyone having the right skills for an increasingly digital and globalized world. Anticipating what the right skills are, however, is not a straightforward task due to changing skill needs. While automation redesigns and makes obsolete some jobs, it also generates innovative economic activities that lead to new jobs, requiring the workforce to develop a fresh set of skills. Even among workers who keep their jobs, the types of tasks they perform are changing. According to OECD estimates, less than 10 per cent of workers are in jobs that are at risk of being replaced by machines, but 25 per cent are in jobs where a high percentage of tasks (50-70 per cent) could be automated (Arntz et al., 2016). The changing nature of jobs underlines the need for workers to develop skills that make them flexible and resilient.

"So which skills should workers invest in to improve their resiliency? Simply put, skills that complement the activities performed by robots and computers, and which are not themselves automatable.



Laura Brewer SkillsforEmployment • 7 days ago

What a great kick-off to this week's discussion. Thank you Katharine. I encourage participants to read the full blog linked in the margin above and share your thoughts.



Akiko Sakamoto • 10 days ago

Thank you everyone for great insights, exchanges of research findings and experiences for the past week! While we continue welcoming your postings on narrowing the gender gap in TVET and employment, we would also like to expand the scope of discussion for Week 2 to include a general discussion on skills development for inclusive growth, access to TVET by disadvantaged groups (e.g. workers in rural areas, informal economy workers, low-skilled workers, people with disabilities) and connecting skills initiatives with broader programmes of inclusion. Some of the questions that we would appreciate to have your views and share experiences are:

- Different countries have taken different approaches to promoting inclusive growth through skills development. Yet, is it about broadening access to formal training institutions? Is it about improving the quality and perception of TVET? Is it about specific skills that could promote disadvantaged groups in gaining decent and productive jobs? Or is it about creating opportunities for more quality, high-income and high-skills jobs? What is your view and experience?
- What are unique and innovative programmes in your country that reach out and address specific skills needs of disadvantaged groups?
- Increased automation will change the nature of jobs and low-skilled workers are likely to face the highest employment risks. What kind of skills or skills-plus programmes can assist in enhancing their employability and career prospects?
- We all know that skills alone may not be sufficient for realizing inclusive growth. How do your country's skills development initiatives connect to broader programmes that promote inclusive employment and equal opportunities?

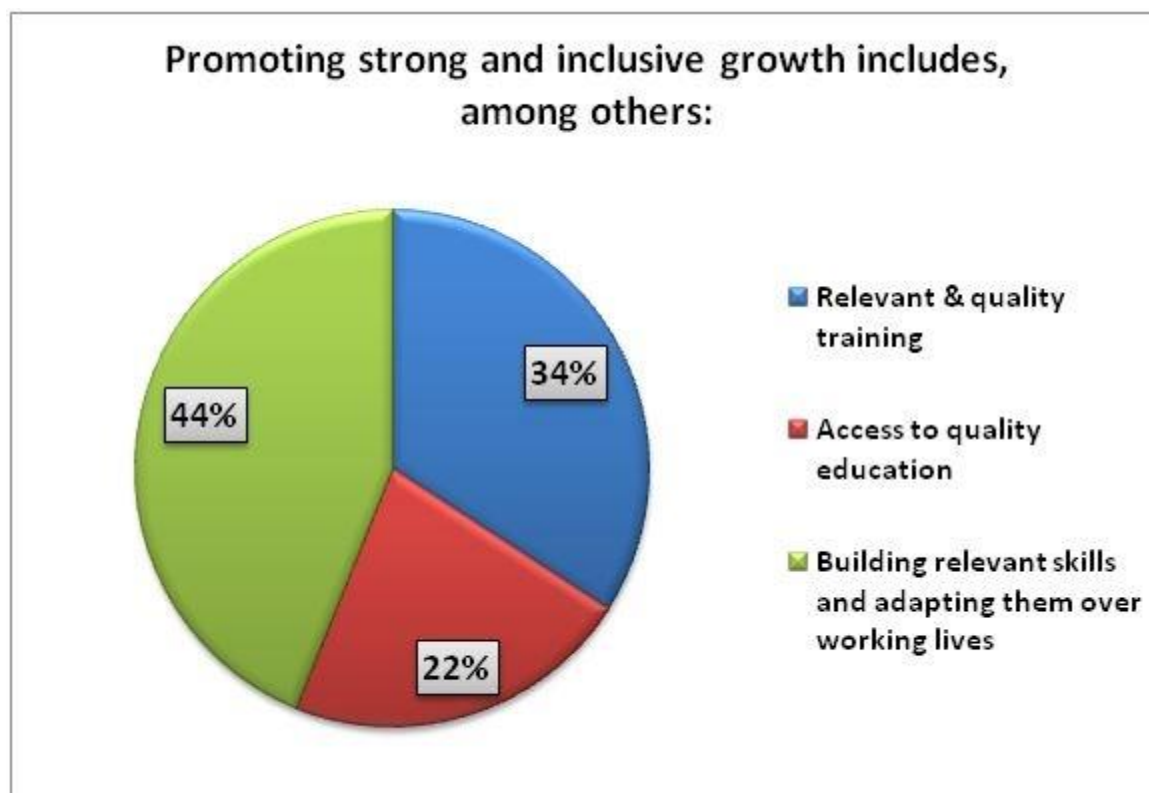
We look forward to hearing from you. Happy weekend.

Akiko



SkillsforEmployment Mod • 10 days ago

In a recent poll administered by the Skills for Employment Knowledge Sharing Platform we asked respondents to provide their inputs on what is needed to promote strong and inclusive growth. From the list provided, the majority of respondents (44 per cent) selected “building adequate skills and adapting them over working lives”, followed by “relevant and quality training” (34 per cent), and “access to quality education” (22 per cent):



Tell us what you think is needed to promote strong and inclusive growth?



Mihwa Wi SkillsforEmployment • 7 days ago

The importance of relevant skills training cannot be emphasized enough, however, identifying relevant skills, that speak to specific target group and the context, is, sometimes, challenging. In some cases, identification of relevant skills is done “top-down” without taking into account of the local context as well as the beneficiaries and the key local actors involved (private sector, national TVET experts, etc.). The project designers and implementing agencies are aware, in normative sense, that involvement of local stakeholders, including the beneficiaries, is the key to successful implementation of the project/programme, however, it is often ignored or done inappropriately.

When I was working for the Technical Training Project in Nepal, funded by KOICA, in collaboration with Kathmandu University, we were able to identify the relevant skills needed in Nepali context, through two-pronged approach.

First, multi-stakeholder consultation/workshops were held that included various actors such as private sector, academia, TVET officials as well as the local leaders. Throughout the

process, we gained comprehensive understanding of what kind of skills the job market (domestic and international) required. We also identified the need for hands-on skill training and established the agreement with the private sector regarding the trainees' on-the-job training after the course.

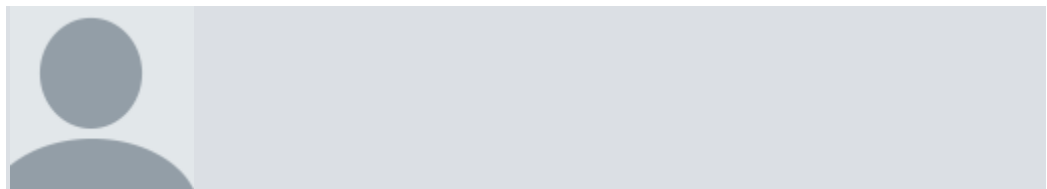
Second, a survey, targeting the youth with marginalized background as well as the local industry, was carried out to understand the socioeconomic dynamics of the youth and their aspirations regarding employment. We learned job prospects/aspirations of the target group, that is often associated with their low socioeconomic status. In Nepal, the majority of low-skilled labour migrants is youth (aged 15-40) and nearly 80% of them are from low socioeconomic status. By learning all these, we were able to identify and focus on the relevant skills, taking into considerations of the socioeconomic situation of the youth with marginalized background.



SkillsforEmployment Mod Mihwa Wi • 7 days ago

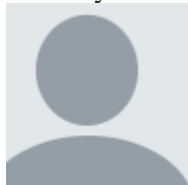
For those interested in the KOICA supported project currently operating in Nepal, the Labour market information and employment services (LIfE) project, see:

<http://www.skillsforemployment...>



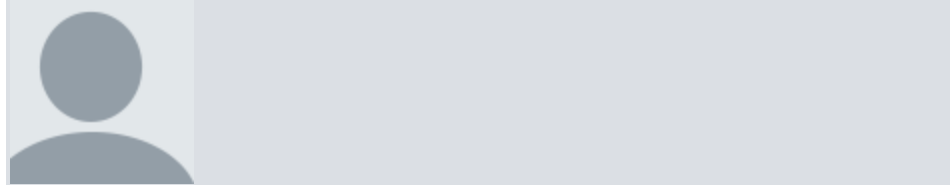
Laura Brewer Mihwa Wi • 7 days ago

Thank you for your post Mihwa. I am particularly interested in the youth survey of labour market aspirations. Too often there is a disconnect between the labour market demand and the interests and aspiration of young people. Yet the focus tends to be on skills supply and addressing the mismatch. Would you be able to share the survey and results by email?



Mihwa Wi Laura Brewer • 5 days ago

Of course, I will send you the survey report by email.



Laura Brewer Mihwa Wi • 4 days ago

Thank you. I look forward to reading it.



Joni Simpson • 11 days ago

For the 'future of work' and women, care has been identified as a key and growing sector in the Asia-Pacific (AP) region. Another sector that employs mainly women, is the textile sector - ready made garment industry.

I wanted to throw a few thoughts out there that relate to the questions, from the entry point of these two important sectors and skills upgrading, valuing and life-long learning. These are not answers but more of a reality check of what I see in this region - whereby most women are only finding opportunities in low-skilled jobs and opportunities, with little professional and growth opportunities. Their continued participation in the workforce will be important...but are they getting the skills they need to participate in the future of work?

With the aging populations, women are now leaving the workforce not only for childcare but also for eldercare. And in the absence of accessible and professional childcare, they turn to domestic workers. However the care industry, and especially for domestic workers -is fraught with decent work deficits (and in this region approx. 1/13 women work in domestic work). It seems to me that there is an opportunity to push through some important reforms in this area to render care jobs (childcare and eldercare) more valued - with equal pay measures (for work of equal value) and competency standards (which ILO/SKILLS developed) - but it is difficult to get commitment and budget for this. I have come across TVET institutions providing training on professional care and business start up, to set up home-based care facilities. There is certainly an opportunity to render professional and more just, this sector in the region.

Secondly, with the ongoing and future automation of the textile sector, it would be important upscale investments in life-long learning and retraining to adapt to new labour market demands - for factory workers to take up other skills that will be transferable to other sectors with decent work opportunities - otherwise women who have low-skills will fall out of the workforce again. BetterWork is doing some of this - , however it doesn't seem to be a priority in many places in AP - and TVET institutions would have a key role to play. some governments have been implementing

gender-based budgeting and ensuring that investments are made to contribute to more equity - this should also reach up to a gender-sensitive human resource development strategy.

Although the underlying factors of occupational segregation, education and skills, distribution of responsibilities such as care, norms and attitudes, etc. are there - in the short term, there is an opportunity and a real need to address these two sectors in the AP region so that women are not further marginalised in the labour force so that 'no one is left behind'.



Lida Kita • 11 days ago

Dear Colleagues,

More evidence that STEM or I-STEAM (Israeli case) in TVET being taken more and more as a policy choice for narrowing the gender gap in TVET:

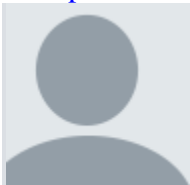
Breaking the STEM ceiling for girls

By Ana Maria Munoz-Boudet and Ana Revenga Tuesday, March 7, 2017

Getting more people, generally, in STEM is a proactive view of what the future of the workforce brings. Getting more women into STEM occupations could translate into greater gender equality in incomes and better economic prospects for women and their families, as these jobs generally pay more and gender gaps in these occupations are lower than in other sectors. If the young women of tomorrow are to take advantage of those opportunities, the foundation for their STEM careers needs to be laid today.

Solutions don't need to be costly; they can start by creating school and job environments that allow girls and women to be comfortable and confident within the STEM fields. Tested interventions in developed countries that have made role models available to girls, introduced inclusive language in the classroom, brought in non-stereotypical role models, and given information about STEM workplaces show a lot of promise. In developing countries, we need to keep learning more, but it is clear that information and teachers, for example, are key. Seemingly small changes in behavior and aspirations can go a long way toward building a more equal future for today's girls and boys.

Read more: <https://www.brookings.edu/b...>



Laura Brewer Lida Kita • 11 days ago

I was listening to an interesting interview with Eva Longoria at ILO's International Women's Day event where she talks about the the potential labour market opportunities for young women in the STEM field. Well worth a listen.



Joni Simpson • 12 days ago

Happy International Women's Day – a day that has been commemorated since 1910. Women are more often than men - in vulnerable and informal employment - and skills are key part to overcoming these gender based gaps. In particular STEM skills have been deemed as necessary for the future of work – yet women fall behind in these areas in most countries, making up only about a third. However, in some places, education and training systems are making some headway by setting targets and recruiting women.

But there are still some very pervasive obstacles – today the ILO and Gallup launched a new report that analyses the perceptions of women and men and women's role in the workforce. The news is generally positive – the majority of women want a job outside of their home but they also want to balance work and life – a majority of men expressed the same thing. Cultural norms and attitudes are shaping the access and choices women have in life. We need more role models in STEM fields and more teachers (both women and men) encouraging women to take up STEM fields - and telling them that they can! I look forward to reading your postings. More to come....



Francesca Rosso - ETF • 12 days ago

Dear all,

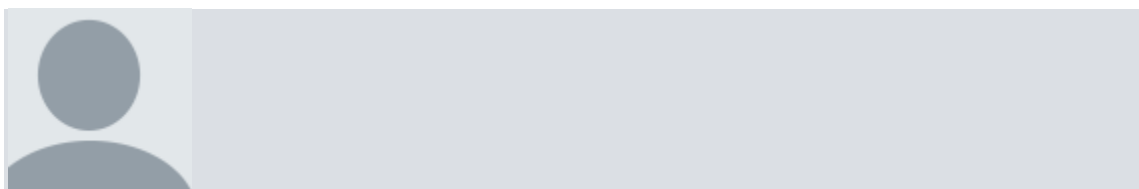
I still wanted to make one point about women's entrepreneurship and share some of the work that the ETF carries on this subject.

From the attached ETF Women's Entrepreneurship Position Paper you will learn about the ETF's approaches to the promotion of entrepreneurial human capital of women. According to ETF "women's entrepreneurship is an economic issue"! One example of ETF's regional actions for promotion of women's entrepreneurship would be "International Women's Entrepreneurship Laboratories in the Eastern Partnership" organised with support from the European Commission and in collaboration with the Governments of EU member states and the EU partner countries. The 1st

“International Women’s Entrepreneurship Laboratory in the Eastern Partnership” took place in 2014 in Rome (Italy), and the second is going to take place this month in Kyiv (Ukraine), hosted by the Ukrainian Government and partners in the policy area of women’s entrepreneurship. These exciting events build on the momentum created by the Small Business Act (SBA) policy assessments (see the latest SBA reports: “SME Policy Index. Implementation of the Small Business Act (SBA) for Europe” - Eastern Partnership 2016, Western Balkans and Turkey 2016, and The Mediterranean Middle East and North Africa 2014) and ensure efficient follow-up support to the implementation of SBA recommendations in this important policy area.

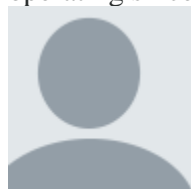
The objective of Women’s Entrepreneurship Laboratories is to boost the established regional synergies in the Eastern Partnership and strengthen the governments’ commitment to promote women’s entrepreneurship, both in the region and in each of its countries. The Laboratories engage active national and regional organisations to:

- strengthen their networking collaboration,
 - share expertise,
 - coordinate country action plans for setting up regional targets on women’s entrepreneurship promotion, and
 - achieve visible progress during the period between consecutive SBA policy assessments in the region.
- <http://www.etf.europa.eu/we...>
- You also find below a nice animated video that we have just finalised.



Laura Brewer Francesca Rosso - ETF • 11 days ago

Hi Francesca. You may be interested in The Women’s Entrepreneurship Development (ILO-WED) programme whose aim is to empower women entrepreneurs in developing countries and support them in starting and growing their businesses. This has been operating since the mid-2000s. <http://www.ilo.org/empent/a...>



Joni Simpson Francesca Rosso - ETF • 11 days ago

Hi Francesca,

Indeed women's entrepreneurship and skills that enable them to start and grow businesses and have confidence in their abilities to succeed are key. The idea of Laboratories sounds very exciting and perhaps a good way to get stakeholders to work more effectively together at promoting WED. I'm keen to learn more about the recent SBA successes - encouraging peer-to-peer learning - and will have a look.

ILO has a long history of policy, programming and promotion of women's entrepreneurship - see www.ilo.org/wed - we have also learned that women entrepreneurs - due to the educational opportunities they access or are nudged into, they often end up in low-yield, low-paying and with little growth potential sectors and markets.

Another policy-level and upstream skills strategy for women's entrepreneurship is promoting gender-sensitive entrepreneurship education in schools. Having access to this early on, not only provides life skills that are useful in the workforce for young women and men to be 'intrapreneurs' (Intrapreneurship is acting like an entrepreneur within a larger organization) and also - and importantly for women's entrepreneurship - to help them self-identify early as entrepreneurs early on- can help them move into 'opportunity' driven entrepreneurship down the road when they enter the labour force.



SkillsforEmployment Mod • 12 days ago

Happy International Women's day to all! As mentioned by Akiko below, the ILO in collaboration with Gallup has launched a new report entitled Towards a better future for women and work: Voices of women and men that provides a global snapshot of attitudes about women and work. The results come from the Gallup World Poll which was conducted in 142 countries and territories and surveyed almost 149,000 adults. It is representative of more than 99 per cent of the global adult population.

The findings are revealing: A total of 70 per cent of women and a similar 66 per cent of men would prefer that women work at paid jobs. Each of these figures are more than double the percentages of those who would prefer women to stay at home. Women worldwide would prefer to be either working at paid jobs (29 per cent) or be in situations in which they could both work and take care of their families (41 per cent), according to the joint ILO-Gallup report. Only 27 per cent of women want to stay at home.

The 70 per cent of women who would like to work at paid jobs notably includes a majority of women who are not in the workforce. Importantly, this is true in almost all regions worldwide, including several regions where women's labour force participation is traditionally low, such as the Arab States and territories.

For summary of key findings, see: <http://www.ilo.org/gender/E...>



Worldwide,

 **70%** of women prefer to work at paid jobs*

 **66%** of men prefer that women work at paid jobs*

*versus only staying at home and caring for families/housework

 ILO.ORG/TWD

see more



SkillsforEmployment  SkillsforEmployment • 12 days ago



**Dans les économies développées,
hommes et femmes estiment que l'égalité
salariale est l'un des défis majeurs auxquels les
femmes au travail doivent faire face**



 ILO.ORG/TWD



SkillsforEmployment Mod SkillsforEmployment • 12 days ago



**A maioria das mulheres e homens concorda:
É perfeitamente aceitável que as mulheres
das suas famílias tenham um trabalho
remunerado fora de casa**

 **83%**

 **77%**

 ILO.ORG/IWD



Kishore Kumar Singh • 12 days ago

I am responding to these questions in the context of Bangladesh where ILO's Skills program has been supporting the Government of Bangladesh (GoB) since 2008 in taking a series of measures to make skills system market driven, competency based and inclusive. These measures include policy formulation (National Skills Development Policy, 2011), skills system reform, strategy development to promote gender equality and disability inclusion, capacity building of stakeholders, developing guidelines for employers and TVET institutes for promoting gender equality and disability inclusion and designing and implementing several successful pilot projects to demonstrate scope for replication. Inclusion in the skills reform initiatives refer to gender equality, disability inclusion and skills for indigenous people.

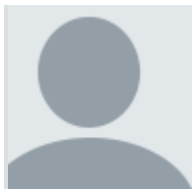
The National Skills Development Policy (NSDP) 2011 made a number of provisions to promote gender equality such as gender, disability and ethnic minorities segregated national skills data system, 30% quota for women in managerial and senior positions, 5% enrollment quota for students with disabilities in TVET institutes, promoting gender equality in non-traditional occupations, making TVET institutes gender responsive and accessible to persons with disabilities, gender training

for instructors and managers of TVET institutes, to name a few. Further, the TVET reform project supported the GoB in formulating National Strategies for promoting Gender Equality and Disability inclusion in TVET institutes, in addition to piloting competency based skills training for non-traditional occupations such as motor cycle repairing. Further, Canada supported Bangladesh Skills for Employment and Productivity (B-SEP) Project expanded and deepened the work on inclusive skills. It has supported the GoB in providing competency based training to more than 600 girls (and 400 are to be trained by the end of this year) in eleven non non-traditional occupations such as carpentry, lacquer polishing, refrigeration, electrical repairing etc. with an employment rate of 90% within three months of training. Similarly, all TVET courses have five percent students with disabilities. B-SEP is also in the process of developing Guidelines for Promoting Gender Equality in TVET institutes and using that guideline to train 160 TVET managers and instructors as ToT. They will further train more than thousands of instructors on Gender.

Kindly see a case study:

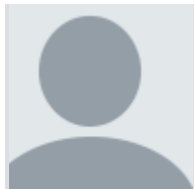
<http://www.ilo.org/dhaka/Wh...>

In order to increase girls' participation in technical and vocational training programmes, efforts also need to involve families, society, training providers, employers and government. Ambitious policies and action plans that succeed in transforming gender norms and relationships in society are required to bring about gender equality in the workplace.



Akiko Sakamoto Kishore Kumar Singh • 10 days ago

Thank you so much for sharing the experience from Bangladesh, Kishore. Your project is certainly taking on gender issues at the multiple levels, from policy, institution to program. I understand that change takes time, but how do you feel about the impact of various initiatives so far in promoting gender equality in TVET? Pilot training on non-traditional occupations sound great -have these programmes been replicated and expanded?



Akiko Sakamoto • 12 days ago

Thank you for your postings, Francesca and Lita, and for sharing your study and experience of ETF!

Indeed it is critical to assess and understand specific barriers that women face in accessing TVET and overcoming occupational sex segregation. Responding to the challenge through promoting STEM fields for female students is interesting. Our work in relation to skills for the future is also

highlighting a general shortage of STEM skills (Asia-Pacific) but particularly among women. this could lead to further widening of gender gap in light of the projected increased demand for STEM careers in the future. It would be great if we can exchange notes on this initiative further.

Today is International Women's Day! ILO is organizing exciting events to commemorate the day - but let me leave the announcement to our colleague, Joni, ILO's Gender specialist a bit later.



Lida Kita - ETF • 13 days ago

Dear All,

I am a member of ETF team and wanted to share with you some practises/ from the ETF partner countries. These practises are showing that giving more prominence to STEM in TVET system, not only increases its attractiveness for girls but work in ensuring the inclusion of women in formal Technical, Vocational Education, and Training (TVET).

There are a couple of ETF partner countries , which through the recent Torino Process Reports 2016-2017 analysis, highlight some programs that stimulate and encourage student girls to choose disciplines from the scientific area: Physics, Chemistry, Biology, and the Engineering Technological disciplines in TVET for their future career development.

Strategy for change

Most programs – national, local, formal and informal - put a strong emphasis on developing the STEM potential in girls. These programmes stimulate cooperation between researchers in established institutions with the TVET schools; exposing science to the community; and cooperating with the TVET schools in advancing study of STEM disciplines and engaging excellent STEM graduates for teaching (including English and civic studies) in the TVET schools. The main efforts done to integrate women in the high-tech industry focus on three avenues: 1. Extra Budget allocation to encourage girls to learn STEM studies; 2. Integration of women graduates in the industry; 3. Orientation/career guidance towards technological studies.

These short term and long-term programs can be divided into two categories:

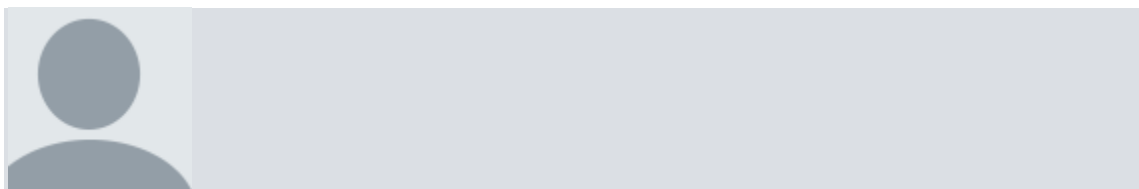
1. Programs aimed at ensuring the market's future reserve;
2. Exposure of girls to science and technology amidst positive experiences, which cultivate positive attitudes, and role models from private sector.

These national programmes are coupled with private-sector initiatives and they put a strong emphasis on STEM Excellence. This is done by:

- recruiting of science, technology, engineering and mathematics teachers among hi tech professionals;
- establishing of smaller classes;
- supporting Virtual Classrooms for TVET students whose schools do not offer a fully-fledged Physics, Chemistry, Biology, and the Engineering Technological disciplines in their program;
- TVET students are supported also by academic and research centres, cooperation programs with industries- girls studying STEM in TVET schools are supported through grants and training positions, as well as company placement for a year after graduating.

While evaluating these programmes, the key success factors are: a) synchronization and cooperation between the formal and informal education; b) mobilization of concurrent circles: TVET school, family and community; c) coordination and common activities between the education system and the diverse education NGOs, science and art museums, educational networks, universities, research centres that operate complementary, and sometime parallel, programs. These support programmes are giving their first results:

- in Math, the percentage of male and female students is identical and no significant gap exists;
- in Biology and Chemistry, the percentage of female students is higher than that of the male students;
- however, in Physics and Engineering, the percentage of female students who take final exams in those subjects, even if increased, still remains lower than the percentage of male students.



Laura Brewer Lida Kita - ETF • 13 days ago

This is great Lida. Could you please share the country studies you mention through my email brewer@ilo.org. I would like to read more about this. I am particularly interested in national strategies and lessons learned from these.



Francesca Rosso - ETF • 13 days ago

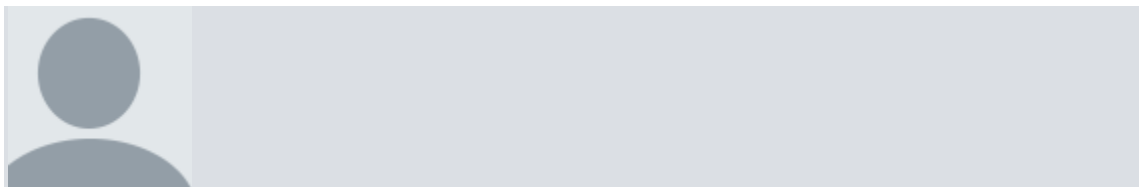
It is not easy to respond to the question tabled by Akiko. Particularly because the response can differ according to the different contexts, no one fit all solution can work.

Access to education and training for women remains a key issue to be tackled. In particular to this specific aspect, it is necessary to address specific issues that prejudice women's access in the different contexts. For instance, in the SEMED countries, the issue of the negative image of women's work, in particular in specific sectors such as tourism should be addressed. Media should be used extensively to promote positive images or success stories of women in non-traditional fields. Curricula and teaching methods should also be revised to ensure that textbooks do not use gender stereotypes but rather include positive images of women working in non-traditional fields.

Career guidance should be also used to tackle the horizontal and vertical segregation on the labour market. Career guidance needs to start early and it should provide information in equal measure to male and female students on the full range of occupations available. It should also encourage girls and women to consider what are seen as less traditionally female fields of study where the number of female students is currently low.

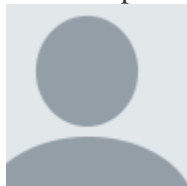
The ETF paper on Women and Work below provides more insights on the ETF approach in relation to access.

<http://www.etf.europa.eu/we...>



Laura Brewer Francesca Rosso - ETF • 13 days ago

Once again thanks for sharing Francesca. I agree, approaches need to reflect the specific challenges which vary from country to country or region to region. You mention a number of things that should be done (promoting positive image of women in particular sectors through media, revised curricula, career guidance...) in SEMED countries. Have you seen the successful implementation of such an approach in the countries in which you work?



Francesca Rosso - ETF Laura Brewer • 12 days ago

Dear Laura,

I did not see type of projects directly in Arab countries where I have worked. However, I can mention few issues related to SEMED countries, which relate to women's empowerment and inclusion in education training and labour market, which I have learned about secondary sources. There are both projects and government's measures.

Regarding support to entrepreneurship:

Tunisia will support female entrepreneurs and will create between 3,000 and 4,500 job positions by 2020. This support program is to select 50 projects to a minimum in each region. The adoption of a national development policy and promotion of female entrepreneurship that will change the general framework for entrepreneurs through actions covering 6 axes namely:

- The creation of a conducive institutional and legislative framework,
- Improving human capital and encouraging the use of new technologies,
- Improving access to financing,
- The establishment of appropriate support services,
- Facilitating market access and value chain constitution,
- The dissemination and promotion of entrepreneurial culture.

CNFCE (National Chamber of Women Entrepreneurs) plays an important role in supporting women who wish to start their own projects, particularly in the ranks of young graduates.

Morocco Casa Pionnières, is cited as a successful case of women's 'business incubator' (an organisation providing technical and financial support to women's businesses). The business incubator selects proposals, and provides office space and career mentoring through the early critical years of business development. Due to its success, the model was replicated in Rabat in 2009. Between 2006 and 2010, the incubators contributed to the development of some 50 companies in diverse sectors including tourism, training and childcare. The incubators also lead campaigns in universities and colleges to encourage female entrepreneurs.

Regarding the image of women (in general and linked to economy):

In Morocco, the amendment of Law No. 77.03 on audio-visual communication in May 2014, which stipulates the prohibition of any advertising, which damages women or contains a message likely to perpetuate stereotypes or negative images, or portrays the inferiority of women or promotes discrimination against her because of her sex. Similarly, it encourages operators of audio-visual communication to contribute to the fight against discrimination on grounds of sex, including stereotypes based on gender, and to promote a culture of gender equality, while

prohibiting any direct or indirect incitement against women or undermining women's dignity.

Regarding participation in public life:

Tunisia – the Youth and participation in political and public life project encourages young people of both sexes aged 15-29 to manifest their desire to invest in public and political sphere. Training sessions for women in the field of participation in political life, preparation for elections – includes human rights, policy and administrative management of municipalities and regions, communication and electoral techniques. Training sessions in the regions, interviews and collection of testimonies from women who aspire or participated in political life are the main materials of this project.

Algeria – involvement of civil society, particularly in rural areas, through the launching of a campaign to encourage greater women political participation (Centre d'information et de documentation sur les droits de l'enfant et de la femme). In addition, the national strategy for the integration and promotion of women and its multisector action plan which is implemented in coordination with the different actors involved in women's issues.

Egypt - The Creation of "The Political Qualification Center for Women" that had worked for about three years, during which several political development programmes were implemented for women to encourage them to engage in political action through the sensitization programmes for women's political rights.

Jordan, Morocco, Egypt – have established units to embed gender equality in public sector human resources management processes to improve recruitment and progress of women in the public sector.

Palestine – training for female council members and women leaders, a capacity building program for female employees in the public sector to enhance their leadership skills.

On career guidance:

From the EU, in Germany, in 2014, the Federal Government has set up a working group exploring the possibilities of making career counselling more gender sensitive. This is not just a question of the careers service being addressed, but families, peers and schools as well as the media, employers, and unions play an important role, too.



laura Brewer Francesca Rosso - ETF • 12 days ago

This is really helpful, Francesca. I'm looking forward to reading further and sharing with ILO colleagues covering the region.



Akiko Sakamoto • 13 days ago

Thank you for your comments and contributions so far! I am now joining Laura as a co-moderator.

You are right, there seem to be much experience and studies undertaken in an attempt to improve access to TVET by women and overcome occupational sex segregation, but the barriers still remain. While the issues go beyond TVET institutions, I thought Adrienne's posting had a good listing of various approaches in bringing institutional changes, e.g. gender sensitivity training to trainers and managers, increased number of female trainers, 'daughter apprentice day' and 'open day', to name a few -- has your institution tried, or are you aware that any of these approaches have been tried?

What can facilitate a bigger, sustainable change? A specific policy, national action plans, or creating incentives for TVET institutions to include more women in their training programs?

Akiko from ILO-Bangkok



Francesca Rosso - ETF • 14 days ago

Dear Laura and dear all,

It is a pleasure to be part of this e-discussion on inclusive growth through skills developments on behalf of the European Training Foundation!

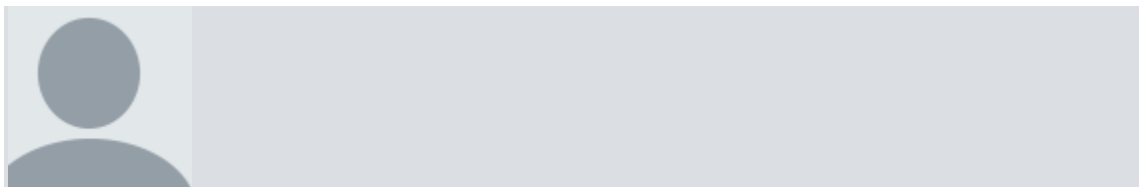
The ETF's mission is to help transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the Eu's external relations policy. In this framework, in all our activities we pay a special attention to grant that education and training systems and institutions in partner countries pay a special attention to the inclusion of women in TVET and that, ultimately, women can access more easily to the labour market.

The role of education and training is key in women empowerment and is one of the fundamentals of emancipation and participation of women in public and economic life. However, the quality of education provided is key to ensure that women can then access the world of work.

For instance, through its long lasting work in SEMED countries, the ETF has found out that Governments have invested substantially in facilitating girls and women's access to education in recent years, but this has not translated into better access to work. If women are to benefit more from their studies and society is to benefit from women's capabilities, education and training need to be made more relevant taking into consideration the specific obstacles for women's access to employment, women's integration into the workplace should be supported and employers encouraged to employ women. Gender-sensitive measures and targeted training are needed to improve the participation and advancement of young women in the labour market and to improve their skills, also when in the working in informal contexts. Cooperative action between educators, employers, governments and donor is fundamental to improve the situation, and this participatory approach has been used in all of ETF activities.

As an example, I can mention one of the pilot projects implemented within the EU-funded ETF GEMM project in Jordan (implemented in cooperation with the ILO). Despite its small scale, the pilot was very interesting because it showed that local VET partners and stakeholders can cooperate better to increase the employability of young people and women through a dedicated apprenticeship training programme. The programme was implemented in the Al-Zarqa Governorate. Project partners included: E-TVET council, Vocational Training Corporation (VTC); CAQA Center of Accreditation and Quality Assurance, Jordan Career Education Foundation/ JCEF, International Youth Foundation, International labour organization/ILO, Labour Union, Chamber of commerce and local employers in the sector. You can find an informative video at: <https://youtu.be/NN9QJPIn63Q>

I can also share a short description if it can be helpful.



Laura Brewer Francesca Rosso - ETF • 13 days ago

Hello Francesca. Thank you for your contribution. Please do share more information; you can do this directly to me via email brewer@ilo.org. I recall a similar successful initiative in the Philippines called "I love Welding". A group of women were trained in welding as part a rebuilding project after a typhoon. In order to continue the momentum, these women trained others (women and men) in other affected areas. So they also benefited from a training of trainers program. It would be a good idea to follow up on these "pilots" to see their greater potential.



Francesca Rosso - ETF Laura Brewer • 13 days ago

I am sending the more detailed description of the pilot to your email! I agree, the potential is great, however one also has to assess the final outcome of trainees (i.e. whether for one reason or another they can finally enter in the labour market). Unfortunately we know that training alone cannot do it all, but needs to be accompanied by measures that can remove concrete barriers to employment (safe transportation, infrastructures, social norms, baby/elderly care, etc.)



Adrienne Cruz • 14 days ago

The undervaluation of traditionally “feminine” skills are just one factor cited by Women at Work – Trends 2016 which limit women in overcoming occupational sex segregation. Many skills-related challenges identified by Karen Evans in her 1995 study on Barriers to Participation of Women in Technological Education and the Role of Distance Education still ring true today:

- cultural and attitudinal (stereotyping about women and men’s different capabilities, lack of confidence, low self-esteem)
- situational (unpaid reproductive and household work including childcare, food provision and cleaning, for which women bear the overwhelming burden, and a male family member’s opposition or lack of support for women entering non-traditional male-dominated jobs)
- geographical (remote location of training institution may require long-distance travel and security concerns)
- infrastructural (lack of appropriated accommodation and separate toilets)
- vocational training and on-job apprenticeships may reinforce occupational sex segregation

How to render more equitable access to skills?

- revise curricula for traditionally-male dominated occupations
- introduce institutional changes aimed at encouraging women’s participation and success in training (for example, gender-sensitivity workshops for trainers, counsellors and other staff, plus use more female trainers)
- liaise with the private sector to identify emerging markets that are not yet affected by gender stereotyping and that lack skilled labour)
- use “daughter apprentice-day in male-dominated occupations so that fathers bring their daughters to work together for one day

- use “open door” events to attract female training candidates such as “Journées Industri-elles” in some francophone countries
- aptitude tests for training candidates should include so-called soft or people skills (consensus-seeking, team worker, inter-and intrapersonal communication)

And as a former colleague Linda Wirth wrote in 2001 in *Breaking through the glass ceiling – Women in Management*, a multifaceted and well-integrated approach is needed to tackle the skills-related challenges in education curricula, teacher training, vocational training advisory services, the media, target-setting, and legal obligations for employers.



Laura Brewer • Adrienne Cruz • 14 days ago

Hi Adrienne. Your post certainly hits on some of the key issues, challenges and responses. I'm wondering if there are examples out there of where such approaches have worked? As you said, these messages have been emphasized for over 30 years. I hope participants will be able to share examples where they have been heeded and made a difference.



Laura Brewer • 14 days ago

I have read some studies that demonstrate the positive effect of increasing the number of female TVET trainers in traditionally male dominated occupations. Rather than just a female role model approach, it is about a pedagogical shift that changes the image of the occupation/trade. Thoughts?



Ana Paulo • 14 days ago

We have an interesting story that we want to share, from the ILO TREE project in Mozambique, supported by the ILO in partnership with the Korea International Development Cooperation (KOICA) and the Government of Norway. The project is being delivered in province of Cabo Delgado, the third poorest in the country. The province has the lowest literacy rate among women and highest early pregnancy rate in Mozambique.

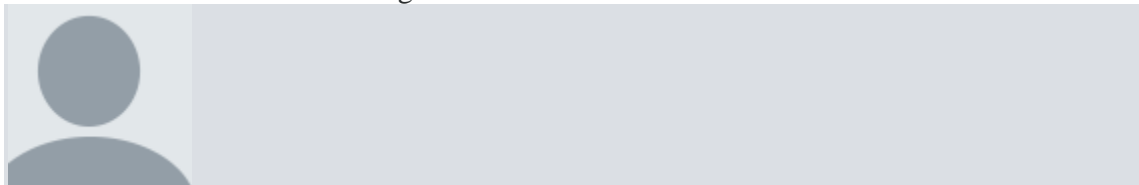
Gender-based stereotypes, based on a traditional separation of roles between women and men, often dominate social structures. In this context, the partnership project helps unemployed and underemployed young women and men from rural communities to acquire the skills needed to obtain

decent work that is productive and delivers a fair income. Yet, more than 70 per cent of job seekers do not have basic schooling.

The use of Mestres (masters), experienced technical professionals/entrepreneurs from the rural communities as trainers, has emerged as a fundamental strategy to achieve the results set out by the partnership programme. One of this Masters is Tina Chaibo, from the rural community of Katapua, in the Chiure district. The 28 years old woman is a single mother of seven. During civil war in Mozambique she was kidnapped and taken to Tanzania. When her adoptive father died some years ago, she learned that she was Mozambican and returned to her country of birth. Until recently, Tina lived on a government subsidy, the only source of income for the family. The project coordination team learned that Tina had strong experience in working in the horticulture sector in Tanzania. After taking a training course delivered by a specialized agency, the Bilibiza Agrarian Institute of Cabo Delgado (IABIL), Tina was recruited as a Mestre of horticulture training. She received the necessary equipment and seeds, which will remain with her.

Today, Tina is responsible for providing practical training for 22 individuals, 75 per cent of which are men. In addition, the community has given her a significantly large agriculture plot (a machamba) where she will be able to produce her own vegetables. She will soon become a member of a cooperative set up under the ILO/KOICA/Norway partnership. In the context of the community, Tina's role as a Mestre and trainer does not conform to traditional expectations. When she first began teaching she experienced harsh criticism from her trainees. But now, after 2 months, they are happy with the training and recognize Tina authority". "I am committed to this project, it is a job that I do with great pleasure and intend to continue working for the social and financial well-being of my children. My message to other women is to not wait for their husbands to provide for them. Rather, do any activity that can help in the economic well-being of the family. Finally, I now have an activity that will improve my family's status and life conditions" says Tina.

This success story is possible through the ILO-KOICA-Government of Norway project which recognizes the importance of empowering women as investing in women through skills development opens pathways to decent work and a better future. While the story may be a familiar one, it reinforces the fact that the challenges/barriers for women, especially in developing countries, continue and more work is needed to bring down the walls.



Laura Brewer Ana Paulo • 14 days ago

This is an interesting initiative Ana. Thank you for sharing. Do others have good practices to share?



Laura Brewer • 16 days ago

Welcome participants! We are looking forward to a vibrant and bold discussion this week focussing on inclusive skills development targeting women. I will moderate this session, joined by a gender and a skills specialists from ILO-Bangkok. Share your stories, ask your questions and engage with others. Please be reminded that we are seeking good practice examples directed by the three questions listed above.

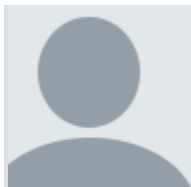
Laura



Hazrat Hussain • 19 days ago

Message posted by Hazrat Hussain from Pakistan....

The very right moment to talk about this very sensitive topic where there has been a general consensus that development needs to be inclusive. To turn the development process inclusive, we need to capacitate all segments of the population through education and training interventions i.e creating room for both gender to avail equal opportunities for education, appropriate the campuses for physically challenged people to feel easier in the learning process, allow disadvantage groups i.e ethnic minorities, geographically dispersed people to have equal chances for grooming. Above all these, we also need to make all our processes eco-friendly through green practices in the selection of tools and equipment, training materials, energy efficient system and green energy sourcing etc. Moreover, make environment green through plantation, reuse training material, recycle and or reduce waste and switching over to paperless environment to reduce carbon release to environment. Therefore, we need to have more inclusive growth where everybody benefit and make operations environment friendly to conserve ecosystem balance for future generations. What are models, practices and system that make this possible will be a great resource to learn from and implement in our environment.



laura Brewer Hazrat Hussain • 14 days ago

Thank you Hazrat. Do you have any interesting examples of more inclusive TVET in Pakistan, focused on women?



Elaine McNeil • 20 days ago

I look forward to joining the discussion.



Laura Brewer Elaine McNeil • 14 days ago

Welcome Elaine.

APPENDIX B: Reference documents and material cited in the E-discussion

Resources
Case studies and good practices
ILO TREE project in Mozambique, supported by the ILO in partnership with the Korea International Development Cooperation (KOICA) and the Government of Norway: http://www.ilo.org/addisababa/media-centre/news/WCMS_545317/lang--en/index.htm
"I love Welding" – Philippines
EU-funded ETF GEMM project in Jordan (implemented in cooperation with the ILO). https://youtu.be/NN9QJPIn63Q [Video]
Bangladesh Skills for Employment and Productivity (B-SEP): http://www.ilo.org/dhaka/Whatwedo/Projects/WCMS_243174/lang--en/index.htm
Vocational training changed my life (2016): http://www.ilo.org/dhaka/Whatwedo/Projects/WCMS_462057/lang--en/index.htm
Women's Entrepreneurship Development (WED) Programme: http://www.ilo.org/empent/areas/womens-entrepreneurship-development-wed/lang--en/index.htm
PROMOTE: Decent Work for Domestic Workers to End Child Domestic Work: http://www.ilo.org/jakarta/whatwedo/projects/WCMS_210965/lang--en/index.htm
Lifting the barrier of intellectual disabilities (2013): http://www.ilo.org/global/about-the-ilo/newsroom/features/WCMS_213212/lang--en/index.htm
International Standards
Domestic Workers Convention, 2011 (No. 189): http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::p12100_instrument_id:2551460

National Policies and Initiatives
National Skills Development Policy,2011 – Bangladesh: http://www.skillsforemployment.org/KSP/en/Details/?dn=FM11G_021629
Books/ Publications
Breaking through the glass ceiling: Women in management (2001) by Lida Wirth: http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_PUBL_9221108457_EN/lang--de/index.htm
Women at Work – Trends 2016: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_457317.pdf
Barriers to Participation of Women in Technological Education and the Role of Distance Education (1995) by Karen Evans: http://oasis.col.org/handle/11599/465
Women And Work: Access, Limitations And Potential In Tourism And Ict. Egypt, Jordan And Tunisia (2011): http://www.etf.europa.eu/web.nsf/pages/Women_and_work_ICT_Egypt_Jordan_Tunisia
Torino Process 2016-2017: https://tinyurl.com/kr9fuuc
Towards a better future for women and work: Voices of women and men (2017): http://www.ilo.org/global/publications/books/WCMS_546256/lang--en/index.htm
Training and Support for Women’s Entrepreneurship (2014) by Olena Bekh: http://www.etf.europa.eu/web.nsf/pages/Women_entrepreneurship
SME Policy Index: Western Balkans and Turkey 2016: Assessing the Implementation of the Small Business Act for Europe: https://www.oecd.org/investmentcompact/sme-policy-index-western-balkans-and-turkey-2016-9789264254473-en.htm
SOUTH EASTERN EUROPE, ISRAEL AND TURKEY TRENDS, PERSPECTIVES AND CHALLENGES IN STRENGTHENING VOCATIONAL EDUCATION FOR SOCIAL INCLUSION AND SOCIAL COHESION by Will Bartlett, Marina Cino Pagliarello, Claire Gordon and Simona Milio: https://tinyurl.com/lkffzrr

Saundarya Rajesh and Karthik Ekambaram, 2013, "The Career Trajectories of Indian Women professionals in the IT Industry: An Empirical Study", International Journal of Social Science and Interdisciplinary Research, Vol. 2, No. 6, pp. 84-97.
Reeba Zachariah, 2014, "1 lakh, and counting: TCS top employer of women", Sunday Times, September 21.
Getting skills right: Assessing and anticipating changing skill needs (2016): http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_171460
Enhancing youth employability: What? Why? and How? Guide to core work skills (2013): http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_213452.pdf
Rules of the Game: a brief introduction to International Labour Standards (2014): http://www.ilo.org/global/standards/information-resources-and-publications/publications/WCMS_318141/lang--en/index.htm
Other web-based resources
Towards a better future for women and work: Voices of women and men – Summary of key findings (2017): http://www.ilo.org/gender/Events/international-women-day/2017/WCMS_546272/lang--en/index.htm
Facebook Interview with Eva Longoria (2017): http://www.ilo.org/gender/Events/WCMS_546585/lang--en/index.htm [Video]
Breaking the STEM ceiling for girls (2017) by Ana Maria Munoz-Boudet and Ana Revenga: https://tinyurl.com/l75zzse
Nepal: Project - Labour market information and employment services (LiFE) (2016): http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_169066
Blog: Changing skills needs: How to prepare the workforce for the jobs of the future? (2017): http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_187704

<p>“Dream, Then Do” When It Comes to #STEM Teaching, Learning (2017): https://eduflack.com/2017/03/08/dream-then-do-when-it-comes-to-stem-teaching-learning/</p>
<p>STED: http://www.skillsforemployment.org/KSP/en/sted/index.htm#</p>
<p>Promoting training and employment opportunities for people with intellectual disabilities: International experience (2011): http://www.skillsforemployment.org/KSP/en/Details/?dn=FM11G_021432</p>