



Work-based learning and school-to-work transition

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Today's challenges in meeting changing skills demand

46% of surveyed employers report difficulty filling jobs in Asia Pacific

Source: ManpowerGroup, *2016/2017 Talent shortage survey*

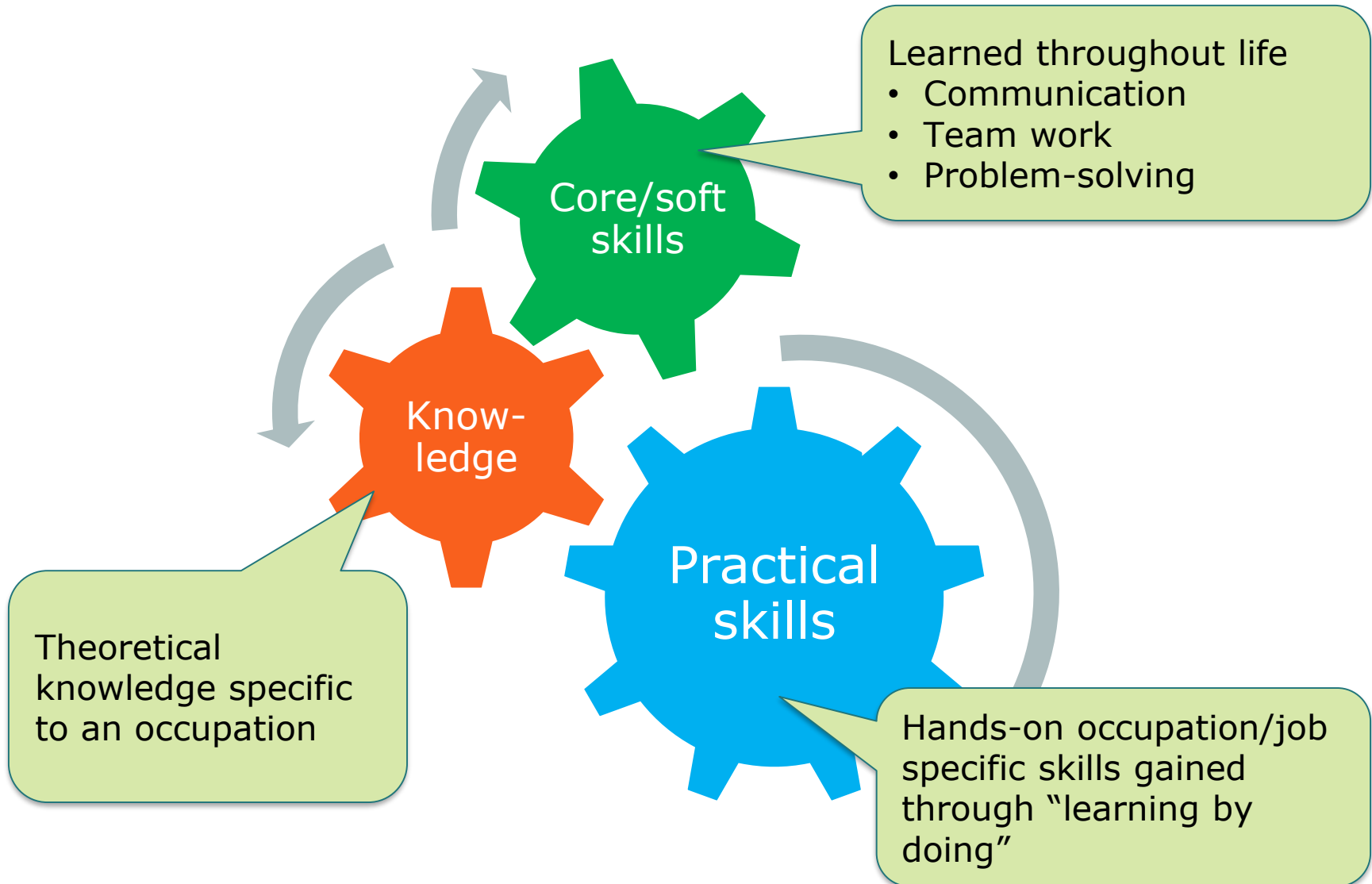
56% of jobs in Indonesia are at high risk of automation

Source: ILO, 2016, *ASEAN in transformation: The future of jobs at risk of automation*

65% of children entering primary school today will take up completely new job types that don't yet exist

McLeod, Scott and Karl Fisch, "Shift Happens", <https://shifthappens.wikispaces.com>.

Elements of employability: Knowledge and skills



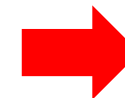
School-to-work transition and skills

Education

Transition

World of work

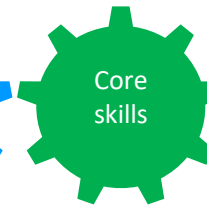
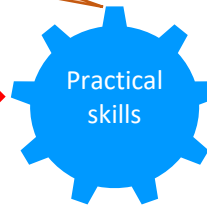
1. Practical training
upon employment



Burden of skilling youth on employers

Burden of acquiring skills on youth

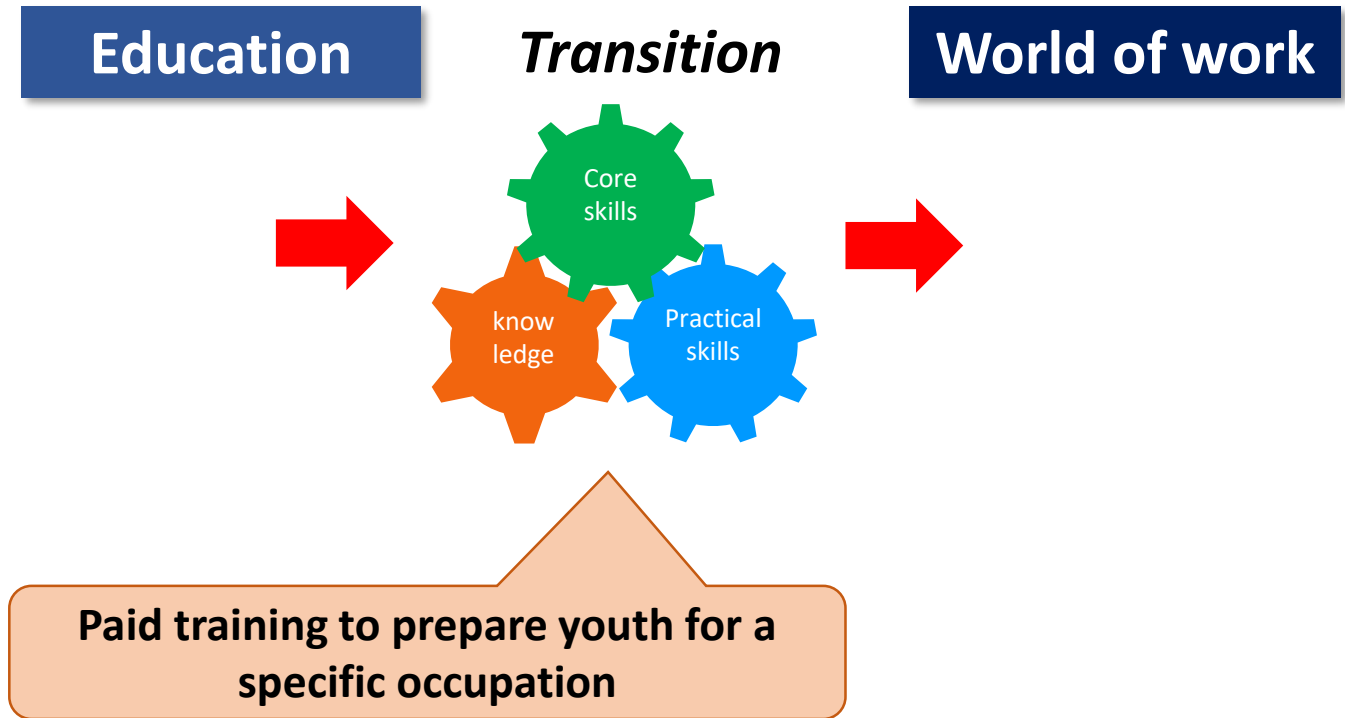
2. Bridging by earning
experience



Internship etc.

School-to-work transition and skills

3.
Apprenticeships/
dual education



Building vocational education and training (VET) programmes through partnership between industry and VET institutions

Types of work-based learning

	Internship	Apprenticeships
<i>Purpose</i>	Gain work experiences	Prepare for occupations, Secure skilled workers
<i>Learning structure</i>	Ad-hoc work assignment	Curricula and training plan
<i>Standard</i>	No standards	Training/Competency standards
<i>Duration</i>	Shorter than 6 months	1 to 4 years
<i>Certificate</i>	No official/national certificate	Skills certificate

Education-based (dual education)

SMK, Polytechnic, and universities collaborate with enterprises

Industry-based (company initiatives)

Some recommendations to promote work-based learning

- Save the costs of providing practical training by promoting industry-TVET partnerships. Strategically invest freed capital in a greater use of ICT etc.
- For sector business associations, secure skilled workers and achieve higher productivity by collaborating with TVET institutions
- While nation-wide education standards are important, leave 10-20% of curricula flexible so that each TVET institution can programme training in accordance with local skills needs
- Allow skilled workers to teach some modules at TVET institutions
- Allow companies to donate training equipment and material
- Allow TVET institutions (SMK, polytechnic, BLK) to run training “business” to meet local skills demand under certain conditions

Some recommendations to promote work-based learning

- Encourage TVET teachers and instructors to undergo short workplace training so they can gain work experiences and update knowledge
- Emphasize soft skills training (teamwork, discipline, problem solving)
- Utilize ICT more in TVET. Some of theory teaching can be done through online or video. Teachers and instructors use freed-up time to work with local companies
- Allow public TVET institutions to sell products or services and re-invest and improve training quality (teaching factory/company)
- Promote industry representatives to become board members of TVET institutions
- Reflect performance of TVET institutions (e.g. employment rates) in allocating public funding to them

G20 Initiative to promote quality apprenticeships

1. Establish **national goals or targets**
2. Fully **engage social partners** and ensure a strong work-based training component
3. Promote **apprenticeships in emerging sectors** and those with skill shortages
4. **Engage businesses** by making apprenticeships more attractive
5. Ensure **good working and training conditions** (appropriate wages, contracts, social security coverage, respect for labour rights and occupational safety and health)
6. **Raise the awareness**
7. Improve access for **disadvantaged groups**
8. **Partnerships between businesses and vocational schools**
9. **Upgrade informal apprenticeship**
10. Expand quality apprenticeship globally