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▶ Inter-American Centre for Knowledge
Development in Vocational Training

The Future of Work: Perspectives for Technical and Professional Training

CAEI Webinar

Anne Caroline Posthuma

Director - ILO/Cinterfor

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A Brief Introduction to ILO/Cinterfor

- Inter-American Centre for Knowledge Development in Vocational Training
- Created in 1963 upon request by Member States
- During a period of Transformation and Alliances
 - Skilled labor crucial to fuel economic growth and industrialization
- We coordinate a network of over 60 TVET institutions
- We are a regional office, that provides technical assistance on various levels and formats
 - Country-level/ Sub-regional / Regional
 - South-South and Triangular Cooperation

México



Jamaica



Cuba



Haiti



República Dominicana



España




Honduras



El Salvador



Guatemala




Barbados



Trinidad y Tobago



Bahamas



Venezuela



Cabo Verde




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► Status of the Labor Market in the Americas

A Double Challenge:

- (1) Impacts of the COVID-19 pandemic
- (2) The future of work

(1) Impacts of the COVID-19 Pandemic

- ▶ Unleashed an economic recession of unprecedented magnitude
 - In 2020, GDP contracted -7% (IMF)
 - Most severe economic contraction on record since 1900 (CEPAL)

- ▶ Underlying structural characteristics + pandemic impacts
 - Increased socio-economic inequalities
 - Rising informality
 - Low productivity, low earnings
 - Vulnerable groups: disproportionate impacts on youth, women, MSEs

- ▶ Accelerated digitalization: in work - in training - in commerce

(2) The Future of Work

- ▶ Relevance of TVET in the current context:
 - The ILO's Centenary Declaration on the Future of Work (2019)
 - Emphasized a pillar on skills and lifelong learning.

- ▶ Technological change and the future of work
 - New technologies, Industry 4.0, digitalization, new skills

- ▶ "Mega-Trends": Climate Change, Migration, Inequalities, Demographic Transition

- ▶ TVET plays a central role in achieving a successful recuperation, but also in boosting development, competitiveness & productive restructuring

▶ Transformations Accelerated by Crisis, Digitalisation & FoW

TVET institutions suspended F2F training:

- ▶ Urgent pressure to increase the supply of distance learning
- ▶ Innovative solutions for evaluation, monitoring and certification of distance learning
- ▶ Teacher training in digital skills & digital pedagogy
- ▶ Attention to digital gaps – leading to digital exclusion
- ▶ Urgent attention toward the most impacted and vulnerable

▶ Major Pressures on Labor Markets & Skills

- ▶ Technological change
- ▶ Raising productivity
- ▶ Skilling & Reskilling: Unemployed and discouraged workers
- ▶ Prioritizing vulnerable workers: Youth, Women Micro & Small Enterprises
- ▶ Frictions as industries adjust: Many displaced workers
- ▶ **Crucial challenge: Recovery or Transformation**
 - Possibility to transition from a productive structure based on exports of primary resources, toward higher value-added & knowledge-based production?
 - = Rising demand for higher-skilled workers

What are Vocational, Technical, Professional Training Institutions Doing?

- ▶ Training in Digital Skills – often focused on youth.
- ▶ Guiding new TVET course design and delivery:
 - Relevance and quality of materials and methodologies
 - Conducting national consultation on sectoral transformations & emerging skills needs
- ▶ Digital transformation of training + Hybrid
- ▶ Training of teachers in new technologies and pedagogies
- ▶ Skills certification – at a sub-regional level (labor migration)
- ▶ National skills frameworks (moving toward regional skills framework)
- ▶ Coordinating with federal and state governments in recovery plans
- ▶ Seeking partnerships and alliances



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▶ The Digital Transformation Implications:

- 1) Digital skills mismatches
- 2) Distance / Hybrid training
- 3) Digital pedagogies

What are Important Challenges & Opportunities?

- ▶ Confronting the Digital Skills Gap
- ▶ Use of Big Data: e.g. Skills Anticipation
- ▶ Effective, Inclusive Approaches: e.g. Youth, Gender, Recognition of Prior Learning
- ▶ Lifelong Learning Approach
- ▶ Budget Constraints or Counter-Cyclical Policies

Institutionally: Creating alliances and exchanging expertise

- ▶ Bridging TVET Training Systems + Private Sector
e.g. Dual Education, Workplace Based Training (WBT)
- ▶ Bridging TVET Training Systems + Higher Technical Education



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 **THANK YOU !!**