



L20 Priorities on Transitions from School to Work

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In times of extreme challenges for youth, the L20 welcomes that transitions from school to work are at the core of the joint Labour and Education Ministers Meeting today. Our priorities stand in three words: quality, funding and rights.

A generation of young people is at risk of being excluded from the labour market, or from quality jobs and of ending up in precarious work and underemployment.

It is about funding. Let us not repeat the mistakes of the past. The number of apprenticeship places in many countries never recovered from the 2008-2010 financial crisis. We do not want to see a similar trend this time. A particular effort needs to be made for the vulnerable and marginalised communities.

It is about financing support to youth: support to pay for study fees, for access to housing, and policy instruments based on Youth guarantees and actions to close digital divides.

It is about rights. The youth aspire to the same rights and same security than the rest of the population. Young people want security and certainty. Concretely, apprenticeships and entry-level jobs have to pay at least minimum wages and fall under collective bargaining rights.

Technical vocational education and training (TVET) should be much more at the centre of effective transitions from school to work and play a key role in attaining social justice and labour market integration.

If equity is to be achieved, education and training systems must be well funded; teachers, trainers and university educators also need to be supported through better pay, adequate working time, smaller class sizes and time for professional development – to best fulfil their duties and to make this profession more desirable again.

Social partners have a role to frame it all. Within this forum and at the international level, the B20 and the L20 have spared no efforts to raise awareness around the need for quality apprenticeships and traineeships over the past years. Employers should ensure continuous training is available for apprentices. Trade unions play a decisive role in negotiating decent apprenticeship pay and monitor the conditions of training and its progression.

Government leadership and whole of government approach are much needed. Working across government departments has not always propelled the development of a consistent TVET system. G20 countries should consider establishing national TVET authorities to make access to training more equitable and that includes both social partners.

For those who are neither in education nor employment (NEETs), we need stronger policies. No citizen from birth to 25 should disappear from the radar screen of education and access to labour markets. They need pathways back for them into sustainable and dignified work and to further study.

An effective and successful framework for quality apprenticeships and training of any kind requires:

- the effective participation of the social partners and rights at work, including freedom of association and the right to organise and collectively bargain.
- active labour market policies that have ratios of apprentices to employed workers
- government procurement policies that support apprenticeships, and
- targeted support programmes to SMEs – especially now – are of crucial importance.

To prepare for the skills of tomorrow, the L20 and Education International call for action on climate education. Climate and sustainable development should be part of every countries' curricula. It should become as fundamental as teaching reading and writing. Teachers unions in particular stand ready to engage with governments in developing climate education policies and curricula.