

# ILO Action on Skills Development

## An overview

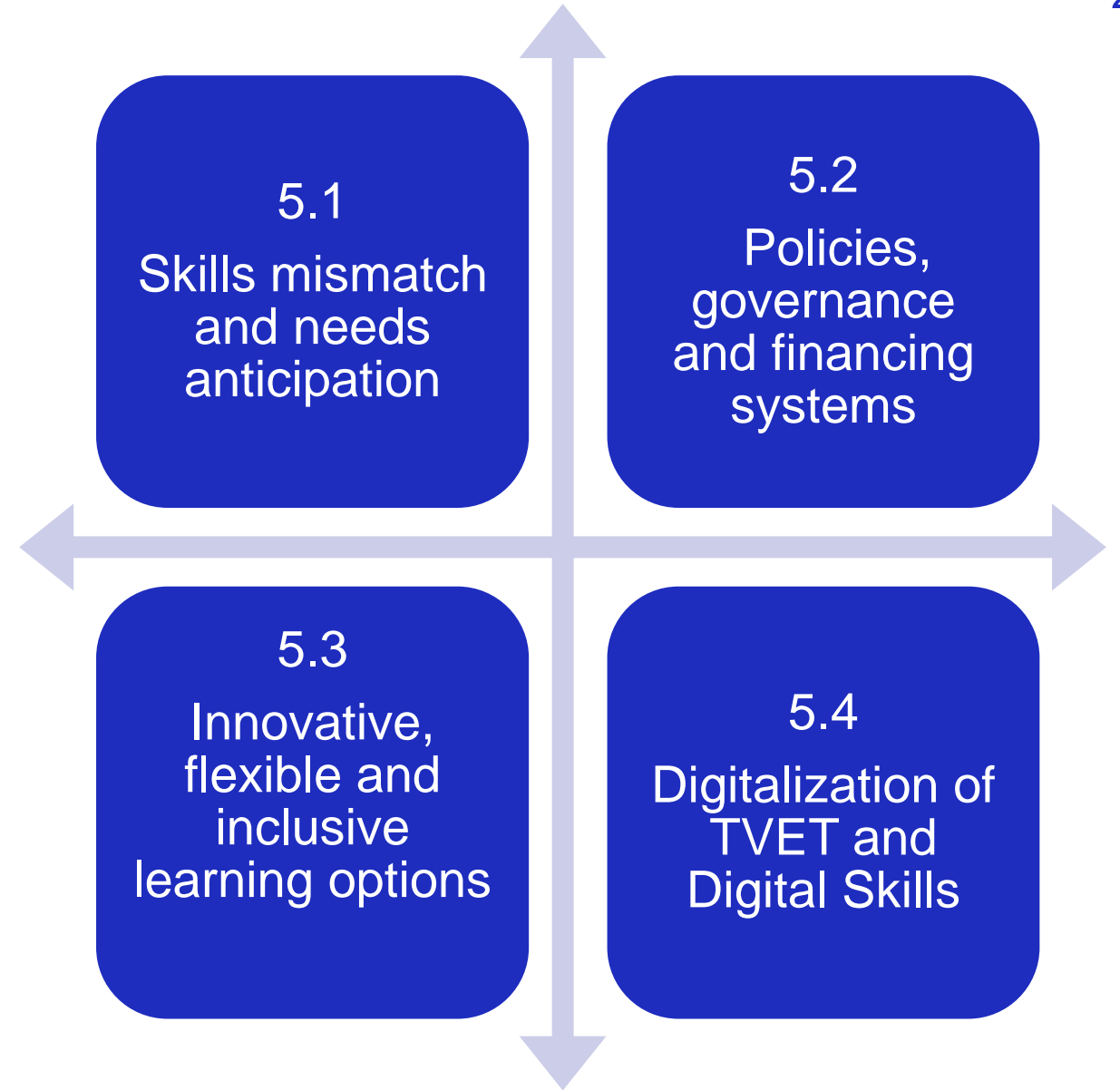
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ILO Skills and Employability Branch

# ILO Programme and budget 2020-21 & 2022-23

## Outcome 5

Skills and lifelong learning to facilitate access to and transitions in the labour market



# On-going and up-coming major activities

## Launch of the Global Programme on Skills and LLL

- Structured Funding Dialogue for Outcome 5 (early 2021)
- Strategic partnerships (UNICEF, UNDP, UNESCO, AfDB, ADB, Microsoft)

## Promotion of Skills Innovation Facility

- Innovation lab
- National Skills challenge call (Cambodia)
- WEF Re-skilling revolution platform collaboration

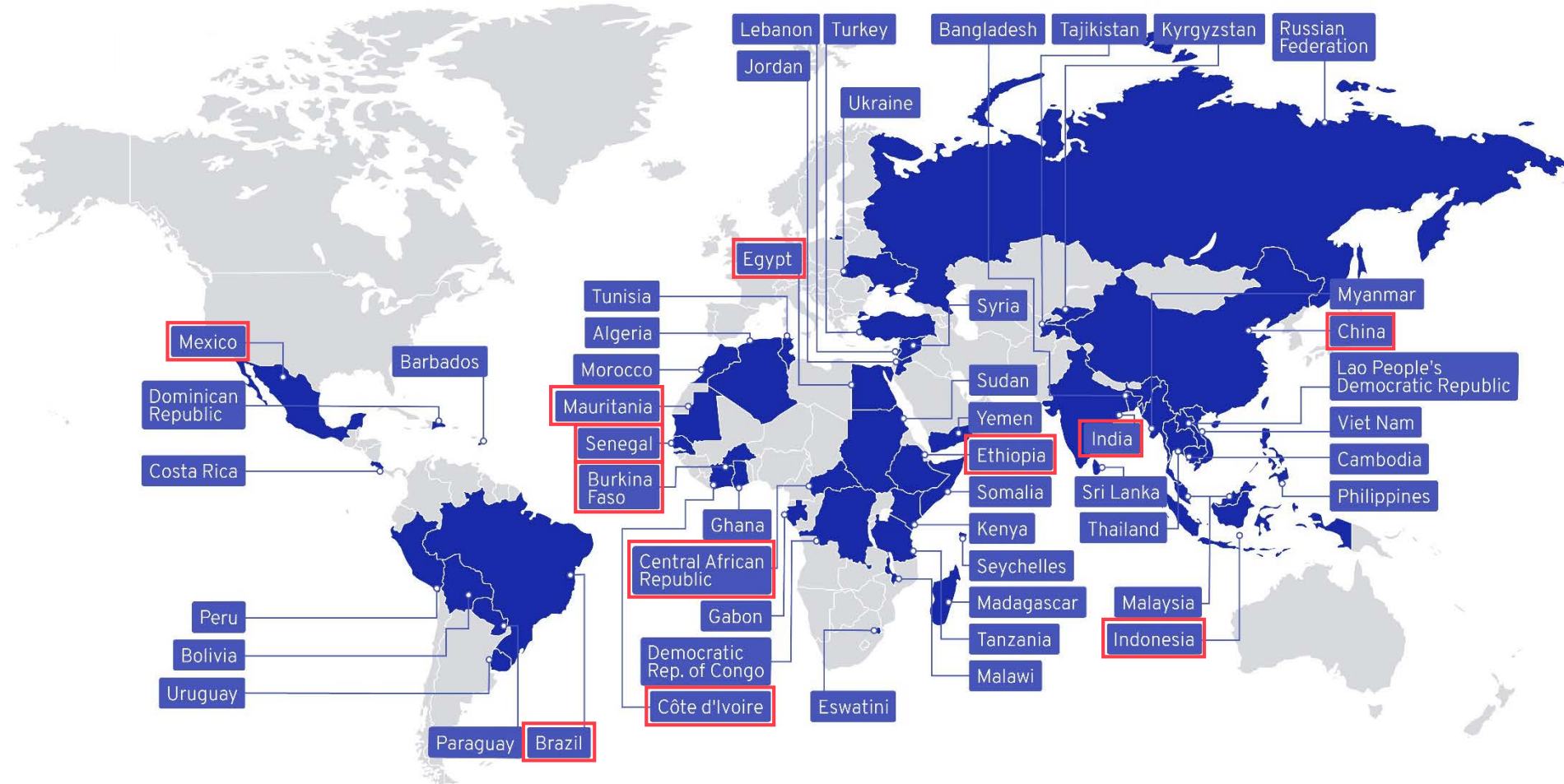
## ILC 2021 General Discussion on Skills and Lifelong learning

- ILO Strategy on Skills and Lifelong learning 2030

## ILC 2022-23 Apprenticeships Standard-Setting Discussions

- Yellow (2022), Brown and Blue (2023) reports
- Draft instrument(s) at the ILC 2023

# 51 target countries converging with GAL Countries



## Key products and tools

The Digitization of TVET  
and Skills Systems  
(UNESCO/ILO)



Guide and digital tool on  
Making TVET and skills  
development inclusive  
for all



Guidelines on Rapid  
Assessment of reskilling and  
upskilling needs in response  
to the COVID-19 crisis



ILO Toolkit for  
Quality  
Apprenticeships



Training for Rural  
Economic  
Empowerment (TREE)



Recognition of Prior  
Learning – Learning  
package and key building  
blocks



### Forthcoming:

ILO Global Framework on Core Skills for the 21st Century

Two global guidelines on the prevention of forced labour and on the economic reintegration of victims through lifelong learning and skills development approaches

## ► Skills development and literacy – Key takeaways

- The Future of Work calls for increased attention to literacy as a key skill for improving employability in the labour market
- Other actors are important to activate a lifelong learning ecosystem, such as Ministries of Labour, employment and skills agencies, and social partners
- Mainstreaming literacy into skills development programs and work-based learning can improve access to and quality of literacy training. Evidence suggests that literacy learning outcomes are better when learning is embedded in real-life contexts.
- For disadvantaged groups, linking literacy education to community-based training and interventions to upgrade informal apprenticeship can enhance employability and lifelong learning
- Recognition of Prior Learning (RPL) can support transitions to formality and strengthen employability of migrant workers or people in the informal economy who often have non-linear learning pathways. Functional literacy should also be included in RPL.

## ▶ Moving forward

Building on the **longstanding partnership between the ILO and UNESCO** in the area of teaching staff and TVET, further collaboration can be envisaged focusing on Lifelong learning; Skills development for disadvantaged groups; Core skills; Recognition of Prior Learning; Apprenticeships; Skills identification and anticipation, Digitalization of training programmes; Digital skills.

Collaboration between the ILO and the GAL can take forms of **joint research projects and technical seminars at the global and regional levels.**

Joint work at **country level**: Out of 29 priority countries of the UNESCO Strategies for Youth and Adult Literacy, 12 are also ILO Skills' branch's priority countries\*.

ILO can facilitate collaboration with social partners, taking advantage of its tripartite structure

*\*Bangladesh, Central African Republic, Ethiopia, the Gambia, India, Mali, Mauritania, Niger, Pakistan, Senegal, China and Indonesia. Thematic entries can be: migration, fourth industrial revolution and automation.*

## ▶ For more information

<https://www.ilo.org/skills>

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