

SDGNOTE



International
Labour
Organization



SKILLS FOR EMPLOYMENT

The 2030 Agenda embraces the three dimensions of sustainability – economic, social and environmental – in an integrated and interconnected manner. It contains 17 Sustainable Development Goals (SDGs) that will build on the progress achieved under the Millennium Development Goals. The 2030 Agenda for sustainable development puts people and the planet at its centre and gives the international community the impetus it needs to work together to tackle the formidable challenges confronting humanity, including those in the world of work.

The ILO DW for SDGs Notes Series

At a special UN summit in September 2015 world leaders adopted a new vision for global development: “Transforming our world: The 2030 Agenda for Sustainable Development”.



With the Agenda 2030 the global community has recognized that decent work is both a means and an end to achieve sustainable development. Consequently, the Decent Work Agenda – an integrated policy framework – features prominently across the SDGs and Agenda 2030.

The 2030 Agenda calls for integrated and transformative policies to tackle development challenges, and the promotion of more and better jobs is a central element that cuts across many of the Sustainable Development Goals and the key focus of SDG 8.

The Director-General has stressed that Agenda 2030 is a major responsibility, opportunity, and at the same time, a challenge for the ILO. It thus requires a new way of working across the Office and a new way of communicating about Decent Work. The DW for SDGs Notes series is one building block in this process. The notes aim to provide a decent work perspective on the SDG framework for ILO officials engaging in SDG discussions with constituents, UN counterparts, as well as development partners. SDG notes are organised by key decent work themes covered by all Programme. These more detailed notes are complemented by short leaflets on communication and advocacy prepared for external distribution. The SDGs Notes should be used in conjunction with the ILO Implementation Plan for the 2030 Agenda for Sustainable Development.

The present document is an SDG Note on “Skills for Employment” focusing mainly on SDG 4 which concerns Quality Education and lifelong learning.¹

1- The Global Indicator Framework developed by the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) to monitor progress on 169 targets of the SDGs was agreed upon by General Assembly in July 2017. The framework has 232 indicators and each indicator has been assigned to one or several organizations to coordinate efforts around collection and reporting of national data. These indicators are classified into three tiers depending on the availability of data and internationally agreed measurement methodology. The global indicators can be found [here](#). The list of custodian agencies [here](#).

1- THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT AND SKILLS

Breaking the vicious circle of low education, low productivity and poverty is crucial for the promotion of inclusive economic growth and decent jobs for all. Education, as well as being an end in itself, is also a means towards getting a decent job, especially for young people, while lifelong learning is indispensable in order to keep up with the changing skills needed for the labour market. Skills development is therefore an essential prerequisite for sustainable development and as such constitutes a key element of the 2030 Agenda for Sustainable Development, and in particular SDG 4 on Quality Education and SDG 8 on Employment.

Effective skills systems are created based on social dialogue and institutional arrangements, involving partnerships between enterprises and training institutions which allow all social partners to address skills issues facing workers, enterprises and society more broadly. ILO's strong links with the social partners enable it to leverage greater involvement from them in terms of skills development.

1.1 How does skills development contribute to inclusive and sustainable development?

Effective education and training systems strengthen long-term and inclusive economic growth but the fact that much remains to be done has meant that skills development is referred to in numerous SDG targets and indicators.

Limited access to education and training is considered a major obstacle to sustainable development. In order to be more inclusive, access to quality education and training should not be restricted by gender, ethnicity, sexual orientation, disability, geographical location or income. This is addressed in SDG 4.

SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- **4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university**
- **4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations**

Indicator 4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom /top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as date become available) for all education indicators on this list can be disaggregated

The transition to a low-carbon economy will not be possible without investing in education and skills development. Changes that are occurring in technology, as well as the need for production and consumption practices to be more eco-friendly means that governments and enterprises need to invest in skills training that support sustainable development, including in agricultural production. The need for skills to support sustainable development in its broadest sense is covered in SDG 4.7.



SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education, and d) student assessment

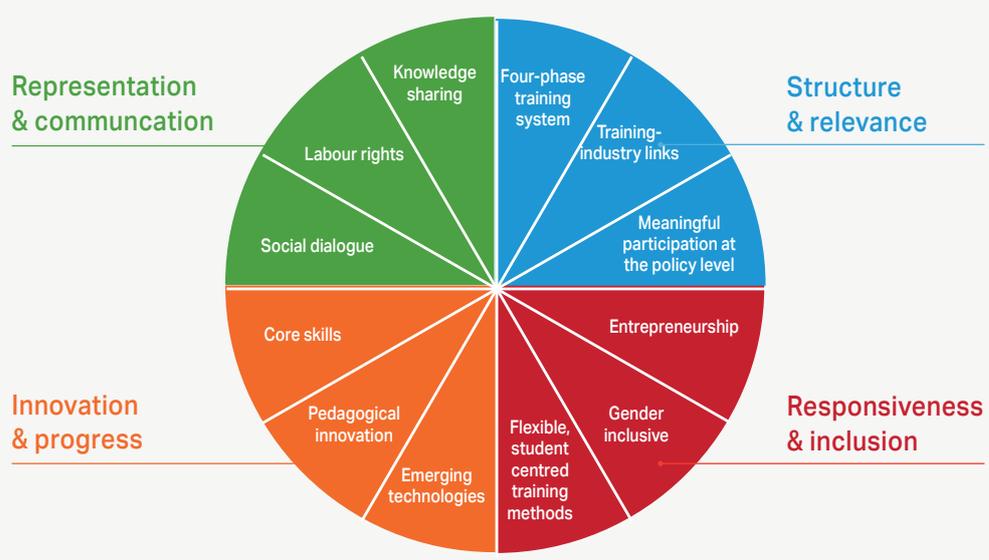
These goals present considerable challenges for the education workforce.

As such, teachers and trainers, both in institutions and workplaces must have the capacity to impart the relevant knowledge and skills needed to keep up with the increasing pace of change.

Recent ILO research has shown that quality teacher training systems require a broad-based approach to key issues affecting delivery and assessment practice as shown in the figure below.

For SDG 4.4, 4.6, 4.a and 4.c (quality and relevance)

Four pillars and 12 key elements of teacher training systems





4 SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- **4.c** By 2030, all learners are taught by qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States
- **4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- **4.4** By 2030, ensure that all youth and adults have relevant skills, including technical and vocational training skills, for employment, decent jobs and entrepreneurship
- **4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

Indicator 4.c.1: Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country

Indicator 4.a.1: Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single sex basic sanitation facilities, and (g) basic handwashing facilities (as per the WASH indicator definitions)

Indicator 4.4.: Proportion of youth and adults with information and communications technology (ITC) skills, by type of skill.

Indicator 4.6.1: Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Gender inequality hampers decent employment and inclusive growth. When women are empowered to participate on an equal standing with men in terms of their economic life the impact on children's health and education has been proven to be positive. Thus, including women in the mobilization of human capabilities can lead to increased equitable economic growth. However, women and girls still face comparatively more barriers to education and training especially in rural, informal and traditional economies. These barriers are targeted in SDG 5 (see Figure 2 for literacy and numeracy data disaggregated by gender).



5 SDG 5 Achieve gender equality and empower all women and girls
5.1 End all forms of discrimination against all women and girls everywhere
5.b Enhance the use of enabling technology, in particular information and communication technology, to promote the empowerment of women

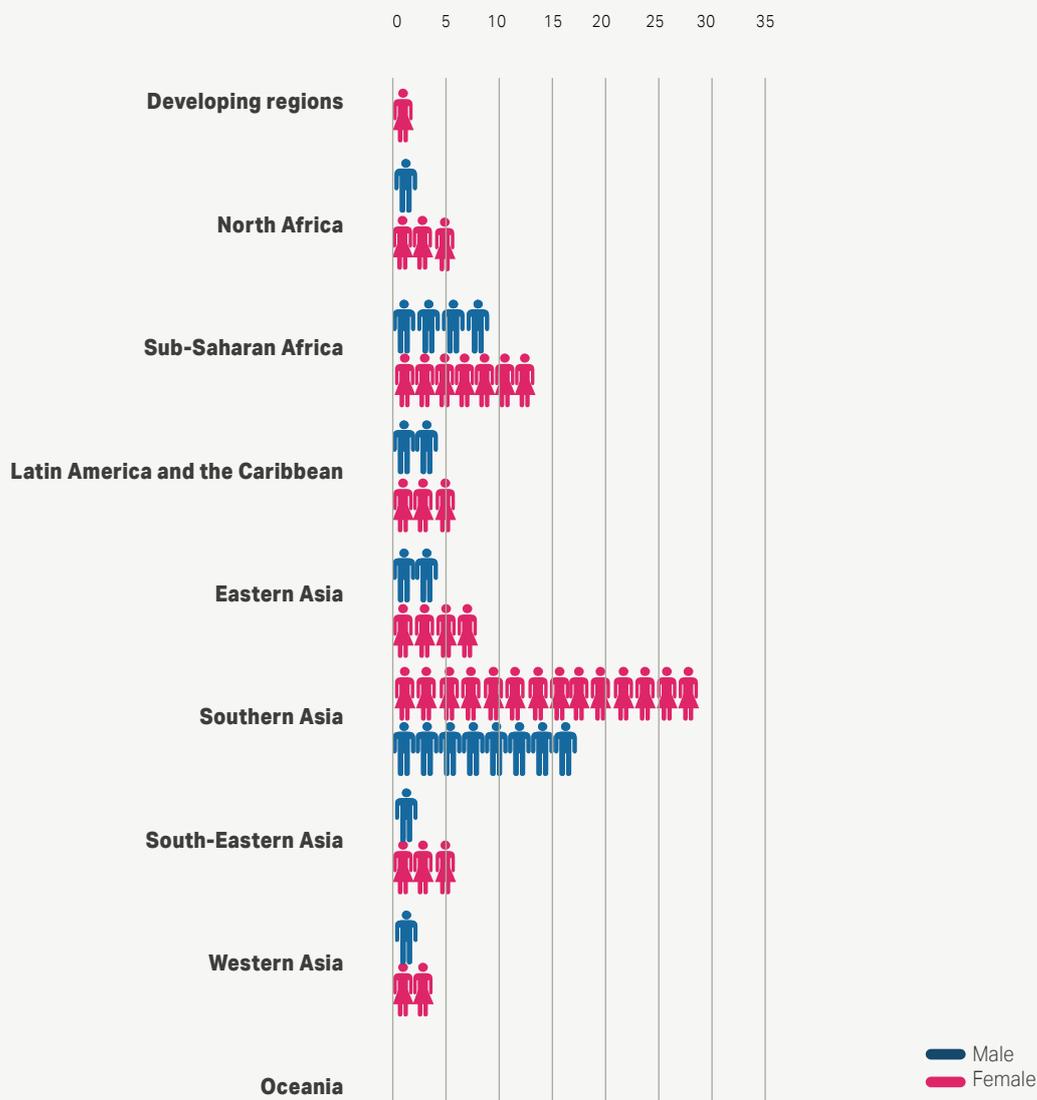
Indicator 5.1.1: Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex

Indicator 5.b.1: Proportion of individuals who own a mobile phone, by sex



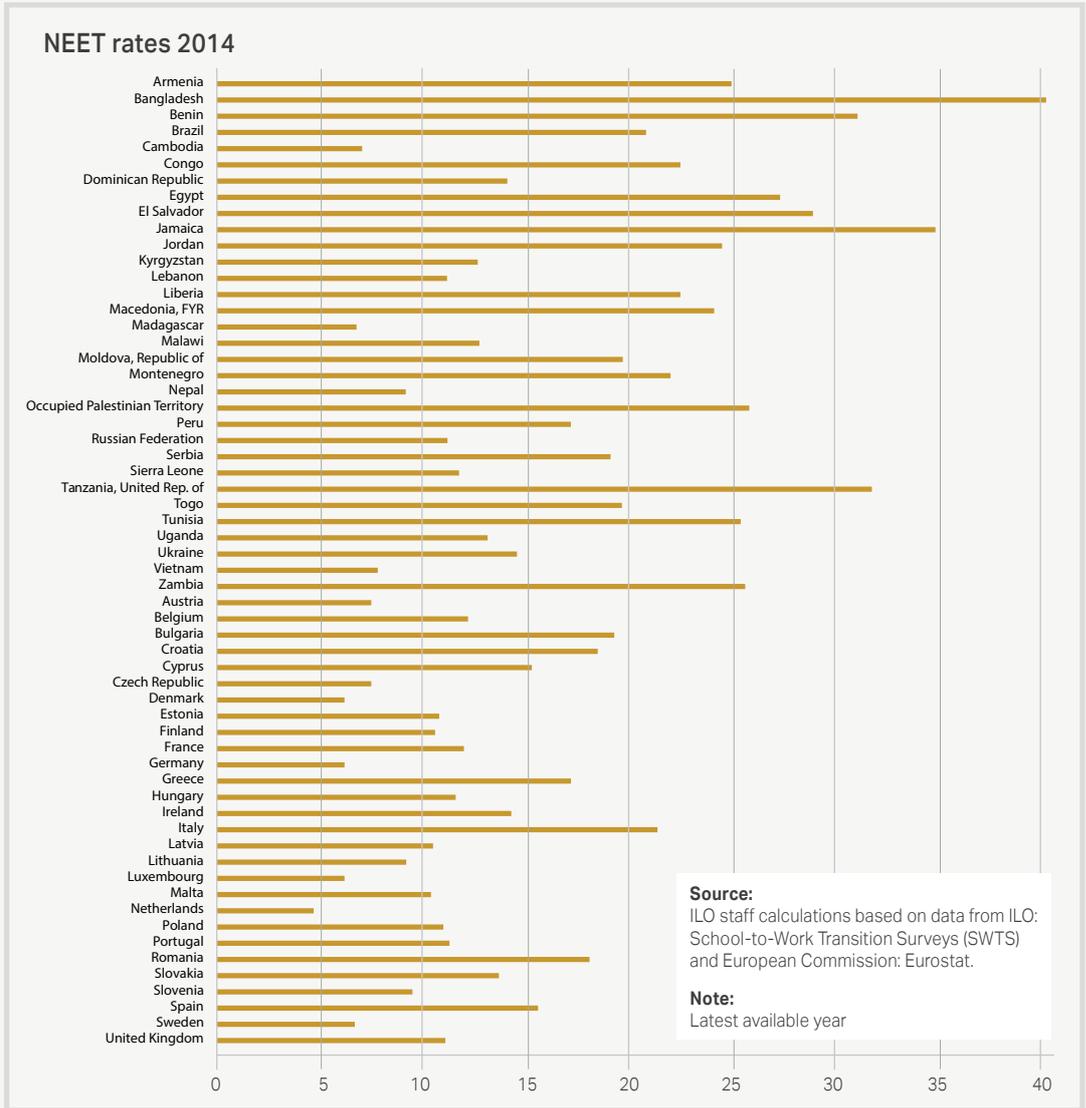
SDG 5.1, 5.5 and 5.b (gender equality)

Share of women and men unable to read or write (%) (latest data available)



Source: UNESCO Institute for Statistics database, 2013.

Skills development is a key strategy in fighting youth unemployment. The lack of opportunities available to youth who are not in education, employment or training (NEET) leads to the erosion of skills. Furthermore, young people with reduced levels of employability are more prone to social exclusion and marginalization over time. Youth employment and education is targeted in SDG 8.6 and 8.b. (see Figure 3 for NEET rates in 28 countries covered by the ILO school-to-work transition surveys).



SDG 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- 8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training
- 8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the ILO

Indicator 8.6.1: Proportion of youth (aged 15–24 years) not in education, employment or training

Indicator 8.b.1: Existence of a developed and operationalized strategy for youth employment as part of a national employment strategy

Entrepreneurship, creativity and innovation are key ingredients for sustained and sustainable economic growth. It is therefore important that policies fostering and supporting creativity and innovation are put in place alongside effective, transparent and accountable labour market institutions which are called for in SDG 8.3.



SDG 8 Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

- 8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial resources

Indicator 8.3: Proportion of informal employment in non-agriculture employment, by sex

2- WHAT IS THE ILO'S APPROACH?

The ILO is well positioned to provide sound advice regarding policy on skills development. This aims to assist countries in their implementation of SDG goals and targets which include increased inclusive growth, decent work, equitable quality education and training for all.

The ILO works with governments, workers' and employers' organisations to strengthen skills development systems. This work is guided by a number of international labour standards relating to skills development. 2.1 Relevant International Labour Standards

- Employment Service Convention, 1948 ([No. 88](#))
- Discrimination (Employment and Occupation) Convention, 1958 ([No. 111](#)) and Vocational Rehabilitation and Employment (Disabled Persons) Recommendation, 1983 ([No. 168](#))
- Employment Policy Convention, 1964 ([No. 122](#))
- Paid Educational Leave Convention, 1974 ([No. 140](#))
- Human Resources Development Convention, 1975 ([No. 142](#)) and Human Resources Development Recommendation, 2004 ([No. 195](#))
- Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 ([No. 159](#)), Vocational Rehabilitation (Disabled) Recommendation, 1955 ([No. 99](#)) and Vocational Training (Adults) Recommendation, 1950 ([No. 88](#))
- Private Employment Agencies Convention, 1997 ([No. 181](#))

2.2 International Labour Conference discussions

The 97th International Labour Conference session (2008) focused on "Skills for improved productivity, employment, growth and development". The outcome of the discussion was Recommendation No. 195 on human resource development. Constituents underlined the importance of having societies that are more and better skilled. Lifelong learning based on the life cycle perspective is important for ensuring that a workforce is able to adapt to technological change and new practices in the workplace. The ILC also stressed the importance of portable core and higher-level skills (technical and professional) in order to foster workers' employability. The inclusion of governments, workers' and employers' organizations makes it easier for skills development strategies to be better incorporated into national labour market policies and for the provision of training to be adapted to the needs of the labour market.

More recently, the **101th ILC session (2012) focused on "Jobs and skills for young people"**. The discussion revolved around the green economy, effectiveness of labour market policies and quality jobs, most notably with regard to disadvantaged groups. It was decided to strengthen ILO research and knowledge, as well as its capacity to identify good practices and provide effective policy advice.

2.3 Key areas of work

Within the Employment Policy Department, the **Skills and Employability Branch** works on a number of areas related to the SDGs. For instance, policy advisory services are provided for the implementation of competency based training and assessment systems; training of trainers and assessors; skills financing, work-based learning; national qualification frameworks; forecasting skill needs, rural development, and skills for trade and economic diversification.

Policies on skills that facilitate structural transformation and strengthen enterprise competitiveness so as to deliver "more and better jobs for inclusive growth and improved youth employment prospects" are cornerstones of the ILO's strategy which is set out in the **Programme and Budget 2016–17** (Outcome 1).





This P&B outlines a number of priorities related to policy on skills development, including measures to foster the inclusion of disadvantaged groups; jobs and skills for young people such as school-to-work transition and quality apprenticeships; national skills policies; skills anticipation methods; educational quality assurance; tripartite skills councils; lifelong learning; global and regional recognition systems, and skills for green jobs. Constituents will be offered support in order to ensure that efficient and market-relevant skills are developed and that these can contribute to decent employment outcomes.

In view of the emphasis placed on multi-stakeholder cooperation within the 2030 Agenda for Sustainable Development, the ILO will enhance its external partnerships with multilateral institutions, the G20, the World Bank Group (WBG), the International Monetary Fund (IMF) International Financial Institutions (IFIs) and regional banks in order to work on issues related to youth employment and skills.

Through the **G20 Human Resources Development Pillar**, the ILO has led the development of the G20 training strategy as a guide for G20 members to strengthen their training systems. The ILO also developed the online **Skills for Employment Knowledge Sharing Platform** and contributed to the establishment of an internationally comparable database of relevant indicators of skills for employment and productivity. The database known as the World Indicators of Skills for Employment (WISE) provides policy-makers, in particular in low-income countries, with a set of indicators that measure the effectiveness of their skills systems and have the potential to enhance their national skills development strategies. The database is hosted by the Organisation for Economic Co-operation and Development (OECD) (<http://www.oecd.org/employment/skills-for-employment-indicators.htm>), and is a joint product of inter-agency work involving the ILO, OECD, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the WBG and the European Training Foundation (ETF).

In 2015, the ILO led an inter-agency task team composed of 17 UN agencies as well as the WBG and the Office of the Secretary-General's Envoy on Youth to develop **The Global Initiative on Decent Jobs for Youth**. The system-wide strategy seeks to identify means of coping with the persisting youth employment crisis characterized by the following: high unemployment rates, low quality jobs, increased labour market inequalities, difficult school-to-work transition and detachment from the labour market. The strategy was endorsed by the UN Chief Executives Board for Coordination in November 2015 in order to achieve the youth employment components of the 2030 Agenda for Sustainable Development. At the global level, the initiative aims to mobilize resources by establishing new funding modalities, fosters cooperation through forming strategic multi-stakeholder alliances and improves knowledge sharing by creating a facility on decent jobs for youth. Efforts will be complemented by regional and country level interventions.

The **Interagency Group on Technical and Vocational Education and Training (IAG-TVET)** was set up in 2008 to ensure good coordination of the activities by the key international organizations involved in the delivery of policy advice, programmes and research on TVET. It enhances knowledge sharing and a common understanding of key issues. The IAG has led inter-agency work on skills indicators, greening TVET, work-based learning, and skills anticipation.. The IAG-TVET comprises UNESCO, the ILO, OECD and the WBG. Regionally-based members include the African Development Bank (AfDB), the Asian Development Bank (ADB), the European Commission (EC), ETF and the Islamic Development Bank (IDB).

At the Education for All High-Level Group meeting in Beijing 2005, a Global Task Force on Child Labour and Education for All was set up. The ILO is actively engaged in this inter-agency partnership together with UNESCO, UNICEF, the WBG, Education International and the Global March against Child Labour.

2.4 The role of the International Training Centre

The ITC in Turin offers the very popular Academy on Skills Development every two years, with smaller shorter tailored courses run every alternate year in the regions. Other programs focus on "Management of Training Institutions", "Financing Skills Development", "Career Guidance Policy and Practice", "Work-based Learning And Quality Apprenticeships" and "Anticipating and Matching Skills Needs.

3 - HOW HAVE COUNTRIES RESPONDED EFFECTIVELY?

3.1 Policy options to address key challenges

Solutions to the different policy challenges outlined in Section 1.1 of this brief are considered herein more detail. A series of policy briefs and other resources that address the various challenges outlined in Section 1.1 has been prepared by the Skills and Employability Branch, a list of which can be found at the end of this SDG note.

How to improve access to education and training programmes (SDG 4.3 and 4.5)?

A diversified combination of policies is needed to overcome the multiplicity of entry barriers which hamper access to educational systems and training facilities. Flexibility in the planning of training provision is important so that opportunities to develop training and skills are available where and when people want to learn. For instance, mobile and distance learning arrangements, part-time and weekend/evening programmes, along with workplace learning schemes, are useful ways to improve access to skills training. Another barrier to access opportunities is cost. Reducing or subsidizing course related costs is therefore often considered alongside payment of stipends since the working poor cannot afford to give up income generating activities. Free basic education is necessary to guarantee equal opportunities, most notably with regard to disadvantaged groups. Furthermore, cooperatives, as well as employer and worker organizations can also facilitate access to learning opportunities, resources and know-how.

> *For more information see the policy brief on formulating a national skills development policy:*
(http://www.ilo.org/skills/pubs/WCMS_167172/lang--en/index.htm)

How to support the transition to a low-carbon economy through education and training (SDG 4.7)?

The shortage of skills often hinders the transition to a greener economy. As a result, workers and trainers need to be retrained and equipped with the skills needed for green jobs and the greening of brown jobs. To achieve this, employment services can play an important role in offering short-term training to match skills with the needs. New occupations can be identified with the help of skills anticipation systems, and social dialogue can act as a key mechanism to gather relevant stakeholders with a view to triggering the transformation. As for the government, it should integrate environmental issues into growth strategies in order to cope with structural changes and take steps early on to revise and/or develop curricula and prepare training institutions to respond appropriately. Importantly, rural employment and sustainable agricultural production play a predominant role in fostering the transition towards the green economy. Small-scale farmers should thus be enabled to increase productivity and access to markets taking into consideration sustainable cultivation methods. But then again, rural workers are often vulnerable due to limited access to formal employment and social protection. An integrated approach would therefore be required to improve livelihoods while supporting the acquisition of new skills. For instance, training could be complemented by facilitated access to micro-credit and social security schemes.

> *For more information see also SDG Notes on Social Protection and on Green Jobs.*





How to reduce skills mismatch by improving the quality and relevance of skills (SDG 4.4, 4.6, 4.a and 4.c)?

Demand and supply have to go hand in hand. Forward-looking approaches to skills needs should be at the heart of strategic policy mechanisms, with skills development planning integrated into national strategies and industrial policies, such as investment, trade, environmental, fiscal and employment. The ILO identified the anticipation of future skills needs both as a key strategy in order to avoid skills mismatch, and as the first building block in a strong training and skills development system. Once future skill needs are identified, appropriate steps can be taken to address the quality and relevance of skills programmes so as to ensure closer alignment between the supply and demand for skills (see Figure 4).

> *For more information see the policy brief on anticipating skills needs (forthcoming).*

How to ensure gender equality in skills provision (SDG 5.1, 5.5 and 5.b)?

Responsiveness and inclusion are key principles for improving women's participation and skills acquisition. In addition to equal access to education and training, it is important to adapt learning methods and the environment to suit women's needs. Existing patterns of occupational segregation call for new role models and examples of women in non-traditional jobs. For instance, non-stereotype textbooks, gender sensitive training and mentoring programmes can foster women's motivation to pursue a career in science and technology, a sector that is still largely dominated by men. Programme outreach can be improved through inclusive training provision which can provide modular programmes aimed at accommodating domestic and professional responsibilities, safe transport to and from training venues and childcare. They can also ensure segregated toilet facilities, and provide counselling mechanisms in the event of sexual harassment. Relevant policies also need to enforce fair recruitment processes which would be based on talent.

> *For more information see also SDG brief on Gender Equality.*

How to enhance youth employability (SDG 8.6 and 8.b)?

Whilst there are different challenges associated with the youth unemployment crisis, many of them are related to skills. To begin with, youth need to acquire core employability skills in addition to technical skills. Curricula should be evolved in close cooperation with tripartite constituents and provide access to real work experience not only in education and training institutions but also in the workplace. The use of workplace simulations coupled with programmes that integrate on- and off-the-job learning improve the employability of young people. Mentoring programmes can help young women and men to better understand job market realities and improve school-to-work transition which is a crucial step in young people's careers. TVET programmes that provide training combined with employment and income activities, such as apprenticeships and traineeships provide the best means of integrating learning with work. Additional policy options include the recognition of skills acquired outside the workplace and second-chance programmes to facilitate securing the first job. Once young women and men have found a job, it is equally important to maintain their employability through on-the-job training.

Upgrading formal and informal apprenticeships, as well as internships, is a well-proven policy instrument that enhances youth employability. Such experiences help young women and men acquire useful technical skills with which to ease school-to-work transition. It is important, however, to enforce quality standards in order to avoid decent work deficits, such as the lack of social protection coverage, low wages, unspecified working hours, as well as programme duration. Apprenticeship contracts often

need to be strengthened. At the same time, new skills need to be brought in, notably as concerns the traditional learning methods widely used in the informal sector. Rotation systems permit apprentices to complement their experiences by moving to different enterprises, while the master crafts persons can benefit from intensified collaboration with larger companies allowing them to modernize their technology and material.

> For more information see also policy briefs on Youth Employment and ILO's approach to quality apprenticeships (forthcoming).

3.2 Examples of projects and joint programmes

The following three projects provide examples of how the ILO has supported constituents to improve the effectiveness of TVET and skills systems.

Skills for youth employment and rural development in Western and Southern Africa (RAF/10/52M/DAN & ZIM/10/01M/DAN - US\$15 million: 2010-2015.)

Countries: Benin, Burkina Faso, Zimbabwe

The project aimed to promote training for rural economic empowerment (TREE) in order to strengthen skills development systems that improve employability, promote access to employment opportunities and increase incomes which contribute to inclusive and sustainable growth. A broad number of stakeholders were involved and ultimately, livelihoods of unemployed and marginalized women and men living in rural and semi-rural areas were improved. The involvement of youth representatives fostered long term ownership and sustainability. Overall, the project proved to be highly relevant, and coherent with national policies as well as with multilateral development strategies.

The TVET Reform Project (BGD/06/01/EEC - US\$16,201,565: 2008-2015)

Country: Bangladesh

The project provided support to reform the TVET and skills development system by facilitating the endorsement of the country's first National Skills Development Policy, and supporting the introduction of new governance and regulatory arrangements including an apex body. New Public Private Partnerships were introduced through workplace learning initiatives. Centres of excellence were established and new apprenticeship arrangements were introduced, leading to a dramatic expansion of commencements. New competency-based training programmes were introduced targeting priority trades, as well as key domestic and export sectors. Policy coherence was key for successful implementation. The TVET system was improved systematically in order to equip beneficiaries with relevant and portable skills that would enable them to become more productive and capable of competing.

Federal Government of Somalia and UN Joint Programme on Youth Employment (SOM/15/01/UND – US\$36,000,000)

Through this joint UN programme, led by the ILO, UNDP, FAO and UN-HABITAT value chain development was undertaken in priority sectors. This was supported by skills development interventions in the areas of literacy, numeracy, life-skills and vocational and business training which aimed to enhance employability and enterprise effectiveness. In parallel, 30,000 short-term jobs were created through cash-for-work projects in order to rehabilitate productive infrastructure in target locations in newly recovered areas. The value-added effect of the combined expertise of the different UN agencies involved was a key success factor for this project. The ILO's leadership was instrumental in ensuring that skills development formed part of an integrated approach to employment and value chain growth.

Further project examples can be found through the ILO Development Cooperation Dashboard at:

http://www.ilo.org/pardev/information-resources/WCMS_221416/lang--en/index.htm





3.3 ILO added value: Engaging with tripartite constituents

Effective skills systems are created through social dialogue and institutional arrangements that allow all social partners to give input. Governments play an important role in establishing an enabling framework and coordinating the efforts of the private sector in providing skills training and education that is aligned with demand. They can also facilitate matching job seekers with job opportunities through employment services. The participation of employers and workers is needed to design and implement TVET systems that correspond to requirements, as well as to provide leadership to the ongoing development of the skills system.

Good examples of ILO work on skills development involving tripartite constituents include the establishment of the sector skills Council for domestic work in India, and the Centre of excellence for leather production in Bangladesh. Another example of good practice is a public-private partnership that enables the expansion of quality apprenticeships or expert commissions, such as the “Bündnis für Arbeit” (Coalition for Work) in Germany that involved tripartite constituents in designing and implementing employment programmes during the job crisis in the early 2000s. Effective partnerships between enterprises and training institutions are at the heart of well-functioning skills systems. The ILO is well-placed to leverage greater involvement from the social partners in skills development since it has strong links with them.





? WHAT ARE THE KEY BUILDING BLOCKS IN DEVELOPING A SKILLS POLICY?

1. Anticipating future skills needs
2. Social dialogue and partner involvement
3. Consultation and inclusion, with leadership
4. Labour market information and employment services
5. Quality and relevance
6. Broad access
7. Financing
8. Linked to national employment and development policies
9. Underpinned by continuous research

For more information, please see "G20 training strategy" (http://www.ilo.org/skills/pubs/WCMS_151966/lang--en/index.htm)

Please see also the policy brief on "Formulating a national policy on skills development" (http://www.ilo.org/skills/pubs/WCMS_167172/lang--en/index.htm)

? WHAT ARE APPRENTICESHIPS AND HOW ARE THEY DIFFERENT FROM OTHER FORMS OF WORK-BASED TRAINING?

Apprenticeships are a unique form of vocational education/training, combining on-the-job training with learning in an educational training institution. It is regulated by law and based on an oral or written employment contract with a wage or compensatory payment and standard social protection coverage. A formal assessment and recognized certification come at the completion of a clearly defined period of training that covers clearly defined competencies.

For more information, please see policy brief on "Strengthening the bridge to decent work: ILO's approach to quality apprenticeship" (forthcoming).





MORE INFORMATION

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– . 2011a. *Formulating a national policy on skills development*, Skills for Employment Policy Brief.

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– . 2011d. *Upgrading informal apprenticeship systems*, Skills for Employment Policy Brief.

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ILO video, "Apprenticeships and their advantages for the employment prospects of young people." Available at: <https://www.youtube.com/watch?v=Ppf4ultubTI>.

ILO video, "Skills development for disadvantaged youth." Available at: <https://www.youtube.com/watch?v=RoHlufRFtiA>.

Lange, R.; Baier-D'Orazio, M. 2015. *Assessing skills in the informal economy: A resource guide for small industry and community organizations* (Geneva, ILO).



Tools of the ilo on...

...anticipating future skills needs

- Using labour market information - Guide to anticipating and matching skills and jobs - Volume 1
http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_183895
- Developing skills foresights, scenarios and forecasts: Guide to anticipating and matching skills and jobs - Volume 2
http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_183890
- Working at sectoral level: Guide to anticipating and matching skills and jobs - Volume 3
http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_182093
- Carrying out tracer studies: Guide to anticipating and matching skills and jobs - Volume 6
http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_183891
- Compendium of methodological guides on anticipation and matching of skills supply and demand
http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_184693

...quality apprenticeship

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- ILO (2012a) Upgrading informal apprenticeship: A resource guide for Africa (Geneva), http://www.ilo.org/skills/pubs/WCMS_171393/lang--en/index.htm

...core work skills

- Enhancing the employability of disadvantaged youth: What? Why? and How? Guide to core work skills
http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_045835
- Integrating core work skills into TVET systems: Six country case studies
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- Policy Brief: Enhancing youth employability: The importance of core work skills
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...skills for rural development and transitions to the formal economy

- Rural skills training - A generic manual on training for rural economic empowerment (TREE)
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- Policy brief: Skills for rural employment and development
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- Assessing skills in the informal economy: A resource guide for small industry and community organizations
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- Recognition of prior learning: Key success factors and the building blocks of an effective system
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