



Skills for Employment

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Bridging the world of education and training to the world of work,

- *To improve the employability of workers,*
- *To increase the productivity and competitiveness of enterprises,*
- *To expand the inclusiveness of economic growth*





Presentation points

- **ILO's strategic and policy framework on skills for employment**
- **Skills anticipation: approaches and tools**
- **Apprenticeships and sustainable enterprise**



Skills component of Decent Work

Recommendation No. 195 on Human Resources Development: Education, training and lifelong learning

- **Adopted by the International Labour Conference in June 2004**
- **to provide guidance to constituents, share good practices, and promote cooperation**



Tripartite agreement on shared responsibilities for skills development

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Recommendation 195 (2004) on Human Resources Development: Education, training and lifelong learning :

Governments have primary responsibility for

- education
- pre-employment training, core skills
- training the unemployed, people with special needs

The **social partners** play a significant role in

- further training
- workplace learning and training

Individuals need to make use of opportunities for education, training & lifelong learning



Linking skills development to Decent Work



From a Vicious Downward Circle...

Unavailable or low quality education and training:

- Traps the working poor in low-skilled, low productive, low-wage jobs
- Excludes workers without the right skills from participating in economic growth
- Discourages investment in new technologies

To a Virtuous Circle...

More and better skills makes it easier to:

- Innovate and adopt new technologies
- Attract investment
- Compete in new markets, and
- Diversify the economy
- Boost job growth



Countries sustain a “virtuous circle”^{Appendix C} link education, skills, decent work by...



1. Ensuring the broad availability of quality education
2. Matching supply to current demand for skills
3. Helping workers and enterprises adjust to change
4. Sustaining a dynamic development process: Use skills as a driver of change: move from lower to higher productivity
5. Expanding accessibility of quality training: rural, women, disadvantaged youth, persons with disabilities

HOWEVER... The potential benefits of training are not realised without job-rich growth

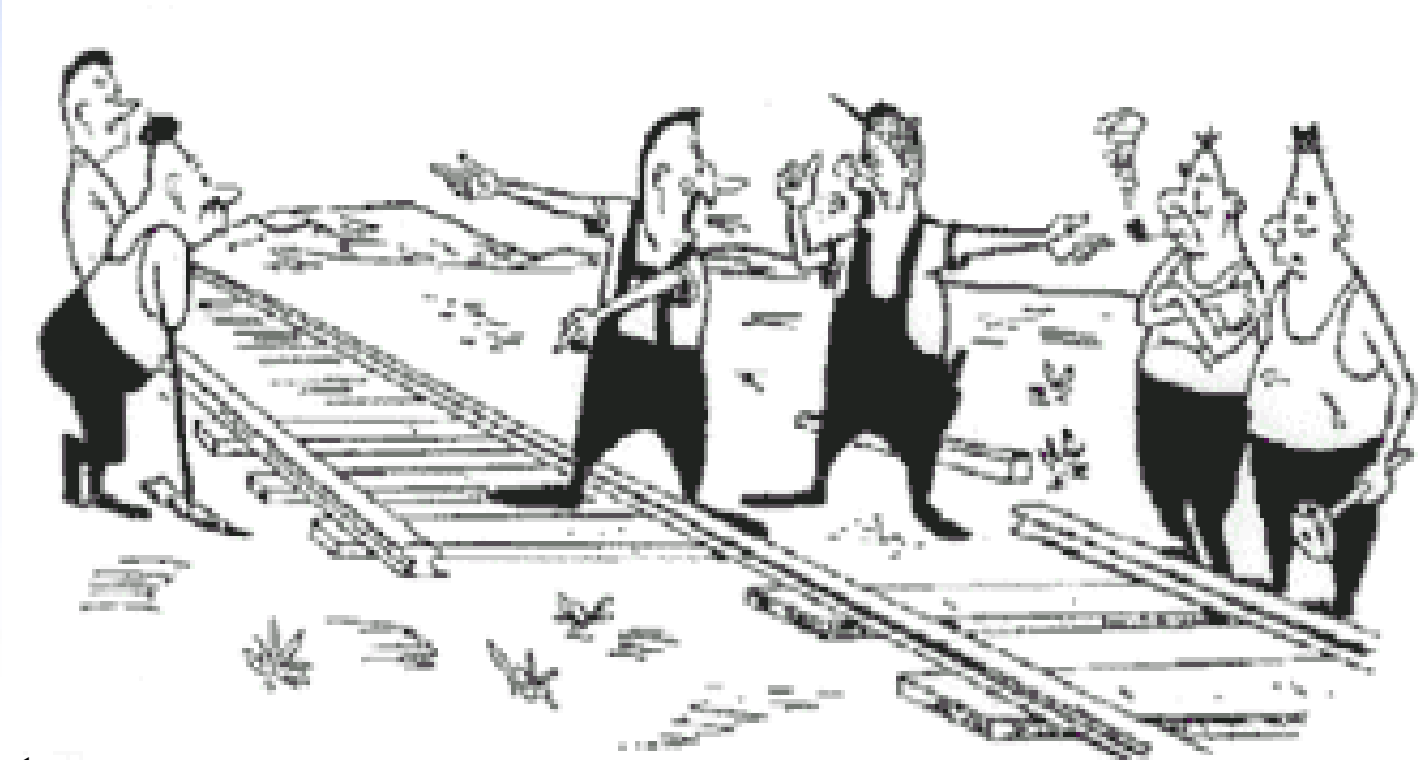
This is the conceptual framework of the G20 Training Strategy for strong, sustainable and balanced growth



Countries that sustain a “virtuous circle”^{Adapted from Ex'c} link education, skills, decent work by...



Coordinating!



To close the gaps between...

- ... basic education, vocational training, and the world of work
- ... training providers and employers at sector and local levels
- ... skills development and industrial, trade, technology and environmental policies
- ... development partners



Avoid skill gaps today and drive economic and social development tomorrow.

Coordination is critical for success

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Institutions for Coordination

- Social dialogue
- Inter-ministerial mechanisms
- Local and sectoral skills councils
- Value chains and clusters
- Employment services & labour market information system
- “Deliver as One,” UN country teams



Social inclusiveness

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Rural communities: improve access and quality of education and training

Informal economy: promote transition of economic activities to the formal economy

Disadvantaged youth: improve basic education, apprenticeships, employment services

Persons with disabilities: meet specific needs and be inclusive



Coordination and Global Outreach: G20 Training Strategy for strong, sustainable and balanced growth

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Pittsburgh Summit, September 2009

- Called for putting quality jobs at the heart of recovery
- Adopted framework for strong, sustainable and balanced growth
- Asked the ILO, in partnership with other organizations and with employers and workers, to develop a training strategy

“.. to strengthen the ability of our workers to adapt to changing market demands and to benefit from innovation and investments in new technologies, clean energy, environment, health and infrastructure”

Inter-Agency Group on Technical and Vocational Education and Training

- UNESCO, World Bank, OECD, region development banks

Toronto Summit, June 2010

- Received and welcomed the G20 Training Strategy document

Seoul Summit, November 2010

- Adopted Multi-Year Action Plan on Development
- Human Resources Development Pillar builds on the G20 Training Strategy to strengthen national skills for employment policies and institutions



ILO/G20 training strategy

Drivers of change - the “Why”

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On *supply* side:

1. Demographic challenge
2. Educational attainment
3. Commitment to inclusive growth

On *demand* side

4. Globalization of markets
5. Technological innovation
6. Climate change



ILO/G20 Training Strategy: Building blocks , not stumbling blocks - the “How”

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- ☐ Anticipating skill needs
- ☐ Participation of social partners
- ☐ Sectoral approaches
- ☐ Labour market information and employment services
- ☐ Training quality and relevance
- ☐ Gender equality
- ☐ Broad access to training
- ☐ Finance
- ☐ Assessing policy performance



G20 Seoul Summit: Multi-year Action Plan on Development

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Pillar on human resources development

Action point 1 calls on the World Bank, ILO, OECD, UNESCO to “Create internationally comparable skills indicators”

Action point 2 calls on the International Organizations to support skills for employment strategies in Low-Income Countries, using the G20 Training Strategy for Strong, Balanced and Sustainable Growth as guidance

Knowledge sharing – Global Public-Private Knowledge-Sharing Platform on Skills for Employment





Global Public-Private Knowledge Sharing Platform on Skills for Employment

- One-stop knowledge products: ILO, UNESCO, OECD World Bank
- Now scaling up - Populating with G20 knowledge products:

Available now in test environment:

knowledge@skillsforemployment.org

Username: **skpviewer**; Password: **edms1234**





Presentation points

- ILO's strategic and policy framework on skills for employment
- **Skills anticipation: approaches and tools**
- Apprenticeships and sustainable enterprise



Skills anticipation

“(...) it is no longer sufficient to train workers to meet their specific current needs; we should ensure access to training programs that support lifelong skills development and focus on future market needs.

“It is therefore essential to be able to anticipate skills needs and to align training provision with changing needs in the labour market. This applies to change in the types of levels of skills needed as well as in occupational and technical areas.”



ILO's activities in skills anticipation



Support countries in development of methods, tools and systems of skills anticipation

Conduct global research on current and future skill needs

- Consultations and support of development of countries' skills anticipation tools (e.g. employer skills surveys)
- Focus among other on sectoral approaches – development of methodology, global research (*STED, Skills for Low Carbon Economy*)
- Building on experience from countries and on good practices
- Development of guiding tools
- Provision of training on skills anticipation (*ILO-ITC, workshops in countries*)



Skills for Trade and Economic Diversification (STED)

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STED – methodology developed by ILO that provides **strategic** guidance for integration of skills development in sectoral policies

- Builds on experiences of successful “globalizers” who have at certain stages of their development successfully coordinated
 - **investment** policy,
 - **trade** policy,
 - **technology** policies and
 - **training and education** policies
- Targets sectors that are key to **export** development, **economic diversification**, and **job creation** and reflect the priorities of ILO constituents
 - Exporters tend to be larger, more productive and employ more highly-skilled workers than non-exporters



Skills for Trade and Economic Diversification (STED)

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Promote structural transformation in accordance with development objectives

- Gap in business capabilities
- Gap in workplace skills

A practical guide on STED implementation



Technical assistance using STED methodology provided in:

- 4 pilot countries (Ukraine, 2010; Macedonia, Kyrgyzstan, Bangladesh, 2011)
- 5-6 Middle East countries (Aid for Trade, planned for 2013-14)
- Jordan, Viet Nam, Kyrgyzstan, Tajikistan, Armenia (Russia-funded project on Applying the ILO/G20 Training Strategy, 2013-15)



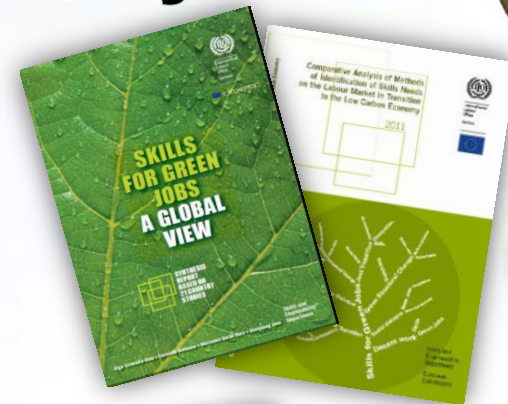
Skills for Transition to the Low Carbon Economy

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Skills for Green Jobs

- Country case studies, synthesis report, comparative analysis of methods of identification of skill needs for transition to the low carbon economy



Skills and occupational needs in Renewable Energy and in Green Building

- Global research of skill needs in sectors



A practical guide on anticipating skill needs for green jobs

- Practical guidance tool to be used by countries (*in preparation*)

Joint EC-ILO project *Knowledge sharing in early identification of skill needs*
In the framework of *Green Jobs Initiative* (ILO, UNEP, IOE, ITUC)



Guides on Anticipation and Matching of Skills

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Series of general practical guiding tools for anticipation and matching of skills

- Being developed jointly by ILO, ETF and CEDEFOP



CEDEFOP

European Centre for the Development
of Vocational Training

Based on country studies across the world

- utilising good practices
- summarizing lessons learnt
- providing step-by step guidance based on experience

Focus on approaches, **methodologies** and tools but also country **context**, **objectives**, **institutional framework** and use of the information





Guides on Anticipation and Matching of Skills

Guides planned to be part of the series:

- Forecasting and foresighting of skill needs
- Sectoral approaches to skills anticipation and matching
- Role of intermediary agencies in skills anticipation and matching
- Use of labour market information for skills anticipation and matching
- Employer skill surveys
- School-to-work transition studies



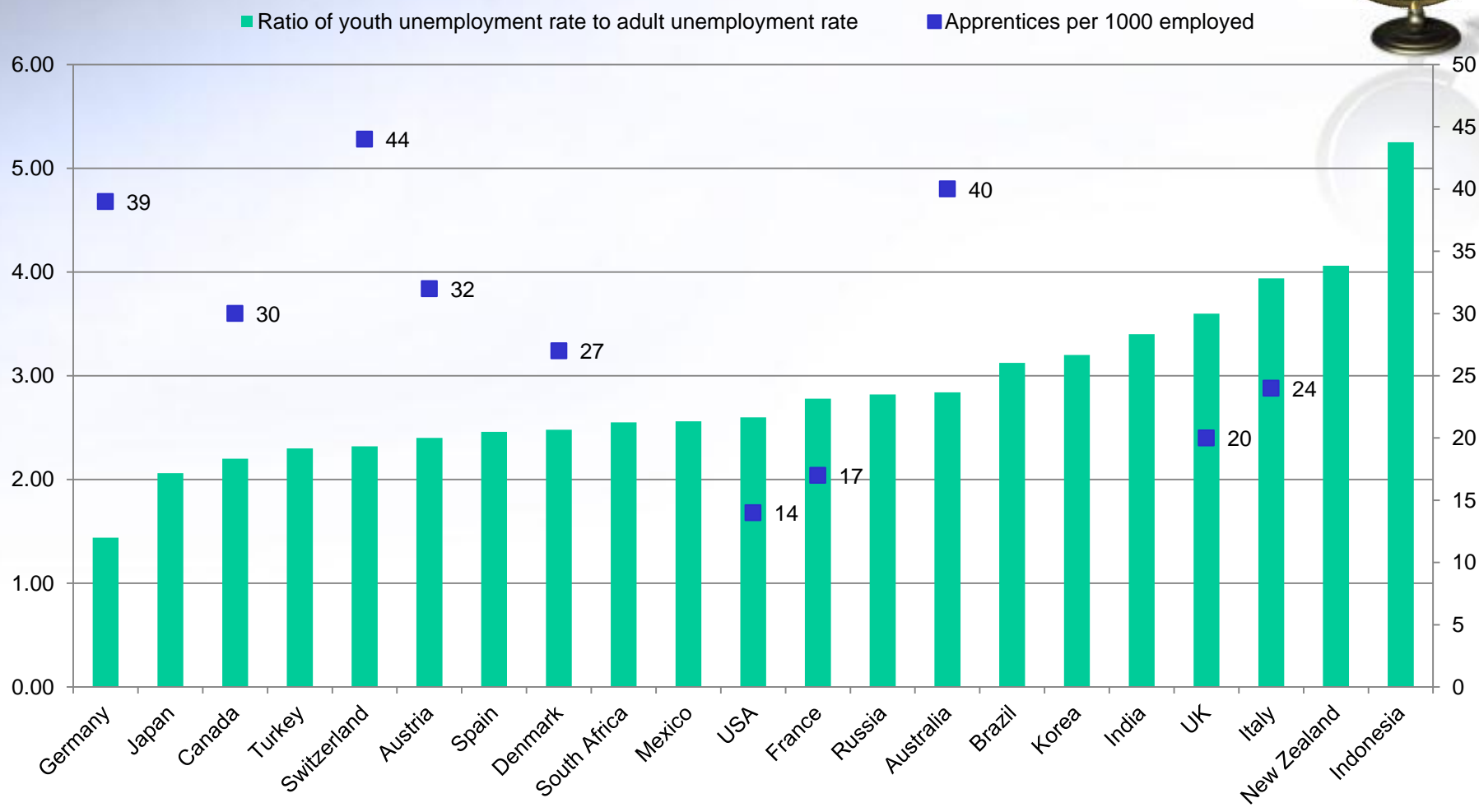


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Youth unemployment is more likely to far exceed adult unemployment where apprenticeships are weak





Why do apprenticeships improve youth employment?

Because training matches needs; avoids mismatch

- ✓ Workplace training matches employers' needs - why else would they train? Training is by experienced workers
- ✓ Training is kept relevant to workplace needs – faster response to new technologies than institutional vocational education
- ✓ Technical skills more easily evaluated –no discrepancy between what's on a diploma and what a worker can do
- ✓ Core skills made visible – teamwork, decision-making, ability to learn... which keeps skills up-to-date
- ✓ Sector-based apprenticeships sustain engagement by employers and trade unions – see immediate relevance of their investment





What does it take for apprenticeship to improve youth employment?

...Apprenticeship has to be attractive to young people:

- ✓ Learning and earning attracts many young people
- ✓ But the perception of the jobs ahead matters
- ✓ Quality ***training*** and quality ***jobs*** are both required to raise and maintain the social status of apprenticeship
- ✓ Include entrepreneurship in apprenticeship – potential to start a business attracts some young people
- ✓ Make available accurate information about apprenticeships and career paths - vocational counseling, labour market information
- ✓ Skills recognized in pathways to higher education



Job quality – perception and reality – matters to young peoples' education choices and to apprenticeship policy

Youth employability: Mediation services

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Public Employment Services

Advise youth about jobs and training

Job-matching not enough: also provide access to the right training for existing jobs

Help employers find right-trained workers And help employers train their workers

Monitor employment outcomes of training



Business Network on Apprenticeship

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- Initiative of the International Employers Organization
- ILO conducting feasibility study:
 - UK, Germans, India, Argentina, South Africa, Turkey
- Expand apprenticeship opportunities – at home and through supply chains overseas
- Increase influence on schools
- Increase workplace learning



Training for Rural Economic Empowerment (TREE)

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Start with communities' aspirations and by identifying employment and livelihood opportunities!!

Identify skills constraints – women, discouraged youth

Assess abilities of local training providers – public, private, NGOs, businesses

Boost their capacity to fill the skill gaps

Build capacity for post-training support:
entrepreneurship training, access to credit and markets

Help communities track results





Post-training support

- Facilitate access to wage or self-employment
- Support small business start-up
- Facilitate access to credit advisory services, marketing, technology application, etc.
- Support to formation of groups
- Follow-up TREE graduates
- i.e. tracer studies



Gender awareness and advocacy

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What blocks women from education and training?

Do we need to start with literacy?

When and where can women participate in training?

TREE modules provide guidelines to project managers and stakeholders based on experience.

Mainstreamed element: Include people with disabilities

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Including disabled persons in TREE

Determine and overcome barriers to participation & Identify specific accomodation & support for full participation



Regional Priorities on skills development

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Africa Upgrade quality of training in the informal economy – rural communities, apprenticeship

Americas Expand employment services, increase youth employment, upgrade productivity

Arab States Improve school to work transitions – improve quality and relevance of training

Asia and Pacific Ease skills recognition in migration, upgrade productivity, fight poverty

Europe Youth employment, fair and safe migration



Thank you

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***"Skills for improved productivity,
employment growth and development" at***
<http://www.ilo.org/public/employment/skills>

