



International
Labour
Organization



Global Programme
on Skills and
Lifelong Learning

Global Programme on Skills and Lifelong learning

Employment Policy Department/ILO Headquarters

Country:	61 countries
Duration:	72 months
Funding partners:	Multiple
Total programme budget:	US\$492,132,253
Resources available:	US\$211,735,376
Budget needed:	US\$280,396,877

Table of contents

1. Background and Justification	4
1.1 The challenge	4
1.1.1 The current crisis affects the labour market and lifelong learning.....	4
1.2 Lifelong Learning can bring the change we want	5
1.2.1 Lifelong Learning as an enabler of structural transformation, decent work and inclusive societies	5
1.2.2 Skills development as part of the human-centred recovery package	6
1.3 ILO’s comparative advantage in skills development and Lifelong Learning (LLL).....	8
1.3.1 Mandate and international instruments	8
1.3.2 Tripartite structure.....	9
1.3.3 Alignment with employment policies and market-based approach.....	9
1.3.4 Technical capacity	9
2. Bringing Change: The Global Programme for Skills and Lifelong Learning	10
2.1 Introduction	10
2.2 Vision and goal of the GPSL3	11
2.3 Global Programme’s value proposition	11
2.3.1 Creating impact at scale.....	11
2.3.2 Delivering through strategic partnerships	12
2.3.3 Promoting social dialogue.....	12
2.4 Theory of change	13
3. Country level outcomes.....	15
Outcome 1: More timely, accurate and forward-looking identification of current skills mismatches and anticipation of future skills needs.....	15
Outcome 2: Enhanced participatory process for government, employers and workers to improve policies, governance and financing arrangements	17
Outcome 3: More individuals, especially vulnerable groups, can access and benefit from innovative, flexible and inclusive lifelong learning options, encompassing work-based learning and quality apprenticeships.....	20
Outcome 4: Improved digital skills, digitalization of TVET and other knowledge and capacities to establish effective skills and lifelong learning	26
4. Global outcome.....	28
Outcome 5: Enhanced global knowledge base, innovation, partnerships and capacity building to empower constituents to tackle contemporary skills challenges.....	28
GPSL3 beneficiaries.....	29
5. Strategy to implement the programme	31

5.1 Governance and management arrangements.....	31
5.1.1 Programme Advisory Committee (PAC).....	31
5.1.2 Partner Group (PG)	32
5.1.3 GPSL3 Management Team (ILO)	33
5.2 Monitoring & evaluation.....	33
5.3 GPSL3 as One ILO Programme	34
5.4 Knowledge management	35
5.5 Communication and visibility.....	36
5.6 Sustainability.....	37
6. Budget	38
6.1 Options for financial support to the Programme	39
6.1.1 Flexible and pooled funding for the programme — ILO’s preferred option	39
6.1.2 Earmarked Contributions.....	40
6.2 In-kind and non-financial support, including human resources	40
6.3 Technical partnership & Joint projects	40
7. Annexes.....	41
Annex A: Results framework & GPSL3 beneficiaries.....	41
Annex B: Estimated programme budget 2022–27, distribution by intermediate outcome.....	44

1. Background and Justification

1.1 The challenge

1.1.1 The current crisis affects the labour market and lifelong learning

The COVID-19 pandemic has rapidly spread throughout the world, plunging the global economy into the worst recession since World War II. The immediate impacts are profound and catastrophic. 144 million jobs, 8.8 per cent of working hours, US\$3.7 trillion worth of labour income and 3.5 per cent of annual GDP growth rate were lost within a year. The impacts are felt disproportionately among already vulnerable populations, such as women, youth, informal economy workers, migrants, refugees, and persons with disabilities.¹ Lower skilled workers are also more affected than higher skilled ones. Businesses of all sizes, but particularly the micro, small and medium-sized enterprises (MSMEs), also greatly suffer from demand-side declines in consumer spending, and supply-side disruptions to supply chains and limited access to finance. As a result, up to 124 million women and men were pushed into poverty in 2020 alone.² Meanwhile, the long-lasting impacts of COVID-19 on economies and societies are increasingly recognized as emerging challenges.

The economic crisis is exacerbated by the worsening learning crisis. Today, millions of women and men are unable to attend face-to-face training. The digital divide also exposed deep inequalities between those who could continue their studies online and those without access to computers and internet. Moreover, the majority of teachers and trainers report that their students' learning is suffering, despite their efforts to shift to remote learning.³ Skills loss will have scarring effects on employability, productivity and growth, and could lead to increased inequality, fuel cycles of poverty, unfulfilled social contracts and even social unrest. Even before the pandemic, more than one-half of the world's children and adolescents failed to reach the minimum education proficiency level by the age of 10.⁴ One in five young women and men (aged 15-24) were not in employment, education or training (NEET).⁵ Without adequate education, more than 60 per cent of the world population take up low-skilled jobs in the informal economy, often without access to social protection, rights at work and decent pay or working conditions.⁶ Unless actions are taken now, the global loss of learning will have long-lasting impacts on women and men, businesses, and societies in a way that will be felt far into the future.

At the same time, skills mismatch remains a central issue: 69 per cent of employers cannot find the right set of skills for the wages they are ready or willing to pay,⁷ while an estimated 220 million people (84 million women and 136 million men) worldwide are unemployed.⁸ The efficiency of the education and skills development system in preparing graduates to the labour market must improve, as higher education does not guarantee decent job opportunities either. For example, more than 40 per cent of college graduates in the United States of America work in jobs that do not require a college degree,⁹ whereas the NEET rate among the tertiary-educated is on the rise in sub-Saharan Africa, Arab States and Eastern Europe and Central Asia, despite the demographic dividend of the regions.¹⁰

The crisis threatens to jeopardize progress on gender equality. Women's employment declined by 5 per cent in 2020 compared with 3.9 per cent for men. Additionally, 90 per cent of women who lost their jobs in 2020 exited the labour force, which suggests that their working lives are likely to be disrupted over an extended period unless appropriate measures are adopted.¹¹

¹ ILO, *ILO Monitor: COVID-19 and the World of Work. 7th edition*, 2021.

² World Bank, *Updated estimates of the impact of COVID-19 on global poverty*, 2021.

³ WEF, *Most teachers think remote learning is a poor substitute for the classroom, survey shows*, 2021.

⁴ UNESCO Institute for Statistics, *SDG 4 Data Digest 2018 Data to Nurture Learning*, 2018.

⁵ ILO, *Global Employment Trends for Youth 2020: Technology and the future of jobs*, 2020.

⁶ ILO, *Women and men in the informal economy: A statistical picture: Third edition*, April 2018.

⁷ Manpower Group, *The Talent Shortage*, 2021.

⁸ ILO, *World Employment and Social Outlook: Trends 2021*, 2021.

⁹ Federal Reserve Bank of New York, *The Labour Market for Recent College Graduates*, February 2021

¹⁰ ILO, *Global Employment Trends for Youth 2020: Technology and the future of jobs*, March 2020.

¹¹ ILO, *World Employment and Social Outlook: Trends 2021*, 2021.

Such worsening situations require innovative policy, as initiatives to address these challenges in a clear and sustained manner are not gaining traction neither within nor across countries, despite a few pioneering initiatives. There is a clear need for initiatives on skills and lifelong learning to merge, preventing market inefficiencies, supporting the scalability of interventions and avoiding widening inequality.

1.2 Lifelong Learning can bring the change we want

1.2.1 Lifelong Learning as an enabler of structural transformation, decent work and inclusive societies

Technological change and globalization, along with demographic and climate change, are transforming the world of work and opening new opportunities – but they also pose challenges for women and men in obtaining access to decent work and for enterprises in adapting sustainably. The outbreak of the COVID-19 pandemic in the beginning of 2020 has caused the most serious disruption to the world of work in modern times, accelerating the structural transformations that have evolved over years and aggravating existing inequalities.

The waves of disruptions transmitted by such megatrends are making skills development increasingly complex, fluid and unforeseeable. In the changing world of work, constant adaptation is a renewed requirement for businesses, workers and training providers who must engage in skills development from a lifelong learning perspective to ensure they remain market relevant and are able to benefit from the opportunities for social and economic progress. In most countries, regardless of their stage of development, the ongoing social and economic transformations continue to raise this key question about the future of work: *What will be the jobs of the future and what skills will they require?*

Skills mismatches are indeed a growing challenge in today's labour markets, with many consequences for workers, businesses and the future of work. The reinvigorated momentum for investing in women and men's capacities reflects a heightened sense of urgency and shared responsibility in the post-pandemic recovery process, which calls for placing greater priority on skills development and empowering women and men from a lifelong learning perspective. Skilling, reskilling and upskilling throughout all stages of life is a precondition – and an accelerator for women's and men's smooth transitions into and within labour markets – for enterprises' repositioning on local and international markets, and for reduction of inequalities and inclusive societies.

Investing in women's and men's capabilities is an important aspect of the human-centred approach to the future of work, which puts the needs, aspirations and rights of all women and men at the heart of economic, social and environmental policies. This concept is aligned with the Sustainable Development Agenda's commitment to "leave no one behind". Women and men marginalised in the labour market often have limited access to quality education and training. Women face problems in the labour market that can be tackled through skills development, including low labour force participation, scope of work limited to some sectors and typically underpaid occupations, and the gender pay gap.

Skills and lifelong learning contribute to the entire sustainable development process, leveraging synergies and co-benefits across dimensions. Skills spark the aspirations of all women and men in their working lives, opening up opportunities for decent work that is productive, environmentally sustainable and promotes healthy lives, social cohesion and equality.

► **Table 1: Contributions of Lifelong Learning to various thematic priorities and SDGs**

Thematic priorities	Contribution of skills and lifelong learning (LLL)	SDGs
Poverty reduction	LLL is key to making women and men employable, thereby allowing them to gain access to decent work and to escape poverty.	SDG 1

Decent Work and economic growth	Skills support access to productive and freely chosen employment that support livelihoods of individuals, productivity and innovation of enterprises and diversification of economy towards higher value-added sectors.	SDG 8
Decarbonization and green economy	Just transition to a green economy is conditional upon inclusive labour reallocation towards green jobs, requiring major investments in skilling, reskilling and upskilling.	SDG 7, 11, 12, 13, 14, 15,
Demographic change and care economy	Skills development and skills recognition boosts the skills base of the health sector and supports health care systems resilience.	SDG 6
Digitalization and digital economy	Digital skills development narrows the digital divide in work and life, while digitalization can facilitate more equitable access to skills and development opportunities.	SDG 3, 4, 5, 8, 9, 13, 14, 15
Social protection	Active labour market programmes combined with social protection can help facilitate the transition from cash assistance to productive and decent work.	SDG 1, 3, 8
Gender equality	By addressing questions of status and challenge social perceptions of gender in the world of work, but also by ensuring women and men can equally access and benefit from lifelong learning. Gender responsive skills development helps overcome existing barriers for women and men to choose the occupations they want, while securing the related trainings and transition successfully to and within the labour market.	SDG 5
Youth employment	Quality education and training and active labour market programmes provide young women and men with technical and core skills, work-experience, as well as career guidance to enter and progress within the labour market.	SDG 4,8
Equality and non-discrimination	Inclusive skills development helps disadvantaged groups of job seekers and workers to benefit from improved labour outcomes and improve their resilience against potential job losses.	SDG 10
Migration and forced displacement	Skills development facilitates labour market integration of migrants and forcibly displaced women and men and contributes to prevention of social exclusion.	SDG 3, 4, 8, 10, 16
Food security	Skills development supports sustainable agriculture, aquaculture, food production and other ecosystems to support nutrition and livelihoods.	SDG 2, 14, 15
Peaceful and inclusive society	Skills development promotes stronger economic relations and contacts between different groups and supports social cohesion and peaceful coexistence.	SDG 16
Social dialogue	Skills development is often a subject that governments and representatives of workers and employers agree to work on jointly, at global, national and sector levels.	SDG 8, 10, 16

1.2.2 Skills development as part of the human-centred recovery package

The challenges posed by the COVID-19 pandemic compounded the need to respond to global drivers of change, such as technological change, digitalization, globalization, climate change, demographic changes, and intensified labour migration among others. Skills development and lifelong learning have an important

role to play in enabling individuals, enterprises and societies to adapt to and shape such megatrends and seize opportunities – which in turn calls for an adjustment of skills policies and systems.

The economic and social damages caused by the COVID-19 crisis cannot be relied upon to heal themselves without effective long-term measures. Short-term interventions, such as targeted social protection, cash assistance, business continuity measures, and fiscal stimulus play an important role in directly supporting livelihoods, job retention and cash flow in the response phase. In the recovery phase, other short and longer-term measures need to be carefully designed and implemented as a coherent support package aiming at full and sustainable recovery from the multi-layered impacts of COVID-19.

To achieve inclusive job-rich recovery, the support package must consist of a comprehensive set of policy tools encompassing macroeconomic, fiscal, industrial, social, labour market and environmental policies that would collectively facilitate inclusive and sustainable structural transformation. In this regard, investments in three areas are crucial: women and men and their capacities; the jobs of the future; and the institutions of work. As per the 2021 ***Global call to action for a human-centred recovery from the COVID-19 crisis that is inclusive, sustainable and resilient***, these measures should also:

“strengthen public and private investment in skills development and lifelong learning, including through universal access to quality education and more equitable and effective access to training, including apprenticeships, career guidance, upskilling and reskilling, and through other active labour market policies and partnerships that facilitate successful labour market transitions and reduce skills mismatches, gaps and shortages, including for the low-skilled and the long-term unemployed”.

The sense of urgency is therefore felt widely and stronger than ever on investing in capacities of all women and men; and enhancing resilience among individuals, enterprises and societies against current and future disruptions. Unless actions are taken now, the global loss of learning will have long-lasting impacts on women and men, businesses, and societies.

- For **individuals**, the fact that job destruction and income losses have disproportionately affected the low-paid and the low-skilled has shown that “skills” play an important role in individual economic resilience. Skills development supports resilience against skill loss and preparedness for the future. Reskilling and upskilling have become an urgent priority for many individuals looking to retain or find a job, pursue one’s interests and aspirations, access the labour market, escape from poverty and social exclusion, and adapt to the changing world of work.
- For **enterprises**, skills development is a requirement to transition across or within sectors, since it strengthens the adaptability of their talent base. It supports their continuity and competitiveness by enhancing productivity and innovation. The current workforce challenges present significant opportunities for enterprises to transform their organizational thinking and improve the link between skills, business strategy and enterprise growth. Investment in skills can nurture enterprises’ capacities to enhance technologies and innovation to adapt to the rapidly changing business and societal environment. In the recovery from the COVID-19 crisis, innovation has become an essential element of business continuity, productivity and diversification. Enterprises need to rely on a capable workforce that is able to generate, apply and transfer innovative knowledge and technologies.
- At **country** level, the skills base of a nation also plays an important role on the demand side in attracting private sector investments, improving productivity, increasing outputs, creating decent jobs, and generating aggregate demand, which is expected to feed into different areas of economy and society, and thus creating a virtuous cycle. There is ample evidence that skills development and lifelong learning is a strategic area of investment, resulting in tangible and measurable payoffs – locally, nationally and globally. According to the World Economic Forum, workforce reskilling and upskilling has the potential to raise global GDP at least by US\$6.6 trillion, boost productivity by 3 per cent and create 5.3 million net new jobs by 2030. Skills development supports countries’ sectoral recovery, human security, and inclusive, sustainable and resilient growth.¹² A skilled workforce contributes to employment security, resilient healthcare systems, prevention of ecological disasters, food security, effective labour migration management, and inclusive structural transformation. Skills development and recognition measures can help prepare the workforce for the growing sectors, foster economic diversification and efficient labour reallocation. Skills development can also promote social cohesion

¹² World Economic Forum, Upskilling for Shared Prosperity, INSIGHT REPORT, January 2021.
https://www3.weforum.org/docs/WEF_Upskilling_for_Shared_Prosperty_2021.pdf

and peaceful coexistence by mitigating widening inequality and social exclusion, whilst improving work and life standards, well-being and equity of the society and facilitating transition from informal to formal economy.

This is indeed an opportune time to look at the changing nature of jobs and make investments to **Innovate**, **Apply** and **Scale up** skills development in priority sectors with a prime focus on digital, green and care economies.

- **Digital economy** will be a major job creator across many sectors in the coming years as it branches out in all categories of human activity; however, education and skills training for jobs in the digital economy is often too costly for disadvantaged groups to access, and jobs created do not always benefit from protection of national labour codes or collective bargaining. Equitable access to digital skills development opportunities can equip individuals to carry out higher value-added tasks in decent jobs, while enabling enterprises to create more and better jobs, and countries to benefit from the digital economy's potential to facilitate a productive and inclusive structural transformation.
- **Green economy:** Skills development can help displaced workers or those at risk in brown sectors to make transitions to new jobs and other workers to adjust to new tasks. It also helps enterprises to access skilled workforce, innovate and make their business more environmentally sustainable. It also helps countries to achieve inclusive structural transformation towards more productive and environmentally sustainable sectors.
- **Care economy:** Without conscious efforts to prepare the care workforce, paying careful attention to gender dimensions, future health crises will again overwhelm the health care systems of many countries. Skills development can prepare a sufficient skills base for the care economy to cope with future health crises and aging populations, and reduce pressure on individual workers, thus preventing the breakdown of national health care systems.

1.3 ILO's comparative advantage in skills development and Lifelong Learning (LLL)

1.3.1 Mandate and international instruments

Skills development and lifelong learning have long been at the heart of the work of the ILO. The ILO's mandate for skills, training and lifelong learning is based on its Constitution and has been set out in international labour standards.

The global challenges and strong calls for paradigm shifts from the ILO's constituents have created a new policy context for the promotion of skills and lifelong learning. The ILO centenary discussions at national, regional and global level, held between 2016 and 2019, generated a strong momentum for "investing in skills and lifelong learning" to address the future of work challenges. The Centenary Declaration adopted in 2019 gave further impetus to skills development, exemplified in the resounding calls from 24 Heads of States for heightened action on skills and lifelong learning for the future of work.

The Centenary Declaration has assumed even greater importance since the outbreak of the COVID-19 pandemic. The crisis has made it necessary to consider the implications of the pandemic for the implementation of the Centenary Declaration and its recommendations, both in formulating immediate responses and with a view to moving beyond the crisis. In June 2021, the Global Call to Action for a human-centred recovery from the COVID-19 crisis was unanimously adopted at the International Labour Conference, affirming the ILO constituents' commitment to "achieve a job-rich recovery" and "strengthen public and private investment in skills development and lifelong learning", with strong emphasis on the needs of vulnerable populations.

The upcoming general discussion on skills and lifelong learning during the International Labour Conference in November 2021 will provide further guidance for a strategic vision on skills development and lifelong learning for a post-crisis human-centred recovery, seeking to lay the foundation for impactful action and delivery by the ILO for years to come.

1.3.2 Tripartite structure

As the only tripartite UN agency, the ILO brings together governments, employers and workers of 187 Member States to set labour standards and support its constituents in designing and implementing policies and programmes for promoting decent work for all. The unique tripartite structure of the ILO gives an equal voice to workers, employers and governments, ensuring that their views are closely reflected in labour standards and in shaping policies and programmes towards decent work. At the country level, this tripartite structure also gives a comparative advantage to the ILO in:

- proposing technical solutions that are rooted in expectations and demands of employers and workers;
- mobilizing Technical Vocational Education and Training (TVET) institutions and training providers (through relevant Ministries);
- mobilizing businesses through national and sector level employers' organizations;
- through workers' organizations, mobilizing workers' know-how for close understanding of tasks and required competencies;
- strengthening the tripartite governance of TVET systems – which is a distinctive characteristic of the world's best-performing systems;
- ensuring synergies and enforcement through close tripartite collaboration and mutual accountability systems.

1.3.3 Alignment with employment policies and market-based approach

The ILO's convening position also adds a comparative advantage, aligning the demand and supply sides of skills, as well as on the training for work transitions. The ILO's work on skills development is integrated in its support function for employment policy, letting the organization link skills development interventions to the broader context of employment and development policies, for improved policy coherence, and greater impact. Indeed, the labour market and the training market (supply and demand sides of skills training) are inter-twined, such as the availability of jobs (as well as wages and decent working conditions) have an impact on the demand for skills training.

1.3.4 Technical capacity

The ILO is currently implementing comprehensive initiatives with a team of 80 specialists and project officers to improve lifelong learning systems in 61 countries, focusing on:

- Skills anticipation and matching
- Governance, policies and financing
- Inclusive training
- Work-based learning and apprenticeships
- Core work skills
- Skills for green transitions
- Recognition of prior learning
- Career guidance
- Digitalization of training

Also, to support Member States' capacity, the ILO has established the International Training Centre in Turin (ITCILO) as the training arm of the Organization. Since 1964, the ITCILO has been at the forefront of learning and training and has demonstrated its technical capacity to harness the potential offered by digital technologies and innovation to promote knowledge sharing and capacity-building for the Member States. During 2020–21, the Centre has contributed to the capacity development of more than 3,900 participants in the area of skills and lifelong learning, through 48 on-campus, online and blended training programmes.

Moreover, the ILO also supported in 1963 the creation of the Inter-American Centre for Knowledge Development in Vocational Training (Cinterfor) as a technical assistance and research centre that works with a network of 69 national TVET institutes in the Latin America and the Caribbean (LAC) region, Spain, Portugal and Cabo Verde. ILO/Cinterfor aims to develop skills to increase the employability of workers, the competitiveness of enterprises and countries' capacity to promote growth.

The ILO is well placed to support other countries in making their skills systems more market-responsive to support their human-centred structural transformation. Because of its tripartite mandate, the ILO's link of skills development to employment and development policies, its technical capacity and its systemic approach, gives it a clear technical advantage,

2. Bringing Change: The Global Programme for Skills and Lifelong Learning

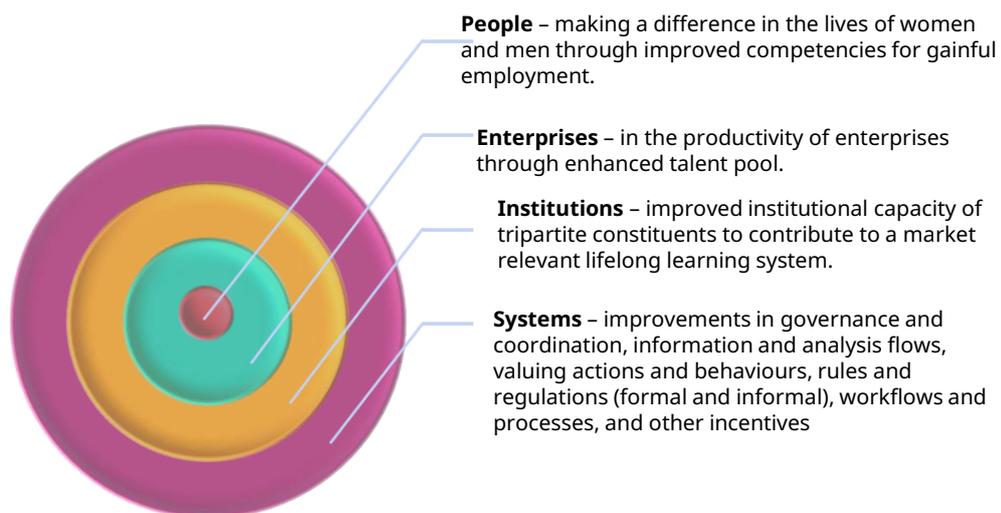
2.1 Introduction

Skilling up the workforce for the 21st century requires a transformative change in all aspects of skills development: in governance and in financing, in the way organizations anticipate competencies in demand, and in new approaches to skills trainings and assessments. The establishment of effective skills and lifelong learning systems, which support the resilience of the workforce against current and future disruptions, requires a long-term vision and a clear action plan, taking into account countries' needs and priorities beyond short-term interventions. The ILO has consequently established a **Global Programme on Skills and Lifelong Learning (GPSL3)** to deliver on these expectations.

Since 2021,¹³ the GPSL3 has begun operating in a preparatory phase. To scale up its operation, the current programme document lays out the Programme's vision, plans and strategy for the next six years from January 2022 to December 2027, following the ILO Programme and Budget (P&B) cycle for three biennia.

The GPSL3 serves as an operational arm of the ILO Global Technical Team on skills and lifelong learning and will complement the on-going efforts of the Office to deliver Skills and lifelong learning to facilitate access to and transitions in the labour market as outlined in the outcome 5 of ILO's Programme and Budget (P&B)¹⁴ The Global Programme will thus work as **an accelerator** of the Office's actions to reach the P&B Outcome 5. It will also serve **a facilitator** of knowledge management and innovation on skills and lifelong learning; and as such, it will work closely with the ILO regional and country offices, ITCILO and Cinterfor in a coordinated and strategic way.

At the country level, the GPSL3 works across interrelated and mutually re-enforcing layers of systems, institutions, enterprises and people to strengthen the overall skills development eco-system.



¹³ At its 341th session, the Governing Body adopted the ILO Programme and Budget 2022-23, which contained a proposition of the Global Programme on Skills and Lifelong learning. ([GB.341/PFA/1](#))

2.2 Vision and goal of the GPSL3

- ▶ **Our vision:** Lifelong learning enables successful economic structural transformation and a human-centred recovery.
- ▶ **Our goal:** Empower women, men, enterprises and communities to participate and benefit from high-quality, market-relevant, inclusive, lifelong learning, that enables: (a) individual transitions to and between decent jobs; (b) productivity and competitiveness of enterprises in a fast-evolving environment; (c) green and digital transitions, and (d) inclusive and peaceful societies.

The Vision and the Goal of the GPSL3 are aligned with the ILO Programme & Budget 2022–23 Outcome 5 (see table 2). Skills development interventions at the country level will also enable the achievement of employment, economic, and human development priorities such as youth employment, poverty reduction, decarbonisation, gender equality and significant positive contributions to digital, care and green economies (as explained in Table 1 above). The proposed programme interventions are also a clear pathway for the implementation of [the ILO Centenary Declaration for the Future of Work](#) and the [Global Call to Action for a human-centred recovery](#).

▶ Table 2: ILO Programme & Budget 2022–23, Outcome 5

Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market
▪ Increased capacity of Member States to identify current skills mismatches and anticipate future skills needs
▪ Increased capacity of Member States to strengthen skills and lifelong learning policies, governance models and financing systems
▪ Increased capacity of Member States to design and deliver innovative, flexible and inclusive learning options, encompassing work-based learning and quality apprenticeships
▪ Increased capacity of Member States to support digital transitions of skills development systems and develop digital skills

2.3 Global Programme’s value proposition

2.3.1 Creating impact at scale

In recent years, the ILO has received an increasing number of requests from its constituents to support lifelong learning systems. The ILO provides expertise to constituents from its headquarters (HQ) in Geneva, Switzerland as well as from 11 Decent Work Teams and numerous projects through capacity development, strengthening systems and institutions, and enhancing research and knowledge management among others.

A large share of these services are being rendered in the form of [Development Cooperation \(DC\) projects](#). The skills portfolio of DC projects is gradually increasing over the years to service the growing expectations of the Member States. Currently, there are 88 projects of various sizes with full or substantial components on skills development in over 50 countries (see full project portfolio [here](#)).

The number of Country Programme Outcomes (CPOs) has increased by nearly three-fold since 2019 with 61 Member States seeking technical assistance from the ILO to achieve significant improvement in skills development and lifelong learning systems in their countries. Given the increasing demand from the constituents, there is an urgent need to upscale ILO’s work on skills and lifelong learning. However, to create impact at scale requires strategic implementation and streamlined operations so that synergies can be established, whilst duplication is avoided. This is exactly what will be facilitated by the Global Programme as it aims to reach a higher number of target countries and a greater number of beneficiaries in a coordinated and timely approach.

2.3.2 Delivering through strategic partnerships

Within the framework of the 2030 agenda, collaboration is essential to achieve lasting change. The Global Programme will join hands with key partners in order to achieve sustainable and long-lasting changes towards building strong and resilient skills development and lifelong learning systems.

At country level, the main vehicle for collaborations with other UN agencies will be the UN Country Team, where the Global Programme will contribute to the results of the country level of the UN Strategic Development Framework, and to the technical discussions and work at regional level in Issue Based Coalitions. Moreover, the GPSL3 will contribute to the following partnerships in which ILO is already involved:

Partnerships	Scope
UNICEF's Generation Unlimited	Joint interventions related to youth employment, and in particular Career Guidance
Decent Jobs for Youth	All interventions for greater employability of young women and men
Global Skills Partnerships on Migration	Inclusive training and RPL for migrants and returning migrants
Inter-Agency Group on TVET	Coordination on all agencies work on TVET and contribution of these agencies to the ILO KSP
UNESCO led Global Skills Academy	Potentially, service tracker
Global Apprenticeship Network	Promotion of quality apprenticeships
African Union's TVET Cluster	Coordination on all agencies work on TVET
ILO-ITU digital skills and jobs campaign	Digitalisation of skills development systems
The Global Alliance for Literacy	Core skills

GPSL3 will also follow and take advantage of ILO's strategic MOUs and specific agreements with [UNESCO](#), [UNICEF](#), [UNDP](#), [UNHCR](#), [the Partnership for Action on Green Economy \(PAGE\)](#), [the Commonwealth Centre for Connected Learning \(3CL\)](#) and [the Commonwealth of Learning \(COL\)](#) for joint collaboration on topics related to skills development and lifelong learning.

The Global Programme will also make the most of Public-Private Partnerships (PPPs) already established by ILO on Skills Development, such as with Fast Retailing on [social protection and upskilling](#) in Indonesia; [JP Morgan Chase Foundation](#) on Women in STEM in the Philippines, Thailand and Indonesia; JP Morgan Chase on quality apprenticeships and lifelong learning in China; a number of local enterprises in Kenya on [vocational training](#); and in Zambia on [skills for renewable energy sector](#) with the support of SIDA. Lessons learned from these partnership initiatives will serve as the cornerstone for further deepening our collaborative efforts with private sector organizations as well.

The GPSL3 will also contribute to joint work with bilateral agencies like GIZ and development banks. The emphasis of the collaboration with development banks will be on the definition of conditionalities and expected results for use of loans with preferential terms, while at the same time on the provision of technical assistance required for these conditions to be met. These goals are to be carried out jointly with recipient countries and social partners.

2.3.3 Promoting social dialogue

Skills development and lifelong learning requires multifaceted action and a comprehensive policy response to the changing world of work. This is precisely why ILO's approach towards building resilient skills development systems is committed to social dialogue. This point was also reasserted during the launch of the [2020 Global Deal Flagship Report 'Social Dialogue, Skills, and COVID-19'](#). Therefore, working in collaboration with social partners is a key element of the GPSL3. In each intervening country, the Global Programme will work through the principles of inclusive social dialogue, in order to strengthen and promote an integrated approach, based on international standards and informed by workers' priorities and

grievances, employer's challenges, bottom-up interventions, and community engagement. Through social dialogue, labour market actors – employers, workers, and governments – can better mitigate the impact of the pandemic on education and training, building resilient lifelong learning systems. Inclusive social dialogue and consultation is also essential for skills development systems to be responsive to specific needs and the local context. Moreover, to respect the rights and dignity of beneficiaries and to increase the broader acceptance of policy decisions and ownership, and promote trust in these decisions and public institutions – as well as compliance in their implementation. The Global Programme aims to increase the voice of workers' and employers' organizations in policy debates related to skills development and lifelong learning. Workers' and employers' representatives will also play a key role in the governance and management of the Global Programme.

2.4 Theory of change

The theory of change mapped out in the following page describes the overall goal of the Global Programme and how the various outcomes of the programme help achieve this goal. There are four country level outcomes and one global level outcome. More details on these outcomes and their intermediate outcomes of the GPSL3 can be found in annex A.

The global programme will strengthen skills, needs anticipation and capacities, with a particular focus on green and digital transitions – but also national skills and lifelong learning regulatory and policy frameworks, tripartite skills governance. The programme will also contribute to sustainable and diversified financing; implementing market relevant inclusive skills training programmes, including work-based learning and apprenticeships, skills recognition schemes, career guidance and counselling services. Moreover, it provides intense support for TVET digital transformation and for the expansion of digital skills programmes; building upon the delivery capacity of TVET systems and conduct global research on TVET related aspects.

Member States, employers' and workers' organizations, businesses, workers and learners will access more timely, accurate, forward-looking information and analysis on skills needs. Government, employers and workers will benefit from an enhanced evidence based participatory process, improving policies, governance and financing arrangements, linking them with broader development strategies. At the same time, vulnerable populations will access and benefit from improved skills development and lifelong learning interventions, including with work-based learning elements, certification, and career guidance to facilitate their transition to, and within, the labour market. Stakeholders involved in lifelong learning will also access comprehensive support for the digitisation of training systems, and improved capacity of instructors and other stakeholders, delivering quality, market-relevant training.

As a result of this:

Governments will lead countries towards inclusive, sustainable and resilient transformations of national economies towards productive and diversified job-rich sectors, to reduce poverty and inequalities, improve resilience to crisis and climate change adaptation and mitigation.

Enterprises will improve their productivity and competitiveness, and lower their turnover backed by effective Human Resources Management; they will have easier access to the talent they need as well as enhanced capacities for innovation, ensuring business continuity, diversification and expansion.

Individuals will have improved capabilities to access decent work and livelihoods opportunities, enhanced resilience to make transitions to and through labour markets, increased prospects for personal development and civic engagement.

Because, women, men, enterprises and communities will be empowered to participate and benefit from high-quality market-relevant inclusive lifelong learning, to enable (a) individual transitions to and between decent jobs; (b) productivity and competitiveness of enterprises in a fast-evolving environment; (c) green and digital transitions, and (d) inclusive and peaceful societies.

The contribution of the Programme to **digital, green and care economies** will be a cross cutting thread of all actions undertaken, through **innovation, application and scale up**. In the same manner, gender promotion and active use of skills development to increase women labour market participation, promote the participation of women in non-traditional occupations and bridge the gender pay gap will be a common thread throughout all activities.

Sphere of control

(Intermediate outcomes)

Sphere of influence

(Outcomes)

Sphere of impact

What ILO will do

What will change in skills systems
(short to medium-term)

What will change in society
(long-term)

Goal

SDG contribution

PROBLEM DRIVERS

Rising poverty

Lack of decent

Widening inequalities

Climate change

Digital divide

Skills mismatches

Learning crisis

1. Strengthening skills needs anticipation capacities and institutions

2. Strengthening national skills and lifelong learning strategies

3. Improving tripartite skills governance and financing

4. Putting in place inclusive labour market relevant skills programmes

5. Enhancing work-based learning and apprenticeships

6. Enhancing skills and qualifications recognition

7. Supporting career guidance and counselling services

8. Digital skills spearheaded by TVET institutions.

9. TVET institutions trainers and assessors have improved capacity to train on and assess skills.

10. Enhancing action research to produce high-quality innovative global products

GLOBAL

5. Enhanced global knowledge base, innovation, partnerships and capacity building to empower constituents to tackle contemporary skills challenges

COUNTRY

1. Skills needs anticipation & matching:
More timely, accurate and forward-looking information and analysis on skills needs.

2. Policies, governance and financing:
Enhanced participatory process for government, employers and workers to improve policies, governance and financing arrangements, linking with broader development strategies.

3. Innovative, flexible and inclusive high-quality lifelong learning options

Access:
Greater outreach and inclusiveness of skills development and lifelong learning opportunities, harnessing digitalization

Quality and Relevance:
Higher quality and relevance of skills and lifelong learning to labour market needs & increasingly diverse forms of work and life.

Recognition and Certification:
Learning outcomes are better captured, owned by individuals and made visible to training institutions and employers.

Labour market intermediation and lifelong learning pathways:
Enhanced capabilities of individuals to make evidence-based decisions on learning and career paths, and employers on hiring and utilizing skills in workplaces.

4. Digital skills, Digitalization of TVET and other cross-cutting enablers:
Improved knowledge and capacities of key stakeholders to establish effective skills and lifelong learning systems

Governments and social partners
Inclusive, sustainable and resilient transformation of economy towards productive sectors and diversified economy

Creation of decent jobs and reduction in poverty and inequalities

Enhanced resilience of essential public services and competitiveness of industries

Increased capacities for climate change mitigation and adaptation

Individuals

Improved access to decent work, income generation and livelihood opportunities

Enhanced resilience to make transitions to, and through, labour markets

Increased prospect for personal development and civic engagement

Enterprises

Higher productivity, lower turnover and competitiveness backed by effective human resources management

Enhanced business-level innovation to ensure business continuity, diversification and expansion

Improved enabling environment for sustainable enterprises, especially MSMEs and informal businesses

Women, men, enterprises and communities are empowered to participate and benefit from high-quality market-relevant inclusive lifelong learning, that enables (a) individual transitions to and between decent jobs; (b) productivity, competitiveness of enterprises in a fast evolving environment; (c) green and digital transitions, and (d) inclusive and peaceful societies

ILO PROGRAMME AND BUDGET OUTCOME 5
Skills and lifelong learning facilitating access to, and transitions in, the labour market for all

SDG 4

SDG 8

SDG 17

GENDER MAINSTREAMING + CONTRIBUTION TO GREEN, DIGITAL AND CARE ECONOMIES

3. Country level outcomes

Outcome 1: More timely, accurate and forward-looking identification of current skills mismatches and anticipation of future skills needs

Intermediate outcome 1.1: Skills needs anticipation capacities and institutionalized mechanisms strengthened

The world of work is changing quickly. Rapidly evolving skills needs challenge existing priorities of training and labour market policies. There are several drivers that contribute to skills mismatch:

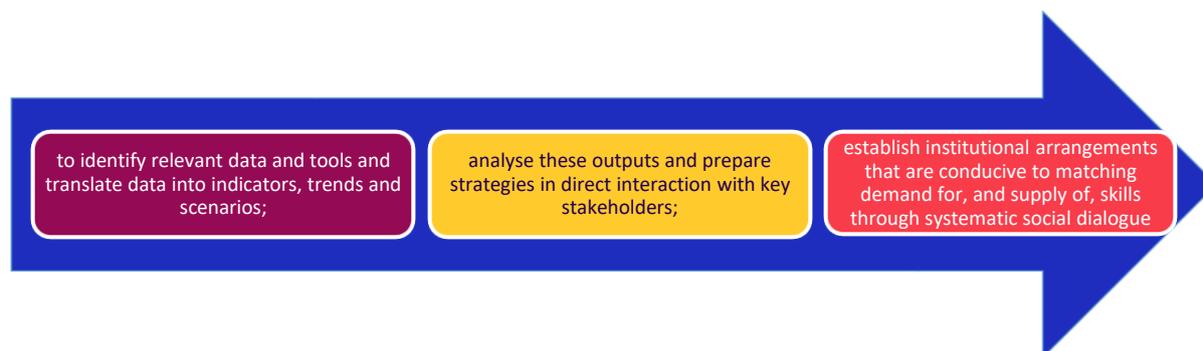
- Technology development and innovation increase the demand for higher-level skills, STEM (science, technology, engineering and mathematics), digital skills and strong core work skills, across sectors and occupations;
- Climate change and the transition to the green economy influences skills demand through the introduction of new green technologies, new market opportunities in green economic activities and the “creative destruction” of brown jobs;
- Demographic change may prolong working lives, heightening the impact of obsolete skills. Where younger populations are growing and becoming more educated, over-education also constitutes a challenge;
- Globalization, and international trade and investment require enhanced skills base of a country in its strategic economic sectors, allowing its enterprises to meet the trading partners’ demands. Absorptive capacity of domestic firms to benefit from trade and investment, largely driven by skills, is also key to ensuring equitable distribution of the gains from globalization;
- Changes in work organization, towards flatter structures require core work skills, like critical thinking and capacity, to work with minimum supervision/autonomy;
- The COVID-19 pandemic has particularly accelerated labour market changes by reprioritising sectors and occupations for growth and employment.

Indeed, many countries are experiencing a persistent gap between the skills needed in the labour market and those offered by the workforce. As a result, job vacancies remain unfilled even in situations of high unemployment. At the same time, skills mismatches also come from some enterprises’ lack of capacity, especially micro and small enterprises, to (a) establish a vision for their own development, and plan strategically ahead for the competencies they will require; and (b) understand, use and value adequately the competencies of their own employees.

This situation requires improved national capacity for sharper and more timely labour market analysis and skills anticipation. Skills anticipation is a strategic and systematic process through which labour market actors identify and prepare to meet future skills needs, thus helping to avoid or minimise potential gaps between demand and supply of skills. Skills anticipation aims to provide information to all labour market actors about potential future skills needs and imbalances, so that they can make informed decisions, develop measures and take actions with a view to meeting needs and avoiding skills imbalances. Skills anticipation enables training providers, young women and men, policy-makers, employers and workers to make better educational and training choices. As such, it is an essential component of structural transformations and recovery processes from COVID-19.

The ILO model includes not only the production of analyses, but the strengthening of national analytical expertise to interpret and validate them, and the capacity then to translate them into the development of practical policies. Indeed, skills anticipation needs to be linked to appropriate institutional mechanisms and procedures for generating constructive responses on the basis of the information generated.

The ILO's approach to skills needs anticipation:



Data availability and quality can present difficulties, particularly in developing and transitioning countries. Ideally, a number of different data and indicators need to be considered in the analysis to gain a detailed and objective picture. Methods used for skills anticipation may be summarized as follows:

- quantitative employment projections by sector and occupation, based on macroeconomic modelling, referred to as “forecasts”;
- qualitative methods, including focus groups, round tables, expert interviews, foresights and scenario development;
- surveys among employers, i.e., establishments or enterprises;
- tracer studies of school/training graduates and school-to-work transition surveys.

These methods are explained in ILO Tools that are aimed at providing step-by-step assistance in the development and implementation of systems to anticipate skills needs; they are not “one size fits all” solutions but need to be interpreted and adjusted to suit specific country contexts.¹⁵ They differ from labour market analysis, because they focus not only on the jobs in demand, but also the competencies required for these jobs.

The stakeholders involved in this component will include various government agencies, education and training institutions, employer and worker organizations, sector skills bodies, and private sector enterprise. They will be selected in order to ensure (a) good coverage and dissemination of data; (b) multifaceted and multipurpose analytical outputs; and (c) translation of findings into policy and practice.

The Global Programme will implement a mix of several interventions at country level, including:

- ▶ To undertake a combination of original research and stocktaking of knowledge on **skills for green jobs and digitalization** in major economic sectors in order (a) to identify what method works best for institutionalisation; (b) to design and implement inclusive gender sensitive sector skills strategies; (c) facilitate green and digital transitions, including in micro, small and medium-sized enterprises (MSMEs); and (d) underpin effective responses in the context of rapid digitalization and required climate change mitigation and adaptation.
- ▶ Strengthen **the network of trainers** for skills anticipation, in order to expand the outreach of the Global Programme with additional women and men trainers. This strengthening will include an added level of Master Trainer, and national trainers to cater for the needs at national level. Knowledge exchange among this network will also be strengthened in order to facilitate the upscaling of good practices in a timely manner.
- ▶ **Increase the efficiency of the national skills anticipation systems** – establish a mapping of the institutions and organizations providing labour market information and skills needs information, as well as the scope, quality, periodicity of the analysis generated. This mapping will serve as a basis to (a) secure agreements around data exchange; (b) build capacities of key national/sectoral stakeholders identified; and (c) produce joint skills anticipation analysis.

¹⁵ For instance, the ILO, together with Cedefop and ETF, has developed a [compendium of practical guides](#), focusing on the use of labour market information, forecasts, foresights and scenarios, sectoral and employment service providers' approaches, and the development of establishment surveys and tracer studies in anticipating and matching skills needs.

- ▶ Capacity building for **MSMEs** in terms of human resources management practices, such as workforce management, recruitment and staff development, with a view to generating a vision for the sustainability, productivity gains and expansion of these enterprises.

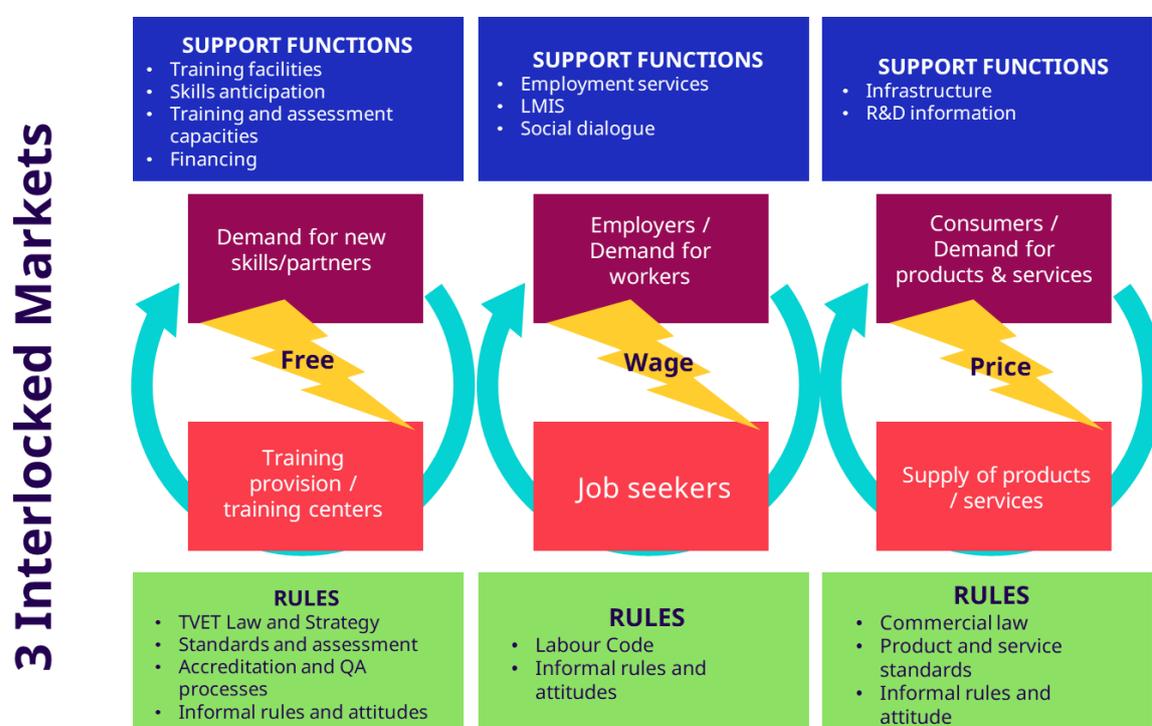
Outcome 2: Enhanced participatory process for government, employers and workers to improve policies, governance and financing arrangements

Intermediate outcome 2.1: National skills and lifelong learning strategies strengthened

Convention C142 - Human Resources Development Convention, 1975 (No. 142) states that "Policies and programmes of vocational guidance and vocational training shall be formulated and implemented in cooperation with employers' and workers' organizations and, as appropriate and in accordance with national law and practice, with other interested bodies." Recommendation R195 - Human Resources Development Recommendation, 2004 (No. 195) also states that Members should "strengthen social dialogue and collective bargaining on training at international, national, regional, local, and sectoral and enterprise levels as a basic principle for systems development, programme relevance, quality and cost-effectiveness." Consequently, this intermediate outcome will rely on social dialogue and contributions of Workers' and Employers' organizations in every aspect of its implementation.

This intermediate outcome will include a mix of several interventions at country level:

- Conduct participatory Market Systems Development research on skills development and lifelong learning, identifying the main stakeholders in the three interconnected markets of products and services, labour market and market for skills development – as well as their functions, main problems and incentives that can be tweaked, improving the system's efficiency.



Review of the **regulatory and policy framework for TVET** in targeted countries, and participatory processes, based on social dialogue, to design, monitor, evaluate and upgrade these regulatory and policy instruments. The emphasis will be on:

- the integration of these policies within the broader context of national development plans, industrial and fiscal policies, sectoral policies and environmental policies in order to improve policy coherence for job creation the integration of these policies within the broader context of national development plans, industrial and fiscal policies, sectoral policies and environmental policies in order to improve policy coherence for job creation;
 - increasing the space for the contribution of workers' and employers' organizations to TVET, and using these tools as an opportunity to unite all relevant voices around a joint document;
 - the relevance of the instrument to the national context rather than the cut and pasted approach to policy making;
 - the implementation feasibility of these instruments, making sure, for instance, that they are linked to budgets and required workplans and monitoring plans;
 - Strong cross-cutting priorities:
 - a strong component on gender mainstreaming and inclusive approaches;
 - the design and facilitation of the national commitments and sectoral priorities to implement the Paris Agreement more effectively;
 - actions to facilitate the green and digital transitions.
- b. Jointly with relevant ministries, conduct in depth reviews of functions, processes and workflows that support the national skills development systems, and adapt the ILO **e-governance platform** for TVET to the national needs. This platform is currently being piloted in Jordan and allows to increase the transparency of these processes, as well as the accountability of the national officers involved in them. It is also proposed to be used for gender mainstreaming within institutions and participating agencies.
- c. Conduct comprehensive country level **studies on financing** of national skills development that aim to define the flows and nature of the financing systems, as well as the estimated amount required to support lifelong learning in the targeted country. These studies will serve as a basis for expanded social dialogue discussions on skills financing aiming at increasing the total allocation to the system, diversifying sources of financing, establishing individual and enterprise incentives, decentralising decision making and promoting performance based financial allocations. In line with [Recommendation R195 - Human Resources Development Recommendation, 2004 \(No. 195\)](#), ILO will continue to support financing systems where governments assume the primary responsibility for investing in quality education, and enterprises are encouraged to invest.
- d. Co-adapt with targeted countries the **ILO Service Tracker** that allows to send automatic tracer surveys to trainees, 3 and 6 months after graduation, in order to review their employment situation. This roll out of the service tracker will allow to generate data on the relative success of the programmes, and support the move of the financing system towards a performance based one.
- e. Support to the design, implementation and evaluation of **National Qualifications Frameworks (NQF)** to facilitate the progression of graduates in educational pathways and improve the ownership and portability of qualifications by improving learning outcomes definition, assessment and certification leading to qualification and the development of micro and digital credentials. This component will also include regional work, when required, to facilitate mutual recognition of qualifications.

Intermediate outcome 2.2: Tripartite skills governance improved

Education and training systems are becoming increasingly complex and fragmented, as they involve many actors: different government ministries and departments, employers, workers, research and regulatory agencies, public and private training organisations, employment service providers and regional and local authorities.

Coordination between these organisations at national, sector and local levels is a key challenge for governments looking to strengthen TVET and skills systems, promoting lifelong learning. In turn, the lack of

governance (a) frustrates the participation by employers' and workers' organizations workers' organizations, and impact the market relevance of training programmes and; (b) affects policy coherence and the link of skills development to higher level employment and social outcomes.

The Global Programme will support countries in **setting up effective multilevel¹⁶ tripartite skills governance systems** that will:

- promote a whole of government approach to skills development;
- provide a greater space for the voices of employers' and workers' organizations – for their involvement at all steps of policy and programme cycle;
- promote seamless information exchange and knowledge management;
- enhance coordination and mutual accountability mechanisms¹⁷ for all participating agencies;
- coordinate financial support.

Concrete interventions at country level will include a mix of the following:

- a. Build the **capacity of employers' and workers' organizations** at national and sector levels for (a) a greater awareness of the opportunities that can be generated by their increased involvement in skills development systems, as well as (b) their capacity to engage efficiently in social dialogue around skills development.
- b. Support **tripartite coordination**, including through **reinforcement of strategies** and the establishment and operation of **tripartite national bodies** that will:
 - design a common vision and priorities for the future of the national “skills eco-system”;
 - advise / lead / oversee their implementation;
 - generate the necessary evidences for informed decision making by all members;
 - link skills development policies to higher level economic, environmental and social objectives;
 - evaluate the employment outcomes of the national skills development system and adjust strategies accordingly.

Mutually agreed standard operation procedures (SOPs) for these bodies will clarify common goals, objectives and outcomes, and detail levels of responsibility and resourcing for each intervention. Joint diagnostic exercises will inform policies and that are expected to be more flexible and market responsive, with diversified sources of finance,¹⁸ and a more inclusive approach.

These bodies will also contribute to the policy coherence and coordination of skills development and **green/climate change policies, regulations and targets** by facilitating social dialogue and collaboration between policymakers, the private sector and training institutions for effective needs-based skills development, contributing to climate action.

- c. Support the regulation; establishment; sustainable financing; operation; and evaluation of tripartite **Sector Skills Bodies (SSBs)** aiming to increase and strengthen the involvement of employers and workers of a given sector in skills development systems. Supported tripartite SSBs will take on a varied mandate including: policy advice and feedback; generating and/or interpreting skills and labour market information; developing and maintaining skills standards; undertaking quality assurance; managing and promoting apprenticeships; delivery and coordinating training in the sector; administering training funds; promoting the benefits of training and promoting careers information, advice and guidance.
- d. Support the **decentralisation of decision-making**, empowering managers of training providers to act according to the needs of the local labour markets, with the support of local advisory bodies, and with adequate central monitoring and control.

¹⁶ Multi-level governance is understood as a process-driven approach for governing through shared responsibility and coordinated action. It has been defined as an arrangement for making binding decisions that engage a multiplicity of politically independent but otherwise interdependent private and public actors at different levels in more or less continuous negotiation, deliberation and implementation (Schmitter, 2004).

¹⁷ Notably with an e-governance platform for TVET Commissions.

¹⁸ Co-ordinated approaches across training, employment and economic development can help to create an environment where firms recognise that investments in skills development “pay” and make good business sense.

- e. Support the establishment of **integrated e-information systems** to facilitate seamless knowledge exchange between all institutions involved in the governance framework, at national, sector and local levels. This information system will be complemented with a defined agenda for knowledge management, with peer review exercises between training providers, and documentation, validation and dissemination of good practices.

Outcome 3: More individuals, especially vulnerable groups, can access and benefit from innovative, flexible and inclusive lifelong learning options, encompassing work-based learning and quality apprenticeships

Intermediate outcome 3.1: Inclusive and labour market relevant skills programmes in place

Skills development systems are expected to cater to all women and men striving to learn relevant skills to earn a living and find their place in society – in principle. In reality, many individuals and groups find themselves excluded from learning opportunities. Still, inclusive skills development systems and programmes are a key element of inclusive labour markets and fair societies, where all can access and benefit from training equitably, in line with [Recommendation R195 - Human Resources Development Recommendation, 2004 \(No. 195\)](#) that includes provisions to “reduce inequality in the participation in education and training”.

Given the heterogeneity of disadvantaged groups, the Global Programme will provide integrated services in order to:

- Support ILO constituents in assessing the inclusivity of their skills development systems, and designing, implementing, evaluating their **education and training policies, systems, programmes, materials, capacity and learning environments** to meet the specific needs of vulnerable populations.
- Pilot and provide **integrated services** in order to help particular groups overcome the range of barriers they face to access and benefit from TVET on an equal footing with others.
- Address questions of status, social divisions and challenge **social perceptions** related to competencies of specific groups, and appropriateness of their involvement in specific trades. Indeed, TVET institutions can perform a crucial social function in terms of communicating cultural knowledge, norms and values, and help overcome gender stereotypes.
- Support countries to include disadvantaged and vulnerable groups in their skills development programmes for green jobs (or green transitions) could be added under this outcome

The Global Programme will adopt a participatory approach to inclusive training, involving organizations of excluded communities in order to (a) analyse reasons for this exclusion; (b) empower them to promote TVET among their members; (c) benefit from their expertise on how TVET systems and programmes should be changed to facilitate their equal participation; (d) participate in advisory bodies leading TVET systems; and (e) analyse jointly the results of inclusive interventions to ensure they match their expectations.

This participatory approach will allow to tackle jointly the following issues for the groups listed below:

► **Table 3: Examples of issues the Programme will tackle by Target groups**

Target groups	Examples of issues the Programme will tackle	
Women	<ul style="list-style-type: none"> ▶ Occupational choices remain limited due to gender stereotypes, concentrating women in training programmes for lower-paid and lower status jobs, ▶ The absence of appropriate facilities, such as separate washrooms or lack of lighting, ▶ For women in rural areas, limited accessibility of TVET institutions, mobility restrictions, socio-cultural factors and lack of safety, ▶ Young mothers often have no access to TVET institutions or are forced to drop out of TVET because of lack of childcare and breastfeeding facilities, ▶ Sexual harassment and gender-based violence 	Discriminatory attitudes and prejudices ▲
Persons With Disabilities	<ul style="list-style-type: none"> ▶ Selection criteria that often rule out enrolment of persons who are deemed “not physically fit”, ▶ Inaccessible training facilities, TVET staff lacking disability etiquette and methodological competencies to integrate persons with disabilities adequately into the learning process, ▶ Inappropriate learning materials and assessments that do not take into account disability. ▶ Lack of assistive technologies (and/or support to use them) to facilitate access to online learning opportunities 	
Indigenous and tribal women and men and ethnic minorities	<ul style="list-style-type: none"> ▶ Lack of intercultural approaches, language barriers and non-adaptation of learning contents to their needs ▶ Cultural and economic practices taking time away from the training 	
Workers in rural areas or in the informal economy	<ul style="list-style-type: none"> ▶ Competencies not formally recognised to access further learning or transition to formality ▶ Low capacity to implement effective and sustainable community-based training schemes ▶ Limited availability of suitable and affordable upskilling courses ▶ Difficulties to establish partnerships with informal enterprises – despite the fact that on-the-job training and informal apprenticeship constitutes the bulk of learning in informal economies 	
Migrants and refugees	<ul style="list-style-type: none"> ▶ Language barriers ▶ Skills and qualifications not recognised in host country, hence increased risk of skills underutilization and over-qualification of migrant workers ▶ Possible legal barriers to join training programmes and access the labour market 	

The Global Programme will promote equal participation for all in TVET at all stages of the training process:

► **Table 4: GPSL3 Interventions by various Stages**

Stages	Purpose	Interventions
Access and choice of programme	for the programme to fit the aspirations of the individual	<ul style="list-style-type: none"> ► Remedial education/ Second-chance programmes ► Career guidance ► Pre-training programme/ Bridging courses ► Promotion of champions and role models ► Flexible entry requirements and training schedules ► Awareness to communities on inclusive approach to training.
Attendance, learning materials and methodology	for the trainee to be able to actively engage and participate in the programme	<ul style="list-style-type: none"> ► Capacity building of TVET personnel to create inclusive learning environments ► Revision of the curricula and learning material ► Awareness raising for staff, workplace supervisors and peers ► Accessibility of training venue and equipment ► Organization of off and on the job training ► Focus on awareness of labour rights, core skills, Occupational Safety and Health,
Assessment and certification	for the trainee to be assessed as per their competencies rather than other discriminatory criteria	<ul style="list-style-type: none"> ► Analysis of failure rates, possible explanations behind them, and changes in the assessment system to give all an equal chance to compete.
Transition to Work	for the qualification to translate into decent work – like other groups	<ul style="list-style-type: none"> ► Job-search assistance, ► Career guidance and counselling

Intermediate outcome 3.2: Work-based learning and apprenticeships enhanced

Work-based learning refers to all forms of learning that takes place within a work environment. Apprenticeships (formal and informal), internships/traineeships and on-the-job training are the most common types of work-based learning. These types usually combine elements of learning in the workplace with classroom-based learning. It demands close collaboration between social partners, enterprises, public authorities and TVET institutions.

In particular, quality apprenticeships offer a variety of benefits to apprentices, enterprises and governments. They include: (a) facilitating transitions to employment; (b) matching skills supply with fast-changing labour market needs; (c) increasing productivity and promoting sustainable enterprises; and (d) offering a cost-effective form of training delivery. Through equipping youth and workers with relevant skills and enhancing their resilience, apprenticeships can contribute to rapid recovery from the COVID pandemic.

The Global Programme will:

- a. Support the design, implementation, and evaluation of **work-based learning programmes** with a greater focus on developing the right skills for the green and digital transitions.
- b. **Upgrade informal apprenticeships** by improving the learning contents, skills of the trainer, organizational occupational safety and health, while at the same time linking the apprentice to a

complementary training course and offering final assessment – so that the learning experience results in a qualification. Any intervention needs to build on a solid understanding of the underlying social norms and traditions of informal apprenticeship, and improve the system step-by-step while maintaining its sustainability.

- c. Support the design, implementation and evaluation of **quality apprenticeship systems and programmes**, focusing on the following core elements:
- a legal framework and a tripartite system of governance, accompanied by close monitoring to ensure the quality of the learning experience and avoid displacement effects.¹⁹
 - full and meaningful engagement of social partners in the design, delivery and oversight of apprenticeships;
 - the fostering of the engagement of MSMEs, by better reflecting their skills needs in training programmes;
 - a structured, competency-based programme of learning with both on-the-job and off-the-job learning components;
 - a holistic approach to the support provided to vulnerable trainees, by the involvement of instructors and master craft persons with their communities in order to secure the required support for their participation;
 - promotion of apprenticeship programmes in a broad array of occupations and sectors, particularly emerging sectors, those with skill shortages, and in tertiary level education;
 - good working and training conditions, guaranteed within a contract, including appropriate remuneration, social security coverage, protection in respect of occupational safety and health and in respect of discrimination, violence and harassment ;
 - equitable financing systems with contributions of employers and institutions in order to provide incentives for all actors to participate, especially small and medium-sized enterprises;
 - the quality of training provided by master craftsman and trainers supervising apprentices, as well as institution building to facilitate the shift to an apprenticeship model;
 - adequate mainstreaming of modules on core work skills, gender, labour rights, work accident prevention, and prevention of harassment;
 - a formal assessment process, a recognized qualification, and linkages to career guidance support to facilitate transitions to and within the labour market; and
 - integration of the apprenticeship schemes into formal education and career pathways within a lifelong learning approach.

Intermediate outcome 3.3: Skills and qualifications recognition enhanced

Assessments are the basis for qualifying individuals for a given occupation/task. They are conducted by collecting information on the trainees' competencies (i.e., their knowledge, skills and attitudes) compared with predetermined standards in order to establish their proficiency. As a result, the individual is declared competent (or not).

Assessment processes play a crucial role in the transition of the individuals to the labour market as they signal to employers the capacity of the potential recruits. In turn, the efficiency of assessment and certification systems to facilitate training to work transitions will depend for a great part on: (a) the trust the employers have in the system to assess individuals, or to train them on the competencies they need, at the level they require; and (b) whether the recruitment process and the skills utilisation within the enterprises is based on competencies rather than other criteria.

Consequently, in order for assessment and certification systems to play their role in labour market transitions, the Global Programme will support a combination of the following actions:

- ▶ The design, implementation and evaluation of assessment and certification systems to **strengthen their market currency** based on enhanced quality, reliability, transparency and objectivity. This will be achieved by: (a) greater participation of organizations of employers and workers within the process; (b) a review of the assessment methods, financing arrangement and redesigning of the same if need be; (c)

¹⁹ When workers are replaced by apprentices

capacity building of test designers and assessors; and (d) a focus on the incentives system supporting the assessment and their possible amendment for improved quality and reliability – including the establishment of strong quality assurance measures, or additional benefits tied to the qualification, such as access to further training, occupational licenses, professional cards or alike.

- ▶ The design, implementation and evaluation of **Recognition of Prior Learning (RPL)** schemes for vulnerable populations. RPL is the process of identifying, documenting, assessing and certifying formal, non-formal and informal learning outcomes against standards used in formal education and training. It is a competency-based assessment process disconnected from a training programme to allow those who have acquired competencies outside formal education and training systems to get them recognised. It can improve the workers self-confidence and facilitate their transitions to the formal economy. It is particularly beneficial for workers in the informal economy, migrant workers, refugee workers whose skills can often be unrecognized when they apply for jobs. The Global Programme will implement RPL with a step-based approach:
 - Step 1. Awareness raising sessions of potential applicants about RPL as an opportunity, its processes, its requirements and support available;
 - Step 2. Counsellors/facilitators perform an initial assessment (pre-screening) of applicants and support them in preparing their portfolios (evidence) or required preparation to the theoretical and practical assessments;
 - Step 3. Whenever possible, potential applicants access complementary trainings to improve their competencies that have proven to be insufficient, with the support of counsellors and facilitators;
 - Step 4. Assessors review evidence submitted - with portfolio assessment, on the job assessments, demonstration assessments, theoretical tests against existing qualification standards etc.;
 - Step 5. Decision is made based on assessment, and information is shared with candidate on possible shortcomings, and orientation is provided to potential re-skilling, mentoring etc. for another assessment, with the support of counsellors and facilitators;
 - Step 6. Award of qualification/certificate/credits/units/exemptions and referral to job matching and/or employment services.
- ▶ The strengthening of systems for the mutual recognition of skills and qualifications between countries or within groups of countries such as regional economic communities (RECs). This can be achieved through mutual recognition arrangements in certain occupational fields, such as in tourism in Association of Southeast Asian Nations (ASEAN) for example, through skills modules in bilateral labour migration agreements, through model regional competency standards that support the alignment of skills standards, through regional qualification frameworks, or through joint minimum standards. The Global Programme will implement the following steps: 1) identifying the minimum occupational standards for mutual recognition; 2) benchmarking national occupational standards against the other countries; 3) alignment and levelling; 4) checking assessment and certification arrangements; 5) reviewing the quality assurance of training, assessment and certification arrangements; 6) drafting skilled migrant workers' profiles; and 7) validation and approval at the national level.
- ▶ The improvement of human resource related processes within enterprises, to ensure they recognise, use and value the competencies of the individuals – for instance by ensuring that: (a) recruitments are competency-based and reflect the needs of the enterprise; (b) task allocation and redeployment reflect the full potential of individuals and; (c) promotion, income and rewards are based on achievements and level of responsibilities.

Intermediate outcome 3.4: Career guidance and counselling services in place

Career guidance and counselling services can facilitate the multiple transitions of individuals from school to work and within the labour market. It is key for success in learning activities, effective career transitions, and entrepreneurship. It is also instrumental in promoting skills utilization. However, it is often an area which is fragmented across different ministries (e.g., education, TVET, employment, youth) requiring effort to achieve the necessary coordination, providing adequate support to individuals during learning, employment and unemployment/inactivity periods. The link to social protection, and in particular unemployment insurance, is also key in contributing to activating targeted beneficiaries.

The Global Programme will facilitate the design, establishment, implementation and evaluation of well-coordinated career development support systems, what would provide seamless lifelong support through career education, career guidance and career development support for the employed. Activities, methodologies and tools to develop include:

- career information and advice, counselling;
- work exposure (e.g., job shadowing, work experience periods);
- skills profiling and assessment;
- coaching, mentoring;
- post-training support services;
- job search skills and job matching;
- professional networking and self-advocacy; and
- referral to entrepreneurship training and other services.

To achieve this objective, the Global Programme will carry out a mix of the following interventions:

- ▶ Undertake career development support system reviews evaluating the potential and gaps across all contexts of provision and delivery – including education, training, enterprises, employment services and outreach initiatives in targeted countries, covering both public and private sectors. Such reviews aim to identify stakeholders on the demand and supply sides of the career development support system, while also identifying cost for services, potential bottlenecks for expansion to support a lifelong learning approach and the underlying web of incentives supporting the status quo.
- ▶ Facilitate stakeholder cooperation and improvement of institutional arrangements, financing, monitoring and evaluation and quality assurance systems for the improvement of well-coordinated lifelong career development support systems.
- ▶ Develop methodologies and tools to adapt career development support systems to cultural and socioeconomic contexts.
- ▶ Promote well-coordinated systems for the verification and awarding of credentials, including regulatory and/or contractual frameworks for the management of individual data, and data sharing provisions ensuring effective referrals between service providers, and thus enhanced mobility across the world of work and within geographic regions. To facilitate the promotion of self-sovereign systems, the Global Programme will support Member States in developing tools allowing users to own, select and tailor the presentation of career-related information (e.g., individual portfolios).
- ▶ Increase the capacity of staff and promote the professionalization of staff in related agencies and enterprises, across education, training, employment and social protection fields, for the expansion of career guidance outreach and counselling to a wider group of individuals, with priority given to vulnerable groups.
- ▶ Facilitate the design, adaptation, establishment and evaluation of digital tools that will better capture the realities of the labour market, improve the outreach to specific vulnerable groups, from initial career guidance, to referral to various services, awarding of qualifications, job placement and career progression. These tools will activate national and local networks of providers, empowering learners in owning and directing their own career paths. These tools will also be supported by professionalised services, guaranteeing adequate support for users with different levels of job-readiness, including with:
 - personalized dashboards to provide access to real time labour market information;
 - mapping of sector pathways for career progression and lifelong learning;
 - e-portfolio tools and systems to provide learner-managed portable evidence of competencies, experience and qualifications; and
 - peer tools for actively contributing to labour market intelligence on a shared platform.
- ▶ Provide direct career guidance and counselling services to underserved groups, within fragile contexts, in order to pilot innovative approaches, and to temporarily fill missing services within a given continuum of services, while sustainable solutions are being designed.
- ▶ Support career guidance and counselling services to promote a just transition to the green economy and progression pathways into further green learning. Such services will carefully examine where the jobs are

particularly needed in growing sectors/occupations, employment saving workplace transitions, sector restructuring (staff planning for reskilling and redeployment) and promotion of female employment in strategic sectors.

Outcome 4: Improved digital skills, digitalization of TVET and other knowledge and capacities to establish effective skills and lifelong learning

Intermediate outcome 4.1: Digital skills and digitalization of lifelong learning systems

Because of the COVID-19 pandemic, TVET systems were challenged to move to online and into blended learning, often without the required capacity or environment. At the same time, workers whose jobs could be done remotely were more economically resilient during the crisis, and digital skills have indeed proven more important than ever for employability.

In order to facilitate the integration of individuals into future labour markets where digital jobs are prominent, and the digital transition of TVET systems, institutions and staff – the Global Programme will:

- a. Promote a dynamic, integrated, and effective **e-learning ecosystem**. In particular, it will implement a mix of the following interventions:
 - Conduct an e-readiness assessment of the training system (i.e., on its preparedness for digital transition, in terms of infrastructure, competencies, attitudes and incentives);
 - Promote an appropriate regulatory framework for the design, delivery, recognition and portability of skills;
 - Facilitate capacity building of instructors and all stakeholders involved to make sure they are well aware of the possibilities brought by technology, and prepared to operate in this new ecosystem;
 - Review current communication and collaboration systems and practices to implement systematic digitalization of effective virtual work processes of organizations and enterprises involved in lifelong learning systems, enabling efficient linkages between them, facilitating a whole of society approach to digital TVET, and increasing transparency and accountability across the system;
 - Provide technical inputs to design or upgrade TVET platforms, ensure interoperability to support the addition of new digital applications, promote access and user-centric approaches, to make sure all actors are involved, thus maximizing inclusion as well as adoption;
 - Strengthen research and development teams and/or expert profiles in frontier technologies applied to teaching and learning within relevant institutions and through collaborative online platforms to enable a dynamic and integrated approach to the digital transition of TVET, and make sure e-learning, blended learning and assessment are being anticipated, piloted, implemented, and evaluated for upscaling.
- b. Support the design of integrated sustainable, impactful blended solutions serving the whole learner experience (based on a review of legacy approaches to skills development and assessment, and taking aspects of digital divide in consideration), including with a mix of the following interventions:
 - Pre- and post-course functions such as learner engagement, partnerships with employers, uptake of skills in the workplace, and e-assessment;
 - online-friendly evidence-based assessment tasks using digital tools such as e-portfolios, learner-generated video and web-conferencing, especially in workplace settings; quality assurance of the entire system, with defined KPI's for short and longer-term measurement, analysis, and comparison among cohorts of learners, across systems and solutions.
- c. Promote the adoption of integrated measures to bridge the digital divide; in particular, the Global Programme will implement a mix of the following interventions including:

- conducting a thorough assessment of capabilities, access and attitudes (e-readiness) of targeted vulnerable populations related to digital and blended learning, in order to ensure user centricity of solutions, and future uptake;
- promoting the design and implementation of policies on infrastructure, connectivity and equipment, and the mainstreaming of digital divide concerns in all related procurement, with a focus on connectivity services in TVET institutes, assistive technologies for persons with disabilities, and low-tech components for women and men in remote or rural areas; and
- providing capacity building and support change management for teaching staff, so they are ready to support vulnerable learners in their new learning experience, avoiding the risk of leaving them behind.

Such support will maximize engagement and adoption of the new learning ecosystem, pedagogical approaches and all sorts of technologies and devices both teachers and learners will be using.

Intermediate outcome 4.2: Capacity of TVET institutions and trainers improved

The ILO UNESCO 1966 Recommendation concerning the Status of Teachers states that “advance in education depends largely on the qualifications and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers”, and that “the status of teachers should be commensurate with the ... educational aims and objectives”. In line with this Recommendation, the Global Programme will adopt a comprehensive approach to improve the status and capacity of instructors and related staffs for the provision of quality and market relevant TVET.

In particular, the Global Programme will provide a mix of the following services:

- a. Reviewing the institutional arrangements, job descriptions, official and implicit norms and rules, as well as incentives supporting the delivery of TVET training by public and private providers. Based on this research, the Global Programme will provide **recommendations to stakeholders for institutional improvement**.
- b. Empowering initial and in-service training providers to offer **targeted capacity building** on quality, competency-based trainings, to members of TVET commissions, officers in charge of accreditation, certification, finance and managers of TVET centres, curricula developers and instructors – in order to improve the way programmes are designed, implemented and evaluated – relying on the ILO Competency Based Training Manual and other ILO tools.
- c. Utilizing a new step-by-step ILO guidance tool for **greening TVET**, it will integrate environmental awareness and practices into skills development systems and TVET through reviewing, developing or adapting national qualification systems, competency standards and curricula, and delivering relevant trainings.
- d. Facilitating the design, establishment and evaluation of **knowledge management** platforms for instructors that will allow them to source the documents and tools necessary for their trainings, exchange information in a user-friendly manner, and foster Communities of Practice (COPs) around targeted subjects. These COPs will also serve as a basis for formal joint publications of good practices and guidance documents.
- e. Fostering **Public-Private Partnerships** for capacity building of instructors and related staff on technical competencies related to market demand and the latest relevant technologies. These partnerships can be institutionalised in a private sector-led advisory committee for training providers for guidance and oversight of training and assessment activities.
- f. Partnering with teachers’ and instructors’ organizations, building their capacities to effectively advocate for the **rights of teachers/instructors and improving their status**²⁰, in line with the 1966 ILO/UNESCO

²⁰ in particularly related to aspects of required qualifications for the profession, probationary period, wages, protection from discrimination, working conditions, social security, availability of day care services, protection from harassment, in service training, career and wage progression

recommendation concerning the Status of Teachers. The role of women instructors will be duly taken into account throughout this intervention.

- g. Contribute to the establishment of appropriate joint machinery for the **settlement of disputes** between trainers and their employers about the terms and conditions of their employment.
- h. Strengthen **quality assurance** systems that include objective assessments of instructors in order to encourage and help them in the performance of their tasks, in a way that does not diminish their freedom, initiative and responsibility. At the same time, promote the establishment of a system of upward feedback by the trainees in order to assess their perception on the quality of their learning experience. Design, implement and evaluate grievances mechanisms that allow for the effective reporting, and prompt action taken to tackle grievances brought forward within TVET centres.

4. Global outcome

Outcome 5: Enhanced global knowledge base, innovation, partnerships and capacity building to empower constituents to tackle contemporary skills challenges

The GPSL3 will also coordinate a number of global interventions to support country level ones, and global research initiatives to support an improved understanding of lifelong learning at the global level.

The Global Programme will provide the following **support to country-based interventions**:

- The management of the **Global Knowledge Sharing Platform on Skills and Lifelong Learning (KSP)**; the latest upgrade of the KSP allows for the creation of country pages for each country chapter of the Global Programme;
- **ILO Skills Newsletter** and presence on social media to support the dissemination of good practices, and the visibility of the Global Programme;
- The **Skills Innovation Facility** to run innovation competitions and hackathons; organize innovation bootcamps and accelerator programmes; and foster a community of innovators;
- Various tools to support the efficiency of the operations, including a **roster of consultants**, and a **repository of competency standards, curricula, training tools and tests** (currently being established);
- Facilitation for the upscaling of **ILO e-tools** in various contexts, based on successful piloting in some countries, including: (a) the e-governance platform being piloted in Jordan; (b) a career guidance platform being designed in India; and (c) a change management platform for the digitalisation of curricula being piloted in Cambodia with ITCILO.
- An integrated **Programme Cycle Management Platform** (currently being designed) to facilitate every step of the design, implementation and evaluation of interventions, including recruitment, inception period, procurement processes, and multi-level reporting (to GPSL3 funding partners but also for Country Programme Outcomes, for Decent Work Country Programmes, UN Strategic Development Frameworks, and against national policies).
- Annual **South-South Skills Fair**, promoting the exchange of knowledge and fostering partnerships among constituents and relevant stakeholders. The first of its kind took place in 2021 on a virtual platform, called the Skills Virtual Fair: South-south and triangular cooperation.

The Global Programme will also provide support to **strategic global research** on skills development and lifelong learning. Among other interventions to be suggested by constituents and funding partners of the GPSL3, the Global Programme will support the preparation of several flagship reports on:

- **Global Skills Gaps**

Skills gaps are notoriously challenging to quantify because of (a) lack of reliable data in many countries; (b) poor skills utilisation and lack of understanding of many MSME's of the competencies they need; and

(c) lack of agreement between job seekers and employers on wages and working conditions – i.e., vacancies in situation of unemployment may not be because of skills gap but wage and prestige reservations, for instance. ILO has developed a number of indicators to measure skills gaps, but further work is required to design methodologies and establish reliable approximations when data is scarce in order to generate a global estimate of the skills gap. This is the ambitious objective of this research initiative. The analysis will feed into the ILO flagship report on skills development and lifelong learning.

- **Financing lifelong learning**

Lifelong Learning supports employability, decent work but also higher productivity, and indirectly increased tax return. It is also agreed that ensuring stable funding and establishing appropriate incentives for training providers, individuals and enterprises is necessary to achieve lifelong learning for ALL. However, in lower and medium income countries particularly, there is a significant funding gap that has only been increased by the COVID-19 crisis. ILO has already provided detailed guidance on approaches for diversified and sustainable financing of lifelong learning²¹. This specific research piece will estimate the financial amounts required for financing lifelong learning, based on a range of indicators that take into account the country economic sectors, the demographic structure of the population, the actual education and training profile of this population, and other relevant criteria. A team composed primarily of education economists will implement this research, and produce country level as well as regional and global estimates.

- **Big Data for Skills Anticipation**

Evidence based guidance on the use of Big Data for skills anticipation, relying on real-time granular data available online to complement traditional skills analysis, and how to overcome conceptual and practical challenges for establishing a stable and well-functioning system, especially in lower-income countries.

- **Global Skills Taxonomy**

The global skills taxonomy should take into account regional diversities and be relevant across the world, based on well-established taxonomies, such as O*NET (Occupational Information Network) or a more recent ESCO (European Skills/Competencies, Qualifications and Occupations). The task will be a collaborative effort with the ILO Department of Statistics and other international organizations, academia and other experts.

- **Automotive Sector**

The Technical Meeting on the Future of Work in the Automotive Industry (Geneva, 15–19 February 2021) adopted conclusions that tasked the Office “to prepare a blueprint for a skills development and lifelong learning strategy for the industry, with gender-based methodologies to anticipate skills needs and sharing of good practices to retain, adapt and improve skills”.²² The Blueprint will be validated in 2022. It contains reference to a global survey on skills requirements for the automotive sector to be implemented in close collaboration with workers’ and employers’ organisations and interested governments.

GPSL3 beneficiaries

During implementation, GPSL3 is expected to benefit more than half a million direct beneficiaries and close to 60,000 teachers, trainers, managers and tripartite constituents from nearly 6,000 organizations/institutions. The Global Programme takes into account the following taxonomy and principles while implementing its activities. Detailed information on recipients and beneficiaries is provided in Annex A.

- **Direct beneficiaries** are those that benefit from skills development interventions provided by GPSL3 for improved labour market outcomes; 40 per cent of direct beneficiaries will be women and 10 per cent persons with disabilities. Comprehensive efforts will be directed to make the skills training programmes

²¹ See Policy Brief Financing and incentives for skills development: making lifelong learning a reality?

²² Available at: https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---sector/documents/meetingdocument/wcms_773089.pdf.

inclusive through the adaptation of the training venue, equipment, time schedule, curricula and training tools, assessments, peers' and instructors' attitudes – as well as targeted support to both women and persons with disabilities. More details are provided under Intermediate Outcome 3.1.

- **Indirect beneficiaries** are members of the families and communities of direct beneficiaries who benefit indirectly from their improved employment status and income – in Annex A it is calculated at a rate of 5 per direct beneficiary.
- **Recipients** are institutions and individuals that benefit from capacity building or policy level interventions to allow them to better implement their mandate/tasks. The GPSL3 will strive to increase the share of women and persons with disabilities among recipients.
- **Ultimate beneficiaries** are members of societies and communities that benefit from the improved policy and regulatory environment, as well as improved capacity of recipients – calculated in Annex A at 20 per cent of the working age population of the targeted countries who are expected to engage in some sort of training within the timeline of the project.

5. Strategy to implement the programme

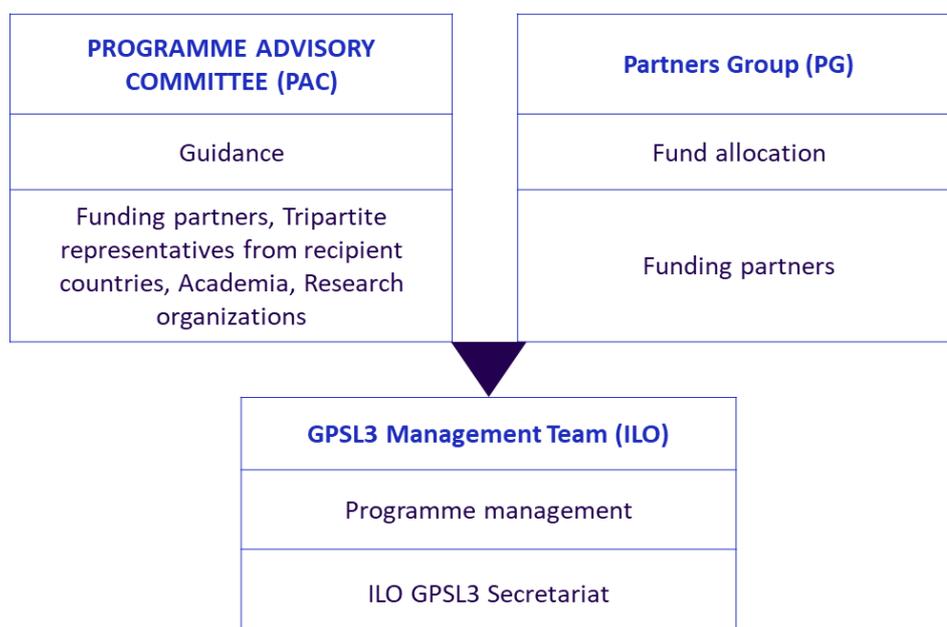
Upscaling country level activities is at the core of the Global Programme, with no less than 80 per cent of the total budget spent there. More than half of the 61 target countries under the ILO's P&B have already started developing Country Assessment and Priorities (CAP). A CAP outlines the state of skills in the country along with a 6 years vision statement and three to five key outcomes prioritised among those in the list presented above and adopted by constituents to achieve the intended impact, over six years, including with large scale direct services. These CAPs will be further detailed with a country level Theory of Change, a detailed six year workplan and a monitoring plan that will include clear milestones and benchmarks, as well as disaggregated indicators that will allow to measure progress for all populations, and adapt the strategy when and if required.

In line with the 2005 Paris Declaration on Aid Effectiveness, The ILO will also: (i) promote country ownership for its interventions, improvement of institutions and tackling of corruption; (ii) use local systems for coordination – those existing for TVET and education, for coordination of UN agencies etc.; (iii) focus on results and apply Result Based Management principles for all its interventions; and (iv) strengthen national systems for transparency and accountability of results.

No less than 40 per cent of the GPSL3 beneficiaries will be women, and 10 per cent will be persons with disabilities. The Programme will also advocate to improve the access of forcefully displaced persons and migrants to skills development and to the labour market.

5.1 Governance and management arrangements

Figure 1. GPSL3 governance arrangement



5.1.1 Programme Advisory Committee (PAC)

- **Purpose**

The multi-stakeholder Programme Advisory Committee (PAC) of the ILO's Global Programme on Skills and Lifelong Learning will provide high-level strategic guidance on programme implementation, including on strategic orientations, partnerships, key developments and trends in skills development and lifelong

learning funding partners It will also serve as a platform for updating the tripartite constituents on the Programme progress and sharing information on on-going and planned activities to promote synergy and coherence. The PAC mandate is to be a forum for knowledge sharing, more in-depth discussion of key issues, concerns, or solutions, and to provide advice to the GPSL3. Members of the PAC will provide an informed perspective from their constituents and assist the GPSL3 in developing an understanding of relevant issues.

▪ **Composition**

The members shall comprise one representative of each partner (public or private) providing funding to the GPSL3, one Representative of the International Organization of Employers, and one Representative of International Trade Union Confederation. Tripartite representatives from select recipient countries will also be included, along with five observer member experts from academia, research organizations and think-tanks, and two representatives of the ILO's SKILLS and Employability Branch. One representative of the ILO's Partnerships and Field Support department (PARDEV) will also be part of the PAC.

▪ **Specific responsibilities**

Members will have an understanding of the mandate, values and objectives of the International Labour Organization, its tripartite governance and accountability structure and the relevant rules governing it, its organizational culture and environment.

The specific responsibilities of the PAC include the following:

- ▶ Oversee that all interventions under the GPSL3 are in line with the Programme Document and that its implementation is appropriately funded to deliver the results expected.
- ▶ Review annual monitoring and evaluation reports and advise the GPSL3 team accordingly.
- ▶ Provide policy and strategic guidance to GPSL3.
- ▶ Communicate or share Programme information with the institutions they are representing, as appropriate.
- ▶ Set up additional technical committees on an ad-hoc basis for a closer follow-up on specific subjects, as required.

▪ **Meetings**

The programme will provide an annual technical progress report to PAC on progress made at the global, regional and national levels that will be reviewed within an annual meeting. The exact number of meetings per year will depend on the agreed workload for the PAC and the most appropriate timing for consideration of specific matters. The Chair of the PAC will be elected on an annual basis by the members. The Secretariat of the PAC will be provided by the ILO. Apart from the formal reporting process, a password protected platform will also be established for PAC members with all GPSL3 documents and discussion threads to facilitate regular interaction.

5.1.2 Partner Group (PG)

▪ **Purpose**

The Partner Group (PG) of the ILO's Global Programme on Skills and Lifelong Learning will make decisions jointly with the ILO, in particular, regarding the programme work plan and budget and allocation of funds, in accord with the objectives, approach, and scope of the GPSL3 as set out in the Programme Document. The PG will take into consideration the guidance provided by the Programme Advisory Committee (PAC) in their decisions.

▪ **Composition**

Partner Group consists of one representative of each partner providing funding to the GPSL3. Decisions regarding the allocation of pooled funds will be defined by partners whose contributions are channelled through the pooled funding modality. Contributors who have pooled funds in the joint multi-donor award will receive a single financial statement for the entire award they contribute as of the 31 December of each year.

- **Specific responsibilities**

The specific responsibilities of the PG include the following:

- ▶ Approve the annual/bi-annual work plan and budget prepared by the GPSL3 team ensuring that resources are deployed to their most productive use.
- ▶ Jointly with the ILO, define the allocation of GPSL3 funds and address potential conflicts of interest.

- **Meetings**

The programme will provide an annual technical progress report to PG on progress made at the global, regional and national levels that will be reviewed within an annual meeting. The PG will meet as needed, at least once a year. The exact number of meetings per year will depend on the agreed workload for the PSC and the most appropriate timing for consideration of specific matters.

5.1.3 GPSL3 Management Team (ILO)

The GPSL3 will be managed by a lean team, based in the Skills and Employability Branch in headquarters, composed of four professional staff under the responsibility of a Head of Operations, as well as project managers in the targeted countries who will directly manage country components. Additional staff will be recruited, whenever the current staff structure at country level is insufficient to deliver the proposed interventions. Staff will be responsible for implementation of the Programme and the achievement of its objectives.

The team also relies on:

- the technical expertise of SKILLS Specialists in each region;
- technical and coordination support from other members of ILO regional and sub-regional Decent Work Teams of Specialists; and
- programme, financial and administrative support from the regional sub-regional and country offices.

5.2 Monitoring & evaluation

The GPSL3 is committed to an evidence-based approach to implementation and policy influencing. At the same time, monitoring and evaluation is taken as an empowerment opportunity for recipients and beneficiaries, allowing them to oversee the progress of the interventions, measure results and provide strategic insights on areas that need improvements. This is particularly true for representatives of vulnerable communities such as Women's Groups and Disabled Persons' Organizations, who will provide feedback on how to make interventions more inclusive.

The programme monitoring will be based on a performance plan derived from the results framework and incorporating standard global indicators at the output and outcome levels. Country level interventions will also have their own performance plans, with indicators reflecting those of the global performance plans and country specific ones. Findings will be used to inform the programme's capacity building strategy and progress reports. The GPSL3 team will convene virtually on a quarterly basis in order to review monitoring data. Analysis will be used to update work plans and take necessary decisions to adjust the project strategy.

- **Inception phase**

The project will have a six month inception phase, during which: (a) the initial available resources will be matched with priorities highlighted by the PSC; (b) evolving situations and risks in the targeted countries will be reassessed and coping mechanisms designed; and (c) the logical framework, the indicators and M&E tools will be finalised, jointly with an independent evaluability assessment – for approval by the PSC.

- **Systematic measure of results and impact**

All country level services will be followed by tracer surveys with the ILO Service Tracker, three and six months after graduation/end of services, in collaboration with implementing partners, to measure satisfaction of

the beneficiary with services, and progress in terms of their employment status. It will be compared to employment levels within the country, within specific sectors, and for specific populations. At the same time, whenever possible randomised control trials or other innovative research methods will measure the net impact of the targeted interventions. There will also be a close monitoring of impact in terms of systems change (changes in regulatory framework, policies, institutional changes, processes and workflows for greater efficiency), and institutional capacity (either training providers or other TVET related institutions delivering on their mandates). One of the staff in HQ will work entirely on Monitoring and Evaluation.

■ **Programme Evaluation**

The ILO Evaluation Policy positions evaluations as learning and accountability exercises. It follows the OECD/DAC standards in defining the scope of the evaluations. In particular, the GPSL3 will undertake a mid-term evaluation in September 2024, and a final evaluation in March 2027, which will specifically focus on whether it achieved its target objectives, reached the indicators' targets, and made significant changes in the lives of beneficiaries, in the effectiveness and inclusiveness of partner institutions and organizations' operations, and sustainably impacted skills development market systems. In addition, after discussions within the PAC, thematic evaluations may be carried out to generate strategic analysis on a specific subject.

5.3 GPSL3 as One ILO Programme

■ **Technical teams in HQ**

The Global Programme relies on the technical expertise of the four SKILLS technical teams in HQ: (1) on skills anticipation and matching, and skills for green transition; (2) on skills governance, policies and finance, career guidance and digitalisation; (3) on inclusive skills training including RPL; and (4) on apprenticeship and work-based learning. The Global Programme will also make the most of expertise from other departments, particularly on gender mainstreaming, green jobs, and on social protection in order to ensure Skills Development activities are embedded in a comprehensive framework of ILO interventions for a human-centred COVID-19 recovery, and for a just green transition.

■ **Global Technical Team on employment**

The ILO established Global Technical Teams (GTTs) to enhance the relevance and technical quality of ILO work as well as the ability to "deliver as one". GTT Employment engages technical staff in the current policy debates at the global level. The meetings and other exchanges of the GTT Employment also provide opportunities for cross-fertilization of resources and expertise, to develop the knowledge and update the skills of technical staff, to strengthen teamwork in order to collectively achieve the Programme and Budget outcomes 3 and 5.

■ **Decent Work Teams at regional and sub-regional level**

The primary objective of a Decent Work Team (DWT) is to provide technical support to the work of ILO Country Offices in assisting governments, employers' and workers' organizations in their efforts to promote decent work. This technical support covers a wide range of specific subjects within the four core areas of ILO's mandate: promoting rights at work, encouraging decent and productive employment, enhancing social protection, and strengthening social dialogue. The Global Programme benefits from and provides support to the DWT SKILLS specialists and other Specialists on gender aspects, social dialogue, occupational safety and health, migration, and for linkages with employment and social protection policies, among other subjects.

■ **Country teams**

The teams at the country level are in direct contact with national constituents and stakeholders. They provide technical support to constituents on all the areas related to the social justice and decent work mandate. They coordinate the ILO's response and support to national needs and priorities, within integrated Decent Work Country Programmes, and provide administrative and programmatic support to project interventions. The GPSL3 works closely with the country teams in all target countries.

- **The International Training Centre of the ILO (ITCILO)**

The ITCILO is the training arm of the International Labour Organization. The ITCILO has been at the forefront of learning and training for almost 60 years. The Turin Centre organizes strategic partnerships and hosts training courses to stimulate job creation, fair policies, and resilient labour markets. The GPSL3 works closely with the ITCILO for delivering capacity building to ILO constituents in areas related to skills development and lifelong learning.

- **The Inter-American Centre for Knowledge Development in Vocational Training (ILO/Cinterfor)**

ILO/Cinterfor, based in Uruguay, provides technical services and facilitates peer to peer exchange for ILO's constituents in Latin America and the Caribbean, Spain and Cape Verde, in the field of vocational training and the development of human resources. It works at the core of a knowledge management network of entities related to TVET. The GPSL3 works with ILO/Cinterfor to exchange technical knowledge, but also to jointly implement interventions, especially those using a South-South approach to knowledge exchange and peer support, as well as direct interventions in the Latin American and Caribbean region.

- **ILO Business Innovation Unit**

The BIU provides expertise supporting staff and managers to continuously improve the way they work through a focus on innovation and change management, strategic problem solving and team development. The BIU uses its in-depth knowledge of the ILO and takes a people-centred approach to identifying and shaping change in processes, strategies and team dynamics. The GPSL3 has been collaborating with the BIU in different areas including the organization and facilitation of internal meetings to define strategies mainly in the area of innovation management. The BIU has also been promoting the GPSL3 Skills Innovation Facility to the ILO as a whole.

5.4 Knowledge management

The Global Programme will have a strong knowledge management component, involving recipients and beneficiaries in the documentation of what works, in order to facilitate feedback, proposing changes and upscaling successful approaches. In particular, organizations of marginalised beneficiaries (women, persons with disabilities, other vulnerable groups) will not only contribute to designing interventions but also participating in the evaluation of results. The employment status of all beneficiaries will be systematically monitored three and six months after graduation/end of service, through the ILO Service Tracker, so that evidence is generated, not only in terms of services provided, but of employment outcomes. Additional specific surveys will also be sent through the Service Tracker to recipients to assert whether they are using their new competencies. Additional research will be carried out: (a) to support a global estimate of skills gap; (b) to provide an estimate of financing required for lifelong learning; and (c) to ascertain the net impact of the interventions.

One of the tools the GPSL3 uses for knowledge management purposes is the ILO's Global Knowledge Sharing Platform on Skills and Lifelong Learning (KSP), which is a key communication tool creating a direct feedback loop from users of ILO products and services. All publications will be stored on the KSP. Other GPSL3 internal reports will also be stored there, on a password protected page, that the GPSL3 donors and partners will be able to access. The KSP will:

- increase visibility of the Global Programme (in the form of articles, blogs, among others) and country-level knowledge products, tools and innovations on skills development through curated country pages;
- increase opportunities for informal dialogue on a range of topical subjects, through formal e-discussions and webinars, discussion forums on key topics; and
- expand links with, and use of, social media platforms promoting dialogue and knowledge sharing on skills development.

The Global Programme will also manage a global repository of competency standards, curricula, training tools and tests to facilitate upscaling of proven training models.

5.5 Communication and visibility

Throughout the GPSL3 implementation, progress will be regularly documented, and results, lessons learned and good practices will be regularly compiled and shared with relevant stakeholders using different modalities adapted to the target audience.

To create strategic visibility, a coordinated approach will be used to communicate the GPSL3's significant results through various channels with the aim of strengthening the Programme's advocacy and impact among key stakeholders and raising awareness among beneficiaries and development partners. While each country will undertake their own distinct measures for communication and visibility, the GPSL3 will take the lead in aligning these messages and creating a unique voice to present them as a "global effort" in advancing skills development and lifelong learning for all.

A strong and consistent brand identity, reflecting and supporting the mission and values of the Programme, will set the tone for a consistent messaging across all communication products, such as documents, videos, infographics, and social media posts, among others. The contribution made by funding partners will be acknowledged in all key documents produced by the GPSL3. Communication messaging and content will always focus on the changes and improvements resulting from the Programme's actions in target countries. Women and men (beneficiaries) will be put at the centre, with stories about people, by people, for people.

A comprehensive communication plan and a social media strategy will guide the work of the GPSL3. Five key audiences are identified as groups who are targeted globally and at the local level with relevant content: Constituents, development partners, the public, ILO staff, and the multilateral system. While these audiences will be given particular attention, other audiences will also be a priority for different events, campaigns and content. Communication activities will be implemented in collaboration with the Communication Department of the ILO (DCOMM) and relevant ILO Regional and Country Communication Officers to target these audiences in local languages and seek to strengthen the offer and broaden the audience reach.

The GPSL3 communication strategy focuses on:

- ▶ Promoting the Programme's information, knowledge and results to key audiences in order to help strengthen the influence and the effectiveness of its advocacy for advancing skills development and lifelong learning for all;
- ▶ Supporting ILO field offices to strengthen national, regional and global knowledge-sharing on how skills development can support productivity, competitiveness and growth through improving livelihoods and equal access to decent work;
- ▶ Enhancing existing and developing new partnerships with appropriate organizations, networks and individuals to help amplify the Programme's messages and engage new audiences.

To achieve this, the Programme will:

- ▶ Use innovative tools, such as animated videos, online tutorials, virtual meetings, podcasts, infographics, among others, to disseminate knowledge generated at global and country levels;
- ▶ Strengthen existing communication channels, including ILO Skills public website and social media. The ILO Skills social media accounts and Newsletter currently reach over 10,000 stakeholders. These functions will be consolidated and continue to grow. The selection and engagement of advocates with large social following will be used where appropriate to help amplify the Programme's messages to a larger audience;
- ▶ Develop branding guidelines and provide assistance and training to Country teams to ensure consistent use of the Programme's branding;
- ▶ Establish and coordinate a network of global and local communication officers to improve internal information sharing and collaboration;
- ▶ Establish and lead Communities of Practice (CoPs) on major skills-related topics, e.g. digitalization, innovation;

- ▶ Develop annual Global Skills Results Books presenting the Programme’s significant results and stories told by beneficiaries and Constituents;
- ▶ Organize and facilitate high-level global and regional events bringing Constituents, experts, funding partners and other partners to discuss key aspects of skills development and lifelong learning bringing.

5.6 Sustainability

Effective development cooperation is one of the major means of action of the ILO to make skills systems work, with strong institutions and programmes that are impactful in the lives of individuals. It allows to demonstrate the relevance of the approaches promoted and builds a critical mass of activities for greater influence in policymaking. However, sustainable change requires long term involvement in the countries, and the initial six years of the Global Programme will allow to further deepen systemic changes in the target countries for more sustainable results. This long term approach will allow for greater ownership of the interventions by the constituents; it will improve governance and management arrangements, institutional capacity, and accountability for results. The global programme will also allow for improved knowledge management, enhanced documentation of lessons learned of the long term impact of interventions, to provide better evidences for policy making.

The Programme will work closely with tripartite constituents and other key stakeholders to nurture strong ownership of interventions and achievements. The sustainability of the programme will be fostered through the participation of key stakeholders, including governmental actors, employers’ and workers’ organizations, private employment agencies, civil society organizations, funding partners as well as beneficiaries. The role of the GPSL3 is to facilitate the change, with the right set of incentives for all stakeholders, rather than creating the change by itself. This will be brought forward with adaptive management, reacting to changes in the country level environment, and making the most of opportunities that appear.

For instance, the fine-tuning of the programme’s interventions and targets at the country level will be done in close consultation with national stakeholders to ensure engagement and ownership. Partners will be actively engaged in the design, production and delivery of the programme’s tools and outputs. Extensive consultation with government and social partners at all stages at all stages of design, implementation and evaluation of activities, will strengthen commitment and accountability to the changes fostered by the GPSL3.

In addition, the GPSL3 will apply several approaches to increase the sustainability of the systemic change it is promoting:

- The Programme will tackle aspects related to Skills Development Financing, and strive to diversify sources of funding, increase and stabilise financing levels for lifelong learning.
- The Programme will also work to establish the required legal and policy framework for the changes it promotes to be institutionalised, in order for the right regulatory incentives to sustain the change promoted by the Global Programme.
- The capacity building the GPSL3 will provide will be in line with the mandate of trained organizations and the job description of the participants. Whenever possible, the certification delivered for this capacity building will happen after the participants have demonstrated the use of new competencies within their own work environment.

Also, the GPSL3 will strive to establish systems: (a) for direct beneficiaries to benefit from services for each of their transitions to, and within (the labour market) in order for them to move smoothly to new jobs and between jobs; (b) for enterprises to access the talent required to support their productivity and competitiveness and; (c) for systematic greening of TVET activities and the promotion of green jobs. An exit

strategy for each component of the programme will be proactively designed in consultation with all the key relevant stakeholders, including funding partners.

6. Budget

An estimated US\$ 492 million for the next six years (US\$82 million annual budget) is the total investment required to deliver ILO support to the 61 target countries. However, taking into account the resources currently available through ILO Budget allocated to Outcome 5 (totalling US\$126 million) and Development Cooperation projects (totalling US\$86 million²³), there is a **funding gap of US\$280 million** (an annual investment of US\$47 million) to service Member States' demands on skills and lifelong learning for the next six years. This includes the costs for administration and support, together with management, monitoring, and evaluation of the interventions.

More than 80 per cent of the total budget will be spent on the country level outcomes. The programme duration is set to six years with a view towards allowing sufficient time for the Programme to lay solid foundations for demonstrating sustainable impacts at the country level, while maintaining enough flexibility to revisit the theory of change. Results in some countries will be achieved earlier than others. The end date of the Programme will depend on the level of ambition of future ILO Programme and Budget priorities and the results achieved in this initial period of six years.

Structured Funding Dialogues (SFDs) will be organized on a yearly basis at the global level and within targeted countries in order to identify how new resources can be mobilized, pooled, coordinated and managed in the most efficient way. These meetings will come in addition to the ones of the Partner Group (PG). The mobilization of funding will be key in responding to the needs of constituents at the country level and supporting knowledge generation in key thematic areas.

The table below provides a programme estimated budget at the outcome level. For more detailed budget estimates per intermediate outcome, see Annex B.

► **Table 5: Estimated programme budget 2022-27, Distribution by Outcome**

Programme outcomes		Investments
Country level	Outcome 1: More timely, accurate and forward-looking identification of current skills mismatches and anticipation of future skills needs	US\$64,345,888
	Outcome 2: Enhanced participatory process for government, employers and workers to improve policies, governance and financing arrangements	US\$40,009,851
	Outcome 3: More individuals, especially vulnerable groups, can access and benefit from innovative, flexible and inclusive lifelong learning options, encompassing work-based learning and quality apprenticeships	US\$239,746,676
	Outcome 4: Improved Digital skills, Digitalization of TVET and other knowledge and capacities to establish effective skills and lifelong learning	US\$78,738,547
Global level	Outcome 5 : Enhanced global knowledge base, innovation, partnerships and capacity building to empower constituents to tackle contemporary skills challenges	US\$46,829,416
Subtotal		US\$469,670,378
	Management cost	US\$1,680,000
	Monitoring and Evaluation	US\$20,781,875
	Total programme budget	US\$492,132,253

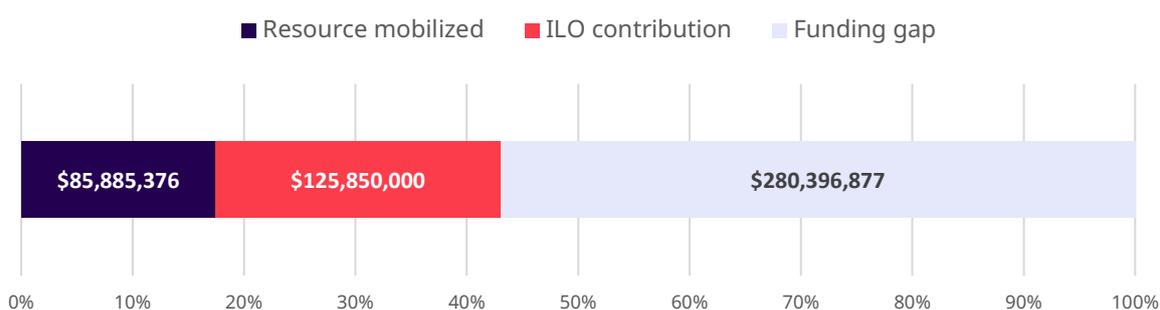
²³ US\$52 million is available from the on-going projects. US\$34 million is in pipeline and ready for approval.

	ILO contribution	US\$125,850,000
	Funding partners' contribution (already mobilised)	US\$85,885,376
Funding gap		US\$280,396,877

► **Figure 2: Estimated programme budget 2022–27, distribution by country level and global outcomes**



► **Figure 3: Estimated programme budget 2022–27, sources of funding and funding gap**



6.1 Options for financial support to the Programme

To implement this programme, the ILO proposes several options for partners to channel support, in line with their priorities and requirements while seeking efficiencies and economies of scale. Funding options are based on the understanding that individual contributions support a relevant share of overall programme management, which will ensure overall work-planning and management, monitoring, reporting and evaluation, engagement with constituents and partners, effective communication and outreach.

6.1.1 Flexible and pooled funding for the programme – ILO’s preferred option

Funding partners contributions are made in support of the overall programme and are co-mingled with other contributions. Partners providing such funding will in essence support all the outcomes of the programme, as agreed in annual workplans. Decisions regarding the allocation of pooled funds will be defined by the ILO and the Partner Group (PG). Only partners whose contributions are channelled through the pooled funding modality within the PG will have the opportunity to indicate collectively the key priorities for fund allocation. There are several benefits of such flexible funding both for the contributing partner as well as for the ILO. In particular, the pooled funding modality:

- increases opportunities for creating policy coherence across multilateral platforms and throughout multi-stakeholder partnerships;
- provides greater ability to leverage resources from within and beyond the ILO for a human-centred COVID-19 recovery;
- increases the impact and sustainability of individual contributions through joint efforts and long-term engagement;
- provides increased opportunities for engagement with multiple funding partners, programme countries and ILO constituents on the ILO's work in a specific policy area;
- allows flexibility for the ILO in allocating resources to national priorities and emerging needs;
- enables strategic shift from a constellation of projects to a cohesive programme with one governance set-up;
- increases efficiency in management, technical assistance and ILO service delivery at the country level; and
- provides better opportunities for learning and knowledge sharing due to the large number of countries and scope of thematic areas covered.

Partners will also have the opportunity to decide jointly annual priorities for the overall programme through their membership in the PG. These funding partners will receive common annual progress and financial reports from the overall programme, and participate in a common (joint) evaluation. Their contributions will also be the subject of a joint communication plan.

6.1.2 Earmarked Contributions

A funding partner can also contribute to the Global Programme with targeted contributions for specific countries and/or priority themes. This earmarked funding modality has different specificities in terms of progress, financial reporting, and possibly also for evaluations. This participation does not allow input into the decisions regarding the overall priorities of the GPSL3 pooled funding to which the partner would not have contributed.

6.2 In-kind and non-financial support, including human resources

There are a range of ways partners can provide in-kind support to the programme, for instance, adding human resource capacity:

- ▶ Funding partners can decide to support a specific **Junior Professional Officer (JPO)** position in the GPSL3. There are a range of profiles both in countries and at global level. These are entry-level positions in the ILO funding typically for a period of 2–3 years.
- ▶ Partners may contribute staff with experience in skills development. These can be in the form of **secondments, loans or transfers**. Such contributions can strengthen the links between the ILO and the partner, they give ILO access to expertise and networks, and they can further synergies between the programmes of the partner and the ILO.
- ▶ Funding Partners can also contribute **technical expertise and advice** as part of any of the GPSL3 interventions, relying on the strength of the national institutions. The GPSL3 will strive to make the most of national expertise available and facilitate direct exchange with recipient countries.

6.3 Technical partnership & Joint projects

The Global Programme welcomes opportunities to collaborate with development partners, and in particular, UN agencies for joint projects and other technical partnerships, such as joint research, knowledge sharing and South-South & Triangular cooperation (SSTC) initiatives.

7. Annexes

Annex A: Results framework & GPSL3 beneficiaries

Global Programme on Skills and Lifelong learning							
<i>Impact: Women, men, enterprises and communities are empowered to participate and benefit from high-quality market-relevant inclusive lifelong learning, that enables (a) individual transitions to and between decent jobs; (b) productivity and competitiveness of enterprises in a fast evolving environment; (c) green and digital transitions, and (d) inclusive and peaceful societies.</i>							
Intermediate Outcomes	Number of countries	Recipients		Direct Beneficiaries	Indirect Beneficiaries	Ultimate Beneficiaries	Targeted Countries (TBC)
		Institutions	Persons				
Outcome 1: More timely, accurate and forward-looking identification of current skills mismatches and anticipation of future skills needs							
Intermediate Outcome 1.1: Skills needs anticipation capacities and institutionalized mechanisms strengthened	40	400	4,000	N/A	N/A	614,659,930	Algeria, Burkina Faso, Central African Republic, Côte d'Ivoire, Eswatini, Gabon, Malawi, Mauritania, Morocco, Seychelles, Somalia, South Africa, Tanzania, Tunisia, Zambia, India, Indonesia, Lao PDR, Thailand, Brazil, Colombia, Dominican Republic, El Salvador, Panama, Paraguay, Peru, Bosnia and Herzegovina, Democratic Republic of Congo, Ethiopia, Equatorial

							Guinea, Ghana, Kenya, Senegal, Kyrgyzstan, Cambodia, Philippines, Pakistan, Myanmar, Nepal, Uruguay
Outcome 2: Enhanced participatory process for government, employers and workers to improve policies, governance and financing arrangements							
Intermediate Outcome 2.1: National skills and lifelong learning strategies strengthened	13	260	2,600	N/A	N/A	142,990,832	Burkina Faso, Democratic Republic of the Congo, Egypt, Malawi, Sudan, Zimbabwe, Bangladesh, Lao PDR, Indonesia, Viet Nam, Yemen, Kyrgyzstan, Tajikistan
Intermediate Outcome 2.2: Tripartite skills governance improved	21	420	4,200	N/A	N/A	225,095,889	Ethiopia, Democratic Republic of the Congo, Ghana, Kenya, South Africa, Zambia, Bangladesh, Cambodia, Indonesia, Malaysia, Myanmar, Nepal, Philippines, Thailand, Viet Nam, Jordan, Lebanon, Haiti, Panama, Peru, Tajikistan
Outcome 3: More individuals, especially vulnerable groups, can access and benefit from innovative, flexible and inclusive lifelong learning options, encompassing work-based learning and quality apprenticeships							
Intermediate Outcome 3.1: Inclusive and labour market relevant skills programmes in place	23	1,150	11,500	276,000	1,380,000	467,694,445	Central African Republic, Côte d'Ivoire, Egypt, Ethiopia, Ghana, Madagascar, Senegal, Somalia, Sudan, Tanzania, Zambia, Zimbabwe, Bangladesh, India, Philippines, Lebanon, Syrian Arab Republic, Yemen, Brazil, Costa Rica, Haiti, Panama, Turkey
Intermediate Outcome 3.2: Work-Based Learning and apprenticeships enhanced	21	1,050	10,500	126,000	630,000	512,024,663	Ethiopia, Gabon, Ghana, Kenya, Malawi, Mauritania, South Africa, Tanzania, Tunisia, Uganda, Bangladesh, Cambodia, China, Indonesia, Nepal, Thailand, Jordan, Syrian Arab Republic, Brazil, Panama, Turkey

Intermediate Outcome 3.3: Skills and qualifications recognition enhanced	12	600	6,000	108,000	540,000	116,503,645	Central African Republic, Equatorial Guinea, Ethiopia, Gabon, Kenya, Malawi, Tanzania, Tunisia, Myanmar, Nepal, Pakistan, Jordan
Intermediate Outcome 3.4: Career guidance and counselling services in place	9	450	4,500	21,600	108,000	133,916,755	Algeria, Côte d'Ivoire, Democratic Republic of the Congo, Egypt, Equatorial Guinea, Tunisia, Viet Nam, Brazil, Turkey
Outcome 4: Improved Digital skills, Digitalization of TVET and other knowledge and capacities to establish effective skills and lifelong learning.							
Intermediate Outcome 4.1: Digital skills and TVET digitalization spearheaded by TVET institutions	18	900	9,000	75,600	378,000	487,849,364	Côte d'Ivoire, Kenya, Senegal, South Africa, Bangladesh, Cambodia, India, Lao PDR, Indonesia, Nepal, Pakistan, Viet Nam, Jordan, Lebanon, Barbados, Colombia, Russian Federation, Ukraine
Intermediate Outcome 4.2: Capacity of TVET institutions and trainers improved	14	700	7,000	N/A	N/A	80,816,604	Central African Republic, Democratic Republic of the Congo, Mauritania, Morocco, Somalia, Sudan, Tunisia, Bangladesh, El Salvador, Mexico, Paraguay, Uruguay, Kyrgyzstan, Ukraine
Outcome 5: Enhanced global knowledge base, innovation, partnerships and capacity building to empower constituents to tackle contemporary skills challenges							
Intermediate Outcome 5.1: Global research and tools to support greater effectiveness of the Global Programme produced and implemented	N/A	N/A	N/A	N/A	N/A	N/A	Global
Total²⁴	61	5,930	59,300	607,200	3,036,000	2,781,552,125	

²⁴ The total presented here is the number of services for recipients and direct beneficiaries, but total number of ultimate beneficiaries (with no double counting, as each country is counted once).

Annex B: Estimated programme budget 2022–27, distribution by intermediate outcome

Programme outcomes	#	Programme interventions (Intermediate Outcomes)	Investment per country ²⁵	Number of countries	Investment per intervention
Country level	1	Strengthening skills needs anticipation capacities and institutions	US\$1,608,647	40	US\$64,345,888
	2	Strengthening national skills and lifelong learning strategies	US\$352,560	13	US\$4,583,280
	3	Improving tripartite skills governance and financing	US\$1,686,980	21	US\$35,426,571
	4	Putting in place inclusive and market relevant skills programmes	US\$5,890,690	23	US\$135,485,870
	5	Enhancing Work-Based Learning and apprenticeships	US\$2,574,947	21	US\$54,073,890
	6	Enhancing skills and qualifications recognition	US\$2,926,248	12	US\$35,114,976
	7	Supporting career guidance and counselling services	US\$1,674,660	9	US\$15,071,940
	8	Spearheading digital skills development and TVET digital transformation	US\$3,208,957	18	US\$57,761,227
	9	Improving capacity of TVET institutions and trainers	US\$1,498,380	14	US\$20,977,320
Global	10	Enhancing action research to produce high quality innovative global products	US\$46,829,416	N/A	US\$46,829,416
Sub-total				61	US\$469,670,378
Management cost (Global)					US\$1,680,000
Monitoring and Evaluation					US\$20,781,875
Total programme budget					US\$492,132,253
ILO's contribution					US\$125,850,000
Funding partners' contribution (already mobilized)					US\$85,885,376
Funding gap					US\$280,396,877

²⁵ The amount indicated includes operational cost and programme support income.