

Outcome 2: Skills development increases the employability of workers, the competitiveness of enterprises and the inclusiveness of growth.

Indicators	2014-15 targets	2014-15 results					
		Total No.	Africa	Americas	Arab States	Asia- Pacific	Europe-Central Asia
Indicator 2.1: Number of member States that, with ILO support, integrate skills development into sector or national development strategies.	17 member States	17 member States	Botswana Egypt Malawi Mozambique Tunisia United Republic of Tanzania	Anguilla Cuba Chile Guyana Haiti Saint Lucia		China India Indonesia Viet Nam	Armenia
Indicator 2.2: Number of member States that, with ILO support, make relevant training more readily accessible to rural communities.	7 member States	8 member States	Benin Madagascar Sudan Uganda Zimbabwe			Pakistan Philippines, Timor-Leste	
Indicator 2.3: Number of member States that, with ILO support, make relevant training more readily accessible to people with disabilities.	5 member States	5 member States	Ethiopia, Zambia			Bangladesh China Mongolia	
Indicator 2.4: Number of member States that, with ILO support, strengthen employment services to deliver on employment policy objectives.	6 member States	11 member States	Burkina Faso Comoros Cote d'Ivoire Mali Mauritania Senegal	Argentina Ecuador		Cambodia Lao People's Republic	Turkey
Indicator 2.5: Number of member States that, with ILO support, develop and implement integrated policies and programmes to promote productive employment and decent work for young women and men.	15 member States	23 member States	Cameroon Egypt Morocco Rwanda Somalia Togo Uganda United Republic of Tanzania Zambia	Brazil Ecuador Mexico Uruguay	Jordan Yemen	China Indonesia Papua New Guinea Samoa (Western) Sri Lanka	Cyprus former Yugoslav Republic of Macedonia Kazakhstan

How the strategy delivered on the 2 or 3 areas of focus identified in the programme and budget 2014-15

This Strategy focussed on improving the efficiency and impact of skills systems and easing the transition to work by young people by improving training and working conditions. Achievement of the objectives of this strategy was supported by work in the areas of skills policy advice, enhancing access to training by rural communities, making relevant training more available to persons with disabilities and strengthened employment services to support employment objectives. These interventions in skills development have helped constituents improve the productivity of their workforces, and enhanced inclusive employment growth and development.

How the strategy delivered support to constituents

Work during the biennium focussed on the integration of skills development into national employment, sector and development strategies, including establishment of tripartite advisory bodies to better link labour supply and demand. National and sector skills development plans were adopted and capacity building efforts were made to support implementation. Skills development programmes were designed and implemented to support these plans, including many designed principally for women and youth.

Work under Skills for Trade and Economic Diversification (STED) was undertaken with reports prepared on various sectors with employment growth potential. The significance of the STED approach lies in combining skills anticipation, social dialogue, trade and industrial approaches to help bridge skills mismatches in sectors with trade growth potential to boost productivity and decent employment.

The International Organization of Employers was assisted in establishing Apprenticeship Networks in Indonesia, Turkey and Spain.

The ILO's Training for Rural Economic Empowerment (TREE) was implemented in Benin, Burkina Faso and Zimbabwe with over 5,000 rural youth benefiting from this programme during the biennium, including those benefiting from the upgrading of informal apprenticeships. In all three countries, more than 300 national administrators were trained as trainers and facilitators to take over programme management following completion of the projects.

Of the 20 countries that registered results in policies and programmes to promote productive employment and decent work for youth, nearly all did on the basis of extensive tripartite discussions. For example, in the case of Uruguay, tripartite consultations have been the basis for promoting decent work for youth through the Youth Employment Act approved in 2013 and its regulatory decree in 2015.

The ILO provided support for youth employment across a range of projects and programmes. The Youth Employment Programme was active in 10 countries (Sudan, Zambia, Jordan, Burkina Faso, Morocco, Ecuador, Uruguay, Samoa, Sri Lanka, and Zimbabwe), supporting the implementation of the strategy of AC12, particularly regarding the development of integrated employment policies with youth employment as a priority, and the implementation of strategies and national programmes.

How the strategy contributed to addressing gender equality and non-discrimination

Gender concerns are mainstreamed at the country and regional level, and through global initiatives. Gender equality issues have featured prominently in Youth Employment Programme (YEP) products and tools, including guidelines and other publications. Many country-level activities integrated gender dimensions in support programmes and projects. Special attention was given to disadvantaged youth as well as to those in precarious and hazardous work. Addressing vulnerable youth groups, including those not in education, employment or training (NEETs) and young people with disabilities, is among the recommendations of the 2012 ILO Resolution “The youth employment crisis: A call for action”. This Resolution underlines the urgency for targeted action, provides a portfolio of policy options and promotes broad exchange of experiences and stronger partnerships at the national and international levels.

The ILO is helping to improve the efficiency and impact of skills systems in China, Ethiopia, Indonesia, Vietnam and Zambia to support the employment of people with disabilities. This includes reviewing a TVET accessibility audit for young people with disabilities in Indonesia and supporting consultations with constituents to provide inputs on the Vocational Education and Training law in Vietnam. The ILO helped prepare an inclusive National TVET Guide in Ethiopia, and a module on inclusive skills training for the national teacher training curriculum for vocational skills teachers in Zambia. The ILO worked closely with the Ethiopian Women with Disabilities National Association to enhance gender equality within its work on disability. The ILO also supported work at vocational and special schools in China by helping to develop the Chinese version of the ILO Handbook on supported employment.

Significant external partnerships that have helped in delivering the strategy

Technical support to G20 work streams on human resource development was provided, including development, in collaboration with the OECD, of an HRD Plan of Action for the Development Working Group (DWG) and a Multi-Year Framework for Policy Coherence in HRD between the DWG and Employment Working Group.

ILO continued its work with the Inter-Agency Group on Technical and Vocational Education, including support to the G20 DWG, in collaboration with UNESCO, on development of case studies and a background paper regarding inter-ministerial coordination is promoting skills development.

ILO is collaborating with the WTO on research into skills and trade, with a joint paper prepared for presentation to the G20.

The International Organization of Employers was assisted in establishing Apprenticeship Networks in Indonesia, Turkey and Spain.

Significant outputs

Knowledge generation and management	<ul style="list-style-type: none">• The Knowledge Sharing Platform on skills development was refined. This Platform contains case studies, publications and advisory notes on a range skills issues, with more than 13000 knowledge products and more than 30 thousand overall visits, significant evidence of the Platform’s outreach to the global community.• Policy Briefs on Rural Employment and Development, Skills Anticipation, Quality Apprenticeships, the Gender Divide in Skills Development and Skills Development for the Greening of LDCs were prepared.• Based on school-to-work-transition surveys conducted in 22 countries in 2014-15, research on labour market transition of young women and men was undertaken in 15 countries. In addition, three regional reports (Africa, Asia and Europe) and three thematic reports (youth and
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	<p>informality, education and rural development) were prepared.</p> <ul style="list-style-type: none"> • Notes on Public Employment Services in 10 Latin American countries and Germany were prepared. The notes were published online in English and Spanish covering main trends and innovations in provision of employment services and activation strategies, active labour market policies, gender mainstreaming and regulation of private employment agencies. • A book was published entitled “<i>Service public d’emploi en Afrique francophone: les défis et enjeux de leur modernisation</i>” to serve as a resource guide for development of public employment services in Francophone Africa.
Upstream policy advice	<ul style="list-style-type: none"> • To improve policy coherence, skills strategies in South Africa were integrated into the National Development Plan and UNDAF. This has improved the visibility, and has shown the importance of, skills to overall employment and development plans. The ILO provided technical advisory services and capacity building to key government departments such as the Department for Higher Education and Training as well as the Human Resources Development Council, the National Skills Authority, and the South African Qualification Authority in developing effective strategies for the labour market information system, the national qualification framework and the apprenticeship system. Technical advisory services were also provided on the Recognition of Prior Learning, an important intervention to promote the transition to formality. • Policy advice on youth employment has been provided to meet country level demands. In addition, The HLCP initiative “Global Initiative on Decent Jobs for youth” (including 19 UN Agencies) has components on policy advice on youth employment and was approved by the HLCP in October 2015.
Capacity development	<ul style="list-style-type: none"> • ITC Skills Academies were held in 2014 and 2015. These ITC Academies, as well as those on management of vocational training institutions, youth, persons with disabilities, employment services and rural populations have all contributed to the enhanced knowledge base of ILO constituents in the application of skills strategies for improved productivity and inclusive employment growth. • The ILO is in the process of helping to establish national business and disability networks in Ethiopia and Zambia, and local business and disability networks (in Chongqing, Dalian, Beijing, Wuhan and Shanghai) in China with the assistance of the Global Business and Disability Network. • <i>A Facilitators’ Guide on Employment Services</i> was developed and published online. The guide is intended for use internally within the ILO when organising training for constituents including private and non-governmental employment service providers.
Strategic normative support	<ul style="list-style-type: none"> • The recommendations of the ILO Resolution “The youth employment crisis: A call for action” have guided the provision of technical and advisory support, as described above.