

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

Table 1: Summary of results by indicator and by typology

Indicators	Target	Results					
		Total No.	Policies and strategies	Programmes	Regulatory/Legal framework	Capacity development	
						<i>Institutional capacity</i>	<i>Data collection and analysis</i>
2.1 Number of member States that, with ILO support, integrate skills development into sector or national development strategies	14 member States, of which 3 in Africa,	12 member States, of which 4 in Africa, 3 in Asia, 3 in Americas, 2 in Europe	Malawi, South Sudan South Africa, United Republic of Tanzania Bangladesh, Cambodia, India Argentina , Cuba Guyana Albania, Turkey	South Sudan	India	Malawi, South Africa, United Republic of Tanzania, Bangladesh, Argentina, Cuba, Guyana Albania, Turkey	South Sudan, Cambodia, India
2.2 Number of member States that, with ILO support, make relevant training more readily accessible in rural communities	6 member States, of which 5 in Africa	7 member States, of which 4 in Africa, 3 in Asia	Benin, Burkina Faso, Liberia, Zimbabwe Sri-Lanka, Timor-Leste	Benin, Burkina Faso, Liberia, Zimbabwe Mongolia, Sri-Lanka Timor-Leste		Benin Burkina Faso, Liberia, Zimbabwe, Mongolia, Sri-Lanka, Timor-Leste	Timor-Leste
2.3 Number of member States that, with ILO support, make relevant training more readily accessible to people with disabilities	8 member States, of which 4 in Africa,	3 member States, of which 1 in Africa, 2 in Americas	Zambia, Bermuda Saint Lucia	Zambia	Zambia	Bermuda, Saint Lucia	
2.4 Number of member States that, with ILO support, strengthen employment services to deliver on employment policy objectives	7 member States, of which 2 in Africa,	8 member States, of which 1 in Africa, 1 in Arab States, 1 in Asia, 2 in Americas, 3 in Europe	Egypt , Lebanon, Lao PDR, Chile, Peru, Albania Kazakhstan, Turkey,	Egypt, Lebanon	Lebanon	Egypt, Lebanon, Lao PDR Chile, Peru, Albania, Kazakstan,	Lebanon
2.5 Number of member States that, with ILO support, develop and implement	13 member States, of which 3 in Africa	15 member States, of which 4 in Africa, 1 in Arab States, 2	Zambia, Jordan, Indonesia, Philippines,	Comoros, Malawi, Jordan, Indonesia, Philippines,	Paraguay	Comoros, Malawi, Uganda, Zambia, Jordan	Malawi, Uganda, Zambia, Jordan, FYR

integrated policies and programmes to promote productive employment and decent work for young women and men		in Asia, 2 in Europe, 6 in Americas	FYR Macedonia, Ecuador, El Salvador Nicaragua, Peru	Russian Federation, Brazil, Ecuador, El Salvador, Nicaragua, Paraguay, Peru		Indonesia, Philippines, Russian Federation, Brazil, El Salvador, Nicaragua, Paraguay, Peru	Macedonia, Russian Federation, Brazil, El Salvador, Peru
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Table 2: ILO results chain: Country examples

Country	ILO contribution (outputs delivered by the Office)	Results (action taken by the country)	Gender-specific
<i>Bangladesh</i>	<ul style="list-style-type: none"> • Technical support was provided to the National Skills Development Council (NSDC) and to its Executive Committee and Secretariat in the areas of planning, systems development and operationalization, gender mainstreaming, and disability inclusion to implement the National Skills Development Policy (NSDP). Advocacy and communication also increased the visibility of the NSDC. • ILO leadership in supporting the development and implementation of the NSDP through partnership with the EC has led to inter-agency support and coordination with the Governments of Switzerland and Canada and through public-private partnerships. • Tripartite industry skills councils, and the Centre of Excellence in the leather industry, were strengthened through economic analysis, study tours, curriculum development and support for apprenticeships. • The National Statistics Office received financial and technical support to improve labour market information collection and reporting capacity on skills acquisition and use (in partnership with the Government of Switzerland and the MasterCard Foundation. Government agencies, training institutions and social partners participated in the development of employers' surveys and school-to-work transition surveys, and vetting of their findings • Coordination among international organizations to share lessons and avoid duplication of efforts is supported through the pilot country work under the G20 Development Working Group's support for human resources development. 	<p>The NSDC and its Executive Committee became more fully operational in 2013, as evidenced by increased Government financing of the Secretariat. This has contributed to the implementation of the NSDP, adopted in 2011. The NSDP is being promoted through the national strategy for promotion of gender equality in TVET, by including targets on TVET in the Government document on the post-2015 development agenda, and through the Government's preparation of the National Strategy for Disability Inclusion in Skills Development. Tripartite industry skills councils are being formed in additional sectors based on the demonstrated results in productivity and employment in initial pilot sectors.</p>	*
<i>The former Yugoslav Republic of Macedonia</i>	<ul style="list-style-type: none"> • A national school-to-work transition survey implemented by the Office in partnership with the National Statistical Institute; • An in-depth review of the youth labour market with an assessment of policies and programmes for youth employment, and the formulation of implications for policy reforms conducted by the ILO and finalized with the inputs of tripartite constituents; • A capacity-building workshop conducted by the Office and the Turin Centre on the development of a national action plan for youth employment: This event included 20 participants (9 men and 11 women) in representation of six government institutions and the social partners. • Advisory services delivered to tripartite constituents during the drafting of the national action plan. • Awareness-raising and policy dialogue on decent work for youth implemented through a series of events that involved more than 100 participants: i) national tripartite workshop for the validation of the results of the school-to-work transition survey, ii) tripartite event for the discussion of policy recommendations to be included in the national action plan, and iii) national conference for the launch of the national action plan. Another tripartite event was conducted in October 2013 to assess the status of implementation and re- 	<p>In October 2012, the government and the social partners adopted a four-year National Action Plan on Youth Employment.</p> <p>The objectives of the Plan aim to: (i) support the labour market inclusion of disadvantaged youth by improving targeting and expanding financing of labour market policies; (ii) enhance the employability of young people, (iii) foster the creation of jobs for youth through private sector development, and (iv) strengthen the governance of the youth labour market.</p> <p>The Action Plan envisages reaching 135,000 young women and men (i.e. 28 per cent of the total population of young people in the country). The total cost is estimated at €28.2 million, 90 per cent of which comes from funds available in the country.</p>	

	design a set of performance indicators of the national action plan.		
Zimbabwe	<ul style="list-style-type: none"> • The ILO undertook assessments in five districts to identify economically viable trades and economic opportunities and conducted skills gaps analyses. • With support from the Government of Denmark, the ILO provided technical support to train and build up the capacities of 12 vocational training centres in rural areas to adapt the Training for Rural Economic Empowerment (TREE) methodology into their training curricula. • Reports on the employment impact of pilot TREE projects were presented to inter-ministerial stakeholders. 	In April 2013 the Government of Zimbabwe adopted the ILO TREE methodology as a broad-based national youth economic empowerment programme. It is investing substantial government financial resources in this effort and requested ILO support to roll out the programme country-wide.	

Lessons learned (maximum 200 words)

Building up capacity to implement national skills development policies or undertake wide-scale reforms requires partnerships that span several biennia and national planning cycles: to improve professional effectiveness of inter-ministerial and tripartite coordination mechanisms, tripartite industry skills councils, labour market information systems, and training providers. Attention to this scale of institutional capacity-building, combined with monitoring and publicizing results, attracts additional partners from the private sector and the development community which in turn sustains a results-oriented system of coherent support.

Systematic collection of data and analysis of the school-to-work transition was instrumental to formulate evidence-based youth employment policies, while sharing knowledge on what works for youth employment helped improve the design of youth employment programmes.

Analysis of the evidence of lower youth unemployment in countries with quality apprenticeship systems reveals the importance of effective social dialogue, especially through industry skills councils. A joint understanding issued by the Labour 20 and Business 20 (June 2013) recognized the shared responsibility of governments, employers and trade unions in making apprenticeships work.

Constituents are helping persons with disabilities gain access to training and employment by including disability in many areas of work. The success of the Disability Inclusion strategy is evident in that targeting persons with disability is mentioned in 73 CPOs: Employment (42), Social Protection (21), Standards (5), and Social Dialogue (2) as well as Skills and Employability (3).

Inter-agency coordination is most effective when focused on producing joint products that draw from each agency's area of expertise and can then be applied more widely. Cooperation with European training agencies and the Inter-Agency Group on TVET produced a set of skills indicators, policy recommendations for greening skills development, and skills anticipation guides.

Table 3: Summary of most significant outputs by typology

Knowledge generation and dissemination	<ul style="list-style-type: none"> • Two issues of the Global Employment Trends for Youth launched in 2012 and 2013 • The Global Public-Private Knowledge Sharing Platform on Skills for Employment, launched in June 2013, shares information from governments, employers' organisations, trade unions, other agencies and academic institutions on what works to link skills development to productive and decent work. The Governing Body agreed to the strategy for the Global KSP in March 2012 and the G20 Development Working Group accepted it as the knowledge-sharing platform on human resources development at its May 2013 meeting in Moscow http://www.skillsforemployment.org. • Series of practical guides and checklists for constituents to use to anticipate skill needs produced: employers' skills surveys, industry sector approaches, quantitative forecasting techniques and qualitative scenarios at the macroeconomic level, and the role of employment services in skills anticipation and matching. These emphasize the importance of effective social dialogue and of robust labour market information systems in avoiding skills mismatch. • Two Skills Academies delivered by ILO/ITC (October 2012, November 2013) attended by participants from over 40 countries and staff of other agencies' skills development projects. • Two G20 knowledge-sharing workshops at ILO/ITC on skills indicators (March 2012, in collaboration with the OECD) and financing skills development (December 2012) • Joint ILO/World Bank review of international good practices on apprenticeships from 11 countries and joint ILO/World Bank paper to recommend options for future development of Indian apprenticeship system
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	<ul style="list-style-type: none"> • A review of experience in 10 countries implementing training programmes in response to recession, examining in particular the role of Public Employment Services in implementing and monitoring training programmes; carried out as part of the follow-up to the Global Jobs Pact. • Analytical case studies produced on extending apprenticeships in small enterprises and on the returns to investment in apprenticeship
Policy advice and technical services	<ul style="list-style-type: none"> • Advisory services on the formulation and implementation of integrated policies, programmes and national action plans for youth employment provided to 15 member States • Technical support provided to 15 countries on the implementation of UN joint programmes on youth employment and migration and to 28 countries on the design and implementation of school-to-work transition surveys. • Advisory services provided on the design and implementation of skills development policies, including indicators and monitoring systems and capacities of public employment services to 22 member States, with direct beneficiaries totalling at least 60 institutions among employers' organizations, workers' organizations, ministries and public employment services • Capacity building on labour market inclusion of persons with disabilities and related legislation provided to 70 constituents from 16 countries • Advisory services to senior policy officials culminated in the endorsement of the <i>"CARICOM Regional TVET Strategy For Workforce Development and Economic Competiveness 2013"</i> by a regional meeting of Education and Labour Ministers and CARICOM officials, July 2013
Capacity building	<ul style="list-style-type: none"> • Institutional capacity building comprehensive services on youth employment delivered to 14 countries. • A One global and two inter-regional knowledge-sharing workshops delivered to 100 staff of the UN and of national policymakers (of which 60 per cent were women) from 15 countries on design, monitoring and evaluation of policies and programmes on youth employment and migration • Tripartite training workshops on quality apprenticeship systems in Arab States (Amman, May 2013) and Northern Mediterranean countries (Geneva,, December 2013) • A comprehensive training course on Employment Services launched in an Asia regional workshop (8 countries, Bangkok, October 2012) followed by sub-regional courses in Macedonia (6 countries, March 2013) and Kazakhstan (8 countries, October 2013) and a national course in Sri Lanka (in October 2012). The courses culminate in producing one-year action plans to enhance each country's capacity to deliver employment services. Access to the training is being <i>expanded through modules in several Turin Academies (Employment Policy; Skills; Labour Administration)</i> • Experts Workshop on Upgrading Informal Apprenticeship (Johannesburg, April 2013) for practitioners from 18 countries in Africa followed the publication of <i>"Upgrading informal apprenticeship. A resource guide for Africa"</i> (2012) to share experience from its field-testing through technical cooperation projects and to validate a draft guide on skills testing for small business associations prepared in collaboration with the Enterprise Department • Knowledge Sharing Workshop on Training For Rural Economic Empowerment (TREE), Addis Ababa (May 2013) for practitioners in four African countries and development partners (Governments of Denmark and Luxembourg) emphasized results of post-training support to move into productive and decent work: entrepreneurship, labour rights awareness, job counselling, OSH, core employability and life skills, and HIV/AIDS awareness. • The first Youth Academy conducted by the ILO/ITC (June 2013) to strengthen institutional capacity for the development of youth policies.
Policy dialogue and advocacy	<ul style="list-style-type: none"> • The G20 St Petersburg Development Outlook (September 2013) pledged follow-up for implementing, assessing and further rolling out pilot country action plans, promoting the implementation of the internationally comparable skills indicators database, and promoting the use and ensuring the maintenance of the Global Knowledge-Sharing Platform. This reflected the conclusions of the Workshop on Human Resource Development, organized by the ILO with the G20 Presidency (Moscow, May 2013), for the G20 Development Working Group where representatives of the pilot countries shared their Action Plans on skills for employment. • Regional Workshop on Skills Development Policy and Systems for Employers' Organizations from Sub-Saharan Africa (Johannesburg, April 2013) organized with the Bureau for Employers' Activities and the Regional Office for Africa in support of the target in the Decent Work Agenda in Africa (2007-15) on 'Closing the skills gap' aimed to strengthen the capacity of Employers' Organizations in improving effectiveness and relevance of the skills training • Consultative process and policy discussions between tripartite constituents and young people (more than 5,000 participants) undertaken through 47 national and regional events on the youth employment crisis, as well as through a global youth employment forum for young members or employers' organizations, trade unions and youth NGOs organized by the ILO in 2012. • Co-chaired a coalition of nine UN and international agencies to develop a set of policy recommendations on skills for green jobs. Accepted by the G20 Development Working Group (January 2012) • Provided advice to the G20 Task Force on Employment on working conditions and involvement of social partners in effective apprenticeship systems, which was incorporated in its document distributed to Members on <i>Key Elements for Quality Apprenticeship</i> (October 2012). • Produced a feasibility study for the Global Apprenticeship Network now being launched by the IOE to engage multinationals in expanding quality apprenticeships and youth employment. • Expanded the set of policy briefs on skills and employability: <i>"Enhancing youth employability: The</i>

importance of core work skills;" "The Gender Divide in Skills Development – Progress, Challenges and Policy Options for Empowering Women;" "Greening economies of least developed countries: The role of skills development;" and "Skills mismatch: Why does it occur and how to avoid it?"