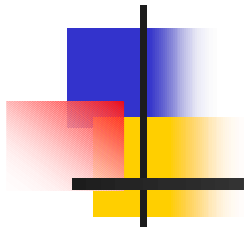
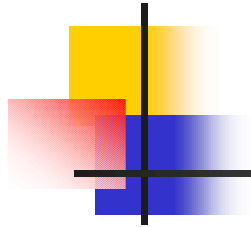


International Labour Office UNIVERSITAS Programme

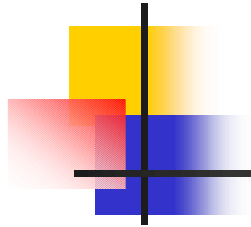


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- Training Needs and Partners: Framework for Action
- Training for Integrating Local and Global Economies
- Training, Network Development and Knowledge Sharing
- Training and Skills Development



I. Training Needs and Partners: Framework for Action



UN Millennium Development Goals

- Eradicate Extreme Poverty and Hunger
- Achieve Universal Primary Education
- Promote Gender Equality and Empower Women
- Reduce Child Mortality
- Improve Maternal Health
- Combat HIV/AIDS, Malaria and Other Diseases
- Ensure Environmental Sustainability
- Develop Global Partnerships for Development



Training Needs Expressed by:

The United Nations Global Youth Leadership Summit, New York, 29-31 October, 2006

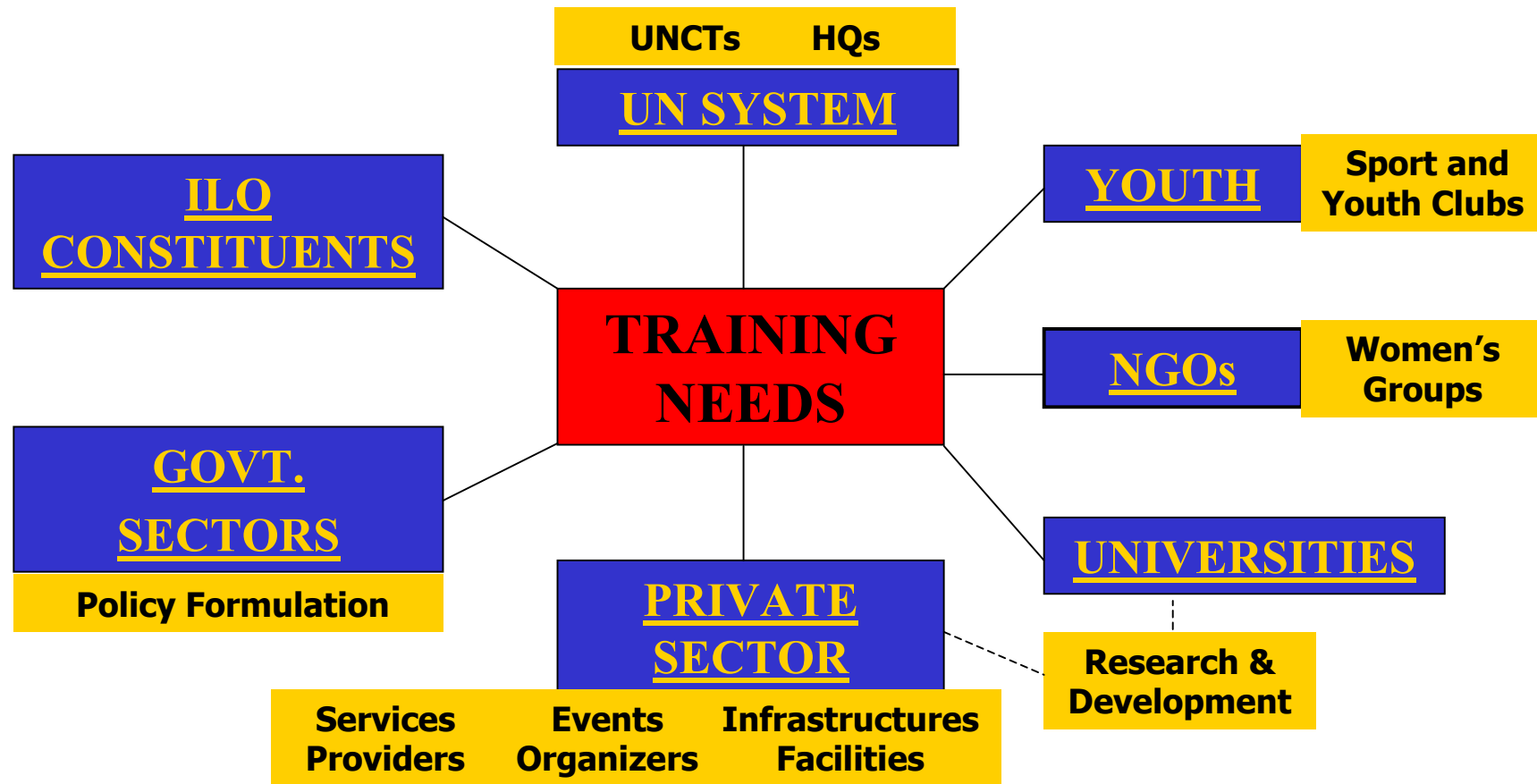
- **International/regional exchange of experience between youth and particularly young women;**
- **inter- and intra-regional partnerships, particularly in regions with tensions;**
- **formal, informal and non-formal education systems;**
- **access to quality education on a permanent basis, at all levels, with equality and justice for all people.**

The Secretary-General's High-Level Panel, United Nations, New York, 9 November, 2006

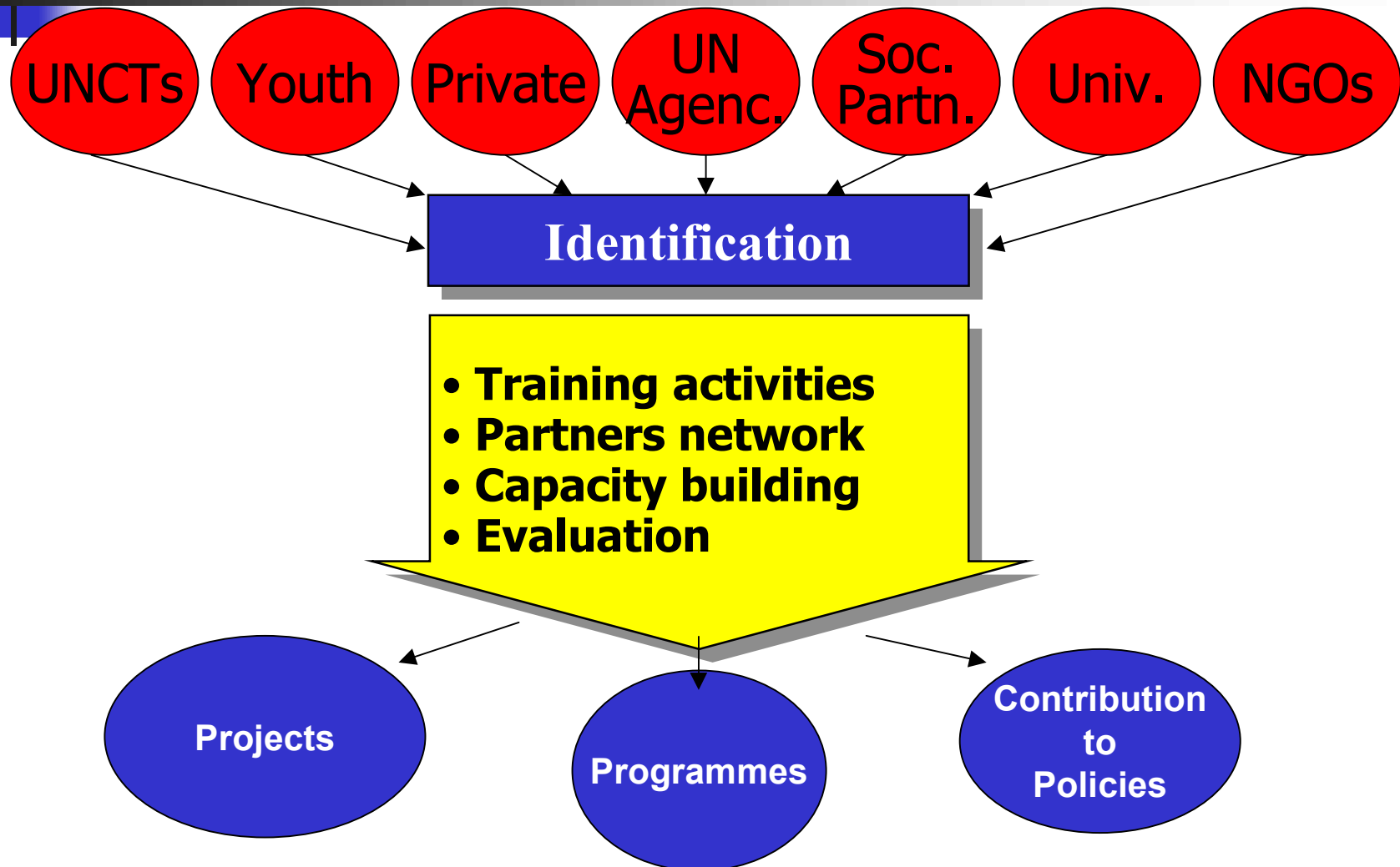
Work with local governments to support:

- **productive employment**
- **enterprise development**
- **knowledge development**
- **partnerships**
- **corporate social responsibility**
- **skills transfer**
- **inter-regional public-private networking**

Training Needs and Partners involved



Training Needs: Identification by the Partners

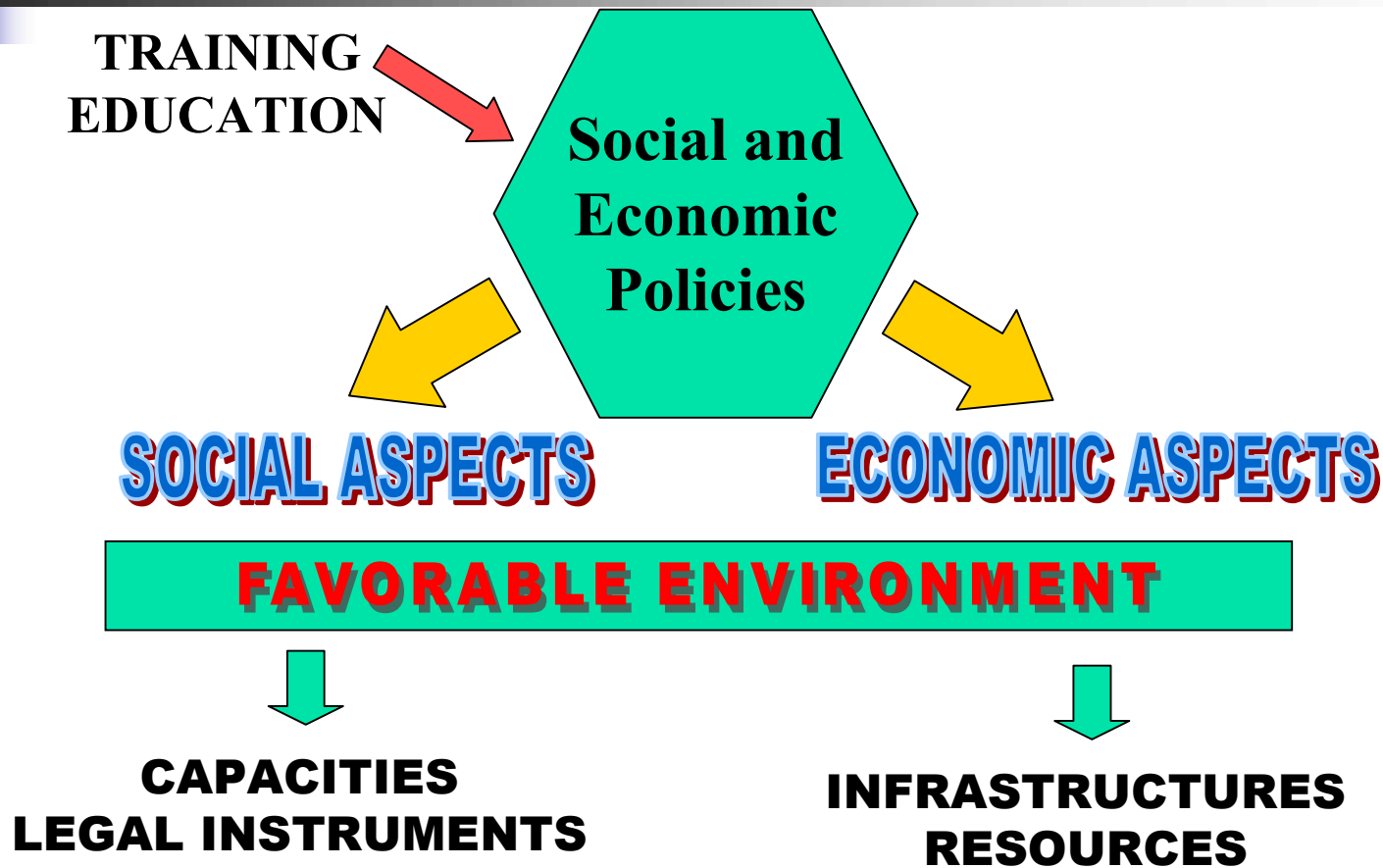




Training Needs: Main Areas

POLICY AREAS	PROJECT AREAS
MDGs and UN Reform	UNDAF
CCA/PRSPs and RC system	Project identification
Network development	Monitoring
Leadership skills	Evaluation
Employment policies	Project management
Social dialogue	Entrepreneurship development (i.e. IYB/SYB)
Local economic development	Skills transfer and upgrading
International labour standards	Sector/sub-sector training (i.e. tourism)
Mediation and peace building	Community development/ awareness raising

Training Contributing to Policies

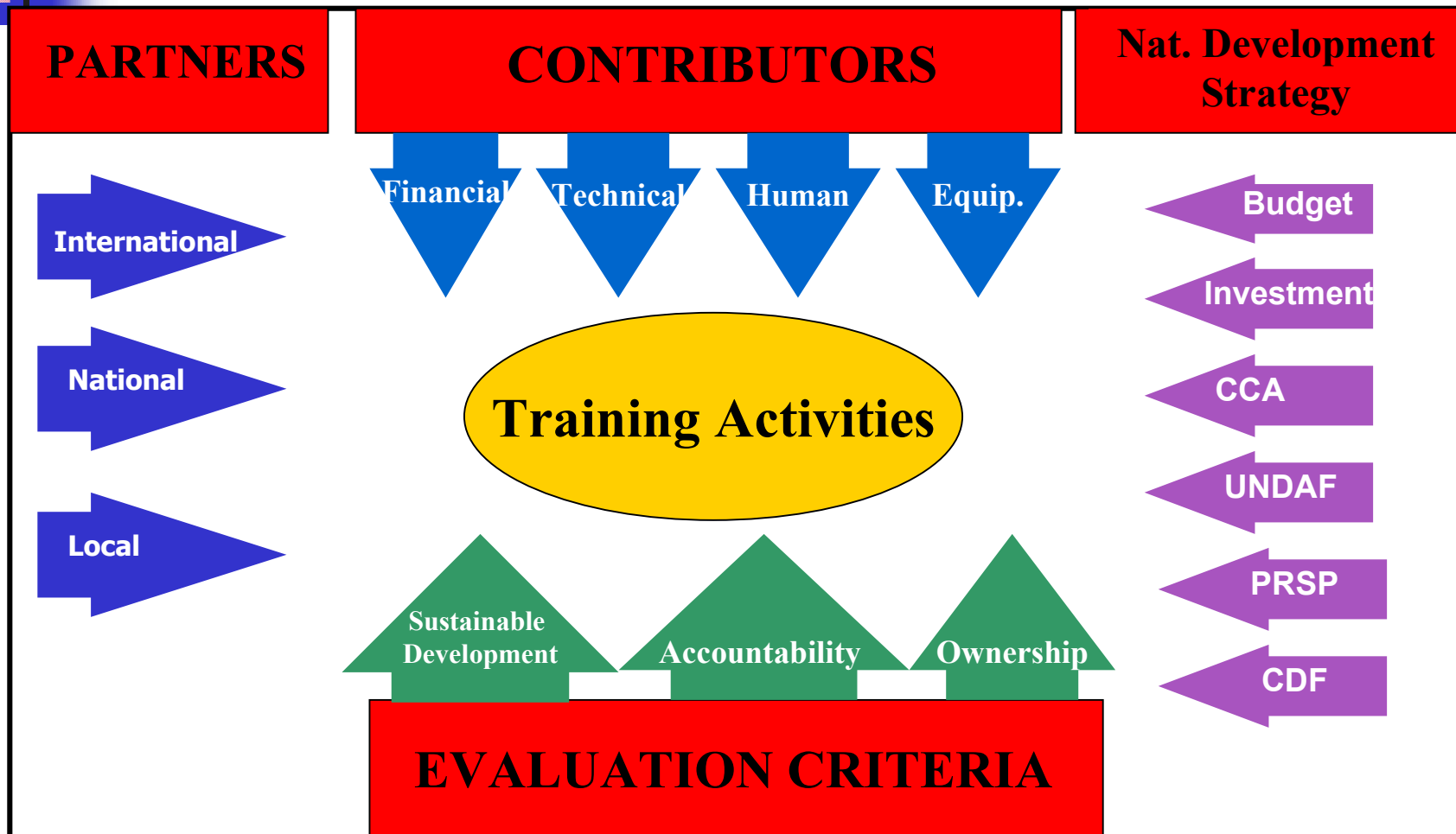


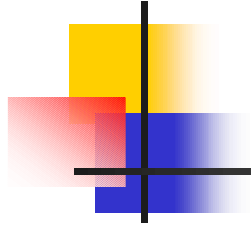


Training Contributing to Projects

- **List of local, national and global partners**
- **Contributions, including non-financial**
- **Links with other local projects**
- **Basic indicators for evaluation**
- **Training areas identified by the partners**

Matrix Approach for Monitoring Training Activities





II. Training for Integrating Local and Global Economies



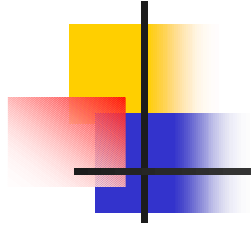
Local to global: Steps 1 to 4

- Local communities identify their training needs around socio-economic activities;
- Skills specific to the community's social environment are developed through training;
- Local community members develop capacities and upgrade quality standards and skills;
- International recognition is given to the local activity/product and brand is developed.

Training on Local Development for Youth Insertion

Case Study: Senegal

Training/retraining required	Jobs identified	Development objectives
<p>Training on local development and territorial synergies, in the areas of:</p> <ul style="list-style-type: none"> ▪ Local governments and national institutions ▪ Sport environment and sport tourism ▪ Training for educators and coaches ▪ Sport/management for federations and for sport centres 	<ul style="list-style-type: none"> ▪ Recreational facilities manager ▪ Educators and coaches ▪ Guides and sport coaches/community leaders ▪ Sports facilities logistics/experts 	<ul style="list-style-type: none"> ▪ Increased number of teachers, coaches, educators in sport and related activities ▪ Upgrading sport facilities and recreational centres ▪ Managing competitions and sport events



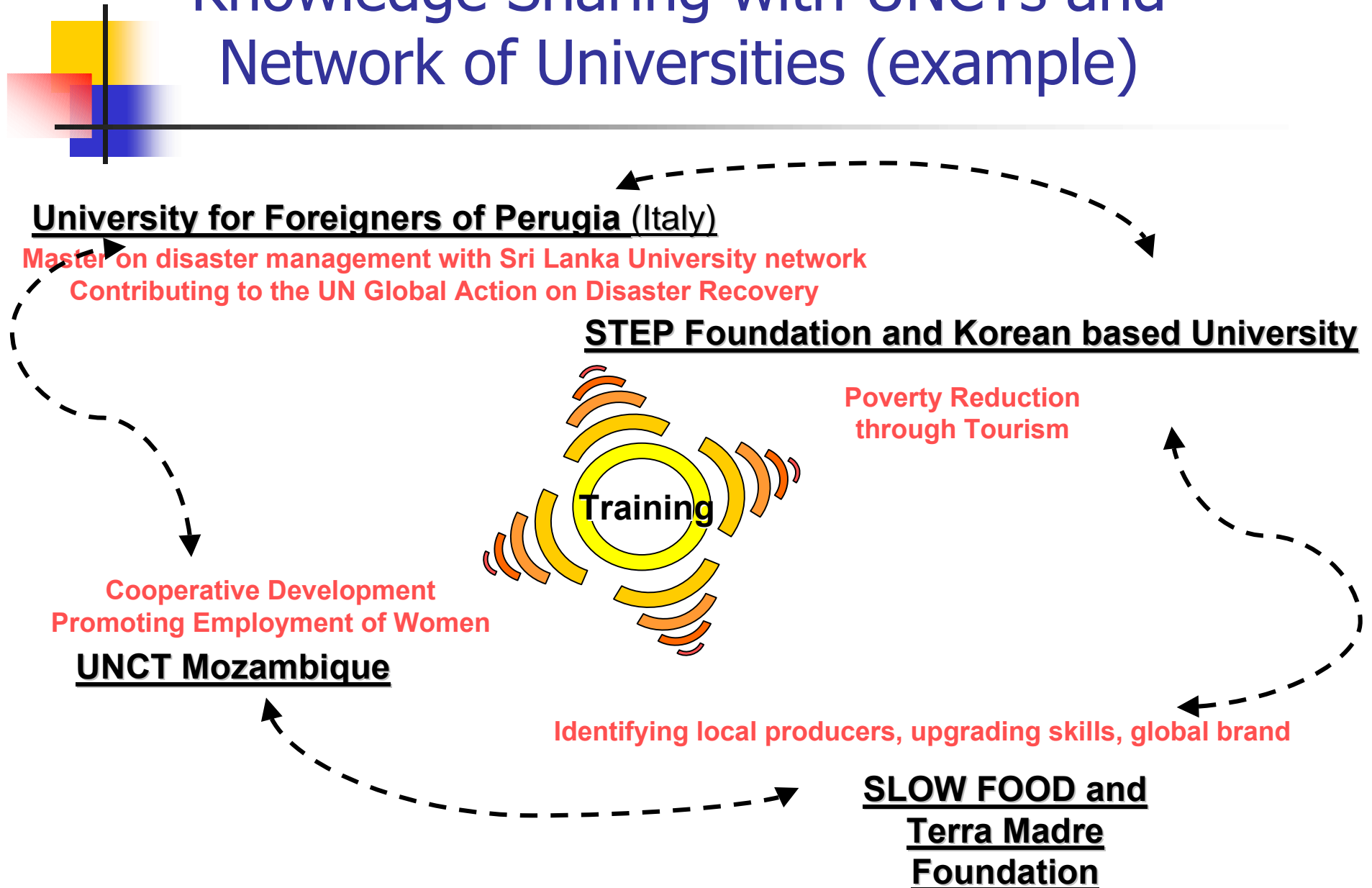
III. Training, Network Development and Knowledge Sharing



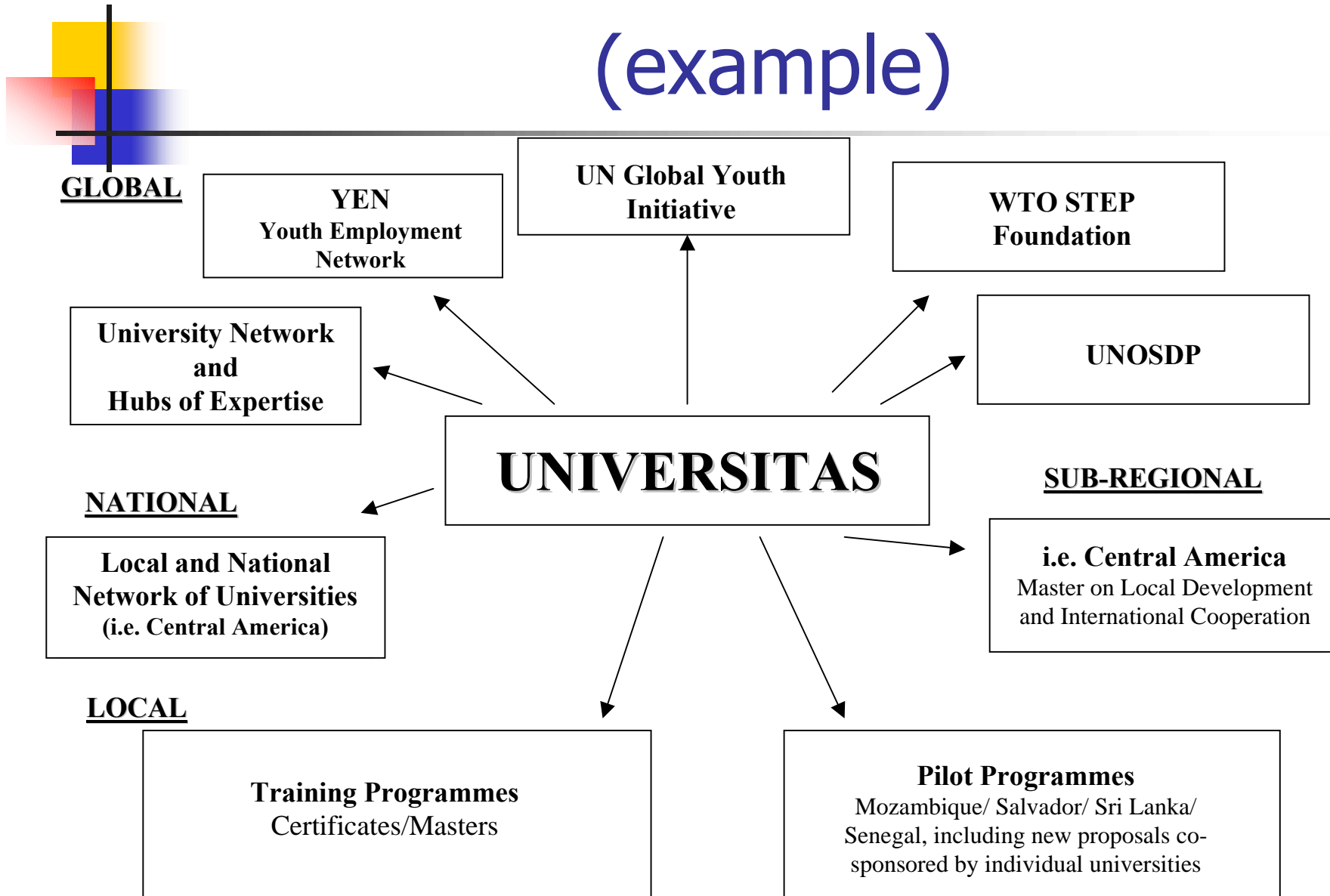
Training for Knowledge Sharing

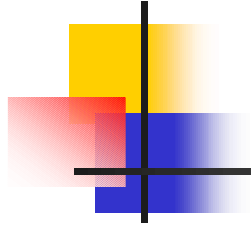
- 1. Strengthening training activities to address poverty reduction, promote decent work and socio-economic insertion of youth;**
- 2. Training and skills development for youth leadership;**
- 3. Inter-regional public-private networking;**
- 4. Reviewing universities' curricula to incorporate MDGs and Decent Work Agenda for youth development and knowledge sharing.**

Knowledge Sharing with UNCTs and Network of Universities (example)



UNIVERSITAS Network (example)





IV. Training and Skills Development



Basic Skills and Values Learned Through Sport

Sport-specific skills, as described in the Report of the United Nations Inter-Agency Task Force on Sport for Development and Peace (United Nations, 2003, p.8).

- **Cooperation**
- **Communication**
- **Respect for the rules**
- **Problem-solving**
- **Understanding**
- **Connecting with others**
- **Leadership**
- **Respect for others**
- **Value of effort**
- **How to win**
- **How to lose**
- **How to manage competition**
- **Fair play**
- **Sharing**
- **Self-esteem**
- **Trust**
- **Honesty**
- **Self-respect**
- **Tolerance**
- **Resilience**
- **Teamwork**
- **Discipline**
- **Confidence**

Core Employability Skills and Sport-Specific Skills

Australia: key competencies	United Kingdom: core skills	Canada: employability skills profile	United States: workplace know-how	Sport –specific skills selected by the ILO
1. Collecting, analysing & organizing information; Communicating ideas	Communication; Personal skills; improving performance & learning	Thinking skills; Communication skills	Information; Foundation skills: basic skills	Volunteering; Taking care of others; Interpersonal communication; Respect of rules & others
2. Planning & organizing activities	Personal skills; Improving performance and learning	Responsibility skills; Thinking skills	Resources; Foundation skills: Personal qualities	Managing competition (events organizer)
3. Working with others and in teams	Personal skills: working with others	Positive attitudes; Work with others; Adaptability	Interpersonal skills	Team-building & work; Multidisciplinary
4. Using mathematical ideas & techniques	Application of numbers	Understand and solve problems using maths	Foundation & basic skills	Managing performance, & training
5. Solving Problems	Problem solving	Problem solving & decision-making skills;	Foundation skills: thinking	Problem solving; Mediation skills
6. Using technology	Information technology	Use technology; Communication skills	Technology systems	Using technology and sport equipment
7. Cultural Understanding	Modern foreign languages	Manage information; Use numbers; Work safely; Participate in projects and tasks		Healthy lifestyle; Fair play; Tolerance

Conclusion I

Focus should be put on:

Training and development of skills adapted to the expressed needs, to accelerate the achievement of the MDGs:

- partners involved clearly identified;
- main areas for training listed and validated;
- policies for training selected;
- projects for training identified and ready to deliver training;
- monitoring training (matrix) applied to training activities;
- knowledge sharing mechanism adopted (at the UN level);
- hubs of expertise/ universities identified;
- foundations involved to support the training;
- technical assistance of UNIVERSITAS ensured (1,000,000 per year).

Conclusion II

The Mechanism

