ILC 2021 General Discussion on Skills and Lifelong Learning

Presentation of the Office Report
Background

FoW discussions (2016-2019)
“What will be the jobs of the future and what skills will they demand?”

Global Commission on FoW (Jan 2019)
Increasing investment in people’s capabilities

Centenary Declaration (June 2019)
Promoting lifelong learning for all as a joint responsibility

GB 337th Session (Oct 2019)
Placed in the 109th ILC Agenda: General discussion on skills and lifelong learning
ILC.109/ Report VI: Shaping skills and LLL for the future of work

Objective:

• Contribute to an informed and balanced discussion (including COVID-19)
• Examine the role of the ILO and constituents for the delivery of the Centenary Declaration, human-centred recovery and the 2030 agenda.

Structure:

Chapter 1: Global context, trends and challenges
Chapter 2: Understanding skills and LLL and their benefits in times of change
Chapter 3: Future-ready skills and LLL systems
Chapter 4: Governance and Financing
Chapter 5: Access and transitions
Chapter 6: The role of ILO on skills and LLL
Chapter 7: Towards ILO skills and LLL strategy 2030

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Chapter 1: Global context, trends and challenges

Megatrends and skills implications

- **Digitalization** and **decarbonization** can generate and destroy jobs and change skills composition.
- **Demographic change** requires well-governed skills systems coupled with decent job creation.

Access, quality and relevance of training and education

- **Steady increase in educational attainment** is a positive sign.
- But **SDG 4 is still far from being achieved** with respect to access, quality, relevance, inclusiveness.

Skills mismatch (moving target)

- **Contents of qualifications do not match the skills required** by labour market.

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By 2030, Green economy can lead to net job creation of **20 million**

Employers cannot find the right skills **69%** (in 2021)

People unemployed worldwide **220 million** (in 2020)
Chapter 2: Understanding skills and LLL and their benefits

What is new in terms of skills and lifelong learning?
- Key for a human-centred COVID-19 recovery and FoW
- Skills place “people” at the centre

The transformative power of skills and lifelong learning
- Virtuous circle: Skills for productivity, employment, decent work and sustainable development
- Inclusive structural transformation: Skills as integral part of development strategies

What skills will help to meet challenges and prepare for the future of work?
- Core skills, including basic digital skills and basic skills for green jobs, and specialized technical skills

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Chapter 3: Future-ready skills and LLL systems

Skills needs assessment, anticipation and matching

- Avoid large skills mismatches
- Key challenges: funds, capacity, coordination, data

Reshaping skills delivery

- Flexible and inclusive learning pathways
- Move towards competence-based and online / blended learning

Digitalization of skills systems

- New technologies to remove barriers
- Digital divide

Teachers and trainers

- Qualified teachers, especially for making the shift to digital learning
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Chapter 3: Future-ready skills and LLL systems (cont’d)

**Work-based learning**
- WBL addresses skills challenges “on the spot”
- Closure of workplaces increased concerns

**Skills utilization**
- The extent to which skills are effectively applied in the workplaces
- Key to enterprise growth and in turn the demand for skills

**Skills recognition**
- Most learning occurs in non-formal and informal ways
- Most formal education systems do not recognize it in a systematic and flexible manner.

Training of employees interrupted

<table>
<thead>
<tr>
<th>People not fully utilizing their skills at current jobs</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of youth working in informal economy (low-income countries)</td>
<td>9/10</td>
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</tbody>
</table>

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Chapter 4: Governance and Financing

Strengthening social dialogue

- Successful skills systems: **systematic stakeholder engagement**
- **Sectoral approaches** provide an effective framework

Roles and responsibility of stakeholders

- Governance demands a **shared approach** at national, regional, local, institutional and sector levels
- “**Whole of society**” approach achieves the human-centred recovery

Financing

- To achieve **SDG 4, $3 trillion per year is needed** in low- and middle-income countries (current level is $1.2 trillion)

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Chapter 5: Access and transitions

All workers throughout working lives

- The closure of training centres and the broader crisis impact accelerated the inequalities with new aspects

Specific target groups

- Youth, migrants, people with disabilities, indigenous and tribal peoples, people in fragile settings, workers under diverse contractual arrangements, older workers

Gender equality

- Barriers to education and training especially for women in rural informal economies
- Job losses due to pandemic weigh heavily on women

Students who lack access to online learning 1/3

Learners experiencing delay in their learning 50%

Female representation in vocational education 43 %
Chapter 6: The leading role of ILO on Skills and LLL

Global leadership

- The ILO’s leading and coordinating role
- The expectation from the constituents is growing

Partnerships and development cooperation

- ILO interventions in 58 countries

- Multilateral and bilateral partners on skills and lifelong learning: the African Development Bank (AfDB), Australia, Belgium (Government of Flanders), Canada, China, Colombia, the EU, FAO, France, Germany, Italy, Japan, the Netherlands, Norway, the Republic of Korea, the Russian Federation, Sweden, Switzerland, UNDP, UNICEF, the United Kingdom and the United States
Chapter 7: Towards ILO skills and LLL strategy 2030

Recognizing skills and LLL as drives for the future we want

- Identifying and delivering future skills is critically important

Supporting systems to innovate and deliver

- New solutions are needed to improve quality and responsiveness of learning opportunities

Creating opportunities for all

- Aspirations and potentials of individuals and the needs of vulnerable groups and MSMEs

Fostering social dialogue, shared responsibility for good governance and sustainable financing

- Effective social dialogue, shared responsibilities, improved coordination, sustainable financing
Suggested points for discussion:

1. What are the key challenges and opportunities for skills and lifelong learning in a changing world of work, further impacted by the COVID-19 pandemic?

2. How can key elements of skills systems be shaped and modernized?

3. What are the roles and responsibilities of governments and social partners for realizing the transformative potential of skills and lifelong learning for all?

4. To strengthen the ILO’s global leadership on skills and lifelong learning, what should be the core elements of an ILO skills and lifelong learning strategy?