



International
Labour
Organization

Progress Report

January 2022 – August 2023

Global Programme on Skills and Lifelong Learning (GPSL3)

Project Code (GLO/21/29/MUL)



Norad



Flanders
State of the Art

IsDB
البنك الإسلامي للتنمية
Islamic Development Bank

giz Deutsche Gesellschaft
für Internationale
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ILO Development Cooperation Final Progress Report

Donor: Flanders, Norwegian Agency for Development Cooperation, Norad, Islamic Development Bank, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)

Admin Unit: Skills and Employability Branch (SKILLS)

Project title: **Global Programme on Skills and Lifelong Learning (GPSL3)**

Report type (pick one)	Progress report
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Country Programme Outcome: ETH 126; GHA105; LBN103; MWI105; NER901; SEN101; TZA103

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1. Executive Summary

The ILO [Global Programme on Skills and Lifelong Learning \(GPSL3\)](#) provides coordinated and enhanced support to ILO constituents in view of (a) developing and implementing market relevant skills and lifelong learning ecosystems and (b) implementing innovative and scalable solutions to skill, reskill and upskill people of all ages.

This report encapsulates the achievements of GPSL3 spanning from January 2022 to August 2023. It provides a high-level overview of outcomes for each participating country, highlighting lessons learned and best practices. Moreover, the report concludes with a comprehensive review of the programme's accomplishments and communication strategies. Additionally, some activities of the Global Programme were made possible because of achievements from earlier projects, that will also be referenced in this report.

2. Basic Information

Countries covered:	Ethiopia, Ghana, Lebanon, Malawi, Senegal, Tanzania, Regional Africa, South Africa, India, and Global
Donor:	Flanders, Norad, IsDB and GiZ
Budget:	7,705,261 USD
DC Symbol:	GLO/20/61/NOR, RAF/20/53/NOR, MWI/20/50/NOR, ETH/20/54/NOR, SEN/20/50/NOR, TZA/20/51/NOR, GHA/20/51/NOR, LBN/20/50/NOR, GLO/22/26/DEU
Administrative unit:	Skills and Employability Branch (SKILLS)
P&B Outcome:	Outcome 5 - Skills and lifelong learning to facilitate access to and transitions in the labour market
DWCP outcome:	ETH 126; GHA105; LBN103; MWI105; NER901; SEN101; TZA103
Start date:	January 2022
End date:	August 2023
Project Duration in months:	20 months

3. Narrative Report: Managing for Results

5.1 Summary of Main Results

Global component

Innovation

The [ILO Skills Innovation Facility](#), a component of the Global Programme, continued its efforts to identify and promote innovative solutions to address skills challenges. This initiative focused on identifying, supporting, and expanding skills innovations, with an emphasis on benefiting vulnerable individuals and communities. Four Innovation Challenge Calls were successfully launched in 2022-2023:

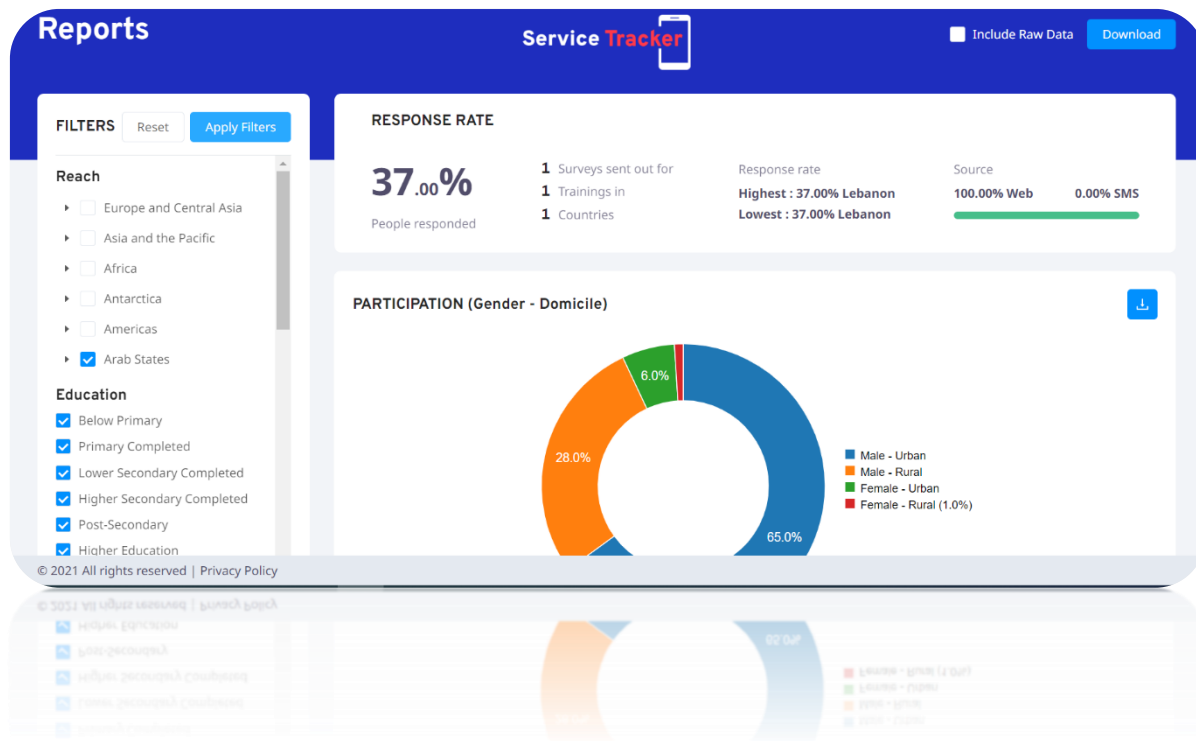
- [IsDB-ILO Youth Green Skills Accelerator Challenge Call](#): In collaboration with the Islamic Development Bank, this challenge invited youth-led organizations to propose ideas promoting a just transition to environmentally sustainable economies. The top prize was awarded to the Bangladesh Youth Environmental Initiative for uplifting marginalized youth in the green economy. Other winners included Association 3535 from Côte d'Ivoire and Musanadah Foundation for Development from Yemen.
- [Malaysia Skills Challenge Innovation Call](#): This initiative aimed to advance gender equality and social inclusion in TVET and skills training institutions. The areas of skilling proposed by winning organizations included the development of (i) basic robotics skills; (ii) digital proficiency for former female convicts, (iii) plastic waste recycling by single mothers, and (iv) sign language teaching materials. This initiative was financed separately but benefited of the technical support of the Global Programme.
- [South Africa Challenge Call](#): Focusing on enhancing youth employability through digital skills, this call sought innovative concepts to benefit South African youth, especially those not engaged in education, employment, or training. Winners included Ikasi Creative NPC, Vexospark, Lindamahle Innovation Centre, and Genesis Community IT.
- [ILO Skills Innovation Challenge Call in India](#): The Call invited proposals from not-for-profit organizations within the country. The theme of this challenge is to upgrade informal apprenticeships through digital transformation, with a particular focus on women and girls. The initiative is currently in progress.

The Skills Innovation Facility also supported the Skills Innovation Network, facilitating regular meetings for knowledge sharing and peer learning among finalists of the Challenge Calls. The [Skills and Lifelong Learning Forum](#) was launched to complement the already existing Knowledge Sharing Platform (KSP) by provide an interactive communication forum for skills practitioners from inside and outside the ILO. The Forum hosted (CoPs) and (Communities of Practice (COP) [live session](#) (webinars) on various topics, such as digital skills and digitalization of TVET and skills to combat forced labour in Africa, digital upskilling in Gaza, skills profiling . A total of ten webinars were held during the reporting period.

The overall aim of these initiatives was to drive innovation in skills development, particularly in areas of environmental sustainability, gender equality, and digital skills, while fostering collaboration and knowledge sharing among practitioners. As a result of these activities, a manual was designed for replication of challenge calls across the ILO.

ILO Service Tracker

After a successful pilot phase within earlier project stages preceding the global programme, this digital tool to conduct tracer studies has been upgraded under the GPSL3 and conducted 64 surveys for 8 projects. The objective is to generate more data and analysis on the employment outcomes of services (skills development, career guidance, job matching, and entrepreneurship training, among others). The tool fosters greater accountability for results. It will be used as part of the next ILO Programme and Budget for all trainings provided by the Skills and Employability branch. An additional upgrade is underway.



Support Services

The GPSL3 also provided internal support services for the ILO Skills and Employability Branch including the establishment and maintenance of a roster of consultants, the setup of a database of template TORs to facilitate implementation, the upgrade and maintenance of the Knowledge Sharing Platform on Skills and Lifelong Learning, the management of the SKILLS newsletter, and a HelpDesk function for all programmatic issues SKILLS colleagues in the field are faced with. The GPSL3 also contributed to the design of 15 Country Assessment and Priorities papers defining the skills development priorities in the paper for ILO, based on an in-depth analysis of available evidences.

Regional component

In 2018, the ILO launched the [Global Skills Partnership](#) in collaboration with UNESCO, IOM, ITUC, and IOE. This initiative aims to foster skills partnerships between countries, specifically along migration routes and within certain regions. Unlike most efforts that emphasize skilled migrants, this program focuses on low- and medium-skilled migrants. The earlier phase of the project involved conducting [country and sub-regional studies](#) to identify potential skills partnerships in migration. Subsequently, three partnerships (Ghana-Nigeria-Togo, Mauritania-Senegal, and DRC-CAR-Gabon-Cameroun-Congo) were chosen for initial technical support.

The Project focused on enhancing mutual recognition of qualifications among Nigeria, Ghana, and Togo in key occupational areas impacted by migration. Through a series of steps, including mapping qualification systems and forming technical skills committees, the project aimed to create harmonized minimum

standards for specific occupations. Capacity building and workshops involving industry representatives, workers, and employers were conducted to develop these standards.

The process involved substantial capacity building, consultation, and review. An international TVET expert was engaged to provide guidance, and an online training session was held. The harmonized standards were reviewed by respective technical committees in each country, with the support of a consultant. A validation workshop in Ghana resulted in the development of a roadmap for legislative recognition and an MoU for mutual recognition of certifications.

Though a prolonged effort, the programme was praised by the countries involved for its achievements. The initiative was seen as valuable for establishing stronger national skills standards, facilitating skills portability for migrants, and fostering improved understanding and trust between the skills systems of the three countries.

The skills partnership between Mauritania and Senegal for Recognition of Prior Learning (RPL)^a was successfully concluded based on the action plan developed in Abuja.

In Mauritania, the project collaborated with the Institut National de Promotion de la Formation-Technique et Professionnelle (INAP-FTP) and other stakeholders to establish an RPL system aligned with new legislation. A national workshop was jointly organized to discuss RPL development, leading to the creation of a tripartite working group. The ILO assisted in preparing assessment standards for RPL, adopted through ministerial decrees. Although the first RPL cohort was delayed due to waiting for decree adoption, 44 out of 48 participants were awarded qualifications in 6 different occupations. An action plan for RPL in the fishing sector was developed and capacity-building sessions were initiated. Further RPL assessment standards for occupations in the fishing sector were scheduled with support from the ILO's "PROMOPÊCHE" project.

Also in Mauritania, technical assistance was provided to prepare legal decrees on formal apprenticeship training, leading to a new framework under the national TVET law of 2018. This framework supported the apprenticeship delivery of the Certificat de Compétences (CC), the primary formal qualification in Mauritania, which was used for RPL piloting. The Central African skills partnership, led by ECCAS, underwent a review and renewed commitments in June 2022, updating sector-specific action plans. Collaboration between the ILO, UNHCR, and the Institute for Professional Preparation (INPP) in the DRC aimed to establish a regional platform for recognizing skills of migrant workers and refugees. A pilot project with INPP in the DRC facilitated skills training and recognition for migrant workers and refugees from RCA, benefiting 298 participants in various technical fields. In the mining and oil sector, a study identified potential occupations for future mutual recognition. A virtual workshop in June 2022 assessed the progress of the skills partnership in agriculture, wood, oil, and mining sectors among five countries.

A Community of Practice (CoP) was formed with over 48 experts and knowledge sharing events were held. The CoP might expand to address child labour concerns, aligning with prevention and reintegration efforts. Additionally, a rural economic empowerment tool was digitized to facilitate skills development and post-training support in Central Africa's rural areas.

Ethiopia

In preceding project stages before the global programme, STED workshops were conducted in [Ethiopia's garment and textile sectors, as well as the agro-processing sector to decide on what competencies skills training should focus on](#). The establishment of sector skills councils for [textiles](#) and [agro-processing](#), supported by the project, played a crucial role in implementing these strategies.

The collaboration between the Global Programme and the BRMM project led to contributions in the development of a new TVET policy and strategy, updating a draft tourism policy, revising hotel and tourism

^a See [Recognition of prior learning \(ilo.org\)](https://www.ilo.org/globallibrary/publications/recognition-of-prior-learning)

Occupational Standards (OS), and creating a PhD program in Tourism Management and Development at Addis Ababa University.

In response to the deficiency of [core work skills](#) in the garment sector, the GPLS3 Programme collaborated with the Federal TVET Agency to develop a comprehensive national core skills framework, encompassing soft and employability skills, basic vocational awareness, and literacy and numeracy skills. Certified trainers from various institutions underwent intensive training to impart these core skills, with the expectation that they would subsequently train colleagues or students in their own institutions. Training sessions were conducted for TVET experts, resulting in core skills integration and career counselling services at several institutes. Tracer studies were conducted to evaluate the impact of training.

The [greening TVET and skills development: a practical guidance tool](#) was used to develop strategic recommendations for training providers in various sectors, including agriculture, manufacturing, and tourism and hospitality.

Furthermore, the Global Programme contributed to the inclusion of [Recognition of Prior Learning](#) (RPL) in the new TVET policy and strategy, culminating in the preparation of RPL training materials for various stakeholders. These efforts collectively aimed to enhance skills development, workforce readiness, and industry collaboration in Ethiopia's key sectors.

The programme played a pivotal role in establishing a national labour market information system, in order to enhance the effectiveness of labour market analysis and policy formulation.

Ghana

In Ghana, the GPLS3 project aimed to address challenges in the national TVET system and strengthen its capacity to become market-driven, inclusive, and aligned with national development goals.

The project collaborated with the Commission for Technical and Vocational Education and Training (CTVET) to apply the ILO's [Skills for Trade and Economic Diversification](#) (STED) approach in various sectors, resulting in capacity building for skills anticipation. The establishment of Sector Skills Bodies (SSBs) was a key focus, with 11 SSBs established across different sectors, enhancing skills governance, and promoting industry cooperation. The SSBs played a pivotal role in guiding the development of occupational standards, curricula, and leadership management training. The oil and gas sector, in particular, implemented its skills strategy through a range of activities.

The project also supported the capacity building of traditional caterers in digitization to enhance their businesses and income generation, particularly benefiting women.

The project collaborated with the Skills Initiative for Africa (SIFA) to establish a [National Task Team \(NTT\) on Labour Market Information System \(LMIS\) and Skills Anticipation](#) in Ghana. Together with the NTT, a [Participatory National Action Plan was developed to strengthen LMIS and skills anticipation](#). A workshop was held to cost the Action Plan, mobilizing support for LMIS enhancement. Capacity building initiatives were undertaken, including training for leadership of Sector Skills Bodies (SSBs) and senior staff from CTVET on LMIS and skills anticipation. A webinar on inclusion in skills development and a capacity building workshop on measuring skills mismatches were organized.

The project also supported TVET digitalization, training tutors from selected institutions and assisting in the development of a practical guide for digitalizing teaching and learning. Furthermore, a capacity-building workshop covered strategic planning, leadership, change management, policy-oriented research, and data interpretation. These efforts collectively aimed to strengthen Ghana's TVET system, enhance LMIS and skills anticipation, promote digitalization, and improve the overall quality of skills development in the country.

Lebanon

The Global Programme in Lebanon aimed to enhance TVET governance and improve the alignment between skills supply and market demand, as outlined in the 2018-2022 National Strategic Framework for TVET. To

address the impact of the crisis on market demand, competency-based skills training programs were developed and implemented for both Lebanese nationals and refugee populations. These programmes included training on entrepreneurship, on labour rights, as well as post-training support services. Capacity building was provided to TVET stakeholders to strengthen competency-based training (CBT) implementation.

The programme successfully trained individuals in various sectors, including 40 beneficiaries agri-food processing, 20 in advanced welding, 16 in industrial plumbing, 24 in elderly home caregiving, and 47 in solar power systems (noting that additional 45 trained and certified in solar power system through funding from PROSPECT). Solar panels were installed in 6 schools for on-the-job training and to sustain educational services. 44 graduates were matched with job opportunities, facilitating their transition to employment. A comprehensive mapping of 147 training and post-training service providers was developed to improve referral services.

The programme also contributed to enhancing the Education Management Information System (EMIS) and mainstreaming entrepreneurship education in TVET. It established a partnership with the Association of Lebanese Industrialists (ALI) to develop occupational standards, skills anticipation, and TVET skills governance. Quality assurance and accreditation standards were developed, along with a focus on private sector engagement.

The GPSL3 programme also aimed to improve workforce employability, support decent employment for Syrian refugees and Lebanese youth, and enhance the quality and relevance of TVET programmes in Lebanon.

Malawi

In Malawi, the programme's focus was on supporting skills development systems and programs to reduce skills mismatches and improve access to the labour market through training, including work-based learning. The project aimed to enhance market responsiveness, strengthen institutional capacity, and provide training for vulnerable groups. Key accomplishments during the reporting period include:

- Completion of the STED report for the dairy sector and implementation of recommendations, benefiting 200 farmers with specialized training and manuals. Additionally, skills training and support programs were developed and implemented for 300 vulnerable beneficiaries, of which 70% were women, including those affected by Covid-19.
- Development and validation of the Organic Agriculture curriculum involving various stakeholders, which was subsequently mainstreamed into the Ministry of Education's curriculum design process.
- Training of 38 Agricultural Extension Development officers (AEDOs) in agribusiness, entrepreneurship, and marketing to ensure sustainable interventions beyond the project's duration.
- Training of 40 lead farmers on agribusiness, entrepreneurship, and marketing, enabling them to adopt a business approach to farming and increase productivity.
- Training of 800 vulnerable individuals in post-harvest handling techniques, leading to improved handling, packaging, and storage of produce.
- Establishment of a skills development hub by a former Work-Integrated Learning (WiL) graduate, who trained over 100 beneficiaries in organic agriculture using an online curriculum.
- Development of an online horticulture curriculum and training for workplace trainers and teachers, benefiting around 300 individuals.
- Collaboration with TVETA in the review of the TVET Act and policy to institutionalize Sector Skills Councils and the development of a National Skills strategy.
- Pilot of the Recognition of Prior Learning (RPL) program in five trades, empowering regional centres (training providers) to run RPL programs.

These achievements aligned with the project's goals of training vulnerable groups to acquire relevant skills, addressing sectoral challenges, and reducing imports through increased domestic production in the horticulture and dairy sectors.

Senegal

In Senegal, the Global programme focused on enhancing the responsiveness of the TVET system to market needs by identifying and anticipating skills requirements and providing relevant training. Key highlights of the project's activities include:

- Development of a Digital Strategy in TVET, aligned with the National Development Plan and Senegal's National Digital Strategy 2025 based on the [STED Strategic Recommendations for the digital sector in Senegal](#). This strategy, endorsed by national stakeholders, aims to develop human capital for the digital economy's growth.
- Creation of training programs in digital marketing, digital trade, infographic multimedia, mobile application development, and smart home automation. These programs, designed for diploma-level students, are integrated into the national TVET system.
- Establishment of an online training programme available in the [Ministry website](#) for key skills to foster innovative digital businesses, with 168 participants from 14 institutions enrolled, including 35 women. Trained instructors act as online tutors for TVET students.
- Training of 27 constituents, including 9 women, on skills needs anticipation to align TVET curricula with market demands.
- Digitalization of existing training programs such as electro mechanics and computer graphics/multimedia, along with the development of guidelines and a reference framework for digital skills.
- Training of 795 trainers, including 450 women, on digital skills to contribute to the Ministry's online training platform.
- Establishment of 10 digital clubs, training 350 young individuals (168 female) in robotics, computer programming, mobile app development, design thinking, entrepreneurship, and start-up networking.

Overall, the project aimed to equip Senegal's youth with digital skills and entrepreneurial mindsets, enabling them to capitalize on opportunities within the digital sector. The activities undertaken contributed to aligning TVET programs with market demands and fostering innovation and economic growth in the country.

Tanzania

The ILO has been providing support to the Government of Tanzania since 2014 to reform the national skills system. The project aimed to address skills mismatch and improve the responsiveness and inclusivity of the skills development systems, especially through work-based learning and apprenticeship programs. The key points highlighted in the text are as follows:

- Work-Based Learning and Apprenticeship Programs: The ILO supported the development of quality apprenticeship programs and recognition of prior learning (RPL) initiatives. These interventions targeted vulnerable groups who might not have met formal training requirements. The focus was on enhancing access and quality of training, strengthening trainer capacities, and expanding apprenticeship programs to more sectors and young people.
- Apprenticeship Programs in Banking, Finance, and Tourism: Collaboration with various stakeholders led to the establishment of apprenticeship programs in banking and finance, insurance and risk management, and tourism and hospitality management. The Institute of Accountancy Arusha (IAA) played a key role in launching these programs, with positive feedback from industry partners.
- Skills Development and Employability: The project organized career fairs to connect students with potential employers and enhance their employability skills. Initiatives were also introduced to promote inclusivity, targeting persons with disabilities.

- Recognition of Prior Learning (RPL): The RPL program was extended, resulting in the graduation of thousands of RPL graduates in various occupations. The program aimed to provide formal employment opportunities, including in major public development projects.
- Green Poultry Farming Project: A project focused on green poultry farming was implemented in Tanga region to enhance employability and agribusiness skills among rural youth. However, the project faced delays in implementation due to technical challenges.
- Expansion in Zanzibar: The project supported apprenticeship and RPL programs in Zanzibar, including the successful implementation of modular apprenticeship programs in various occupations.
- Sustainability and Partnerships: The project aimed to ensure the sustainability of its initiatives by engaging with national stakeholders, securing funding, and partnering with key institutions.

Overall, the ILO's support in Tanzania aimed to create a more responsive, inclusive, and effective skills development system that addresses the needs of both individuals and the labour market.

India

The Global Programme launched the ILO Skills Innovation Challenge Call in India on July 3, 2023, calling for proposals from not-for-profit organizations in the country that address the theme of "upgrading informal apprenticeships through digital transformation". The Call is also making a particular focus on women and girls.

Upon completion of the final evaluation of proposals, which is scheduled for October 2023, the top four selected winning organizations will receive a financial award of USD 20,000 each, along with technical support from the ILO to co-develop innovative, replicable, and scalable solutions. The Challenge Call is implemented in partnership with UNICEF/YuWaah.

South Africa

In lower and medium-income countries (LMICs), a substantial funding gap persists to achieve Sustainable Development Goal 4 (SDG4), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This challenge has been further exacerbated by the pressing demands arising from the Covid-19 pandemic. Consequently, there is a compelling need to establish secure funding mechanisms and appropriate incentives for various stakeholders, including training providers, individuals, and enterprises, in order to effectively realize the vision of lifelong learning.

To address this critical issue, a strategic partnership is being established with the University of British Columbia. This collaboration aims to pioneer an innovative research methodology for assessing the costs associated with lifelong learning. Leveraging available data from South Africa, this research initiative aims to contribute valuable insights to the national policy discourse on lifelong learning. By utilizing robust empirical data, this approach intends to shed light on the financial requirements and considerations necessary to support lifelong learning initiatives, thereby facilitating informed decision-making and policy formulation. Through this concerted effort, the goal is to bridge the funding gap and create a sustainable foundation for the continuous advancement of lifelong learning opportunities in LMICs.

5.2 Main challenges, risks and corrective action

Challenge	Corrective Action
Internal conflict in Ethiopia	Interventions postponed or whenever possible relocated.
Political, social and economical crisis in Lebanon	Expansion of private sector network of partners to negotiate work based learning opportunities. While sector level partners were not ready to engage in sector skills councils, investment in the training of school advisory bodies as an alternative

5.3 Lessons learned and Good Practices

Quality apprenticeship programmes can be an effective path for women with a traditional background to be included in the labour market - The Islamic culture, requires a strict way of dressing in Zanzibar for its members, including wearing the hijab for women, which has caused a low participation of female in tourism and hospitality sector, that is negatively perceived by the local population. The project had a well-designed and massive communication package on quality apprenticeship, including among families to influence women participation to skills development initiatives. Through the Zanzibar Association of Tourism Investors (ZATI), one of the Programme implementing partners and member of the steering committee in Zanzibar, the project ensured that hotel partners understood the cultural background of the trainees, and adapted clothing requirements accordingly. It resulted in 45 young women out of 90 participants, joining the ongoing NEET programme, while in the previous batch had only 2 young women participating. Regarding the quality apprenticeship programme in tourism and hospitality, the participation of young women increased of almost 50% compared to the previous phase.

As a result, 45 young women out of 90 participants have joined the training programme, while the previous batch had only two young women participants. In the quality apprenticeship programme in tourism and hospitality, the participation of young women increased from 14% in the first batch to 31% in the second.

When SSCs cannot be formed, School Advisory Boards can be an immediate alternative - The establishment of Sector Skills Councils in Lebanon has been constantly postponed for political and security reasons. In November 2021, the Ministry of Education, through the Directorate of TVET has requested the ILO to support School Advisory Boards established in TVET schools. These School Advisory Boards are part of the TVET governance and include memberships from TVET schools' management and private sector around the school. The project has managed to provide technical support and capacity building to 14 School Advisory Boards.

The involvement of key industry players in establishing SSCs contributed largely towards successful implementation - Prior to the establishment of SSBs in Ghana, occupational standards have been set at the whim of the responsible agencies and training institutions, which do not always have the necessary knowledge and understanding of the requirements of the business sector concerned. The involvement of key industry players has therefore enabled them to take ownership of the process of determining occupational standards and developing standards for specific trade areas.

Because of the digital divide, there is a need to prioritise a flexible, blended approach to training - The global pandemic and repeated lockdowns in many countries posed challenges to the project implementation. Flexibility in planning and responsiveness to shifting priorities is critical to implement activities and achieve the desired outcomes considering this context. Increased use of technology and in particular videoconferencing tools has been essential to ensure the continuation of capacity building workshops and to strengthen dialogue between constituents during the global pandemic. Limited online connectivity in certain countries has prevented a full switch to an online approach. This showed the crucial

importance of close and active coordination with partners and staff in the field to complement these approaches and resolve technical challenges wherever they emerged.

5.4 Visibility & Communication

Global and Regional levels

The Programme has developed and implemented a comprehensive global communication strategy that has guided communication activities throughout the entire program. The strategy aims to enhance visibility to donors and highlight the program's outcomes, while also raising awareness about the significance of addressing skills development challenges through evidence-based findings and policy recommendations. Additionally, showcasing the program's positive impact on people's lives is another key objective.

Under the Regional component, two outcome documents have been published in both English and French. These documents serve to highlight the progress made in skills partnerships on migration between Ghana, Nigeria, and Togo, emphasizing the promotion of mutual skills recognition.

Link: [Ghana, Nigeria, and Togo: Towards mutual recognition of skills in the agriculture and construction sectors \(ilo.org\)](#)

The [skills challenge call on preventing forced labour in Africa](#) was launched in collaboration with Alliance 8.7

[SDG 8.7 Innovation Challenge - International Year for the Elimination of Child Labour \(endchildlabour2021.org\)](#)

Challenge calls

In order to enhance the dissemination of the work conducted by the Skills Innovation Facility, its webpage was regularly updated, and dedicated webpages were created in trilingual formats. Promotional materials, such as press releases, social media cards, posters, and videos, were developed for Challenge Calls and distributed through the branch's Twitter and LinkedIn accounts, as well as through the standard edition of the Skills and Lifelong Learning Newsletter. Campaigns were executed to promote the finalists of various Challenge Calls, which also included materials for a side event at COP27 in Egypt, where the winners of the IsDB-LO Challenge Call were showcased. Additionally, a specialized LinkedIn page for the Skills Innovation Network was established, which garnered followers organically without the need for promotional efforts. The Skills Innovation Challenge Call for India has been promoted also on the social media channels of UNICEF/YuWaah towards the deadline of applications, and more communications measures will be taken upon selection of winner organizations to further raise visibility of the initiative.

Ethiopia

- The programme team created promotional materials, such as leaflets, roll-up banners, and press brief folders, which were distributed at workshops, meetings, and various public events. Furthermore, the Programme was showcased at the 10th International Conference on the Cotton, Textile, and Apparel Value Chain in Africa (CTA-2022) held on May 20 – 21, 2022, in Bahir Dar, Ethiopia. This presentation significantly heightened the visibility of the ILO, the GPSL3, and the donors. The webpage dedicated to the Ethiopian component underwent consistent updates, featuring publications, news, podcasts, and articles.
- [‘Can Ethiopia rebuild its COVID-19 damaged tourism sector?’](#)
- [Core skills ToT](#) (social media)
- [Skills for greener future](#)



Global Programme on Skills and Lifelong Learning



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Ghana

The webpage for the Ghana component was consistently updated with project news and populated with articles and publications. Additionally, press releases were issued in national newspapers to promote the project's accomplishments. Below are samples of the publications:

[ILO SKILL UP Ghana Project Supports the implementation of Skills for Trade and Economic Diversification \(STED\) in the Ghanaian Healthcare sector.](#)

[https://amaghanaonline.com/2021/12/22/stakeholders-hold-validation-meeting-on-ghana-labour-market-information-and-skills-anticipation-system-action-plan/.](https://amaghanaonline.com/2021/12/22/stakeholders-hold-validation-meeting-on-ghana-labour-market-information-and-skills-anticipation-system-action-plan/)

[https://www.graphic.com.gh/news/general-news/ministry-launches-plan-to-address-skills-mismatch-labour-imbalance.html.](https://www.graphic.com.gh/news/general-news/ministry-launches-plan-to-address-skills-mismatch-labour-imbalance.html)

[Supporting the digitalization of Technical and Vocational Education and Training \(TVET\) in Ghana \(ilo.org\)}](#).



VIDEO-2022-10-01-
08-56-09.mp4

Lebanon

The programme developed promotional materials like a roll-up banner and brochures. These accomplishments were disseminated through different communication channels, including the ILO ROAS website and social media platforms of both the ILO and its partners, with the goal of advocating for the project, enhancing its impact, and raising awareness among beneficiaries and development partners.

The project's [webpage](#) and social media platforms played a crucial role in sharing a diverse range of content such as news, articles, products, videos, and testimonials from beneficiaries. Four success stories from vocational training program beneficiaries were highlighted on the ROAS website and across social media. Moreover, four articles were published, providing detailed insights into the project's progress and achievements. These articles covered topics such as the program launch, capacity-building efforts for School Advisory Board members, workshops focused on the Know About Business program, and the importance of private sector collaborations in training program design and implementation.

The project also produced and released three videos showcasing the training programs in agri-food processing and elderly home caregiving. To enhance its visibility, the project strategically engaged with platforms like the [Inter-Agency Lebanon Crisis Response Plan](#). Through meetings and events, the project actively involved government representatives, private sector stakeholders, and other development agencies. Notably, consultation meetings were conducted to shape the National Strategic Framework for Technical and Vocational Education and Training (TVET) for the period 2023-2030. These initiatives were employed with a strategic intent to amplify the project's visibility and overall impact.

Malawi

Various communication materials, such as leaflets, were created and disseminated among stakeholders and partners. These materials served the dual purpose of fostering partnerships and mobilizing resources. The project actively collaborated with the media to showcase project achievements, lessons learned, and impactful stories of beneficiaries, ultimately contributing to positive life changes.

The project created promotional materials, including roll-up banners and brochures. Videos showcasing the validation of the Digital Strategy in Technical Education and Vocational Training (TEVT) were also developed. Furthermore, the project webpage was enriched with [articles](#). The project team utilized both the website and social media platforms to distribute products and testimonials from beneficiaries. The webpage dedicated to the Malawi component received regular updates with news and articles.

Tanzania

The Programme initiated a dynamic [social media campaign](#) to promote quality apprenticeship and recognition of Prior Learning (RPL) programs. The Twitter campaign garnered an impressive six million views and an astounding fifty million impressions. Additionally, the project conducted capacity-building sessions for 30 journalists [training material](#), equipping them with training materials for the purpose of developing and reporting impactful and human-centred stories related to skills development. This endeavour took place during the first semester of 2022, resulting in the production and publication of five stories by the trained journalists by December of the same year.

The successful launch of the Skills Tanzania Newsletter was a notable achievement, reaching a broad readership of 1,542 individuals. Furthermore, one success story focusing on RPL was selected for inclusion in the prestigious ILO Success Africa Annual Publication 2022. Notably, the project effectively reached out to rural and Kiswahili-speaking listeners by broadcasting two tailored radio shows on BBC Africa Kiswahili and Voice of America Kiswahili. This outreach effort effectively engaged over 2 million listeners.

A sample of the stories developed by the trained reporters includes a piece shedding light on the challenges faced by [women in accessing opportunities within Zanzibar's hospitality sector](#).

The Programme strategically disseminated information, including activities and success stories, across a variety of platforms. These platforms included the ILO East Africa website, the ILO Voices platform, the ILO East Africa Twitter page, the ILO publications such as Success Africa, the ILO East Africa newsletter, the GPSL3 global newsletter, as well as national newspapers such as The Guardian, The Citizen, Nipashe, Mwananchi, and Zanzibar News. Television stations including ITV, Star Times, TBC, and ZBC Zanzibar, along with radio stations like BBC Africa, Voice of America, and UN Radio, were also utilized. The project's visibility and impact were meticulously monitored through readership and viewership tracking using tools such as the ILO Service Tracker, Google Analytics, and Twitter Analytics.

Annex A. Communication Products

Sample of social media posts



Links to success stories and programme updates

[Failing in school is not failing in life](#)

[90 youth not in education, employment, or training participate in a modular apprenticeship programme in Zanzibar](#)

[ILO Skills Newsletter](#)

[Programme gives Zanzibar's needy youth a second chance](#) (developed for the Citizen Newspaper)

[Malawi to Replicate Zanzibar's Successful RPL Programme](#) (developed for Zanzibar News website)

[RPL interview for world youth day](#) (interview conducted for local radio and shared with UN radio in Kigoma region).

Success story in Malawi

GPSL3 Malawi responds to effects of COVID 19 for Vulnerable Population through skills development and COVID 19 sensitization

The Global Program on Skills and Lifelong learning conducted a review of the existing programs for vulnerable people who in one way or the other benefitted from the ILO program on skills. In addressing outcome 4 of the programme ILO Malawi developed program targeting women who are heavily affected by the effects of COVID 19. Most of the women had lost their income, as they were engaged in various businesses which some time due to the disappeared on the engaged in sale of workplaces met with offices were closed from their homes. businesses and small capital. The in their area provided



went bankrupt after fact that their customers food in various a challenge as most and people were working This utterly closed their ended up eating the coming of skills program an alternative for their

income. Now that everyone was home the women were trained in agronomy, pest and disease control skills in horticulture, to produce high quality products that in turn they can supply to the major chain stores as well as selling their products right there in their gardens as villagers would find them right there in their workplace. This provided a new market for them.

The training conducted used the ILO tools developed through the project, such tools include those in Agronomy, pest and Disease Control for horticulture Farmers, Agribusiness, entrepreneurship, and Marketing tools as well as tools on COVID 19 response booklet for skills program in Malawi developed by the program. All these tools were tailor made and translated into a vernacular language (Chichewa) to benefit the local and meet their demands on the ground. Out of the 300 trained beneficiaries 30% were people living with disabilities and 80% women. This approach helped a lot of them as almost 50% of the beneficiaries are now engaged in economic activities. As Gertrude one of the beneficiaries who attended training with her child in hands said in her own words:

"I am grateful to thinking about the horticulture and of Malawi. We are mind set to be demonstrated it promise you to Mzuzu to sustain



are many of us with disabilities in Mzuzu and many other parts of this region, but you have just trained few of us. I, therefore, request and encourage you to increase the number of people with disabilities to be trained as you have done with us. These are skills wealth to benefit all members with disabilities. We need to get out of charity syndrome where people with disabilities are deemed to be begging around town. We have the potential to become self-reliant and support our families by ourselves without help from others in the name of charity work."

ILO. You are the only organizations so far welfare of us, the people with disabilities as far as farming is concerned in our area if not the whole regarded as failures in cultivation. This is just a changed by the public and you have just by inviting us to this training. I and my colleagues work second to none in producing vegetables in ourselves and our families financially. Please, we

Project on skills and lifelong learning in Malawi is changing lives and creating economic activities for vulnerable people in the rural economy.

Senegal

PHOTOS FROM THE FIELD



DIGITAL SPACE WITH PRUDENCE
Important insights to help you navigate the digital world. P12

THE WORK FRAME
Things to consider when planning your exit strategy. P12

FRENCH CLASS
You should know to take you through the basics of learning how to speak French for this new society online. French is a language spoken all around the world, and an art and language to 15 million people. P14

success

THE CITIZEN
Tuesday 13 November, 2012

Programme gives Zanzibar's needy youth a second chance

The programme is designed to give the apprentices the skills to become formally employed or self-employed in order to help curb Zanzibar's rising youth unemployment rate currently standing at 13 per cent.

By Success Reporter

Zanzibar. On 02 November 2012, the International Labour Organisation (ILO) in collaboration with the Revolutionary Government of Zanzibar and social partners celebrated Zanzibar's NEXT (Next) and in employment, education or training) module apprenticeship programme certificate award ceremony.

The event was graced by guest of honour Hon. Shafiqul-Sami, Minister of State, Provincial Office, Labour, Education and Training.

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Young people can now apply for government financial support and loans to start their own businesses.

MURDICK SORAGA / MINISTER



The short-term apprenticeship programme targets youth who are not in employment, education or training. PHOTO COURTESY

Universities in Africa must strive to produce more PhDs

Universities in Africa must strive to produce about 100,000 PhDs in the next 10 years to avoid the continent's fast-growing population, as well as the challenges it faces in areas such as climate change, disease and security and political instability.

The 100,000 must not be seen as a huge number considering that China, with a population that is nearly the same as that of Africa,

manages to produce that number each year, as does the United States, which has an even larger population, said Prof. Bamba Bamba, the vice-chancellor of Uganda's Makerere University.

What Africa needs, he said, is not to be content with the target set, but to aim, instead, to produce an even higher number of research



considering the enormous developmental challenges posed by a projected youth explosion in the next 30 years.

"The report we have launched today gives pointers as to why Africa needs more and more PhDs," said Nwagwu, who is also the

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