



International
Labour
Organization

Progress Report

September 2023 – December 2024

► **Global Skills Programme**

Project Code (GLO/21/29/MUL)



Norad



Flanders
State of the Art

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البنك الإسلامي للتنمية
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▶ 1. Executive Summary

The ILO [Global Skills Programme \(GPS\)](#) 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 progress report presents the consolidated achievements of the Global Skills Programme, implemented by the ILO with support from Flanders (research, innovation challenges, digitization and cross-country knowledge sharing), Norad (country components in Ethiopia, Ghana, Lebanon, Malawi, Senegal, Tanzania, and global work), GIZ, and the Islamic Development Bank (innovation challenges). Between September 2023 and December 2024, the programme significantly expanded access to quality, inclusive, and future-focused skills development across the global and Africa level. **Over 50,445 individuals benefited (14,977 direct beneficiaries and 35,468 indirect beneficiaries)**, national skills systems were strengthened, innovation was fostered through global competitions, and green and digital transitions were advanced in technical and vocational education. The report is structured around key performance dimensions, including implementation, donor-specific contributions, high-level overview of outcomes for each participating country, highlighting lessons learned and best practices, coordination, visibility, and sustainability.

The Global Skills Programme develops and delivers services at global, regional and country levels. Since November 2024, it is managed out of the [Africa Skills Hub](#). The full programme covers 61 countries, with partners supporting different elements of the programme.

▶ 2. Key Achievements

The Global Skills Programme achieved notable results aligned with its five core outcome areas:

▶ Outcome 1: Improved Anticipation of Skills Needs

- The STED (Skills for Trade and Economic Diversification) methodology was implemented in Ethiopia, Ghana, Malawi, Senegal, and Tanzania.
- Countries developed sectoral assessments in agro-processing, hospitality, automotive, and digital services.
- Labour market information systems (e.g., the Taskforce in Senegal, collaboration with the Association of Lebanese Industrialists in Lebanon) were strengthened.
- Skills anticipation surveys and forecasting tools were institutionalized in Lebanon.

▶ Outcome 2: Improved Policies and Governance of Skills Systems

- Ethiopia revised its national Education and Training Policy (2023) and adopted the Ethiopian Education and Training Qualification Framework (EETQF) (2024).
- Malawi finalized a new National TVET Policy aligned with Vision 2063.
- Sector Skills Bodies (SSBs) were created in Ghana and Ethiopia, in key sectors.
- Lebanon institutionalized 34 School Advisory Boards (SABs) and developed WBL (Work-Based Learning) strategies.
- Recognition of Prior Learning (RPL) mechanisms were supported in Ethiopia, Malawi, and Tanzania.

▶ Outcome 3: Inclusive, Innovative and Flexible Learning Programmes

- Over 13,965 direct beneficiaries received training through TVET institutions, innovation projects, and apprenticeship pilots.
- At least 50% of beneficiaries in several countries were women; inclusion of persons with disabilities and refugees was achieved in all countries, reaching up to 10% in Ghana and 30% in Malawi in some activities.

- Innovation challenges resulted in new modular curricula, localised digital platforms, and hybrid apprenticeships for underserved communities.
- Curricula covering skills for green and digital economies were developed in Senegal, Ethiopia, Bangladesh, and India.

► **Outcome 4: Digital Skills and Digitalisation of TVET**

- 179 digital training resources were produced in Senegal alone.
- Trainers were capacitated in digital pedagogy in Lebanon, Senegal, South Africa, and Ghana.
- Service Tracker, the ILO's digital monitoring tool, was expanded to 11 countries.
- TVET institutions received equipment and support for blended learning and online training delivery.

► **Outcome 5: Strengthened Global Knowledge and Partnerships**

- More than 30 knowledge products were published, including 14 micro-credential case studies.
- Podcasts, toolkits, and webinars facilitated South-South exchange and global learning.
- Innovation Challenge Calls (IsDB-ILO, Flanders-GIZ) led to the implementation of nine tested models.
- COP27 and COP28 featured global program innovations in public events.

▶ 3. Narrative Report: Managing for Results

▶ 3.1 Summary of Main Results

The Global Skills Programme delivered substantial results across global, regional, and country levels. These achievements are based on multi-donor contributions and the active participation of national governments, TVET institutions, civil society, and private sector partners.

Global Component

At the global level, the programme made strategic investments in knowledge generation, innovation, and cross-country learning.

- ▶ **Launch of two global innovation challenge calls** with collaboration of the Islamic Development Bank, and Flanders-funded India Challenge: These calls resulted in the selection and implementation of 9 innovative pilot projects addressing skills for green jobs, digital apprenticeships, heritage restoration, agricultural innovation and community-based learning. They offered opportunities to youth, women, and displaced populations across 9 countries and generated learning for possible scale-up.
- ▶ **Development of over 30 global knowledge products:** The global portfolio also included the production of over 30 knowledge products. These ranged from micro-credential case studies to costing frameworks and technical guides. Particularly notable were the 14 micro-credential case studies, which offered a global snapshot of how flexible skills recognition can support workers in transition.
- ▶ **Delivery of the “Skills Bridge” webinar series:** Over 9,000 participants engaged in 9 thematic webinars focused on digital transformation, apprenticeships, green skills, and resilience. These events promoted South-South and peer learning between institutions and countries.
- ▶ **Visibility at COP27 and COP28:** Youth-led innovations from Côte d’Ivoire, Lebanon, and Cameroon were showcased as climate solutions. Their presence amplified the visibility of skills development in the global climate agenda.

ILO Service Tracker

An independent review of the ILO Service Tracker was completed in December 2024, assessing its relevance, usability, and effectiveness as a digital monitoring tool for capturing post-training outcomes. The evaluation highlighted both the platform's potential and its limitations, providing actionable recommendations for improvement.

Key Findings:

- **The Service Tracker is valued for its ease of use**, simple interface, and the ability to digitize learner follow-up surveys at 3 and 6 months after training. Users appreciated functionalities like local language translation and the addition of tailored questions.
- **However, low response rates** remain a major challenge. The average response rate was only 4.3% for the 3-month survey and 3.2% for the 6-month survey. Many surveys (24% of 3-month and 38% of 6-month) received zero responses. Ethiopia achieved some of the highest rates, with one cohort reaching 80%, thanks to close follow-up.
- **Main constraints** include limited internet access, digital illiteracy, changing learner contact details, and lack of targeted reminder functionalities. Learners' mistrust of digital platforms was also flagged in Senegal.
- **To improve usability and effectiveness**, the review recommended:
 - Integration of targeted reminder tools (SMS/email for non-respondents only);
 - Offline data collection options, including CATI (Computer Assisted Telephone Interviews);
 - A bank of optional standardised questions for broader usage.
- **Users in Ghana, Lebanon, Senegal, and Tanzania** provided practical feedback on implementation, such as the need for assisted registration for learners unfamiliar with digital tools, and importance of early communication during training about upcoming surveys.
- **Data relevance and use:** In countries like Zimbabwe and Lebanon, Service Tracker data was used to report to donors and improve programme design. However, the limited scale and representativeness of current data reduce its broader utility.

Recommendations:

1. Refresh user engagement and training, including workshops and platform demos, to gauge interest and ensure consistent usage.
2. Engage with ILO Program, Evaluation and Research Departments to explore integration of Service Tracker into broader ILO-led evaluation frameworks.

Overall, Service Tracker remains a promising tool with strong foundational design. Addressing current gaps in participation, follow-up capacity, and reporting could unlock its potential for measuring results.

Support Services

The GSP also provided internal support services for the ILO Skills Team 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 operational issues SKILLS colleagues in the field are faced with. The GSP also contributed to the design of 2 Country Assessment and Priorities papers defining the skills development priorities in the paper for ILO, based on an in-depth analysis of available evidences.

Knowledge Sharing and Peer-Learning

► Africa Skills Week – Accra, Ghana

Organized by the African Union (AU), the Commission for Technical and Vocational Education and Training of Ghana (CTVET), the ILO, and other international partners, this regional forum brought together over 300 participants from 36 countries. The ILO [organized side events and contributed to discussions](#) on quality apprenticeships, Sector Skills Bodies (SSBs), skills for green and digital transformations in TVET, skills in fragile settings. The event catalysed new country-level reforms and created follow-up momentum for institutionalizing SSBs, strengthening regional networks of skills actors, and expanding digital tools like the Service Tracker.

► East Africa Study Tour on RPL – Zanzibar, Tanzania

A regional exchange enabled national delegations from Malawi and Ethiopia to learn from Zanzibar's implementation of Recognition of Prior Learning (RPL). Participants reviewed assessment frameworks, funding models, and sensitization campaigns. These insights accelerated the formal adoption of RPL mechanisms and pilot launches in both Malawi and Ethiopia in 2024.

► South-South Knowledge Exchange in the Middle East and North Africa (MENA) Region

Lebanon and Palestine hosted cross-country exchanges to explore inclusive skills strategies in fragile contexts. The sessions—some virtual, others on-site—engaged actors from Iraq, Jordan, and Sudan. Topics included School Advisory Boards (SABs), employer forecasting, and integrating refugees into skills programmes. Lessons from Lebanon inspired new coordination frameworks in Iraq.

► Asia Regional Innovations – India and Bangladesh

In India, four digital apprenticeship pilot projects were implemented under the India Challenge Call. Partners such as Tata STRIVE and Pratham developed hybrid models that served over 400 rural youth and women in the informal economy. These experiences informed revisions to national apprenticeship strategies. In Bangladesh, the Islamic Development Bank (IsDB) funded green skills innovations that included youth entrepreneurship in solar technology and green curricula integrated into three TVET institutions. The ILO provided technical guidance to align these initiatives with Bangladesh's national green economy plans.



In Ethiopia, despite instability due to the ongoing war in the Tigray and Amhara region, the program contributed to enhanced participatory process for government, employers and workers in **skills policy reforms**, and to improved access to **innovative, flexible and inclusive lifelong learning** options.

▶ Policy reform

Ethiopia revised its **Education and Training Policy** and adopted the **Education and Training Qualification Framework** (Dec 2024), laying the foundation for a more coherent and competency- based system. ILO also supported the review of the TVET Proclamation presented for adoption by the parliament in June 2025.

▶ Development of curricula

Seven new green TVET curricula in tourism and hospitality were developed, and **117 instructors** were trained **to mainstream greening into two curricula in tourism and hospitality and construction sectors**. A school to work transition training was also rolled out to TVET students, and core skills were mainstreamed into curricula and TVET instructors trained on the new material.

▶ Creation of Sector Skills Body

The **Agro-processing Sector Skills Body (SSB)** was launched in August 2024 to strengthen industry engagement. It is acting upon the recommendations of the sector skills study in agro-processing.

▶ Recognition of prior learning

A study visit to Zanzibar on **Recognition of Prior Learning (RPL)** inspired Ethiopia to develop its own RPL pilot. Subsequently, the **Recognition of Prior Learning (RPL) Programme was launched** in September 2024, and operational manuals and guides established to train counsellors and assessors.





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

▶ Development of Sector Skills Strategies

Two national Skills Strategies were developed and validated for the **automotive** and **beauty & wellness** sectors in **October 2023**, and in **August 2024**. Each process was led by the respective SSBs with active participation from CTNET, employers, trade unions, and professional associations. These strategies serve as a roadmap to align training content with labour market demands and to inform investment in modern training facilities and instructor capacity.

▶ Capacity building on STED

A total of **49 members** from the automotive and beauty & wellness SSBs, as well as technical staff from CTNET, were trained in the application of the **Skills for Trade and Economic Diversification (STED)** methodology. The training focused on sector analysis, forecasting tools, and skills planning techniques. This strengthened the institutional capacity of Ghanaian stakeholders to produce evidence-based and market-relevant training plans.

▶ Entrepreneurship training and digital upskilling for artisans and caterers

In partnership with the **Ghana Artisans Association**, the programme trained **187 apprentices**, including **97 women**, in entrepreneurial skills. The curriculum emphasized business planning, marketing, and basic financial literacy, supporting young artisans to transition from informal to formal employment pathways. A total of **224 traditional caterers**, including **168 women**, were trained in **digital marketing and the use of social media platforms**. This activity was carried out in partnership with the **SSB for the tourism and hospitality sector**. The training aimed to enhance the visibility and competitiveness of women-led catering businesses and promote innovation in service delivery.

▶ Pilot of digital apprenticeships and innovation

Through the **Innovation Challenge**, Ghana piloted digital apprenticeship models with local training centres and start-ups. The initiative aimed to test flexible, employer-integrated training for young people, especially in ICT, design, and marketing. Preliminary results showed increased engagement from small businesses and a proposal for institutionalizing digital apprenticeships under Ghana's revised apprenticeship policy.





The Global Skills Programme supported Lebanon in strengthening participatory governance, labour market alignment, and inclusive training. Key results were achieved in the areas of work-based learning (WBL), skills anticipation, gender responsiveness, and system governance, through a strong partnership with the **Directorate General of Vocational and Technical Education (DGTVE)** and the **Association of Lebanese Industrialists (ALI)**.

▶ Private sector engagement in TVET

A **feasibility study and business plan** were developed to pilot public-private TVET governance and sustainable financing mechanisms. This was carried out in the framework of a **memorandum of understanding (MoU)** signed between DGTVE and ALI. In addition, a total of **34 School Advisory Boards (SABs)** were newly established across vocational schools under the DGTVE to promote employer engagement and community oversight. A dedicated team of **trainers** was formed to support SAB implementation, who supported **44 representatives** from public and private institutions on their responsibilities as new SAB members.

▶ Institutionalization of skills anticipation surveys

In collaboration with ALI, a **pilot skills anticipation survey** was conducted with **217 members** from six economic sectors. The survey aimed to identify occupations in demand, critical skill gaps, and areas of workforce shortage. Based on its success, the process was formalized and institutionalized: **ALI will repeat the survey biennially**, with technical support from the ILO and DGTVE.

▶ Inclusive TVET and work-based learning

A **national gender assessment** of the TVET system was conducted to diagnose barriers to equal access and participation. The resulting **recommendations and priority actions** were integrated into the draft **National Strategic Framework for TVET 2025–2029**. Moreover, a total of **175 vulnerable youth and adults (56% women, 45% refugees, and 5% persons with disabilities)** were enrolled in WBL programmes facilitated by TVET centres and host enterprises. Of these, **160 successfully completed** the training and received certification. Ultimately, **80 participants** were placed in jobs or experienced improvement in their employment conditions. This group included **39 women, 39 men, 28 refugees, and 2 PWDs**, reflecting strong inclusion outcomes.

▶ Green innovation in olive waste transformation

Two Lebanese social enterprises—SAWA and AID—were selected through the Green Innovation Challenge to pilot a youth-led initiative that converts **olive waste into eco-friendly heating briquettes**. The project trained **35 youth** in eco-entrepreneurship and green manufacturing, and installed production units that now benefit **50+ families** in rural communities. The initiative was showcased at COP28 and integrated environmental education into local training centres.

▶ Digital skills and online learning

Through the program's contribution to **global digital learning**, TVET institutions in Lebanon received support to develop **digital learning modules** and train teachers in **digital pedagogy**. This allowed selected schools to implement **blended learning** during 2024, reaching students in remote and underserved areas. Training of trainers was also supported through South-South exchanges with Ghana and Senegal.





In Malawi, the program advanced several critical reforms in the areas of TVET policy, post-crisis resilience training, recognition of prior learning (RPL), and digital monitoring. These reforms were led by the **Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA)** and the **Ministry of Labour**, with active collaboration from employers and community actors. Key accomplishments during the reporting period include:

► Finalization of the National TVET Policy

In 2024, Malawi completed and adopted its new **National TVET Policy**, fully aligned with the **Malawi Vision 2063**. The policy defines clear goals for inclusive access, quality assurance, employer engagement, and institutional accountability. It provides the legal and operational framework for future investments and reforms across the TVET landscape.

► Post-disaster skills response after Cyclone Freddy

Following **Cyclone Freddy** in early 2023, the programme rapidly shifted to support **resilience-focused training** in the most affected southern districts. TEVETA and local partners implemented short-term skills programmes in **construction, carpentry, agriculture, and livelihoods**, targeting displaced youth and communities. These activities helped restore income-generation opportunities while enhancing disaster preparedness.

► Institutionalization of RPL

Inspired by regional peer-learning exchanges with Tanzania, Malawi developed a **Recognition of Prior Learning (RPL)** system with support from TEVETA, the **Ministry of Finance**, and the ILO. National standards and assessment protocols were validated in 2024, and budget lines were allocated for pilot implementation in 2025. The system targets informal workers and adult learners, offering them pathways to certification and progression.

► Capacity strengthening and sectoral engagement

Malawi launched new initiatives to engage employers in sectoral planning, especially in the **agriculture and construction** sectors. Training needs assessments and sector consultations informed curriculum updates and workplace-based learning modalities in priority trades.





In Senegal, the Global programme has made strategic progress in modernizing the country's TVET system through digital transformation, enhanced labour market intelligence, and capacity-building of trainers. With strong national leadership from the **Ministry of Employment, Vocational Training, Apprenticeship and Integration**, the programme supported reforms aimed at aligning training with labour market needs and advancing access to technology-enhanced learning. Key highlights of the project's activities include:

► Development of digital training resources

A total of **179 digital training modules** were developed across 10 professional areas, ranging from hospitality and agriculture to mechanical engineering. These modules were designed by national training institutes with technical assistance from the ILO and were integrated into the curricula of public training centres. The content was developed in both French and local languages to ensure accessibility.

► Trainer capacity building in digital pedagogy

A total of 795 instructors (450 women) and master trainers from multiple training institutions were capacitated in **basic digital skills** and in **digital pedagogy**, including instructional design for online and blended learning, use of multimedia content, and learner engagement in hybrid formats. This effort improved the ability of Senegal's TVET system to offer flexible learning modes and respond to disruptions (e.g. pandemic, conflict, remoteness).

► Establishment of a Labour Market Information Taskforce

The Ministry established a **national Labour Market Information Taskforce** composed of representatives from employer associations, the national employment agency, and TVET institutions. This taskforce institutionalized the collection and analysis of labour market data and coordinated its use in sector planning and curriculum updates.

► Digital skills for youth and green innovation

A dedicated curriculum on **e-waste recycling and safe disposal** was co-developed by TVET instructors in collaboration with environmental experts. This curriculum was integrated into urban skills training for youth, marking an important step towards the greening of TVET. In addition, the **National Office for Vocational Training (ONFP)** and the Ministry piloted a youth training programme in **e-waste management and mobile phone repair**, targeting green and digital job creation. **184 young people (82 women)** were trained and certified in these occupations. The programme was later scaled to **three municipalities in Dakar in November 2024**, showcasing a model for decentralised green skills delivery.

► Participation in regional exchanges and Africa Skills Week

Senegal actively participated in regional knowledge exchange activities such as the **Africa Skills Week (Accra, October 2024)** and South-South workshops on RPL and apprenticeship systems. These exchanges contributed to the adoption of best practices in digital training and public-private partnerships.





Tanzania has made strategic strides in further expanding its Recognition of Prior Learning (RPL) system, improving governance of apprenticeships, and activating national funding mechanisms for skills development. These results were achieved under the leadership of the **Ministry of Education, Science and Technology** and the **Vocational Education and Training Authority (VETA)**.

► **Institutionalization of RPL**

Tanzania strengthened its RPL system based on lessons learned during peer exchanges and ILO technical assistance. National standards, assessment guidelines, and implementation protocols were adopted in 2024. New RPL centres were set up within existing training institutions to certify informally acquired skills among adults and returning migrants.

► **Operationalization of the apprenticeship system**

The programme supported the development of implementation guidelines for Tanzania's dual apprenticeship system. Public-private consultation platforms were established in collaboration with the Association of Tanzania Employers (ATE) and other industry bodies, contributing to more structured employer engagement in TVET.

► **Use of the skills levy to finance apprenticeships**

Through policy advocacy and technical guidance, the Zanzibar skills levy system was reformed to allocate funding towards workplace-based learning for youth and apprenticeships for women in trades such as hospitality, welding, and ICT. This marks an important step toward sustainability of domestic funding for the established quality apprenticeship system.

► **Digital monitoring and knowledge exchange**

Tanzania began integrating the Service Tracker platform into selected training institutions. Trainers and administrators participated in peer learning sessions organized at Africa Skills Week and digital training workshops.



▶ Cameroon



The programme addressed youth unemployment and displacement through green innovation and skills training. Activities were led by the local NGO **CAASDEV** in collaboration with public authorities and community leaders, under the Green Innovation Challenge initiative.

▶ **Solar energy training for displaced youth**

The “Solar Bright Futures” project trained internally displaced youth in solar photovoltaic (PV) installation, maintenance, and entrepreneurship. Training was conducted in a conflict-affected region with a focus on safety, employability, and green skills.

▶ **Integration of psychosocial support**

CAASDEV integrated psychosocial support through sports activities and counselling sessions, helping young people regain confidence and reintegrate socially while acquiring technical skills.

▶ **Awareness and outreach campaign**

A multimedia awareness campaign was conducted on national and local radio and TV, raising awareness of the programme, promoting green energy careers, and encouraging female participation in technical trades.

Displaced youth were provided with market-relevant green skills and strengthened community resilience through a holistic approach combining training, well-being, and advocacy. The successful model demonstrated the potential of community-based green innovation to tackle both unemployment and social fragility.



► Palestine



In Palestine, the programme promoted cultural heritage preservation and green jobs through a youth-led innovation. The initiative was implemented by the RIWAQ Centre for Architectural Conservation, combining traditional knowledge, craftsmanship, and employment generation in a fragile context.

► **Training in heritage restoration**

RIWAQ trained youth in traditional woodworking and architectural conservation techniques, focusing on historical structures and local materials. The training emphasized sustainability and green restoration methods, supporting the integration of environmental principles into construction and renovation practices.

► **Development of technical guide**

A technical guide on heritage wood restoration was developed, documenting best practices, restoration protocols, and safety standards. The guide serves as a reference for practitioners in Palestine and the region.

► **South-South exchanges with Egypt and Jordan**

RIWAQ organized exchange visits and virtual sessions with heritage institutions in Egypt and Jordan, enabling cross-country learning on vocational pathways in cultural preservation and sustainable construction.

Overall, the intervention empowered Palestinian youth through specialized training, preserved cultural assets, and strengthened South-South knowledge transfer in the green and cultural economy. It demonstrated that heritage-based TVET can foster social cohesion and sustainable livelihoods in conflict-affected areas.





The Global Skills Programme supported climate-smart entrepreneurship and rural youth employment through an innovative solar energy project implemented by the NGO **Association 3535**, under the Green Innovation Challenge.

► Training in solar technology

The project trained **23 rural youth** (including young women) in **solar panel installation, maintenance, and basic electrical work**. The training was conducted using practical, community-based methods, combining technical instruction with entrepreneurship coaching.

► Deployment of solar-powered infrastructure

A **solar-powered cold storage unit** was installed in a rural agricultural cooperative. This infrastructure supports local producers by reducing post-harvest loss and increasing the shelf life of perishable goods, thereby improving income security.

► Showcasing at COP27

The project was showcased at **COP27** as an example of youth-led innovation addressing climate challenges. Its visibility contributed to increased interest from local authorities and international partners in replicating the model.

The Côte d'Ivoire initiative demonstrates how green energy solutions can promote youth employability, local economic resilience, and climate adaptation in underserved rural areas. It also illustrated the role of grassroots innovation in advancing the SDGs through vocational training.



► Bangladesh



In Bangladesh, the programme focused on youth empowerment and the green economy through solar energy training, curriculum reform, and institutional strengthening. Activities were implemented by **MFD** and **BYEI** under the **Green Innovation Challenge**, in partnership with local TVET institutions and the ILO.

► Youth training in solar photo voltaic (PV) technology

More than **100 young people**, including women and marginalized groups, were trained in **solar PV installation, maintenance, and green entrepreneurship**. The training combined hands-on practice with business coaching, enabling graduates to launch microenterprises or join the clean energy workforce.

► Development and institutionalization of green curricula

Three public TVET institutions integrated newly developed **green training modules** into their official programmes. These modules, co-designed with private sector actors and aligned with national green economy strategies, cover topics such as solar system sizing, energy efficiency, and environmental safety.

► ILO technical assistance and alignment with national strategies

The ILO provided **technical support** for curriculum development, training delivery, and the creation of monitoring frameworks. This ensured that the interventions aligned with the **Bangladesh National Solar Energy Policy** and contributed to the national objective of increasing youth participation in green jobs.





The Global Skills Programme focused on expanding access to apprenticeships for informal economy workers and rural youth, especially young women. The activities were implemented through the **India Digital Apprenticeship Challenge** in partnership with national NGOs and training institutions such as **Tata STRIVE** and **Pratham**.

▶ **Piloting of four digital apprenticeship models**

Four pilot projects were launched in rural and peri-urban areas to test hybrid apprenticeship models combining in-person coaching with online learning. These models targeted informal workers, women, and school dropouts, offering flexible pathways to skill certification and employability. Over **400 young people**, a majority of whom were women, completed training in fields such as digital marketing, customer service, computer literacy, and e-commerce. The pilots also introduced micro-credentialing and digital badges to support learner visibility in the labour market.

▶ **Policy advocacy and national dialogue**

Lessons from the pilots were consolidated into policy briefs and technical notes, which were presented to national apprenticeship reform bodies. This contributed to discussions on expanding non-traditional and community-based apprenticeship options within the national TVET and skill development framework.

The India Digital Apprenticeship Challenge demonstrated the effectiveness of flexible, inclusive models tailored to the informal economy. It strengthened the case for expanding apprenticeship definitions to include digital and remote modalities, especially for underserved populations.



▶ South Africa



In South Africa, the programme supported digital inclusion and youth employment by piloting innovative apprenticeship models in creative and digital industries through an **Innovation Challenge**, with implementation led by local social enterprises and training hubs.

▶ Pilot digital apprenticeships

Three pilot projects—Ikasi Creative, Vexospark, and Lindamahle—provided apprenticeship-style training in animation, digital storytelling, web development, and cybersecurity. These pilots tested flexible and non-traditional apprenticeship pathways tailored to NEET youth (Not in Employment, Education, or Training).

▶ Training outcomes

A total of 128 NEET youth completed training, with strong gender inclusion and representation of disadvantaged communities. In addition to technical instruction, trainees received coaching in entrepreneurship, digital portfolios, and client engagement.

Community outreach and indirect reach, through community showcases, digital campaigns, and peer training, the pilot initiatives reached an **estimated 3,038 additional beneficiaries**. The model highlighted the potential of social enterprises and community learning hubs in expanding access to high-demand digital skills.

The South Africa pilots successfully demonstrated that innovative, localized apprenticeship approaches can engage excluded youth in future-focused sectors. The strong community engagement component also positioned the pilots for potential scale-up in collaboration with national TVET and youth employment strategies.



► 3.2 Main Challenges, Risks and Corrective Action

Challenge or Risk	Observed Impact	Corrective Action Taken
Delays in national policy approvals (e.g., Malawi, Ethiopia)	Slower implementation of new frameworks	Conducted policy dialogues and secured high-level ministerial endorsement
Limited internet access in rural areas (Senegal, India, South Africa)	Hindered uptake of digital learning and Service Tracker use	Developed offline-compatible materials and delivered blended training
Fragile security context in Palestine and Cameroon	Restricted field activities and youth mobility	Engaged community-based partners and adjusted timelines; added psychosocial support
Weak employer engagement in apprenticeship pilots (India, Tanzania)	Limited job placement and uptake	Partnered with local SMEs and employer associations; adapted delivery models
Institutional turnover and capacity gaps (multiple countries)	Inconsistencies in reporting and planning continuity	Provided refresher training and established multi-actor taskforces
Gender inclusion in male-dominated sectors (e.g., ICT, solar energy)	Underrepresentation of women in technical fields	Developed gender-focused outreach and included social mobilization components

► 3.3 Lessons Learned and Good Practices

- **Integrated planning across development partners** in countries like Ghana, Malawi, Ethiopia and Lebanon helped align country-level interventions and build synergies. For instance, in Ghana, over 400 trainees across different donor-funded interventions were tracked through a unified dashboard, improving programme synergy and efficiency. In Malawi, for example, the Global Programme collaborated with the IFAD-funded ProAgro Youth project to expand the work-integrated learning (WiL) model, and in Lebanon, collaboration with the Dutch-funded PROSPECTS program allowed for scale-up of workbased learning programs.
- **Community-based innovation models** in Côte d'Ivoire and Palestine yielded strong results. In Côte d'Ivoire, the Association 3535 trained 23 youth in solar energy and installed a solar-powered cold chain system used by local cooperatives. In Palestine, RIWAQ trained youth in wood conservation and engaged 217 artisans in cross-country knowledge exchange. These models showed how skills training linked to local assets (agriculture, heritage) can produce employment and resilience outcomes.
- **Innovative apprenticeship** models were critical in India and South Africa to reach informal workers and NEET youth. In India, more than 400 rural youth were trained in hybrid formats through the Digital Apprenticeship Challenge, many of whom were women and informal workers. In South Africa, three pilot projects trained 128 NEET youth in digital trades. These flexible models bypassed rigid formal entry criteria and met learners where they were.
- **Gender mainstreaming and disability inclusion** improved equity and relevance. In Lebanon, 56% of work-based learning participants were women, and 45% were refugees. In all countries, inclusive learning environments and sensitization of trainers led to the inclusion of persons with disabilities in training activities. Programmes that adapted curricula and offered psychosocial support achieved better retention and completion rates.
- **Peer learning and regional exchanges** had strong multiplier effects. The Zanzibar RPL tour helped Ethiopia and Malawi design national RPL frameworks that were later institutionalized. The Africa Skills Week hosted in Ghana brought together over 300 participants from 36 countries, leading to follow-up policy actions in Malawi, Tanzania, and Senegal.
- **Scalable digital solutions**, such as the Service Tracker in Senegal, Malawi, and Tanzania, demonstrated that data systems can be adopted across diverse institutional contexts. Capacity building in digital pedagogy in Senegal and Lebanon also laid the foundation for future scale-up of blended learning.
- **Replication potential of innovation models** was evident in the way India's hybrid apprenticeship approaches and Côte d'Ivoire's green energy solutions attracted interest for scale-up in other regions. These innovations were documented and shared via global platforms.

► 3.4 Sustainability

Global and Regional levels

- **Integration of piloted models and approaches into national policies and strategies** proved a key success factor in countries such as Ethiopia, which adopted a National Qualification Framework and included RPL and sector skills bodies within the revised Education and Training Policy. Similarly, Malawi finalized its National TVET Policy in 2024, integrating work-integrated learning (WiL) approaches, and Lebanon incorporated skills anticipation mechanisms into its forthcoming TVET strategic framework (2025–2029), all ensuring continuity beyond donor cycles.
- **Co-financing mechanisms and private sector participation** were successfully implemented in **Ghana**, where the automotive and wellness SSBs mobilized in-kind and cash contributions from over **20 employers**. In **Tanzania**, part of the skills levy was redirected to fund apprenticeships for women and youth in sectors like hospitality and metalwork. These mechanisms reduce dependency, mobilize domestic investments into skills, and foster shared ownership.
- **Scalable digital solutions**, such as the **Service Tracker**, were deployed across **11 countries**, including **Senegal, Malawi, and Tanzania**. These systems now monitor enrolment, completion, and post-training outcomes.
- **Replication potential of innovation models** was demonstrated through multiple channels. The **India Digital Apprenticeship Challenge**, which trained over **400 youth**, attracted the attention of state-level officials aiming to expand hybrid learning. In **Côte d'Ivoire**, the solar cold chain model led by Association 3535 was adopted by two new agricultural cooperatives. These innovations were disseminated through global knowledge events, including COP27/COP28, ILO webinars, and the Innovation Challenge portal.

► 3.5 Visibility and 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.

Ethiopia

The programme team created promotional materials, the programme used multiple institutional and UN channels to disseminate information and promote its work. Environmental sustainability and waste management training for women-owned enterprises were featured on the ILO's global website and the UN Ethiopia newsletter. An assessment report on Greening TVET in Ethiopia was published online. Additionally, the Quality Apprenticeship (R208) roadmap was officially launched in December 2024 in the presence of national stakeholders and featured in the UN Ethiopia quarterly newsletter.

- [ILO skills project aims to uplift environmental sustainability and waste management in Ethiopia | International Labour Organization](#)
- [Assessment of Green Technical and Vocational Training and Skills development in Ethiopia | International Labour Organization](#)
- [ILO, partners develop roadmap for quality apprenticeships in Ethiopia | United Nations in Ethiopia](#)

Ghana

The ILO Country Office website was regularly updated with news articles, press releases, and publications linked to programme achievements. National newspapers featured success stories from the programme. Beneficiary testimonials, interviews, and visual documentation were published and circulated, highlighting results and personal impact. Below are samples of the publications:

- [Ghana | International Labour Organization](#)

Lebanon

The [Skills Development Working Group](#), which includes donors, development agencies, international NGOs, and UN agencies, served as a platform for regular updates on programme activities. Results were also shared through implementing partners' websites and social media platforms. The Work-Based Learning (WBL) intervention was captured through photo stories, video clips, and success stories, all published on the [ILO Lebanon ILO's webpage](#).

Malawi

Visibility materials such as brochures, pamphlets, and roll-up banners were developed and distributed during public events and workshops. In addition, progress reports and publications were uploaded to the ILO website and shared via social media channels. Local media outlets, including national newspapers, also featured programme activities: [Newsletters](#).

Senegal

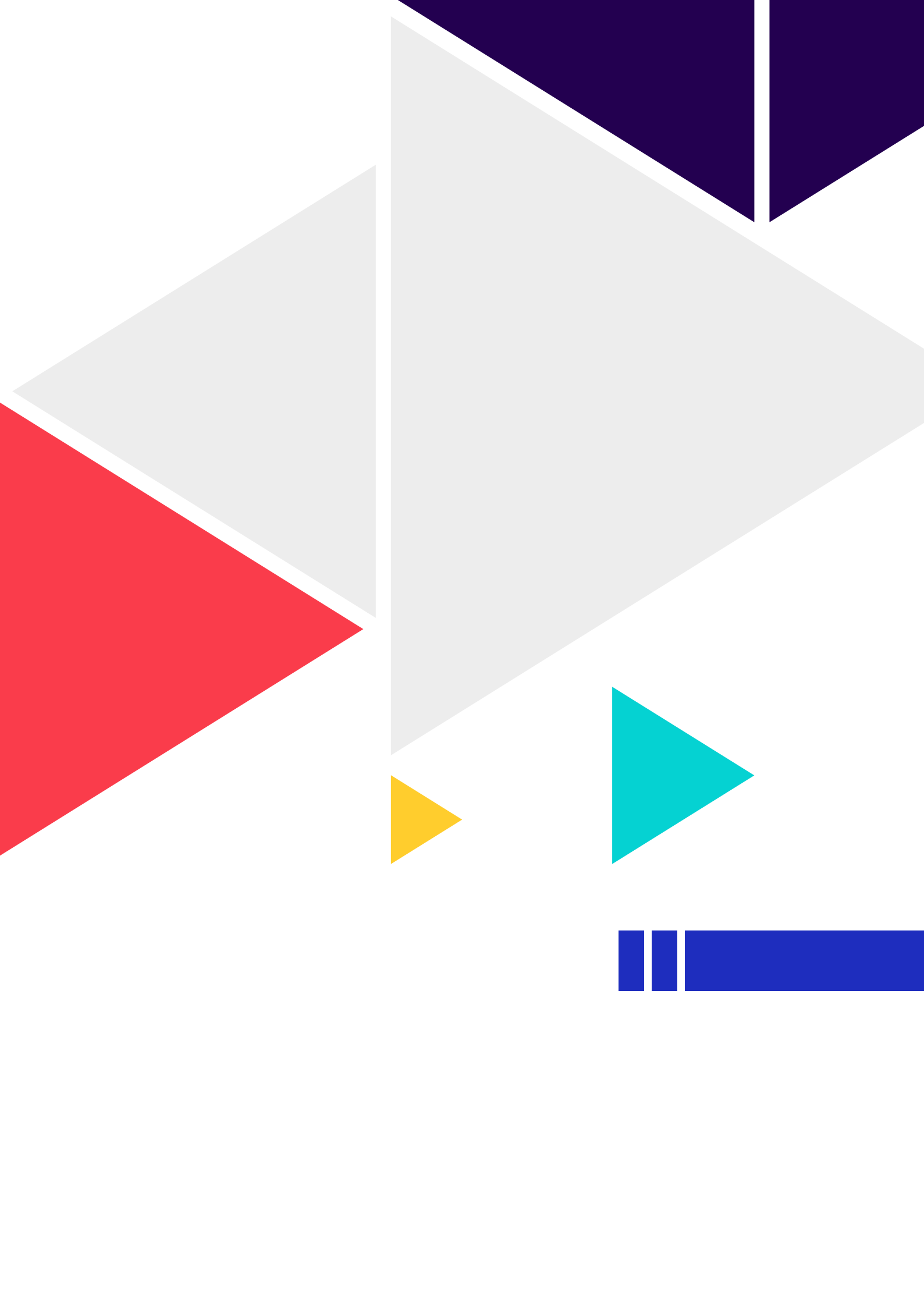
The programme team in Senegal developed promotional materials such as roll-up banners and brochures. These materials were used at public events and shared with training institutions. The national programme webpage hosted articles and publications showcasing ongoing results and innovations.

- [Le BIT appuie le renforcement des compétences digitales du personnel de la Formation Professionnelle et Technique au Sénégal | International Labour Organization](#)
- [Le MEFPAI, appuyé par l'OIT, lance une formation en ligne pour le développement des compétences clés pour la création des entreprises innovantes dans le secteur numérique | International Labour Organization](#)
- [Le Ministère de la Formation Professionnelle, de l'Apprentissage et de l'Insertion \(MEFPAI\), grâce à l'OIT, lance la mise en place des clubs numériques dans les centres de formation professionnelle et technique | International Labour Organization](#)

Tanzania

Communication on programme progress and achievements was coordinated through established Development Partner Groups, including TVET, Education, and Disability Inclusion working groups. Results and updates were posted on the ILO East Africa website and its official Twitter (now X) account. Social partners also relayed programme milestones on their respective communication platforms.

- [Waziri wa... - Afisi Ya Rais Kazi Uchumi & Uwekezaji-Zanzibar | Facebook](#)
- [PMO | Habari](#)

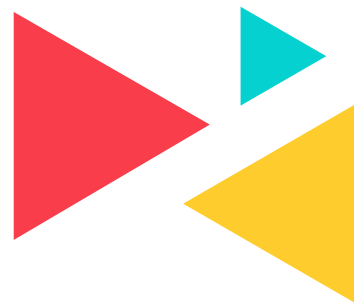




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