



International  
Labour  
Organization



► Toolkit to  
assess current skills system  
for lifelong learning



- ▶ **Toolkit to  
assess current skills system  
for lifelong learning**



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| Question |                                                                                                                       | Policy relevance                                                                                                                                                                                                                                                                                                                                                           |                                                        | Policy adequacy                                                                                                                                                                                                |                                                      | Policy actions required                                                                |
|----------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|
|          |                                                                                                                       | (a)<br>Answer                                                                                                                                                                                                                                                                                                                                                              | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                                             | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| A        | Policies, governance and financing for effective skills development and lifelong learning                             |                                                                                                                                                                                                                                                                                                                                                                            |                                                        |                                                                                                                                                                                                                |                                                      |                                                                                        |
| A1       | Which of the following elements are covered by governance of the skills policy? Tick if applicable.                   | <input type="checkbox"/> Mission<br><input type="checkbox"/> Vision<br><input type="checkbox"/> Stakeholders<br><input type="checkbox"/> Role and responsibilities<br><input type="checkbox"/> Priorities<br><input type="checkbox"/> Financing<br><input type="checkbox"/> There is no formal skills policy / a framework of governance does not exist – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> Governance is broadly working well ►<br><input type="checkbox"/> Governance needs improvements ►<br><input type="checkbox"/> Governance is not working well at all ►                  | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| A2       | What is the relationship between your skills policy and economic development goals?                                   | <input type="checkbox"/> Skills policy is determined primarily by economic development targets ►<br><input type="checkbox"/> Skills policy is determined by a mixture of social, economic, environmental and other needs ►<br><input type="checkbox"/> Skills policy is largely determined by educational needs with few economic motives pertinent ►                      | < Documentation source > ►                             | <input type="checkbox"/> The relationship is broadly working well ►<br><input type="checkbox"/> The relationship needs improvement ►<br><input type="checkbox"/> The relationship is not working well at all ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| A3       | To what extent is the impact of your skills policy monitored and assessed?<br>(Note: impact may extend beyond goals.) | <input type="checkbox"/> An official report is required at regular intervals (e.g. yearly) ►<br><input type="checkbox"/> Report is made on an ad hoc basis ►<br><input type="checkbox"/> No official requirement / impact seldom reported – go to column (e)                                                                                                               | < Documentation source > ►                             | <input type="checkbox"/> The arrangement is satisfactory ►<br><input type="checkbox"/> The arrangement needs improvement ►<br><input type="checkbox"/> The arrangement is not working well at all ►            | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |

| Question |                                                                                                                                                                                                                                        | Policy relevance                                                                                                                                                                                                                                   |                                                        | Policy adequacy                                                                                                                                                                                                                       |                                                      | Policy actions required                                                                |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|
|          |                                                                                                                                                                                                                                        | (a)<br>Answer                                                                                                                                                                                                                                      | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                                                                    | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| A4       | <b>Is your skills policy supported by a whole-of-government approach?</b>                                                                                                                                                              | <input type="checkbox"/> Yes, it is ►<br><input type="checkbox"/> No, it is not – go to column (e)                                                                                                                                                 | < Documentation source > ►                             | <input type="checkbox"/> The approach is satisfactory ►<br><input type="checkbox"/> The approach needs improvement ►<br><input type="checkbox"/> The approach is not working well at all ►                                            | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| A5       | <b>What is the most appropriate description of stakeholder input as regards your skills policy?</b>                                                                                                                                    | <input type="checkbox"/> Input is required by legislation ►<br><input type="checkbox"/> Input is optional and consultative in nature ►<br><input type="checkbox"/> Little or no input is required – go to column (e)                               | < Documentation source > ►                             | <input type="checkbox"/> The approach is satisfactory ►<br><input type="checkbox"/> The approach needs improvement ►<br><input type="checkbox"/> The approach is not working well at all ►                                            | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| A6       | <b>What best describes the extent to which training providers in the private sector are officially accredited?</b><br><br>(Note: Accreditation includes that by employers who draw on public funds for providing work-based training.) | <input type="checkbox"/> Official accreditation of all providers is required by legislation ►<br><input type="checkbox"/> Some but not all providers are accredited ►<br><input type="checkbox"/> Accreditation is not required – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> The approach is satisfactory ►<br><input type="checkbox"/> The approach needs improvement ►<br><input type="checkbox"/> The approach is not working well at all ►                                            | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| A7       | <b>Is there an agency with a mandated function of promoting training?</b>                                                                                                                                                              | <input type="checkbox"/> Yes, there is ►<br><input type="checkbox"/> Yes, but the function is shared among agencies, departments and/or ministries<br><input type="checkbox"/> No, there is no agency for this function – go to column (e)         | < Documentation source > ►                             | <input type="checkbox"/> The agency function is working well towards achieving objectives ►<br><input type="checkbox"/> The agency function needs improvement ►<br><input type="checkbox"/> The agency function is not working well ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |

| Question  |                                                                                                                                                                                                           | Policy relevance                                                                                                                                                                                                                                                                                                               |                                                        | Policy adequacy                                                                                                                                                                                                                                     |                                                      | Policy actions required                                                                |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|
|           |                                                                                                                                                                                                           | (a)<br>Answer                                                                                                                                                                                                                                                                                                                  | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                                                                                  | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| <b>B</b>  | <b>Skills intelligence strengthening</b>                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                |                                                        |                                                                                                                                                                                                                                                     |                                                      |                                                                                        |
| <b>B1</b> | <b>Which of the following functions are supported by your existing labour market information (LMI) system? Tick if applicable.</b><br>(Note: functions include those via digital platforms or otherwise.) | <input type="checkbox"/> Job search/recruitment<br><input type="checkbox"/> Career development<br><input type="checkbox"/> Current training needs<br><input type="checkbox"/> Future skills analysis<br><input type="checkbox"/> Funding information<br><input type="checkbox"/> No, there is no LMI system – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> Support as a whole meets expectation ►<br><input type="checkbox"/> Support in some parts of the system needs improvement ►<br><input type="checkbox"/> Support is not working well at all and requires a thorough revamp ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| <b>B2</b> | <b>Is there an agency that produces skills forecast or foresight analysis for policy consideration?</b>                                                                                                   | <input type="checkbox"/> Yes, there is ►<br><input type="checkbox"/> No, there is no such facility – go to column (e)                                                                                                                                                                                                          | < Documentation source > ►                             | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> The provision needs improvement ►<br><input type="checkbox"/> The provision is not working well at all ►                                                       | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| <b>B3</b> | <b>To what extent does your skills policy support technological change?</b><br>(Note: tech-related examples include Industry 4.0, robotics, green skills and data science.)                               | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><input type="checkbox"/> There is little or no focus on the matter – go to column (e)                                                                                                                                                       | < Documentation source > ►                             | <input type="checkbox"/> Support is sufficient ►<br><input type="checkbox"/> Improved support is needed ►<br><input type="checkbox"/> Support is not at all sufficient ►                                                                            | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |

| Question  | Policy relevance                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                            | Policy adequacy                                    |                                                                                                                                                                                               | Policy actions required                                                                |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|           | (a)<br>Answer                                                                                                                                                                                                                    | (b)<br>Name of document supporting answer given in (a)                                                                                                                                                                                                     | (c)<br>Assessment of circumstance indicated in (a) | (d)<br>Name of document supporting assessment in (c)                                                                                                                                          | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| <b>C</b>  | <b>Innovative and flexible learning programmes</b>                                                                                                                                                                               |                                                                                                                                                                                                                                                            |                                                    |                                                                                                                                                                                               |                                                                                        |
| <b>C1</b> | <b>How would you describe the provision of IVET for industries and workers?</b><br><br>(Note: IVET [initial vocational education and training] focuses on employment entry.)                                                     | <input type="checkbox"/> Provision is fully established in terms of scope and level ►<br><input type="checkbox"/> Provision is partial and available for only a few sectors ►<br><input type="checkbox"/> There is or no such provision – go to column (e) | < Documentation source > ►                         | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> The provision needs improvement ►<br><input type="checkbox"/> The provision is not working well at all ► | < Documentation source > ►<br><br>< Describe planned actions > ▼                       |
| <b>C2</b> | <b>How would you describe the provision of adult learning, CVET and work-based learning for industries and workers?</b><br><br>(Note: CVET [continuing vocational education and training] focuses on post-entry training needs.) | <input type="checkbox"/> Provision is fully established in terms of scope and level ►<br><input type="checkbox"/> Provision is partial and available for only a few sectors ►<br><input type="checkbox"/> There is or no such provision – go to column (e) | < Documentation source > ►                         | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> The provision needs improvement ►<br><input type="checkbox"/> The provision is not working well at all ► | < Documentation source > ►<br><br>< Describe planned actions > ▼                       |
| <b>C3</b> | <b>Is the system supported by a national qualifications framework?</b>                                                                                                                                                           | <input type="checkbox"/> Yes, it is ►<br><input type="checkbox"/> Yes, but the framework is not comprehensive in terms of scope and level ►<br><input type="checkbox"/> No, there is no such system – go to column (e)                                     | < Documentation source > ►                         | <input type="checkbox"/> The system is working well ►<br><input type="checkbox"/> The system needs improvement ►<br><input type="checkbox"/> The system is not working well at all ►          | < Documentation source > ►<br><br>< Describe planned actions > ▼                       |
| <b>C4</b> | <b>Have pathways been developed to support progression between academic and vocational education?</b>                                                                                                                            | <input type="checkbox"/> Yes, they are in place ►<br><input type="checkbox"/> Yes, but they are not fully implemented or are still in development ►<br><input type="checkbox"/> No, there is no such system – go to column (e)                             | < Documentation source > ►                         | <input type="checkbox"/> The pathways are working well ►<br><input type="checkbox"/> The pathways need improvement ►<br><input type="checkbox"/> The pathways are not working well at all ►   | < Documentation source > ►<br><br>< Describe planned actions > ▼                       |

| Question                                                                     |                                                                                                                                                                                                                          | Policy relevance                                                                                                                                                                                                                                                                        |                                                        | Policy adequacy                                                                                                                                                                                  |                                                      | Policy actions required                                                                |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|
|                                                                              |                                                                                                                                                                                                                          | (a)<br>Answer                                                                                                                                                                                                                                                                           | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                               | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| C6                                                                           | Are one or more of basic, core, transferrable or transversal skills part of skills provision?                                                                                                                            | <input type="checkbox"/> Yes, one or more are part of skills provision ►<br><input type="checkbox"/> Yes, but provision is only partial ►<br><input type="checkbox"/> No, there is no such provision – go to column (e)                                                                 | < Documentation source > ►                             | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> The provision needs improvement ►<br><input type="checkbox"/> The provision is not working well at all ►    | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| C7                                                                           | To what extent have micro-credentials or something similar been implemented?<br>(Note: implementation may include condensed training activity that in aggregate leads to earning of a minor or secondary qualification.) | <input type="checkbox"/> They are fully implemented and in use widely ►<br><input type="checkbox"/> They are in use but neither fully implemented nor widely used ►<br><input type="checkbox"/> No, there is no such implementation – go to column (e)                                  | < Documentation source > ►                             | <input type="checkbox"/> Implementation is working well ►<br><input type="checkbox"/> Implementation needs improvement ►<br><input type="checkbox"/> Implementation is not working well at all ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| <b>D Inclusive skills programmes meeting diverse needs of labour markets</b> |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                         |                                                        |                                                                                                                                                                                                  |                                                      |                                                                                        |
| D1                                                                           | In what ways does your skills policy support social development goals?                                                                                                                                                   | <input type="checkbox"/> They are stated as social objectives in the skills policy ►<br><input type="checkbox"/> Social objectives are only indirectly linked to primary goals of the skills policy ►<br><input type="checkbox"/> There is little or no such support – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> Support is sufficient ►<br><input type="checkbox"/> More support is needed ►<br><input type="checkbox"/> Support is not at all sufficient ►                             | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| D2                                                                           | To what extent does skills policy support the transition of jobs from declining to emerging sectors?                                                                                                                     | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><input type="checkbox"/> There is little or no such support – go to column (e)                                   | < Documentation source > ►                             | <input type="checkbox"/> Support is sufficient ►<br><input type="checkbox"/> More support is needed ►<br><input type="checkbox"/> Support is not at all sufficient ►                             | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |

| Question |                                                                                                                                                                                               | Policy relevance                                                                                                                                                                                                                                         |                                                        | Policy adequacy                                                                                                                                                                                  |                                                      | Policy actions required                                                                |
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|          |                                                                                                                                                                                               | (a)<br>Answer                                                                                                                                                                                                                                            | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                               | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| D3       | To what extent does skills policy support the skills needs of businesses and/or workers in the informal economy?                                                                              | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><input type="checkbox"/> There is little or no such support – go to column (e)    | < Documentation source > ►                             | <input type="checkbox"/> Support is sufficient ►<br><input type="checkbox"/> More support is needed ►<br><input type="checkbox"/> Support is not at all sufficient ►                             | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| D4       | Is there legislation that codifies learning/training rights for all citizens?                                                                                                                 | <input type="checkbox"/> Yes, there is ►<br><input type="checkbox"/> No, there is no such legislation – go to column (e)                                                                                                                                 | < Documentation source > ►                             | <input type="checkbox"/> The legislation is sufficient ►<br><input type="checkbox"/> Improved legislation is needed ►<br><input type="checkbox"/> The legislation is not at all sufficient ►     | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| D5       | To what extent has recognition of prior learning (RPL) been implemented?                                                                                                                      | <input type="checkbox"/> RPL has been fully implemented across sectors and among stakeholders ►<br><input type="checkbox"/> RPL has been implemented but only partially ►<br><input type="checkbox"/> There is no such implementation – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> Implementation is working well ►<br><input type="checkbox"/> Implementation needs improvement ►<br><input type="checkbox"/> Implementation is not working well at all ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| D6       | To what extent are the learning needs of SMEs supported in skills policy?                                                                                                                     | <input type="checkbox"/> The needs are fully supported ►<br><input type="checkbox"/> The needs are only partially supported ►<br><input type="checkbox"/> There is no such support – go to column (e)                                                    | < Documentation source > ►                             | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> It needs improvement ►<br><input type="checkbox"/> It is not working well at all ►                          | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| D7       | Has a national system of advice and guidance been implemented for adult career planning and continuous learning?<br><br>(Note: this does not refer to in-school career guidance for leavers.) | <input type="checkbox"/> Yes, a system has been fully implemented ►<br><input type="checkbox"/> Yes, but the system has seen only partial implementation ►<br><input type="checkbox"/> No, no such system has been implemented – go to column (e)        | < Documentation source > ►                             | <input type="checkbox"/> Implementation is working well ►<br><input type="checkbox"/> Implementation needs improvement ►<br><input type="checkbox"/> Implementation is not working well at all ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |

| Question |                                                                                                                                           | Policy relevance                                                                                                                                                                                                                                                                    |                                                        | Policy adequacy                                                                                                                                                                                      |                                                      | Policy actions required                                                                |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|
|          |                                                                                                                                           | (a)<br>Answer                                                                                                                                                                                                                                                                       | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                                   | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| D8       | To what extent is learning provision capable of supporting local or targeted skills needs?                                                | <input type="checkbox"/> The needs are fully supported ►<br><input type="checkbox"/> The needs are only partially supported ►<br><input type="checkbox"/> There is no such support – go to column (e)                                                                               | < Documentation source > ►                             | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> The provision needs improvement ►<br><input type="checkbox"/> The provision is not working well at all ►        | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| E        | Quality apprenticeships and work-based learning programmes                                                                                |                                                                                                                                                                                                                                                                                     |                                                        |                                                                                                                                                                                                      |                                                      |                                                                                        |
| E1       | To what extent do apprenticeships and work-based learning involve robust social dialogue among employers and stakeholders?                | <input type="checkbox"/> Social dialogue is a mandated practice and occurs widely ►<br><input type="checkbox"/> Forms of social dialogue exist but to a lesser degree ►<br><input type="checkbox"/> There is little or no such social dialogue for this purpose – go to column (e)  | < Documentation source > ►                             | <input type="checkbox"/> The practice is broadly working ►<br><input type="checkbox"/> The practice needs improvement ►<br><input type="checkbox"/> The practice is not working well at all ►        | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| E2       | To what extent is quality assurance and accreditation of employers used as mechanisms to support apprenticeships and work-based learning? | <input type="checkbox"/> The mechanisms are widely used ►<br><input type="checkbox"/> The mechanisms are used but not to a substantial degree ►<br><input type="checkbox"/> There is little or no use of such mechanisms – go to column (e)                                         | < Documentation source > ►                             | <input type="checkbox"/> The mechanisms are broadly working ►<br><input type="checkbox"/> The mechanisms need improvement ►<br><input type="checkbox"/> The mechanisms are not working well at all ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| E3       | How would you describe the usual funding situation for apprenticeships and work-based learning?                                           | <input type="checkbox"/> They are funded at a sustainable and sufficient level ►<br><input type="checkbox"/> They are funded but no comment can be made on either sustainability or sufficiency ►<br><input type="checkbox"/> There is little or no such funding – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> Funding is broadly satisfactory ►<br><input type="checkbox"/> More funding is needed ►<br><input type="checkbox"/> Funding is not at all satisfactory ►                     | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |

| Question  |                                                                                                                                                                                                            | Policy relevance                                                                                                                                                                                                                                              |                                                        | Policy adequacy                                                                                                                                                                                                                                                                                                  |                                                      | Policy actions required                                                                |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|
|           |                                                                                                                                                                                                            | (a)<br>Answer                                                                                                                                                                                                                                                 | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                                                                                                                                               | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| <b>E4</b> | <b>How would you describe the state of collaboration on apprenticeships and work-based learning among stakeholders?</b><br><br>(Note: stakeholders includes employers, training providers, unions, et al.) | <input type="checkbox"/> Collaboration is mandated and occurs widely ►<br><br><input type="checkbox"/> Collaboration occurs but is highly contextual and uneven ►<br><br><input type="checkbox"/> There is little or no such collaboration – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> The collaboration is broadly working ►<br><br><input type="checkbox"/> The collaboration needs improvement ►<br><br><input type="checkbox"/> The collaboration is not working well at all ►                                                                                             | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| <b>F</b>  | <b>Provision of innovative training support to meet skills demand; long-term goals</b>                                                                                                                     |                                                                                                                                                                                                                                                               |                                                        |                                                                                                                                                                                                                                                                                                                  |                                                      |                                                                                        |
| <b>F1</b> | <b>To what extent does your skills policy support digital transformation?</b>                                                                                                                              | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><br><input type="checkbox"/> There is little or no such support – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> Support is adequate and broadly effective towards meeting targets ►<br><br><input type="checkbox"/> Support exists but is not adequate thus making progress slower than expected ►<br><br><input type="checkbox"/> Support is inadequate resulting in significantly hindered progress ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| <b>F2</b> | <b>In terms of Sustainable Development Goal 4 (SDG 4), to what extent does your policymaking support “inclusive and equitable quality education and promote lifelong learning opportunities for all”?</b>  | <input type="checkbox"/> Policymaking places significant focus on the matter ►<br><br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><br><input type="checkbox"/> There is little or no such support – go to column (e)  | < Documentation source > ►                             | <input type="checkbox"/> It is broadly working towards targets ►<br><br><input type="checkbox"/> Progress is slower than expected ►<br><br><input type="checkbox"/> There is a significant gap between target and progress ►                                                                                     | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| <b>F3</b> | <b>To what extent does skills policy support higher value-add or innovative business models?</b>                                                                                                           | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><br><input type="checkbox"/> There is little or no such support – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> The provision is working well ►<br><br><input type="checkbox"/> The provision needs improvement ►<br><br><input type="checkbox"/> The provision is not working well at all ►                                                                                                            | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |

| Question |                                                                                                                                                                                                                                            | Policy relevance                                                                                                                                                                                                                                                                                                               |                                                        | Policy adequacy                                                                                                                                                                               |                                                      | Policy actions required                                                                |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|
|          |                                                                                                                                                                                                                                            | (a)<br>Answer                                                                                                                                                                                                                                                                                                                  | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                            | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| F4       | To what extent does skills policy support productivity improvement?                                                                                                                                                                        | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><input type="checkbox"/> There is little or no such support – go to column (e)                                                                          | < Documentation source > ►                             | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> The provision needs improvement ►<br><input type="checkbox"/> The provision is not working well at all ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| F5       | To what extent does skills policy support “decent work” and high-quality jobs?                                                                                                                                                             | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><input type="checkbox"/> There is little or no such support – go to column (e)                                                                          | < Documentation source > ►                             | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> The provision needs improvement ►<br><input type="checkbox"/> The provision is not working well at all ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| F6       | To what extent does the principle of lifelong learning underpin the content of your skills policy?                                                                                                                                         | <input type="checkbox"/> Lifelong learning is the organising principle around which skills policy is designed ►<br><input type="checkbox"/> Lifelong learning is one goal among others within skills policy ►<br><input type="checkbox"/> The principle of lifelong learning is separate from skills policy – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> The approach is working well ►<br><input type="checkbox"/> The approach needs improvement ►<br><input type="checkbox"/> The approach is not working well at all ►    | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| F7       | To what extent does skills policy subscribe to the “learner-centric” approach?<br>(Note: this can be, for example, via pedagogy design, a voucher scheme or an individual learning account (ILA) used for training chosen by the learner.) | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><input type="checkbox"/> There is little or no such support – go to column (e)                                                                          | < Documentation source > ►                             | <input type="checkbox"/> The approach is working well ►<br><input type="checkbox"/> The approach needs improvement ►<br><input type="checkbox"/> The approach is not working well at all ►    | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |

| Question |                                                                                                                                              | Policy relevance                                                                                                                                                                                                                                                                                   |                                                        | Policy adequacy                                                                                                                                                                                  |                                                      | Policy actions required                                                                |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------|
|          |                                                                                                                                              | (a)<br>Answer                                                                                                                                                                                                                                                                                      | (b)<br>Name of document supporting answer given in (a) | (c)<br>Assessment of circumstance indicated in (a)                                                                                                                                               | (d)<br>Name of document supporting assessment in (c) | (e)<br>Describe actions relevant to (a) or (c) if not adequately addressed in question |
| F8       | <b>To what extent does skills policy support the practice of learning for civic engagement, active citizenship and empowerment purposes?</b> | <input type="checkbox"/> Skills policy places significant focus on the matter ►<br><input type="checkbox"/> There is some support but not to a substantial degree ►<br><input type="checkbox"/> There is little or no such support – go to column (e)                                              | < Documentation source > ►                             | <input type="checkbox"/> The practice is working well ►<br><input type="checkbox"/> The practice needs improvement ►<br><input type="checkbox"/> The practice is not working well at all ►       | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| F9       | <b>To what extent is there a system of employer-led training provision?</b><br>(Note: sector skills councils is a prominent example here.)   | <input type="checkbox"/> Provision is fully established in terms of scope and level ►<br><input type="checkbox"/> Provision is partial and available for only a few sectors ►<br><input type="checkbox"/> There is or no such provision – go to column (e)                                         | < Documentation source > ►                             | <input type="checkbox"/> The provision is working well ►<br><input type="checkbox"/> The provision needs improvement ►<br><input type="checkbox"/> The provision is not working well at all ►    | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |
| F10      | <b>Is there implementation of UNESCO’s “learning city” concept?</b>                                                                          | <input type="checkbox"/> Yes, it has been or will be implemented ►<br><input type="checkbox"/> No, but a similar concept emphasizing locality in the provision of lifelong learning has been implemented ►<br><input type="checkbox"/> No, no such concept has been implemented – go to column (e) | < Documentation source > ►                             | <input type="checkbox"/> Implementation is working well ►<br><input type="checkbox"/> Implementation needs improvement ►<br><input type="checkbox"/> Implementation is not working well at all ► | < Documentation source > ►                           | < Describe planned actions > ▼                                                         |



## ▶ Toolkit to assess current skills system for lifelong learning

Supported by



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