



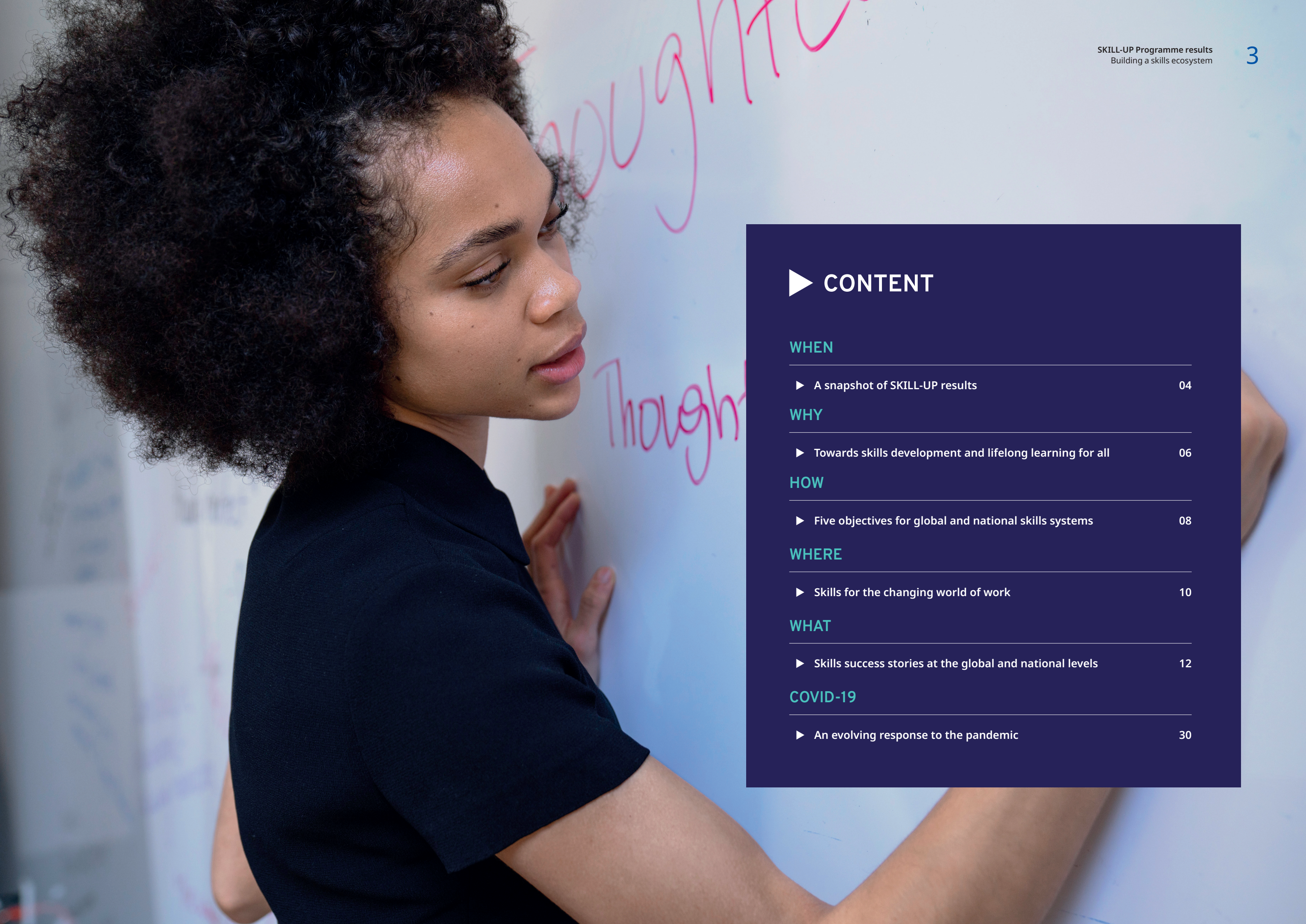
International  
Labour  
Organization

# ► SKILL-UP

## Programme results

Building a skills ecosystem





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## WHEN

# A snapshot of SKILL-UP results

Over the past two years, SKILL-UP has skilled, upskilled, and reskilled **2,530 people**. **362,075 people** in total have benefited from the programme's activities. Beneficiaries vary between global and field components.

**2,530**

people learned new skills, re-skilled, or upskilled

**40**

technical and vocational education and training (TVET) institutions built their capacity

**265**

tripartite national stakeholders received technical support and capacity building

**7**

countries benefited from the programme

By the end of the programme, SKILL-UP will have reached **2,000 additional direct beneficiaries**.



**BENEFICIARIES  
REACHED BY  
DEC. 2019**

DIRECT

**2,530**

INDIRECT

**362,075**



## WHY

# Towards skills development and lifelong learning for all

The world of work is shifting in transformative ways, accelerated by new technologies, increased migration, and a changing climate. Workers need new skills to adapt to **the new global economy and labour market**. As a result, countries are increasingly committed to creating responsive and inclusive skills systems.

However, there are some major obstacles to skills development.

- Skills shortages are a major constraint to economic growth.
- Technology-based transitions can put skills systems under pressure.
- Migrant workers do not always have the necessary skills and recognition of prior learning (RPL) to fill specific labour market gaps.

That's why the SKILL-UP programme, a joint effort of the International Labour Organization and the Norwegian Ministry of Foreign Affairs, aims to assist Member States in preparing their skills systems for a world in constant flux.



Norwegian Ministry  
of Foreign Affairs

The programme is also aligned with the landmark **report of the Global Commission on the Future of Work and the ILO Centenary Declaration for the Future of Work**, which call for the universal right to lifelong learning that allows people to access new skills, reskill, and upskill within a skills ecosystem.

The programme focuses on helping **ILO constituents** find country-specific solutions, building upon evidence and experience, to questions including:

- What are the skills requirements of a specific economy to ensure future economic success?
- How can a skills system enable the economic potential of trade integration, technological progress, international migration, or other drivers of global change?
- What improvement and reform of the skills development system is needed to better deliver on the skills needs of industry and workers? How can these reforms be planned and implemented?
- How should tripartite governance mechanisms be organized and what institutions should participate?
- How can a skills system remove barriers to access and leave no one behind?





## HOW

# Five objectives for global and national skills systems

The approach is two-pronged:

- SKILL-UP Global focuses on generating knowledge and innovative and practical tools on changing skills systems. It also contributes to strengthening partnerships, capacity development, and advocacy.
- SKILL-UP Country Projects support seven countries. They provide direct support for skills systems and reforms in the following areas: skills anticipation, skills policies and systems, and skills for social inclusion.

The programme also supports dialogue between countries of origin and destination in two sub-Saharan regions, forging skills partnerships to make migration more demand-led and informed.

## Objective 1:

### Knowledge products

SKILL-UP promotes research and develops tools designed to improve understanding of the state of skills. In particular, it focuses on drivers of change on current and future skills systems at the global and regional levels.

## Objective 2:

### Innovation

The best way to face a rapidly-changing world of work is with innovation for skills development. Countries must adjust and become flexible to provide people with the skills they need to move between jobs and transition to the formal economy.

## Objective 3:

### Skills systems

SKILL-UP aims to bridge the gap between education and training to meet skills needs, support growth, and create more and better jobs. Through the Skills for Trade and Economic Diversification (STED) methodology, the ILO identifies ways to mitigate the impact of trade and globalization on local employment.

## Objective 4:

### Skills programmes

SKILL-UP delivers skills development programmes based on the needs and priorities of participating countries. One of the tools it uses to accomplish this goal is the Know About Business (KAB) programme.

## Objective 5:

### Social inclusion

SKILL-UP interventions devote particular attention to issues of inclusion. Since not all workers are equally likely to benefit from new skills opportunities, the programme reaches vulnerable groups according to the context and needs of different countries.



## WHERE

# Skills for the changing world of work

The **SKILL-UP Programme** helps ILO Member States enhance their skills systems and take advantage of new opportunities offered by the changing world of work.





## WHAT

# Skills success stories at the global and national levels

## PART 1: SKILL-UP GLOBAL

### Mapping the state of skills systems

Successful country interventions are based on the state of skills in the country and take into consideration different challenges and opportunities. SKILL-UP produced a collection of 36 country profiles on the status of skills development, which will help the ILO and its development partners come up with potential technical interventions.

#### OBJECTIVE 1: KNOWLEDGE PRODUCTS

### Implementing skills partnership ideas in the Western and Central African regions

The ILO launched the Global Skills Partnership—in collaboration with UNESCO, the International Organization for Migration (IOM), the International Trade Union Confederation (ITUC) and the International Organization of Employers (IOE)—to support the development of

skills partnerships on migration between countries in the West and Central Africa regions.

SKILL-UP supported the identification of potential partnerships and is now working on the implementation phase. These partnerships will help countries strengthen their skills systems and labour migration governance.

#### OBJECTIVE 1: KNOWLEDGE PRODUCTS

#### OBJECTIVE 5: SOCIAL INCLUSION

### Analyzing the impact of digitalization on skills demand

It can be difficult to measure the impact of technology on the world of work, in general and within skills systems. SKILL-UP fills the gap through cross-country analyses on how technology alters skills demand, supply, and training delivery. Key findings and recommendations will guide the ILO's work on skills for technological change.

#### OBJECTIVE 1: KNOWLEDGE PRODUCTS



### Boosting knowledge of apprenticeships

Many recent graduates have a difficult time finding a job and meeting the skills requirements of the labour market. Apprenticeships can help bridge the gap. SKILL-UP has developed guidelines for different countries to design apprenticeship programmes in higher education for the digital economy.

SKILL-UP has developed a MOOC on the design and implementation of quality apprenticeships, as well as a self-guided course on upgrading informal apprenticeships. E-learning offers flexibility, as participants can learn from anywhere at any time, even offline.

#### OBJECTIVE 1: KNOWLEDGE PRODUCTS

### Providing a resource package on modern slavery

SKILL-UP has developed a toolkit for young women and displaced persons affected by modern slavery in sub-Saharan Africa, among other regions. The package includes guidelines on the prevention of modern slavery, the reintegration of victims, and the integration of these two dimensions into national efforts to tackle the problem.

#### OBJECTIVE 1: KNOWLEDGE PRODUCTS

#### OBJECTIVE 5: SOCIAL INCLUSION

### Skills Tracker: Assessing the relevance of skills programmes

The Skills Tracker is a social messaging tool and data collection system that allows TVET graduates and trainees to make suggestions for improvement. Their feedback helps SKILL-UP improve training programmes, so they better respond to their needs. It doubles as a system for tracking students' employment history.

The tool was tested in November 2019, in Tanzania, with more than 300 graduates and trainees. It will be piloted in Bangladesh in May 2020. National stakeholders have already expressed interest in adopting the tool.

#### OBJECTIVE 2: INNOVATION

### Skills Innovation Facility: Consolidating out-of-the-box ideas

SKILL-UP recognizes the importance of innovative thinking to deliver effective, context-specific solutions to skills challenges. The Skills Innovation Facility identifies the most pressing skills development challenges, sources new ideas and potential solutions, provides technical support and guidance to develop and test potential solutions, and facilitates knowledge sharing and access to a global network of skills innovators.

#### OBJECTIVE 2: INNOVATION



**ETHIOPIA**  
Objective 3: Skills systems

**GHANA**  
Objective 3: Skills systems

**LEBANON**  
Objective 4: Skills programmes  
Objective 5: Social inclusion

**MALAWI**  
Objective 3: Skills systems  
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**NIGER**  
Objective 5: Social inclusion

**SENEGAL**  
Objective 3: Skills systems  
Objective 4: Skills programmes

**TANZANIA**  
Objective 3: Skills systems  
Objective 4: Skills programmes  
Objective 5: Social inclusion

**LEBANON**

**SENEGAL**

**NIGER**

**ETHIOPIA**

**GHANA**

**TANZANIA**

**MALAWI**

**PART 2: SKILL-UP COUNTRY PROJECTS**



## ETHIOPIA

# Supporting the transition for garment and textile workers

Most garment workers in Ethiopia come from rural places and are overwhelmed by the requirements of factory work. Many do not have the right soft skills and vocational skills to support their transition to the workplace.

SKILL-UP is working with the country's TVET agency to develop a national core skills framework, including soft and employability skills, basic vocational awareness skills, and literacy and numeracy skills. They are also developing a sector-wide strategy and action plan on the inclusion of people with disabilities.

Since most workers in the garment sector left school early, they are locked out of the formal TVET system. SKILL-UP supported the development of a core skills framework and recognition of prior learning (RPL) system for the garment sector, which will be deployed and expanded to other sectors as resources permit. Forty entry- and mid-level garment workers recently became RPL assessors.

## Objective 3: Skills systems

- 2 Sector Skills Councils (SSCs) created and endorsed by the agro-processing and garment and textile sectors
- 2 Skills for Trade and Economic Diversification (STED) strategic recommendations endorsed by national stakeholders
- 81 national stakeholders trained in skills needs anticipation and sectoral governance

*"I am pleased to have participated in the insightful and inspirational training course on the management of vocational training centres. It helped me to think outside of the box."*

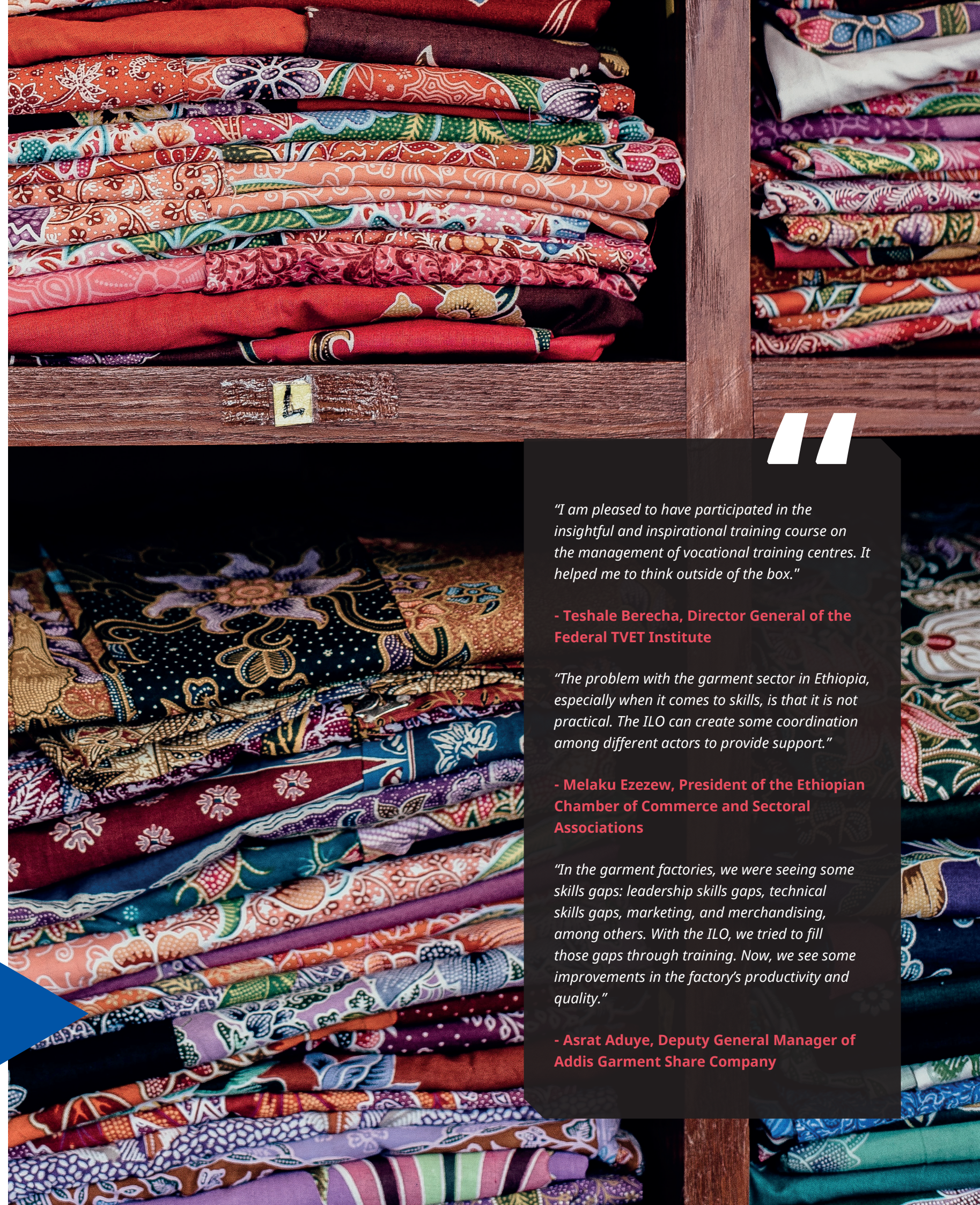
**- Teshale Berecha, Director General of the Federal TVET Institute**

*"The problem with the garment sector in Ethiopia, especially when it comes to skills, is that it is not practical. The ILO can create some coordination among different actors to provide support."*

**- Melaku Ezezew, President of the Ethiopian Chamber of Commerce and Sectoral Associations**

*"In the garment factories, we were seeing some skills gaps: leadership skills gaps, technical skills gaps, marketing, and merchandising, among others. With the ILO, we tried to fill those gaps through training. Now, we see some improvements in the factory's productivity and quality."*

**- Asrat Aduye, Deputy General Manager of Addis Garment Share Company**





## GHANA

# Prioritizing sectors for economic development

SKILL-UP worked with the Council for Technical and Vocational Education and Training (COTVET) to set up Sector Skills Councils (SSCs) in prioritized sectors. These SSCs enable a more effective connection between education and training and the labour market. The programme provides support for three out of 20 sectors identified by COTVET: the agricultural, construction, and tourism and hospitality sectors.

## Objective 3: Skills systems

- 3 Sector Skills Councils (SSCs) created and endorsed by authorities
- 3 Skills for Trade and Economic Diversification (STED) strategic recommendations endorsed by national stakeholders
- 55 national stakeholders trained in skills needs anticipation

*"The future of our world is in our hands and we must be committed to the agenda of continuing to develop the sector. It is our hope that, with the formation of the Sector Skills Councils (SSCs), issues about the performance of the sector, particularly to do with delivery, will be dealt with."*

**- Rockson Kwesi Dogbegah, President of the Institute of Directors**

*"Our aim is that, at the end of the day, we will see quality work in the construction sector. We are happy to have SSCs and strategies being developed."*

**- Ebenezer Sam, Director of Human Resource Management and Development at the Ministry of Works and Housing**

*"If the TVET system is developed well, the country will also be able to develop. This is a new beginning for us. We can put all our efforts into letting people know that they don't necessarily need to invest in formal education. There are other options."*

**- Mabel Cudjoe, Head of Research, Statistics, and Information Management of the Ministry of Tourism and Culture**





## LEBANON

# Improving TVET for agriculture and construction jobs

The government has developed the 2018-2022 National Strategic Framework for TVET, which promotes a system that provides young people and workers with the skills needed to access decent work, as well as help businesses recruit the workforce they need for growth. The framework outlines three strategic goals: expand access and service delivery, enhance quality and relevance of TVET provisions, and improve TVET governance and systems.

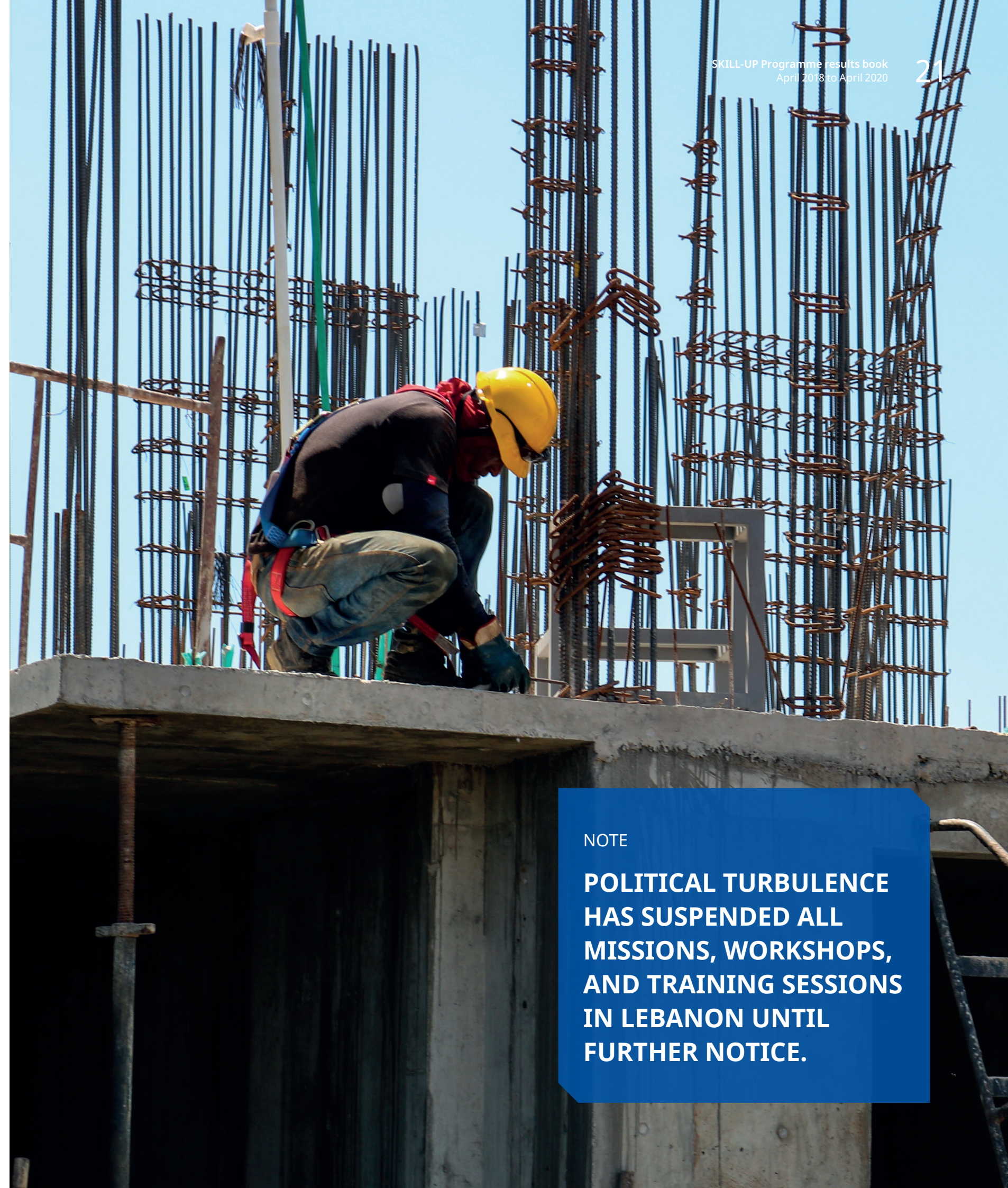
SKILL-UP supports the improvement of TVET governance in Lebanon by focusing on the development of sustainable institutions, including through Sector Skills Councils (SSCs) in the agriculture and construction sectors.

## Objective 4: Skills programmes

- 27 technical schools targeted to roll out the Know About Business (KAB) programme
- 41 teachers trained in enterprise culture

## Objective 5: Social inclusion

- 50 young Syrian refugees and young Lebanese identified to be trained and certified to work in the construction sector



### NOTE

**POLITICAL TURBULENCE HAS SUSPENDED ALL MISSIONS, WORKSHOPS, AND TRAINING SESSIONS IN LEBANON UNTIL FURTHER NOTICE.**



## MALAWI

# Strengthening capacity in the horticulture sector

As part of the implementation of Skills for Trade and Economic Diversification (STED) recommendations, SKILL-UP provided support to strengthen the capacities of farmers in the oilseeds and horticulture sectors. A hundred young people completed the work integrated learning (WiL) programme on horticulture, and 60 have been recruited for the next cohort.

SKILL-UP has helped TEVETA integrate the WiL approach into the informal sector programme. Malawi now has a national certification system for horticulture, as well as a TVET system that focuses on agriculture skills.

So far, SKILL-UP has helped provide training for 90 recognition of prior learning (RPL) assessors, as well as upskilling or skills recognition for 100 informal apprentices. Two-hundred people received training in horticulture production, 100 young people in protected cultivation, and 45 out-of-school women and girls in protected vegetable farming. These training programmes have improved participants' employability and helped them transition to decent employment.

## Objective 3: Skills systems

- Work integrated learning (WiL) approach for youth piloted and institutionalized within the TVET system for the informal sector
- Recognition of prior learning (RPL) guidelines developed and endorsed by authorities

## Objective 4: Skills programmes

- 160 trainees completed work integrated learning (WiL) programme
- 30 recognition of prior learning (RPL) assessors trained and assessed 100 informal apprentices
- 300 people trained in horticultural production
- 45 women and out-of-school young girls trained in protected vegetable farming



## Objective 5: Social inclusion

- 45 young people trained and supported to start horticulture production (young people)
- 23 agricultural extension workers trained to improve horticulture production

### GROWING A NEW GENERATION OF FARMERS

The SKILL-UP Programme partnered with Roseberry Farms to promote skills development for horticulture farmers and capacity building for the enterprise. So far, more than 100 farmers at Roseberry Farms have received training in horticulture production.

"I value my partnership with the ILO," said Ruth Kalima, the managing director of Roseberry Farms. "We have made some huge difference in people's lives through training. They have the skills and confidence to venture into horticulture enterprises."

Now, SKILL-UP beneficiaries collaborate with Roseberry Farms by growing specific horticulture products, thus boosting the farm's capacity to meet market demand. The farm also provides beneficiaries with greenhouses, to support their productivity in the sector.

"We are developing a project where we will have a financing model that will loan out greenhouses to these upcoming farmers," Ruth said.

**"We still need collaboration with the ILO to train more and empower more farmers with the necessary skills to grow the horticulture industry in Malawi."**



## NIGER

# Reintegrating victims of modern slavery and providing decent work opportunities

Niger was the first country to ratify the Protocol to the ILO Forced Labour Convention, which strengthens the global fight against forced labour, including trafficking in persons and modern slavery. SKILL-UP builds on existing ILO projects in the country, supporting the socio-economic integration of 420 women who were victims of modern slavery through skills development.

SKILL-UP aims to contribute to the government's efforts to eliminate traditional and state-imposed forced labour systems, as well as reduce contemporary forms of forced labour that are often linked to human trafficking through skills development.

## Objective 5: Social inclusion

- 420 women victims of modern slavery selected to receive personalized training to enhance employability
- 1,000 people identified to receive legal and judicial assistance
- 25 economic interest groups created to provide economic support to the victims of modern slavery



### NOTE

**NIGER WAS THE FIRST COUNTRY TO RATIFY THE PROTOCOL TO THE ILO FORCED LABOUR CONVENTION.**



## SENEGAL

# Driving digital growth through vocational training

The government's new Emerging Senegal Plan (PSE) lays the framework for social and economic policy development in the country. The plan includes the Digital Senegal 2025 strategy.

SKILL-UP—in collaboration with the Association of Women in the Digital Sector, the Resource and Testing Centre, and representatives from the Ministries of Telecommunications and Vocational Training—is helping to raise awareness among young women in Senegal about the opportunities available in the digital sector. It is also providing them with the chance to learn basic computer coding skills. The government aims to reduce the gender gap in the digital sector and increase women's participation in the country's digital transformation. Participants also discussed careers in the digital economy, vocational training, and gender issues. The initiative raised awareness about the opportunities in the sector and provided people with basic computer coding skills.

## Objective 3: Skills systems

- 2 new training programmes developed and endorsed by authorities
- 39 national stakeholders trained in skills needs anticipation
- 1 STED strategic recommendation endorsed by national stakeholders

## Objective 4: Skills programmes

- 300 young people, mostly young girls, received an introduction to digital skills
- 20 directors of TVET institutions received training on how to guide young people to digital sectors participated in inclusive skills programmes



FROM THE PARTICIPANTS OF THE COMPUTER CODING INITIATIVE

*"Digitalization allows us to move forward and develop well in a new world. It is inspiring to show that it is not necessarily just men who can go in the digital sector, but women can do it, too."*

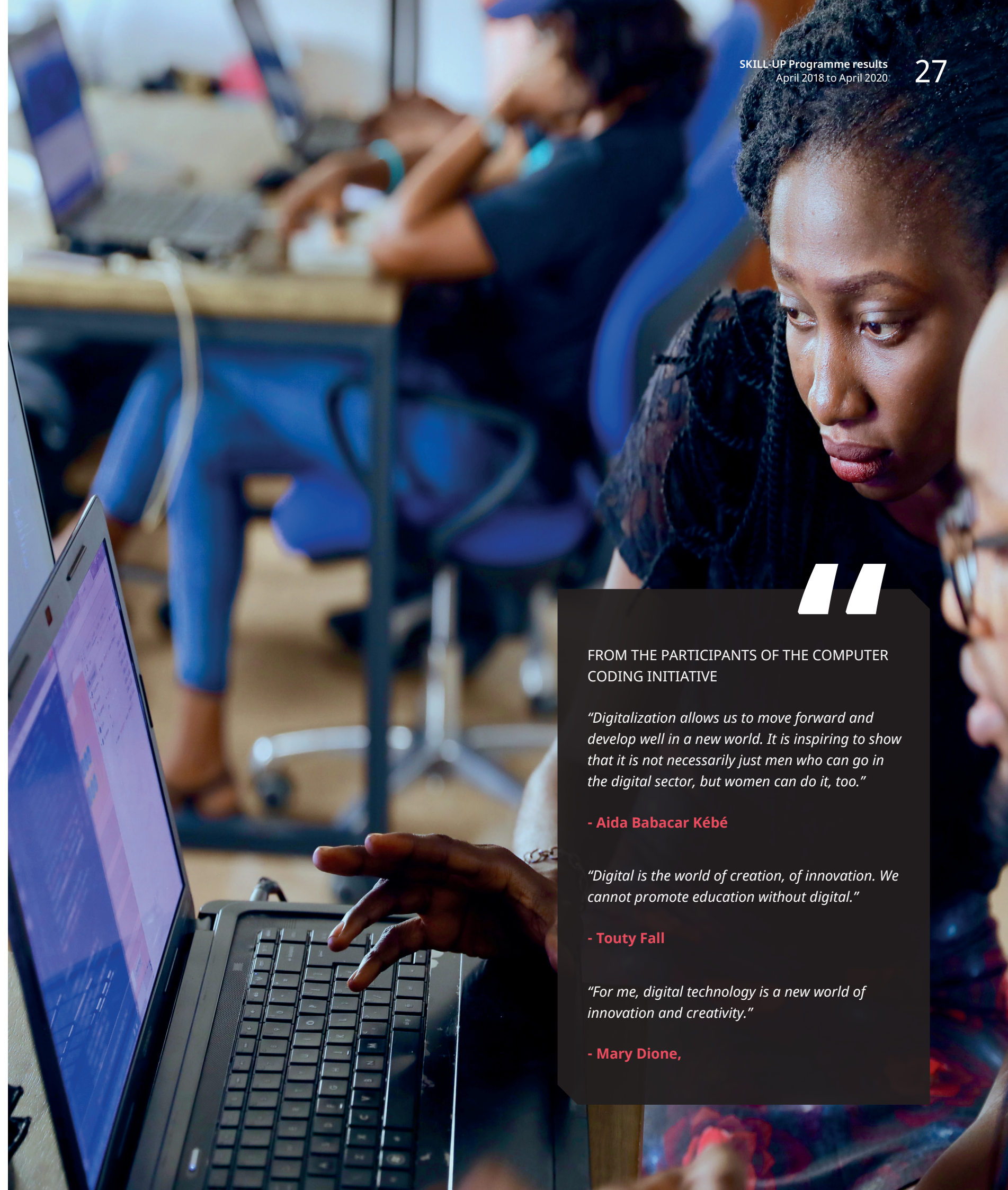
- Aida Babacar Kébé

*"Digital is the world of creation, of innovation. We cannot promote education without digital."*

- Touty Fall

*"For me, digital technology is a new world of innovation and creativity."*

- Mary Dione,





## TANZANIA

# Supporting skills through apprenticeship programmes

Tanzania's TVET system has increased the number of young people enrolled in post-basic education and training. Yet, the system faces challenges, including the provision of quality apprenticeships, internships, and upskilling programmes.

The Tourism Association leads the mobilization, coordination, and monitoring of the apprenticeship programme. SKILL-UP provides technical assistance and financial support, strengthening cooperation between the public and private sectors.

The number of hotels participating in apprenticeship programmes has increased. A total of 160 people have completed the apprenticeship programme in the hospitality sector. SKILL-UP has also supported the expansion of apprenticeship programmes for tour guides, which includes the recruitment and enrollment of 180 apprentices.

In Zanzibar, SKILL-UP helped develop a policy on apprenticeships, which will be integrated into the new TVET policy. It aims to streamline apprenticeship programmes, strengthen legal provisions to promote apprenticeships, and mobilize public resources.

Recognition of prior learning (RPL) is now an integral part of the competency assessment methodology in Tanzania. The government is providing certification opportunities for 10,000 informal workers and training for 200 assessors.

## Objective 3: Skills systems

- 1 new policy on apprenticeship developed in Zanzibar and integrated into newly adopted TVET policy
- 2 new apprenticeship programmes developed and endorsed by authorities
- 2 TVET institutions established apprenticeship and recognition of prior learning (RPL) programmes with their own funding

## Objective 4: Skills programmes

- 160 apprentices trained in soft skills in tourism sector
- 300 people trained in design and implementation of apprenticeship programmes

- 200 new recognition of prior learning (RPL) assessors trained and certified
- 12,000 people assessed through RPL

## Objective 5: Social inclusion

- 70 people from partner institutions trained in inclusive skills strategies
- 2 inclusive modular skills training programmes developed and implemented by authorities

### FROM PIECEMEAL JOBS TO A CAREER WITH PURPOSE

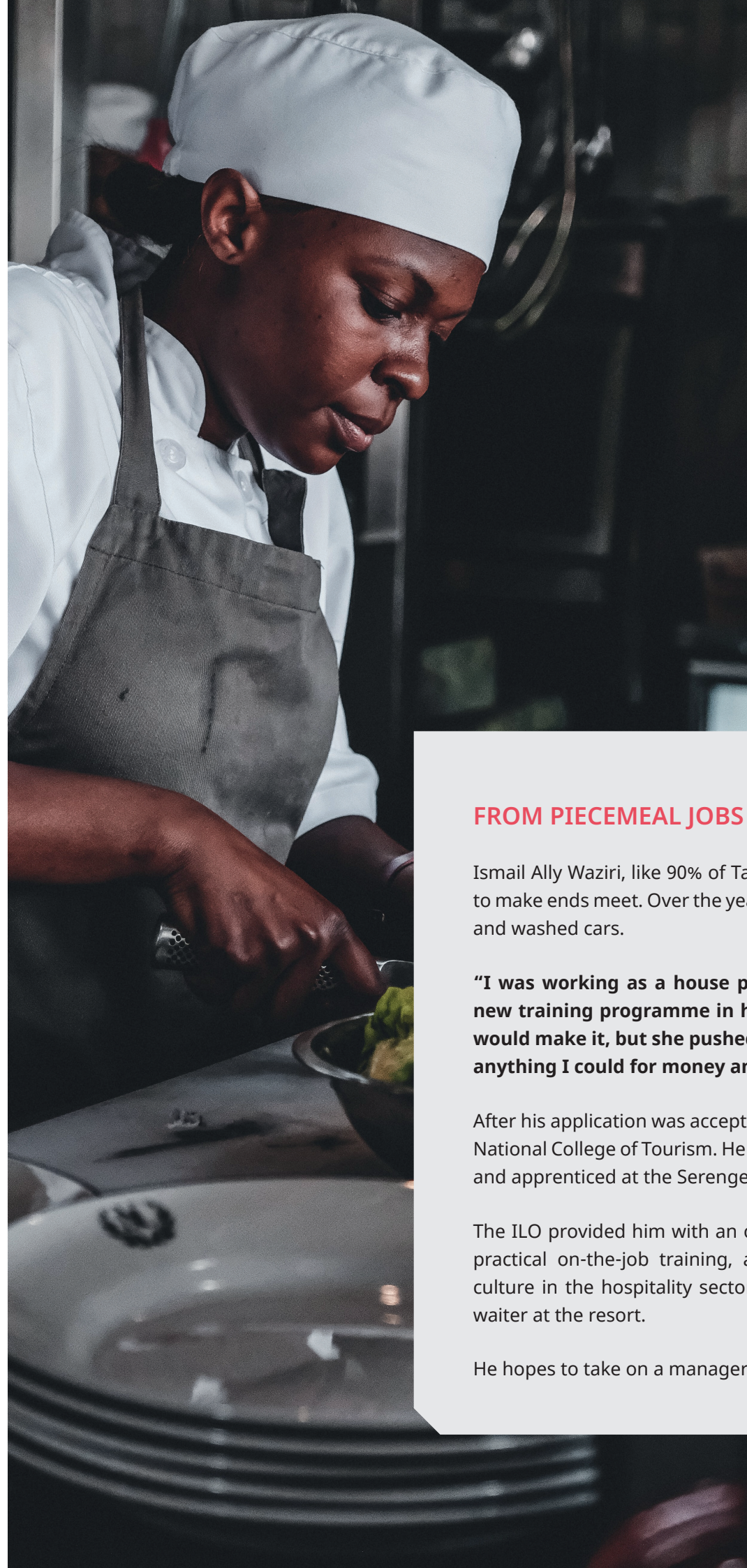
Ismail Ally Waziri, like 90% of Tanzanian youth, used to work informal jobs to make ends meet. Over the years, he was a motorbike driver, a fisherman, and washed cars.

**"I was working as a house painter when my sister told me about a new training programme in hospitality," said Ismail. "I wasn't sure I would make it, but she pushed me to send my application. I was doing anything I could for money and sometimes put my safety in danger."**

After his application was accepted, Ismail completed training at the Arusha National College of Tourism. He specialized in the food and beverage sector and apprenticed at the Serengeti Sopa Lodge.

The ILO provided him with an opportunity to gain theoretical knowledge, practical on-the-job training, and exposure to industry and workplace culture in the hospitality sector. He was offered a full-time position as a waiter at the resort.

He hopes to take on a managerial position in the near future.





## COVID-19

# An evolving response to the pandemic

In the context of the current COVID-19 pandemic, the ILO's priority is to protect the health and well being of all, while making every effort to continue providing support and services to the ILO's constituents.

In many countries, measures have been introduced in workplaces, communities, and societies to contain the spread of the virus. People are being, and will be, affected to differing degrees by these measures and our interventions must be reviewed in the light of these unforeseen circumstances, and, where feasible, new modalities must be developed.

The main challenges found include increasing unemployment, increasing job loss of returning migrants, lack and/or absence of digital and distance learning content and capacity, paralysis on job search and matching services and insufficient training on safety and health.

As a mitigation measure in response to the COVID-19 pandemic and its challenges, the ILO has redirected its interventions to address COVID-19 implications in several countries, which include, among others:

- Re-skilling for job retention/transition and support for job creation through production centers and linking skills and enterprise development;
- Providing e-recognition of prior learning for returning migrants;
- Providing e-learning courses;
- Conducting rapid assessment of skills needs;
- Digitalizing employment services and;
- Disseminating safety and health instructions online.







**Getting all young people the skills they need to find decent work is a key step on the road to sustainable development."**

► Guy Ryder, Director-General of the International Labour Organization

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**International  
Labour  
Organization**



Norwegian Ministry  
of Foreign Affairs

Skills and Employability Branch (SKILLS)  
International Labour Office  
4 Route des Morillons  
Geneva 22, CH-1211 Switzerland

[skills@ilo.org](mailto:skills@ilo.org)  
[www.ilo.org/skills](http://www.ilo.org/skills)