



International  
Labour  
Organization

A photograph of four people (three men and one woman) wearing blue work shirts and yellow hard hats, working together on a mechanical assembly in a workshop. They are focused on their task, with one person using a tool. The background shows a plain wall and a wooden door.

# ► ILO Skills and Employability Branch

Capability Statement

“We must leverage the transformations underway to create opportunities for skills development and effective lifelong learning. This is a joint responsibility, requiring the active engagement and support of governments, employers and workers, to shape together a brighter future of work.”



Guy Ryder, ILO Director - General

# Skills policies and programmes that deliver

The following collection of stories show how **policies, statistics, and research** can impact people's lives.

**Discover notable examples of the Branch's global impact.**

- 
- Skills training transforms young lives in Bangladesh
  - Making dual TVET work for Montenegro (apprenticeships)
  - Vocational training for rural development in Haiti

# Skills training transforms young lives in Bangladesh

**“When I found out about the programme, I realized that it was a chance for me to do something impossible in Bangladesh: get skills without a formal education,”** said Mohammad, a young apprentice in the shipbuilding sector. “I am proud to have this job, for me, for my family, and for my country.”

Mohammad is one of many young participants in the TVET Reform Project in Bangladesh. Previously, his family lived below the poverty line. Today, he provides for his entire family and looks forward to opening his own business one day.

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# Making dual TVET work for Montenegro (apprenticeships)

After two years of rolling out the dual TVET (apprenticeship system), the Montenegrin Ministry of Education called upon the ETF (European Training Foundation) and the ILO and the ETF to conduct an external evaluation on its quality and effectiveness. **The evaluation provided some important insights for fine-tuning the system.** As a direct result, the Ministry is currently revising the training of in-company trainers, develop certification for companies wishing to train students, improving the process of student evaluation and cut out, as well as expanding the dual training approach to some university level professions.

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# Vocational training for rural development in Haiti

ILO in Haiti has supported South and Grand-Anse Communities affected by Hurricane Matthew in 2016. Thanks to the FOPRODER project funded by Norway, **about 1,200 young people, 30% of whom were women, in those communities have received vocational training programmes in the field of fishing, agriculture, and entrepreneurship.** Many of them went on to invest in product processing and animal husbandry, and contribute to the improvement of agricultural production thanks to their businesses.

► WATCH THE VIDEO



# Work-based learning, apprenticeships and recognition of prior learning

Work-based learning helps reduce skills mismatch, meet skills demand, and provide cost-effective training.

**The work of the Skills Branch makes that vision a reality.**

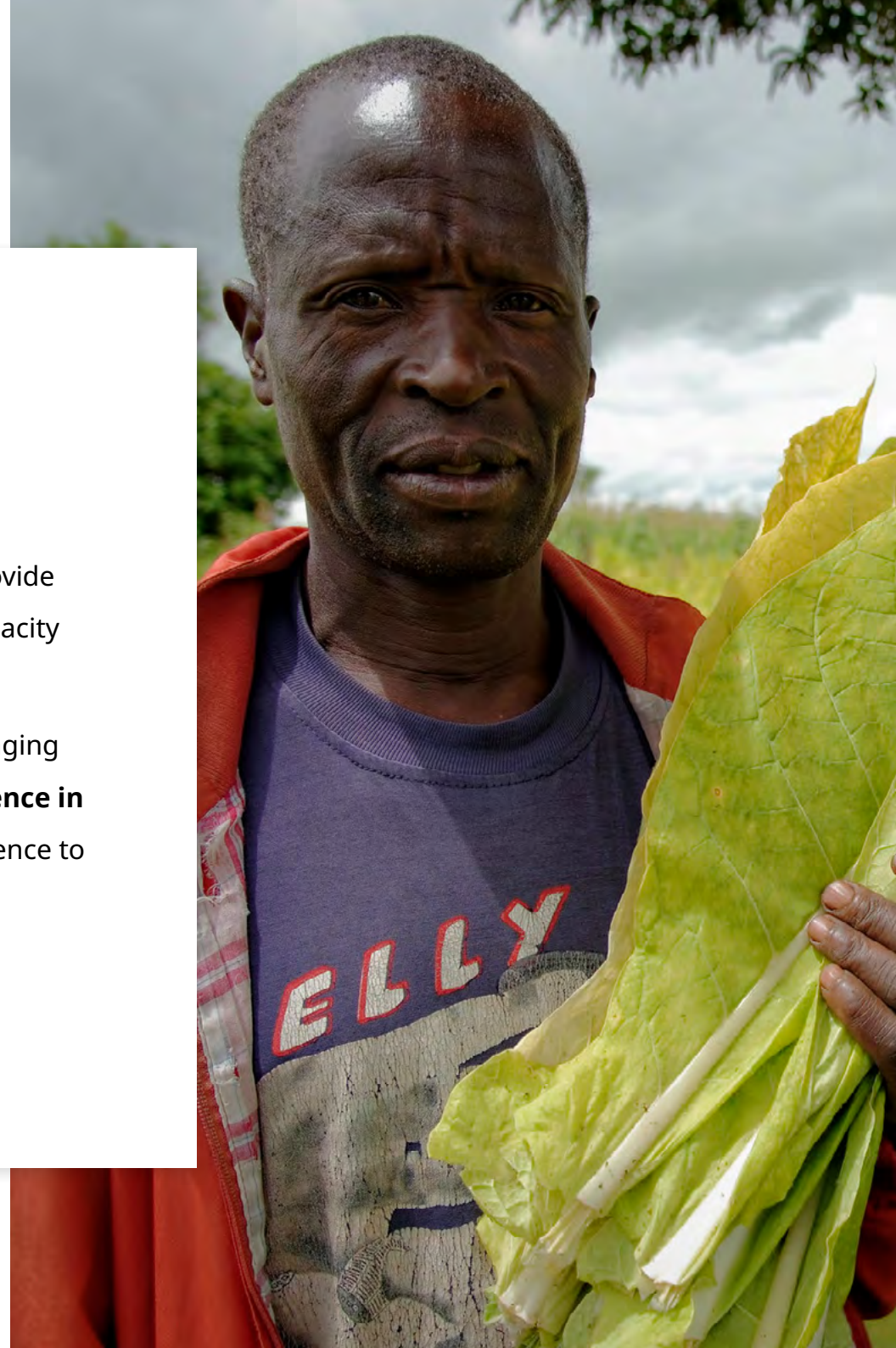
- 
- Growing farming skills in Malawi
  - Apprenticing for hospitality in Tanzania
  - Improving employment opportunities in Jordan and Syria

# Growing farming skills in Malawi

The SKILL-UP Programme partnered with Roseberry Farms to provide workbased training in horticulture production and enterprise capacity building. More than 100 farmer workers have participated so far.

“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.”

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# Apprenticing for hospitality in Tanzania

Barnaba Barungi was unable to pursue higher education because his family could not afford the fees. Instead, he supported his family by selling fish on the streets of Dar es Salaam—until he heard about the country's first apprenticeship programme. **During the programme, Barnaba studied at the best hotels and the National College of Tourism and apprenticed at the Hotel Southern Sun.** Since then, he has been working at the hotel as a chef and dreaming of opening his own culinary academy.

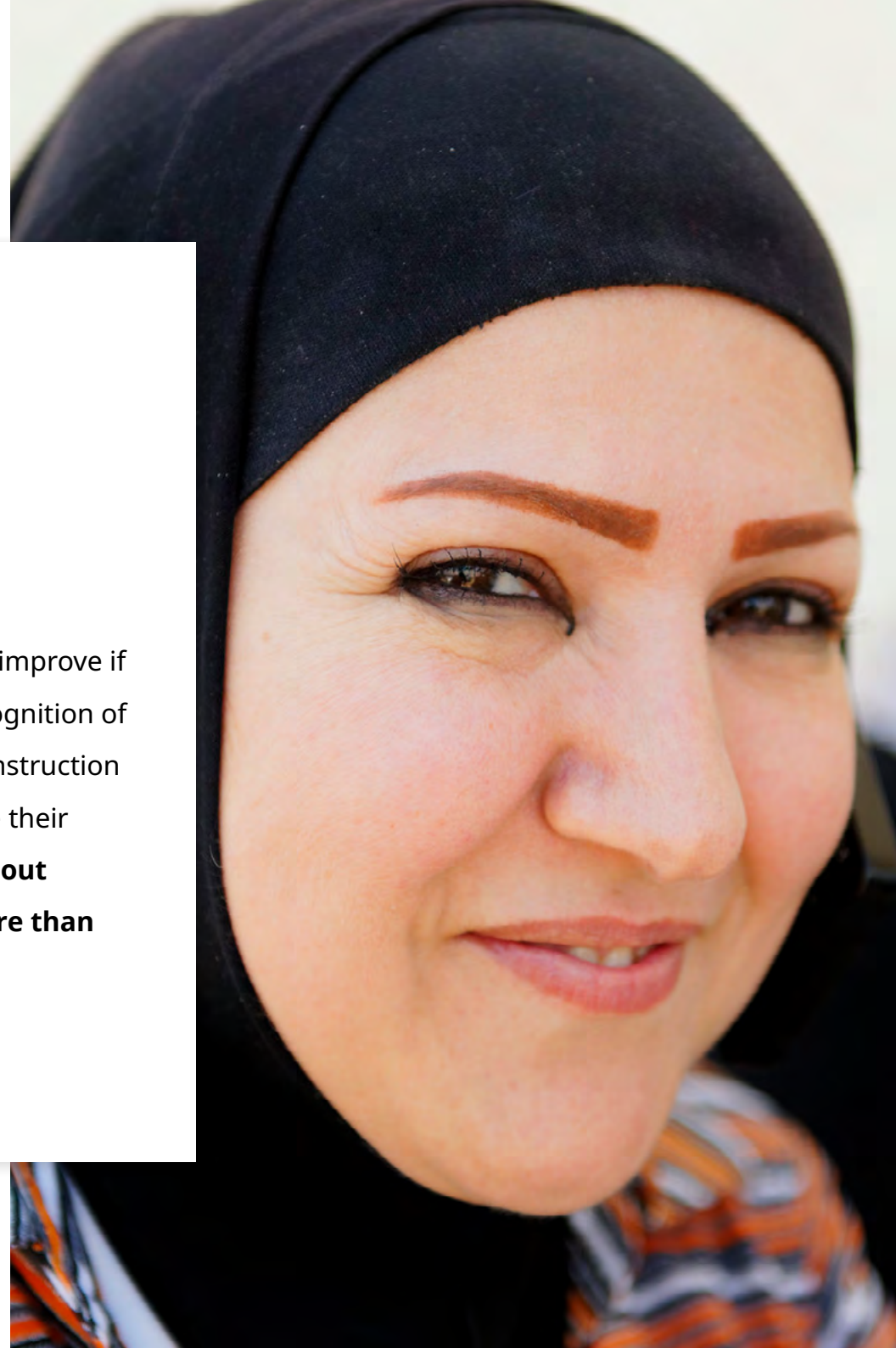
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# Improving employment opportunities in Jordan and Syria

For Jordanians and Syrian refugees in Jordan, their job prospects improve if they can certify their skills and expertise. The ILO-supported Recognition of Prior Learning (RPL) programme gives participants in Jordan's construction sector the practical and theoretical training they need to upgrade their skills and knowledge and, ultimately, receive skills certificates. **About 10,000 workers take out from the communities, including more than 300 women, have completed the programme since 2016.**

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# Skills strategies for future labour markets

The Branch's forward-looking approach adapts **skills development to labour market demand**.

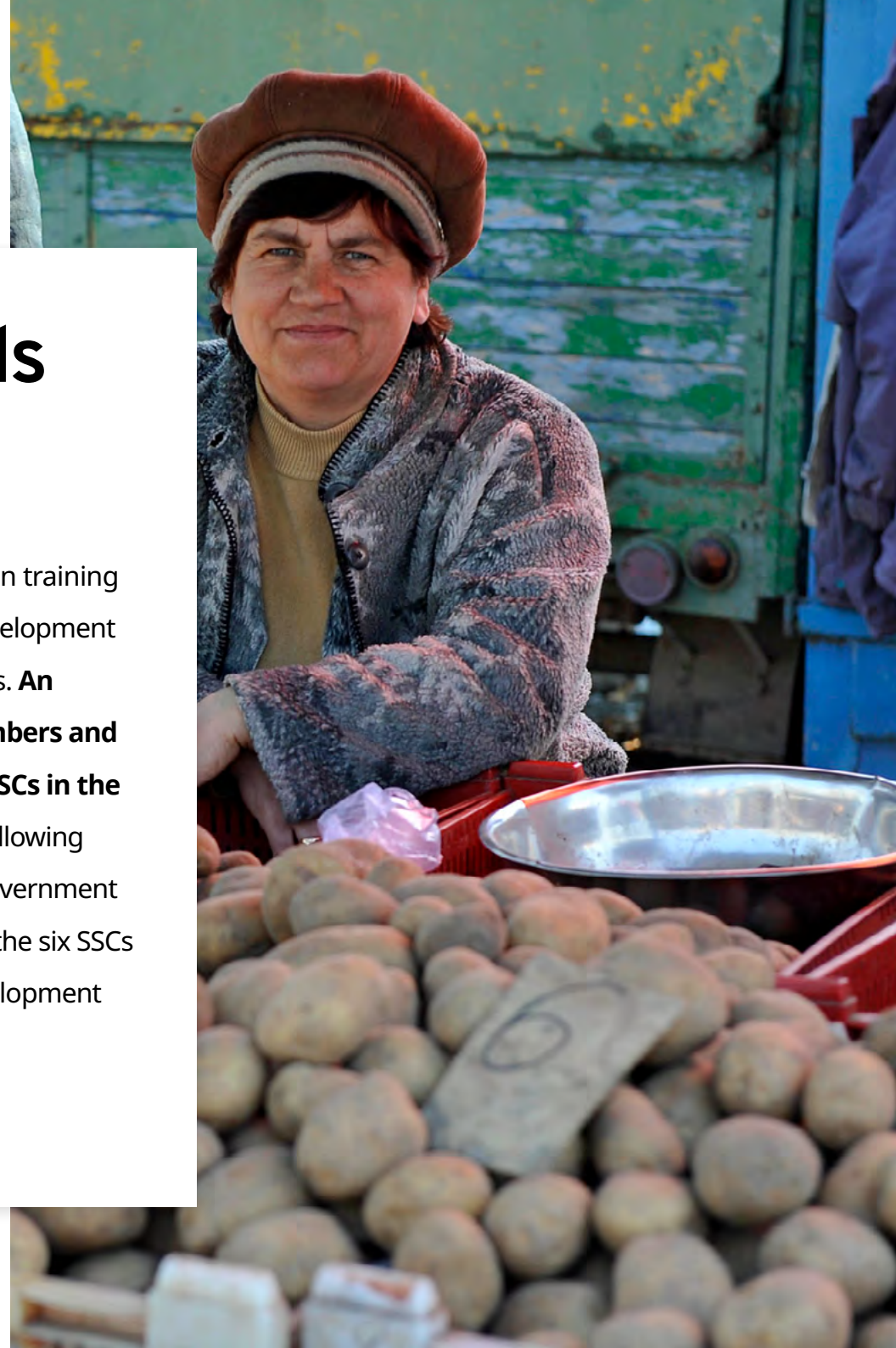
**Here's what that work looks like in action.**

- 
- 
- Empowering Sector Skills Committees in Moldova
  - Guiding tourists around Myanmar
  - From garbage to craft, an inspirational model in Haiti

# Empowering Sector Skills Committees in Moldova

With support of the ILO, six Sector Skills Committees (SSC) were given training in legal matters, project development, skills anticipation and the development of occupational standards in response to the sectors' workforce needs. **An e-learning and information platform was set up to train SSC members and Line Ministries, provide ongoing guidance and capacitate more SSCs in the future.** The platform applies modern adult training methodologies, allowing for autonomous, self-placed learning. So far, 53 SSC members and government representatives have participated in the training courses. As a result, the six SSCs have achieved legal registration and developed projects on skills development and skills matching within their industries.

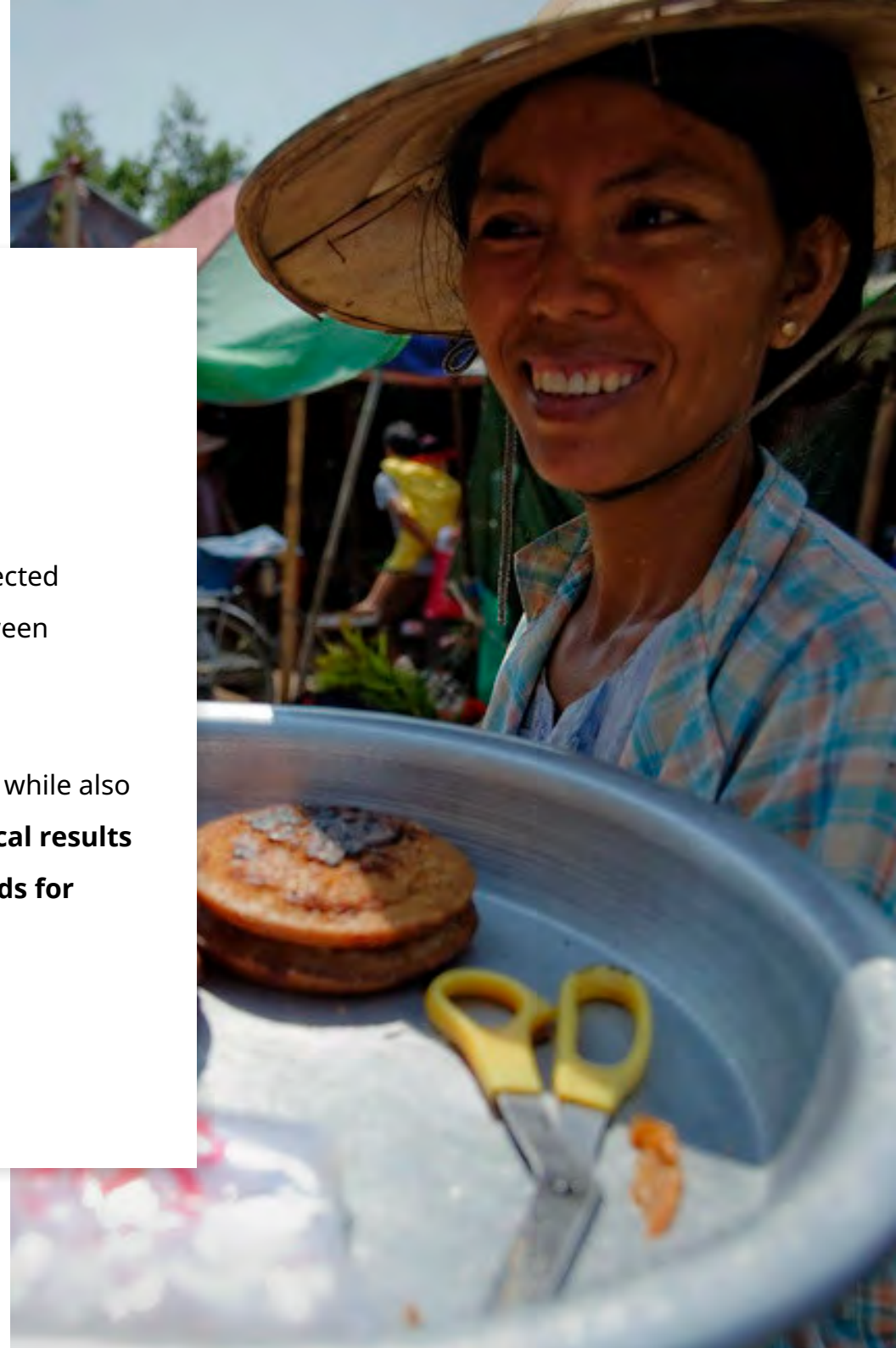
► [GO TO THE PLATFORM](#)



# Guiding tourists around Myanmar

Before the COVID crisis, the tourism sector in Myanmar was projected to create more than two million new jobs. But there is a gap between incoming investment and local skills in the sector. That is why the ILO launched the “Scaling up STED: Skills for Trade and Economic Diversification.” The project helps tour guides improve their skills while also protecting the environment. **One of the most significant practical results of the project was the creation of competency-based standards for tour guides, which will be taught in tourism schools.**

▶ WATCH THE VIDEO



# From garbage to craft, an inspirational model in Haiti

The ILO supports the municipality of Cité Soleil for a better waste management through the project of Creation of Environmentally Friendly and Decent Jobs for Young People (CREER). **About 250 young men and women have been trained on transforming waste into marketable and ethical fashion and craft items.** They may work in the craft industry or open their own craft production workshops.

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# Skills for social inclusion

Improving labour market prospects for the disadvantaged is a **key focus of the Branch's research** and capacity building agenda.

**Here's how the Branch is taking action.**

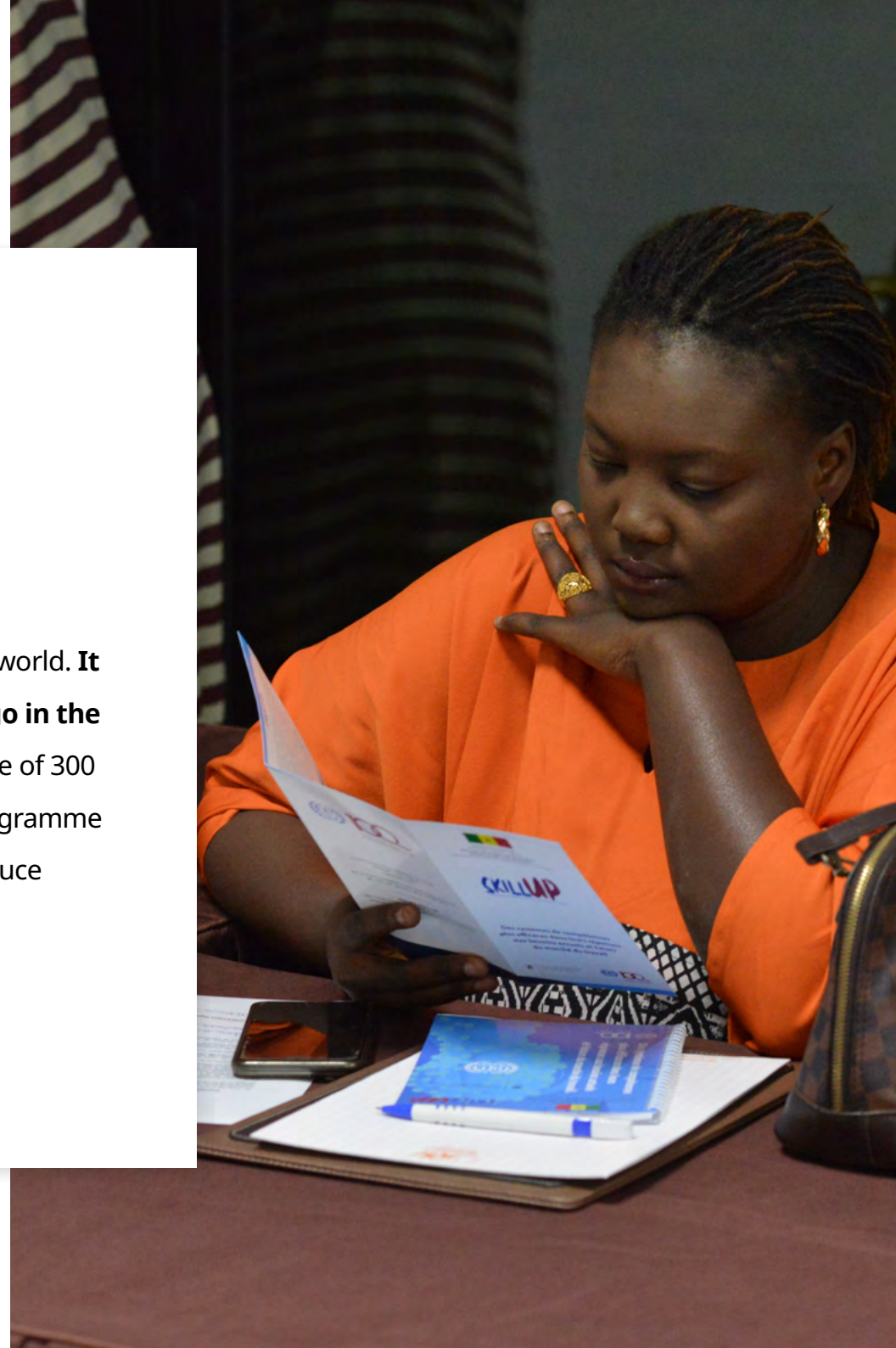
- Empowering young women through digital skills in Senegal



# Empowering young women through digital skills in Senegal

“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 is one of 300 young women in Senegal that participated in the ILO’s SKILL-UP programme in December 2019. The project organized training sessions to introduce vocabulary and basic concepts of mobile application development.

► [LEARN MORE](#)



A construction worker wearing a yellow hard hat and a blue long-sleeved shirt is working on a large, circular rebar structure. The worker is positioned in the center of the frame, looking down at their work. The rebar structure is composed of many concentric rings of steel reinforcement bars, creating a tunnel-like appearance. The worker is using a tool to manipulate the rebar. A blue diagonal graphic element is present in the bottom left corner.

► About  
the Branch

# What is the challenge?

Governments, employers' associations, and trade unions around the world are working to improve the employability of workers, move young people into productive and decent work, and increase the productivity of enterprises through better quality and relevant training.

As traditional education and training systems try to keep up with changes in the world of work, challenges remain.

**Poor quality training and a chronic under-investment in skills** prevent workers from gaining important skills.

Addressing these challenges requires dynamic, integrated skills and lifelong learning ecosystems.

The **Skills and Employability Branch** works with ILO constituents for a better future of work through skills development and to ensure that education and training systems become more flexible and diversified.

Skills development is important because:

- ▶ **At the individual level:** Core work skills such as critical thinking, teamwork and problem solving help people move between jobs and occupations, as well as enter the formal economy. Technical skills help people enter and progress in the labour market, empower people economically and help people develop a professional identity.
- ▶ **At the company level:** Skills increase productivity and improve innovation capacity, especially as the pace and scope of technological change accelerates.
- ▶ **At the society level:** A well-skilled workforce is the basis for economic growth and social cohesion take away repetition at society level. Lifelong learning is becoming increasingly important as workers need to adjust to change and enterprises must remain competitive.

# Our goal and mission

- ▶ **Mission Statement:** The ILO is committed to support skills development for employability of workers, productivity of enterprises and promoting social justice.
  
- ▶ **The ILO Skills and Employability Branch has five goals:**
  1. Making lifelong learning a reality through effective policies and institutions;
  2. Supporting forward looking skills development through industry-driven skills anticipation and matching;
  3. Scaling up innovative and flexible learning programmes and pathways in the digital era;
  4. Developing skills for inclusive and diverse labour markets, by expanding access to learning and career transitions support; and
  5. Promoting work-based learning, quality apprenticeships and skills utilization.

# What does the Skills and Employability Branch do?

The Branch supports Member States, as well as employers' and workers' organizations, as they **develop and implement national skills policies, strategies and programmes** to promote employment, economic growth, and inclusive societies.

**Research and knowledge management** focus on good practices and effective policy approaches that currently include:

- ▶ Developing forward looking approaches for **anticipating and matching skills needs**;
- ▶ Promoting **social inclusion** through education and training;
- ▶ Establishing **quality apprenticeship and RPL systems**;
- ▶ Strengthening **skills development systems**.

**Development cooperation** involves providing technical support to countries based on research findings and lessons learned with a focus on the following areas:

- ▶ Supporting national, regional and **sectoral skills reform initiatives**.
- ▶ Supporting ILO constituents in **skill needs anticipation** and planning at national and sectoral levels;
- ▶ Developing the capacity of **national constituents and public and private training providers**;
- ▶ Piloting innovative approaches to improve **quality, market relevance, inclusiveness and employment outcomes** of skills development programmes.

# Impact by the numbers

Some examples as a result of the Branch's global work:

MORE THAN  
**30,000**

Benefited from recognition of prior learning (RPL). 12,000 workers from Jordan and Syria and 18,000 from Tanzania

NEARLY  
**3,000**

People skilled, upskilled and reskilled under the SKILL-UP programme in Africa and Middle East

ABOUT  
**80,000**

Youths certified under the National Technical and Vocational Qualification Framework (NTVQF) in Bangladesh

MORE THAN  
**41,500**

Bangladeshi workers were certified through a national RPL scheme

ABOUT  
**42,000**

Youth received apprenticeships in both the formal and informal economy

# Products and tools

- ▶ The **Global Skills for Employment Knowledge Sharing Platform** collaborative space allows users to access information and share experiences on what works to improve skills for employability.
- ▶ The series of guides on **Anticipating and Matching Skills** and Jobs provide guidance on the methods, instruments, and solutions that institutions need.
- ▶ The **Guidelines on Rapid Assessment of reskilling and upskilling needs in response to the COVID-19 crisis** help users respond to emerging skills-related needs during and after the covid-19 crisis.
- ▶ The **Training for Rural Economic Empowerment** ensures that vulnerable women and men in rural areas gain the skills they need to improve their incomes and shape their communities.

- ▶ The **Skills for Trade and Economic Diversification (STED)** is a methodology that provides sector-level technical assistance on identifying the skills development strategies required for future success in international trade.
- ▶ The **Recognition of Prior Learning Package** is designed to help people acquire a formal qualification that matches their knowledge and skills, improving employability, mobility, lifelong learning, social inclusion, and self-esteem.
- ▶ **Making TVET and skills development inclusive for all** is a guide for decision makers and practitioners that need to assess their TVET system: Who is it excluding? What are the underlying reasons? What are some practical ideas to address the problem?
- ▶ The **Digitization of TVET and Skills Systems** is a joint ILO-UNESCO report that provides a global overview of how digitization is affecting TVET and skills systems, in areas such as management, delivery, assessment and certification.

# Digital products

- ▶ The **ILO Skills Tracker** is a digital tool that is currently being piloted in Tanzania, Bangladesh, and Montenegro. It allows to design and implement tracer studies to assess the employment results of trainings.
- The **ILO 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.
- ▶ The **ILO-SKOLKOVO Managing TVET Institutions computer simulator** improves the quality of TVET institution management. It reflects the complexity of a TVET institution, with hundreds of activity parameters and at least 200 solutions for common management challenges.



► What standards  
guide the ILO  
work?

The ILO has taken **tripartite action** to address the challenges of skills development, including:

- ▶ The **ILO Centenary Declaration for the Future of Work**, adopted by constituents in 2019, reaffirms and recognises the need to prioritize skills and lifelong learning as part of a human-centred approach to the future of work. That foundation is critical to building full, productive employment and decent work for all.
- ▶ **2008 Declaration on Social Justice for a Fair Globalization**, which identified skills development as critical to improving productivity, employability, and social inclusion.
- ▶ **Conclusions on skills for improved productivity, employment growth and development**, adopted by the International Labour Conference in 2008, which established a strategy for skills development.
- ▶ **Human Resources Development Recommendation, 2004 (No. 195)** that provided guidance on policies for effective education, training, and lifelong learning.
- ▶ **Human Resources Development Convention, 1975 (No. 142)**

# Our partners



Ministry of Foreign Affairs of the  
Netherlands

# Our partners



Inspectorate SZW  
Ministry of Social Affairs and Employment



Norwegian Ministry  
of Foreign Affairs



# ILO SKILLS interventions around the world



# ILO Skills Specialists HQ Geneva



**Srinivas Reddy**  
Branch Chief



**Patrick Daru**  
HQ (Geneva)



**Christine Hofmann**  
HQ (Geneva)



**Paul Comyn**  
HQ (Geneva)



**Olga Strietska**  
HQ (Geneva)



**Ashwani Aggarwal**  
HQ (Geneva)



**Pedro Moreno**  
HQ (Geneva)

► [more information](#)

# ILO Skills Specialists – Field



**Gabriel Bordado**  
DWT/CO-New Delhi



**Julien Magnat**  
DWT-Bangkok



**Alessandra Molz**  
DWT/CO-Budapest



**Hassan Ndahi**  
DWT-Port-of-Spain,  
Caribbean



**Alvaro Ramirez**  
DWT-San José



**Akiko Sakamoto**  
DWT-Bangkok



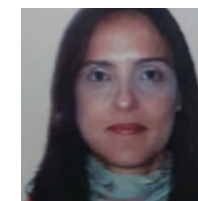
**Laura Schmid**  
DWT/CO-Cairo



**Nteba Soumano**  
DWT Yaoundé /  
CO-Kinshasa



**Alice Voza**  
DWT-CO Pretoria



**Ilca Webster**  
DWT/CO-Dakar

# ILO/Cinterfor

ILO/Cinterfor is the Inter-American Centre for Knowledge Development in Vocational Training. ILO/Cinterfor coordinates a network of 68 vocational training institutions from Latin America, the Caribbean, Spain, Cape Verde and Portugal. Created in 1963, ILO/Cinterfor promotes collective knowledge generation and horizontal cooperation among its member institutions and tripartite constituents. In this way, ILO/Cinterfor strengthens the capacities and management of vocational training institutions and contributes toward the design of public policies in support of vocational training.



**Anne Caroline Posthuma**  
Centre Director



**Michael  
Axmann**



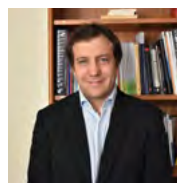
**Fernando  
Casanova**



**Fernando  
Vargas**



**Rodrigo  
Filgueira**



**Gonzalo  
Graña**



**Ana Clara  
Matosas**

# Our COVID-19 response

The ILO Skills Branch is supporting countries, workers, enterprises, and education and training institutions in their efforts **to mitigate the negative impact of COVID-19 on skills development.**

Within the context of Technical and Vocational Education and Training (TVET), training providers and policy-makers are looking for quick, practical and innovative solutions to tackle the issue. Guidelines on Rapid Assessment of reskilling and upskilling needs in response to the COVID-19 crisis were developed as part of the ILO SKILLS response.

The branch is addressing specific challenges, facilitating distance learning solutions, and encouraging skills development within the context of the current crisis.

► Guidelines



**International  
Labour  
Organization**

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)

[@ILO\\_GlobalKSP](https://twitter.com/ILO_GlobalKSP)