

ILC 2021 General Discussion on Skills and Lifelong Learning

Presentation of the Office Report



International
Labour
Organization

Background

FoW discussions (2016-2019)

“What will be the jobs of the future and what skills will they demand?”

Global Commission on FoW (Jan 2019)

Increasing investment in people’s capabilities

Centenary Declaration (June 2019)

Promoting lifelong learning for all as a joint responsibility

GB 337th Session (Oct 2019)

Placed in the 109th ILC Agenda: General discussion on skills and lifelong learning

ILC.109/ Report VI: Shaping skills and LLL for the future of work

Objective:

- Contribute to an informed and balanced discussion (including COVID-19)
- Examine the role of the ILO and constituents for the delivery of the Centenary Declaration, human-centred recovery and the 2030 agenda.

Structure:

Chapter 1: Global context, trends and challenges

Chapter 2: Understanding skills and LLL and their benefits in times of change

Chapter 3: Future-ready skills and LLL systems

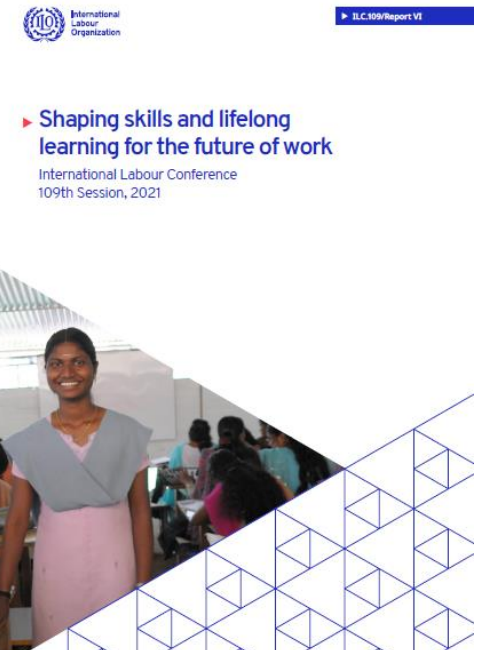
Chapter 4: Governance and Financing

Chapter 5: Access and transitions

Chapter 6: The role of ILO on skills and LLL

Chapter 7: Towards ILO skills and LLL strategy 2030

Advancing social justice, promoting decent work



Chapter 1: Global context, trends and challenges

Megatrends and skills implications

- ▶ **Digitalization** and **decarbonization** can generate and destroy jobs and change skills composition
- ▶ **Demographic change** requires well-governed skills systems coupled with decent job creation

Access, quality and relevance of training and education

- ▶ **Steady increase in educational attainment** is a positive sign
- ▶ But **SDG 4 is still far from being achieved** with respect to **access, quality, relevance, inclusiveness**

Skills mismatch (moving target)

- ▶ **Contents of qualifications do not match the skills required** by labour market

By 2030, Green economy can lead to net job creation of

20
million

Employers cannot find the right skills

69%
(in 2021)

People unemployed worldwide

220
million
(in 2020)

▶ Chapter 2: Understanding skills and LLL and their benefits

What is new in terms of skills and lifelong learning?

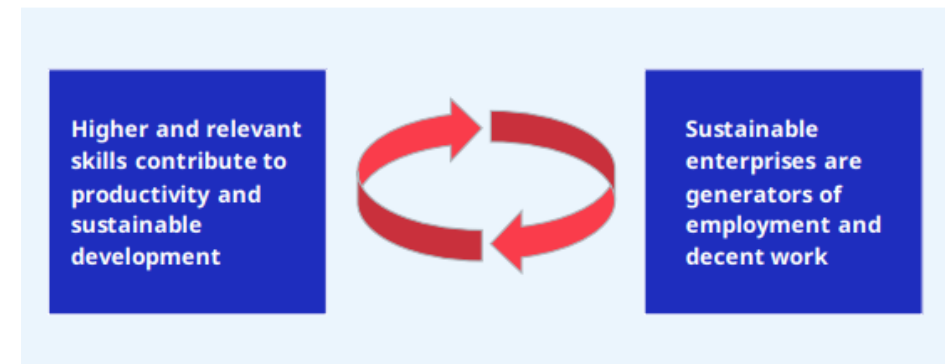
- ▶ Key for a **human-centred** COVID-19 recovery and FoW
- ▶ **Skills** place “people” at the centre

The transformative power of skills and lifelong learning

- ▶ **Virtuous circle**: Skills for productivity, employment, decent work and sustainable development
- ▶ **Inclusive structural transformation**: Skills as integral part of development strategies

What skills will help to meet challenges and prepare for the future of work?

- ▶ **Core skills**, including basic digital skills and basic skills for green jobs, and **specialized technical skills**



▶ Chapter 3: Future-ready skills and LLL systems

Skills needs assessment, anticipation and matching

- ▶ **Avoid large skills mismatches**
- ▶ Key challenges: **funds, capacity, coordination, data**

Reshaping skills delivery

- ▶ Flexible and inclusive learning pathways
- ▶ Move towards **competence-based** and **online / blended** learning

Digitalization of skills systems

- ▶ New technologies to **remove barriers**
- ▶ **Digital divide**

Teachers and trainers

- ▶ **Qualified teachers**, especially for making the shift to digital learning
- Advancing social justice, promoting decent work

Low-income countries
that are able to make
digital transition

18 %

By 2030, trained teachers
need to be recruited

**69
million**

Chapter 3: Future-ready skills and LLL systems (cont'd)

Work-based learning

- ▶ WBL addresses skills challenges “**on the spot**”
- ▶ **Closure of workplaces** increased concerns

Skills utilization

- ▶ The extent to which **skills are effectively applied in the workplaces**
- ▶ Key to **enterprise growth** and in turn the **demand** for skills

Skills recognition

- ▶ **Most learning** occurs in **non-formal** and **informal** ways
- ▶ Most formal education **systems do not recognize it in a systematic and flexible manner.**

Training of employees interrupted

90 %

People not fully utilizing their skills at current jobs

22 %

(OECD average)

Proportion of youth working in informal economy (low-income countries)

9/10

▶ Chapter 4: Governance and Financing

Strengthening social dialogue

- ▶ Successful skills systems: **systematic stakeholder engagement**
- ▶ **Sectoral approaches** provide an effective **framework**

Roles and responsibility of stakeholders

- ▶ Governance demands a **shared approach** at national, regional, local, institutional and sector levels
- ▶ **“Whole of society”** approach achieves the human-centred recovery

Financing

- ▶ To achieve **SDG 4**, **\$3 trillion per year is needed** in low- and middle-income countries (current level is \$1.2 trillion)

**\$3
trillion**

By 2030, Financing for Education and training, needs to increase per year



**\$1.2
trillion**

▶ Chapter 5: Access and transitions

All workers throughout working lives

- ▶ The closure of training centres and the broader crisis impact **accelerated the inequalities with new aspects**

Specific target groups

- ▶ Youth, migrants, people with disabilities, indigenous and tribal peoples, people in fragile settings, workers under diverse contractual arrangements, older workers

Gender equality

- ▶ Barriers to education and training especially for **women** in rural informal economies
- ▶ **Job losses due to pandemic** weigh heavily on women

Students who lack access to online learning

1/3

Learners experiencing delay in their learning

50%

Female representation in vocational education

43 %

▶ Chapter 6: The leading role of ILO on Skills and LLL

Global leadership

- ▶ The ILO's leading and coordinating role
- ▶ The expectation from the constituents is **growing**

Partnerships and development cooperation

- ▶ ILO interventions in **58 countries**
- ▶ **Multilateral and bilateral partners** on skills and lifelong learning: the African Development Bank (AfDB), Australia, Belgium (Government of Flanders), Canada, China, Colombia, the EU, FAO, France, Germany, Italy, Japan, the Netherlands, Norway, the Republic of Korea, the Russian Federation, Sweden, Switzerland, UNDP, UNICEF, the United Kingdom and the United States

Requests for ILO
services on Skills
and LLL

58
countries

(2020-21)



28
countries

(2018-19)

▶ Chapter 7: Towards ILO skills and LLL strategy 2030

Recognizing skills and LLL as drives for the future we want

- ▶ **Identifying and delivering future skills** is critically important

Supporting systems to innovate and deliver

- ▶ **New solutions** are needed to improve quality and responsiveness of learning opportunities

Creating opportunities for all

- ▶ **Aspirations and potentials of individuals** and **the needs of vulnerable groups** and **MSMEs**

Fostering social dialogue, shared responsibility for good governance and sustainable financing

- ▶ **Effective social dialogue**, shared responsibilities, improved coordination, sustainable financing

► Suggested points for discussion:

1. What are the key **challenges** and **opportunities** for skills and lifelong learning in a changing world of work, further impacted by the COVID-19 pandemic?
2. How can **key elements of skills systems** be shaped and modernized?
3. What are **the roles and responsibilities** of governments and social partners for realizing the transformative potential of skills and lifelong learning for all?
4. To strengthen the ILO's global leadership on skills and lifelong learning, what should be **the core elements of an ILO skills and lifelong learning strategy**?