

Building p work throu lifelong lea **Educaid.be Int** 



**Christine Hofmann**, ILO SKILLS



#### **Contents**

- What is decent work
- Progress on SDG 8
- The role of education and training in promoting decent work
- Country examples



#### What is decent work?

The ILO defines decent work as productive work for women and men in conditions of freedom, equity, security and human dignity.

- Social protection systems and measures for all
- **Social protection floors**

- **Freedom of association** and the right to collective bargaining
- Elimination of all forms of **forced labour**
- Abolition of **child labour**
- **Equality and non-discrimination**
- Safe and healthy working environment

Social **Protection**  Rights at Work

- Achieving full and productive employment and equal pay
- Promoting integrated employment **policy** through economic diversification, employment-friendly macro policies and sustainable investment strategies

**Employment** Creation

Social Dialogue

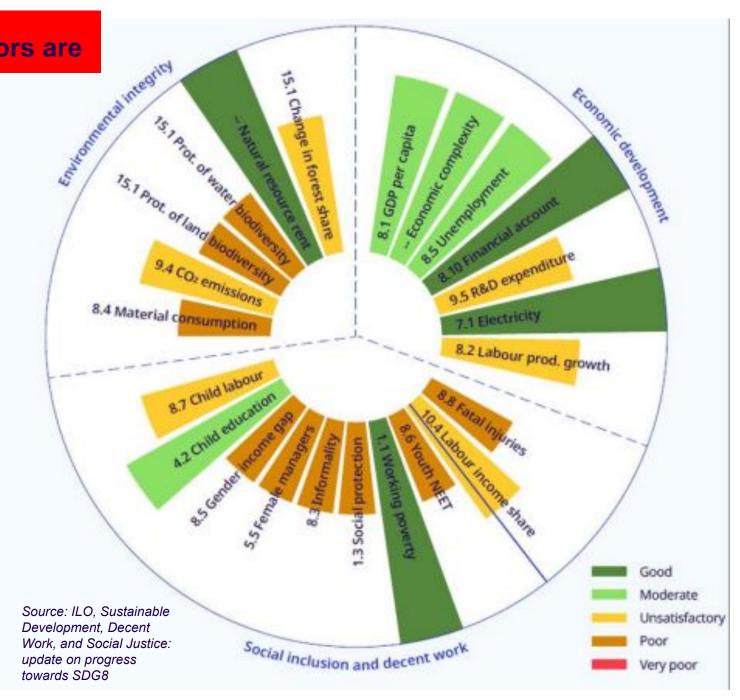
Full recognition of **labour rights**, rule of law, accountable institutions, and responsive, inclusive, participatory and representative decision-making all lay the foundations of social dialogue



2/3 of SDG 8 indicators are off track

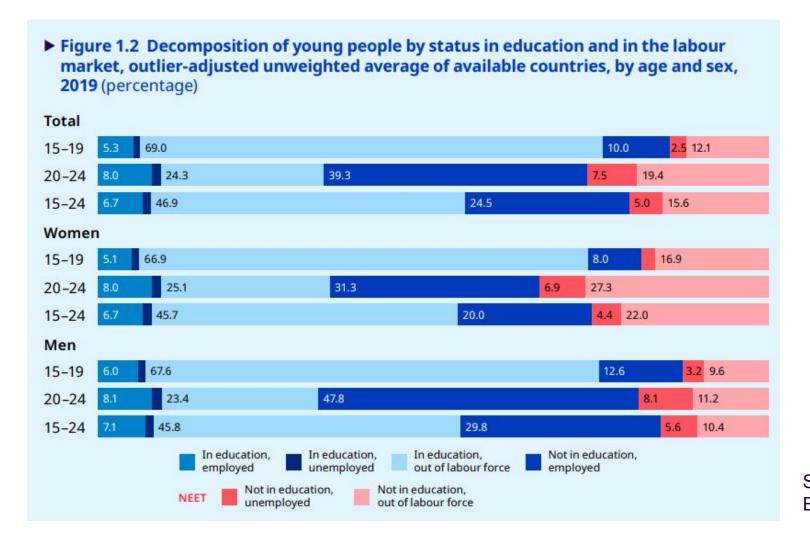
## Global progress on SDG 8

- SDG 8 brings together social, economic, and environmental dimensions of the SDGs
- ILO uses 23 indicators (with sufficient available data) to capture multi-dimensional nature of SDG8
- Each indicator presents the global weighted average, in scales from 1 (very poor) to 5 (good).
- Only 8 indicators see moderate or good progress
- For 15 indicators, progress is unsatisfactory or poor





## Every 5<sup>th</sup> young person is not in employment, education or training (NEET)



•38%

Of young people globally are uncertain about their future career prospects

126 million

Young workers live in extreme or moderate poverty

Source: ILO. 2022. Global Employment Trends for Youth.



▶ Figure 1.8 Share of young people not in employment, education or training, by sex, world and by subregion, 2020 (percentage)



Note: Young people are defined as those aged 15–24 years.

Source: ILOSTAT, ILO modelled estimates, November 2021.



#### Skills for youth employment – the ILO's Action Plan 2020-30

Source: GB.340/POL/2

- The ILO Youth Employment Action Plan calls for integrated approaches – skills and employability is one of the pillars
- Update to ILO/WB systematic review of youth employment interventions (ALMPs) includes 228 studies of which over 150 are skills training interventions - forthcoming
- ALMPs try to "fix" the problem
- Skills policies (education and training) should prevent exclusion in the first place, be inclusive and "get it right"



#### ILO SKILLS AND LIFELONG LEARNING STRATEGY 2030

What ILO will do and how

1. Policy advice, capacity development and technical support

- 2. Research, knowledge management and dissemination
- 3. Resource mobilization
- 4. Standards-related actions
- 5. ILO's leadership and partnerships in skills and lifelong learning

What will change in skills systems

**SHORT- TO MEDIUM-TERM OUTCOMES** 

- 1. Policies, governance and financing
- 2. Strengthened skills needs intelligence
- 3. Innovative and flexible learning pathways
- 4. Inclusive skills programmes
- 5. Quality apprenticeships and work-based learning

**Socioeconomic impacts** 

Inclusive, resilient and sustainable economy & society

**Green and digital transitions** 

Access to full, productive and freely chosen employment, decent work

Resilience, employability, adaptability and career prospects

Productivity and sustainability of enterprises

Gender-sensitive and inclusive approach

Contribution to SDGs

SDG 4

SDG 5

SDG 8



# aining transforms young lives in Bangladesh

After a decade of work in Bangladesh, notable achievements include a modern, demand-driven skills system; greater private sector engagement in skills demand identification; improved curriculum design and assessments; better provisions for competency-based training and assessments through nationally recognised qualifications; a more robust and credible apprenticeships system; the introduction of a recognition of prior learning (RPL) scheme; and crucially, greater access and inclusion of disadvantaged and minority groups, including the youth of Bangladesh, those who are underprivileged and currently out of work.

LEARN MORE







# 'Kitchen & Voice' initiative uplifts transgender people in Brazil

The joint initiative between the Brazilian Public Ministry of Labour and the ILO has provided skilling pathways for one of the most marginalised populations – transgender people – to access the formal labour market through an on- and off-the job training programme.

The programme uses activating teaching methods including poetry and offers classes in nine disciplines ranging from basic skills for working in a restaurant kitchen, to food storage and waste handling. Supported by a well-known cook and several employers, the initiative that started in 2017 has now grown into a gateway for work in the restaurant industry, with multinational and national companies.









hofmann@ilo.org