

# ILO's approach to lifelong learning and related skills indicators work

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## ILO's normative instruments and policies

“..Members should recognize employees’ **rights to free time for training** through paid study leave”  
(ILO R148, 1974)

“Lifelong learning is **all learning activities undertaken throughout life** for the development of competences and qualifications” (ILO R195, 2004)

“..Members should promote **equal opportunities** for women and men in education, training and lifelong learning” (ILO, R195,2004)

“..development of **core skills**...as the building blocks for lifelong learning to capability to adopt to change” (ILO, 2008)



# ILO's Centenary initiative: the Future of Work



- Global Commission on the Future of Work
- Highlighted the importance of improving individuals' capabilities in seizing, creating opportunities and benefit from new way of working
- “[Lifelong learning] is central to managing the transitions we face over the life cycle”

“We call for the formal recognition of **a universal entitlement to lifelong learning and the establishment of an effective lifelong learning system**”



## CALL for ACTIONS



- ❖ A reconfigured **employment insurance or social funds** that would allow workers to take paid time off to engage in training
- ❖ National or sectoral education and **training funds** for workers work informally
- ❖ Digital technologies for **broad participation**, flexible and shorter learning pathways
- ❖ A common **skills recognition** framework at national and international levels for portability of skills
- ❖ Access to **universal quality education**
- ❖ **Quality assurance** mechanisms for lifelong learning
- ❖ **Monitor the effectiveness of the lifelong learning system**

## Key policy areas for implementing LLL

[Equitable access to learning ]

- ❖ Underserved groups as a priority
- ❖ Diverse learning methods

[Incentives]

- ❖ Develop financial and non-financial incentives (e.g. Learning accounts, individual credits, tax breaks, public private partnerships)

[Skills and qualification systems]

- ❖ Recognize non/informal skills learning
- ❖ Improve paths ways between different programmes

[Skills]

- ❖ Develop foundational and core work skills

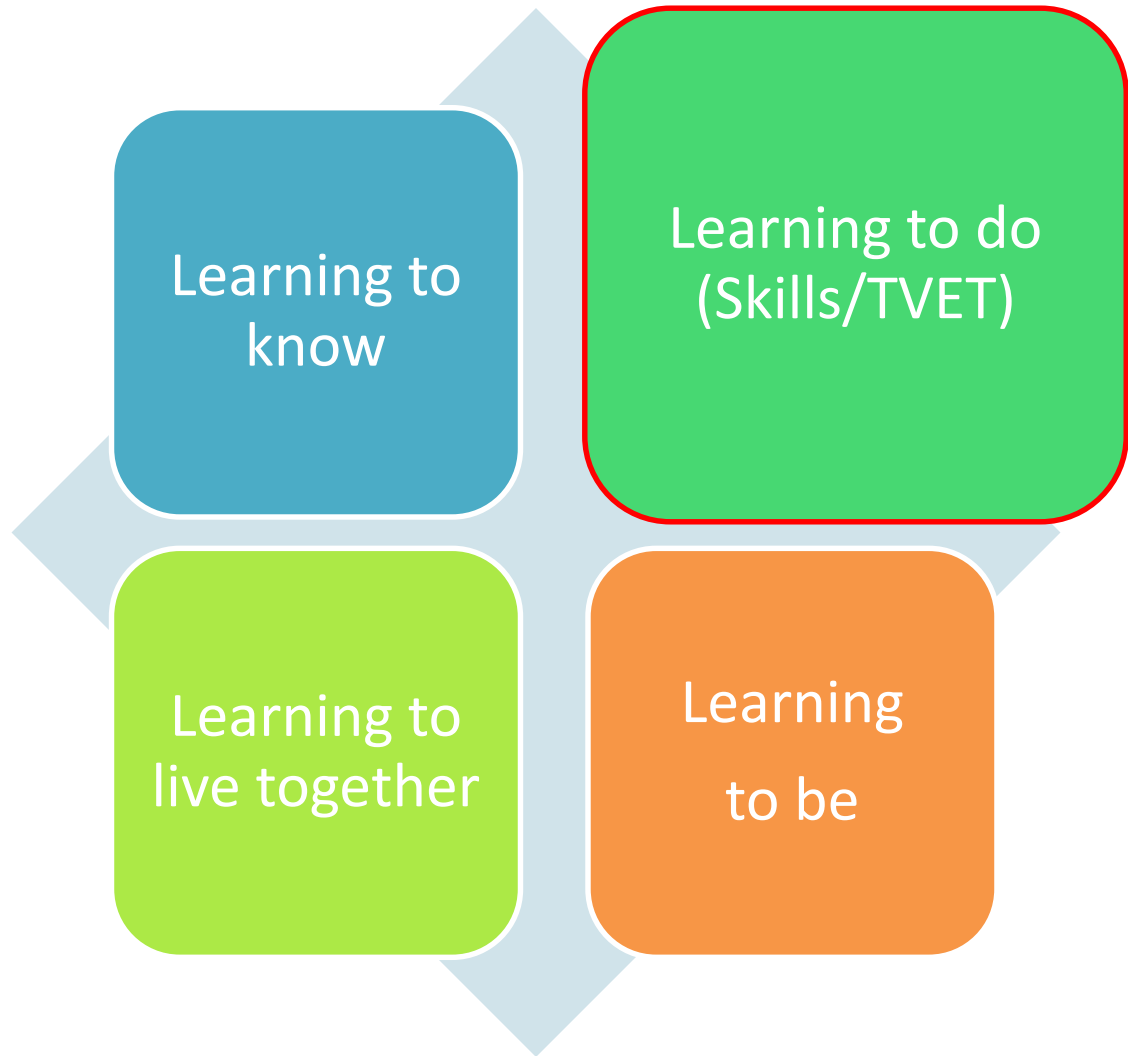
[Coordination]

- ❖ inter-ministerial, cross-sectoral, public-private

[Data]

- ❖ vocational guidance and improving data





## ILO's work on LLL, so far

- Focused on 'skills for improved employment and business outcomes' –learning to do
- while appreciating the importance of other domain of learning and skills in the context of the future of work
- Promoting LLL also in developing countries

# Skills indicators for developing countries (G20: IAG-TVET)



- Interagency Group on TVET indicators at the request of G20 (2010-13/14)
- Targeted for developing countries


Area	Indicators		
	Data available	Data not readily available	Desirable indicators
<p><b>1. Access</b></p> <p><i>Access as opportunities</i></p> <p><i>Access as participation</i></p> <p><i>Access as transition</i></p>	<ul style="list-style-type: none"> <li>Enrolment in vocational education as a percentage of total enrolment in the formal education system.</li> <li>Enrolment rate by type of TVET programme</li> </ul>	<ul style="list-style-type: none"> <li>Typology of Admission Policies to formal school-based TVET</li> <li>Transition rate from upper secondary TVET education to post-secondary non-tertiary TVET education</li> </ul>	<ul style="list-style-type: none"> <li>Work-based learning participation rate</li> <li>Equity</li> <li>Unmet demands for TVET</li> <li>Policies on articulation with schooling/higher education</li> </ul>
<p><b>2. Financing</b></p>	<ul style="list-style-type: none"> <li>Spending in formal TVET</li> </ul>	<ul style="list-style-type: none"> <li>Total TVET spending by student</li> </ul>	<ul style="list-style-type: none"> <li>Share of companies providing apprenticeship and other types of training (by size of the company)</li> <li>Share of apprenticeship and other types of training spending in labour cost (by size of the company)</li> </ul>



Area	Indicators		
	Data available	Data not readily available	Desirable indicators
<b>3. Quality and Innovation</b>	<ul style="list-style-type: none"> <li>• Student/teacher ratio in formal TVET and in general programmes</li> <li>• Completion rate in TVET programmes and in general programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Share of apprentices completing registered programmes as a percentage of all apprentices starting registered programmes</li> <li>• Share of qualified teachers in TVET and in general programmes</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of quality assurance systems for TVET providers</li> <li>• Investment in training of teachers and trainers</li> <li>• Employment rate in TVET programmes</li> <li>• Utilisation of acquired skills at the workplace</li> <li>• Share of ICT training activities in TVET</li> </ul>
<b>4. Relevance</b>	<ul style="list-style-type: none"> <li>• Employment to population ratio</li> <li>• Unemployment rate</li> <li>• Employment status</li> <li>• Employment by economic sector</li> <li>• Employment by occupation</li> <li>• Literacy rate</li> </ul>	<ul style="list-style-type: none"> <li>• Informal employment rate</li> <li>• Time-related unemployment rate</li> </ul>	<ul style="list-style-type: none"> <li>• Working poverty rate</li> <li>• Average real earnings</li> <li>• Number of vacant jobs</li> <li>• Net job creation</li> <li>• Youth outside labour force</li> <li>• Discouraged workers</li> </ul>

# DRAFT LFS Module: Occupational qualifications and skills (2018)



- To measure qualifications and skills mismatches of persons in employment (to be piloted)
    - Information about qualifications, work experience and skills needed
    - Respondent's own qualifications, work experience and skills
-  Information on: Workplace learning participation, utilization of skills at work

## Section 1: Qualifications

1.1 What level of education, in any, is needed to carry out the tasks and duties of (your/NAME) job/business?

1.2 Is education in a specific field of study needed to carry out tasks and duties of (your/NAME) job/business?

Alternative 1.2 What field of study, in any, is needed to carry out the tasks and duties of (your/NAME) job/business?

## Section 2: Experience

2.1 What is the minimum length of relevant work experience and/or informal on-the-job training needed before someone would be able to carry out tasks and duties of (your/NAME) job/business?

2.2. How much relevant work experience and/or informal on-the-job training (do/does) (you/NAME) have?

2.3 (optional) How much work experience and/or informal on-the-job training (do/does) (you/NAME) have in total?

## Section 3: SKILLS

3.1 Which of the following statements best describes (your/NAME) skills in relation to what is needed to carry out tasks and duties of your/her/his job/business?

3.2 Which of the following skills are needed to carry out tasks and duties of (your/NAME) job/business? (list: job specific technical skills, literacy, numeracy, ICT etc.)

3.3 (optional) How important are these skills for carrying out tasks and duties of (your/NAME) job/business? Would (you/NAME) say... (list: the same)

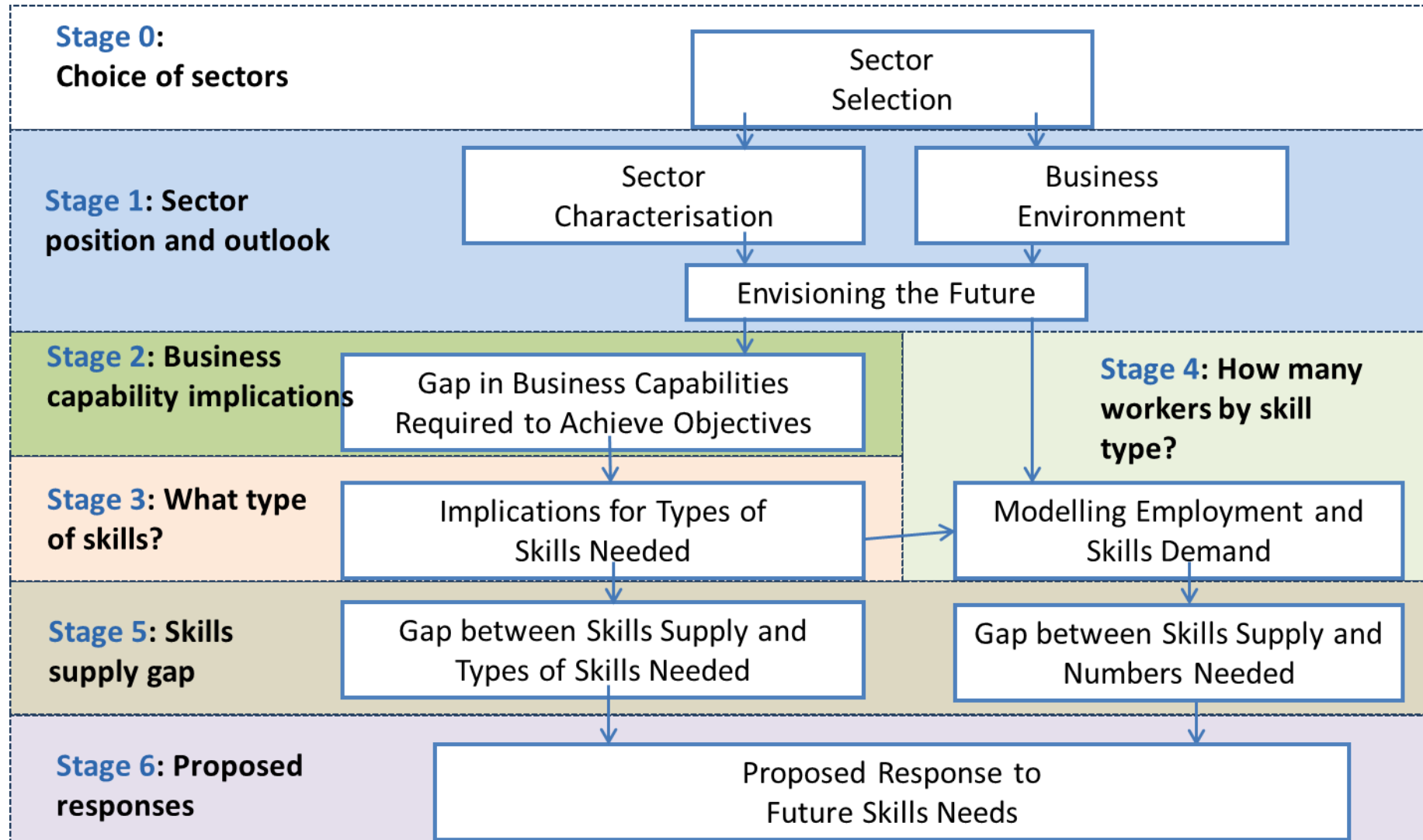
3.4. Which of the following best describes the level of skills needed to carry out tasks and duties of (your/NAME) job/business? Would you say..

3.5 Which of the following best describes the (your/NAME) level of skills? (list:)

3.6. Is (your/NAME) level of skills adequate to carry out tasks and duties of (your/NAME) job/business?

# STED – Skills for Trade and Economic Diversification

ILO's Sector-based methodology to provide **strategic guidance** on integrating skills development into policies to strengthen traded sectors



# Thank you

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