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Follow-up to the resolution concerning skills and lifelong learning adopted by the International Labour Conference at its 109th Session (2021)

The ILO strategy on skills and lifelong learning for 2022–30

Purpose of the document

This document proposes the ILO strategy on skills and lifelong learning for 2022–30, and a plan of action for the first phase of implementation in 2022–25, to give effect to the conclusions adopted by the International Labour Conference in December 2021. The Governing Body is invited to provide guidance on the proposed strategy and plan of action (see the draft decision in paragraph 34).

Relevant strategic objective: Employment.

Main relevant outcome: Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market.

Policy implications: The strategy and plan of action will guide the Office's work in the area of skills and lifelong learning for the periods of 2022–30 and 2022–25, respectively.

Legal implications: None.

Financial implications: See paragraphs 32 and 33.

Follow-up action required: Implementation of the strategy and plan of action, taking into account the guidance provided by the Governing Body.

Author unit: Employment Policy Department (EMPLOYMENT).

Related documents: [ILC.109/Resolution XVII](#); [ILC.110/Resolution III](#); [ILC.110/Resolution IV](#); [ILO Centenary Declaration for the Future of Work](#); [GB.341/PFA/1](#).

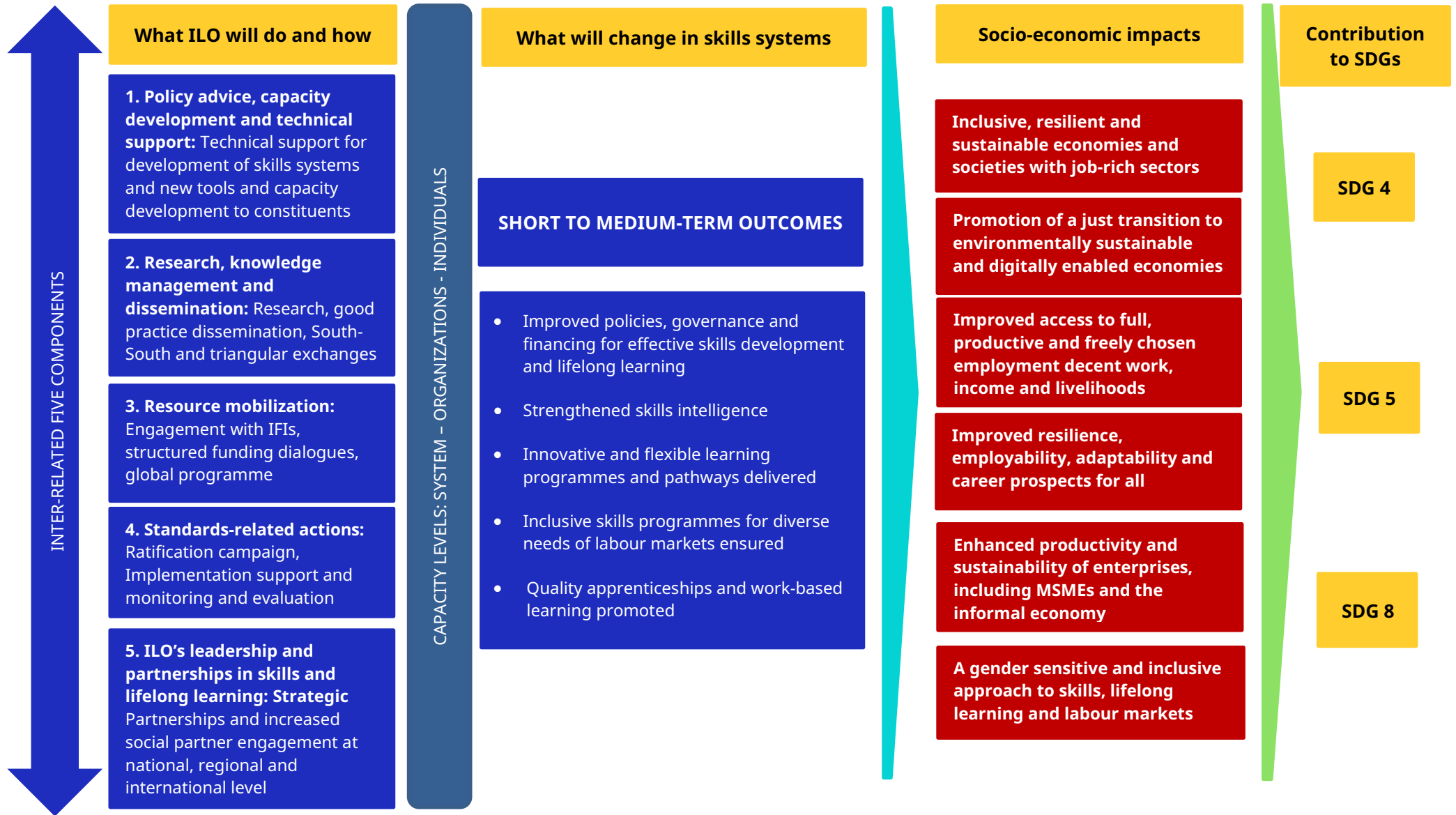
▶ 1. Background and context

1. Skills development and lifelong learning is an investment in the future. Global drivers, including technological changes, environmental and climate change, changes in globalization patterns and demographic shifts, as well as crises such as the COVID-19 pandemic, are transforming societies, economies and the world of work. These transformations can benefit workers and enterprises, but could also be disruptive, leading to unemployment, underemployment, difficult transitions of youth into the labour market, skills mismatches, including skills gaps and shortages, inequalities and inefficiencies. Effective and inclusive skills and lifelong learning systems promote better responsiveness of skills supply to current and future labour market needs and thus serve as key enablers of human development, full, productive and freely chosen employment and decent work for all, as reflected in the Sustainable Development Goals (SDGs) in particular SDGs 4, 5 and 8.
2. The International Labour Conference, at its 109th Session (2021), adopted a resolution and conclusions concerning skills and lifelong learning (hereafter the 2021 conclusions). They reflect principles of the ILO Centenary Declaration for the Future of Work, 2019 and the ILO Global call to action for a human-centred recovery from the COVID-19 crisis that is inclusive, sustainable and resilient, 2021. Furthermore, at its 110th Session (2022), the Conference adopted one resolution and conclusions that highlight the importance of quality apprenticeships, as well as the conclusions concerning the third recurrent discussion on employment that highlight the importance of guaranteeing the right to quality education, and promoting skills development and lifelong learning for all, addressing skills gaps and mismatches by strengthening lifelong learning systems, and enhancing employability.
3. The 2021 conclusions set out a framework for action to guide the Organization and the Office in the area of skills and lifelong learning, and requested the Director-General to develop the ILO's strategy and plan of action on skills and lifelong learning. In the period since the adoption of the 2021 conclusions, the Office has already been engaged in the implementation of the various recommendations, while simultaneously drawing up the longer-term strategy and plan of action set out in this Governing Body document.
4. The strategy presented below covers the period 2022–30, while a plan of action covers the first period of implementation in 2022–25. They describe how the ILO, in collaboration with relevant development partners, academia and other key actors, will strengthen its global leadership in skills development and lifelong learning systems. These proposals are fully consistent with the Programme and Budget for 2022–23 and with those presented in the preview of the Programme and Budget proposals for 2024–25 (GB.346/PFA/1).

▶ 2. Strategy

5. The strategy has the overall goal of enabling the development of resilient systems based on social dialogue that provide inclusive access to high-quality skills development and lifelong learning opportunities for all, to promote human development, full, productive and freely chosen employment, and decent work for all.
6. The strategy seeks to improve the Office's capacity, including through the allocation of resources within the existing and forthcoming programmes and budgets, and the mobilization of extrabudgetary resources, to assist constituents in developing comprehensive and coordinated lifelong learning policy frameworks across complementary policy fields. Recalling the Human Resources Development Recommendation, 2004 (No. 195), and recognizing that education is a right for all, it seeks to encourage Members to take action on the following five complementary and mutually reinforcing pillars, thus giving effect to the 2021 conclusions:
 - Pillar 1: Improved policies, governance and financing for effective skills development and lifelong learning.
 - Pillar 2: Strengthened skills-needs intelligence.
 - Pillar 3: Innovative and flexible learning programmes and pathways.
 - Pillar 4: Inclusive skills programmes for diverse needs of labour markets.
 - Pillar 5: Quality apprenticeships and work-based learning promoted for employability, productivity and sustainable enterprises.
7. The five pillars identify short- to medium-term outcomes, corresponding to key aspects of an effective skills and lifelong learning system, which are mutually reinforcing and constitute an interdependent whole, rather than isolated silos.
8. The theory of change below illustrates a five-component process with its long-term impacts on society and the economy, and short- to medium-term outcomes of systemic and institutional changes, and improvements in skills-needs intelligence, delivery, access and inclusiveness. To achieve these outcomes, the ILO will undertake research, technical support, capacity development and resource mobilization.

► Figure Theory of Change



Pillar 1: Improved policies, governance and financing for effective skills development and lifelong learning

9. The impactful engagement of all relevant stakeholders, including employers' and workers' organizations and governments is necessary for developing coherent policies that include education, training and lifelong learning as an integral part of comprehensive economic, fiscal, social and labour market policies and programmes. Well-developed systems promote the coordination of different stakeholders across different policies for the achievement of key targets such as youth employability and successful job transitions. Improved governance based on social dialogue, with clear roles and responsibilities, and innovative, transparent, equitable and sustainable financing mechanisms are central to the operationalization of skills development and lifelong learning systems that can respond to the interests and career aspirations of people and to current and future labour market needs.
10. This pillar relates to:
 - (a) developing and supporting the implementation and evaluation of comprehensive policies, strategies and systems for lifelong learning, built upon a whole-of-government approach, through social dialogue, and underpinned by strong, autonomous and accountable institutions and coordination among all relevant stakeholders;
 - (b) reinforcing the coherence of skills and lifelong learning policies with other public policies and recovery strategies from the COVID-19 and other crises to promote full, productive and freely chosen employment and decent work for all, by ensuring universal access to skills and lifelong learning and equitable and inclusive labour markets, and promoting the linkages among skills, employment and productivity;
 - (c) strengthening the capacity of national institutions and institutional mechanisms to develop, implement, monitor and evaluate skills and lifelong learning policies, strategies and programmes, and to coordinate with all relevant stakeholders;
 - (d) strengthening the capacity of social partners for the development, implementation and evaluation of skills policies, strategies and programmes;
 - (e) developing innovative, transparent, equitable and sustainable financing mechanisms, including incentive schemes for learners and enterprises, with the effective and efficient allocation and management of funds, in cooperation with social partners; and
 - (f) establishing robust systems for quality assurance, dynamic assessment and certification of skills and competencies, recognition of prior learning and lifelong career development support systems to empower youth and adult transitions, with the involvement of social partners.

Pillar 2: Strengthened skills-needs intelligence

11. Skills identification and anticipation based on social dialogue and informed by labour market information are essential to adapting skills provision and promoting employability and productivity. Information on existing and future needs in terms of skills supports the training providers' capacity to effectively adjust curricula, and the learners' awareness of the skills required in the labour market. Skills intelligence is necessary to reduce the risk of skills mismatches (over- and underqualification, skills gaps, skills shortages and skills obsolescence).

12. This pillar relates to:

- (a) developing coordinated systems for identifying mismatches between skills, jobs and aspirations, with participation of relevant institutions and social partners, utilizing the full range of labour market information and the latest technologies and tools;
- (b) identifying and anticipating skills needs for economic activities that promote structural transformation and decent work in line with broader investment, trade, digital, climate and industrial policies. This includes responding to sector-specific skills needs, such as those related to digital, creative and environmentally sustainable economies and sectors and occupations impacted by global drivers of change, which will also account for large shares of emerging job opportunities, such as the care economy; and
- (c) undertaking research on the employment impact of skills and lifelong learning policies and programmes to review their effectiveness, efficiency and inclusiveness.

Pillar 3: Innovative and flexible learning programmes and pathways delivered

13. The quality, relevance, flexibility and inclusiveness of training programmes, and the organization of such programmes along permeable pathways, contribute to their impact on employment, the fulfilment of people's career aspirations, and the improved productivity and sustainability of enterprises.

14. This pillar relates to:

- (a) supporting public and private training providers to develop, implement and evaluate equitable, gender-responsive, flexible and innovative training and certification programmes, including digital, mobile and blended learning based on the interest and aptitudes of people, and on labour market needs;
- (b) promoting the development of core skills, including social and emotional skills, cognitive skills, basic digital skills and skills relevant to environmentally sustainable economies;
- (c) developing robust systems for the validation of skills and competencies (including micro-credentials and recognition of prior learning) and career guidance, with the involvement of social partners, to create lifelong learning pathways, enable the portability of skills, and facilitate labour, social and geographical mobility;
- (d) ensuring effective workforce development and decent work opportunities for teachers and trainers, assessors and other relevant personnel, to safeguard high-quality training delivery through new approaches;
- (e) providing comprehensive digitalization strategies that support skills and lifelong learning systems through innovative technologies, affordable internet connectivity and access to equipment, devices, content and tools, including through public-private partnerships, as well as other measures to reduce the digital divide and digital gender gap; and
- (f) promoting an enabling environment and openness to learning, and identifying and addressing discriminatory time, cost and motivational barriers through awareness-raising campaigns or guidance services.

Pillar 4: Inclusive skills programmes for the diverse needs of labour markets ensured

- 15.** Ensuring inclusive access to skills development and lifelong learning is key to fostering diverse economies and societies, as it tackles gender segregation and discriminatory practices in the labour market, reduces the intergenerational transmission of inequalities and facilitates the transition of workers and businesses to formality. Integrated and comprehensive actions are therefore needed towards equal participation in lifelong learning, with special attention given to women, young people, migrants and refugees and other persons and groups in vulnerable and disadvantaged situations. Support should also target micro, small and medium-sized enterprises.
- 16.** This pillar relates to:
 - (a) promoting innovative solutions for inclusive training that consider the needs of all learners with respect to the training environment, recruitment methods, assessment methodology, and their labour market transitions;
 - (b) implementing gender-responsive training environments that encourage the equal participation of women and men, promote science, technology, engineering and mathematics subjects among women, and devise gender-responsive action plans; and
 - (c) promoting integrated approaches for the needs of vulnerable learners and different economic units, including self-employed workers and micro, small and medium-sized enterprises, through awareness-raising, outreach, community-based training, career guidance, recognition and validation of skills (including for migrants, refugees and care workers), pre-vocational training, post-training support, financial and non-financial support, coordination with social protection and complementary services, including employment services.

Pillar 5: Quality apprenticeships and work-based learning promoted for employability, productivity and sustainable enterprises

- 17.** The promotion and development of quality apprenticeships and work-based learning systems improve the employability of learners, as well as the productivity and sustainability of enterprises. Quality apprenticeships increase the market relevance of skills development programmes as they develop sustainable partnerships between the public and private sectors. Apprenticeships should be promoted and regulated, through social dialogue, to ensure their quality and enhance their attractiveness to apprentices and enterprises.
- 18.** This pillar relates to:
 - (a) developing, implementing and evaluating systems for quality apprenticeships and work-based learning for adults and young people, with the involvement of social partners, both as designers and providers;
 - (b) strengthening partnerships among governments, employers, workers and training providers to design and deliver quality apprenticeships and work-based learning programmes that provide for social protection and decent working conditions, including occupational safety and health;
 - (c) improving the capacity of and support services for training providers and enterprises to develop and implement quality apprenticeships;

- (d) widening access to quality work-based learning for workers in the informal economy by upgrading informal apprenticeship systems, and helping such workers transition to the formal economy; and
- (e) improving skills planning, development, and utilization in workplaces, including adequate recognition and valuing of skills, through better human resource management practices.

► 3. Plan of action

- 19. To contribute to the long-term objective of promoting human development, full, productive and freely chosen employment and decent work for all, productivity improvement and sustainable development, the Office will implement a plan of action to achieve short- and medium-term outcomes under the five pillars. The plan of action describes the means employed to create a conducive environment for constituents to work towards more inclusive and effective skills and lifelong learning systems.
- 20. The plan of action is guided by the 2021 conclusions, and is aligned with relevant international labour standards and the 2030 Agenda for Sustainable Development, and is consistent with the ILO programme and budget.
- 21. The plan of action comprises five interrelated and mutually reinforcing operational components:
 - Component 1: Policy advice, capacity development and technical support
 - Component 2: Research, knowledge management and dissemination
 - Component 3: Resource mobilization
 - Component 4: Standards-related actions
 - Component 5: ILO's leadership and partnerships in skills and lifelong learning

Component 1: Policy advice, capacity development and technical support

- 22. To support governments and social partners in developing and implementing skills development and lifelong learning systems, in line with the above-described pillars, the Office will:
 - (a) provide evidence-based advice on national, subnational and sectoral policies, strategies and programmes and their integration with employment and other public policies and strategies, and on the importance of tripartite cooperation to build skills development and lifelong learning systems;
 - (b) develop tools and methodologies that are driven by the needs of constituents and labour markets on skills and lifelong learning and support their use at national and sector levels, fully harnessing the new technologies to improve the scale and reach of services;
 - (c) support the capacity development of governments, institutions and training providers, including through the International Training Centre of the ILO (ITCILO), the Inter-American Centre for Knowledge Development in Vocational Training (ILO/CINTERFOR) and other relevant partners;

- (d) support the capacity development of social partners through programmes of action on contemporary skills topics, tripartite governance and their role as skills providers;
- (e) facilitate the development and piloting of innovative measures to pursue systemic changes, including through the ILO Skills Innovation Facility, Challenge Calls, Innovation Labs and Innovation Network;
- (f) support skills institutions at regional level, particularly in Africa and Asia, in order to become centres of excellence, in a similar manner to the existing regional skills centres in Europe and Latin America and the Caribbean, such as ILO/CINTERFOR and support them in becoming regional hubs of services on lifelong learning; and
- (g) implement development cooperation programmes and projects to assist Members in developing and strengthening skills and lifelong learning systems, which are linked to the Decent Work Country Programmes, in collaboration with the UN Country Teams;

Component 2: Research, knowledge management and dissemination

- 23.** To develop new knowledge and promote mutual exchange of knowledge among constituents, the Office will:
- (a) carry out high-quality research on contemporary skills challenges and opportunities;
 - (b) develop cutting-edge knowledge products, keeping pace with the changing aspirations of people and the current and future labour market needs, in close collaboration with development partners, academia and other key actors;
 - (c) prioritize the application of knowledge in close collaboration with development partners in target countries;
 - (d) support knowledge exchange and dissemination of good practices and lessons learned including through South–South and triangular cooperation, Communities of Practice and the ILO Skills Innovation Facility and its Skills Innovation Network; and
 - (e) use innovative methods to measure the employment outcomes of training programmes by using new technologies such as the ILO Service Tracker and other survey tools.

Component 3: Resource mobilization

- 24.** To mobilize resources for constituents as well as for the support functions of the Office, the Office will:
- (a) regularly organize structured funding dialogues at national and global levels, and strengthen partnerships, especially at country level;
 - (b) advocate with international financial institutions for greater investment in skills and lifelong learning systems, and support the implementation of national policies and strategies.
 - (c) work with Members to improve the transparency of their operations and diversify their financing options; and
 - (d) explore pooled funding opportunities to deploy consolidated resources based on the priorities set by the programme and budget, supplementing the ILO regular budget and making allocations based on country-level needs.

Component 4: Standards-related actions

25. To promote the ratification and application of international labour standards relevant to skills development and lifelong learning, the Office will:
- (a) undertake a ratification campaign for the Human Resources Development Convention, 1975 (No. 142);
 - (b) identify possible obstacles to the ratification and implementation of the Paid Educational Leave Convention, 1974 (No. 140), and provide technical assistance to overcome them; and
 - (c) monitor the implementation of other existing standards.

Component 5: ILO's leadership and partnerships in skills and lifelong learning

26. The ILO's tripartite structure and its ability to address demand and supply sides of labour markets in a holistic manner, based on its technical capacity and networks, make the ILO a truly unique key actor in the area of skills and lifelong learning. The ILO has been invited by the UN secretariat to play a key role in the area of skills and lifelong learning, including in the organization of the Transforming Education Summit in 2022, based on its unique mandate and the role of its tripartite constituents in skills development and lifelong learning.
27. To reaffirm ILO's social justice mandate and to strengthen its leadership in the area of skills and lifelong learning, while ensuring partnerships with a wide range of organizations, the Office will:
- (a) promote tripartite approaches to skills development and lifelong learning, including tripartite governance, to support policy coherence at global, regional and national levels;
 - (b) pursue strategic partnerships at global, regional and national levels in developing joint programmes and campaigns, in collaboration with multilateral forums, such as the G20, G7 and Brazil, Russia, India, China and South Africa (BRICS), international organizations such as the Organization for Economic Cooperation and Development (OECD), The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations International Children's Emergency Fund (UNICEF), and other education and skills initiatives such as the Global Partnership for Education (GPE), including in the context of the 2030 Agenda for Sustainable Development, the SDGs and the United Nations Secretary-General's "Our Common Agenda", various summits and their follow-up actions towards 2030, and the ILO Global Programme on Skills and Lifelong Learning; and
 - (c) strengthen partnerships and cooperation within and beyond the UN system, through bilateral agreements and within the framework of the Inter-Agency Group on Technical and Vocational Education and Training (IAG-TVET) and other arrangements.

► 4. Coordination, monitoring and evaluation of implementation

28. The strategy covers the period 2022–30, and is guided by an initial plan of action that describes the short- to medium-term milestones for the period 2022–25, matching the programme and budget cycle. A set of indicators will be put in place to track progress.

29. The implementation is led by the Skills and Employability Branch, and involves other units, branches and departments, in close coordination with field offices, as well as partnerships with the UN Country Teams, other international organizations, international financial institutions and other development partners.
30. A mid-term review will take place in 2026, which will provide input for the second phase until the end of 2030. In 2031, an evaluation will take place on the outcomes and impact of the strategy. A monitoring and evaluation plan will be designed, and will include strategic clustering of evaluations.

▶ 5. Risks and assumptions

31. The strategy and the plan of action may require adjustment, especially in the light of:
 - (a) evolving national, regional and global priorities;
 - (b) the UN reform and other global developments, including delays in the implementation of internationally agreed development goals;
 - (c) the availability of resources for the work of the Office in implementing the strategy and plan of action.

▶ 6. Feasibility of the implementation of the outputs under the plan of action

32. The appendix contains a list of high-level outputs to operationalize the plan of action for the period 2022–25 with an estimated total cost of US\$225 million. In addition to the five components (US\$215.4 million), management of the Global Programme on Skills and Lifelong Learning (US\$1.1 million) and monitoring and evaluation (US\$8.5 million) are considered. The costing is based on the best estimates of the Office, in light of the current experience in delivering the corresponding outputs of the Programme and Budget for 2022–23. It should be considered as an indicative costing.
33. While some of the outputs might be delivered using available resources within the approved regular budget level for the biennium, or under existing development cooperation projects, others would require the mobilization of additional resources. In case sufficient resources are not available, the Office will need to identify the priority outputs, which can be delivered within the available resources and time frame.

▶ Draft decision

34. **The Governing Body endorsed the proposed strategy on skills and lifelong learning for the period 2022–30 and the plan of action for the period 2022–25 and requested the Director-General to consider its guidance in implementing the strategy.**

► Appendix: Plan of action to support the implementation of the strategy

High-level outputs	Corresponding paragraphs in the 2021 conclusions	Corresponding reference to strategic pillars	Programme and Budget outputs (2022–23)	SDG targets	Time frames
Component 1: Policy advice, capacity development and technical support: US\$183 million					
Policy advice and guidance provided to develop/adapt skills and lifelong learning policies, strategies and programmes that form an integral part of comprehensive education, economic, environmental, fiscal, social and labour market policies and programmes	ILC, point 14d, e, g ILC, point 12a, b, d	1	5.1, 5.2, 5.3, 3.2, 6.4, 8.1, 8.3	4.4, 4.7	2022–25
Policy advice and guidance provided towards the establishment and strengthening of tripartite skills governance mechanisms at regional, national and sector levels, and innovative, transparent, equitable and sustainable financing for lifelong learning	ILC, point 14j ILC, point 12i	1	5.1, 5.2, 1.1, 1.2	4.4, 4.7, 8.3, 8.5	2022–25
Policy advice and guidance provided for the establishment and strengthening of the systems for skills identification and anticipation, and labour market information, to address the challenges and opportunities presented by digital transformation, the green transition and the development of strategic sectors	ILC, point 14d, e, g ILC, point 12v	2	5.1, 3.3, 4.2, 6.1	4.4	2022–25
Technical guidance provided on the training and status of teachers, trainers, managers of training centres, other skills development staff, and the development of quality assurance systems	ILC, point 14d, e, g ILC, point 12l	3	5.3	4.c, 4.3	2022–25
Technical guidance for government and social partners on the establishment and promotion of quality apprenticeships systems	ILC, point 14c ILC, points 12c, g	5	5.3	4.4, 4.7	2022–25
Technical guidance provided to support all enterprises, in particular micro, small and medium-sized enterprises to facilitate on-the-job training and the development of technical and core skills through work-based learning, including quality apprenticeships	ILC point 13 h	5	5.3	4.4, 4.7	2022–25

High-level outputs	Corresponding paragraphs in the 2021 conclusions	Corresponding reference to strategic pillars	Programme and Budget outputs (2022–23)	SDG targets	Time frames
Technical guidance provided towards inclusive, gender-responsive, flexible learning pathways including through universal design, targeted approaches for vulnerable learners, innovative learning options and improved curricula	ILC, point 14d, e, g ILC, point 12h, i, k	4	5.3, 6.1, 6.2, 8.3	4.3, 4.4, 4.7, 5.1, 5.5	2022–25
Technical guidance provided on skills utilization within enterprises, with a focus on micro, small and medium-sized enterprises and value chains	ILC, point 14d, e, g ILC, point 12o	1, 3, 5	5.3, 4.2, 4.4	8.3, 9.3	2022–25
Technical guidance provided on community-based training in rural areas and sustainable agricultural development	ILC, point 14d, e, g ILC, point 12n	4	5.1, 5.3, 3.2	4.3, 4.4, 4.5, 4.7	2022–25
Technical guidance provided towards the digital transformation of skills and lifelong learning systems, including the online and blended training offer, certification mechanisms and support services	ILC, point 14d, e, g ILC, point 12s	3	5.4, 4.2	4.3, 4.4, 4.7	2022–25
Technical guidance provided for the development of core skills to enhance adaptability to changing life, work and societal needs for a sustainable future	ILC, point 14d, e, g ILC, point 12h	3, 4	5.1, 5.3, 4.2	4.5, 4.6, 4.7	2022–25
Technical guidance provided for the development and expansion of lifelong career development support systems, including career guidance and counselling and career education	ILC, point 12 n, r ILC, point 13 g ILC, point 14 i	1, 4	5.1, 5.2, 5.3, 3.5, 6.1, 6.2, 8.3	4.3, 4.4, 4.5, 8.3, 8.5, 8.6	2022–25
Technical guidance provided for the validation of skills and competencies, including micro-credentials and the recognition of prior learning	ILC, point 14d, e, g ILC, point 12 k	3	5.3, 6.1, 6.2, 7.5	4.3, 4.4	2022–25
Technical guidance provided on greening the development of technical and vocational education and training and skills, including through the strengthening of governance structures, and the development and upgrading of competency standards, curricula and assessment packages	ILC, point 14d, e, g ILC, point 12h	3	5.1, 5.3, 4.1	SDG 7	2022–25
Technical guidance provided on the promotion of equitable access to and participation in skills and lifelong learning, including the promotion of social cohesion and peaceful coexistence in fragile contexts	ILC, point 14d, e, g ILC, point 12f	4, 3	5.1, 5.3, 3.2, 6.1, 6.2	4.3, 4.4, 4.5, 4.7, 10.3	2022–25

High-level outputs	Corresponding paragraphs in the 2021 conclusions	Corresponding reference to strategic pillars	Programme and Budget outputs (2022–23)	SDG targets	Time frames
Support provided to constituents to mainstream skills and lifelong learning in Decent Work Country Programmes	ILC, point 14g ILC, point 12j, p, q, u	All	5.1, 5.2, 5.3, 5.4	SDG 4, SDG 8	2022–25
Capacity development of governments to support their roles in promoting and delivering skills and lifelong learning opportunities, including through the ITCILO and with the support of ILO/CINTERFOR and regional and national skills institutions	ILC, point 14f	All	5.1, 5.2, 5.3, 5.4	Not specific (SDG4)	2022–25
Capacity development of governments on topics related to the pillars of this strategy	ILC, point 14f and i	All	5.1, 5.2, 5.3, 5.4	4.3, 4.4, 4.6, 4.7, 5.1, 5.5, 5.c, 8.3, 8.5	2022–25
Capacity development for employers' organizations, through an employer-led business network to increase the participation of businesses in skills development and reduce skills mismatches	ILC, point 14f and i	All	5.1, 5.2, 5.3, 5.4	4.3, 4.4, 4.6, 4.7, 5.1, 5.5, 5.c, 8.3, 8.5	2022–25
Capacity development for workers' organizations through a programme of action on contemporary skills topics, skills governance and their role as skills providers	ILC, point 14f and i	All	5.1, 5.2, 5.3, 5.4	4.3, 4.4, 4.6, 4.7, 5.1, 5.5, 5.c, 8.3, 8.5	2022–25
Component 2: Research, knowledge management and dissemination: US\$29 million					
High-quality analysis and research undertaken, and cutting-edge knowledge products applied to contemporary skills challenges and opportunities related to the pillars of the strategy	ILC, point 14b, i	All	5.1, 5.2, 5.3, 5.4	4.3, 4.4, 4.6, 4.7, 5.1, 5.5, 5.c, 8.3, 8.5	2022–25
Forward-looking skill-needs anticipation and impact assessment and research conducted and disseminated to support evidence-based advice and guidance in the context of the green and digital transitions and other global drivers	ILC, point 14b and i	All	5.1, 5.2, 5.3, 5.4	Not specific (SDG4)	2022–25
Research undertaken to develop tools to estimate the financing required for skills and lifelong learning at country and global levels	ILC, point 14i	1	5.2	4.3	2022–25
Measurement of employment outcomes of innovative approaches piloted, documented through tracer studies (for example, ILO Service Tracker) and disseminated	ILC, point 14b and i	All	5.2	Not specific (SDG4)	2022–25

High-level outputs	Corresponding paragraphs in the 2021 conclusions	Corresponding reference to strategic pillars	Programme and Budget outputs (2022–23)	SDG targets	Time frames
Guidelines provided to enable constituents to perform a self-assessment of skills and employment systems, making use of the market system development approach and the Jobs Facility tools in cooperation with the ITC–ILO	ILC, point 14b and i	All	5.1, 5.2, 5.3, 5.4	Not specific (SDG4)	2022–25
Peer-to-peer knowledge exchange and innovations promoted, including through South–South and triangular cooperation, ILO Skills Innovation Facility, skills fairs, the Skills and Lifelong Learning Knowledge-Sharing Platform, and communities of practice, supported by regional knowledge hubs	ILC, point 14b	All	5.1, 5.2, 5.3, 5.4	Not specific (SDG4)	2022–25
Knowledge generated and disseminated to highlight pathways for apprentices and workers in the informal economy, self-employed workers and workers in insecure forms of work to effectively access skills development and lifelong learning	ILC, point 14b	4, 5	5.2, 5.3	4.4, 4.7, 8.3, 8.5, 8.6	2022–25
Support platforms of collaboration between countries on skills partnerships on migration with a view to facilitating skills recognition and improved access of migrant workers and displaced people to skills development and lifelong learning	ILC, point 14b	3, 4, 5	5.2, 5.3	4.3	2022–25
Component 3: Resource mobilization: US\$1.4 million					
Technical guidance provided to constituents to estimate the financing required for skills and lifelong learning at country level, and to increase and diversify the financing of lifelong learning	ILC, point 13i	All	5.2	4.3	2022–25
Resources mobilized through structured funding dialogues at country and global levels and strategic partnerships under the Global Programme on Skills and Lifelong Learning	Not specifically mentioned	All	5.1, 5.2, 5.3, 5.4	Not specific (SDG4)	2022–25
Advocacy, joint research and policy dialogues carried out with international financial institutions to expand financial resources on skills development	ILC, point 14 k	All	5.1, 5.2, 5.3, 5.4	Not specific (SDG4)	2022–25T
Joint resource mobilization conducted with the UN Country Teams and other relevant development partners, including in the context of Global Accelerator for Jobs and Social Protection	Not specifically mentioned	All	5.1, 5.2, 5.3, 5.4	Not specific (SDG4)	2022–25

High-level outputs	Corresponding paragraphs in the 2021 conclusions	Corresponding reference to strategic pillars	Programme and Budget outputs (2022–23)	SDG targets	Time frames
Component 4: Standards-related actions: US\$1 million					
Ratification and application of international labour standards relevant to skills development and lifelong learning promoted through targeted measures, including a ratification campaign for the Human Resources Development Convention, 1975 (No. 142)	ILC, point 14c	All	2.1, 2.2, 2.4, 5.1, 5.2, 5.3, 5.4	Not specific (4, 8)	2022–25
Technical assistance provided to overcome possible obstacles to the ratification and implementation of the Paid Educational Leave Convention, 1974 (No. 140)	ILC, point 14c	1, 4	2.1, 2.2, 2.4, 5.2	Not specific (4, 8)	2022–25
Monitoring conducted on the implementation of existing standards relevant to skills development and lifelong learning	ILC, point 14c	All	2.2, 2.4, 5.1, 5.2, 5.3, 5.4	Not specific (4, 8)	2022–25
Component 5: ILO’s leadership and partnership in skills and lifelong learning: US\$1 million					
Tripartite approach to lifelong learning promoted through participation in global events organized by the UN and other international and regional agencies	Not specifically mentioned	1	5.2	Not specific	2022–25
Joint projects, programmes, initiatives and campaigns developed and implemented at global, regional and national levels, with regional and intergovernmental organizations, such as the European Training Foundation, GPE, IOM, ITU, OECD, UNESCO, UNICEF, UNHCR, Cedefop, other education and skills initiatives, and international financial institutions	ILC, point 14h	All	5.1, 5.2, 5.3, 5.4	Not specific	2022–25
Cooperation agreements established and implemented, including through the framework of the IAG-TVET, and other arrangements	ILC, point 14h	All	5.1, 5.2, 5.3, 5.4	Not specific	2022–25
Joint initiatives and campaigns launched on international labour standards related to skills development and lifelong learning	ILC, point 14h	All	5.1, 5.2, 5.3, 5.4	Not specific SGG 4, SDG 8	2022–25