

*We work to support capacity of governments, social partners and other stakeholders to design, implement and analyse employment and skills development policies and programmes.*

## Context and nature of the programme

Current global employment trends suggest that fundamental changes in the growth-employment relationship are required in order to address persisting labour market challenges such as high unemployment and under-employment, working poverty, income inequalities, and poor working conditions. Cognisant that tackling these challenges will require differentiated approaches in developed and developing regions, the ILO's conceptual framework and assistance to its Member States contemplates a portfolio of policy options to promote jobs, enhance employability and protect workers.

As part of a larger development effort in the employment area, the ILO's International Training Centre and Employment Policy Department collaborate in developing and delivering high-quality training services to the benefit of ILO constituents and other development stakeholders.

The Employment Policy and Analysis Programme (EPAP) is mandated to offer training and facilitate knowledge-sharing activities on a range of employment-related topics such as labour market information, employment impact assessment of economic policy and investment choices, the role of active labour market policies, skills development and training provision, and the functioning of labour market institutions. In addition to burning contemporary issues, the programme considers structural trends that are changing the world of work and also ways and means to anticipate future skills and occupational needs. It gives special attention to disadvantaged groups, notably young people and women who face substantial barriers to entering the labour market, as well as to workers in vulnerable employment.

The learning events organised by the EPAP bring together different actors (government institutions, social partners' organizations, multilateral and bilateral agencies, development banks, relevant educational and training institutions, local administrators, civil society representatives, etc.), as appropriate and in order to stimulate exchanges of perspectives and insights on what works and what doesn't work with regard to employment and training systems and programmes.

## Labour Market Statistics and Analysis

Building technical and institutional capacity to collect and analyse information on the labour market, establish a labour market profile, use the diagnosis to design appropriate policies and evaluate such policies is critical to accelerating progress towards the goal of full and productive employment and decent work for all. Towards this end, countries need to establish and maintain sound labour market information and analysis (LMIA) systems capable to produce accurate and comparable data on decent work and labour market conditions which can be used for evidence-based policy making.

EPAP activities under this cluster contribute to build sound labour market information and strong analytical capacity as a basis for comprehensive employment policies.

### Courses are offered on:

- Introduction to labour statistics and labour market concepts, indicators and information systems
- Planning and implementing household surveys and labour modules to monitor progress towards decent work
- Analysing survey data to monitor labour market conditions and decent work (including school to work transition data analysis)
- Econometrics for labour market analysis
- Macroeconomics and modelling for labour market analysis
- Quantitative analysis of labour market effects of economic and investment policies

### Academy on Labour Market Statistics and Analysis :

he academy aims to improve national surveys for a better employment diagnosis. It provides advanced training in the use of statistical packages to analyse survey data, construct decent work indicators, establish a labour market profile and monitor labour market conditions.

## Employment and Labour Market Policies

According to the International Labour Office, the world faces the urgent challenge of creating 600 million productive jobs over the next decade in order to generate sustainable growth and maintain social cohesion. At the national level, a coherent, integrated and well-designed employment policy, which cuts across the macro- and micro-economic dimensions and addresses both labour demand and supply, is of utmost importance to tackle employment-related problems.

An informed dialogue involving key stakeholders is essential for gaining consensus on the best way to achieve employment gains in a given context.

EPAP activities aim at equipping participants with the necessary conceptual and operational instruments to actively engage in the employment policy process.

### Courses are offered on:

- Formulation of national employment policies
- Local employment initiatives
- Employment-intensive investment for sustainable development
- Innovations in public employment programmes
- Labour market inclusion of persons with disabilities
- New roles of employment services

**Employment Policy Course:** The course is designed to forge a common understanding of the process underpinning a coherent national employment policy framework that draws on broad-based national ownership and social dialogue. It considers a menu of different pro-employment policy measures, which can be tailored to address national and local priorities.

## Youth Employment

The prolonged economic crisis has aggravated the labour market situation of youth, to the extent that many of them are giving up on the job search. Youth unemployment has continued to rise globally and is on an upward trend in most regions, while developing countries also face major challenges regarding the quality of available work for young people. Transitions to decent work are slow and difficult for young workers. Against this background, the ILO has been calling for a multi-pronged approach to foster pro-employment growth and decent jobs creation through a coherent set of economic, social and labour market policy measures which are gender-sensitive and respect the rights of young workers.

EPAP activities under this cluster are aimed at enhancing capacities to analyse youth labour markets and conceive and evaluate youth employment policies and programmes.

### Courses are offered on:

- Supporting effective youth development policies and programmes
- Economic policies for youth employment
- Skills training and youth employability
- Transition to work: Reaching disadvantaged youth
- Monitoring and evaluation of youth employment programmes

### International Course on Decent Work for Youth:

This course seeks to build the capacity of ILO constituents, in particular decision-makers and practitioners at national and local levels, to better understand the multi-faceted dimensions of the youth employment challenge as well as to design and implement coherent and coordinated interventions to meet this challenge. The course also targets staff of international organisations engaged in the support of youth employment initiatives at country level.

**Academy on Youth Development:** An inter-agency event meant to support the on-going development and implementation of policies and programmes that respond to youth needs in four core areas, notably youth employment, education and training, youth health, and participation and civic engagement. It combines plenary sessions on overarching policy issues with elective courses on thematic and more practical aspects of the youth development process.

## Skills Development

Sound national skills development policies and a good quality technical and vocational education and training (TVET) provision are key factors in the employability of workers and the sustainability of enterprises. Skills development systems must also help workers and enterprises adjust to change and prepare for the future. Evidence shows that a development strategy based on improved quality and availability of education and training can engender a “virtuous circle” in which skills development fuels innovation, productivity, investment and enterprise development, diversification of the economy and competitiveness that sustain and accelerate the creation of more and better jobs. Increasing accessibility to good training enables more people to participate in and benefit from economic growth and thus improves social cohesion.

The EPAP Programme offers a varied menu of learning modules aimed at enhancing participants' ability to formulate pertinent, effective, sustainable and inclusive skills development policies and programmes.

### Courses are offered on:

- Skills Development Policies and Systems
- Recognition of prior learning
- Anticipation of skills needs
- Career Guidance
- Promoting Quality Apprenticeship Systems
- Management of Training Institutions
- Financing Skills Development
- Quality assurance in TVET systems
- Change Management in TVI

**Academy on Skills Development:** The ILO Skills Academy provides a unique opportunity for government officials and social partners to become exposed to effective skills-development policies and systems that are responsive to current labour market and economic challenges. It provides a platform for examining existing approaches and for discussing innovations in the skills and employability area.

## Informal Economy

The informal economy represents 30-90 % of employment in developing countries and as much as 10% in certain developed economies. Informality persists in countries even in the presence of steady growth. Recent trends show an increase of informality in many developed and developing countries. In light of the above, promoting transitions to formality and decent jobs within the informal economy has become a principal development challenge, nationally, across regions and as a global development goal.

Designing effective interventions to facilitate transitions to formality and decent work requires taking into account the heterogeneity of the phenomenon, the different categories of work involved, the various drivers, causes and consequences of informality. Most transition policies either put forward an integrated framework to act upon the many drivers of informality or address the issue through more targeted means, focusing on specific sectors or groups or workers or enterprises at a time.

The learning activities offered by the ITCILO on informal economy draw on the wealth of experience and knowledge accumulated over the years by the ILO on the informal economy and formalisation. They seek to disseminate knowledge of the patterns and effectiveness of policy packages for formalization and contribute to increasing the capacity of constituents to effectively collect data on informality, design, implement, monitor and evaluate formalisation policies and strategies focusing on transversal avenues as well as thematic areas.

### Courses are offered on:

- Introduction to informal economy concepts and strategies (a self-learning module)
- Regional and sub-regional knowledge forum on formalization of informal economy (based on a modular training package on formalisation)
- Introduction to action planning - designing an integrated action plan promoting transition to formality (English and French)
- How to mainstream formality within existing thematic policies and national development plans

**Academy on the Informal Economy:** The Academy on formalisation of the informal economy: Concepts, Policies and Strategies offers a learning platform to engage in constructive dialogue, knowledge sharing, and to review good practices on transition from the informal to the formal economy. The event is an important opportunity to LEARN about the most advanced thinking around concepts and methodologies for reducing informality, to EXCHANGE information on good and bad practices, and to ADAPT lessons learnt to specific country contexts.



## Learning with the EPAP

The EPAP handles a range of activities including master's programmes, training courses, knowledge-sharing events, experts meetings and conferences. Depending on their specific nature, activities are intended for:

Our course delivery modalities include:

- University graduates
- Researchers, statisticians, analysts
- Policy makers
- Implementers
- Staff of donor and development agencies (including ILO staff)

Training courses can be open or tailored to the specific needs of partners and client institutions. They take place at the international, regional or national level, and have varying duration. Course delivery modalities include:

- Face-to-face (residential): generally 1 to 2 weeks courses
- Distance learning: programmes lasting 1 to 4 months
- Blended: combine the previous two modalities

Main working languages: English, French and Spanish, but courses are also offered in Arabic, Portuguese, Russian, and Chinese with interpretation.

All activities meet the following three criteria, which form part of the 'Turin Learning Approach':

- **Relevance** - making sure that the Centre's activities are customer-oriented, that they respond to the current needs of individuals, and that they contribute to organizational development agendas.
- **Quality** - high quality services guarantee the Centre's competitive edge. The Centre offers value-based learning opportunities built on innovative methods and industry standards.
- **Impact** - making a difference. The Centre constantly monitors the results of its training in terms of learning and change by individuals and organizations.

The activities generally combine training and knowledge-sharing. A learner-centred, highly participatory approach ensures active participation by all and a constructive exchange of ideas and information. A gender-balanced participation is always encouraged.

An evaluation is made at the end of each event of the quality of course materials and contents, and of the achievement of learning objectives. A further evaluation is made after the course, to assess the application of learning in the workplace and its impact at organizational level.



### The ILO Turin Centre's facilities

Located in an attractive park on the banks of the River Po, the Centre's campus provides a congenial environment in which to live and study.

- It contains 21 pavilions with fully equipped modern classrooms, conference halls and meeting rooms fitted out for multilingual simultaneous interpretation, a computer laboratory, and a computerized documentation centre linked to various data banks.

The campus has 287 study/bedrooms, all with private bathrooms, telephones and cable television. It also has:

- a reception desk open 24 hours a day;

- a restaurant, a self-service canteen and a coffee lounge, all catering for international dietary needs;
- a bank;
- a travel agency;
- a laundry service;
- a post office;
- an internet point;
- a recreation room;
- facilities for outdoor and indoor sports;
- an infirmary.

Social events are regularly held both on and off campus, so that participants from different cultural backgrounds can make the most of the stimulating international climate.

### For further information, please contact:

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International Training Centre