

HLPF 2022 - Input of the International Labour Organization

for the theme

“Building back better from the coronavirus disease (COVI-19) while advancing the full implementation of the 2030 Agenda for Sustainable Development”

In response to the letter of the ECOSOC President, dated 14 December 2021, the present document sets out the deliberations and policy recommendations of the ILO on the theme of the 2022 High-Level Political Forum for Sustainable Development as well as the SDGs under review.

In support of SDG 17 of the 2030 Agenda, the ILO held a multilateral Global Forum for a Human-centred Recovery (henceforth: the Global Forum).

The Global Forum was held on 22 – 24 February 2022 pursuant to a request included in the ILO Global Call to Action for a Human-Centred Recovery, adopted by the International Labour Conference in June 2021. Subsequently, the ILO Governing Body at its 343th session directed the Office to convene such a Global Forum in cooperation with other multilateral organizations in early 2022.

Its outcome and partnership commitments were considered by the ILO Governing Body in its 344th Session on 23 March 2022 and met with broad support of the ILO tripartite constituents (see attached document GB.344/INS/7).

The present policy recommendations are based on and make reference to the [ILO Centenary Declaration on the Future of Work](#) (also endorsed by the UN General Assembly in its resolution [A/73/L.117](#)). Further valuable policy recommendations and experiences with regard to COVID-19 response are contained in the deliberations of the tripartite [ILO Global Summit on COVID-19 and the World of Work – Building a better future of work](#) (1 – 9 July 2020) and [the ILO Global Call to Action for a Human-centred Recovery that is Inclusive, Sustainable and Resilient](#).

The Global Forum considered the *Global Accelerator on Jobs and Social Protection for Just Transition* launched by the UN Secretary-General at the General Assembly in September 2021. The Forum thus examined how to generate the investments and resources required to meet the ambition of creating at least 400 million new jobs, including in the green and care economies; extending social protection floors to the 50 per cent of people who are deprived of them; and scaling up climate action for jobs so as to accelerate progress towards a carbon-neutral global economy. The outcome of the Global Forum is therefore relevant for SDGs 4, 5, 14, 15 and 17 under review at the 2022 HLPF. The Forum in and of itself was a contribution to the networked multilateralism envisioned by the Secretary-General and hence a contribution to SDG 17.

Furthermore, the 109th International Labour Conference, held in 2021, had discussed and adopted resolutions on [skills and lifelong learning](#), and on [inequalities and the world of work](#), respectively. The two ILC discussions are relevant situation assessments and HLPF policy guidance for SDGs 4 and 5, respectively and are reflected in the sections below. These resolutions are annexed.

(a) Progress, experience, lessons learned, challenges and impacts of the COVID-19 pandemic on the implementation of SDGs 4, 5, 14, 15 and 17 from the vantage point of your intergovernmental body, bearing in mind the three dimensions of sustainable development and the interlinkages across the SDGs and targets, including policy implications of their synergies and trade-offs

In addition to claiming more than 5.6 million lives, the COVID-19 pandemic has caused an unprecedented loss of jobs and livelihoods. This has exacerbated income insecurity around the world, particularly for the more than half of the global population without any access to social protection and especially those working in the informal economy and without access to digital technologies.

Globally, an estimated 8.8 per cent of total working hours were lost in 2020 – the equivalent of the hours worked in one year by 255 million full-time workers. Around half of these losses were due to the reduced hours of those who remained employed, and the remaining half resulted from outright employment losses. Relative to 2019, total employment fell by 114 million, and labour force participation rates dropped markedly, reflecting the decision of many workers to stop looking for work.

Recovery of labour markets has been uneven among and within countries, with youth, women, small-business, migrant and informal workers being most severely affected. High-income countries accounted for about half of the decline in global unemployment between 2020 and 2022 despite constituting around a fifth of the global labour force. Full recovery to pre-pandemic levels adjusted for population growth is not expected in any region until at least 2023 based on current trends, which have deteriorated recently due to the virus's ongoing spread. Without concerted policy action, some developing country regions are likely to experience deepened deficits in decent work and arrested progress in broad living standards for years to come.

Against this background, the 2030 Agenda for Sustainable Development, 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, have all highlighted the renewed importance of skills development and lifelong learning as key enablers of human development, full, productive and freely chosen employment and decent work, productivity improvement and sustainable development.

Increased investment in skills development and lifelong learning is not a cost but an investment in the future. It is key to facilitating a human-centred approach that is inclusive, sustainable and resilient, and a just transition to a future of work that contributes to sustainable development in its economic, social and environmental dimensions. Education, training, lifelong learning and guidance enable individuals to acquire skills, capabilities and qualifications to become active members of labour markets and society, including those skills as identified in SDG target 4.7. They drive inclusive social and economic growth, enable technological advancement for sustainable enterprises and enhance the abilities of workers and their capacity to make use of the opportunities available for jobs and decent work. They facilitate successful and equitable labour market transitions and contribute to reducing skills mismatches, including skills gaps and shortages. Taken together, this can reduce inequalities between and within countries and hence is also of relevance to SDGs 5 and 10.

Education personnel, including teachers, administrators, and education support workers, are key to delivering all the targets of SDG 4 and many targets of other SDGs. The global pandemic accelerated many changes in education and training, in particular the digitalization of learning and the rapid move to online and blended delivery.

Digitalization has created opportunities for education and training to reach learners despite national lockdowns, but it has also highlighted the lack of training available for teachers in the use of technology and difficulties in accessing digital learning resources.¹ It also highlighted the limited capacity of education and training systems in low and middle income countries to maintain programmes and services and keep learners engaged and enrolled.² The delivery and assessment of TVET also faced particular challenges in relation to the provision of practical training and work based learning, with significant numbers of apprentices affected by the economic downturn triggered by the pandemic.³

At a time when the capacity of systems to deliver during the pandemic has been under pressure, the employment crisis triggered by the pandemic has placed further pressure on systems to cater to the growing number of displaced workers seeking to upskill and reskill.⁴ Hybrid and blended learning models have also affected working conditions of educators, in particular workload, as teachers and trainers are expected to work both on and off-line.⁵

Professional autonomy is coming under challenge due to political and economic factors, including the problematic use of standardization in education and the growing influence of ICT vendors of digital content and tools. The expanded role of educators in relation to global citizenship and social issues requires adequate skills training, professional learning and development and support to fulfil these functions.

Violence and harassment occur in education, including through information and communication technologies, and can increase during crises such as the COVID-19 pandemic and conflicts. Incomes in countries remain low and unstable for educators, in particular for those in rural settings.⁶

As regards SDG 5 and broader inequality issues, the COVID-19 pandemic, which has triggered an unprecedented economic and social crisis, has exposed and deepened existing inequalities in many countries. It has laid bare the unequal capacity of countries to absorb external shocks and the unequal ability of governments to put in place requisite public health measures owing, among other things, to resource constraints, as well as the lack of vaccine equity between richer and poorer countries. Workers in insecure forms of work and the informal economy, especially women and disadvantaged groups, have been disproportionately harmed by income loss and other negative effects. The pandemic has also shown the uneven capacity of countries to use fiscal stimulus packages to navigate the crisis, while allowing the economy to recover once the crisis is over.

The type and extent of inequalities vary by country and over time, but gender inequalities, despite some progress over the past decades, remain persistent and pervasive. This manifests in the gender pay gap and gender-based violence and harassment that remain high. The COVID-19 crisis has reversed some of women's gains. Girls and women have been forced to leave education, training and the labour market because they still shoulder most of the burden of unpaid care and domestic work,

¹ ILO, [Sectoral Brief : COVID-19 and the education sector](#), 2019.

² ILO, [Skills development in the time of COVID-19: Taking stock of the initial responses in technical and vocational education and training](#), 2021.

³ ILO, [Skilling, upskilling and reskilling of employees, apprentices & interns during the COVID-19 pandemic: Findings from a global survey of enterprises](#), 2021.

⁴ ILO, [Guidelines on Rapid Assessment of reskilling and upskilling needs in response to the COVID-19 crisis](#), 2020.

⁵ ILO, [Digitalization in teaching and education in Ethiopia, Kenya, Malawi, Rwanda and the United Republic of Tanzania](#), 2021.

⁶ ILO, [Conclusions of the Technical meeting on the future of work in the education sector in the context of lifelong learning for all, skills and the Decent Work Agenda](#), 2021.

are disproportionately represented in the hardest hit service sectors and due as well to other barriers. This has worrisome consequences for current and future prospects of women's well-being and autonomy, as well as for economic recovery.

Women are disproportionately represented in the informal paid care economy and domestic work, particularly migrant domestic workers. Women have faced both worsened working conditions and reduced job security during the pandemic.

One significant issue is unequal pay for work of equal value. Women everywhere still face high barriers in entering, remaining and progressing in the labour market, while continuing to bear most of the responsibility for unpaid care work. Violence and harassment in the world of work creates and reinforces inequalities. Discrimination hinders not only equal access to education, training and lifelong learning, but also access to quality jobs, housing, mobility, land and capital, as well as social protection.

On SDGs 14 and 15, the government, company and investment community net-zero commitments announced at the Glasgow UN Climate Change Conference (COP26, December 2021) imply an increasingly significant and potentially disruptive transformation of many industries and their workforces over the next decade and beyond, including in developing countries. At the same time, global warming is contributing to increasing levels of physical damage and social dislocation in countries, whether in terms of extreme weather and natural disasters, rising sea levels and water stress, or job loss and migration.

The [Just Transition Declaration](#), agreed at the UN Climate Change Conference in December 2021, recognizes the need to ensure that no one is left behind in the transition to net zero economies – particularly those working in sectors, cities and regions reliant on carbon-intensive industries and production. The Declaration reflects the ILO's 2015 [Guidelines for a Just Transition](#), which outline the necessary steps towards well-managed, environmentally sustainable economies and societies, decent work for all, social inclusion and the eradication of poverty.

The COVID crisis is a dynamic situation and hence the structure and nature of its impact on the SDGs under review across the globe vary in its different phases and relative to the socio-economic development situation of a given country.

In general, however, the COVID pandemic has underlined the relevance of the 2030 Agenda and the SDGs, in particular SDG 8 for sustainable development and just and peaceful societies. However, even before the COVID crisis, the world was falling behind on the achievement of the SDGs under review, and also on SDG 8. The pandemic, while reconfirming the validity of the SDGs has moved the goalposts even further and made the path to achievement of the SDGs steeper. Current geopolitical events emanating from the war in Ukraine are further likely to have a significant impact on the global recovery and SDG achievement.

(b) Assessment of the situation regarding the principle of “leaving no one behind” against the background of the COVID-19 pandemic and for the implementation of the 2030 Agenda, within the respective areas addressed by your intergovernmental body

An analysis of the impact of the COVID-19 pandemic indicates a significantly uneven picture among and within countries with regard to the principle of LNOB.

[The ILO Monitor- COVID-19 and the work of work: eighth edition](#) underlines the continued negative impact on employment for women, youth and the medium and low-skilled workers. Women were

disproportionately affected, accounting for 38.9 per cent of total employment before the COVID-19 crisis (2019) but making up 47.6 per cent of employment losses in 2020. Even starker is the disproportionate impact on youth who represented just 13 per cent of total employment in 2019, but made up 34.2 per cent of the 2020 decline in employment.

There are also large differences between high-income and middle-income countries. As highlighted by previous editions of the ILO Monitor, middle-income countries were hit hardest by the lockdown measures, especially in the second quarter of 2020. Though there was some recovery and convergence in the employment-to-population ratio over the third and fourth quarters of 2020, the intensification of the pandemic at the beginning of 2021 led to a renewed divergence, with advanced economies heading faster to a labour market recovery. The more positive trends in high-income countries have been driven by the higher vaccination rates and greater use of stimulus, along with job retention schemes and other policy measures that have stabilized employment and supported efforts to open up economies on the road to recovery.

In a global perspective, the 109th ILC, at its deliberations on inequality also observed that poorer countries risk being left behind for decades to come, because of pre-existing structural weaknesses in their economies and lack of fiscal space required to foster recovery from COVID-19, among others. Some are being seriously constrained by chronic debt, which has grown larger during the pandemic, as they are channelling a higher share of national revenues into debt service, reducing funding for socio-economic development.

(c) Actions and policy recommendations in areas requiring urgent attention in relation to the implementation of the SDGs under review

Concerning SDG 4, the 109th ILC in its deliberation on skills and lifelong learning, recognized that education is a right for all, recalling that the Human Resources Development Recommendation, 2004 (No. 195), states that Members should recognize that education and training are a right for all, and taking into account national circumstances, governments should work in cooperation with the social partners towards ensuring access for all to lifelong learning.

Preparing and supporting education and training personnel to manage with the many transformations in education will require relevant training and skills, access to digital infrastructure, particularly technology and the internet, and the capacity to deal with the social impact of technology on the learning environment. Policies and practices should be developed to ensure quality of education technology, appropriate training for educators, decent work in relation to the use of technology, including in respect to work-life balance, procurement and governance of technology and education content.

Education objectives, curricula and learning methods will need to evolve in response to the transformations in the world of work. Policies and practices should close skills gaps and ensure that education and training systems are responsive to labour market needs. This can include collaboration between education and skills authorities and workers' and employers' organizations, work-based learning schemes, recognition of prior learning through appropriate assessment by qualified teachers and trainers, tripartite industry sector skills bodies, partnerships between education and training institutions and enterprises, and social dialogue around education and training policies and financing.

Policies and practices should support recruitment, retention, motivation, and career development of education and training personnel and promote the status of education and training professions. This includes providing adequate incomes. Policies and practices to ensure occupational safety and health, including mental health and psychosocial support, protection from violence and harassment, and COVID-19 impacts are important to protect education and training staff.

Educators in TVET should be offered lifelong learning opportunities to ensure education systems can be responsive to the needs of industry and society in the future of work. There should be strong coordination between authorities responsible for education, training and labour, as well as social partners, and other relevant stakeholders. Teachers, trainers and managers working in TVET and skills systems require support and capacity development to engage with enterprises and social partners to develop and sustain partnerships and programs that meet local labour market needs. Improving the quantity and quality of educators, including through decent wages and opportunities for professional development, can also contribute to elevating the image of TVET which remains a challenge in many countries.

Private education institutions and public-private partnerships play a role in the provision of education and training. Governments should strengthen governance and regulation of private education providers to take up their public responsibility to ensure quality and relevance of learning and the availability of decent work for education personnel.⁷

Against this background [action, cooperation and commitments at the regional and country level](#) naturally vary. Successful approaches in all regions have underlined the need to focus on social protection measures, including in the informal sector; enterprise support, in particular for MSMEs; working towards a just transition to greener economies; and the design of response measures and policies based on tripartite social dialogue.

The 109th ILC in its resolution concerning inequalities and the world of work stated a number of policy recommendations for member States focus relevant to SDG 5, *inter alia*:

A positive agenda for reducing inequalities, through sustained, inclusive and sustainable growth, full and productive employment and decent work for all, in the context of a just transition, digitalization and demographic changes, and in line with the Employment Policy Convention, 1964 (No. 122) and Employment Policy (Supplementary Provisions) Recommendation, 1984 (No. 169). Employment creation is key to reducing inequality. It requires a pro-employment and gender-responsive macroeconomic framework, including fiscal, monetary, industrial, sectoral, and labour policies, effective active labour market policies, and enabling regulatory environments. An enabling environment for sustainable enterprises that can increase productivity and narrow the productivity gaps across enterprises is also needed. It also requires the adoption of employment impact assessments to evaluate policies, socio-economic development strategies and investments, and to minimize jobless growth. Investment in sustainable enterprises, workforce, research and development, technological improvements, innovation and in the real economy is also essential. Social dialogue, including collective bargaining, helps achieve a fair share of productivity gains and economic growth, contributing to a more equitable distribution of income and wealth. Furthermore, to address the digital divide, investments for developing or upgrading the digital infrastructure are essential. A just transition provides a vital pathway to minimize the negative impacts of environmental and climate

⁷ ILO, [Conclusions of the Technical meeting on the future of work in the education sector in the context of lifelong learning for all, skills and the Decent Work Agenda](#), 2021.

change and to harness the potential of creating decent work in a greener economy. It would expand access to the labour markets for the most vulnerable and disadvantaged.

Ensuring gender equality and non-discrimination and promoting equality, diversity and inclusion. This requires an integrated and comprehensive approach that puts people at the centre, takes into account the impact of intersecting personal identities, as well as conditions of vulnerability, and addresses equality through the entire life cycle. This entails removing barriers preventing women from accessing, remaining and progressing in the labour market, such as stereotypes, discriminatory laws and practices, the unfair division of unpaid care work and the lack of flexible working arrangements. This involves ensuring access to quality and affordable long term and child care; strengthening actions and policies to end racial and all other forms of discrimination and to achieve equality of opportunity and treatment for all. This also means closing gender pay and pension gaps, and further realizing equal remuneration for work of equal value for all; tackling occupational segregation; and increasing the availability of data disaggregated by sex, age, disability, race, ethnicity, migrant status and geographic location.

Fostering equal opportunity, access to quality education and training and quality public services: ensuring the effective realization of the right to education by promoting access for all, from early childhood, to quality and relevant education. Access to training and lifelong learning is a precondition to ensure equal opportunities in employment, facilitate successful labour market transitions and help achieve gender equality and social inclusion. It requires improving the quality and relevance of education, training and skills development that are responsive to societal and labour market needs, to increase employability, the ability to adapt to the fast-changing world of work and productivity, and to share the benefits of technological progress, green transitions and demographic changes. Social dialogue, including collective bargaining, can contribute to quality skills, training and lifelong learning. Targeted support for disadvantaged groups is needed to reduce barriers to access to education and training, as well as to reduce gender segregation through Science, Technology, Engineering, and Mathematics (STEM) studies and gender-responsive career guidance and jobs. Skills, including upskilling and reskilling and lifelong learning, with a focus on disadvantaged groups, are central to recovery strategies. Strengthening quality public services helps reduce unpaid care work to enable participation in the labour market.

The [UN Partnership for Action on Green Economy \(PAGE\)](#), a joint programme of UNEP, UNDP, UNIDO, UNITAR and the ILO provided support to 14 countries for a green COVID-19 recovery, through a planning and design process that was led by the UN resident coordinators and their offices.

In addition, in 2021, PAGE carried out a global assessment of policy and investment scenarios to inform and guide national recovery plans. The report [Modelling a Global Inclusive Green Economy COVID-19 Recovery Programme](#) provides a quantified analysis of the impact of alternative (non-green and green) COVID-19 recovery plans on key economic, social and environmental indicators. It covers global impacts, with two case studies on South Africa and Latin America and the Caribbean, indicating that a green recovery scenario with investments into renewable energies, building efficiency and green transport would add some 20.5 million jobs in 2030.

The [Climate Action for Jobs Initiative](#), hosted in the ILO, unites global efforts on climate change and decent work and provides policy support to countries. Since 2019, 48 countries have committed to place jobs at the centre of ambitious climate action and to promote a just transition for all. The Climate Action for Jobs supports countries around the world to deploy policies, technical advice and international collaboration for a just transition. (Relevant SDGs: 8, 13, 14, 15).

Blue economy: The ILO has adopted two important international labour standards for people who derive their living from the ocean: The Maritime Labour Convention, 2006, as amended, which is a comprehensive set of standards related to the living and working conditions of seafarers and the Work in Fishing Convention, 2007 (No. 188), which sets out standards governing conditions of work on fishing vessels, which provide employment to 38 million people, often working in dangerous circumstances and without sufficient protection. In this context, the ILO developed and validated a strategy on the “Development of the Blue Economy in African Island States: decent Work, Prosperity, Sustainability”. This programme contributes to a sustainable future of work and a just transition towards an inclusive low carbon Blue Economy which would comprise: (i) the sustainable harvesting of living resources; (ii) the generation of sustainable marine-based renewable energy; (iii) and sustainable tourism, commerce and trade in and around oceans. The programme will provide capacity building, training and awareness raising of policy-makers, practitioners, stakeholders from the business community and labour representatives; it will further strengthen the dialogue between relevant state and non-state actors and the ILO constituents to ensure national Blue Economy strategies in selected African Island States are embedded in a tripartite process.

Also relevant to SDG 15, a Just Transition Maritime Task Force was established. Initiated by the Global Compact, the International Chamber of Shipping, the International Workers’ Federation (ITF), ILO and IMO, the task force will push forward shipping’s climate goals while protecting its workers and their communities, ensuring opportunity for all. It will focus on the development of new green skills and green and decent work, identifying best practice across the value chain and providing policy recommendations for an equitable transition – with a specific focus on developing economies. More information can be found here: [UN Global Compact and shipping industry confirm formation of ‘people-centred’ Task Force to ensure Just Transition to net-zero | International Chamber of Shipping \(ics-shipping.org\)](https://www.ics-shipping.org/press-releases/2022/04/2022-04-14-UN-Global-Compact-and-shipping-industry-confirm-formation-of-people-centred-Task-Force-to-ensure-Just-Transition-to-net-zero)

(d) Policy recommendations, commitments and cooperation measures for promoting a sustainable, resilient and inclusive recovery from the pandemic while advancing the full implementation of the 2030 Agenda

Recovery from the COVID-19 pandemic offers a window of opportunity to build forward better for a human-centred recovery – to design and implement policies and investment strategies for decent jobs with social protection, including in the green, care and digital economies, supporting just a transition for all.

Coordinated and scaled-up investments in decent jobs and social protection would create a virtuous circle of human-centred recovery and sustainable development. A just transition – one that maximises economic and social gains from climate action and digital transformations, while minimizing risks of social disruption – is indispensable for these ambitious and integrated actions on employment, social protection and climate change. It is also essential for renewing the social contract between governments and people, in order to build trust and social cohesion. Investments in governance, social protection, the green economy, and digitalization could lift 146 million people, including 74 million women and girls, out of poverty by 2030.

However, the [ILO World Economic and Social Outlook - Trends 2022](https://www.ilo.org/publications/new/series/weso) suggests that this implies rebuilding the economy in ways that address systemic and structural inequalities and other long-term social and economic challenges, such as climate change, that pre-date the pandemic. The prerequisite for achieving such resilience is multilateral action and global solidarity – including with respect to

vaccine access, debt restructuring, and facilitating a green transition. Failure to tackle these important policy challenges will result in yet another missed opportunity to set the world on a more equitable and sustainable trajectory.

Achieving a human-centred recovery will require the successful implementation of four pillars: inclusive economic growth and development; protection of all workers; universal social protection; and social dialogue. Each has a key part to play.

Throughout the recovery period, macroeconomic policies will need to go beyond a countercyclical role, merely seeking a return to pre-crisis outcomes, since this would not address decent work deficits or leave countries any less vulnerable to future crises. Fiscal policies must not only aim to protect jobs, incomes and employment, but also address structural challenges and root causes of decent work deficits across the world. Depending on country constraints and priorities, this will involve a mix of fiscal policies targeting the widespread creation of productive employment, supported by industrial policies, skills development and active labour market policies (including ones to bridge the digital divide), as well as sustained investment in universal social protection. Proactive macroeconomic policy has become even more critical as the pandemic's interaction with technology and other "megatrends" threatens to accelerate widening inequalities across and within economies.

Extending and ensuring the protection of all workers entails guaranteeing fundamental rights at work, ensuring health and safety at the workplace and implementing a transformative agenda for gender equality. The pandemic has revealed the vulnerability of many groups of workers – including essential, informal, self-employed, temporary, migrant, platform and low-skilled workers – who are often highly exposed to the health and labour market impacts of the crisis, and many of whom fall through gaps in social protection coverage across the world.

Closing social protection gaps and providing universal access to comprehensive, adequate and sustainable social protection must remain a key priority. Identifying equitable and sustainable financing for such systems in times of limited fiscal space requires multilateral action to complement domestic resource mobilization.

Social dialogue has played a key role in the response to the pandemic, many policies and measures to limit job losses having resulted from tripartite discussions. In the recovery period, social dialogue will remain crucial to finding solutions that are mutually beneficial to firms and workers and have positive macroeconomic repercussions and spillover effects. For social dialogue to play this role, the capacities of public administrations and employers' and workers' organizations to participate in such a process will need to be strengthened.

To this end participating entities in the ILO Global Forum announced a wide range of commitments and partnerships, including:

- A new partnership between the [ILO and the UNDP](#) to develop a common road map for the Global Accelerator and to launch and implement a joint global initiative on fostering pathways to formality. Together with pathfinder countries, the ILO and the UNDP will develop innovative joint policies and operational approaches to expand social protection for informal workers and enhance the productivity and resilience of workers and enterprises in the informal economy in order to facilitate their transition to the formal economy.
- A deepening of cooperation between the [WHO and the ILO](#) on occupational safety and health issues to strengthen the links between health sector and world of work institutions, aimed at better protecting workers from mental health risks and occupational injuries and

diseases and preparing workplaces for health crises. The organizations will work as partners to stimulate dialogue with actors in the world of work, the health sector and other areas of mutual interest at the international and country levels.

- A new framework agreement to be developed with the European Bank for Reconstruction and Development to strengthen cooperation on projects and technical assistance in such areas as gender equality, a just transition and climate action for jobs.
- A first-ever memorandum of understanding to be signed with the Islamic Development Bank specifically on issues of human-centred recovery, which envisages cooperation on the economic empowerment of young people, gender equality, decent work in crisis settings, and enhanced South-South and triangular cooperation.
- A strengthening of collaboration between the Asian Development Bank and the ILO to improve social protection system capacity and data harmonization, in support of the Bank's climate change financing and coal-fired power station retirement activities.
- A deepening of cooperation between the OECD and the ILO on a just transition and productivity growth.
- A strengthening of collaboration between the African Development Bank and the ILO in the areas of skills development and youth employment.
- An extension of the collaboration between the ILO and the UNFCCC to support countries in their just transition planning.
- A deepening of engagement by UNICEF to partner with the ILO and wider UN family to ensure progress in the achievement of universal social protection.
- A renewed commitment by the IMF to protect and prioritize social expenditure to fight the dangerous divergence in the recovery between countries.
- A strong commitment by the World Bank to the Global Partnership for Universal Social Protection to achieve the Sustainable Development Goals (USP2030), chaired jointly with the ILO.

(e) Key messages for inclusion into the Ministerial Declaration of the 2022 HLPF.

The ILO Centenary Declaration, endorsed by the UN General Assembly, calls for strengthening the capacities of all women and men to benefit from the opportunities of a changing world of work; strengthening the institutions of work to ensure adequate protection of all workers; and promoting resilient, inclusive and sustainable economic growth, full and productive employment and decent work for all. The COVID-19 pandemic has highlighted the urgency of putting these aspirations into practice.

A human-centred recovery should be based on equity, shared prosperity and environmentally friendly growth and development, with a view to building forward better. Strong social protection floors and an enabling environment for sustainable enterprises are necessary for a human-centred recovery and should complement the urgent health measures required to protect all people from the COVID-19 virus.

To this end, the Secretary-General's call for a Global Accelerator on Jobs and Social Protection for a Just Transition is central. Member States should therefore prioritize integrated policies in national budgets and development plans that promote the creation of decent employment, universal social

protection systems, transition from the informal to the formal economy, facilitate just environmental, digital and demographic transitions, and support governments in reprioritizing social protection budgets and consolidating social protection programmes.

On SDG 4, it should be recalled that Education is not a commodity; it is a fundamental human right, a public good and a public responsibility. Quality education, including lifelong learning, should be equitable and accessible for all, including through technology. Through specific skills, education prepares learners for citizenship, for life and the world of work, as well as for wider cultural, physical, spiritual, moral, psycho-social and intellectual development, so they can contribute to the construction of a sustainable and resilient human-centred approach to the future of work and a better world.

Ensuring gender equality and non-discrimination and promoting equality, diversity and inclusion requires an integrated and comprehensive approach that puts people at the centre, takes into account the impact of intersecting personal identities, as well as conditions of vulnerability, and addresses equality through the entire life cycle.

A sustainable recovery and achievement of the 2030 Agenda can only be achieved through social dialogue and the normative underpinning offered by international labour standards.

Attachments:

- 109th ILC Resolution concerning Skills and Lifelong Learning
- 109th ILC Resolution concerning Inequalities and the World of Work
- ILO Monitor – COVID 19 and the world of work. Eight edition, 27 October 2021
- Report on the outcome of the Global Forum for a Human-centred Recovery (GB.344/INS/7) and related decision.