



**G20**  
INDONESIA  
2022

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LABOUR AND  
EMPLOYMENT  
MINISTERS'  
MEETING

13 - 14 SEPTEMBER  
2022



**Update of the G20 Skills Strategy**



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## **Update of the G20 Skills Strategy**

### ***Skills are crucial for inclusive and sustainable development in the face of evolving challenges***

1. Investing in skills is a key element of the G20 commitment to a human-centred recovery and sustainable development. The future growth, prosperity and resilience of G20 countries should be inclusive and sustainable. This will depend on populations that are equipped with relevant skills and attitudes for the future of work, including technical, cognitive, socio-emotional, green and citizenship skills, as well as enhanced agency and positive dispositions towards learning. Developing adequate skills and updating them over the life course benefits individuals, enterprises, economies and societies, particularly as they navigate the digital transformation and a just transition to an environmentally sustainable and inclusive economy and society.
2. Improvements in the relevance and quality of skills have supported economic prosperity and social cohesion across G20 countries in recent decades, and will underpin the recovery from the pandemic crisis, the digital and green transitions and sustainable development. Further improvements in skills, learners' agency, attitudes and participation could provide an additional boost to long-run growth in all G20 countries, resulting in substantial cumulative increases in living standards, and personal, social and environmental well-being. Skills are also crucial for promoting equal opportunities and gender equality, and for realising the benefits of population growth in some G20 countries, while mitigating the economic effects of population ageing or decline in others. Getting skills right is imperative to meet evolving skills needs and ensure well-being as climate crisis, digitalisation and globalisation re-shape societies, economies and labour markets.

### ***Developing, using and governing skills effectively is critical***

3. Realising the potential benefits of skills to support the ongoing recovery, digital and green transitions and sustainable development requires concerted efforts based on social dialogue to ensure that people of all ages and social groups can develop and upgrade their skills, and that all adults can utilise their skills effectively in the labour market and workplaces. Despite major progress in the past decades in improving access to, and the quality of lifelong learning, further efforts are required in all G20 economies to equip populations with a broad range of skills, from early childhood into adulthood, that are recognised and valued in the labour market and contribute to a just, fair and sustainable society. Central to these efforts will be seizing opportunities afforded by new technologies to personalise and adapt quality learning, career guidance and accreditation, and to give people greater ownership over what, how, where and when they learn over the course of their lives. In order to attain the full benefits offered by these new technologies, it is also essential to address the existing digital divide between and within countries. Moreover, it is also essential to ensure that skills are used effectively in labour markets and workplaces. This can be done by improving the link between skills supply and demand, supporting transitions from school to work, promoting participation in training and re-training of vulnerable and under-represented groups, improving the recognition, rewards and matching of skills, and encouraging adults and employers to invest in the acquisition of new skills. Achieving these goals requires effective and co-ordinated skills governance and financing arrangements that involve social partners and civil society, in particular youth representatives.



***A set of actionable principles to develop, update, use and govern skills***

4. Therefore, in light of evolving challenges and the imperative to strengthen our systems of lifelong learning and skills use, we have renewed and revised the G20 Skills Strategy, adopted in 2015 under the G20 Presidency of Türkiye, as set out below. Drawing on the background paper “Update of the G20 Skills Strategy” prepared by OECD, ILO and UNESCO, the purpose of the updated Strategy is to:

- Reaffirm the importance of a well-functioning and well-resourced system for developing, updating and using skills that is equitable and gender-responsive across the life course, as G20 Members harness the potential of the digital economy for all and transition towards a low-carbon future;
- Underscore the importance of policy coherence through a whole-of-government and whole-of-society approach; and
- Provide a basis for peer learning, partnerships and solidarity between G20 Members, as well as with other countries, with the support of multilateral organisations and fora.

***The G20 Skills Strategy: Policy Principles***

Reiterating and building on the principles in the 2015 G20 Skills Strategy, the updated G20 Skills Strategy proposes the following principles for countries which they would draw on as relevant to their national circumstances:

- A. Developing and renewing skills for inclusive and resilient labour markets, economies and societies
  1. Remove barriers to accessing early childhood education and care, while strengthening its quality and enhancing its coverage.
  2. Provide targeted, gender-responsive support to low-performing students, students from disadvantaged backgrounds and students with special education needs and those at risk of falling behind.
  3. Equip young people with high levels of cognitive, socio-emotional and technical skills, for their full social inclusion and to meet the needs of the labour market.
  4. Develop young people’s digital skills and environmental literacy, to prepare them for a technology-based future and a just transition to an environmentally sustainable economy and society.
  5. Expand access to high-quality technical and vocational education and training (TVET) opportunities, including community-based TVET and apprenticeships, which respond effectively to the needs of the labour market and society, with the involvement of private sector especially MSMEs and social partners.

6. Provide all young adults, including those from vocational pathways, access to high-quality post-secondary (non-tertiary and tertiary) education and training.
7. Promote participation in adult education and training through appropriately funded and more flexible learning opportunities, including through public funding entitlements for learning such as individual learning accounts, where appropriate.
8. Provide high quality, lifelong, and timely career, learning information and guidance, enriched by the engagement of social partners, to youth and adults to support informed field of study and training choices across the life course.
9. Harness new technologies to personalise, adapt and recognise high-quality learning for all individuals across the life course, while supporting those lacking digital skills.

#### B. Using skills effectively to make the most of skills investments

10. Develop reliable skills assessment and anticipation systems with relevant stakeholders, which leverage technology and data analytics to generate evidence that feeds into skills policies.
11. Provide effective active labour market policies that address the needs of youth, jobseekers, workers and employers, including policies aiming at gender equality and disability inclusion.
12. Improve access to the recognition of prior learning as well as alternative credentials (including micro-credentials) to facilitate flexible and diverse learning pathways.
13. Support employers, especially MSMEs, to assess, recognise, develop and make better use of their employees' skills (including through high performance workplace practices).

#### C. Strengthening governance for future-ready skills systems

14. Enhance and promote a strategic, co-ordinated, multi-level and cross-sectoral approach to develop and use skills within and across countries, including through co-ordinating bodies at all appropriate levels (local, sub-national, national, regional and international).
15. Involve private sector employers, workers organisations and civil society representatives (including youth associations) in the governance of skills systems, for example to contribute to curricula, pedagogy, quality assurance and labour market information.
16. Agree through social dialogue on how to share the costs of developing the skills of adults among government, enterprises and individuals, with greater support given to low-skilled and/or low-income groups and MSMEs.
17. Monitor and evaluate funding levels, outcomes and impacts at all stages of learning, and for different groups, where feasible.



18. Develop country-level baseline gender-disaggregated data, where available, and report on progress related to key elements of countries' skills systems and SDG4 related skills targets, including skills development, skills use and skills governance, in order to generate lessons learnt that can inform the efforts of G20 member states.