

G20 Joint Education & Labour and Employment Ministers' Declaration 2018

Mendoza Joint Meeting

(05/09/2018)

1. We, the Ministers responsible for Education, Labour and Employment of the G20 and invited countries, met in Mendoza, Argentina, on 6 September 2018, to address the Presidency's priority the Future of Work to achieve fair and sustainable development for all.
2. We recognize that technological innovation along with other social, economic and environmental transformations are profoundly affecting global economies and societies as well as changing job requirements and skills demand. These trends bring opportunities and challenges to the way people live and work. Education and training enable people to make use of these opportunities and further advance in their personal and professional development.
3. Recalling the results of previous G20 presidencies, including the G20 Training Strategy (2010), G20 Skills Strategy (2015), Hangzhou Leaders' Summit (2016), and Hamburg Leaders' Summit (2017) as well as the 2030 Agenda for sustainable development, we affirm the commitments made concerning the interrelation between skills and employment. We also recognize the importance of promoting opportunities for people to reskill and upskill throughout their professional and personal lives, so that they can successfully adapt to change.
4. We acknowledge that coordination of policies and cooperation between education and employment ministries as well as with other relevant stakeholders is essential for promoting strong, sustainable, balanced and inclusive economic growth. Building on the consensus reached during the Argentine Presidency, we commit to develop national skills strategies that support successful and fair transitions between education, training and the world of work through an inclusive and lifelong learning approach, according to national and local circumstances.
5. We are pleased to celebrate this first-ever G20 Joint Education and Labour and Employment Ministerial Meeting and highlight the complementarity between the G20 Education & Labour and Employment Ministers' Declaration 2018 and our respective Declarations.

Developing Skills for an Inclusive Future of Work

6. We acknowledge the importance of promoting a holistic, inclusive and lifelong learning approach in skills development policies that respect human rights. We will continue preparing our people from early childhood throughout adulthood with the appropriate knowledge, values and set of skills to facilitate access to and creation of quality jobs and personal development, fostering upskilling and reskilling throughout their lives and building an active citizenship. We recognize the importance of addressing both the demand and supply of skills through joint initiatives that promote more dynamic connections between education, training and the world of work.

7. We recognize that strong foundation skills are the basis for acquiring other relevant skills. It is key to develop 21st century skills, including digital skills, given their increasing importance and demand in both existing and emerging jobs. We endorse skills development that incorporates adaptability, resilience and learning to learn as a means of ongoing and inclusive upskilling and reskilling in a context of continuous change.
8. Robust education and training systems promote access to better jobs, salaries and quality of life. We must prioritize skills development among vulnerable and underrepresented groups, which are at higher risk of exclusion and marginalization. We commit to addressing disparities and inequalities through policies that ensure inclusive and equitable opportunities for all.
9. It is a priority for G20 countries to reduce gender gaps, widen access to education and skills across all ages, and strengthen women empowerment, by increasing their participation in labour markets and society fostering equal conditions.

Improving Skills Governance through a Whole-of-Government and Multi-Stakeholder Approach

10. Skills development is a cross-cutting matter and a shared responsibility. Therefore, effective policy implementation and governance require the adoption of a whole-of-government and multi-stakeholder approach, in which all relevant public, private and social actors participate in continuous dialogue and joint actions. Intra-governmental cooperation and social dialogue encourage the development of policies that are mutually reinforcing and inclusive of diverse perspectives.
11. School-to-work transition is a persistent challenge across many G20 countries. We should continue working to reduce obstacles and build bridges between education, training systems and the world of work. It is essential to promote opportunities for youth to transition to employment including vocational education, mentoring, career guidance, apprenticeships, internships, first-employment programs, and attractive career pathways for young professionals.
12. We recognize the importance of designing skills policies that are evidence-based, adaptable to changes, innovative, and that increase equity and quality learning. In that regard, social dialogue and consultation of civil society are key in this process. We therefore endorse the G20 Guidelines on Skills for an Inclusive Future of Work (Annex 1).

Way Forward

13. We will address our commitments in this Declaration and the guidelines in its Annex. We welcome the collaboration of the Education Working Group and Employment Working Group with the Digital Economy Task Force and the Development Working Group, and commit to continuing to foster dialogue among G20 work streams.
14. We appreciate the expertise provided by the ILO, UNESCO, OECD and the World Bank, including reports on key issues, and the role and cooperation of the Business 20 and Labour 20. We are also grateful for the dialogue held with Civil 20, Women 20, Youth 20 and Think 20. We will continue building upon the valuable inputs of the International Organizations and engagement groups at future meetings.
15. We will submit this Declaration to the G20 Leaders' Summit to be held in Buenos Aires on 30 November – 1 December 2018. We commit to continuing our work and taking the steps necessary to build solid bridges between education, training and employment.

Annex 1

G20 Guidelines on Skills for an Inclusive Future of Work

In order to support the implementation of measures across a range of policies that increase skills development for an inclusive and equitable Future of Work, we endorse, taking into account respective national circumstances, the following guidelines:

Developing Skills for an Inclusive Future

1. Promoting the acquisition of strong foundation skills, including numeracy and literacy for all children and youth; and assisting low skilled adults in need of stronger foundation skills.
2. Fostering 21st century skills including critical thinking, creativity, problem solving, communication, flexibility and collaboration skills that enable adaptability and resilience to the changing nature of work.
3. Promoting entrepreneurial skills including leadership, initiative taking, sustainability, organizational development and innovation, as entrepreneurship can facilitate job creation, economic growth and social cohesion.
4. Fostering STEAM (*Science, Technology, Engineering, the Arts and Mathematics*) skills in order to emphasize the integration of fields of knowledge with creativity.
5. Encouraging the enhancement of digital literacy and digital skills such as programming, big data analysis, coding and robotics in education and work environments as age appropriate.
6. Encouraging strategies that apply digital technologies in education and on-the-job-training to upgrade employees' digital skills taking into account individuals and enterprises' needs in order to address regional disparities in access to services.
7. Promoting Technical and Vocational Education and Training to improve employability and access to quality jobs, combined with active labour market policies and public and private employment services.
8. Improving teachers' and trainers' competencies and skills through professional development opportunities enabling them to deliver high-quality and up-to-date teaching with technology.
9. Supporting schools and training institutions with appropriate infrastructure, administrative capacity and resources necessary to successfully develop 21st century skills among people of all ages.
10. Strengthening and further developing lifelong-learning systems that provide continuous opportunities of upskilling and reskilling for adults.
11. Encouraging ongoing career counselling and job-placement services to all individuals, not only in education institutions but also for the employed, unemployed and those in the informal sector.
12. Harnessing the full potential of technological advances to improve learning outcomes and employability for vulnerable and underrepresented groups by making education and training systems more accessible and providing the necessary support to all learners according to their needs.

13. Providing youth and all those who need it with career guidance and accurate labour market information free from gender bias, as well as access to quality apprenticeships, including in emerging occupations. These initiatives should focus on vulnerable NEETs (Not in Employment, Education or Training) to ease transitions between education, training and the world of work.
14. Encouraging the inclusion of women at all levels of education, especially in programs to develop STEM skills, creating equal opportunities and equal access to quality employment and salaries. Promoting the equal distribution of caring responsibilities, enhancing the reconciliation of work and family life and increasing the provision of childcare services, in order to facilitate the continuation of studies and professional development.
15. Ensure that children and persons with disabilities are not left behind and have equal access to education. Consider putting in place appropriate mechanisms of skills acquisition for persons with disabilities.

Improving Skills Governance through a Whole-of-Government and Multi-Stakeholder Approach

16. Creating synergies within and across governance systems with appropriate regulatory frameworks including collaboration of education and labour ministries across different levels of government.
17. Promoting social dialogue and collaboration through accountability, flexibility and strong consultative mechanisms, that enable employers, governments, workers, and training and educational institutions to reach long-term consensus on skills policies and better anticipate to change.
18. Strengthening statistical information systems and cooperate with the private sector to complement government data, and promote graduate tracking systems, taking into account privacy legislation.
19. In cooperation with social partners, regularly monitoring skills needs in the workplace to adjust if necessary education and training policies and programmes according to the changing world of work.
20. Strengthening partnerships between enterprises, start-ups, vocational schools, local authorities and other relevant actors by setting up regional or sector-specific clusters.
21. Promoting the use of comprehensive skills development frameworks that meet both educational standards and labour market realities.
22. Promoting efficient financing for and continuous investment in skills development.