



FUTURE OF WORK AND EDUCATION
TASK FORCE
POLICY PAPER 2020

TRANSFORMING FOR INCLUSIVE GROWTH

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Foreword by the Taskforce Chair

TASKFORCE CHAIR
PICTURE

Dr. Ilham Mansour Al-Dakheel, Taskforce Chair, Future of Work and Education

PLACEHOLDER: TO BE COMPLETED

Executive Summary

(The executive summary will be written once the paper is finalized. The objective is to set the context and provide an overview of the recommendations and how they were arrived at.)

Three Priority Themes guide our work as a Task Force:

1. ~~Making the Future of Work and Education Central to Socio-Economic Planning~~
Building Confidence and Resilience in Future Labor Markets
2. Enabling Dynamic ~~Labor Markets that Promote Decent Work for All and Responsible Labor Markets~~
3. Designing Future-Ready Human Capital Systems

Across these three Priority Themes, the Task Force proposes six Policy Recommendations:

1. ~~Strategic Re-prioritization of the Future of Work & Education in national government agendas~~
Focus on building a relevant and resilient future of work and education as a global and national priority
2. Strengthen the inclusiveness and diversity of labor markets
3. Proactively enable SMEs and entrepreneurs
4. Upgrade education systems to align with future labor market needs
5. Embrace new learning models and technologies to improve teaching techniques and environments
6. Build lifelong learning systems that are adapted to adult needs

This policy paper presents each of these six recommendations, supported by relevant research, along with specific Policy Actions to bring those recommendations to fruition. In many cases, these Policy Actions are broken down further, to ease implementation. The paper supplements its recommendations with exhibits and case studies to further enhance the chances of translating proposals into action.



The Recommendations and Policy Actions are proposed by the Task Force for consideration and implementation by the G20 Heads of State and their governments [as well as G20 Labor & Education Ministers](#).



Introduction

An urgent call to action

The B20 has consistently advocated for reforms to labor markets and to education and training systems in order to adapt to the fast-evolving future of work. Progress in implementation has been steady, but persistent challenges remain. Global unemployment stood at 188 million in December 2019¹, and the inequalities and inefficiencies in both labor markets and learning opportunities have continuously aggravated poverty and disadvantage in society. This was the situation before the Coronavirus (COVID-19) pandemic hit. The subsequent lockdown of entire countries, restrictions on the movement of people and goods, the shutdown of businesses and the erosion of confidence overall, rapidly transformed the health crisis into an employment crisis. This places new urgency on the priorities of our task force.

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The International Labour Organisation (ILO) estimated, on April 1, 2020, that working hours will decline by 6.7% in the second quarter of 2020, equivalent to 195 million full-time workers.² The final impact on employment will depend on the continued containment of the pandemic, but as a point of comparison, 22 million were made unemployed by the financial crisis of 2008-09.

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-The B20 business community is ready, willing and eager to collaborate with G20 governments in mobilizing a rapid response to the immediate needs of businesses and workers, as well as implementing urgent measures to secure a swift and smooth recovery, and taking clear steps to build a resilient future of work and education.

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In doing so, we aim to both minimize the devastation caused by this economic crisis, and also to avail of the opportunity to implement long-awaited reforms and policy actions that will build a future of work and education that is relevant to future trends and resilient to future shocks.

A health crisis translates into an economic crisis

Since the COVID-19 outbreak began, organizations like the IMF, OECD and ILO have been estimating and revising the impact of the pandemic on economies, trade and employment. The estimates have consistently been revised upwards. The latest OECD estimates (as of March 27, 2020) find that the containment measures will directly affect up to one-third of GDP in major economies (see Exhibit 1). For each month of containment, they expect a loss of 2 percentage points in annual GDP growth.

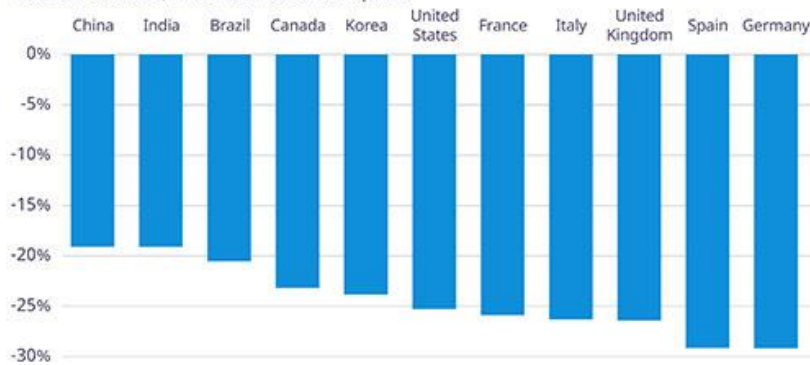
¹ https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_738742/lang-en/index.htm

² https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/briefingnote/wcms_740877.pdf

EXHIBIT 1: Impact on GDP (as of March 27, 2020, subject to revision)

The initial impact of containment measures will be felt worldwide

Selected countries, in % of GDP at constant prices



Source: OECD Annual National Accounts; OECD Trade in Value-Added database; Statistics Korea; Brazilian Institute of Geography and Statistics; and OECD calculations.

Source: OECD, Evaluating the initial impact of COVID-19 containment measures on economic activity (March 27, 2020), https://read.oecd-ilibrary.org/view/?ref=126_126496-evgsi2gmqj&title=Evaluating_the_initial_impact_of_COVID-19_containment_measures_on_economic_activity

Beyond the dynamics *within* national economies, the pandemic presents particular –urgency to maintain and reinforce the integrity of global supply chains, which depend on companies of all sizes. With the virus spreading rapidly and several regions and economies in lockdown, the disruption to supply chains is already severe. About 94% of Fortune 1000 companies surveyed in February 2020 were already seeing supply chain disruptions from COVID-19.³ By March 4, 2020, early in the pandemic’s global spread, UNCTAD had calculated the impact to global value chains to have already reached US\$ 50 billion in exports.⁴

An economic crisis translates into an employment crisis

The employment impact of this crisis reaches ~~has reached~~ unprecedented levels. ILO estimates that 81% of the global workforce lives in countries with mandatory or recommended closures.⁵ The widespread disruption in business activity is causing a sharp decline in the number of jobs and hours of work. Many workers are facing a loss of income and poverty. ~~As many of the most affected are~~

³ <https://fortune.com/2020/02/21/fortune-1000-coronavirus-china-supply-chain-impact/>

⁴ <https://unctad.org/en/pages/newsdetails.aspx?OriginalVersionID=2297>

⁵ https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_740893/lang-en/index.htm

[low-wage workers with little social protection, signaling there could be a deepening of existing inequalities.](#)

[The impact on the labor market varies by sector. The ILO assessment identifies accommodation and food services, manufacturing, wholesale and retail trade and real estate and business activities as the most affected sectors. These sectors account for 1.25 billion workers worldwide and represents 38% of the workforce.⁶ There are regional variations in the share of employment in at-risk sectors – ranging from 26.4% in Africa to 43.2% in the Americas. ~~Some of the these regions like Africa have high levels of informality and low levels of social protection coverage \(see Exhibit 2\).⁷~~](#)

[Workers in the informal economy are particularly affected. The lockdown and containment measures have meant that many in the informal economy have lost access to their livelihoods. Regions with ~~Some of the these regions like Africa have high levels of informality and low levels of social protection coverage, like Africa, face serious hardship~~ are at risk serious \(see Exhibit 2\).⁸ For example, in India, about 400 million workers in the informal economy are at risk of falling deeper into poverty.⁹ This crisis could therefore reverse the significant progress that has been made in reducing global poverty in recent decades.](#)

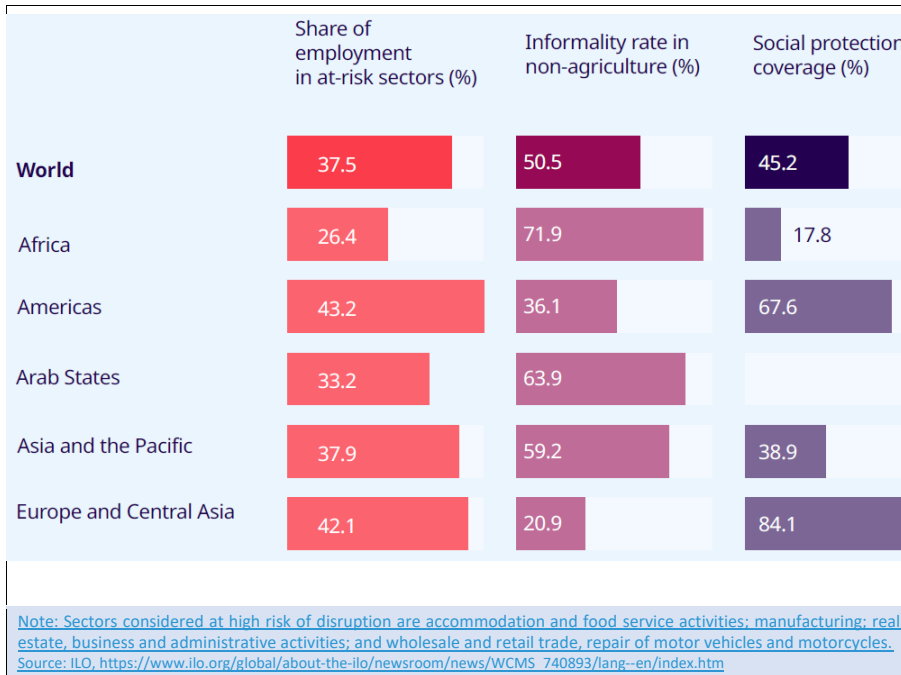
EXHIBIT 2: Workers at risk, informality and social protection

⁶ https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_740893/lang-en/index.htm

⁷ https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_740893/lang-en/index.htm

⁸ https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_740893/lang-en/index.htm

⁹ https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/briefingnote/wcms_740877.pdf



An employment crisis translates into an existential threat to SMEs

Evidence continues to emerge on how the crisis will impact SMEs, who represent about 90% of businesses and more than 50% of employment worldwide.¹⁰ The cash flows of smaller firms are always vulnerable to shocks, especially extended shocks, as presented by this pandemic, and even more so when confronted by simultaneous shocks to supply and demand. Even with support and access to cheap liquidity, many SMEs will face closure. In a survey of 1,500 small business owners in the US by Goldman Sachs, 51% said their business will only be able to continue to operate for less than 3 months.¹¹ Similarly, a March 2020 survey by the Institute of Directors in the UK, whose membership is 70% SMEs, finds that one in five firms rank the threat to their organization from the coronavirus as “high” or “severe.” Another UK survey by the platform Market Finance (March 2020) finds that 69% of SMEs already have significant cash flow problems, with more than one-third fearing that they would

¹⁰ <https://www.worldbank.org/en/topic/sme/finance>

¹¹ <https://www.goldmansachs.com/citizenship/10000-small-businesses/US/no-time-to-waste/index.html>

[not last until the middle of April without support.¹² In an early-March survey of 6,000 micro and small firms in Italy, one-third of respondents estimated a decrease in revenues greater than 15%.¹³](#)

[A crisis that disproportionately affects the vulnerable](#)

[Workers that are already vulnerable will see a disproportionate impact in terms of job security and prospects. The spread of the virus and subsequent containment measures are pushing many into unemployment, underemployment and working poverty. In fact, before the pandemic, working poverty was expected to decrease by 14 million, but the pandemic is reversing this trend. The ILO's latest worst-case scenario \(published on March 18, 2020\) is an increase of 35 million, but this figure is likely to be revised further upwards.¹⁴ Specific vulnerable groups deserve attention:](#)

[Women have always been under-represented in the workforce, yet they are over-represented in the sectors most affected by the pandemic, such as travel, tourism, hospitality and low-paid services that have little or no social protection. Women also take on a disproportionate burden of family care responsibilities during illness, requiring them to miss more work and put their incomes and jobs at risk. During lockdown conditions, we have also seen that women are disproportionately expected to take on additional family duties, such as home-schooling for children. Additionally, Furthermore, in many countries, women represent more than three-quarters of the workforce in healthcare, putting them at greater risk of infection.¹⁵](#)

[Youth unemployment already sat at 11.8% before the crisis and will inevitably rise further. In some countries it was already as high as 57% in \(South Africa\) and 32% in \(Spain\).¹⁶ From previous crises, we have learned that young workers \(as well as old workers\) find it particularly hard to find work after a crisis, and being young and unemployed for an extended period impacts lifelong career and livelihood prospects.](#)

[Lockdown measures have a severe impact on informal workers, including but not limited to, migrant workers. They face long periods of hardship with no form of social protection and often without access to healthcare. Already before the pandemic, over 60% of the global workforce was in the informal sector¹⁷, with much higher numbers in emerging economies. As the employment crisis takes hold, this proportion is likely to grow.](#)

[The self-employed, casual workers and many in the gig economy also face a precarious situation as their contracts for work are often the first to be cut. We have also seen that government support for these workers is rare and more complex to organize than for permanent employees of firms. This is usually because traditional labor regulation frameworks and processes have not kept pace with new and diverse forms of work.](#)

¹² https://read.oecd-ilibrary.org/view/?ref=119_119680-di6h3ggi4x&title=Covid-19_SME_Policy_Responses

¹³ https://read.oecd-ilibrary.org/view/?ref=119_119680-di6h3ggi4x&title=Covid-19_SME_Policy_Responses

¹⁴ https://www.ilo.org/wcmsp5/groups/public/--dgreports/--dcomm/documents/briefingnote/wcms_738753.pdf

¹⁵ <https://www.advisory.com/daily-briefing/blog/2014/08/women-in-leadership>

¹⁶ <https://data.oecd.org/unemp/youth-unemployment-rate.htm>

¹⁷ https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_627189/lang--en/index.htm

The COVID-19 pandemic poses the most risk to the lives of workers with underlying health problems. These workers were already inadequately integrated into the workforce. For example, people with disabilities already comprise 15% of the global population, and their unemployment rate is double that of people without disabilities.¹⁸

Another area of concern is the mental health of workers. The continued spread of the virus and prolonged isolation measures will lead to further anxiety and stress. The World Health Organisation estimates that depression and anxiety disorders already cost the global economy US\$ 1 trillion each year in lost productivity.¹⁹

An employment crisis that offers a chance to focus on the future compounds the persistent skills crisis

Even before the COVID-19 pandemic hit, labor markets as well as education and training systems were unprepared for the disruption being unleashed by the fourth industrial revolution, climate change, new forms of work and other macro trends. As we work our way through this crisis and into a phase of revival, there will be a focus on transitioning the unemployed into new jobs. Therein lies an opportunity to ensure that training, re-skilling and workforce transition efforts are oriented towards the jobs with the best prospects for the future, such as the green economy, the care economy and new technology-driven areas like artificial intelligence and extended reality. Indeed, it is opportune that the nature of this pandemic has accelerated the interest and attention to the prospects of these fast-growing sectors.

As we design programmes and initiatives to prepare workers for that revival, we have the opportunity to intensify efforts to close the skills gaps that have persistently remained a top challenge for businesses the world over. This demands collaboration between government, business and civil society to anticipate future skills needs, and investments in the mechanisms to adapt the workforce towards those needs. Those mechanisms include training and lifelong learning systems as well as job transition support. A truly resilient and sustainable approach also requires us to upgrade education systems to ensure that the pipeline of future workers is aligned to future labor and skill demands.

Our experience through the pandemic will doubtless offer many lessons as we chart this journey. For example, the most immediately visible lesson has been the tremendous opportunity to provide high-quality learning and working experiences through online, digital channels, and the need to ensure that these opportunities are accessible to all workers and future workers in society.

Let us not waste the opportunity of the upcoming reconstruction and renewal to finally address the fundamental, long-term challenges to improving the future of work and education.

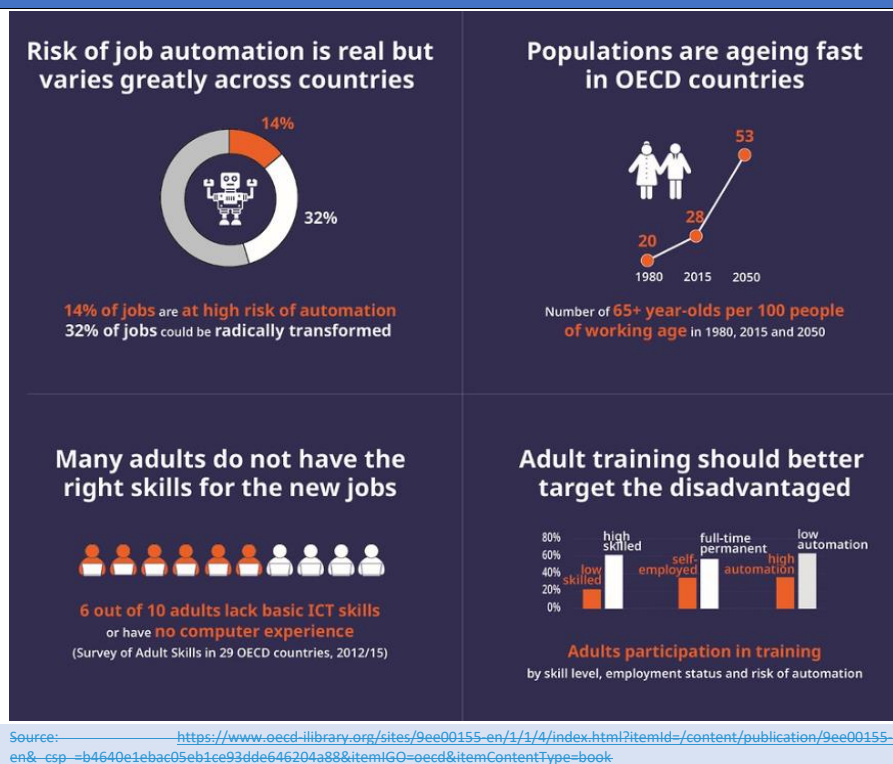
Across the G20 and globally, we see persistent challenges such as unemployment and poverty, as well as inequalities and inefficiencies in labor markets and in education, training and job opportunities making them sensitive to market shocks and volatility. The arrival of the 4th Industrial Revolution accelerates the urgency to address these deficiencies. As of today, our labor markets and our education and training systems are unprepared for the transformations ahead. If G20 nations are

¹⁸ <https://www.un.org/development/desa/disabilities/resources/factsheet-on-persons-with-disabilities/disability-and-employment.html>

¹⁹ https://www.who.int/mental_health/in_the_workplace/en/

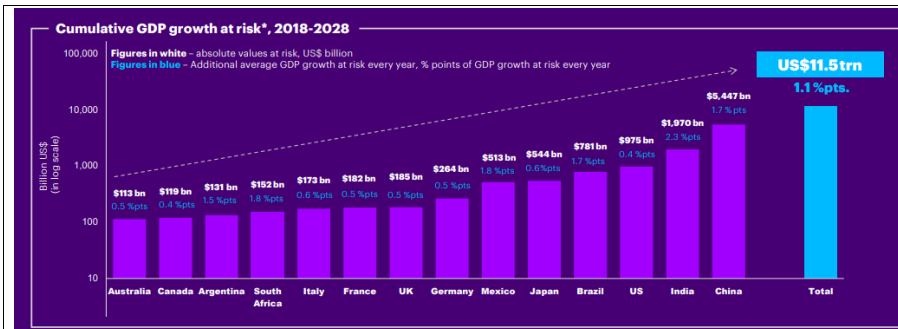
unable to prepare effectively for the impending technological, economic and demographic changes, there are serious risks to socio-economic stability, business growth and innovation. The world must be ready to face the changing and unknown environment in which the only choice we have is to adapt and evolve.

EXHIBIT 1: The future of work in figures



The stakes are high: Accenture research finds that G20 economies could lose up to US \$11.5 trillion in cumulative GDP growth over the next 10 years if skill building does not speed up to match the rate of technology progress (see Exhibit 1). The impact of change will be uneven, with certain regions, sectors and sections of society more vulnerable than others. This heightens the need to anticipate the changes ahead and to plan the interventions that will bring productive employment and decent work for all.

EXHIBIT 2: Potential cost of the Skills Gap



NB: * Scenario assumes investments in intelligent technologies per worker in each country reach current US investment levels in traditional technologies per worker.

Source: Accenture, It's Learning, Just Not As We Know It, 2018, https://www.accenture.com/_acnmedia/Thought-Leadership-Assets/PDF/Accenture-Education-and-Technology-Skills-Research.pdf#zoom=50

The consequences of inefficient labor markets and education systems are already prevalent in three key areas: **Un/Under employment**; **Inadequate Education & Skills**; and **Poverty & Inequality**. Each are discussed here.

Un/Under-Employment

An estimated 188 million people were unemployed in 2019.²⁰ Access to work is a major issue, with labor underutilization affecting 473 million people in 2019.²¹ Crucially, headline figures hide significant variation across important demographics. Women's labor force participation in 2018 was 48 percent, compared to 75 percent for men.²² Both the oldest and youngest segments of society suffer poorer employment rates: youth unemployment is high at 11.8 percent in 2018, with a labor force participation rate of 42.1 percent.²³ The increasing proportion of aging workers in many economies is another concern, given the number of people aged over 60 is set to double over the next 30 years, reaching 2 billion by 2050.²⁴ What's more, despite persons with disabilities accounting for 15 percent of the world's population, this segment's average unemployment rates are double those of persons without disabilities.²⁵

The oversized large size of the informal work sector is another reason to be wary of headline employment figures. Sixty percent of the world's in work population is employed in the informal

²⁰ ILO (2020). World Employment and Social Outlook Trends 2020. ILO, https://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/-publ/documents/publication/wcms_734455.pdf

²¹ ILO (2020). World Employment and Social Outlook Trends 2020. ILO, https://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/-publ/documents/publication/wcms_734455.pdf

²² https://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/-publ/documents/publication/wcms_670554.pdf

²³ https://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/-publ/documents/publication/wcms_670542.pdf

²⁴ <https://www.weforum.org/agenda/2018/06/companies-need-older-workers-here-is-why>

²⁵ http://www.g20.utoronto.ca/2018/g20_paper_persons_with_disabilities_ilo_oecd.pdf

economy,²⁶ accounting for almost 29 percent of global economic output.²⁷ According to a report from the International Labor Organization (ILO), two billion people work informally, the majority in emerging and developing countries, and typically without being afforded social protection, employment rights or decent working conditions.²⁸ Formalizing these jobs would add substantial value to the economy.

The increasing adoption of automation and intelligent technologies in the workplace has sparked a fierce and often polarizing debate around the impact on work. A World Economic Forum study suggests that by 2022, 58 percent of task hours will be performed by human workers and the remaining 42 percent by machines, up from 71 percent and 29 percent respectively in 2018. In the long run, history suggests that job creation will exceed job destruction, but the rapid pace of change threatens a difficult, painful and potentially long transition period if we do not anticipate and plan accordingly. With regards to job destruction, it is estimated that some 400-800 million individual workers could be displaced by automation by 2030.²⁹ The OECD estimates that 14% of jobs are at high risk of automation. In addition to the 14% of jobs at high risk of automation, the tasks performed and how they are carried out may change substantially in another third of existing jobs.³⁰ The lack of adequate and fair transition policies that focus on upskilling, reskilling and providing a safety net will hurt individuals and communities. Workers who lose jobs and do not have a safety net will endure economic and social hardship and also a loss of purpose and identity that work provides.³¹ The lack of adequate policies that promote labor market transitions through diverse forms of work, lifelong learning and provision of a safety net will hurt individuals and communities. Workers who lose jobs and do not have an appropriate safety net will endure economic and social hardship and also a loss of purpose and identity that work provides.

Finally, economic dynamism will only be possible through alternative work models. That said, diverse employment models are emerging, particularly around the gig economy which is based on flexible, temporary, or freelance job. The gig economy which is expected to grow by a compound annual growth rate (CAGR) of 17.4 percent from 2018 to 2023, doubling the value of customer transactions for “gig services” to approximately US\$455 billion by 2023.³² Flexible working models, such as freelancing via online platforms have clear benefits to many workers, like those with family caring responsibilities, students, or older workers; but they have also opened dangerous new avenues to exploit vulnerable workers. For some workers, the lack of a steady income limits their capacity to save for the future and prepare for emergencies. For example, studies show that 58 percent of full time gig workers would struggle in the event of a US\$400 emergency bill, compared to 38 percent of non-gig

²⁶ https://ilo.userservices.exlibrisgroup.com/view/delivery/41ILO_INST/1252879760002676

²⁷ <https://www.oecd.org/publications/oecd-sme-and-entrepreneurship-outlook-2019-34907e9c-en.htm>

²⁸ https://www.ilo.org/global/about-the-ilo/newsroom/news/AVCMS_627189/lang-en/index.htm

²⁹ OECD Employment Outlook 2019: The Future of Work https://www.oecd-ilibrary.org/sites/9ee00155-en/1/2/1/index.html?itemId=/content/publication/9ee00155-en&_csp=b4640e1ebac05eb1ce93dde646204a88&itemIGO=oecd&itemContentType=book#chapter-d1e266

³² <https://newsroom.mastercard.com/wp-content/uploads/2019/05/Gig-Economy-White-Paper-May-2019.pdf>

workers. At the same time, gig workers are often consistently not paid on time and rarely have access to social security.³³

Finally, workplaces change through new ways of working and the rise of diverse forms of work. Across the world, diverse forms of work, including temporary work, part time work, agency work and self-employment, have created job opportunities and avenues for personal and economic growth. Diverse forms of work allow shaping and balancing leisure, work, care and training into new ways of working. This is evermore supported by new technological possibilities to work remotely, find work and workers and match labor market supply and demand. Online platforms are an example of this new way of working through new technological means. Indeed, platform work can be done via all the known contractual arrangements ranging from self employment to agency work.

Yet, as new ways of working develop, policymakers need to ensure it is accompanied by a regulatory framework that supports people to engage with work in ways they want, and that it should also provide a level playing fields between workers and service providers are maintained. Worker Classification and social innovation of national safety nets are crucial to ensure workers and business are able to reap the benefits of the new possibilities to work new work possibilities.

Inadequate Education & Skills

Gaps in basic skills (that is, a minimum proficiency in literacy and numeracy) are common across G20 countries; recorded at around 80 percent of the population in low income countries, around 60 percent in middle income countries, and around 20 percent in high income countries.³⁴ Learning basic skills starts early; quality early childhood development programs can increase future earnings by 25 percent for those children who participate in them.³⁵ Low educational attainment has meant that 30 percent of female and 13 percent of male youth are not in education, employment or training (so-called 'NEET'). More than 72 million children of primary education age are not attending school.³⁶

Low educational attainment and enrollment rates in tertiary education limit children and young people from achieving their potential. At higher education levels, enrolment is substantially lower in low and middle income countries (24 percent and 55 percent respectively), compared to the 77 percent enrolment rate in high income countries.³⁷

Teaching methods and environments have not kept up with evolving demands. An OECD study explains that the majority of students in the 21st century are being taught by teachers using 20th century practices, in school organizations established in the 19th century.³⁸ The challenges faced cannot be overcome with obsolete academic systems, it is therefore essential to accelerate and update academic programs. The most efficient way for countries to adapt their educational institutions to labor market needs is to have a continuous dialogue with the business sector. Meanwhile, technology has advanced rapidly, offering cost-effective ways to improve access to

³³ https://www.ilo.org/washington/WCMS_642303/lang-en/index.htm

³⁴ https://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/-publ/documents/publication/wcms_670542.pdf

³⁵ <https://www.worldbank.org/en/topic/earlychildhooddevelopment>

³⁶ <https://www.humanium.org/en/right-to-education/>

³⁷ https://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/-publ/documents/publication/wcms_670542.pdf

³⁸ https://www.oecd-ilibrary.org/docserver/9789264174559_4-en.pdf?expires=1575019072&id=id&accname=guest&checksum=AD75DBF6386EF8955AA2C715DD7CAE99

learning, making learning more effective and more personalized, engaging and relevant. Yet these tools and techniques are not implemented at scale nor where they might make the biggest difference. Barriers in the form of access to electricity, data networks and local language content continue to exist in some regions. The science of learning has also advanced, especially thanks to progress in neuroscience, allowing us to understand how both children and adults learn best. But again, few of the lessons from science have translated into updated teaching techniques at scale. These tools and techniques are known to us; the challenge is to incorporate them into teaching and training systems. It may be difficult to retrofit this into the training system and an overhaul of the system may be required, moving from teaching to facilitation.

In the meantime, businesses continue to highlight the skills gap as a top priority. 75 percent of human resources professionals cite difficulties in recruiting candidates due to skills shortages.³⁹ Our teaching institutions, for both children and adults, need to be better aligned with the needs of the labor market. A virtuous circle must be created, with the collaboration of companies, educational institutions, governments and individuals. This alignment is especially important as skill demand is about to transform rapidly, as intelligent technologies redistribute work tasks between humans and machines. A commonly cited estimate from the World Economic Forum is that 65 percent of children entering primary school today will have occupations that do not yet exist.⁴⁰

Apart from updating academic programs, on-the-job training is also required to help bridge the skills gap in the labor market. By 2022, over half (54%) of all employees will require significant reskilling and upskilling. Of these, about 35% are expected to require training of up to six months, 9% will take six to 12 months to reskill and 10% will require additional skills training of more than a year.⁴¹ (Future of Jobs Report, World Economic Forum, 2018). Companies need to promote a culture of learning, provide career guidance and offer short, focused upskilling opportunities. Learnability is more important than ever for workers to develop skills and find jobs in this new environment. Learnability allows adaptation and increases competitiveness in today's changing world of work. Short term and hands-on training and certifications, online training and on-the-job training must be encouraged and organizations must invest in training and support people through coaching and mentoring programs.

Poverty & Inequality

Over recent decades, the world has seen considerable socio-economic progress, driven by the joint efforts of governments, corporations, international organizations and non-profits. For example, the total number of deaths of children below 5 years of age worldwide has declined from 12.6 million in 1990 to 5.3 million in 2018.⁴² In China, more than 850 million people have been lifted out of poverty since 1978.⁴³ Similarly, in India, 271 million people were raised out of poverty in a decade (2005-06 to

³⁹ <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/SHRM%20Skills%20Gap%202019.pdf>

⁴⁰ <https://www.weforum.org/agenda/2017/05/science-of-learning/>

⁴¹ http://www3.weforum.org/docs/WEF_Future_of_Jobs_2018.pdf

⁴² <https://www.who.int/news-room/fact-sheets/detail/children-reducing-mortality>

⁴³ <https://www.worldbank.org/en/country/china/overview#1>

2016-17).⁴⁴ In keeping with improvements in healthcare, global average life expectancy increased by 5.5 years between 2000 and 2016, the fastest increase since the 1960s.⁴⁵

These improvements must not allow for complacency to set in. While global poverty rates have reduced by more than half since 2000, according to the UN, one in ten people in developing countries still live below the poverty line.⁴⁶ As the ILO declaration on the future of work identifies, socio-economic progress is at risk due to persistent poverty and inequality.⁴⁷ Moreover, the increasing risk of climate-related and health-related economic shocks highlight the need for vigilance to protect vulnerable parts of the workforce. For example, many low-paid workers in the service economy already live in precarious financial circumstances and have no protection from economic shocks such as the impact of the new coronavirus (COVID-19), and no alternative options like working from home. The diverging distribution of wealth is contributing to increasingly high poverty rates, even for those in employment (in-work poverty). In 2018, more than one quarter of workers in low- and middle-income countries lived in moderate or extreme poverty (that is, on less than US\$3.20 per day in purchasing power parity (PPP) terms). Those employed in the informal sector are also much more likely to live in poverty than formal workers.⁴⁸

Inequality continues to manifest itself in different forms such as income inequality and unequal access to education, employment and healthcare. According to UNESCO, about 263 million children, adolescents and youth worldwide (or one in every five) are out school—a figure that has remained unchanged over the past five years.⁴⁹ The World Health Organization (WHO) estimates that half of the world's 7.3 billion people cannot access essential health services and when they have access, the cost of paying for it is often catastrophically high.⁵⁰ Nearly half of all global pay is received by just 10 percent of workers, whereas the lowest paid 50 percent of the global workforce receive just 6.4 percent of the total pay pot.⁵¹ Achieving labor market formality, accessible social security systems, job security, and workers' rights instruments such as collective bargaining rights at work and compliance with standards remain a stretch for many countries.

The effects of poverty and inequality are distributed unevenly. Racial and ethnic discrimination and bias at work persist; one study by Oxford University in the UK found that job seekers from an ethnic minority background typically need to submit an average of 60 percent more job applications to receive the same interest from employers as applicants from majority groups.⁵² The inclusion and active support of workers from all discriminated minority groups is essential to create a healthy culture of growth and innovation in the workplace and across the economy.

Schooling and education have been directly correlated with job and income prospects. Investment in education systems can foster a level playing field for future workers entering the labor market, whilst

⁴⁴ <http://hdr.undp.org/sites/default/files/mpi-2019-publication.pdf>

⁴⁵ https://www.who.int/gho/mortality_burden_disease/life_tables/situation_trends_text/en/

⁴⁶ <https://www.un.org/en/sections/issues-depth/poverty/>

⁴⁷ https://www.ilo.org/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocument/wcms_711674.pdf

⁴⁸ https://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/-publ/documents/publication/wcms_670542.pdf

⁴⁹ <http://uis.unesco.org/en/news/education-data-release-one-every-five-children-adolescents-and-youth-out-school>

⁵⁰ <https://www.who.int/gho/world-health-statistics>

⁵¹ <https://www.solidaritycenter.org/650-million-workers-earn-less-than-1-of-world-income/>

⁵² <http://esi.nuff.ox.ac.uk/?p=1299>

boosting the productive capacity of individuals and the entire economy. OECD research emphasizes that improvements in high school and tertiary education completion rates correspond to improvements in gross domestic product per capita.⁵³

Research from Accenture OECD highlights that the workers most vulnerable to job losses through automation are frequently the ones with least access to learning and training opportunities. On average across OECD countries, participation in training by low-skilled adults – those who potentially need it the most as their jobs are at highest risk of being automated – is 40 percentage points below that of high-skilled adults. Similarly, workers whose jobs are at high risk of automation are 30 percentage points less likely to engage in adult learning than their peers in jobs with a lower risk. Even when the low-skilled and those in jobs at risk of automation participate in training, its low quality and limited relevance may be letting them down.⁵⁴ These workers tend to be performing routine and repetitive tasks, such as physical manual labor, and are likely to be at or below the poverty line. However, another challenge faced is that 80% (OECD Skills Outlook/2019 Employment Outlook) of workers are not motivated to receive training.⁵⁵ Additionally, the existing skilling funds are insufficiently available, and those that are, are either siloed in sectoral funds without opportunities for cross-sectoral access or portability; or insufficiently built up and transferrable over the course of people's careers, limiting their effectiveness. Given the speed of expected impact on the workplace, there is urgency for policymakers to intervene with mechanisms to support and guide these workers along appropriate training and career pathways.

More broadly, the rapidly transforming nature of work emphasizes the importance of continuous learning at all ages. Lifelong learning has been an aspiration for years, but the infrastructures and funding models do not yet exist to make it a reality at scale. The private sector, in collaboration with governments and civil society, has a key role to play in making lifelong learning a reality. Additionally, governmental activation policies need to be sufficiently tested to ensure that their skilling activities result in better lifelong learning and labor market outcomes.

⁵³ OECD, 2019, Education at a glance, <https://www.oecd-ilibrary.org/docserver/ff8d7880d-en.pdf?expires=1580904138&id=id&accname=guest&checksum=5E0E2D6582A0A43AF4E59D1ECB9DEEAE>

⁵⁴ OECD Employment Outlook 2019: The Future of Work https://www.oecd-ilibrary.org/sites/9ee00155-en/1/2/1/index.html?itemId=/content/publication/9ee00155-en&_csp=b4640e1ebac05eb1ce93dde646204a88&itemIGO=oecd&itemContentType=book#chapter-d1e266

⁵⁵ https://www.skillsforemployment.org/KSP/en/Details/?dn=EDM5P1_242024

Objective of the Future of Work & Education Taskforce and Policy Paper

~~Sustainably successful, sustainable economies and societies need dynamic effective labor markets that promote decent work for all, and they need to building more relevant and resilient workforces and dynamic and responsible labor markets and to stronger education and skill building systems that are relevant to their evolving environment and that are resilient to potential economic shocks. should be a priority for government and business leaders. Indeed, the B20 has consistently prioritized these issues through policy recommendations on these topics faced great importance on these issues, as this set of issues has consistently appeared high on the G20 agenda. The future of work and education topic takes on renewed importance amid the devastation wrought upon the job market by the COVID-19 pandemic. Building upon the work of previous years, the B20's 2020 Presidency has convened a task force focused on the future of work and education is topic, within this new context. e-issues and challenges related to the Future of Work and Education.~~ The task force brings together a chair, several co-chairs, and around 100 members of the global business community and organizations relevant to the issues at hand.

The task force ~~has prepared~~ ~~is preparing~~ this policy paper to present to the G20 governments, ~~including with~~ specific and actionable policy recommendations to ~~navigate successfully through today's crisis and build a stronger and brighter~~ ~~improve the~~ future of work and education. A communique will be presented to G20 leaders by the B20 chairman at the B20 summit including these policy recommendations. In addition, further joint communiqués ~~are will~~ ~~being~~ presented to the G20, in collaboration with other relevant engagement groups and organizations working to improve the future of work and education, ensuring consistency and reinforcing our positions and recommendations.

This policy paper is organized around three priority themes and contains six core policy recommendations. Each recommendation is supported by a number of specific policy actions, designed to guide implementation of those recommendations.

A note on methodology - How the policy areas were arrived at:

To arrive at the policy recommendations outlined in this paper, we executed a three-phase approach:

First, we analyzed the current state of inequality and inefficiencies in labor markets and in education, training and job opportunities. On the basis of qualitative and quantitative secondary research, we identified the key challenges and opportunities related to labor markets, education and training systems. Through this process we arrived at the priority themes for the taskforce, as well as initial input to potential recommendation areas.

Second, we conducted an analysis of G20 activities related to improving labor markets and education systems from the recent G20 Presidencies in Japan (2019), Argentina (2018) and Germany (2017). We identified the relevant recommendations made in these three years, and the subsequent impact and results achieved. We further analyzed the key recommendations from relevant B20 taskforces over



these three years and the degree to which these translated into G20 commitments and impact. This analysis provided a context and chronology of the efforts of the B20 and the G20, and highlighted areas for continued focus. For more information on this analysis, please refer to the Inception Document created by this taskforce for the Inception Event in January 2020.

Third, we took this year's B20 and G20 priorities related to the future of work and education, combined them with the two steps above, and conducted a survey of taskforce members to understand their prioritization of relevant topics. This allowed us to generate 12 potential action areas, distributed across our three priority themes. The survey input provided an initial prioritization of these action areas, which then underwent further exploration by taskforce members at the Inception Event in January 2020. The workshop and discussions during that event allowed the taskforce to redistribute action areas into five distinct recommendation areas, spread across the three priority themes.

At the first taskforce teleconference, there was broad agreement on most of the identified priorities. There was also consensus on the need to accelerate action across the G20 countries. A subsequent meeting of the Chair, Co-chairs, B20 Secretariat and Knowledge Partner was convened to deliberate on how the need for accelerated action can be incorporated in the paper. As an outcome of this meeting, the three priority themes and five policy recommendations were re-arranged to introduce a new recommendation that calls upon G20 governments to [prioritize tangible action on the future of work and education through coordinated Action Plans at the G20 and national levels.](#)

~~[-As the COVID-19 pandemic took hold across the world, the urgency to focus on the future of work and education increased, adding a new lens to the work of the task force. Accordingly, the recommendations and contents of the paper were](#)~~
~~[paper was revised to emphasize the need to mobilizing a rapid response to the immediate concerns](#)~~
~~[needs of businesses and workers, as well as implementing urgent measures to secure a swift and smooth recovery, and taking clear steps to build a resilient future of work and education.](#)~~

~~[Our objective is to partner with government to](#)~~
~~[In doing so, we aim to both minimize the devastation caused by this economic crisis, and also to avail of the opportunity to implement](#)~~
~~[long-awaited reforms and policy actions that will build a future of work and education that is relevant to future trends and resilient to future shocks.](#)~~

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Policy Recommendations

Making the Future of Work and Education Central to Socio-Economic Planning—Building Confidence and Resilience in Future Labor Markets

The COVID-19 pandemic may be over in months, but the impact on economies and on employment will last for years. The business community is ready and eager to collaborate with G20 governments to shape a coordinated global response that urgently revives employment growth and prospects.

Our primary intent is to build confidence in future labor markets, to revitalize employment growth as quickly and as smoothly as possible, as well as laying the foundations for a future of work and education that is relevant to future trends and resilient to subsequent economic shocks and disruptions.

This is the moment to build upon the shared resolve and commitment of all social partners to create and deliver a coordinated plan for tangible action.

B20 recommendations on the future of work and education have always reinforced and built upon the proposals of previous Presidencies. The 2017 summit in Germany called for open, dynamic and inclusive labor markets and for help to adapt education systems in response to technological change.⁵⁶ The 2018 Argentina summit built on this and advocated approaches to prepare society for an inclusive future of work, highlighting lifelong learning and the “learning to learn” model.⁵⁷ In 2019, at the summit in Japan, the B20 called for better implementation of existing commitments on employment to create sustainable labor markets and secure the future of work for all.⁵⁸

While recognizing the progress made by G20 countries in implementing the menu of policy actions⁵⁹, the 2020 Saudi Arabia Presidency calls for policymakers to make the future of work and education a national strategic priority, with concrete plans to accelerate action.

Overview

Recommendation 1
Strategic re-prioritization of the Future of Work & Education in national government agendas—Focus on building a relevant and resilient future of work and

The future of work and education must become a strategic priority to achieve a rapid and sustainable economic recovery from the pandemic-driven collapse, with appropriate representation and accountability at the highest levels across all countries. The future of work and education must become a strategic priority for national governments, with appropriate representation and accountability at the highest level.

⁵⁶ <https://www.b20germany.org/nc/priorities/employment-education/>

⁵⁷ https://www.b20argentina.info/Content/Images/documents/20180918_210631-B20A%20EE%20Policy%20Paper.pdf

⁵⁸ <http://globalbusinesscoalition.org/global-governance-news/b20-tokyo-summit-joint-recommendations-society-5-0-for-sdgs/>

⁵⁹ <http://www.g20.utoronto.ca/2018/g20-menu-of-policy-options-for-the-future-of-work-0.pdf>



education as a global and national priority	
Policy Action 1.1	Develop a G20 Action Plan on Employment to urgently address the short-term crisis and jumpstart job creation during the revival
Policy Action 1.2	Gather lessons from this crisis to design policies that build resilience against future shocks to labor markets
Policy Action 1.3	Commit to labor market reforms that build resilience to fast-evolving technological, environment and societal trends Reform labor market regulations to ensure relevance to new technological, environmental and societal realities

POLICY RECOMMENDATION 1: STRATEGIC RE-PRIORITIZATION OF THE FUTURE OF WORK & EDUCATION IN NATIONAL GOVERNMENT AGENDAS FOCUS ON BUILDING A RELEVANT AND RESILIENT FUTURE OF WORK AND EDUCATION AS A GLOBAL AND NATIONAL PRIORITY

Context for Policy Recommendation

[We have seen worthy and welcome healthcare, monetary and fiscal measures in response to the pandemic from many G20 nations. We hope and expect that these efforts will continue and evolve, as appropriate. What is required now is urgent, coordinated action on employment. The G20 is the logical locus to convene the relevant partners and design a framework for action at the scale required.](#)

[The G20 built strong legitimacy during the 2008-9 financial crisis, due to its~~their~~ united action and rapid, coordinated response. The business community hopes to recreate that spirit of coalition and collaboration to confront today's health, economic, employment and social crises.](#)

[The G20 offers a unique institution to marshal this coordinated response, because it can assemble the breadth of markets from around the world to make a real impact. This is especially true to reach and support lower-income countries, which are set to see a devastating impact for which they are unprepared.](#)

[The G20 also brings together the key executive decision makers who can agree upon and leads a coordinated path to recovery and resilience for the future. In addition, the G20's engagement groups, including the B20, represent an invaluable multi-stakeholder community of ~~committed~~ leaders committed to collaborative action.~~provide~~.](#)

[The urgency and breadth of the employment challenge demands ~~a~~ concerted cooperation~~laboration~~ ~~from~~ across all social partners, from ~~across~~ business, government and civil society. There has rarely been such strong convergence of interest and ambition across stakeholders; we must capitalize upon this moment.](#)

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Moreover, this coalition and consensus for action presents a chance to finally implement some of the fundamental reforms required to ensure that labor markets and workforces are relevant to the trends and forces that are shaping the future of work and education. For example, labor market regulations need to catch up with the realities of the 21st Century workplace, such as diverse forms of work. Workforce skills need to align better with the evolving jobs of the future. In fact, the pandemic period may well be speeding up some of the technological, environmental and societal trends that were already transforming the landscape of skillsets in demand. Consider the sharper focus on innovation and sustainability, or new technologies such as artificial intelligence and tools that allow us to live, learn and work in virtual and digital environments.

Finally, the lessons we learn during this difficult period must feed into G20 and national the action plans in order to build resilience to future shocks, such as subsequent pandemics, natural disasters or climate change-related incidents. Just as the global community has we have long known about, but overlooked ignored, the risk of global pandemics, we are aware that other potential shocks are on the horizon, and increasing in likelihood.

Global challenges at this scale demand global solutions and cooperative action.

Need for dedicated leadership

Addressing the challenges associated with changes in technology, diverse forms of work and economic shocks, requires coordinated policy intervention with top government leadership driving efforts. Having a dedicated office or leader for the future of work and education helps to bring relevant parties together to discuss potential issues and formulate the best policy responses. Current efforts are in most cases spread across different departments and agencies within government. However, this is beginning to change.

Some governments have the Head of State leading efforts to prepare for the future of work and education. For example, in Denmark, the Prime Minister chairs the Danish Disruption Council that seeks to seize opportunities, address challenges and adapt to new conditions linked to new technology and digitalization. One of the themes addressed by the council has been the Danish flexicurity model and how to integrate platform workers into the labor market in terms of securing working conditions and proper classification.⁶⁰

State governments in the US are exploring different approaches to align and prioritize future of work policies. Some states like California and Washington have established short term commissions or task forces while others like Indiana have established a new Governor's Workforce Cabinet with responsibility for the future of work and related issues.⁶¹ In 2017 the US Virginia General Assembly elevated the state's Chief Workforce Development Advisor to a Cabinet level position, with the

⁶⁰ https://www.oecd-ilibrary.org/sites/0763f1b7-en/1/2/12/index.html?itemId=/content/publication/0763f1b7-en&_csp=4f5ce0e420332b95eeb96ce1aeb7cb26&item!GO=oeed&itemContentType=book

⁶¹ https://www.aspeninstitute.org/publications/future-of-work-initiative-state-policy-agenda-february-2019/#_edn68

responsibility to help coordinate efforts across various agencies and to address the needs of a changing workforce.⁶²

Collaboration within government and with the ecosystem

The challenges that the fourth industrial revolution brings are both broad and urgent. They will require a multi-stakeholder approach, as no single entity can turn the dial without the buy-in and collaboration of relevant actors. Policymakers would do well to convene an ecosystem of relevant players from across sectors, to develop shared roadmaps towards action. Singapore has taken this approach with its Future Economy Council (see Exhibit 3), which brings together actors from government, industry, academia and training to set a strategy and to execute initiatives aimed at economic and social prosperity. Similar initiatives are in place in other countries too. Australia and Canada have formed cross-government working groups to better coordinate policy relating to the future of work (including diverse forms of work).⁶³

Improving data collection, monitoring and evaluation

A lack of information about diverse forms of work and the characteristics of the individuals engaged in it could limit the development of adequate policy. According to the OECD, while existing labor force surveys and household surveys capture information on self-employment, fixed term and part-time work, they may not be able to identify platform workers, flexible working arrangements (such as variable-hours contracts), and the dependent self-employed.⁶⁴ Many countries are making efforts to build better evidence on diverse forms of work through data collection. For example, Statistics Canada added questions to the labor force survey in 2016 as a one-time initiative to gather data on Canadians' use of platforms offering accommodation and transportation services, and the share of Canadians who provide these services. Belgium made modifications to tax and social security data files, including new codes to identify flexi-jobs, a type of secondary job with favorable tax treatment.⁶⁵

The implementation of previous policy actions related to the future of work and education needs to be tracked against stated objectives and outcomes to identify where further interventions are required. This monitoring and evaluation is in keeping with international best practices. For example, the OECD publishes the Employment Protection Legislation Index that tracks the stringency of employment protection legislation. For example, the European Commission publishes the Digital Economy and Society Index to track the performance of EU Member States in digital connectivity, digital skills online activity, the digitization of businesses and digital public services.⁶⁶ The Index has

⁶² https://www.richmond.com/news/virginia/government-politics/general-assembly/northam-names-megan-healy-as-first-cabinet-level-adviser-on/article_e2beca3f-1fea-5f6f-b01c-78d5e6fe468e.html

⁶³ https://www.oecd-ilibrary.org/sites/0763f1b7-en/1/2/12/index.html?itemId=/content/publication/0763f1b7-en&_csp=4f5ce0c420332b95eeb96ce1aeb7cb26&itemIGO=oecd&itemContentType=book

⁶⁴ https://www.oecd-ilibrary.org/sites/0763f1b7-en/1/2/12/index.html?itemId=/content/publication/0763f1b7-en&_csp=4f5ce0c420332b95eeb96ce1aeb7cb26&itemIGO=oecd&itemContentType=book

⁶⁵ https://www.oecd-ilibrary.org/sites/0763f1b7-en/1/2/12/index.html?itemId=/content/publication/0763f1b7-en&_csp=4f5ce0c420332b95eeb96ce1aeb7cb26&itemIGO=oecd&itemContentType=book

⁶⁶ <https://ec.europa.eu/digital-single-market/en/desi>

now been expanded to cover 45 countries by utilizing 24 datasets to enable trend analysis and comparison of digital performance.⁶⁷

When making the future of work and education a strategic priority, policies must be based on data and constantly evaluated through metrics and KPI's which will help Tracking a wide variety of relevant metrics helps policymakers understand existing gaps and decide on new targets and incentives. Data collection and evaluation is essential for policymakers to make an informed decision. Governments can tap into existing open datasets and collaborations (like the World Bank and LinkedIn partnership, see Exhibit 4) to enhance policy formulation.

EXHIBIT 3

Case Study: Future Economy Council, Singapore

Singapore has established The Future Economy Council (FEC) to drive economic growth and transformation in Singapore to contend with, and compete in, the future economy and the opportunities this presents to benefit the Singapore people. The Council takes a collaborative, multi-stakeholder approach and comprises the very top of Government, chaired by the Deputy Prime Minister and Minister for Finance, and brings together representatives from across government, industry, unions, and educational and training institutions. Recommendations for growth initiatives in the areas of economic growth clusters, skills development and innovation will be proposed by the Committee on the Future Economy (CFE), whilst the Council will oversee their implementation. These actions build upon the work achieved previously by Council on Skills, Innovation and Productivity, which includes SkillsFuture initiatives and Industry Transformation Maps.

Source: <https://www.mof.gov.sg/Newsroom/Parliamentary-Replies/Scope-of-Future-Economy-Council>
<https://www.mti.gov.sg/FutureEconomy/TheFutureEconomyCouncil>

EXHIBIT 4

Case Study: Digital Data for Development

To help developing countries with innovative policy decisions and respond to the rapidly changing global economy, the World Bank and LinkedIn have created the Digital Data for Development collaboration. Through its pro bono Economic Graph initiative, LinkedIn uses data to measure complex dynamics of the global economy and then share these insights with policymakers to enhance global access to jobs and economic opportunities.

The data is useful for policymakers to make decisions in the following areas:

- Employment growth—Trends in employment and which sectors are driving job growth

⁶⁷ <https://ec.europa.eu/digital-single-market/en/news/international-digital-economy-and-society-index-2018>

- ~~Industry skills — Specific skills required for each industry, which skills are becoming more important and how skills are being applied across industries~~
- ~~Talent migration — competing countries for talent, industries and skills that are experiencing the biggest gains or losses associated with talent movements, cross-country talent movement data~~

Source: <https://linkedindata.worldbank.org/about>, <https://economicgraph.linkedin.com/about#all>

POLICY ACTIONS FOR RECOMMENDATION 1

Policy Action 1.1: Develop a G20 Action Plan on Employment to urgently address the short-term crisis and jumpstart job creation during the revival

Policy Action 1.2: Gather lessons from this crisis to design policies that build resilience against future shocks to labor markets

Policy Action 1.3: Commit to labor market reforms that build resilience to fast-evolving technological, environmental and societal trends ~~Reform labor market regulations in preparation for new technological, environment and societal realities~~

Enabling Dynamic Labor Markets that Promote Decent Work for All ~~and Responsible Labor Markets~~

~~The aftermath of the COVID-19 pandemic offers a rare opportunity to reform labor market regulations to catch up with the fast-changing realities of the modern economy. Accordingly, ~~it is after~~ The forces reshaping the world of work offer tremendous new opportunities for dynamism and flexibility have become essential requirements of labor markets.~~ At the same time, policy safeguards must protect those workers vulnerable to the forces at play. Labor markets must be governed and designed to function in an ethically responsible way. In this context, we propose the following policy recommendations and policy actions:

Overview	
Recommendation 2 Strengthen inclusiveness and diversity of labor markets	Countries must develop policies and programs that support diverse forms of productive employment and decent work for all. This includes policies that ensure equal access and opportunity to all demographic groups to join, and thrive in, the workforce.
Policy Action 2.1	Promote <u>and enable</u> diverse forms of work
Policy Action 2.2	Strengthen inclusiveness of labor markets
Policy Action 2.3	Incentivize the informal sector to formalize
Policy Action 2.4	Foster labor migration in line with labor market needs
Recommendation 3 Proactively enable SMEs and entrepreneurs	Countries need to create an enabling environment for entrepreneurship and for SMEs, the engines for economic growth and job creation.
Policy Action 3.1	Develop and implement ambitious support strategies for entrepreneurs
Policy Action 3.2	Promote education for entrepreneurship
Policy Action 3.3	Facilitate access to international markets

POLICY RECOMMENDATION 2: STRENGTHEN INCLUSIVENESS AND DIVERSITY OF LABOR MARKETS

Context for Policy Recommendation

Increasingly diverse forms of work

Countries around the world have seen the emergence of diverse forms of labor contracts. These include own-account work and platform work (i.e. work mediated by a digital platform company) (see Exhibit 25).⁶⁸ These diverse forms of work contracts provide important flexibility and opportunities for income and employment to a growing number of workers. Flexible contracts have offered a lifeline to many workers that were previously excluded from the labor market on account of disability, care responsibilities, age, or illness. As a result, more people have been able to enter the workforce and contribute to economic output. Diverse forms of work enable the creation of a more inclusive and dynamic workforce that creates more jobs that allow for formalization. Digital platforms have further enabled these opportunities, allowing independent freelancers to connect with individuals or businesses for short-term services. Mastercard estimates the size of the global gig economy to be around US\$204 billion in 2018. This is projected to increase to US\$455 billion by 2023.⁶⁹

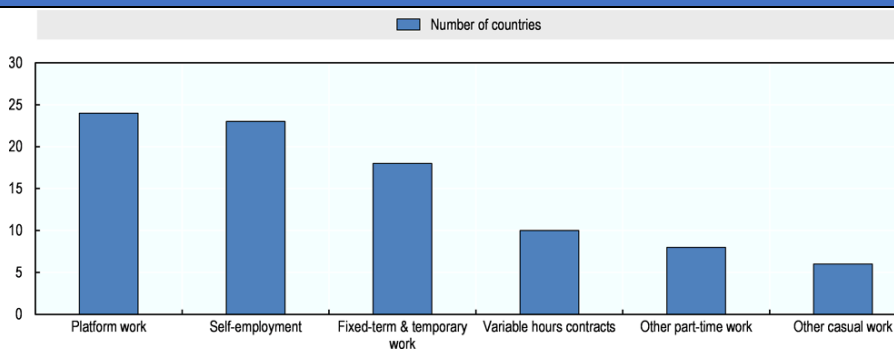
~~The COVID-19 crisis has put diverse forms of work in the spotlight with their role during the lockdown and discussions around how workers in this segment were impacted. Countries around the world have seen the emergence of diverse forms of labor contracts. These include fixed-term work, part-time work, agency-work and self-employment. These diverse forms of work contracts provide important flexibility and opportunities for income and employment to a growing number of workers. Flexible contracts have offered a lifeline to many workers that were previously excluded from the labor market on account of inexperience, training, disability, care responsibilities, age, or illness. As a result, more people have been able to enter the workforce and contribute to economic output. New technological solutions (including platform technologies) have further enabled and enhanced these opportunities, allowing people to better connect with job opportunities as well as build and manage relationships with businesses and customers and work (business & consumer) clients.~~

⁶⁸ https://www.oecd-ilibrary.org/sites/0763f1b7-en/1/2/1/index.html?itemId=/content/publication/0763f1b7-en&_csp=4f5ce0c420322b95eeb96ce1aeb7cb26&itemGO=oced&itemContentType=book

⁶⁹ Mastercard and Kaiser Associates, 2019.

The Global Gig Economy: Capitalizing on a ~\$500B Opportunity, <https://newsroom.mastercard.com/wp-content/uploads/2019/05/Gig-Economy-White-Paper-May-2019.pdf>

EXHIBIT 5: Which 'diverse forms of work' receive the most policy attention?



Source: OECD/EC questionnaire on "Policy Responses to New Forms of Work".

While these diverse forms of work bring advantages in terms of flexibility for both workers and employers, concerns are raised around job quality and [the instances of improper use of such contracts, misclassification](#).⁷⁰ For example, the OECD finds that many countries have seen growth in false self-employment, where employers seek to evade tax and regulatory dues and obligations.⁷¹ [This is why easy classification regulation and classification enforcement measures are crucial for a level playing field.](#)

[Recent economic crises, not least that related to COVID-19, have revealed that many workers in different forms of work have weaker access to social protection, and this contingent of the workforce is large and growing. -Social protection frameworks need to be reformed to ensure that all workers have access to support, irrespective of the form or type of work. These updated frameworks must include categories and classifications that reflect the fact that digital working models are now a common and essential feature of the workplace, adapting social protection models to these new realities. Digital delivery of services should not lead to misclassification of workers and denying them access to social protection.](#)

To be clear, policy responses to this problem will need to be more sophisticated than a "simple fix" that adds bureaucracy without addressing the fundamental problem. Blunt policy tools risk eroding the dynamism, innovation and growth that these [diverse forms of work-contracts](#) have unleashed. Policymakers around the world are struggling to craft appropriate legislation to balance the benefits of these contracts whilst ensuring appropriate safeguards for workers. [For example, the US State of](#)

⁷⁰ <https://www.oecd-ilibrary.org/sites/0763f1b7-en/1/2/1/index.html?itemId=/content/publication/0763f1b7-en&csp=4f5ce0c420332b95eeb96ce1aeb7cb26&itemGO=oecd&itemContentType=book>

⁷¹ <https://www.oecd-ilibrary.org/sites/0763f1b7-en/1/2/1/index.html?itemId=/content/publication/0763f1b7-en&csp=4f5ce0c420332b95eeb96ce1aeb7cb26&itemGO=oecd&itemContentType=book>

California recently legislated that gig workers be classified as regular workers rather than independent contractors, granting them improved rights and protections.⁷² Social protection systems must be adapted to account for the growing number of workers in diverse forms of employment and formality must guarantee social security to all work models. The rights and protections of these workers that fall out of the purview of current labor law need strengthening. Accordingly, policymakers should explore the portability of social protection and skilling benefits across jobs and forms of employment.⁷³

Uneven rates of technology adoption across economies globally

While the progress of technology is inevitable, its effects on the labor market are not evenly distributed across skill levels, sectors and countries. For example, the timing and impact of automation will vary across geographies due to differences in economic structure and wage levels.⁷⁴ OECD analysis shows that even within countries, there is geographic variance in job automation risk. The share of jobs at high risk is about 40% in some regions (e.g. West Slovakia) and is as low as 4% in others (e.g. the region around the Norwegian capital Oslo).⁷⁵ This variation is largely a result of the levels of investment made in new technologies and levels of educational attainment in the region or country. Moreover, uneven technological progress risks the widening of economic and social divides, results in sections of society being left without access to these powerful tools for social and economic empowerment, thereby isking the widening of economic and social divides, demanding attention from government. The creation of public policies that facilitate access to technology to everyone is crucial to reduce the backwardness of certain groups of people. This need for equitable access to technology was amplified during the COVID-19 related lockdowns. Access to communication technologies and online platforms for work, study and entertainment were critical as people all over the world were isolated stuck at home. At the same time, countries that have been slower to spread the benefits of technology can benefit from best practices learned from others, as well as benefiting from relatively lower costs of technology over time. Policy responses to technology-led disruption should therefore take into account the impact over different time horizons as well as impact across regions.

Persistently excluded workforce segments

The need for more inclusive labor markets is a top priority for the 2020 B20 Presidency. The imperative to improve inclusion covers a diversity of groups and untapped talent pools such as women, youth, older workers, persons with disabilities, veterans, formerly incarcerated, and the full range of minorities that are discriminated against in different markets. To include these target groups in the labour market, policymakers need to ensure the frameworks are in place and that these frameworks are tested and effective. Additionally, the frameworks need to be aligned to the business sector and there should be active collaboration between the public and private sector to promote the activation

⁷² https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201920200AB5

⁷³ <https://www.oecd.org/employment/Employment-Outlook-2019-Highlight-EN.pdf>

⁷⁴ https://www.bsr.org/reports/BSR_Automation_Sustainable_Jobs_Business_Transition.pdf

⁷⁵ <https://www.oecd.org/newsroom/job-automation-risks-vary-widely-across-different-regions-within-countries.htm>

~~of these target groups. The following groups stand out as requiring immediate action for greater inclusion in labor markets:~~

~~The need for more inclusive labor markets has been a top priority since the inception of the 2020 B20 Presidency. But since the COVID-19 health pandemic, a new urgency has been placed on protecting and supporting vulnerable segments of the workforce, as they are often disproportionately affected by the negative consequences of the economic fallout of the crisis. These groups include women, youth, older workers, persons with disabilities, and all minorities that are discriminated against in different markets. It is imperative to include a diversity of groups such as women, youth, older workers, persons with disabilities, and all minorities that are discriminated against in different markets.~~

~~Indeed, specific labor market groups require targeted specific Active Labor Market Policies (ALMPs) tailored to their needs. The B20 business community acknowledges overall structural issues with these activation policies (see below). These structural issues need to be resolved for all groups of workers who might need transition and participation support in the face of barriers to full inclusion in challenges in the labor markets.~~

~~Firstly, activation policies need to be better scrutinized and assessed vis-à-vis their impact on employment and employability. This needs to be done independently and professionally in to improve effectiveness of public activation policies. Secondly, better collaboration and collaboration with the business community is essential. Improving this connection Private sector involvement will increase the value that can be generated by these activation policies for employers, making them more likely to actively engage and the likelihood of their engagement with these opportunities. Finally, public employment services need to partner up with private employment services. Pooling private and public employment professionals and organizations allows the sharing of to share expertise, the creation of synergies and allows for more efficient and targeted design of public activation policies.~~

~~In the context, specific target groups require policies tailored to their unique situation. The following target groups stand out as requiring immediate intervention through activation policies to improve inclusion. They have also faced disproportionate vulnerabilities to the economic impacts of the health pandemic, as detailed explained in the introduction of this policy paper activation action for greater inclusion in labor markets:~~

Inclusion: ~~Female~~ Women workers

The role of women is of particular importance for this B20 Presidency, and for this reason, our B20 Task Force is collaborating closely with the B20 Action Council for Women in Business as well as the W20 Engagement Group and other relevant organizations, to ensure that our policy recommendations and policy actions are aligned and reinforce one another. Relevant recommendations and policy actions from the B20 Women in Business Action Council have been incorporated in this paper. It is worth noting, as explained in the introduction to this paper, that women are disproportionately impacted by the COVID-19 related crises, both in terms of the types of jobs at risk, the burden of additional family support and care, and the exposure to infection through over-representation in the health sector.

Meanwhile, the long-standing gap in female labor force participation (48% percent in 2018 vs 75% percent for males⁷⁶.) persists and, in some countries, is growing. G20 member countries have been at the forefront of gender equality initiatives, but there is much room for improvement. The *Brisbane 25 by 25* goal needs to be pursued with renewed commitment and tangible progress made by all countries. The time-bound numerical targets that have been set by various countries need to be assessed for effectiveness and impact.

Female workers have also been

Inclusion: Older workers

One of the fastest-growing segments of the labor market is older workers. This segment is a concern in many economies where work environments and practices are not adapted for older these workers. According to the World Health Organization, the number of people aged 60- and -above is expected to double in the next 30 years (reaching two billion in 2050).⁷⁷ Without appropriate training and preparation, increasing numbers of older workers may struggle to adapt to the future workplace that features new technologies, new practices, and new skill demands. We have already seen organizations struggling to include older workers in their tech-based homeworking plans during the the-COVID-19-related isolation period. Moreover, past experience shows that older workers that lose their jobs during a crisis find it exceptionally difficult to find work during the recovery.

-When planning practical action, it's important to address ~~There are also several~~ misconceptions about older workers and the attributes they bring to the workplace. According to research from the Society for Human Resource Management (SHRM), it is critical to move beyond generational stereotypes when what matters when working in a multi-generational workplace is to be able to move beyond generational stereotypes. Organizations should focus on job level and type of occupation, rather than generation, when thinking about the inclusion of older workers.⁷⁸

Inclusion: Disabled workers

Persons with disabilities comprise 15% percent of the global population but are significantly more likely to be unemployed – their average unemployment rates are double those of persons without a disability.⁷⁹ This is largely due to the physical, social, economic and environmental barriers that limit the work they can perform in traditional workplaces. A 2019 SHRM report highlighted the need for improved awareness and knowledge about the problems and solutions related to disabled workers within the workforce, including HR departments.⁸⁰ The lack of accessibility prevents persons with disabilities from entering the workforce, pushing them into unemployment and poverty. The business

⁷⁶ World Employment Social Outlook – Trends for Women 2018, ILO, https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_619577.pdf

⁷⁷ WHO. 2016. Ageing and health. <https://www.who.int/news-room/fact-sheets/detail/ageing-and-health>

⁷⁸ SHRM Foundation—Generational Conflict at Work: Separating Fact from Fiction <https://www.shrm.org/foundation/ourwork/initiatives/the-aging-workforce/Documents/Generational%20Conflict%20at%20Work.pdf>

⁷⁹ United Nations, Disability and Employment, <https://www.un.org/development/desa/disabilities/resources/factsheet-on-persons-with-disabilities/disability-and-employment.html>

⁸⁰ SHRM Employing Abilities@Work 2019 research study: https://employingabilities.org/2019_EAW_research_report.pdf

case for the inclusion of persons with disabilities in the workplace is clear: employees with disabilities offer tangible benefits, including increased innovation, improved productivity and a better work environment. A recent Accenture study found that GDP in the United States could increase by up to US\$25 billion if just 1% ~~percent~~ more of persons with disabilities were part of the US labor force.⁸¹

The ILO Centenary Declaration on the Future of Work states that the ILO must direct efforts to 'ensuring equal opportunities and treatment in the world of work for persons with disabilities, as well as for other persons in vulnerable situations.' The ILO Global Business and Disability Network advocates that persons with disabilities and the disability perspective need to be central in all "future of work"-related discussions at global, regional, national and local levels.⁸²

Inclusion: Young workers

Young workers increasingly face significant challenges in finding decent jobs. The global youth unemployment rate (covering ages 15-24) ~~was already estimated at 11.8% percent before the COVID-19 pandemic, with some countries seeing multiple times that average figure. As noted in the introduction to this paper, young people typically find it harder to find work after a crisis, and extended periods of unemployment during youth impacts lifelong career opportunities. can seriously affect~~ ~~and this situation is not expected to change substantially in the near term.~~ Employers also struggle to adapt their workplaces to changing work cultures and attitudes driven by the rise of millennials and GenZ in the workforce. Failure to integrate young people into the productive workforce pushes them from 'generators' of growth and productivity into 'drags' on growth and productivity.⁸³ The consequences are dangerous and costly in terms of the health and mental wellbeing of individuals and of society in general. The UN Decent Jobs for Youth initiative seeks to address the youth employment challenge by identifying and promoting effective, innovative and evidence-based strategies and interventions.⁸⁴

Inclusion: Groups suffering discrimination

Different countries possess different minority groups that are discriminated against to varying degrees. Common reasons include ethnicity, religion and sexuality. For example, a survey by the trade union Prospect in the UK found that about half of ethnic minority workers experienced some form of racism in their workplace.⁸⁵

Labor markets that allow and encourage all people of working age to participate in paid work and which provide a framework for their development are vital to establish and reinforce the core

⁸¹ Accenture. 2018. Getting to Equal: The Disability Inclusion Advantage. https://www.accenture.com/_acnmedia/pdf-89/accenture-disability-inclusion-research-report.pdf

⁸² http://www.businessanddisability.org/wp-content/uploads/2019/11/PDF_acc_FoW_PwD.pdf

⁸³ United Nations. 2018. World Youth Report. <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/WorldYouthReport-2030Agenda.pdf>

⁸⁴ <https://www.decentjobsforyouth.org/global-initiative#who-we-are>

⁸⁵ <https://www.runnymedetrust.org/blog/racism-and-integration-in-the-workplace>

principles of equality, sustainability, and social cohesion, providing support for sustainable development.

Inclusion: Long-term unemployed, ~~and~~ disenfranchised ~~and~~ formerly incarcerated workers

Long-term unemployment continues to be a major area of concern. In the European Union, the average long-term unemployment rate (the percentage of unemployed persons that have been out of work for longer than 12 months) was as high as 41.2% ~~percent~~ in 2017.⁸⁶ Added to this is the issue of ‘missing workers’, potential workers who are not employed nor actively seeking a job as a result of scarce job opportunities.⁸⁷ These workers can be an important source of latent talent that should be incentivized to join the workforce.

For example, At a time when there is a war on global talent, many employers are finding that they need to consider new sources of workers. For ~~mm~~many organizations have found, that formerly incarcerated individuals can be a good source of untapped talent that business leaders simply cannot afford to overlook for businesses. Not only is it the right thing to do, to give can this give a deserving person a second chance — in alignment with each country’s laws — but , but it is becoming imperative as businesses continue to experience recruiting difficulties at alarming rates. For ~~g~~Governments, labor law reforms and the development of mechanisms to ~~for~~ the support the hiring of the formerly - incarcerated individuals offer ~~represents not only~~ an effective ~~-venue~~ for recovery, ~~but~~ a decrease ~~of~~ in re-incarceration rates and an effective use of public funding.⁸⁸

Additionally, veterans ~~can~~ represent another ~~so~~ examples of ‘missing workers’ in some instances. According to the International Institute for Strategic Studies, ~~in~~ the number of armed forces personnel in G20 countries is more than 14 million ~~people~~. Sooner or later, they will leave the Army ~~will~~ and face ~~of~~ the challenge of finding ways to support their families, secure income and make a positive impact beyond their time in service. In the US, 55% ~~percent~~ of veterans still report employment as a top transition challenge.⁸⁹ Ex-service members still face a number of setbacks — including stereotypes about non-transferable military skills and the supposed cultural challenges they pose. Collectively, such barriers contribute to an overall trend of underemployment among former servicemen and women.

Inclusion: Increasing mental health concerns

Workers with mental health conditions are an especially critical area to address. Societies are only now coming to terms with the sheer scale and ubiquity of this issue. A 2018 Accenture study of workers in the UK found that 65% ~~percent~~ of workers have personally experienced mental health challenges. Encouragingly, 82% ~~percent~~ of respondents said they are more willing to speak openly about mental health issues now than they were just a few years ago.⁹⁰

⁸⁶ <https://skills Panorama.cedefop.europa.eu/en/indicators/long-term-unemployment-rate>

⁸⁷ <https://www.epi.org/publication/missing-workers/>

⁸⁸ <https://www.gettingtalentbacktowork.org/>

⁸⁹ https://www.shrm.org/foundation/ourwork/initiatives/engaging-and-integrating-military-veterans/Documents/18-1730%20Vet%20Guidebook_Update_Web_FNL4.pdf

⁹⁰ https://www.accenture.com/_acnmedia/PDF-90/Accenture-TCH-Its-All-of-Us-Research-Updated-Report.pdf#zoom=50

Mental health is an integral part of general wellbeing or good health, defined by the World Health Organization (WHO) as ‘a state of complete physical, mental and social well-being not merely the absence of disease or infirmity’.⁹¹ A recent WHO-led study estimates that depression and anxiety disorders cost the global economy US\$ 1 trillion each year in lost productivity.⁹² In the US, NAMI research shows 62% of missed work days are attributed to a mental health condition. The same study shows that in the case of depression, the disorder is linked to an average absenteeism rate of 2.5 days per month.⁹³

Key to achieving a healthy workplace is the development of government legislation, strategies and policies. Research studies reveal that money spent on mental health is an investment that pays off – both in terms of healthier employees as well as healthier finances for companies.⁹⁴ A WHO-led study estimated that for every US\$ 1 invested in scaling-up treatment for common mental disorders, there is a return of US\$ 4 in improved health and productivity.⁹⁵

Enduring, massive, informal labor markets

Informal labor markets ~~labor informality~~ remains a key challenge. According to the International Labour Organization (ILO), over 60% ~~percent~~ of the world’s employed population earns its income through the informal economy. Although more prevalent in developing countries, informality exists in all countries irrespective of the level of socio-economic development.⁹⁶ People living in rural areas are almost twice as likely to be informally employed as those in urban areas. Agriculture is the sector with the highest level of informal employment, ~~—~~ estimated at more than 90% ~~percent~~.⁹⁷

People tend to enter the informal labor market because of a lack of opportunity and they are, in most cases, deprived of decent working conditions and social protection. Many immigrants also form part of the informal market, frequently through activities such as street vending, which limits their economic mobility. While not all informal workers are poor, poverty is both a cause and a consequence, of informality. In many countries, firms see the lack of an enabling environment in terms of employment and entrepreneurship regulation and tax laws as a disincentive to entering the formal economy. ~~The transition from the informal to the formal economy is of strategic significance for millions of workers and economic units around the world that are working and producing under challenging conditions. The ILO has made the formalization of the informal economy one of its target strategic outcomes and supports the transition to the formal economy at national levels.~~

As outlined in the introduction to this paper, the COVID-19 pandemic and its economic consequences have a disproportionate impact on informal workers, who lack social protection and often access to healthcare.

⁹¹ <https://www.who.int/about/who-we-are/constitution>

⁹² <https://www.who.int/mental-health/in-the-workplace/en/>

⁹³ <http://ceos.namimass.org/wp-content/uploads/2015/03/BAD-FOR-BUSINESS.pdf>

⁹⁴ https://www.health.harvard.edu/newsletter_article/mental-health-problems-in-the-workplace

⁹⁵ <https://www.who.int/mental-health/in-the-workplace/en/>

⁹⁶ International Labour Organization. 2018. Women and Men in the Informal Economy: A Statistical Picture. Geneva: ILO.

https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_626831.pdf

⁹⁷ https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_627189/lang--en/index.htm

Restricted-Limited labor mobility

The ILO estimates that 164 million people were migrant workers in 2018 – an increase of 9 percent since 2013. Of this, the majority of migrant workers – 96 million – are men, while 68 million are women. Migrant workers constitute 18.5 percent of the workforce in high-income countries, but only 1.4 to 2.2 percent in lower-income countries. From 2013 to 2017, the concentration of migrant workers in high-income countries fell from 74.7% to 67.9 percent, while their share in upper-middle-income countries increased.⁹⁸ International labor mobility is a complex policy issue as it concerns the interests of the country of origin, destination, and workers. Many immigrants also form part of the informal market and have limited economic mobility. Cross-border labor mobility can benefit economies when aligned with labor market needs, and needs and can be done through the more accurate matching of labor supply and demand, as well as providing businesses with improved access to high-quality talent for critical business operations.

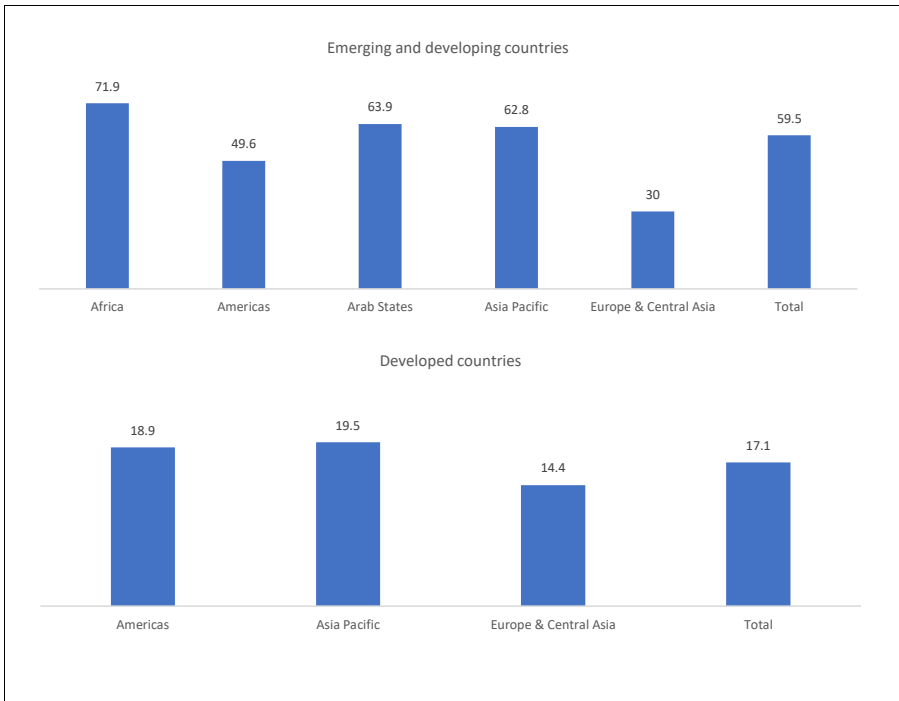
EXHIBIT 61

The Workplace Gender Equality Agency is an Australian Government statutory agency that is charged with promoting and improving gender equality in workplaces. It works collaboratively with employers providing advice, practical tools and education to help them improve their gender performance. It also helps employers comply with the reporting requirements under the Workplace Gender Equality Act 2012. This reporting framework aims to encourage measures that improve gender equality outcomes and has been designed to minimize the regulatory burden on business. The Agency uses the reporting data to develop educational Competitor Analysis Benchmark Reports based on six gender equality indicators. The reports can be customized by industry and organization size and enable employers to identify areas for focus, develop informed strategies and measure performance against peers over time.

Source: <https://www.wgea.gov.au/about-the-agency>

EXHIBIT 75: Share of non-agricultural informal employment in total employment (% , 2016)

⁹⁸ International Labour Organization. 2018. Global Estimates on International Migrant Workers. Geneva: ILO. https://www.ilo.org/global/about-the-ilo/newsroom/news/WCMS_652106/lang-en/index.htm



Source: ILO, 2016

EXHIBIT 86

Case Study: Digital Skills for Youth Program, Canada

The Digital Skills for Youth (DS4Y) program in Canada seeks to connect under-employed post-secondary graduates with small businesses and not-for-profit organizations to gain meaningful work experience that helps them transition to career-oriented employment.

The program supports a strong network of small to medium-sized businesses (SMEs with fewer than 500 employees) and not-for-profit organizations that can create employment opportunities for youth to build the digital skills needed for the evolving digital economy. It is part of the government’s Youth Employment and Skills Strategy (YESS), a horizontal initiative involving federal departments and agencies. DS4Y contributes to the YESS program by supporting youth who are more or less job-ready but who may require a first employment experience through wage-subsidy opportunities and skills development to enter and succeed in the labor market.

Source: Government of Canada, <https://www.ic.gc.ca/eic/site/122.nsf/eng/home>

EXHIBIT 107

Case Study: Future Skills Centre, Canada

The Future Skills Centre aims to help Canadians prepare for, transition, and adapt to new jobs and a changing labor market. Funded by the Government of Canada's Future Skills Program, the Future Skills Centre is a partnership between Blueprint, Ryerson University, and The Conference Board of Canada. The Centre supports practical skills development and ensures an inclusive approach to supporting underserved groups such as women, youth, Indigenous people, newcomers, LGBTQ+ people, persons with disabilities, veterans, and Canadians living in rural, remote, and Northern communities. The Centre also shares insights into the labor market of today and the future so that together with partners they can inform and support local approaches to skills development and employment training to help Canadians transition in the changing economy.

Source: <https://fsc-ccf.ca/who-we-are/>

EXHIBIT 108

Case Study: ILO Global Business and Disability Network

The ILO Global Business and Disability Network (GBDN) is an employer-led initiative that promotes the inclusion of people with disabilities in workplaces worldwide. Members include multinational corporations, national business and disability networks, and international not-for-profit and people's organizations. The Network supports national-level business initiatives on disability inclusion, particularly in developing countries. GBDN provides technical advice and facilitates contact with national business and disability initiatives, disabled people's organizations, and partners and offices of the ILO.

Source: ILO, <http://www.businessanddisability.org/>

EXHIBIT 109

Case Study: Skills Checkpoint for Older Workers Program, Australia

Australia's 2019 budget launched the A\$17.4 million Skills Checkpoint Program, which provides eligible Australians with guidance on transitioning into new roles within their current industry or pathways to a new career, including referral to relevant education and training options.

The Skills Checkpoint Program aims to support up to 20,000 older Australians over four years by providing targeted support to help them stay in, or get into, the workforce. Australia citizens aged 45 to 70 who are employed and at risk of entering the income support system, or recently unemployed (within three months) and not registered for government assistance are eligible for this program.

The program is linked to the Department of Employment, Skills, Small and Family Business Skills and Training Incentive. The incentive provides eligible participants with up to A\$2,200 to fund suitable training (accredited or non-accredited). The government contribution should be matched by either the participant or their employer.

Source: Australian Government, Department of Education, Skills and Employment,
<https://www.employment.gov.au/skillscheckpointprogram>

POLICY ACTIONS FOR RECOMMENDATION 2

Policy Action 2.1: Promote and enable diverse forms of work

- ~~Promote diverse forms of employment that are future-focused and conducive to robust job creation at every point along the skill curve~~
- ~~Promote flexible labor markets, being cognizant of the need for balanced and fair labor law reform~~
- ~~As diverse forms of work emerge (e.g. gig economy), ensure the protection of the rights of workers under labor law (e.g. work conditions, fair pay)~~
- ~~Identify social and environmental impacts of the adoption of technology in economic activities~~
- Promote diverse forms of employment (such as part-time, fixed-term, agency-work and so on) to create a dynamic and inclusive labor market, that allows new ways of working and offers a range of flexible options create the possibility for a variety of people and businesses to engage in work together with work in ways that they want.
- To promote transition, appropriate protections should be available regardless of the contractual form of work.
- New solutions for working, learning and social protection are needed. Social security mechanisms that prevent or obstruct labor market transition should be reformed.
- Diverse forms of work need a regulatory framework that fosters a level playing field and balance between them different forms of work.
- ~~Develop~~Ensure easy and clear and simple worker classification regulation and ensure compliance enforcement make sure these are complied with.
- Ensure social benefits are transferrable and portable across sectors and jobs, regardless of specific contractual employment relations.
- Broaden social protection systems to include all forms of employment.

Policy Action 2.2: Strengthen inclusiveness of labor markets

- [Improve the overall effectiveness of Active Labor Market Policies \(ALMPs\) through better scrutiny and assessment, better collaboration with the business community and more partnerships between public and private employment services.](#)
- Strengthen female employment participation (see Annex for detailed policy actions from the B20 Women in Business Action Council).
- Increase youth participation in the labor market through targeted initiatives.
- Support labor market participation of older workers by improving access to productive work that takes account of their life circumstances.
- Improve labor market integration for persons with disabilities.
- Support minority groups that are subject to discrimination in society.
- Drive social mobility for people from disadvantaged backgrounds by closing childhood skills gaps and reducing earnings inequalities.
- Identify and empower long-term unemployed, disenfranchised workers.
- Promote good mental health at work.

Policy Action 2.3: Incentivize the informal sector to formalize

- Review, reduce and simplify tax, bureaucratic and other structures to encourage formal sector participation.
- ~~Define and create comprehensive programs to enforce minimum living wage policies~~
- ~~Encourage business to formalize entry level jobs through skill building~~

Policy Action 2.4: Foster labor migration in line with labor market needs

- Enable flexible, transparent policies to improve the mobility ~~and compliance~~ of entrepreneurs, innovators and workforces.
- Promote the economic integration of migrants and refugees, and combat all forms of discrimination.

POLICY RECOMMENDATION 3: PROACTIVELY ENABLE SMES AND ENTREPRENEURS

Context for Policy Recommendation

Engines of growth and job creation

Entrepreneurs and Small and Medium-Sized Enterprises (SMEs) are engines of economic growth and job creation in every country. In OECD nations, SMEs account for 99% percent of all firms and contribute up to 60% percent of value-added to the economy. In emerging economies, SMEs contribute up to 45% percent of total employment and 33% percent of GDP.⁹⁹ Policymakers understand that SMEs are vital for inclusive growth and job creation, and they continue to explore ways to improve their productivity and competitiveness—especially given the challenges they face after the COVID-19. The economic impact of the COVID-19 pandemic on SMEs all over the world is difficult to underplay. For example, in the US, more than 96% of small businesses surveyed by Goldman Sachs in February 2020 say that they have been negatively impacted by the crisis. More than 75% say their business has been impacted by fewer sales.¹⁰⁰

The traditional expectation from business is that policymakers will enact reforms to reduce obstacles to business entry, to lower administrative costs of compliance, to create a level playing field, and to increase transparency. In the short term, businesses expect support to keep SMEs afloat during the pandemic as well as mechanism to stimulate growth during the recovery.

Catching up with Technology

More recently, there is increased urgency to enable SMEs to realize the power of new technologies available to transform their growth prospects. The COVID-19 crisis and the subsequent lockdown across the world has revealed how many SMEs are overall unprepared from a technology standpoint. More than 53% of employees in small businesses in the US don't have the ability to work from home.¹⁰¹ There is massive scope for increased greater adoption of technology solutions across SMEs to be prepared for economic and labor market shocks like the COVID-19 crisis. In doing so, they will also benefit from the productivity and growth opportunities brought by technology.

Some governments are proactively supporting SMEs as they seek to exploit the potential offered by digital technologies to sustain growth (see Exhibit 13-11 – Digital Mittelstand, Germany). Part of this effort is to recognize the role of tech-based startups, a subset of SMEs, in stimulating innovation and growth. Startups can will play a crucial role in stimulating economic recovery through innovative and agile solutions.

Governments can play an important role in convening diverse stakeholders and where relevant, supporting and piloting investments in early-stage, high-risk and high-potential innovations. A good

⁹⁹ OECD. 2018. OECD SME Ministerial Conference, <https://www.oecd.org/about/secretary-general/oecd-sme-ministerial-conference-mexico-2018.htm>

¹⁰⁰ <https://www.goldmansachs.com/citizenship/10000-small-businesses/US/no-time-to-waste/index.html>

¹⁰¹ <https://www.goldmansachs.com/citizenship/10000-small-businesses/US/no-time-to-waste/index.html>

example of this is the G20 SMART Innovation Initiative (Sustainable Innovation, Massive public platform, Accessible network, Revolutionary reform, and Technological innovation) which is an ecosystem of governments, the private sector, universities and research institutes, with the goal of promoting technological innovation to facilitate market access for SMEs and start-ups.

Among the startup community, “scale-up” firms deserve special attention, as these companies have proven the success of their business ideas and business models, and are therefore well positioned to translate their innovations into tangible impact, at scale. As increasing numbers of start-up and scale-up firms are led by young entrepreneurs that include social objectives as an intrinsic part of their business vision. Identifying such firms for targeted support can be a cost-effective way to -in their. Identifying scale-up firms that have the potential to address major societal challenges through new, innovative approaches means

Regulatory uncertainty and complexity

Regulatory uncertainty and complexity are significant factors hindering the success of SMEs across the world. Even to start a business, the number of days it takes is in double digits in many G20 countries (see Exhibit 4.10). The cost of regulatory and tax compliance sometimes forces SMEs to give up on growth opportunities and leads them to fall into a low-productivity/high-informality trap.¹⁰² High labor-related costs and restrictions on the use of diverse forms of work can act as a dampener to SME growth. The lack of clarity about regulations around new and advanced technologies like AI and drones also hinders the pace of growth of startups and SMEs.

EXHIBIT 4.10: Time required to start a business



Source: World Bank Ease of Doing Business, 2019

¹⁰² OECD, 2018, OECD SME Ministerial Conference, <https://www.oecd.org/about/secretary-general/oecd-sme-ministerial-conference-mexico-2018.htm>

Simplifying access to finance

While, previously, SMEs have always struggled to raise adequate finances for expansion, but after the COVID-19 crisis, they need emergency funds simply to stay afloat. Meeting the immediate liquidity needs of SMEs to pay their employees and other running costs has been a key focus of relief packages announced by governments worldwide. Several countries have introduced direct financial support to SMEs, such as new credits granted by public investment banks (France), zero-interest loans with no collateral (Japan) and reducing the time required for banks to provide credit approval (Israel). The US has launched the Disaster Relief Loan Programme for small businesses affected by the crisis.¹⁰³

According to the OECD, in the UK in 2016, new lending to SMEs fell by 4.1 percent year on year. In the Netherlands, the drop was 17.1 percent. Other regions like Latin America also face similar challenges.¹⁰⁴ In the startup space, female founders struggle to raise funds from traditional sources, as well as from VC-venture capital (VC) funds. In 2018, only 2.2% of VC funding went to female founders. In the UK, that number was 1%. Disaggregated by female founders of color, those numbers are even lower. In response to this, governments across the world are reforming regulatory frameworks to ensure that startups and SMEs have access to new models of financing such as crowdfunding and peer-to-peer lending. Many countries have increased support for the venture capital industry through the establishment or expansion of public funds co-investing with private actors.¹⁰⁵

Cost and challenges of training

Entrepreneurs are in dire need of support with training. Training is essential for productivity growth, but it requires significant expense and time, both of which are scarce resources for SMEs. Moreover, for a small firm, the impact of losing an employee that they have invested in training can be devastating. By supporting the training of entrepreneurs and SMEs, governments can reap disproportionate rewards through improved employment and growth outcomes. Training is a productive, value-adding use of employee time during the isolation phase of the current crisis, and should be incentivized and supported as far as possible. Moreover, The issue of training support will take on new urgency for SMEs as they look to rehire and refocus during the economic recovery.

EXHIBIT 4.11

Case Study: Mittelstand-Digital, Germany

Small and Medium-sized Enterprises (SMEs) or Mittelstand in Germany are recognized as the driving force of the country's economic growth and competitiveness. SMEs account for more than half of Germany's economic output and about 60% percent of jobs. To ensure that German SMEs

¹⁰³ <http://www.oecd.org/cfe/COVID-19-SME-Policy-Responses.pdf>

¹⁰⁵ OECD (2019), Financing SMEs and Entrepreneurs 2019: An OECD Scoreboard, OECD Publishing, Paris, https://doi.org/10.1787/fin_sme_ent-2019-en.

do not miss out on the promise of the digital revolution, the government has introduced several initiatives under the Mittelstand 4.0 plan.

Understanding the issues and challenges faced by SMEs, the Federal Ministry for Economic Affairs and Energy has set up 26 Mittelstand 4.0 competence centers since 2015. The Mittelstand 4.0 competence centers support SMEs with information and practical training to successfully exploit the opportunities offered by digitalization. New software solutions, Industry 4.0 applications, standardized eBusiness processes and digital networking offer SMEs a wide range of opportunities in the development of new products and services.

The nationwide funding program "go-digital" supports SMEs in their digital transformation journey. SMEs receive targeted consulting and implementation services in ~~the~~ three modules

- Digital business processes
- Digital market development
- IT security

Source: Federal Ministry for Economic Affairs and Energy, Germany, <https://www.bmwi.de/Redaktion/EN/Dossier/sme-policy.html>

EXHIBIT 4.5.12

Case Study: Erasmus for Young Entrepreneurs, EUROCHAMBERS

The 'Erasmus for Young Entrepreneurs' is a European business exchange program initiated by the European Union in 2009, which seeks to give an opportunity to new or aspiring entrepreneurs, to ~~receive~~ ~~get~~ a first-hand, 'practical' coaching from experienced entrepreneurs running SMEs in Europe. This 'practical' coaching, ~~which~~ represents ~~today~~ ~~the~~ only response to the lack of knowledge and training on entrepreneurship in Europe ~~today, and~~ will help new entrepreneurs develop relevant skills for managing and expanding their own businesses.

Host entrepreneurs ~~will~~ benefit from new and innovative ideas from ~~a~~ ~~motivated~~ ~~visiting~~ ~~new~~ entrepreneurs, ~~as well as~~ access ~~to~~ new markets and ~~opportunities to~~ establish business cooperation partnerships. The duration of the stay abroad can be from 1 to 6 months which can also be divided into ~~portions~~ ~~lots~~ of a minimum of 1 week spread over a maximum of 12 months. The European Union provides a grant to new entrepreneurs for their stay abroad which will contribute towards travel costs to and from the country of ~~the~~ stay, accommodation and subsistence costs during the visit.

The program also aims at informing participants about the opportunities offered by the Single Market such as lower transaction costs for businesses, larger market size, improved competitiveness, more choice and innovation, transitions costs and so on. ~~The~~ ~~is~~ ~~initiative~~ ~~promotion~~

also aims at guiding companies on how to overcome market and business obstacles. Statistics from the European Commission indicate that more than 90% of host entrepreneurs consider their relationship with the new entrepreneurs successful.

Source: https://www.erasmus-entrepreneurs.eu/press/130624_Press_dossier_EN_53315d72104ab.pdf

EXHIBIT 4.13

Case Study: SMEs to the World, Argentina

Argentina's Chamber of Commerce and Services and Mercado Libre, an e-commerce company, partnered to promote SMEs internationalization through the digital economy. The "SMEs to the World" program includes the development of an online platform designed for SMEs to show their products worldwide and the provision of digital skills training and capacity building for SME employees.

The program, launched in 2018, has reached more than 300 SMEs throughout the country. The SMEs have received on-demand training, both online and face to face, to improve their digital competencies. The online platform has about 1,500 visits per month, mostly from Latin American countries. As a result of this initiative, SMEs were able to start operating online, meet new business partners and broaden their markets.

Source: International Affairs Department, Argentinian Chamber of Commerce and Services (CAC), <https://www.pymesalmundo.com/>

POLICY ACTIONS FOR RECOMMENDATION 3

Policy Action 3.1: Develop and implement ambitious support strategies for entrepreneurs

- Simplify the regulatory environment for SMEs and entrepreneurs by reducing administrative and financial barriers
- Enhance access to digital infrastructure and connectivity for SMEs and entrepreneurs through implementation of the G20 SMART Innovation Initiative
- Foster female entrepreneurship (see Annex for detailed policy actions from the B20 Women in Business Action Council)

- Support training opportunities for SMEs and entrepreneurs

Policy Action 3.2: Promote education for entrepreneurship

- Encourage the teaching of entrepreneurship skills for all through [schools](#), universities, incubators and accelerators, especially for under-represented groups such as women and minorities

Policy Action 3.3: Facilitate access to international markets for SMEs and entrepreneurs

- [Help SMEs scale and move into foreign markets](#)
- [Strengthen SME access to global supply chains](#)

Designing Future-Ready Human Capital Systems

Lifelong learning begins in early childhood and requires education systems to nurture students with a thirst for continual learning, with agility to adapt and thrive in fast-evolving circumstances, and with resilience to confront the unexpected with confidence. Today's education systems fall far short of these requirements.

Also, as technology continues to disrupt the workplace, and the nature of work accelerates its continuous evolution, learning and training will become regular activities for adults. This is currently not the case, as testified by the dearth of large-scale, high-quality adult learning systems anywhere in the world. In this context, we propose the following policy recommendations and policy actions:

Overview	
Recommendation 4 Upgrade education systems to align with future labor market needs	National education systems need to modernize to address persistent basic skills gaps and to establish a pipeline of skilled workers entering the labor market that reflects future demand.
Policy Action 4.1	Close basic education gaps to promote a level playing field for future workers
Policy Action 4.2	Recalibrate teaching metrics and incentives towards future-relevant skills
Policy Action 4.3	Strengthen public-private collaboration to align skills supply and demand
Recommendation 5 Embrace new learning models and technologies to improve teaching techniques and environments	Education systems should take advantage of teaching techniques and tools that are proven to improve learning outcomes. This includes active learning approaches that target increasingly important skills like creativity, empathy and critical thinking, as well as digital learning tools.
Policy Action 5.1	Incorporate learning approaches that focus on non-automatable, advanced "human" skills
Policy Action 5.2	Invest in technologies that will improve the accessibility, effectiveness and relevance of learning at scale
Recommendation 6 Build lifelong learning systems that are adapted to adult needs	Countries should prioritize the role of lifelong learning in public training and education systems, including relevant infrastructure, pedagogic techniques and funding models. They should engage in learning approaches and models that are adapted to adult realities

	such as more flexible and modular courses, formal on-the-job training and apprenticeships, as well as leveraging new technologies to make learning more effective, efficient and personalized.
Policy Action 6.1	Build lifelong learning infrastructure (including funding models)
Policy Action 6.2	Adapt adult learning to adult brains and life commitments
Policy Action 6.3	Identify and empower workers vulnerable to technology displacement
Policy Action 6.4	Ensure portability and transferability of financial means for skilling rights and benefits

POLICY RECOMMENDATION 4: UPGRADE EDUCATION SYSTEMS TO ALIGN WITH FUTURE LABOR MARKET NEEDS

Context for Policy Recommendation

Lifelong learning begins early

Education remains inaccessible to millions of children around the world. Despite the proven and lifelong benefits of early education, nearly half of all children below primary school age are not enrolled in education, and over 72 million children of primary education age are not in school.¹⁰⁶ Low education levels and attainment stunt life prospects for an individual; and at the macro level, they shrink the talent pool for business and drain economic productivity and growth. Intervention must begin at early childhood: Children between 0 and 6 years of age who attend early childhood education and care for at least two years, perform better when they reach 15 years old than those who do not, according to the Programme for International Student Assessment (PISA).¹⁰⁷

Persistent gaps in basic skills

Gaps in basic skills (minimum proficiency in literacy and numeracy) are common across G20 countries; recorded at around 80% ~~percent~~ of the population in low-income countries, around 60% ~~percent~~ in middle-income countries, and around 20% ~~percent~~ in high-income countries.¹⁰⁸ Low literacy and numeracy skills are a serious constraint to living standards and to social and economic progress.

Digital skills are now also a basic skillset.

The lack of digital skills is a concern in low and middle-income countries as well as high-income countries. For example, in the UK, around 12% ~~percent~~ of the population will lack basic digital literacy within a decade.¹⁰⁹ In India, [the Digital Empowerment Foundation finds that where close to 30% ~~percent~~ of the population lacks basic literacy skills, and that the figure for digital literacy is about three times that for digital literacy.](#)¹¹⁰ [The reliance on digital solutions to work and to learn during the COVID-19 pandemic has highlighted the urgent need to include all parts of the population into the digital economy, from an early age. workers and future workers is lack of digital skills leads to many missing out on the promise of the digital economy and exacerbating existing economic and social divides.](#)

Skills gaps affecting work and society

¹⁰⁶ <https://www.humanium.org/en/right-to-education/>

¹⁰⁷ <https://doi.org/10.1787/9789264313835-en>

¹⁰⁸ https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_670542.pdf

¹⁰⁹ <https://www.telegraph.co.uk/technology/2018/09/11/lack-digital-skills-will-leave-7-million-left-behind-next-decade/>

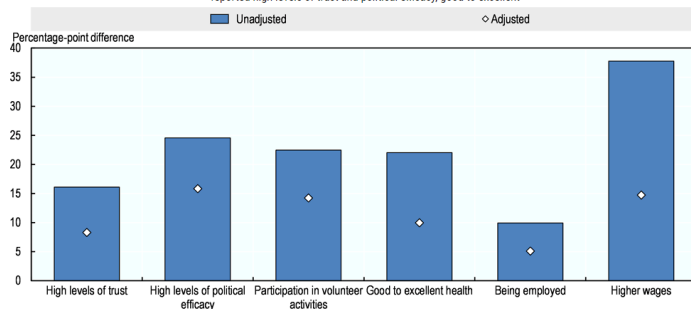
¹¹⁰ <https://www.financialexpress.com/education-2/a-look-at-indias-deep-digital-literacy-divide-and-why-it-needs-to-be-bridged/1323822/>

The longer we wait to upgrade our education systems, the greater the accumulated cost to our economies and societies. Data collected through the OECD Programme for the International Assessment of Adult Competencies (PIAAC) indicates a strong positive correlation between skills and labor market outcomes: those with higher skills proficiencies tend to have a greater chance of being employed and subsequently commanding higher wages.¹¹¹ Skills proficiency is also closely correlated with being able to participate in society “to a positive and full extent”, which further develops the cohesiveness of society itself. As Exhibit 4-14 shows, people with higher skill levels have higher levels of trust, are more active in community life and democracy, and have better health outcomes.

EXHIBIT 4-14: Literacy proficiency and economic and social outcomes

Figure 3.1. Literacy proficiency and positive economic and social outcomes

OECD average, adjusted and unadjusted difference between the percentage of adults with high proficiency (Level 4 or 5) and the percentage of adults with low proficiency (Level 1 or below) who reported high levels of trust and political efficacy, good to excellent



Source: OECD calculations based on OECD (2018[3]), *Survey of Adults Skills database (PIAAC) (2012, 2015)*, <http://www.oecd.org/skills/piaac/>

Catching up with evolving skills demands

A major outstanding question is: which skills to teach and how to teach them? As skills requirements are evolving faster than ever before, the forecasting and anticipation of future skill demand is crucial. This requires high-quality, accurate and complete data, as well as deep collaboration with business to understand continuously evolving trends. These insights must feed into the design and delivery of education and training curricula, to ensure continuous improvement and relevance.

¹¹¹ OECD (2016), *Skills Matter: Further Results from the Survey of Adult Skills*, OECD Skills Studies, OECD Publishing, Paris, <https://dx.doi.org/10.1787/9789264258051-en>.

[For example, the revival from today's crisis would benefit from accurate, real-time data about evolving needs in different sectors and types of job, allowing for more efficient training, transition and job placement.](#)

[In the longer-term, better data and insights about skill needs should become a building block for both education and workforce planning.](#)

Clearly, some fundamental skills such as numeracy, literacy and digital skills will be required for the foreseeable future. But the workplaces that today's children will enter will look very different from those we see today. Machines will be performing most repetitive and routine tasks, and tasks like complex and precision calculations. Human tasks will [increasingly prioritize/revolve around](#) skillsets such as creativity, socio-emotional intelligence, complex reasoning, judgment and critical thinking. These are skills that are innately "human", yet our education systems do not prioritize them today.

Stimulating knowledge and excitement about the future

Our institutions must become better informed about what the jobs and skills of the future will be. They need agility to adapt quickly to the needs of the evolving labor market. And accordingly, incentives and mechanisms should guide young learners towards the jobs and skills of the future. This includes giving students access to career counseling resources that offer relevant options and guidance.

When designing the teaching of in-demand skills, lessons must be engaging and enjoyable, stimulating interest in future options and prospects. Data shows that less than 15% [percent](#) of new entrants to bachelor programs study engineering, manufacturing and construction and less than 5% [percent](#) study information and communication technologies, despite these fields being most closely associated with technological progress and with the best labor market outcomes and employment prospects.¹¹²

EXHIBIT 1815

Case Study: National Computing Curriculum in England, UK

In the UK, computing has been a compulsory part of the national curriculum at primary and secondary schools since 2014. The curriculum upgraded the previous ICT national curriculum and moved more towards teaching programming and other aspects of computer science, with a focus on how to apply computational thinking at the core of the program of study. The curriculum aims to give pupils a broad education, encouraging creativity and equipping them with the knowledge and skills to understand and participate in the digital world. Students learn how computers and computer systems work, design and build programs, develop their own ideas using technology, and create various digital content.

¹¹² OECD (2019), Education at a Glance 2019: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/f8d7880d-en>.

To support and improve the effective delivery of ~~the~~ computing education in England, the Department for Education established and funds the National Centre for Computing Education. The Centre is run by a consortium comprising STEM Learning, the Raspberry Pi Foundation and BCS, the Chartered Institute for IT. With the aim of achieving a world-class computing education for every child in England, the Centre provides high-quality support to teachers to deliver computing education in schools and colleges from Key Stage 1 to A-Level. Teachers can access a range of training courses, resources and support for all components of the curriculum, and which caters to all levels of teachers' subject knowledge and experience.

Source: https://www.computingatschool.org.uk/data/uploads/cas_secondary.pdf; and <https://teachcomputing.org/about>

EXHIBIT 49816

Case Study: Global Apprenticeship Network (GAN) ~~National Computing Curriculum in England, UK~~

The Global Apprenticeship Network (GAN) is a business-driven, multi-sector alliance that promotes work-based learning, including apprenticeship, as a way to overcome skills mismatch and achieve a Future of Work that provides decent and sustainable work opportunities for all. GAN achieves this ~~do this~~ by encouraging businesses to implement work-based learning programs and advocating to governments for an enabling policy environment.

GAN believes that by aligning skills with labor market demands, we enable businesses, people and communities to continuously future-proof their skills and competencies through work-based learning and thrive in a world of work in transformation.

Strength in numbers

Bringing about the kind of needed change requires scale and collaboration across sectors and disciplines and businesses have a significant role to play. We need more business champions who are committed to the development of the workforce, understand that skills and competencies are the ultimate differentiator for business sustainability and growth in an era of continuous rapid change, and recognize the need for business leadership on skills-building through work-based learning.

By building more synergies and leveraging the experience and expertise of diverse businesses and game-changers, we will be able to scale-up learning and sharing among companies and countries and create a larger positive impact.

Source: <https://www.gan-global.org/>

POLICY ACTIONS FOR RECOMMENDATION 4

Policy Action 4.1: Close basic education gaps to promote a level playing field for future workers

- Provide access for all to compulsory, high-quality education systems geared towards the future of work.

- Invest in early childhood education, especially in low-income countries where pre-school attendance is very low.
- Make digital skills a foundational competence.
- Address the gender gap in digital skills by increasing opportunities for early learning and ensuring women are equipped for future growth roles (derived from B20 Women in Business Action Council recommendations).
- Build implementation and management capacity to better organize education systems and schools, targeting the quality of education outcomes.

Policy Action 4.2: Recalibrate teaching metrics and incentives towards future-relevant skills

- Design targets, metrics and mechanisms to incentivize relevant skill building and development
- Optimize usage and access to labor-market data to devise relevant skills and education strategies.
- Revamp teachers' professional development, improving how they are recruited, paid, rewarded, assessed, and trained.

Policy Action 4.3: Strengthen public-private collaboration to align skills supply and demand

- Work with business to forecast and anticipate future skills needs, and incorporate these skills into the curriculum [across all sectors and regions](#).
- Improve career guidance mechanisms in partnership with business.
- Promote internship and apprenticeship models for faster acquisition of relevant skills by young people.

POLICY RECOMMENDATION 5: EMBRACE NEW LEARNING MODELS AND TECHNOLOGIES TO IMPROVE TEACHING TECHNIQUES AND ENVIRONMENTS

Context for Policy Recommendation

Techniques to match future-relevant skills

[According to the Society for Human Resource Management \(SHRM\), the top missing skills reported by HR professionals in 2019 were linked to problem solving, critical thinking, innovation, creativity, ability to deal with complexity and communication skills.](#)¹¹³ These innately human skills will become increasingly important in all work roles, especially in a world where humans and intelligent machines collaborate in the workplace. In a rapidly-evolving work environment, workers must learn to be adaptable and resilient. These skills and capabilities are not built through traditional classroom techniques. They are acquired through practice, experience, and often over long time periods. Teaching techniques and environments must be designed to nurture these skills from an early age.

EXHIBIT 5.1 : OECD’s hard to find skills and abilities (Top 10)

1. Verbal abilities	6. Complex problem-solving skills
2. Basic skills (process)	7. Social skills
3. Basic skills (content)	8. Quantitative abilities
4. Systems skills	9. Memory
5. Reasoning Abilities	10. Perceptual abilities

Source: OECD Skills for Jobs, <https://www.oecdskillsforjobsdatabase.org/imbalance.php#OECD/ / / /%22skills%22%2C%22abilities%22/co>

This means creating environments and courses that immerse students in scenarios and guide them to learn through creative experimentation. This means more active learning techniques, rather than only passively absorbing information through listening and reading. It means more project-based assessments, rather than end-of-year exams that test only the memorization and regurgitation of information. It means more team-based activities that develop cooperation, communication and empathy.

Rapid advances in the science of learning

Thanks to advances in neuroscience and technology, every day we are learning more about how to improve teaching techniques. For example, there is increasing evidence of the effectiveness of experiential learning: Research from the University of Chicago using brain scans shows hands-on learning activates sensory and motor-related areas of the brain and that students learning in this way understood more and performed better on tests.¹¹⁴ Sadly, these lessons are rarely incorporated into education institutions. It is important for these advances in the science of learning to inform policy discussions to help design the most effective models and approaches for our students.

¹¹³ SHRM (2019), The Global Skills Shortage: <https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/SHRM%20Skills%20Gap%202019.pdf>

¹¹⁴ Kontra, Carly; Lyons, Daniel J.; Fischer, Susan M., and Beilock, Sian L., Physical Experience Enhances Science Learning, Psychological Science, 26 (6), p. 737-749.

Developing lifelong learners

For the aspiration of lifelong learning to become a reality, we must develop a generation of workers that have a thirst to continually learn, and that have the capacity to continually learn. “Learning to learn” begins early. It involves the building of resilience, so that obstacles and setbacks are seen as opportunities to learn, rather than confirmation of incompetence or failure. [Instilling these lessons from an early age will equip future adult citizens and workers with the agility, adaptation and resilience that are essential for sustainable economic development in such high demand, and help satisfy the urgent need for implementation of measures to promote business resilience and adaptation.](#) The concept of a Growth Mindset encapsulates well this intrinsic desire for improvement and openness to new ideas and opportunities. This kind of mindset must also be matched with the agility to change course with comfort and confidence. These are difficult traits for people of any age, but if our education systems prioritize their development from an early age, we have the opportunity of nurturing the first true generation of lifelong learners. [Governments and businesses should work together to establish programs within schools to identify student’s talents early and focus on their development.](#)

Next generation digital learning

[The COVID-19 crisis has brought into the forefront the value and opportunities presented by importance of digital learning platforms, especially in a lockdown situation. Governments can better prepare themselves for future incidents, e.g. natural disasters, by preparing in advance for teaching and training needs.](#)

[During the current crisis, we have seen schools and colleges across the world move classes to online environments. Communication and collaboration platforms and apps have seen a rapid increase in the number of users. However, it is true that the quality of online education is not consistent across levels of education and across regions. In anticipation of more widespread digital learning, we need internationally accepted standards for online learning for course content and delivery, matched by appropriate teacher training. The greatest challenge will be ensuring that every student in every location has adequate access to digital learning in an appropriate and safe environment.](#)

Digital learning tools such as e-learning and MOOCs have been available for some time. However, the current generation of digital learning tools have not quite made the widespread impact that was desired. This is changing. A new generation of digital learning pioneers are combining up-to-date content with the latest pedagogic techniques and flexible digital platforms and tools to transform digital learning. These companies focus on skills-based approaches, with modular learning packages, all centered around the learner. This flexibility and personalization is appropriate for the lifelong learning imperatives of today’s job market, as well as delivering personalized, guided learning to children. These organizations are innovating approaches that all education and training organizations can leverage and learn from.¹¹⁵

As with all periods of rapid technological progress, equal access ~~of~~to learning tools ~~for~~to all citizens

¹¹⁵ https://www.b20argentina.info/Content/Images/documents/20180918_210631-B20A%20EE%20Policy%20Paper.pdf

must be a priority; digital divides can rapidly exacerbate social and economic divides. Therefore, digital learning infrastructure plans must be mindful of regions and communities with restricted access to electricity, devices and connectivity.

Need for vocational education and training

Vocational Education and Training (VET) is crucial to prepare young people for the world of work, especially as it includes a strong work-based learning component. Recognition of VET as an essential pillar of [learning education](#) should be reinforced at each level of education, including secondary and tertiary education. Apprenticeships are critical in this regard as they facilitate the school-to-work transition and enhance employability. The success of European countries like Germany, ~~and~~ Austria and Switzerland in tackling youth employment is a testament to the benefit of apprenticeships.¹¹⁶ While SMEs represent a vast majority of global enterprises, their involvement in apprenticeships is limited by a lack of human resources, time and awareness of policies and incentives. Hence it is essential to support SMEs to promote apprenticeships in the labor market.

EXHIBIT 2418

Case Study: The Rise of MOOCs (Massive Open Online Courses) in China

The Chinese Government has set annual targets for how many high-quality MOOCs should be made each year. More than 12,500 MOOCs are offered in China currently, available on at least 10 different platforms. iCourse, run by Chinese University MOOC, is the most prominent MOOC provider, having launched nearly 600 online courses in 2018, and offers 2,500 different MOOCs in total. The second largest provider, Zhihushu, released 99 MOOCs in 2018. The global count for new courses that year was 2,000, indicating China's significant share of the MOOC market. MOOCs in China are targeted towards higher education students and seek to improve equity in higher education. This is a departure from the country's traditional, 'cramming' style teaching model and culture. A set of quality criteria has also been introduced to distinguish the best MOOC courses with national recognition, alongside annual quality targets, with the subject areas of the top MOOCs ranging from computer science to electronics and information and mathematics.

Source: <https://campustechnology.com/articles/2019/11/21/moocs-on-the-rise-in-china.aspx>

EXHIBIT 2419

Case Study: Mini Melbourne, Minecraft Education Edition

Minecraft Education Edition is a tool that educators can use to foster 21st-century skills in their students. It is a collaborative and versatile platform that can be applied across various subjects. In Australia, the Department of Education and Training and the Metro Tunnel Project have joined forces to create the Mini Melbourne world, a detailed digital version of the city of Melbourne using Minecraft. Mini Melbourne has been created primarily as an educational resource. Students can

¹¹⁶ <https://www.iab-forum.de/en/the-dual-apprenticeship-system-in-germany-an-interview-with-iab-director-joachim-moeller/>

learn about Melbourne and the state of Victoria's past, present and future, whilst the Education Edition offers a range of classroom activities on the platform. One such activity is Archaeology Adventure, which is a multiplayer activity based on excavations at historically significant sites across the city which took place in 2018 for the Metro Tunnel Project. The Adventure introduces students to the principles of archaeology and the importance of preserving local heritage, with an emphasis on teamwork, problem solving and record keeping as students work through the exercises.

Source: <https://fuse.education.vic.gov.au/pages/minimelbourne>

POLICY ACTIONS FOR RECOMMENDATION 5

Policy Action 5.1: Incorporate learning approaches that focus on non-automatable, advanced "human" skills

- Incorporate new learning techniques such as project-based learning, creative experimentation and building a growth mindset to build future-relevant skills.
- Formalize the role of "learning to learn" in childhood education systems as a fundamental competence.

Policy Action 5.2: Invest in technologies that will improve the accessibility, effectiveness and relevance of learning at scale

- Invest in appropriate digital infrastructure to allow broad-based access to digital learning and testing assessment solutions.
- Encourage partnerships that broaden access to next-generation digital learning solutions.
- Reform any rules or regulations that limit the introduction of new teaching tools and technologies in school.



POLICY RECOMMENDATION 6: BUILD LIFELONG LEARNING SYSTEMS THAT ARE ADAPTED TO ADULT NEEDS

Context for Policy Recommendation

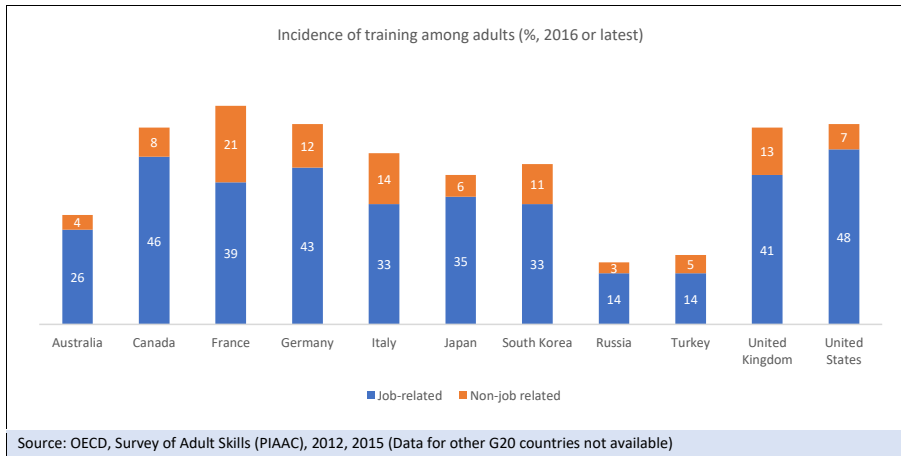
Low adult training levels

The World Economic Forum estimates that 133 million new roles could be generated as a result of the new division of labor between humans, machines, and algorithms by 2022.¹¹⁷ In this timeframe, they expect more than half of all employees to require significant reskilling, causing acute skills gaps in some regions and sectors. This reconfiguration of work patterns places new urgency on re-skilling and adult learning as a crucial determinant of socio-economic success or failure. Despite its importance, adult learning participation remains limited in many G20 countries particularly for the low-skilled (see Exhibit 4520).

[The current economic downturn and recovery ahead provide an opportunity to build lifelong learning solutions that help orient job seekers towards training and preparation for these jobs of the future.](#)

EXHIBIT 4520: Incidence of training among adults

¹¹⁷ World Economic Forum, 2019. The digital skills gap is widening fast. Here's how to bridge it. <https://www.weforum.org/agenda/2019/03/the-digital-skills-gap-is-widening-fast-heres-how-to-bridge-it/>



Adult desire to learn not matched by opportunities

A recent study from Accenture showed that workers have an appetite for change, with more than 65% percent of workers saying that it is vital to develop their skills to work with intelligent machines in the next three to five years.¹¹⁸ But learning and training opportunities remain hard to access, especially around demanding life commitments. In this context, it becomes essential to provide learning opportunities that are flexible, taking into consideration the schedules and constraints of the learner. Workers need opportunities to upskill while they work, with tailored learning paths. For example, modular courses can be designed to allow flexibility in where, when and over what periods students learn. Digitally delivered courses also allow greater flexibility in timing and location.

Adult learning demands immersion

Neuroscience tells us that the human brain’s plasticity diminishes with age, making it harder to absorb and retain information through reading or listening. In contrast, learning for adults is most effective through active, hands-on application. When the learner is immersed in performing an activity, they disconnect from the worries and stresses of life, like family, finances or work. Through immersion, there is greater engagement with the learning content and thereby more effective and long-lasting learning.

The importance of experiential learning implies an increasing focus on hands-on approaches like on-the-job training and apprenticeship models. It also means that techniques like simulation and roleplay should play more important roles in course design. Moreover, technologies like Virtual Reality,

¹¹⁸ Accenture. 2018. Reworking the revolution, https://www.accenture.com/_acnmedia/pdf-69/accenture-reworking-the-revolution-jan-2018-pov.pdf

Augmented Reality and Artificial Intelligence can enhance and accelerate the learning process through deep immersion and personalization.¹¹⁹

Supporting workers vulnerable to automation

~~While workers need immediate relief and support as a result of the COVID-19 outbreak and lockdown, the risk of displacement due to technology continues to be a reality.~~ According to the OECD, 14% of jobs could be automated, with 32% likely to change significantly. ~~It is very possible that the COVID-19 pandemic will spur accelerated investments in intelligent automation during the subsequent upturn. It is important to note that~~ Also, the percentage of low-skilled adults participating in training is only about 25% compared to more than 60% for high-skilled workers.¹²⁰

Research from Accenture confirms that low-skilled work is more susceptible to automation (see Exhibit 16). Workers in these roles also require the broadest range of skill-building but tend to participate less in training, compounding their disadvantage.¹²¹

-Workers at risk of job displacement need help to manage transitions and mitigate risks. Personal training accounts (see Exhibit 17) that provide funding support for learning new skills is one way that countries have sought to prepare workers for this change. In addition to incentives for learning, workers need access to an equal and fair social safety net that guarantees income during the transition period.

~~Cognizant of the automation-driven job displacement ahead, the coverage of social security benefits needs to be improved to support affected workers with provide interim support during times of job loss or displacement during transition. The urgency of the current crisis has highlighted the need to improve social security systems in times of economic difficulty. As we await the next wave of automation, we must prepare our social protection systems to support the inevitable increasing in demand for support during job displacement, training and transitions period. An extreme incidence of this need, but it should help displaced workers under most circumstances would need support to meet essential needs while dealing with the meet the cost of finding a new job while meeting essential needs.~~¹²² In addition to active labor market policies and training initiatives, some governments have been exploring new innovations to safety nets, such as Universal Basic Income systems. Countries like Finland and Canada have experimented with basic income policies, with mixed results.¹²³

EXHIBIT 17: The impact of intelligent technologies on workers, by skill level

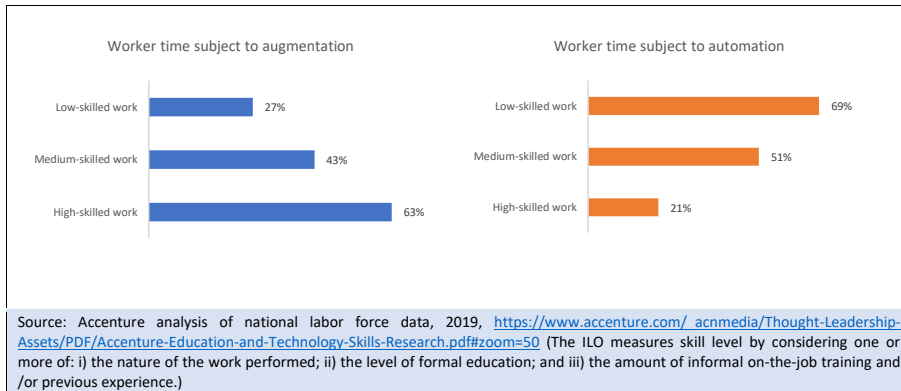
¹¹⁹ https://www.accenture.com/_acnmedia/Thought-Leadership-Assets/PDF/Accenture-Education-and-Technology-Skills-Research.pdf#zoom=50

¹²⁰ <http://www.oecd.org/els/emp/future-of-work/data/>

¹²¹ Accenture analysis of national labor force data, 2019, https://www.accenture.com/_acnmedia/Thought-Leadership-Assets/PDF/Accenture-Education-and-Technology-Skills-Research.pdf#zoom=50

¹²² <https://www.aspeninstitute.org/programs/future-of-work/automation/>

¹²³ <https://www.technologyreview.com/s/612640/universal-basic-income-had-a-rough-2018/>



The OECD finds that poorer, less educated and less digitally-literate adults face significant informational and motivational barriers.¹²⁴ The European Commission notes that only 4.4% percent of the 66 million adults with at-best lower secondary education attainment participated in adult learning in 2015.¹²⁵ A Pew study in the US reinforces the finding: 57% percent of adults with secondary schooling or less identified themselves as lifelong learners, compared with 81% percent who had completed tertiary education.¹²⁶

Businesses and governments must understand and anticipate where the greatest vulnerabilities lie, so that targeted interventions can be designed and deployed. Moreover, with vulnerable workers unlikely to find training opportunities alone, there is an imperative for governments and business to support and guide them through the retraining journey, including pathways and options towards potential new careers. Beyond the support mechanisms and learning infrastructures themselves, this implies new funding models to realize these retraining initiatives. The exhibits below give examples of innovative action in this area. Business and government must act deliberately to make sure the lifelong learning revolution we are striving for does not deepen economic and social inequalities.

Portability of skills and benefits

The ILO Global Commission on the Future of Work recognizes that for ‘learning to become truly lifelong, skills must be portable’. This would require establishing a common skills recognition framework at the national and international levels.¹²⁷ Workers need relevant and verifiable skills to access job opportunities and employers need information on the type and level of workers’ skills. Skills need to be transferable between jobs and easily recognized by employers. [It is also important to](#)

¹²⁴ OECD Education Working Paper No. 166 (2018). Skills for the 21st century: findings and policy lessons from the OCED survey of adult skills. [http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2018\)2&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2018)2&docLanguage=En)

¹²⁵ European Commission. Annex to the Commission implementing decision on the adoption of multi-annual work programmes, 2016. https://ec.europa.eu/jrc/sites/jrcsh/files/mawp-2016-2017-keyorientations_en.pdf

¹²⁶ Pew Research Center. Lifelong Learning and Technology, 2016. https://assets.pewresearch.org/wp-content/uploads/sites/14/2016/03/PI_2016.03.22_Educational-Ecosystems_FINAL.pdf

¹²⁷ https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/publication/wcms_662410.pdf

consider skills obtained through via experience or other means, rather than relying solely on traditional qualifications as opposed to only considering skills based on higher education and resumes. The ILO defines portability of skills along two dimensions: first, employable skills which can be used productively in different jobs, occupations and industries, and second, certification and recognition of skills within national and international labor markets.¹²⁸

Making entitlements portable supports mobility across jobs and forms of employment. For this portability to be real, the OECD suggests untying entitlements from specific relationships with employers and tying them to individual contributions instead.¹²⁹ For individuals, it would be easier to switch between self and dependent employment. The G20 has consistently supported the portability of benefits and entitlements across different jobs, different types of employment, as well as periods out of employment.¹³⁰ The ILO Global Commission on the future of work, highlights that advances in technologies like blockchain facilitate the portability of skills and social protection in a safe and transparent manner.¹³¹

EXHIBIT 2422: Innovative skills funding models

Case Study:

Lifelong Learning and Training Accounts, USA

The Aspen Institute Future of Work Initiative has proposed tax-advantaged “Lifelong Learning and Training Accounts” in the United States. These accounts would be funded by workers, employers, and government, and would be available to workers anytime during their careers to pay for education and training. Lifelong Learning and Training Accounts would provide a better-trained workforce, help retrain mid-career workers, improve unemployed workers’ job prospects and ease reliance on the safety net.

Personal training account, France

From 2019, active workers in France are granted up to €500 per year for a “personal training account,” with a lifetime ceiling of €5,000 (€800 and €8,000 for those with low qualification levels) to spend on the courses of their choice. Workers use a smartphone app to register and pay for courses and to certify their qualifications. It is part of the country’s efforts to prepare itself for the “global battle for skills”.

Individual training accounts, Scotland

Scotland’s Individual Training Accounts were launched in 2017. This targeted funding aims to support employability by focusing funds on those actively seeking employment and those who are currently in low paid work and looking to progress. It seeks to help people develop the skills they

¹²⁸ https://www.ilo.org/wcmsp5/groups/public/@ed_norm/@relconf/documents/meetingdocument/wcms_gb_298_esp_3_en.pdf

¹²⁹ <https://www.oecd-ilibrary.org/sites/9789264306943-en/index.html?itemId=/content/publication/9789264306943-en>

¹³⁰ <http://www.g20.utoronto.ca/2017/170519-labour-annex-a.html>

¹³¹ https://www.ilo.org/wcmsp5/groups/public/---dgreports/---cabinet/documents/publication/wcms_662410.pdf

need for work, giving learners who meet the eligibility criteria up to £200 towards a single training course or training episode per year. Courses must be in one of the curriculum areas aligned to the Scottish Government’s Labor Market Strategy which includes: Adult Literacy & Numeracy Tuition, Agriculture, Business, Construction, Early Years and Childcare, Fitness, Health & Beauty, Health & Safety, Hospitality, STEM, Language, Security, Social Care and Transport.

Source: Alastair Fitzpayne & Ethan Pollack. 2018. The Aspen Institute, <https://www.aspeninstitute.org/publications/lifelong-learning-and-training-accounts-2018/>

Les Échos, Pas de big bang pour la formation professionnelle.

<https://www.lesechos.fr/economie-france/dossiers/030901638289/030901638289-la-reforme-de-la-formationprofessionnelle-2131902.php>

Financial Times, France to overhaul professional training system.

<https://www.ft.com/content/0439a8c0-205e-11e8-9efc0cd3483b8b80>

Skills Development Scotland, <https://www.skillsdevelopmentscotland.co.uk/what-we-do/employability-skills/sds-individual-training-accounts/>

EXHIBIT 3.23

Case Study: SkillsFuture, Singapore

Singapore has established a national movement called the “SkillsFuture.” The government offers a variety of resources, including study subsidies and direct credits, to help citizens attain mastery of skills at any stage in life— during schooling years, early career, mid-career or silver years. The program is focused on four areas:

- Help individuals make well-informed choices in education, training and careers
- Develop a high-quality integrated system of education and training that responds to constantly evolving needs
- Promote employer recognition and career development based on skills and mastery
- Foster a culture that supports and celebrates lifelong learning

The government has also set up a dedicated “Taskforce for Responsible Retrenchment and Employment Facilitation.” Seven in 10 retrenched workers who were helped by this task force in 2017 were able to find jobs within six months.

Source: SkillsFuture Singapore, <https://www.skillsfuture.sg/>

POLICY ACTIONS FOR RECOMMENDATION 6

Policy Action 6.1: Build lifelong learning infrastructure (including funding models)

- As learning changes, reconsider how credentials are packaged, attainment is measured, and learning and skills are formally recognized.
- Promote collaboration between government, academia and business to design lifelong learning institutions, curricula and funding models.

Policy Action 6.2: Adapt adult learning to adult brains and life commitments

- Prioritize work-based experiential learning approaches like on-the-job training and apprenticeships, as well as tools like simulation and roleplay.
- Help adult learning institutions develop a cohort of experienced trainers, mentors and coaches for work-based learning.
- Encourage the development of modular courses to allow flexibility and customization around the lives and commitments of adult learners.
- Harness digital learning approaches that can bring greater choice, flexibility and personalization to adult learners, as well as experiential and immersive tools (like augmented and virtual reality) to enhance and accelerate learning.

Policy Action 6.3: Identify and empower workers vulnerable to technology displacement

- Identify vulnerable regions and sectors and put in place plans for targeted intervention.
- Build work transition support systems, especially mechanisms to provide guidance and advice on career pathways and options.
- Facilitate policy schemes to promote business investment in training to re-skill and up-skill employees.

Policy Action 6.4: Ensure portability and transferability of financial means for skilling ~~rights and benefits~~

- Enhance portability of skills at the national, regional and international levels while mitigating possible risks.
- ~~Make entitlements portable across jobs and forms of employment~~
- Make sure workers are able to accumulate funds and resources for skilling over the course of their careers and that this does not prevent people from transitioning in the labor market.
- Ensure existing skilling resources become more easily available and portable by connecting them to ~~an~~ individual workers rather than to ~~an~~ sectors or forms of work.



Annex

Policy Actions from the B20 Women in Business Action Council **(BEING UPDATED)**

I. Strengthen female employment participation

- Rigorously evaluate and amend equality legislation and policy to ensure it works in the interests of women
- Empower women with the skills and tools to advance
- Promote transparency, set objectives and impact tracking for eliminating the Women in Leadership Gap
- Formulate and Enforce Regulation for Fair & Equal Pay and increase transparency and scrutiny of gender pay gap
- ~~Remove legal restrictions that hinder women's participation or advancement in the workforce~~
- ~~Strengthen legal frameworks to eradicate all forms of discrimination, including, recruitment, pay, training and advancement~~
- ~~Strengthen the alignment between employment and advancement~~
- ~~Increase opportunities for early and lifelong learning, including digital literacy and skills, and ensuring women are equipped for future growth roles~~
- ~~Establish robust processes to deal with harassment or discrimination~~
- ~~Change the conversation – rather than focusing on women, introduce legislation and practices that foster a culture that puts men and women on an equal footing when it comes to parenting, supporting families and other responsibilities previously considered “women’s work”~~
- ~~Enable/promote schemes that allow carers to return to work with the right to flexible working~~
- ~~Improve availability and access to quality affordable care for dependents~~
- ~~Promote the use of technologies to give women more access to knowledge, markets and flexible working environments (that enable women to obtain and stay in better paid jobs)~~
- ~~Foster a workplace culture and develop a method to help companies measure progress or showcase examples of effective culture change~~
- ~~Promote pay transparency and the principle of equal pay for equal work~~
- ~~Address legislation that limits the hours women can work~~

II. Foster female entrepreneurship

- Promote female business ownership and create an enabling environment for female-founded start-ups and businesses
- Facilitate an enabling environment and access to finance for female-founded startups and female-owned small businesses
- Foster development and growth of female-owned businesses
- ~~Showcase role models and challenge public gender stereotypes that constrain women's entrepreneurship or pursuit of careers in growth field~~
- ~~Enable equal or preferential access to finance combined with measures to monitor the sustainability of initiatives; increase financial literacy and make a wider range of financing instruments available (grants, start funds, microcredit).~~
- ~~Offer investment credits to VC firms~~
- ~~Remove legal constraints on ownership of businesses by women; and address family and inheritance laws that limit access to collateral~~



Future of Work & Education Taskforce



Schedule of Taskforce Exchanges

TBA



Future of Work & Education Taskforce



Distribution of Members

TBA



Future of Work & Education Taskforce



Taskforce Members

TBA