



TASK FORCE V

Skill Development : *Roles and Responsibilities of Stakeholders*





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Introduction

In today's rapidly evolving global scenario, labour-related challenges have become more prevalent than ever before. Simultaneous existence of labour shortages and unemployment, large number of working poor, rising gap between world of education and world of work causing skill mismatches have become pressing challenges in both developed and developing countries. Developed countries are grappling with labour shortages largely due to demographic changes while developing nations face the issues of unemployment and underemployment. This becomes more dangerous considering the youth bulge they are witnessing. Whether this phase of demographic change will be a dividend or a disaster will depend upon the employment opportunities created and the skill that youth have because without right skills, a youthful workforce is more likely to be a liability than an asset (OECD 2015).

The quest for decent work for all gets further complicated due to the ever-increasing pace of technological change and the emergence of new forms of employment. The G20 leaders have always been well aware of the fact that a part of issues we encounter in the labour market actually originate from education and training, and this is why the commitment to the creation of decent jobs always came up with the provision of education and training that “strengthen the ability of our workers to adapt to changing market demands and to benefit from innovation and investments in new technologies, clean energy, environment, health, and infrastructure” (Pittsburg, 2009).

The G20 Training Strategy, first discussed in April 2010 in Washington DC adopted a broad definition of training and skills (Box 1) and noted that good education with training that is of good quality and is relevant to the labour market:

- empowers people to develop their full capacities and to seize employment and social opportunities;
- raises productivity, both of workers and of enterprises;
- contributes to boosting future innovation and development;
- encourages both domestic and foreign investment, and thus job growth, lowering unemployment and underemployment;
- leads to higher wages;
- when broadly accessible, expands labour market opportunities and reduces social inequalities.

From the stakeholders' engagement point of view the G20 Training Strategy noted the widely agreed principle that “effective partnerships between governments, employers' and workers' organizations, and training institutions and providers are critical to anchor the world of learning in the world of work” and considered “the active participation of employers' and workers' representative in vocational education and training institutions” as an essential element to bridge the gulf between the world of learning and the world of work.

A broad definition of training and skills

Training and skills development is understood in broad terms, covering the full sequence of life stages.

Basic education gives each individual a basis for the development of their potential, laying the foundation for employability.

Initial training provides the core work skills, general knowledge, and industry based and professional

competencies that facilitate the transition from education into the world of work.

Lifelong learning maintains individuals' skills and competencies as work, technology and skill

The background paper prepared by OECD for the third employment Working Group Meeting under Turkish presidency provided a list of policies and targets (Box 2). It provided a new push to the propositions of the G20 Training Strategy. It again highlighted the importance of stakeholders engagement in the skill development, by calling that “capitalising on the potential of skill development policies to promote growth and individual wellbeing requires concerted efforts by all stakeholders – national and local governments, individuals, employers and unions – to ensure that people at all ages and stages in their lives are able to develop relevant skills, activate those skills on the labour market, and utilize them effectively in the workplace and across economies and societies”. The paper provided not only the actionable policy principles but also the indicators to measure the progress. One of these principles was to foster stronger engagement of social partners in skills policies.

Update of G20 Skills Strategy under Indonesian presidency brought a set of actionable principles to develop, update, use and govern skills. The update underscores the importance of policy coherence through a whole-of-government and whole-of-society approach. From the point of stakeholders' engagement, it proposes

- Expand access to high-quality technical and vocational education and training (TVET) opportunities, including community-based TVET and apprenticeships, which respond effectively to the needs of the labour market and society, with the involvement of private sector especially MSMEs and social partners.
- Provide high quality, lifelong, and timely career, learning information and guidance, enriched by the engagement of social partners, to youth and adults to support informed field of study and training choices across the life course.
- Develop reliable skills assessment and anticipation systems with relevant stakeholders, which leverage technology and data analytics to generate evidence that feeds into skills policies.
- Support employers, especially MSMEs, to assess, recognise, develop and make better use of their employees' skills (including through high performance workplace practices).
- Enhance and promote a strategic, co-ordinated, multi-level and cross-sectoral approach to develop and use skills within and across countries, including through co-ordinating bodies at all appropriate levels (local, sub-national, national, regional and international).

- Involve private sector employers, workers organisations and civil society representatives (including youth associations) in the governance of skills systems, for example to contribute to curricula, pedagogy, quality assurance and labour market information.
- Agree through social dialogue on how to share the costs of developing the skills of adults among government, enterprises and individuals, with greater support given to low-skilled and/or low- income groups and MSMEs.

Building Skills for Work and Life: Actionable Principles	
Policy Principle	Indicator for measuring Progress
Strengthen access to quality education	Reduced school non-completion rates
Build strong foundation skills	Reduced incidence of low proficiency in literacy and numeracy
Provide young people with the skills needed to ensure a smooth transition from school to work	Reduced average length of time spent out of work after leaving school
Actively promote quality work-based learning	Increased provision of quality apprenticeships and internships (as a percentage of all workers or young people aged 15-24).
Foster stronger engagement of social partners in skills policies	Increased mechanisms for the social partners to provide advice on current and future skill needs and the education and training programmes required to meet these needs

During the Indian presidency issue of skills is being discussed by two working groups. The Education Working Group is discussing:

1. Ensuring Foundational Literacy and Numeracy especially in context of blended learning
2. Making Tech-enabled learning more inclusive, qualitative and collaborative at every level
3. Building Capacities, promoting Life-long Learning in the context of Future of Work

The Employment Working Group that is focusing on addressing Global Skill Gaps expects:

- Development of an international skill gap mapping portal for assessment of current and future labour market trends and skills needs.
- Undertaking skills demand assessment on a periodic basis disaggregated by industries, occupations etc.
- Development of a unified framework for skills and qualifications harmonization across G20 countries, focusing on recognition of skills and qualifications, common skill taxonomies and harmonization templates.

This background paper briefly describes the issue of skill mismatch¹, existence of labour shortage along with job gap, present skill mismatch in different countries and the skills required in future due to greening of economy. Additionally, it also touches the issues that a country needs to consider when it looks for training its workers for overseas employment and utilization of skills of returnee migrants. In line with the past efforts of the G20 countries regarding issue of skill development in general and stakeholders' engagement in particular this paper analyses the roles played by different stakeholders in skill development, and attempts to highlight the role that trade unions can and should play in the formulation and execution of the skill development strategies.

1 This refers to the situation where the skills possessed by the labor force do not align with the demands of the job market.

2 Labour shortage is a situation in which there is an insufficient number of available workers to fill job vacancies or meet the demand for labour in a particular industry or region.

Target 8.5 of Sustainable Development Goal 8 asks to “achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value, by 2030”. Seven years to go, the ILO job gap indicator that offers a more comprehensive measure of the unmet demand for employment around the world by providing combined estimates of the unemployed, potential labour force, and willing non-jobseekers³ notes that there are 191 million unemployed people and an additional 262 million who want employment but do not qualify as unemployed. On the other hand, worker shortage is being faced by both developed and developing countries that hampers economic growth and social welfare. In 2023, low-income countries are facing the largest jobs gap rate at 21.5 per cent, while the rate in middle-income countries stands slightly above 11 percent. High-income countries register the lowest rates, at 8.2 per cent. Overall, while only a few countries, mostly high-income, experience relatively low jobs gap rates, the rest of the world continues to face persistent employment deficits. Low-income countries are projected to see little change in 2023; this is also the only income group that has seen a long-term rise in the jobs gap rate from 19.1 per cent in 2005 to 21.5 per cent in 2023.

The persistence of the jobs gap in these poorest countries reflects the fact that, for various reasons, there are not enough new employment opportunities for rapidly growing, youthful populations. Lower-middle-income countries are projected to see almost no change in 2023 but have experienced a sizeable long-term decline. Upper-middle-income countries are projected to see the largest decrease (0.5 percentage points) in 2023. High-income countries have seen the largest long-term improvement in the jobs gap rate with a 4-percentage point decline since the aftermath of the 2008–09 global financial crisis and a drop of 0.3 percentage points in 2023 alone (ILO 2023).

Skill mismatch exists in both developing and developed countries, and all of them reports shortage and surplus in one and other occupations (Fig 1), but, the nature and the reasons behind the labour shortage is not the same for developed and developing countries. The general trend is that the developed countries are facing labour shortage largely due to ageing and declining population (Fig 2), whereas developing and under-developed countries are facing labour shortage because of not being able to provide proper education and training that make youth and working age population of these countries suitable for the jobs available.

³ Potential labour force is defined as all persons of working age who, during the short reference period, were neither in employment nor in unemployment and: (a) carried out activities to “seek employment”, were not “currently available” but would become available within a short subsequent period established in the light of national circumstances (i.e. unavailable jobseekers); or (b) did not carry out activities to “seek employment”, but wanted employment and were “currently available” (i.e. available potential jobseekers). Among those did not carry out activities to “seek employment”, but wanted employment and were “currently available” (i.e. available potential jobseekers) it may be useful to identify separately discouraged jobseekers, comprising those who did not “seek employment” for labour market-related reasons. As listed in resolution [paragraph 80(b)] - main reason for not “seeking employment”, not being “currently available” or not wanting employment: personal reasons (own illness, disability, studies); family-related reasons (pregnancy, presence of small children, refusal by family); labour market reasons (past failure to find a suitable job, lack of experience, qualifications or jobs matching the person’s skills, lack of jobs in the area, considered too young or too old by prospective employers); lack of infrastructure (assets, roads, transportation, employment services); other sources of income (pensions, rents); social exclusion. A separate group with an expressed interest in employment not included within the potential labour force but relevant for social and gender analysis in specific contexts is the willing non-jobseekers, defined as persons “not in employment” who wanted employment but did not “seek employment” and were not “currently available” (ILO 2013)

Box 3

Skill mismatches occur when there is a disconnect between the skills possessed by the workforce and the skills demanded by employers. To address the issue of skill mismatch countries, need to focus on improving their education systems, aligning curricula with industry needs, promoting technical and vocational education and training (TVET), and fostering strong partnerships between educational institutions, trade unions and businesses. By bridging the skill gap, these countries can enhance their competitiveness in the global labour market, which is vital for the developing countries. Developing countries often face this challenge of skill mismatch due to inadequate access to quality education and training and lack of connect between world of education and world of work. Collaboration between educational institutions, industries, trade unions and government bodies is essential to ensure that TVET programs align with industry requirements. Encouraging individuals to engage in lifelong learning and providing opportunities for upskilling and reskilling can help address the skill mismatch happening due to changing technology. Addressing this part of skill match requires:

- investment in continuing vocational education and training;
- change in the labour laws;
- facilitation by government, especially in case of micro, small and medium enterprises, in form of incentives and subsidies,
- flexible learning options and education at workplace.

A successful skill development policy cannot be planned in isolation, it must be in tandem with the labour market needs. The proper identification of the challenges and gaps existing is imperative for planning remedies especially when resources are very much limited. ILO estimates on skill mismatches – the inadequacy of workforce skills with respect to the demands of the labour market – suggest that undereducation is a significant challenge for low- and middle-income countries, thereby explaining in large part their difficulties in catching up with the productivity levels in high-income countries. Closing this skill gap could yield substantial gains in productivity. It is estimate that the present value of worldwide economic output lost to a lack of universal basic skills amounts to over US\$700 trillion, the equivalent of 11 per cent of global GDP in net present value terms. This loss can be attributed to the key role that upgrading the skills of the population plays in ensuring productivity improvements (ILO 2023).

Fig 1: Skill-mismatch in countries categorised on basis of per-capita income

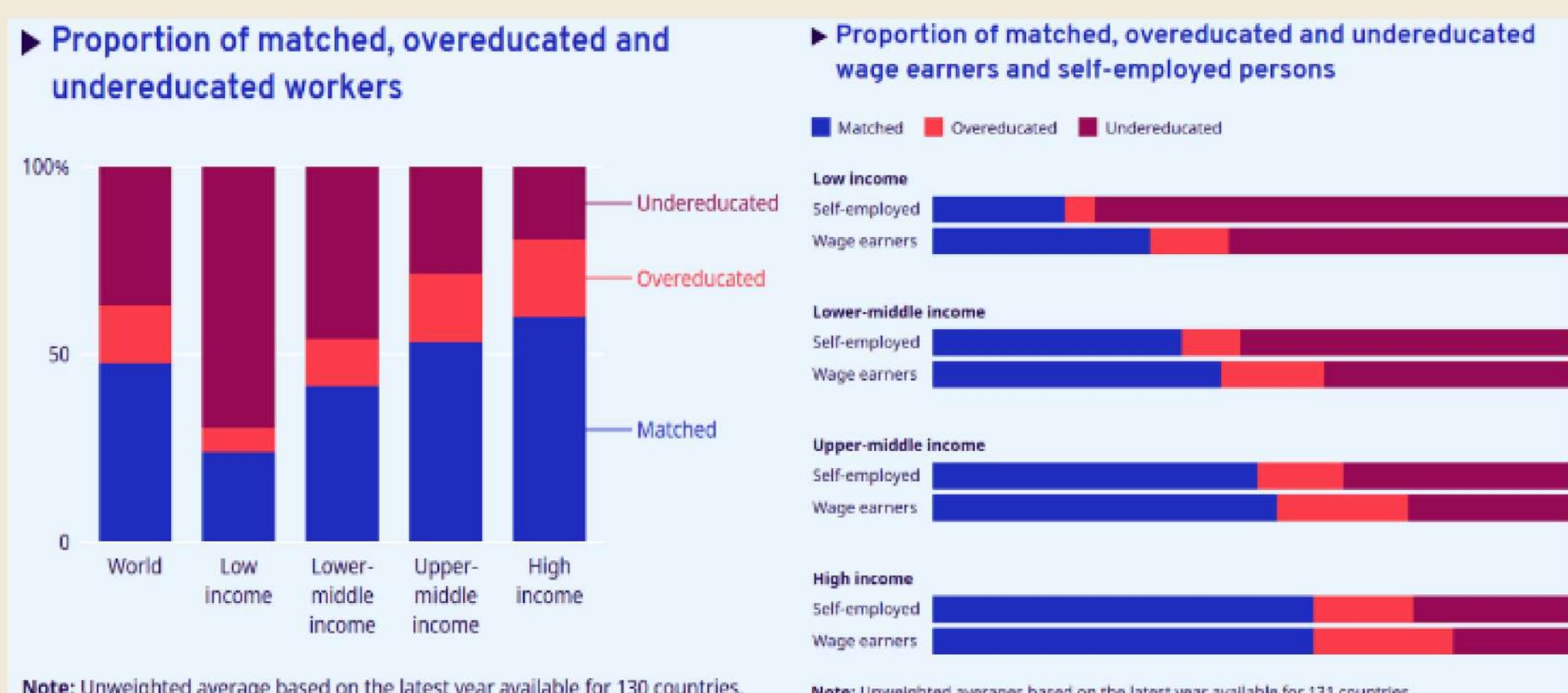
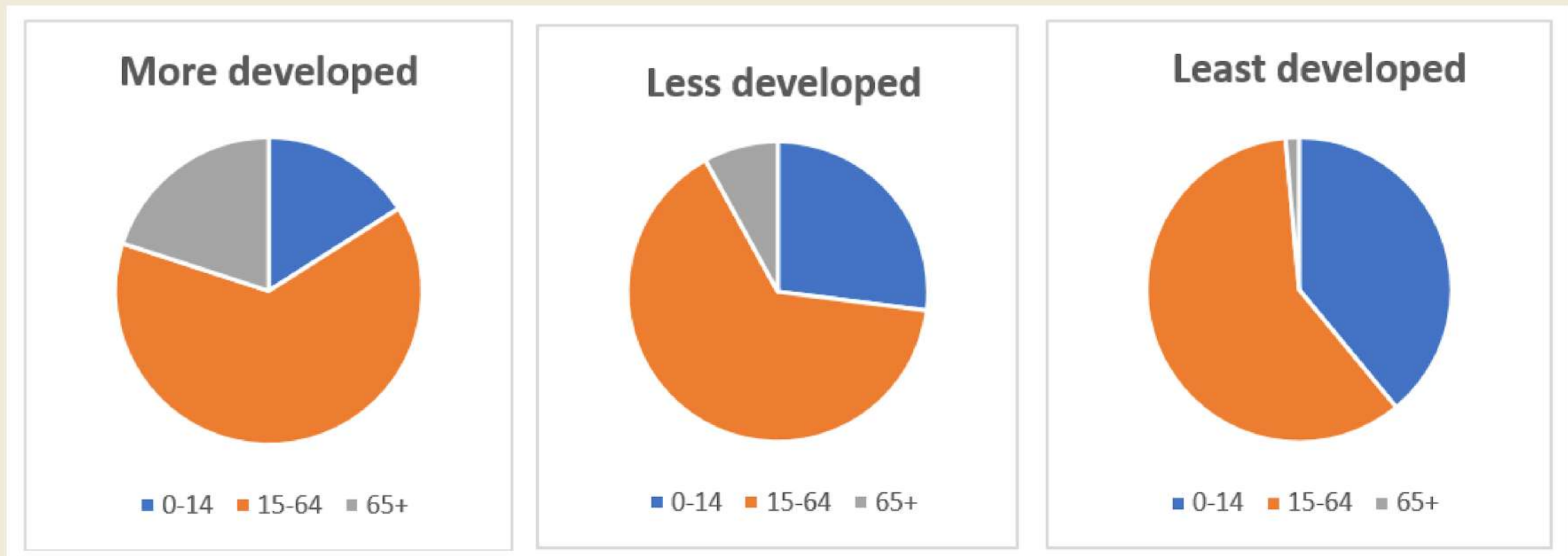
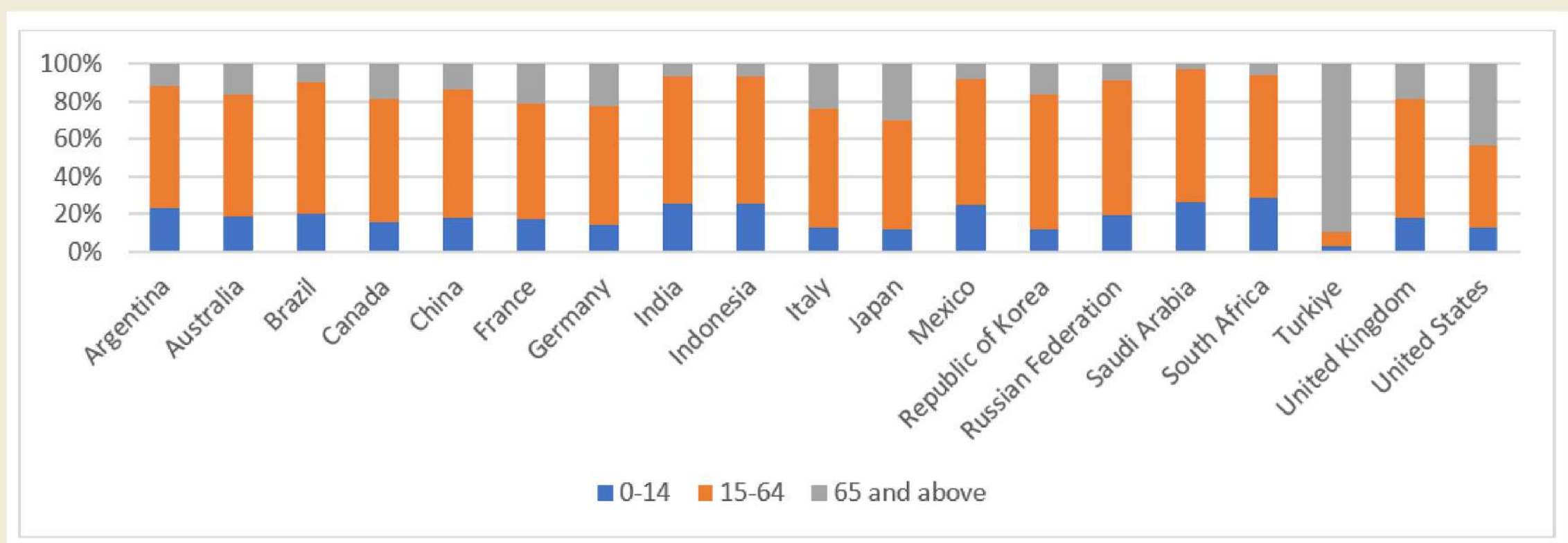


Fig 2: Population by age group in different world regions



Source: (UNFPA n.d.)

Fig 3: Population (age group as % of total population)



Source: (World Bank n.d.)

Table: Major Challenges being faced by skill development initiatives of developing countries

S. No	Areas of Challenges	Explanation & Justification
1.	Lack of skilled trainers	There is a shortage of specialized teachers (expert trainers) in the vocational institutes
2.	Lack of quality training institutions	There is a shortage of specialized training centers (TVET institutes) in Bangladesh and other developing countries
3.	Lack of advanced labs & Workshops	TVET sector has lack of facilities, such as modern equipment, lab, machineries for offering updated skill training
4.	Reluctance to acquire technical skill	Social value of TVET graduates is still a challenge in Bangladesh and other developing countries. Graduates of TVET sectors in those countries are not getting proper recognition in both working place and in their social life
5.	Gender	Gender inequality might be a challenge in TVET sectors.
6.	Lack of RPL initiatives	There is a lack of opportunities and initiatives towards implementing RPL
7.	Absence of proper legislation regarding technical education	In many cases, the existing policies are not adequate to promote skills improvement. There is a lack of a long-term plan at the national level for improving TVET sectors.
8.	TVET and Industries linkage	<ul style="list-style-type: none"> • There is an inadequate link between skill development and industry (thus leading to low employment). • Outdated skill training is not compatible (matching) with the current needs of the labor market. • The graduates in many cases are not competent to meet industrial requirements. • Industries do not provide feedback to TVET institutions. • In TVET sectors, teachers in many cases do not have practical industrial experience and therefore, they are not competent enough to link industrial exposure to their teaching in TVET. Thus, a gap exists in TVET sectors and industrial requirement of Bangladesh and other developing countries

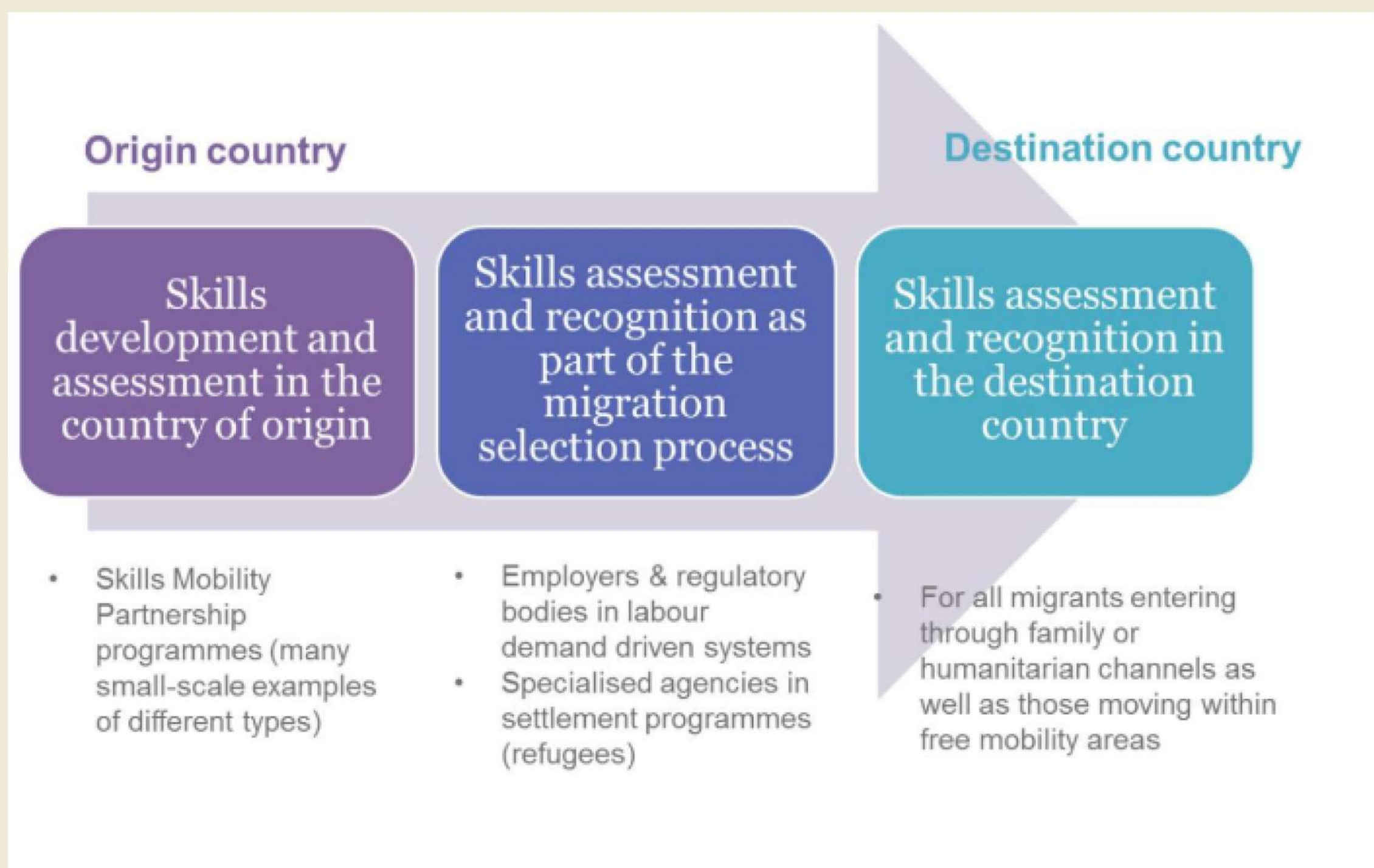
The shortage of labour in the developed countries due to the demographic factor is also being viewed as an opportunity for the low- and middle-income countries grappling with the job gap. Labor migration has emerged as a potential solution to address both labor shortages in developed countries and unemployment in developing nations. However, “for labour migration to have positive development outcomes for aging societies and migrant workers themselves, a number of prerequisites should be part of management strategies. The first is that those immigrants and their children who are already in G20 countries are well integrated into the host societies and labour markets. This is crucial not least for the acceptance of further immigration. The second, and closely related, is that the domestic labour supply – which includes resident immigrants and their native-born children, whose employment rates often lag behind those of other groups – is fully used, and evidence-based such as through labour market needs assessments and social dialogue. The third is that the objectives of labour migration policies are well set, and migration managed accordingly. A fourth prerequisite is that skills that are in oversupply in countries of origin be matched with skills needed at destination. This will require reinforcing the links between labour migration management and skills development tools” (OECD-ILO-IOM-UNHCR 2019).

Given that the role of remittances in the development of the low- and middle-income countries is well understood and documented, it is being argued that if developing countries skill their youth, then they can get employed abroad. If this happens it will be a win-win situation for both developed and developing countries as it will not only help destination countries in growth but will be a steady source of remittance that will bring growth and development in the source regions of developing and least developed countries. However, migration in general and international migration in particular is a not an easy thing it involves many issues and as ILO notes “evidence suggests that poorly governed labour migration can increase the incidence of irregular migration and raise the risk of exploitation for migrant workers and governance challenges for countries of origin, transit and destination” (ILO n.d.).

Facilitating labour migration to address global skill gap includes a range of policy areas touching not only labour market and economics but society and politics alike. However, concentrating only to labour market we find that when a country attempts to train for both domestic and external labour market it requires that policy get formulated keeping needs of both source and destination economy which may or may not be the same. The employment structure of developed and developing world differ in a great manner. Developed countries are fast becoming a knowledge economy (Box), where service sector dominates whereas low- and middle-income countries still have a huge population engaged in agriculture and allied activities. This phenomenon is very much evident in the case of G20 countries also (Fig 4).

Developing countries need to ensure that their workforce possesses the necessary skills to meet the demands of overseas employment opportunities. This requires comprehensive skill development programs that emphasize technical and vocational skills, language proficiency, cultural adaptation, and soft skills. Another issue is of verifying that workers abroad possess the right kinds of skills to meet the demand in the destination country. Skills Mobility Partnerships (SMPs) in particular have recently emerged as an innovative way to associate migration and skills development for the mutual benefit of origin and destination countries, as well as migrants themselves. This concept is not new and builds on a variety of bilateral skills mobility partnerships already piloted and tested by many G20 countries. However, these programmes have generally remained limited in scope and are the exception rather than the rule. The skills mobility processes could be greatly enhanced by involving employers in both programme design and validation of migrants’ skills; by acknowledging the diversity of approaches and situations across countries and sectors in how skills development and migration are combined; and by creating one-stop- shops for promoting skills mobility partnerships, supporting their implementation and conducting evaluation. The assessment and formal recognition of qualifications and competencies acquired abroad is a critical step in addressing the difficulties faced by immigrants and refugees in the labour market of destination countries. This is particularly important in the case of regulated occupations, which immigrants and refugees cannot access without going through a formal assessment and recognition of their qualifications (OECD-ILO-IOM-UNHCR 2018).

Fig: Skills development, assessment and recognition in migration: Flowchart of interventions at different points in the migration process

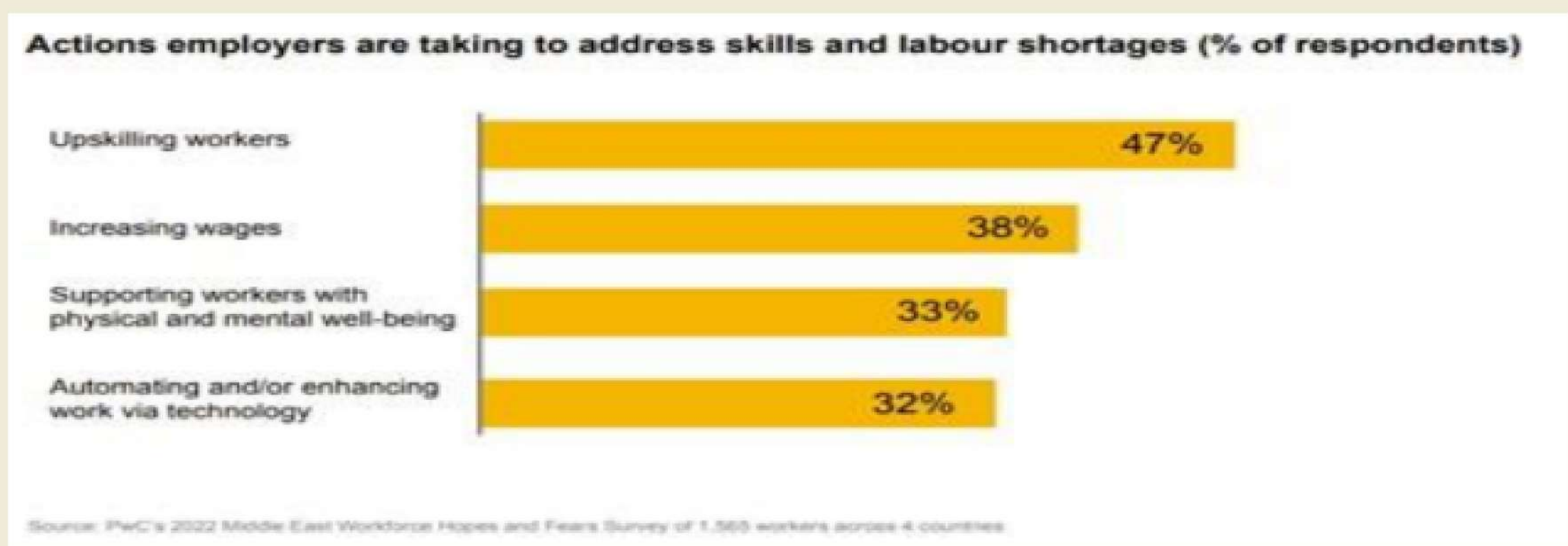


Source: (OECD-ILO-IOM-UNHCR 2018)

The UAE is recognized as a major destination for migrants, with a significant expatriate population originating from more than 200 countries. Out of the current population of 9,516,871 (as of 2023), only 11.48% are Emirati, with 31.42% female and 68.58% male, while the majority are expatriates or immigrants. Indians form the largest expatriate group, accounting for 27.49% of the total population, followed by Pakistanis at 12.69%. Over the past three decades, the UAE has made remarkable strides in diversifying its economy and transitioning into a knowledge-based and innovation-driven society. The UAE has been looking to diversify its economy for a while since petroleum is a dominant revenue generator. Currently, approximately 85% of UAE's economy runs on income from oil exports. The UAE is also one of the most appealing emerging markets in the Middle East and North Africa (MENA) and the world's third-most attractive to investors, according to Kearney's 2023 Foreign Direct Investment (FDI) Confidence Index. According to the latest Job Index survey conducted by Bayt.com and YouGov, more than two-thirds (67%) of UAE employers are planning to hire new employees in 2023. With the rapid growth of technology and digital transformation, skills related to information technology, artificial intelligence, cybersecurity, data analysis, software development, cloud computing, and big data are in high demand.

The UAE has been investing heavily in renewable energy and sustainability initiatives. Skills related to renewable energy technologies, sustainable development, green engineering, environmental science, and waste management are valuable. Other sectors that will be hiring are health care and medical sciences, finance, engineering and construction, sales and marketing, and tourism. However, tapping these opportunities does not depend only on the hard skills, as while recruiting, most UAE employers prioritize good communication skills in Arabic and English (48%), followed by the ability to work under pressure (43%) and teamwork skills (42%).

The UAE Skill Gap Survey conducted last year revealed that over 50% of industry companies in the UAE reported facing a shortage of skills in one or more critical areas, with over 90% expressing challenges in finding suitable candidates to bridge these gaps. To address the skills shortages, many employers are adopting internal measures to close the skill gap. According to PwC, these measures include upskilling existing employees, increasing wages, implementing automation, and leveraging technology to enhance work processes, among other strategies.



The UAE has already taken significant steps to equip its young generation with the skills required to face future challenges and achieve the core goals of its Vision2021 and Centennial 2071. In November 2018, during the UAE Government's second Annual Meetings, the Ministry of Education launched the Advanced Skills Strategy. The Advanced Skills Strategy is based on a 'forward-thinking' approach and sets out the national framework aimed at consolidating the concept of life-long learning for citizens and residents of the UAE to achieve the goals of Centennial Plan 2071. The program's strategy is based on five key themes and a number of initiatives aimed at employing advanced skills in vital areas such as education, economy and the quality of life. The first element of strategy includes the definition of advanced skills, identified through the study of international systems and models of advanced skills required in UAE's government and job market, in collaboration with over 70 different entities and companies representing 13 sectors locally and globally. 12 different skills have been identified for the UAE in four main categories: basic skills, competencies, personal traits, and specialized skills. The second element includes advanced skills measurement tools, which will be done through a number of partnerships with international organizations, research institutions and academia to develop skills measurement mechanisms. The third element aims to identify the target groups. The national program aspires to reach a number of target groups: students at various academic and academic levels, new graduates and employees in the public and private sectors.

The fourth element includes policies and programs, to ensure the participation of stakeholders, and build strong partnerships with the private sector, as well as develop the content of educational and training programs. The fifth and last element is to inspire the community by raising awareness of the importance of advanced skills and providing opportunities for all groups to acquire advanced skills and lead their own development through continuous learning. The UAE Cabinet also adopted the formation of the Advanced Skills Council to oversee relevant policies, programs and initiatives. The Council includes representatives from the Ministry of Economy, Ministry of Education, Ministry of Human Resources and Emiratization, The Federal Authority for Government Human Resources, the Federal Youth Authority, Advanced Sciences portfolio, Artificial Intelligence portfolio, the Abu Dhabi Department of Education and Knowledge, and Knowledge and Human Development Authority.

Furthermore, the skills of returnee migrants can be leveraged for the development of their home countries. These individuals often acquire valuable knowledge and expertise during their time abroad. Migrants frequently encounter difficulties in leveraging their experiences from the destination countries into better human resources development opportunities on their return, thus hindering their possibilities for finding employment back home. Governments should establish mechanisms to recognize and utilize these skills effectively, such as creating platforms for returnee migrants to share their experiences, providing reintegration support, and offering incentives for entrepreneurship and knowledge transfer.

Sub-title 3

Two significant developments that are going to make an impact on the skill development strategy are one, technological development, and two, climate change mitigation. It is difficult to determine that whether these changes will increase or decrease the employment opportunities. But, certain things are clear, the rapid technological change will cause rapid redundancy of skills and polarised labour market. It is sure that it will increase the need of retraining and life-long learning, but it cannot be determined accurately that which worker will find his/her job most altered by the technological development. The signatories of the 2015 Paris Agreement recognised an urgent need for action on climate change. The 2018 Conference of the Parties to the United Nations Framework Convention on Climate Change (COP24) highlighted the importance of a green transition that could lead to effective, inclusive and climate-resilient development. A focus on greening economies has been included in the agendas of international bodies such as The United Nations Environment Programme, International Labour Organisation, the European Union as well as the OECD. A green economy is considered to have “the potential to ensure the preservation of the earth’s ecosystem along new economic growth pathways while contributing at the same time to poverty reduction” (UNDESA, 2011, p.v). However, greening of economy will bring a structural change in labour market that will hugely alter the skill requirements at global and national scale. It is being considered that climate change adaptation has the potential to contribute significantly to job creation and livelihoods. Globally, and locally, different scenarios have been used to predict the potential for green job creation for the purposes of understanding the scale of transition needed in terms of new skills requirements.

The ILO, for example, has produced estimates of the impact the transition to energy sustainability will have on employment by 2030 (ILO, 2018). The analysis shows that almost 25 million jobs will be created, and nearly 7 million lost, globally (ILO, 2019). In addition to studies that evaluate the potential for green job creation, there are other studies that monitor changes in real time. An analysis by LinkedIn (LinkedIn, 2022) based on job advertisements published on their website, demonstrates that the share of global green talent increased from 9.6% in 2015 to 13.3% in 2021; a compound growth rate of almost 40%. Demand for green skills emerged not only in core sustainability areas, such as ecosystem management, environmental policy, and pollution prevention, but also in other sectors: corporate services, manufacturing, energy and mining, public administration and construction. Green entrepreneurship is also growing at a faster rate than overall entrepreneurship. The climate change mitigation strategy will increase the value of green skills⁵ while negatively affecting those workers who are engaged in carbon-intensive sector. Due to the lack of alignment between low-carbon policies and employment and skills policies, countries could rapidly encounter a significant green skills shortage. As a LinkedIn study (2022) indicated, although job postings requiring green skills has grown 8% annually over the past five years, the share of green talent only grew 6% annually in the same period—meaning demand outstrips the supply of green skills. Therefore, if the supply of green skills does not increase, at the current rate a shortage of green skills will occur in just five years' time. To address this pressing situation, new skills need to be incorporated into technical vocational education and training (TVET) programs and other forms of learning. The volume and composition of green skills depend on the models of greening economies that countries have adopted, and at the moment we don't have sufficient information about the specific demand of green skills for all the countries. However, ILO notes that the skills required for many jobs in carbon-intensive industries can be applicable to jobs in low-carbon industries such as construction, renewable energy generation, urban planning, food production and water management. Such jobs are likely to include both low- and high-skilled occupations and to provide opportunities such as high-income jobs for youth, including young women. Such efforts are typically labour-intensive projects that contribute to job creation and can furnish workers with skills that can be used in other projects. Investment in skills development – particularly skills development in areas of climate adaptation, such as activities relating to water and forestry – can be a suitable policy option to support new entrants into the labour market and to help offset labour market displacement arising from climate change (ILO 2023). Transition to a green economy will have an impact on the remittance flow, especially when it is happening in the major destination countries like GCC, and if policies does not get formulated on time it may harm poverty reduction in poor countries.

Sub-title 4: Stakeholders' Participation in skill formation

Skill formation is a collective good, it can neither be planned nor executed effectively in isolation. Not just often noted issue of social acceptance of skill training but many of the challenges listed in the table can be solved with the involvement of the social partners. Effective skill development requires collaboration and involvement from various stakeholders. Stakeholders' engagement in designing,

⁵ Green skills are broadly considered to be those needed to reduce negative environmental impacts and support economic restructuring—for the purposes of attaining cleaner, more climate resilient and efficient economies— while preserving environmental sustainability and providing decent work conditions.

implementation, and evaluation of the skill development system improves policy relevance, flexibility, sustainability and helping in the effective implementation. Different stakeholders are required to come together and cooperate with each other for a successful policy and implementation. However, the types of stakeholders and the role they should be playing depend upon the system being adopted in the given country. For example, the six actor groups whose cooperation is necessary for a successful collective skill formation system the other five are individual firms, employers' organisations, educational organisations, regional public governance institutions and federal public governance institutions.

Trade unions play a crucial role in advocating for workers' rights, ensuring their skill development needs are met and equitable access to training opportunities. Trade Union participation in skill development has been discussed at various levels. The International Labour Organization has always been an advocate of the Trade Union or workers' representatives' participation in formulating vocational education and training policy and its implementation. Article 5 of the International Labour Organization's (ILO) Human Resources Development Convention, 1975 (C142) notes "policies and programmes of vocational guidance and vocational training shall be formulated and implemented in co-operation with employers' and workers' organisations and, as appropriate and in accordance with national law and practice, with other interested bodies" (ILO n.d.(c)). ILO's Human Resources Development Recommendation (R195) adopted in 2004 notes that the "members should, based on social dialogue, formulate, apply and review national human resources development, education, training and lifelong learning policies which are consistent with economic, fiscal and social policies" (ILO n.d.(a)). Governments should encourage the active participation of trade unions in the design and implementation of skill development policies. By involving trade unions, the interests of workers can be safeguarded, ensuring that skill development programs address their needs and promote decent work conditions. beside decision-making processes can lead to more inclusive skill development initiatives.

The role of social partners further increases when we look from the perspective of greening initiatives. Green economic restructuring is often viewed as a "technical fix", as it can be instrumental in solving some environmental issues. However, another approach towards solving sustainability issues, is "value change", and this should also be prominent in policy makers' discourses. The development of green technologies needs people to hold values that priorities sustainable development of both the planet and societies. A transformation of values will come to be reflected in people's environmental behaviour (e.g. the investment in green bonds; the development of green technologies) and they should be the primary focus of education and training. In other words, the focus on "technical fixes" that can be facilitated by green skills development, needs be complemented by values development. Values are generally characterised as beliefs about what is desired. Generic green skills are required for all occupations, as they allow the workforce to understand and appreciate the demands involved in greening economies—and to act on them. In order to tackle this situation, education needs to equip learners with green skills— particularly generic ones—so the whole workforce can develop habits of green industrial practices during training programs.

There is a very close, and important, link between values and green skills. A particular set of values that promotes the mutual prosperity of both human and non-human nature, and which focuses on both individual and collective well-being, is necessary to realize a green economy and the sustainable development of society; the development of green skills is essential if we are to convert values into actions.

However, the role trade unions will play in the formulation of skill development strategy depends on various internal (for example, importance given to the skill development issues) and external (like, strength of unions, legislative provisions, the overall conditions regarding social dialogue etc.) factors. Anticipating the lack of institutional arrangements and inability of the social partners in being a part of the skill development initiatives R195 asks member states to, take measure for not only involving the social partners but to “provide support to the social partners to enable them to participate in social dialogue on training” (ILO n.d.(a)). If we look at the global level different countries have different level of trade union involvement in the skill formation system That means there is huge possibility of trade unions learning from each other about the role they can play in the skill formation.

Conclusion

The global labour scenario presents a complex set of challenges, ranging from labour shortages in developed countries to unemployment and skill mismatch in developing nations. Addressing these challenges requires a comprehensive approach that considers the unique circumstances of each region and encompasses skill development, labor migration, stakeholder engagement, and policy interventions. By acknowledging the labor shortage in developed countries due to demographic change, the issue of unemployment and youth bulge in developing nations, and the skill mismatch prevalent worldwide, stakeholders can work together to devise effective strategies. Governments, businesses, educational institutions, and civil society organizations, trade unions among them, must collaborate to bridge the skill gap, formalize informally acquired skills, leverage labour migration opportunities, and strengthen trade union participation. By investing in skill development and creating an enabling environment for quality employment, countries can unlock the potential of their labor force, leading to sustainable economic growth and improved living standards. Through skill development initiatives, labor migration management, and active engagement of different stakeholders, societies can unlock the potential of their workforce, promote inclusive economic growth, and mitigate the adverse impacts of labor market imbalances and inequality of wealthy distribution.

Recommendations:

- Developed countries can attract skilled immigrants to fill labor gaps through favorable immigration policies and streamlined visa processes. However, careful consideration should be given to ensure a complementary balance between labor market needs and social integration to optimize the benefits of labor migration and mitigate associated challenges.
- Governments and training institutions should focus on providing targeted training programs that align with the skill requirements of destination countries to ensure a better match between skills at origin and employment opportunities at destination.
- Governments should create mechanisms to recognize and utilize the skills of returnees effectively within the domestic labor market. Skill recognition frameworks, certification of competences, mentorship programs, and entrepreneurship support can facilitate their successful integration and contribution to the local economy.
- Governments should provide incentives for industries to adopt those technologies that do not lead to job losses but rather complement human capabilities and at same time readapt the workers for new jobs and reduced hours of labour with quality of life.
- Developing countries often grapple with high levels of unemployment, particularly among their burgeoning youth populations. To address this issue, governments and other stakeholders must take proactive measures that include, one, investing in education and vocational training programs that align with the needs of the job market can equip youth with the necessary skills for employment - public-private partnerships can play a vital role in designing and implementing these programs; two, encouraging entrepreneurship and supporting the development of small-scale industries can generate employment opportunities for young people - governments can facilitate access to credit, provide mentorship programs, and streamline regulations to foster a conducive business environment .
- Considering that skill development has a big role to play in bringing global economic development and poverty reduction in low- and middle-income countries, it is imperative that it must be considered while planning official development assistance.

Green skills development is a golden opportunity to support green transformation. Labour force without these skills will be disadvantaged. We need to make each process happen together. Recommendations directly related to the identified challenges are:

- To develop forward-looking skills strategies that support the implementation of climate-related and environmental policies

- To reach an agreement about green skills classification (at least, at the national level)
- To set up a data collection system that reliably collects comprehensive information about gaps and requests for green skills
- To include green skills into standards and program accreditation processes
- To broaden green skills discourses so they include a focus on values and their transformation into actions. It is vital to ensure that innovative solutions are devised to raise employers' awareness in the idea that generic green skills, which are based on values, are required for all employees
- To establish training programs (formal, informal, workplace-based) to support future-oriented green skills development. They should be flexible in nature and include stackable training, order that training is flexible and meets the needs of individuals.
- To ensure effective capacity building training for teachers; to develop teacher training standards that establish their capacity to implement green change
- To involve different stakeholders in the above processes to ensure effective approaches to development of green skills.

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Annexure:

The G20 Policy Recommendations for Sustainable Growth and Productivity in Human Capacity Development through Strengthening Community-Based Vocational Training (CBVT)

G20 countries have implemented significant measures to reinforce the delivery of education and training opportunities for people of working age to minimise the negative impact COVID19 has had on economic growth as well as to prepare them for the work of tomorrow. The pandemic also accelerated the widespread use of digital skills and new forms of work which could be seized as an opportunity in its aftermath. We acknowledge the critical role of skills development in fostering a human-centred recovery that is inclusive, sustainable and resilient. In line with our previous commitments in Ankara 2015, Mendoza 2018 and Catania 2021, we reiterate our commitment to fostering lifelong learning. In addition, in light of the inequalities exacerbated by the pandemic, skills development urgently needs to become more accessible to traditionally under-served groups, such as persons with disabilities.

New approaches to skills development might strengthen and usefully complement our previous and current works, taking into account challenges such as demographic change, the digital transformation, and the green transition. This includes lifelong learning, which can be supported by a participatory approach of community-based training. Strengthening and transforming the trainings delivery is imperative since training is expected to improve the skills and productivity of the people of working age, to reduce job losses during a crisis, and to ensure individuals have the competencies to benefit from the new job opportunities arising in the labour market throughout the recovery and adopting re- and upskilling opportunities to changing needs is important. Community-Based Vocational Training (CBVT) addresses human capacity building at the local level and opens up the opportunities for communities to organize, run and contribute to sustainable productivity improvements in local economies. CBVT is generally understood as decentralized training for work, focusing on community participation, self-advancement, and empowerment, on the inclusion of disadvantaged groups, and is particularly relevant in rural areas where there is little access to formal institutions. Beyond other policies on education and training that are being implemented by the G20 countries, and also dependent upon national circumstances, CBVT can serve as a training model to address human capacity building at the local level. It has key advantages that distinguish it from other training models. It emphasizes a bottom-up approach. CBVT encourages the participation of the community in several ways.

First, CBVT ensures that the benefits are felt locally, and it encourages the creation of entrepreneurship and social solidarity enterprises, both of which directly strengthen the local economy.

- Second, CBVT provides for decentralized governance, giving local communities opportunity for choosing a training course to maximize local potential. In this context, CBVT can create training opportunities for sustainable jobs because of the bottom up mechanism which informs the demand from the local industry to the training design.

- Third, CBVT provides avenues for social mobility and for especially disadvantaged and rural communities to build professional identities.
- Fourth, the opportunities for civic participation in CBVT increases and promotes trust in institutions and communities, which is particularly valuable after a crisis.
- Fifth, individuals who live near CBVT providers can access the training in their neighborhood.
- Sixth, CBVT helps ensure that no one left behind in the age of disruption and that communities can recover together to recover stronger.

Most G20 countries have implemented some form of CBVT model. While there is no one-size fits-all model, we will strive to improve access to quality training at the local level. Therefore, we emphasize the local community-based aspect in delivering human capacity development to reduce skills gaps and provide more quality employment opportunities for all. This includes digital skills, where gaps among vulnerable and disadvantaged groups have become increasingly visible during the COVID-19 pandemic, and skills for green transition. Reflecting the previous policy priority (Melbourne, 2014)⁸, national economic growth does not necessarily translate into employment opportunities across regions. The contribution of skills development on the sub-national level may enhance employability and increase the overall growth of region. A local strategy can also encourage enhanced training system flexibility and governance to accommodate the needs of employers, individuals, and the local labour market (Beijing, 2016).

We acknowledge the importance of conducive environment to improve the quality of skills development in addition to the effort for providing labour market access, improving employability, and promoting decent work. Where appropriate, we will work with employers' organizations, trade unions and civil society to strengthen local social dialogue with the view to provide additional support for better access to skills development for targeted group.

In this context, we will make effort to prioritize the following recommendation to strengthen CBVT in line with national circumstances:

1. Work with partners to support communities to develop training opportunities tailored to the needs of vulnerable and disadvantaged groups, including low-skilled workers, people at risk of losing their job and workers at the end of their career, particularly in disadvantaged territories, including rural areas.
2. Promote the development of training curricula and methods that support lifelong learning which is affordable and sustainable and facilitates access to quality employment particularly for vulnerable and disadvantaged groups enabling them to make a viable living.
3. Take any feasible or appropriate measures for communities in response to megatrends and global issues affecting the world of work, to ensure communities have access to reskilling and upskilling programs to equip them for a changing world of work.

4. Adapt training delivery methods to accommodate inclusive training modalities for vulnerable and disadvantaged groups.
5. Promote flexible training frameworks that can address future challenges.
6. Support multi-actor partnerships and community collaboration to improve training quality, the recognition of skills and qualifications acquired through training, financial sustainability and capacity of CBVT providers.
7. Build on and strengthen partnership, participation, and multi-level social dialogue to effectively address community concerns and facilitate local economic empowerment.
8. Enhance local communities' capabilities to lead their CBVT initiatives and to create networks to respond to local needs and economic potential, and integrating socio-cultural and environmental concerns, where possible.
9. Improve integrated labour market information systems that link skills systems and governance to local demand to fill the gap between supply and demand of labour market across different levels of governance.
10. Facilitate collaboration and partnerships between communities for increased productivity and links to national markets and beyond

