



# SAI 20- Framing Document

COLLABORATIVE AND INTEGRATIVE EFFORTS FOR A FUTURE-READY WORKFORCE – BRIDGING THE SKILLS GAP IN SUSTAINABLE ECONOMIC GROWTH

03 February 2025

#SAi20SouthAfrica2025

## COLLABORATIVE AND INTEGRATIVE EFFORTS FOR A FUTURE-READY WORKFORCE – BRIDGING THE SKILLS GAP IN SUSTAINABLE ECONOMIC GROWTH

### Bridging the skills gap for a future-ready workforce as a global economic development priority

The United Nations Sustainable Development Goals (SDGs) have received considerable attention since their adoption in 2015. But halfway through their implementation period, there is little indication that the ambitious agenda will be accomplished by 2030. The key to bringing about the 17 SDGs is enhanced world development that provides the resources needed to move forward on the goals, but there is a fundamental challenge. Economic development depends on the skills of each society, which means that high-quality, equitable education is paramount.

To succeed in the 21<sup>st</sup> century labour market, one needs a comprehensive skill set composed of: (a) foundational and higher order skills – cognitive skills that encompass the ability to understand complex ideas, adapt effectively to the environment, learn from experience, and reason. Foundational literacy and numeracy as well as problem-solving, communication and informational analysis are cognitive skills; (b) socioemotional skills – the ability to manage relationships, emotions, and attitudes; (c) specialised skills – acquired knowledge, expertise and interactions needed to perform a specific task, including the mastery of required materials, tools, or technologies. This includes technical, cognitive and entrepreneurship skills; and (d) digital skills – cross-cutting skills that draw on the foundational and higher-order skills, socioemotional, specialised and digital skills and describe the ability to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately. In 2018 the World Bank estimated that 54% of the workforce would require significant upskilling and reskilling over the next five (5) years.

Skills development can contribute to structural transformation and economic growth by enhancing employability and labour productivity and helping countries become more competitive<sup>1</sup>. Across the world, investments in education and skills development – from preschool through post-secondary education to vocational training – have high returns; conversely, sub-optimal investment therein has proportionately higher penalties. Skills development coupled with better jobs increases productivity – each additional year of education can boost African learners' earnings by up to 11,4%, the greatest return to education than in any other region. In Ghana, for instance, the wage penalty for low literacy is nine percentage points while in Brazil, graduates of vocational programmes earn wages about 10% higher than those with a general secondary school education.

Beyond its well-established socioeconomic role, education has a crucial socialisation function through the shaping of personal collective identities, the formation of responsible citizenship and the promotion of critical social participation, based on principles of respect for life, human dignity and cultural diversity:

A strong education system broadens access to opportunities, improves health, and bolsters the resilience of communities – all while fueling economic growth in a way that can reinforce and accelerate these processes. Moreover, education provides the skills people need to thrive in the new sustainable economy, working in areas such as renewable energy, smart agriculture, forest rehabilitation, the design of resource-efficient cities, and sound management of healthy ecosystems.

<sup>1</sup> <https://www.worldbank.org/en/topic/skillsdevelopment>

## Bridging the skills gap for a future-ready workforce as a G20 priority

Analysis of the G20 declarations since inception provides a clear indication that the challenge of bridging the skills gap for a future-ready workforce:

- (a) has remained a key and persistent issue of significance to global economic development and thus to the G20 for decades;
- (b) Persists to this day;
- (c) Is driven by the primary challenge of rapidly evolving needs, a complex array of mutually reinforcing levers to be pulled within both the skills development context and the broader socio-economic context by multiple different stakeholders, sometimes with clashing imperatives among them and there only being a finite set of resources available to allow governments to comprehensively pull all relevant levers in collaborative and integrative manner.

Testament to the significance and complexity of challenge to global economic development, it has featured on the agenda and been engaged with by the G20 nations from multiple different perspectives. The myriad issues that have been engaged on with respect to the skills gap challenge individually and collectively represent the levers that the G20 nations believe are material to and ought to be pulled by governments to address the skills gap challenge for a future-ready workforce – key among these being:

### Formulation, adoption and implementation of policies and strategies

Key issues	Type of position	G20 position
Training strategy	Entreaty	ILO, in partnership with other organisations, to <b>convene its constituents and NGOs to develop a training strategy through multi-stakeholder collaboration</b>
	Acknowledgement	Work done through collaboration by ILO and OECD on training strategy to <b>equip workforce with skills required for the jobs of today and those of tomorrow</b>
Medium-term employment and skills development	Direction	Ministers to consider medium-term employment and skills development policies to <b>ensure workers are prepared to take advantage of advances in science and technology</b>
Cooperation in education, skills development and training policies	Commitment	Intensify efforts to strengthen, including internship and on-the-job training, which <b>support a successful school-to-work transition</b>
Coordinated and integrated public policies (macroeconomic, financial, fiscal, education, skills development, innovation, employment and social protection)	Acknowledgment	Key to reaching goal of <b>achieving better quality and more productive jobs</b>
		Crucial to achieving <b>strong, sustainable and balanced growth and restoring confidence in the global economy</b>
	Endorsement	Recommendations of labour and finance ministers to mobilise, coordinate and integrate national policies to ensure <b>higher employment levels and sustained decline in unemployment, underemployment and informal employment</b>
	Commitment	Enhance coordination between education, employment and social policies to <b>improve transition from education to quality employment</b>
Human resource development	Commitment	Work <b>supports human resource development</b> as a key area for sustainable development

Key issues	Type of position	G20 position
	Acknowledgment	<b>Progress achieved</b> on human resource development
Equitable quality education policies	Commitment	Promote coordination between employment and equitable quality education policies in order to be able to <b>develop comprehensive strategies that promote key competencies</b>
		Promote <b>inclusive and equitable quality education for all</b>
		Ensure inclusive and <b>equitable quality education and training</b>
Training and reskilling policies	Commitment	Support workers through training and reskilling policies
Professional development policies	Acknowledgment	Professional development policies capable of <b>qualifying and retaining teachers</b> and of <b>stimulating the interest of early-career teachers</b> have become an essential component of the multidimensional challenge of <b>preparing societies for the future ahead</b>

### Types of skills development and workforce interventions to be delivered

Key issues	Type of position	G20 position
Apprenticeships and vocational programmes	Commitment	<b>Quality</b> apprenticeship and vocational training programmes
		<b>Employment plans</b> include investments in apprenticeships, education and training, and incentives for hiring young people and encouraging entrepreneurship
		Promoting decent work, vocational training and skills development, including reskilling workers and improving labour conditions to <b>build an inclusive, fair and sustainable future of work</b>
		Promoting sustainable development of human capacity, labour markets and productivity, including through <b>community-based vocational education</b>
Apprenticeships and vocational programmes	Acknowledgment	Important role of vocational education and training, including quality apprenticeship, in <b>integrating young people into labour market</b>
	Emphasis	Expanding access to <b>high-quality</b> technical and vocational education and training
	Emphasis	Tailored strategies including youth guarantee approaches, developing school and university curricula that support entrepreneurship, and facilitating exchange of best practices among the G20 countries and the social partners are crucial
	Commitment	Intensify efforts to strengthen cooperation in education, skills development and training policies, including internship and on-the-job training, which support a successful school-to-work transition
	Acknowledgment	Have a responsibility to invest in people by providing education, job training, decent work conditions
Early childhood development (ECD)	Commitment	Ensure <b>equal access to affordable, inclusive, equitable, safe and quality education</b> from early childhood through higher education to lifelong learning

Key issues	Type of position	G20 position
		Develop comprehensive strategies that promote key competences such as learning to learn, foundation and digital skills, in a <b>lifelong learning perspective from early childhood</b>
		Enhancing <b>quality and sustainably financed</b> early childhood programmes that consider the multidimensional approach of ECD
	Acknowledgment	Importance of improving <b>accessibility and affordability</b> of quality early childhood education
Matching of skills with job opportunities	Acknowledgment	Policy reforms to support higher employment and facilitate job creation and better matching of skills with job opportunities are central in our growth strategies
Job search assistance	Emphasis	Labour market reforms might include more effective labour market policies (such as job retraining, job search and skills development programmes, and raising labour mobility)
	Commitment	Develop and strengthen tailored activation strategies for underrepresented and vulnerable groups that combine income support for those out of work with measures to improve their employability through job search assistance, work experience, public employment programmes, hiring subsidies, conditional transfers and training as well as reduced obstacles for employment as per country’s circumstances
Retraining and reskilling	Emphasis	Labour market reforms might include more effective labour market policies (such as job retraining, job search and skills development programmes, and raising labour mobility)
		Importance of enabling lifelong learning focused on skilling, reskilling and upskilling especially for vulnerable groups
	Commitment	Building an inclusive, fair and sustainable future of work including by reskilling workers
		Continue to support workers through training and reskilling policies
Acknowledgment	Increasing demand for reskilling and upskilling to meet demands for a workforce adept at utilising emerging technologies	
	Comprehensive toolkit with adaptable frameworks for designing and introducing digital upskilling and reskilling programmes	
Lifelong education	Commitment	Develop comprehensive strategies that promote key competences such as learning to learn, foundation and digital skills, in a lifelong learning perspective from early childhood
		Promote lifelong learning at all levels
		Increase efforts to make education systems inclusive, adaptable and resilient through lifelong learning
		Boost job creation and flexible work arrangements, seek to raise quality of employment and enhance employability of workers through lifelong learning as working lives are expected to be longer

Key issues	Type of position	G20 position
	Entreaty	Innovation, skills training and lifelong education for all Ensure access to training programmes that support lifelong skills development and focus on future market needs
	Emphasis	Importance of enabling lifelong learning focused on skilling, reskilling and upskilling especially for vulnerable groups
/Primary and secondary education	Commitment	Continued support for girls’ and women’s education and training, including providing quality primary and secondary education
Work experience	Commitment	Develop and strengthen tailored activation strategies for those groups facing the greatest barriers to finding or remaining in employment (e.g. youth, women, long-term unemployed, low skilled workers, single parents, people with disabilities and older workers) that combine income support for those out of work with measures to improve their employability through work experience
Skills development	Commitment	Building an inclusive, fair and sustainable future of work by promoting skills development
		Maximise approach to skills development to respond effectively to the needs of the labour market
	Emphasis	Intensify efforts to strengthen cooperation in education, skills development and training policies, including internship and on-the-job training, which support a successful school-to-work transition
	Direction	importance of taking measures to support skills development
	Acknowledgment	Ministers to consider medium-term employment and skills development policies
		It is no longer sufficient to train workers to meet their specific current needs; should ensure access to training programmes that support lifelong skills development and focus on future market needs
Training	Commitment	Inclusive, equitable, high-quality education and skills training for all, including for those in vulnerable situations
		Support employment by investing in education and training
		Continue to provide training support for the unemployed and those most at risk of unemployment
		Support robust training efforts in our growth strategies and investments
		Advance gender equality in all areas, including skills training
		Reducing youth unemployment, which is unacceptably high, by acting to ensure young people are in education, training or employment
		Pursue pro-innovation strategies and policies, support investment in science, technology and innovation (STI), and support skills training for STI



Key issues	Type of position	G20 position
		Improve women’s access to labour markets through provision of quality education and training
		To SDG4 to ensure inclusive and equitable quality education and training
	Emphasis	Critical role of quality education and training as an enabler for human dignity and empowerment; equity, equality, and inclusiveness; sustainable and socioeconomic growth; active citizenship, prosperity, peace and well-being
	Acknowledgment	New Framework for Strong, Sustainable and Balanced Growth requires structural reforms to create quality education and training programmes
It is no longer sufficient to train workers to meet their specific current needs; should ensure access to training programmes that support lifelong skills development		

**Types of specific skills to be developed**

Key issues	Type of position	G20 position
Cyber education	Acknowledgment	G20 Toolkit on Cyber Education and Cyber Awareness of Children and Youth
Digital skills and education	Commitment	Development of <b>women and girls’ digital skills</b>
		Support the <b>greater enrolment, participation and leadership of all women and girls, including those with disabilities</b> , in STEM (science, technology, engineering and mathematics) fields and in emerging digital technologies
		Halve the <b>digital gender gap</b> by 2030
		Promote regulatory policy frameworks that enable all women and girls to actively participate in the formulation and implementation of national digital strategies, including enhancing digital literacy and skills
		Enhance efforts to ensure that <b>research and work forces are able to adapt</b> their skills to the rapidly evolving digital environment and <b>harness the potential of innovation and digital tools</b> whilst upholding shared ethical principles and values
		Leverage <b>common digital infrastructures</b> to promote research collaboration, open science and higher education
		Improving the <b>digital literacy skill of learners, teachers, school leaders, and other educational professionals</b>
		Harness digital to overcome digital divides for all learners
	Promote digital literacy and digital skills in all forms of education and lifelong learning	
	Entreaty	International collaboration to further <b>develop digital skills and digital literacy to harness the positive</b>

Key issues	Type of position	G20 position
		<p><b>impacts of digital transformation</b>, especially for women, girls, and people in vulnerable situations</p> <p>Promotion of inclusive international cooperation and capacity building for developing countries in digital domain in acknowledgment of growing digital divides between countries</p> <p>Digital literacy and skills are essential to achieve meaningful digital inclusion</p>
Digital skills and education (continued)	Acknowledgment	Comprehensive toolkit with adaptable frameworks for designing and <b>introducing digital upskilling and reskilling programmes</b>
	Emphasis	Critical role of quality education and training, including <b>digital education, as an enabler for human dignity and empowerment; equity, equality, and inclusiveness; sustainable and socioeconomic growth; active citizenship, prosperity, peace and well-being</b>
Foundational learning (literacy, numeracy, socioemotional skills)	Acknowledgment	Importance of foundational learning (literacy, numeracy, and socioemotional skills) as the primary building block for education and employment
STEM	Acknowledgment	Access to STEM related trainings and occupations is key to establish an enabling environment for women’s empowerment
	Commitment	Increasing the participation of women in STEM and high-tech sectors
		Improved access to STEM education as part of support for girls’ and women’s education and training
		Will work on key factors related to putting women and girls at the core of effort, such as equal access to education and opportunities, including in STEM sectors
		Support greater enrolment, participation and leadership of all women and girls, including those with disabilities, in STEM fields and in emerging digital technologies

**Qualitative features of interventions and broader system to be delivered and enabled**

- Quality
- Coordinated
- High quality
- Inclusive
- Equitable
- For all
- Affordability
- Adaptable
- Resilient
- Tech-enabled
- Accessible
- Effective
- Equally accessible



- Safe
- Robust
- Sustainable

## Imperatives

### *Change readiness*

- Ensure that workers are prepared to take advantage of advances in science and technology
- Strengthen the ability of workers to adapt to changing market demands
- Develop skills required for the jobs of today and those of tomorrow

### *Resourcing and investing*

- Invest in education, training and skills
- Investment in human capital

### *Teaching and learning environments*

- Improve teaching and learning environments
- Educational institutions and teachers
- Stimulating the interest of early-career teachers

### *Lifelong learning*

- Investing in people's skills, quality education and lifelong learning programmes
- Inculcate a lifelong learning perspective from early childhood
- Enhance employability of workers through lifelong learning
- Re- and upskilling throughout their working lives
- Education from early childhood through higher education to lifelong learning

### *Alignment between skills development and world of work*

- Better matching of skills with job opportunities
- Skills development to respond effectively to the needs of the labour market

### *Facilitating employment*

- Innovative ways to encourage firms to hire youth
- Effective job-search assistance for different groups of youth
- Incentives for hiring young people
- Transition from education to quality employment

### *Women and girls*

- Women and girl's equal access to inclusive and quality education
- Women and girl's equal participation in STEM education
- Greater enrolment, participation and leadership of all women and girls, including those with disabilities, in STEM field and emerging digital technologies

*Work type and conditions*

- Decent work conditions

*Skill portability and globalisation*

- Database on skills indicators
- Fostering internationalisation in education
- Global skills
- International reference classification of occupation by skill and qualification requirements
- Inclusive international cooperation and capacity building for developing countries
- Well managed, regular and skills-based migration pathways

*Facilitating access to skills development*

- Access to education
- Access to STEM education
- Access to education and opportunities
- Universal access to education

*Resilience of education/skills delivery systems*

- Continuity of education in times of crisis
- Safe in-person learning, effective quality distance and blended teaching and learning
- Learning recovery

*Digital*

- Adapt skills to rapidly evolving digital environment
- Develop digital skills and digital literacy
- Digital literacy skill of learners, teachers and school leaders and other educational professionals
- Overcome digital divides for all learners
- Responsible AI for improving education

**Challenges to be confronted and overcome**

Key issues	Type of position	G20 position
Impact of crisis	Acknowledgment	With concern, the adverse impact of the global crisis on low income countries' (LICs) capacity to protect critical core spending in areas such as education
	Emphasis	Importance of continuity of education in times of crisis through the implementation of measures to ensure safe in-person learning, effective quality distance and blended teaching and learning, as appropriate
Barriers to education	Commitment	Empower relevant actors within and beyond G20 to remove barriers to education
Teacher shortage	Acknowledgment	Note with concern the current global teacher shortage
Skills gap	Commitment	Addressing skills gaps
	Endorse	Efforts to map global skills gaps and development of the G20 policy priorities to address skill gaps globally, including through further strengthening our national statistical data, extending coverage of the ILO and

		OECD Skills for Jobs Databases to G20 countries, as appropriate
Adaptation to changes in skills requirements	Endorsement	Strategies, action plans and initiatives developed by G20 labour and employment ministers to enhance the growth and development agenda by taking effective actions to address changes in skill needs
	Acknowledgment	Need to educate and train people with the necessary skills for the future of work, the importance of opportunities to re- and upskill throughout their working lives, and assist them to successfully adapt to change, in accordance with each member’s domestic social framework
	Commitment	Strengthen the ability of workers to adapt to changing market demands
		Enhance efforts to ensure that research and work forces are able to adapt their skills to the rapidly evolving digital environment

**Key outcomes to be achieved/realised**

Key issues	Type of position	G20 position
Skills portability	Commitment	Take broad-ranged action, tailored to national circumstances, to promote more and better jobs : Invest in our people’s skills, quality education and lifelong learning programmes to give them skill portability and better prospects, to facilitate mobility and enhance employability
		Consider the development of an international reference classification of occupation by skill and qualification requirements to facilitate cross-country comparability and mutual recognition of skills and qualifications
Labour force participation	Commitment	Wide range of reforms to strengthen the foundations for strong, sustainable and balanced growth over the long term by increasing labour force participation

**Key beneficiaries to be prioritised**

- Unemployed
- Most at risk of unemployment
- Women in the labour force
- Young people
- Women
- Girls
- Research forces
- Work forces
- Vulnerable groups

## Relevance of SAIs to the challenge of bridging the skills gap for a future-ready workforce through collaborative and integrative efforts

### The unique nature and role of supreme audit institutions

INTOSAI describes supreme audit institutions (SAIs) as public oversight institutions which audit government's use of public funds. They serve as a critical link in a country's accountability chain. Some of the key characteristics of SAIs ideally include:

- (a) Have an all of government perspective as they audit all public institutions;
- (b) Legislatively enshrined independence;
- (c) By scrutinizing public financial management and reporting they provide assurance that resources are used as prescribed;
- (d) Mostly derive their mandates from the constitution and/or legislation;
- (e) Empowered to audit the: (i) use of public monies, resources, or assets, by a recipient or beneficiary regardless of its legal nature; (ii) collection of revenues owed to the government or public entities; (iii) legality and regularity of government or public entities accounts; (iv) quality of financial management and reporting; (v) economy, efficiency, and effectiveness of government or public entities operations; and (vi) government performance (in some jurisdictions);
- (f) Being a credible source of independent and objective insight and guidance to support beneficial change in the public sector;
- (g) Undertake financial audits of organisations' accounting procedures and financial statements, and compliance audits reviewing the legality of transactions made by the audited body. They also conduct performance audits to scrutinise the efficiency, effectiveness or economy of government's undertakings;
- (h) Have adequate powers to obtain timely, unfettered, direct and free access to all necessary documents and information, for the proper discharge of their statutory responsibilities;
- (i) Have the right and obligation to report on their work and the freedom to decide the content and timing of audit reports and to publish and disseminate them – their audit reports and recommendations contribute to accountability and transparency in public finance management, and in turn to good governance;
- (j) Through delivering on their mandates, SAIs may uncover irregular conduct (non-compliance), misspending, mismanagement, and poor performance. They also consider risks for misuse, evaluate entities' control environment, and uncover weaknesses (or red flags) that may be indicative of corruption and fraud;
- (k) Examine the effectiveness of other assurance providers and governance structures such as internal audit, audit committees and boards of directors;
- (l) Submit their reports to the legislature, one of their commissions, or an auditee's governing board, as appropriate, for review and follow-up on specific recommendations and corrective actions
- (m) Enable those charged with public sector governance to discharge their responsibilities in responding to audit findings and recommendations and taking appropriate corrective action;

- (n) Expert capabilities in identification, assessment and mitigation of risks to the economy, efficiency and effectiveness of government's use of public funds

### **Relevance of SAIs to the challenge of bridging the skills gap for a future-ready workforce through collaborative and integrative efforts**

On the one hand, understanding the myriad of issues and levers to be pulled by governments pertaining to the challenge of bridging the skills gap; and on the other hand, also understanding the role, mandate, capabilities and perspectives that SAIs have - particularly on the workings of government and the outcomes thereof – SAIs are uniquely positioned to support their governments in addressing the skills gap by:

#### *Formulation, adoption and implementation of policies and strategies*

Allocating resources towards auditing and providing government with assurance and recommendations on:

- (a) Existence and implementation of human resource development and skills development policies and their alignment to the priority of equipping the workforce with skills required for the jobs of today and of tomorrow;
- (b) Existence and implementation of human resource development and skills development policies and their alignment to the priority of ensuring that workers are prepared to take advantage of advances in science and technology;
- (c) Coordination and integration of public policies (i.e. macroeconomic, financial, fiscal, education, skills development, innovation, employment and social protection);
- (d) Coordination between education, employment and social policies to align with the priority of improving transition from education to quality employment;
- (e) Existence of education policies, their translation to comprehensive strategies and their effectiveness at promoting key competencies;
- (f) Inclusiveness and equitability of education and training for all citizens;
- (g) Existence and effectiveness of professional development policies aimed at qualifying teachers, stimulating the interest of early-career teachers and retaining teachers.

#### *Types of skills and workforce development interventions to be delivered*

Allocating resources towards auditing and providing government with assurance and recommendations on:

- (a) Existence, access to and quality of apprenticeship and vocational training programmes;
- (b) Inclusion of investments in apprenticeships, education and training, incentives for hiring young people and encouraging entrepreneurship in government's Employment Plans;
- (c) Existence, quality and effectiveness of community-based vocational education;
- (d) Existence, quality and effectiveness of tailored strategies including youth guarantee approaches and school and university curricula that support entrepreneurship;

- (e) Equality of access to affordable, equitable, safe and quality education from early childhood through to higher education and lifelong learning;
- (f) Quality and sustainability of financing of early childhood programmes that consider the multidimensional approach of ECD;
- (g) Existence, quality and effectiveness of strategies for matching of skills with job opportunities;
- (h) Existence, quality and effectiveness of tailored activation strategies for underrepresented and vulnerable groups that combine income support for those out of work with measures to improve their employability through job search assistance, work experience, public employment programmes, hiring subsidies, conditional transfers and training as well as reduced obstacles for employment as per country's circumstances;
- (i) Existence, quality, implementation and effectiveness of policies and strategies for skilling, reskilling and upskilling citizens as part of lifelong learning;
- (j) Access to training programmes that support lifelong skills development and future market needs;
- (k) Provision of quality primary and secondary education;
- (l) Provision of training support for the unemployed and those most at risk of unemployment;
- (m) Inclusion of training efforts in growth and investment strategies;
- (n) Gender equality in all areas, including skills training;
- (o) Existence, quality and effectiveness of investment and skills training in science, technology and innovation;

*Types of specific skills to be developed*

Allocating resources towards auditing and providing government with assurance and recommendations on:

- (a) Provision, quality and effectiveness of cyber education;
- (b) Provision, quality, accessibility and effectiveness of digital skills education;
- (c) Existence and persistence of the digital gender gap;
- (d) Effectiveness of efforts to ensure that that research and workforces are able to adapt their skills to the rapidly evolving digital environment and able to harness; the potential of innovation and digital tools;
- (e) Upholding of ethical principles and values in efforts to harness the potential of innovation and digital tools;
- (f) Adoption of common digital infrastructures to promote research collaboration, open science and higher education;
- (g) Existence, quality, implementation and effectiveness of strategies for improving the digital literacy skill of learners, teachers, school leaders, and other educational professionals;
- (h) Existence, quality, implementation and effectiveness of frameworks for designing and introducing digital upskilling and reskilling programmes;



- (i) Extent to which digital education is being leveraged as an enabler for human dignity and empowerment; equity, equality, and inclusiveness; sustainable and socioeconomic growth; active citizenship, prosperity, peace and well-being;
- (j) Existence, quality, implementation and effectiveness of strategies for delivering foundational learning (literacy, numeracy, and socioemotional skills);
- (k) Existence, quality, implementation and effectiveness of STEM education;
- (l) Existence, quality, implementation and effectiveness of strategies for increasing access to and participation of women and girls in STEM education and training;
- (m) Existence, quality, implementation and effectiveness of strategies to provide equal access to education and opportunities, including in STEM sectors;
- (n) Existence, quality, implementation and effectiveness of strategies for supporting greater enrolment, participation and leadership of all women and girls, including those with disabilities, in STEM fields and in emerging digital technologies;

*Qualitative features of interventions and broader system to be delivered and enabled*

Allocating resources towards auditing and providing government with assurance and recommendations on the extent to which the education, training and broader skills development system can be characterised as :

- (a) High quality
- (b) Coordinated
- (c) Inclusive
- (d) Equitable
- (e) For all
- (f) Affordable
- (g) Adaptable
- (h) Resilient
- (i) Tech enabled
- (j) Effective
- (k) Equally accessible
- (l) Safe
- (m) Robust
- (n) Sustainable

*Imperatives*

Allocating resources towards auditing and providing government with assurance and recommendations on:

- (a) Existence, quality, implementation and effectiveness of policies and strategies that are meant to ensure that workers are prepared to take advantage of advances in science and technology;
- (b) Existence, quality, implementation and effectiveness of policies and strategies that are meant to strengthen the ability of workers to adapt to changing market demands;
- (c) Adequacy, efficiency and effectiveness of investments in education, training, skills and human capital development;

- (d) Availability, quality and effectiveness of teaching and learning environments;
- (e) Availability, quality and effectiveness of appropriate educational institutions;
- (f) Existence, quality, implementation and effectiveness of investments into lifelong learning programmes and the inculcation of lifelong learning perspectives from early childhood;
- (g) Existence, quality, implementation and effectiveness of strategies aimed at reskilling and upskilling citizens throughout their working lives;
- (h) Existence, quality, implementation and effectiveness of strategies aimed at matching skills with job opportunities;
- (i) Effectiveness of and extent to which skills development is responsive to labour market needs;
- (j) Existence, quality, implementation and effectiveness of strategies aimed at encouraging firms to hire youth;
- (k) Existence, quality, implementation and effectiveness of job-search assistance for different groups of youth;
- (l) Existence, quality, implementation and effectiveness of strategies aimed at facilitating transition from education to quality employment;
- (m) Existence, quality, implementation and effectiveness of policies and strategies aimed at providing women and girls with equal access to inclusive and quality education;
- (n) Alignment of local skills indicators to global database of skills indicators;
- (o) Existence, quality, implementation and effectiveness of policies and strategies aimed at fostering internationalization in education;
- (p) Existence, quality, implementation and effectiveness of strategies aimed at developing global skills amongst citizens;
- (q) Alignment of local occupations to international reference classification of occupations by skill and qualification requirements to facilitate cross-country comparability and mutual recognition of skills and qualifications;
- (r) Existence, quality, implementation and effectiveness of strategies aimed at advancing inclusive international cooperation and capacity building for developing countries;
- (s) Existence, quality, implementation and effectiveness of well managed, regular and skills-based migration pathways;
- (t) Existence, quality, implementation and effectiveness of policies and strategies aimed at ensuring continuity of education in times of crisis and post-crisis learning recovery;
- (u) Resilience of the education and skills delivery system and government's capacity to protect critical core spending on education during crisis;
- (v) Existence, quality, implementation and effectiveness of policies and strategies aimed at identification and removal of barriers to education;

- (w) Availability, quality and effectiveness of appropriate teachers;
- (x) Existence, quality, implementation and effectiveness of policies and strategies aimed at addressing teacher shortages;
- (y) Existence, quality, implementation and effectiveness of policies and strategies aimed at increasing labour force participation

*Key beneficiaries to be prioritised*

Allocating resources towards auditing and providing government with assurance and recommendations on extent to which the following beneficiary groups are prioritized for accessing quality education and skills development interventions:

- (a) Unemployed
- (b) Most at risk of unemployment
- (c) Women in the labour force
- (d) Young people
- (e) Women
- (f) Girls
- (g) Research forces
- (h) Work forces
- (i) Vulnerable groups