A whole-of-society approach
Skills change lives

- because skills have an increasing impact on labour market outcomes and social participation

and matter for productivity, innovation and inclusion

- because failure to ensure a good skills match has both short-term consequences (skills shortages) and longer-term effects on economic growth and equality of opportunities

VPET, Global Skills Agenda, June 2017
Hong Kong
Gap in job quality between high-skilled and low-skilled workers and participation in global value chains

In countries more integrated in global markets, the gap in job quality between educated and less educated workers is bigger.
but degrees don't automatically translate into better skills and better lives

because failure to ensure a good match has both short- and long-term consequences on economic growth and opportunities

VPET, Global Skills Agency
Hong Kong
Strengthening skills systems

Skills strategies need a strong horizontal and vertical dimension
- Life stages and policy dimensions
- Recognise and respond to local needs
- Capitalise on global value chains

Contributes to economic prosperity

Contributes to social cohesion

Putting skills to effective use

Developing relevant skills

Activating skills supply
Anticipating changing demands for skills

Improving quality and equity of education and training

Spending time in education is one thing; learning is another. Education and training institutions need to be governed by a clear quality-assurance framework that serves both accountability and improvement purposes. Workplace training should also be subject to quality control, in the form of contractual arrangements, inspections, and self-evaluations.

Fostering lifelong skills-oriented learning instead of qualifications-focused education upfront in life course

Facilitating entry for skilled migrants

Investing in skills abroad and encouraging cross-border higher education

Making it easier for international students to remain in the country

Sharing costs fairly among governments, individuals, and employers

Employers can help to create a climate that supports learning and invest in learning, and individuals must be willing to develop their skills throughout their working life. Governments can design financial incentives and favourable tax policies that encourage individuals and employers to invest in post-compulsory education and training.

Fostering demand-sensitive and relevant learning involving employers

Involving employers in designing curricula and delivering education programmes

Involving trade unions in providing on-the-job training
Anticipating changing demands for skills, quality and equity, and training.

One thing; learning is another. Education and training need a clear quality-assurance framework that serves both purposes. Workplace training should also be subject to contractual arrangements, inspections, and self-evaluations.
Coming to an office near you...

What today’s technology will do to tomorrow’s jobs
Robotics

> 1m km
one minor accident
occasional human intervention
Augmented Reality
...A lot more to come
The digital economy is the economy

Changing demographics

Global value chains

Many OECD countries are struggling with slow growth
Many OECD countries are struggling with slow growth

Decomposition of growth in GDP per capita, 2002-07 and 2009-14

Source: OECD, 2015, OECD Science, Technology and Industry Scoreboard 2015
Labour productivity growth (2001 = 100)

**Manufacturing**
- Frontier firms: (3.5% per annum)
- All firms: (1.7% per annum)
- Non-frontier firms: (0.5% per annum)

**Services**
- Frontier firms: (5.0% per annum)
- All firms: (0.3% per annum)
- Non-frontier firms: (-0.1% per annum)
Digital problem-solving skills

Proportion of adults at levels 2 or 3

Young adults (16-24 year-olds)

Older adults (55-65 year-olds)

Singapore
Korea
Finland
Sweden
Netherlands
Flanders (Belgium)
Norway
Czech Republic
Germany
New Zealand
Canada
Australia
Austria
Denmark
Estonia
Slovenia
OECD average
Japan
Northern Ireland (UK)
England (UK)
Slovak Republic
Ireland
Russian Federation
Poland
United States
Israel
Lithuania
Chile
Greece
Turkey
Anticipating changing demands for skills, quality and equity, and training

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Anticipating change in demands for skills

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Spending time in education is one thing; learning is another. Educational institutions need to be governed by a clear quality-assurance framework for accountability and improvement purposes. Workplace training should involve quality control, in the form of contractual arrangements, inspections and audits.

Fostering **lifelong skills-oriented learning** instead of qualifications-focused education upfront in life course

- Information and guidance for potential learners
- Recognition of learning outcomes
- Flexible delivery that allows learners to decide what to learn when and how
- Greater transparency of returns

Fostering demand-sensitive and relevant learning involving employers
Graduates cannot find jobs while employers say they cannot find the people with the skills they need.
Mean literacy proficiency and distribution of literacy scores, by educational attainment

Japan

Italy
Literacy proficiency by level of educational attainment (25-34 year olds):
Sharing costs fairly among governments, individuals

Employers can have to create a climate that supports learning, and invest in learning throughout their working life. Governments can design financial incentives to encourage employers to invest in post-compulsory education.

Involving employers in designing curricula and delivering education programmes

Compared to purely government-designed curricula taught in exclusively school-based systems, learning in the workplace offers important advantages.

Involving trade unions in providing on-the-job training...
delivering education

employers

Pointers for policy
Keeping learning beyond school
Cross-sectional skill-age profiles for youths by education and work status

Mean skill score

Youth in education

Youth in education and work

Youth in work

Not in education, not in work

Age

16  17  18  19  20  21  22  23  24  25

Linear (In education only)
Linear (In education and work)
Linear (Work only)
Linear (NEET)
Engage employers, unions and other stakeholders to strengthen links between educational programmes and labour market needs.

but small and medium enterprises (SMEs) often find it difficult to provide sustained and substantial support for work-based VET
but small and medium enterprises (SMEs) often find it difficult to provide sustained and substantial support for work-based VET.

**Norway**
*Firms collectively promote apprenticeships*

Training offices (Opplæringskontor) are owned collectively by companies and operate at county level or focus on specific trades across counties. They support apprenticeships in various ways such as:
- Searching for new apprenticeship places
- Supervising companies with apprentices
- Training staff involved in apprentice supervision.
- Signing the apprenticeship contracts on behalf of smaller companies and becoming accountable for completion of the training and its results.

**Switzerland:**
*Firms may share apprentices*

Groups of firms organized into vocational training associations share apprentices, reducing the financial and administrative burden on each firm. Firms that do not have the capacity to take on an apprentice on their own can therefore provide apprenticeships. In each association one firm takes formal responsibility for the apprentices.

Switzerland subsidises these associations during the first three years, contributing to the initial costs of establishing a joint training programme.
The mandatory principle
All vocational programmes should contain a significant element of workbased learning

Integrate work-based learning systematically into all vocational programmes

Best if systematic, mandatory, credit-bearing and quality assured

Making funding dependent on the existence of partnerships
Draw on employers’ perspectives and capacity to:

• assess whether content of curricula and qualifications meet current labour market needs
• guide their adaptation to emerging requirements
• develop qualifications and workplace training arrangements
A vocational teaching workforce containing a balance of teaching skills and up-to-date industry knowledge and experience

Build adequate *transversal skills* into vocational programmes

‘Contextual learning’ of basic skills integrates the acquisition of literacy and numeracy into vocational learning
Ensure that institutions and mechanisms to engage employers represent the diverse perspectives and opinions found within employers’ groups.

Recognise different incentives:
- Employers as a whole have very strong interest in general transferable skills, while individual employers and sectoral groupings often have narrower interests.
- Trade unions have incentives to ensure that existing workers have access to good-quality training and have transferable skills but also have incentives to limit access to occupations.
Find the appropriate role for government that supports the interests of students and balances the perspectives of employers and unions.

Provisions that match labour-market needs
- Good information on labour-market needs
- Vocational training that responds to needs

Relevant, competency-based qualifications
- Developed together with labour-market needs and reflecting labour-market needs
- Qualifications wholly based on the actual requirements of the labour market
- High quality and assessment

High quality delivery
- Provide comprehensive education and training to meet the needs of employers, including the latest developments and innovative teaching methods
- Ensure that VET teachers and trainers have both pedagogical skills and substantive knowledge of the field
- Provide adequate quality assurance and monitor the effectiveness of the system

Diversity of offerings and pathways
- Engagement with social partners
Provisions that match labour-market needs

Diversity of offerings and pathways

Engagement of social partners
High quality delivery

Provide comprehensive education and training for employability, including foundation, socio-emotional and technical skills.

Ensure that VET teachers and trainers have both pedagogical skills and up-to-date technical expertise.

Provide adequate quality assurance and monitor labour-market outcomes.
Developed together with labour market actors and reflecting labour market needs

Reliable, competency-based qualifications

Qualifications reflecting labour market needs that are nationally consistent but allow for a locally negotiated element

High quality assessments
Sharing costs fairly among governments, individuals and employers

Employers can have to create a climate that supports learning, and invest in learning, and individuals must be willing to develop their skills throughout their working life. Governments can design financial incentives and favourable tax policies that encourage individuals and employers to invest in post-compulsory education and training.

Involving employers in designing curricula and delivering education programmes

Compared to purely government-designed curricula taught in exclusively school-based systems, learning in the workplace offers important advantages.

Involving trade unions in providing on-the-job training

Investing in skills abroad

Cross-border higher education

While skills policies are typically designed nationally, an increasing number of countries are beginning to consider skills policies beyond their national borders and have begun to invest in cross-border higher education.

Making it easier for international students to remain in the country...
Learning, Unlearning, Relearning

Many educational programmes currently:
- fail to meet labour market needs
- do not adequately prepare young people for jobs
- are separated from the fast-changing world of modern economies

Integrating the world of work and learning
Many educational programmes currently:
- fail to meet labour market needs
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Integrating the world of work and learning
Engage employers to provide right mix of skills

• Provide a mix of training places that reflects both student preferences and employer needs.
• Engage employers and unions in curriculum development and ensure that the skills taught correspond to those needed in the modern workplace.
• Provide young people with generic, transferable skills to support occupational mobility and lifelong learning, and with occupationally-specific skills that meet employers’ immediate needs.
• Ensure all students have adequate numeracy and literacy skills to support lifelong learning and career development.
Career guidance to deliver effective advice for all

Provide effective career guidance
- Recognition that society is evolving, jobs and careers have expanded, new opportunities are emerging, and careers are becoming harder, and career guidance is therefore becoming both more important and more demanding.
- Provide a valid and meaningful career guidance so that young people do not have to rely on internal sources of guidance.
- Develop effective guidance services that can fulfill their role by developing the core related skills, orientations, and stimuli which lead to revealing choices.

Establish a coherent, independent, and comprehensive guidance profession
- Develop a coherent, independent, and comprehensive guidance profession.
- Provide career advice based on a sound knowledge of labor market, career, and learning opportunities; the skills and competencies expected in the labor market; and the interests, aptitudes, and motivations of the young people so that they make choices which are both valid and fulfilling, the competencies to help individuals to explore their own careers.
- Develop a qualification system for career advisors.
- Preserve the essential autonomy of guidance professionals from the institutions (such as schools, colleges) they are linked.

Support guidance with resources, information, and evaluation
- Deliver key elements of guidance practically to all students, so that students can be supported because their guidance is personalized when they make key career decisions.
- Provide comprehensive career services, including appropriate information on a wide variety of career and education options, including skills and careers, as well as support and counseling at all levels of academic and vocational.
- Properly evaluate career guidance initiatives to establish the case for effective measurement and thereby improve the resource.
PROVIDE EFFECTIVE CAREER GUIDANCE

- Recognise that rapidly evolving jobs and careers have expanded career opportunities, but choices are becoming harder, and career guidance is therefore becoming both more important and more demanding.
- Provide reliable and impartial sources of guidance so that young people do not have to rely on informal sources of guidance.
- Develop effective guidance services that can yield large returns by developing the career-related skills, self-awareness and self-esteem which lead to rewarding choices.
Establish a coherent, independent and comprehensive guidance profession

• Develop a separate profession of career advisors.
• Ensure that career advisors have: a good knowledge of labour markets, careers and learning opportunities; the ability to find young peoples' interests, aptitudes and objectives so as to help them make choices which are both realistic and fulfilling; the competencies to help individuals to manage their own careers
• Develop a qualification system for career advisors
• Preserve their independence of guidance professionals from the institutions (such as schools) in which they are based
Support Guidance with Resources, Information and Evaluation

- Deliver key elements of guidance pro-actively to all students, so that students can be supported by one-to-one guidance by professionals when they make key career decisions.
- Regularly update information sources to identify emerging occupations and areas of skills shortage, as well as current and potential areas of skills oversupply and redundancy.
- Properly evaluate career guidance initiatives to establish the case for effective resourcing and identify how best to employ those resources.
Career guidance to deliver effective advice for all

**Provide Effective Career Guidance**
- Recognize that rapidly evolving jobs and careers have expanded career opportunities, but choices are becoming harder, and career guidance is therefore becoming both more important and more demanding.
- Provide regular and impartial access to guidance so that young people do not have to rely on informal sources of guidance.
- Develop effective guidance services that can fulfill all 4 roles, by drawing on the same related skills, understandings and refinements which lead to receiving advice.

**Establish a Coherent, Independent and Comprehensive Guidance Profession**
- Develop a coherent system of career advice.
- Establish a career advice based on a policy that recognizes all labour markets, career and learning opportunities. The skills in matching people with interests, aptitudes and abilities so that they make choices which are both satisfying and fulfilling, competencies to help individuals to explore their career options.
- Develop a qualitative system for career advice.
- Establish that independence of guidance professionals is the institutions (such as schools, colleges) they are located.

**Support Guidance with Resources, Information and Evaluation**
- Deliver high quality guidance practically to all students, so that students can be supported to receive one guidance per year even when they make key career decisions.
- Establish an effective information system, which includes programmes, career and training, and career resources and career planning.
- Establish an effective career guidance information which leads to the case for effective measuring and monitoring how best to employ these resources.
Prepare teachers well with industry experience

- Encourage trainers in educational institutions to spend some of their time working in industry.
- Promote flexible pathways of recruitment and make it easier for those with industry skills to become part of the workforce of educational institutions through effective preparation.
- Provide appropriate pedagogical and other preparation for trainers of interns, trainees and apprentices in workplaces.
- Encourage interchange and partnership between educational institutions and industry, so that teachers and trainers spend time in industry to update their knowledge, and trainers in firms spend some time in educational institutions to enhance their pedagogical skills.
Maximise use of workplace training

- Make substantial use of workplace training
- Ensure that the framework for workplace training encourages both employers and students to participate.
- Ensure workplace training is of good quality, through an effective quality assurance system and a clear contractual framework for apprenticeships.
- Balance workplace training by other provision
Use effective tools to engage stakeholders and promote transparency

- Engage employers and unions in policy and provision through effective mechanisms.
- Systematically engage with employers, trade unions and other key stakeholders to develop and implement qualification frameworks, supported by strengthened quality assurance.
- Adopt standardised national assessment frameworks to underpin quality and consistency in training provision.
- Strengthen data on labour market outcomes, and provide the institutional capacity to analyse and disseminate that data.
Many educational programmes currently:
- fail to meet labour market needs
- do not adequately prepare young people for jobs
- are separated from the fast-changing world of modern economies

Integrating the world of work and learning
The right balance

What students want to study

What employers need

What can be provided
Anticipating changing demands for skills

Improving quality and equity of education and training

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Involving employers in designing curricula and delivering education programmes

Involving trade unions in providing on-the-job training
Strengthening skills systems

Skills strategies need a strong horizontal and vertical dimension
Life stages and policy dimensions
Recognise and respond to local needs
Capitalise on global value chains

Developing relevant skills
- Anticipating changing demands for skills
- Improving quality and equity of education and training
- Sharing costs fairly among governments, individuals and employers
- Developing relevant skills

Activating skills supply
- Identifying inactive individuals and why they are inactive
- Creating incentives that make it pay to work
- Helping people work longer
- Demolishing non-hierarchical barriers to participation in the labour force

Contributes to economic prosperity
Putting skills to effective use
Identifying inactive individuals and why they are inactive
Targeting activation policies efficiently requires identifying inactive individuals and their reasons for inactivity.

Creating incentives that make it pay to work
Costs of childcare, tax systems that make work economically unattractive, or benefit systems that offer better compensation compared with expected salaries can make it uneconomic to work.

Helping people work longer

Putting Skills to Work

Dismantling non-financial barriers to participation in the labour force
Indivisible working conditions can make it difficult for people with care obligations and individuals with disabilities to participate in the labour force. Less rigid working-time arrangements and improved working conditions, particularly for women with health problems, can also make employment more attractive to those traditionally inactive groups.

Limiting 'brain drain'
Strengthening skills systems

Skills strategies need a strong horizontal and vertical dimension
- Life stages and policy dimensions
- Recognise and respond to local needs
- Capitalise on global value chains
- Institutions and mechanisms are needed that recognise the interdependence between different parts of the skills system and ensure effective collaboration
- Tripartite structures, stakeholder consultations
- Sharing labour market and learning-related information, common reporting
- Gathering and comparing evaluation, monitoring and performance management data across the system

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Contributes to economic prosperity

Putting skills to effective use

Contributes to social cohesion
Help young people gain a foothold in the labour market

Make skills more transparent

Facilitate internal mobility

Helping employers to make better use of their employees’ skills

Create more high value-added jobs

Help local economies to move up the value chain

Foster entrepreneurship
Provide **better information** about the skills needed and available

*O*\(^*\)NET (US)

people **gain a foothold** in the labour market

*Make sure...*
The link between skill mismatch and earnings

![Graph showing the relationship between skill mismatch and earnings across different age groups.](image-url)
Provide better information on the skills needed and facilitate internal mobility.

Help young people gain a foothold in the labour market.

Career Services (CS) (New Zealand)

Advanced data systems (Australia)

O*NET (US)

My Skills
Quality career guidance becomes a critical part of any skills strategy. Coherent and easy-to-interpret qualifications can help employers to understand which skills are held by potential employees, making it easier to match a prospective employee to a job. Continuous certification that incorporates non-formal and informal learning over the working life is also essential, as is recognition of foreign diplomas.
Helping employers to make better use of their employees’ skills

In the case of under-skilling, public policies can help to identify workers with low levels of foundation skills and offer an incentive to both employees and employers to invest in skills development to meet the requirements of the job. When the skills available aren’t adequately used, better management practices are needed. As workers assume more responsibility for identifying and tackling problems, they are also more likely to ‘learn by doing’, which in turn can spark innovation.

Regional knowledge centres for immigrants (Denmark)

Training programmes for highly qualified refugees (Netherlands)

Help local economies to move up the value chain

Government programmes can influence both employer competitiveness strategies (how a company organises its work to gain competitive advantage in the markets in which it is operating) and product-market strategies, which determines in what markets the company competes.
Use of skills at work

Most frequent use = 4

Index of use

United States
Japan

Reading at work
Writing at work
Numeracy at work
ICT at work
Problem solving at work

Least frequent use = 0
Gender gap in wages and in the use of problem-solving skills at work

After accounting for occupations, industry and proficiency
Create more high value-added jobs

Government programmes can influence both employer competitiveness strategies (how a company organises its work to gain competitive advantage in the markets in which it is operating) and product-market strategies, which determine in what markets the company competes.

'Better, not cheaper' (Germany)

Silicon Valley (US)

Riviera del Brenta (Italy)
Helping employers to make better use of their employees’ skills

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Employer Ownership of Skills (UK)
Investors in People (UK)
Growth and Innovation Fund (UK)

Foster entrepreneurship

Centre for entrepreneurs (Germany)
changes to the value chain

Employer competitiveness strategies (how a company operates in the markets in which it is operating) and product-in what markets the company competes.

Foster entrepreneurship

Ethnic Minority Business Service (UK)

Centre for entrepreneurs (Germany)
Provide better information about the skills needed and available

Help young people gain a foothold in the labour market

Facilitate internal mobility
Relaxing costs and other barriers associated with internal mobility helps employees to better mobilize skills and help employers the mobilize skills.

Helping employers to make better use of their employees’ skills
Training programs for highly qualified employees

Create more high value-added jobs
Government programmes can influence labor market outcomes by supporting strategies that create high value-added jobs. This can involve providing training opportunities and investment in skills development, which can help companies to compete effectively in global markets.

Help local economies to move up the value chain
Government can support local economies to move up the value chain by investing in education and skills development, and by promoting innovation and entrepreneurship.

Make skills more transparent
Skills and qualifications are important for ensuring that individuals have the right skills and knowledge to perform their jobs effectively. Governments can play a role in making skills more transparent by providing information on the skills needed for various occupations and by developing systems to recognize and certify skills.

Foster entrepreneurship
Governments can support entrepreneurship by providing resources and support for businesses to develop and grow. This can involve providing access to funding, access to markets, and support for innovation.
High quality initial education and lifelong learning

- Investing in high quality early childhood education and initial schooling, particularly for children from disadvantaged backgrounds
- Financial support targeted at disadvantage
- Opportunities and incentives to continued development of proficiency, both outside work and at the workplace.
Lessons from strong performers

Make learning everybody’s business

- Governments, employers, workers and parents need effective and equitable arrangements as to who does and pays for what, when and how

- Recognise that individuals with poor skills are unlikely to engage in education on their own and tend to receive less employer-sponsored training.
Effective links between learning and work

- Emphasis on work-based learning allows people to develop hard skills on modern equipment and soft skills through real-world experience
- Employer engagement in education and training with assistance to SMEs
- Strengthen relevance of learning, both for workplace and workers broader employability.
Lessons from strong performers

Allow workers to adapt learning to their lives

- Flexibility in content and delivery (part-time, flexible hours, convenient location)
- Distance learning and open education resources
Lessons from strong performers

Improve transparency
- Easy-to-find information about adult education activities
- Combination of easily searchable, up-to-date online information and personal guidance and counselling services
- Less educated workers tend to be less aware of the opportunities
- Recognise and certify skills proficiency
Lessons from strong performers

Guidance
- Timely data about demand for and supply of skills
- Competent personnel who have the latest labour-market information at their fingertips to steer learners
- Qualifications that are coherent and easy to interpret.
Help employers make better use of workers skills

- Flexible work arrangements that accommodate workers with care obligations and disabilities
- Encourage older workers to remain in the labour market
- Encourage employers to hire those who temporarily withdrew from the labour market.
Help economies move up the value chain

- Governments can influence both employer competitiveness strategies and product-market strategies, which determine in what markets the company competes
- Strengthen 21st century skills
- Foster entrepreneurship.
Strengthening skills systems

Skills strategies need a strong horizontal and vertical dimension
- Life stages and policy dimensions
- Recognise and respond to local needs
- Capitalise on global value chains

Developing relevant skills
- Anticipating changing demands for skills
- Improving quality and equity of education and training

Activating skills supply
- Identifying active individuals and why they are inactive
- Creating incentives that make it pay to work

Contributes to economic prosperity
- Institutions and mechanisms are needed that recognise the interdependence between different parts of the skills system and ensure effective collaboration
- Tripartite structures, stakeholder consultations

Putting skills to effective use
- Sharing labour market and learning-related information, common reporting
- Gathering and comparing evaluation, monitoring and performance management data across the system

Contributes to social cohesion
Limited communication and trust between ministries and levels of government

Lack of political willingness and support for a whole of government approach

Barriers

Lack of co-ordination between agencies

Complex and lengthy procedures for sharing information

Conflicting funding arrangements

Governments alone can only achieve so much
Skills strategies need a strong horizontal and vertical dimension

Life stages and policy dimensions

Recognise and respond to local needs

Capitalise on global value chains

Strengthening skills systems

Institutions and mechanisms are needed that recognise the interdependence between different parts of the skills system and ensure effective collaboration

Sectoral conferences, skills councils, tripartite structures, stakeholder consultations

Sharing labour market and learning-related information, common reporting

Gathering and comparing evaluation, monitoring and performance management data across the system

Help young people gain a foothold in the labour market

Creating incentives that make it pay

Early childhood education, focusing on links with parents, and ensuring that children are ready for school

Putting Skills to Work

Dismantling non-financial barriers to participation in the labour force

Incentives to attract, retain and invest in skilled workers, and reasonable part-time working arrangements

Sharing costs fairly among governments, individuals and employers

Employers in designing curricula and setting education programmes

Involving enterprises in providing and funding training
Strengthening skills systems

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Putting skills to effective use
- Providing information about the skills needed and available
- Helping young people get a foothold in the labour market
- Node skills more transparent and better evaluated
A whole-of-society approach
OECD’s National Skills Strategy projects help countries figure out how different policies interact and align them.

Prioritising investments
It is costly to develop a population’s skills, so skills policies need to be designed so that these investments reap the greatest economic and social benefits.

Combining short-term and long-term considerations
Effective skills policies are needed to respond to structural and cyclical challenges, such as rising unemployment when economies contract or acute skills shortages when sectors boom, and to ensure longer-term strategic planning for the skills that are needed to foster a competitive edge and support required structural changes for an uncertain future.

A lifecycle perspective that addresses the diverse needs of the population
By seeing skills as a tool to be honed over an individual’s lifetime, a strategic approach allows countries to assess the impact of different kinds of learning – from early childhood education through formal schooling to formal and informal learning throughout a lifetime – with the aim of balancing the allocation of resources to maximise economic and social outcomes.

A whole-of-government approach
From policy design to implementation to evaluation
Skills policies straddle a broad range of policy fields, including education, science and technology, employment and social policies. In addition, there are links to many other policy fields such as economic development, migration and integration, or public finance. Aligning policies among these diverse fields helps to avoid duplication of efforts and ensure efficiency. It also helps policy makers to identify policy trade-offs that may be required.

Aligning perspectives of different levels of government and multiple stakeholders
With major geographical variations in the supply of and the demand for skills within countries, there is a strong rationale for considering skills policies at the local level. This would help countries to align national aspirations with local needs.
OECD’s National Skills Strategy projects help figure out how different policies interact and align.

Prioritising investments

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Combining short- and long-term considerations

Effective skills policies are needed to respond to structural unemployment when economies contract or acute skills shortages occur. They ensure longer-term strategic planning for the skills that are needed, and support required structural changes for growth.
Investments

policies need to be designed so that these economic and social benefits

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Effective skills policies are needed to respond to structural and cyclical challenges, such as rising unemployment when economies contract or acute skills shortages when sectors boom, and to ensure longer-term strategic planning for the skills that are needed to foster a competitive edge and support required structural changes for an uncertain future.
A lifecycle perspective that addresses the diverse needs of the population

By seeing skills as a tool to be honed over an individual’s lifetime, a strategic approach allows countries to assess the impact of different kinds of learning – from early childhood education through formal schooling to formal and informal learning throughout a lifetime – with the aim of balancing the allocation of resources to maximise economic and social outcomes.

A whole-

From policy

Skills policies strategy, employment, technology, employ
Literacy skills and age

![Graph showing literacy skills and age]

- Literacy unadjusted
- Numeracy unadjusted
- Literacy adjusted
- Numeracy adjusted

Score vs Age

- Scores range from 240 to 310
- Ages range from 15 to 65
Effective skills policies are needed to respond to structural and cyclical challenges, such as rising unemployment when economies contract or acute skills shortages when sectors boom, and to ensure longer-term strategic planning for the skills that are needed to foster a competitive edge and support required structural changes for an uncertain future.

A whole-of-government approach

From policy design to implementation to evaluation

Skills policies straddle a broad range of policy fields, including education, science and technology, employment and social policies. In addition, there are links to many other policy fields such as economic development, migration and integration, or public finance. Aligning policies among these diverse fields helps to avoid duplication of efforts and ensure efficiency. It also helps policy makers to identify policy trade-offs that may be required.

Perspectives of different levels of government and multiple stakeholders

Graphical variations in the supply of and the demand for skills within countries, providing rationale for considering skills policies at the local level. This would help countries to align national aspirations with local needs.
Countries to assess the impact of different kinds of learning - education through formal schooling to formal and informal at a lifetime - with the aim of balancing the allocation of resources to maximise economic and social outcomes.

A whole-of-government approach

From policy design to implementation

Skills policies straddle a broad range of policy fields, including education, technology, employment and social policies. In addition, there are other policy fields such as economic development, migration and integration, etc. Policy coherence among these diverse fields helps to avoid duplication of efforts and also helps policy makers to identify policy trade-offs that may arise.

Aligning perspectives of different levels of government and multiple stakeholders

With major geographical variations in the supply of and the demand for skills within countries, there is a strong rationale for considering skills policies at the local level. This would help countries to align national aspirations with local needs.
A whole-of-society approach
For more information

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To learn more about the OECD’s work on skills visit: www.oecd.org/skills/

Today we rely on information and communication technologies and devices that hadn’t even been imagined just 30 years ago. The set of skills we need to participate fully in and benefit from our hyper-connected societies and increasingly knowledge-based economies has changed profoundly too.

The OECD not only measures skills in student and adult populations, it also works with countries to develop skills strategies tailored to specific needs and contexts. The evidence shows that using both cognitive (literacy, numeracy) and “soft” (communicating, influencing, negotiating) skills in the workplace and maintaining them over a lifetime is strongly related to greater skills proficiency – which, in turn, is related to economic and social well-being.

Key topics