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
Strengthening skills systems

- Institutions and mechanisms are needed that recognise the interdependence between different parts of the skills system and ensure effective collaboration between governments, skill councils, enterprise representatives, and other stakeholders.
- Sharing labour market and learning-related information, common reporting frameworks, and management data across the system.

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.

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-financial barriers to participation in the labour force.

Contributes to social cohesion

- Puts skills to effective use.

Contributes to economic prosperity
Developing relevant education and training demands for skills and equity.

- Anticipating changing demands for skills.
- Fostering lifelong learning instead of qualifications-focused education.
- Releasing governments, individuals, and employers.
- Sharing costs fairly among governments, individuals, and employers.
- Involving employers in designing curricula and delivering education programmes.
- Making learning for international students available in all countries.
- Promoting diversity and encouraging higher education.
- Facilitating entry for skilled migrants.

- Improving quality and equity.
- Ensuring accountability and improvement in practice.
Anticipating changing demands for skills, quality and equity, and training.

The same thing; learning is another. Education and training lack 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...
Robotics

> 1m km
one minor accident
occasional human intervention
Augmented Reality
Brain enhancements

Nanomaterials

...A lot more to come

Synthetic biology

3D printing
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)

Countries: 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

Level 2 in green, Level 3 in brown, Level 2 in blue, Level 3 in blue
Anticipating changing demands for skills quality and equity and training.

One thing; learning is another. Education and training rely on a clear quality-assurance framework that serves both purposes. Workplace training should also be subject to contractual arrangements, inspections and self-evaluations.
Anticipating changing demands for skilled workforce

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.

Learning lifelong skills-oriented learning instead of qualifications-focused
Spending time in education is one thing; learning is another. Educational institutions need to be governed by a clear quality-assurance framework, accountability and improvement purposes. Workplace training should be quality control, in the form of contractual arrangements, inspections and

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

- Information and guidance for potential learners
- Recognising 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

The graph shows the distribution of literacy scores across different educational attainment levels (Tertiary, Upper secondary, Lower than upper secondary) for Japan and Italy. The scores are represented on a scale from 100 to 400, with the 25th percentile, mean, and 75th percentile indicated.
Literacy proficiency by level of educational attainment (25-34 year olds):
Sharing costs for 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 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
employers delivering education

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

Mean skill score

Age
16 17 18 19 20 21 22 23 24 25

Youth in education
Youth in education and work
Youth in work
Not in education, not in work

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 (Oppføringstal) 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 work-based 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
Students in upper secondary vocational education who are participating in work-based learning

- **apprenticeship**
- **working outside of apprenticeship**
- **studying only**

%
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

High quality delivery

Reliable, competency-based qualifications

Coordination of labour-market needs

Diversity of learning and delivery

Employment and social justice
Good information on labour-market needs
Mechanisms linking provision to needs

Provisions that match labour-market needs

Diversity of offerings and pathways
Engagement of social partners
High quality delivery

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
Learn
Unlearn
Relearn

Integrating the world of work and learning

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

Facilitating collaboration between work and education
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
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 reality evolving jobs and careers have expanded career opportunities, but choices are becoming harder, and career guidance is therefore becoming both more important and more complex.
- Ensure accessible 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 provide support to everyone, by dendring by the career-related skills, information and refinement which lead to rewarding choices.

**Establish a coherent, independent and comprehensive guidance profession**
- Develop a robust profession of career advice.
- Ensure career advice has a purpose.
- Promote a coherent career advice service.
- Ensure career advice is available to all.
- Develop a system to help individuals to explore their own careers.
- Promote the independence of career advice professionals from the institutions (such as schools) 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 to make wise guidance decisions.
- Make information about different courses, careers, work experience, work placements, qualifications and careers skills, so that students can make informed choices.
- Develop a system to evaluate career guidance professionals.
- Establish an effective measurement and monitoring framework to improve careers service.
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 readily available job and career opportunities are becoming harder to find, and career guidance is therefore becoming both more important and more deliverable.
- Ensure that students are informed of career guidance so that young people do not have to rely on internal sources of information.
- Develop effective career guidance services that can provide information to students, who are shaped by the career related skills, information, and advice which lead to rewarding careers.

Establish a Coherent, Independent and Comprehensive Guidance Profession
- Develop a coherent and independent guidance profession.
- Ensure that the guidance professions have a role to play in the labor markets, careers, and learning opportunities for students, who are engaged in many different interests, activities, and directions as they make choices which are both academic and lifelong.
- Develop the competencies to help individuals to make choices about their own careers.
- Develop a qualifications system for career advisors.
- Promote the independence of guidance profession from the institutions (such as schools, colleges) they are based.

Support Guidance with Resources, Information and Evaluation
- Develop key elements of guidance practically in all schools, so that students can be supported in receiving guidance to help them when they make key career decisions.
- Develop procedures and information sources to identify, represent, and either careers, and aspects of skills to distinguish, as well as what will be required of students in science and technology.
- Provide adequate career guidance information to students for the career activities that they may have to engage in.

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- Provide adequate career guidance information to students for the career activities that they may have to engage in.
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

[Diagram showing the alignment between student interests, employer needs, and educational provision]
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

Fostering demand-sensitive and relevant learning involving employers

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.

Involving employers in designing curricula and delivering education programmes

Involving trade unions in providing on-the-job training

Facilitating entry for skilled migrants

Investing in skills abroad and encourage cross-border higher education

Making it easier for international students to remain in the country
Developing relevant skills
Activating skills supply
Contributes to economic prosperity
Putting skills to effective use

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 social cohesion

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

Sharing labour market and learning-related information, common reporting
Gathering and comparing evaluation, monitoring and performance management data across the system
Identifying inactive individuals and why they are inactive

Creating incentives that make it pay to work

Helping people work longer

Putting Skills to Work

Limiting 'brain drain'

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 these traditionally inactive groups.
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

Contributes to economic prosperity

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

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-financial barriers to participation in the labour force

Contributes to social cohesion

Putting skills to effective use
- Providing information about the skills needed for activity
- Helping people get a foothold in the labour market
- Node skills more transparent
Provide better information about the skills needed and available

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
 labour market

Make sure
The link between skill mismatch and earnings

Monthly wages US$

Age

- **HIGH-SKILL MATCH** (high foundation skill, high use)
- **SKILL DEFICIT** (low foundation skill, high use)
- **SKILL SURPLUS** (high foundation skill, low use)
- **LOW-SKILL MATCH** (low foundation skill, low use)
Provide better information on the skills needed and help young people gain a foothold in the labour market. Facilitate internal mobility.
Make skills more transparent

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 determine in what markets the company competes.
Use of skills at work

Most frequent use = 4

Index of use

<table>
<thead>
<tr>
<th>Skill</th>
<th>United States</th>
<th>Japan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading at work</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Writing at work</td>
<td>2.2</td>
<td>2.2</td>
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<tr>
<td>Numeracy at work</td>
<td>2.2</td>
<td>1.8</td>
</tr>
<tr>
<td>ICT at work</td>
<td>2.2</td>
<td>1.6</td>
</tr>
<tr>
<td>Problem solving at work</td>
<td>2.2</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

In the face 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 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.

Help local economies to move up the value chain

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Foster entrepreneurship

Employer Ownership of Skills (UK)
Investors in People (UK)
Growth and Innovation Fund (UK)
Centre for entrepreneurs (Germany)
economies to the value chain

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

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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
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
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 the 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.
Developing relevant skills

Anticipating changing demands for skills
Improving quality and variety of education and training
Sharing costs fairly among governments, individuals, and employers

Activating skills supply

Identifying inactive individuals and why they are inactive
Creating incentives that make it pay to work
Helping people work longer
Demystifying non-financial barriers to participation in the labor force

Strengthening skills systems

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

Institutions and mechanisms are needed that recognize the interdependence between different parts of the skills system and ensure effective collaboration
Gathering and comparing evaluation, monitoring, and performance management data across the system
Sharing labor market and learning-related information, common reporting
Tripartite structures, stakeholder consultations

Contributes to economic prosperity

Putting skills to effective use

Helping people gain a foothold in the labor market
Node skills more transparent
Managing the labor skills

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
Strengthening skills systems

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

- Trilateral structures, stakeholder consultations
- Sharing labour market and learning-related information, common reporting
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- Improving quality and equity of education and training
- Sharing costs fairly among governments, individuals and employers

Contributes to economic prosperity

Putting skills to effective use

- Put skills to more transparent, more informed decision-making
- Helping employers make informed, evidence-based decisions
- Help users of labour market intelligence arrive at better-informed decisions

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
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 add.

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- and long-term considerations

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

Lifecycle perspective
Investments

Policies need to be designed so that these programs generate 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-

From policy...
Literacy skills and age

Score

15 20 25 30 35 40 45 50 55 60 65
Age

Literacy unadjusted
Numeracy unadjusted
Numeracy adjusted
Literacy adjusted
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.

**Perspective needs of the population**

Individual’s lifetime, a strategic view of different kinds of learning – schooling to formal and informal – of balancing the allocation of 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.

**Perspectives of different levels of government and multiple stakeholders**

Graphical variations in the supply of and the demand for skills within countries, giving rationale for considering skills policies at the local level. This would help countries to align national aspirations with local needs.

<table>
<thead>
<tr>
<th>Ensuring on provision and meeting needs</th>
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<tbody>
<tr>
<td>- Training programs developed in partnership with employers and trade unions</td>
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<tr>
<td>- Government funding instruments to integrate skills with education programs</td>
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<tr>
<td>- Coordination of programs from social and financial sectors and educational institutions</td>
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<tr>
<th>Supporting capacity</th>
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<tbody>
<tr>
<td>- Building of the capacity for decision making, governance, and implementation of skills</td>
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<tr>
<td>- Strengthening technical and financial</td>
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<table>
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<tr>
<th>Building, integrating basic skills</th>
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<tbody>
<tr>
<td>- Allocate resources for high quality vocational programs</td>
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<tr>
<td>- Strengthen student support frameworks</td>
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</table>
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

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 fields such as economic development, migration and integration, etc. Policies among these diverse fields helps to avoid duplication of effort and also helps policy makers to identify policy trade-offs that result in better outcomes.

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

To discuss OECD’s work with countries on building more effective skills strategies contact: andreas.schleicher@oecd.org

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

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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.

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Key topics