



VII INTERNATIONAL STAKEHOLDERS CONFERENCE “BUILDING PARTNERSHIPS FOR FUTURE SKILLS”

October 24th 2019,
Chisinau, Republic of Moldova

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OECD Centre for Skills



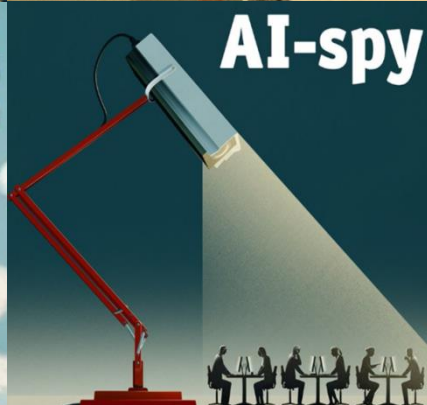
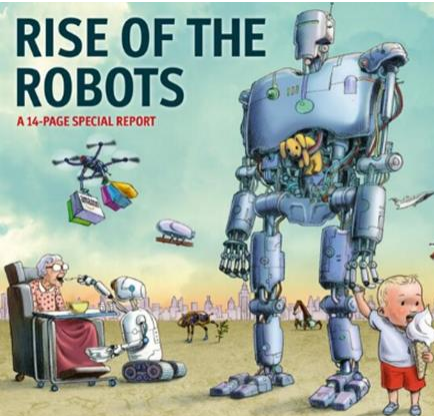
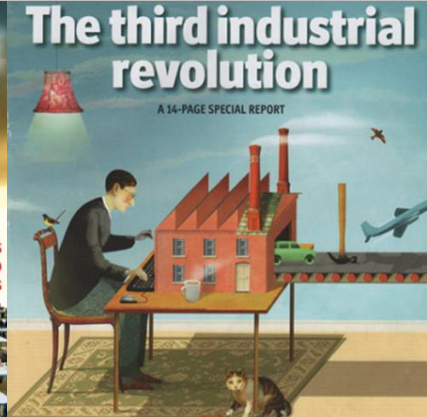
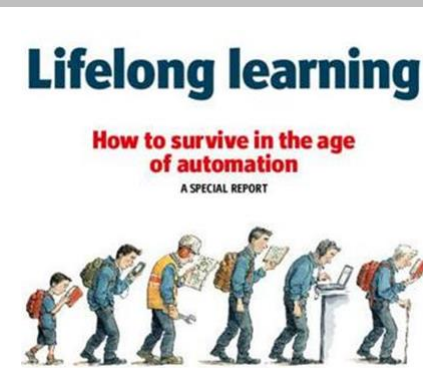
IMPACT OF **MEGATRENDS** ON THE DEMAND FOR SKILLS



Why do countries need **skills strategies**?

Skills **empower** countries and people to...

...**thrive** in our increasingly interconnected and rapidly changing world





Megatrends are changing
and increasing the skills needed for success

GLOBALISATION

More integrated world economy than ever

Expansion of global value chains, offshoring and outsourcing

Increased vulnerability of some workers

TECHNOLOGICAL CHANGE

Rapid development of new technologies

Emergence of new forms of work

Expansion of sources of learning, especially online

DEMOGRAPHIC CHANGE

Large expected decline in working-age population

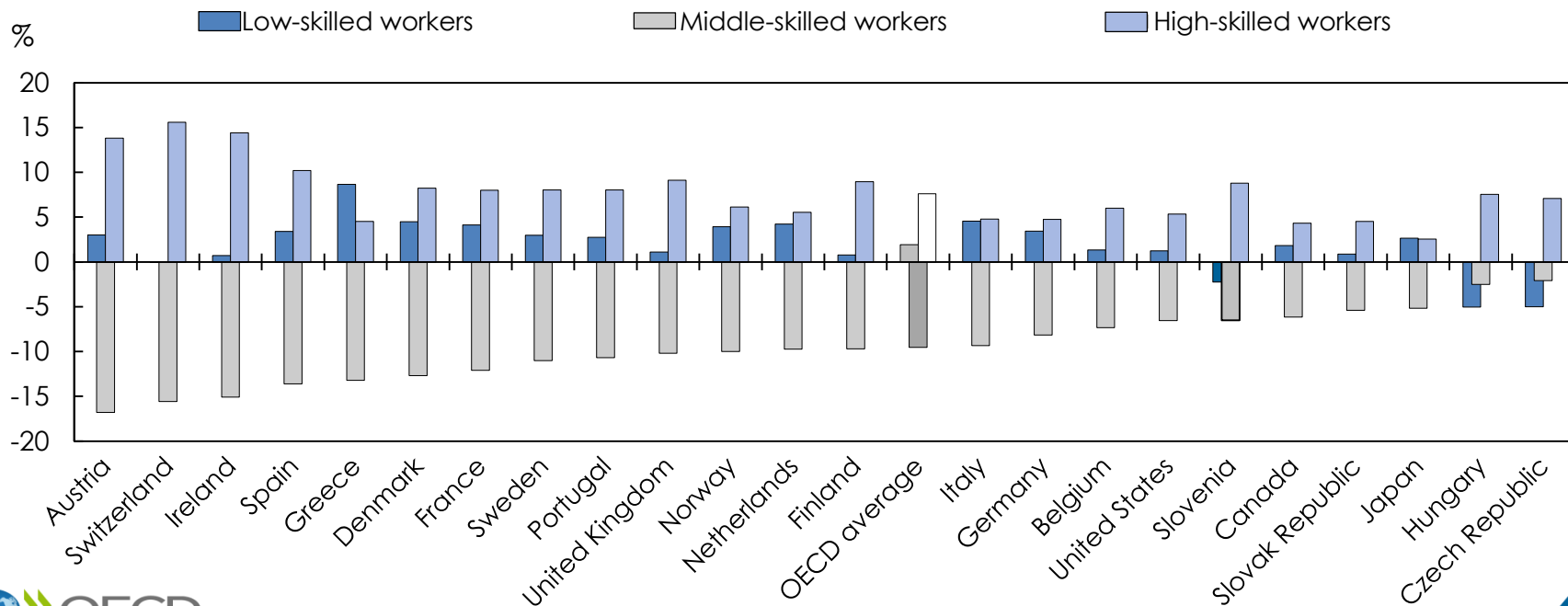
Ageing population

Growing number of immigrants



Megatrends are contributing to polarisation

Job polarisation in the past two decades %-point change share of total employment, 1995-2015

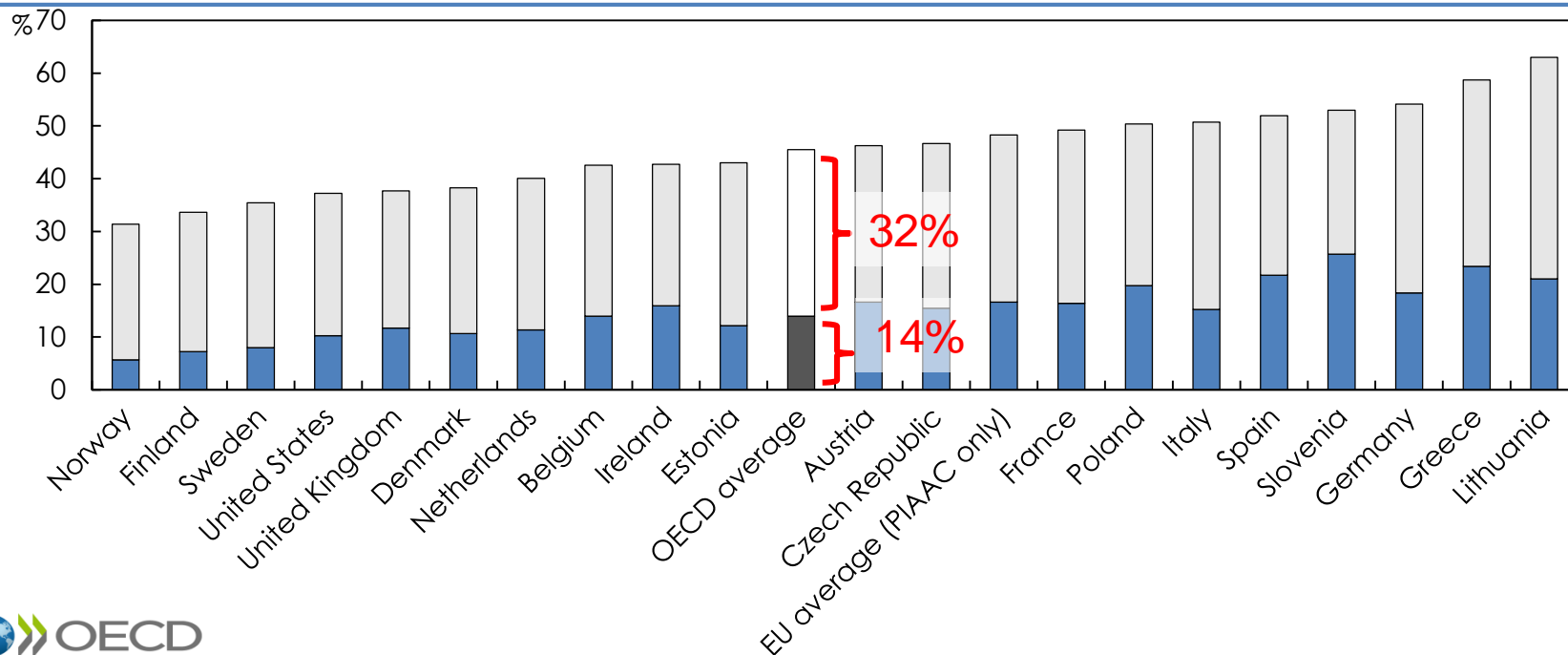




In the future a large share of jobs could be impacted by **automation**

Jobs at risk of Automation

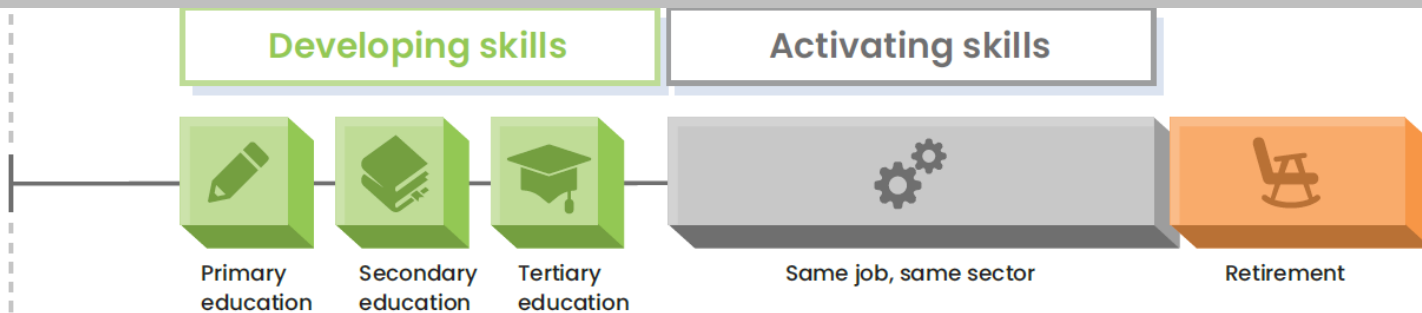
Share of jobs at **HIGH RISK (>70%)** of automation and at **SIGNIFICANT RISK (50-70%)**



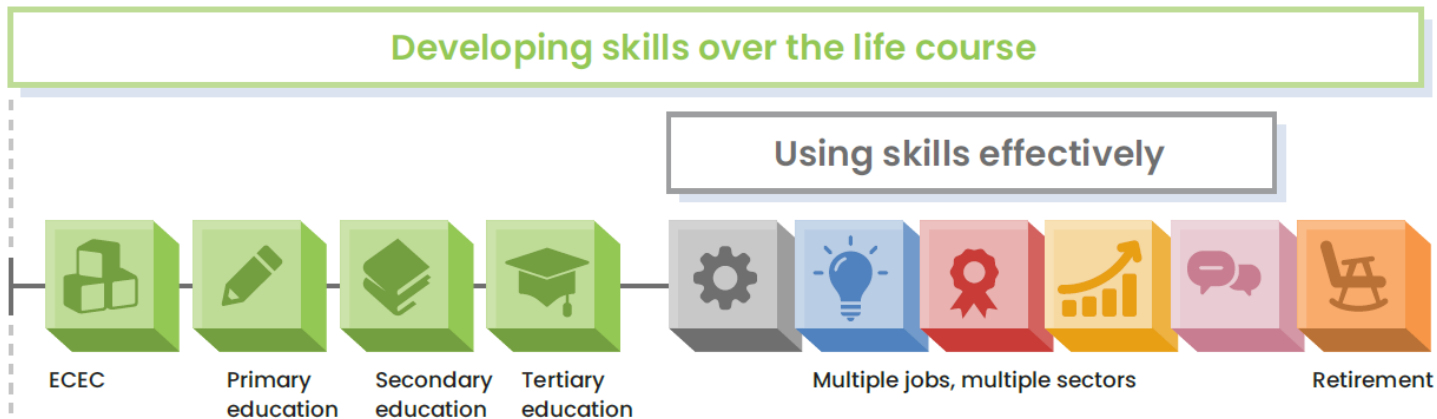


Re-engineering **skills systems**

From this:

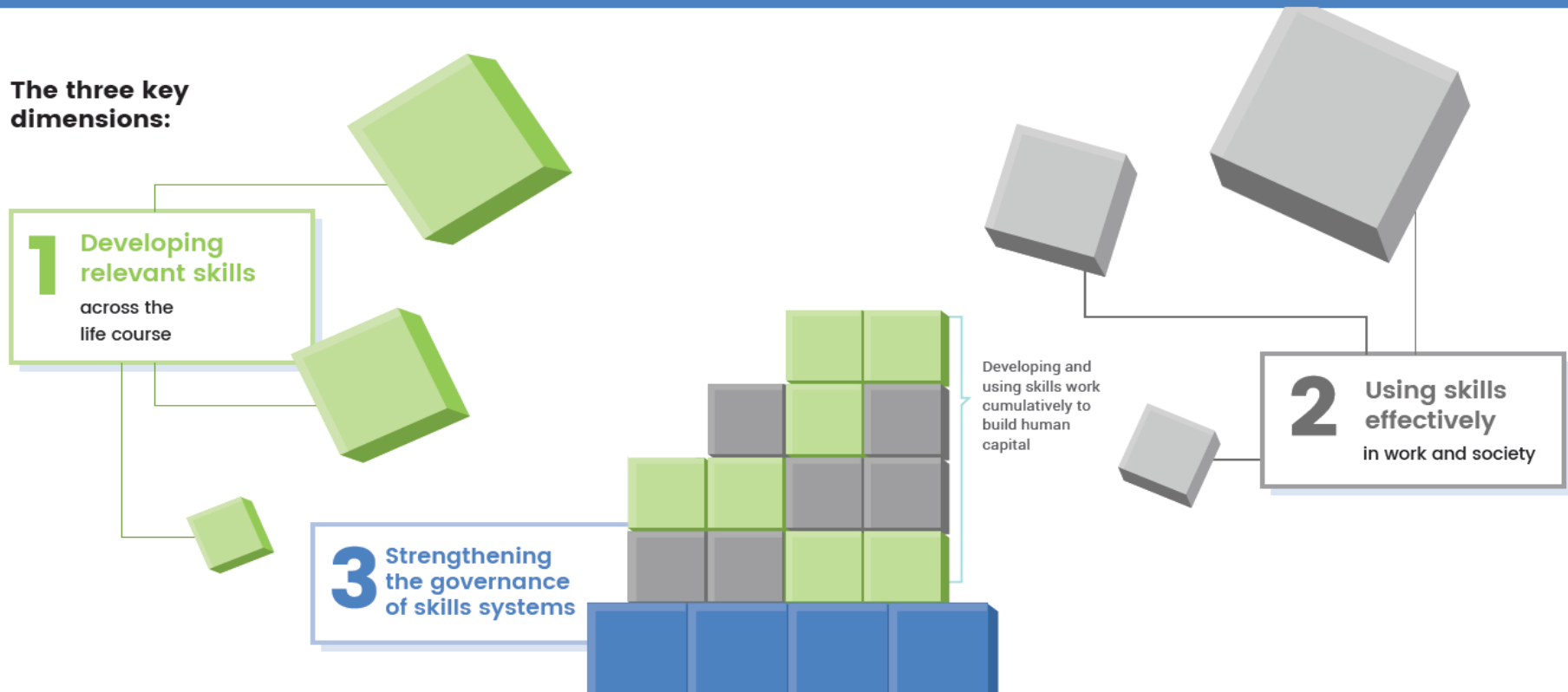


To this:



The 2019 OECD Skills strategy framework

The three key dimensions:



The building blocks of developing and using skills, supported by strong governance arrangements.

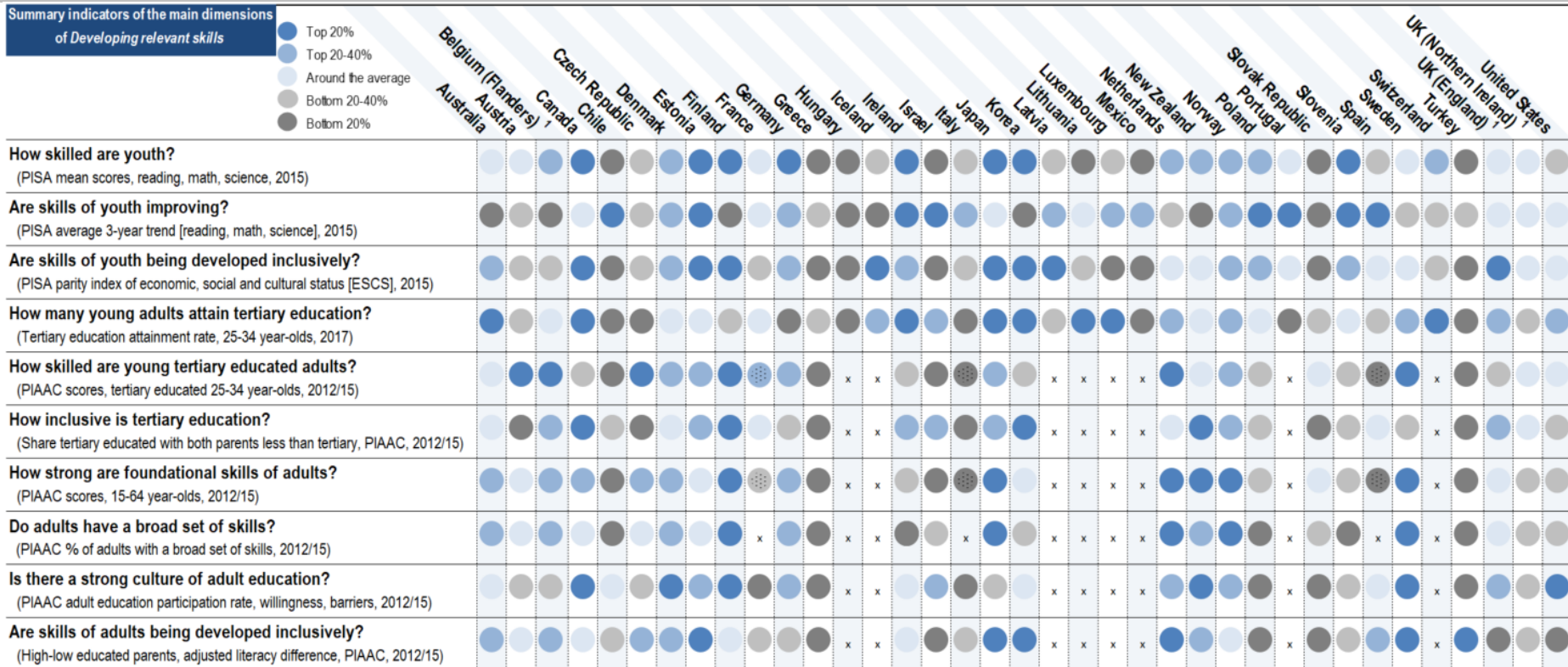
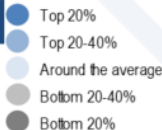


DEVELOPING RELEVANT SKILLS OVER THE LIFE COURSE



Skills Strategy Dashboard: Developing relevant skills

Summary indicators of the main dimensions
of Developing relevant skills

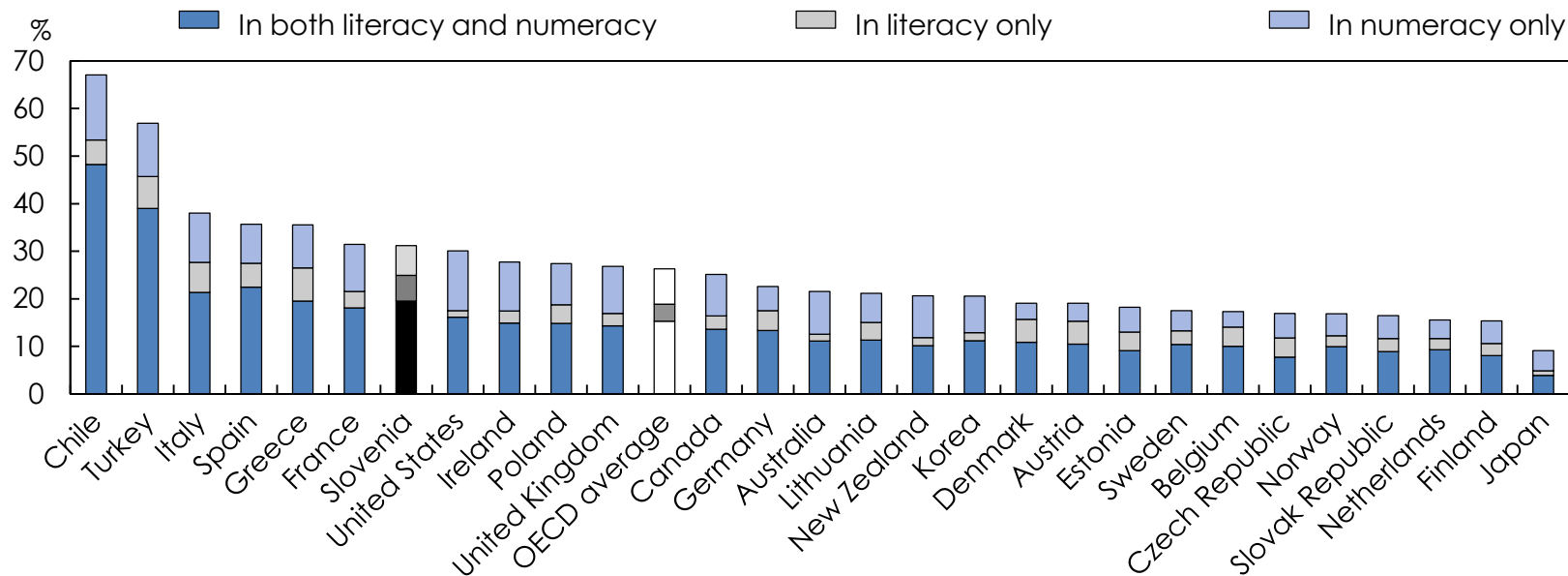




OECD countries have sizeable shares of workers with **low-levels of basic skills**

Adults with low literacy and/or numeracy proficiency

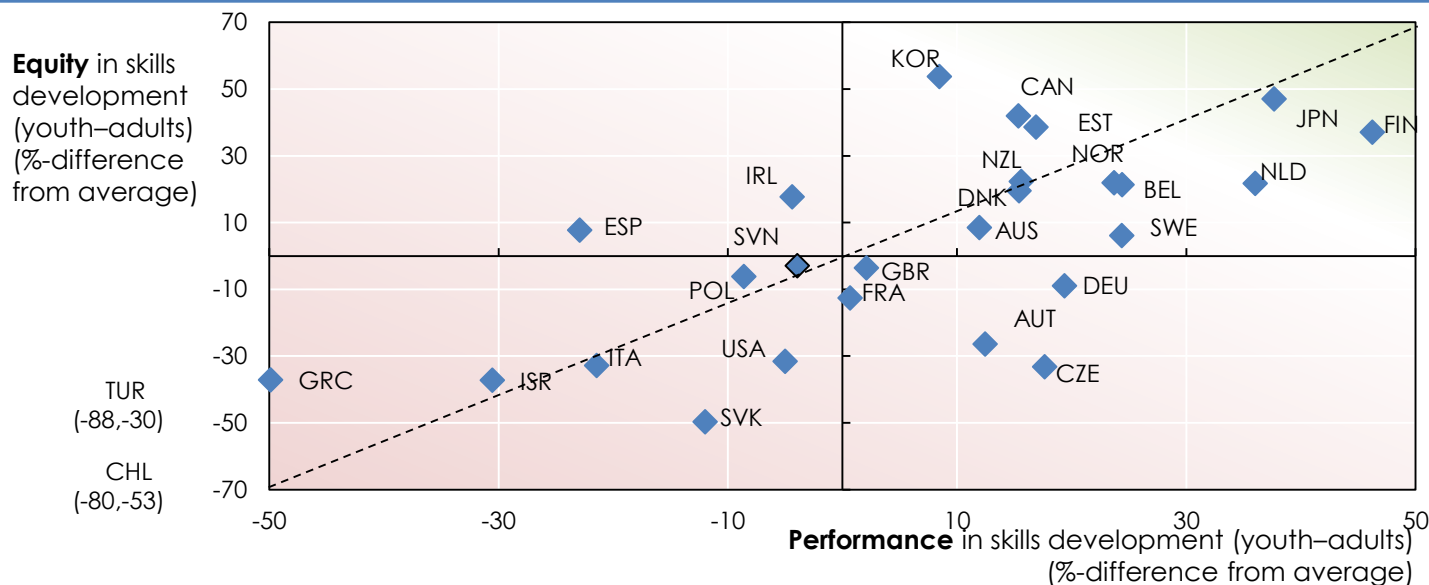
Share of population 25-65 year-olds





There is no trade-off between excellence and equity

Relative performance and equity in skills development, youth and adults



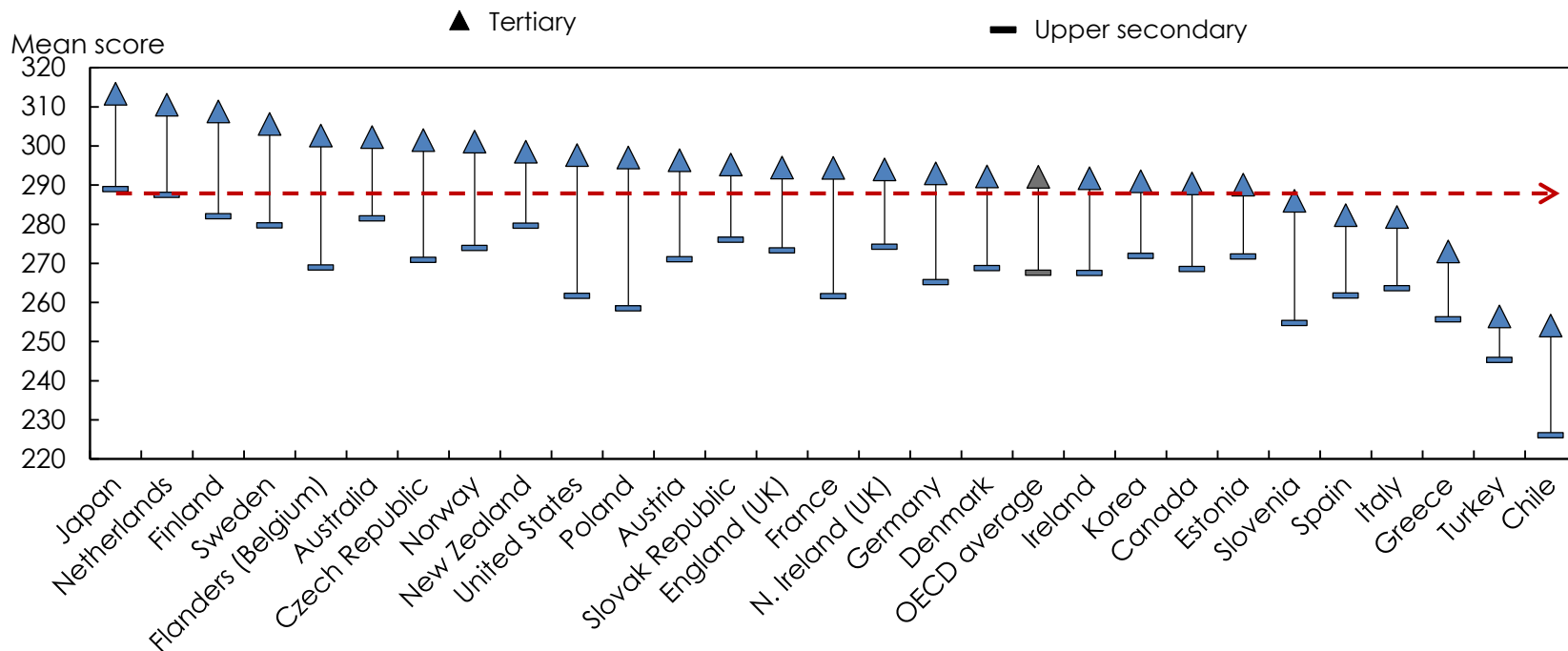
Note: Figure is based on indicators from the Skills Strategy Dashboard. Performance in skills development is defined as the average of the normalised scores of aggregates 'how skilled are youth' (based on PISA scores 2015), 'how skilled are young tertiary educated adults' and 'how strong are foundational skills of adults' (both based on PIAAC scores). For the equity in skills development, the indicator is based on the aggregates 'are skills of youth being developed inclusively' (PISA ESCS parity index), 'how inclusive is tertiary education', and 'are skills of adults being developed inclusively' (tertiary attainment and skills respectively by education level parents, PIAAC).

Source: OECD (2015), Programme for International Student Assessment (PISA), 2015; and OECD (2018), OECD Survey on adult skills, 2012/2015.



Tertiary education can help build strong skills, but it is **no guarantee**

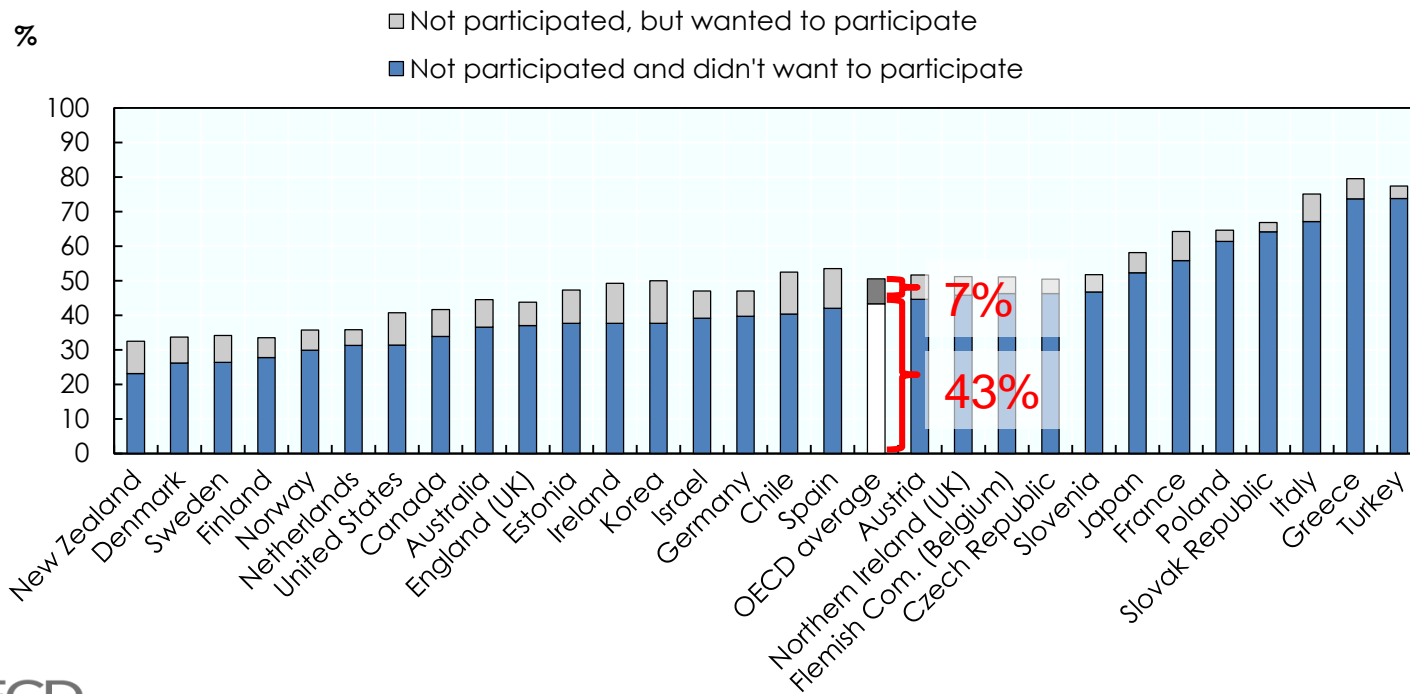
Mean literacy score of adults by educational attainment, 25-65 year-olds





A large share of adults has low motivation to learn

Willingness to participate in formal and/or non-formal education



Developing relevant skills across the life course:

Key building blocks

Skills development is lifelong and life-wide and requires:



Making lifelong learning affordable and sustainable:

strengthening financing arrangements for adult learning

Making lifelong learning visible and rewarding:

strengthening systems of skills validation and certification



Making lifelong learning accessible and relevant:

responding to the needs of individuals and employers



Raising aspirations for lifelong learning:

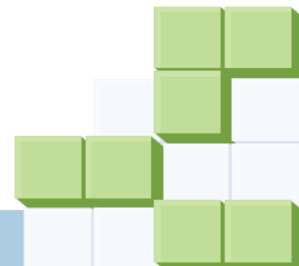
setting the vision and supporting informed learning choices



Providing a good start for lifelong learning:

building a strong foundation in early learning and formal education

The building blocks of developing and using skills, supported by strong governance arrangements.

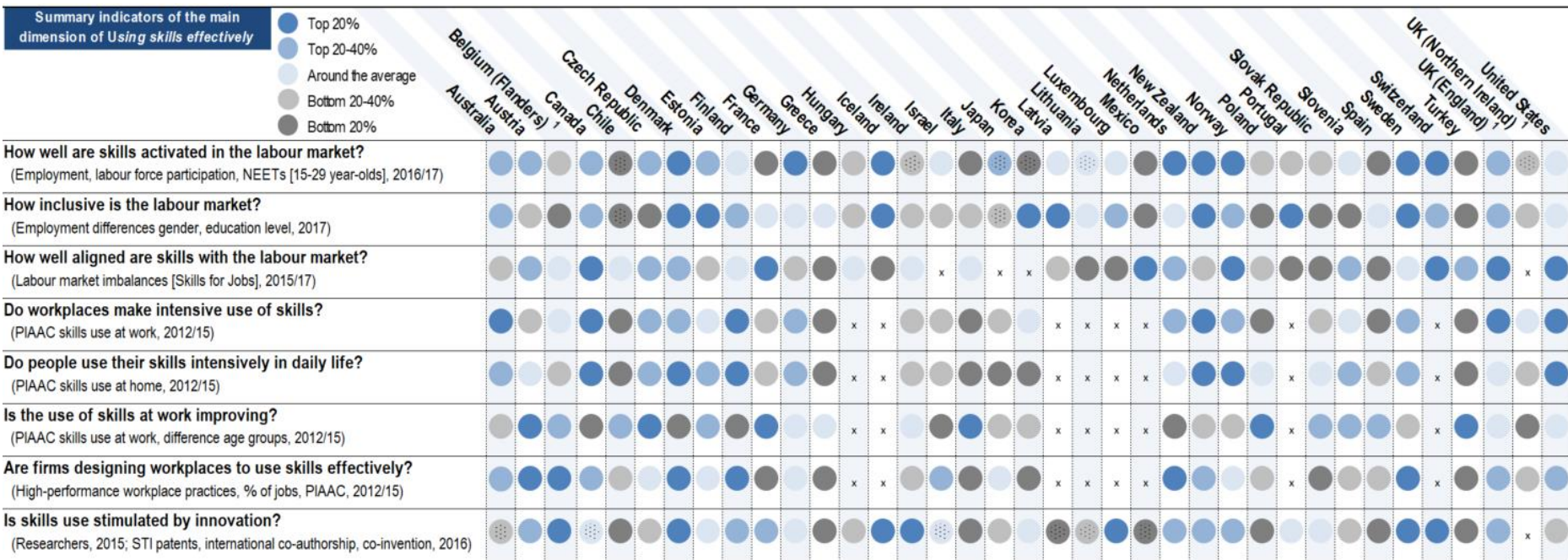




USING SKILLS EFFECTIVELY IN WORK AND SOCIETY



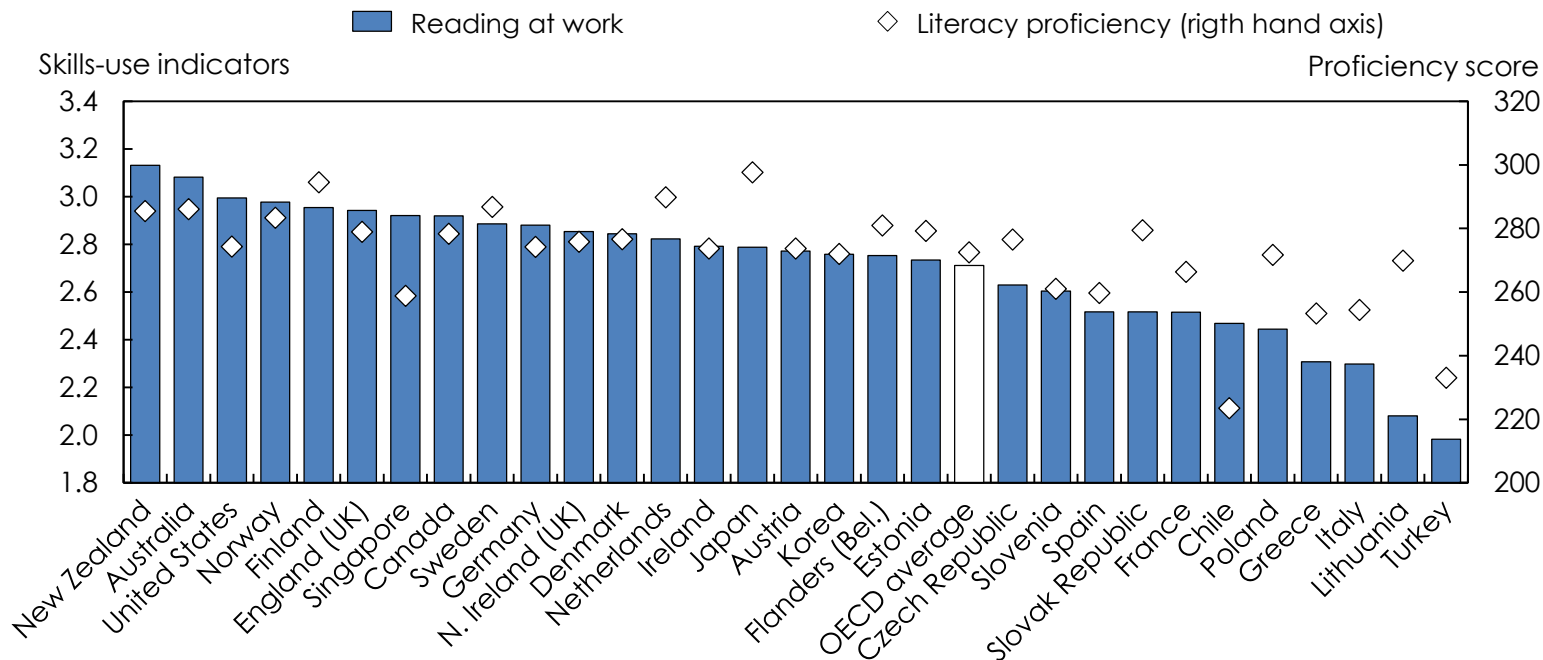
Skills Strategy Dashboard: Using Skills Effectively





The intensity of skills use varies considerably across countries

Use of reading skills at work and literacy proficiency





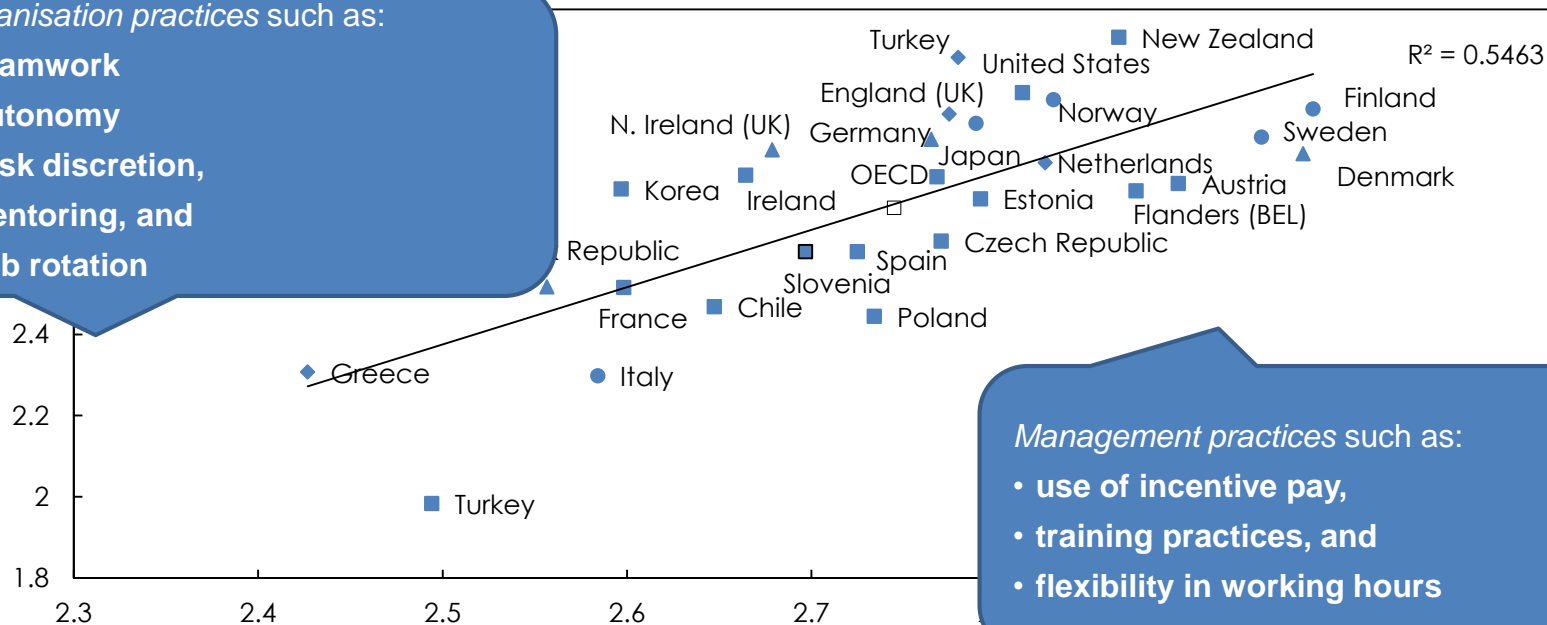
High-performance work practices help drive skills use

Skills use at work and High Performance Workplace Practices, PIAAC 2012,2015

Reading at work index

Organisation practices such as:

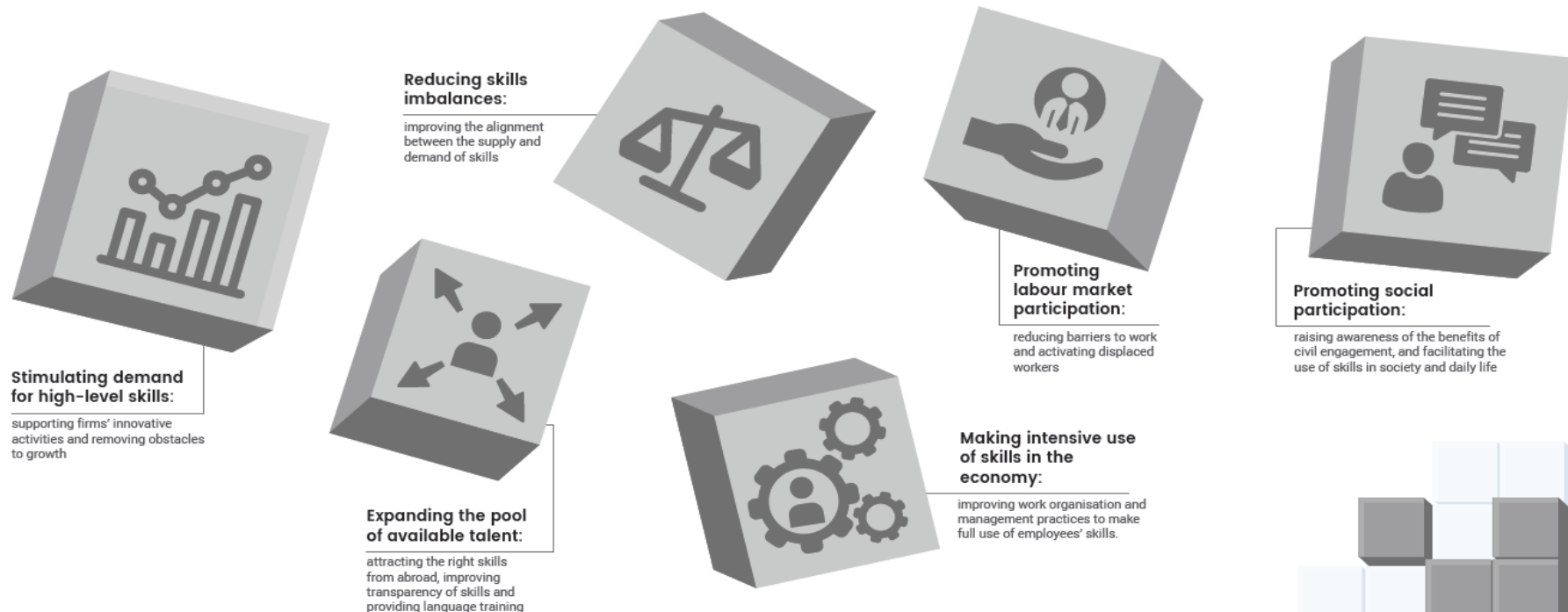
- Teamwork
- Autonomy
- Task discretion,
- Mentoring, and
- Job rotation



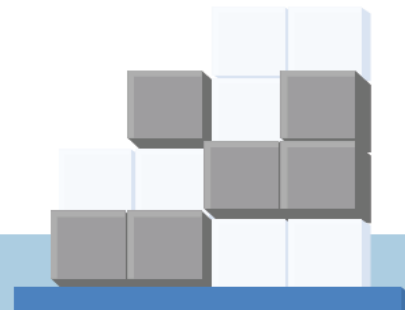
Source: Survey of Adult Skills (PIAAC) (2012, 2015).

Using skills effectively in work and society:

Key building blocks



The building blocks of developing and using skills, supported by strong governance arrangements.

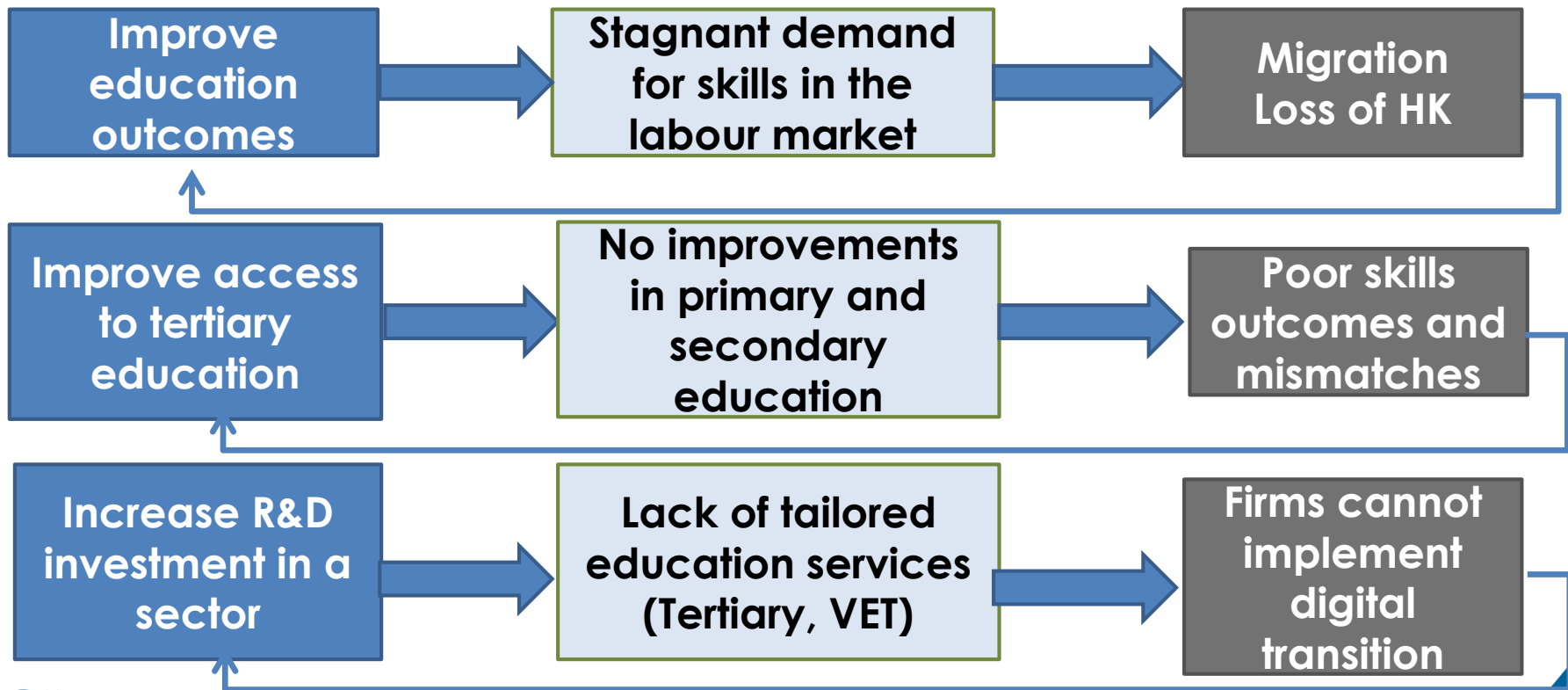




STRENGTHENING THE GOVERNANCE OF SKILLS SYSTEMS



The policy headache: isolated sectoral policies can have unintended outcomes





A range of policies is needed to improve skills outcomes

Education policies

to develop the right skills and better harness potential of technology

Labour market policies

to ensure flexibility and adaptability

Industrial policies

to foster competitiveness & adopt digital innovations

Housing & transport policies

to ensure mobility of workers

Innovation policies

to adopt and invent new technologies

Migration policies

to influence supply of skills and support knowledge spillovers

Tax policies

to create incentives for employees and employers to invest in skills

Social policies

to ensure social protection for non-standard work contracts & unemployed



Coordinating, aligning and sequencing reforms is key to optimising the outcomes of policies

**Coordinate
policies**



**Align
policies**




**Sequence
policies**

Helps to ensure policies are coherent and mutually reinforcing




Engaging Stakeholders throughout the policy cycle



**Building
stakeholders'
trust.**



**Engaging
stakeholders
takes time**



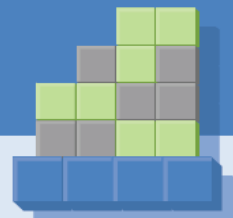
**Resourcing
adequately**



**Resolving
conflicts of
interest**

Strengthening the governance of skills systems:

Key building blocks



The building blocks of developing and using skills, supported by strong governance arrangements.

Promoting co-ordination, co-operation and collaboration across the whole of government



- Mapping the skills system
- Building the right institutions
- Improving monitoring and evaluation processes

Engaging stakeholders throughout the policy cycle



- Identifying and engaging all relevant stakeholders in the skills system
- Providing stakeholders the possibility to play a role in policy design, policy implementation, monitoring and evaluation
- Building trust

Building integrated information systems



- Mobilising data
- Improving data processing and information dissemination and tailoring
- Enhancing management and evaluation processes

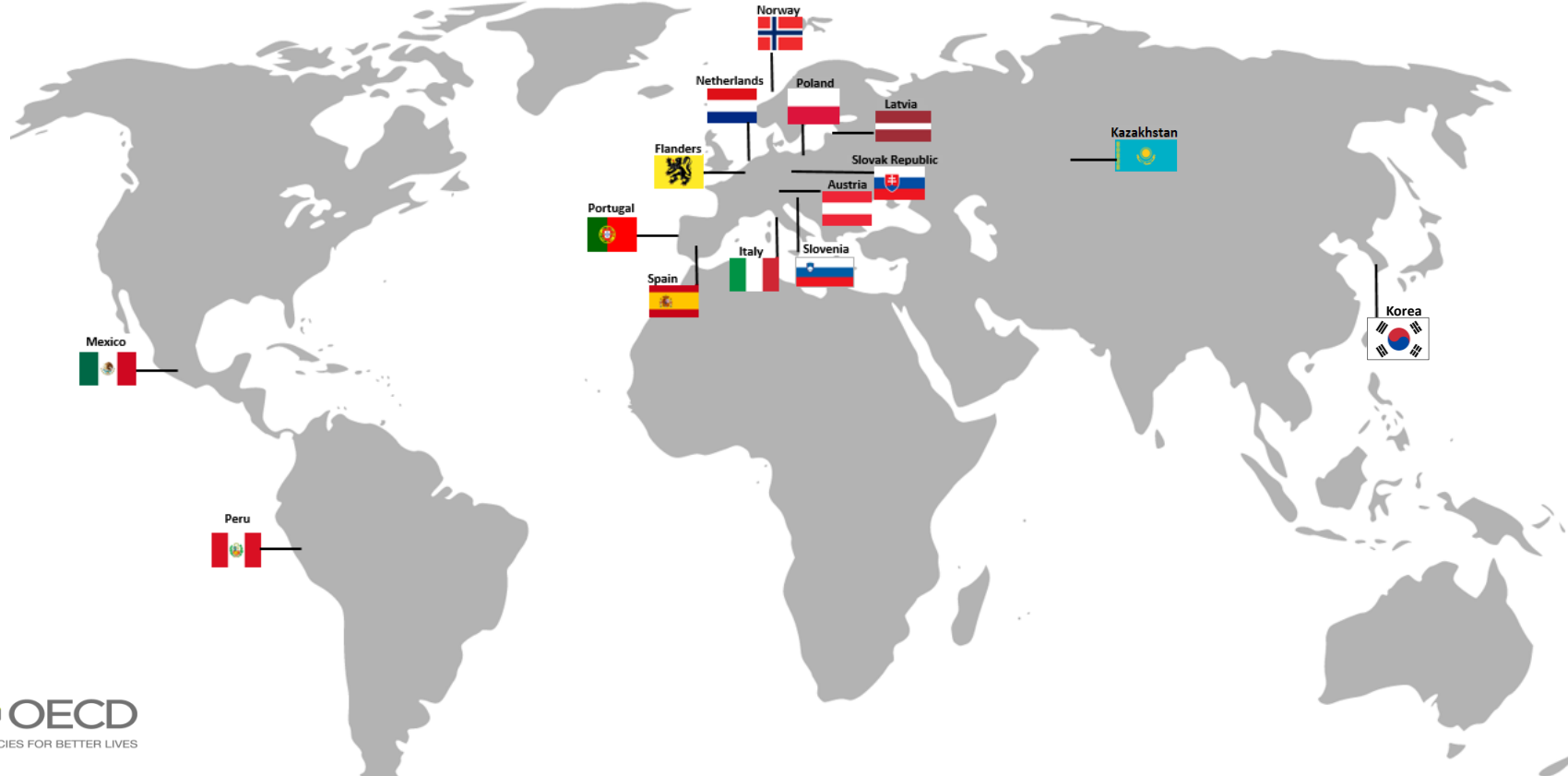
Aligning and co-ordinating financing arrangements



- Mobilising and diversifying resources
- Assessing financial needs and identifying priorities
- Matching funding with needs

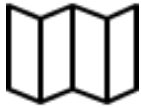


Applied in **15 diverse countries** so far





Making **unique contributions** in...



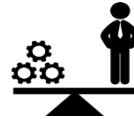
Mapping the
skills system



Aligning
policies



Identifying
policy priorities



Making **policy**
recommendations



Employing a **whole-of-government approach** for OECD Skills Strategy projects

OECD

OECD Centre for Skills

Directorate for
Education and Skills

Directorate for
Employment, Labour
and Social Affairs

Directorate for Science,
Technology and
Innovation

Local Employment,
Skills and Social
Inclusion

Economics Department

Centre for Tax Policy
and Administration



National project team

Department for the
Economy

Department of
Education

Department of Finance

And more...





Engaging stakeholders in several workshops and meetings



Assessment Workshop
Vienna, Austria
24 April 2013



Regional Workshop
Madrid, Spain
3-4 November 2014



Active Learning Workshop
Seoul, South Korea
15 December 2015



Assessment Workshop
Mexico City, Mexico
9 June 2016



Assessment Workshop
The Hague, Netherlands
12 May 2016



Assessment Workshop
Brussels, Belgium
15 May 2018



Thank you!

To discuss OECD's work on **National Skills Strategy** projects, please contact:

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