



OECD SKILLS STRATEGY INNOVATIVE AND INCLUSIVE HR POLICY

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<https://www.oecd.org/skills/centre-for-skills>



WHY DO SKILLS MATTER FOR INCLUSIVE GROWTH?



What do we mean by **skills**?



**COGNITIVE AND
META-
COGNITIVE
SKILLS**



**TECHNICAL,
PROFESSIONAL
SKILLS**

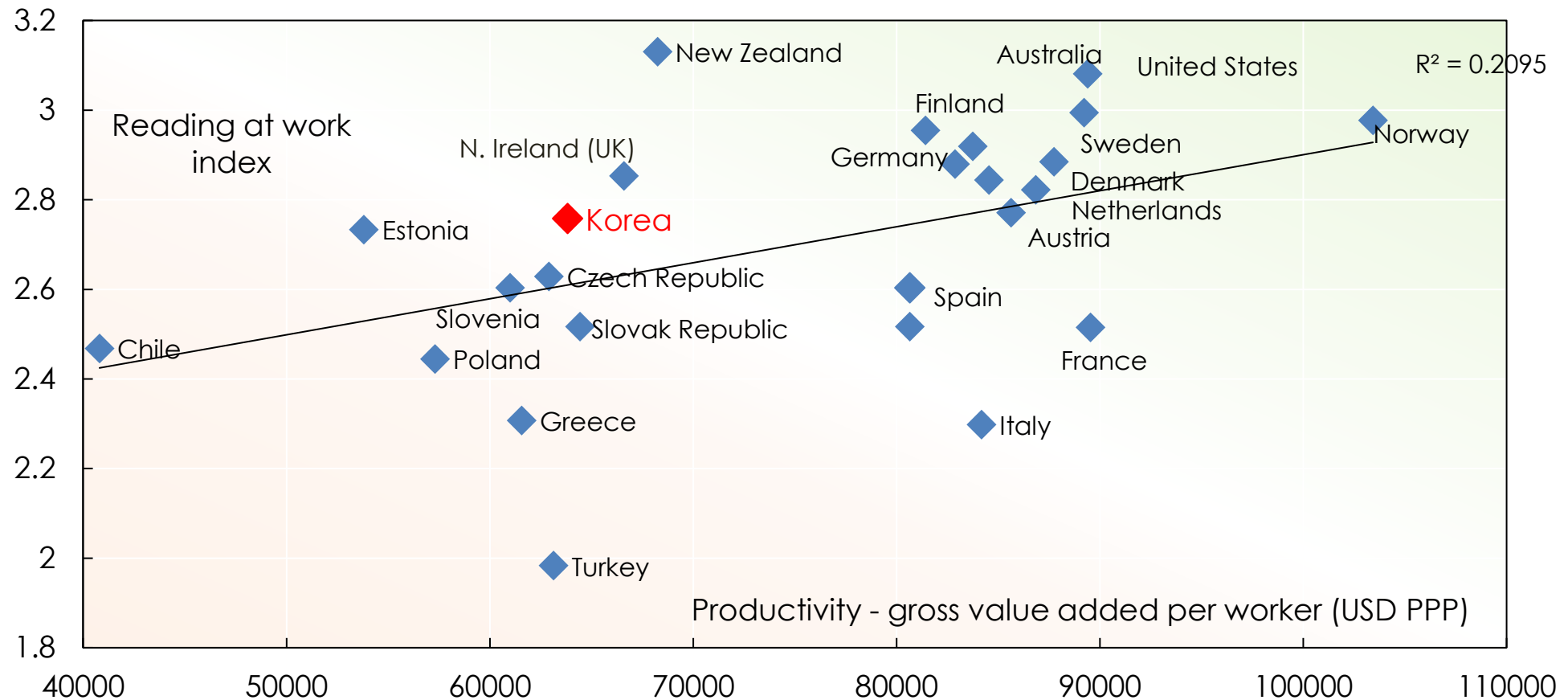


**SOCIAL AND
EMOTIONAL
SKILLS**



Skills matter for national prosperity

Labour productivity and the use of reading skills at work, PIAAC 2012/2015





Skills are important for **social well-being**

Positive social and economic outcomes, difference between share of adults with high and low literacy proficiency, 2012/2015





Mega trends are changing and increasing the skills needed for success in **work and life**

GLOBALISATION

More integrated world economy than ever

Emergence 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

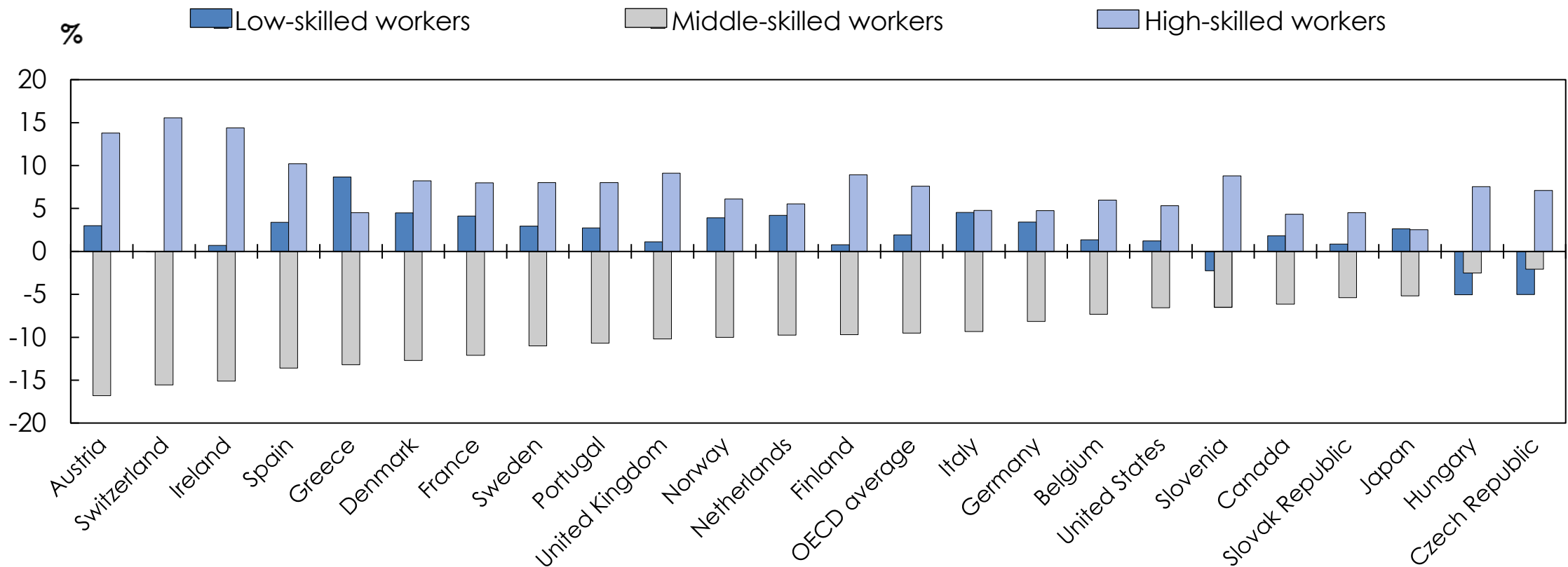
Important reallocations towards care services

Need to ensure youth have the right skills



The **impact** of these megatrends is **already evident**

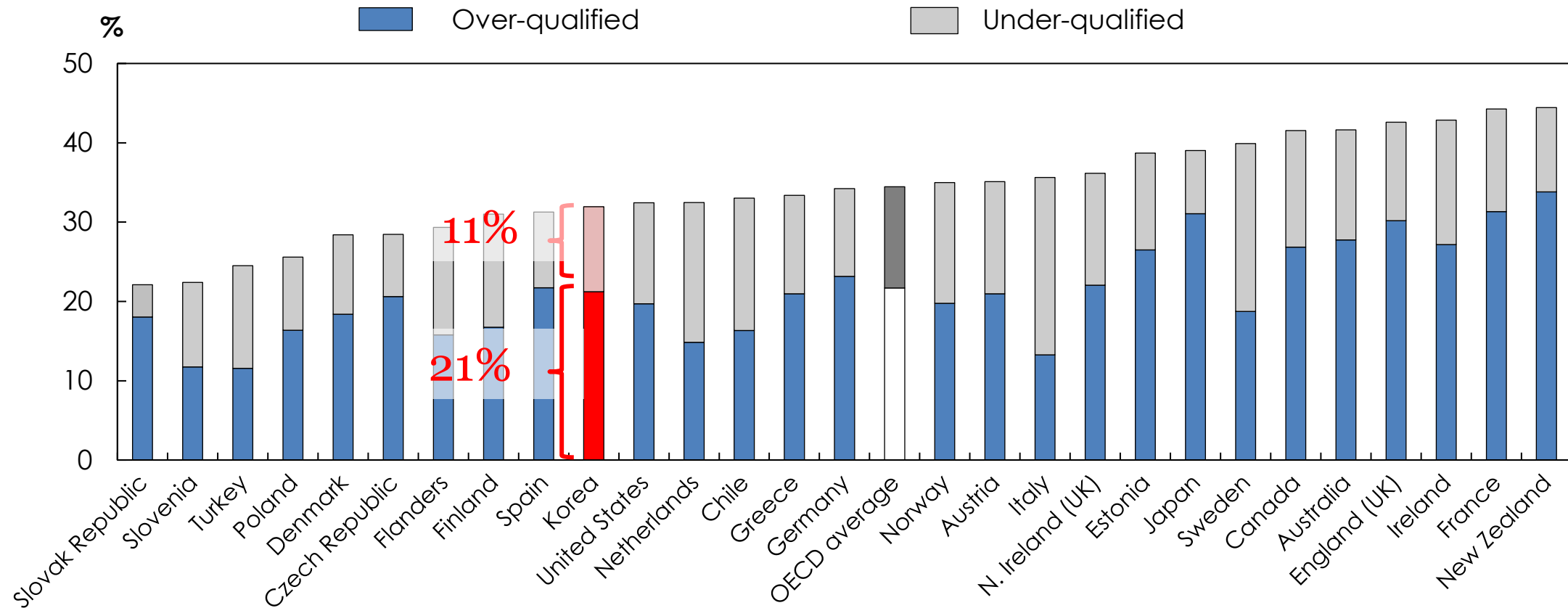
Job polarisation in the past two decades %-point change share of total employment, 1995-2015





Many employees do not have the **right qualifications** for their job

Qualification mismatch, PIAAC, 2012/2015

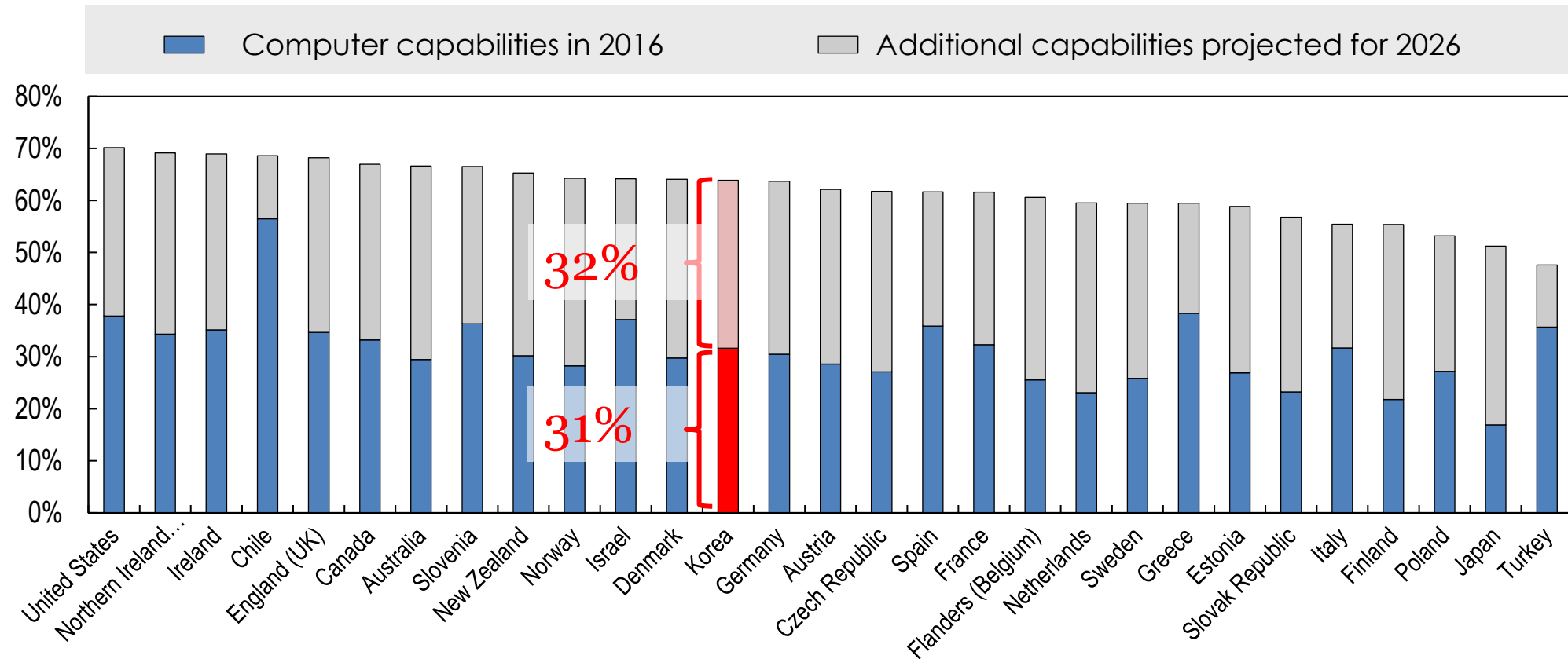


Source: Survey of Adult Skills (PIAAC) (2012, 2015).



A significant share of jobs is at risk of being automated

Proportion of workforce using general cognitive skills at or below level of computer capabilities, historical and projected.

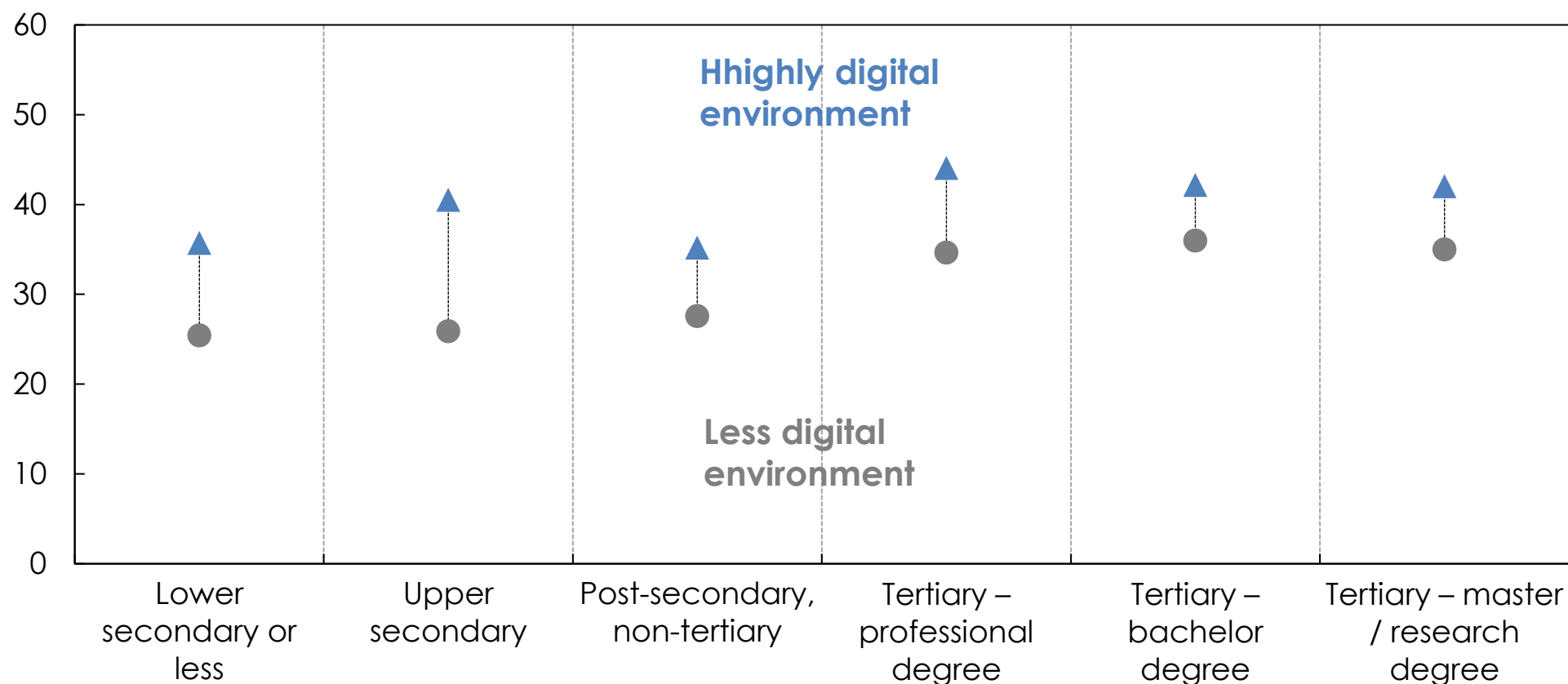




More and more, even **highly-skilled** adults need to **upskill and reskill**

OECD workers reporting the need for further training for their job

Share of total workers, by education level, 2012/2015

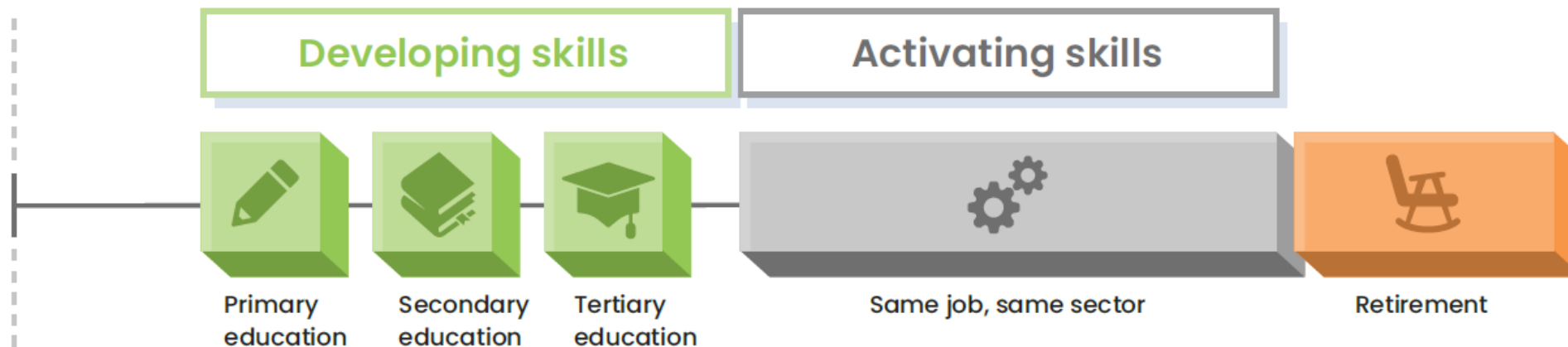


Source: OECD (2016), Skills Matter: Further Results from the Survey of Adult Skills.

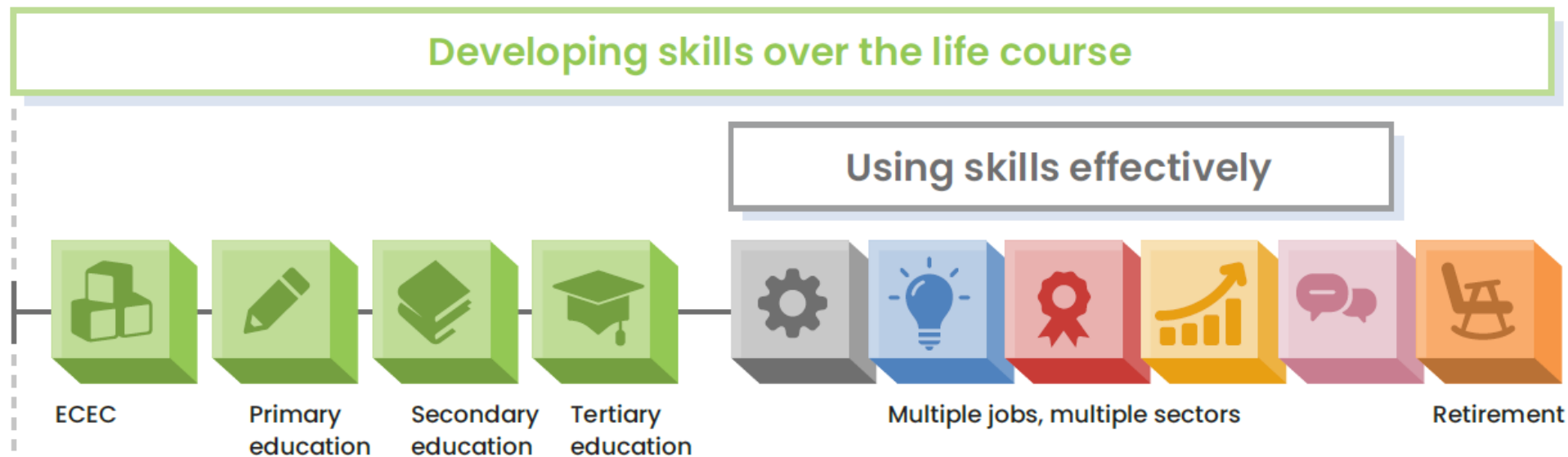


Moving towards a **new model for skills development and use**

From this:



To this:





WHAT IS THE OECD SKILLS STRATEGY



The 2019 OECD Skills Strategy Framework

The three key dimensions:

1 Developing relevant skills across the life course

3 Strengthening the governance of skills systems

2 Using skills effectively in work and society

Developing and using skills work cumulatively to build human capital



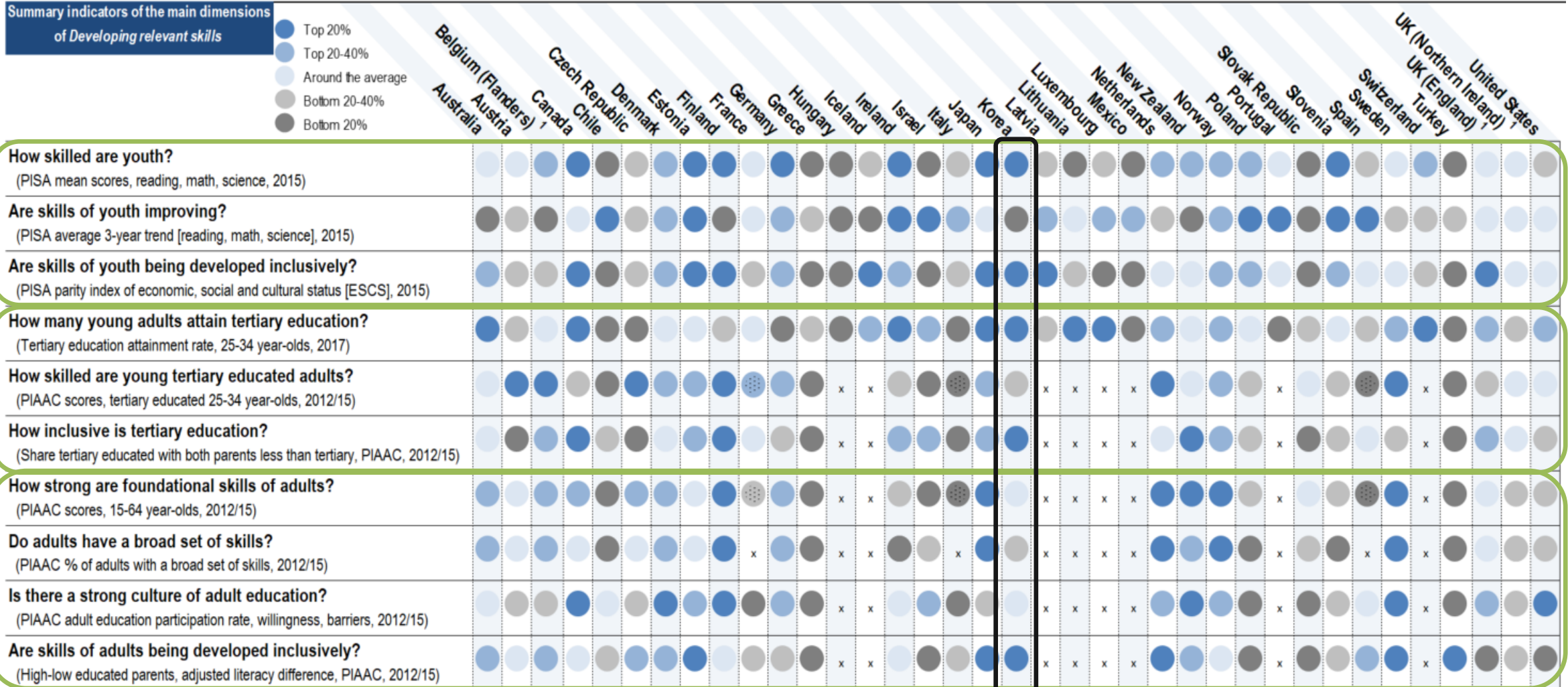
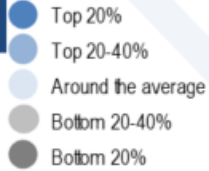
DIMENSION 1:

Developing skills



Skills Strategy Dashboard: Developing relevant skills

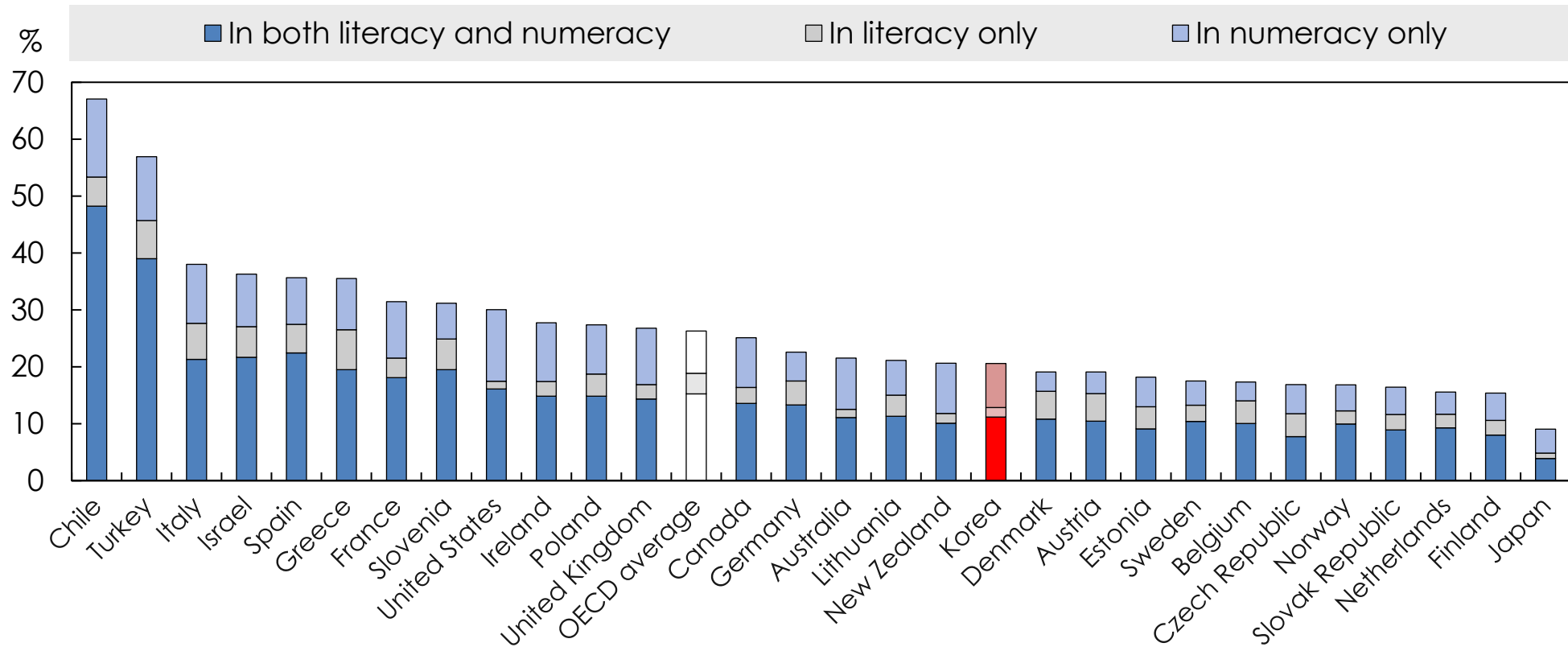
Summary indicators of the main dimensions of Developing relevant skills





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

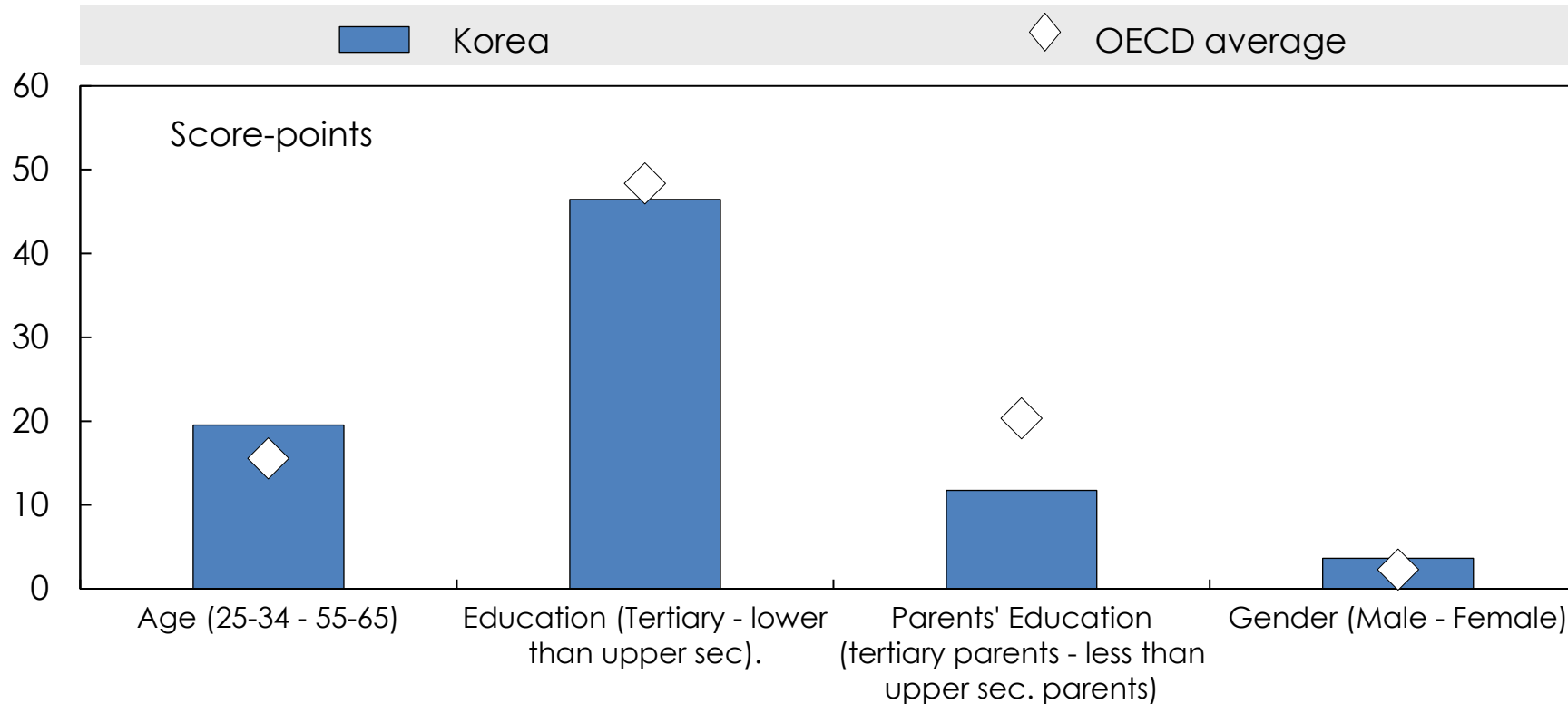
Adults with low literacy and/or numeracy proficiency, Share of population 25-65 year-olds





Skills are often **developed not inclusively**

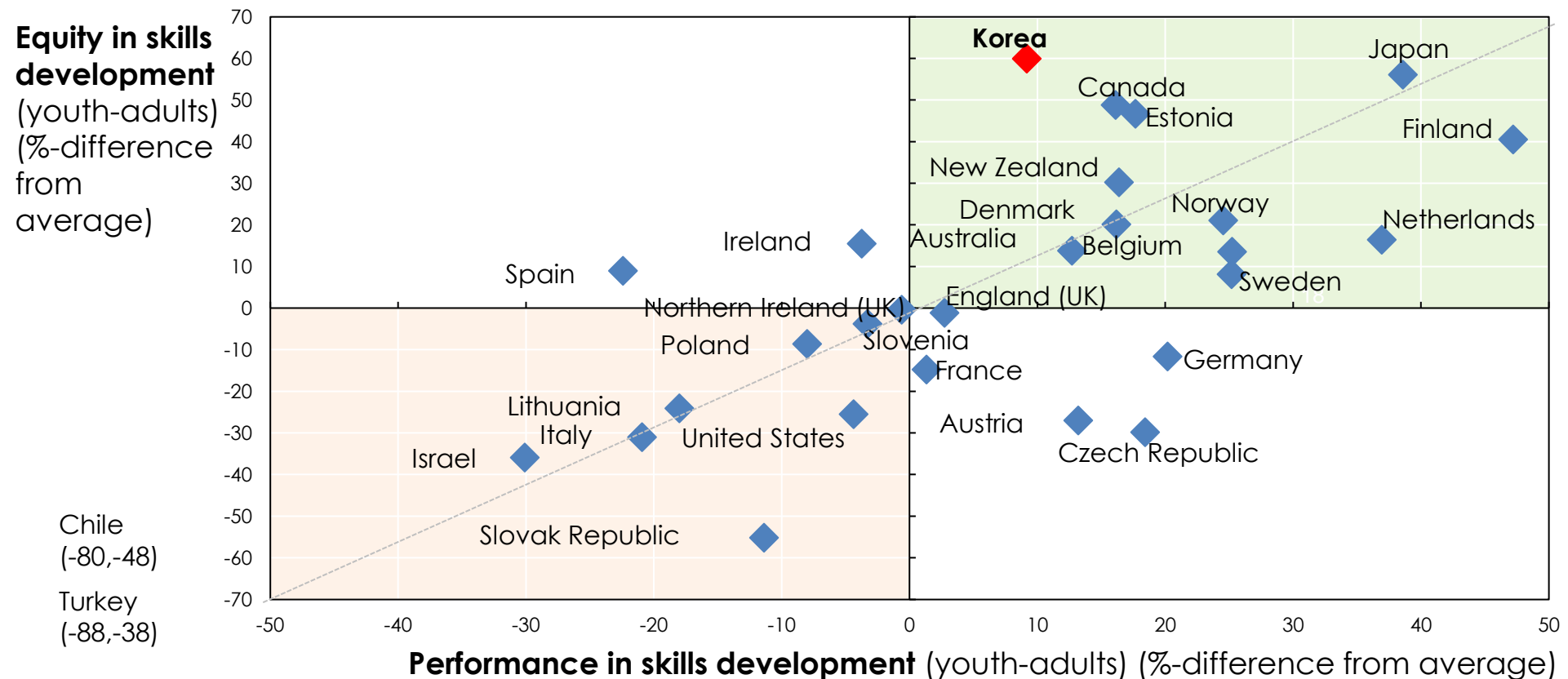
Socio-demographic differences in literacy proficiency





There is no trade-off between excellence and equity

Relative performance and equity in skills development, youth and adults

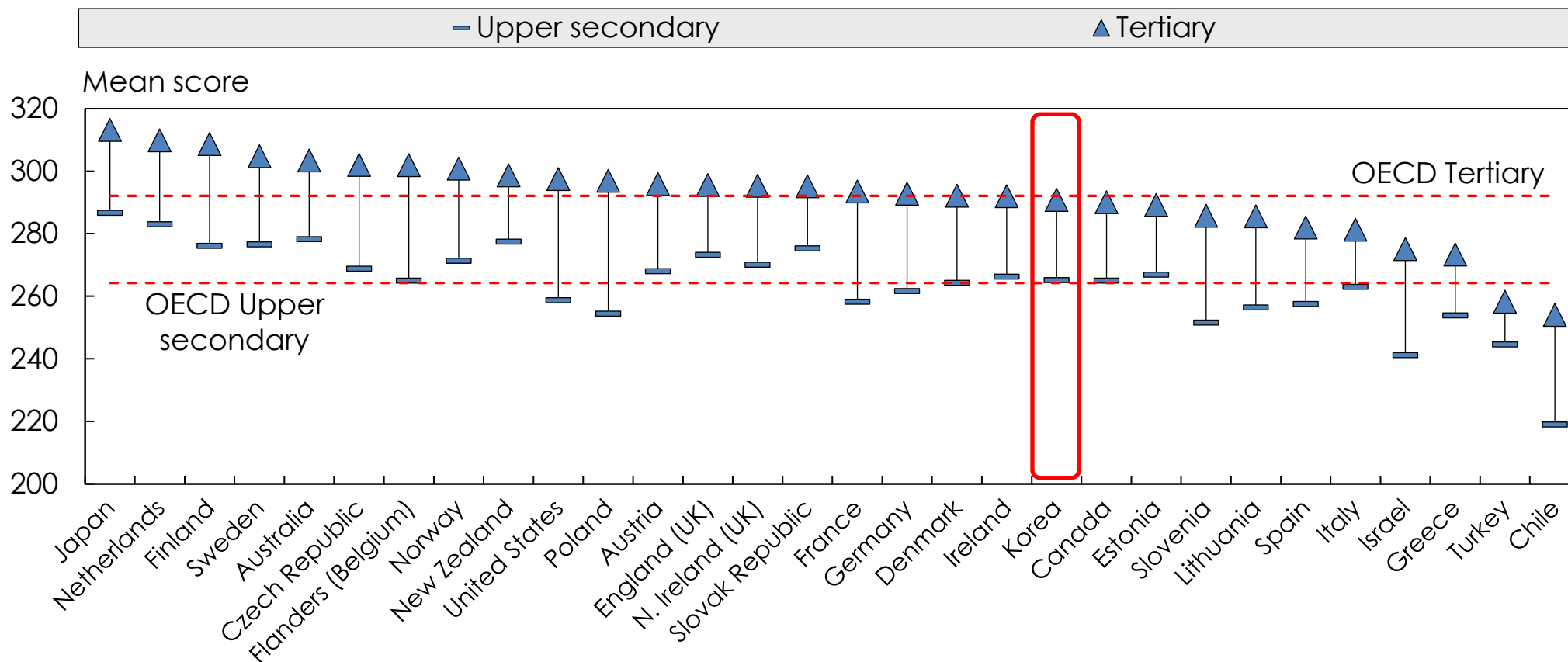


Source: OECD (2015), Programme for International Student Assessment (PISA), 2015; and OECD (2018), OECD Survey on adult skills, 2012/2015.



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

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

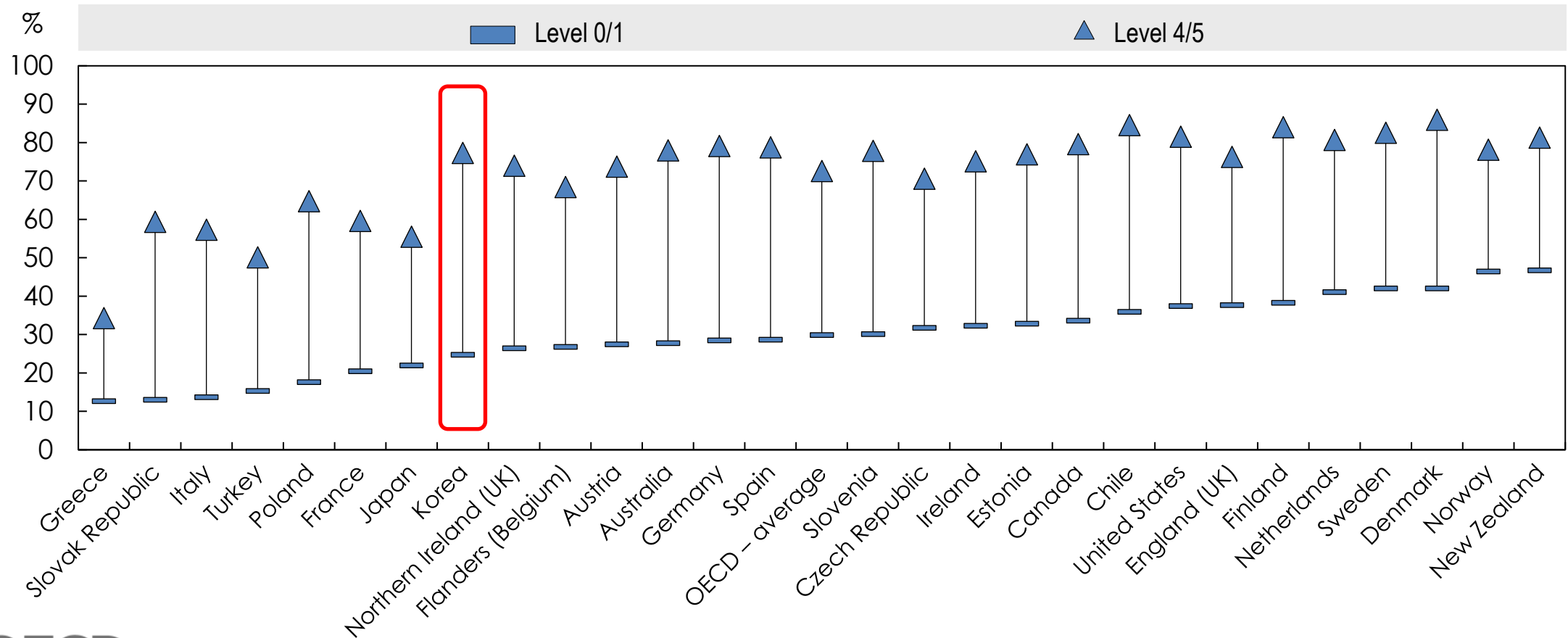


Source: OECD (2016), Skills Matter: further results from the Survey of Adult Skills, 2016.



But low skilled adults are less likely to **engage in education and training**

Participation of adults in education and training by skill level



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



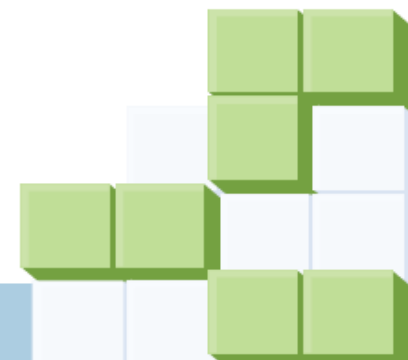
Raising aspirations for lifelong learning:

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



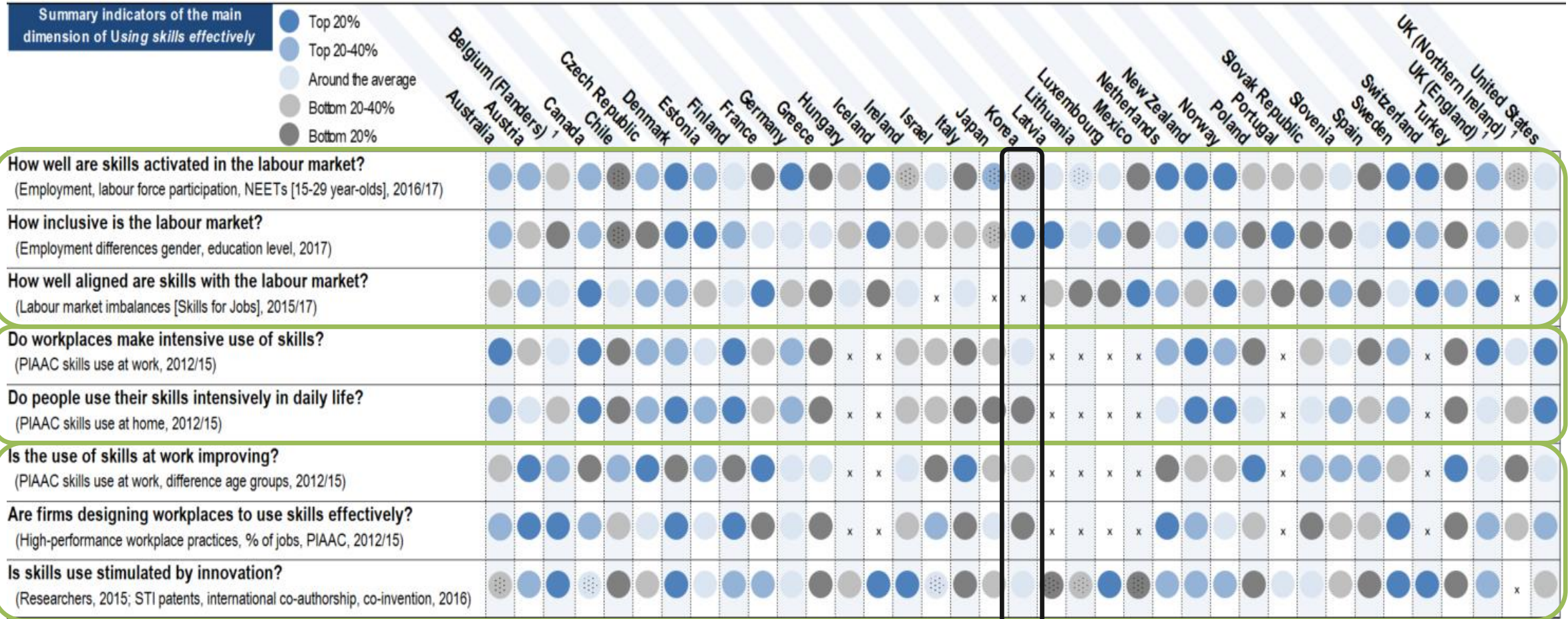
The building blocks of developing and using skills, supported by strong governance arrangements.



DIMENSION 2: **Putting skills to effective use**



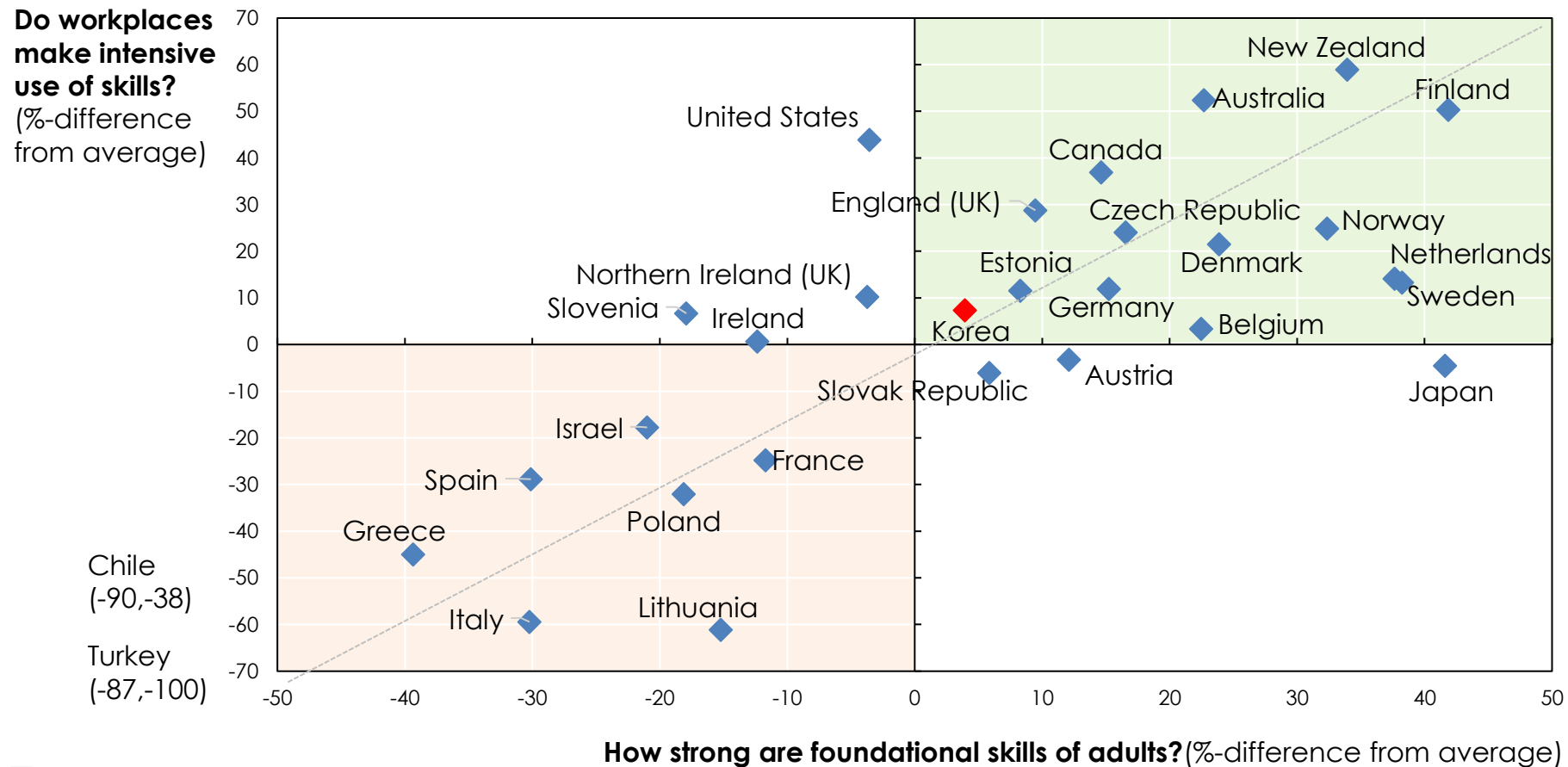
Skills Strategy Dashboard: Using Skills Effectively





Education and skills proficiency are key to **using skills intensively**

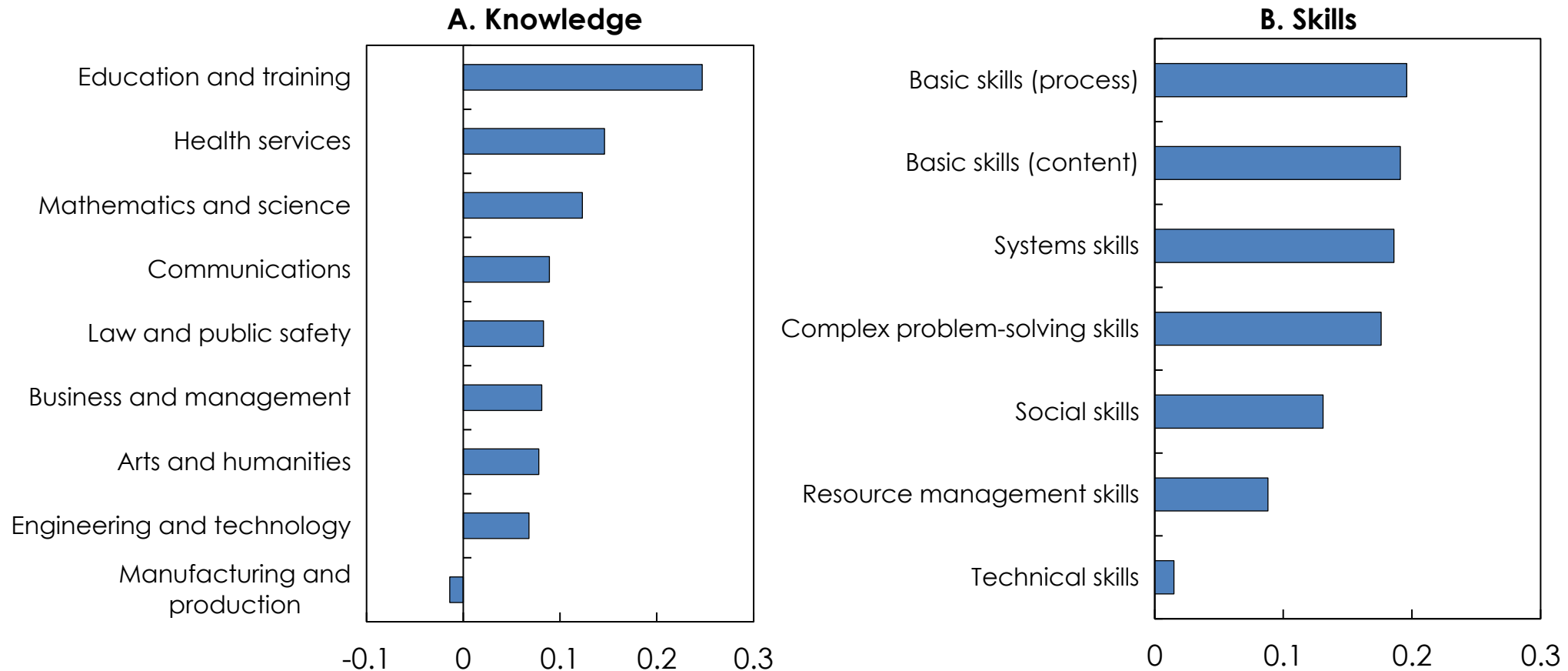
Skills of adults and the use of skills in the workplace





A broad range of skills are in **shortage**

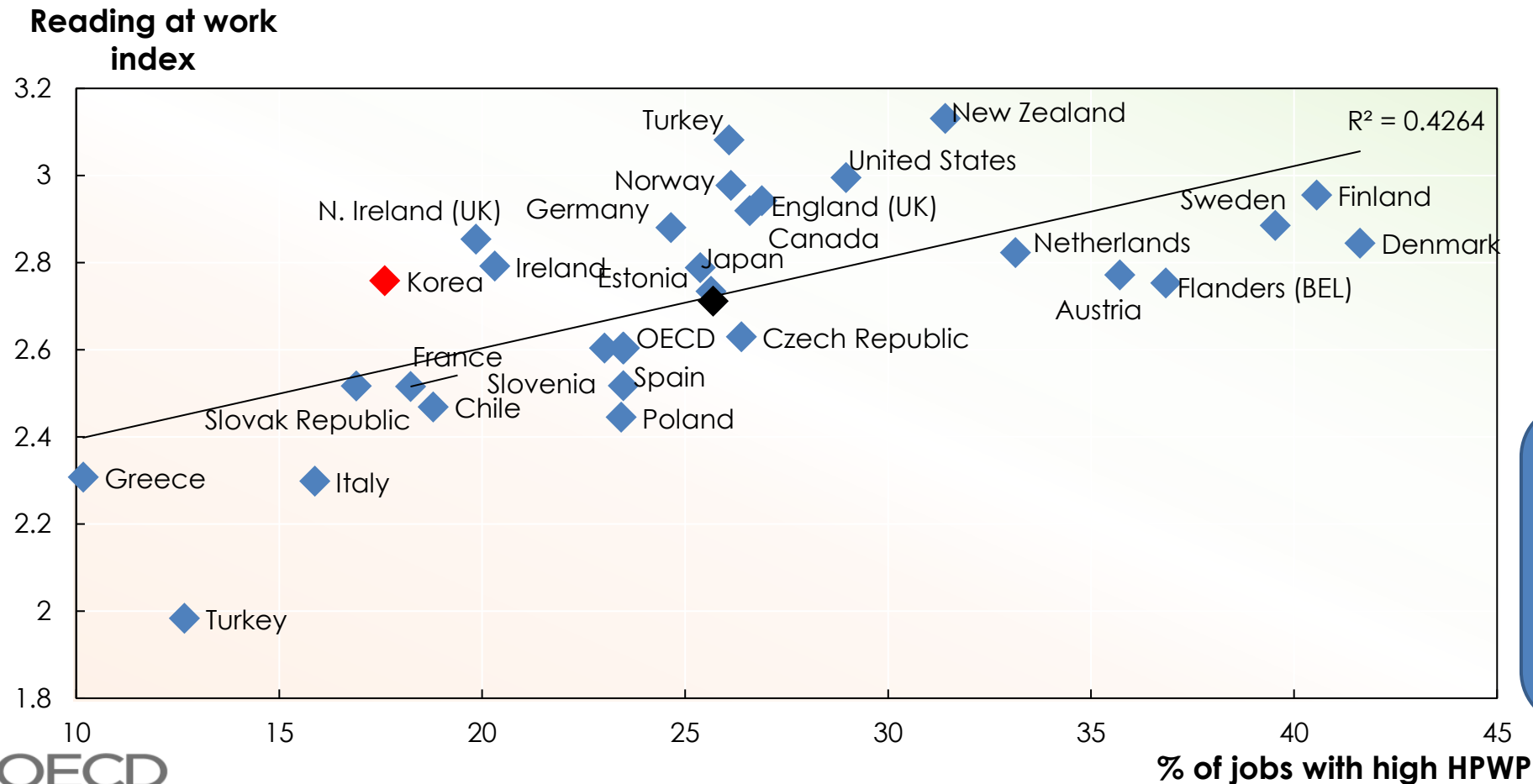
Skill shortages and skill surpluses in OECD member countries, 2015





High-Performance Workplace Practices (HPWP) help drive skills use

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



Organisation practices such as:

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

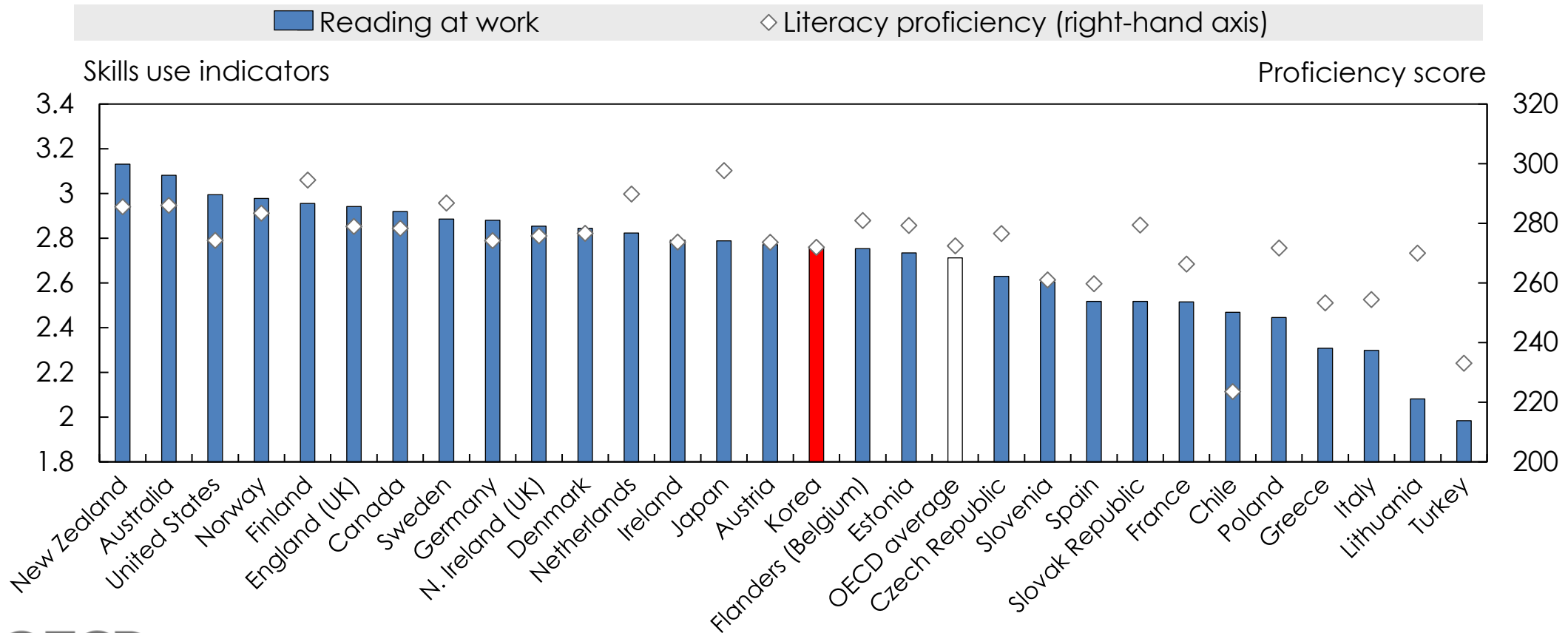
Management practices such as:

- use of incentive pay,
- training practices, and
- flexibility in working hours



The intensity of skills use varies considerably across countries

Use of reading skills at work and literacy proficiency



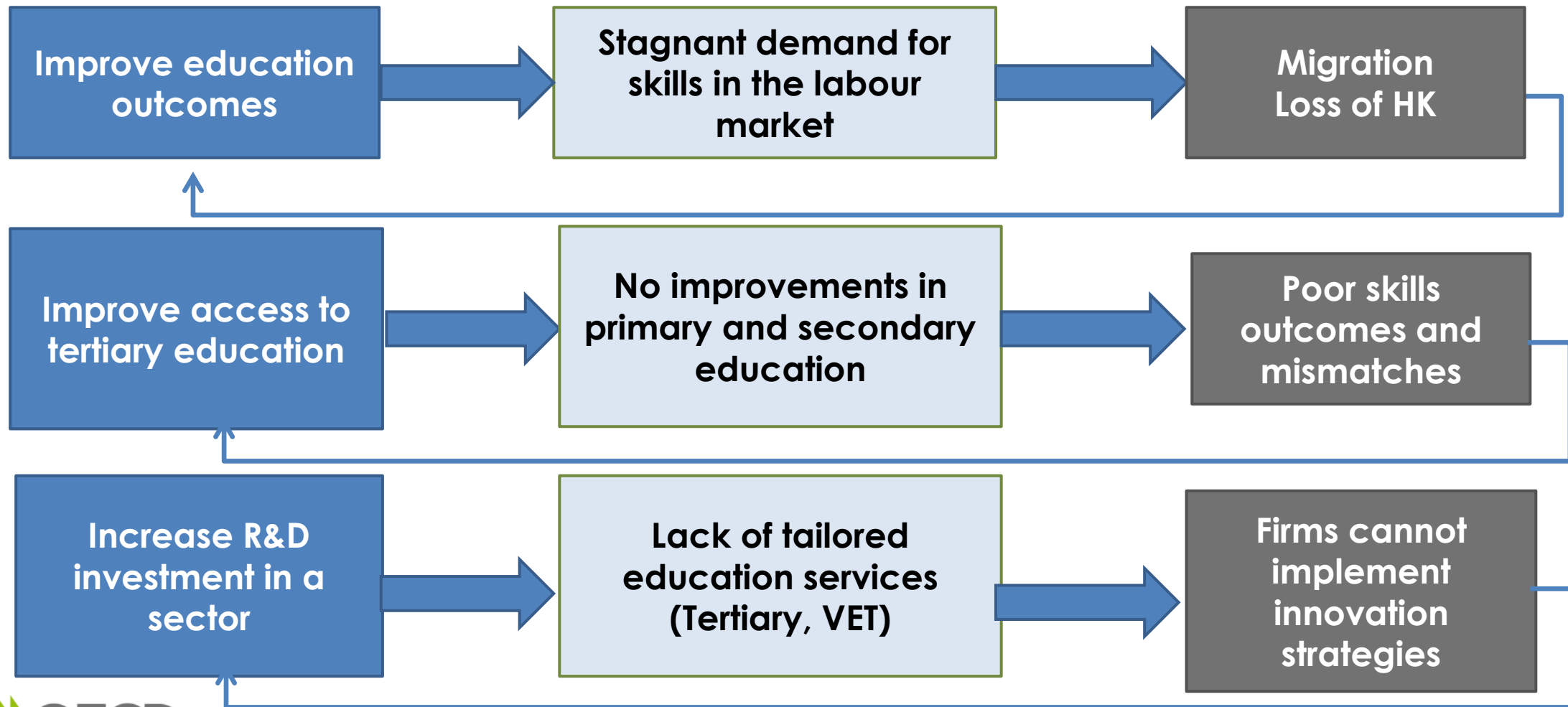


DIMENSION 3:

Strengthening the governance of the skills system



Co-ordination is complex but essential in Countries' skills systems





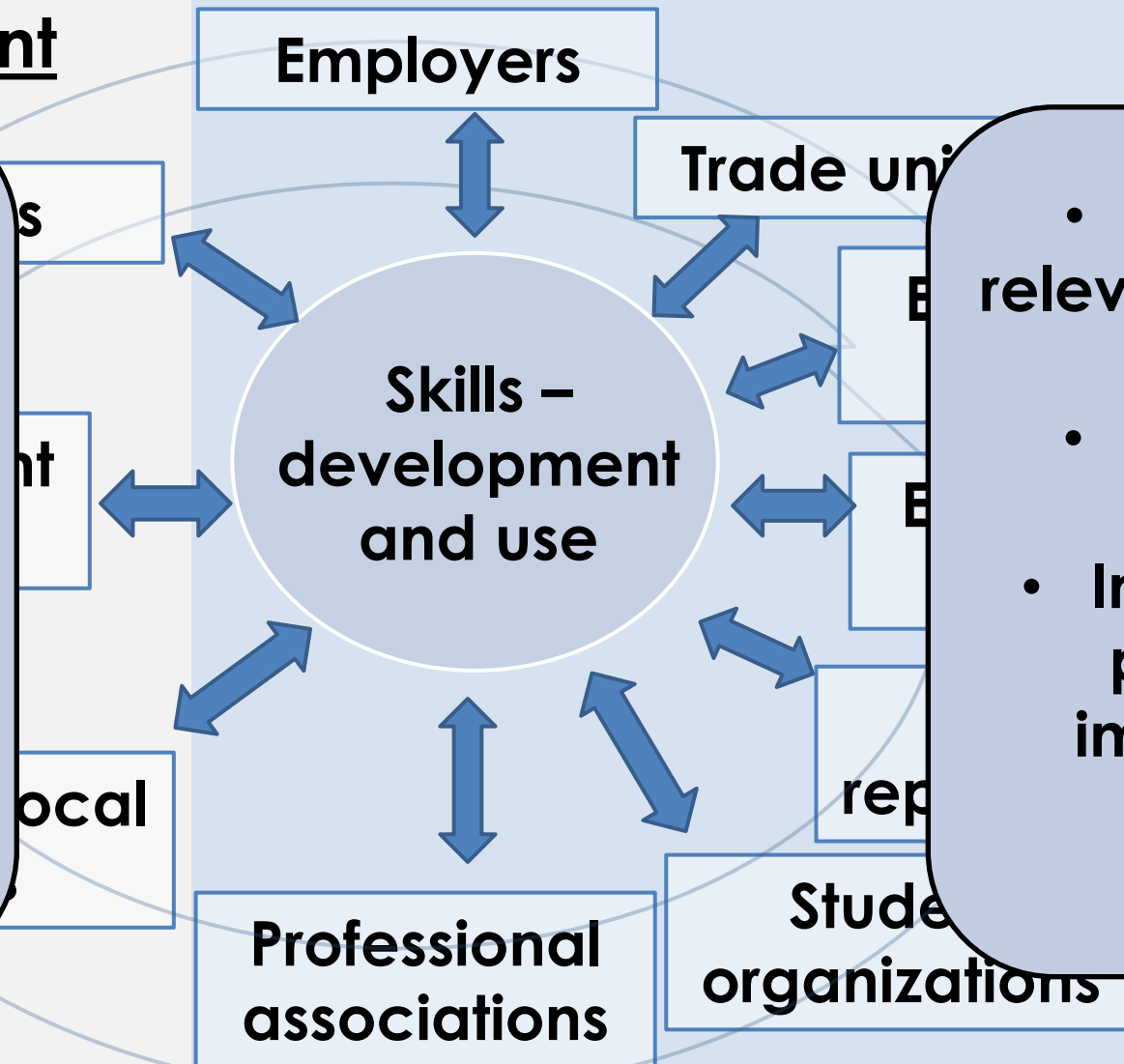
Applying a **whole-of-government** approach and engaging all relevant **stakeholders**

Whole-of- government

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

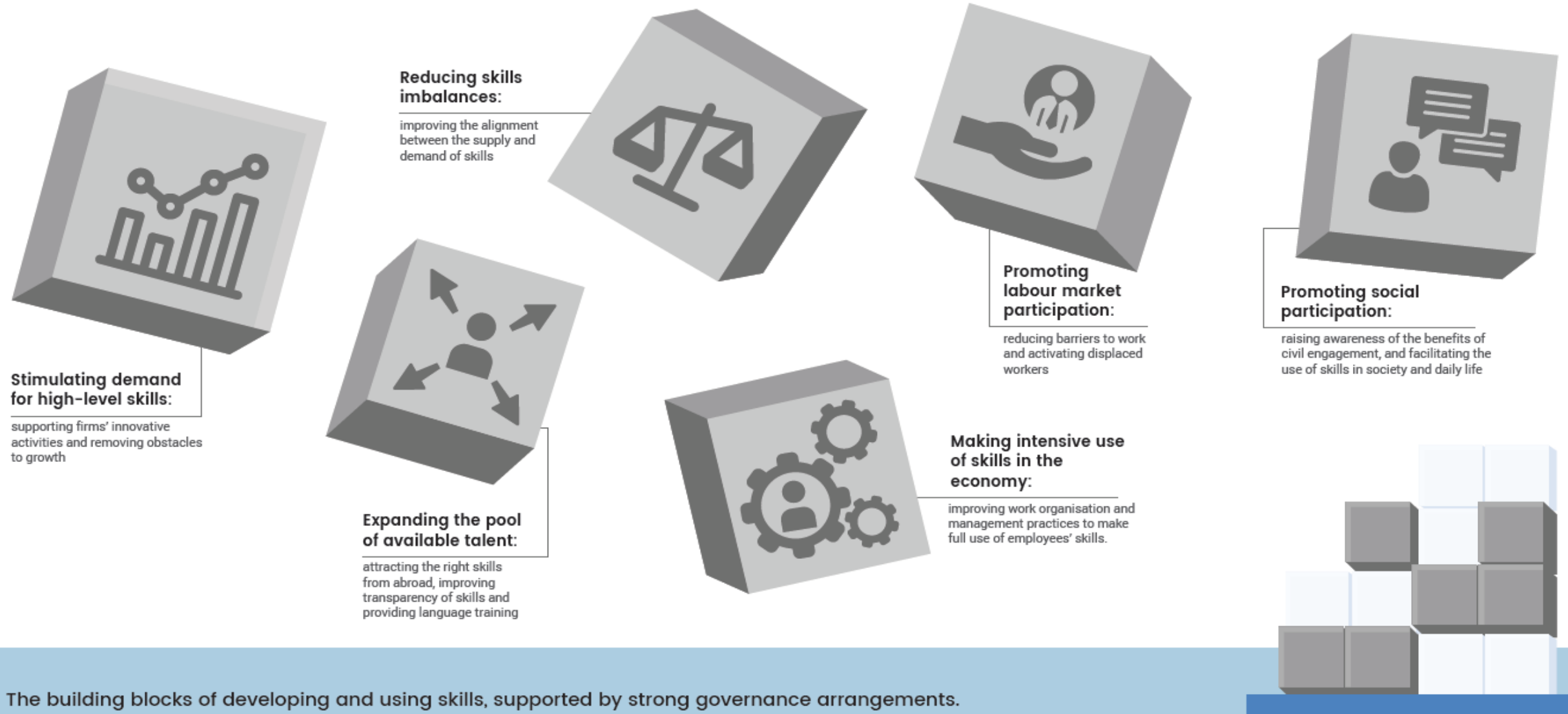
Stakeholders

- Engaging all relevant stakeholders
- Building trust
- Involve them in policy design, implementation, monitoring & evaluation



Using skills effectively in work and society:

Key building blocks





HOW THE OECD SKILLS STRATEGY IS SUPPORTING COUNTRIES?



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

Ministry of
Labour/Employment

Ministry of Education

Ministry of
Economics/Innovation

Ministry of Finance

Sectoral Ministries

And more...



Thank you!

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

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

