



OECD SKILLS STRATEGY:

IMPLICATIONS FOR DEVELOPING COUNTRIES IN ASIA

*Session 8 International Cooperation in Skills Development
– Renewing Approaches*

Shinyoung Jeon,
Policy Analyst, OECD

This is not an ADB material. The views expressed in this document are the views of the author/s and/or their organizations and do not necessarily reflect the views or policies of the Asian Development Bank, or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy and/or completeness of the material's contents, and accepts no responsibility for any direct or indirect consequence of their use or reliance, whether wholly or partially. Please feel free to contact the authors directly should you have queries.

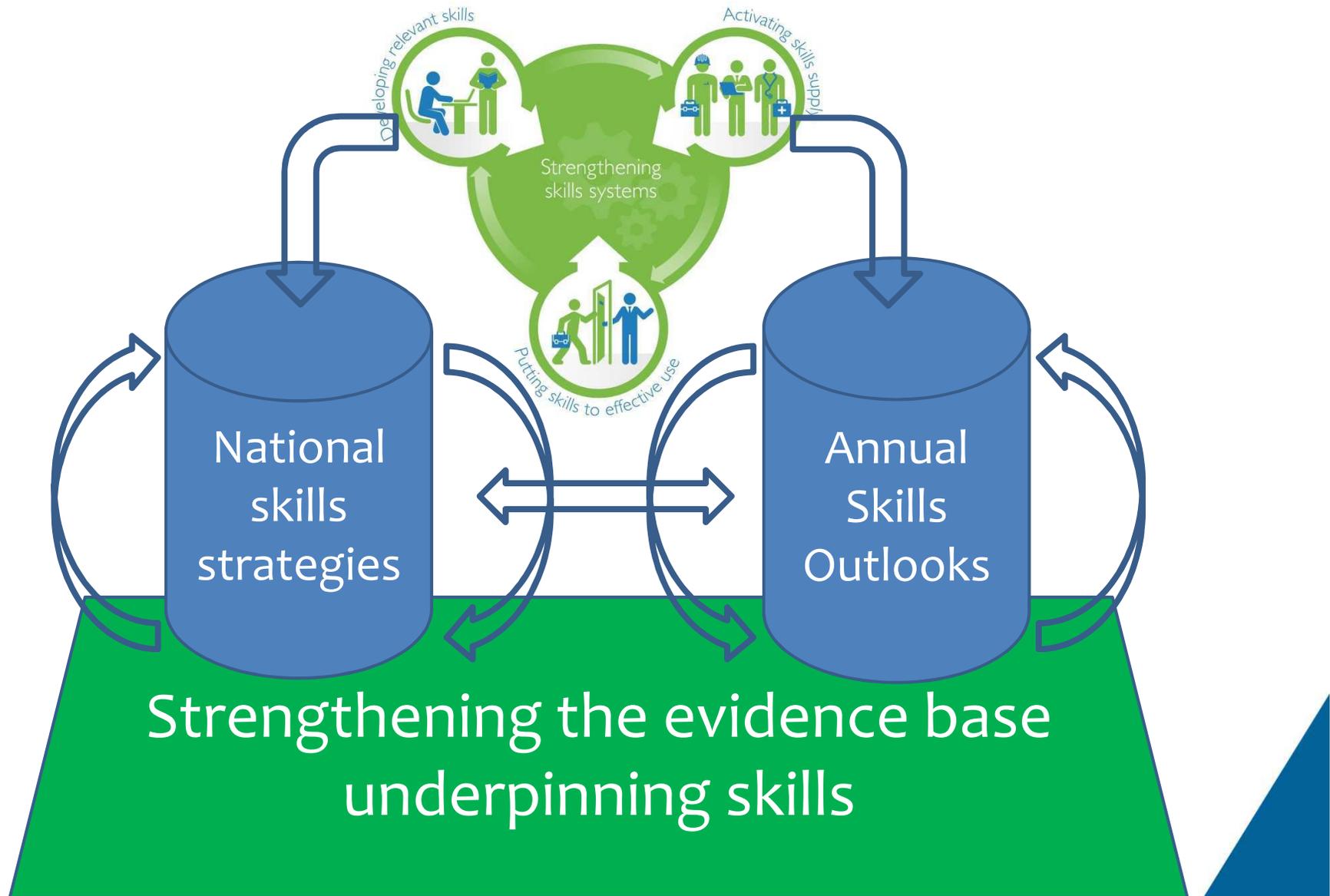


The OECD Skills Strategy: putting a new paradigm into practice





Taking the OECD Skills Strategy forward





Key features of the OECD Skills Strategy approach

- Collaboration between OECD and country
- Cross-directorate OECD team
- Coordination through Skills Strategy Advisory Group
- Bringing together perceptions and evidence
- Learning from international comparisons and experience
- Approach tailored to country's specific circumstances and priorities
- Strengthening skills systems through policy coherence
- Whole-of-government approach
- Engaging all relevant stakeholders
- Moving towards action for better economic and social outcomes





Cross-directorate collaboration

- Integrate skills-related topics and add a skills dimension to other topics across the OECD

- Connect skills to broader OECD policy issues, in particular:
 - Skills, growth and the distribution of the benefits of growth, with ECO (as input into the NAEC work)
 - Regional and local dimensions to skills, with LEED: Variations in skills supply and demand at the level of local economies, Geographical mobility, Governance and capacity to deliver national policies at sub-national level
 - Labour market arrangement and employer engagement, with ELS
 - Financing skills and incentives on employers and individuals, including tax arrangements, with CTP
 - Technological innovation and strategy, Skills for job creation and entrepreneurship and ICT skills with STI





BUILDING EFFECTIVE SKILLS SYSTEMS AT NATIONAL AND LOCAL LEVELS



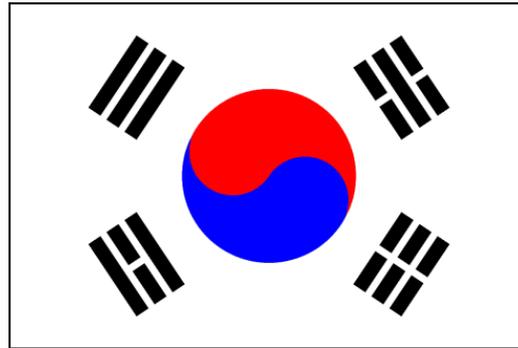


Three countries started national skills projects in 2013

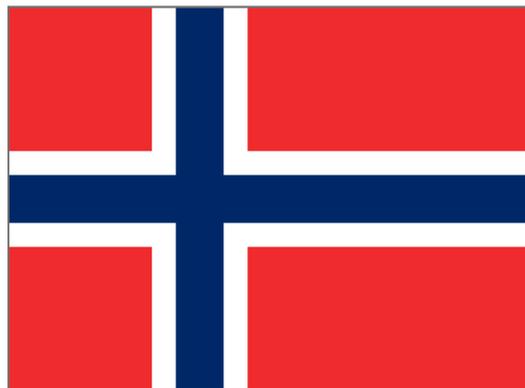
Austria



Korea

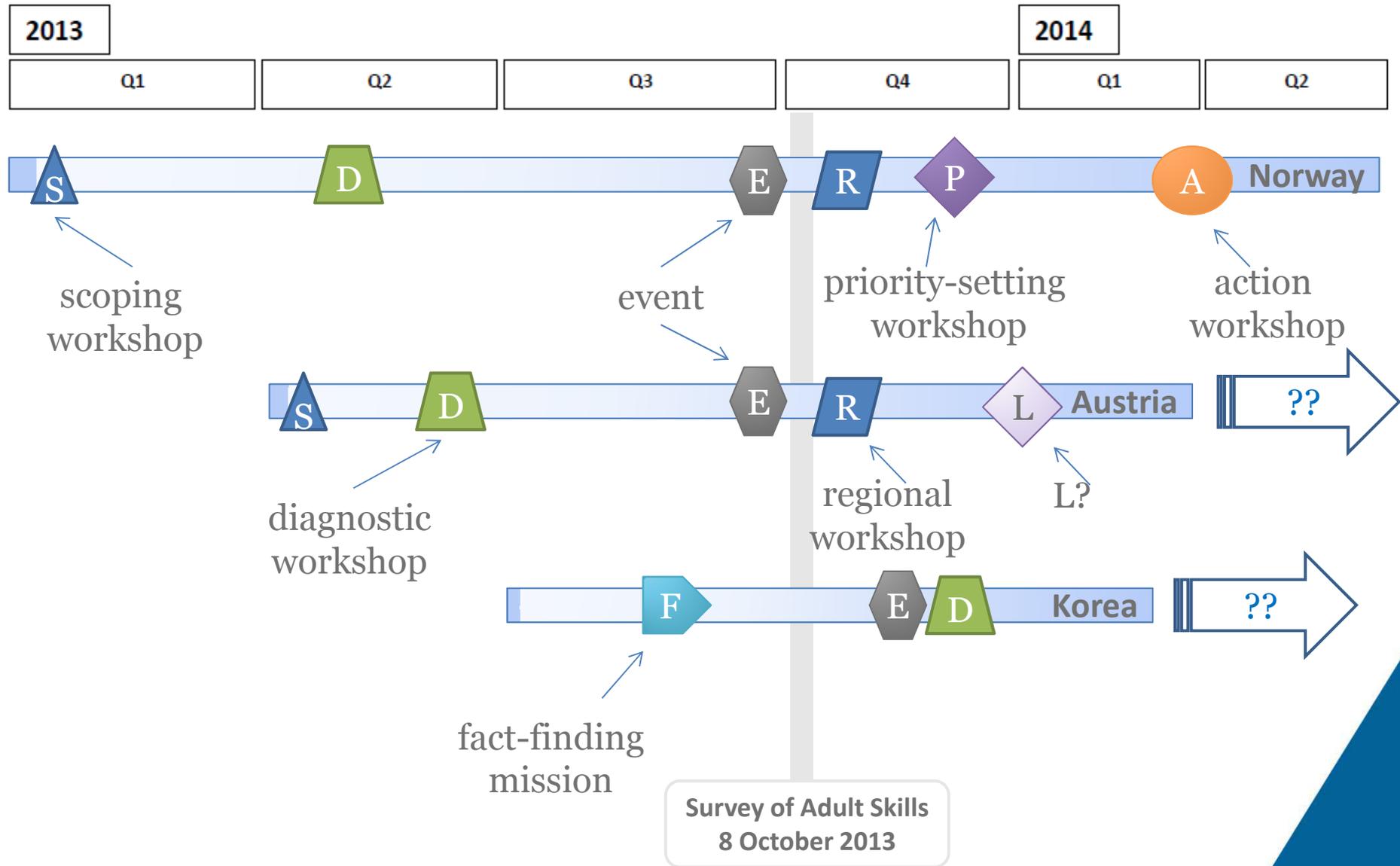


Norway





Tailored projects address country priorities





12 challenges for Norway's skills system

Developing Relevant Skills

1. Ensuring strong foundation skills for all
2. Reducing drop-outs
3. Informing educational choices

Enabling conditions:

Building effective skills system

10. Facilitating a whole of government approach to skills
11. Ensuring local flexibility and adaptability for nationally designed policies
12. Building partnerships at the local and national level to improve implementation

Activating Supply of Skills

4. Enhancing labour market participation among those receiving disability benefits
5. Encouraging labour market attachment among low skilled youth
6. Ensuring Norwegians remain active longer

Using skills effectively

7. Engaging employers in ensuring a highly skilled workforce
8. Promoting entrepreneurship
9. Enhancing the use of migrant worker skills





15 challenges for Austria's skills system

Developing Relevant Skills

1. Starting lifelong learning in early childhood
2. Improving foundation skills in compulsory education
3. Strengthening foundation skills and fostering labour market links in VET
4. Satisfying economic demand for high-level skills
5. Extending adult education
6. Enabling people to navigate the skills system: improving guidance and flexibility

Enabling conditions:

Building effective skills system

13. Improving the evidence base for the development of the skills system
14. Enhancing coordination and cooperation of different actors
15. Improving the financing of the skills system

Activating the Supply of Skills

7. Fostering a better work-family balance
8. Retaining older workers in the labour market
9. Activating the skills of migrants

Using skills effectively

10. Encouraging employers to make better use of skills
11. Promoting innovation and high-skills demand
12. Boosting Austria's skills potential at the regional and local level





12 challenges for Korea's skills system

Developing Relevant Skills

1. Tackling the overemphasis on academic studies and higher education
2. Fostering entrepreneurship and creative skills for building a creative economy
3. Enhancing adult skills through lifelong learning and education

Enabling conditions:

Building effective skills system

10. Addressing the overarching and systemic challenges: policy coherence and inter-linkages
11. A whole-of-government and a whole-of-society commitment and responsibility to skills for social cohesion
12. Coordinating national and local concerns and strengthening collaboration

Activating the Supply of Skills

4. Activating women while improving birth rates and the child care system
5. Accelerating the school-to-work transition for youth
6. Activating older workers while improving their skills and welfare

Using skills effectively

7. Aligning decent job creation and the quality improvement of existing employment
8. Reducing skills mismatches by making skills visible
9. Identifying and forecasting skills needs to make effective use of skills



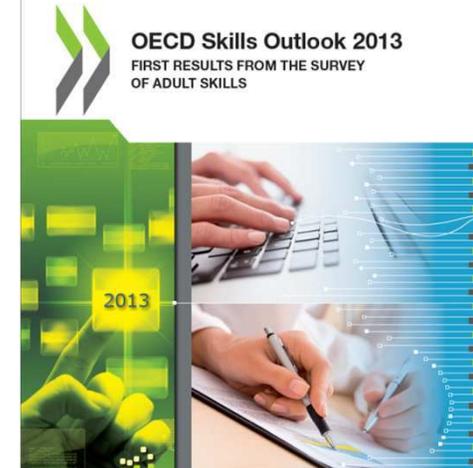
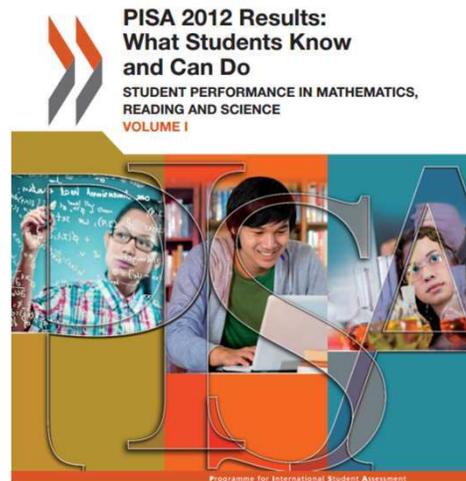


How OECD support country

- National workshops



- Data analysis



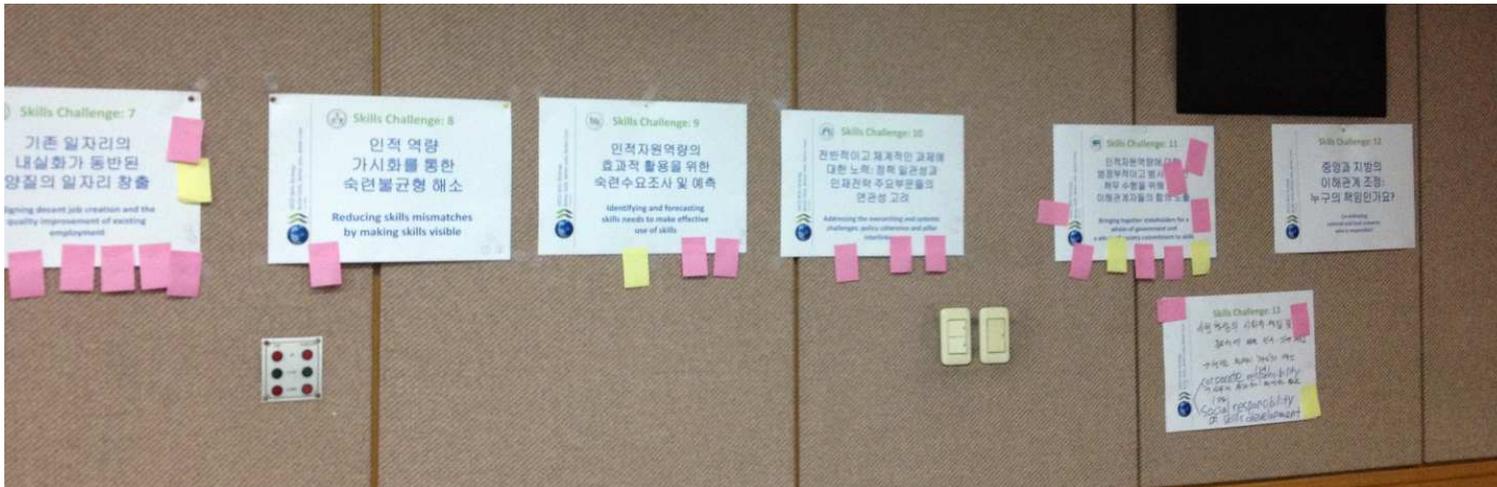


Highly interactive workshops bringing together ministries and stakeholders





Using voting approaches to stimulate participants' thinking





Skills obstacle course – to stimulate reflection on how lack of policy coherence affects people’s experience

OECD Skills Strategy
Better Skills, Better Jobs, Better Lives
skills.oecd

그룹 번호: B.

Skills Obstacle Course

이름: 택수

- 이 사람과 같은 상황에 놓인 사람들이 직면한 주요 문제는 무엇인가?
- 그런 사람들에게 어떤 서비스들이 가능한가?
- 그 사람들은 어떠한 자원을 필요로 하는가?
- 그 사람들은 어디서부터 무엇을 시작해야 하는가?
- 공적 부문과 사적 부문에서 누가 그런 사람들을 도울 수 있는가?

장애요소 · 노동자에서 사무직으로 직종 변경 필요. (중증)

현재 가능한 조치 · 컨설팅 등 지원 필요.
· 노동자 및 직업에 관한 정보 제공
· 취업에서 개인별 맞춤형 일자리 제공 필요.
· NQF 구축을 통해 자격과 학력 연계를 강화.

조치를 취하는 데 있어서의 주요 장애요소
· 컨설팅 등을 제공할 수 있는지의 의문
· 정부 차원에서
· 개인이 여러 과정을 이수하였지만 관련 자격증 취득이 없는데 이런 사무직을 잘 수행할 수 있는지 의문 (개인의 눈높이 조정이 필요)

Skills-Hindernislauf

Name: Jakob

Zu meisternde Hindernisse:

- kein Pfeicht schufabschluss
- mangelnde Lesekompetenz
- gesundheitl. Einschränkung

Ressourcen:

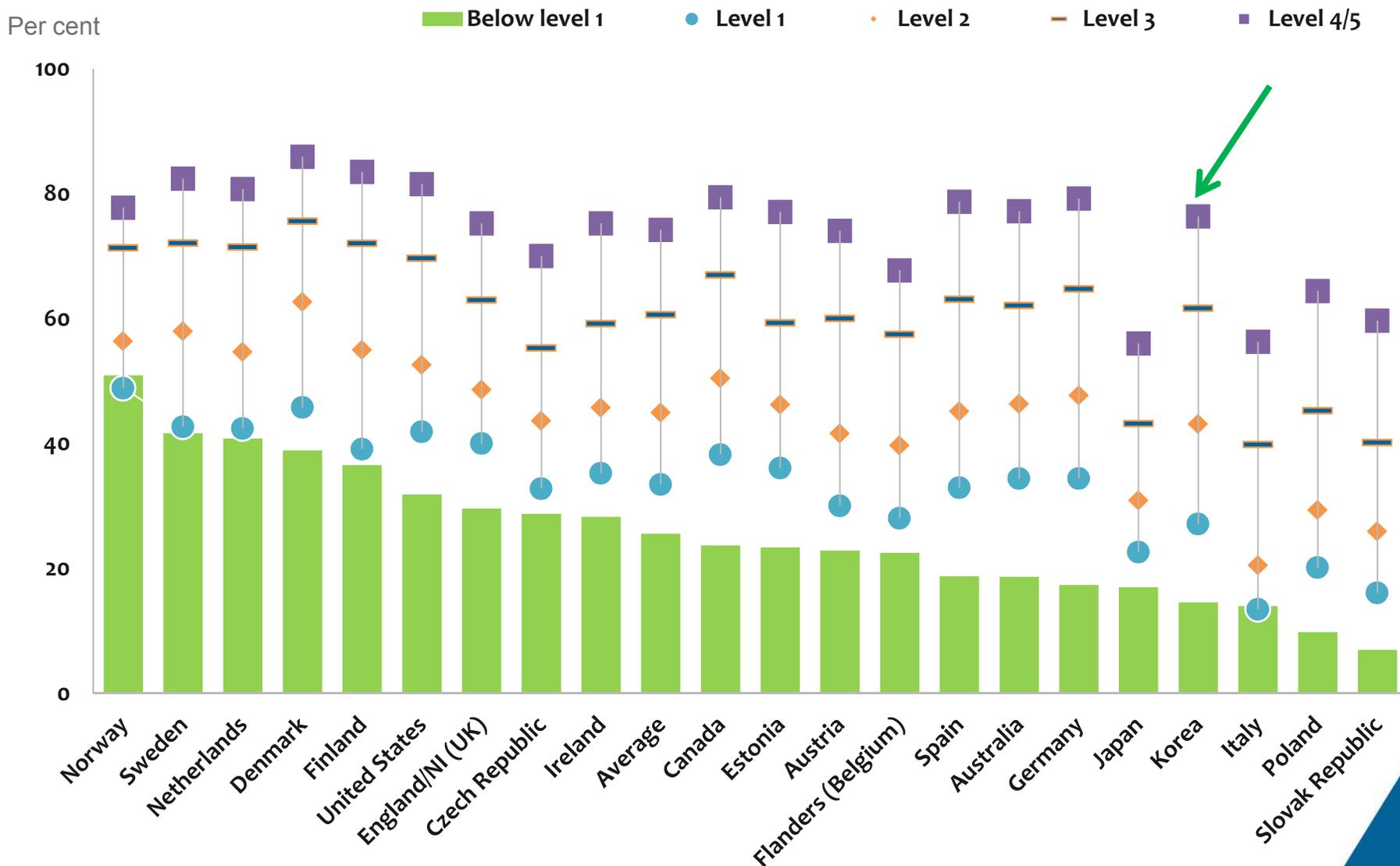
- praktische Erfahrung am Bau
- Training zu Sicherheit und Arbeitsschutz
- AMS, berufl. Umorientierung
- Versicherung: Reha

Gruppe Nummer: 5



Developing skills: All adult education and training by literacy proficiency

(16- 65 year olds)

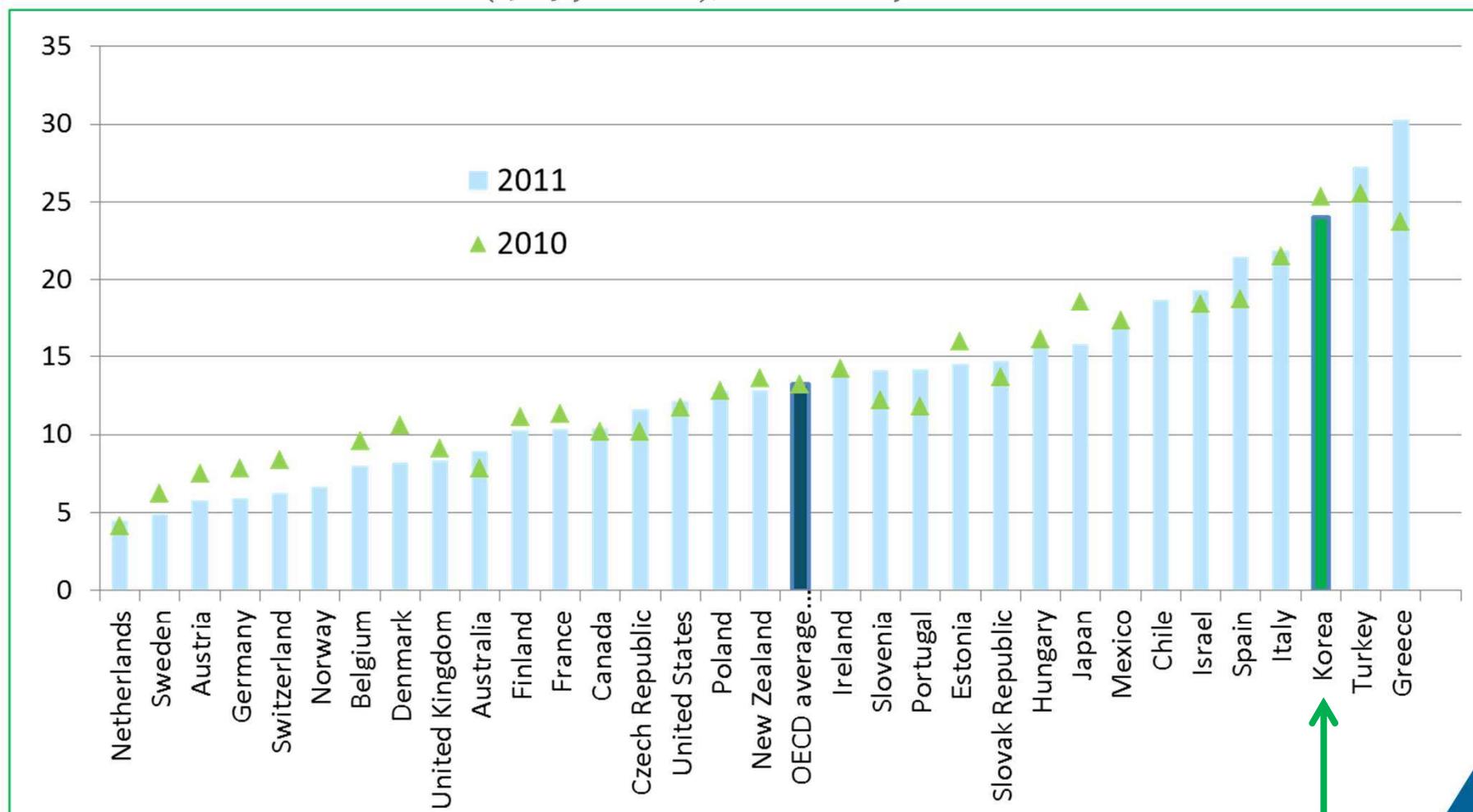


Source: OECD 2013 The Survey of Adult Skills (PIAAC)



Activating skills: Korean NEET population is the highly qualified youth.

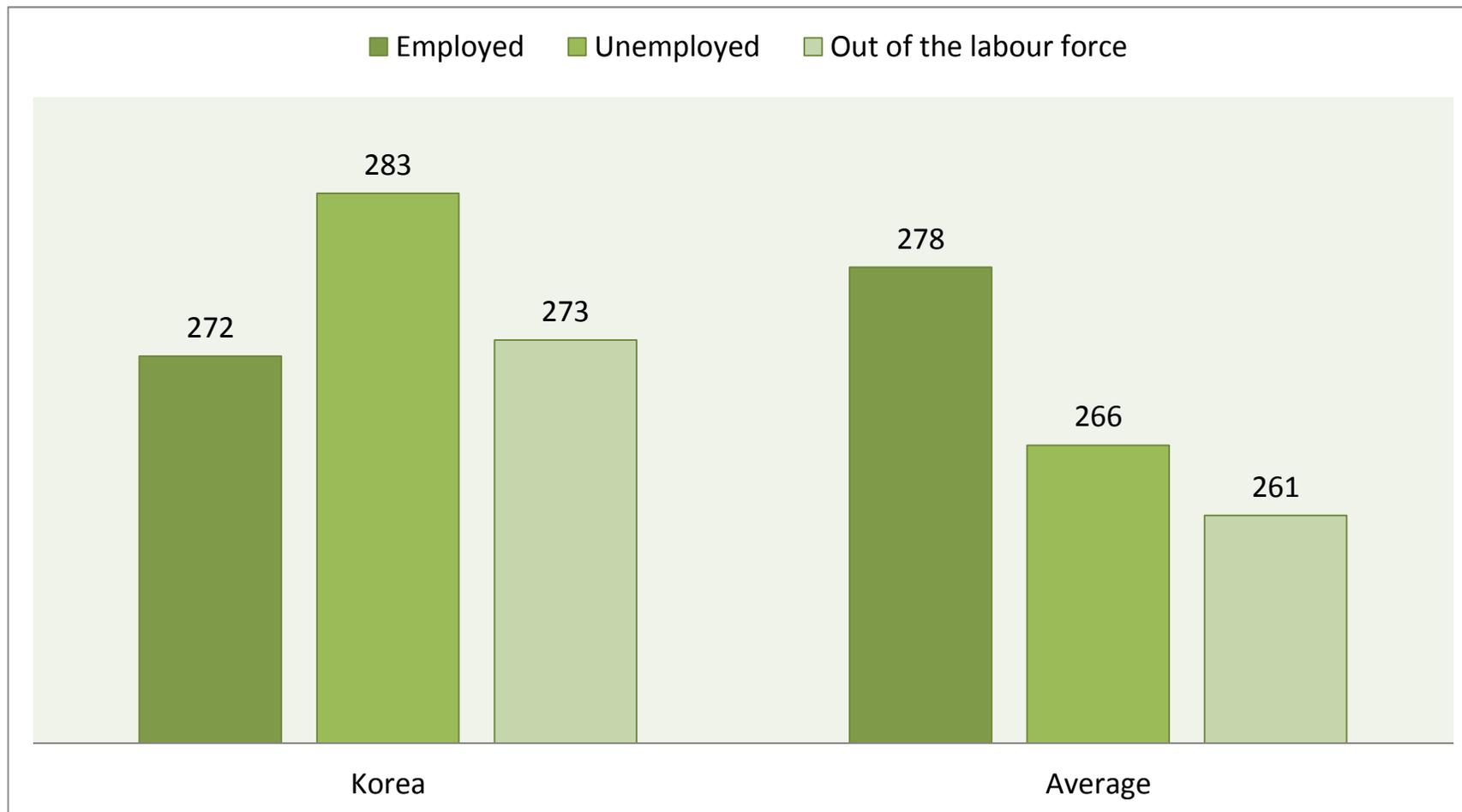
Share of youth neither in employment nor in education or training (15-29 years old), with tertiary education



Source: OECD Education at Glance 2013



Using skills effectively: Skills mismatches (Mean literacy score, by labour force status)



Source: OECD 2013 The Survey of Adult Skills (PIAAC)



Discussion

- Any country needs to prepare skills for the future
- OECD is ready for working with any country and any level of entity to build an effective skills system.
- Discussion points
 - What is the skills and labour potential in developing countries in Asia?
 - What are the challenges facing the skills system of developing countries in Asia?
 - What are the implications of the OECD Skills Strategy in developing countries in Asia?





To find out more

OECD Skills Strategy

<http://skills.oecd.org>

OECD Survey of Adult Skills

<http://www.oecd.org/site/piaac/>

by the OECD Programme for the International Assessment of Adult Skills (PIAAC)





Thank you!

JEON Shinyoung, EDU/SBS <Shinyoung.JEON@oecd.org>

CADDY Joanne, EDU/SBS <Joanne.CADDY@oecd.org>

