



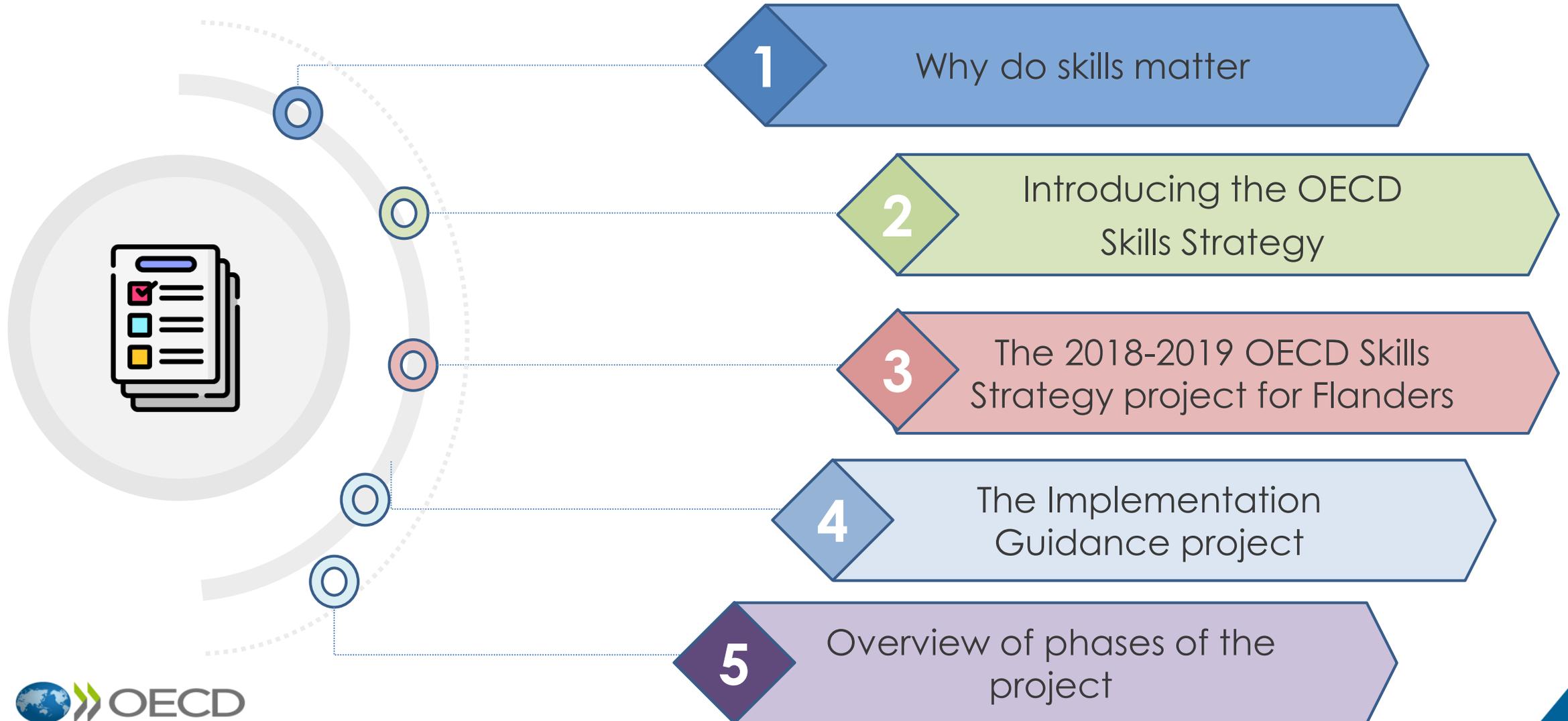
OECD SKILLS STRATEGY IMPLEMENTATION GUIDANCE PROJECT FOR FLANDERS

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Head National Skills Strategy Projects – OECD

Skills Strategy Seminar – 5 February 2021

Agenda for this presentation



WHY DO SKILLS MATTER?

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

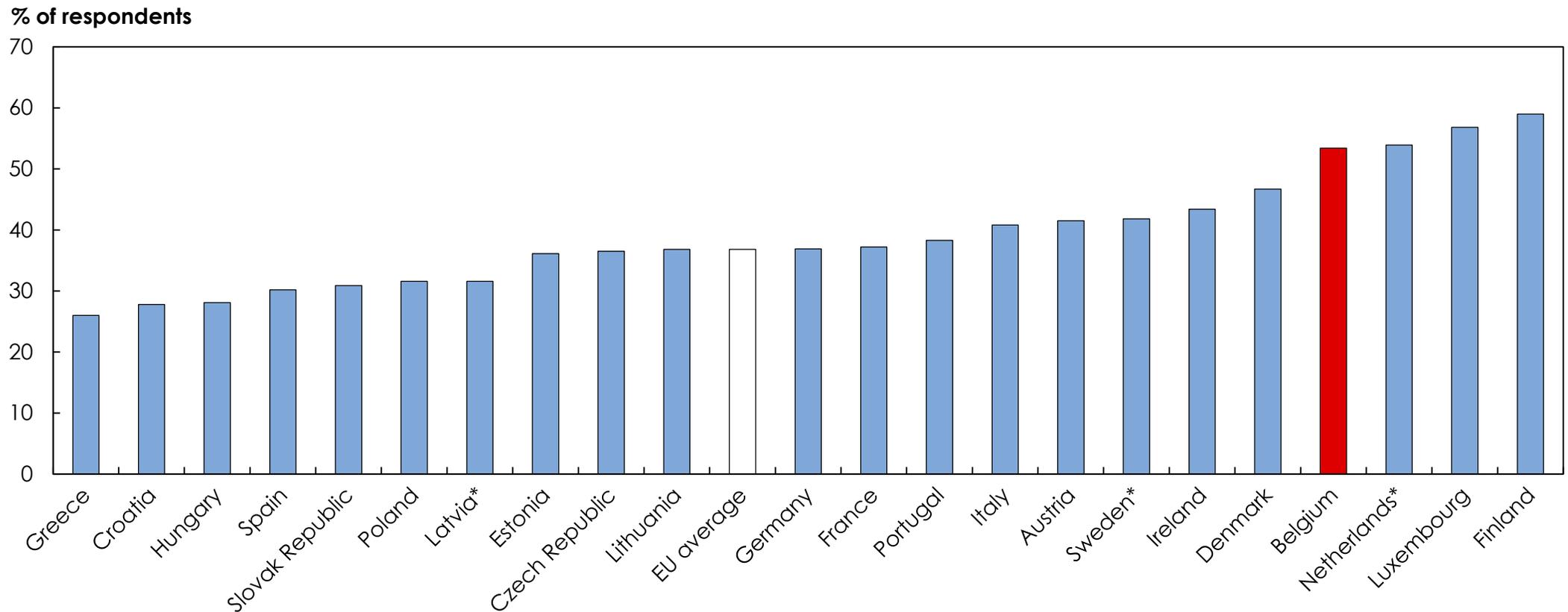
Large expected decline in working-age population

Important reallocations towards care services

Need to ensure youth have the right skills

COVID-19 is accelerating these existing trends

% of workers started working from home as a result of COVID-19

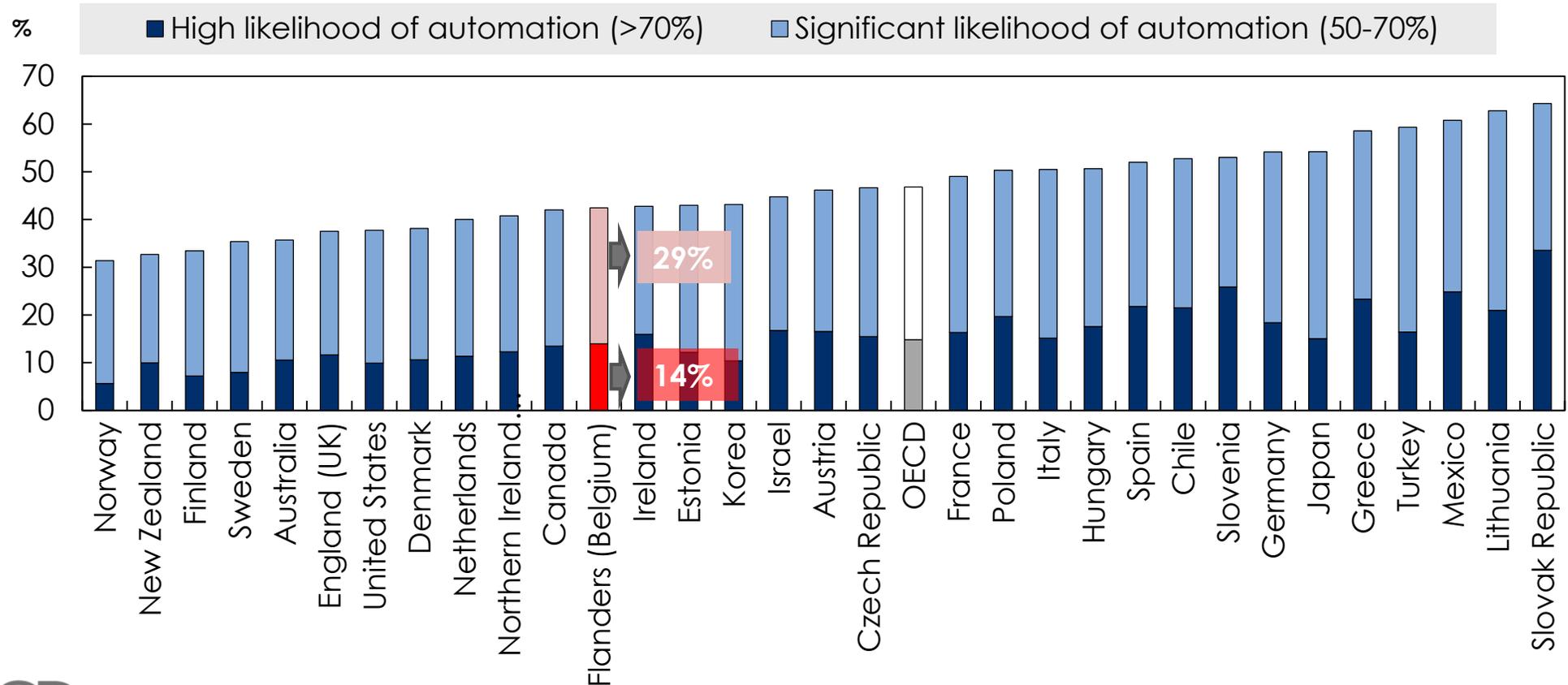


Source: Eurofound (2020), Living, working and COVID-19 survey.

The pandemic will accelerate the **pace of automation**

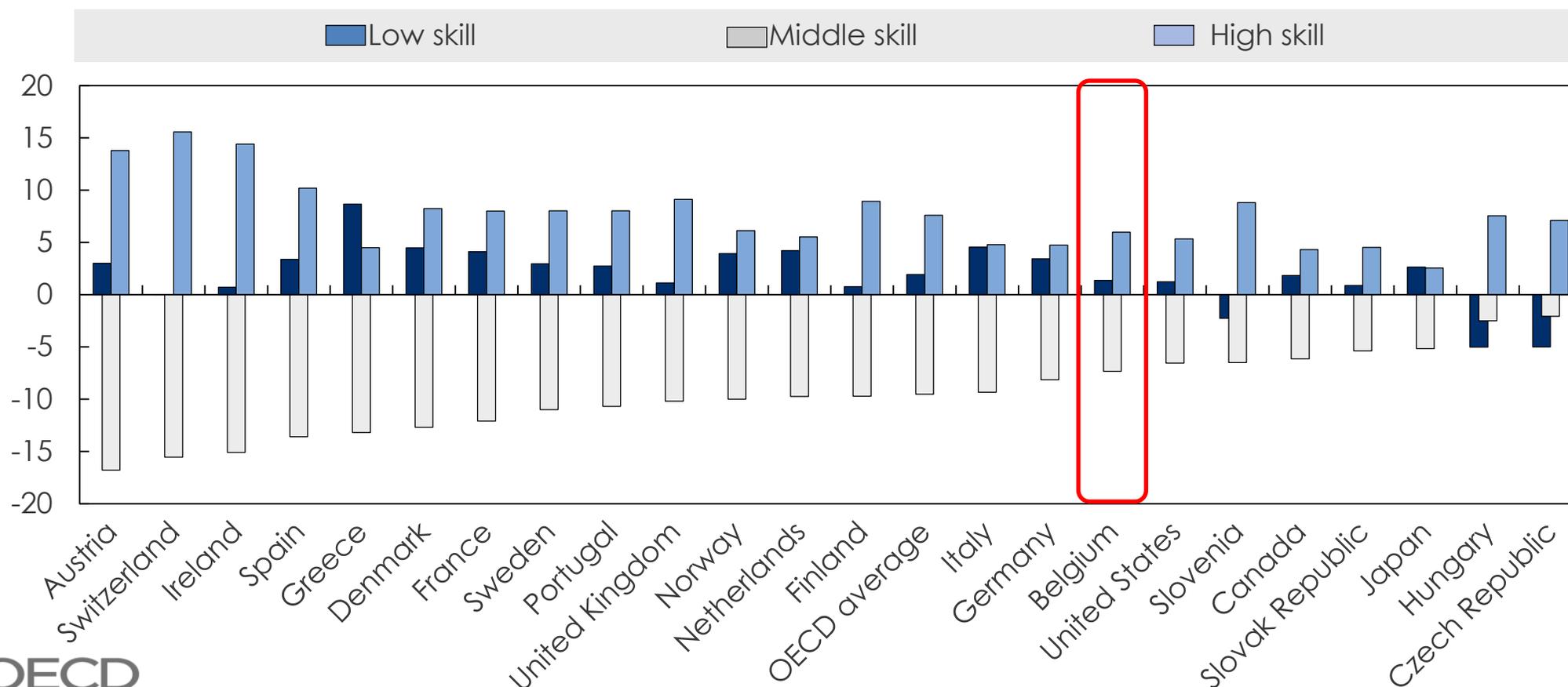
Jobs at risk of Automation

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



And hasten **job polarisation**

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



INTRODUCING THE OECD SKILLS STRATEGY

The 2019 OECD Skills Strategy Framework

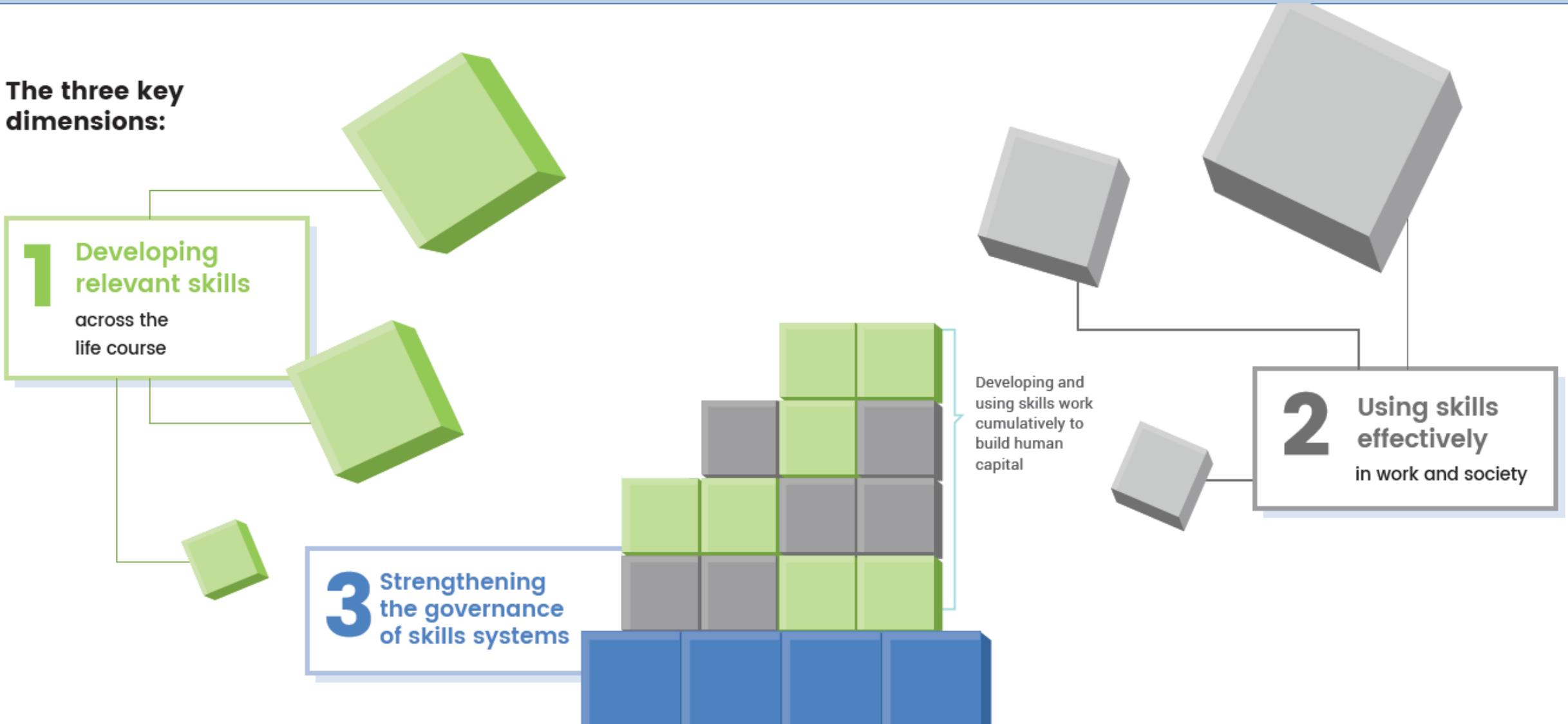
The three key dimensions:

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



Applied in 18 diverse countries so far



THE 2018-2019 OECD SKILLS STRATEGY PROJECT FOR FLANDERS

Employing a **whole-of-government approach**

OECD

OECD Centre for Skills

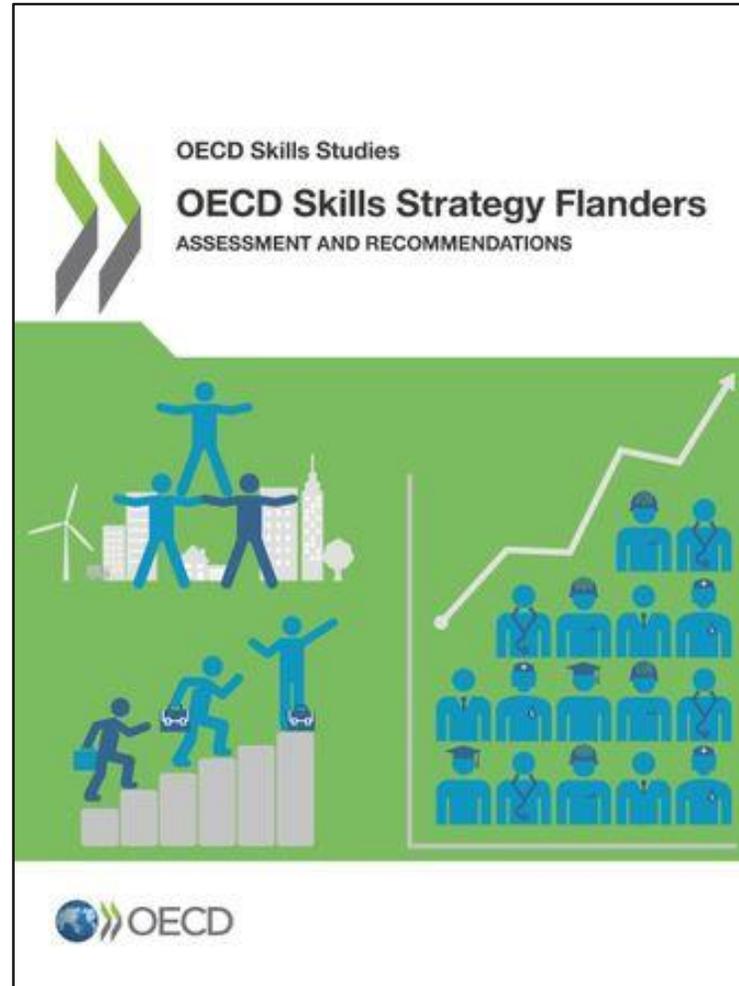
Directorate for
Employment, Labour
and Social Affairs

Directorate for
Education and Skills

Directorate for Science,
Technology and
Innovation

Local Employment,
Skills and Social
Inclusion

Economics Department



Flanders

Work and Social
Economy (WSE)

Education and
Training (OV)

Economy, Science
and Innovation (EWI)

Finance and Budget
(FB)

VDAB, SYNTRA, SERV,
and more

And more...

Engaging all relevant stakeholders

Diagnostic Workshop (May 2018) Approx. 75 participants



Good Practices Workshop (Sept 2018) Approx. 75 participants



The launch



21 January 2019

Vlaanderen gebruiken hun competenties te weinig in hun werk

DE TIJD

21 januari 2019 17:36

Te weinig Vlamingen volgen opleidingen en ze gebruiken hun bestaande competenties onvoldoende in hun werk. Dat blijkt uit een rapport waarin de Vlaamse regering samen met de Oeso de situatie op het gebied van opleidingen voor volwassenen onder de loep heeft genomen.

Eerst het goede nieuws: Vlaanderen scoort op veel vlakken goed: de jeugd heeft hoge competentieniveaus, een groot deel van de bevolking heeft hoger onderwijs gevolgd en de meeste Vlaamse bedrijven liggen boven het gemiddelde binnen de Oeso. In de gebruik van competenties stimuleren.

Maar enkele belangrijke uitdagingen moeten aangepakt worden als Vlaanderen ook in de toekomst goed wil presteren', waarschuwt Montserrat Gomendio, hoofd van het Oeso-Centre for Skills. Zo resulteert de krapte op de arbeidsmarkt in Vlaanderen in toenemende mate in competentietekorten. Die zijn vooral hardnekkig in technische en wetenschappelijke beroepen, als gevolg van een laag aantal afgestudeerden in zogenaamde STEM-richtingen. Maar ook voor de gezondheidszorg en onderwijssectoren zijn in Vlaanderen onvoldoende relevante competenties aanwezig.

Motivatie

Het rapport, dat luistert naar de naam 'Skills Strategie voor Vlaanderen', geeft ook aan dat vier op de vijf Vlamingen niet gemotiveerd zijn om opleiding te volgen. Bovendien gaat veel potentieel verloren, omdat Vlaamse werknemers de competenties die ze hebben, onvoldoende in hun job gebruiken.

Komt daar nog bij dat de digitale transitie ingrijpende gevolgen zou kunnen hebben. 'Jobs zullen verdwijnen, andere zullen erbij komen, maar in vrijwel alle jobs zullen de taken die mensen doen grondig veranderen. Dat heeft enorme consequenties voor de skills van mensen. Deze transitie is nu al voelbaar met herstructureringen die mee veroorzaakt worden door digitalisering', weet Dirk Van Damme, afdelingshoofd in het Directorate for Education & Skills.

Datrom is volgens Van Damme een ambitieus en coherent beleid ontbrekt levenslang leren broodnodig. Dat moet mensen en ondernemingen voldoende werkbaar en wendbaar maken om met die veranderingen om te kunnen gaan. De Oeso schuift voor Vlaanderen 26 aanbevelingen naar voren. Het gaat om de ontwikkeling van een concrete visie rond levenslang leren, maar ook een eenvoudige strategie om tekorten op de arbeidsmarkt aan te

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Oeso tikt Vlaanderen op de vingers over levenslang leren

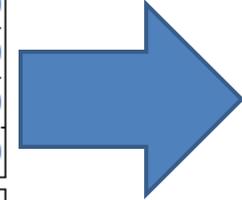
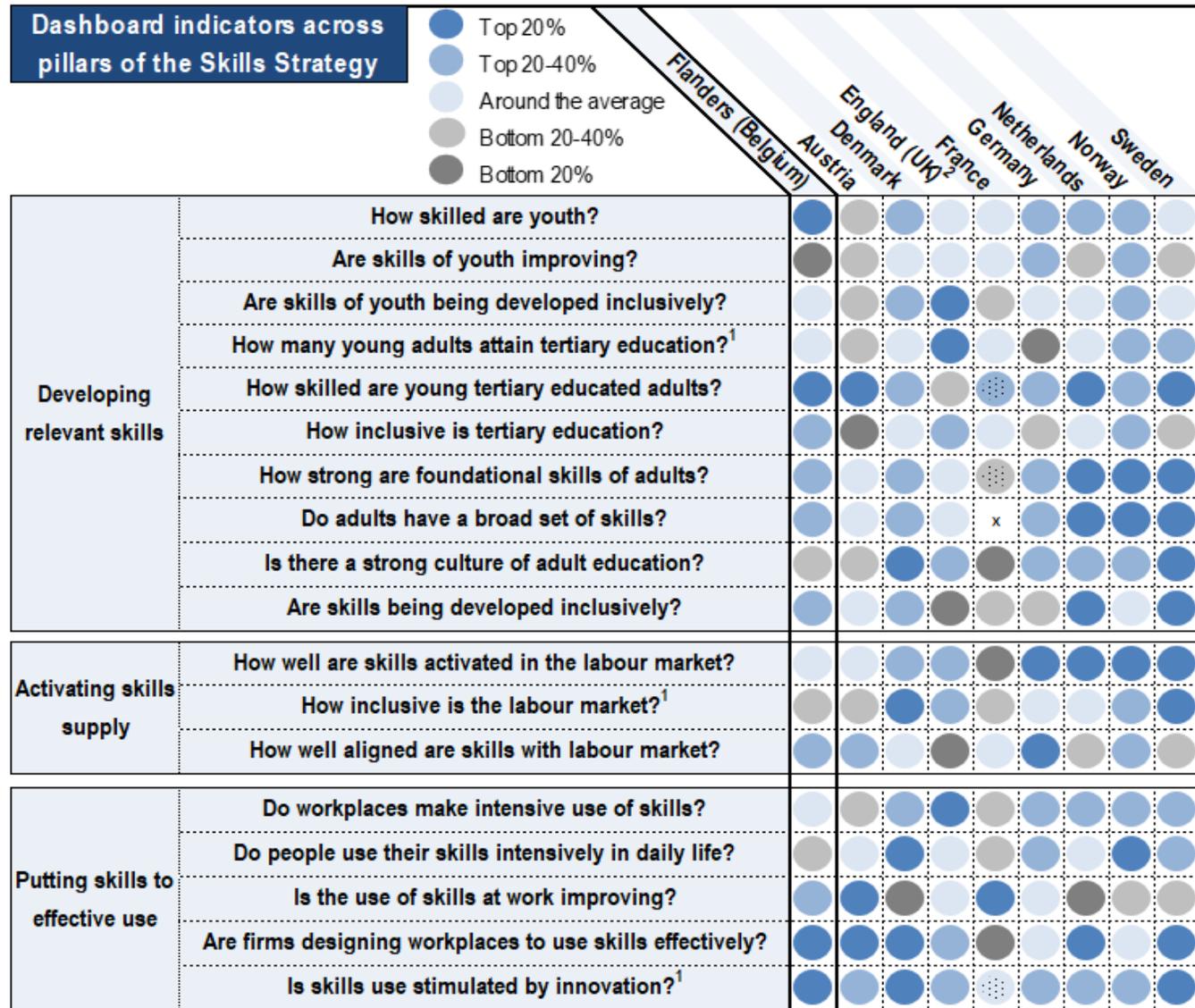
Vlaanderen moet veel meer inzetten op levenslang leren. Dat is de conclusie van het Skills Strategy-rapport van de Oeso. Liefst vier op de vijf Vlamingen zijn niet gemotiveerd om een opleiding te volgen.
DIETER BAUWENS EN LIEVEN DESMET

Wie volgde een opleiding?

Aandeel van beroepsbevolking die een opleiding volgde

Denemarken	58%
Noorwegen	56%
Finland	55%
Nederland	53%
Oeso-gemiddelde	41%
Vlaanderen	39%

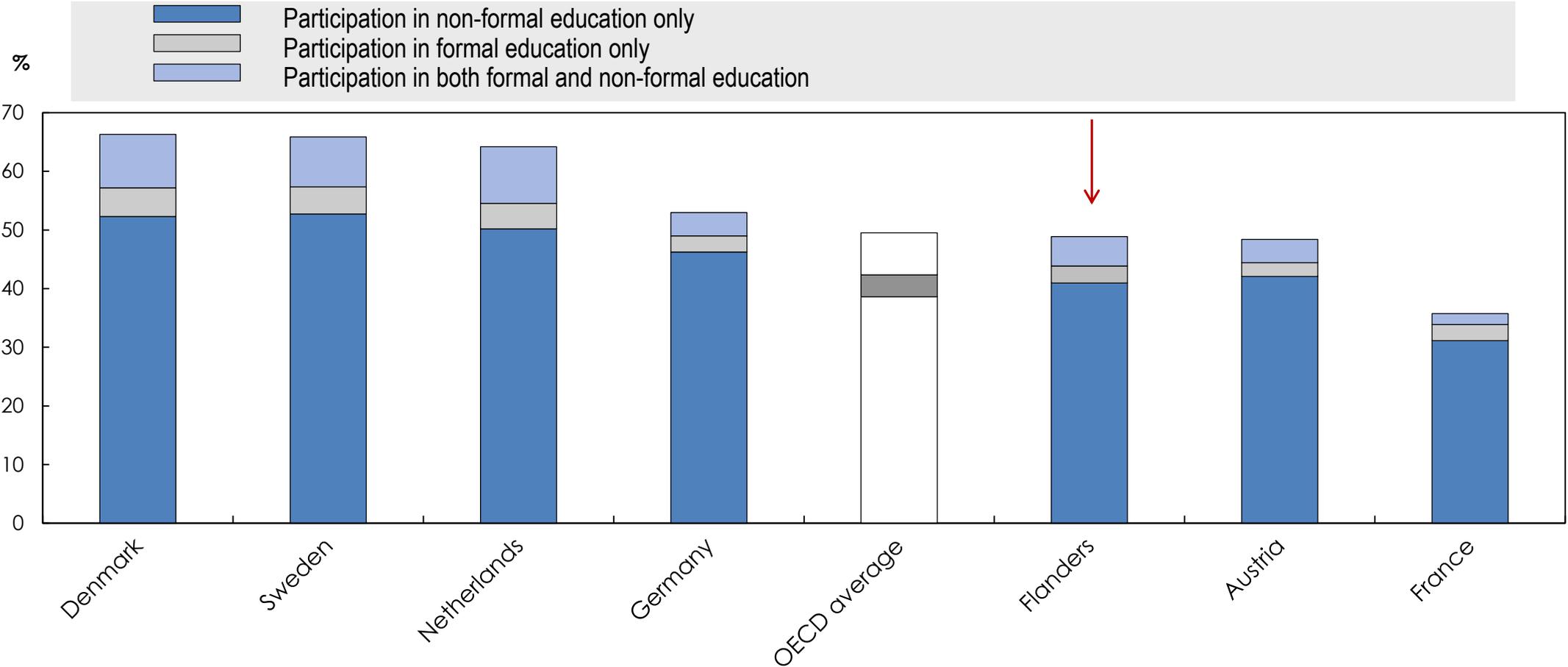
5 Priority areas were identified for Flanders, with a strong focus on lifelong learning



- 5 priorities:**
- I. Developing a **learning culture**
 - II. Reducing **skills imbalances**
 - III. Strengthening **skills use** in the workplaces
 - IV. Strengthening the **governance** of adult learning
 - V. Improving the **financing** of adult learning

Participation in lifelong learning can be enhanced

Participation in adult education, 25-64 year-olds, by type, 2012/2015



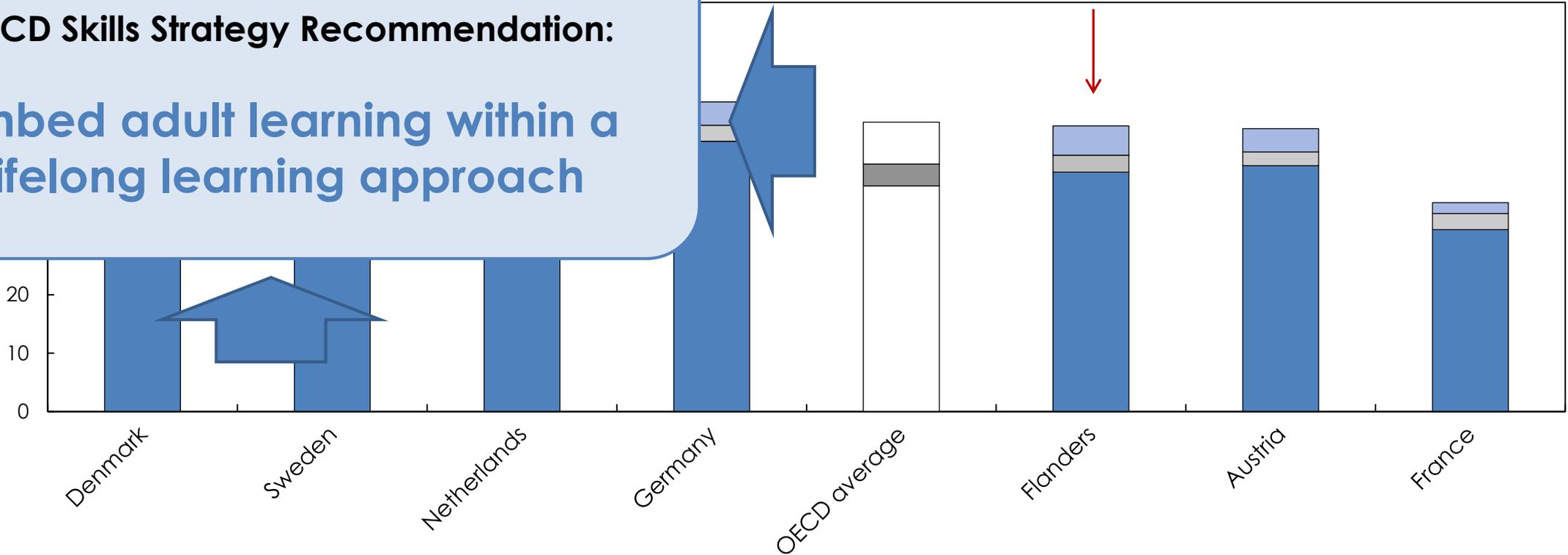
Source: OECD Survey of Adult Skills database (PIAAC) (2012, '15).

Participation in lifelong learning can be enhanced

Participation in adult education, 25-64 year-olds, by type, 2012/2015

■ Participation in non-formal education only
■ Participation in formal education only
■ Total education

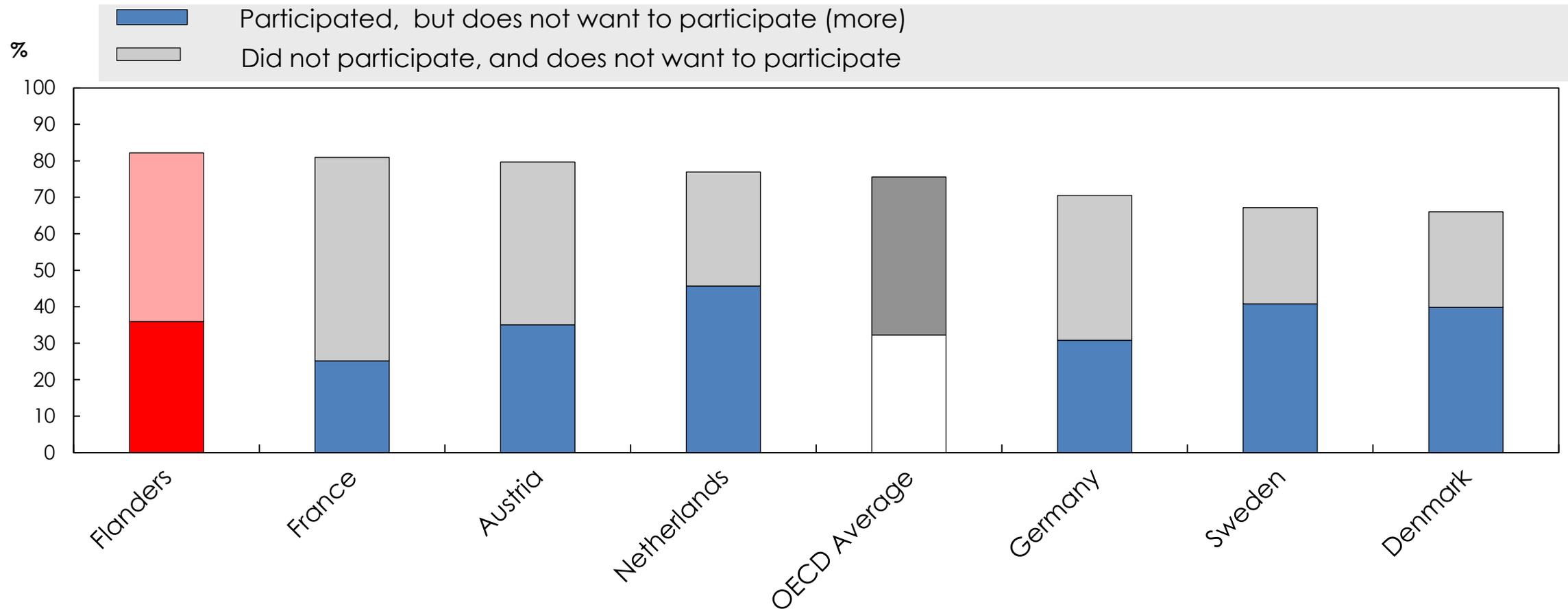
OECD Skills Strategy Recommendation:
Embed adult learning within a
lifelong learning approach



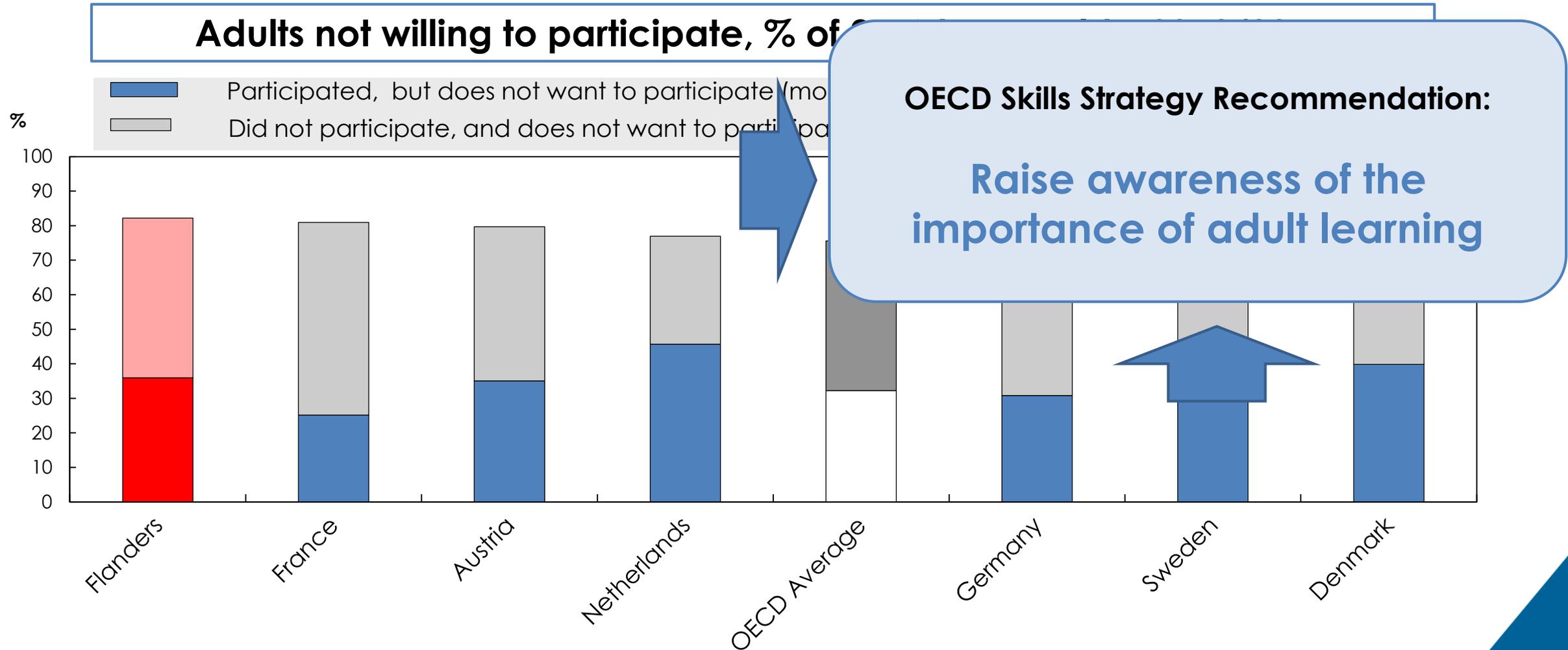
Source: OECD Survey of Adult Skills database (PIAAC) (2012, '15).

Willingness to participate in adult learning is low

Adults not willing to participate, % of 25-64 year-olds, 2012/2015

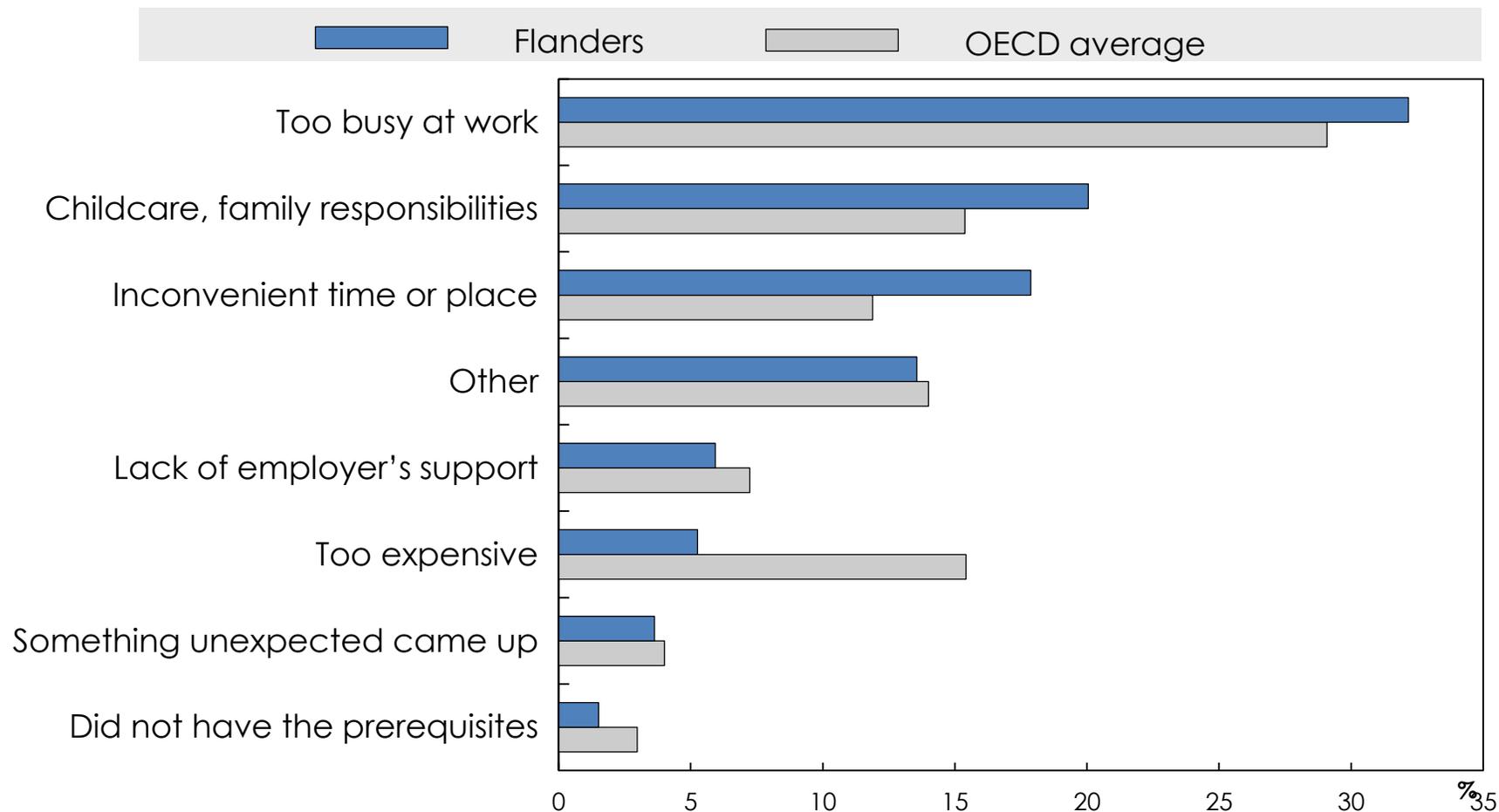


Willingness to participate in adult learning is low



and **barriers to participation** are high

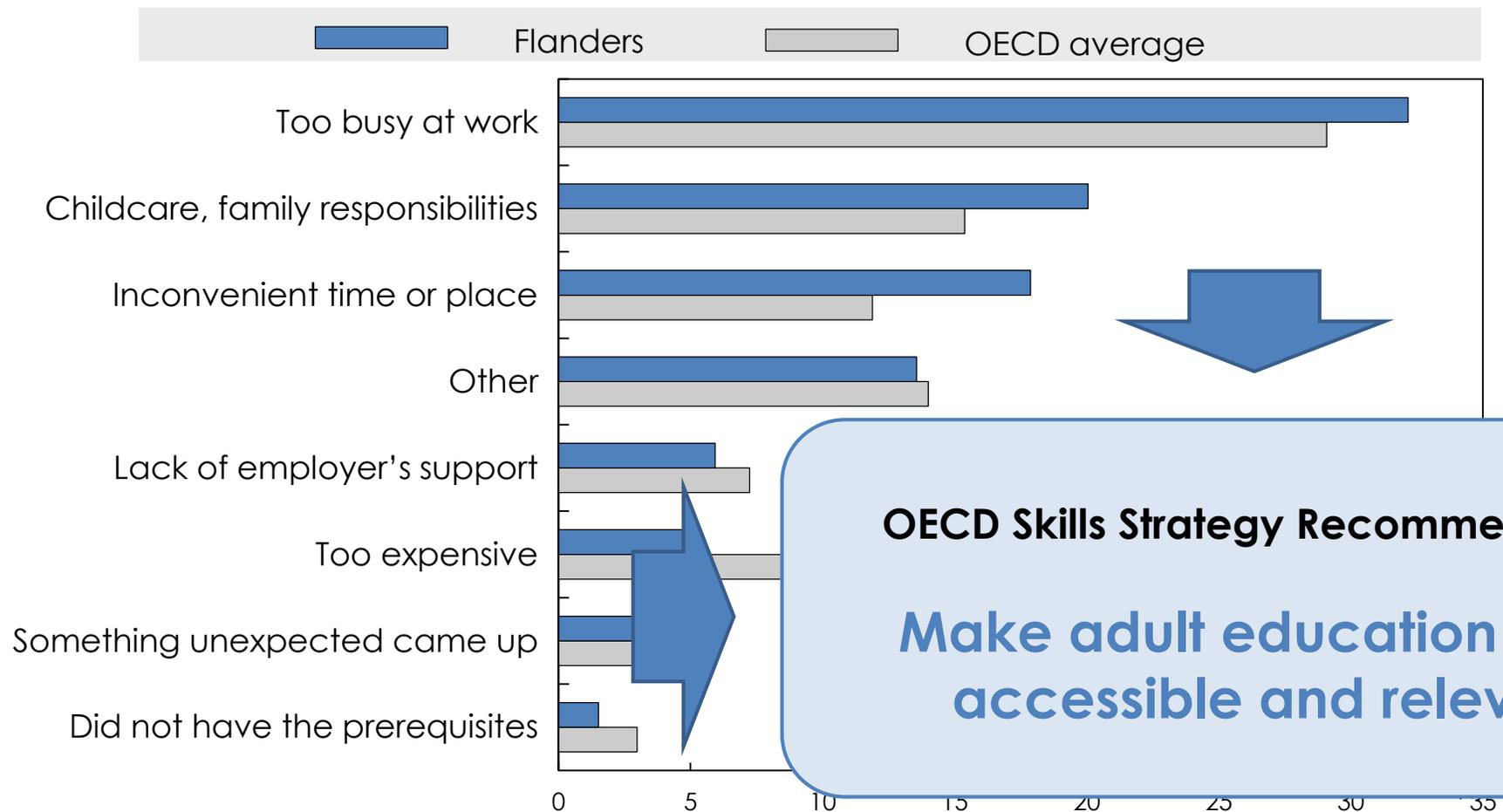
Main obstacles to participation, % of total, 2012/2015



Source: OECD calculations based on OECD (2017) Survey of Adults Skills database (PIAAC) (2012, 2015).

and **barriers to participation** are high

Main obstacles to participation, % of total, 2012/2015



OECD Skills Strategy Recommendation:

Make adult education more accessible and relevant

Despite many **financial incentives**, the motivation to participate in adult learning remains low

Paid educational leave

Training credit

Training vouchers

Registration fee exemptions

Career guidance vouchers

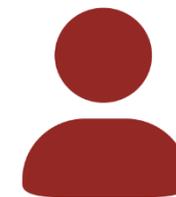
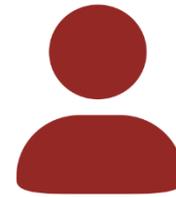
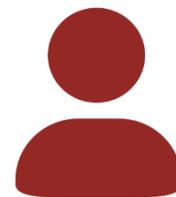
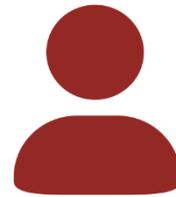
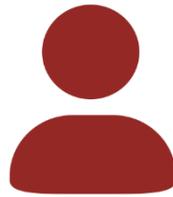
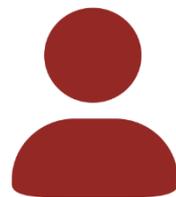
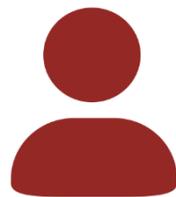
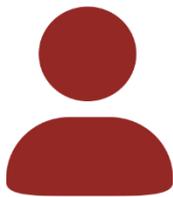
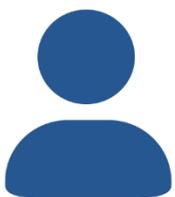
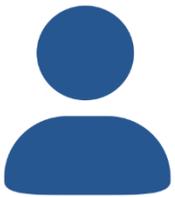
Many adults do not want to participate in adult learning

Sectoral training funds

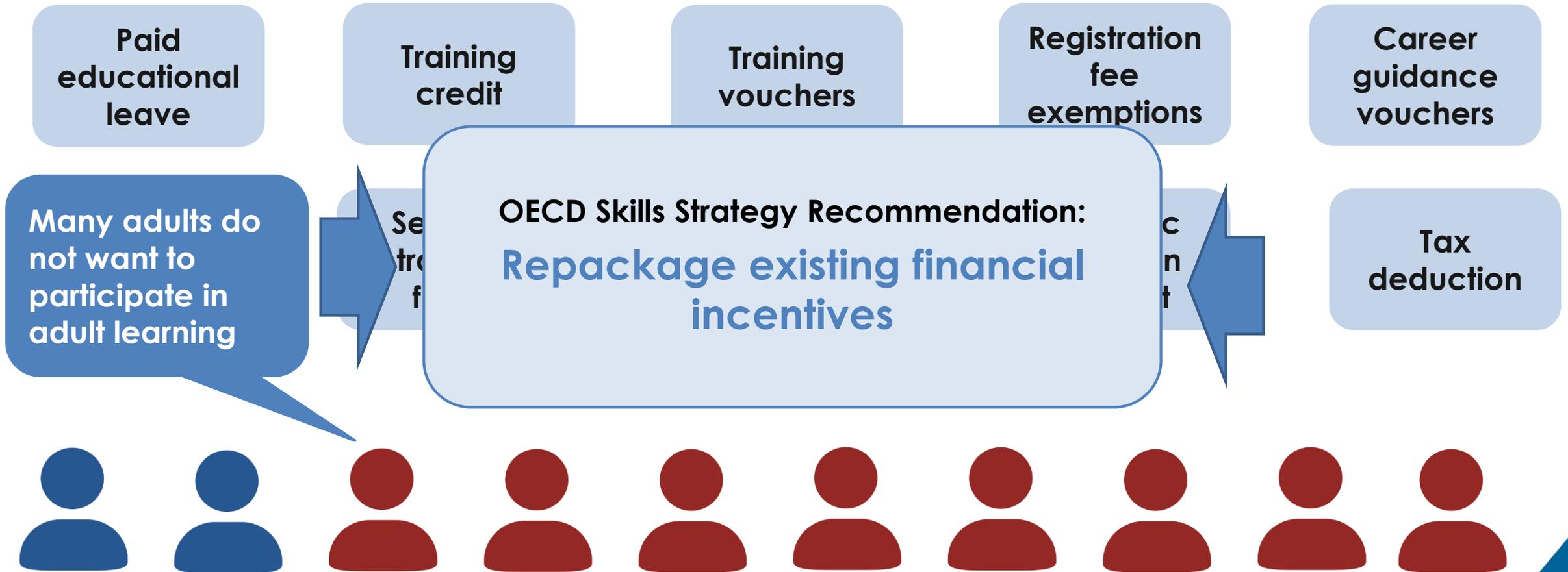
SME wallet

Strategic transition support

Tax deduction

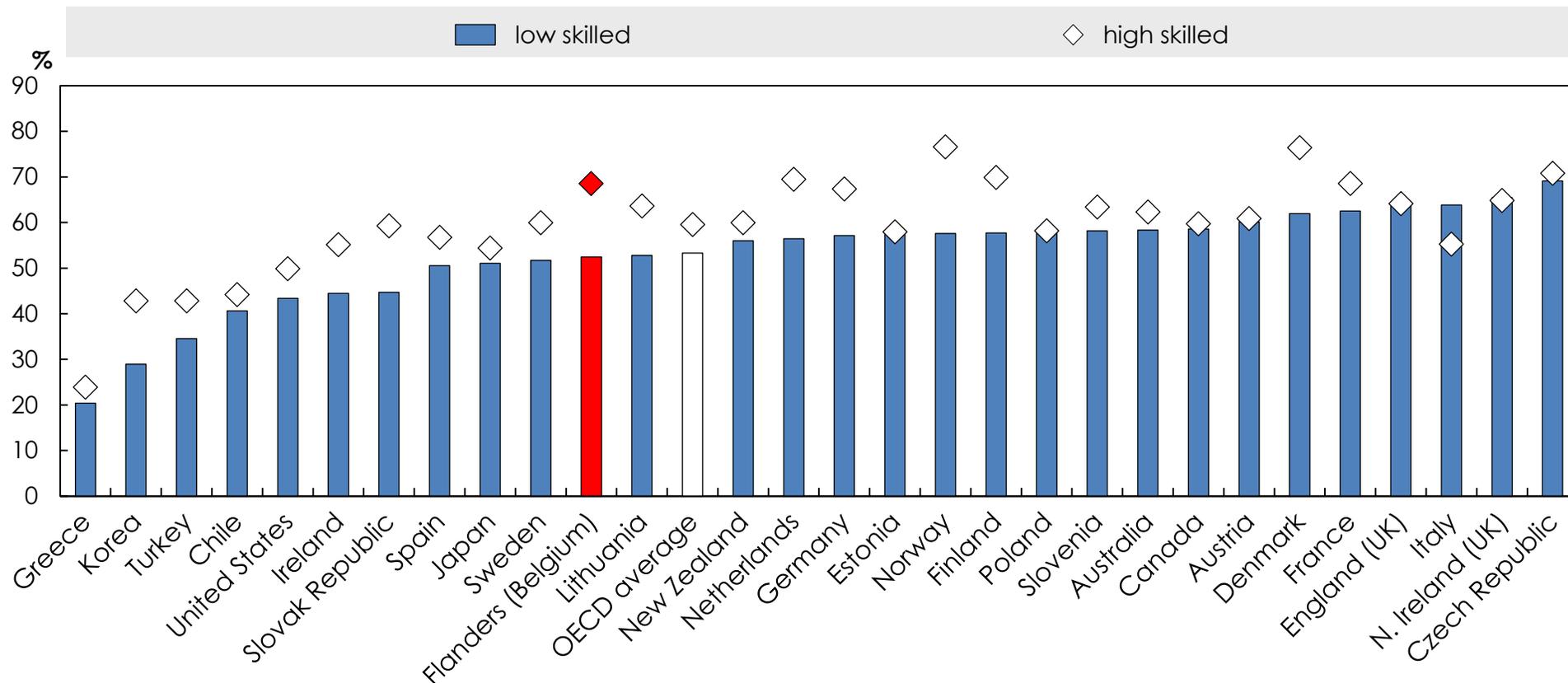


Despite many **financial incentives**, the motivation to participate in adult learning remains low



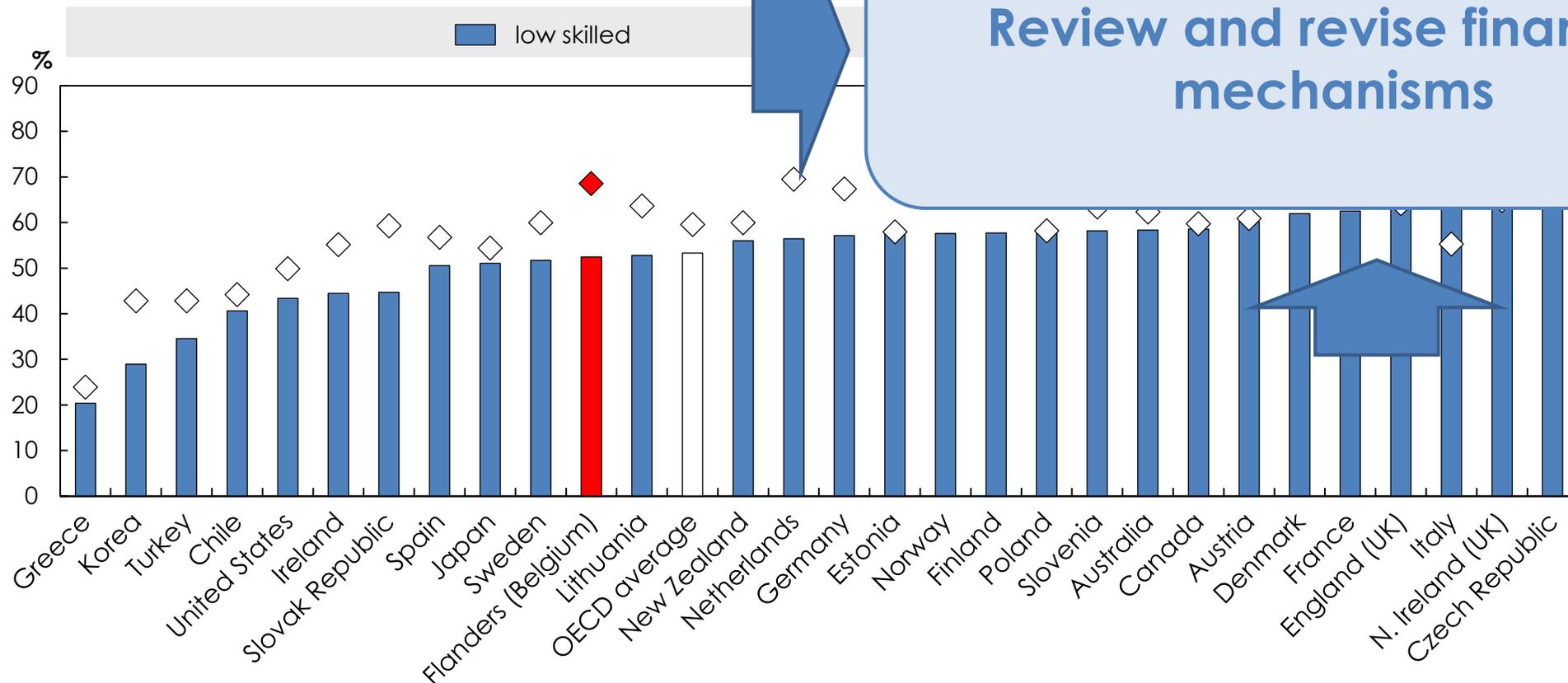
And **financial measures** do not seem to reach the groups most in need

% of employees receiving employer financial support for education or training, by skills level, 25-64 year-olds



And **financial measures** do not seem to reach the groups most in need

% of employees receiving employer financial support by skills level, 25-64



**OECD Skills Strategy Recommendation:
Review and revise financial mechanisms**

THE IMPLEMENTATION GUIDANCE PROJECT

Building on OECD recommendations

OECD recommendations on:

- Raising **participation** in adult learning
- Raising **awareness** of need to learn
- Improving **accessibility** of learning
- And improving effectiveness **financial mechanisms**.

Guiding their implementation by:

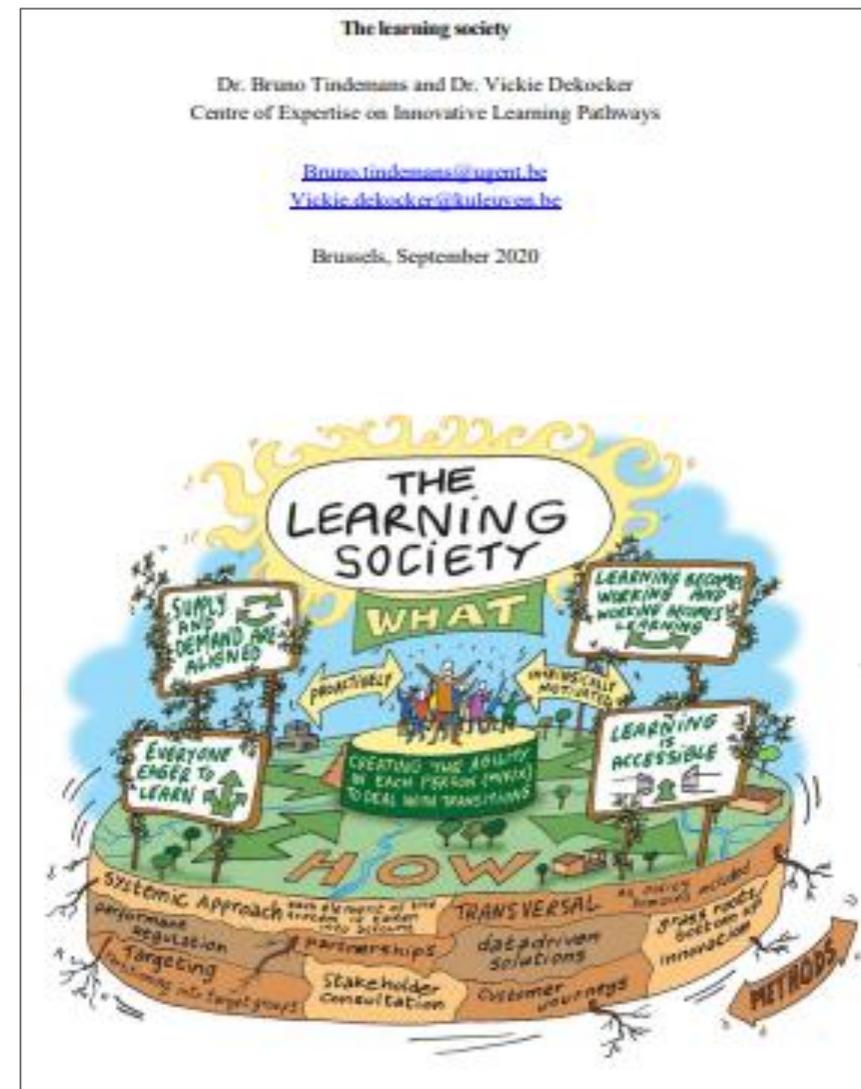
Creating conditions for strengthening a **targeted, learner-centred approach** to lifelong learning policies and practices

Raising impact of lifelong learning policies and practices by:

- **Tailoring** them to the needs of individuals;
- **Targeting** them to the groups in need of support.

..and **recent initiatives** in Flanders

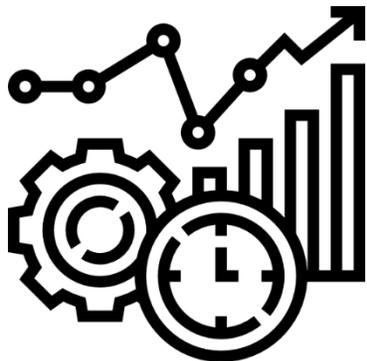
- Development of a Partnership for Lifelong Learning
- Assignment: “Data driven micro targeting for more and better segmentation based on needs hence for more effective and efficient policies”.



Objectives of the project

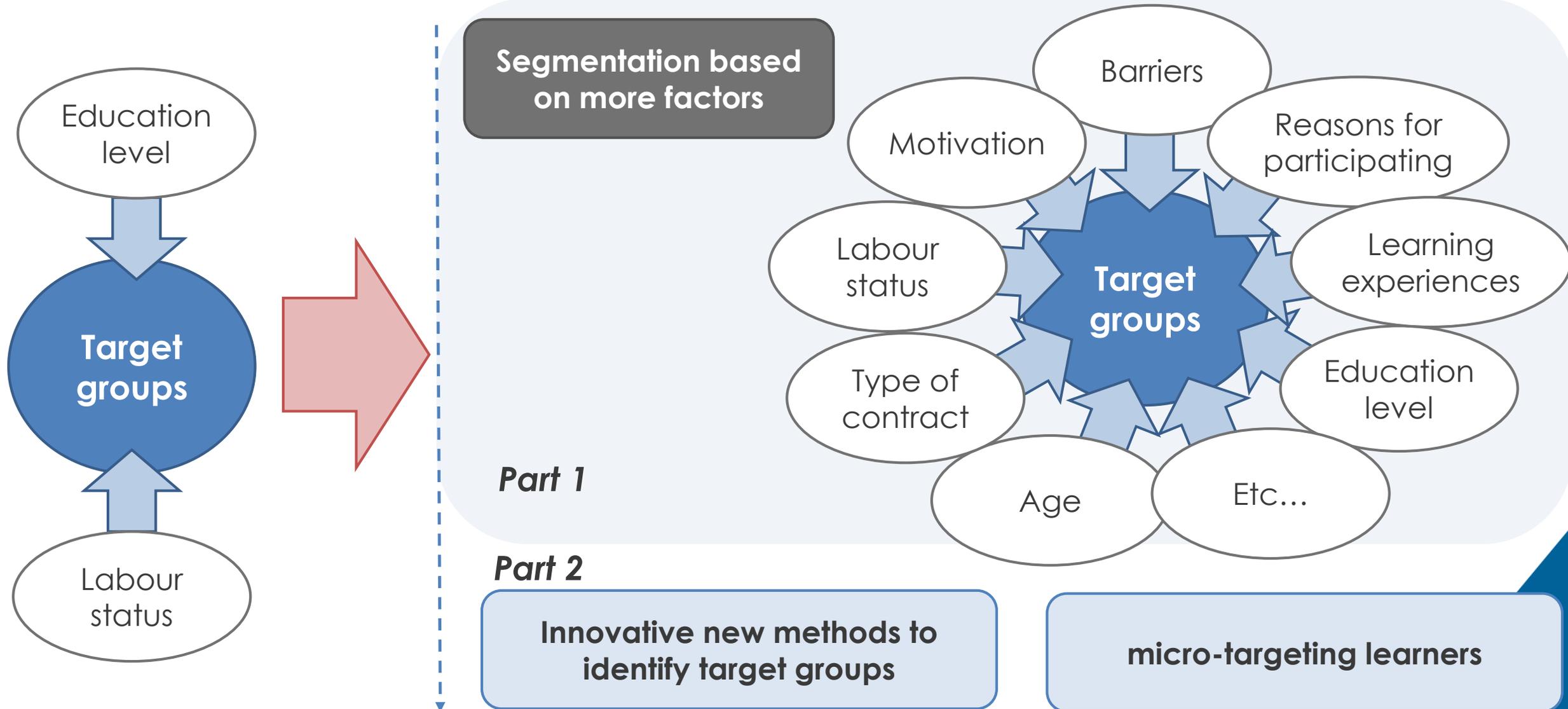


- Help Flanders to achieve **more and better segmentation** within the lifelong learning system



- Make **lifelong learning policies** more targeted and tailored to the needs of learners, thereby improving efficiency and effectiveness of policies (e.g. financial incentives, campaigns, etc.)

Aiming to **target groups more granularly** and support a **learner-centred approach**



The **proposed approach** for the project



Applying a **holistic approach** – looking at learning across the whole population



A **data-driven approach** – using all relevant available data



An **evidence-driven approach** – analysing latest literature, research, and international best practice



A **whole-of-government** and **whole-of-society approach** – involving Departments, agencies, and all other stakeholders

Working collaboratively with a **multi-disciplinary project team**

DEPARTEMENT
WERK & SOCIALE ECONOMIE



STEUNPUNT
WERK



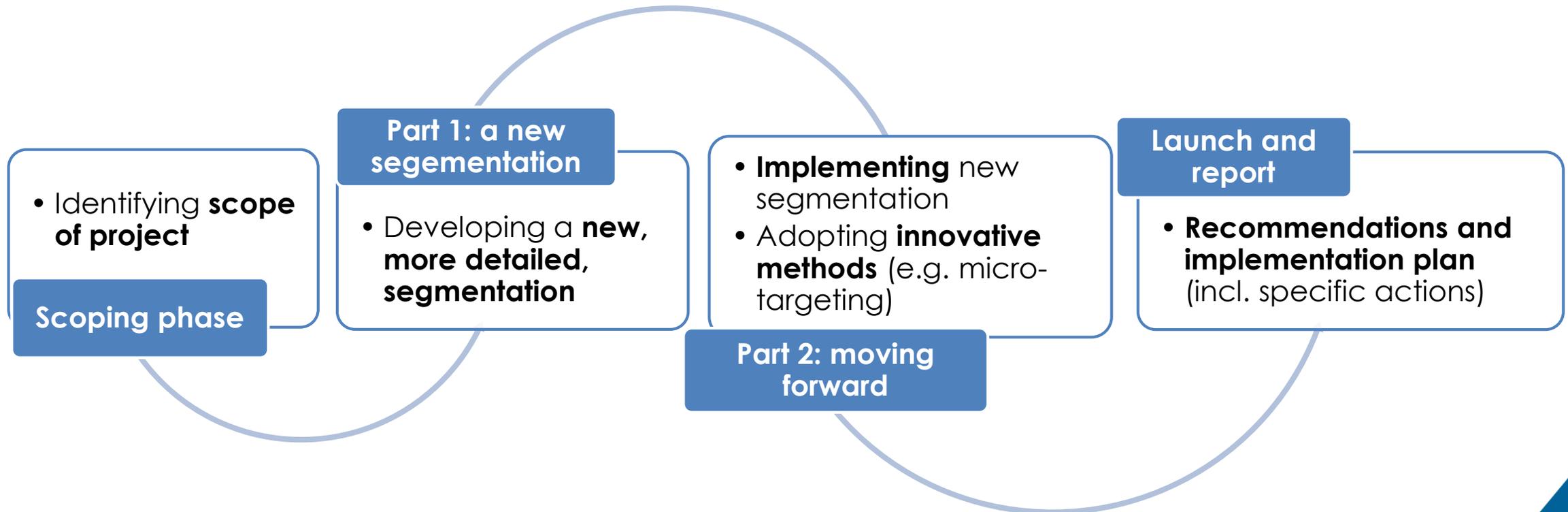
Vlaamse Statistische Autoriteit

Team Gedragsinzichten

- Bringing together relevant organisations from **different fields**
- Together create a broadly supported plan that advances **tailor-made recommendations**
- Exploring ways to complement and/or combine **data and information** from different organisations
- Building **in-house expertise**

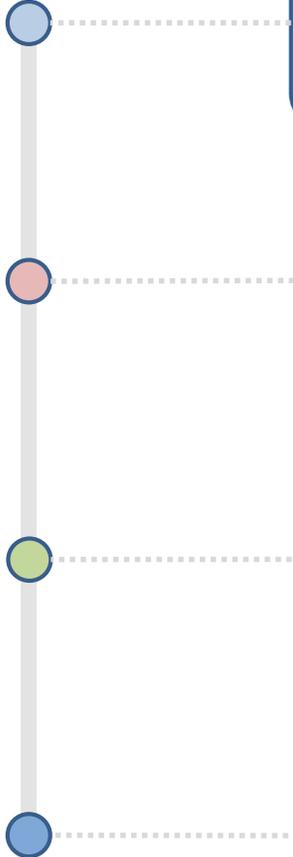
OVERVIEW OF PHASES OF THE PROJECT

The proposed **four different phases** of the project



PART 1 – A NEW SEGMENTATION

Overview of part 1



Brief discussion on the methodology

Assess what other countries are doing

Map existing methods, databases, and sources

Apply a quantitative and qualitative approach

Objective of proposed quantitative approach

Developing a new detailed segmentation of lifelong learners, by analysing relevant and available data



- Understanding and identifying the **groups of learners** that policies need to reach

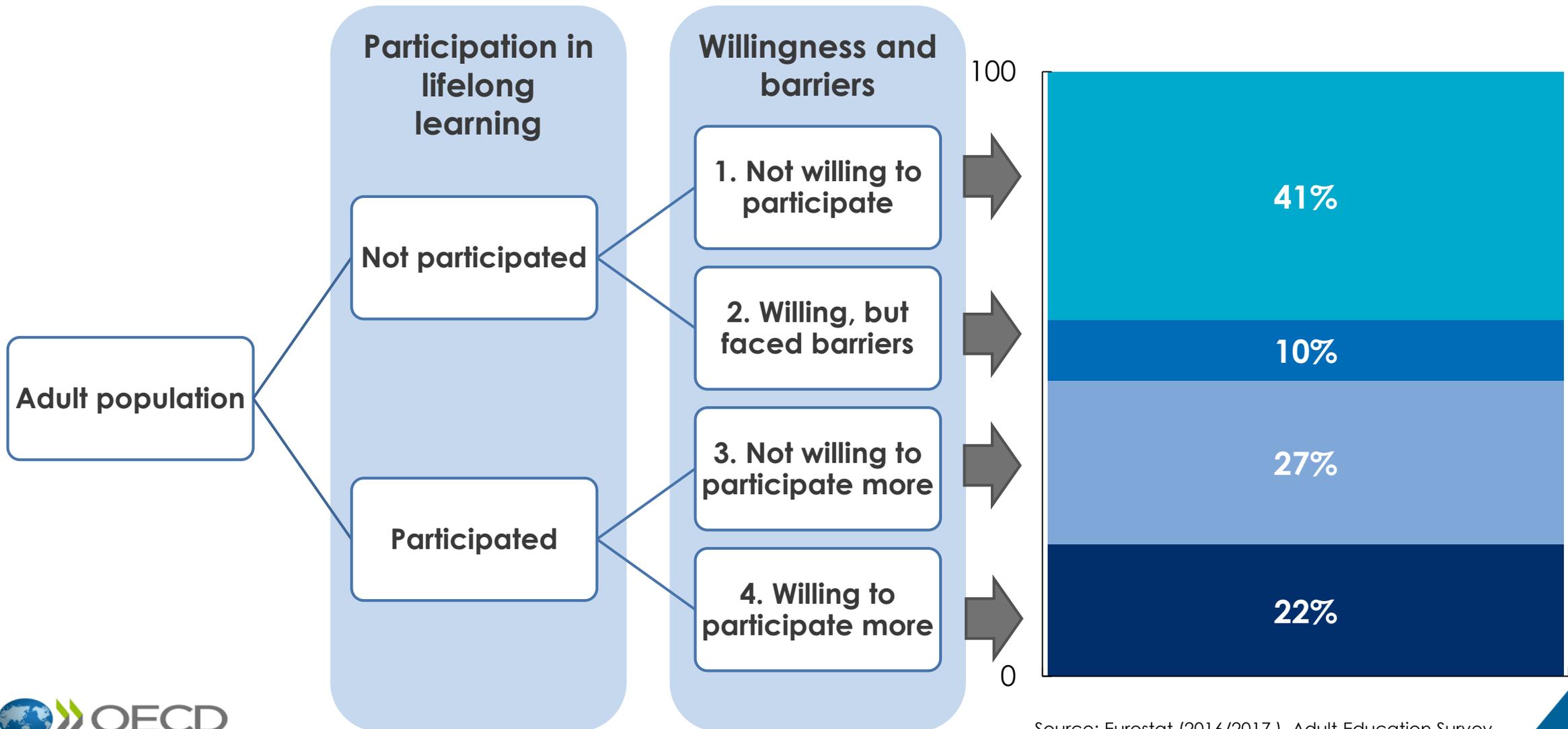


- Putting **participation, motivation, and barriers** at the centre of this challenge

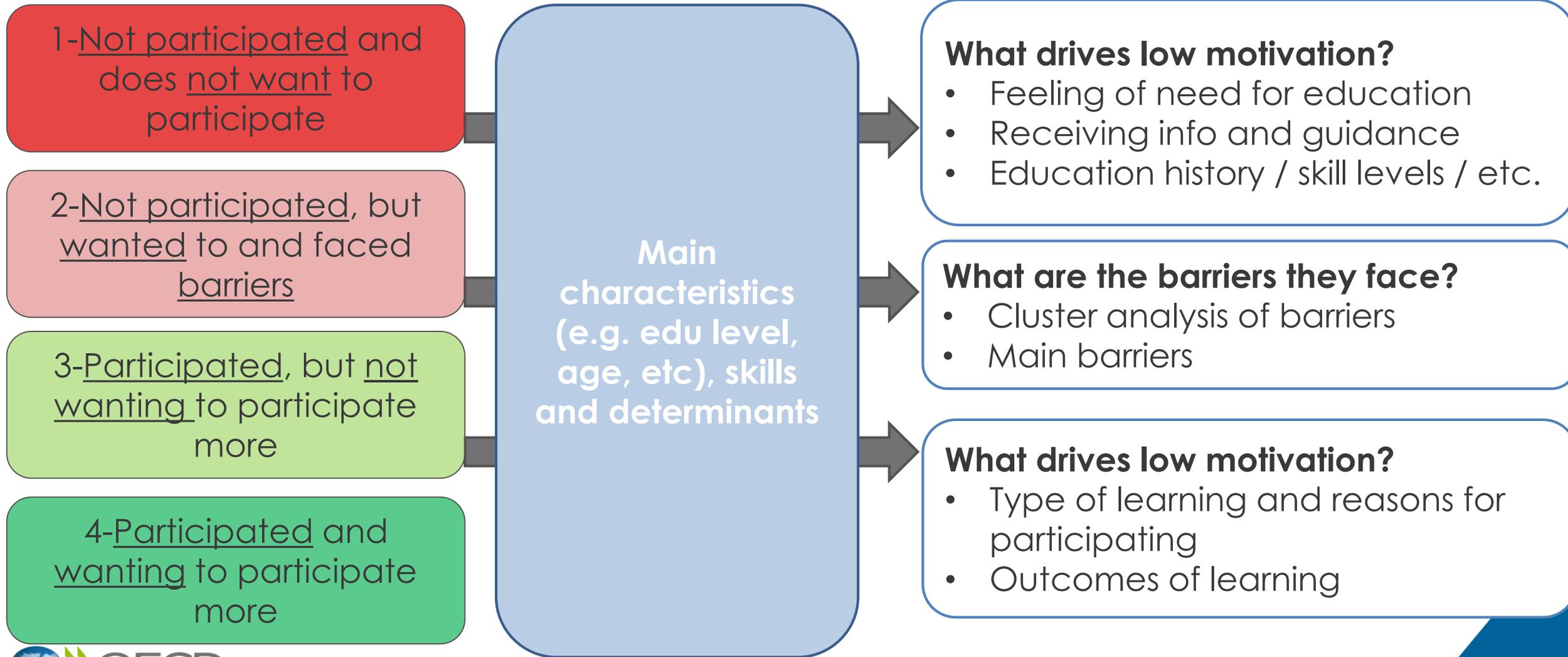


- Applying detailed and extensive analysis (e.g. cluster analysis) on readily **available microdata**

Categories based on **participation, motivation and barriers** as a starting point



Further analysis and selection of **policy relevant sub-groups**



Validating outcomes of analysis in a workshop and groups discussions

Limitations of quantitative approach:

1) Data doesn't take in account changes following **COVID-19**

2) **General limitations** of survey data

Validation of **outcomes of quantitative approach** in workshops, discussions and other meetings – **April 2020**

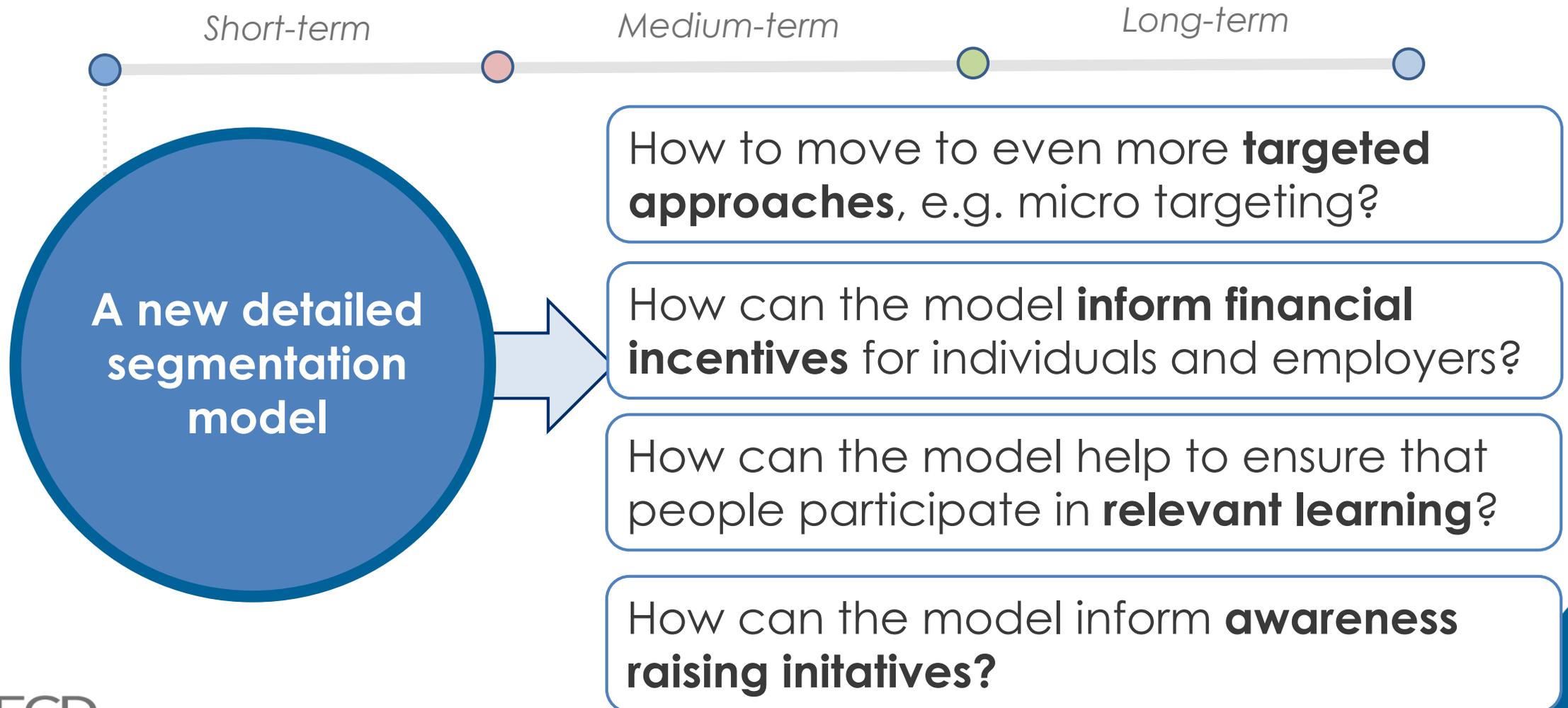
Outcome: a new, detailed segmentation model, informed and supported by all stakeholders





PART 2 – MOVING FORWARD

Identifying actions for the **medium- and long-term**



Overview of part 2

A. The segmentation and skills policy-making

Raising the efficiency and effectiveness of lifelong learning policies and practices by implementing the new detailed segmentation

B. Innovative methods for profiling and segmentation of learners

Explore potential opportunities for applying more innovative methods that could underpin an even more tailored approach

Overview of part 2

A. The segmentation and skills policy-making

Raising
learning
new c

The **exact scope and actions** in Part 2 will be determined at the start of this part, informed by:

lifelong
enting the

B. Innovation

- i) Outcomes of Part 1; and
- ii) Priorities of the Flemish Government and stakeholders

ntation of

Explore potential opportunities for applying more innovative methods that could underpin an even more tailored approach

A. The segmentation and **skills policy-making**



- Identifying **relevant methodologies and principles** on how segmentation models could inform skills policy-making



- Exploring literature to identify **international good practices**



- Selecting '**opportunities**' on how to strengthen current structures for linking segmentation models with skills policy-making

B. **Innovative methods** for profiling and segmentation of learners



- Review databases and big data sources on **skills, adult learning, and labour markets** to support profiling and segmentation



- Assess and identifying **opportunities** for implementing new or expanding existing innovative methods. E.g.
 - Expanding existing **profiling tools and matching methods**
 - Digital **lifelong learning accounts** for individuals with tailored learning advice

Testing the opportunities for improvement in workshop and group discussions

A. Opportunities for better linking segmentation models with skills policy-making

B. Opportunities for adopting methods that underpin an even more tailored approach

In workshop and groups discussions
(September 2021)

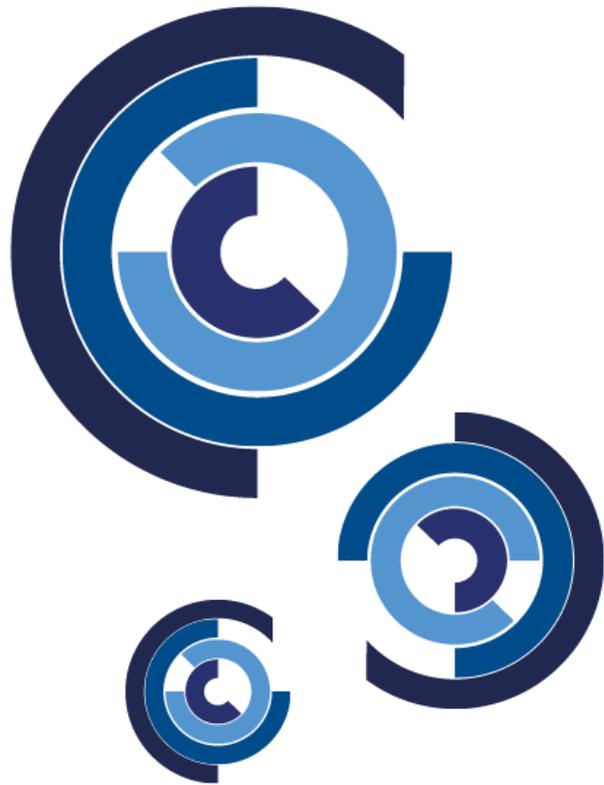
- **Validating** the OECD assessment
- **Testing support** for opportunities
- **Assessing feasibility** of opportunities

Outcome: tailored recommendations with specific actions on how to strengthen segmentation model in medium- and long-term

OPEN DISCUSSION

Open for discussion

- What are your **expectations** from this project?
- What is from your perspective the **most important objective** of improving profiling and segmentation of learners (e.g. making LLL policies more targeted, improve inclusiveness LLL, etc.)?
- What are your views on the **proposed method and project plan**?
- Do you agree with the **identified scope**?
- How can a new segmentation of learners better **inform the development** of lifelong learning policies in Flanders?



OECD Centre for Skills



To discuss OECD's work on skills, contact:
andrew.bell@oecd.org, **OECD Centre for Skills**

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