

Conference adult upskilling and reskilling
- balancing the labour market -
Bucharest, 6-7 June



TAKING THE FIRST STEP – FROM POLICY TO ACTION

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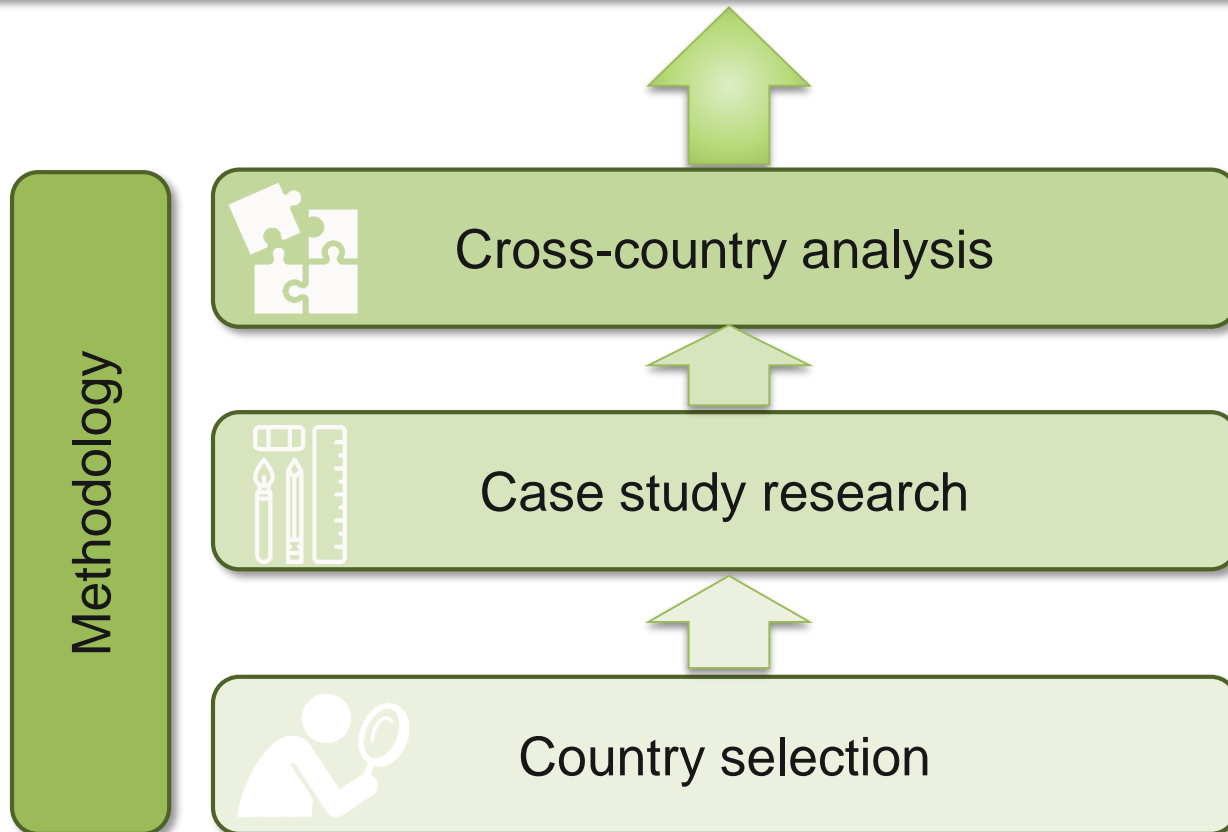
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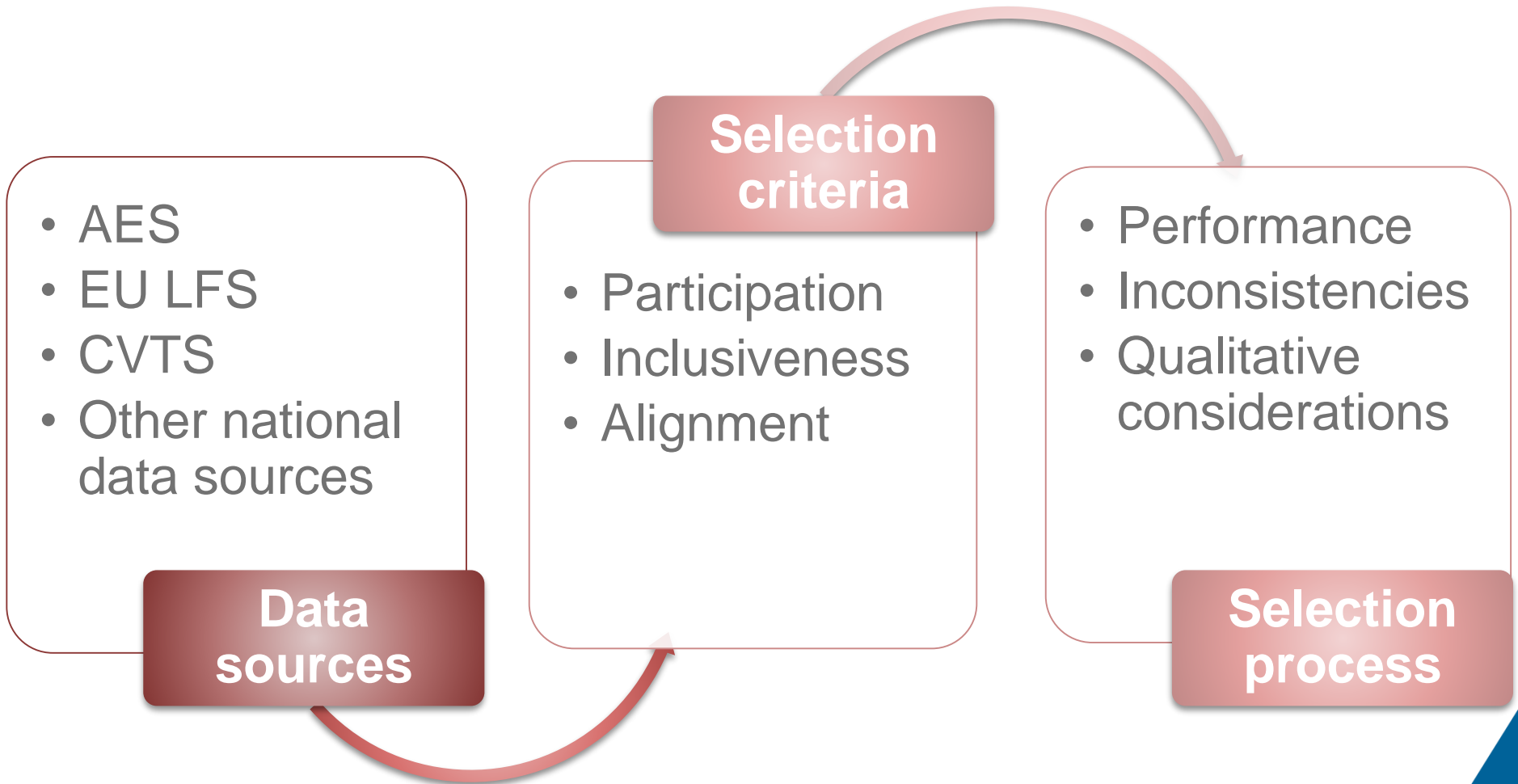
New EC-funded project on country reforms

Objective: Identify policy lessons from reform success stories.



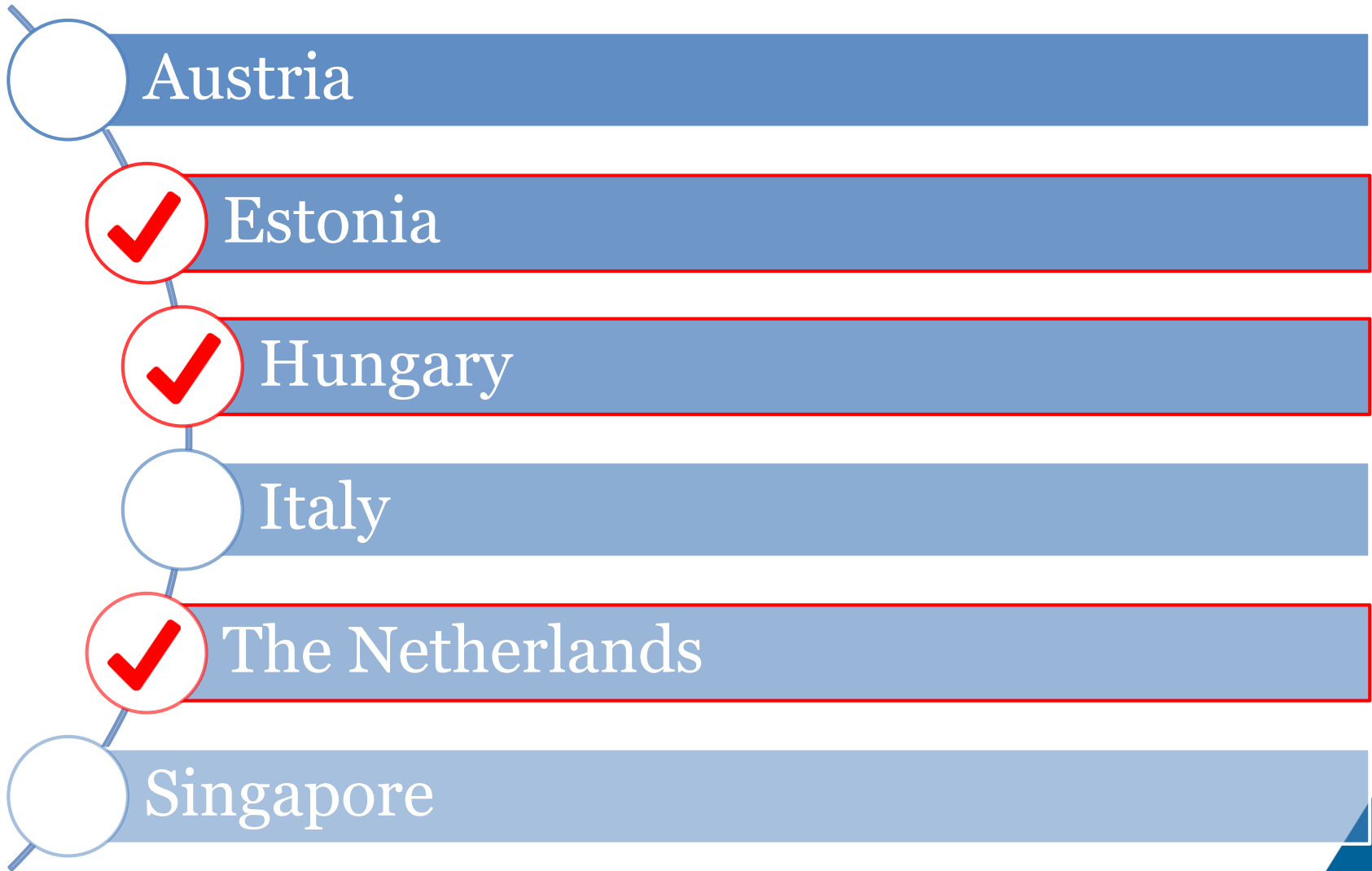


Country selection - approach





Country selection





Performance of the selected countries in various indicators of interest

Final summary		
Country	Frequency of being among top performers in:	
	Participation indicators (out of 8)	Inclusiveness and alignment (out of 4)
Hungary	8	
Italy	5	2
Austria	4	
Estonia	4	1
Netherlands	2	2

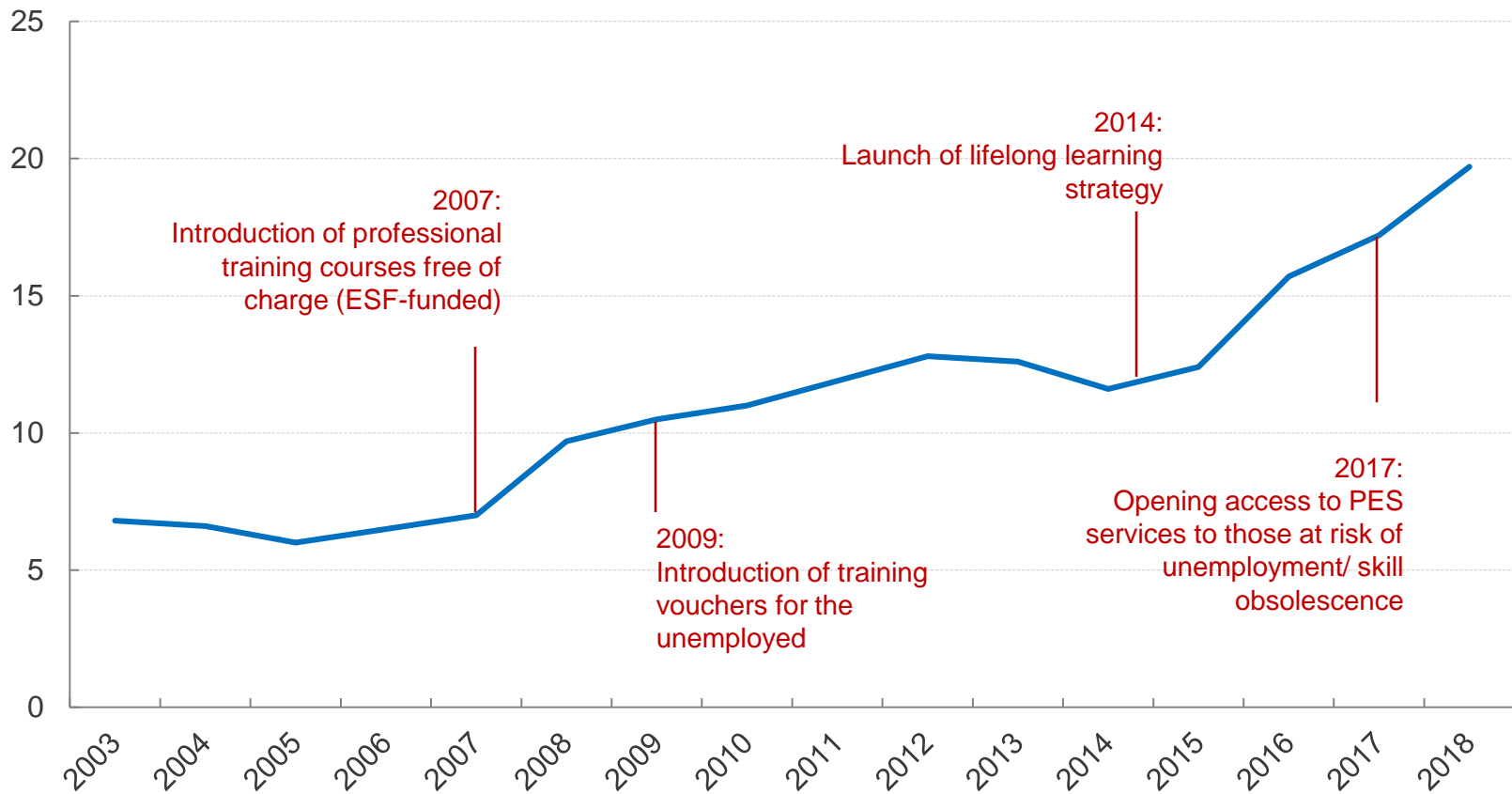
Participation Indicators								
Indicator	Change in participation in adult education and training in the past 12 months (AES)				Change in participation in adult education and training in the past 4 weeks (LFS)			
	percentage		percentage point		percentage		percentage point	
Unit period	2016/2007	2016/2011	2016/2007	2016/2011	2016/2007	2016/2011	2016/2007	2016/2011
Austria	[Dark Green]		[Dark Green]		[Light Green]			
Estonia	[Light Green]		[Light Green]		[Dark Green]		[Dark Green]	
Hungary	[Dark Green]		[Dark Green]		[Dark Green]		[Dark Green]	
Italy	[Dark Green]		[Dark Green]		[Light Green]		[Light Green]	
Netherlands	[Light Green]		[Dark Green]		[Light Green]			

Legend

[Dark Green]	among top 5 performers in the given indicator (out of 34 EU and candidate countries for which data is available)
[Light Green]	among top 10 performers in the given indicator (out of 34 EU candidate countries for which data is available)



Participation rate in education and training, % 25-64 year olds

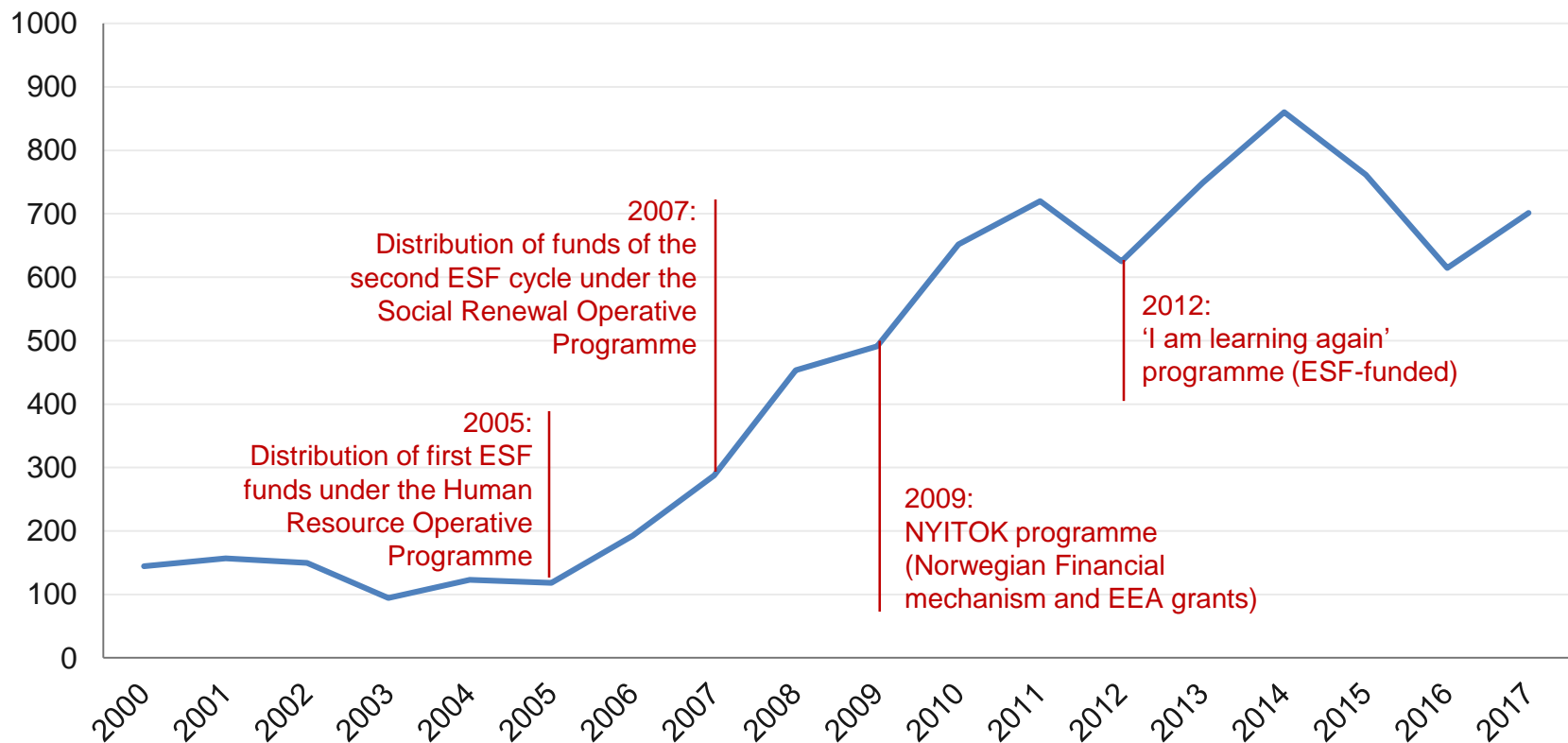


Source: European labour force survey data (trng_lfse_01)
Note: Education and training participation in last four weeks



Hungary

Participation in adult education and training (thousands)



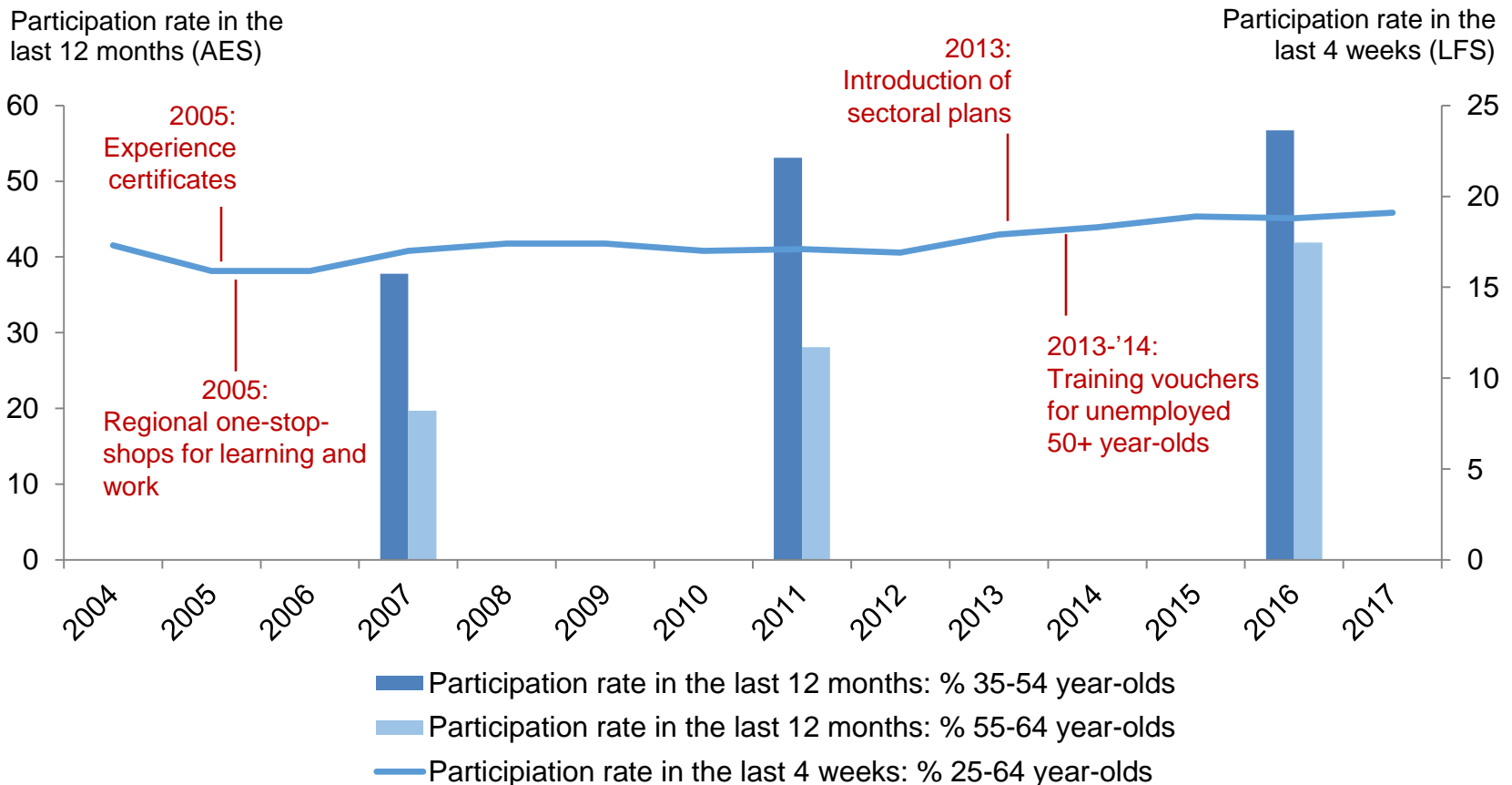
Source: Hungarian registry data (OSAP)

Note: Education and training participation in the given year outside of the initial school system



The Netherlands

Participation rate in education and training



Source: European labour force survey data (trng_lfse_01) and the Adult education survey data (trng_aes_121)



Key areas of intervention for governments



Broaden the role of PES to provide career guidance



Expand free provision



Target on specific groups at risk and on basic skills



Introduce training vouchers



Strengthen governance mechanisms



A focus on certified training and measures for the recognition of prior knowledge



Broaden the role of PES to provide career guidance

Where	Rationale	Key strengths
<ul style="list-style-type: none">• Estonia• Netherlands	<ul style="list-style-type: none">• Career guidance for adults is rare• 70% of adults do not seek information on learning opportunities• 80% of adults are unwilling to train• The low-skilled have smaller support systems	<ul style="list-style-type: none">• Build on PES role (EST)• Expand beyond the unemployed (EST)• Involve other actors (NLD)



Expand free provision

Where	Rationale	Key strengths
<ul style="list-style-type: none">• Estonia• Hungary	<ul style="list-style-type: none">• Lack of financial resources is the second biggest barrier for participation (16% of adults)• Particularly problematic for the low-wage workers	<ul style="list-style-type: none">• Significant increase in participation (HUN, EST)• Easier to target on individuals and specific courses



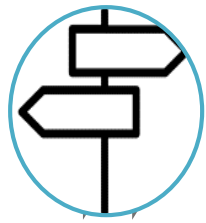
Target on specific groups at risk and on basic skills

Where	Rationale	Key strengths
<ul style="list-style-type: none">• Hungary• Netherlands• Estonia	<ul style="list-style-type: none">• Participation gaps are large: 40pp by skills; 30pp by risk of automation; 25pp by age• Large dead-weight loss• Tailored programmes are important in delivering positive outcomes	<ul style="list-style-type: none">• Increase in inclusiveness (HUN, EST, NLD)• Focus on early school leavers (EST), low-skilled (HUN), unemployed (HUN), workers at risk (EST, HUN), older workers (NLD), basic skills (HUN)



Introduce training vouchers

Where	Rationale	Key strengths
<ul style="list-style-type: none">• Netherlands• Estonia	<ul style="list-style-type: none">• Decoupling training from employer-provided courses• Empowerment• Transferability• Flexibility• Can contribute to alignment with skill demand	<ul style="list-style-type: none">• Support specific groups, e.g. unemployed (NLD, EST), older workers (NLD), through additional funding• Conditioned to jobs in demand (NLD)



Strengthen governance mechanisms

Where

- Netherlands
- Estonia

Rationale

- Responsibility across several stakeholders
- Need to account for labour market needs

Key strengths

- Increase synergies and coherence and avoid duplication
- Improve training relevance



A focus on certified training and measures for the recognition of prior knowledge

Where	Rationale	Key strengths
<ul style="list-style-type: none">• Netherlands• Estonia• Hungary	<ul style="list-style-type: none">• Uncertified training/learning can be a barrier to further participation• Certification can help to make skills more transferable	<ul style="list-style-type: none">• Recognise a significant share of training that happens in the workplace

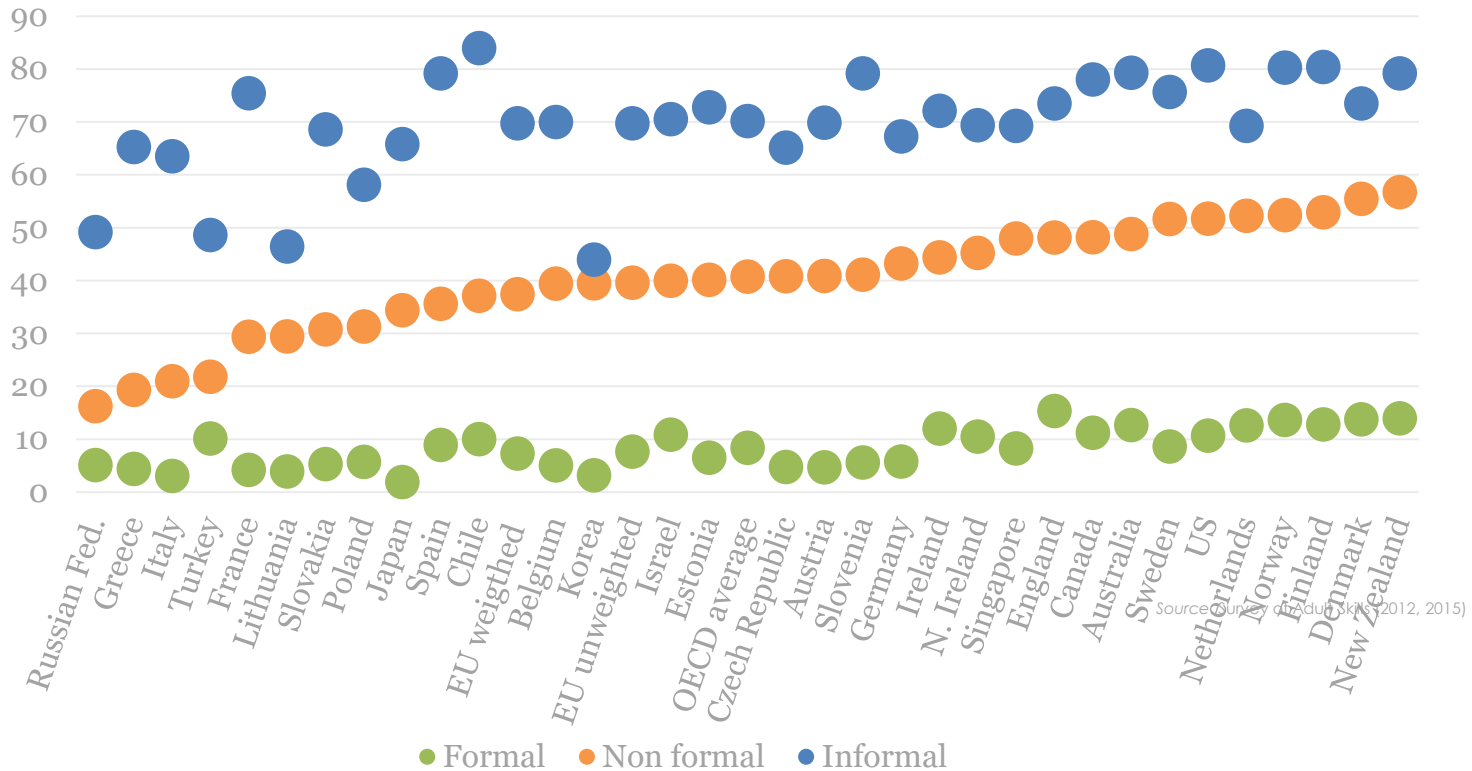
Work carried out with the support of the European Commission

[Returns to job-related training: factoring in informal learning](#)



Informal learning is by far the most frequent form of job-related learning

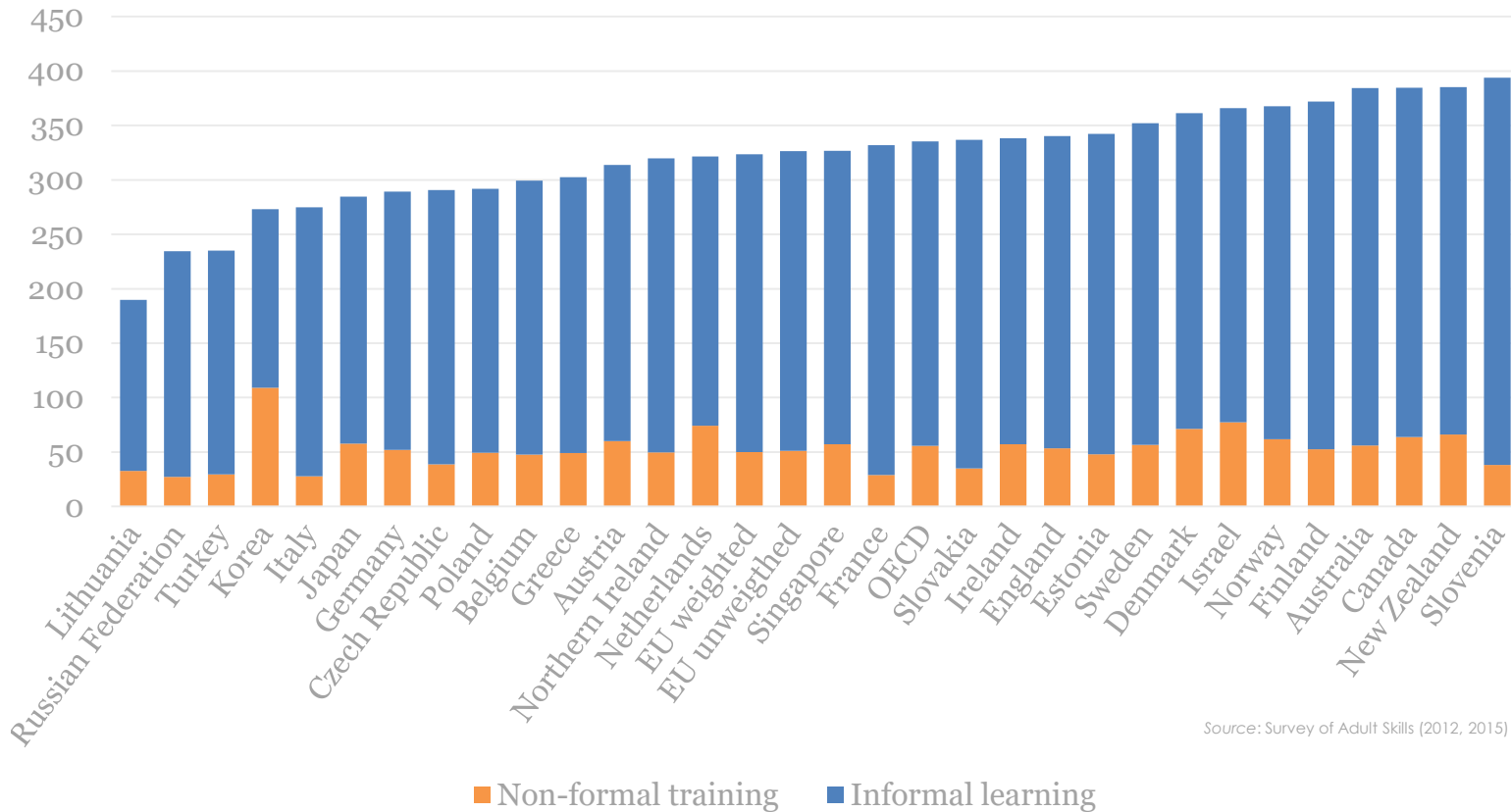
Percentage of workers participating in each type of training/learning over the previous 12 months





The number of hours of learning informally represent about 80% of formal and informal job-related training

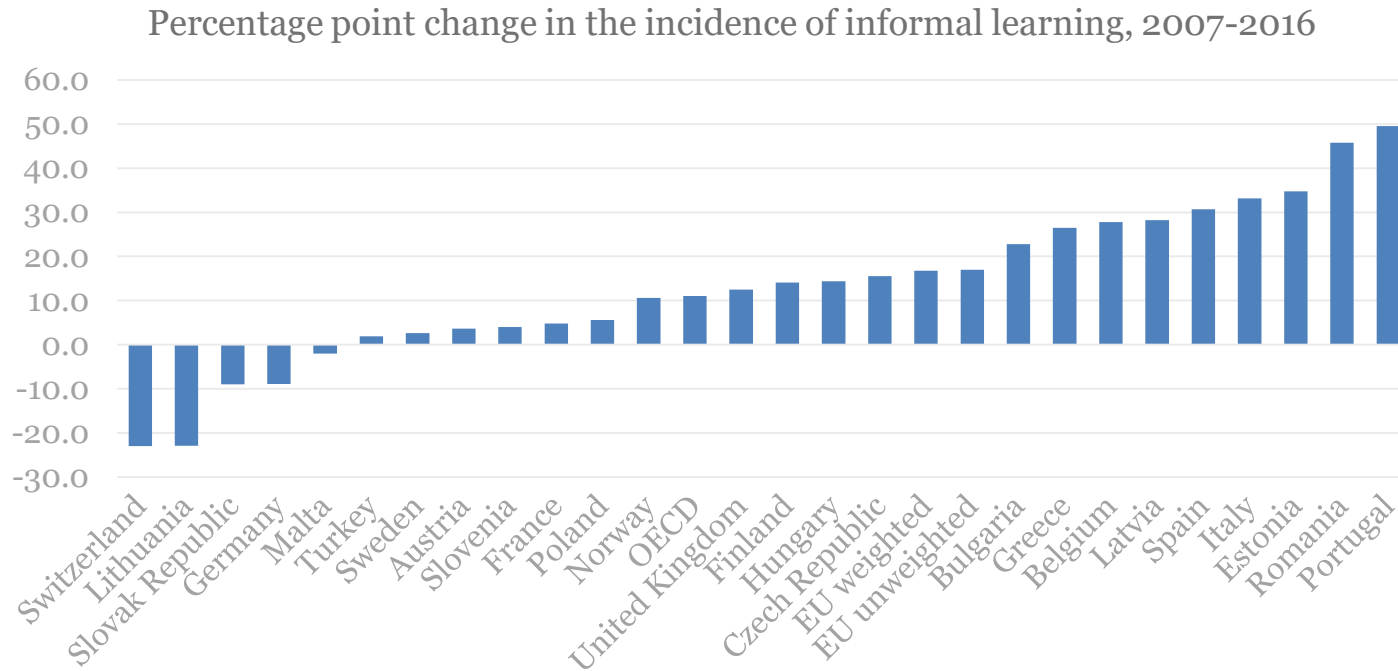
Hours of non-formal and informal learning over the previous 12 months



Source: Survey of Adult Skills (2012, 2015)



The incidence of informal learning has seen a very sizeable increase in almost all countries, between 2007 and 2016 (AES)



Source: Adult Education Survey (2007, 2016)



Thank you!

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