



OECD Skills Strategy: **Poland** Assessment Workshop

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OECD Centre for Skills

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What do we mean by **Skills**?



**COGNITIVE AND
META-
COGNITIVE
SKILLS**



**TECHNICAL,
PROFESSIONAL
SKILLS**



**SOCIAL AND
EMOTIONAL
SKILLS**

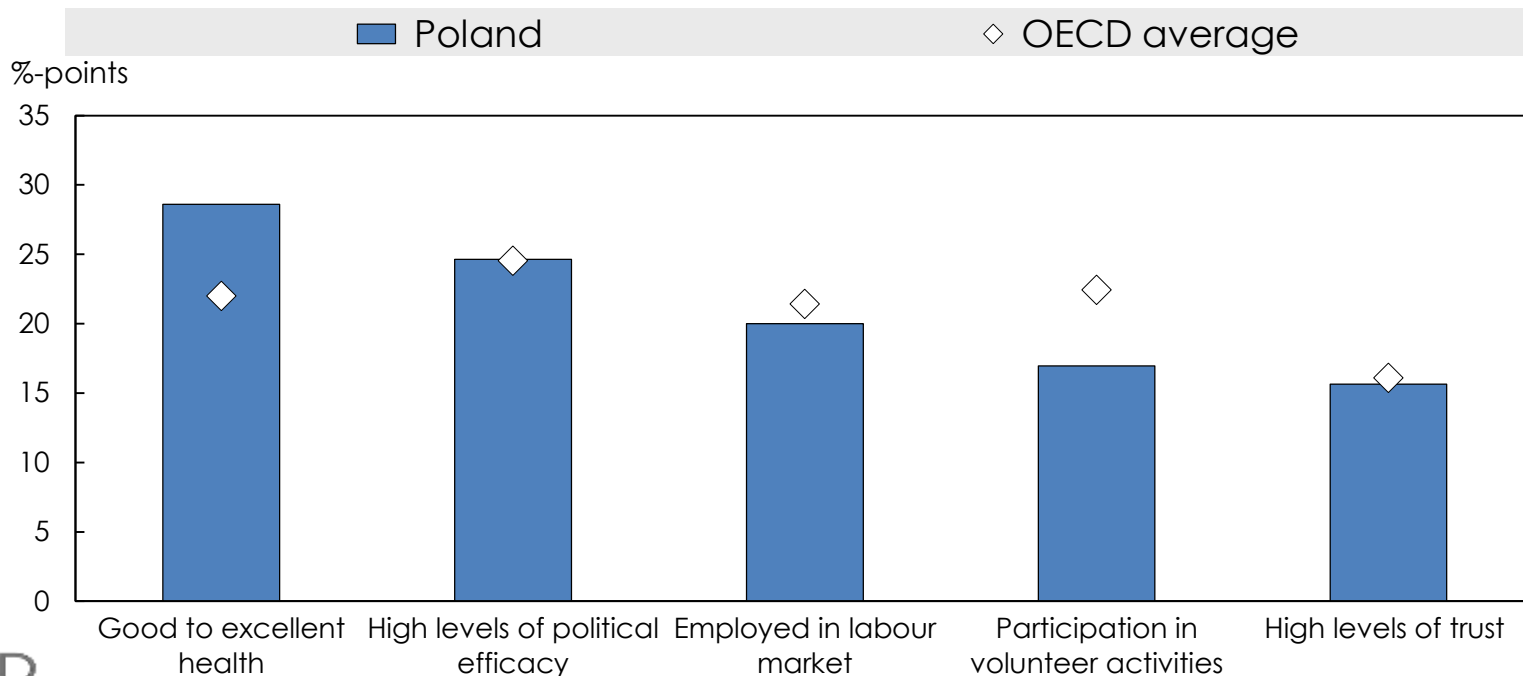


1. Why do **skills** matter?



Skills matter for individual well-being

Unadjusted differences between the % of adults with high and low literacy proficiency reporting strong social outcomes

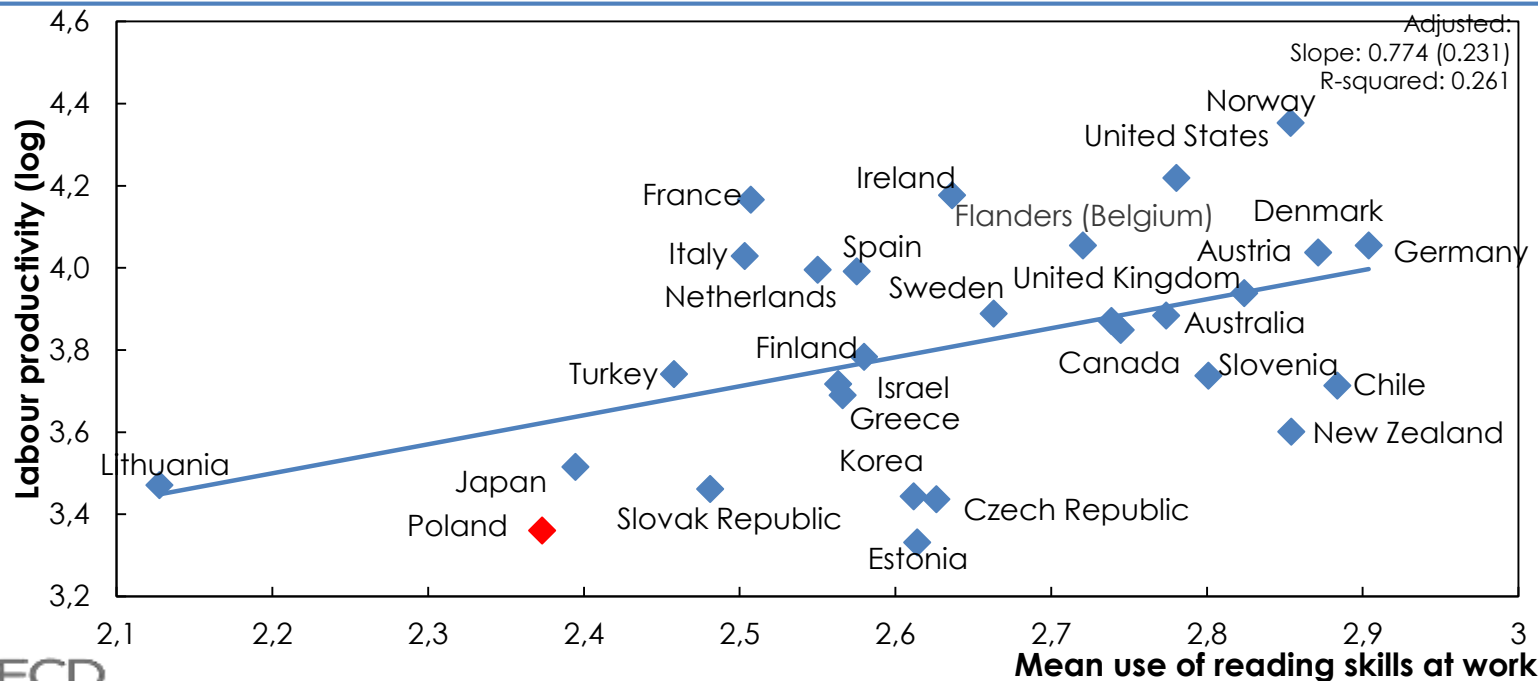




And skills matter for **national prosperity**

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

Adjusted for literacy and numeracy proficiency





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

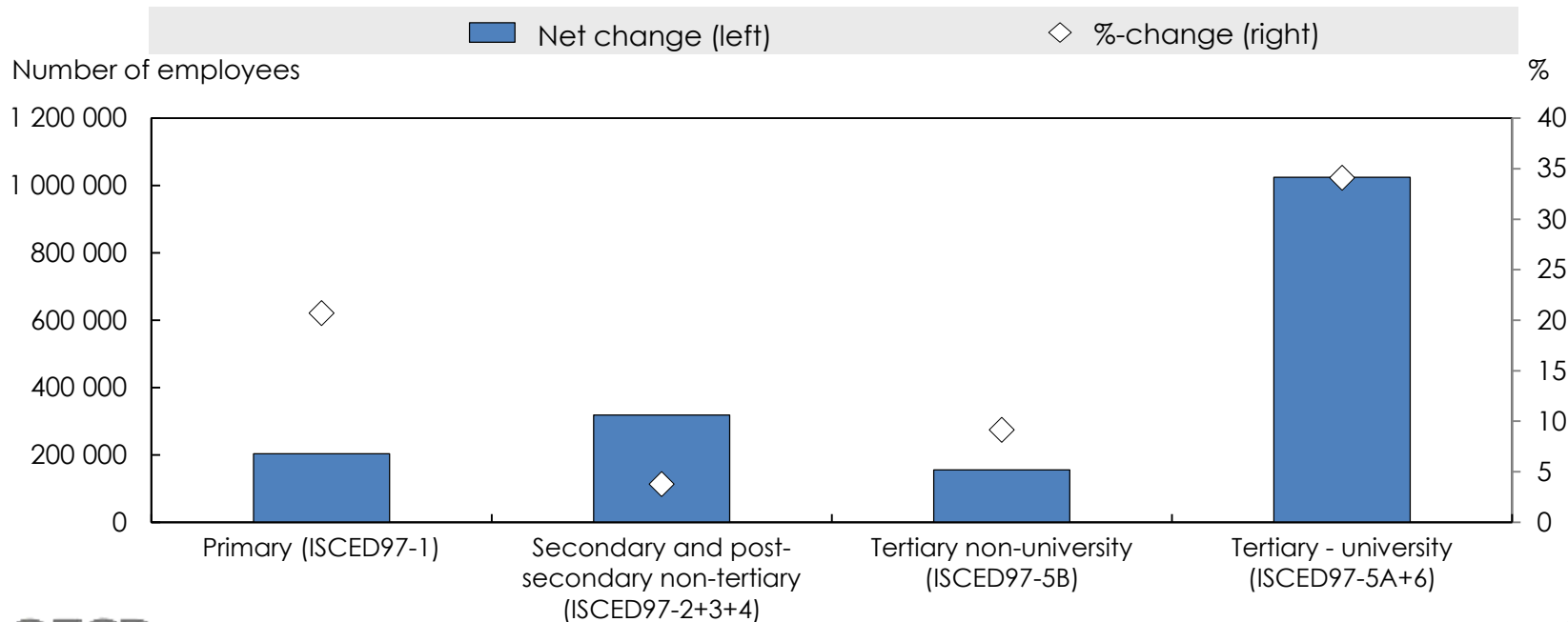
Important reallocations towards care services

Need to ensure youth have the right skills



The economy increasingly demands higher levels of skills

Employment trends in Poland by typical education requirements of occupations, net and %-change 2005-2015

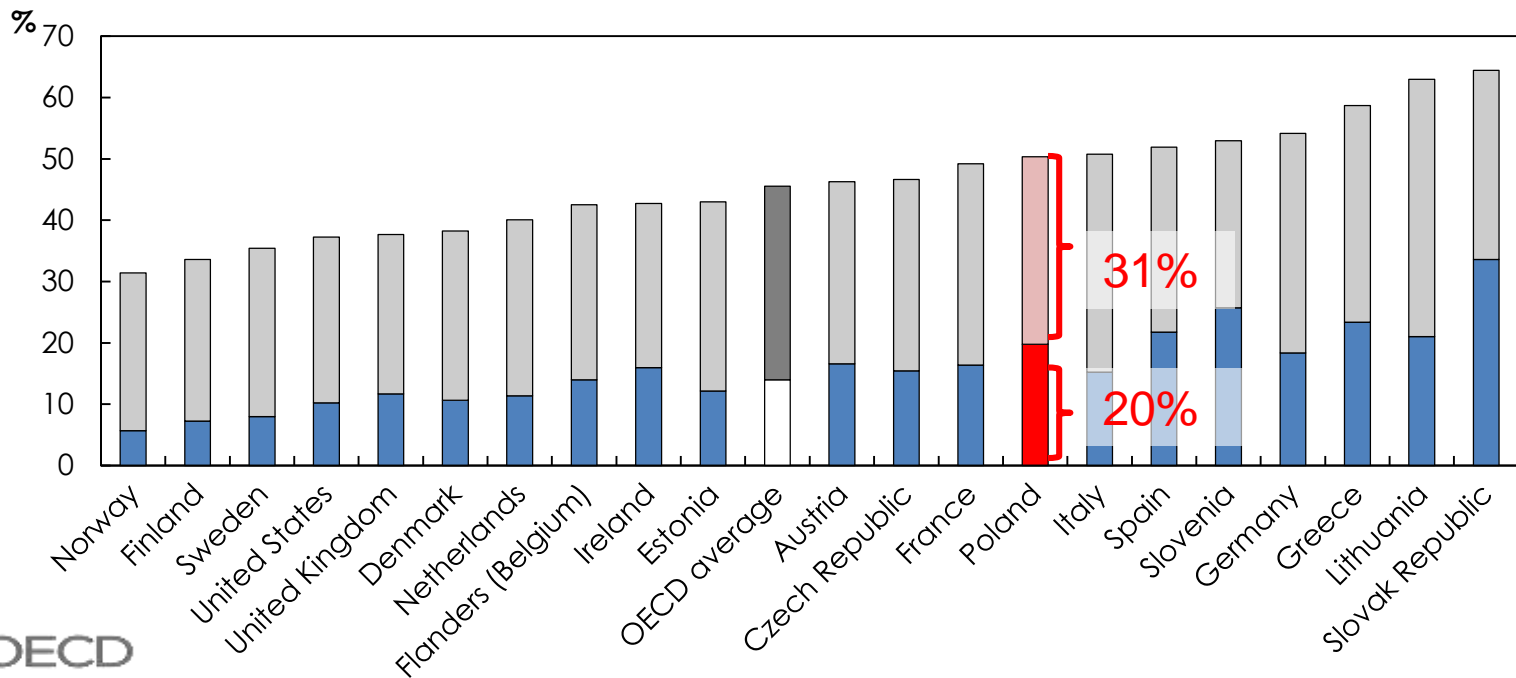




And a large share of **jobs could be impacted by automation** in the **future**

Jobs at risk of Automation

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



Source: Nedelkoska and Quintini (2018)

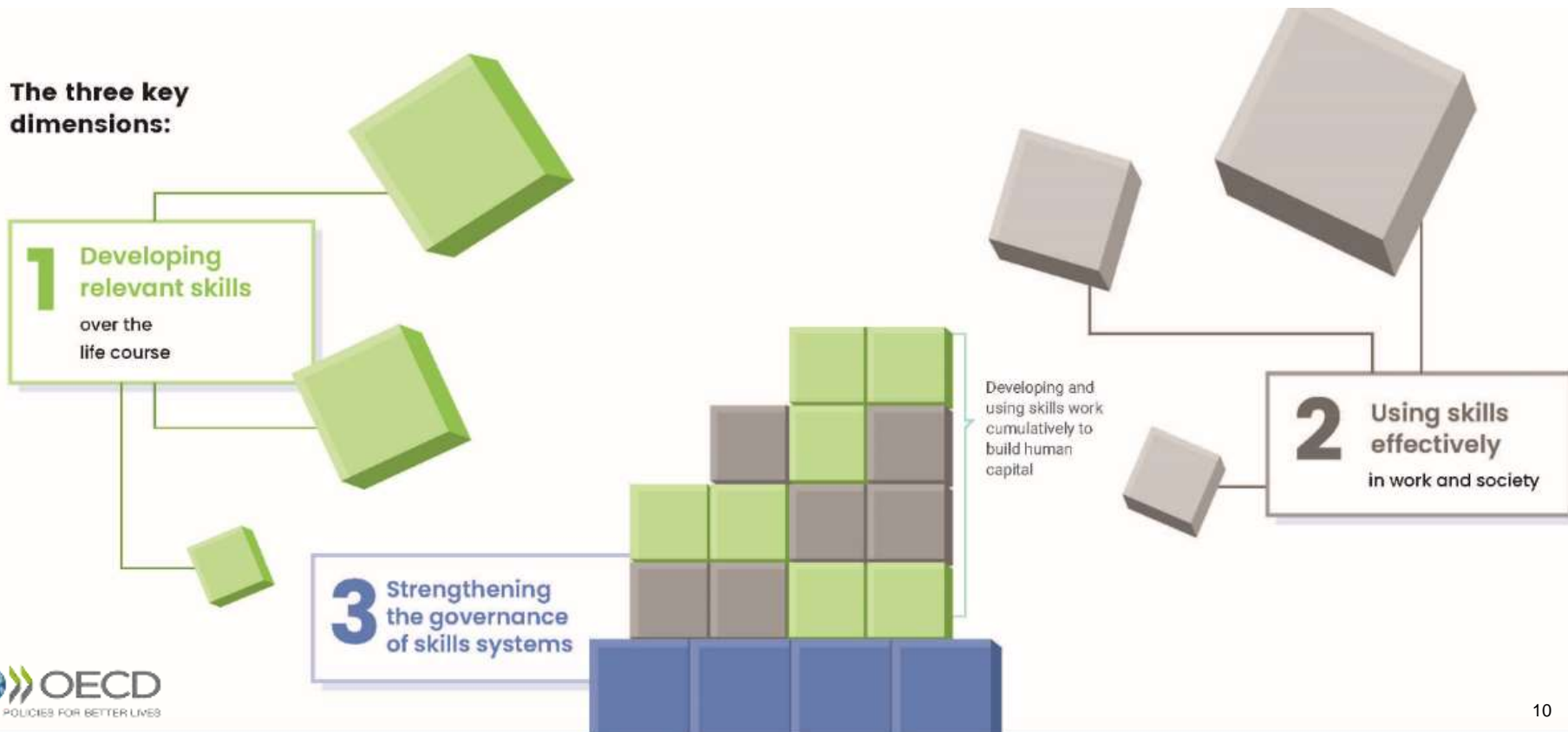


2. What is the OECD Skills Strategy?



2019 OECD Skills Strategy framework

The three key dimensions:





Applied in **14 diverse countries** so far





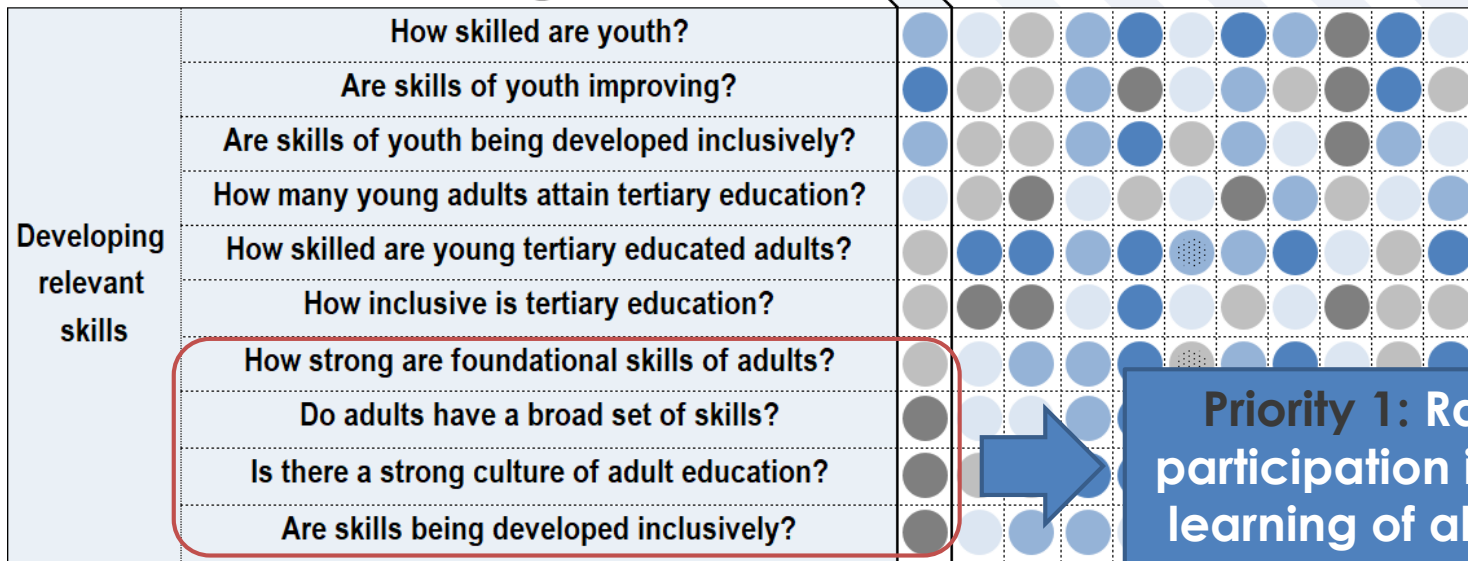
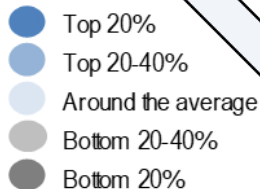
3. How is Poland's **skills system** performing?



The OECD Skills Strategy dashboard:

Developing relevant skills

Dashboard indicators across pillars of the Skills Strategy

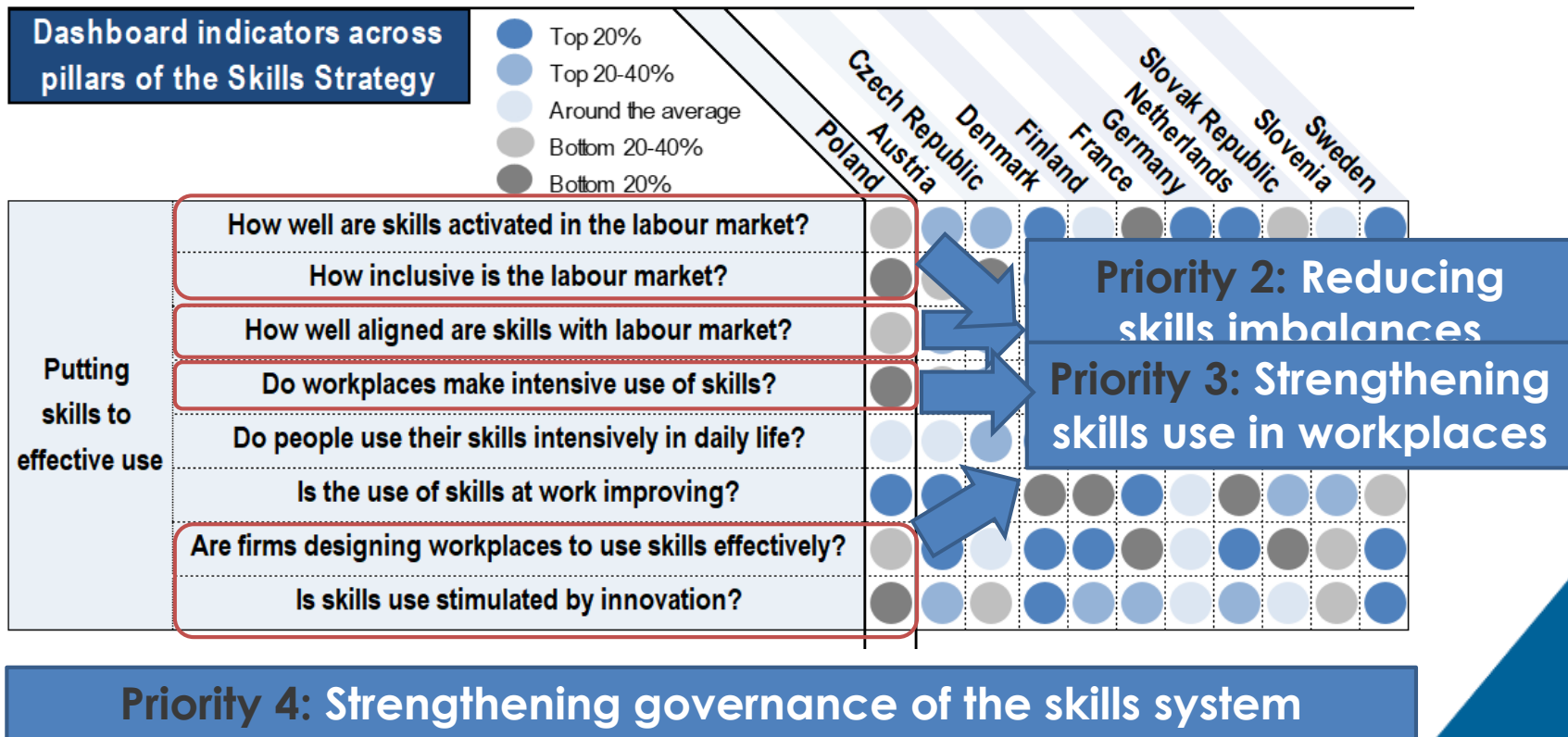


Priority 1: Raising participation in adult learning of all forms



The OECD Skills Strategy Dashboard:

Using skills effectively





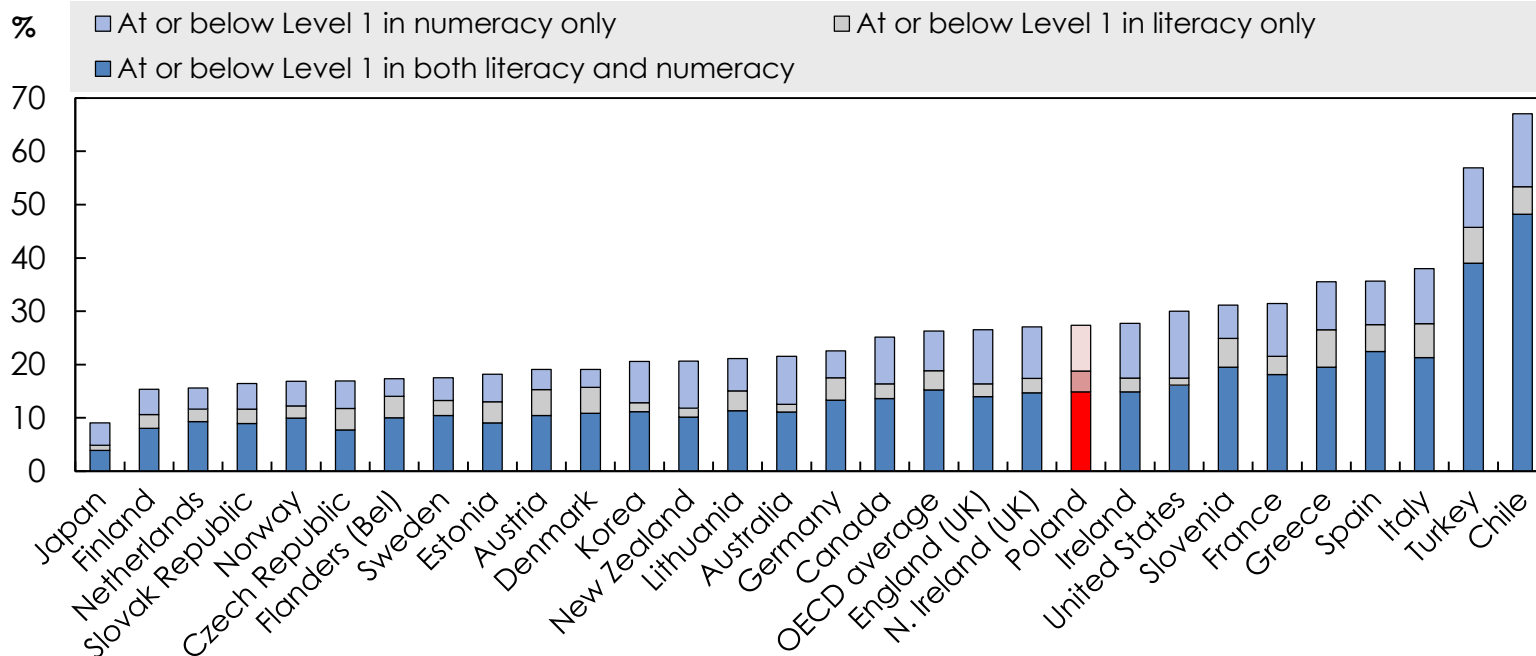
PRIORITY 1: Raising participation in adult learning of all forms





Many Polish adults have low levels of foundational skills

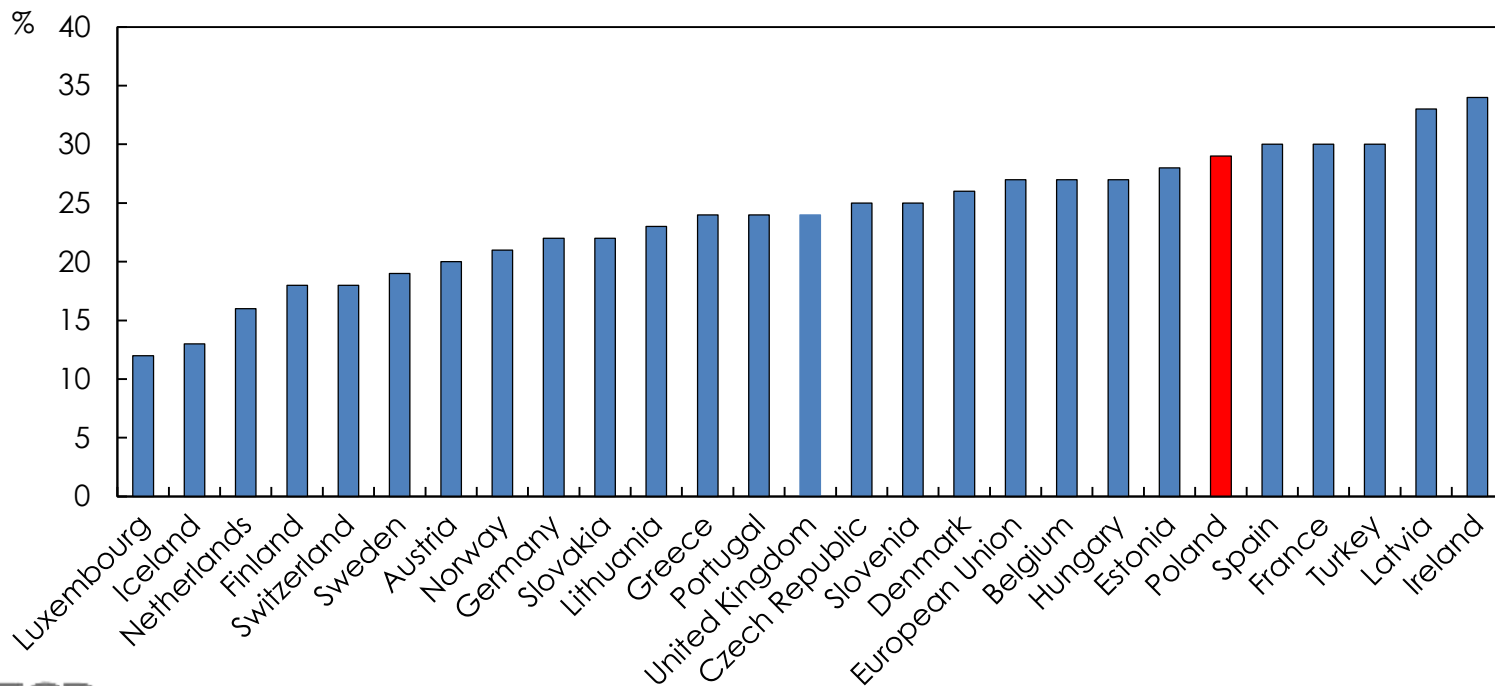
% of adults who are low performers in foundational skills, 2012/2015





A large share of adults has no or low digital skills

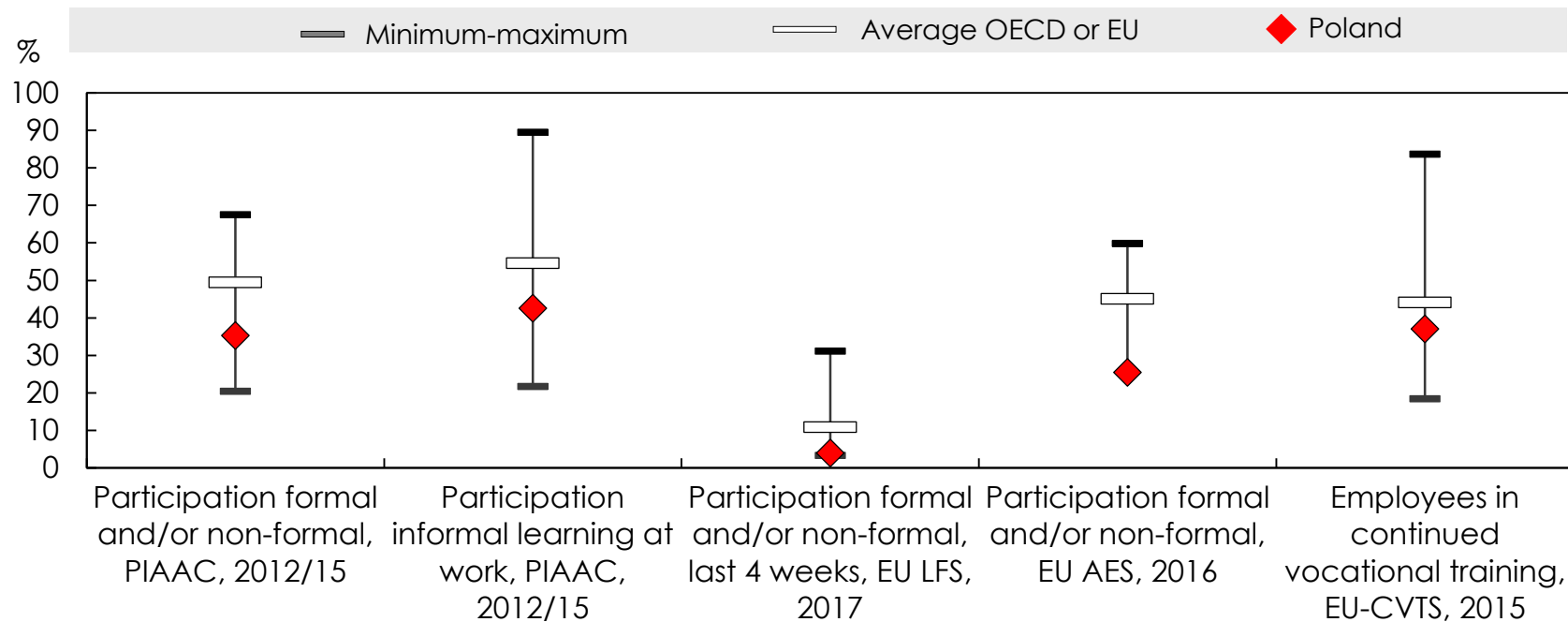
% of adults who have no or low overall digital skills, 2017





Poland lacks a strong culture of learning in adulthood

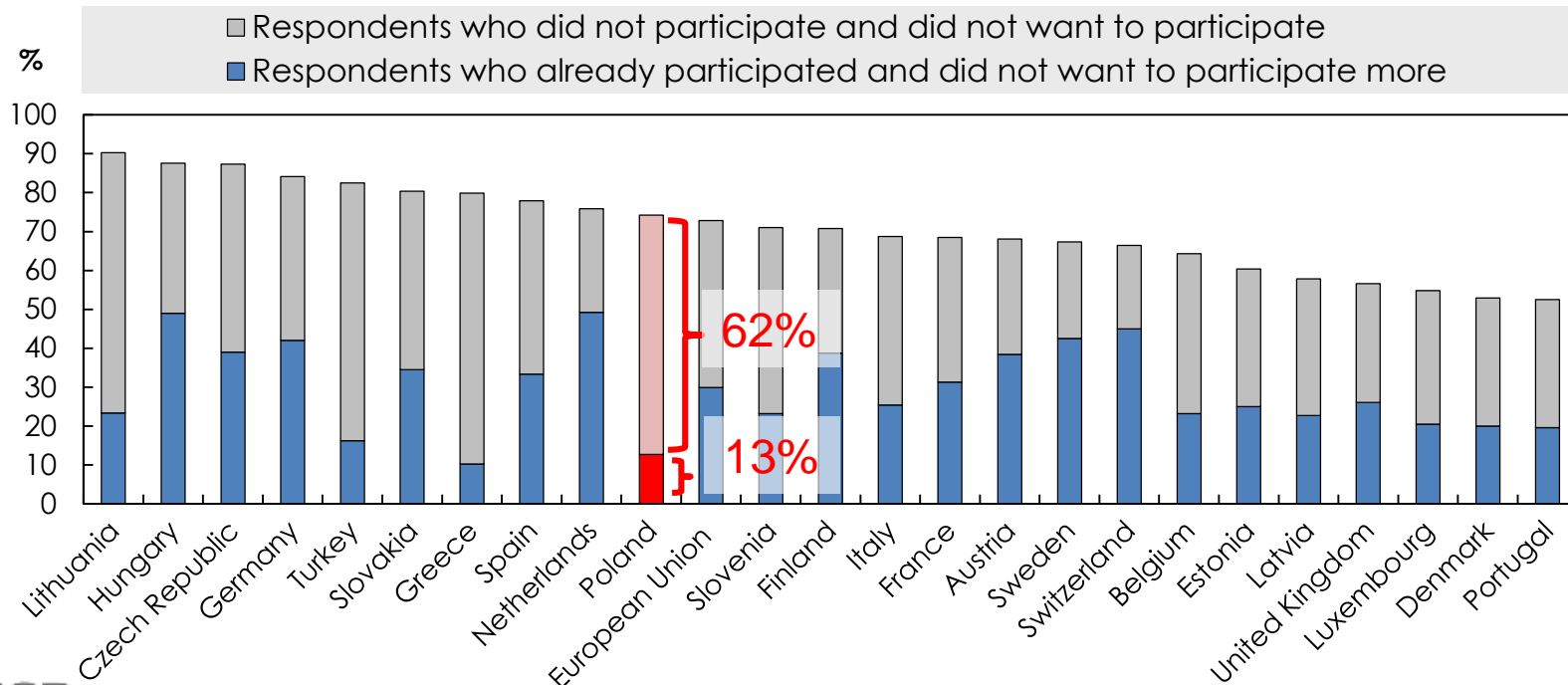
Participation in adult learning in Poland according to various surveys





Interest in learning among adults is low

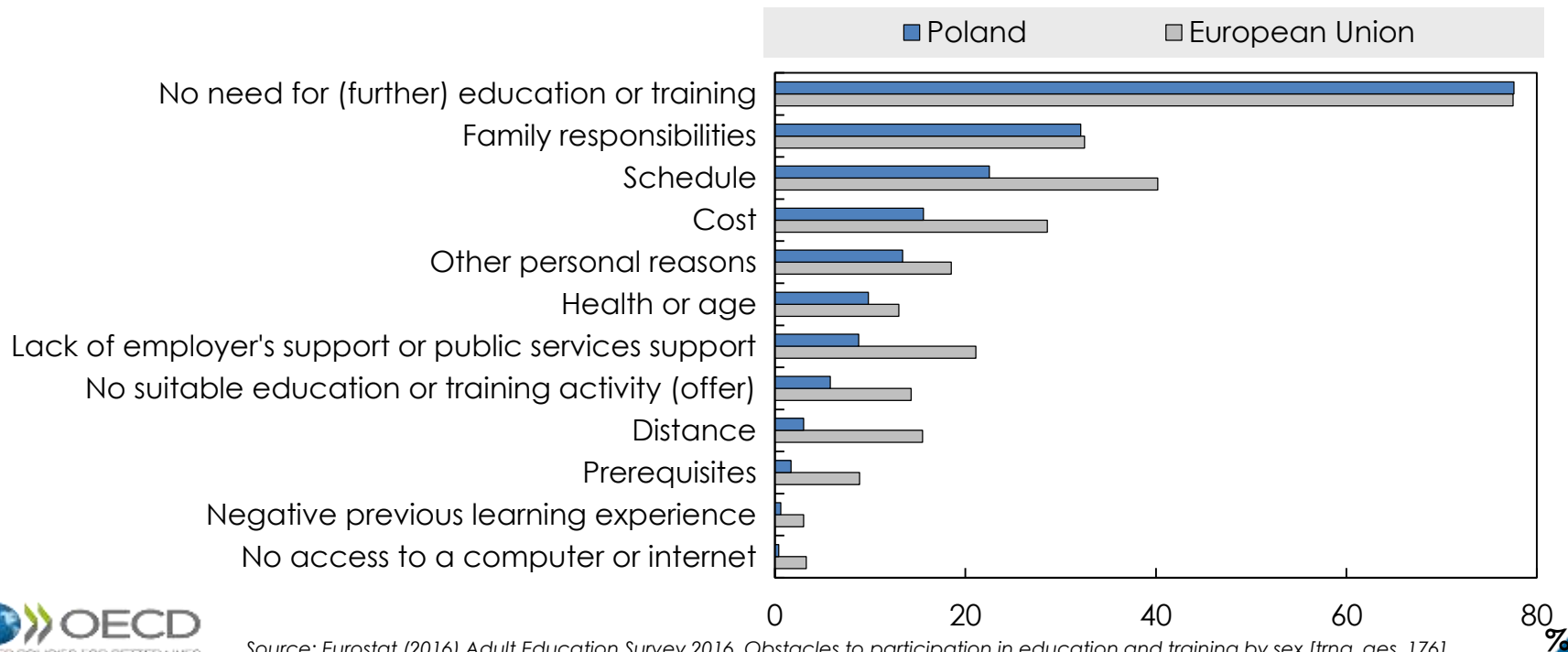
Willingness to participate in formal and/or non-formal education, 2016





And **barriers** to participate are **diverse**

Obstacles to participation, % of adults who didn't participate, 2016



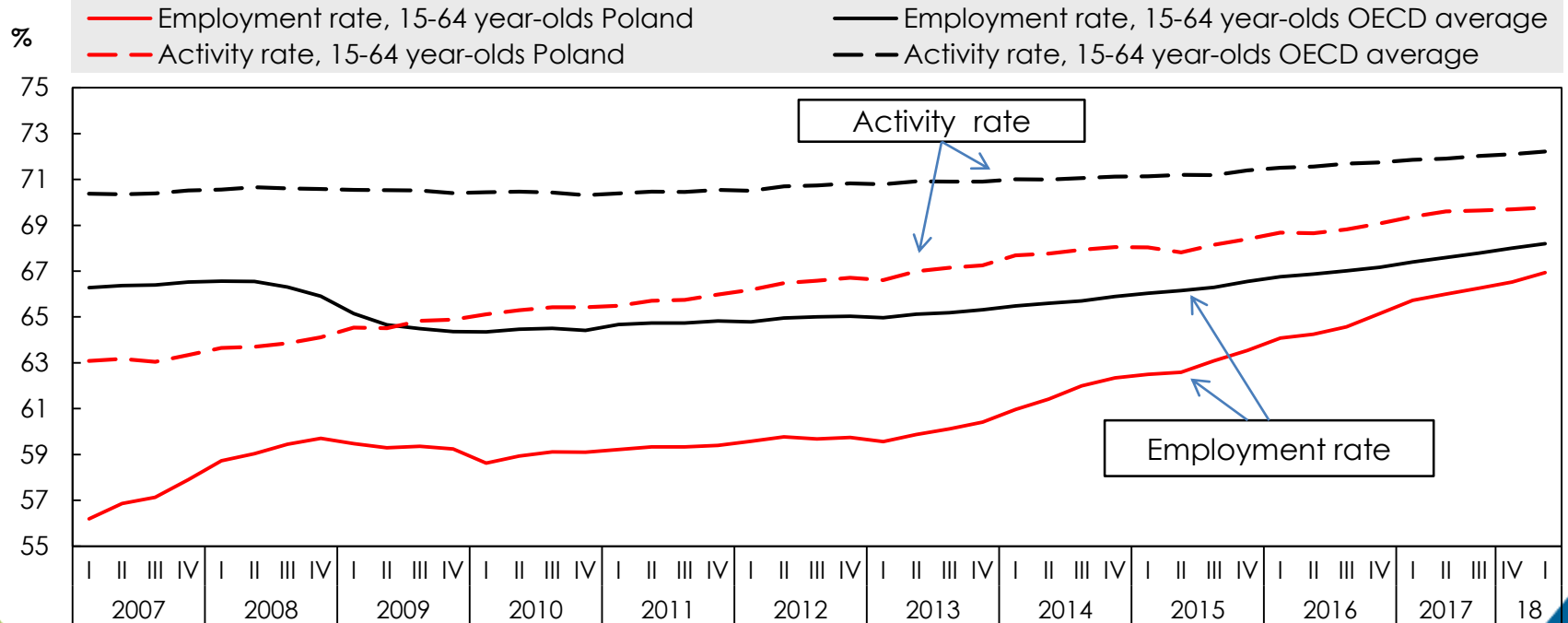
Source: Eurostat (2016), Adult Education Survey 2016, Obstacles to participation in education and training by sex [trng_aes_176].





Poland's labour market is tightening

Employment and activity rate, 15-64 year-olds, Poland and OECD average

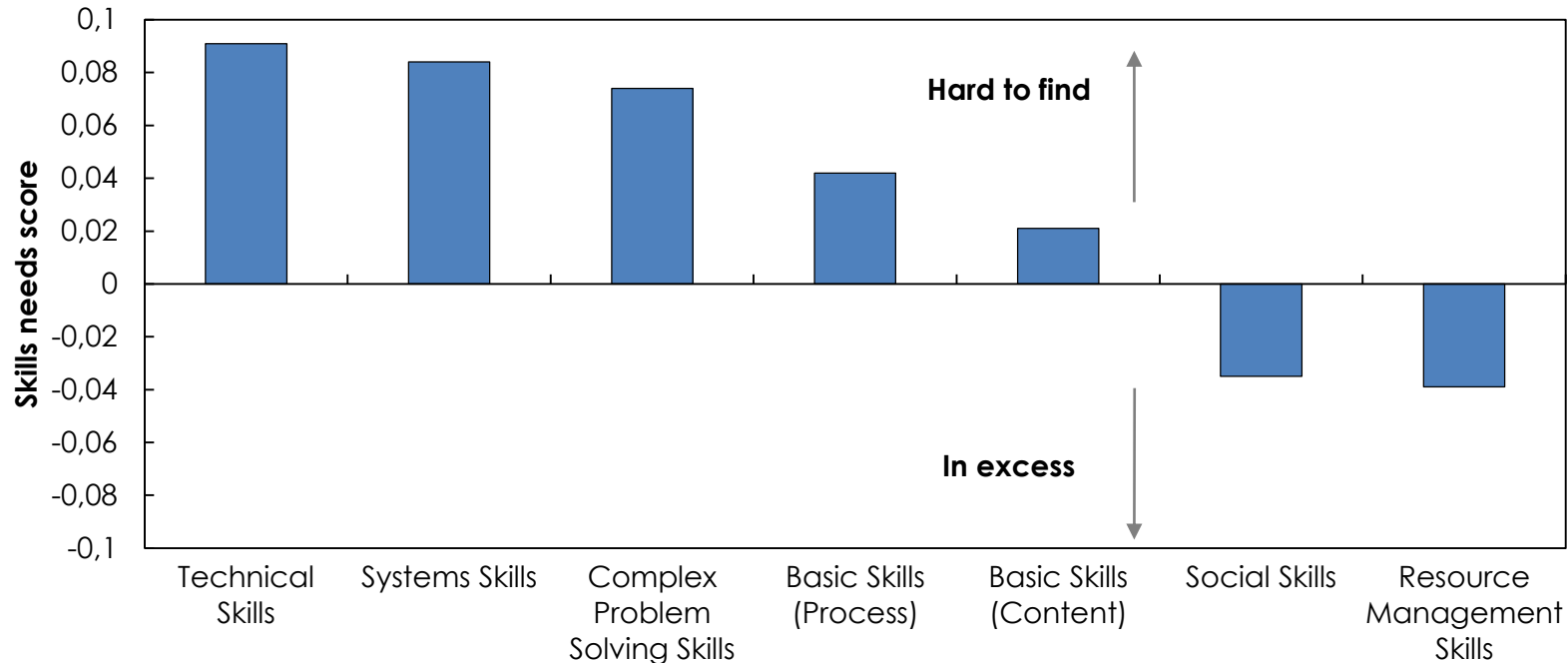


Source: OECD (2018), Short-Term Labour Market Statistics



Skills shortages are apparent

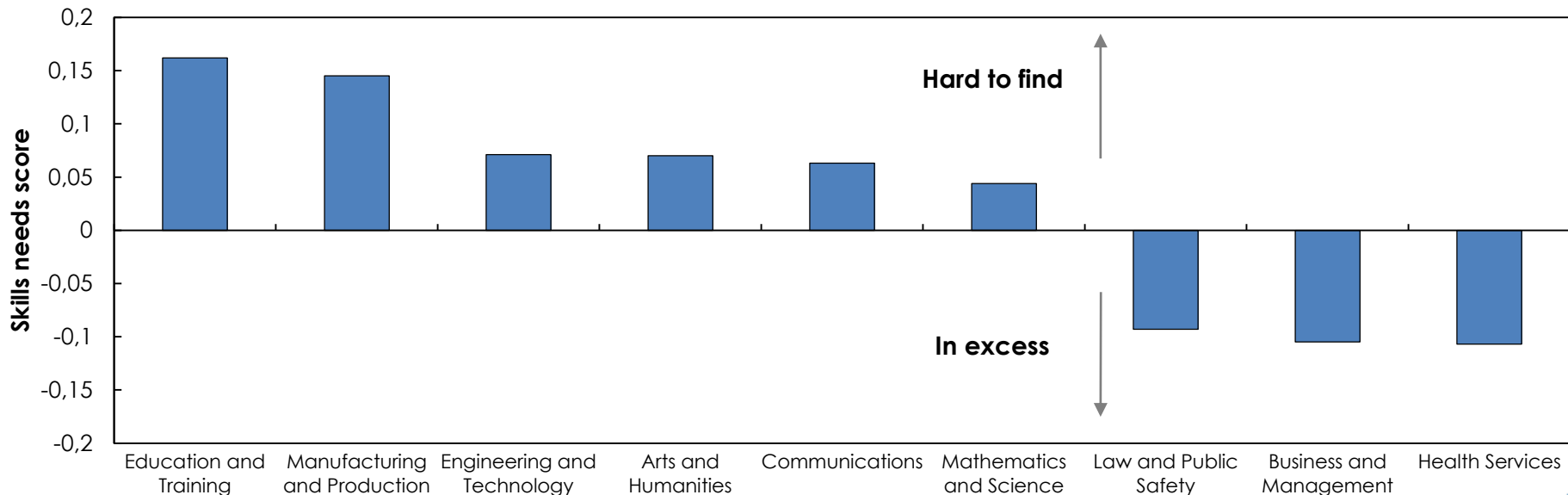
OECD skills needs indicator, skills types, Poland, 2016





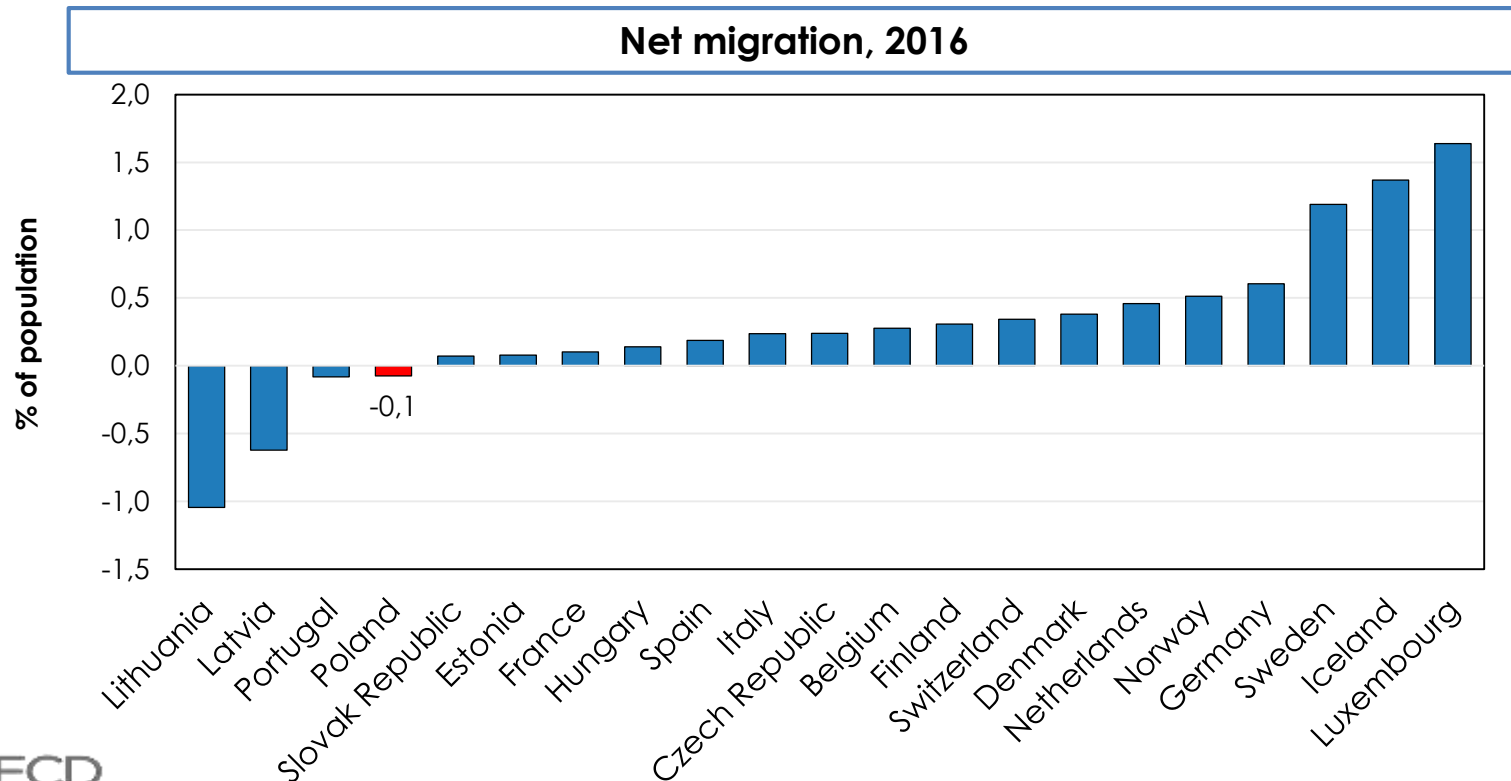
Some types of **knowledge** are **hard to find**, especially **STEM and education**

OECD skills needs indicator, knowledge types, Poland, 2016





Skills imbalances might be exacerbated by the emigration of the young and well-educated





PRIORITY 3: **Strengthening skills Use**

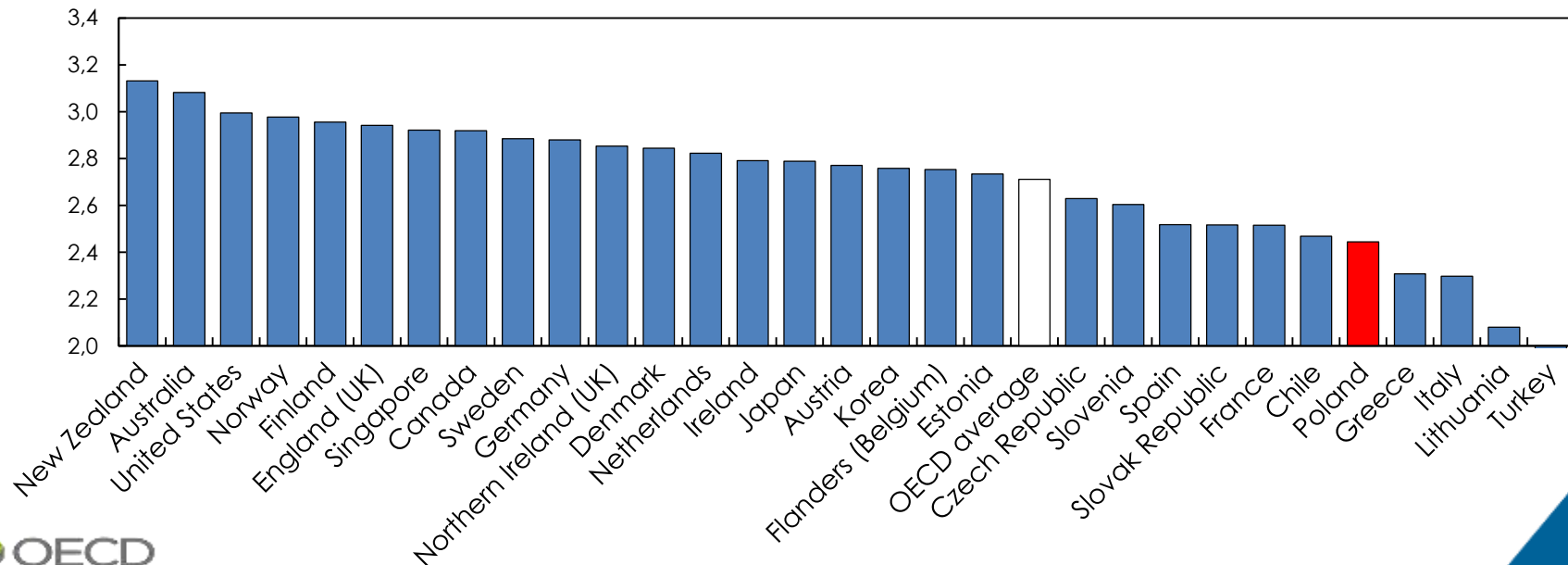




The **skills** of Polish workers are **not being used intensively**

Reading at work, working population, PIAAC 2012/2015
Indicators are scales between 1 "Never" and 5 "Every day".

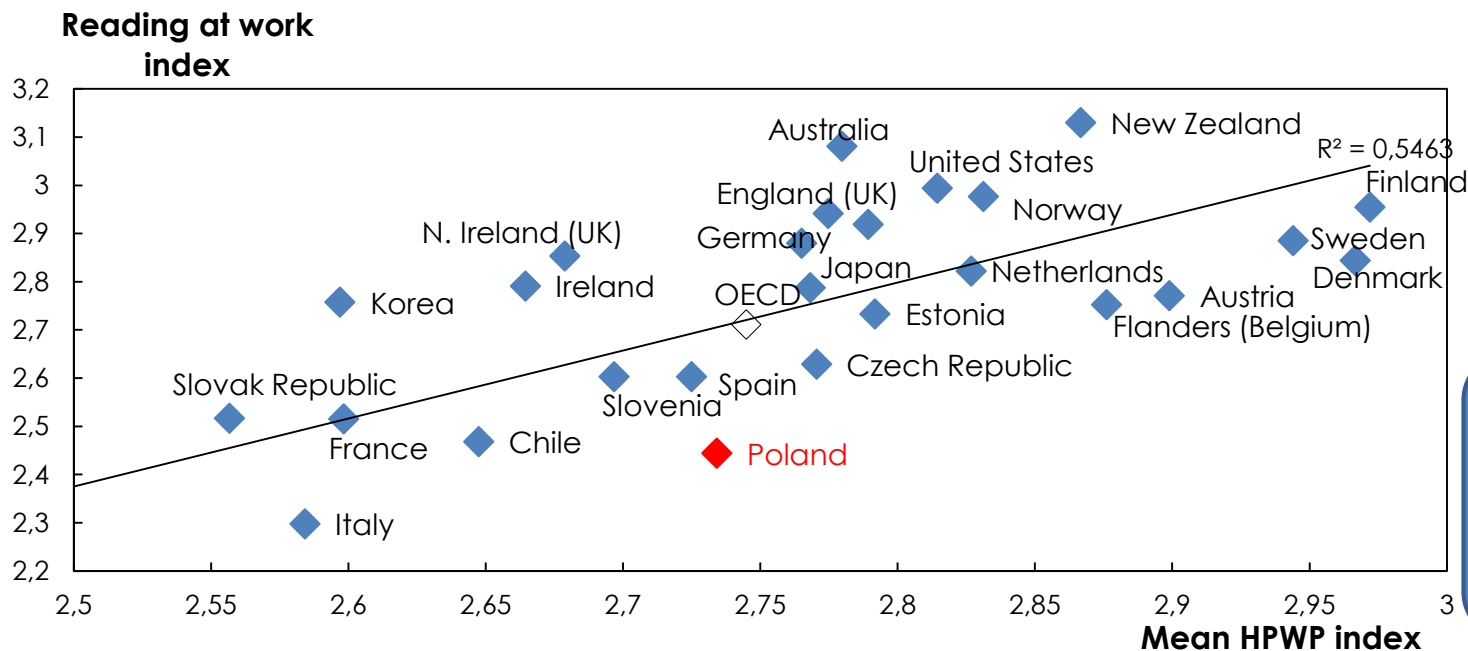
Skills-use indicators





High-Performance Work 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**

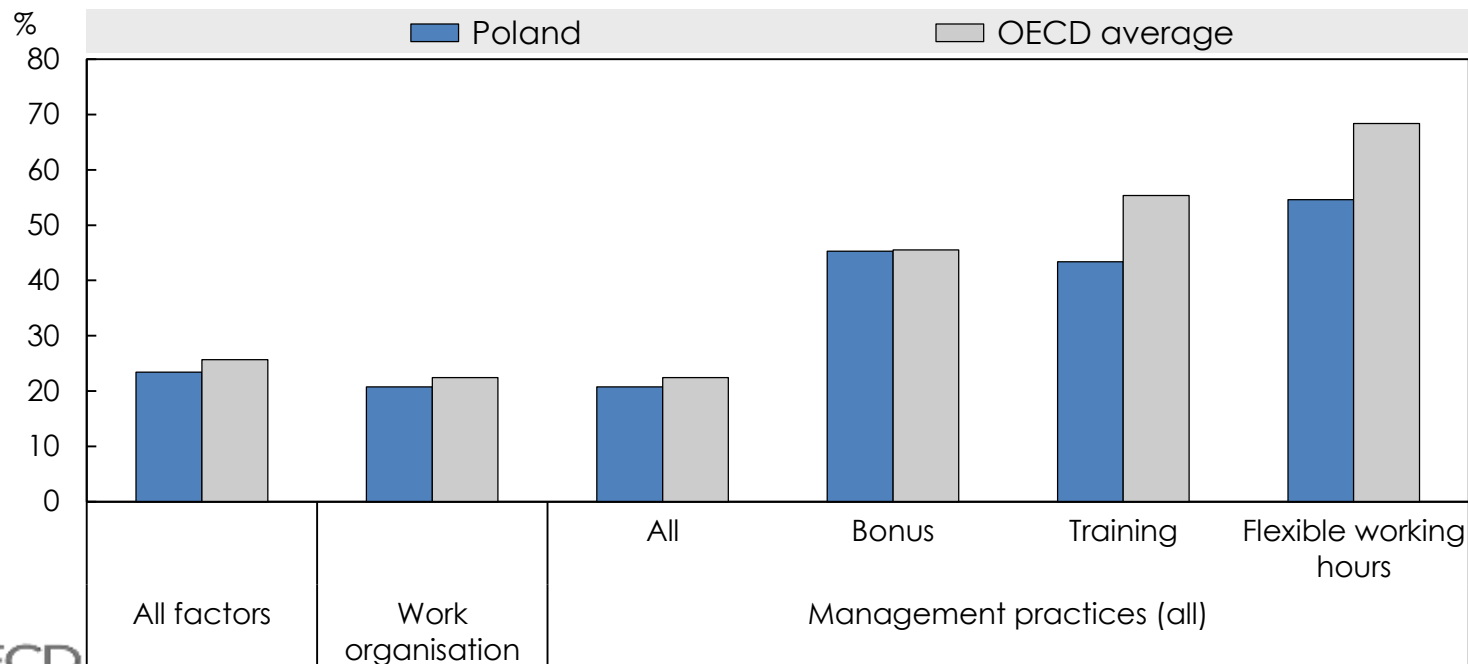
Management practices
such as:

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



Employers could improve **work organisation** **and management practices**

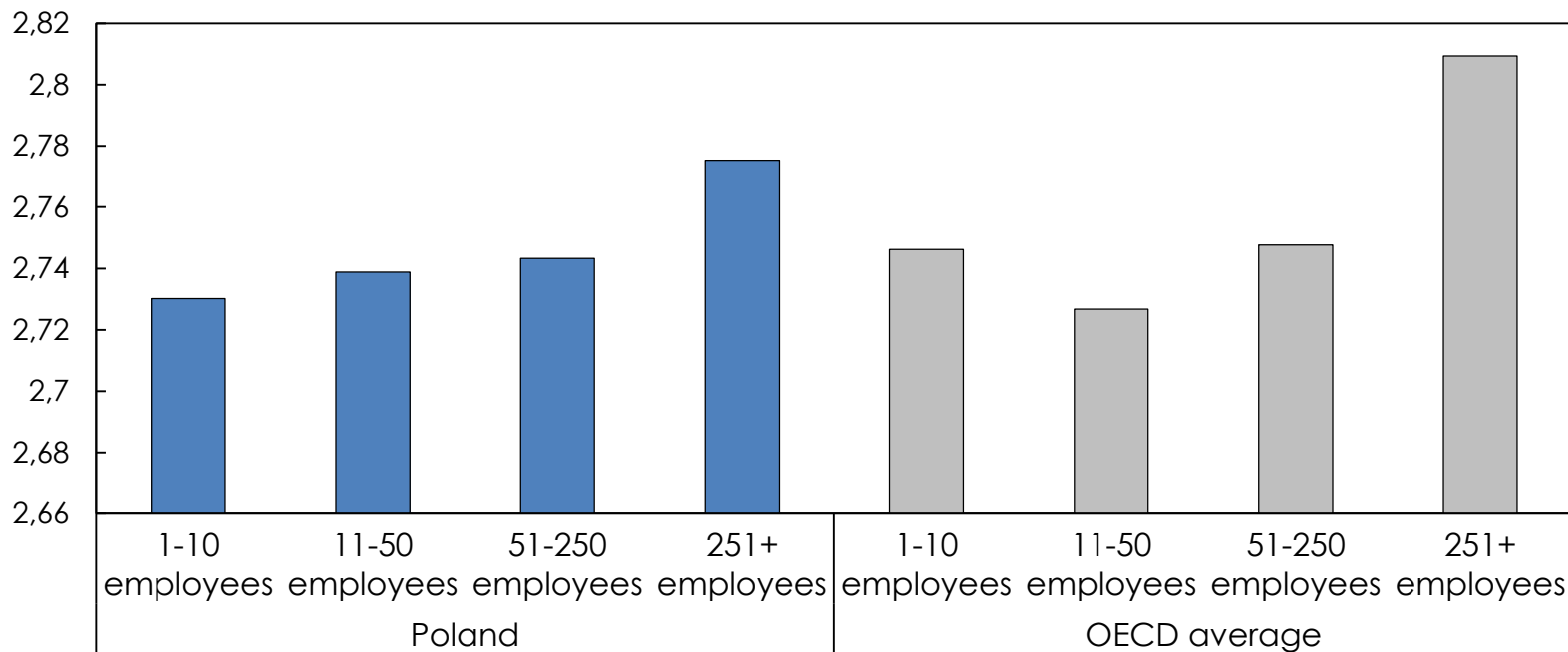
**High-Performance Work Practices, % of jobs with high HPWP by type of practice
2012/2015**





Firms of all sizes could make greater use of HPWP

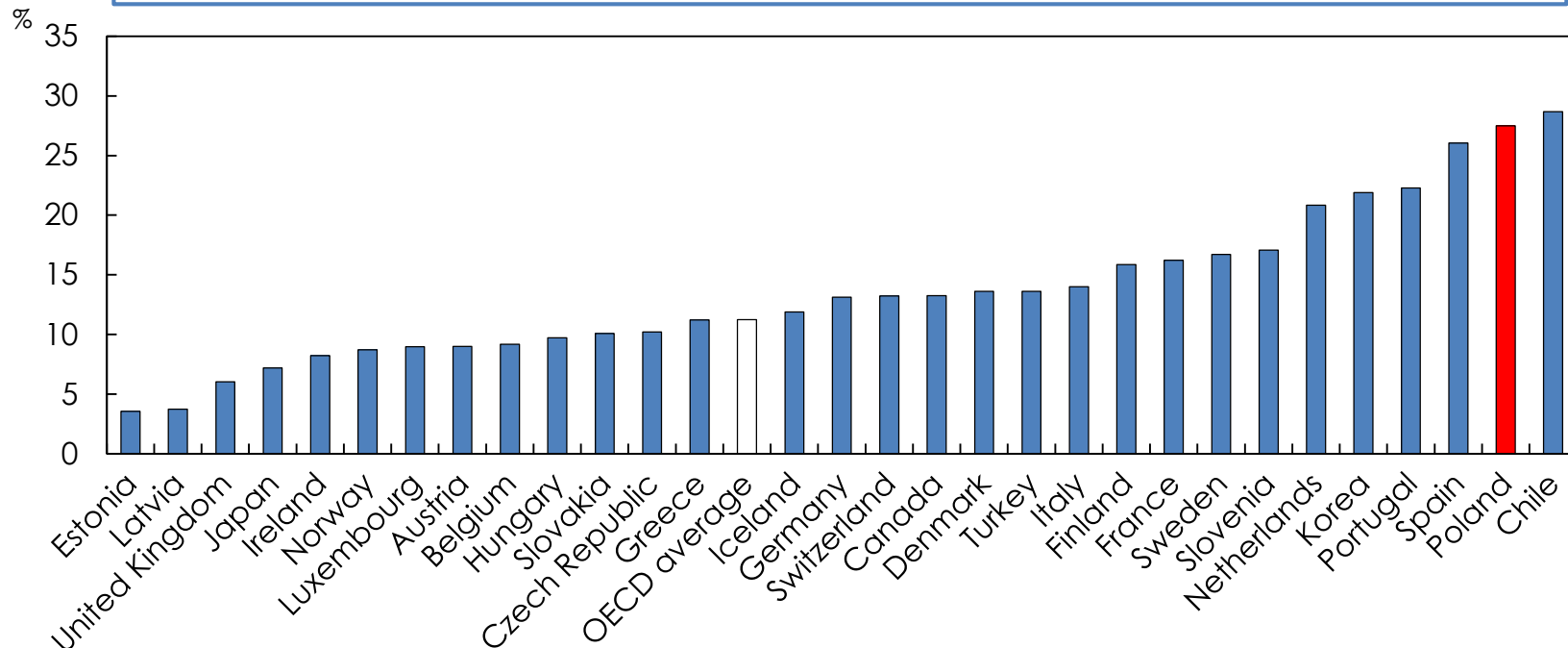
High-Performance Work Practices, mean index all factors, by firm size, 2012/2015





The **large share of temporary work** in Poland may **depress the adoption of HPWP**

Temporary employment, % of total dependent employment, 2016





PRIORITY 4: Strengthening the governance of the skills system





A **Whole-of-Government** approach is needed for skills policies

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



Stakeholders need to be effectively engaged

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



Co-ordination is complex but essential in Poland's skills system

Education
(MEN)

Higher education
(MNiSW)

Labour
(MPIPS)

Digital Affairs
(MC)

Economy
(MiR)

Entrepreneurship
(MPiT)

Finance
(MF)

Health
Tourism
Agriculture
Others

Regions
(16 Województwo)

Counties
(380 Powiat)

Communes
(2 478 Gmina)

Primary schools
(13 777)

Secondary schools
(16 660)
Lower, general, technical
and vocational

Post-secondary schools
(2 830)

Higher education
institutions (132 + 258)

Continuing education
centres (218)

Practical training centres
(161)

Further and in-service
training centres (358)

Vocational and
continuing education
centres (90)

Private providers

Employer associations
(4 national)

Trade unions
(3 national)

Enterprises

Civil society
organisations

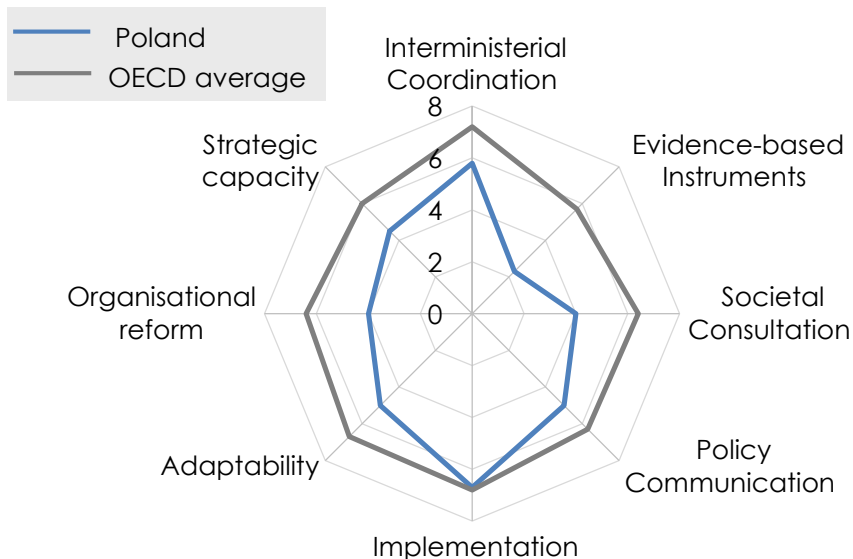
Researchers, experts,
academics



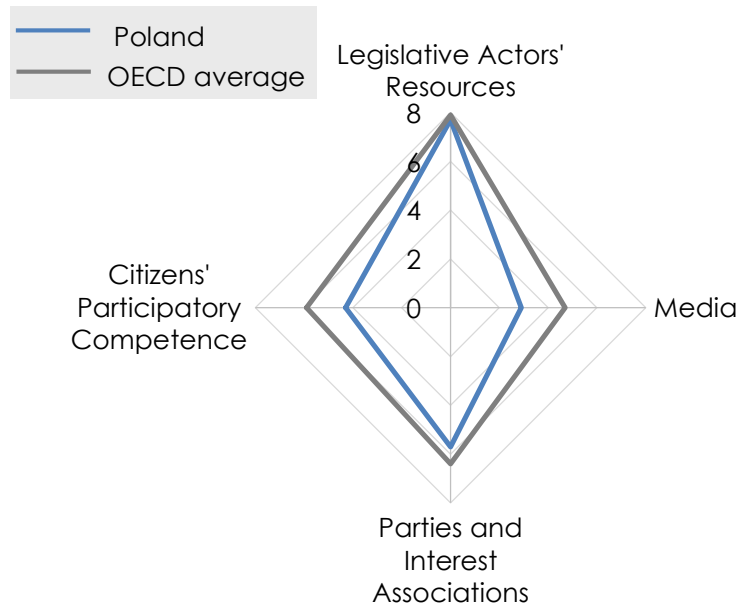
Governance of the skills system can be strengthened

SGI governance indicators, 2018

A. Executive Capacity



B. Executive Accountability

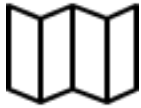




4. The OECD skills strategy **project in Poland**



Making **unique contributions** in...



Mapping the
skills system



Aligning
policies



Identifying
policy priorities



Making **policy**
recommendations

Employing a **Whole-of-Government approach**

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 National
Education

Ministry of Science and
Higher Education

Ministry of Family,
Labour and Social
Policy

Ministry of Investment
and Economic
Development

Ministry of Culture

Minister of
Entrepreneurship and
Technology



And engaging stakeholders



Diagnostic Workshop
Vienna, Austria
24 April 2013



Regional Workshop
Madrid, Spain
3-4 November 2014



Active Learning Workshop
Seoul, South Korea
15 December 2015



Diagnostic Workshop
Mexico City, Mexico
9 June 2016



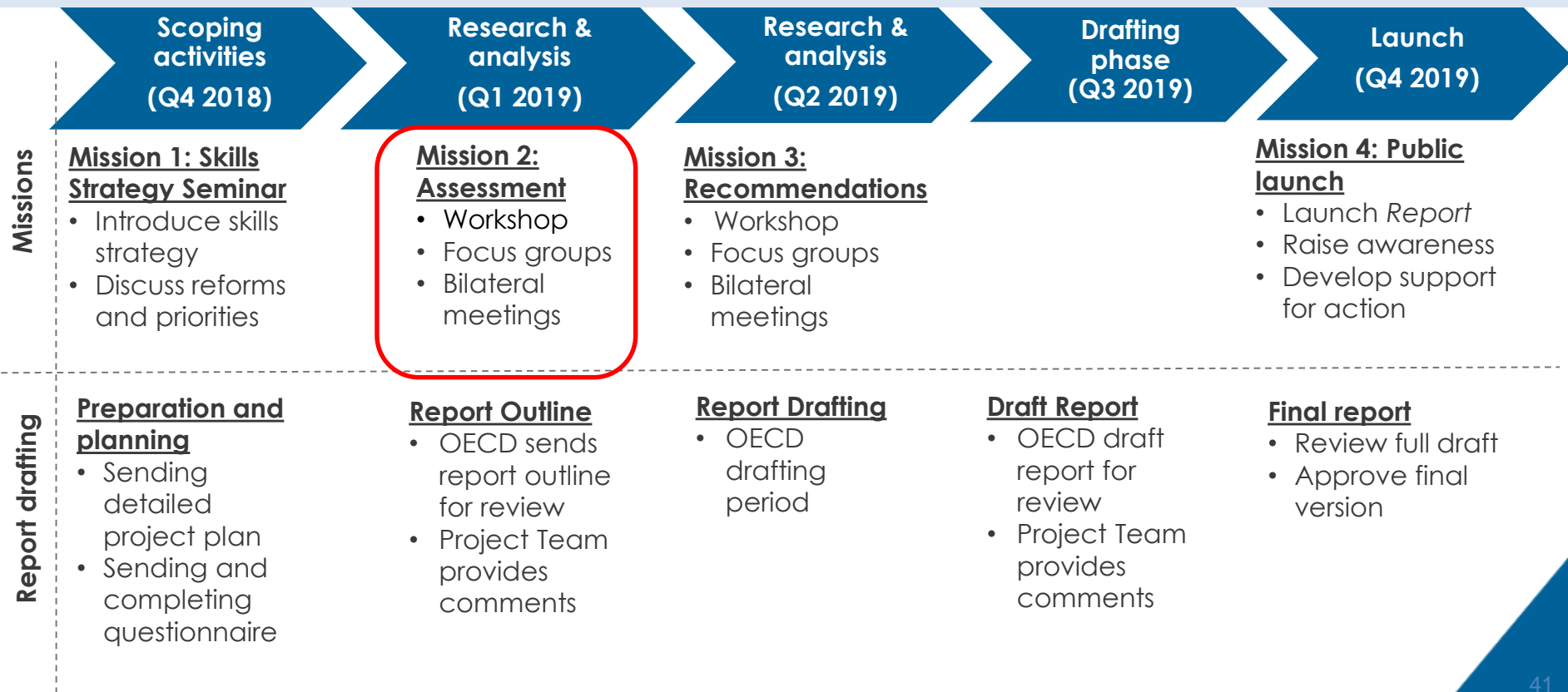
Diagnostic Workshop
The Hague, Netherlands
12 May 2016



Diagnostic Workshop
Brussels, Belgium
15 May 2018



Project **elements** and timelines





QUESTIONS?

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To learn more about the OECD's work on skills visit:

www.oecd.org/skills/



OECD Skills Strategy: Poland Introduction to Workshop Sessions

Ben Game

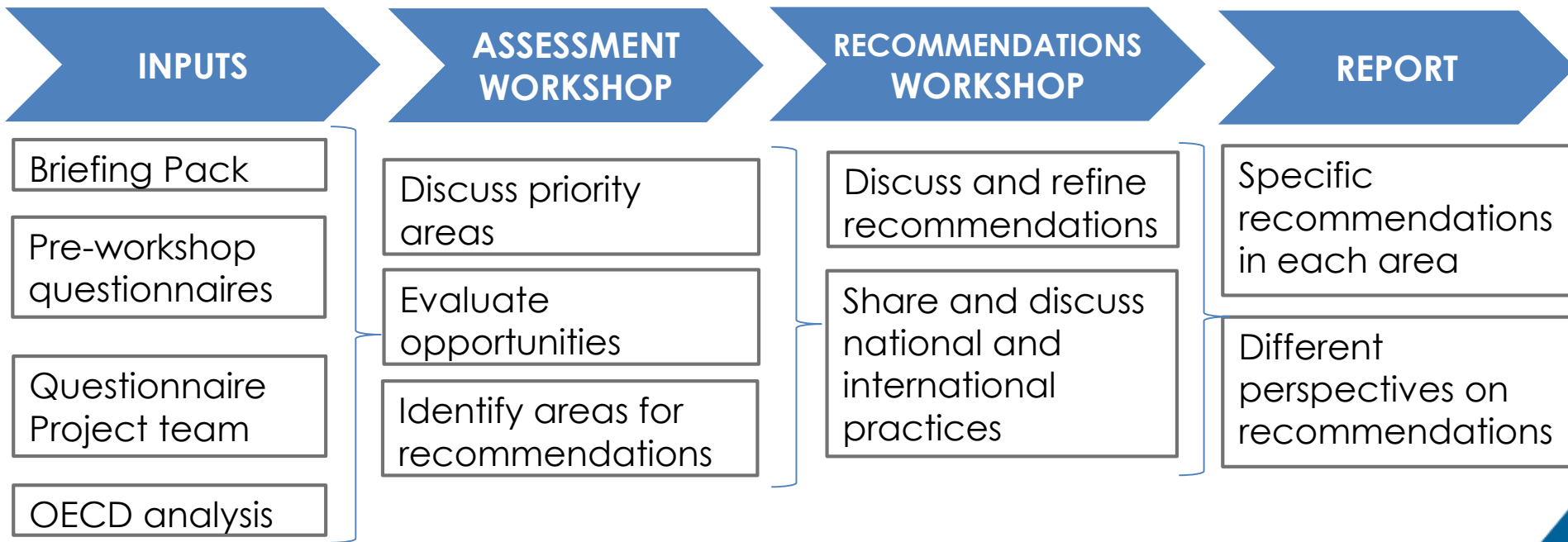
Project Lead OECD Skills Strategy Poland

OECD Centre for Skills

Warsaw, 5 February 2019



Your views matter for the final recommendations





Overview of today

WORKSHOP SESSIONS

10:00-11:15	Session 1: Fostering greater participation in adult learning of all forms
11:15-11:30	Coffee break
11:30-12:45	Session 2: Reducing skills imbalances through improving responsiveness of education and training
12:45-13:45	Lunch
13:45-15:00	Session 3: Strengthening skills use in the labour market and workplaces
15:00-15:15	Coffee break
15:15-16:30	Session 4: Strengthening governance of the skills system

WORKSHOP CLOSING

16:30-16:40	OECD reflections and next steps
16:40-16:45	Closing
16:45-open	Networking reception



What will you do in these sessions?

Main objective:

Discuss the challenges and opportunities in each priority area, and identify the most important areas for recommendations

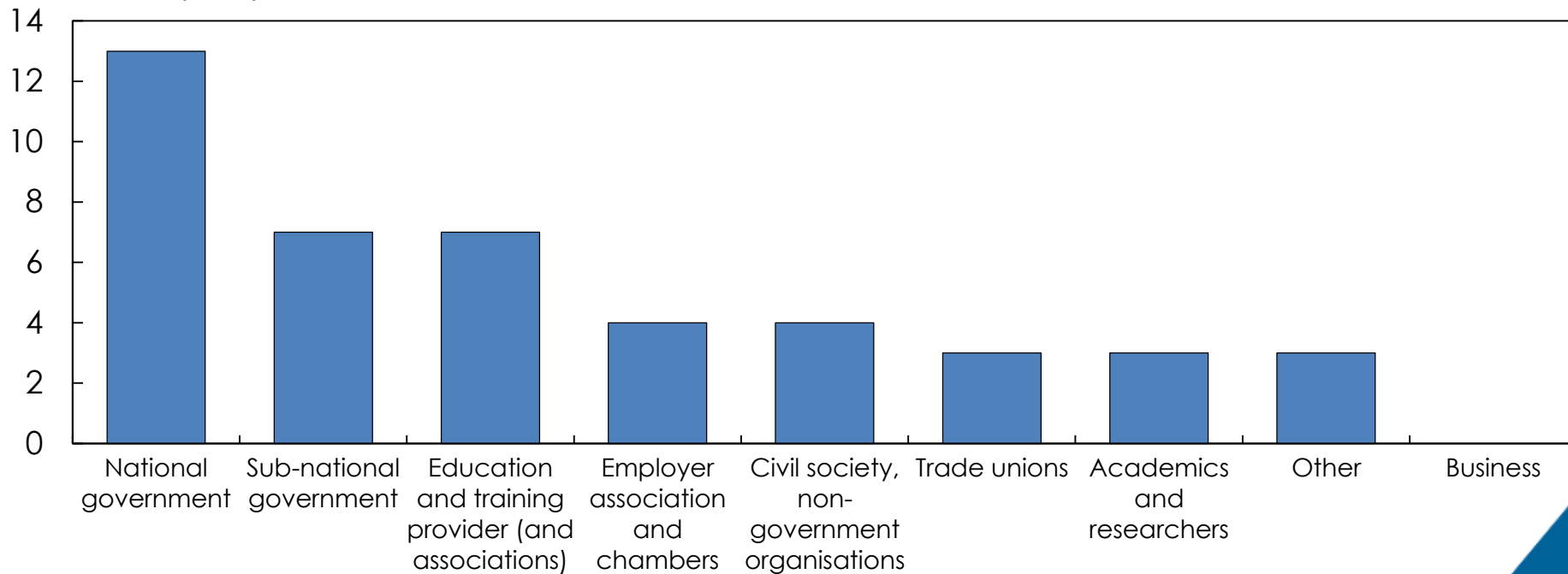
Sessions 1-4:

- 75 minutes per session, 4 sessions
- Table discussions, and reporting to the room
- Table moderator keeps discussion focused, ensures all speak
- Table note-taker will summarise the discussion
- After lunch, change tables



Pre-workshop survey Respondents

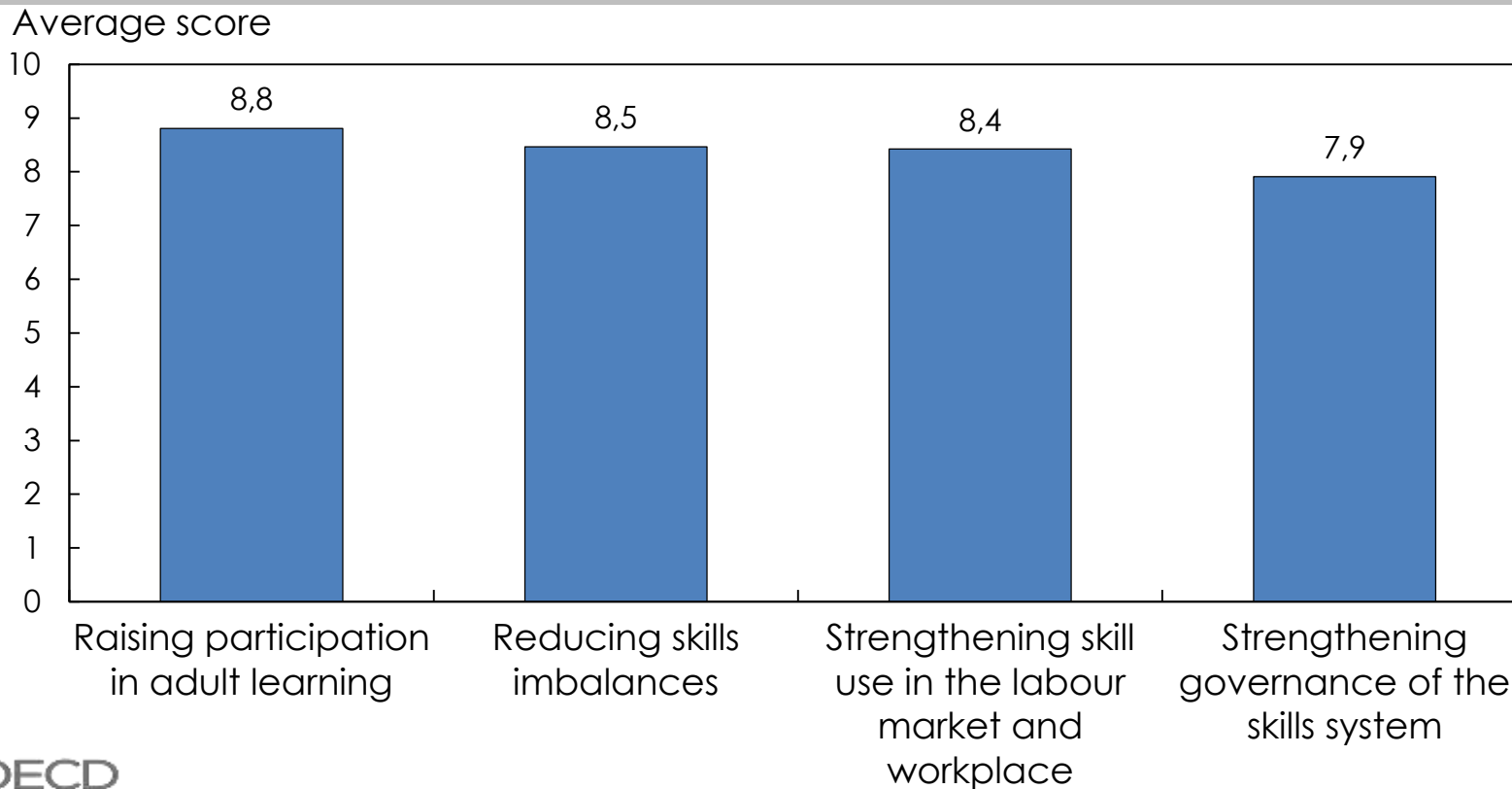
Number of
participants (n=44)





Pre-workshop survey

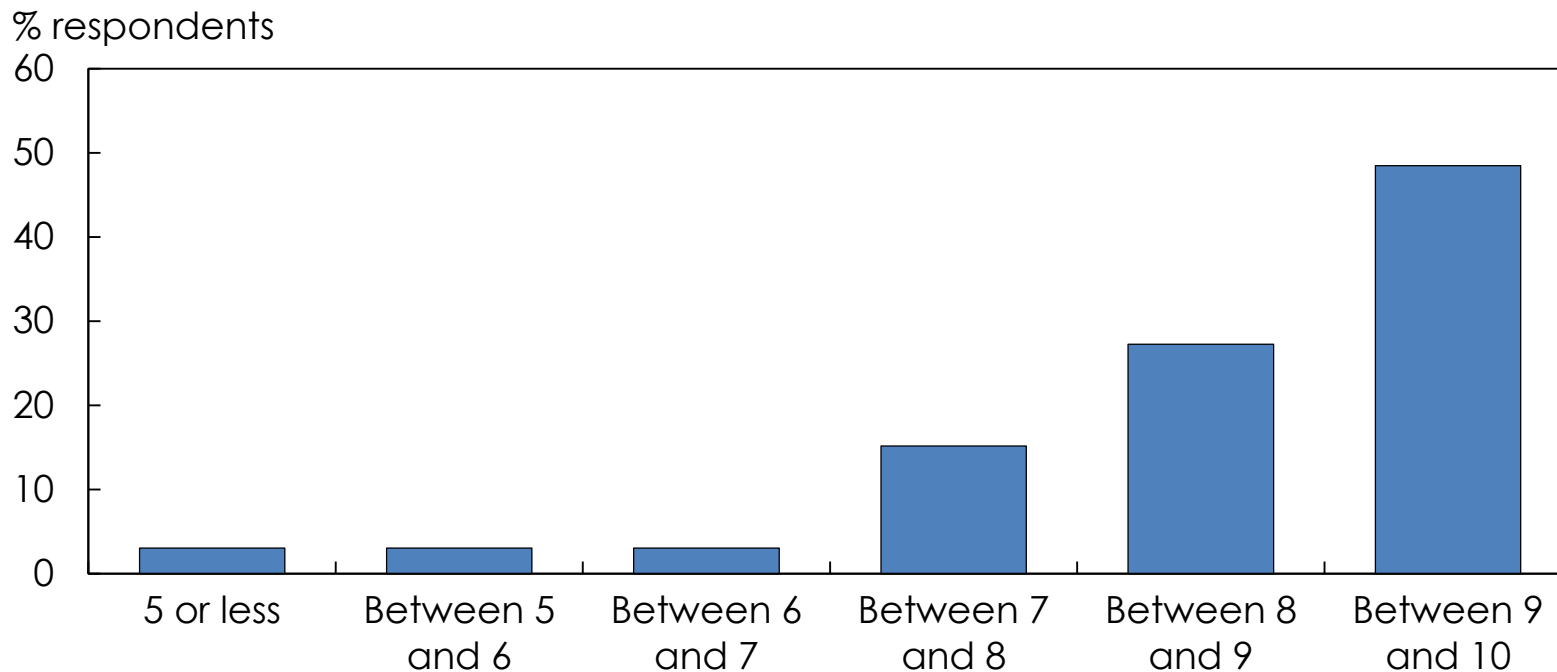
Relative importance of each priority area





Session 1: Fostering greater participation in adult learning of all forms (10:00-11:15)

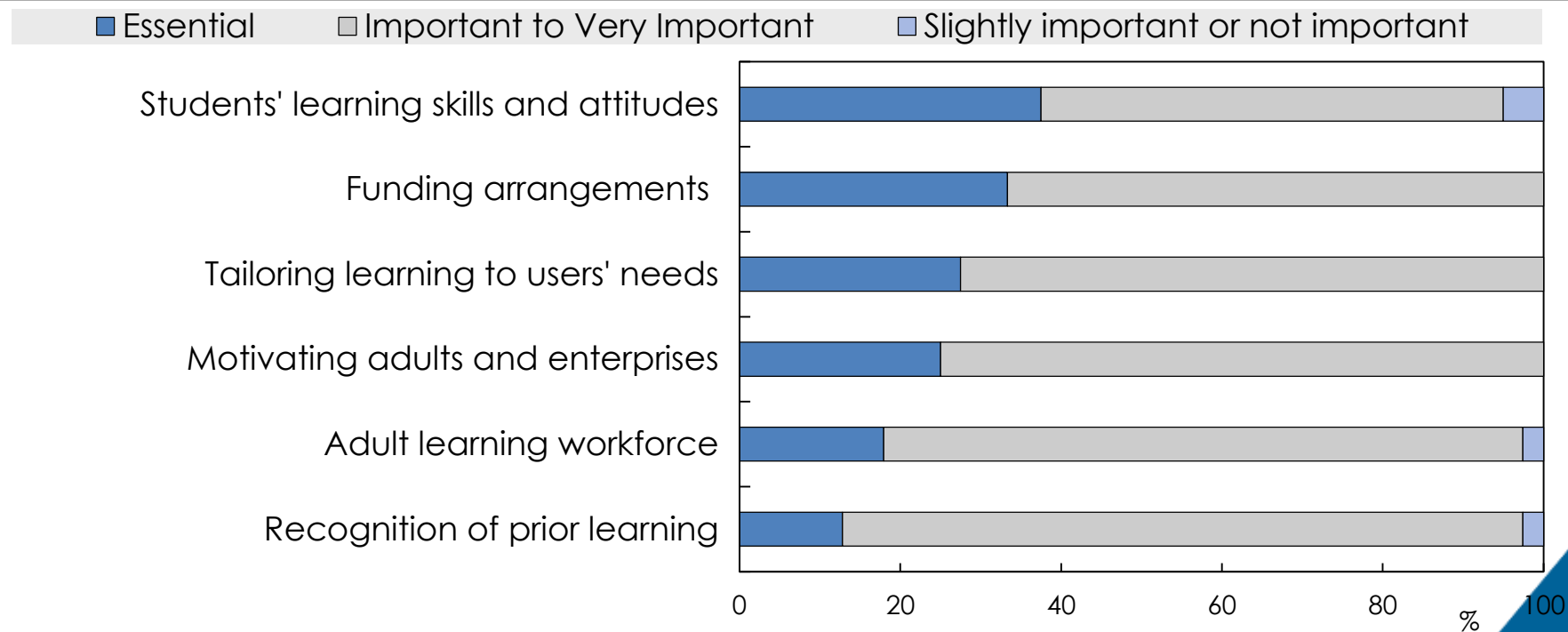
On a scale of 0 to 10, the importance of raising participation in adult learning of all forms for Poland





Session 1: Fostering greater participation in adult learning of all forms (10:00-11:15)

Importance of opportunities to raise participation in adult learning of all forms in Poland:





What you will do in this session

Session 1: Fostering greater participation in adult learning of all forms

- 5 minutes: OECD introduction
- 5 minutes: Introduce yourself at your table
- 25 minutes:
Table chooses **one opportunity** for raising participation in adult learning (from OECD's list, or your own), and **discusses**:
 - **Problem**: What is the problem(s) that prevents participation?
 - **Current efforts**: What are government, social partners and others currently doing to address the problem?
 - **Potential solutions**: On the flipcharts, write 2-3 things Poland could do more, or do differently to address the problem
- 25 minutes: If time permits, choose another opportunity and repeat the steps above
- 15 minutes: 3 tables present their potential solutions to the room



Schemat sesji

Sesja 1: Wspieranie większego uczestnictwa dorosłych w uczeniu się we wszystkich formach

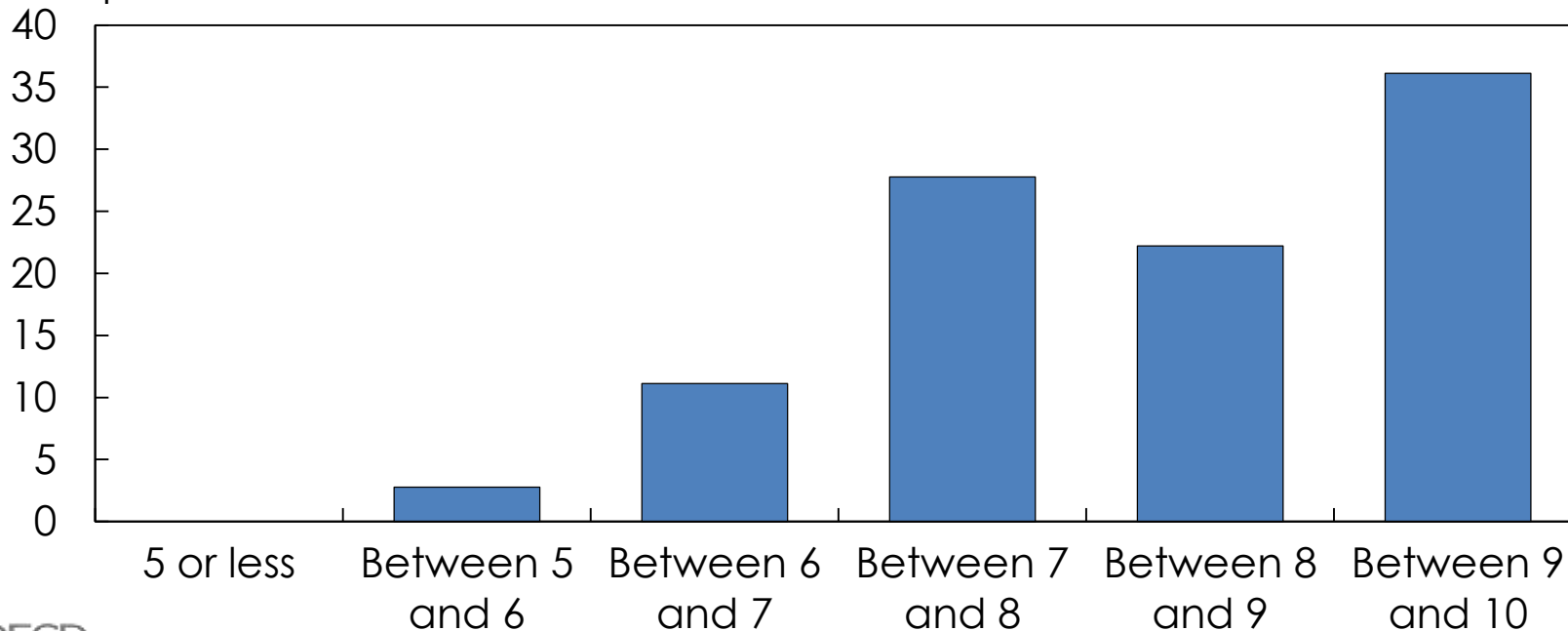
- 5 minut: Wprowadzenie - OECD
- 5 minut: Przedstawienie się uczestników w grupie
- 25 minut: Wybranie przez grupę **jednej możliwości** zwiększenia uczestnictwa dorosłych w kształceniu (z listy OECD lub własnej) i **omówienie**:
 - **Problem**: na czym polega problem, jakie są jego źródła?
 - **Bieżących wysiłków**: jakie działania podejmuje obecnie rząd, partnerzy społeczni i inne osoby lub organizacje, aby rozwiązać ten problem?
 - **Potencjalnych rozwiązań**: napisanie na flipchartach 2-3 działań, które należy zmienić bądź podjąć, aby rozwiązać problem.
- 25 minut: Jeśli czas na to pozwala, wybranie innej możliwości i powtórzenie powyższych kroków
- 15 minut: 3 grupy przedstawią swoje potencjalne rozwiązania pozostałym uczestnikom warsztatów



Session 2: Reducing skills imbalances (11:30-12:45)

On a scale of 0 to 10, the importance of reducing skills imbalances for Poland?

% respondents

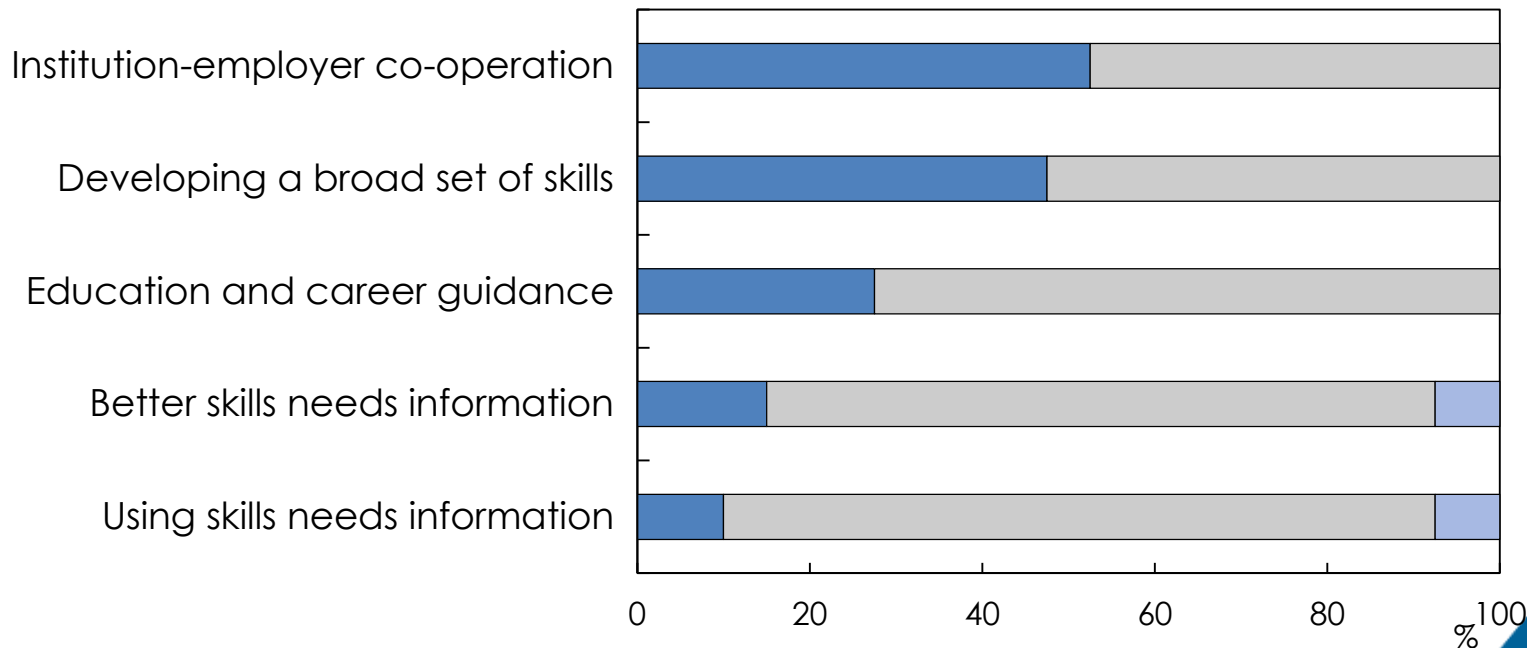




Session 2: Reducing skills imbalances (11:30-12:45)

Importance of opportunities to reduce skills imbalances in Poland?

■ Essential ■ Important to Very Important ■ Slightly important or not important

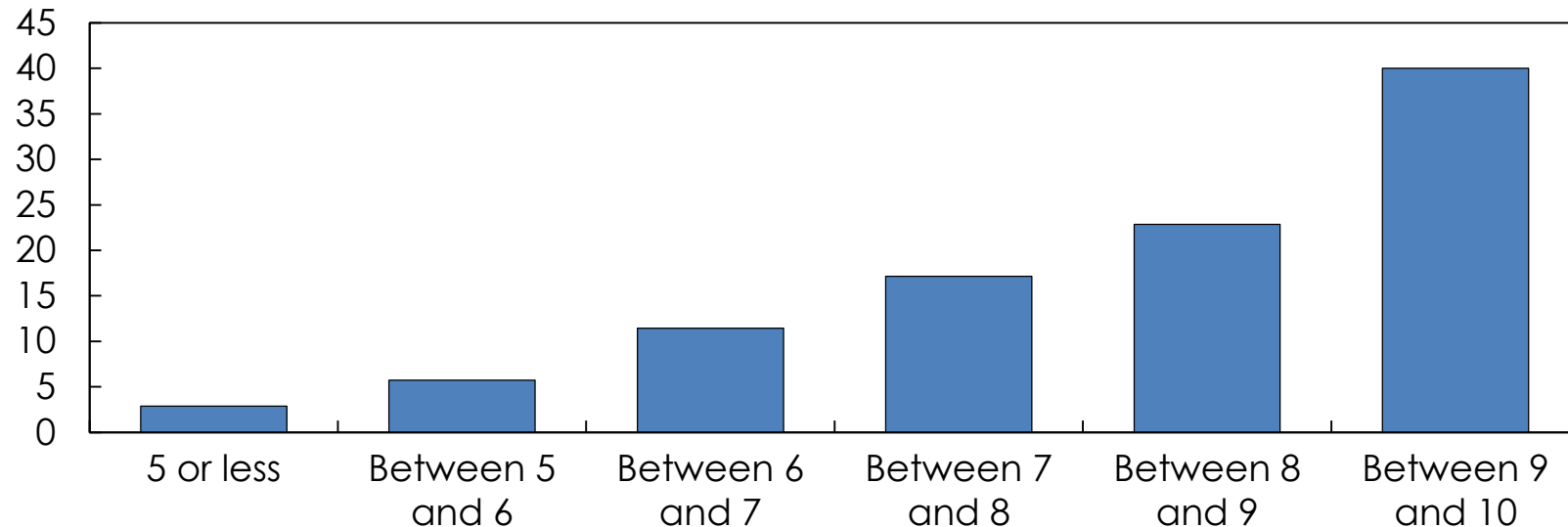




Session 3: Strengthening skills use (13:45-15:00)

On a scale of 0 to 10, the importance of strengthening skills use for Poland

% respondents
(n=36)

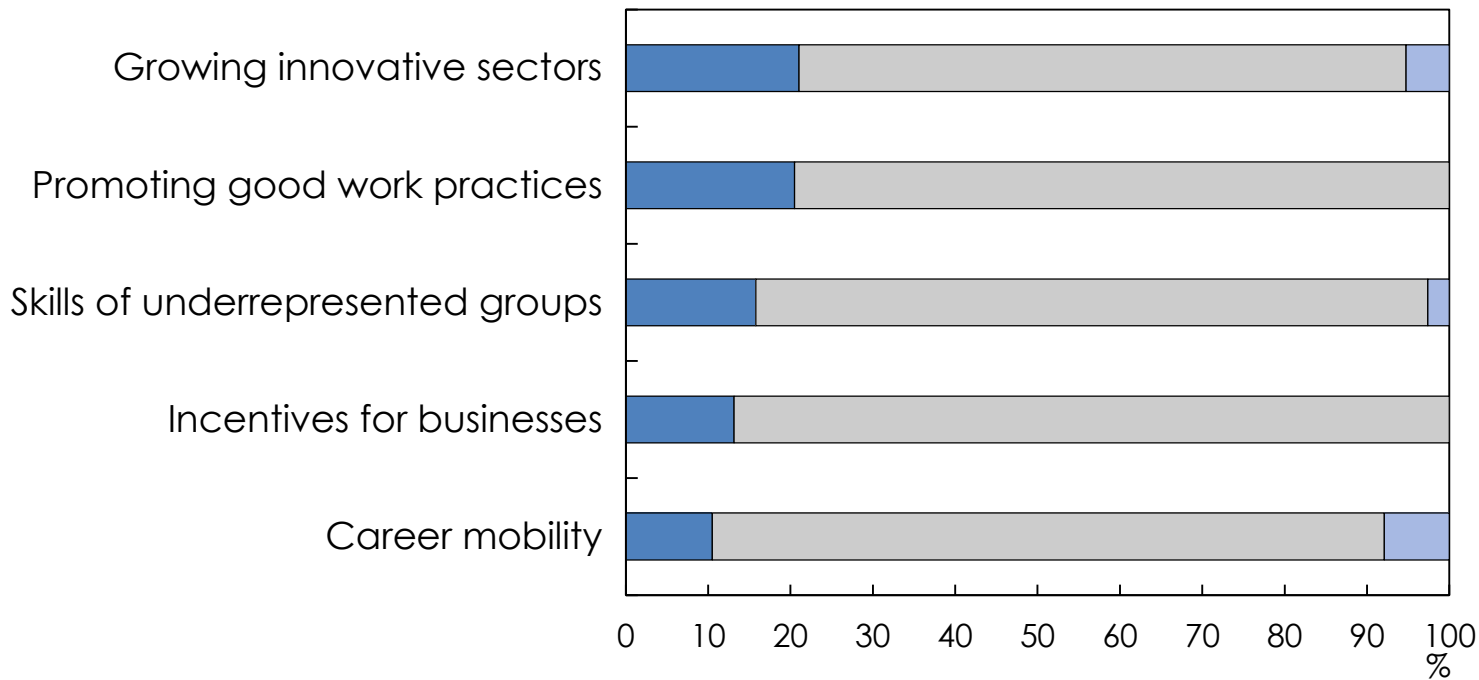




Session 3: Strengthening skills use (13:45-15:00)

Importance of opportunities to strengthen skills use in Poland?

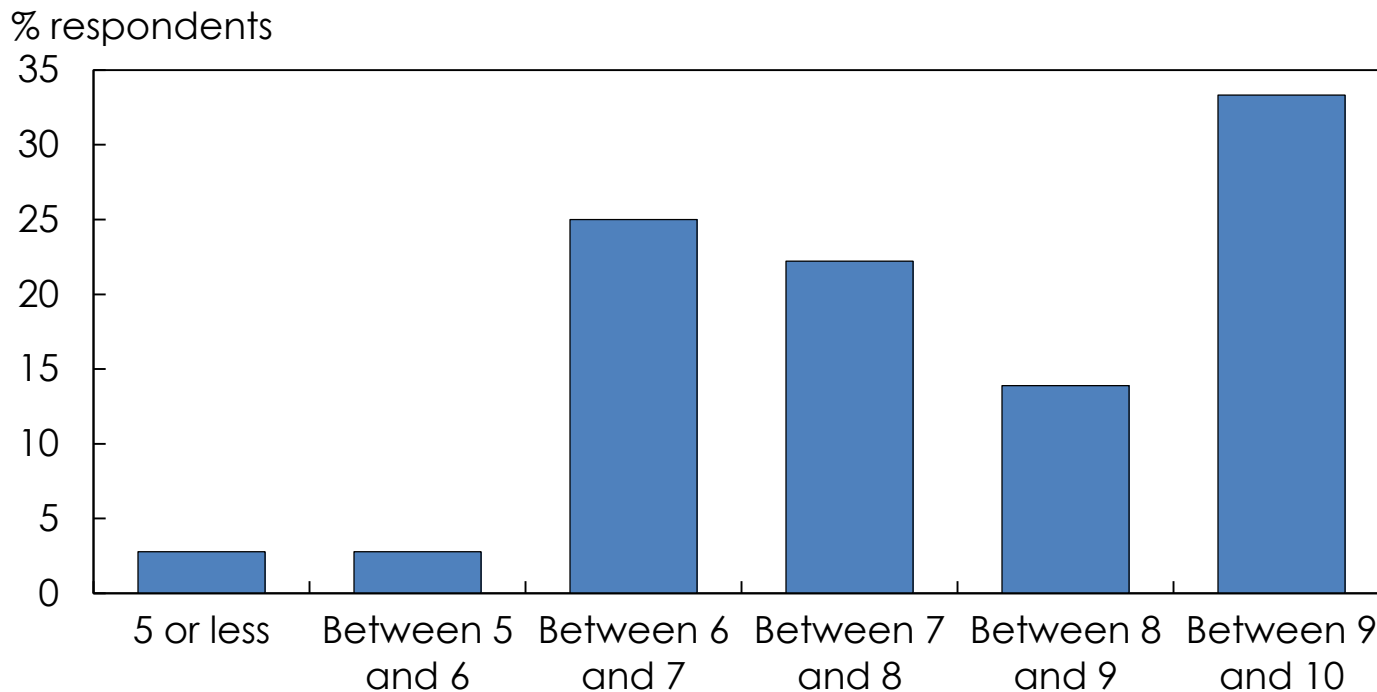
■ Essential ■ Important to Very Important ■ Slightly important or not important





Session 4: Strengthening governance of the skills system (15:15-16:30)

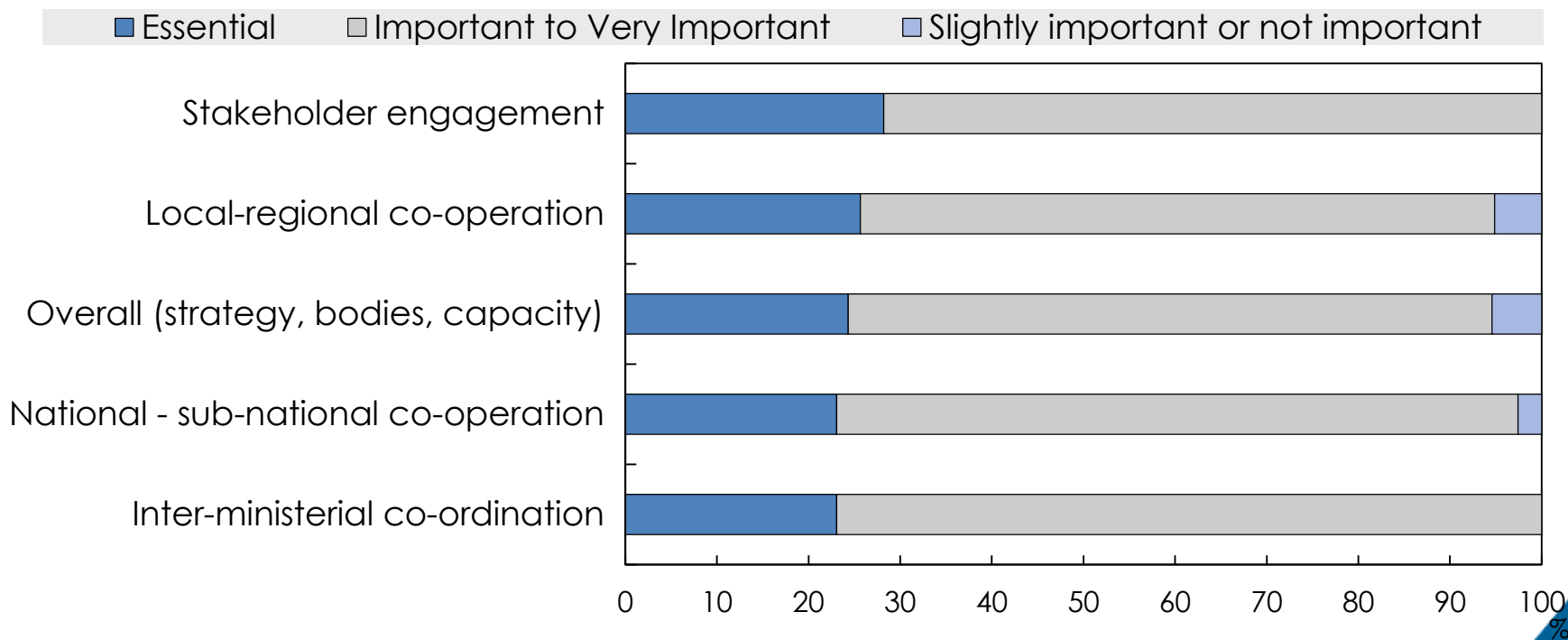
On a scale of 0 to 10, the importance of strengthening governance of the skill system for Poland





Session 4: Strengthening governance of the skills system (15:15-16:30)

Importance of opportunities to strengthen governance of the skills system in Poland?





Thank you

Recommendations workshop
Week of 27-31 May
Warsaw