



OECD_IDEAFACTORY_2012

HOW CAN WE DEVELOP BETTER SKILLS FOR A BETTER FUTURE?

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IDEA FACTORY

BETTER POLICIES FOR BETTER LIVES



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This report contains the textual and graphical documentation that was recorded "real time" during the course of the IdeaFactory. The report is not a transcript and is not intended to be complete; documentation is captured idea for idea, not word for word, from participants' plenary conversations. The capture is based upon what the documenters heard and understood of the discussion.



"The challenge is to develop the skills for jobs that do not yet exist!"

"The only way we can get out of this crisis is to grow ourselves out of it. This is what employability really is about: more people with better tools to collaborate, compete and connect, to drive our economies forward. This is what our work on education and employability at the OECD is about.

Our purpose during this IdeaFactory is to work together

to figure out what else we can do about this issue.

Skills do not automatically translate into better economic and social lives. Employability has a lot to do with 'lifelong learning', moving away from qualifications and education to enabling people to accumulate knowledge and skills during their lifetime.

Skills have more and more to do with problem solving, decision making, ways of working, education and collaboration. They also develop our ability to live in this increasingly complex, multifaceted world.

Skills are the real currency of the 21st century. But this currency depreciates: we lose it if we don't use it.

When people are in education or at work, their skills grow. There are lots of opportunities for them to develop their skills in many different ways.

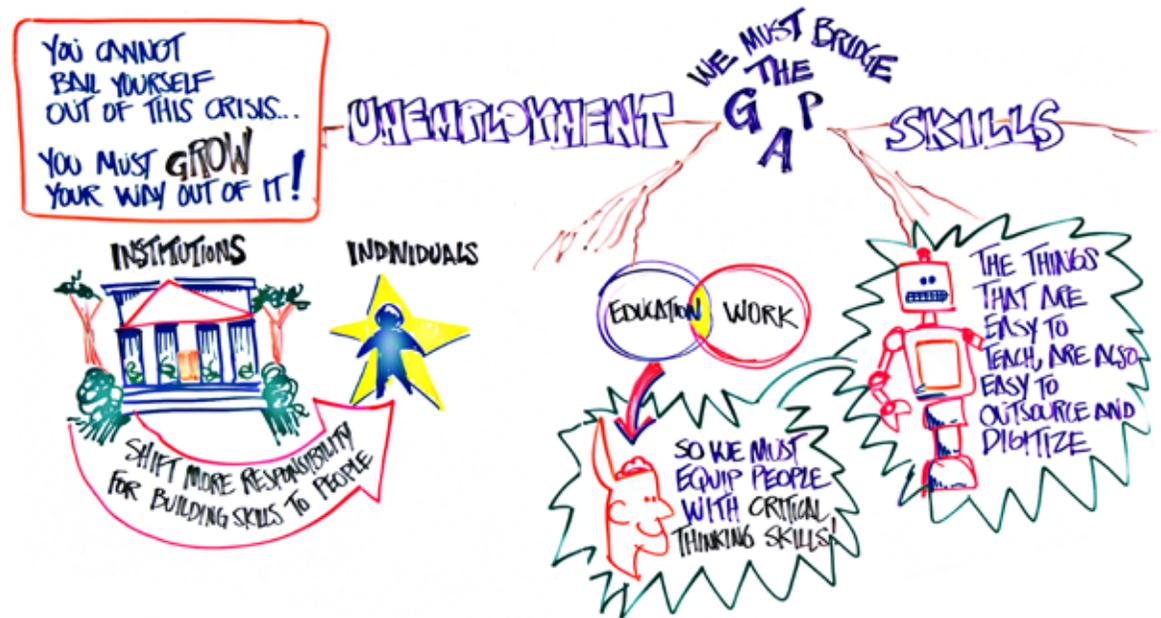
The people who are in the most trouble are the 'neets' (not in education, employment, or training).

So, employability is not something we gain once and keep for a lifetime — that's the tragedy for those who are unemployed.

This means that we have to engage employers. We have to engage the world of work in learning. Even if this might sound contradictory — how do we convince an employer to make that investment when the beneficiary may actually go and work somewhere else, with another employer?

Employability is everybody's business. It's not something that is just for individuals. There's a lot that employers can do to create a climate for learning, to invest in learning.

We live in a time when we have to shift more responsibility for learning to the learners. No longer will an institution, a school or a university take care of us — it's going to be ourselves figuring out 'how we grow' and 'when we grow'.





The other part of the agenda that we need to think about is giving people chances to actually use their skills. The role of the skills development world — and of the work on employability — is to shape tomorrow's world by shaping demand.

This is not about today's labour market. The challenges are to develop skills for jobs that do not yet exist, to use technologies that we have not yet invented, to solve problems that we didn't realise we had.

There are many ways in which we can support these developments in more intelligent ways —whether it is policies on competition, the creation of environments where people use their skills in adequate ways, the development of better management practices and better organisations, or the offer of career guidance.

Finally, a few words on 'entrepreneurship and employability': entrepreneurship is about creating new situations, creating new developments, bringing new ideas to life and taking responsibility for employability. Fostering entrepreneurship is a great way to solve the problem.

There is a lot that we can actually do to equip more people with better tools to learn, stay competitive and stay connected throughout their lives. This IdeaFactory will give us an opportunity to share ideas and take a look at the way we can all take our work forward."

Andreas Schleicher
Deputy Director for Education and
Special Advisor on Education Policy
to the OECD Secretary-General

WE MUST SUPPORT
& CULTIVATE
ENTREPRENEURSHIP

HELP PEOPLE TO BECOME
**LIFE
LONG
LEARNERS**

INSTITUTIONS CAN HELP
SUPPORT INDIVIDUALS IN TAKING
MORE RESPONSIBILITY FOR CONTINUING
TO BUILD THEIR SKILL SETS





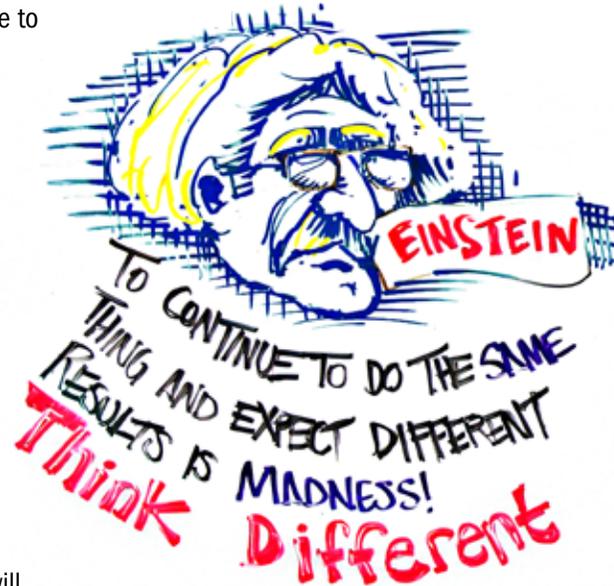
"The purpose of this IdeaFactory is to invite people to observe a problem from a new perspective and to work together to explore new solutions.

The IdeaFactory is a social experiment – based on a set of specific beliefs on 'learning' and 'problem solving'. We believe that 'diversity' and 'intense collaboration' allow us to learn more, share more, and also design better solutions.

Your work will begin from your own personal experience – no data, no abstraction, no theoretical framework. Your work will begin from this very personal question: 'What is the biggest job/employability-related issue that your country, community or organisation is dealing with?'

Starting from your own personal experience, you will later design a 'social experiment' (just like the IdeaFactory) that may teach you how to solve part of the problem. Your social experiment does not need to change the world in one shot: it needs to be ambitious and feasible and allow you to imagine 'what can be done' and 'what we can do'."

Maurizio Travaglini
Co-Founder, Architects of Group Genius

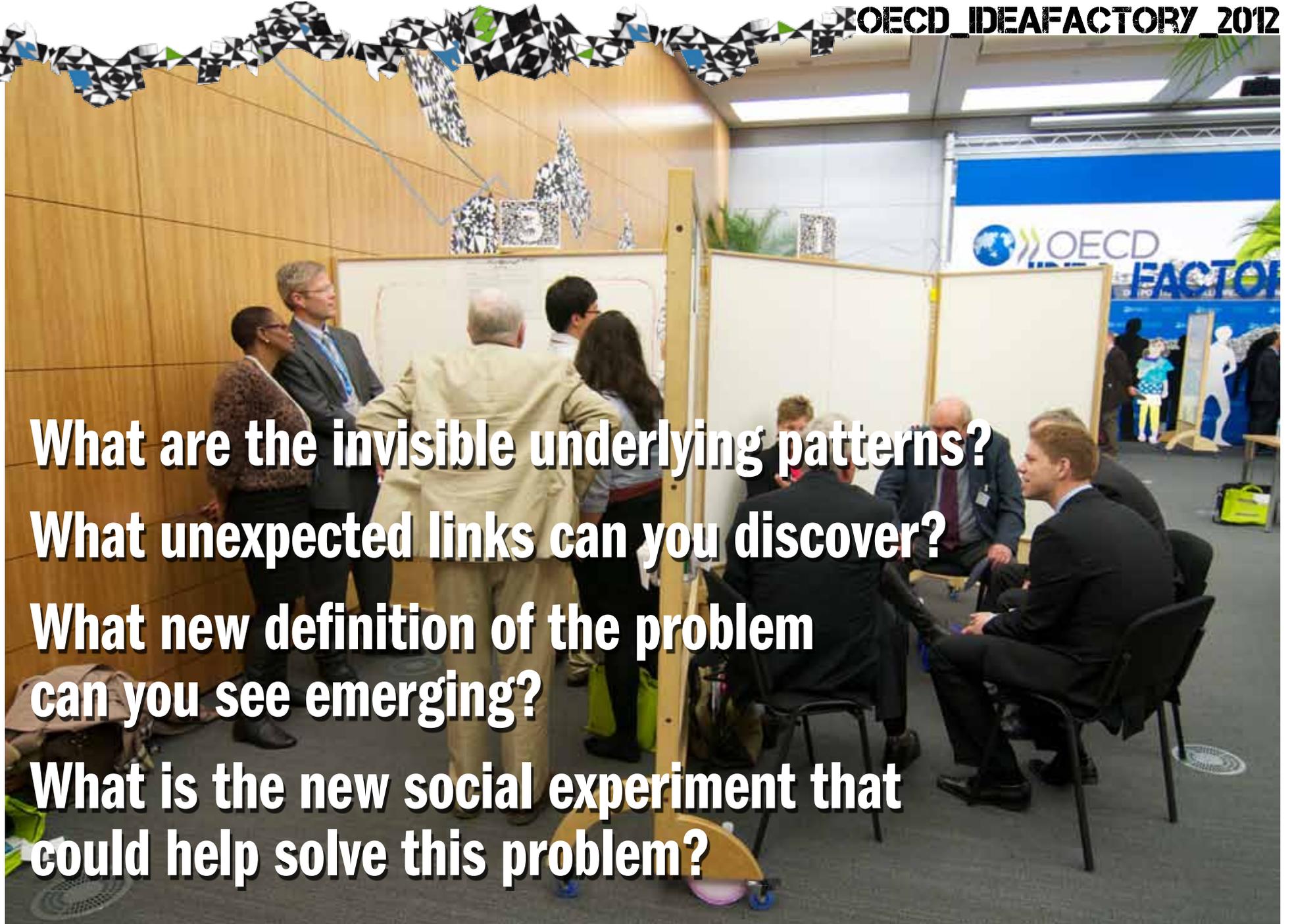




The new social experiment >> Group activity

What is the biggest employability, job or skills-related problem that you've experienced either in your country, your community, or your organisation?

What threads emerge from the problems you have identified?



**What are the invisible underlying patterns?
What unexpected links can you discover?
What new definition of the problem
can you see emerging?
What is the new social experiment that
could help solve this problem?**

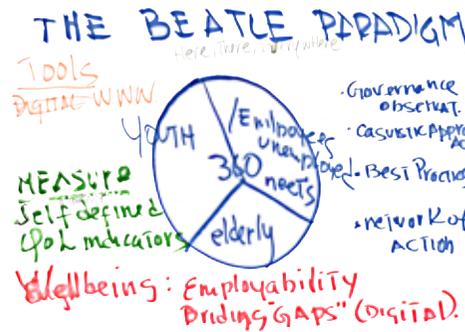




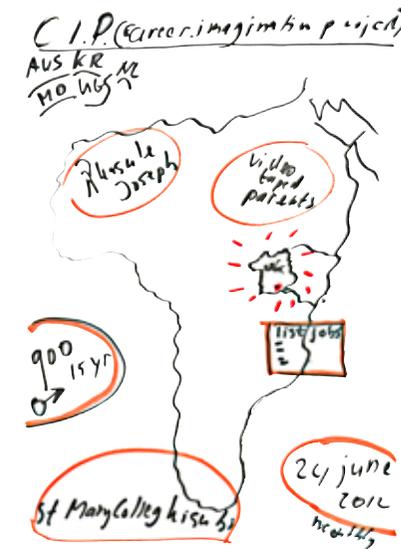
Snapshots from group discussions

- CREATE PERMANENT SKILLS/EMP. IDEAS FACTORY/FORUM
- SECOND INDIVIDUALS FROM INST. PARTNERS (SKILLS NOT TUTS) + UNEMPLOYED/NON-ENGAGED
- EXPERIMENTS WITHIN A REGULATION-FREE ZONE
- IMPLEMENT + TEST HOW FAST PEOPLE GET RIGHT SKILLS + GET ENGAGED.
- REPORT BACK TO INST. PARTNERS IN THE HOPE THEY WILL LEARN + CHANGE.

"While countries can formulate solutions, there are difficulties in implementation due to lack of sustained interest and innovation. Our social experiment is to create a 'Permanent Skills IdeaFactory', a forum that brings together people from diverse sectors – labour, government, business, the employed and the unemployed. They will work within a regulation free zone to create experiments that solve the problems of skills and engagement. They will test these experiments for their effectiveness and feed information back to their institutional partners so that they may learn and change."

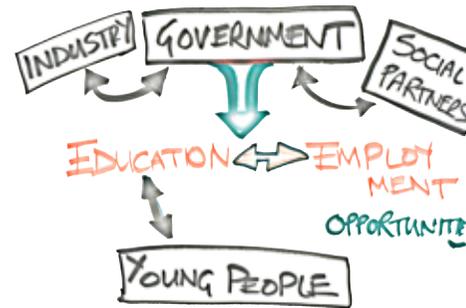


"To enhance the development of skills we have to promote self-confident communities that facilitate sensitive educational practices which match the offer-demand market better. Our solution is 'The Beatle Paradigm', in which diverse representatives of small communities — e.g., youth, employees, the unemployed, the elderly — are invited as agents to observe governments, create knowledge banks, develop best practices, define and measure the 'quality of life' indicators, and form action networks. The core of this solution is the well-being of society."



"The basic problem is that the educational system doesn't fit the real world. One of the two has to be changed: let's start with the educational system. Our social experiment is the 'Career Imagination Project', a project that will be launched within four weeks in Kampala, Uganda. There, 900 fifteen-year-old students will listen to mentors describe their jobs. The mentor presentations and student responses will be captured on video, which will then be distributed to parents to engage them in further discussions about the direction of the students' development."

x fragile community.
 x bringing community together
 to harness passions & beliefs
 motivation, abilities (inc. local, & vs. employer)
 x gathering info - intelligence
 x reframe role of school.
 x inc. local, & vs. employer students inc. reg. environment
needs, enthusiasm, resources - evaluation



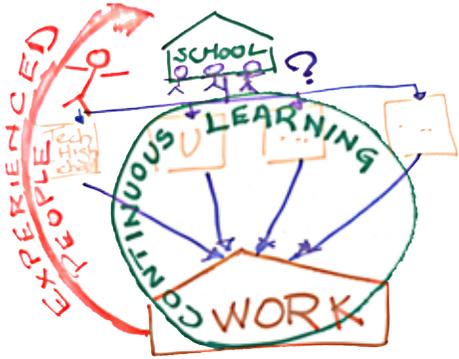
NEW "SCHOOL"
 CALLED "THE NEW DEAL SCHOOL"
 • MENTORING
 • SELF LEADERSHIP COACHING WITH PEERS
 • PEER EDUCATION
 • ENTREPRENEURSHIP
 • SOCIAL CONTRACT
 • CO-CREATION OF PROGRAMS
 • CO-RESPONSIBILITY

"There is a mismatch between education, training and the needs of employees. This is within a context of fragile communities, businesses that are closing, shrinking populations and increasing poverty. While the popular paradigm is that schools and curriculums are failing, schools remain at the centre of many communities. Our proposal is that these schools be claimed as 'sites for change' and reframed to harness the passions, beliefs, motivations, and enthusiasms of their members. The schools would become outward-facing — welcoming the involvement of residents, local government, trade unions, and employers — with the support of funding, regulation, and appropriate evaluation."



"How do we align skills with an evolving demand when we only know what is happening now? Where are we trying to get to in government, industry, etc. so that we can map the route between these stakeholders? Given the existing demand and its shortages, we can identify what future demand will be. Today there are fundamental demands for energy, clean drinking water, food... Our social experiment focuses on students taking an active role in a government-led energy reduction programme that would generate awareness and long-term employment among young people. The learning during the project would create a cycle capable of generating both 'new demand' and 'appropriate skills'."

"Our group focused on the challenge of different cultural expectations regarding skills and training policies, especially due to existing mindsets (e.g. apprenticeships with 'hands-on' work are considered highly valuable in some countries, while seen as 'dirty work' in others). In order to create a shift in mindsets, we propose the development of a 'New Deal School'. This is our approach: a peer-based model in which teachers are more like instructors and have both academic and practical credentials. They serve as mentors; students receive both leadership roles and peer-to-peer support. Our emphasis on entrepreneurship would be backed by a social contract that is conducive to creating opportunities for employment. This would be a co-created programme — a collaboration of the government, the community, teachers, and students so that a sense of responsibility is shared."



- WORK-RELATED LEARNING FOR TEACHERS
- HELPING TEACHERS TO PREPARE THEIR STUDENTS BETTER FOR THE WORKPLACE
- COMPANY - CSR
 - talent
- TEACHERS - alumni
 - responsibility
- SURVEY OF STUDENTS

SKILLS MUTUAL

Counseling
training
mapping
jobs
protection
intermediation

Business Model:
- cooperative
- membership fees
- franchise potential
- local/global

EXPANDS LABOUR MARKET MATCH

Related: LinkedIn + headhunting employment services

"We plotted the challenge along two lines: age and use of capacity and skills. Our question is: how do we foster continuous learning and innovation, especially among youth? Our proposal is to orient youth on the choice of an appropriate education programme at a very early stage. Experts from diverse fields would attend schools to speak on career paths, how to develop new skills, and the value of continuous education. We expect that people will be able to make better informed choices as to which schools they should attend — be it technical schools or university, or even going straight to work — and how to develop continuous learning on the job."

"There are barriers to work-related learning: adults who enter late in the labour market or are indecisive regarding their work interests. We asked ourselves: can we create work-related learning for teachers? We would organise one-month placements for teachers in a wide range of workplaces, from which they would then return to their schools and report back to students on their experiences. Employers would see the initiative as a benefit to their corporate social responsibility campaigns and as opportunities for recruiting new talent. Teachers could use this as an opportunity to reach out, learn more and update their approaches to learning."

"The problem is that young people who are qualified cannot find jobs or, if they can, the jobs are well below their education levels. This isn't their problem alone, but is part of the shifting reality of the labour market. We propose the development of a 'Skills Mutual' that offers its members counselling, training, mapping of opportunities, jobs, mediation and headhunting. We see similarities with the role of LinkedIn, but this idea is broader because it includes support and guidance. If this was to be a business, it could be based on membership fees: it could be franchised and governments could pay some start-up subsidies."

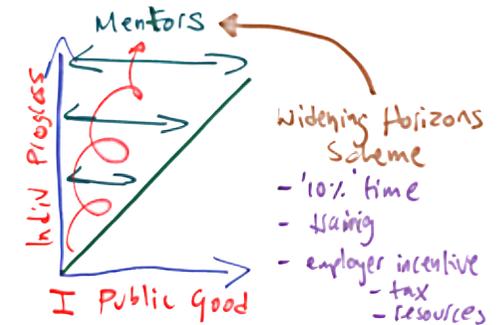


'People First'
 A Community Collaboration
 A Contest-
 'Bottoms Up'
 To Develop a
 'Peoples' Plan
 for Skills and
 Jobs

"The problem is that there is a skills mismatch that limits access to job opportunities. This is the responsibility of the labour market and the educational system, which are both averse to risk and innovation. The missing link in the conversation is *the people*. Who are we trying to address? Who are we speaking to? Our social experiment is 'People First', a people-oriented contest of alternative ideas generated from the bottom up to create confidence in communities so that they can create their own plans, generating a sense of ownership and commitment."



"We are seriously concerned about youth unemployment and the potential social consequences of this, such as social unrest. This is the result of several factors: the unaddressed mismatch of demand and supply of skills; the lack of long-term vision; issues of governance; cultural aspects regarding resistance to change; the role of the educational system; and the understanding of which skills have and do not have value. Our social experiment would build 'self-learning organisations' in small communities that are experiencing high unemployment and have large numbers of residents who have been demotivated by the lack of job opportunities. Its development would not lie with the educational system alone, but would involve SMEs, corporations, and recent graduates with experience in the labour market. The organisation's three-month course would provide technical skills training, build general entrepreneurship skills and include a job placement."



"Individuals are not able to realise their own potential and that of society. There is tight coupling between education and employment, and there is little opportunity to move from the private sector to programmes directly benefiting society. There is not enough freedom of movement, information, agency, structure, and choice. Our 'Widening Horizon Scheme' would be a mentorship programme for the currently employed to help them throughout their careers, with an emphasis on opportunities that develop the public good. Employers would be enticed to participate in the programme via tax incentives; government sectors via more resources; and potential mentors via a 10% time compensation."



SOLUTIONS

ST: BUILD A REFERENCE LIST OF SKILLS ACROSS G / S / E

MT: MEASURE PERFORMANCE OF MOBILE WF

LT: EDUCATE SKILLS INTEROP AT EARLY AGES

lifelong buddy system

COMMUNITY SKILLS BANK

incentives (economic / democratic)



"How can we help people move through the various stages of their lives, capitalising on their skills regardless of the job sector? How can we manage and adapt to the social implications of this alternative? Our proposal is in three parts: one, the short-term development of a reference list on what a skill is; two, researching and documenting those who have moved between sectors with their skills; and three, career advice on the transferability of skills."

"How do we tackle the breakdown between society and the individual's aspirations towards highly skilled/highly inclusive/highly rewarding models considering today's reality? How can we tackle the perception of an education system that could not be worth what we thought it would be worth? We propose a 'Community Skills Bank' in which people exchange information, skills, knowledge, and mentorship about the labour market and situate it within existing community centres, such as schools, churches, or pubs."

"The common problem we identified in our group is that we don't think out of the box when we are facing old problems, such as lack of opportunities, lack of innovation or the mismatch of skills. Our social experiment, called the 'Freedom Project', can be applied to every institution/organisation. It encourages workers to switch jobs for two weeks without restriction. The project is practical, scalable and measurable, and would create opportunities for discovery of new potential, creativity, happiness, mentorship, inspiration, and more. People can also discover something new about themselves."

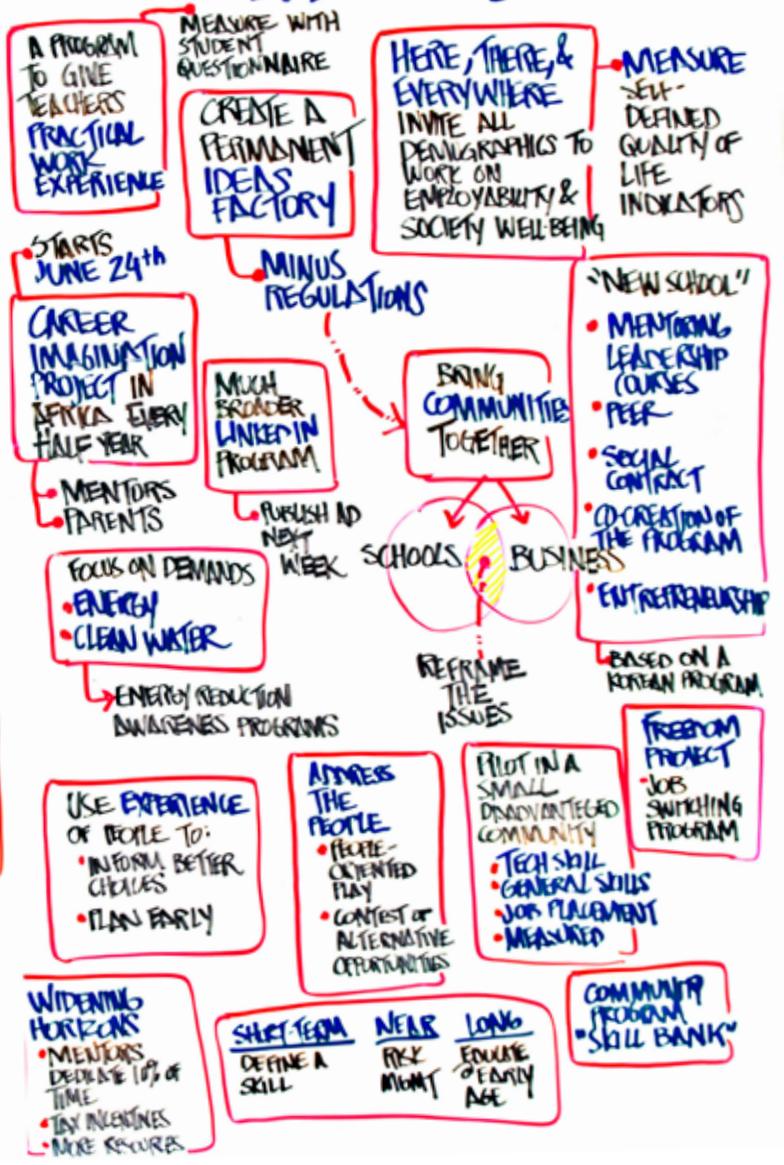




PROBLEMS DEFINITION



SOLUTIONS EXPERIMENTS







**"We should not lose sight of governance:
I do not think that we can afford to leave it
only to the individual to try his or her way."**

"In the early 80s, I was part of a group organising a campaign in Brussels for youth and employment. I find it disheartening that, 30 years later, we are facing the same problem again of a lost generation in many places of the world.

I do not think that we can afford to leave it only to the individual to find his/her own way: policy

matters and can offer a big part of the solution.

The presentations suggest that many people do feel left on their own and that it's up to them alone to find solutions to their unemployment or lack of skills.

People are going their own way, but the risk is that they will get lost.

We need both: individual initiative and government-led efforts. There has to be a mutual adaptation of institutions and individuals.

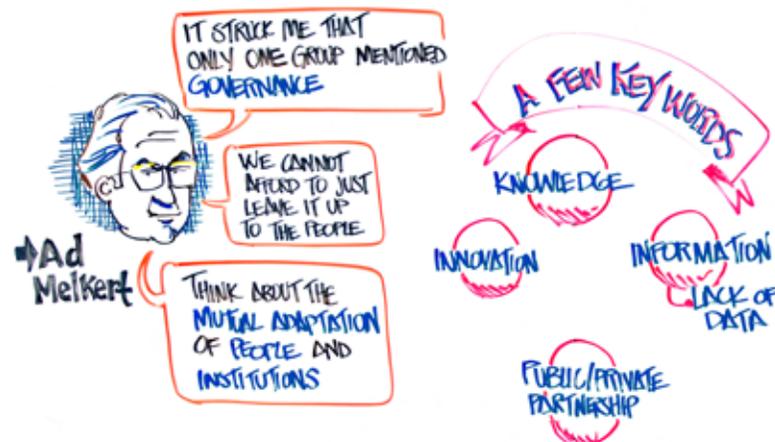
We need to think about a different labour market than those of 20-40 years ago – both groups adapting and connecting to this new reality differently and creating/finding institutions that fit the needs.

Certain keywords that came up during this IdeaFactory struck me:

- **Knowledge and information** – the OECD Skills Strategy shows that data is still lacking.
- **Innovation** – we need to think outside the box because, apparently, the box does not offer sufficient solutions.
- **Public/private partnership** – it sounds like a cliché but, in skills, we have not moved from traditional models nor have we developed a new model with new institutions."

Ad Melkert

Former Minister of Social Affairs and Employment, Netherlands





"What kind of skills do we need to build a better society?"

"There is a mismatch not just between labour demand and skills, but also between generations and the economic and political systems. Youth are not the only ones who feel lost. Pensioners feel lost. Mid-career workers feel lost. My question is: what kind of skills do we need to build a better society?"

We need to see more than a singular, monolithic educational system but a set of systems that are flexible over time, compatible, complementary and

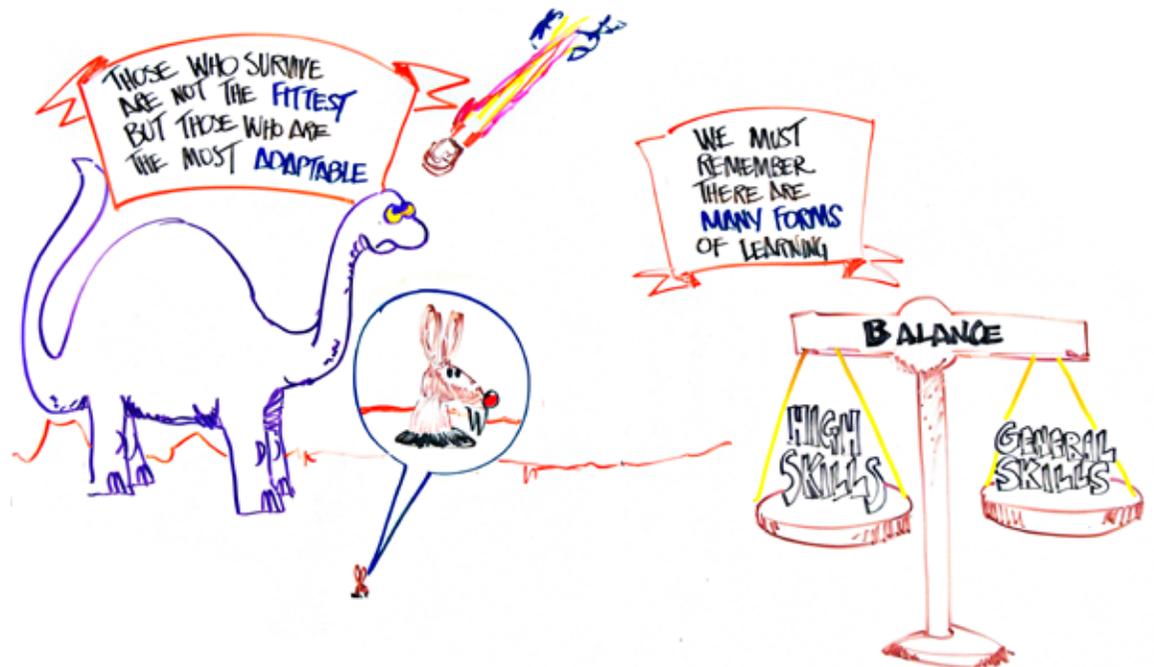
not bound to a certain age group. These systems would teach commitment, initiative and responsibility as core values, and build core competencies that are both specific to the labour market and general (e.g. communication, team work, conflict resolution, leadership, management, planning and problem solving, among others)."

Giuseppe Porcaro
Secretary-General, European Youth Forum



Other comments from participants

- "We reinvented 'Darwinism' today: everyone is talking about the survival of the fittest - only those most responsive to change will survive. And this is true for everyone in the system (individuals, institutions, organisations)."
- "We have spoken today about high skills. This is unrealistic. With aging populations in the industrialised north, and a youth explosion in the developing south, I believe we need to focus on a more balanced approach that includes mid-level and low-level jobs."





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The opinions expressed and arguments employed in this report are those of the participants in the OECD_IdeaFactory and do not necessarily reflect the official views of the OECD or of the governments of its member countries.

Ideas that do not risk offense, aren't.

Hugh McLeod



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IDEA FACTORY

BETTER POLICIES FOR BETTER LIVES. DISPOSITIONS MIEUX POUR UNE MEILLEURE

