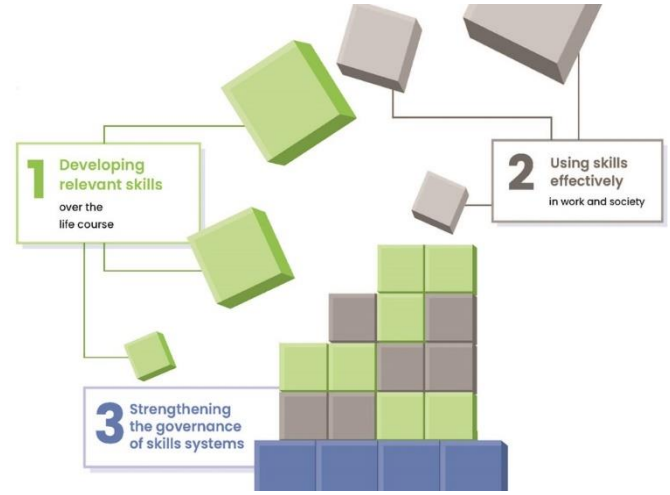




2019 OECD Skills Strategy: Canada

Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes the key findings for Canada.

The 2019 OECD Skills Strategy



OECD Skills Strategy Dashboard: summary indicators of skills performance

Dashboard indicators across pillars of the Skills Strategy		Legend	Belgium (Flanders)	Australia	Austria	Canada	Czech Republic	Denmark	Estonia	Finland	France	Germany	Hungary	Iceland	Ireland	Israel	Italy	Japan	Korea	Luxembourg	Lithuania	Latvia	Netherlands	New Zealand	Norway	Poland	Portugal	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	Turkey	UK (Northern Ireland)	UK (England)	United States		
Developing relevant skills	How skilled are youth?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue			
	Are skills of youth improving?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue		
	Are skills of youth being developed inclusively?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How many young adults attain tertiary education?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How skilled are young tertiary educated adults?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How inclusive is tertiary education?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	How strong are foundational skills of adults?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	Do adults have a broad set of skills?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	Is there a strong culture of adult education?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
Are skills of adults being developed inclusively?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
Using skills effectively	How well are skills activated in the labour market?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How inclusive is the labour market?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	How well aligned are skills with the labour market?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	Do workplaces make intensive use of skills?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	Do people use their skills intensively in daily life?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	Is the use of skills at work improving?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	Are firms designing workplaces to use skills effectively?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
Is skills use stimulated by innovation?	Top 20%	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	

Notes: Indicators are selected, aggregated and normalised in a way to ensure that a higher value and being among the “Top 20%” reflects better performance. Colours in the dashboard represent the quintile position of the country in the ranking, with dark grey indicating performance at the bottom, and dark blue indicating performance at the top of the ranking. The “x” indicates insufficient or no available data for the underlying indicators, and dotted circles indicate missing data for at least one underlying indicator. Only OECD sources have been used (see OECD (2019) for overview).

1. For Belgium (Flanders), United Kingdom (England and Northern Ireland), a combination of regional (PISA and PIAAC) and national data have been used.

Note on Israel: The statistical data for Israel are supplied by and are under the responsibility of relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Canada’s skills performance

The Skills Strategy Dashboard provides a snapshot of the Canada’s comparative skills performance. Overall Canada performs very well on most indicators. Canada is a top performer in developing the skills of youth, and

socioeconomic background explain comparatively little of variation in skills outcomes. Moreover, there is a strong culture of adult learning in Canada, with participation rates well above the OECD average.

Canada is also a top performer in using the skills of its people, a success that is supported by the comparatively high adoption of high-performance workplace practices. However, it is only an average performer with respect to leveraging innovation to stimulate skills use.

Despite this success, there remain areas in which Canada could improve. Despite strong tertiary attainment, tertiary graduates have levels of skills that are low in comparison with their similarly educated peers in other OECD countries. In addition, while Canada performs well in developing the skills of its adults, room remains for improvement.

While Canada ranks near the top of OECD countries in aligning skills supply with demand, it still experiences a number of skills shortages. The OECD Skills for Jobs database identifies shortages in, education and training, systems skills, complex problem solving skills and others.

Canada has taken important steps to improve its skills performance. This includes the introduction of the Innovation and Skills Plan, which aims to strengthen Canada's talent base and the Student Work Placement Program, which provides tertiary students with paid work experience related to their field of study. Canada also launched *Future Skills*, a new federal initiative that responds

to the effects of disruptive changes in the workplace. The newly created Future Skills includes a Council, that provides advice to the Minister of Employment, Workforce Development and Labour on emerging skills and workforce trends, and a research Centre that develops, tests and measures new approaches to skills assessment and development. In addition, Budget 2019 announced a Canada Training Benefit that will provide workers with support for the direct and indirect costs of training and provide job protection while in training. As well, reforms are being made to the Canada Student Loan program to make tertiary education more affordable for low- and middle-income families. Canada is leveraging its broader innovation initiatives such as the Innovation Superclusters Initiative, the Strategic Innovation Fund and the Industrial and Technological Benefits Policy to expand skills development in line with industry needs.

Canada could benefit from continually reviewing its strategic vision for the future to ensure all of its people have the skills to respond to the challenges and opportunities of a complex and rapidly changing world. This could involve building on its Innovation and Skills Plan, which provides a whole-of government approach to building a resilient workforce for the future.

Key recommendations for improving the performance of countries' skills system

Developing relevant skills over the life course: Making skills systems responsive

- Making each stage of learning a foundation for success in the next
- Enabling policies to support life long learning
- Supporting teachers to become lifelong learners
- Financing adult learning
- Harnessing the power of technology as a tool for learning

Using skills effectively in work and society: Making the most of everyone's potential

- Make full use of everyone's skills
- Making the most of migrants' skills
- Activating skills to build more inclusive and cohesive societies
- Making intensive use of skills in work
- Aligning skills with the needs of the economy and society
- Aligning skills policies with industrial and innovation policies

Strengthening the governance of skills systems: Tackling increased complexity

- Promoting co-ordination, co-operation and collaboration across the whole of government
- Engaging stakeholders throughout the policy cycle
- Building integrated information systems
- Aligning and co-ordinating financing arrangements

Further reading

OECD (2019), *OECD Skills Strategy 2019: Skills to shape a better future*, OECD Publishing, Paris, [//doi.org/10.1787/9789264313835-en](https://doi.org/10.1787/9789264313835-en).

OECD (2019), *OECD Skills Outlook 2019: Thriving in a Digital World*, OECD Publishing, Paris, <https://doi.org/10.1787/df80bc12-en>.

OECD (forthcoming), *Strengthening the Governance of Skills Systems*, OECD Publishing, Paris.

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