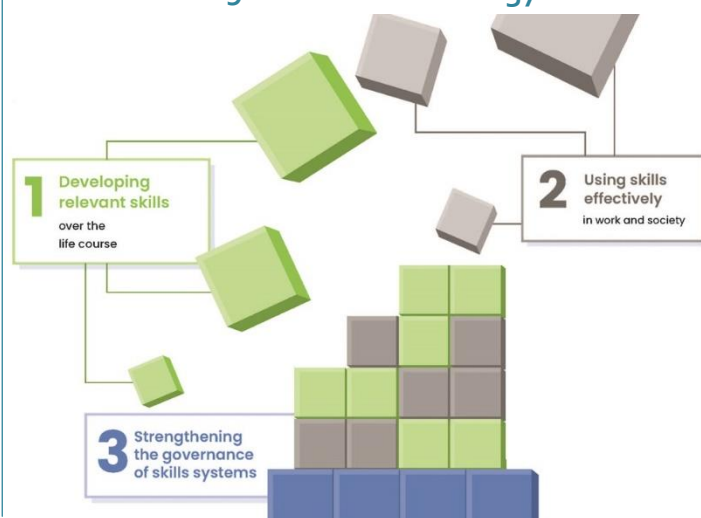




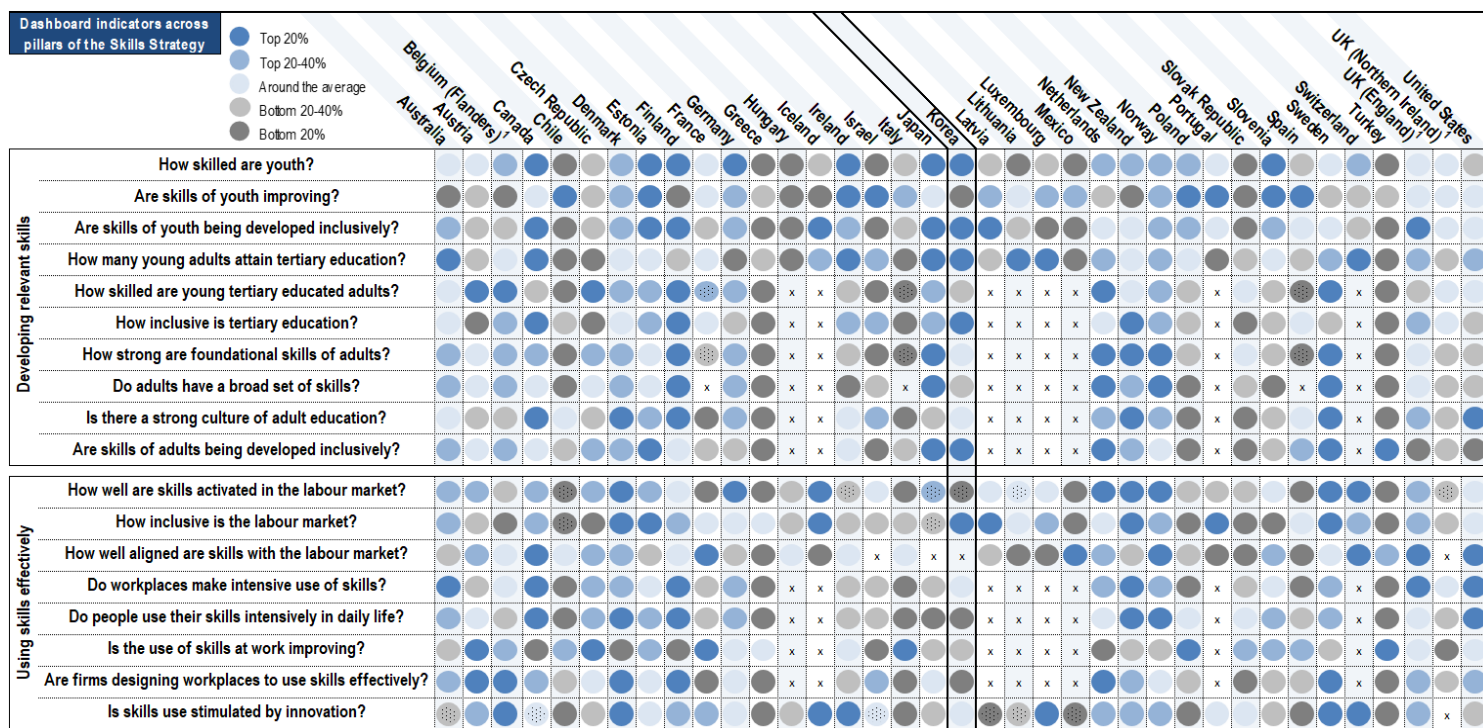
### 2019 OECD Skills Strategy: Korea

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 Korea.

### The 2019 OECD Skills Strategy



OECD Skills Strategy Dashboard: summary indicators of skills performance



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.

### Korea's skills performance

The Skills Strategy Dashboard provides a snapshot of Korea's comparative skills performance. Korea is a top

performer in developing the skills of its youth. The average PISA scores for 15-year-olds are high across all skills dimensions and tertiary education attainment among the 25-34-year-olds is, at 70%, the highest among OECD countries.

Korea is also successful in fostering inclusivity in skills development. For example, Korea has a comparatively high share of tertiary-educated adults whose parents both have less than tertiary education. In addition, there is a relatively small skills gap between high-low educated adults in Korea.

Korea has also been relatively successful in fostering a learning culture among adults. Korean adults have an above average willingness to participate in adult education and the participation rate of adults in formal and/or non-formal education is about on par with the OECD average.

Despite this strong performance, there continue to be areas in which Korea could improve. For example, the mean literacy scores of Korean adults with tertiary education, as measured by the Survey of Adult Skills (PIAAC), is below the OECD average for tertiary educated adults. Furthermore, Korean adults have comparatively low levels of problem-solving skills.

Moreover, Korea could bolster its performance in activating the skills of adults, as its labour force participation rate is

lower and the gender employment gap is higher than the OECD average. Korea could also make more intensive use of the skills of its workers and Korean firms could increase their adoption of high-performance workplace practices, which have been found to improve skills use.

Korea has taken important steps to respond to many of these challenges. For example, the 2019 amendments in the Lifelong Learning Act aim to enhance the accessibility of adult education, especially targeting economically and socially disadvantaged groups. It also aims to encourage continuous adult education by providing a voucher and by recognising prior learning. Moreover, the Workforce Development and Training Act, updated in 2019, expands funding for vocational training for the employed and unemployed.

Still, Korea could benefit from a renewal of its strategic vision for the future to ensure that all of its people have the skills to respond to the challenges and opportunities of a complex and rapidly changing world. A whole-of-government approach is needed to achieve this aim.

### 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 learning in adulthood
- 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 (2018), *OECD Economic Surveys: Korea 2018*, OECD Publishing, Paris, <https://doi.org/10.1787/19990707>.

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

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