

# Transitions beyond Initial Education

## Defining and delivering the skills for a modern workforce

- ▶ **How should education and work be combined to give students the skills needed to succeed?**
- ▶ **How do we factor in the demand for specific skills when developing national standards, curricula and instructional practices?**
- ▶ **What are the most effective ways of addressing unemployment and skill shortages?**

Workers, students, parents, employers, education providers and government agencies need reliable information on how supply and demand for skills evolve.

**Vocational Education and Training (VET)** reviews examine whether VET systems can deliver the skills required by modern economies. Our work on VET at secondary level and apprenticeships was reported in the publication on Learning for Jobs. We are now examining the role of post-secondary and tertiary vocational education in paving pathways to jobs through the Skills beyond School project.

The OECD **Skills Strategy** will develop intelligence about national supply chains from the acquisition and development of skills, through their utilisation in labour markets and society more broadly, up to how they feed into better jobs, higher productivity and ultimately better economic and social outcomes. The strategy will also customise OECD policy insights so that member countries can draw upon this knowledge base in real-time when developing national policy.

Following its contribution to the OECD Innovation Strategy (2010), **Innovation Strategy for Education and Training** focuses its continued work around two strategic goals and feeds the OECD **Skills Strategy**: skills and education for innovation and innovation in education.

The **Education and Social Progress** project will help countries identify and develop skills that are indispensable for improving key measures



of societal well being and progress, such as life satisfaction, health and civic engagement. Skills matter for individuals' success and societal progress.

The skill level of the workforce in OECD countries is rising along with the expansion of general education, but training in specific skills is needed for most jobs. Promising sectors in terms of numbers of jobs, such as health services, elder care and information technology, or emerging fields like renewable energy require targeted training. Vocational education and training systems play a large role in supplying these skills and in meeting the needs of a well-functioning modern economy.

**DID YOU KNOW...** In a third of OECD countries, students in upper secondary vocational education and training programmes spend between 50-75% of their time on practical training.