



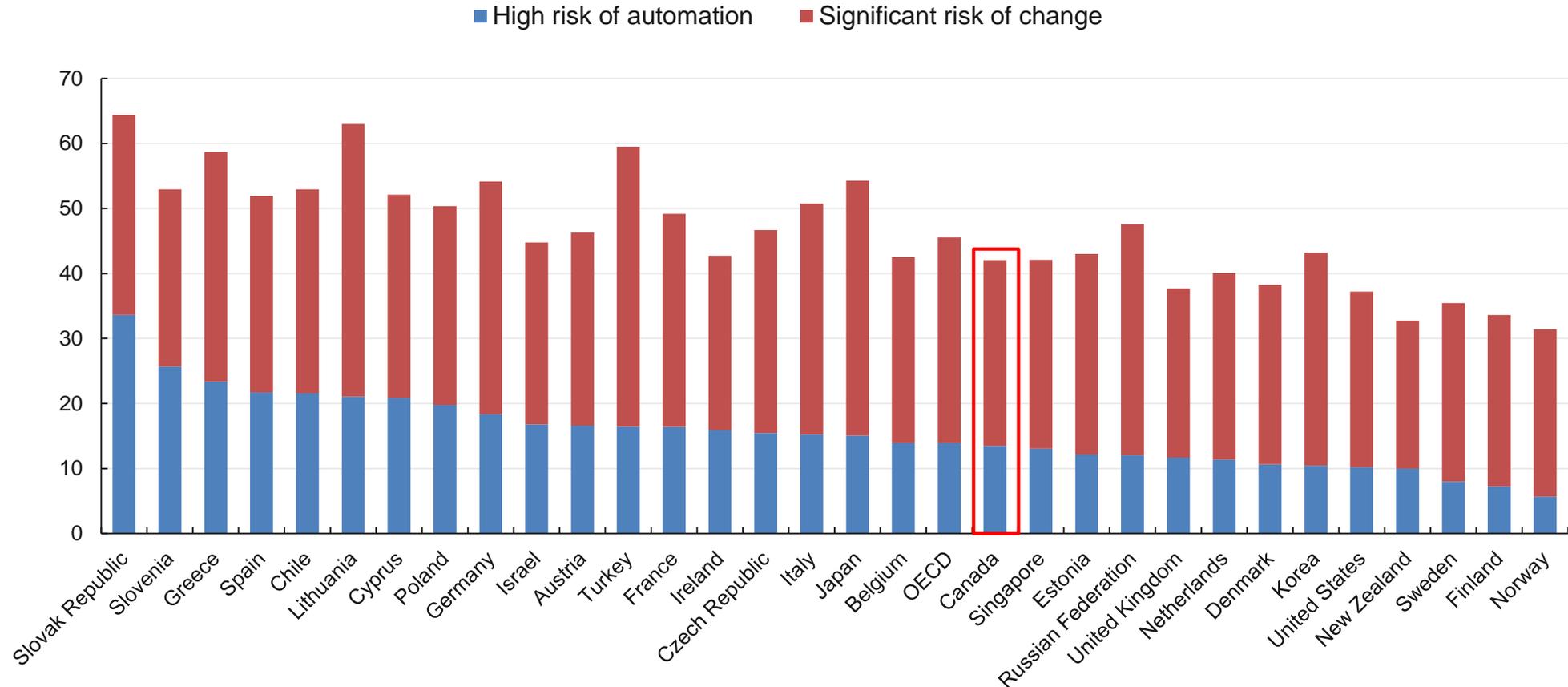
# WORKFORCE INNOVATION TO FOSTER POSITIVE LEARNING ENVIRONMENTS IN CANADA

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# The impact of technology on jobs is sometimes exaggerated, but many jobs will change.

Share of jobs with **significant (50-70%)** and **high risk (>70%)** of automation

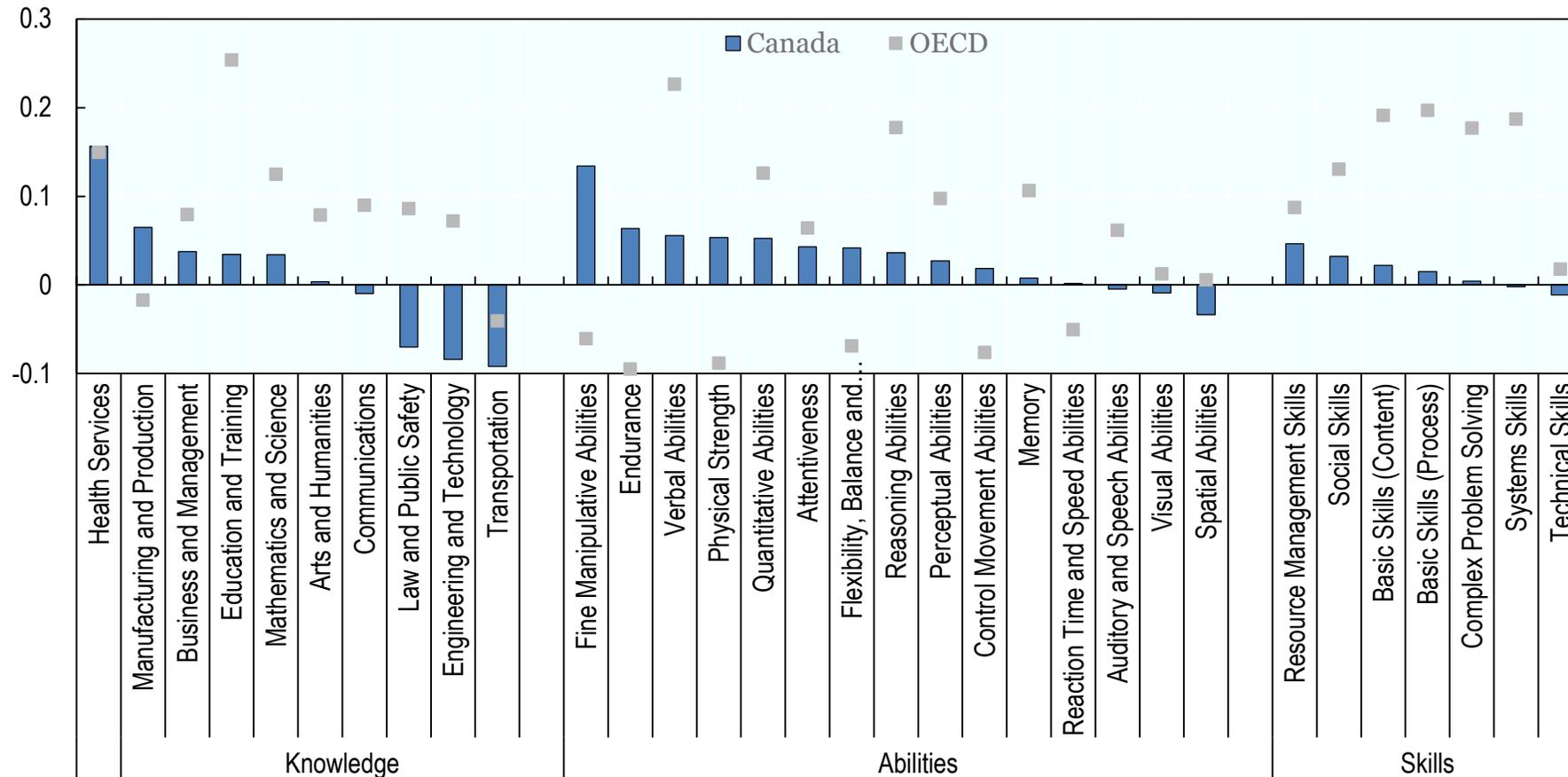


Source: Nedelkoska and Quintini (2018), Automation, Skills Use and Training, *OECD Social, Employment and Migration Working Papers*, No. 202; Data for 2015 or latest available



# Skills in shortage: cognitive skills, knowledge related to health, social skills, and also certain manual skills.

Skills in shortage and surplus, Canada and the OECD, 2018



Source: OECD Skills for Jobs database.



## Are we ready for these challenges?

OECD project on future-ready adult learning systems:

- Priorities for Adult Learning dashboard
- Accompanying report: *Future-ready adult learning systems*
- Policy booklets on specific themes:
  - Engaging low-skilled adults in learning
  - Making adult learning work in social partnership
  - Creating responsive adult learning systems
- Country reviews on adult learning: Japan, South Korea, Germany, Australia, Brazil, Italy, South Africa, Canada





## Key research questions



- How ready is Canada's adult learning system to respond to changing demand for skills?
- What are workforce innovation programs doing to make Canada's adult learning system more future-ready?
- Is there an opportunity for Canada's workforce innovation programs to test and promote new approaches to using skills within workplaces?



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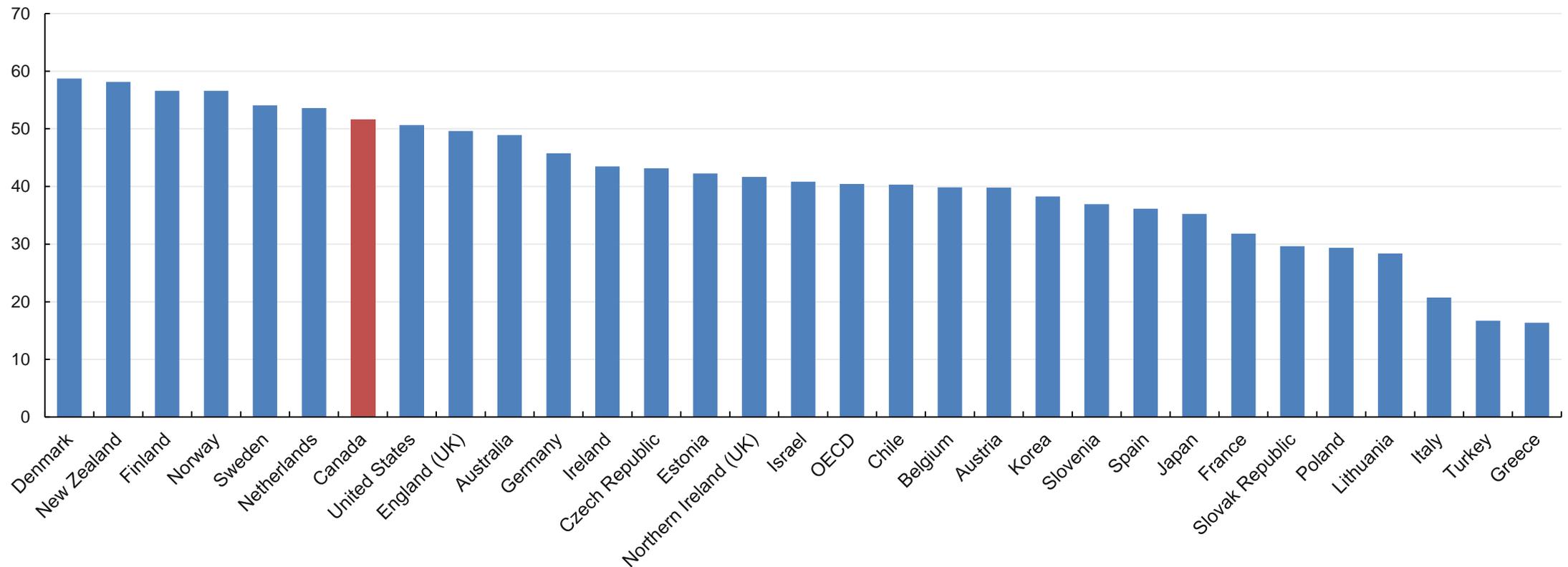
How ready is Canada's adult learning system to respond to changing demand for skills?

What are workforce innovation programs doing to make Canada's adult learning system more future-ready?



## About 52% of adult workers train annually, which is high by international standards.

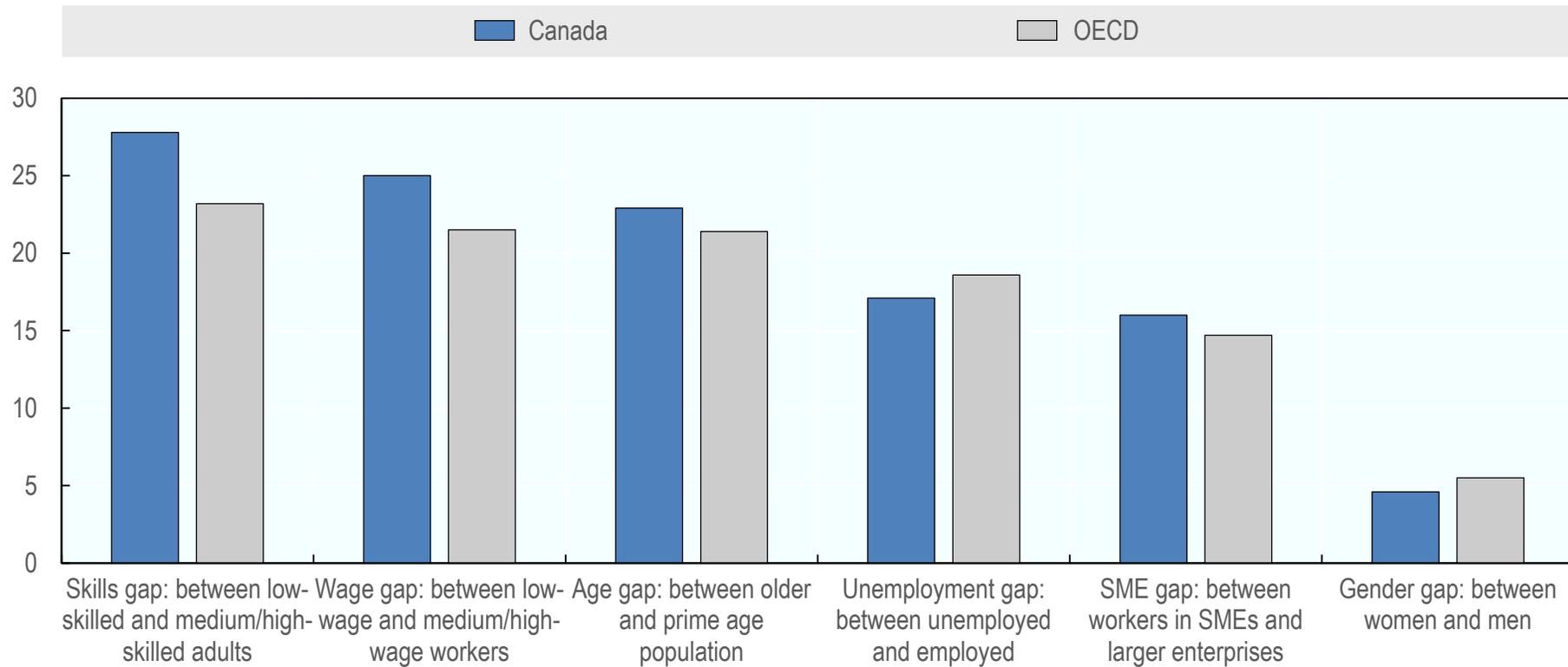
Participation in formal or non-formal job-related learning, adults age 25-64, OECD countries, 2012





## But while coverage is high, Canada performs poorly on inclusiveness

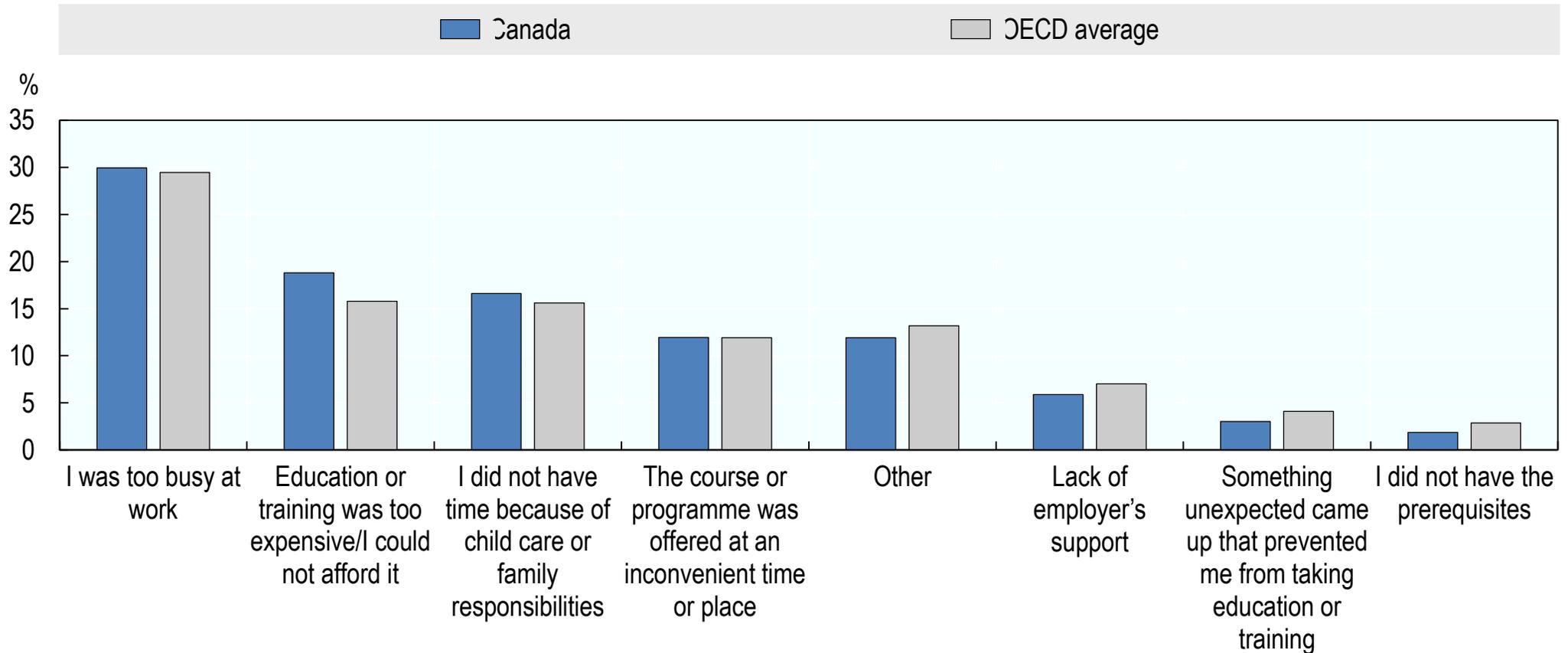
Percentage point differences in training participation rates of different groups





## The main barriers to training are lack of time and money.

Reported barriers to participating in non-formal or formal learning among those who did not participate but wanted to, adults aged 25-64,





# Canada's workforce innovation programmes are helping to improve the future-readiness of Canada's adult learning system

Retraining displaced workers

Addressing barriers to education and training

Addressing barriers to employment

Upskilling workers

National: Future Skills

Provincial: Workforce innovation centers

Local: Ontario's LEPCs, WPBs, Chambers of Commerce, etc.



## Aligning retraining efforts with labour market needs is critical

### Pre-covid

- Shortages in jobs requiring tertiary education (ESDC)
- Digital, cognitive and social skills (OECD, employer surveys)

### Immediate response

- Rapid retraining into essential services (e.g. health, security)
- Jobs that can be done at home are largely high-skilled (Dingel and Neiman, April 2020)

### Post-covid

- ?
- Likely to be demand in health services and jobs related to remote working and learning
- Digital, cognitive and social skills

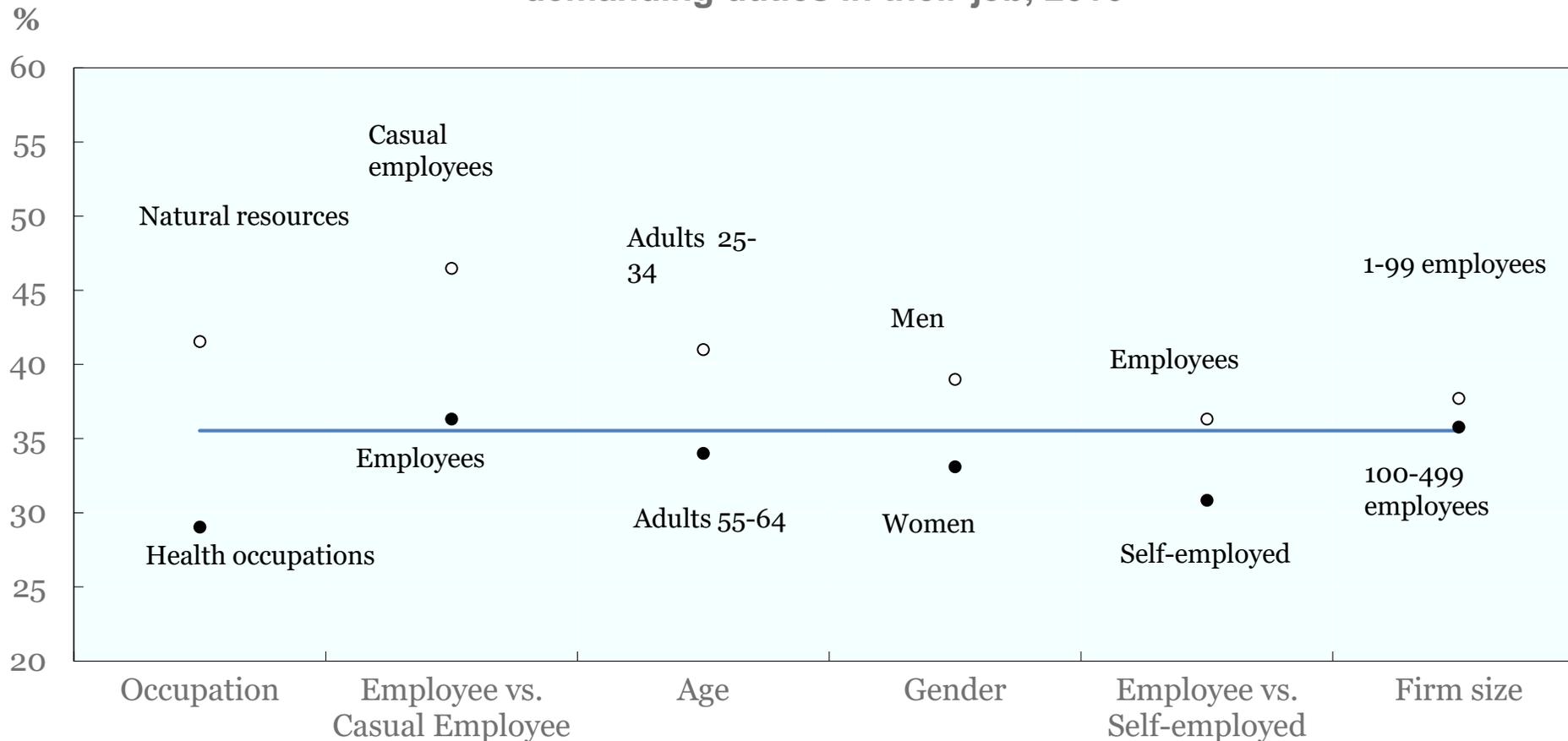


Is there an opportunity for Canada's workforce innovation programs to test and promote new approaches to **using skills** within workplaces?



# Canada has the most highly educated labour force among OECD countries, but 36% of workers report being over-skilled for their job

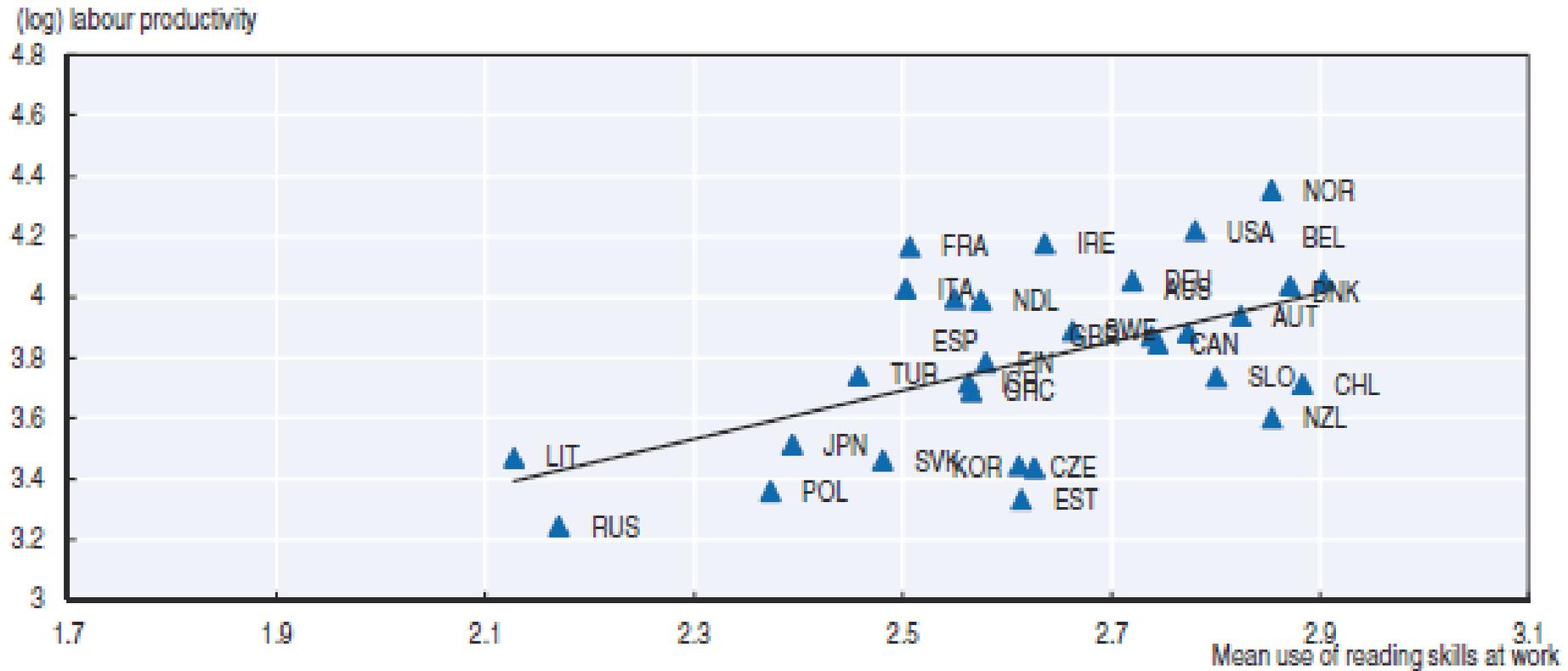
Share of adults aged 25-64 who report having the skills to cope with more demanding duties in their job, 2016





## Skills use is associated with higher productivity.

Labour productivity and the use of reading skills at work (adjusted for literacy and numeracy proficiency)

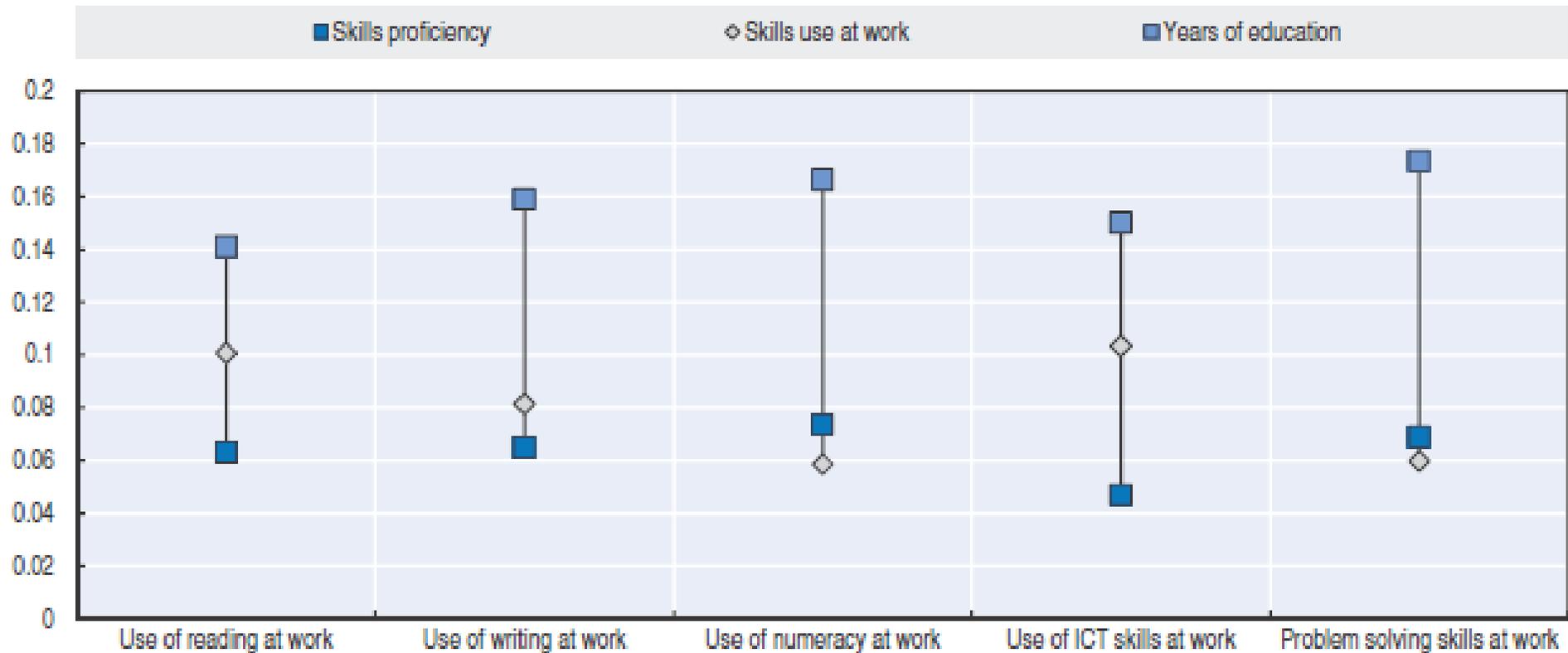




## ... higher wages,...

### Wage returns to education, skills proficiency and skills use

Percentage change in wages associated with a standard deviation increase in skills proficiency, skills use at work and years of education

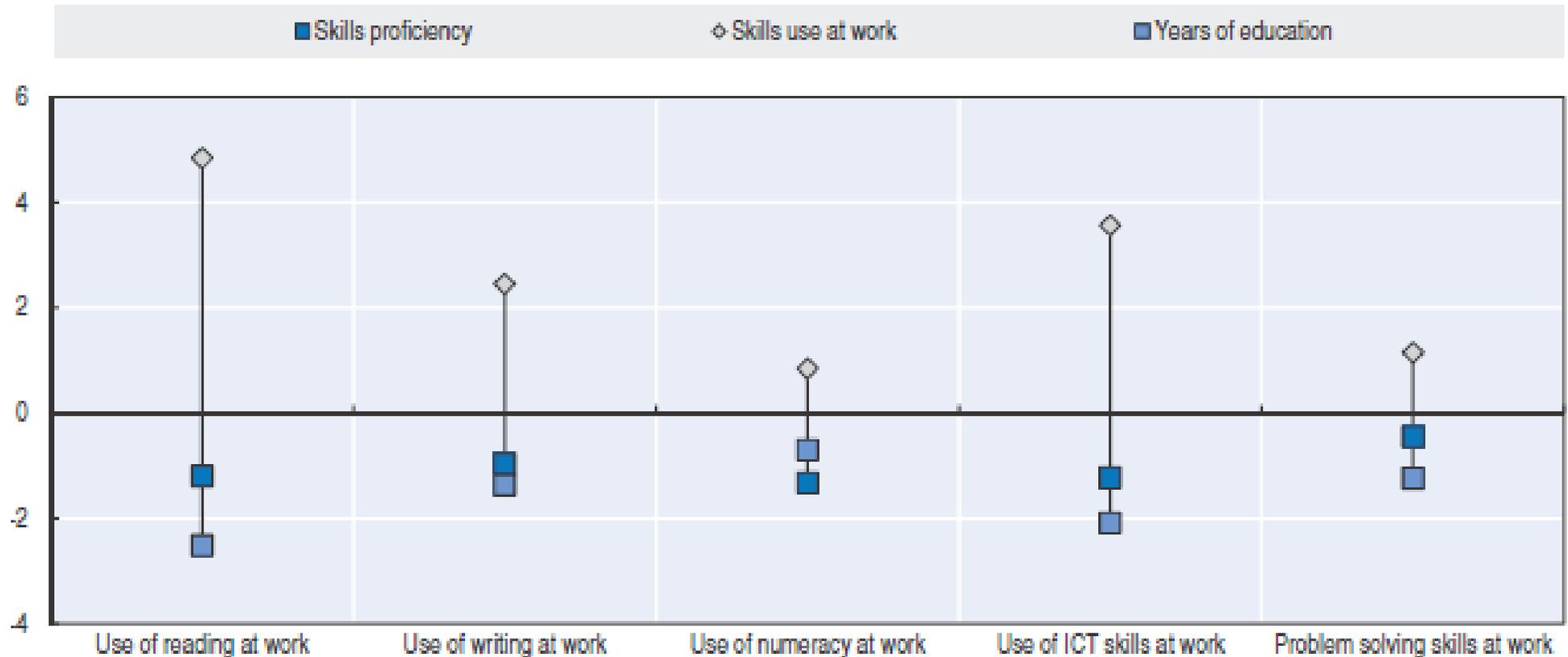




## ... and higher job satisfaction.

### How education, skills and skills use relate to job satisfaction

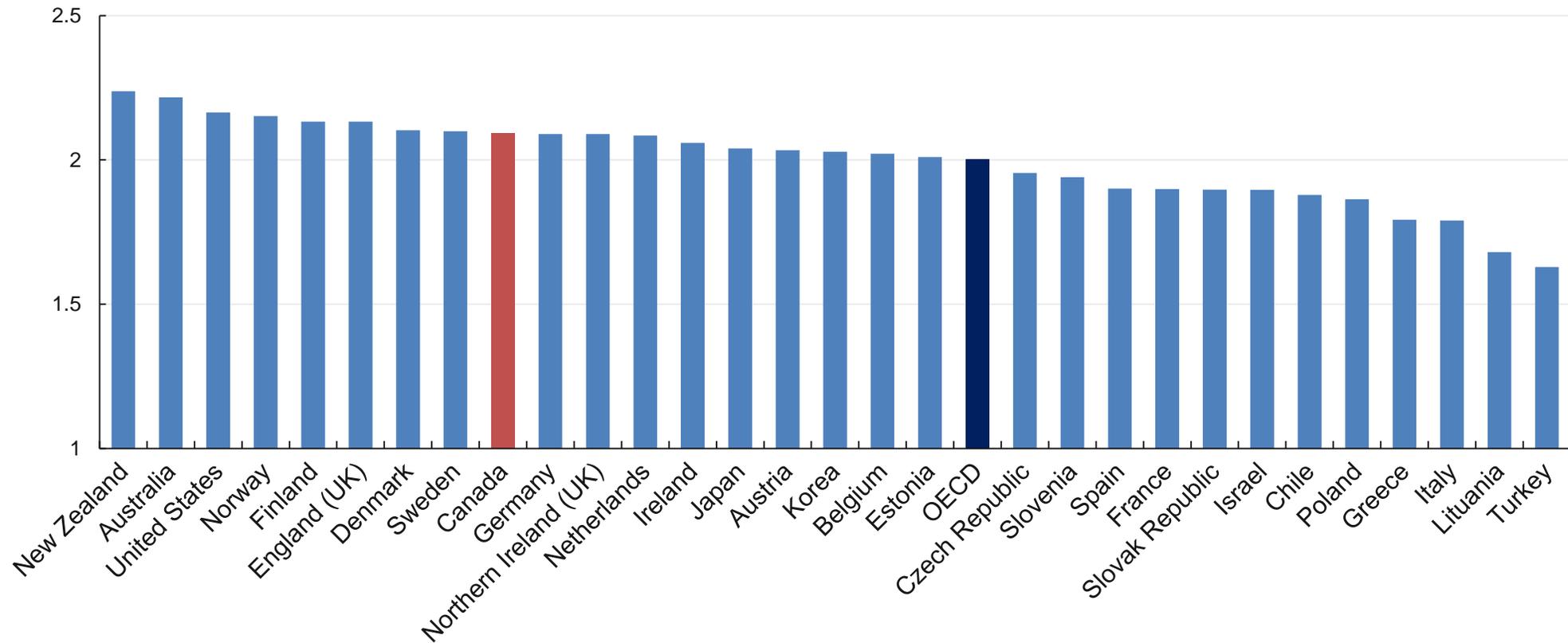
Percentage-point change in job satisfaction associated with a standard deviation increase in skills proficiency, skills use and work and years of education





# Adults require opportunities to use their skills in the workplace.

Use of reading skills at work, OECD countries, 2012





# How work is organised, jobs are designed and people are managed matters for skills use

## High Performance Workplace Practices (HPWP)

### Work organisation and job design:

- Teamwork
- Autonomy
- Task discretion
- Mentoring
- Job rotation
- Applying new learning

### Management practices:

- Employee participation
- Incentive pay
- Training practices
- Flexibility in working hours



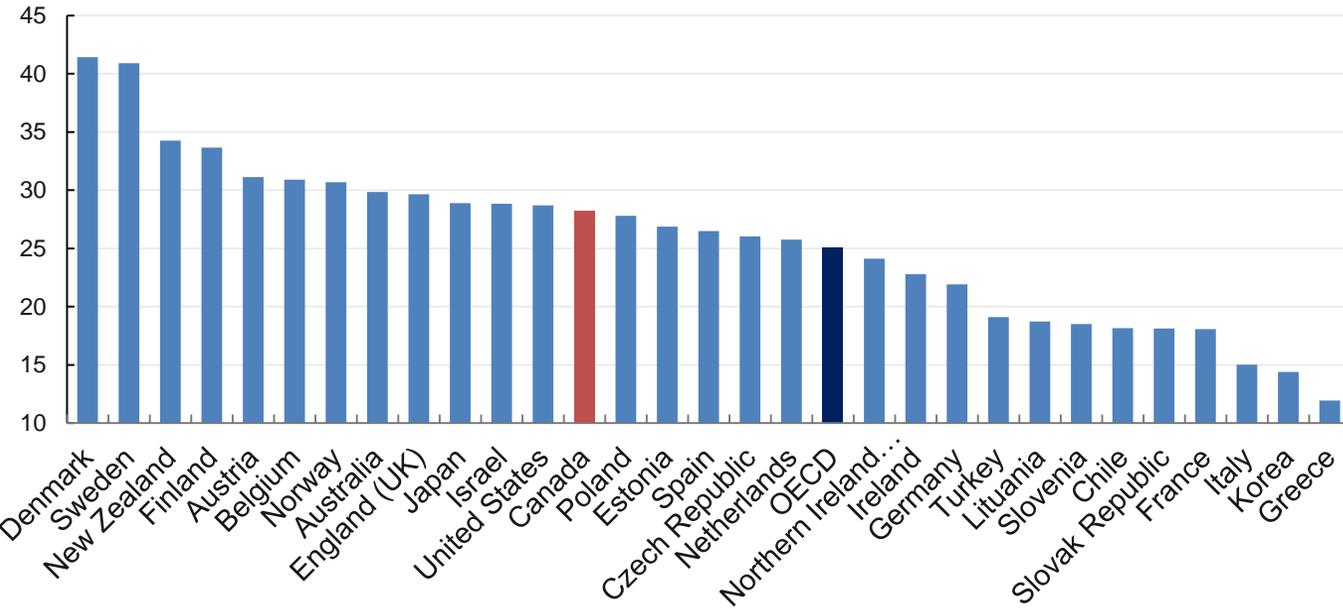
Without exception, workers who benefit from any degree of HPWP make greater use of numeracy, writing, reading, ICT and problem-solving skills than those who do not.



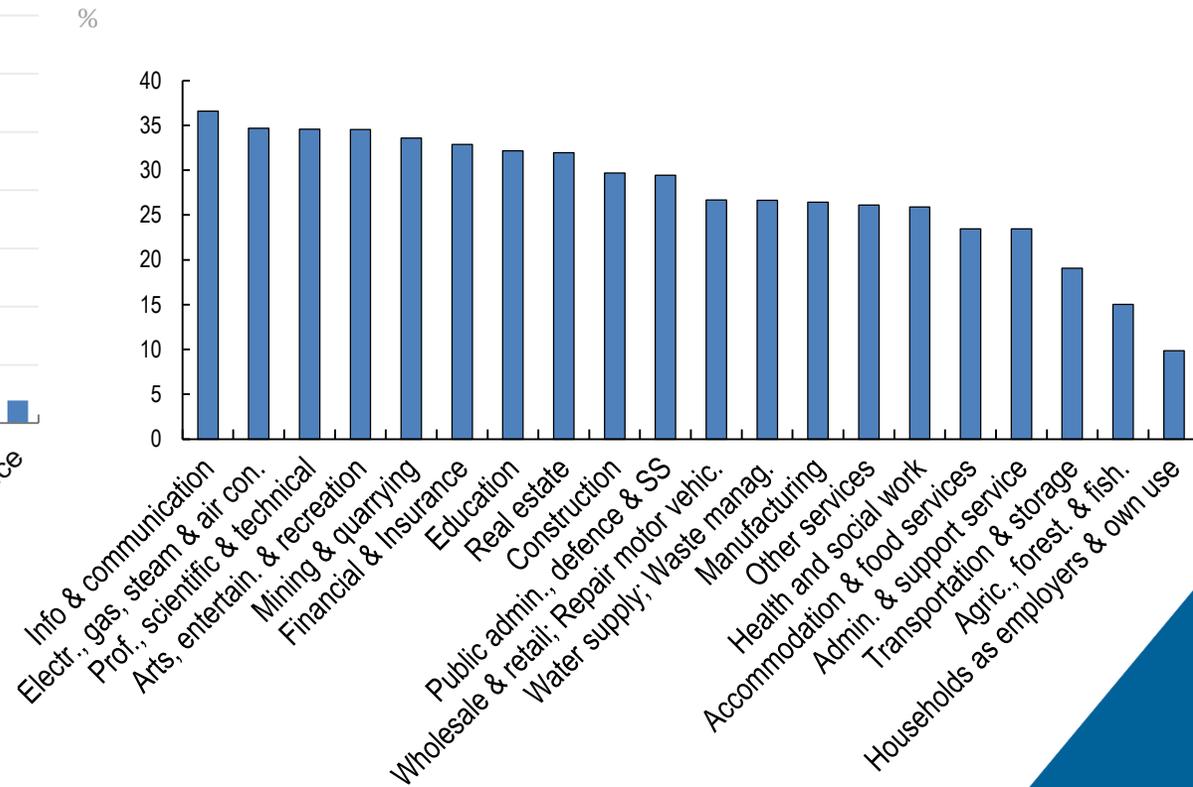
# Some 28% of firms in Canada employ HPWP at least once a week, with higher take up among IT firms.

Share of jobs that employ some type of HPWP on a weekly basis, 2012

OECD PIAAC countries



By industry





## International examples: Action-oriented business research and raising awareness about benefits of HPWP

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- Funding action-oriented research to develop the evidence base around workplace innovation
- Showcase benefits via online databases, learning platforms and diagnostic surveys
- Offer seminars, conferences and training for employers

Finland: The **Liideri Programme** funds development and research projects focused on employee-driven innovation, new forms of work organization and management practices.

Europe: The **European Workplace Innovation Network (EUWIN)** is a Europe-wide network that disseminates evidence-based reports on the benefits of workplace innovation via online tools and platforms, regional workshops and social media.



## International examples: Using external experts to undertake diagnosis and upgrading of work organisation

- Provide tailored consulting services to individual firms
- Provide consulting services to networks of employers (e.g. in the same sector or supply chain)
- Target support where most needed or where most potential for uptake

Australia: The **Partners at Work Grants Programme** offers competitive grants to firms to fund consultancy services to support workplace change and training programmes.

Scotland: **Scottish Enterprise** recruits a network of ten firms and equips them with expert consultants who guide them through a process of workplace change from diagnosis to implementation.

Singapore: Under **Enterprise Training Scheme**, firms apply for public subsidies to support consultancy projects to improve skills utilization.



## Recommendations: workforce innovation to support future-ready adult learning

1

- Test innovative ways to engage low-skilled adults in training.

2

- Exploit assessments and forecasts of skill needs in setting priorities and research agendas.

3

- Produce and disseminate reliable information about the outcomes of training programs.

4

- Stimulate further co-financed training solutions.

5

- Coordinate dialogue between the WICs under Future Skills leadership.



## Recommendations: promoting skills use and learning organisations

1

- Prioritize skills use in provincial workforce development strategies.

2

- Direct a portion of research funding to testing new approaches to skills use within workplaces.

3

- Raise awareness of the benefits of skills use.

4

- Develop national HR management standards that would serve as a benchmark for firms to aspire to in creating learning organisations.

5

- Track progress by initiating a regular employer survey.



# Thank you

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Find us on:

Website - <http://www.oecd.org/employment/skills-and-work.htm>

Blog - <https://oecdskillsandwork.wordpress.com/>

