Main Policy Lines in Education and Training

(April 2015 – September 2015°

1. **OECD**

# Universal basic skills. What countries stand to gain.

OECD, 2015

A central post-2015 development goal for education should be that all youth achieve at least basic skills as a foundation for work and further learning, mbu merely that they gain access to schooling. This report provides a comprehensive picture of the quality of learning outcomes around the word and then estimates the long-term economic gains of improving access to education and raising the quality of learning outcomes.

It is not primarily about providing more people with more years of schooling; in fact, that is only the first step. It is most critically about making sure that individuals acquire a solid foundation of knowledge in key disciplines, that they develop creative, critical thinking and collaborative skills.

Ensuring universal access to schooling at the current quality of education yields some economic gains, but improving the quality of schools so that every student reaches at least the baseline level 1 of performance on the PISA scale has a much larger impact on the economy. And this is even the case in high-income OECD countries. Moreover, achieving basic skills would make economic growth more inclusive, because it has an impact on reducing gaps in earnings.

The report limits itself to examining the economic impact of mathematic and science knowledge and skills, simply because those can be measured reliably and consistently across countries and cultures. This suggests that the economic impact of skills in this report is even underestimated.

Analysis of good examples (the world’s education leaders) shows that the leaders in high-performing school systems seem to have convinced their citizens to make choices that value education more than other things. But placing a high value on education is just part of the equation. Another part is the belief in the success of every child, to embrace diversity with differentiated instructional practices. And nowhere does the quality of a school system exceed the quality of its teachers. Top school systems pay attention to how they select and train their staff. They attract the strongest principals to the toughest schools and the most talented teachers to the most challenging classrooms.

[The report](http://www.oecd-ilibrary.org/docserver/download/9115061e.pdf?expires=1441875130&id=id&accname=guest&checksum=152C5C721A16BE10EAF938B647CB249A)

# OECD Skills Outlook 2015 ‘Youth, skills and employability’

OECD, 27 May 2015

The outlook (base on the results of PIAAC) shows how improving the employability of youth requires a comprehensive approach. While education, social and labour market policies have a key role to play, coordination between public policies and the private sector is also crucial.

<http://www.oecd.org/edu/oecd-skills-outlook-2015-9789264234178-en.htm>