SKILLS STRATEGY ASSESSMENT AND RECOMMENDATIONS REVIEWS
Skills strategies overcome barriers to building more effective skills systems

**CHALLENGES**

I. Changing policy priorities

II. Many areas for improvement, but limited resources

III. Government departments/agencies have diverging priorities

IV. Stakeholders often overlooked

**SKILLS STRATEGIES**

- Provide a long-term & comprehensive vision of skills policy
- Identify skills policy priorities
- Build a shared understanding of policy priorities across the whole-of-government
- Engage stakeholders to learn from their experiences and build support for reform
The OECD Skills Strategy has been applied effectively in a diverse range of countries.
Skills Strategies can cover a wide range of policy topics

Developing Skills Across the Life Course

• Improving the skills of youth
• Improving the relevance of VET and HE to the labour market
• Fostering a culture of lifelong learning /Strengthening participation in adult learning

Using Skills Effectively

• Reducing skills imbalances
• Attracting and retaining talent
• Encouraging the adoption of high-performance workplace practices
• Improving management capacity and practices in firms

Strengthening the Governance of the Skills System

• Strengthening collaboration across the whole of government
• Strengthening stakeholder engagement
• Improving information systems to support informed decision making
• Aligning and coordinating financing
The OECD Skills Strategy Dashboard helps to identify priorities

### Developing relevant skills

| Indicator                                                                 | Australia | Austria | Belgium | Canada | Chile | Czech Republic | Denmark | Estonia | Finland | France | Germany | Greece | Hungary | Iceland | Ireland | Italy | Japan | Korea | Luxembourg | Mexico | Netherlands | Norway | Poland | Portugal | Romania | Russian Federation | Saudi Arabia | Singapore | Spain | Sweden | Switzerland | United Kingdom | United States | United Arab Emirates | Uruguay | Venezuela |
|---------------------------------------------------------------------------|-----------|---------|---------|--------|-------|----------------|---------|---------|---------|--------|---------|--------|---------|---------|---------|--------|-------|-------|--------|-----------|--------|--------------|--------|--------|----------|----------|-------------------|---------------|-----------|-------|--------|-------------|-----------|-------------|----------|---------|-----------|----------|-------------------|---------------|------------|-------|--------|-------------|-----------|-------------|
| **Developing relevant skills**                                            |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| Are skills of youth improving?                                          |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| Are skills of youth being developed inclusively?                        |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| How many young adults attain tertiary education?                         |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| How skilled are young tertiary educated adults?                         |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| How inclusive is tertiary education?                                     |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| How strong are foundational skills of adults?                           |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| Do adults have a broad set of skills?                                   |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| Is there a strong culture of adult education?                           |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |
| Are skills of adults being developed inclusively?                       |           |         |         |        |       |                |         |         |         |        |         |        |         |         |         |        |       |       |        |           |        |              |         |        |           |          |                   |                |            |        |         |            |           |             |

**Note:** These summary indicators are calculated as a simple average of a range of underlying indicators. All underlying indicators have been normalised in a way that implies that a higher value and being among the "top 20%" reflects better performance. The "x" indicates insufficient or no available data and dotted circles indicate missing data for at least one underlying indicator.
The OECD Skills Strategy Dashboard helps to identify priorities

### Using Skills Effectively

<table>
<thead>
<tr>
<th>Putting skills to effective use</th>
<th>Belgium (Paris)</th>
<th>Canada</th>
<th>Chile</th>
<th>Czech Republic</th>
<th>Denmark</th>
<th>Estonia</th>
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<tbody>
<tr>
<td>How well are skills activated in the labour market?</td>
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<td>How well aligned are skills with labour market?</td>
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<td>Do workplaces make intensive use of skills?</td>
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<td>Do people use their skills intensively in daily life?</td>
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<td>Are firms designing work places to use skills effectively?</td>
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Our approach: Inputs

Mapping the skills system

Interactive stakeholder consultations

Peer learning and identifying best practices

Box 26. Relevant international example: Estonia’s Education Information System (EIS)

The Estonian Education Information System is a state register of educational information that consolidates, in real time and periodically, information about all educational institutions, students, teachers and academic staff, graduation documents, textbooks, and curricula in Estonia. In this context, EIS is one of the most important instruments of knowledge-based educational policy, and one of the few databases of its kind in the world.

EIS co-operates with more than 20 information systems, while approximately 40 services are related to the register. The register is also used and completed by 2,000 institutions related to education. Such co-operation is made possible via Web services, which allow for the provision of services without the applicant having to acquire a certificate from the educational institution to confirm their data. Access to the database is ID-card based. Data are entered into EIS mainly by educational institutions, as well as being obtained from publishing companies and other regions.

The data entered into EIS allow an instant overview of current developments in the Estonian education system and can identify and monitor important trends. For instance, the data entered into EIS by schools indicate that one of the biggest challenges facing the country is ensuring sufficient workforce for teachers in situations where the number of students is falling, or that Estonia’s established aim—a larger share of students in vocational secondary education—is a clearly regional issue. Thanks to EIS, it can be observed that the proportion of basic school graduates continuing their studies at the upper secondary level is five to three times larger in bigger cities than in some rural regions.
Our approach: Outputs

Identifying policy priorities

Developing policy recommendations

Raising awareness

Recommendation 1: Incentivise adults to participate in lifelong learning to improve the prominence of lifelong learning in Ireland’s society

Project participants indicate broad support for raising the profile of lifelong learning in Ireland and enhancing its public image among learning throughout the country, despite previous programme initiatives. Furthermore, despite extensive programme delivery and evaluation, DYPERS should undertake in-depth research into the current state of the lifelong learning landscape, including how to maintain and enhance the image and status of lifelong learning in Ireland. Such increased visibility could potentially also improve the image and status of workplace learning.

1.1. Assess the feasibility of individual learning schemes and paid training in Ireland’s context. To determine whether or not Ireland should adopt an ILA model, if so, the implementation and characterisation of its potential need to be assessed. DYPERS should conduct in-depth research into the current state of the lifelong learning landscape in Ireland and determine the strength and potential of workplace learning schemes in Ireland and determine the feasibility of workplace learning.

1.2. Evaluate and expand programmes of financial incentives that effectively engage a wide range of individuals in lifelong learning by extending their scope, target audience and/or educational measures (i.e., study leave, part-time study, etc.). To help more individuals benefit from lifelong learning, DYPERS should consider the potential for the expansion of workplace learning schemes in Ireland. The development of these schemes would require an understanding of workplace learning in Ireland and the extent to which they could be expanded.

1.3. Develop a national awareness campaign to raise public awareness of the importance and benefits of lifelong learning for all. To raise the prominence of lifelong learning in the national discourse, DYPERS should launch a national awareness campaign about the benefits of lifelong learning to highlight the different types of learning, including workplace learning and non-formal, informal learning. This campaign could be expanded to National Framework for Qualifications (NFQ) Level 1. These awareness programmes could potentially raise awareness of workplace learning. Consideration would need to be given to the implementation and cost of such campaigns as well as to the extent of workplace learning and its impact on education and training systems.

1.4. Implement a public awareness campaign to raise awareness about the importance and benefits of lifelong learning for all. To raise the prominence of lifelong learning in the national discourse, DYPERS should launch a national awareness campaign about the benefits of lifelong learning, focusing on highlighting different types of learning, including workplace learning and non-formal, informal learning. This campaign could be expanded to National Framework for Qualifications (NFQ) Level 1. These awareness programmes could potentially raise awareness of workplace learning. Consideration would need to be given to the implementation and cost of such campaigns as well as to the extent of workplace learning and its impact on education and training systems.
REGIONAL SKILLS STRATEGIES
Objectives

1. Support Southeast Asia to build a *shared understanding* of Southeast Asia’s skills challenges and opportunities
2. Identify international *good practices*
3. Support peer learning and identify areas and mechanisms to *regional cooperation*

### Developing relevant skills over the life course
- Broadening access to skills development
- Increasing excellence and equity in skills development
- Developing skills that matter

### Using skills effectively in work and society
- Promoting participation in the formal labour market
- Making intensive use of skills in work and society
- Increasing demand for higher level skills

### Strengthening the governance of skills systems
- Promoting a whole-of-government approach
- Promoting a whole-of-society approach
- Building integrated information systems
- Aligning and coordinating financial arrangements

Regional skills strategies identify regional priorities and support collaboration
Developing implementation plans for skills strategies

OECD Skills Strategy Latvia (2019)

Implementation Guidance (2020)

Latvian Education Development Guidelines 2021-2027 (2021)

OECD Skills Strategy Bulgaria (2023)

Technical support for the development of a National Skills Strategy for the Republic of Bulgaria (2024)
Supporting the implementation of specific policy reforms

OECD Skills Strategy Flanders (2019)
Implementation Guidance (2022)
Operationalisation of the 9 learner profiles: technical paper (2023)

Governance of Adult learning (2018)
Supported adjustments in the National Qualifications System (2021)

OECD Skills Strategy Latvia (2019)
Implementation Guidance (2020)
Support employers in promoting skills development in Latvia (2023)
THEMATIC SKILLS REVIEWS
Quality Assurance

Quality Matters: Strengthening the Quality Assurance of Adult Education and Training

• Megatrends drive the need for continual up-skilling and re-skilling
• Increasing demand and financial support for formal and non-formal AET

Importance of Quality Assurance: Ensuring investments lead to meaningful learning outcomes and prevent low-quality programmes.

Key Contributions

• Proposes a framework for comparing quality assurance mechanisms in OECD countries
• Highlights the need for integrated approaches to support adults in making informed decisions.
• Stresses the importance of monitoring learners' outcomes
• Focuses on ensuring the quality of digitally delivered AET by adapting existing mechanisms to address digital education's unique features.
Strengthening Governance

Strengthening the Governance of Skills Systems

Building stronger skills through social dialogue: the power of stakeholder engagement in education and skills policy

Key Contributions

- **Typology** of stakeholder engagement approaches (ongoing)
- **Mapping** of stakeholder engagement bodies (ongoing)
- **Assessment** of the successes, challenges and enabling conditions of using different approaches (to commence in 2024)
PEER LEARNING EVENTS
OECD Skills Summits

The Concept

• **When**: Every two years
• **Where**: a different country hosts each event
• **Why**: Peer-learning on skills policy for Ministers and senior officials
• **Who**: Ministers and Seniors officials with skills-relevant portfolios.

Example: Skills Summit 2024

• **Host**: Belgium
• **Location**: Palais des Académies, Brussels
• **Date**: 21-22 February 2024
• **Topic**: “Skills for the future: Building bridges to new opportunities”
• **Participation**: 200 participants, 36 countries (28 OECD), 12 Ministers and 20 Vice/Deputy-Ministers and State Secretaries
OECD Skills Strategy Peer Learning Workshops

The Concept

- **When:** Annually
- **Where:** OECD HQ, Paris
- **Why:** Peer-learning via open discussions to share learning on selected skills policy topics.
- **Who:** Countries having participated in OECD Skills Strategies as well as other Member countries interested in taking a more strategic and comprehensive approach to skills policy.

Example: 10th OECD Skills Strategy Peer Learning Workshop

**Topic:** Turning Skills Vision into Action: A Decade of Lessons Learnt

Representatives from 24 countries met to share their experiences with developing and implementing skills strategies. Previous topics have including reducing skills shortages and improving the governance of skills systems.
Tailored Peer Learning Workshops

The Concept
Tailored peer learning events on skills topics of interest to countries. These can involve a combination of the following activities:

➢ Facilitated and interactive discussions on skills policy topics
➢ Convening peers in from other countries to learn from their experiences
➢ Study tours to other countries to learn about and see their skills policies in practice
➢ Preparation of background papers to stimulate reflection and discussion
➢ Preparation of short summary papers

Example: Quality Assurance in digital adult education and training.

Who: Officials from Ö-Cert (Austria), experts from Estonia, Finland and the Netherlands, and OECD representatives.


Objective:
➢ Provide a peer learning opportunity for Austrian and Estonian officials.
➢ Share and incorporate proven strategies and methods to inform Austrian efforts in developing criteria and guidelines for Quality Assurance.
To discuss OECD Skills Strategy projects, contact: andrew.bell@oecd.org, OECD Centre for Skills

To learn more about the OECD’s work on skills visit: www.oecd.org/skills/