

Tertiary Education and Labour Markets Pointers for policy development

IMPROVE DATA AND ANALYSIS ABOUT GRADUATE LABOUR MARKET OUTCOMES

- Consider greater investment in data collection about labour market outcomes
- Provide prospective students with information about wages and employment among recent graduates
- Conduct surveys of graduates and track long-term graduate labour market outcomes through public data systems

STRENGTHEN CAREER SERVICES AT SECONDARY AND TERTIARY EDUCATIONAL LEVELS

- Ensure that career guidance in secondary schools and career placement services in tertiary institutions make good use of data on educational alternatives and labour market outcomes
- Ensure that career guidance is adequately staffed by appropriately trained professionals
- Establish a national or regional-level Career Services office
- Monitor and periodically evaluate the impact of career guidance

REINFORCE THE CAPACITY OF INSTITUTIONS TO RESPOND TO LABOUR DEMAND

- Ensure that the funding methodologies established by public authorities create incentives for institutions to respond to student demand
- Ensure that tertiary institutions have the capacity to reallocate resources internally in response to students' preferences
- Devise management information systems that generate evidence of institutional performance in meeting enrolment demand
- Encourage development of institutional governance and management arrangements that allow for efficiency in the allocation of resources

ENHANCE PROVISION WITH A LABOUR MARKET ORIENTATION

- Build on ample choice in the system to meet a variety of student and labour market needs
- Expand opportunities for flexible, work-oriented study
- Support the diversification of study opportunities
- Strengthen the capacities of institutions charged with the provision of degree programmes oriented toward working life and short-cycle practice-oriented programmes
- Establish public institutions with a strong labour market orientation (*e.g.* polytechnics)
- Expand vocationally-oriented programmes in public institutions which are part of unitary systems
- Authorise entry of vocationally-oriented private education and training providers into tertiary system

INCLUDE LABOUR MARKET IN POLICY DEVELOPMENT AND INSTITUTIONAL GOVERNANCE

- Consider developing institutional arrangements aimed at co-ordinating education, training and employment such as by setting up a cabinet-level committee for human capital
- Involve labour market actors in the formulation of tertiary education policies through their inclusion in bodies that provide advice and analysis to policy makers
- Ensure that labour market actors develop an active interest in participating in the dialogue and that their views are valued and properly taken into account in the formulation of policies
- Include in deliberative and advisory bodies those who are responsible for employment and skills policies within government
- Widen the participation of labour market actors in the bodies responsible for the strategic governance of tertiary institutions
- Encourage tertiary institutions to engage employers, both public and private, in the design of programmes and even the assessment of students through their involvement in councils or committees

ENCOURAGE TERTIARY EDUCATION INSTITUTIONS TO PLAY A GREATER ROLE IN LIFELONG LEARNING

- Enhance tertiary education's role in renewing and improving skills of those already in the labour force
- Increase the flexibility of provision (*e.g.* part-time and distance provision)
- Design education and training alternatives tailored to the needs of employers and given industries
- Grant financial support to alleviate difficulties facing low-income workers
- Sustain practices such as internships for students and teachers in industry
- Establish and support offices in tertiary institutions to liaise with the business sector
- Encourage participation of employers in the daily activities of institutions (including governance and curriculum development)

EXPLORE THE POTENTIAL OF A NATIONAL QUALIFICATIONS FRAMEWORK

- Encourage employers to specify competencies for employment
- Encourage educational institutions to design programmes to develop these competencies in students
- Ensure that students know what competencies they need in order to become employable
- Set up a qualifications framework to make transfers across fields of study and institutions more flexible
- Facilitate the assessment and recognition of prior learning

FURTHER READING

These general pointers for policy development are drawn from the Thematic Review of Tertiary Education, which covered tertiary education policies in 24 countries. The findings of this review are presented in *Tertiary Education for the Knowledge Society*, published in September 2008. Background reports prepared by 21 countries, *Reviews of Tertiary Education* in 14 countries and other documents of the review are also available on the OECD website www.oecd.org/edu/tertiary/review.