

# OECD SKILLS STRATEGY PROJECTS



---

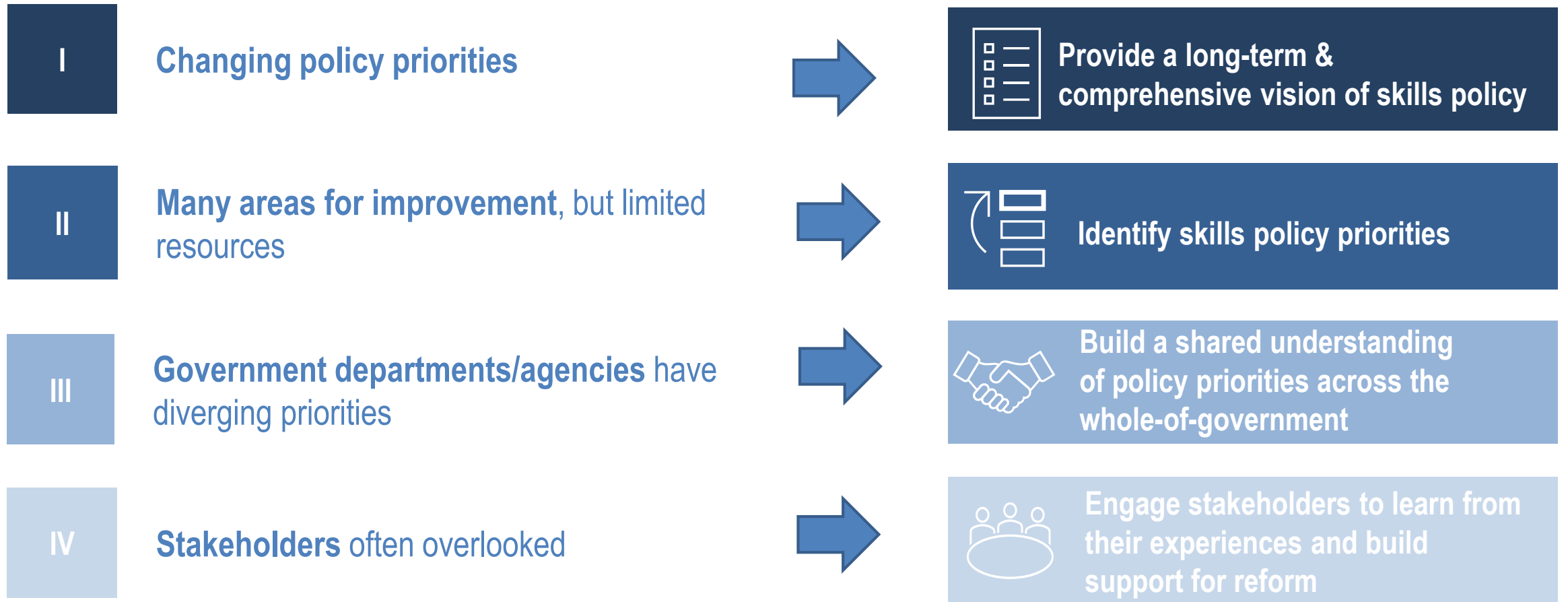
# **SKILLS STRATEGY ASSESSMENT AND RECOMMENDATIONS REVIEWS**

---

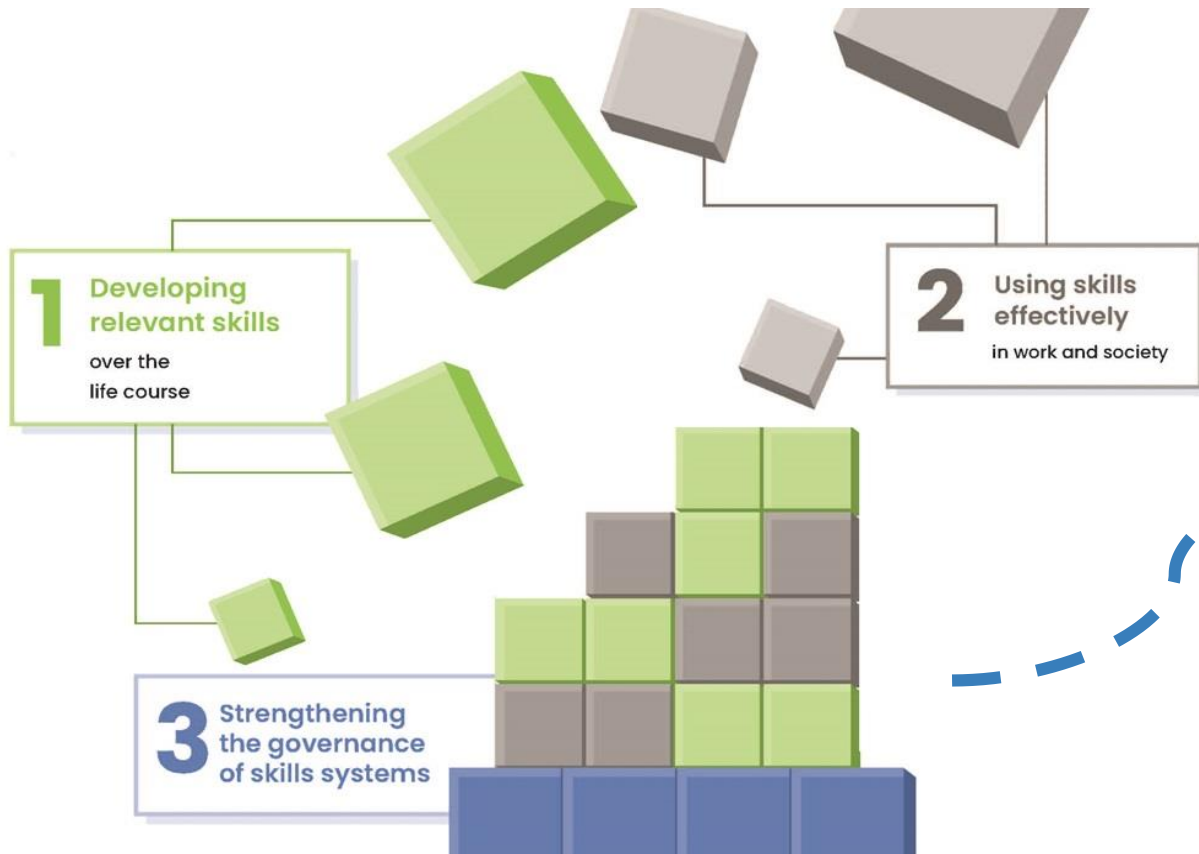
# Skills strategies overcome barriers to building more effective skills systems

## CHALLENGES

## SKILLS STRATEGIES



# 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

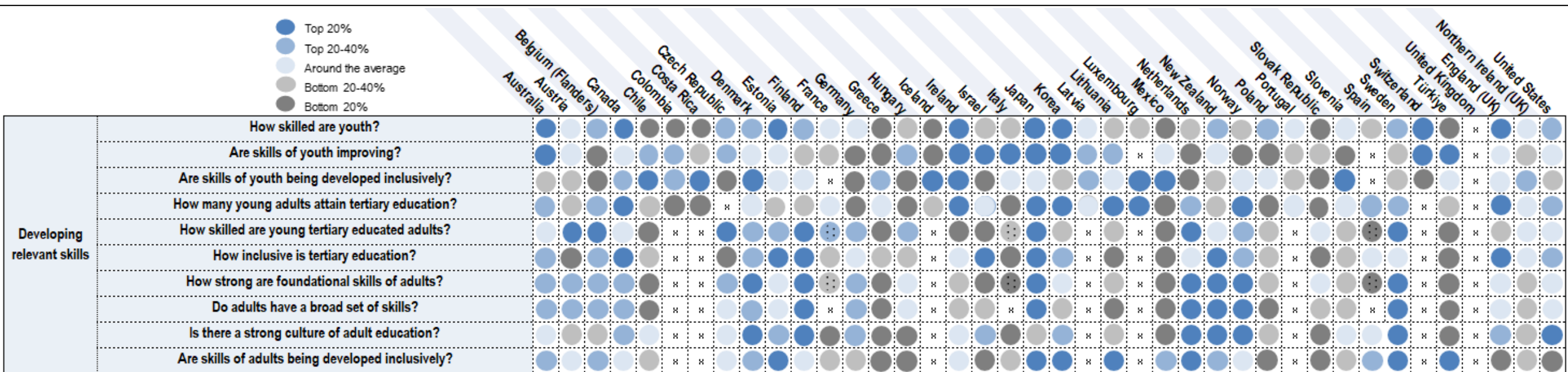


## Strengthening the Governance of the Skills System

- 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

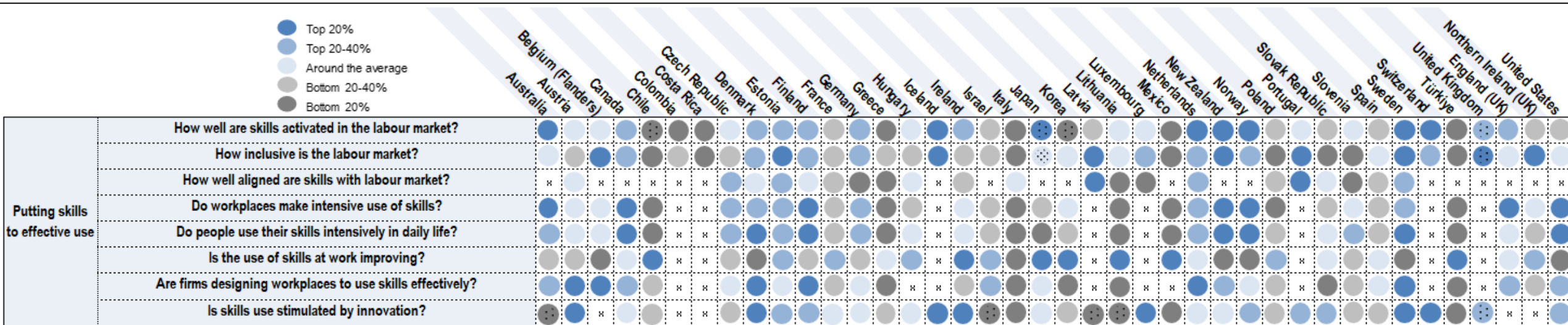
## Developing relevant skills



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

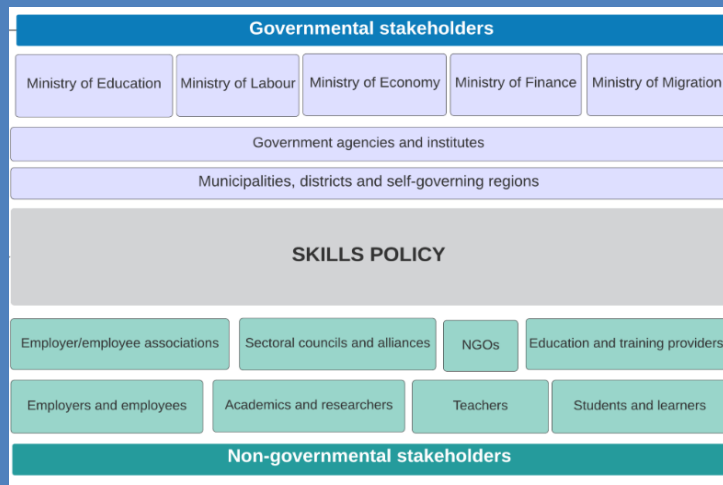


Note: These summary indicators are calculated as a simple average of a range of underlying indicators. All underlying indicators have been normalised in a way that implies that a higher value and being among the “top 20%” reflects better performance. The "x" indicates insufficient or no available data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

# Our approach: Inputs



## Mapping the skills system



## Interactive stakeholder consultations



## Peer learning and identifying best practices

### Box 2.6. Relevant international example: Estonia's Education Information System (EHIS)

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, EHIS is one of the most important instruments of knowledge-based educational policy, and one of the few databases of its kind in the world.

EHIS co-operates with more than 20 information systems, while approximately 45 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 X-Road solutions, which allows 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 EHIS mainly by educational institutions, as well as being obtained from publishing companies and other registers.

The data entered into EHIS 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 EHIS by schools indicate that one of the biggest challenges facing the country is ensuring sufficient workload 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 EHIS, it can be observed that the proportion of basic school graduates continuing their studies at the upper secondary level is two to three times larger in bigger cities than in some rural regions.

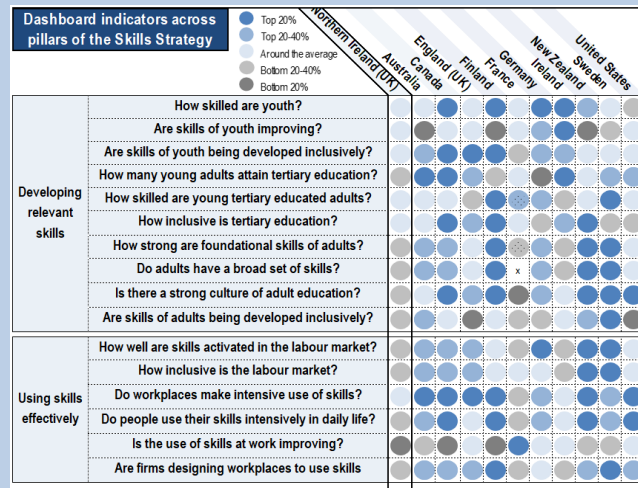




# Our approach: Outputs



## Identifying policy priorities



## Developing policy recommendations

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

Project participants indicated broad support for raising the profile of lifelong learning in Ireland and fostering a culture that values learning throughout life. However, despite various programmes available to individuals to support their participation in lifelong learning, Ireland does not yet have widespread national messaging or a comprehensive national policy around lifelong learning to reflect the importance of lifelong learning for individuals and society at large.

Ireland can undertake the following specific actions to improve the perception and prominence of lifelong learning in Ireland's society to strengthen all individuals' motivation to participate in lifelong learning:

- 1.1. Assess the feasibility of individual learning schemes and paid training leave in Ireland's context.** To determine whether or not Ireland should adopt an ILS and, if so, the type and characteristics most suited to its needs, DFHERIS should conduct in-depth research into the feasibility of such schemes in Ireland's context. Furthermore, DFHERIS should assess the option of establishing a statutory right to lifelong learning in Ireland and linking this right to the existing and proposed supports for engaging in lifelong learning.
- 1.2. Evaluate and expand programmes or financial incentives that effectively engage a wide range of individuals in lifelong learning by extending their scope, target audience and/or allocated resources (e.g. Springboard+, eCollege).** To help more individuals engage with lifelong learning and have positive experiences that encourage them to participate more in the future, programmes popular with adults in Ireland in recent years should be properly evaluated and expanded in the areas where they have had the greatest impact. As part of such an expansion, models that work well for one segment of individuals could be adapted to meet the needs of other segments (e.g. courses delivered in a format similar to eCollege could be expanded beyond National Framework of Qualifications [NFQ] Level 5). These successful programmes could point learners towards future opportunities for lifelong learning. Consideration would need to be given to the implementation of this measure so as not to eliminate individual and/or employer contributions for training, which foster buy-in to education and training outcomes.
- 1.3. 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, DFHERIS should launch a national awareness campaign about the benefits of lifelong learning, particularly highlighting different types of learner pathways, varying entry points into lifelong learning and many types of learning (formal, non-formal, informal) in order to send a message to the public that lifelong learning can be for all types of learners.



## Raising awareness



# REGIONAL SKILLS STRATEGIES

---

# Regional skills strategies

## identify regional priorities and support collaboration



### 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

---

# **POLICY IMPLEMENTATION GUIDANCE**

---



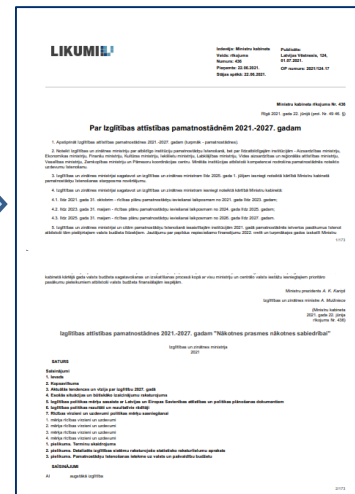
# Developing implementation plans for skills strategies



OECD Skills Strategy Latvia (2019)



Implementation Guidance (2020)



Latvian Education Development Guidelines 2021-2027 (2021)



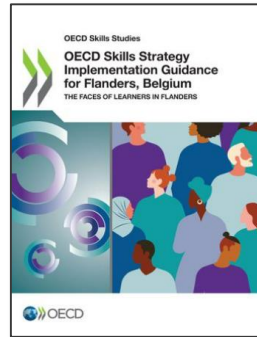
OECD Skills Strategy Bulgaria (2023)



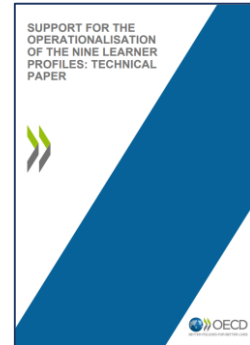
# Supporting the implementation of specific policy reforms



OECD Skills Strategy Flanders (2019)



Implementation Guidance (2022)



Operationalisation of the 9 learner profiles: technical paper (2023)



OECD Skills Strategy Portugal (2015)



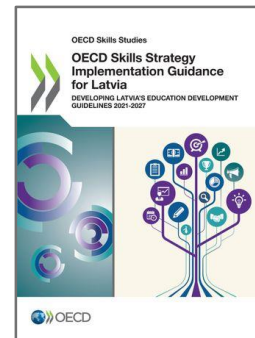
Governance of Adult learning (2018)



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)

---

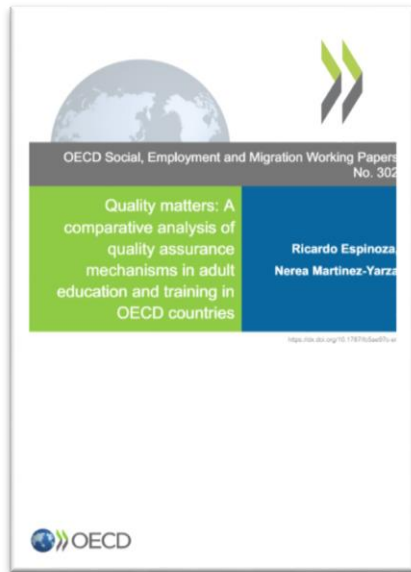
# THEMATIC SKILLS REVIEWS

---

# 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

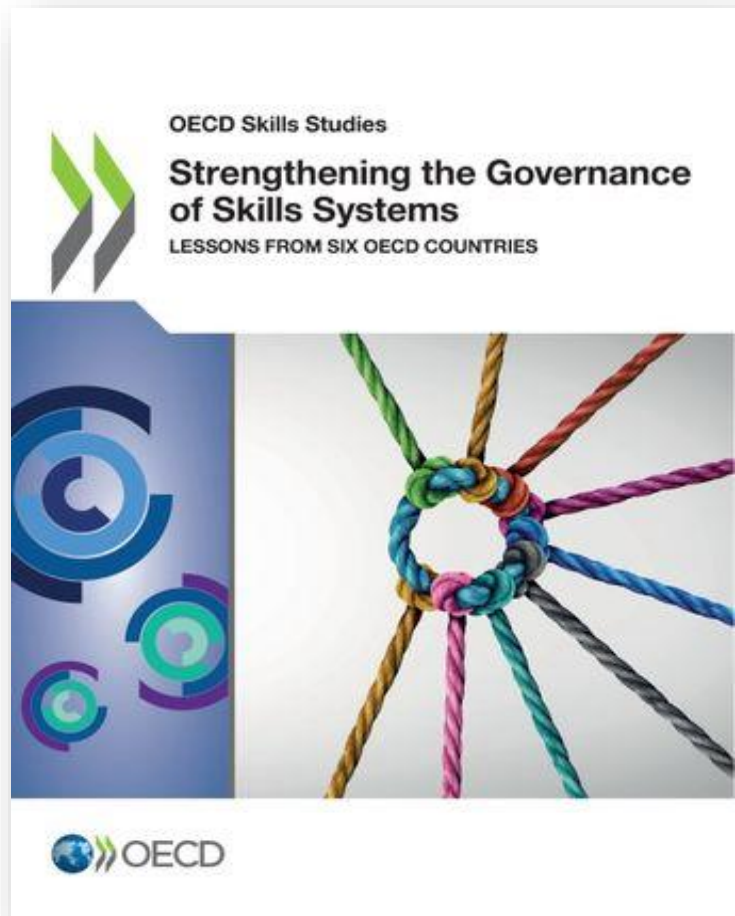
- Proposes a framework for **comparing quality assurance mechanisms** in OECD countries
- Highlights the need for integrated approaches to support adults in **making informed decisions**.
- Stresses the importance of **monitoring learners' outcomes**
- Focuses on ensuring the **quality of digitally delivered 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 included 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

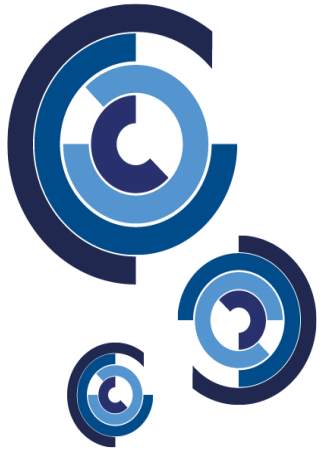
## Example: Quality Assurance in digital adult education and training.

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

**Where:** March 20-21, 2024, in Tallinn.

### 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.



OECD  
Centre for  
Skills

To discuss OECD Skills Strategy projects, contact:  
[andrew.bell@oecd.org](mailto:andrew.bell@oecd.org), **OECD Centre for Skills**

To learn more about the OECD's work  
on skills visit: [www.oecd.org/skills/](http://www.oecd.org/skills/)