

Role of skills intelligence in the governance of VET

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VET in Europe: Taking stock and looking ahead
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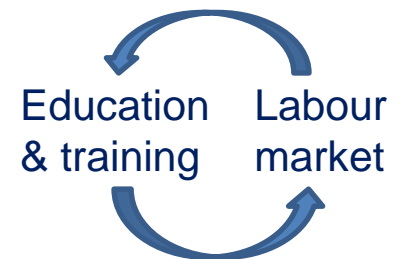
Skills anticipation & matching

Key actors identify and prepare for future skills needs - systematic process, linked to strategy

- Reduce skill mismatch
- Update curricula / standards / fund programmes
- Invest in relevant VET (e.g. shortage areas)
- Improve career guidance

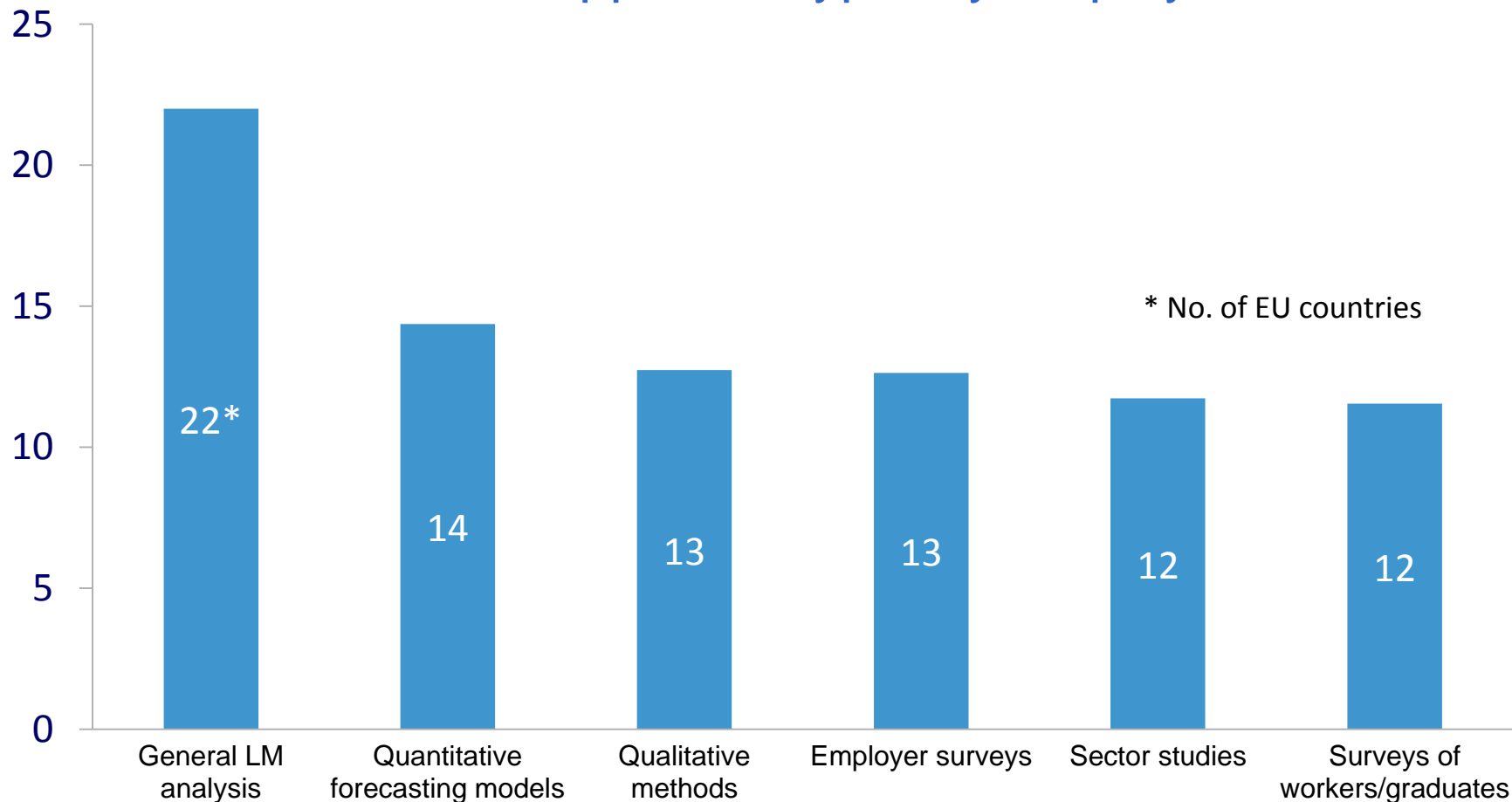
Labour market and skills intelligence (LMSI) informs on current and future labour market trends and skill needs

- Methods, tools
- Involvement of a range of stakeholders
- No “one-size-fits-all” method



No single method for producing LMSI

Multi-level approach typically employed



Source: OECD-Cedefop-ETF-ILO (2016) *Assessing and responding to changing skill needs*

Use of LMSI in policy making

Education policy

- Designing new qualifications
- Revising curricula
- Career guidance information
- Updating qualification frameworks
- Deciding to fund/provide VET courses

Labour market policy

- Designing new training programmes
- Revising content of training programmes
- Updating occupational standards
- Deciding which and how many training programmes to offer

Source: ILO-Cedefop-ETF-OECD (2017)

Use of skills anticipation in policy (EU examples)

Policy area	Member State examples
VET curricula and course design	Bulgaria, Denmark, Germany, Estonia, Greece, France, Italy, Cyprus, Austria, Poland, Slovakia, Finland
Funding and allocation of student places	Hungary, Portugal, Romania, Finland, Sweden
Labour market training policies	Belgium, Bulgaria, Germany, Ireland, Spain, Latvia
Career guidance	Germany, France, Croatia, Italy, Lithuania, Luxembourg, Netherlands, Austria, Finland, UK
Developing occupational profiles and standards	Belgium, Slovenia
Job-matching and services for job-seekers	Denmark

Source: Cedefop

SKILLS PANORAMA

Inspiring choices on skills and jobs in Europe



skillspanorama.cedefop.europa.eu

Skills anticipation in Austria

Key actors

Governance	Federal Ministry of Labour, Social Affairs and Consumer Protection	Federal Ministry of Education (BMB)	Federal Ministry of Science, Research and Economy (BWF)	Governments of regions (Bundesländer)	AMS (Austrian PES)
Stakeholders	Government (and also regional governments)	Training providers (public/private)	Employer federations	Trade unions	Chambers of economy, Chamber of Labour, etc.
Target groups	Policy makers (political; business, etc.)	Education institutions	Young people	Adults/ jobseekers	Guidance counsellors/AMS counsellors

Types of skills anticipation

Quantitative forecasting	By the Austrian Institute for Economic Research (WIFO) - at national and regional level		
Skills assessments	AMS Skills Barometer	Regional Platforms	AMS Standing Committee on New Skills
Foresight	Ad-hoc (often thematic; initiated by Governance/ Stakeholder institutions)		
Other	None		

Dissemination

Channels	Reports from skills anticipation activities	Web-based Skills Barometer	Career guidance (e.g. Career Compass)	Through stakeholder discussions (thematic; sectoral or regional)
Use	AMS Standing Committee on New Skills makes recommendations that influence policy	AMS uses forecasts/ Skills Barometer to assist jobseekers	Chamber of Labour uses forecasts to develop policy related to CVET	



Skills anticipation in countries

Analytical highlights on the skills anticipation and matching approach



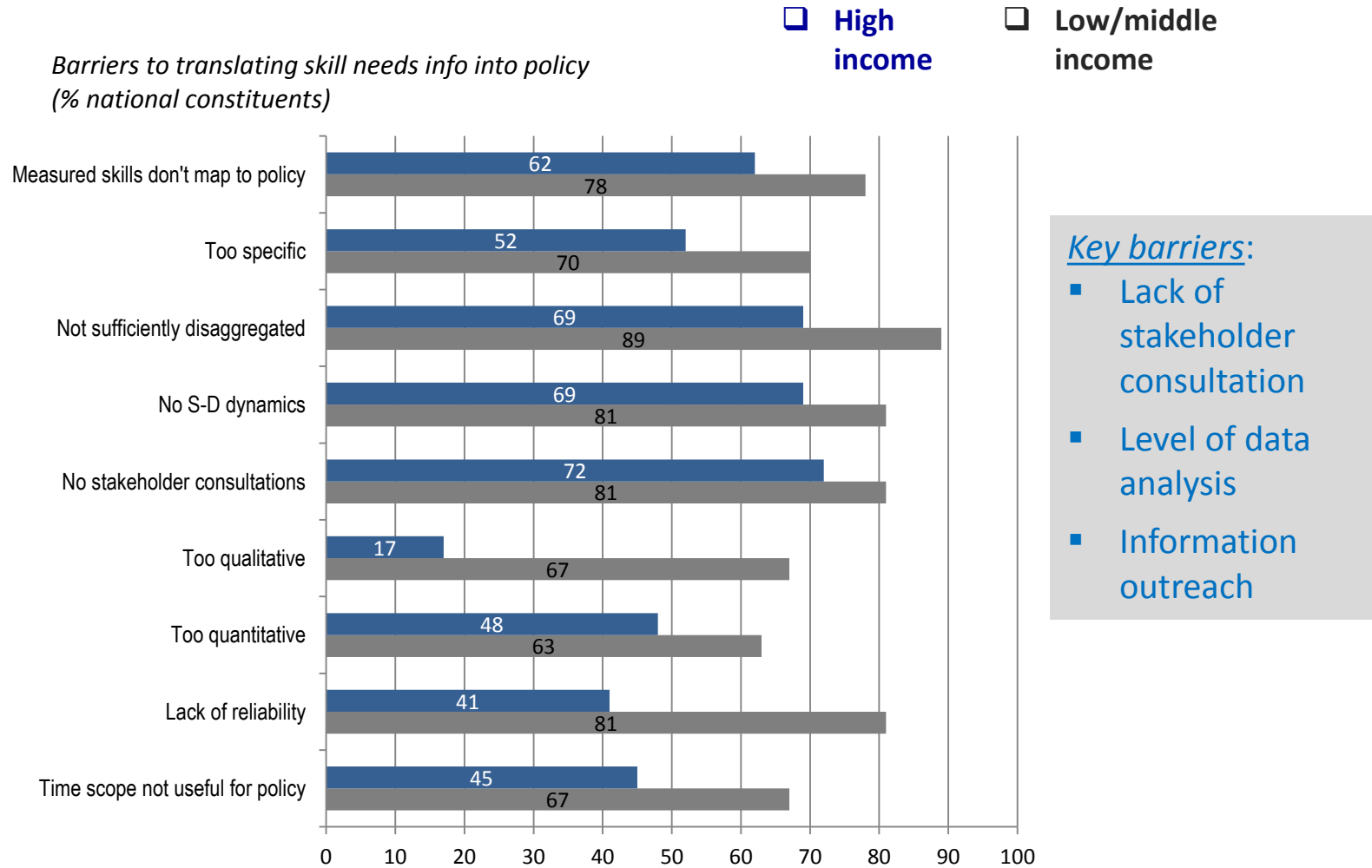
SKILLS ANTICIPATION IN COUNTRIES

Skills anticipation in Austria

04/2017

At its core, skills anticipation in Austria consists of t (Arbeitsmarktservice, AMS) (1) Skills Barometer and on behalf of the AMS by the Austrian Institute of Ec Wirtschaftsforsch...

Integrated information systems: weak link

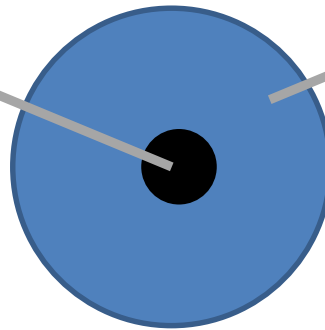


Source: ILO-Cedefop-ETF-OECD (2017)

Governance of skills anticipation and matching

Labour market and skills intelligence

Collecting and analysing data and information on current and future labour market trends and skill needs



Skills governance

The system of institutions, operational processes and dissemination channels aimed at facilitating stakeholder interaction and policy responses based on labour market information signals

- ✓ Multiple stakeholders
- ✓ Various administrative levels
- ✓ Different parts of education and training (initial, continuing)
- ✓ Diverse policies (education, ALMP, economic, migration, climate)
- ✓ Skill needs at different points in time

Cedefop's country review process

- Analysing the governance of skills anticipation and matching system
 - Understanding the national context
 - Mapping roadblocks
 - Setting review priorities
- Working towards a national policy 'roadmap' to address feasible areas of improvement (no 'quick fixes')
 - ...born out of 'stakeholder consensus'

Cedefop's skills governance framework

culture

history

	Organisation	Resources	Stakeholders	Use of information
Foundations	A Legal and institutional framework	D Funding and human resources	G Cooperation arrangements	J Feedback mechanisms
Processes	B Management and control	E Data, methods and expertise	H Feedback and validation	K Customisation and dissemination
Sustainability	C Vision and strategy	F Stability	I Integration of stakeholder needs	L Reputation

economy

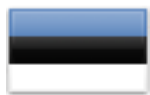
demography

Approx. 57 facilitators
<160 descriptors

Priority areas for country support



- Methodological support (tools and methods)
- The organisational structure of skills governance
- **Better linking skills intelligence to education and training**



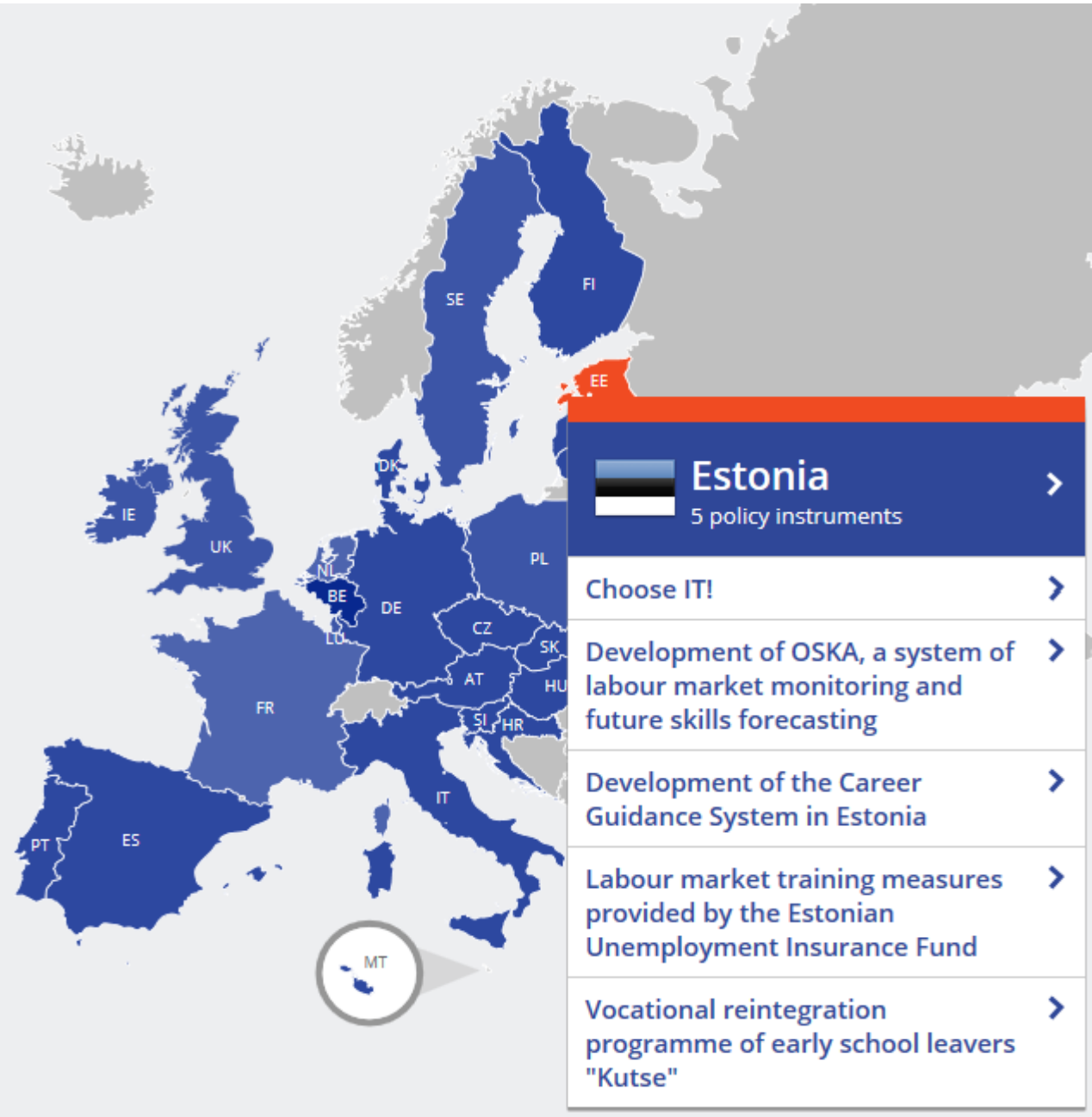
- Mapping strategic directions for the OSKA system
- Re-shaping methods
- Communicating results with impact



- Institutional framework
- Data and methods – capacity building
- Systemic capacity for monitoring system effectiveness and shaping feedback and control mechanisms



- Support for skills foresight in strategic sectors
- Reform of regulatory/institutional framework of Mechanism
- Examples of policy programmes from EU countries to link policy design to Mechanism
- **Enabling stakeholders in apprenticeship and other VET-related reforms to better use the Mechanism outputs**



Coverage of
28 countries

129 Policy instruments

Self reflection-tool

Integration of LMSI into VET governance: remaining challenges

Methodological challenges:

- deciding on the right data to be collected and method used
- turning data into labour market *intelligence*
- identifying 'right' target groups

Coordination:

- engaging relevant stakeholders and meeting their requirements
- systemic approach

Policy relevance:

- being able to translate skill needs information into effective policy actions – VET reform
- finding effective dissemination channels

Thank you.