Future-Proofing the Workforce: International Good Practices on Implementing Skills Assessment and Anticipation

International Forum on Skills Intelligence in Post-Secondary & Higher Education

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Agenda

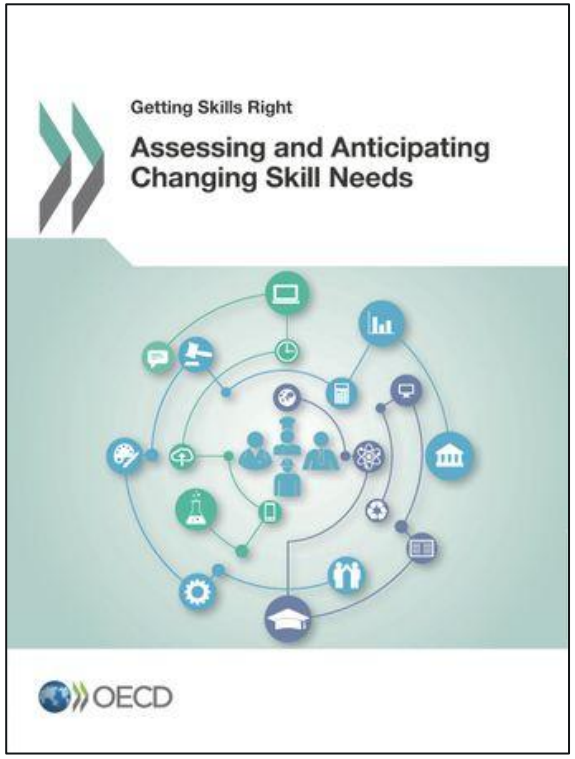
- Introduction
- Data and methods

1 Introduction

OECD initiatives to map skills assessment and anticipation exercises (SAA)

Assessment of skills needs

Mapping SAA exercises



+ forthcoming report

By sector

+ by country (Australia, Sweden)

2 Data and Methods

Forthcoming OECD report on international good practices on SAA

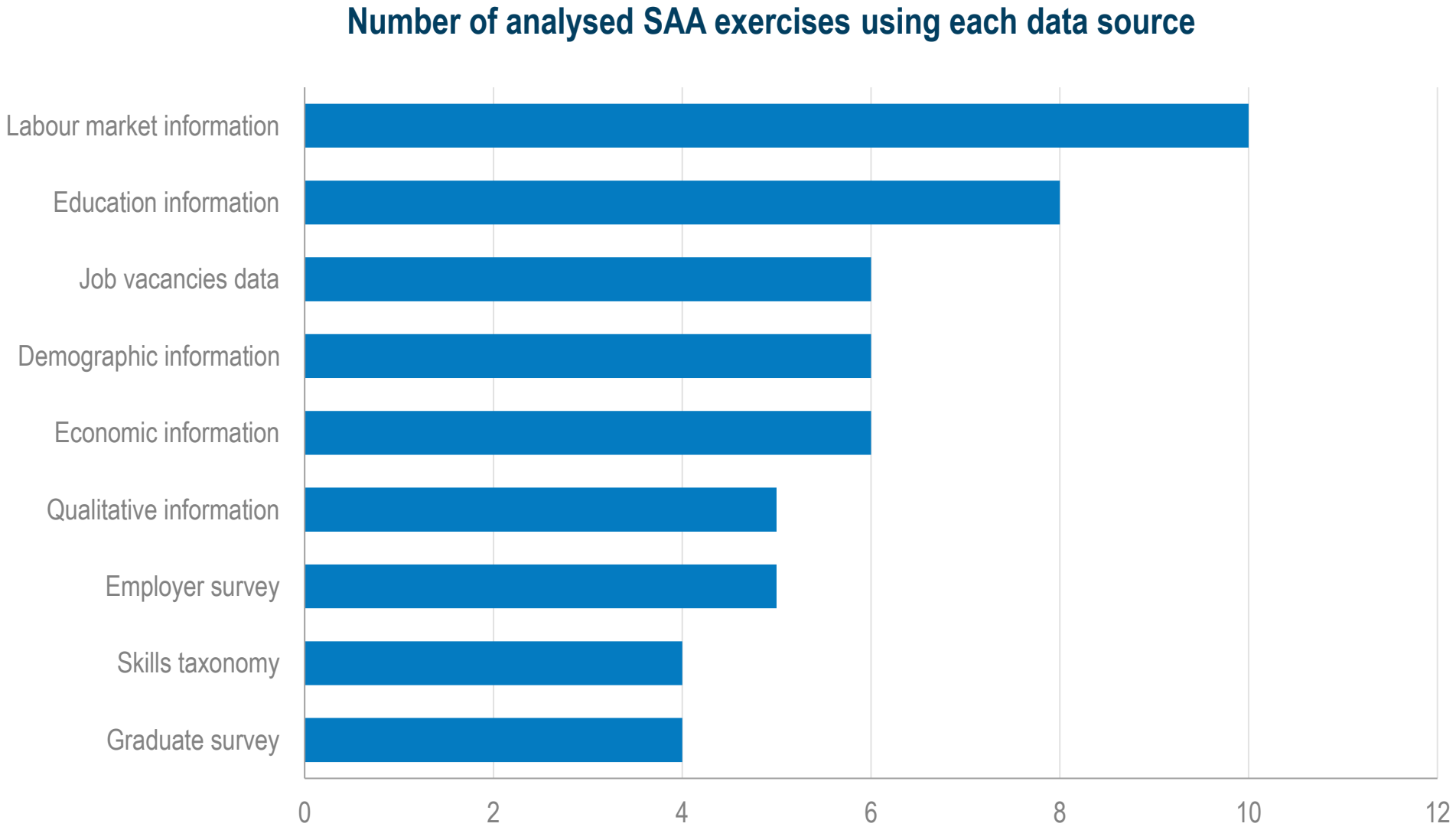
- Analysis of **17 SAA exercises** in 15 OECD countries
  - Australia, Austria, Canada, Estonia, Finland, France, Germany, Hungary, Ireland, Italy, the Netherlands, Singapore, Slovenia, Spain and Sweden
- Evidence gathered through:
  - Desk research, supplemented by
  - Interviews with international experts and institutions and
  - International peer-learning workshop
- Overview of the different design features of SAA exercises

Which data to use?

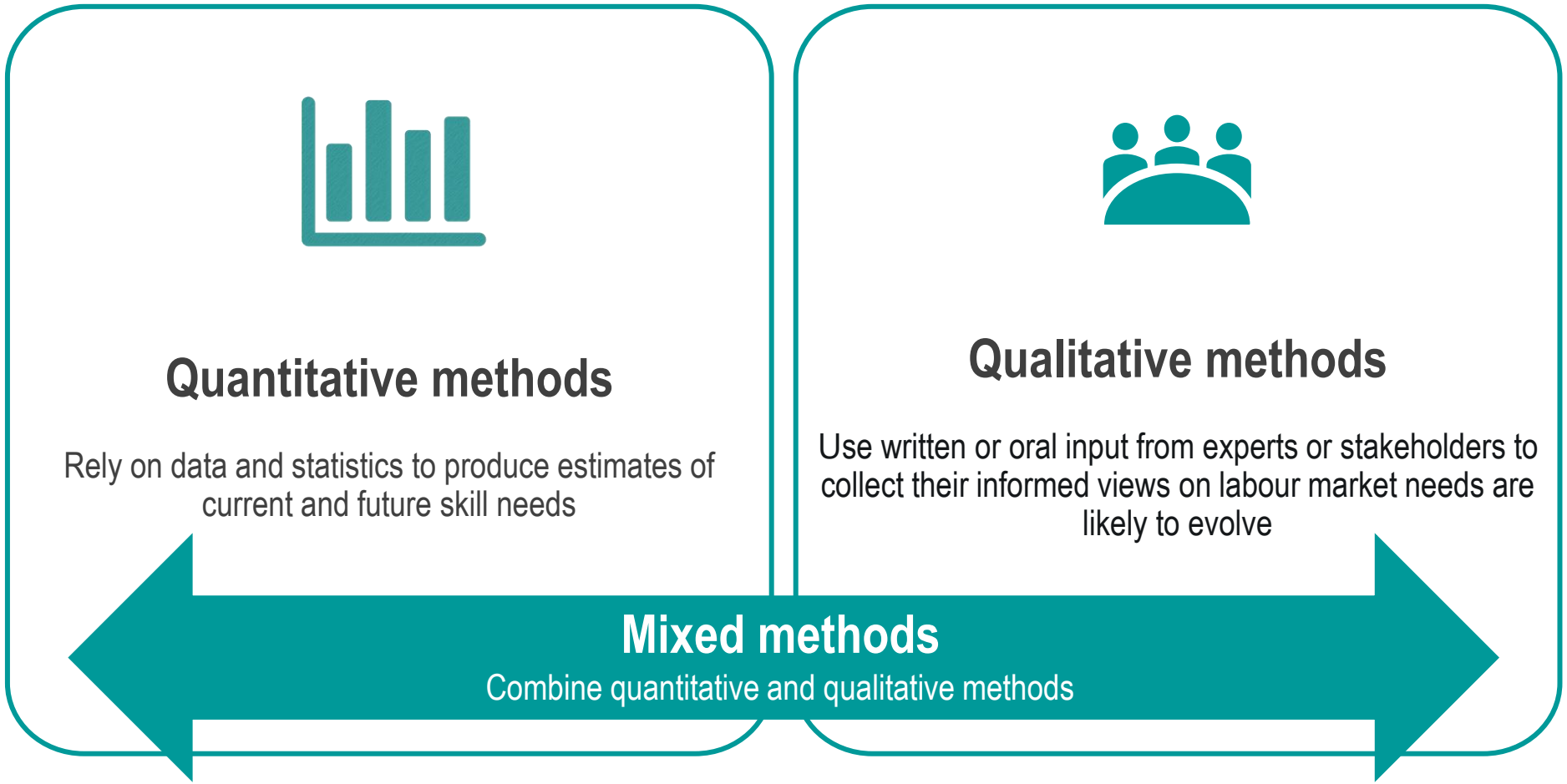
Choosing the right data is essential to:

- Align exercise with the intended purpose
- Enable the use of different methods

Which data to use?

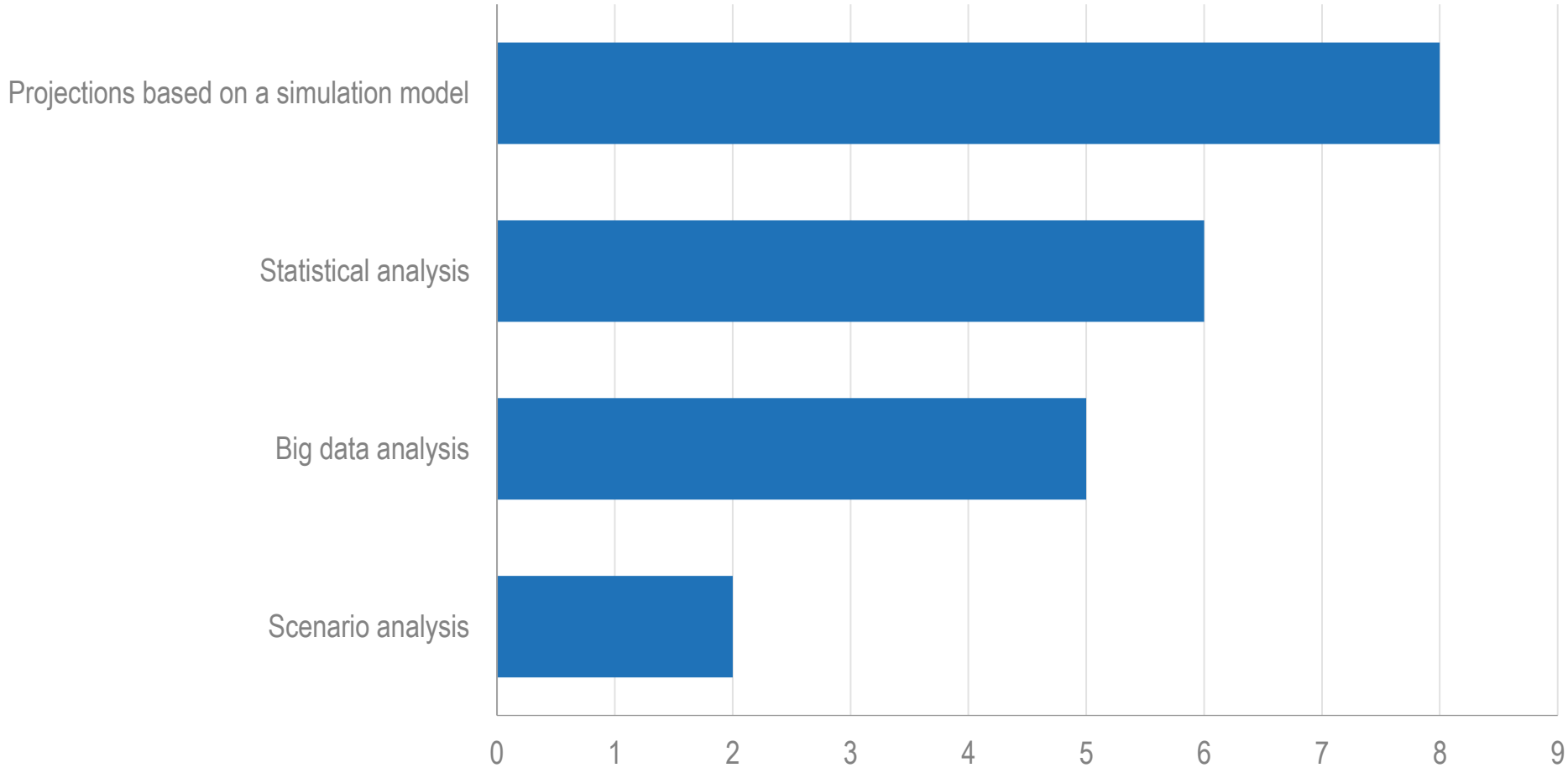


Which methods to use?



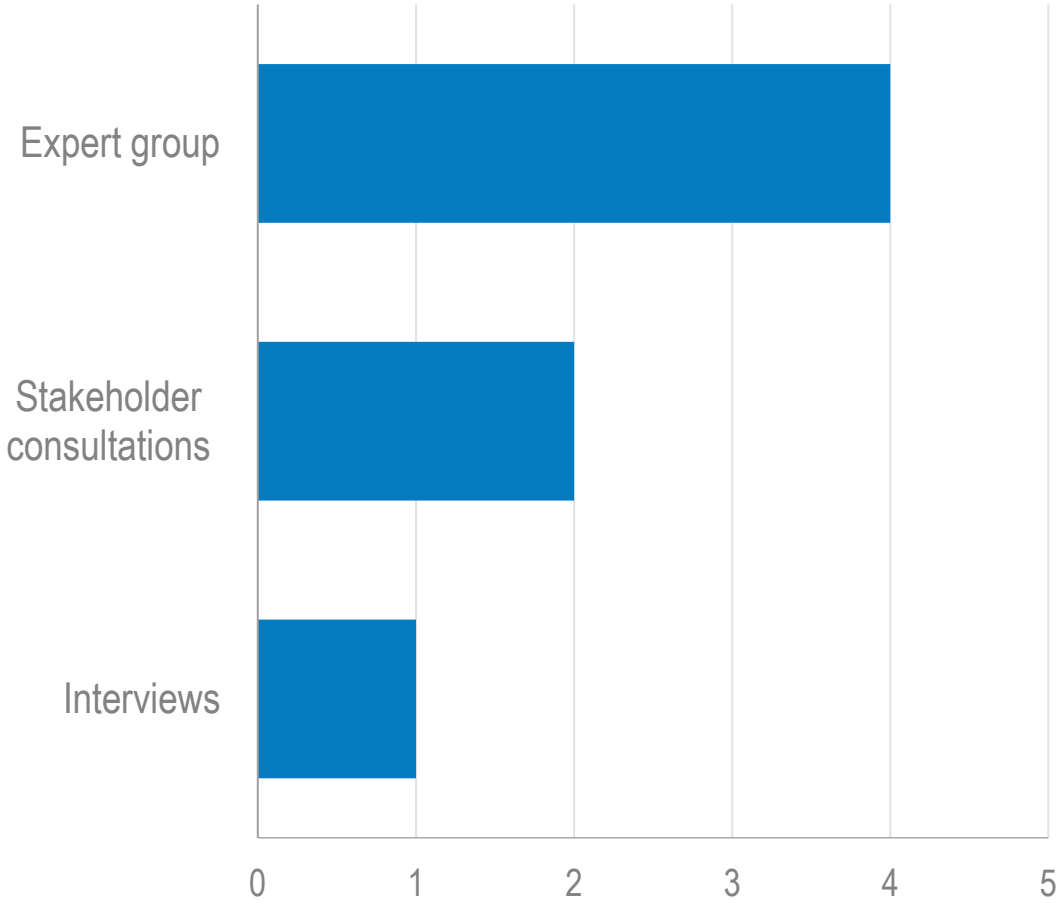
Use of quantitative methods

Number of analysed SAA exercises using each quantitative methodology

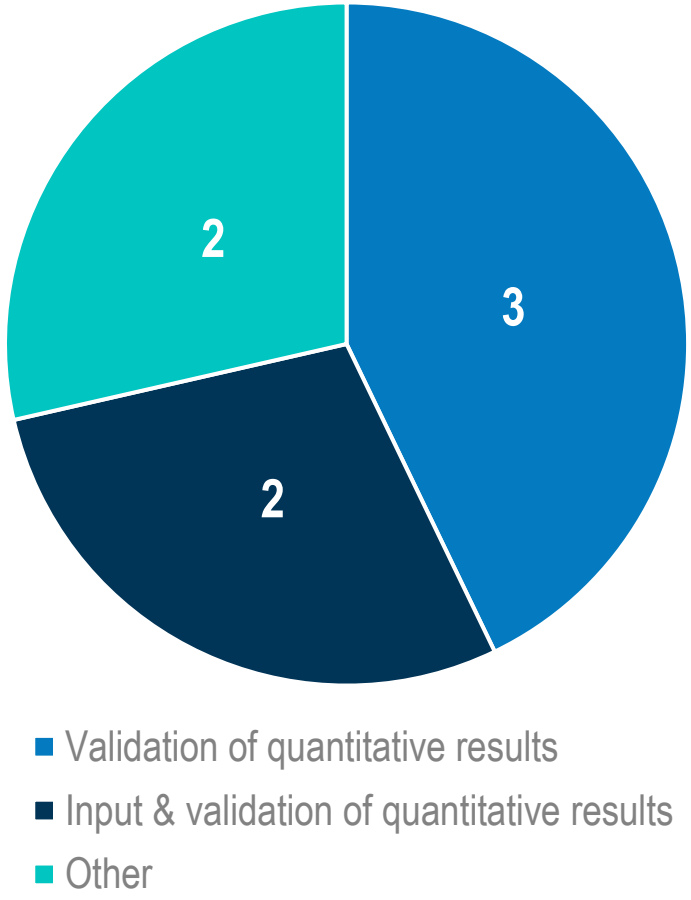


Use of qualitative methods

Number of analysed SAA exercises using qualitative methods



Application of qualitative methods



What's next? Shift towards skills

- Push towards **skills** rather than occupations and qualifications
- Efforts to measure **skills demand** using skills taxonomies, online job vacancy data and employer surveys/qualitative methods
- **Skills supply** is more challenging to measure, especially for Higher Education
  - Learning outcomes may not be centralised/homogenised
  - **Use of AI and large language models** to analyse university documentation

Thank you!

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