

Governance of individual learning accounts (ILAs)

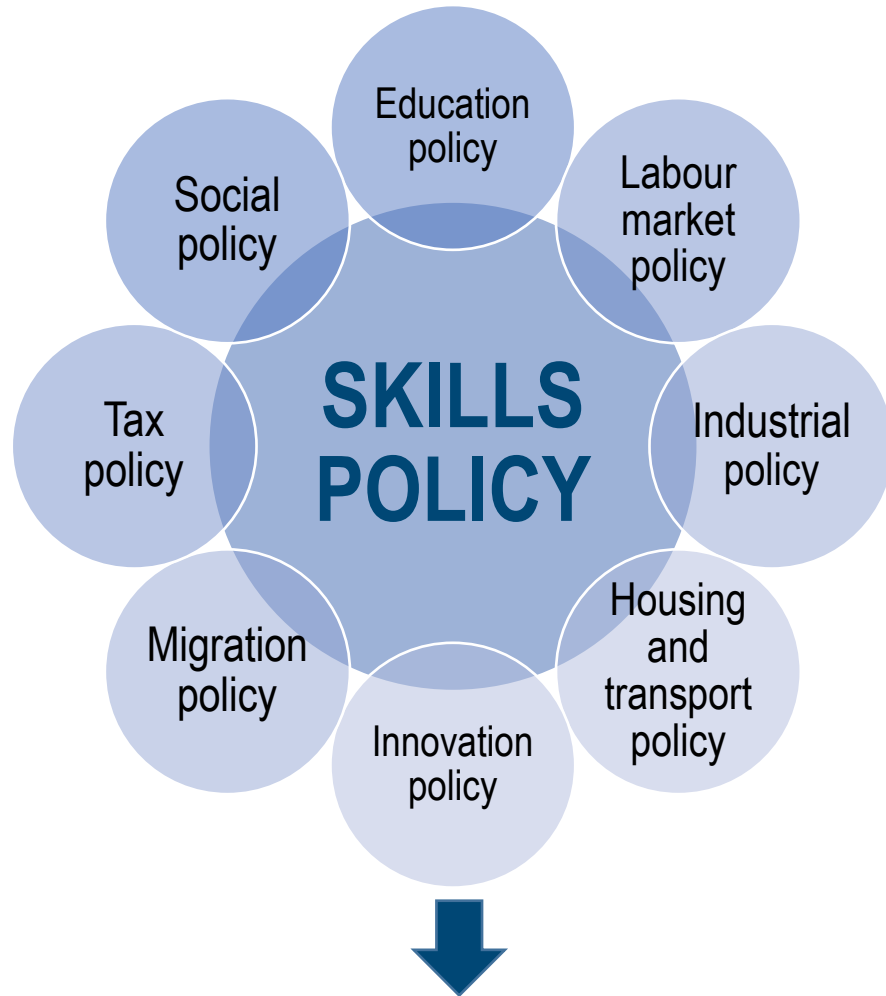
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» Skills Policy

... lies at the intersection of many policy domains



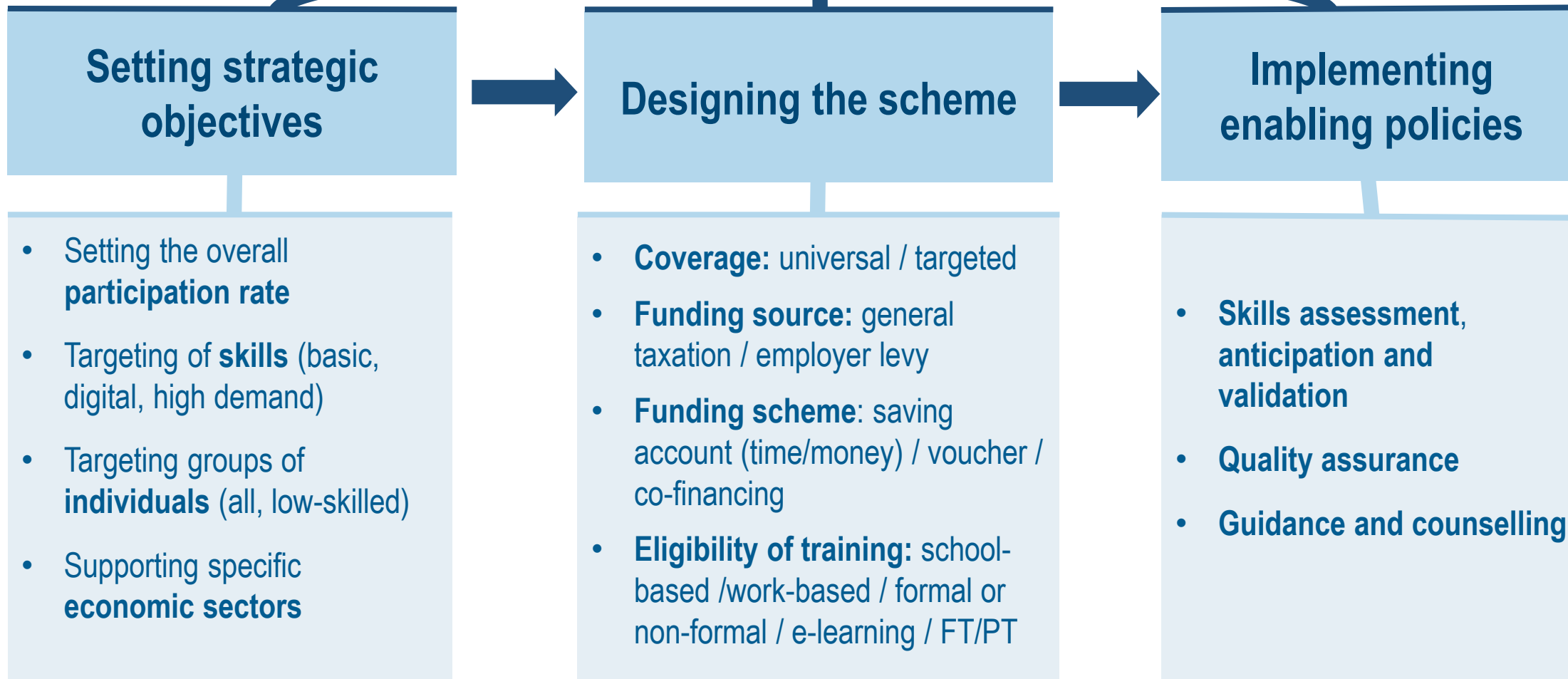
... has to respond to ongoing and emerging challenges

Megatrends of digitalisation, globalisation, and demographic shifts, along with **COVID-19 pandemic**, are:

- Reshaping **labour market demands**
- Increasing frequency of **transitions between jobs**
- Increasing incidence of **non-standard work**

Strong governance arrangements are key to the successful implementation of skills policy

The design and implementation of ILAs



» Setting strategic objectives

Participation rate

Targeted skills / training

Targeted individuals

Targeted sectors

Governance Implications

Promote co-ordination and collaboration across the whole of government

Engage stakeholders throughout the policy cycle

Build integrated information systems

- To ensure strategic objectives are shared and supported across government
- To ensure that strategic objectives are shared and supported by all relevant stakeholders
- To ensure relevant information is available to set strategic objectives
- To identify skills, individuals and economic sectors the ILA will target

» Designing the scheme

Governance Implications

Coverage

Funding source

Funding scheme

Type of training

Promote co-ordination and collaboration across the whole of government

Engage stakeholders throughout the policy cycle

Build integrated information systems

Align and co-ordinate financing arrangements

- To ensure all relevant ministries are involved in design and support the scheme
- To build support and inform decisions about coverage, eligibility of training, and funding mechanisms
- To support segmentation and profiling exercises to target the ILA at specific learners
- To inform decisions on coverage of the ILA
- To ensure ILA complements existing adult learning programmes and funds

» Implementing enabling policies

Governance Implications

Skills assessment,
anticipation and
validation

Guidance and
Counselling

Quality Assurance

Promote co-ordination and
collaboration across the
whole of government

Engage stakeholders
throughout the policy
cycle

Build integrated
information systems

Align and co-ordinate
financing arrangements

- To ensure effective coordination of organisation responsible for quality assurance
- To ensure stakeholders are aware of available quality standards and skills information
- To inform and guide learner choices about training (e.g. SAA) and how to access the ILA (e.g., portal)
- To monitor quality of training
- To ensure allocation of funding conforms to targets for skills, training, individuals, and sectors



Recommendations

- > Establish **co-ordinating committees** to foster collaboration and information exchange **between key actors** involved in the **governance of ILAs**
 - **Define clear roles and responsibilities** to minimise overlap and promote synergies
 - **Establish strong internal governance structures** with clearly defined decision-making and agenda-setting processes

Good practice example

- **Coordinating Norway' skills policy:**
Norway's Skills Policy Council
- **Coordinating Portugal's National Qualifications System:**
The National Agency of Qualification and Vocational Education and Training (ANQEP)



Engaging stakeholders throughout the policy cycle

Recommendations

- > Promote **stakeholder involvement** in the **governance of ILAs**
 - **Create opportunities for stakeholders to provide input** into decision-making and agenda-setting processes of the ILA co-ordinating committees
 - **Limit the overall number of stakeholders** involved to allow for meaningful deliberations
 - **Allow stakeholder engagement to develop over time** – building trust takes time

Good practice example

- **Promoting stakeholder engagement in Germany's VET system:**
The Alliance for Initial and Further Training
- **Promoting stakeholder engagement across Norway's skills system:**
Norway's Skills Policy Council



Building integrated information systems

Recommendations

- > **Create links and synergies between databases and information systems** to allow for access to data needed for effective design and implementation of ILAs
 - **Leverage data linkages and information systems** to design ILAs, monitor ILA implementation, and provide learners' with guidance
 - **Complement quantitative data** with learners' **qualitative assessments**

Good practice example

- **Making use of integrated skills information systems in France:**
The Deposit and Consignment Office (CDC)
- **Making use of integrated skills information system in Estonia:**
The Estonian Education Information System (EHIS)



Aligning and co-ordinating financing arrangements

Recommendations

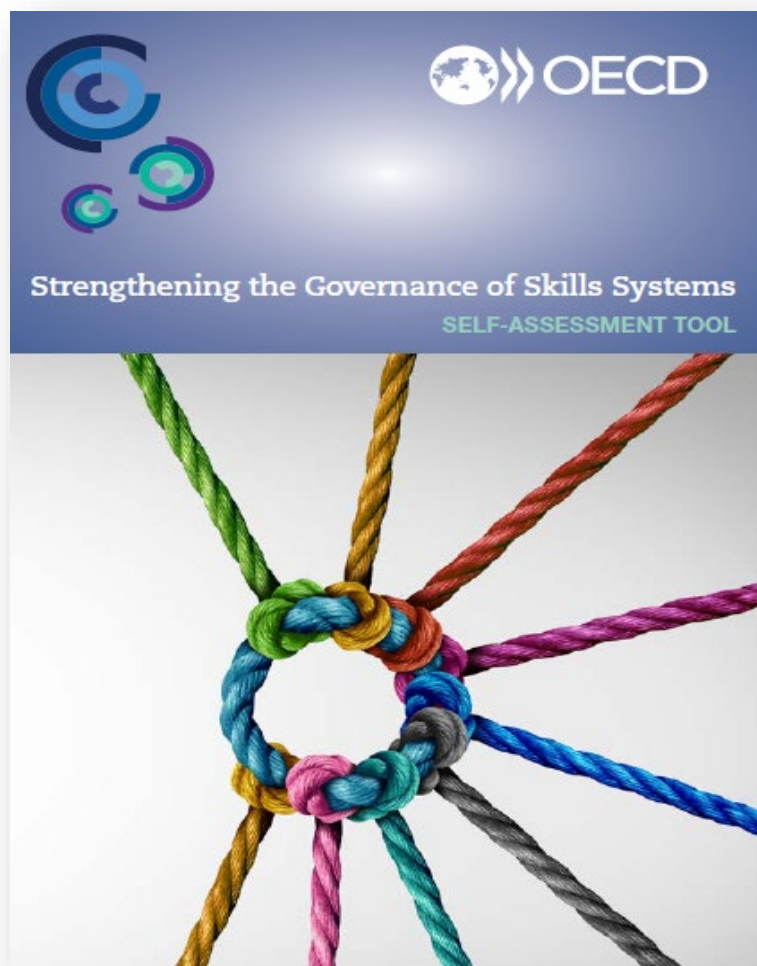
- Co-ordinate and collaborate on ILA financing
 - **Ensure adequate resources** by integrating ILAs into long-term budgetary plans and leveraging contributions from stakeholders,
 - **Ensure complementarity** with existing financing and subsidies for training
 - **Support equity goals** through design of ILA cost-sharing arrangements
 - **Manage training providers' price-setting strategies** (e.g. rising fees)

Good practice example

➤ **Government collaboration with employee organisations to support cost-sharing arrangements in Austria:**

The “Bildungskonto”

Assessing governance in practice



SELF-ASSESSMENT TOOL

- Practical tool for policy makers and stakeholders to **self-assess the performance** of the country's **governance arrangements**
- **Questions** covering the **four OECD governance dimensions**
- Can be used to **collect primary evidence** about **governance of ILAs**



Thank you!

**High-level forum on individual
learning accounts**

Online Conference
4 - 5 March 2021

