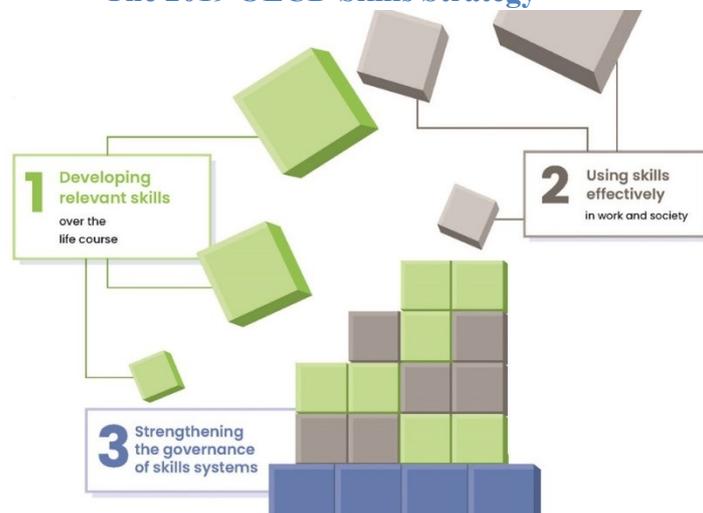


2019 OECD Skills Strategy: Ireland

Since its launch in 2012, the OECD Skills Strategy has provided countries with a strategic and comprehensive approach to assessing their skills challenges and opportunities. The 2019 OECD Skills Strategy incorporates lessons learned from applying the OECD Skills Strategy framework in eleven countries, including new evidence about the implications of so-called megatrends, such as globalisation, digitalisation, population ageing or migration. It also accounts for new evidence about skills policies that work under the proper governance arrangements, including effective co-ordination and accountability mechanisms, efficient funding from different sources and information systems. This document describes the key findings for Ireland.

The 2019 OECD Skills Strategy



OECD Skills Strategy Dashboard: summary indicators of skills performance

Dashboard indicators across pillars of the Skills Strategy		Country/Region																																			
		Belgium (Flanders)	Austria	Canada	Czech Republic	Chile	Denmark	Estonia	Finland	France	Germany	Greece	Hungary	Iceland	Ireland	Israel	Italy	Japan	Korea	Lithuania	Luxembourg	Mexico	Netherlands	New Zealand	Norway	Poland	Portugal	Slovak Republic	Slovenia	Spain	Sweden	Switzerland	Turkey	UK (England)	UK (Northern Ireland)	United States	
Developing relevant skills	How skilled are youth?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	Are skills of youth improving?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	Are skills of youth being developed inclusively?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How many young adults attain tertiary education?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How skilled are young tertiary educated adults?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How inclusive is tertiary education?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How strong are foundational skills of adults?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	Do adults have a broad set of skills?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	Is there a strong culture of adult education?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
Are skills of adults being developed inclusively?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
Using skills effectively	How well are skills activated in the labour market?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How inclusive is the labour market?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	
	How well aligned are skills with the labour market?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	Do workplaces make intensive use of skills?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	Do people use their skills intensively in daily life?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	Is the use of skills at work improving?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
	Are firms designing workplaces to use skills effectively?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue
Is skills use stimulated by innovation?	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	Dark Blue	

Notes: Indicators are selected, aggregated and normalised in a way to ensure that a higher value and being among the “Top 20%” reflects better performance. Colours in the dashboard represent the quintile position of the country in the ranking, with dark grey indicating performance at the bottom, and dark blue indicating performance at the top of the ranking. The “x” indicates insufficient or no available data for the underlying indicators, and dotted circles indicate missing data for at least one underlying indicator. Only OECD sources have been used (see OECD (2019) for overview).

1. For Belgium (Flanders), United Kingdom (England and Northern Ireland), a combination of regional (PISA and PIAAC) and national data have been used. Note on Israel: The statistical data for Israel are supplied by and are under the responsibility of relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Ireland’s skills performance

The Skills Strategy Dashboard provides a snapshot of Ireland’s comparative skills performance. Ireland is a strong performer on a number of indicators of developing relevant skills and using skills effectively. Most notably, Ireland is one of the strongest performing countries in developing skills of youth. In 2015, PISA scores of 15 year-olds were above the OECD averages, with reading scores even among

the highest in the OECD. Furthermore, a large share of young adults attained tertiary education, and adult learning is more common in Ireland than in the OECD on average. The skills system is also inclusive, with socio-economic background having a comparatively small effect on the skills performance of youth, tertiary attainment and the skills performance of adults.

Despite this success, there continue to be areas in which Ireland could improve. While the skills of youth are strong, the skills of many adults are lagging behind. The Survey of Adult Skills (PIAAC) shows that average proficiency scores of 16-65 year-olds in literacy and numeracy are below the average of participating OECD countries, and this is also true for younger adults (16-24 year-olds) as well as for adults with tertiary education. In addition, the problem-solving skills of adults could be improved, and a comparatively small share of adults has well-rounded skill sets – i.e. strong performance across all measures in PIAAC.

Despite an innovative, strong economy, with solid economic growth, Ireland's labour market performance could be improved. The employment and labour force participation rates are comparable with the OECD average, but a number of vulnerable groups are lagging behind. Employment rates are particularly low for low-educated individuals, as well as younger generations. Moreover, almost half of the unemployed are without a job for more than a year, compared with less than 1 in 3 in the OECD.

A large share of Irish firms experienced a decline in productivity over the past decade. This is mainly the result of poor performance of local firms – the productivity gap between local and foreign-owned firms is increasing.

Boosting productivity is key for future growth in Ireland, and the more effective use of skills could help to achieve this aim. The use of numeracy and ICT skills in particular could be enhanced in Irish workplaces. A number of high-performance workplace practices could support the effective use of skills, but firms in Ireland are adopting these practices at a lower rate than are firms in most OECD countries.

Ireland has taken important steps to respond to many of these challenges in recent years. For instance, in 2016, Ireland launched its own National Skills Strategy 2025 with a focus on active inclusion to support participation in education and training and the labour market. Moreover, Ireland is expanding and reforming its apprenticeship system, launched a plan for 'Delivering Equality Of Opportunity In Schools (DEIS)', and has created a network of regional skills fora as a mechanism for supporting employers and the education and training system to work together in responding to the skills needs of their regions.

Still, Ireland could benefit from a renewal of its strategic vision for the future to ensure that all of its people have the skills to respond to the challenges and opportunities of a complex and rapidly changing world. A whole-of government approach is needed to achieve this aim.

Key recommendations for improving the performance of national skills systems

Developing relevant skills over the life course: Making skills systems responsive

- Making each stage of learning a foundation for success in the next
- Enabling policies to support learning in adulthood
- Supporting teachers to become lifelong learners
- Financing adult learning
- Harnessing the power of technology as a tool for learning

Using skills effectively in work and society: Making the most of everyone's potential

- Make full use of everyone's skills
- Making the most of migrants' skills
- Activating skills to build more inclusive and cohesive societies
- Making intensive use of skills in work
- Aligning skills with the needs of the economy and society
- Aligning skills policies with industrial and innovation policies

Strengthening the governance of skills systems: Tackling increased complexity

- Promoting co-ordination, co-operation and collaboration across the whole of government
- Engaging stakeholders throughout the policy cycle
- Building integrated information systems
- Aligning and co-ordinating financing arrangements

Further reading

OECD (2019), *OECD Skills Strategy 2019: Skills to shape a better future*, OECD Publishing, Paris, [//doi.org/10.1787/9789264313835-en](https://doi.org/10.1787/9789264313835-en).

OECD (2019), *OECD Skills Outlook 2019: Thriving in a Digital World*, OECD Publishing, Paris, <https://doi.org/10.1787/df80bc12-en>.

OECD (2018), *OECD Economic Surveys: Ireland 2018*, OECD Publishing, Paris, http://dx.doi.org/10.1787/eco_surveys-irl-2018-en.

OECD (forthcoming), *Strengthening the Governance of Skills Systems*, OECD Publishing, Paris.

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