### About the Authors

**Richard Brisbois** is a Researcher at Canadian Policy Research Networks (CPRN). He holds a Master of Business Administration degree from Carleton University (Ottawa, Ontario). Mr. Brisbois is the content manager of two CPRN web site projects, "Work Network" and "Jobquality". He is the author of a report on international comparisons of job quality, How Canada Stacks Up: The Quality of Work – An International Perspective, and has co-authored several reports focusing on human resource and skills issues in Canada's voluntary/non-profit sector.

Randall Eberts is Executive Director of the W.E. Upjohn Institute for Employment Research, an independent non-profit research organisation that conducts and supports research on policy-relevant employment and regional economic issues. His current research examines the role of local partnerships in workforce and economic development. Mr. Eberts also works closely with the federal and state governments to develop management tools that use statistical analysis to help improve the performance of workforce programmes. He received his Ph.D. in economics from Northwestern University.

**Sylvain Giguère** is the Deputy Head of the LEED Programme, the OECD Division that focuses on local economic and employment development. A Canadian economist, he joined the OECD in 1995 and initiated a policy research agenda on governance and employment that explores ways of achieving an integrated approach to economic and social development. Mr. Giguère published several books on these matters and currently supervises projects examining the integration of immigrants and the coordination of employment, skills and economic development. He co-ordinates LEED's programme of work and is the manager of the OECD LEED Forum on Partnerships and Local Governance.

Jim Hillage is an Associate Director of the Institute for Employment Studies (IES) in Brighton, United Kingdom. He has over 25 years' experience of researching into labour market and employment issues from an individual and an employer perspective. Mr. Hillage helps co-ordinate the Institute's work on learning and skills and has particular interests in lifelong learning, corporate training and skills development policies, and more generally with

the interface between education and the labour market at all levels. At the IES, he is leading the team in charge of evaluating the UK Employer Training Pilots.

Vania Gerova is an economist specialising in quantitative research and analysis of secondary data. She is a Research Officer at the Centre for Longitudinal Studies, Institute for Education, University of London. She has previously held research posts in the Department of Economics at the University of Aberdeen and the Institute for Employment Studies (IES) in Brighton. Her current research is concerned with changing patterns of occupational segregation and life course consequences of single-sex and co-educational secondary schooling.

**Corinne Nativel** is a Research Fellow in the Department of Geographical and Earth Sciences at the University of Glasgow in the United Kingdom and teaches English at the University of Paris 1 – Panthéon Sorbonne. She is also a consultant to the OECD and the European Commission. Ms. Nativel's research focuses on employment and welfare restructuring and on the relationship between geography and public policy. She is the author of Economic Transition, Unemployment and Active Labour Market Policy: Lessons and Perspectives from the East German Bundesländer (Continuum Publishing).

Ides Nicaise is a Professor in Economics and the Director of the Education and Labour Market Policy unit at HIVA (Higher Institute for Labour Studies), University of Leuven, a multidisciplinary research institute specialised in social policy. His main research areas include education, labour market policy and social inclusion in both the developed and the developing world. He has participated in several OECD thematic reviews on education. Mr. Nicaise chairs the Belgian Resource Centre for the Fight against Poverty, a centre established to provide an interface between the government, civil society and grassroots organisations defending the interests of the poor.

**Mette Nørholm** is a Researcher at the Danish Technological Institute, Centre of Human Resources Development. The Danish Technological Institute conducts action-oriented research and consultation in private and public organisations and the Centre of Human Resources Development provides specialist expertise in the development of work-life conditions. Ms. Nørholm's research centres on the question of how training and education can be used as a lever to improve working conditions and business competitiveness, particularly with regard to the integrated development of work organisation, workforce skills and quality of working life.

**Frank Pirard** is a Researcher for the Flemish Government. He has expertise in social and labour law and manages employment projects for the long-term unemployed in wildlife reserves and forests. He has previously worked as an editor for a major Belgian publishing company, as a legal adviser for the Brussels Co-ordination of Social Institutions and the Prince Laurent

Foundation, and as a researcher for the Higher Institute for Labour Studies (HIVA), University of Leuven.

Ron Saunders is the Director of the Work Network at Canadian Policy Research Networks. The Work Network's research focuses on job quality, vulnerable workers, and connections between learning and work. Mr. Saunders was formerly the Assistant Deputy Minister, Policy, Communications, and Labour Management Services Division at the Ontario Ministry of Labour. He has a Ph.D. in Economics from Harvard University. He has worked on a wide range of labour market issues and has served on committees at the International Labour Organization and in federal-provincial initiatives.

**Penny Tamkin** is an Associate Director at Institute for Employment Studies (IES) in Brighton, United Kingdom. She has a strong research interest in the skills and development of employees and managers and has conducted numerous research studies on the impact and effectiveness of development programmes. Ms. Tamkin has worked with a number of employers on evaluating the impact of specific training programmes, and is currently researching how UK managers compare with those from other nations and how skills and training impact on organisational performance.

Roel Verlinden studied Educational Sciences at the Catholic University of Leuven and Human Resources Management at the University of Antwerp Management School. From 2001 to 2004, he was a researcher at the Higher Institute for Labour Studies (HIVA), University of Leuven, where he was involved in various national and international labour market research projects. Mr. Verlinden is currently employed as a staff member of a regional high school in Belgium.

## Table of Contents

| Acronyms   | 11  |
|--|-----|
| Executive Summary  | 13  |
| Chartes 1 An Internal action to Chille He are discovered to the        |     |
| Chapter 1. An Introduction to Skills Upgrading: Why a Shift            |     |
| in Policy is Needed  |     |
| by Sylvain Giguère   | 23  |
| From a business cycle issue to a structural one                        | 25  |
| The workplace is changing  | 26  |
| A governance failure as much as a market failure                       | 27  |
| National issues, local solutions                                       | 28  |
| A shift in policies is needed  | 29  |
| Chapter 2. From Welfare-to-work to Welfare-in-work:                    |     |
| Concepts and Policies  |     |
| by Corinne Nativel   | 33  |
| From "Welfare-to-Work" to "Welfare-in-Work": challenges                |     |
| and obstacles  | 35  |
| Instruments for upgrading the skills of the low-qualified: an overview | 44  |
| Actors and institutional arrangements: the governance                  |     |
| of workforce development   | 56  |
| Conclusions and policy recommendations                                 | 70  |
| Chapter 3. Education and Training for the Low-skilled in Denmark:      |     |
| Linking Public Policy to Workplace Needs and Practice                  |     |
| by Mette Nørholm   | 85  |
| Introduction   | 86  |
| The national policy context  | 87  |
| Regional labour market and skills needs: a case-study                  |     |
| from Storstrøm   | 96  |
| Workplace practices: strategic aspects                                 | 101 |
| Implementing training initiatives for the low-skilled                  |     |
| at company level: processes and outcomes                               | 110 |
| Conclusions and recommendations  | 121 |

| Chapter 4. The Regional Implementation of the Employer Training       |            |
|---|------------|
| Pilots in the United Kingdom  |            |
| by Penny Tamkin, Jim Hillage and Viona Gerova                         | 129        |
| Introduction  | 130        |
| The policy context  | 131        |
| The UK labour market  | 143        |
| The Derbyshire labour market  | 145        |
| Employer Training Pilots  | 148        |
| Conclusions   | 165        |
| Chapter 5. Sectoral Initiatives to Train Low-qualified Incumbent      |            |
| Workers in the United States: Two Case Studies                        |            |
| by Randall W. Eberts  | 175        |
| Introduction  | 176        |
| Overview of the situation of low-skilled workers in the United States | 178        |
| Training incumbent workers  | 182        |
| Delivery of worker training by workforce investment boards            | 187        |
| Non-government workforce intermediaries                               | 192        |
| Conclusions   | 214        |
|   |            |
| Chapter 6. Skills Upgrading for Low-Qualified Workers in Flanders     | 000        |
| by Ides Nicaise, Roel Verlinden and Frank Pirard                      | 223        |
| Introduction  | 224        |
| The position of low-qualified workers in the labour market            | 005        |
| and lifelong learning in Flanders                                     | 225        |
| Institutional and policy perspectives on lifelong learning            | 230<br>231 |
| The Flemish action plan for lifelong learning                         | 231        |
| incumbent workers   | 234        |
| Intensive training measures for low-skilled unemployed workers:       | 234        |
| the example of Vitamin-W  | 239        |
| In-work support for low-skilled re-entrants: the example              | 233        |
| of the Jobcoach Network   | 243        |
| Workplace training for incumbent workers: the example of Harol        | 250        |
| Conclusions   | 255        |
|   |            |
| Annex 6.A1  | 259        |
| Chapter 7. Skills Upgrading Initiatives in Canada:                    |            |
| <b>Evidence from Alberta and the Northwest Territories</b>            |            |
| by Richard Brisbois and Ron Saunders                                  | 261        |
| Introduction  | 262        |
| The national labour market  | 263        |
| Adult education and training policy in Canada                         | 267        |
| Case studies from the Northwest Territories                           | 272        |
| Case studies in the Province of Alberta                               | 283        |
| Lessons learned   | 297        |
| Conclusions   | 303        |
|   |            |

| Ann  | ex 7.A1. Map of Northwest Territories                              | 308 |
|------|--|-----|
|      | ex 7.A2. Map of Alberta  | 309 |
| Ann  | ex 7.A3. Web Site Information on Organisations and Government      | 040 |
|      | Agencies Included in this Study                                    | 310 |
| Abo  | ut the Authors   | 311 |
| Box  | es   |     |
| 2.1. | Some definitions   | 41  |
|      | Workplace essential skills (Canada)                                | 55  |
|      | The 2001 collective agreement on training in the metalworking      |     |
|      | industry in Baden-Württemburg (Germany)                            | 66  |
| 2.4. | The EU initiative EQUAL (2000-2006)                                | 68  |
|      | ETP employer penetration rates                                     | 155 |
|      | Case studies of employers  | 157 |
| Tab  | loc  |     |
|      | Behaviour, skills and attributes of enterprising people            | 39  |
|      | Risk and incidence of low-pay by education level                   | 33  |
| ۷.۷. | in selected OECD countries   | 40  |
| 2 2  | Risk and incidence of low pay by tenure in selected OECD countries | 40  |
|      | The fastest-growing occupations in the United Kingdom, 1992-99     | 43  |
|      | Public expenditure on adult education and training, 1993-2001      | 95  |
|      | Population, 1990, 1995 and 2001                                    | 97  |
|      | Labour force trends, 1990, 1995 and 2001                           | 97  |
|      | Unemployment rates   | 98  |
|      | Percentage of employers providing some form of training, by size   | 144 |
|      | Old and new pilot areas  | 150 |
|      | ETP employer participants by size (percentages)                    | 154 |
|      | ETP employer penetration rates, August 2003 (%)                    | 155 |
|      | ETP employer participants by sector (percentages)                  | 156 |
|      | ETP employers involved with business support agencies              | 130 |
| 1.0. | (percentages)  | 156 |
| 5.1. | Shares of hours worked that are low-paid by industry               | 180 |
|      | Shares of hours worked that are low-paid by occupation             | 180 |
|      | Poverty, income and educational attainment by US regions           | 180 |
|      | Estimated expenditures for public job training programmes          |     |
|      | in the US, Fiscal Year 2001 (thousands of US dollars)              | 185 |
| 6.1. | Activity rates for the "low-educated" in Belgium,                  |     |
|      | Flanders and the EU-15   | 226 |
| 6.2. | Activity rates by educational level, 2002                          | 226 |
|      | Unemployment rates of low-educated people, 1999-2002               | 227 |
|      | Level of qualification of jobs                                     | 227 |

| 6.5. | Proportion of employees in each level of qualification, by company size | 228 |
|------|---|-----|
| 6.6. | Participation of adults in education and training                       | 220 |
| 0.0. | during the past four weeks, by gender, age, initial level               |     |
|      | of education, employment situation and nationality – Belgium            |     |
|      | and regions, 2001   | 229 |
| 6.7. | Social dialogue on training in Belgium                                  | 234 |
| Figu | ires  |     |
| 1.1. | The institutional framework for skills upgrading initiatives            | 69  |
| 3.1. | Denmark's education and training system                                 | 91  |
| 3.2. | Map of Denmark showing Storstrøm  | 97  |
| 3.3. | Educational level of the employed and the unemployed                    |     |
|      | in the Storstrøm region, 2002   | 98  |
| 4.1. | Percentage of employers providing some form of training,                |     |
|      | by sector   | 144 |
| 4.2. | Percentage of employers providing training, by kind of training         |     |
|      | and size  | 145 |
| 4.3. | Map of the United Kingdom showing Derbyshire                            | 146 |
| 5.1. | Wage rates by education (ages 25-54)                                    | 179 |
| 5.2. | Midwest Region  | 195 |
| 6.A1 | 1.1. The Flemish region of Belgium and the location                     |     |
|      | of the three cases studied in this chapter                              | 259 |

#### **Acronyms**

**AE** Adult Education (Voksenuddannelse) (Denmark)

AF Arbejdsformidlingens – Name of the Danish Public Employment

Service

AHRE Alberta Human Resources and Employment (Canada)

AMU Adult Vocational Training (Arbejdsmarkedsuddannelserne)

(Denmark)

**APEL** Accreditation of prior experiential learning (Flanders)

**AVU** General Adult Education (Almen VoksenUddannelse) (Denmark)

**AWES** Alberta Workforce Essential Skills (Canada)

**BLOs** Business Links Operators (UK)

**CEGEP** Collège d'Enseignement Général et Professionnel (Quebec)

CET Continuous Education and Training
CPPI Canadian Petroleum Products Institute
CTHRC Canadian Trucking Human Resource Council

CVT Continuing Vocational Training

DDMI Diavik Diamond Mines Inc. (Canada)

ERIC Effective Reading in Context (Canada)

**ESF** European Social Fund

**ESRP** Essential Skills Research Project (Canada)

**ESWL** Essential Skills and Workplace Literacy (Canada)

**ETPs** Employer Training Pilots (UK)

**FOA** Public Employees's Union (Forbundet af Offentlige Ansatte)

(Denmark)

**FVU** Preparatory Adult Education (Forberedende VoksenUddannelse)

(Denmark)

GCSEs General Certification of Secondary Education (UK)

**GED** General Equivalency Diploma (Canada)

**GVU** Basic Adult Education (Grunduddannelse for voksne)

HF Higher Preparatory Examination
HHX Higher Commercial Examination
HTX Higher Technical Examination
IAG Information Advice and Guidance

JARC Jane Addams Resource Corporation (US)

**KAD** Women Workers' Union in Denmark (Kvindeligt Arbejderforbund)

LIRI Local Industrial Retention Initiative (US)

**LLL** Lifelong Learning

LMDAs Labour Market Development Agreements (Canada)

**LSEq** Low Skill Equilibrium

LO Danish Federation of Trade Unions (Landsorganisationen i

Danmark)

**LSCs** Learning and Skills Councils (UK)

MOWDMayor's Office of Workforce Development (US)NNSPThe National Network of Sector Partners (US)NVQsNational Vocational Qualifications (UK)

**PES** Public Employment Service

RAR Regional Labour Market Council (Regionale Arbejdsmarkeds Råd)

(Denmark)

**SERV** Flemish Social and Economic Council (Flanders)

SID General Workers' Union in Denmark (Specialarbejderforbundet i

Danmark)

SSDA Sector Skills Development Agency (UK)
SMEs Small and medium-sized enterprises

STC Sub-regional Employment Committee (Flanders)
TANF Temporary Assistance for Needy Families (US)

TIF Tax incremental financing (US)

**TOWES** Test of Workplace Essential Skills (Canada)

UPL Educational Planning (Uddannelses Planlægning) (Denmark)VDAB Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding – Name

of the Flemish Public Employment Service

**VET** Vocational Education and Training

**VESOC** Flemish Economic and Social Consultative Committee (Flanders)

VET Vocational Education and Training
VEUD Adult Vocational Education and Training
(Voksenerhvervsuddannelse) (Denmark)

**VEU-reform** Adult Education Reform (Voksen- og Efteruddannelsesreform)

(Denmark)

**VUC** General Adult Education Centre (Voksenuddannelsescenter)

(Denmark)

**VUS** Act on Educational Support for Adults (Voksenuddannelsesstøtte)

(Denmark)

**VVU** Further Adult Education (Videregående VoksenUddannelse)

(Denmark)

WIA Workforce Investment Act (US)
WLP Workplace Learning Program

**WRTP** Wisconsin Regional Training Partnership (US)



# From: Skills Upgrading New Policy Perspectives

Access the complete publication at:

https://doi.org/10.1787/9789264012516-en

#### Please cite this chapter as:

OECD (2006), "About the Authors", in Skills Upgrading: New Policy Perspectives, OECD Publishing, Paris.

DOI: https://doi.org/10.1787/9789264012516-10-en

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.

