Higher level technical and professional programmes: international experience

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Labour productivity growth is weak

Labour productivity growth with contributions
Percentage points

1. Labour productivity is defined as output per worker (i.e. real gross value added (GVA) divided by total employment). Contributions to growth are calculated using a weight of 0.67 for employment and 0.33 for productive capital; total factor productivity is calculated as a residual. Productive capital excludes investment in housing.


StatLink: http://dx.doi.org/10.1787/888933189133
Youth who are badly prepared

Share of individuals with low numeracy skills

16-29 year-olds

30-54 year-olds
Gap in literacy and problem-solving skills between young NEETs and employed youth

Literacy
Young workers in routine jobs

Share of workers who consider they have little freedom to change the order of their tasks

- %
- 16-29 year-olds
- 30-54 year-olds

Countries: Sweden, Finland, Norway, Germany, Austria, Estonia, Denmark, Japan, Czech Republic, Netherlands, United States, Canada, Poland, Australia, OECD average, France, Spain, Slovak Republic, Korea, Italy, Ireland
Share of workers in routine jobs by level of numeracy skills

- **16-29 year-olds**
- **30-54 year-olds**

![Graph showing the percentage of workers in routine jobs by level of numeracy skills, with two distinct lines representing different age groups.](image-url)
What kinds of programme?

• Shorter 6 months to 2 years postsecondary programmes
• Professional examinations
• Professional bachelor degrees.
Percentage of adults aged 20 – 45 who have short-cycle professional education and training as their highest qualification (OECD survey of adult skills)
Key characteristics of effective technical and prof. ed.

- Provision that matches labour market needs
- High quality delivery
- Reliable, competency-based qualifications
- Supporting conditions in place
Provision that matches labour market needs

1. Good information on labour market needs:
   - ✓ Current and future occupational demand and supply
   - ✓ Mix of skills (foundation, socio-emotional and technical)

2. Mechanisms to link provision to labour market needs
   - ✓ Requiring work-based learning
   - ✓ Linking funding to labour market demand
   - ✓ Monitoring labour market outcomes

3. Diversity of offerings and good pathways
   - ✓ Adapting offerings to needs of diverse students
   - ✓ Coordination with broader education and training system

4. Engagement of social partners in designing system
Postsecondary vocational provision: some common challenges

• Nomenclature
• Weak institutional basis
• Failure to meet the needs of adults
• Patchy transitions and articulation
• Insufficient recognition of prior learning
Two really big challenges

• Workbased learning...

• ...and qualifications and assessment.
Students in upper secondary vocational education who are participating in work-based learning.

- Apprenticeship
- Working outside of apprenticeship
- Studying only

Graph showing participation rates across various countries.
Use of skills by upper secondary vocational students who are combining study and work in and outside of apprenticeships

### Numeracy Skills
- Australia: 1
- Austria: 0
- Czech Republic: 0
- Denmark: 0
- England/N. Ireland (UK): 0
- Estonia: 0
- Finland: 0
- Germany: 0
- Netherlands: 0
- Norway: 0
- OECD average: 0
- Poland: 0
- Slovak Republic: 0
- Sweden: 0

### Problem-solving Skills
- Australia: 1
- Austria: 0
- Czech Republic: 0
- Denmark: 0
- England/N. Ireland (UK): 0
- Estonia: 0
- Finland: 0
- Germany: 0
- Netherlands: 0
- Norway: 0
- OECD average: 0
- Poland: 0
- Slovak Republic: 0
- Sweden: 0

### Learn at Work
- Australia: 1
- Austria: 0
- Czech Republic: 0
- Denmark: 0
- England/N. Ireland (UK): 0
- Estonia: 0
- Finland: 0
- Germany: 0
- Netherlands: 0
- Norway: 0
- OECD average: 0
- Poland: 0
- Slovak Republic: 0
- Sweden: 0

### Co-operation Skills
- Australia: 1
- Austria: 0
- Czech Republic: 0
- Denmark: 0
- England/N. Ireland (UK): 0
- Estonia: 0
- Finland: 0
- Germany: 0
- Netherlands: 0
- Norway: 0
- OECD average: 0
- Poland: 0
- Slovak Republic: 0
- Sweden: 0

### Self-organisation Skills
- Australia: 1
- Austria: 0
- Czech Republic: 0
- Denmark: 0
- England/N. Ireland (UK): 0
- Estonia: 0
- Finland: 0
- Germany: 0
- Netherlands: 0
- Norway: 0
- OECD average: 0
- Poland: 0
- Slovak Republic: 0
- Sweden: 0
The mandatory principle

All vocational programmes should contain a significant element of workbased learning
Mandatory workbased learning: incentives for partnership

Incentives for training providers

Incentives for employers
High quality delivery

1. Provide comprehensive education and training for employability, including foundation, socio-emotional and technical skills

2. Integrate high quality work-based learning into all vocational programmes

3. Ensure that VET teachers and trainers have both pedagogical skills and up-to-date technical expertise

4. Provide adequate quality assurance and monitor labour market outcomes
Whats the point of qualifications?

• Signalling job skills to employers.
• Regulating access to certified occupations.
• Reducing the search costs of jobseekers.
• A vehicle for employers to influence programme content.
Qualifications that work

• Not too many of them
• Balancing national consistency and local flexibility
• Supported by robust final assessments.
• Making use of competence based approaches.
1. Qualifications developed together with labour market actors and reflecting labour market needs

2. Qualification systems that provide diversification without too much fragmentation of qualifications

3. High quality assessments built into qualifications, including competency-based approaches
Supporting conditions in place

1. Engagement of government, employers and trade unions, students and other relevant stakeholders in VET system

2. Reliable data on labour market needs and labour market outcomes of VET programmes comparable with other education and training pathways

3. Consistent funding arrangements across education and training pathways so that choices are not distorted

4. Effective, accessible, independent career advice
How can VET systems prepare the workforce of the future?

**Upper-secondary level**

**Post-secondary level**
Ensure that all young people leave school with relevant skills

- Take a holistic approach to skills
- Provide multiple pathways within the education system. Give disengaged youth a second chance to reintegrate into the education system
- Develop work-based learning programmes across different types of education, including universities
- Design high-quality vocational education and training programmes that develop cognitive and social and emotional skills, and labour market experience
- Base career guidance services on relevant assessment of the market returns of various career paths
- Engage employers and other stakeholders in the education system at all levels
Identify and help the NEETs to reengage

• Develop a system of mutual obligations between youth and institutions

• Encourage employment through efficient job-search assistance and training, monitoring and financial incentives

• Target places in training programmes and job subsidies to youth with low skills and those who face specific barriers in the labour market.
Making better use of young workers’ skills

• Remove barriers to geographical mobility to allow for local matching of jobs and skills
• Develop (inter)national qualification frameworks and formal recognition of skills acquired through non-formal and informal learning
• Promote more effective work organisation and human resource management strategies
• Remove barriers to entrepreneurship
• Invest in tools for assessing and anticipating skills needs.
Thank you!

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