

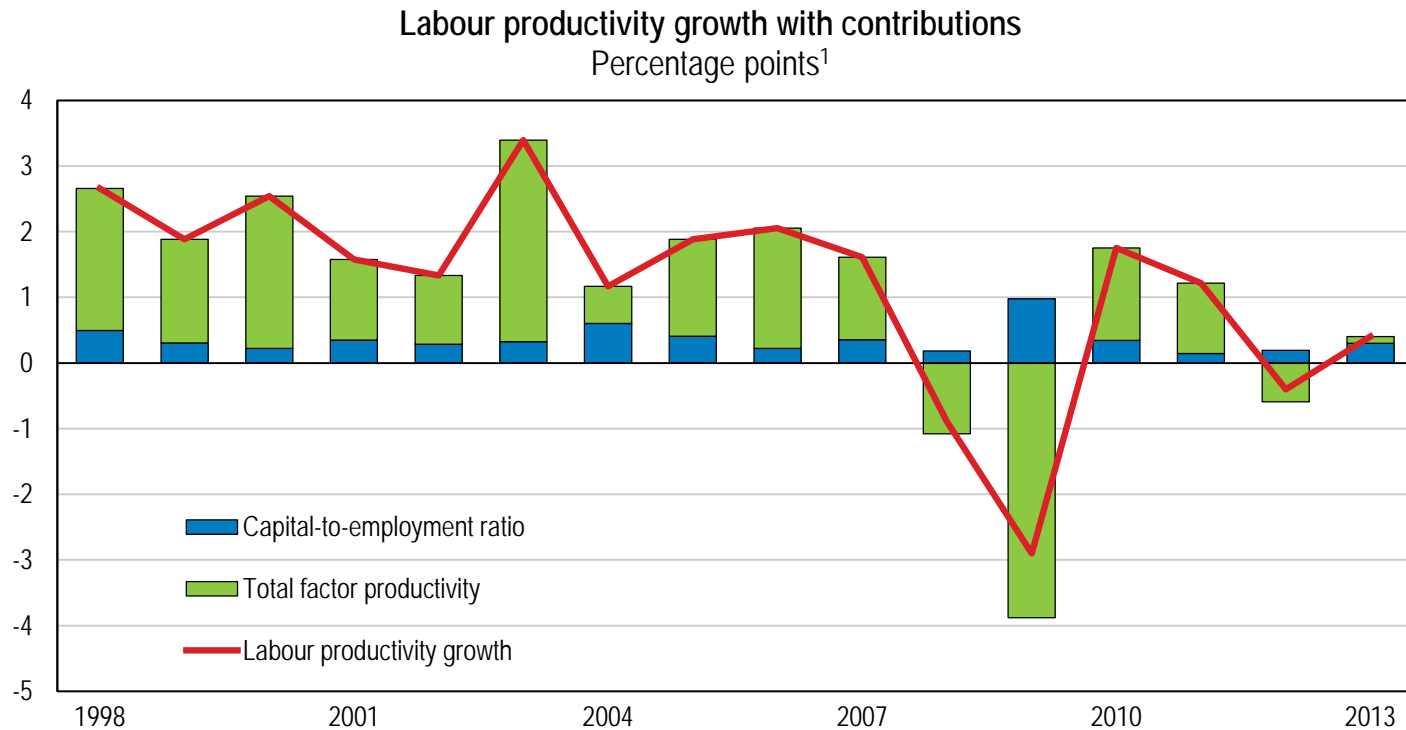
Higher level technical and professional programmes: international experience

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Ministerial Seminar 2015

www.oecd.org/education/VET

Labour productivity growth is weak



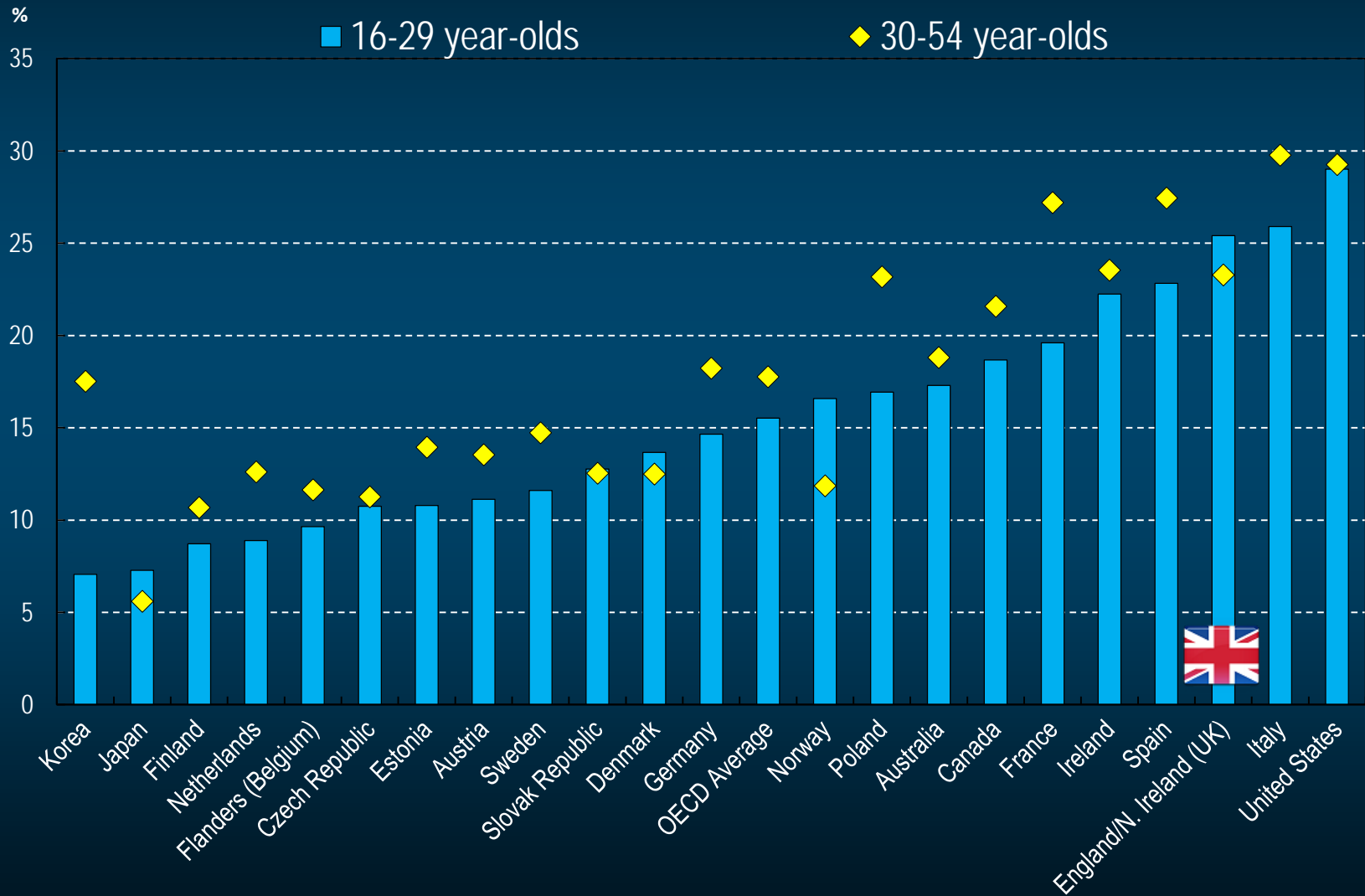
1. Labour productivity is defined as output per worker (i.e. real gross value added (GVA) divided by total employment). Contributions to growth are calculated using a weight of 0.67 for employment and 0.33 for productive capital; total factor productivity is calculated as a residual. Productive capital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

Source: ONS (2014), "Labour Productivity, Q3 2014", Office for National Statistics, December, ONS (2014), "Capital Stocks and Consumption of Fixed Capital, 2014", Office for National Statistics, November and ONS (2015), "Labour Market Statistics, January 2015", Office for National Statistics.

StatLink  <http://dx.doi.org/10.1787/888933189133>

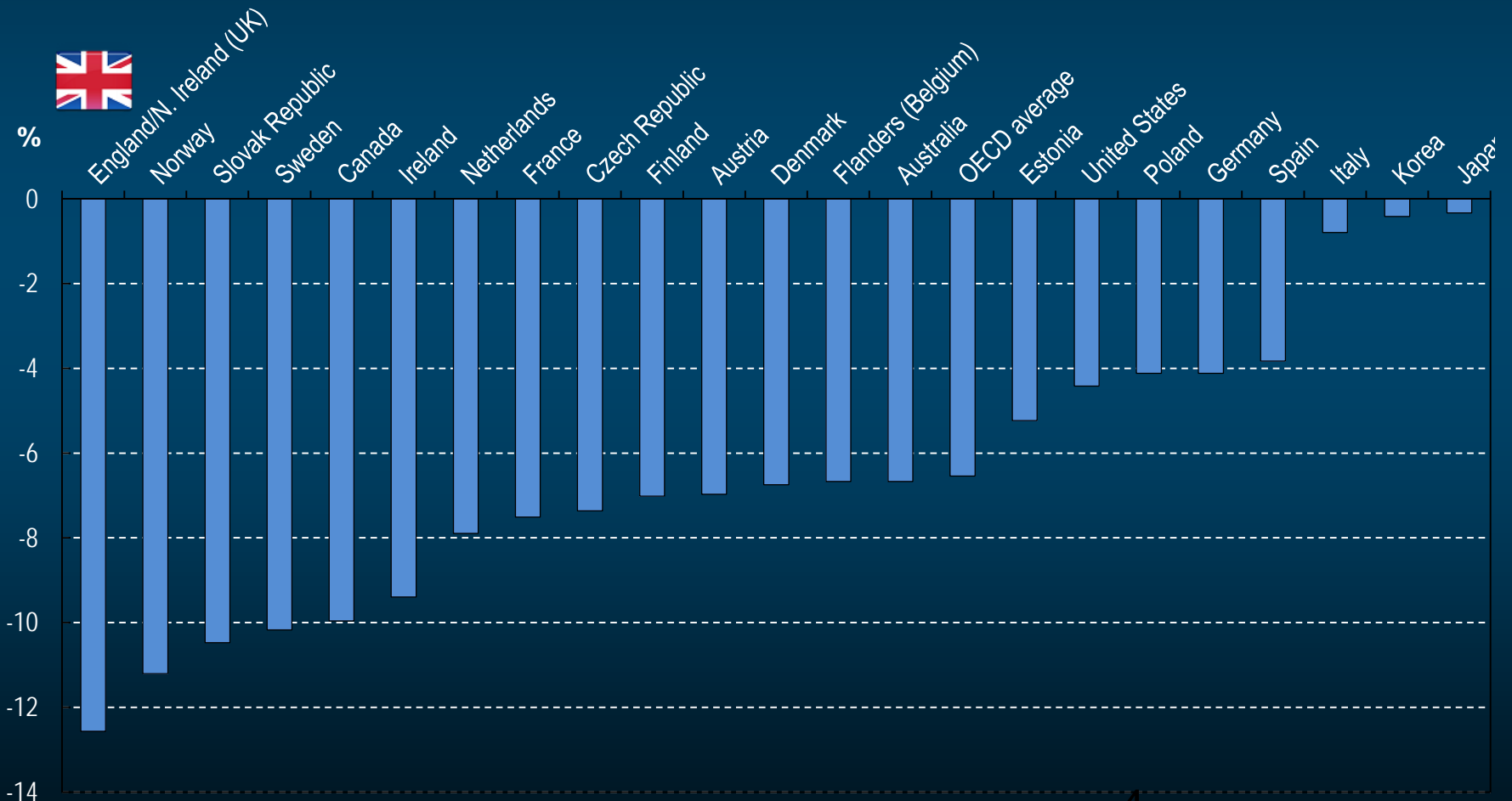
Youth who are badly prepared

Share of individuals with low numeracy skills



Gap in literacy and problem-solving skills between young NEETs and employed youth

Literacy

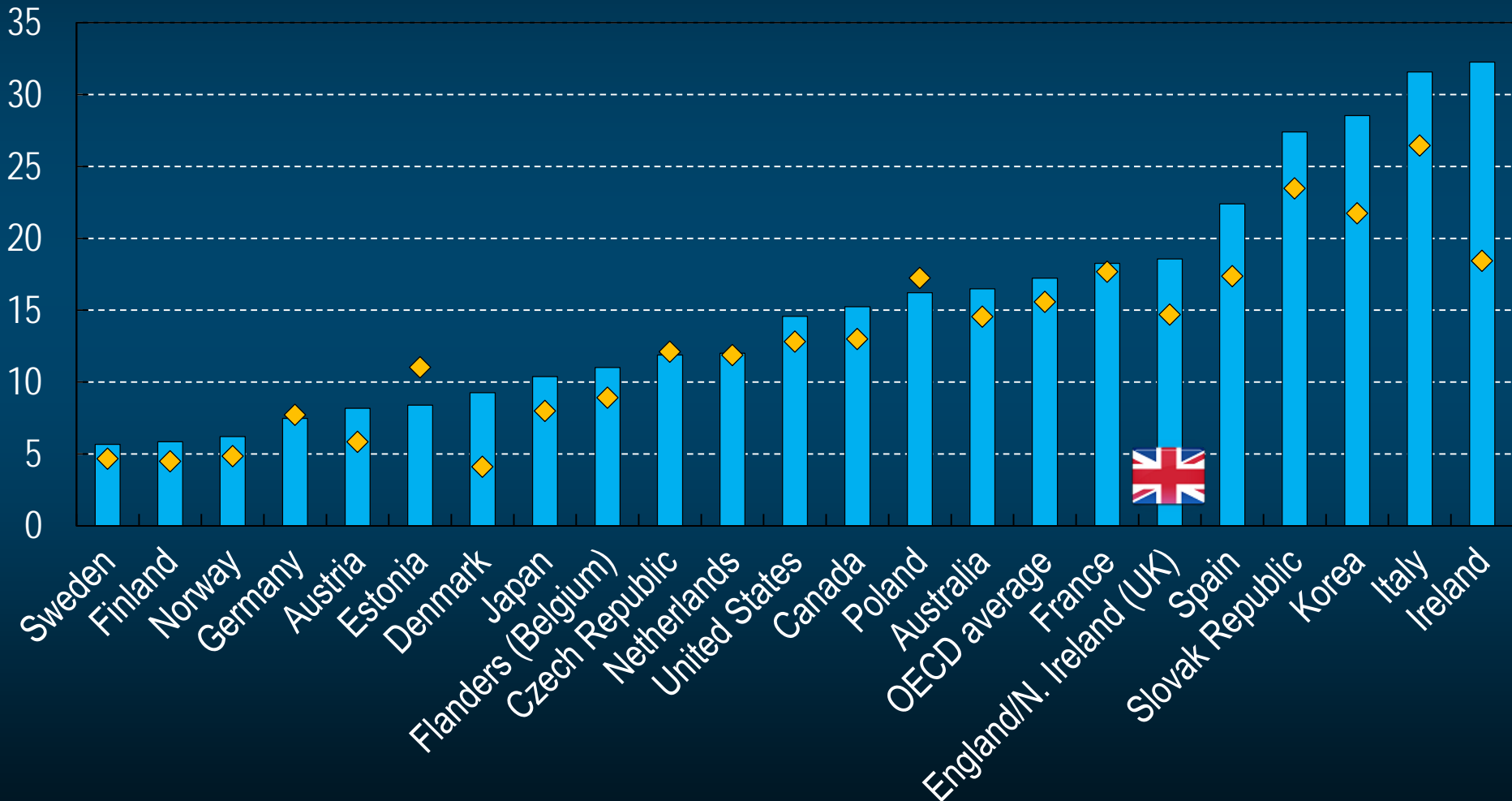


Young workers in routine jobs

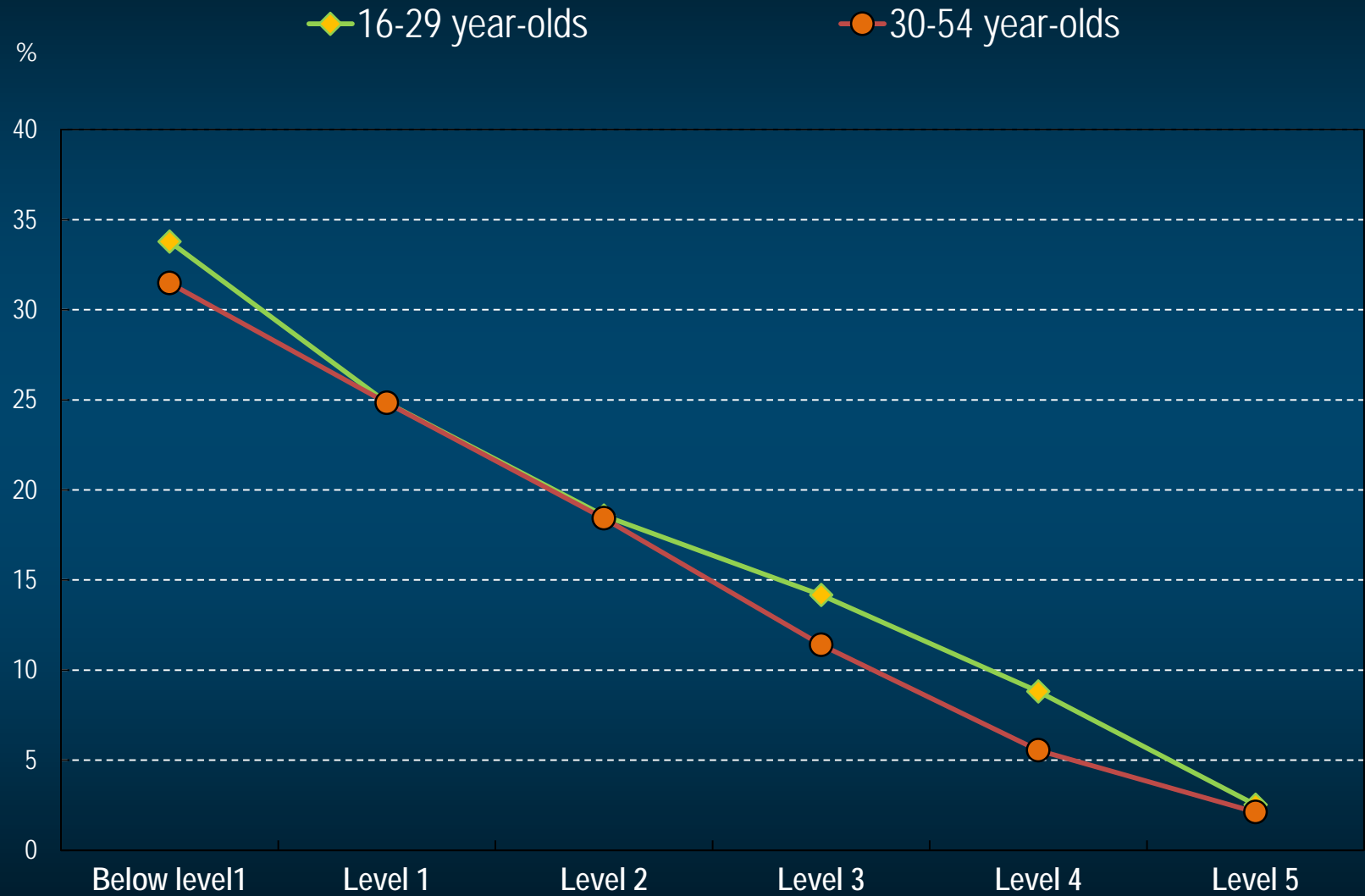
Share of workers who consider they have little freedom to change the order of their tasks

% ■ 16-29 year-olds

◆ 30-54 year-olds

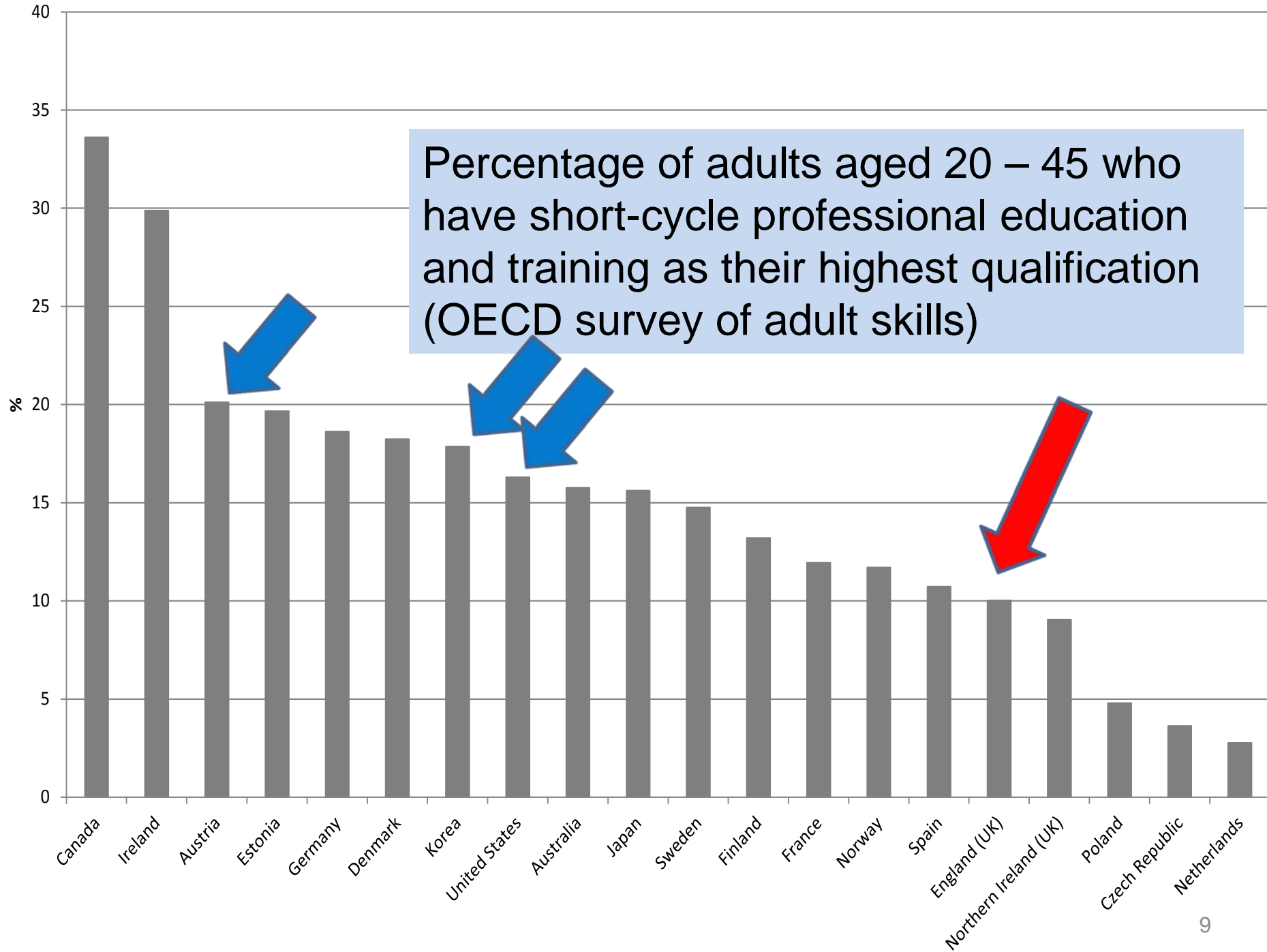


Share of workers in routine jobs by level of numeracy skills



What kinds of programme?

- Shorter 6 months to 2 years postsecondary programmes
- Professional examinations
- Professional bachelor degrees.



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

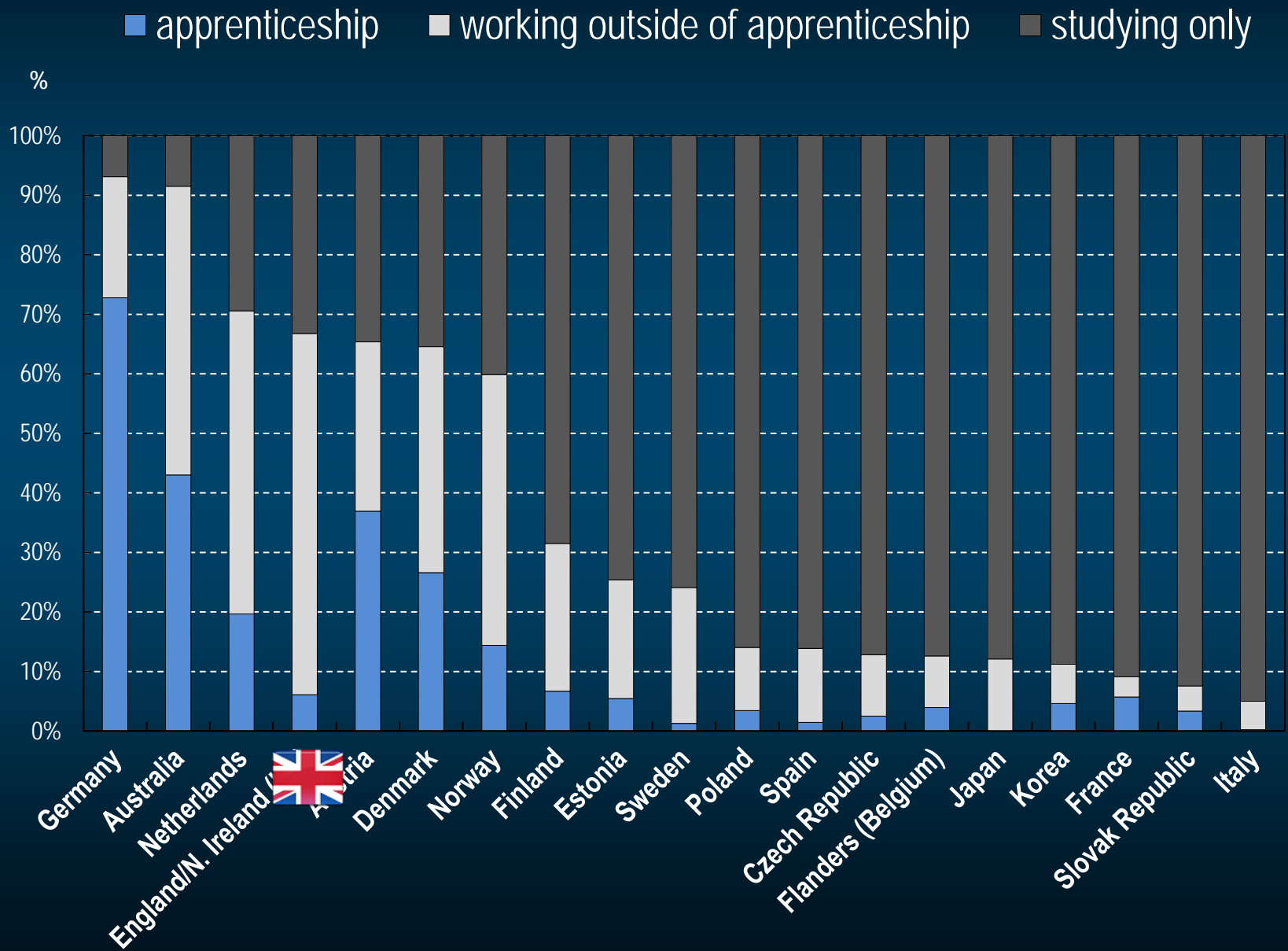
Postsecondary vocational provision: some common challenges

- 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.

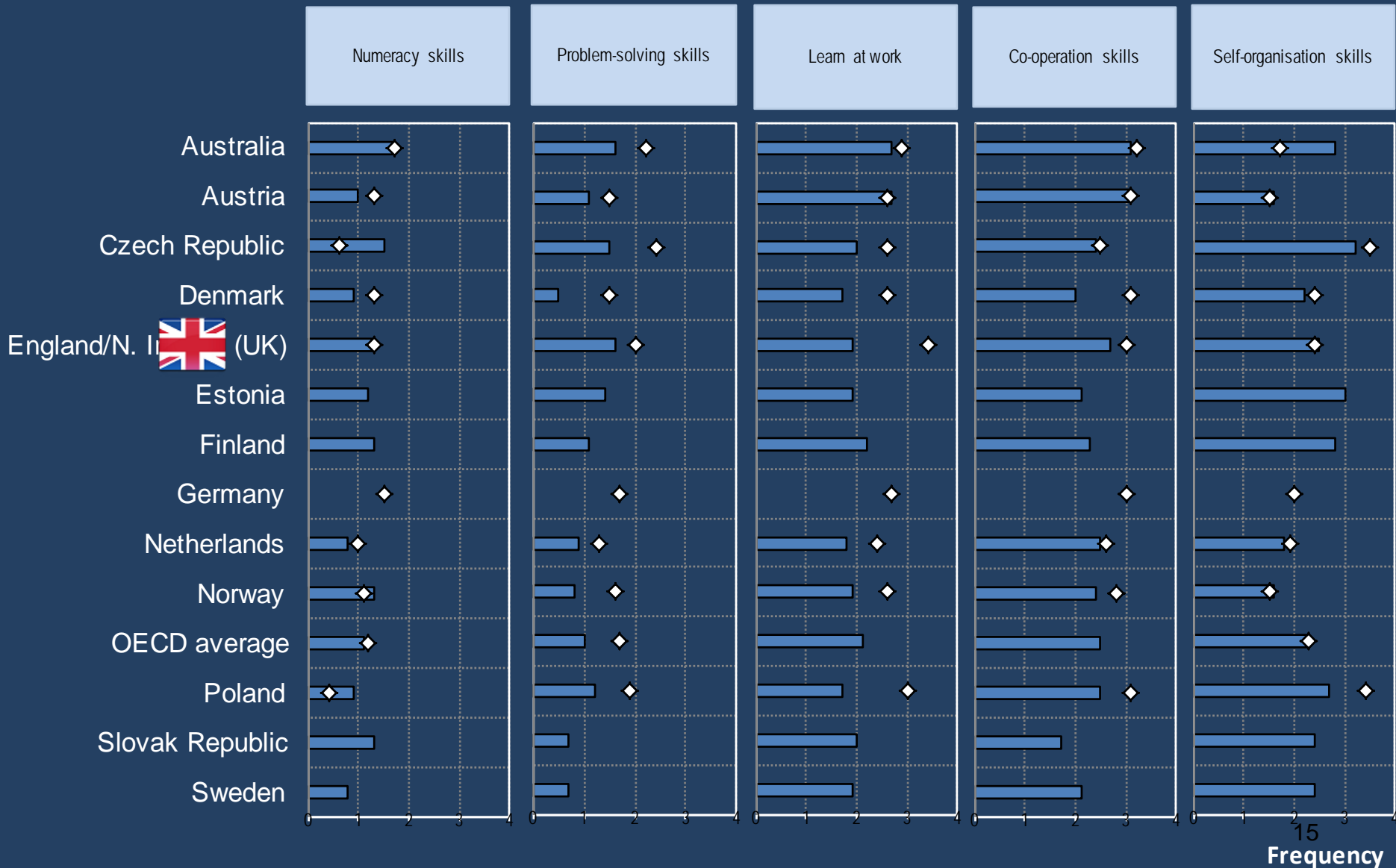
Students in upper secondary vocational education who are participating in **work-based learning**



Use of skills by upper secondary vocational students who are combining study and work in and outside of apprenticeships

◆ Apprenticeship

■ Working outside apprenticeship



Frequency

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.



Reliable, competency-based qualifications

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?

Learning for Jobs

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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