Making vocational education a first choice, not a last resort

EfVET

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But good employment outcomes

Employment rates of 25-34 year-olds, by educational attainment and programme orientation (2019)
Mixed earnings outcomes in normal times

Relative earnings of adults with an upper secondary or post-secondary non-tertiary education compared to earnings of adults with below upper secondary education, (2018)

- Upper secondary or post-secondary non-tertiary
- Upper secondary or post-secondary non-tertiary - general
- Upper secondary or post-secondary non-tertiary - vocational
Remote learning
VET made ample use of distance learning solutions

Distance-learning solutions offered in participating countries during 2020 and/or 2021, VET (% of countries)

% of the 32 countries with available data

- Online platforms
- Take-home packages
- Mobile phones
- Television
- Radio
- Other distance learning modality

Many online and distance learning and other innovative approaches such as AR, VR and AI were created, adapted and expanded.
Learning analytics

• Learning analytics helps educators personalise learning
  • in real time
  • as a reflective tool

• Data come from sensors, learning management systems and digital activities of learners
  • When should you shift to a new activity?
  • Are you losing the attention of learners?
  • How do you structure instruction time (lecture, small group, discussion, assessment, practice, etc.)?
  • Which students do you talk to and support the most?
Older VET teachers feel less confident using digital technologies in their teaching

Proportion of upper-secondary VET teachers who are (very) confident using digital technologies, by age (average from respondents in OECD countries)

VET teachers received additional support for professional learning to use ICT tools and remote/hybrid teaching more effectively

Different types of skills development support provided at the national level, VET (% of countries)

<table>
<thead>
<tr>
<th>Support Activity</th>
<th>Share of the 25 countries with available data (%)</th>
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<tbody>
<tr>
<td>Supported the development of new self-learning tools on remote/hybrid teaching and related ICT skills, aimed at practising teachers</td>
<td>80%</td>
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<tr>
<td>Supported the establishment or expansion of teacher networks or communities of practice with a focus on remote/hybrid teaching and related ICT skills</td>
<td>70%</td>
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<tr>
<td>Supported the development of new training programmes and courses remote/hybrid teaching and related ICT skills, aimed at practising teachers</td>
<td>60%</td>
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<tr>
<td>Provided additional resources to training providers or school support bodies to scale up existing training programmes, courses or self-learning tools for teachers remote/hybrid teaching and related ICT skills</td>
<td>50%</td>
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<td>Supported the inclusion of (more) learning content on remote/hybrid teaching and related ICT skills as part of initial teacher education programmes</td>
<td>40%</td>
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<td>Reformed approaches to school accountability and quality assurance rules and procedures to take better account of increased use of remote/hybrid learning for students</td>
<td>30%</td>
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<tr>
<td>Provided additional resources to pay for teachers to access training on remote/hybrid teaching and related ICT skills</td>
<td>20%</td>
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<tr>
<td>Reformed approaches to teacher appraisal to take better account of increased use of remote/hybrid learning for students</td>
<td>10%</td>
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<td>Provided additional resources to cover the costs of releasing teachers from teaching duties</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
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<tr>
<td>No additional support was offered to teachers</td>
<td>0%</td>
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</tbody>
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It is the work-based component that increases alignment between education and work, but that the pandemic has put at stake.
Work experience while studying increases employment prospects

Employment rate of 25-34 year-olds who attained vocational upper secondary or post-secondary non-tertiary education, by type of work experience while studying (2016)
However, only one in three VET students participate in combined school- and work-based programmes on average.

Distribution of upper secondary vocational students by type of vocational programme (2018)
Incentives to encourage work-based learning

Financial incentives for employers to provide work-based learning (% of countries)

- Had incentives before the pandemic and did not change these: 11%
- Had incentives before the pandemic and added new ones: 5%
- Had incentives before the pandemic and scaled these up: 5%
- Did not have incentives before the pandemic and did not introduce new ones: 4%
- Did not have incentives before the pandemic and introduced new ones: 1%

Source: OECD “Youth and COVID” policy questionnaire (May 2021)
Reconcile skill demand with individual career aspirations
The new nature of the firm

• Digital “platform” technology drives the (re)organisation of firms

• Small units of employment with global reach require re-think of what “small” means (employment or revenue to market share)

• Peer-to-peer markets are blurring the distinction between a consumer and a business

• Governments work with platforms to implement policies
Two effects of digitalisation

Non routine tasks

Routine tasks

Tasks without use of ICT

Tasks with use of ICT
Two effects of digitalisation

- Non routine tasks, Low use of ICT
- Non routine tasks, High use of ICT
- Routine tasks, Low use of ICT
- Routine tasks, High use of ICT
### ADDITIONAL RETURNS TO SKILLS IN DIGITAL-INTENSIVE INDUSTRIES

- **Returns to skills in less digital-intensive industries**
- **Additional returns to skills in digital-intensive industries**

Source: [OECD Science, Technology and Industry Scoreboard 2017](http://dx.doi.org/10.1787/888933617472)

See: Grundke et al. (2018), *Which skills for the digital era? Returns to skills analysis*
EXPECTED EFFECT OF INCREASE FROM 50$^{\text{TH}}$ TO 75$^{\text{TH}}$ PCTILE OF DIGITAL EXPOSURE ON
PROBABILITY OF LEARNING AT LEAST ONCE A WEEK

ICT USE AND NON-ROUTINE INTENSITY ENHANCE FORMS OF LEARNING

Looking forward

- Provide more flexible and resilient education
- Increase use of technology in education
- Focus more on future-proof sectors and occupations
- Enhance broader range of cognitive, social and emotional skills
Vocational education and training, including apprenticeships
  • Allow training breaks, extensions and modularisation.
  • Provide part-time, weekend or online courses and in-company training.
  • Support employers that offer apprenticeships

Fast-track licensing and recognition of prior learning
  • Direct access to qualification exams
  • Modular training to top-up partially missing skills

Rapid retraining
  • Essential jobs
  • Targeting workers who already had some relevant skills helped to keep training times short.
    • Short medical training to laid-off workers in the airline industry
    • Retrain hospitality workers to care for the elderly

Training while on reduced working hours
  • Training while on short term work scheme to improve the viability of their current job or improve the prospect of finding a new job
Reconcile skills demand and career aspirations

• Forecasting economic demand requires not just data projection, but also stakeholder engagement
• For the short-term, rapid retraining in essential jobs
• For the long-term, focus more on sectors that have increasing skills demand (mostly higher skilled jobs, such as IT, BT, health and care, green sectors)
• Matching and recruitment support
• Providing career guidance and advice
With the labour market undergoing rapid, fundamental change – decision-making is more important, but also more difficult.
Thank you

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