



Session 3: Enabling everyone to develop the skills for new opportunities

Andreas Schleicher
OECD Director for Education and Skills

Sub-themes of Session 3

Sub-theme 1

Supporting the most disadvantaged groups in initial education



Sub-theme 2

Promoting lifelong learning among underrepresented groups of adults



Sub-theme 3

Engaging with stakeholders to reach the most underrepresented groups



Socio-economic gap

Performance of 15-year-olds on PISA

Student performance

Math skills of students from most advantaged decile

Math skills of students from poorest decile

2003

2006

2009

2012

2015

2018

2022



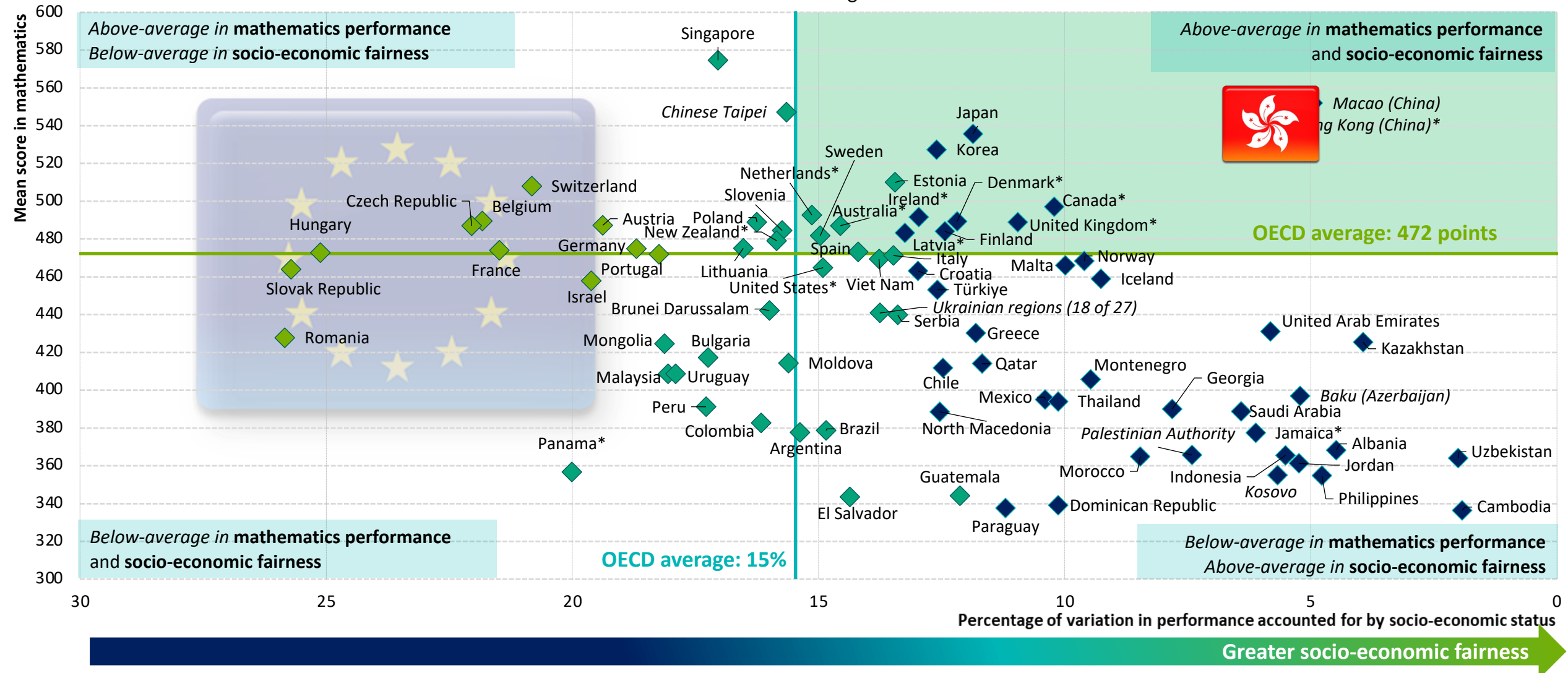


Combining excellence and equity

Strength of socio-economic gradient and mathematics performance

Figure I.4.2

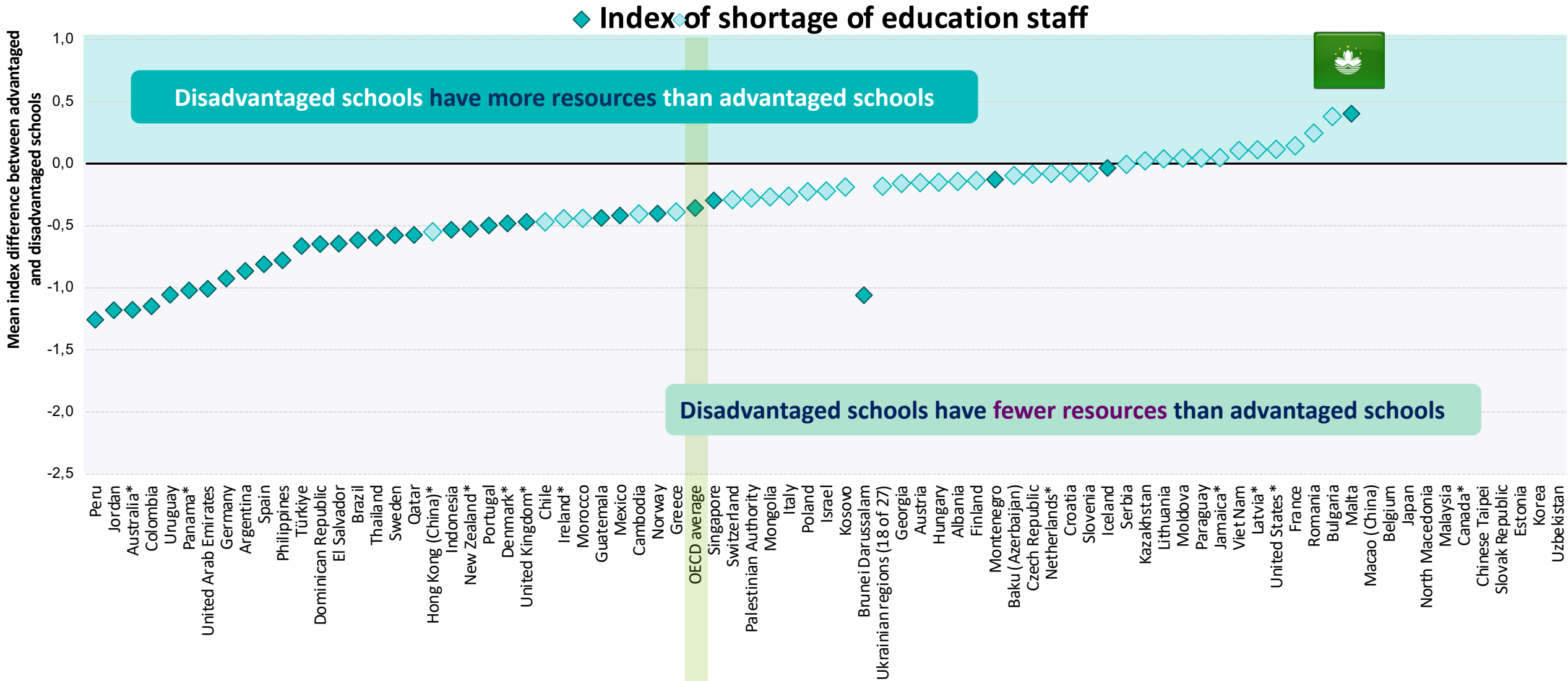
- ◆ Socio-economic fairness is below the OECD average
- ◆ Socio-economic fairness is not statistically significantly different from the OECD average
- ◆ Socio-economic fairness is above the OECD average





Few systems align resources with needs

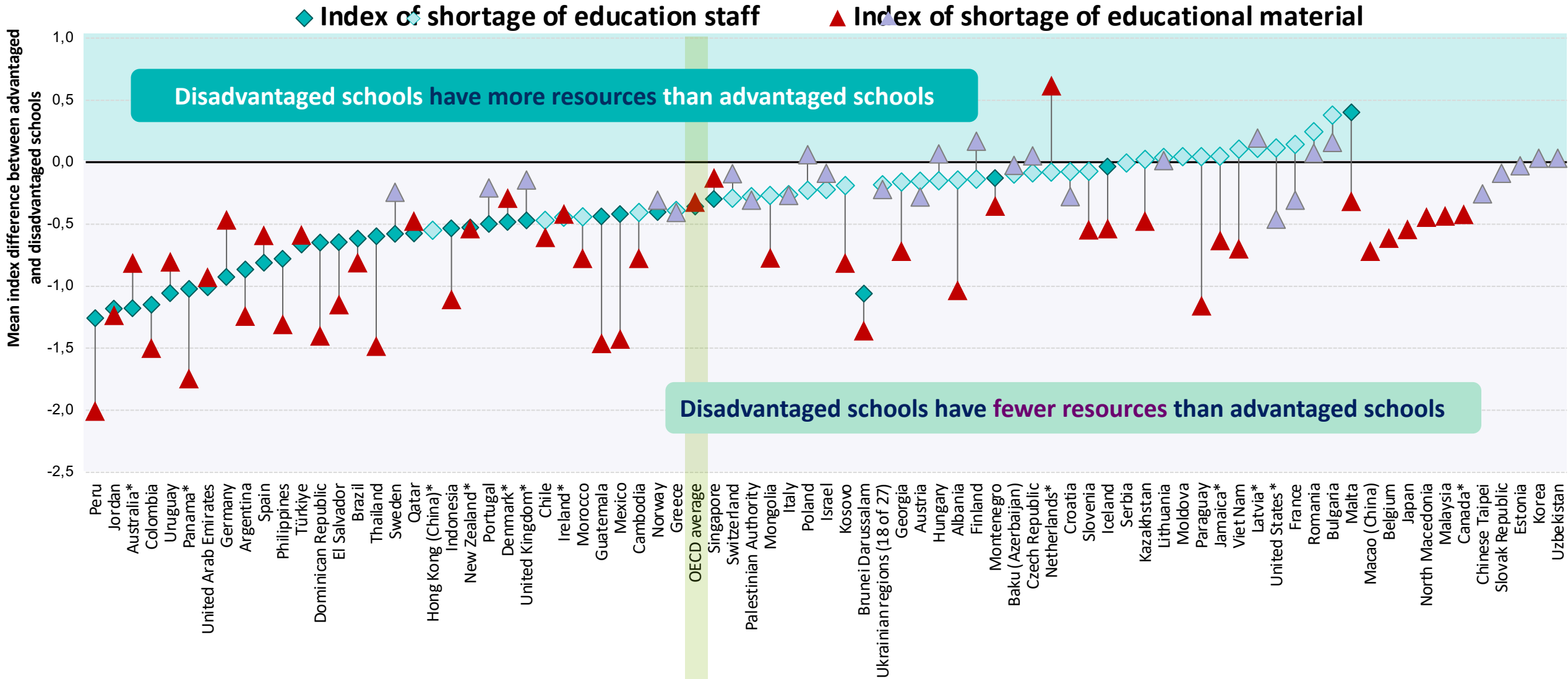
Table II.B1.5.2 &
Table II.B1.5.18





Few systems align resources with needs

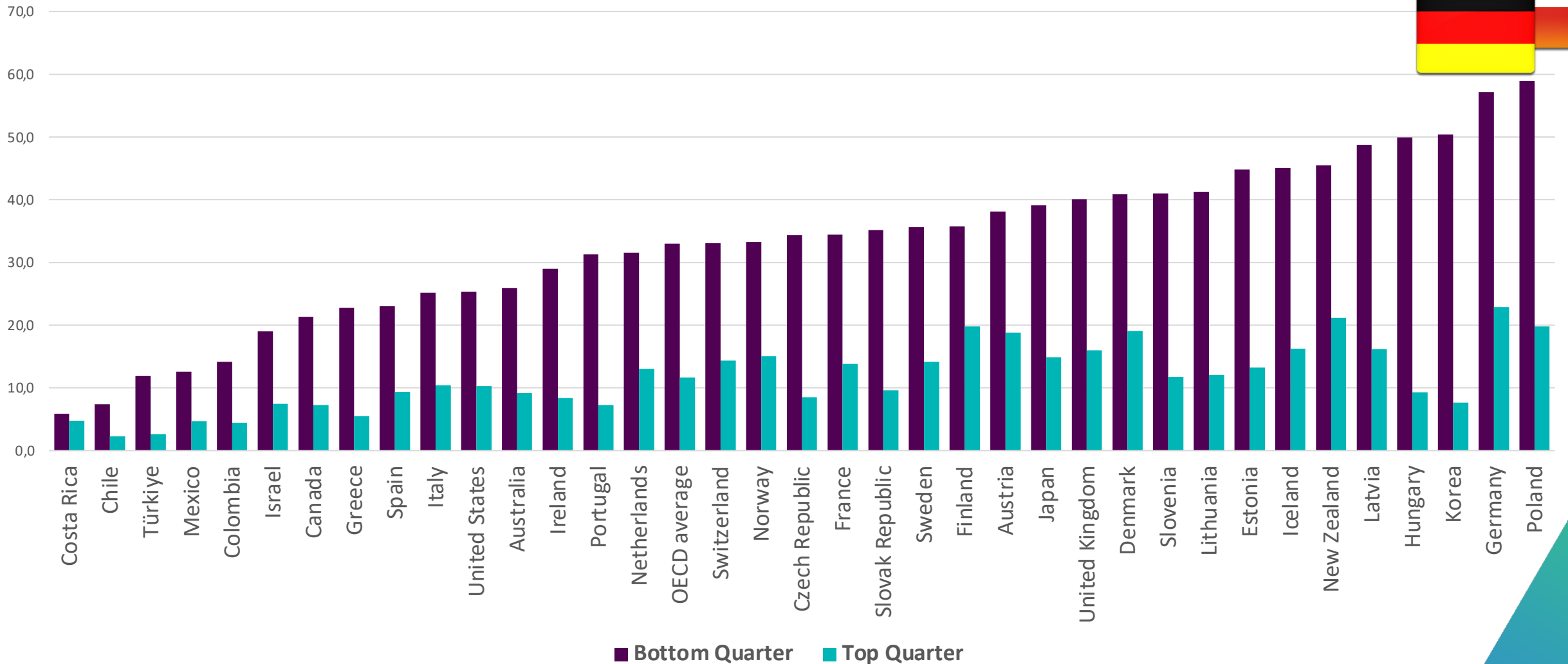
Table II.B1.5.2 &
Table II.B1.5.18





Many disadvantaged students expect to work in jobs that require tertiary education – but do not plan on pursuing it (PISA)

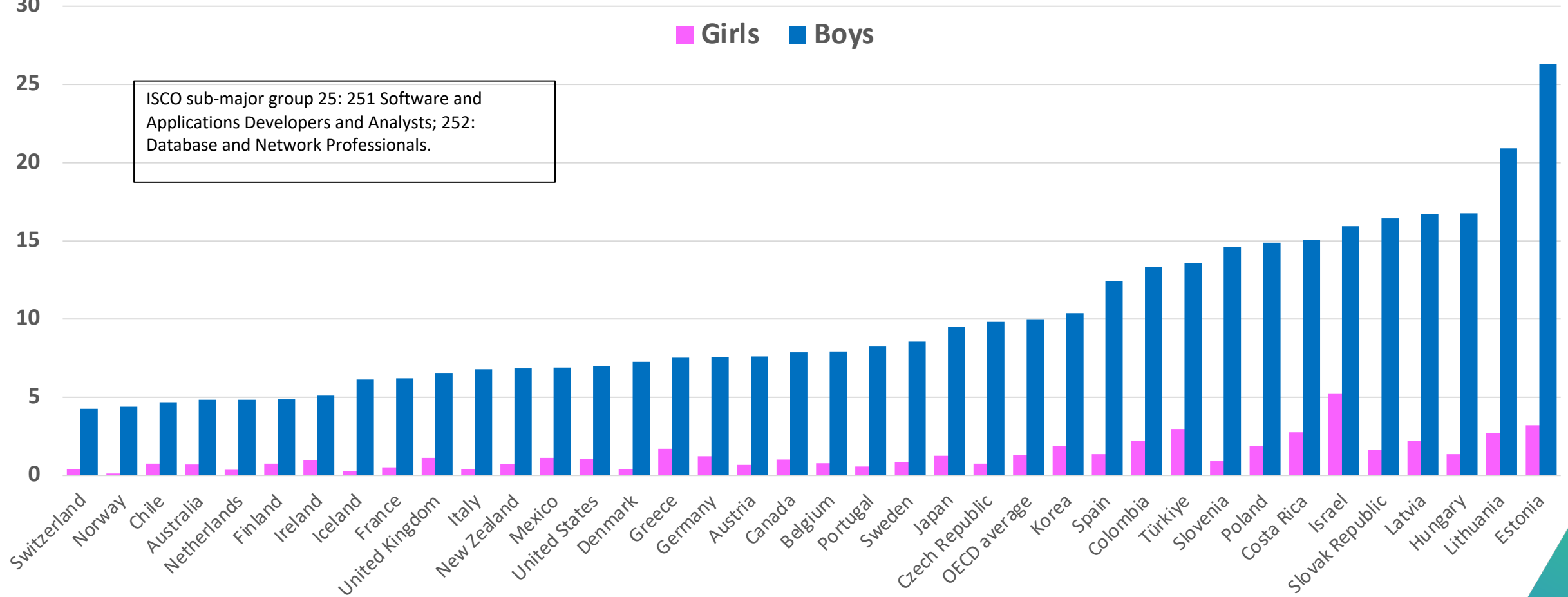
Percentage of students whose education and career expectations are not aligned. PISA 2022.





Student **interest in IT careers** remains severely gendered (PISA)

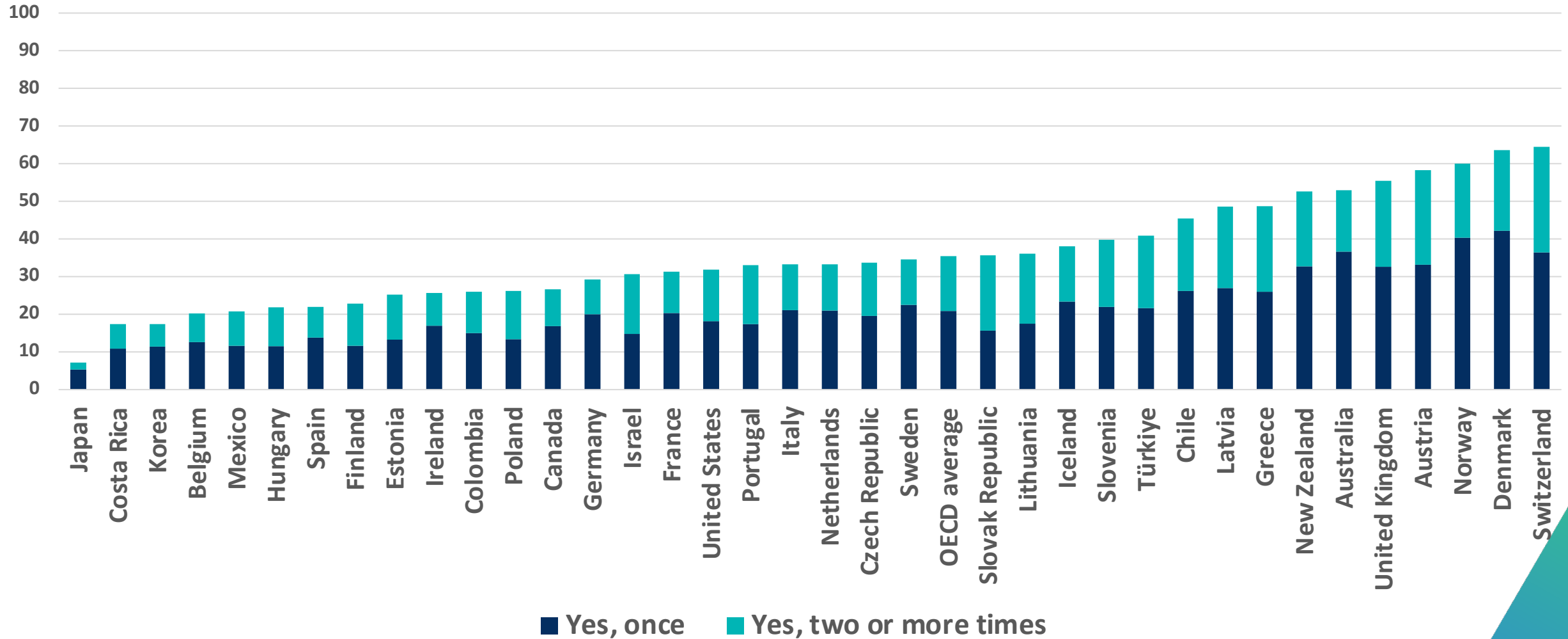
Percentage of students who expect a career in ICT. By gender. PISA 2022.





Too few students are engaging with employers and people in work

Percentage of young people who attended a job fair. PISA 2022.

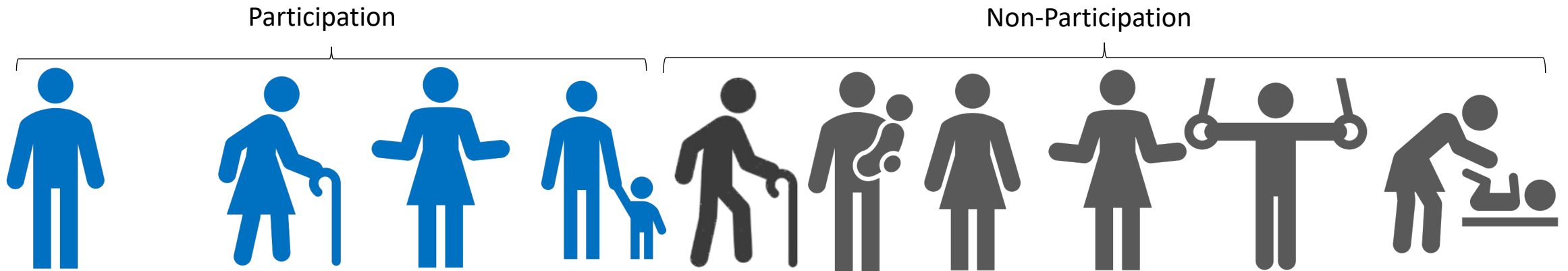




Too few adults participate in adult learning (PIAAC)

%

On average across OECD countries,
6 in 10 adults did not participate in any form of Adult Learning in the
12 months before being interviewed

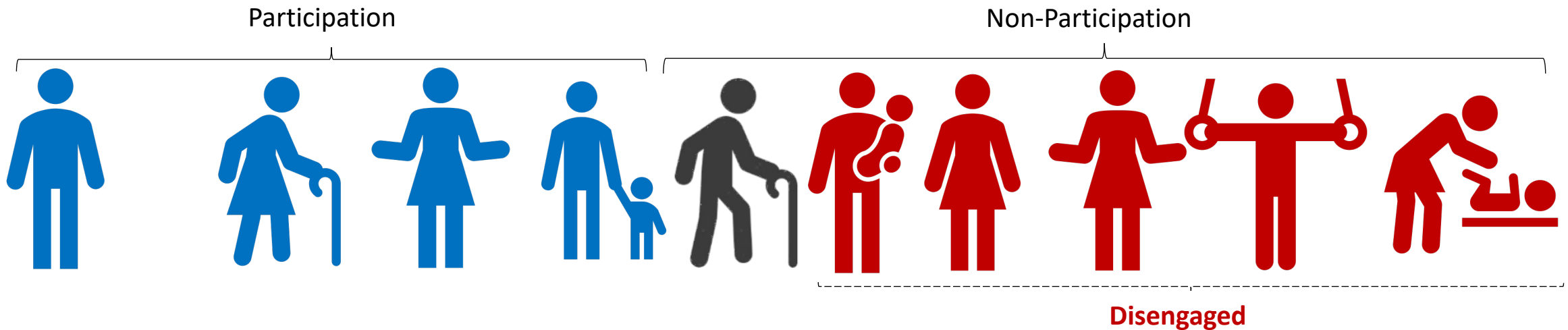




Too few adults participate in adult learning (PIAAC)

%

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... and most of non-participants are disengaged: i.e. they
report not being interested in participating more

We used to learn to do the work – now learning is the work

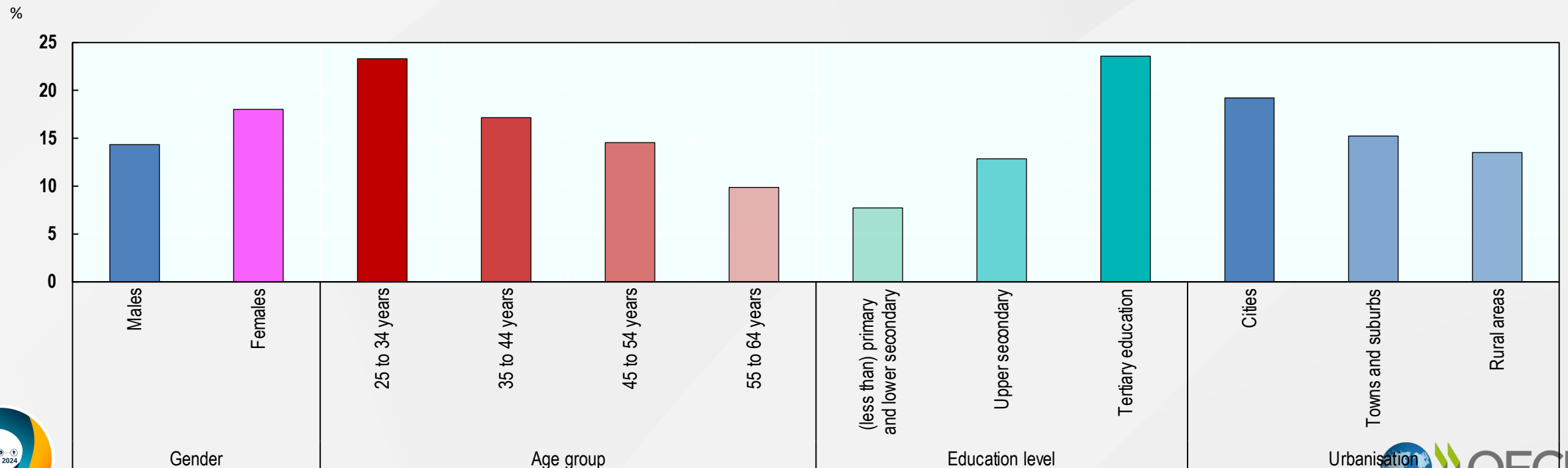
Sub-theme 1

Sub-theme 2

Sub-theme 3

Participation in formal and non-formal learning (last 4 weeks), by characteristics, 2022

Surveys with a reference period of four weeks prior to the interview, % of 25-64 year olds



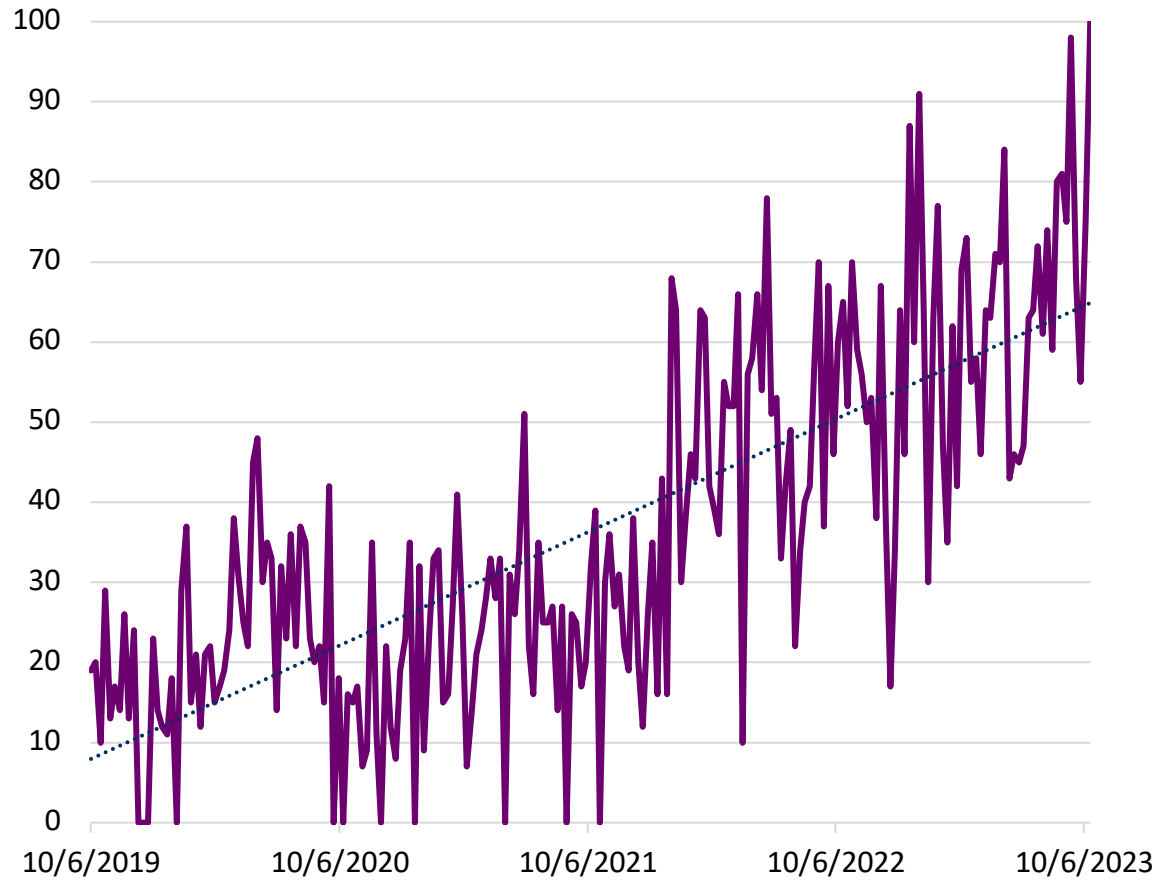
Source: Eurostat (2022), European Labour Force Survey.





Micro-credentials can give people greater ownership over what they learn, how they learn, where they learn and when in their lives they learn

Worldwide Google searches for “microcredentials”



Numbers represent keyword searches typed worldwide by Internet users over a given period vis-à-vis the peak popularity for the term (value of 100)

Examples of context in which micro-credentials are expected to play a role

-  Upskilling and reskilling
-  Employability
-  Lifelong Learning
-  More flexible, learner-centred education
-  Access to and completion of education and training
-  Student international mobility
-  Social inclusion
-  Active citizenship and well-being

Source: OECD (2023) <https://doi.org/10.1787/9c4b7b68-en>



A future for micro-credentials?

Targeted [breadth]

Rapid [duration]

Flexible [sequencing or timing]

Stackable [within institution]

Learning outcomes assessed
[using sectoral or national
assessment framework]

External assurance of
programme or provider

Portable [applicable to study
programmes in other HEIs]

Study load expressed in
credits

Located with Qualifications
Framework

Employer role in credential
design/approval

Wage and occupation
reporting

Self-sovereign digital identity
[recipient ownership, vendor
independence]



Firms as learning environments

- How is the additional **funding** shared between Governments, employers and beneficiaries?
- What are the **incentives**?
- Who sets the standards?
- How are the levels of skills recognised?
- Who trains the trainers?



People outside firms

- **Unemployed**: Government. Funding for unemployment benefits, used for training?
- **People at high risk of losing their jobs**: firms or Government?
- People who want to **change jobs**
- Gig economy



- **New forms of work:** fewer taxes raised
- **Decentralised information:** less control
- **Link between education and jobs weakened:** the role of Governments risks been diminished
- Need to predict rapid changes in skills demands and respond to them

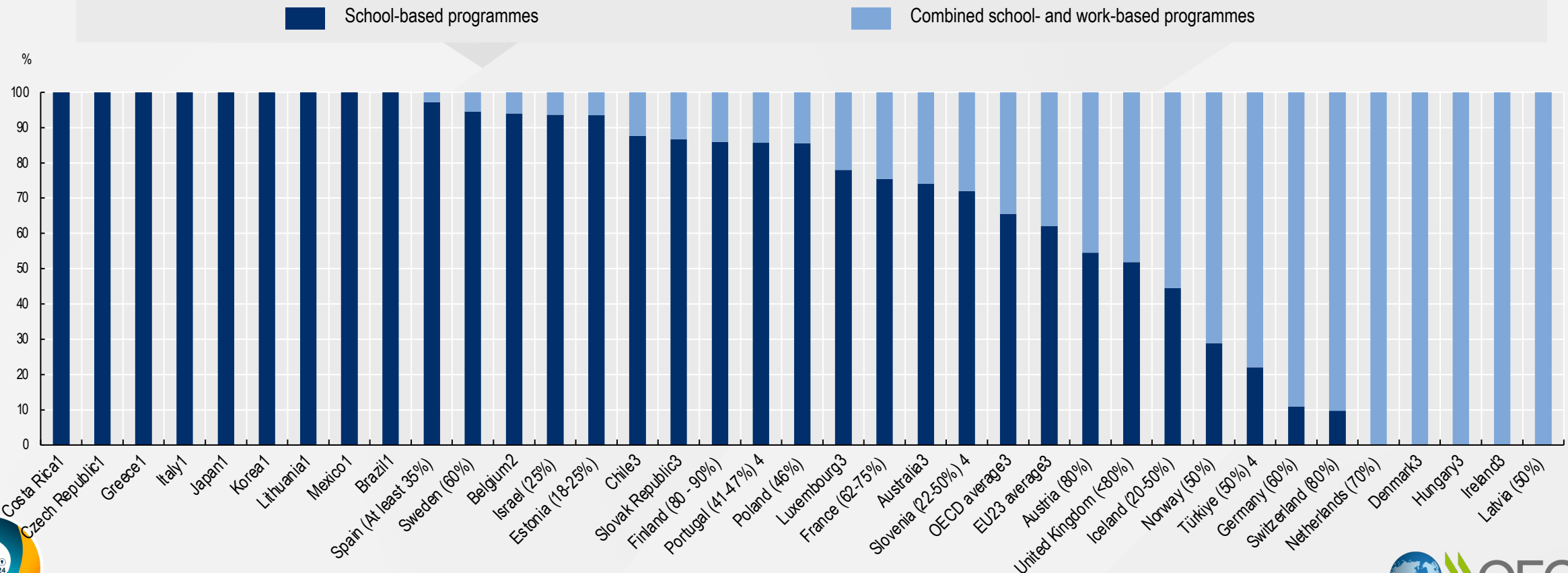
Engaging with stakeholders

Sub-theme 1

Sub-theme 2

Sub-theme 3

Distribution of upper-secondary vocational students by the provision of work-based learning (WBL) in vocational programmes (2018)



Source : OECD (2020[34]), Education at a Glance 2020: OECD Indicators, <https://dx.doi.org/10.1787/69096873-en>.



Session 3: Questions for discussion

How is the learning system in your country supporting the most disadvantaged groups in society to participate in education?

Do the adults who are vulnerable to changing economies and societies and who are not yet participating in learning (e.g. low educated workers, jobseekers, the inactive), have access to sufficient information and guidance on lifelong learning, as well as accessible learning opportunities?

How is your country working with stakeholders (e.g. at the local level) to encourage and support vulnerable adults to participate in education and training?



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