



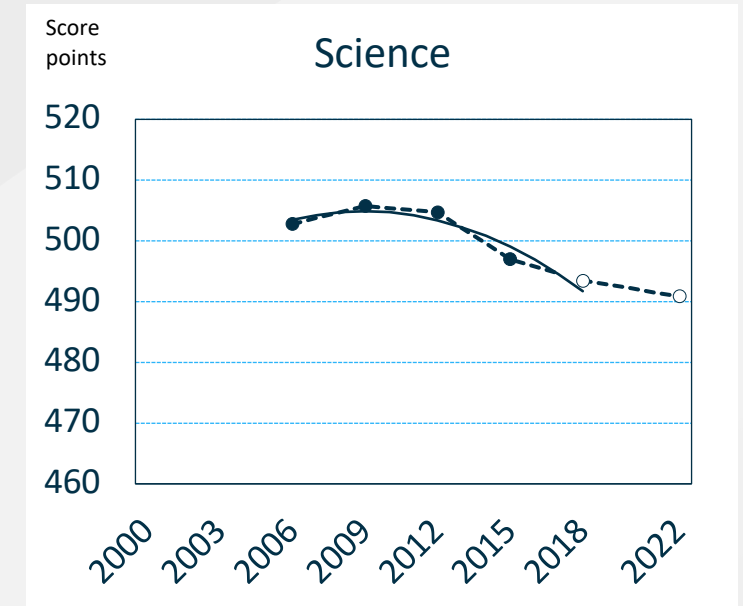
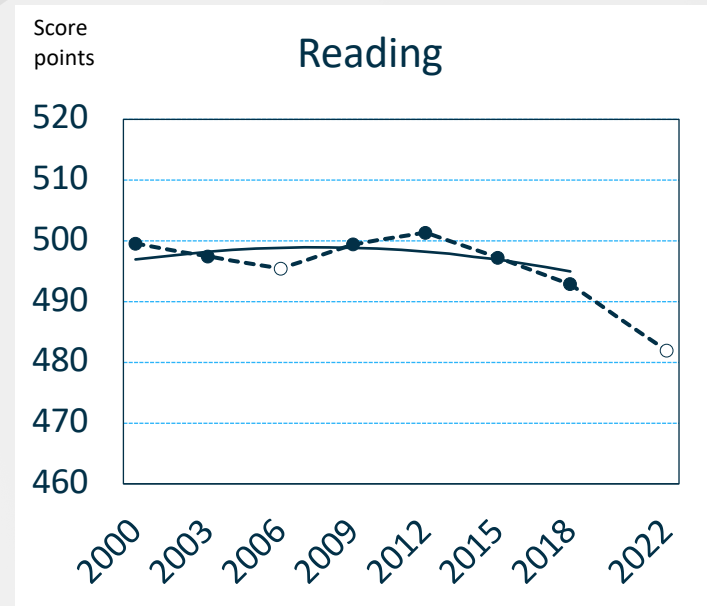
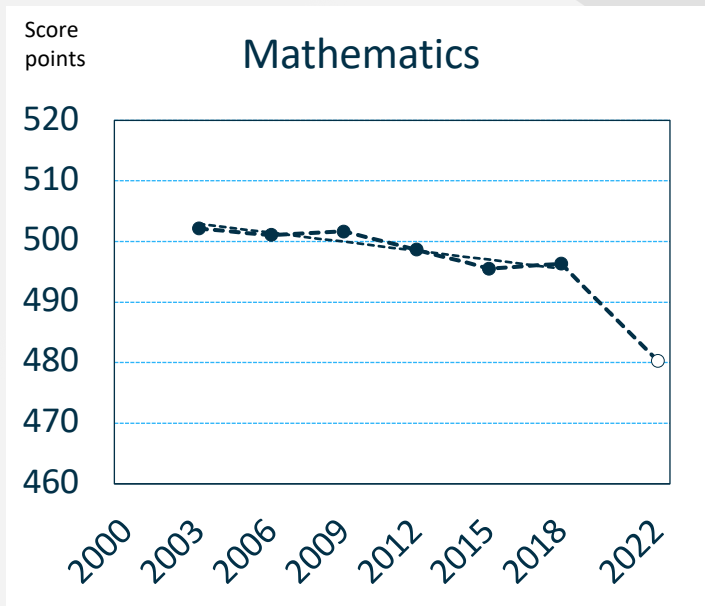
Session 2: Creating learning and career pathways that lead to new opportunities

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OECD Director of Employment, Labour and Social Affairs

The basic skills of 15 year-old students have been declining across PISA countries

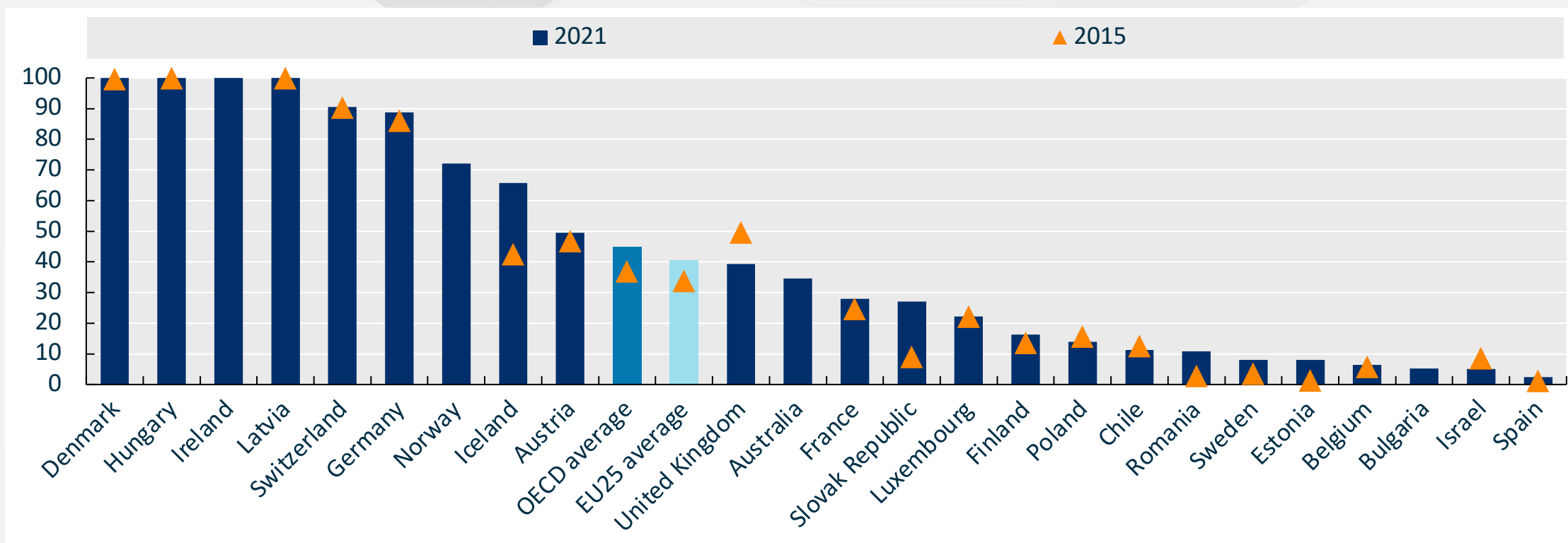
Trends in performance in mathematics, reading and science



Source: OECD, PISA 2022 Database, Tables I.B1.5.4, I.B1.5.5 and I.B1.5.6.

More young people could benefit from work-based learning during their studies

Share of upper secondary vocational students enrolled in combined school- and work-based programmes (2015 and 2021, per cent)



Source: OECD (2023), Education at a Glance 2023, Figure B1.5.

Several countries have developed strategies to equip young learners with relevant skills



Slovak Republic

Curricular reform

- Under the Recovery and Resilience Plan, the Slovak Republic is implementing a **curricular reform** to better prepare students for the challenges and opportunities of the 21st century.
- Regularly updated **teaching content** and new teaching **methods** will be gradually implemented in all schools by 2026/2027.



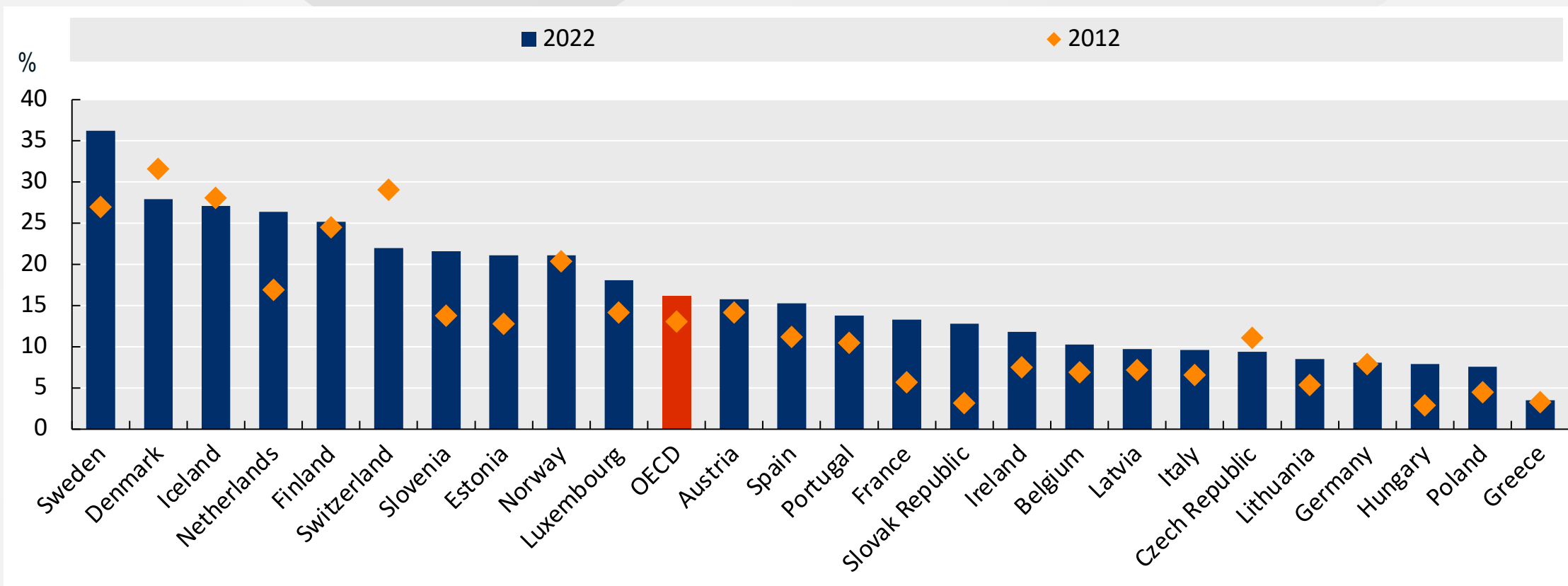
Türkiye

Apprenticeship reform

- The share of **apprenticeship** in total VET increased from 5.6% in 2017 to almost 50% in 2022.
- **Financial support** to apprentices and their employers was increased.
- **Employer engagement** in VET was ramped up, including in curriculum development and teacher training.

Participation in adult learning increased over the past decade, but more should be done

Participation in formal and non-formal learning (last 4 weeks), 2012 and 2022



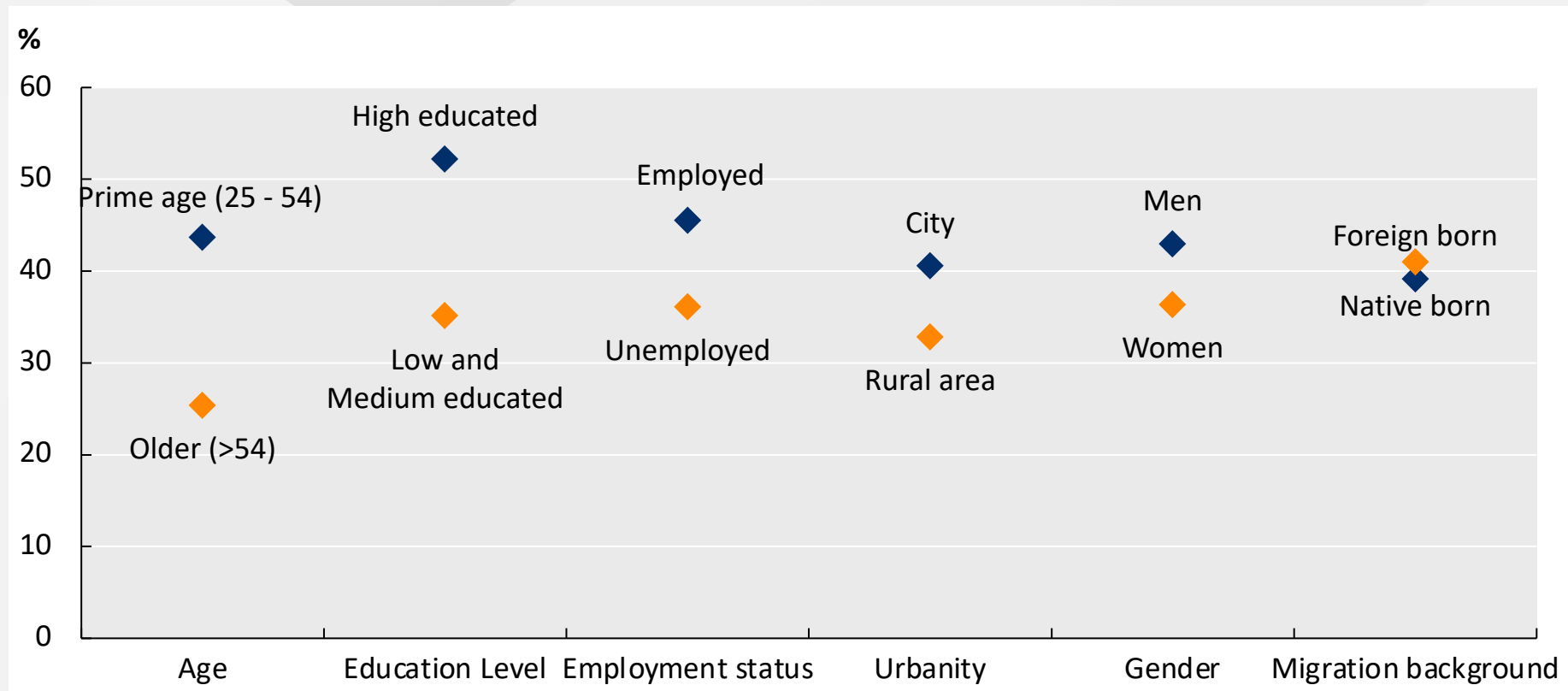
Note: Unweighted average for OECD member countries, where data is available
Source : Eurostat (2022), European Labour Force Survey.



Adults need guidance to navigate changing labour markets

Use of career guidance services, by socio-economic and demographic characteristics

Percentage of adults who have spoken with a career guidance advisor over the past five years, by group



Source: OECD (2021), Career Guidance for Adults in a Changing World of Work, <https://doi.org/10.1787/9a94bfad-en>.

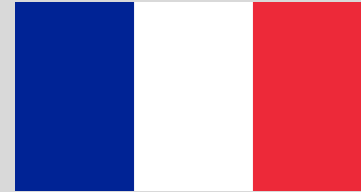
Increasing adult learning participation will require a comprehensive set of measures



Portugal

Qualifica Centres

- Over 300 **Qualifica Centres** operate across Portugal.
- The Centres provide information, guidance and referral of adults to relevant training, and are responsible for the recognition, validation and certification of competences acquired in formal, non-formal and informal contexts.



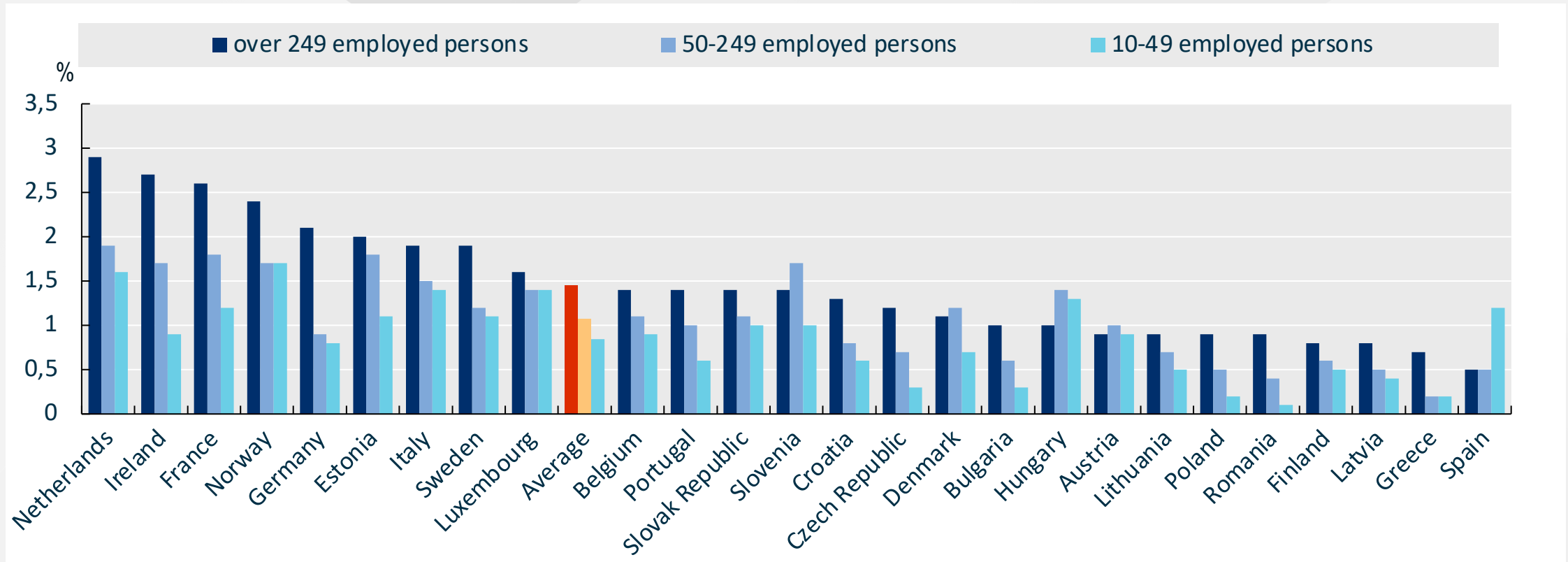
France

Individual Learning Account

- France subsidises training through an **Individual Learning Account** (*Compte Personnel de Formation*) that empowers individuals to take charge of their own skill development.
- As one of the only real individual learning accounts implemented to date, it allows all workers to accumulate credits for training and education.

Stakeholders play key role in equipping individuals with the right skills

Training costs for Continuing Vocational Training (CVT) courses as a share of labour costs, by size of enterprise (2020), in percent



Source: OECD (2023), Education et at Glance 2023

Permanent fora can facilitate continuous engagement with stakeholders on skills



Denmark

Sharing responsibility for VET

A National Advisory Council supports the Ministry on the establishment of new VET programmes and changes in existing ones:

- **Sectoral trade committees** composed of and funded by employer and employee organisations decide on many elements of VET programmes
- **Local training committees** including representatives of local employers and employees and VET institution representatives work closely with institutions



Korea

Industry Skills Councils

Operating in 17 industries and funded by the Ministry of Employment and Labour, each **Industry Skills Council** has 20 members drawn from employer associations, unions, the Ministry of Employment and Labour and other experts

- Established in 2015 to encourage industry-led skills development
- Councils develop the National Competence Standards, suggest corresponding training options, and monitor labour market demand in respective sectors

Session 2: Questions for discussion

How is your country preparing youth in initial education for future economies and societies (e.g. adapting curricula, building a foundation for lifelong learning, providing career guidance, etc.)?

What support measures and incentives are in place to encourage adults to adapt their skills sets and careers to new future opportunities and changing skills needs?

How are government and stakeholders working together to ensure that learning pathways and opportunities are responsive to new future opportunities and changing skills needs?



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