OECD report: Continuous learning in working life

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Defining continuous learning in working life

Job-related learning of adults, who have completed their initial education and entered working life.
- Formal, non-formal and informal learning -

Types of formal and non-formal learning provision in Finland

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Source: Own elaboration, basic outline following (Desjardins, 2017)
The Finnish skill development system is one of the most successful in the OECD...

Share of adults with medium-high levels of information processing skills

- **Literacy**
- **Numeracy**
- **Problem solving in technology-rich environments**

Note: Adults age 25-64, scoring proficiency levels 3-5 in literacy/numeracy and level 2-3 in problem-solving

...but megatrends are increasing the pressure on the system...

Jobs at risk of automation

![Jobs at risk of automation chart]

Note: Data for Belgium correspond to Flanders and data for the United Kingdom to England and Northern Ireland.
Source: OECD calculations based on the Survey of Adult Skills (PIAAC) (2012); and Nedelkoska and Quintini, 2018

Decreasing working age population

![Decreasing working age population chart]

Note: population by age group 1900-2017, in million
Source: Statistics Finland, 2018, population statistics and projections.
and the skill needs of the labour market are changing.

Percentage point change in share of total employment, 1995 to 2015

Note: High-skilled occupations include jobs classified under the ISCO-88 major groups 1, 2, and 3, that is, legislators, senior officials, and managers (group 1), professionals (group 2), and technicians and associate professionals (group 3). Middle-skilled occupations include jobs classified under the ISCO-88 major groups 4, 7, and 8, that is, clerks (group 4), craft and related trades workers (group 7), and plant and machine operators and assemblers (group 8). Low-skilled occupations include jobs classified under the ISCO-88 major groups 5 and 9, that is, service workers and shop and market sales workers (group 5), and elementary occupations (group 9).

Source: OECD (2017), “How technology and globalisation are transforming the labour market”, in (OECD, 2017[10]).

Top 15 shortage occupations
- Audiologists and Speech Therapists
- Cleaners and Helpers in Offices, Hotels and Other Establishments
- Specialist Medical Practitioners
- Generalist Medical Practitioners
- Early Childhood Educators
- Social Work and Counselling Professionals
- Nursing Associate Professionals
- Contact Centre Salespersons
- Cooks
- Commercial Sales Representatives
- Dentists
- Pre-press Technicians

Top 15 surplus occupations
- Secretaries (general)
- Tailors, Dressmakers, Furriers and Hatters
- Administrative and Executive Secretaries
- Graphic and Multimedia Designers
- Information and Communications Technology User Support Technicians
- Information and Communication Technology Installers and Servicers
- Journalists
- Printers
- Sociologists, Anthropologists and Related Professionals
- Product and Garment Designers
While continuous learning participation is comparatively high…

Participation in job-related education and training in past 12 months

Note: Formal and non-formal job-related education and training.
Participation in different kinds of learning

Adults pursuing bachelor degrees

Source: Eurostat, AES [trng_aes_101, trng_aes_202].

Note: New students refers to students registered for the first time with the institution as being present or absent in their degree programme. This includes students who are changing institution or course, i.e. are not new to higher education.

Source: Statistics Finland, Vipunen database.
..., which does not lead to the desired positive returns.

Returns to training by type of training, % wage increase

Note: Job-related formal and non-formal training are computed based on workers who report that the latest training activity was job-related. Source: (Fialho, Quintini and Vandeweyer, 2019[62]) based on the Survey of Adult Skills, PIAAC (2012, 2015).
Adults with low skills are lagging behind…

Share of adults in job-related education and training in past 12 months, by skill level

Note: Formal and non-formal job-related education and training.
...and participation does not always yield good labour market outcomes for them.

Participation in ALMPs by level of education, %

Participants in employment 3 and 6 months after participation, %

Note: Participation in ALMPs by age and level of education of the unemployed, distribution. Source: Ministry of Economic Affairs and Employment (2019), M. Tuomaala (2018.)

Note: Share of programme participants in employment three and six months after the end of the programme by programme and by level of education, 2016. Source: Ministry of Economic Affairs and Employment (2019), M. Tuomaala.
Finland must tackle a number of key challenges to be ready for the future.

- High prevalence of formal learning.
- Gaps in the provision.
- Limited use of SAA information for steering provision.

Making continuous learning provision fit for the future

- Lack of capacity of existing advice and guidance services.
- Close to no targeted provision.
- Limited outreach activities.

Improving learning participation of adults with low skills
How can this be done?

- Diversify the training offer
- Make the offer more labour market relevant
- Incentivise participation in the ‘right’ offer
- Provide comprehensive advice and guidance
- Develop tailored education programmes
- Reach out to adults with low basic skills
Next steps

Dec 2019 | Finalisation of report taking into account stakeholder feedback

19.02.2020 | Launch in Helsinki
Thank you!

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