

Building skills for the future

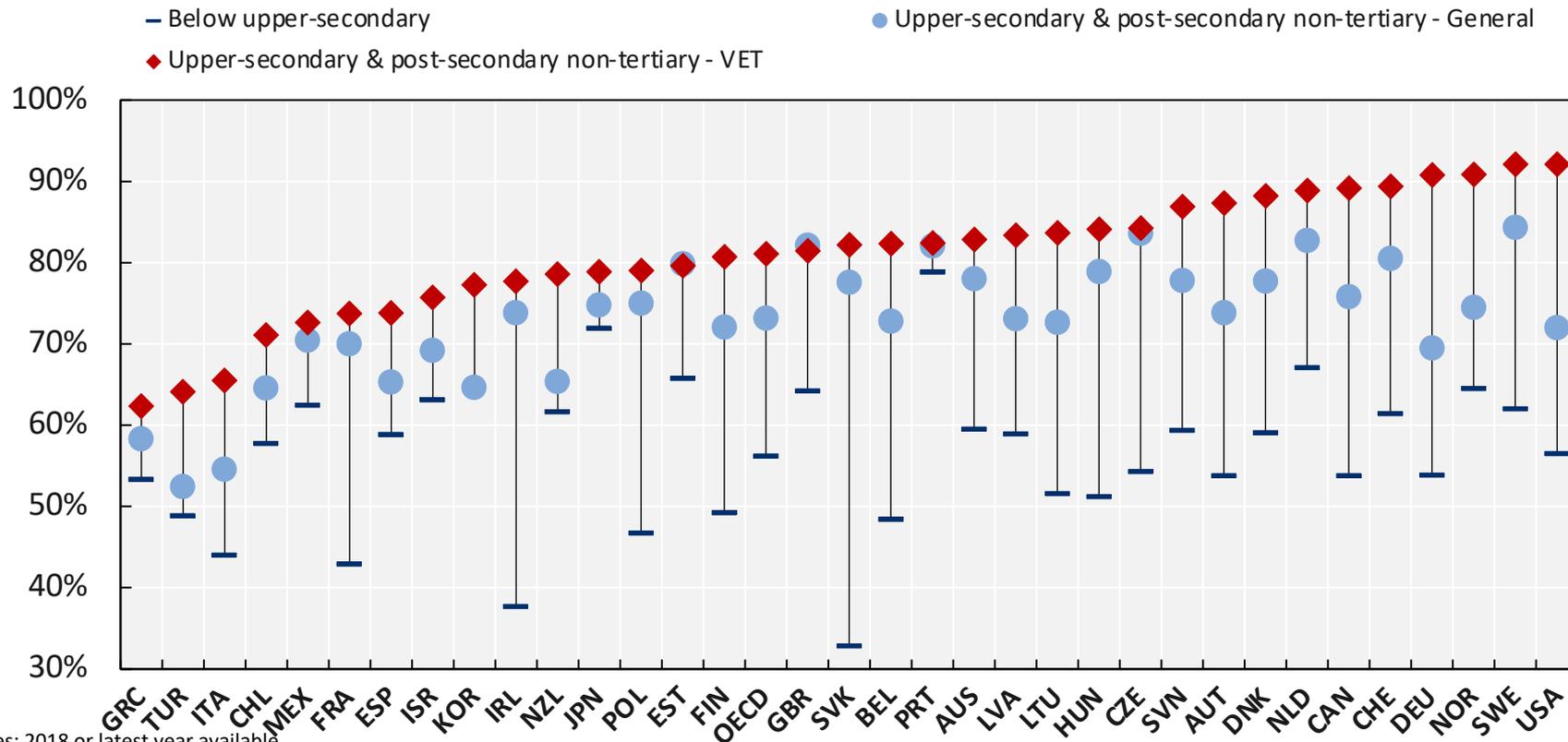
VET as the pathway to 21st century skills





VET can equip people with skills for the labour market

Employment rate of adults aged 16 to 34 not in formal education, by educational attainment



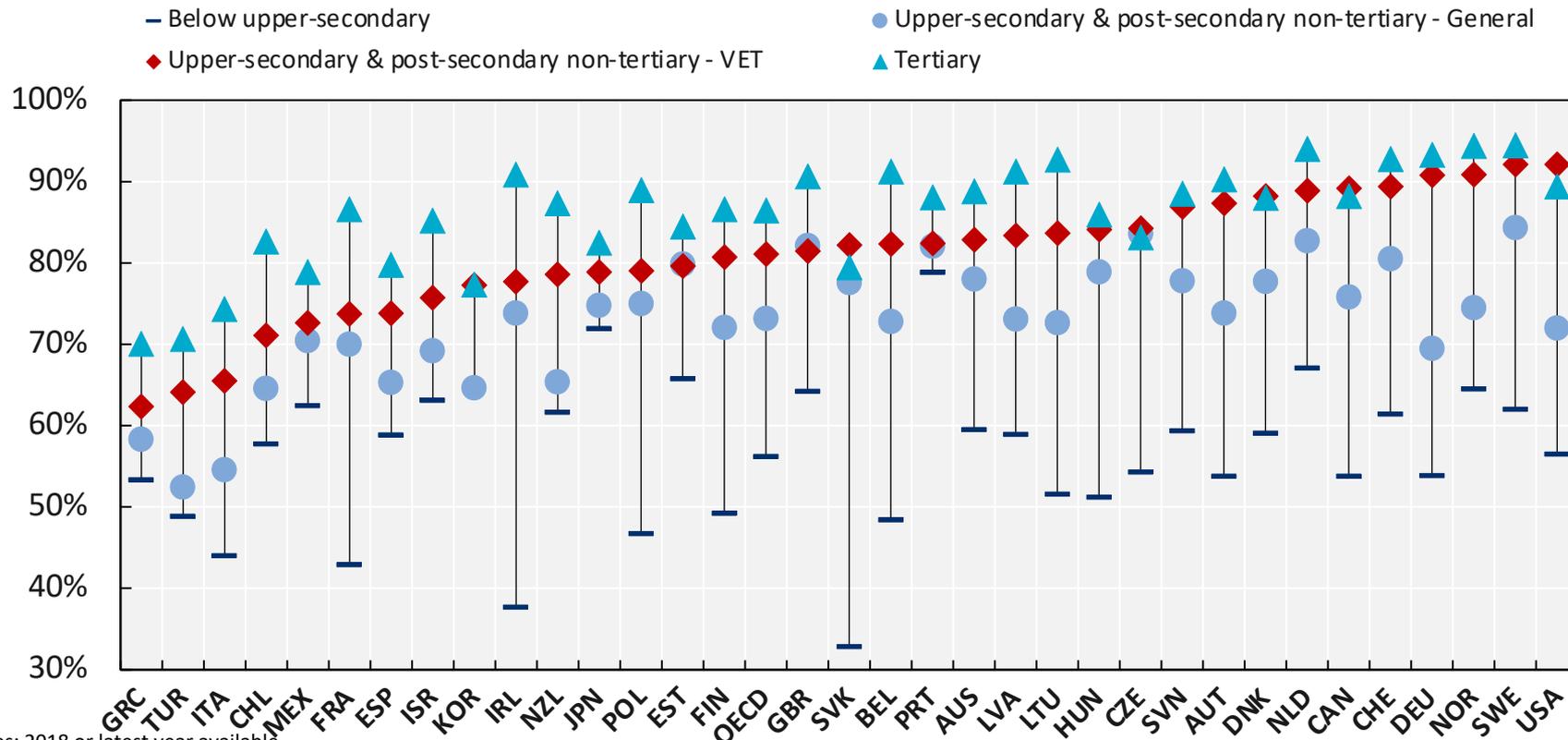
Notes: 2018 or latest year available

Source: OECD Employment Outlook 2020



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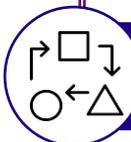
Re-engineering VET for the future



Responsiveness: Aligning training with skill needs



Flexibility & inclusiveness: Making VET accessible to a diverse group of learners



Supporting transitions: Developing transversal skills

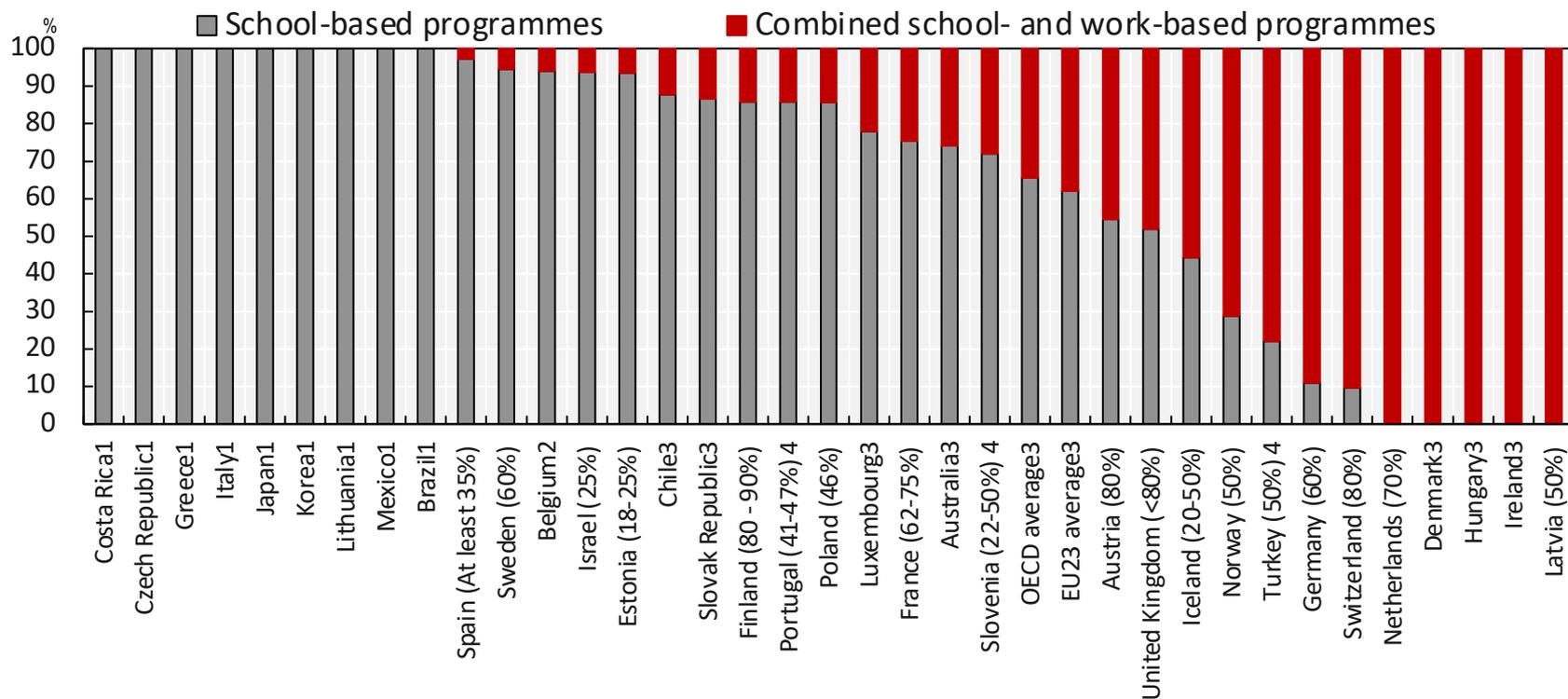


Innovation: Adopting innovative technology and pedagogical approaches



Work-based learning supports students in developing the skills employers are looking for

Distribution of upper secondary vocational students by type of vocational programme (2018)



Notes: Figures in parentheses refer to the the most typical duration of the work-based component as a percentage of the total programme duration for combined school- and work-based programmes.

Source: OECD Education at a Glance 2020



Providing more and better opportunities for work-based learning

Supporting companies with the training of trainers

- In Germany, trainers must have a relevant professional qualification and pass a trainer aptitude examination to demonstrate one's vocational and pedagogical knowledge. Training companies need to be accredited to offer work-based learning and must have at least one 'qualified' trainer

Companies working together to provide training

- In Austria, companies that cannot fulfil certain standards may form training alliances to share apprentices. Alliances of training firms are supervised at the state level by the Apprenticeship Offices appointed by Economic Chambers

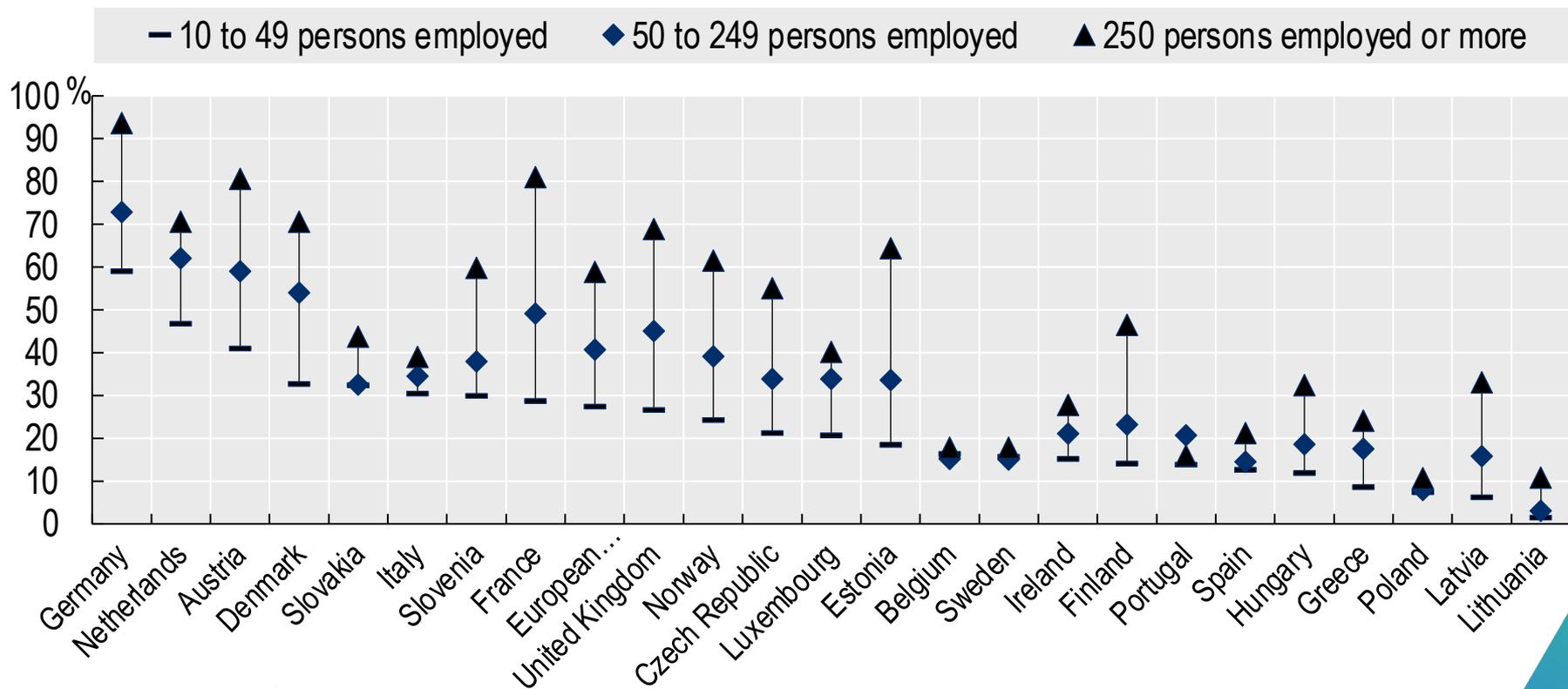
Financial incentives for employers to provide work-based learning

- In France employers receive EUR 6 000 in the first year of the apprenticeship. Larger companies can only receive the subsidy if they have at least a specific share (3-5%) of apprentices among their workforce



Social partner engagement in VET

Share of employers engaged in the provision of initial VET, by firm size



Source: Eurostat, Continuing Vocational Training Survey



Making VET more accessible to adult learners

Modularising VET

**Recognition and
validation of prior
learning**

**Part-time and
distance learning**

**Preparatory course
and flexible entry
requirements**

**VET programmes
dedicated to adults**

Financial support



Developing future-ready VET systems



Aligning VET with skill needs

- Using labour market data to inform VET systems
- Engaging social partners to contribute to the VET system
- Developing higher vocational and professional tertiary education programmes to satisfy the demand for higher-level professional skills
- Equipping VET teachers with the right skills



Making VET work for all

- Developing tailored VET programmes and support to young people at risk
- Supporting migrants and refugees in their VET journey
- Ensuring that VET learners have opportunities for further (academic) learning
- Making VET more accessible to adult learners



Supporting transitions into a changing labour market & further learning

- Developing solid transversal skills in VET
- Building effective progression opportunities for VET graduates in higher education
- Providing career guidance services to smoothen transitions



Fostering the use of digital technologies

- Analysing the potential benefits of digital technologies in VET
- Examining how digital technologies can be used more effectively in VET
- Ensuring that VET teachers can adopt digital technologies and associated innovative pedagogical approaches

Assessing VET skills

The example of 'PISA-VET'





Find out more about our work at www.oecd.org/pisa



PISA main reports

Email: Andreas.Schleicher@OECD.org

X : SchleicherEDU

WeChat : AndreasSchleicher

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PISA Country notes

