



Jatkuvan oppimisen uudistuksen tutkijatapaaminen  
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# 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

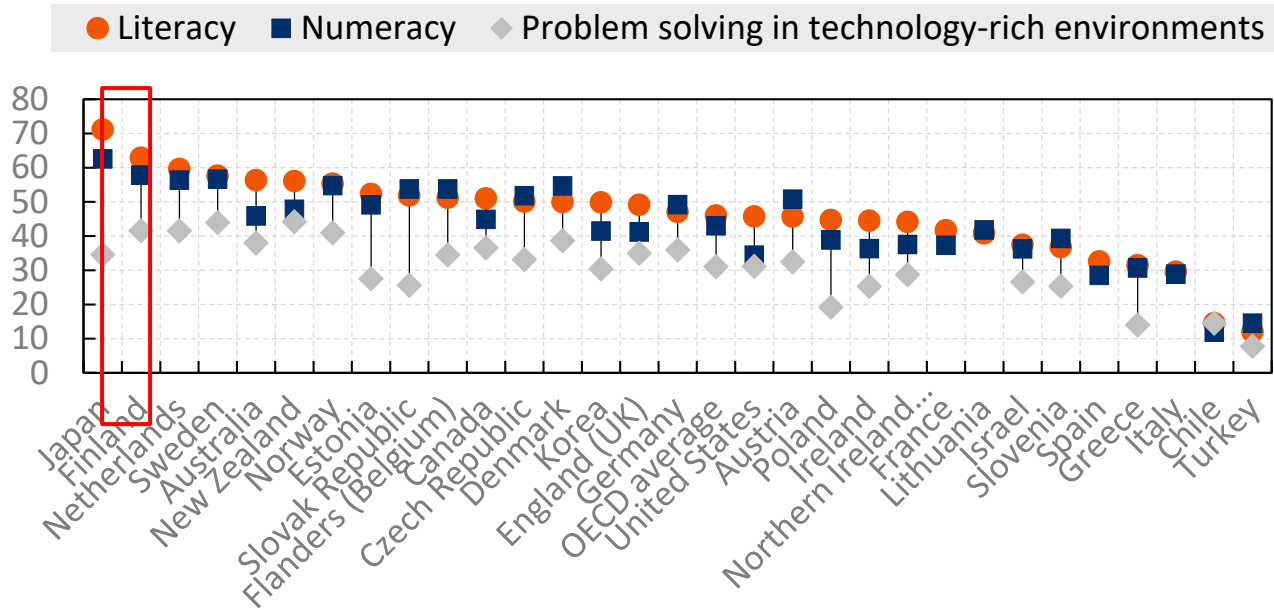
Basic and general education	Vocational education	Higher education	Adult liberal education	Staff training
Basic education qualification	Initial vocational qualification	Bachelor's degree	Non-formal learning activities	Courses commissioned by employers
Basic education subject studies	Further vocational qualifications	Master's degree		Joint-purchase training
General upper secondary qualification	Specialist vocational qualifications	Open Studies		
General upper secondary generation subject studies	Non-formal VET/ short courses	Professional specialisation studies		
	Labour market training	In-service training		

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

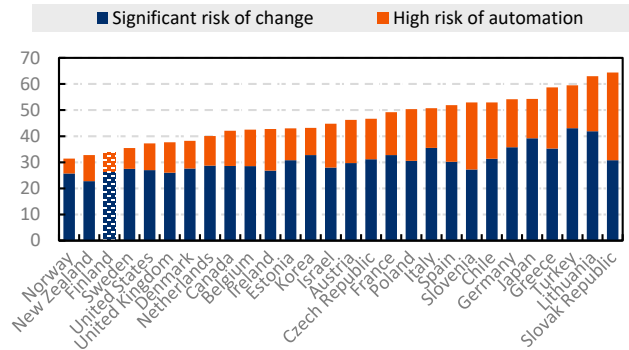


Note: Adults age 25-64, scoring proficiency levels 3-5 in literacy/numeracy and level 2-3 in problem-solving  
Source: OECD PIAAC data (2012, 2015).



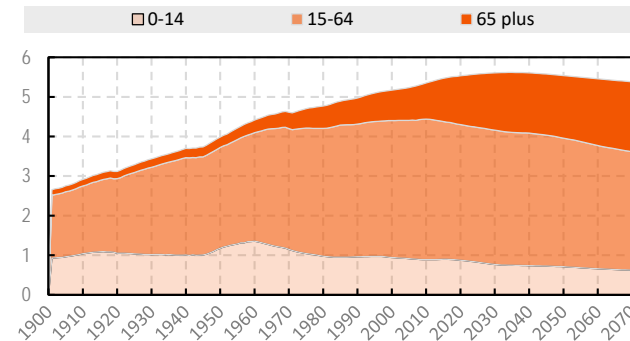
# ...but megatrends are increasing the pressure on the system...

## Jobs at risk of automation



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

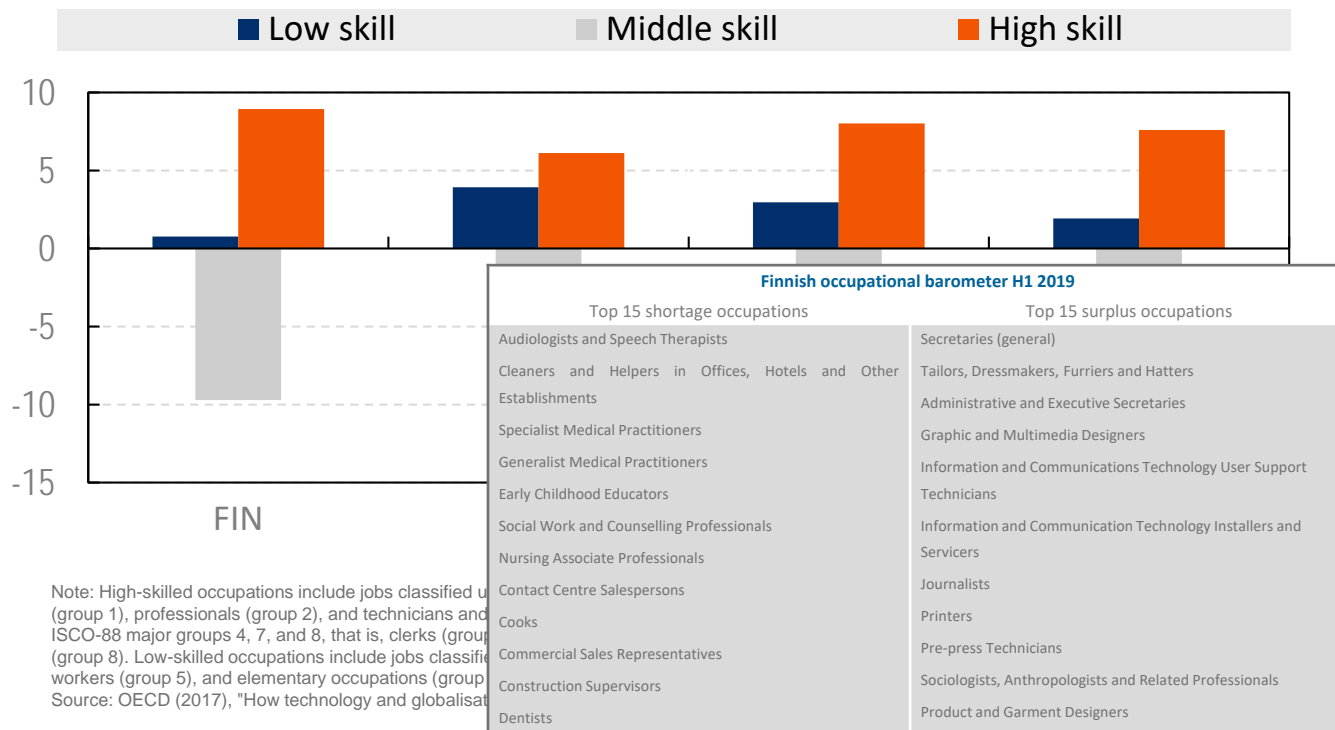


Note: population by age group 1900-2017, in million  
Source: Statistics Finland, 2018, population statistics and projections.



# ...and the skill needs of the labour market are changing.

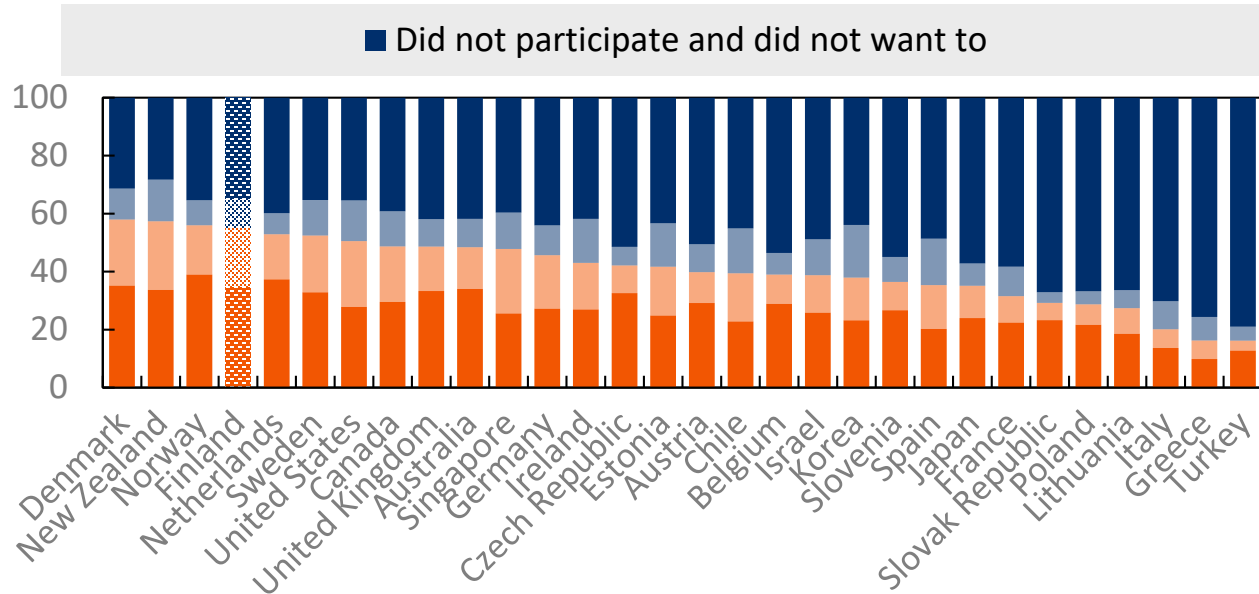
Percentage point change in share of total employment, 1995 to 2015





## While continuous learning participation is comparatively high...

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

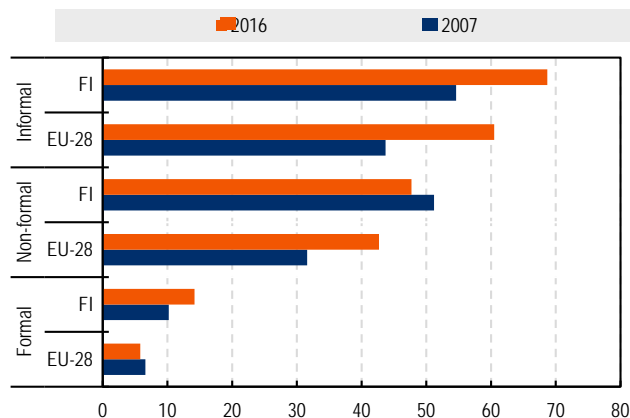


Note: Formal and non-formal job-related education and training.  
Source: OECD PIAAC data (2012, 2015).



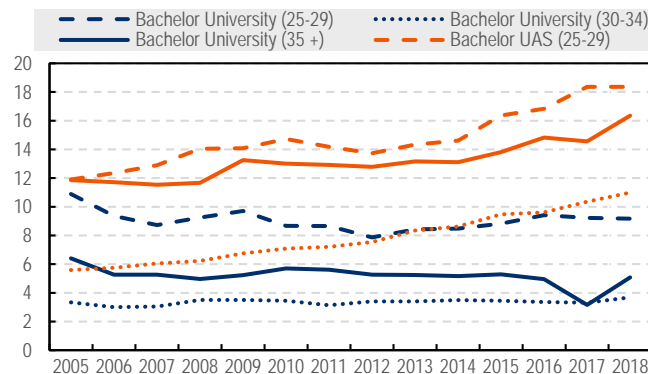
# ...there is a strong focus on formal education...

## Participation in different kinds of learning



Source: Eurostat, AES [trng\_aes\_101, trng\_aes\_202].

## Adults pursuing bachelor degrees



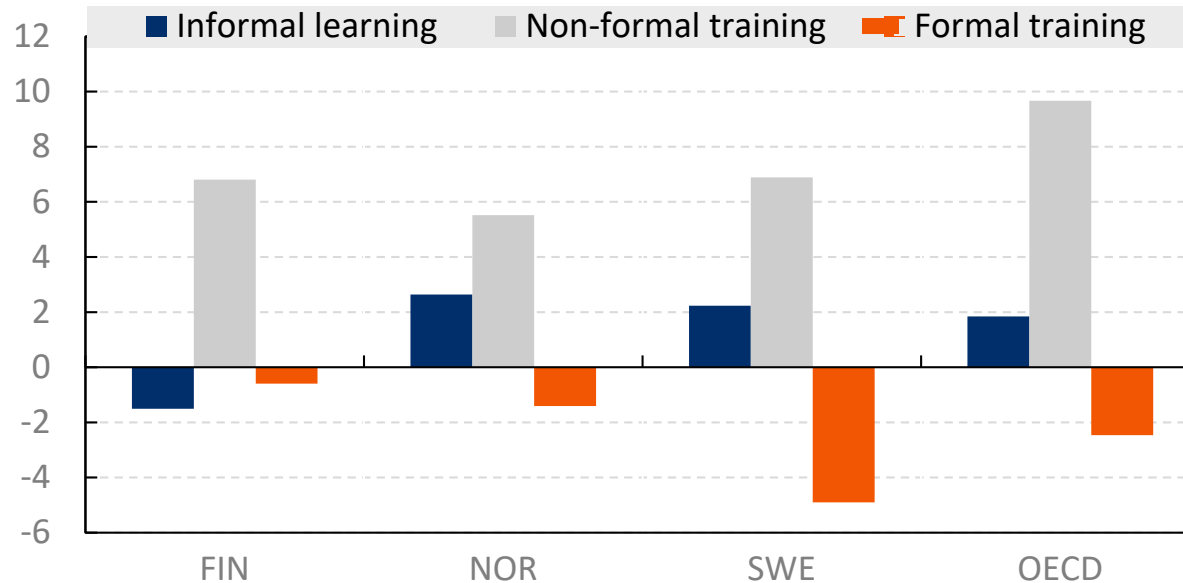
Note: New students refers to students registered for the first time with the institution as being present or absent in their degree programme. This includes students who are changing institution or course, i.e. are not new to higher education.

Source: Statistics Finland, Vipunen database.



..., which does not lead to the desired positive returns.

Returns to training by type of training, % wage increase



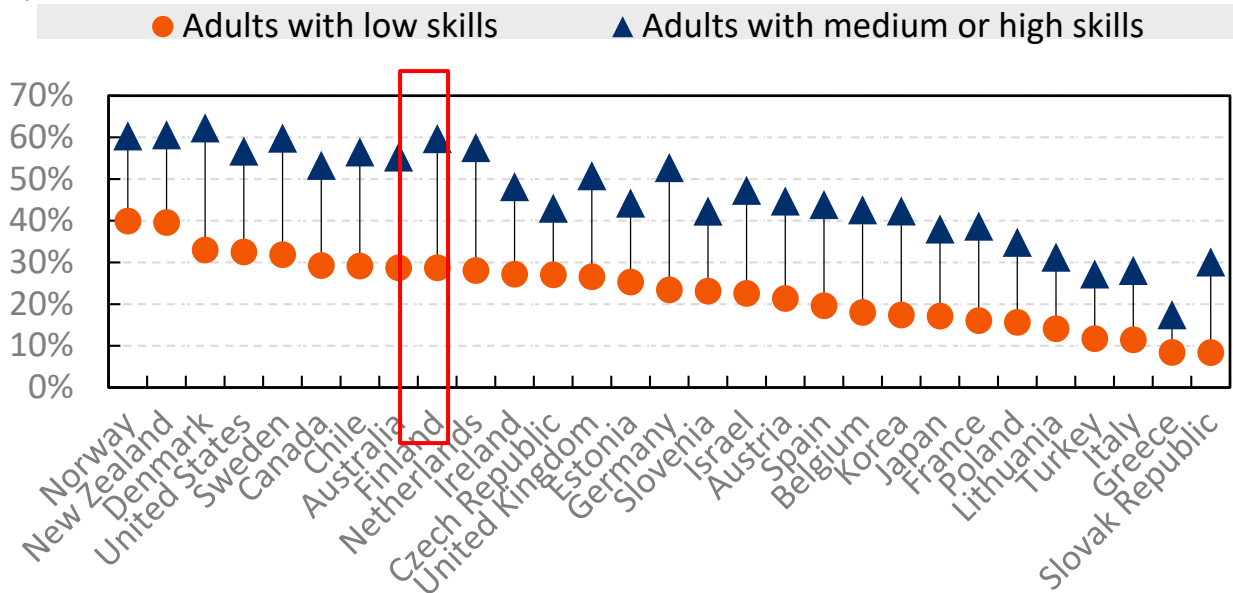
Note: Job-related formal and non-formal training are computed based on workers who report that the latest training activity was job-related.  
Source: (Fialho, Quintini and Vandeweyer, 2019[62]) based on the Survey of Adult Skills, PIAAC (2012, 2015).





## Adults with low skills are lagging behind...

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

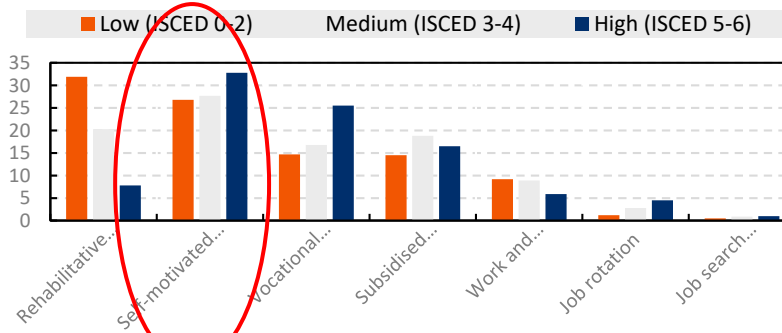


Note: Formal and non-formal job-related education and training.  
Source: OECD PIAAC data (2012, 2015).



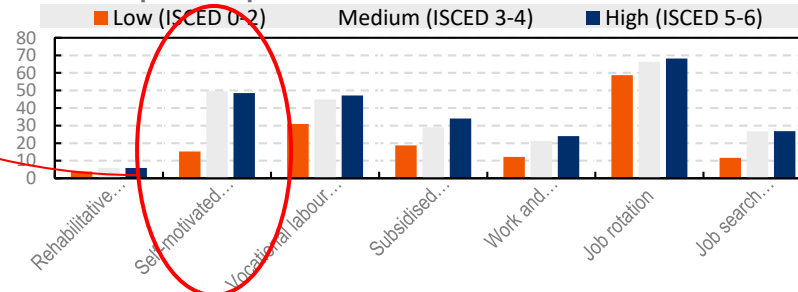
...and participation does not always yield good labour market outcomes for them.

Participation in ALMPs by level of education, %



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.)

Participants in employment 3 and 6 months after participation, %



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.

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Making  
continuous  
learning  
provision fit  
for the future

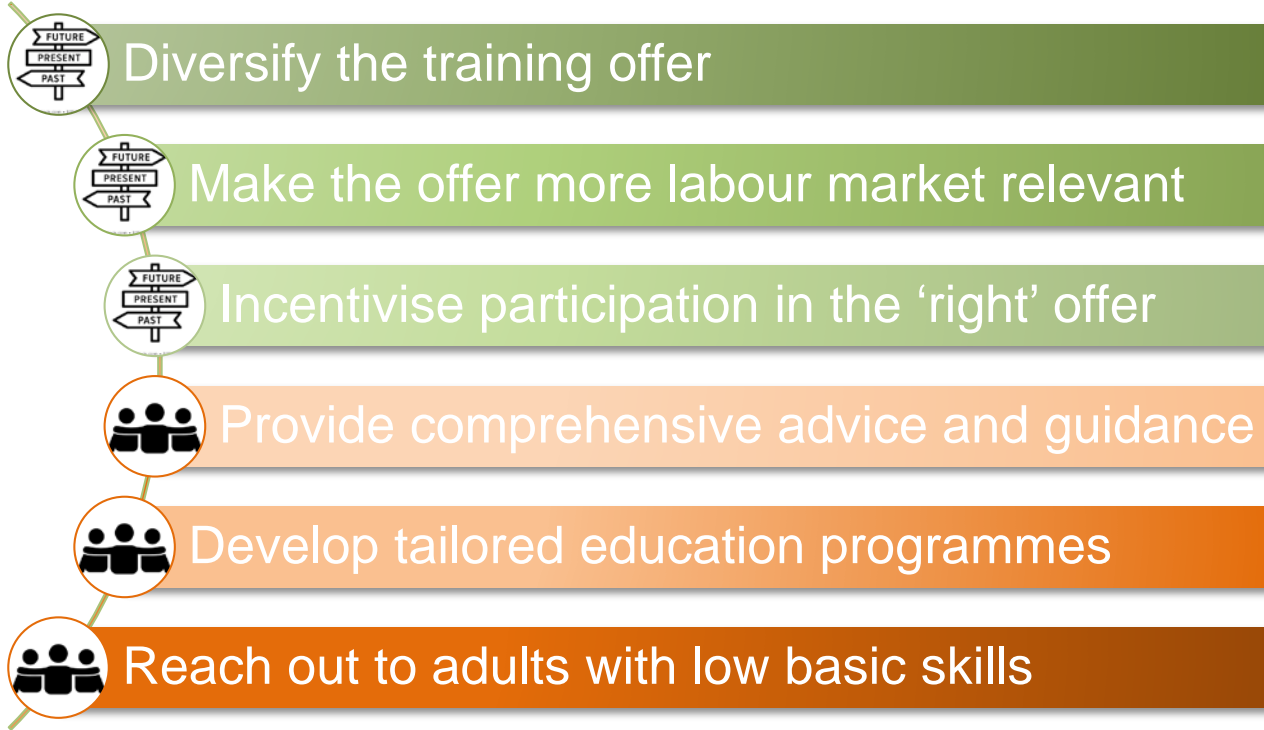
- High prevalence of formal learning.
- Gaps in the provision.
- Limited use of SAA information for steering provision.

Improving  
learning  
participation  
of adults with  
low skills

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



## How can this be done?





## Next steps

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Dec 2019

Finalisation of report taking into account stakeholder feedback

19.02.2020

Launch in Helsinki



# Thank you!

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