



OPETUS- JA KULTTUURIMINISTERIÖ

OECD Education at a Glance 2023 –raportin julkaisutilaisuus

Paasitorni, tiistai 12.9.2023



OPETUS- JA KULTTUURIMINISTERIÖ

Avauspuheenvuoro

Kansliapäällikkö Anita Lehikoinen,
opetus- ja kulttuuriministeriö

Education at a Glance 2023

Vocational Education and Training

Key findings

Hajar Sabrina Yassine

OECD Directorate for Education and Skills

12 September 2023

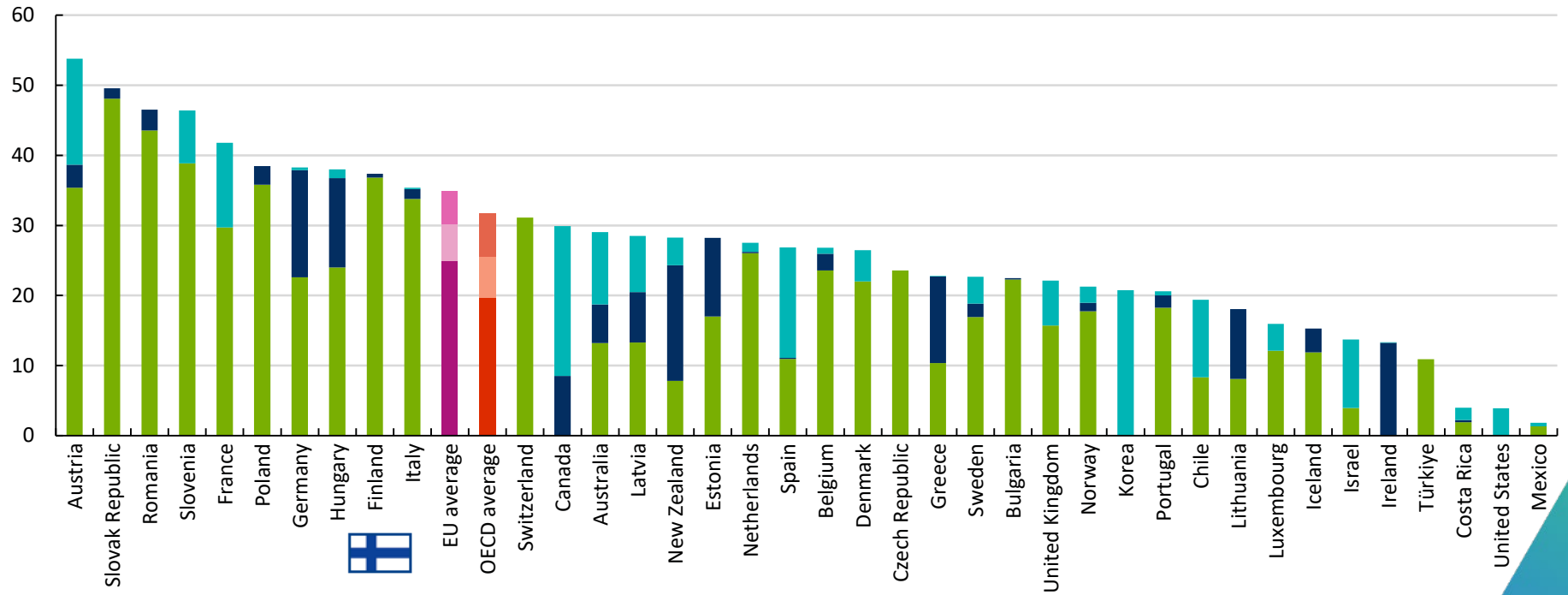
Providing high quality vocational education



VET is a popular choice overall

Share of 25-34 year-olds whose highest level of education has a vocational orientation, by level of educational attainment (2022)

■ Upper secondary (vocational) ■ Post-secondary non-tertiary (vocational) ■ Short-cycle tertiary (vocational)

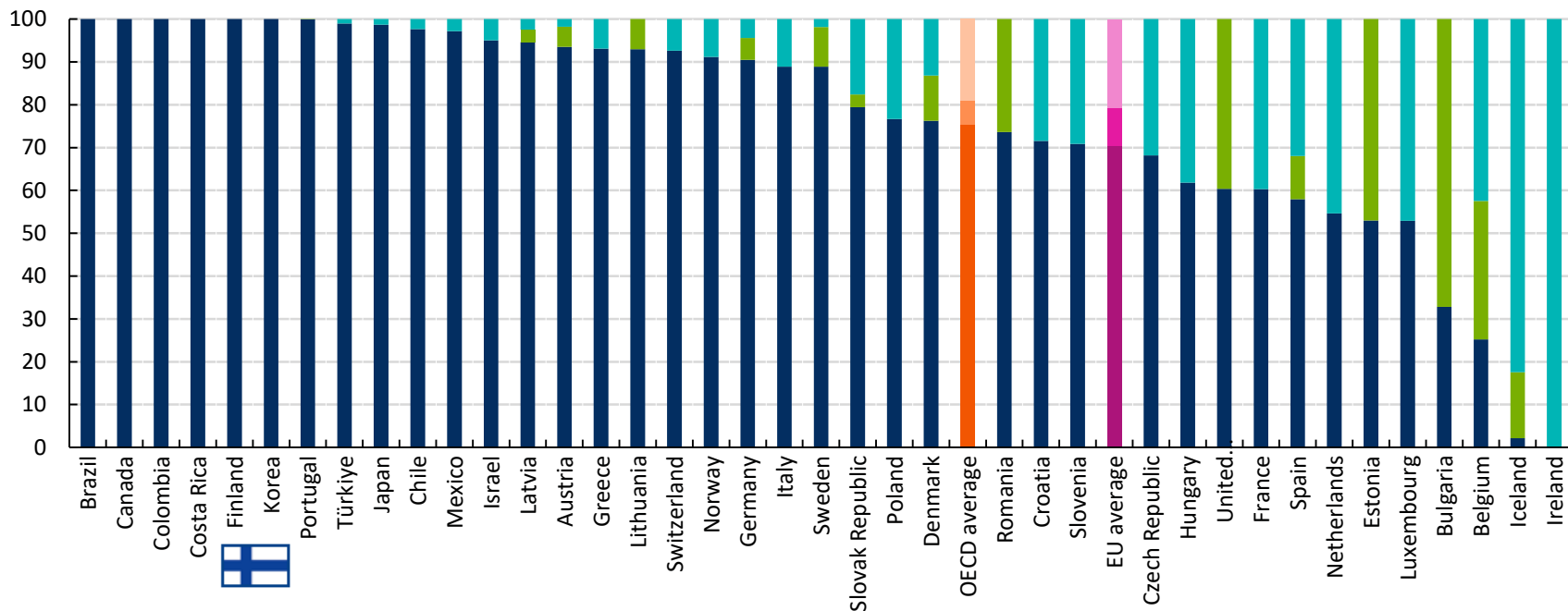




Finland is among the few countries where all VET programmes give access to higher education

Distribution of students enrolled in upper secondary vocational education, by type of vocational programme (2021)

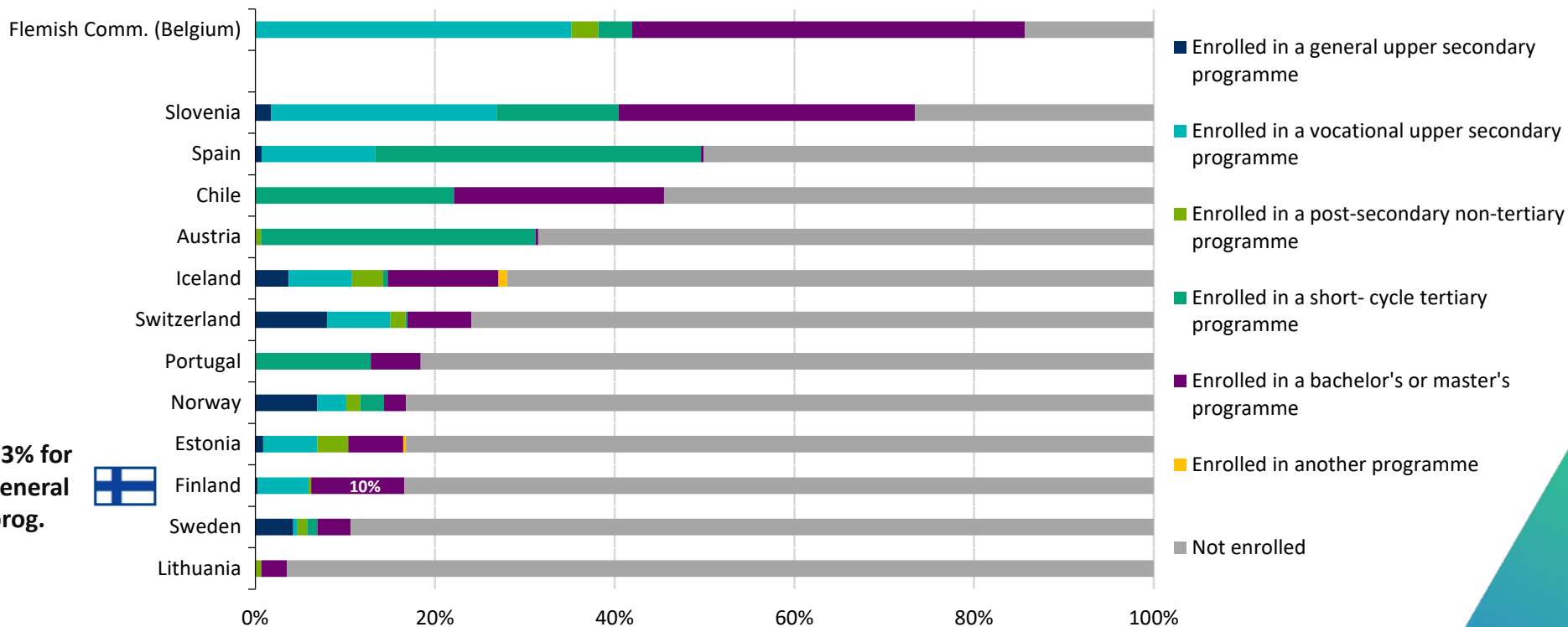
- Programmes giving full level completion without access to tertiary education
- Programmes giving partial completion or insufficient for completion
- Programmes giving full level completion with access to tertiary education





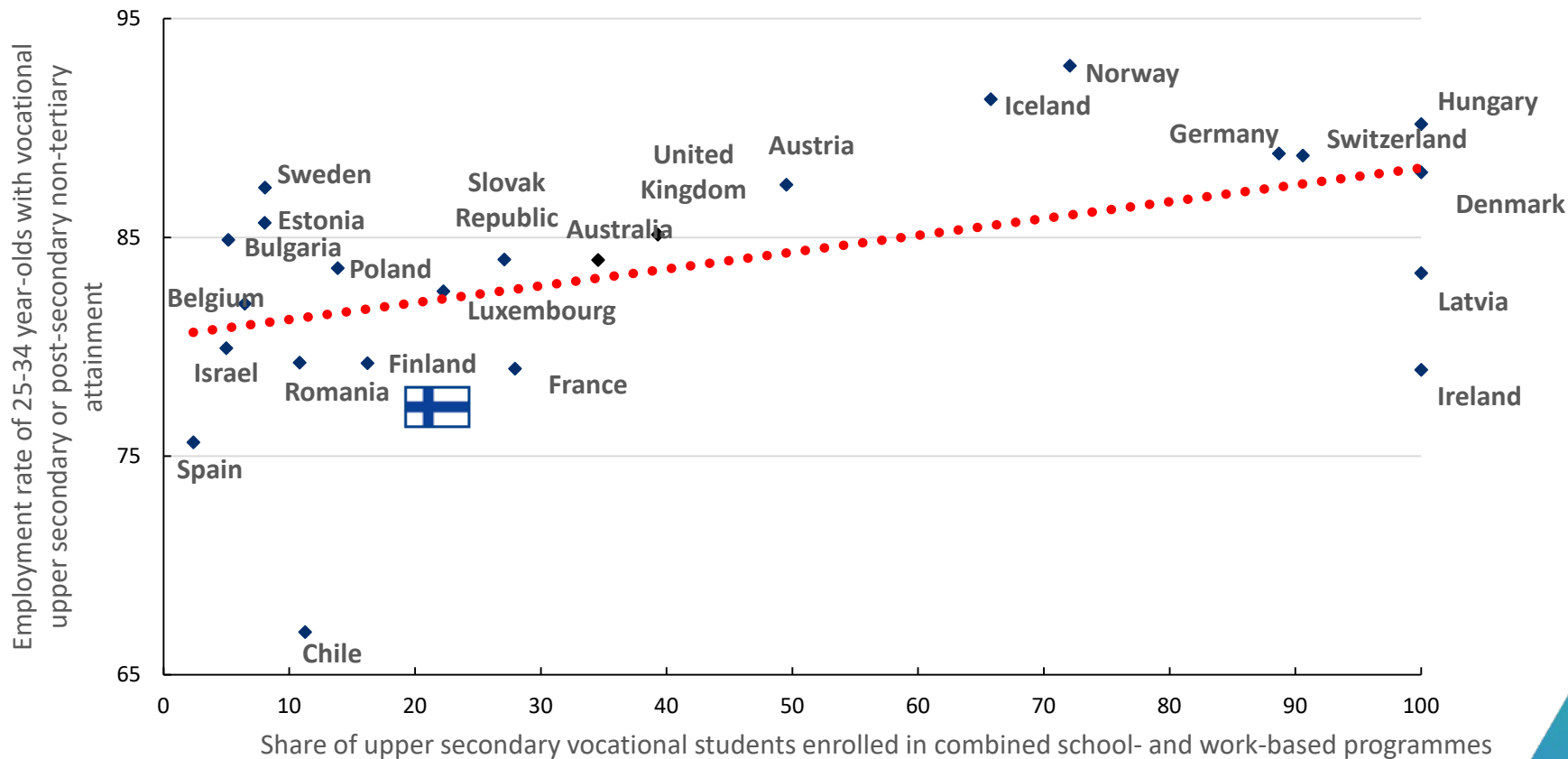
...but transition into tertiary education is much less common for upper secondary VET graduates than graduates from general programmes

Status of graduates from upper secondary vocational programmes in the year after their graduation (2020)





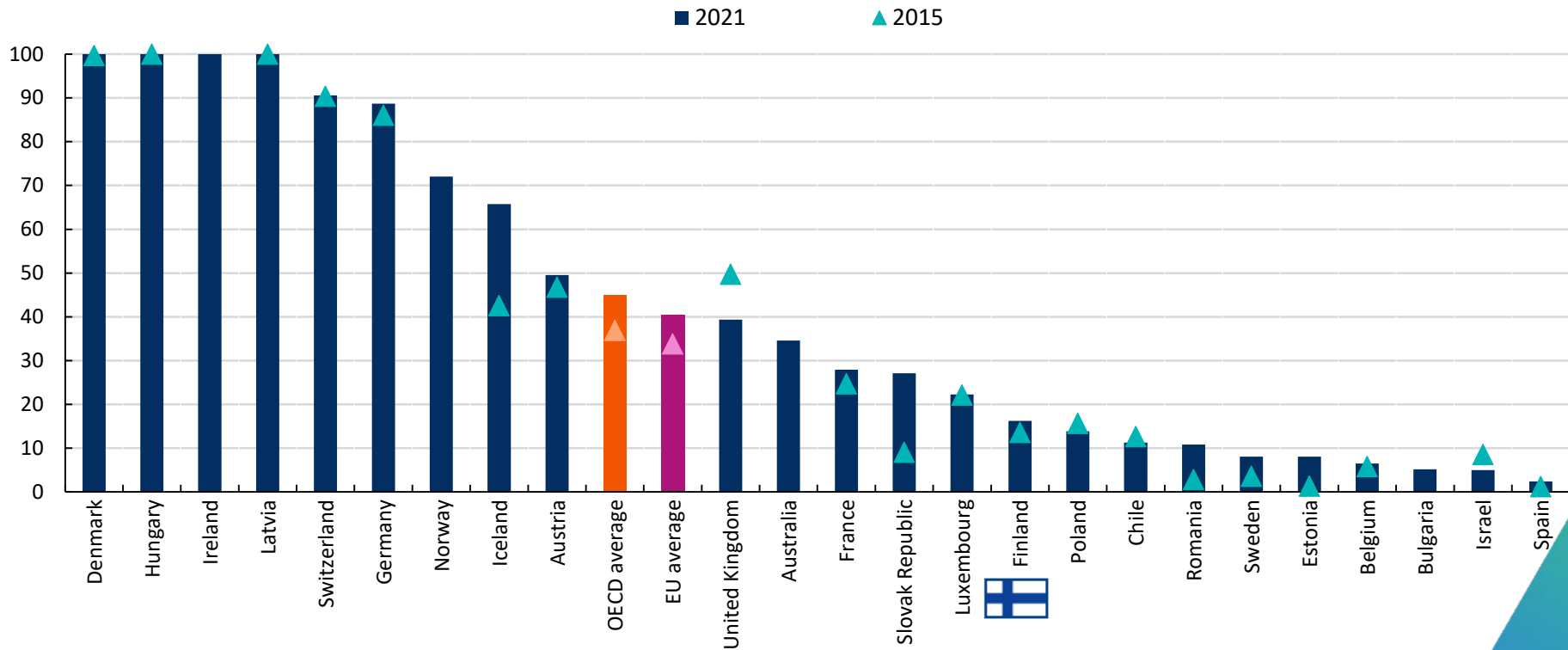
Countries with more students in programmes that combine school and work-based learning have higher employment rates among VET graduates





...but combined school and work-based programmes are still rare in many countries

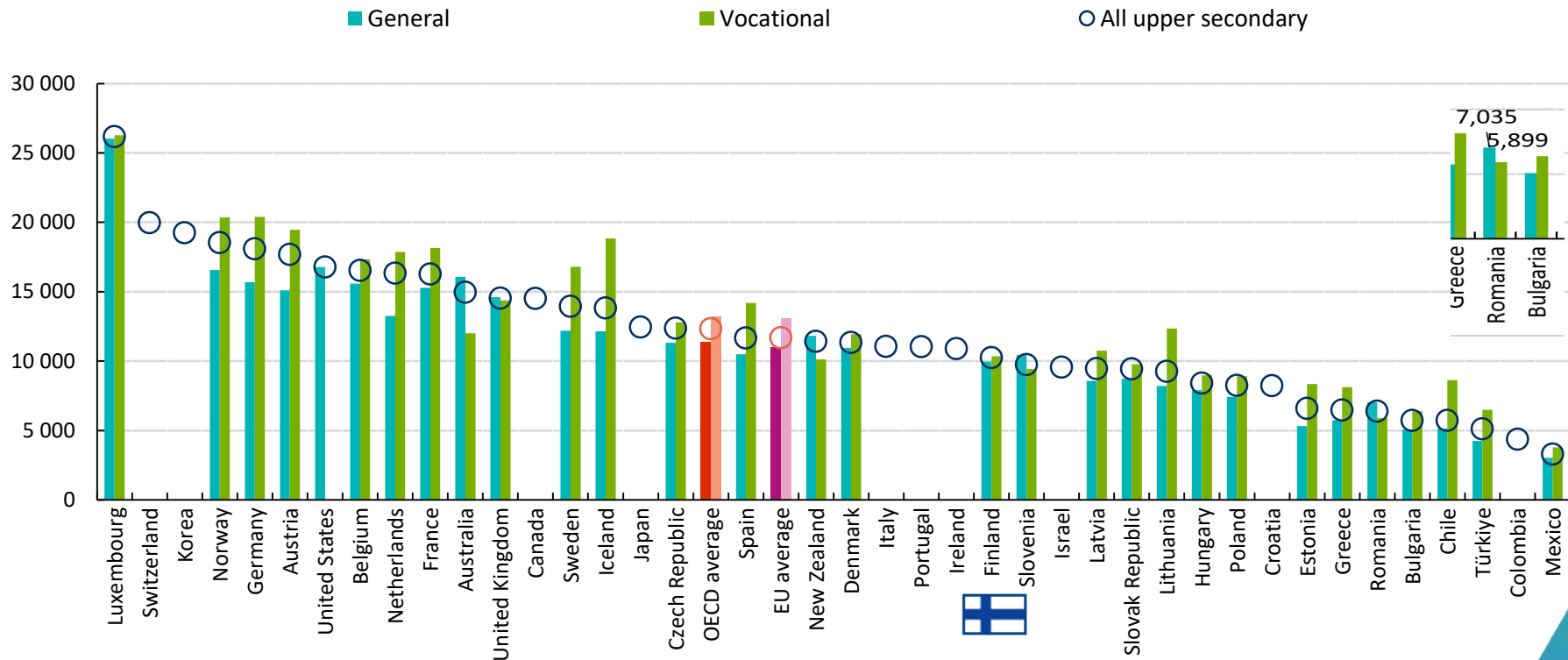
Share of upper secondary vocational students enrolled in combined school- and work-based programmes (2015 and 2021)





Expenditure per student is almost similar between general and vocational programmes

Total expenditure per full-time equivalent upper secondary education student, by programme orientation (2020)



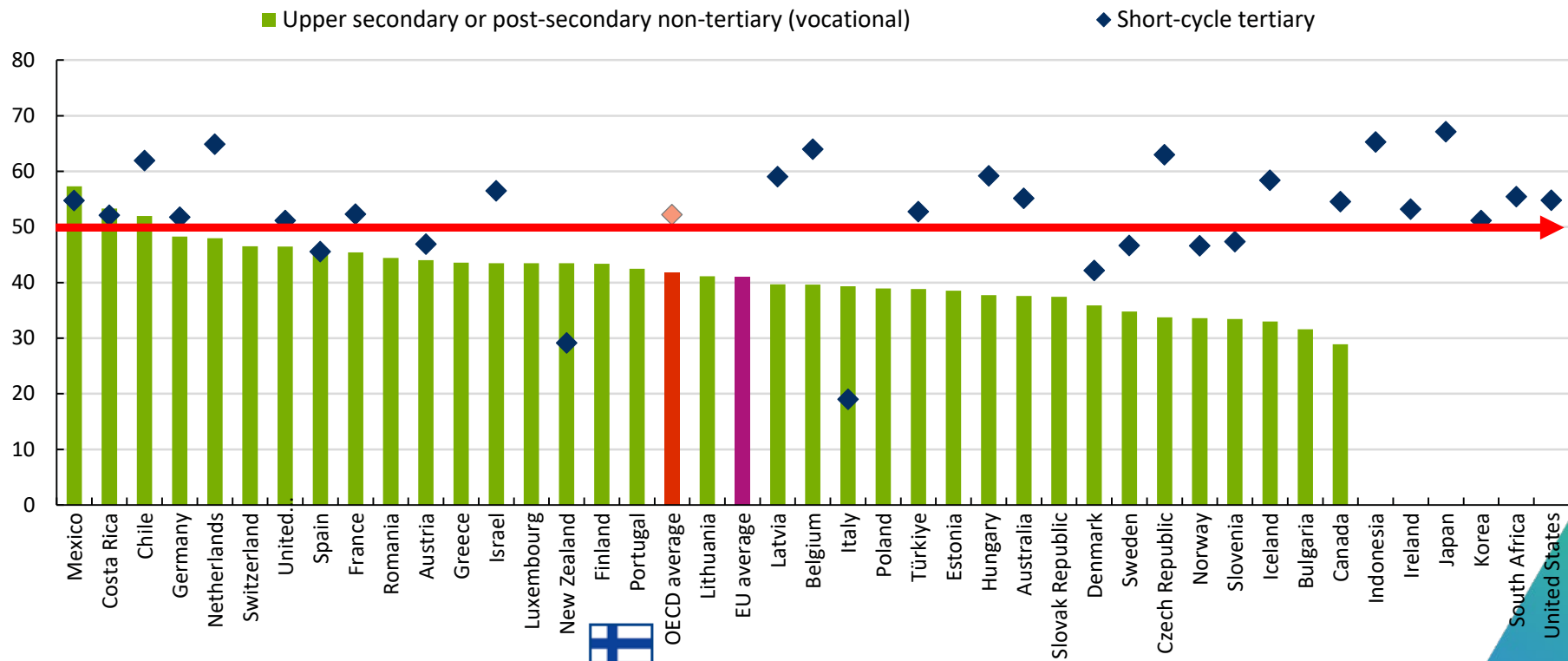
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Students in VET programmes and their completion of studies.



Women are slightly underrepresented among 25-34 year-olds with vocational attainment

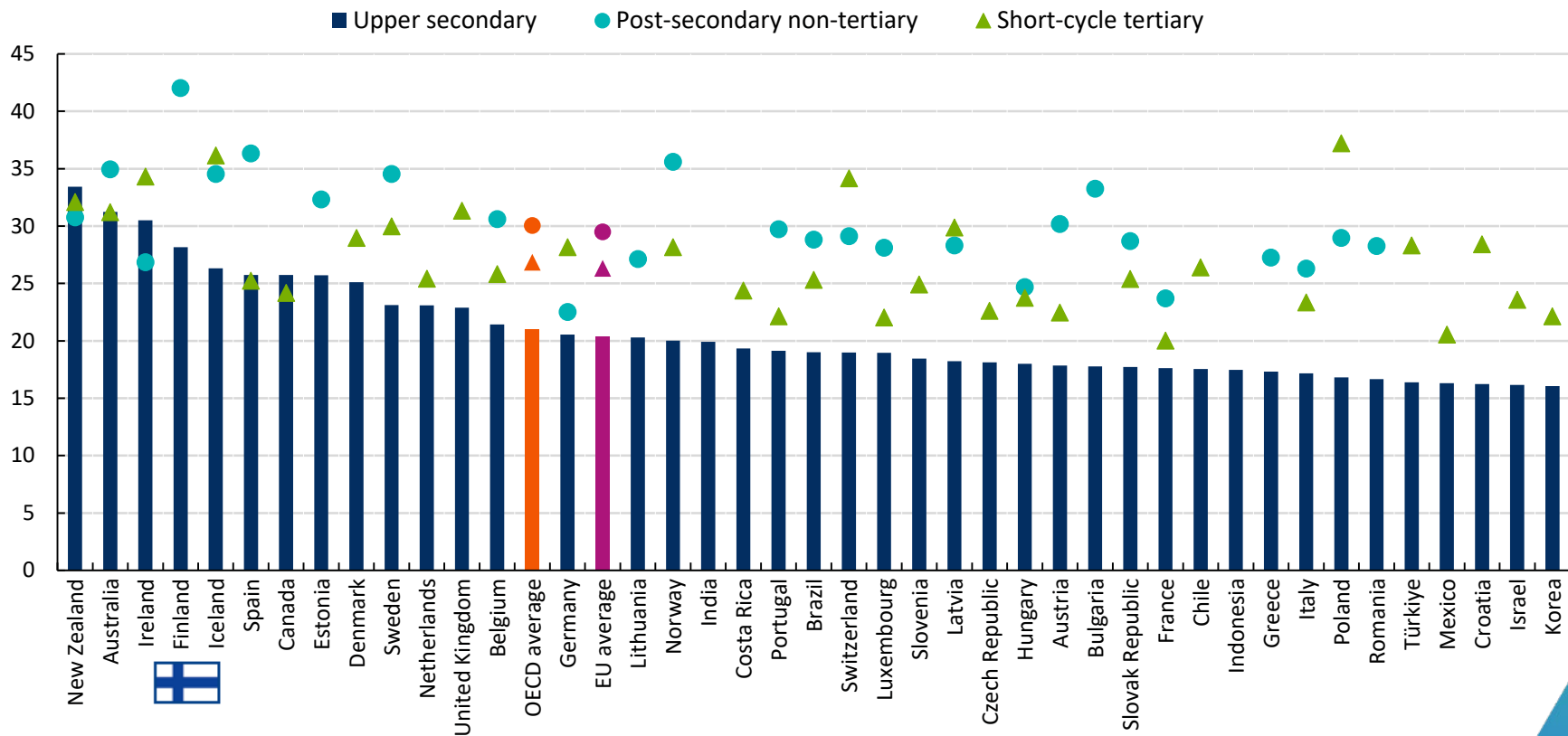
Share of women among those with vocational upper secondary or post-secondary non-tertiary or short-cycle tertiary attainment (2022)





Finland is having among the oldest students in VET programmes

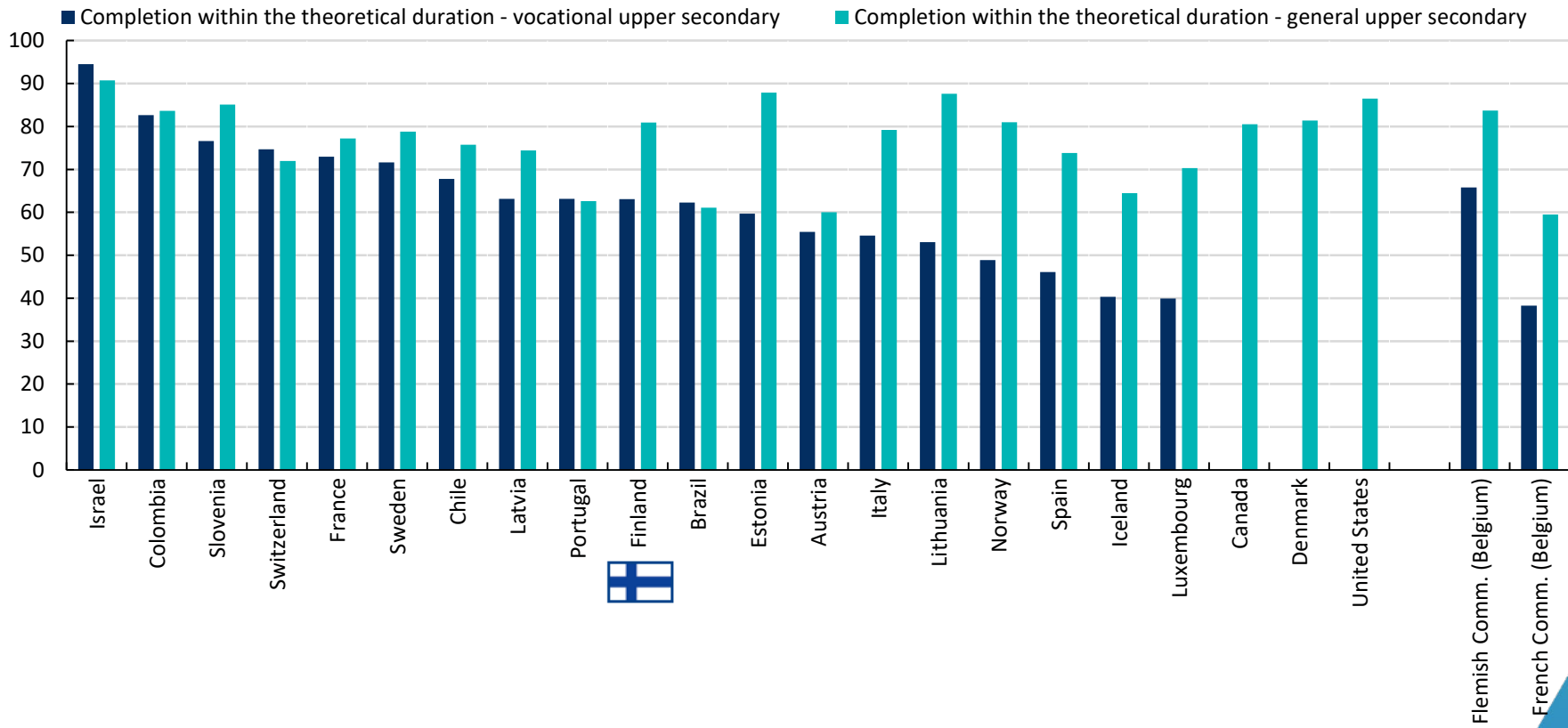
Average age of students in vocational programmes, by level of education (2021)





VET students are less likely to complete their programme than general upper secondary students

Upper secondary completion rates, by timeframe and programme orientation on entry (2021)

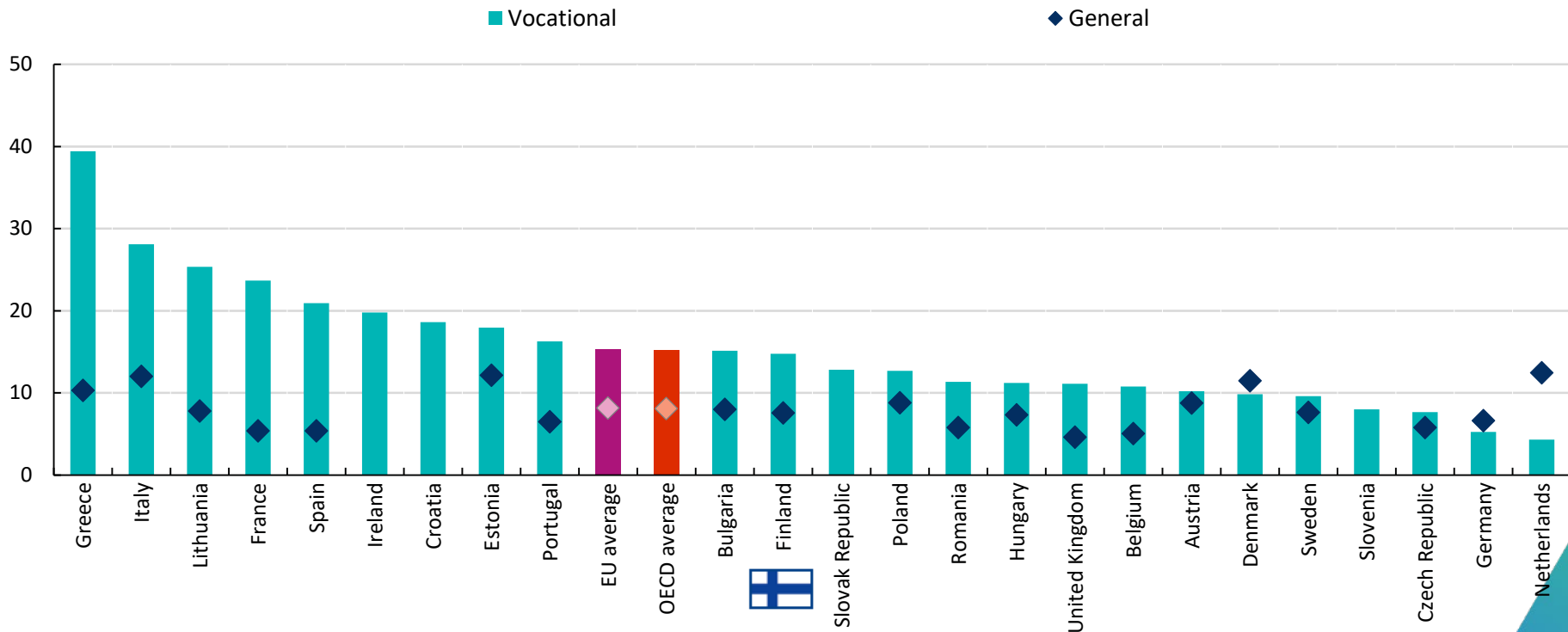


However VET does not always serve young people best



Transition to work or further studies is a challenge for young adults with vocational qualifications

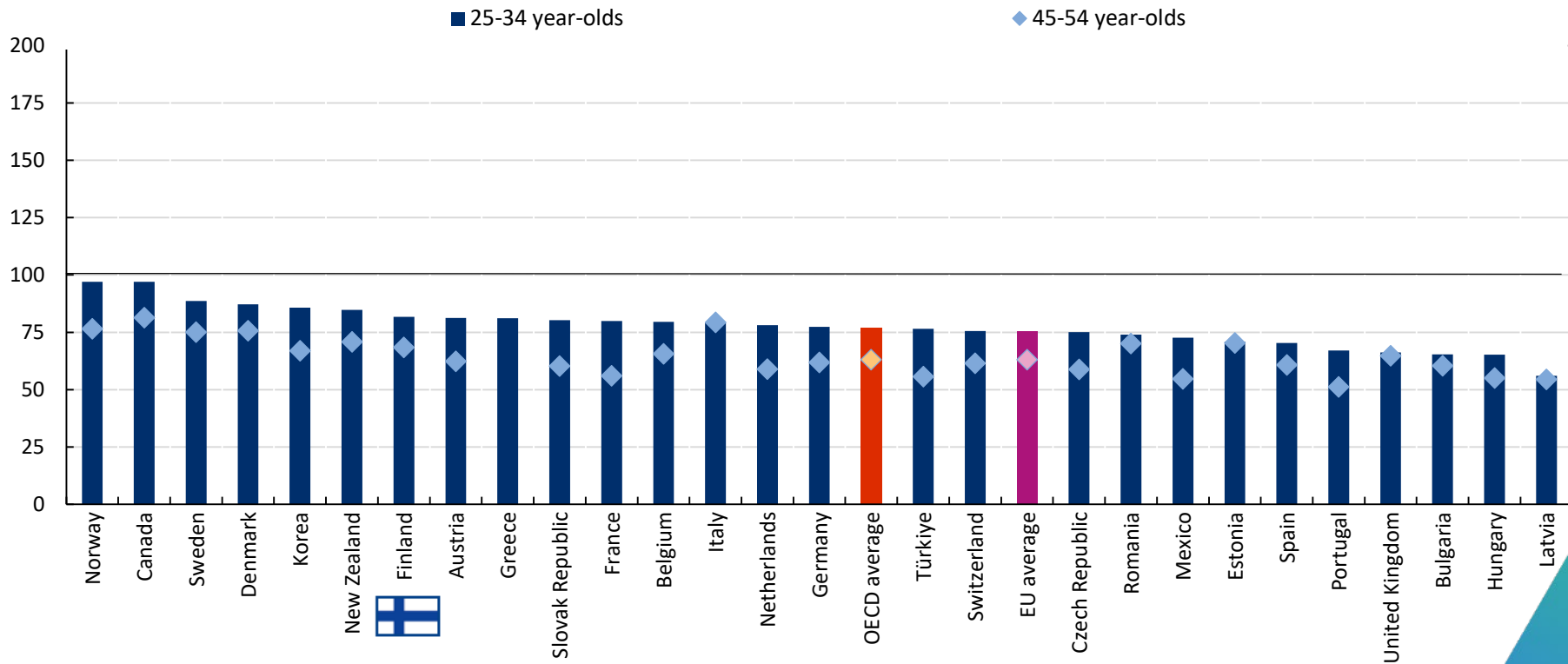
NEET rates among young adults one to three years after completion of upper secondary or post-secondary non-tertiary education, by programme orientation (2022)





The relative earnings of workers with vocational qualifications still lag behind

Relative earnings of workers with vocational upper secondary or post-secondary non-tertiary attainment compared to those with tertiary attainment, by age group (2021)



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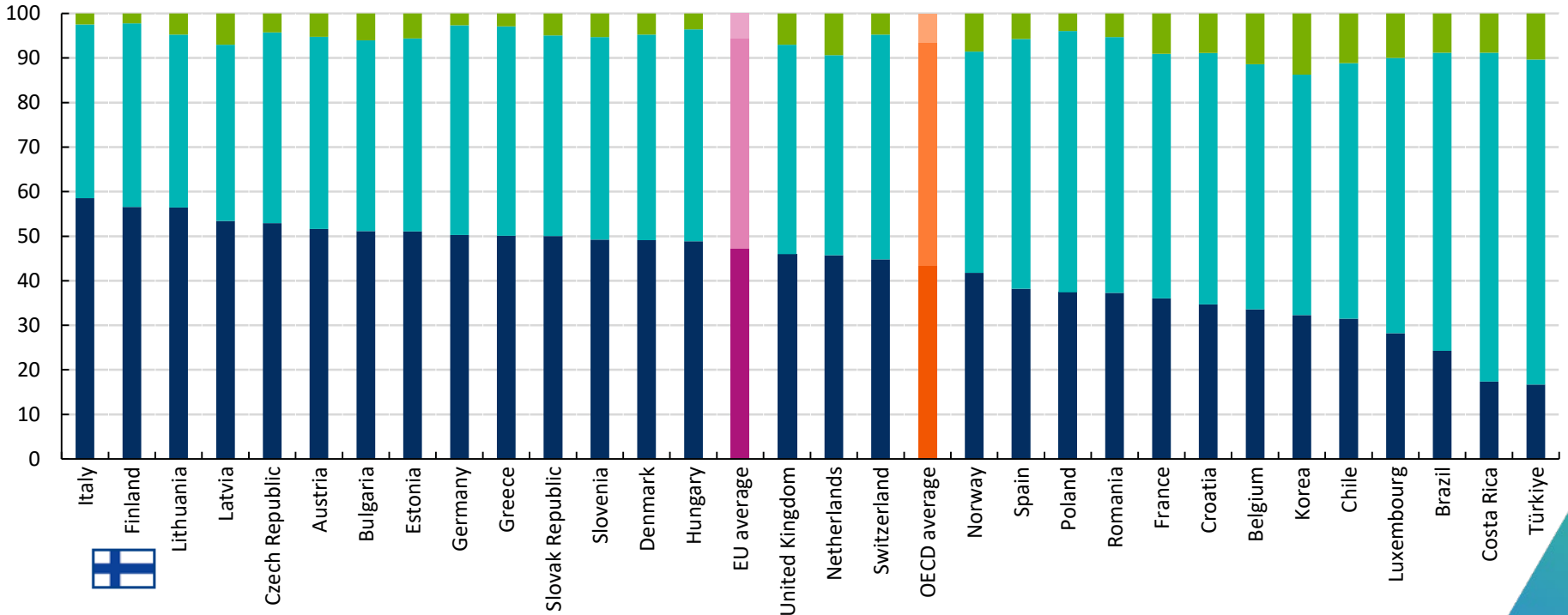
VET teachers



The replacement of teachers nearing retirement age may be a challenge for many countries

Age profile of teachers in upper secondary vocational programmes (2021)

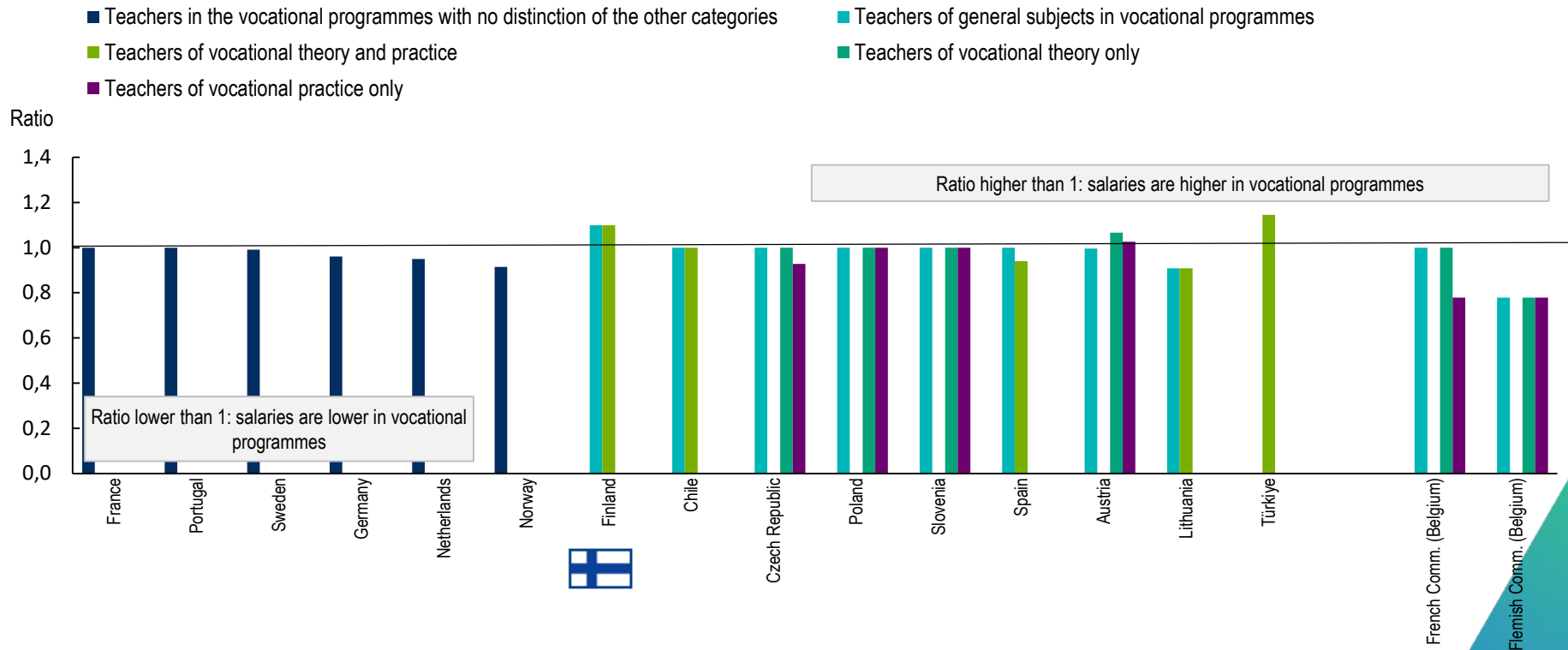
■ 50 years or over ■ From 30 to 49 years ■ Less than 30 years





In Finland, salaries of VET teachers surpass those of teachers in general programmes

Statutory salaries of upper secondary teachers in vocational programmes relative to those in general programmes (2022)



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Key findings beyond VET



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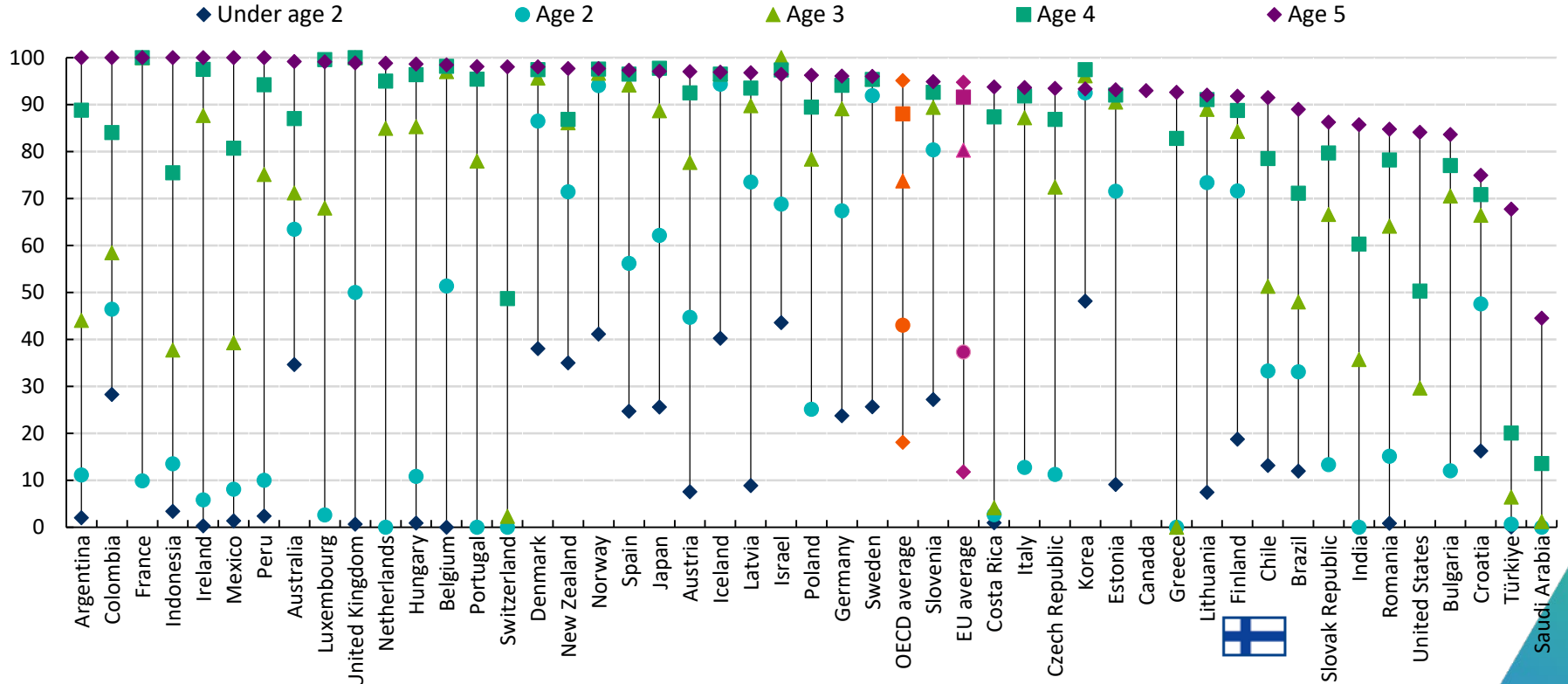
Early childhood education





Early childhood education and care becomes common at age 2 or 3 in most countries

Enrolment rates of young children, by age (2021)





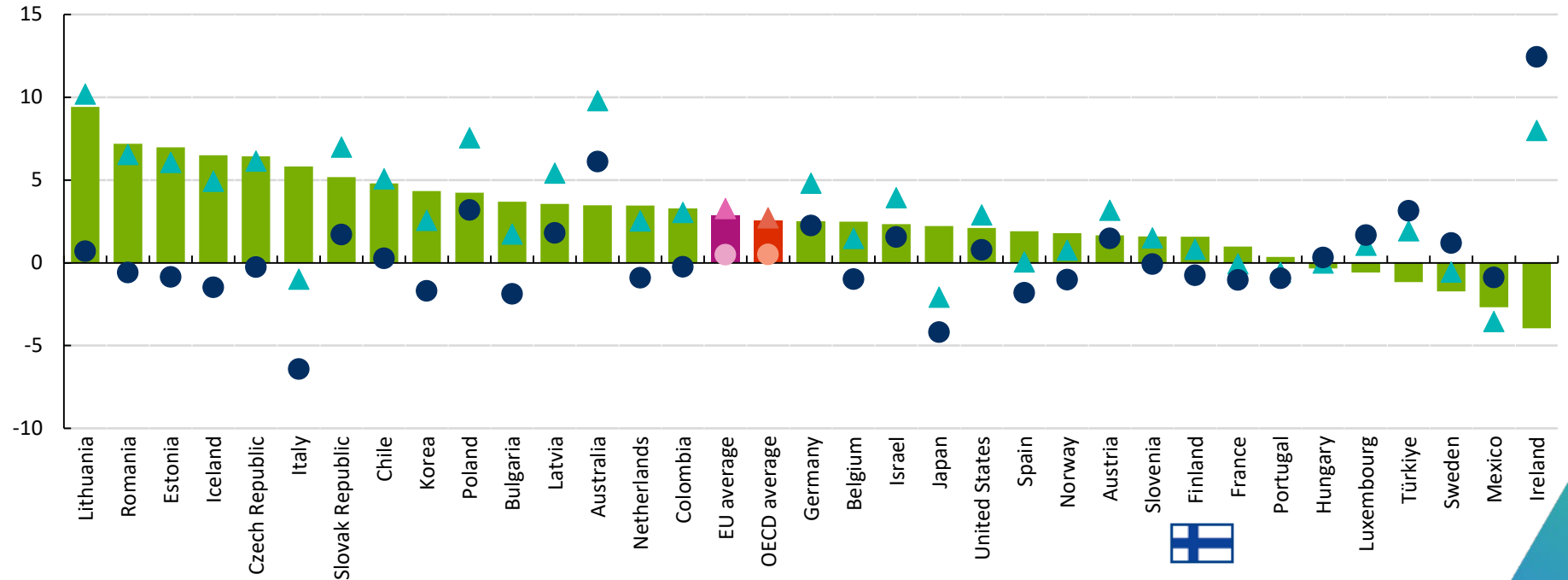
Investment into early childhood education has been growing

Average annual change in total expenditure on pre-primary education per child between 2015 and 2020

■ Total expenditure per child

▲ Total expenditure

● Number of children



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Tertiary education

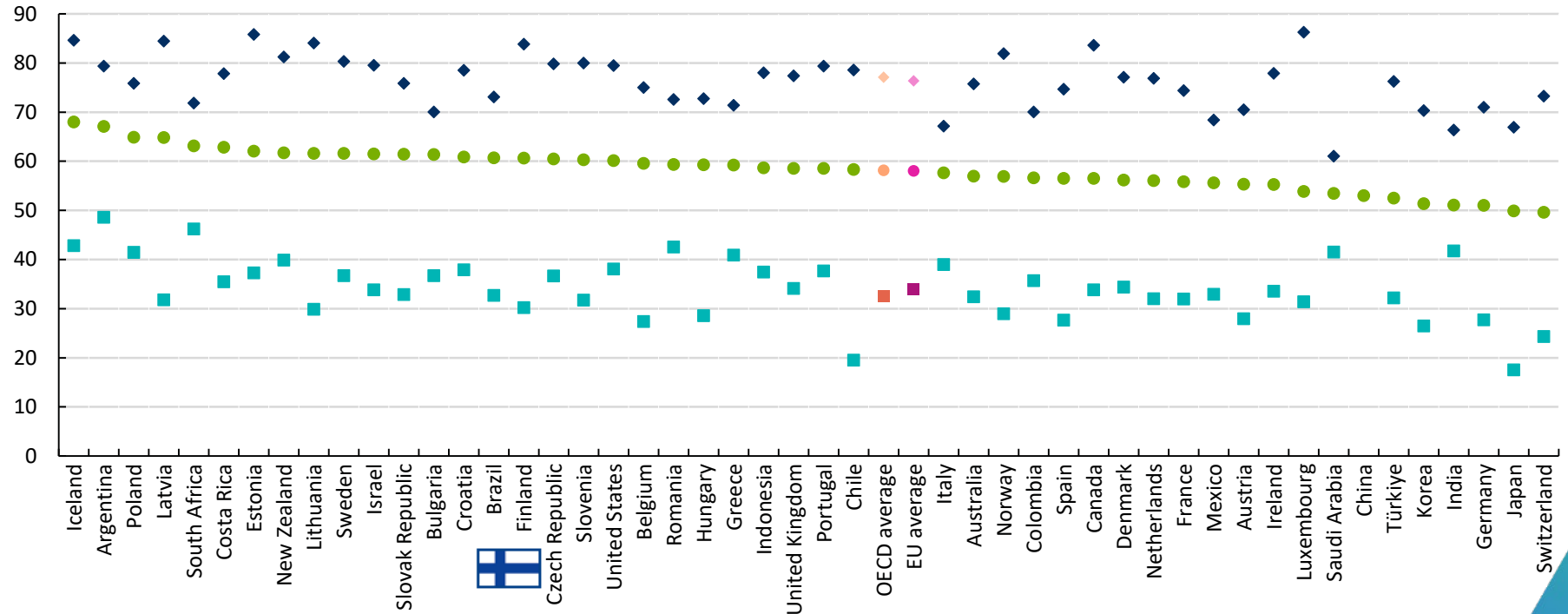




Important gender differences by field of study persist in tertiary education

Share of female tertiary graduates in health and welfare, STEM, and all fields (2021)

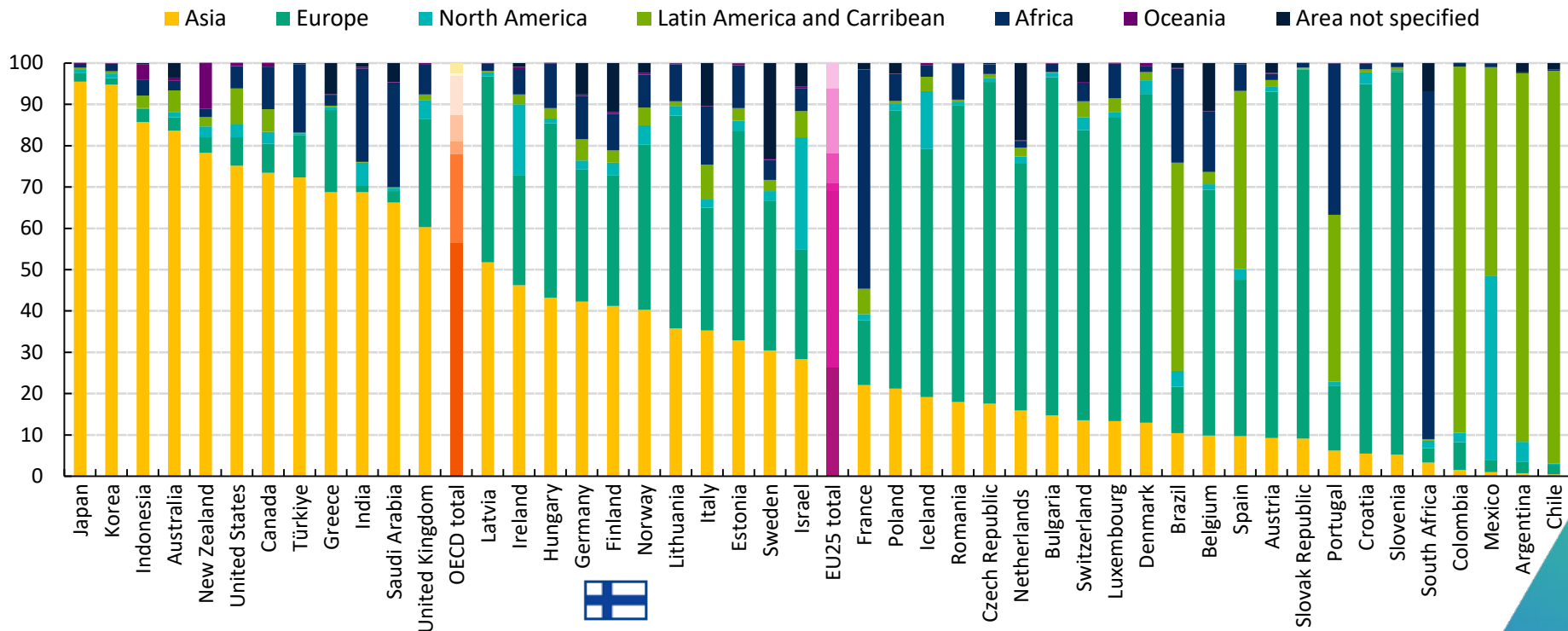
◆ Health and welfare ■ STEM ● All fields





Asian students are the largest group of international students coming to Finland for studies

Distribution of international or foreign tertiary students studying in OECD countries, by region of origin (2021)



Education at a Glance 2023

Visuals to further explore our data





Upper secondary education, ECEC, Ukraine: interactive visualisations

OECD Directorate for Education and Skills

About the dashboard

Upper secondary education systems

Across the OECD countries, 84% of 15-19 year olds were enrolled in education on average in 2021. The education level at which teenagers in this age group are enrolled varies according to the different structures of national education systems. However, the majority are enrolled in upper secondary education.

The dashboard on Upper secondary education systems covers the following topics:

- Programmes in upper secondary education.** In many countries upper secondary education includes separate general and vocational pathways, and aims to prepare students to enter further levels of education or the labour market.
- Selection mechanisms.** In a context of globally increasing demand for upper secondary education, designing inclusive selection mechanisms into this level of education remains a challenge, particularly in countries with diverse education pathways.
- Graduation criteria.** Graduating from upper secondary education has become increasingly important in all countries due to the rising demand for knowledge-based skills in the labor market. Ensuring universal completion of upper secondary education is therefore a common goal for many countries.
- Transition pathways.** Many countries target to increase progression to tertiary levels, including among VET graduates. Countries have taken different approaches to structuring upper secondary education and VET, as well as associated progression opportunities.
- Impact of COVID-19 on completion rates.** The COVID-19 pandemic has had a substantial impact on global education systems. Upper secondary completion rate is one of the education indicators that have been affected by various factors such as changes in graduation requirements, psychological and health conditions impacting academic performance, and challenges in fulfilling the work-based component of vocational education and training (VET) programs.

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Programmes in upper secondary education

Selection mechanisms

Graduation criteria

OECD Directorate for Education and Skills

Early Childhood Education and Care (ECEC) Systems

There is a growing consensus among OECD countries about the importance of high-quality early childhood education and care (ECEC). In 2021, across the OECD countries, on average, 73% of 3-year-olds, 88% of 4-year-olds and 84% of 5-year-olds were enrolled in formal ECEC settings.

The dashboard on Early Childhood Education and Care systems covers the following topics:

- Programmes in ECEC.** The types of ECEC/ECE services available to children and parents in OECD countries differ greatly. Some may comply with the ISCED 2011 classification as early childhood education (ECE) programmes, while others may not.
- Entitlements.** As of 2022, early childhood education is a mandatory in 18 OECD countries. There is universal provision of such services in one-third of OECD countries where it is not mandatory. The age of access to these entitlements varies significantly across countries.
- Type of institutions.** ECEC programmes in ISCED 0 are usually school-based or institutionalised for a group of children. The type of institutions authorised to provide these programmes vary between jurisdictions (e.g. centre-based, community-based, home-based).
- Regulatory framework.** A regulatory framework for ECEC programmes in ISCED 0 is defined as legislation, guidelines, standards, instructions issued or recognised by various authorities (e.g. a ministry of education, other relevant ministry or affiliated institution). The authority governs the provision of educational programmes to very young children and prescribes types of intentional educational activities.
- Teacher qualifications.** Teachers play a central role during children's early years, helping them develop in many aspects of their lives: cognitively, socially and emotionally. Additionally, in most countries, there are teachers' aides who support teachers and who have lower levels of responsibility and autonomy but perform educational functions on a regular basis. Both have varying levels of qualification across countries.

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Version: 14 June 2023

Programmes in ECEC

Entitlements

Type of institutions

Regulatory framework

Teacher qualifications

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About the survey

Ensuring continued learning for Ukrainian refugee students

Russia's large-scale war of aggression against Ukraine has caused the forced displacement of millions of Ukrainians across the world, many of whom have been received by OECD countries. As of June 2023, the number of Ukrainian refugees across the OECD stands at approximately 4.7 million, with around 3.7 million registered in EU/OECD countries. In absolute terms, Germany, Poland, and the United States accommodate the largest number of Ukrainian refugees, while Estonia, the Czech Republic, and Lithuania have received the highest proportion of refugees relative to their population (OECD, forthcoming). An estimated 60% of these refugees are children, whose futures and education have been disrupted.

OECD countries have taken many measures in order to effectively receive and manage the influx of Ukrainian arrivals. In European countries, Ukrainians benefit from the European Union's EU temporary protection scheme, launched on 4 March 2022 (European Union, 2022). The EU temporary protection scheme allows those fleeing the war and devastation in Ukraine to benefit from harmonised rights across the EU. This includes residency rights, access to the labour market, medical assistance and freedom of movement within the EU. In particular, this allowed Ukrainians under 18 to benefit from the same education policies as nationals and EU citizens and to continue their education during the school year 2021/22. This situation has been challenging for countries and has created capacity problems in schools and higher education institutions.

In May 2022, the OECD Secretariat launched its first data collection on the emergency policies OECD countries had put in place to accommodate Ukrainian refugee students in their education systems at the onset of the war. As the war continued beyond the 2021/22 academic year, OECD host countries had to change their policy responses from emergency measures to measures which ensure the lasting inclusion of Ukrainian refugees in education. Considering this, the OECD Secretariat launched a new data collection in February 2023, in which 26 countries and other participants took part.

The 2023 OECD Survey on Ensuring Continued Learning for Ukrainian Refugee Students collected data on the barriers and measures taken by countries with regard to integrating Ukrainian refugees in their education systems. This dashboard covers the main findings of this data collection which focused on five topics: (i) enrolment information on compulsory education, (ii) the response to the ECEC needs of Ukrainian refugee children, (iii) the provision of vocational education and training for Ukrainian refugees, (iv) remote learning delivered by Ukrainian

From Primary to upper secondary

Early childhood education and care (ECEC)

Vocational education and training (VET)

Remote learning

Tertiary education

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Version: 10 July 2023
Download the data

EAG site contains also other materials: country notes, infographics, database etc....

Thank you



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Paneelikeskustelu

Opetusneuvos Petra Packalén, Opetushallitus
Neuvotteleva virkamies Ville Heinonen, opetus- ja kulttuuriministeriö
Hallintojohtaja, vararehtori Keijo Honkonen, Taitotalo



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Miten tulokset on tuotettu valtakunnallisesti?

Opetusneuvos Petra Packalén,
Opetushallitus

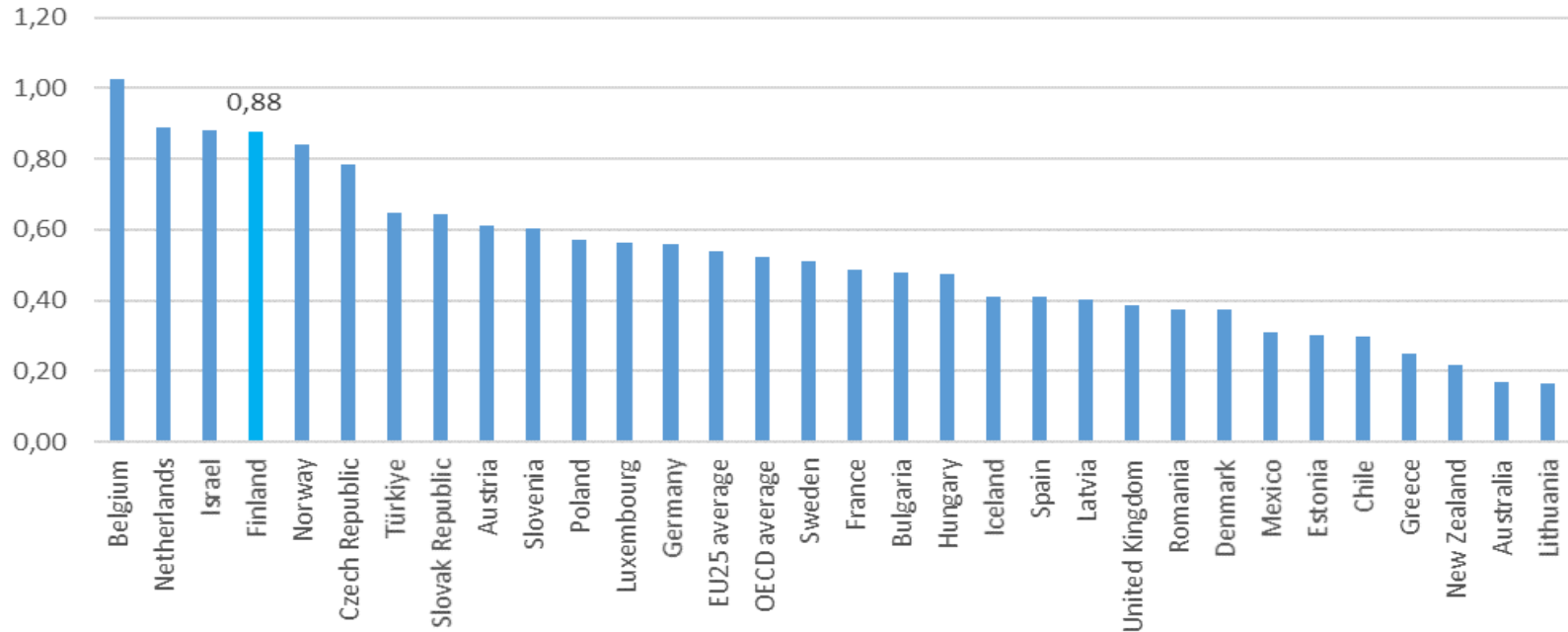


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Mihin tuloksissa pitäisi kiinnittää huomiota ja mitä tulokset tarkoittavat hallinnon näkökulmasta?

Neuvotteleva virkamies Ville Heinonen,
opetus- ja kulttuuriministeriö

Ammatillisen koulutuksen menot suhteessa BKT:een



Joitain huomioita

- Tutkinto edistää työllisyyttä
 - Toisen asteen tutkinnon suorittaneiden työllisyysaste noin 15 prosenttiyksikköä korkeampi kuin vailla toisen asteen tutkintoa olevilla
- Yleinen jatko-opintokelpoisuus ammatillisessa koulutuksessa kannustaa tutkinnon suorittamiseen
- Ammatillisen koulutuksen läpäisy kuitenkin heikentynyt Suomessa
- Alakohtainen segregaatio sukupuolen mukaan OECD-maiden keskiarvoa korkeampaa
 - Eroa myös valinnassa ammatilliseen koulutukseen ja lukioihin



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Ammatillisen koulutuksen järjestäjän puheenvuoro

Hallintojohtaja, vararehtori Keijo Honkonen,
Taitotalo

Ammatillisen koulutuksen järjestäjän puheenvuoro

- Jatkuvan oppimisen infrastruktuurin vahvistaminen (ikäjakauma)
 - koulutuksen järjestäjien kyvykkyys: prosessit, sidosryhmät, rooli, osaaminen, tiedonhallinta...
- Yhteistyö elinkeinoelämän kanssa - osaaminen (työllistyminen)
 - Monimuotoinen, joustava ja tarvelähtöinen koulutustarjonta
- Opiskelijoiden hyvinvoinnin tukeminen ja pedagogisten perusteiden ja innovaatioiden hallinta ja JAKAMINEN (siirtymät korkeakouluun ja keskeytykset)
- Verkostoituminen ja resurssien hallinta (kokonaiskulut suhteessa...)
 - Alueelliset erot, väestörakenne ja koulutuksen järjestäjien koko ja laatu

”Suomi tarvitsee ketterää ammatillista koulutusta”. HS. Mielipide Teppo Tapani ja Petri Karoskoski. 13.7.2023



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Keskustelua ja kysymyksiä

Opetusneuvos Petra Packalén, Opetushallitus
Neuvotteleva virkamies Ville Heinonen, opetus- ja kulttuuriministeriö
Hallintojohtaja, vararehtori Keijo Honkonen, Taitotalo



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Päätöspuheenvuoro

Ylijohtaja Petri Lempinen,
opetus- ja kulttuuriministeriö





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Kiitos!