

Implications of
the COVID-19 pandemic for
**Vocational Education
and Training**



June 2021



 **OECD**
BETTER POLICIES FOR BETTER LIVES

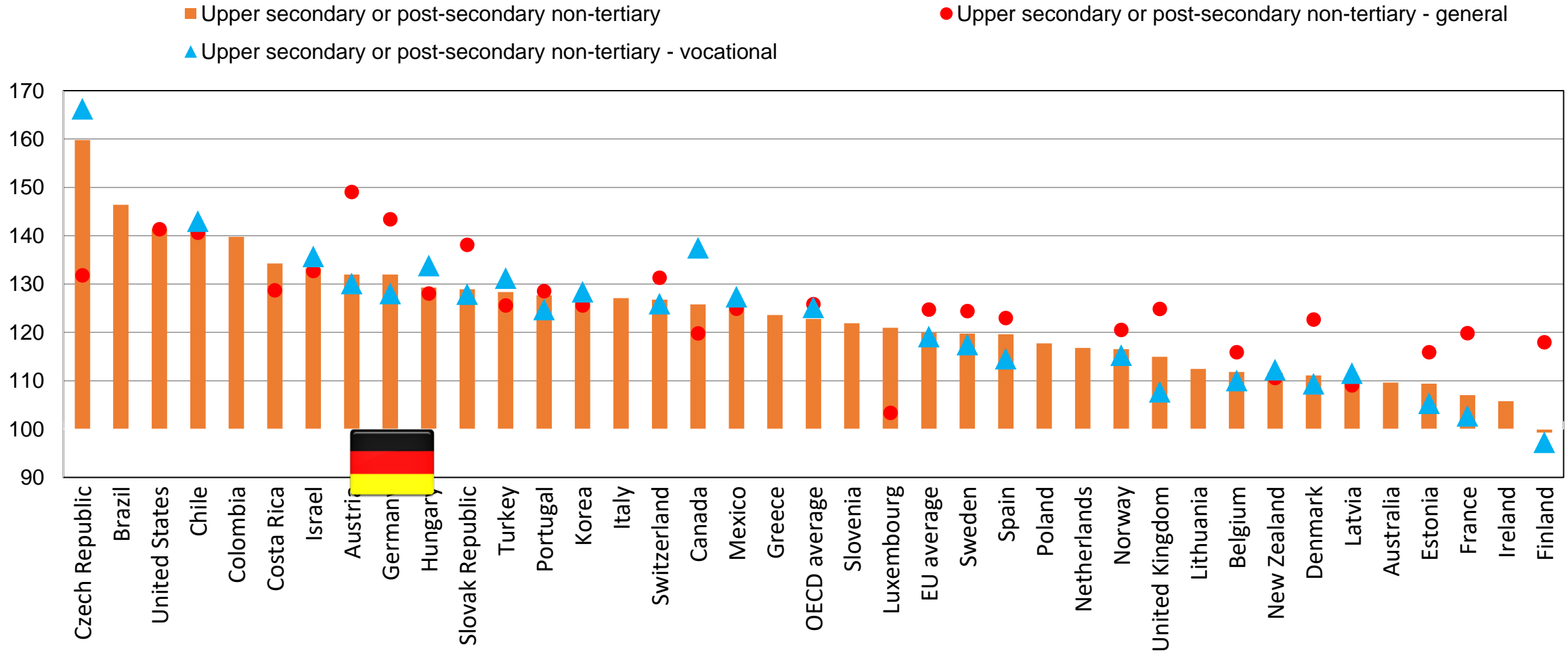
Vocational education in times of crisis

Andreas Schleicher



Mixed earnings outcomes in normal times

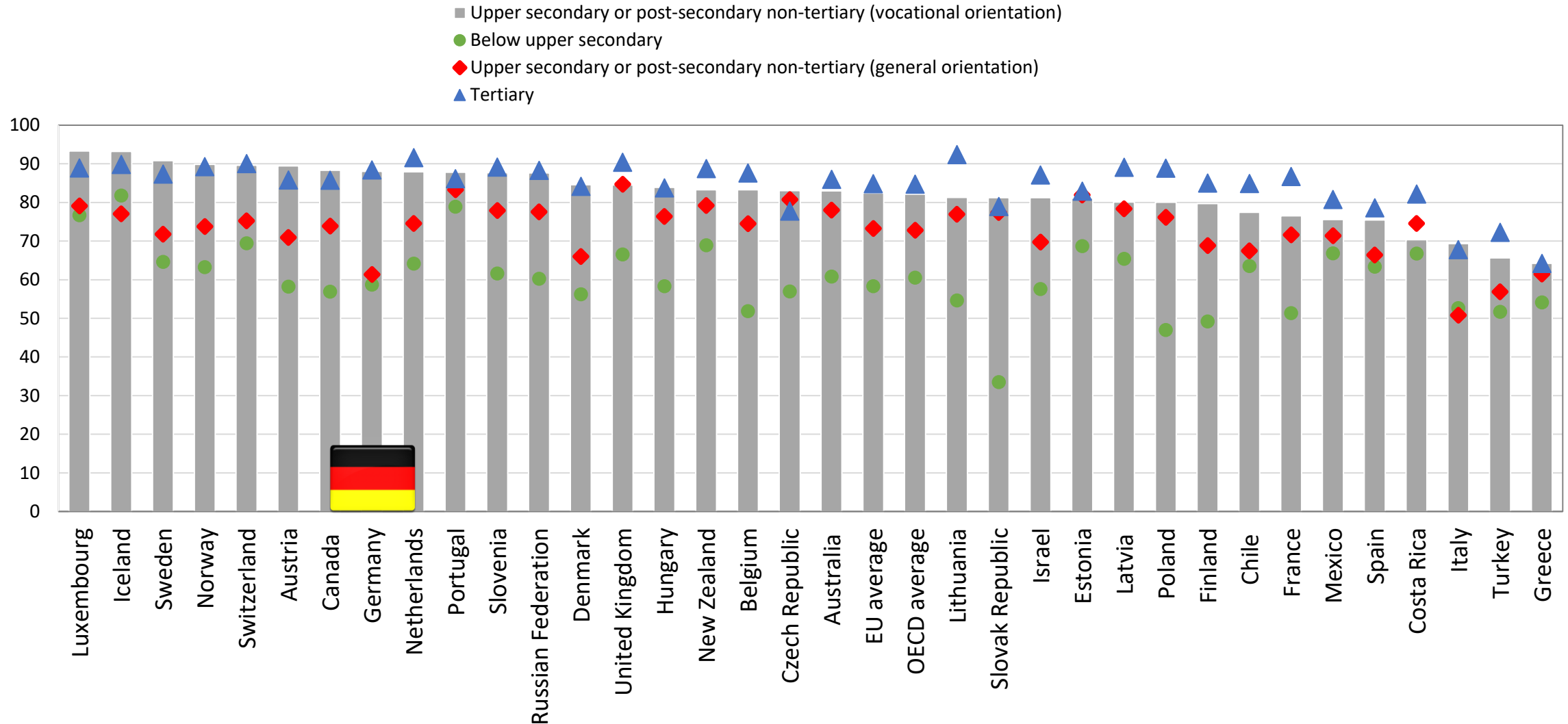
Relative earnings of adults with an upper secondary or post-secondary non-tertiary education compared to earnings of adults with below upper secondary education, (2018)





But good employment outcomes

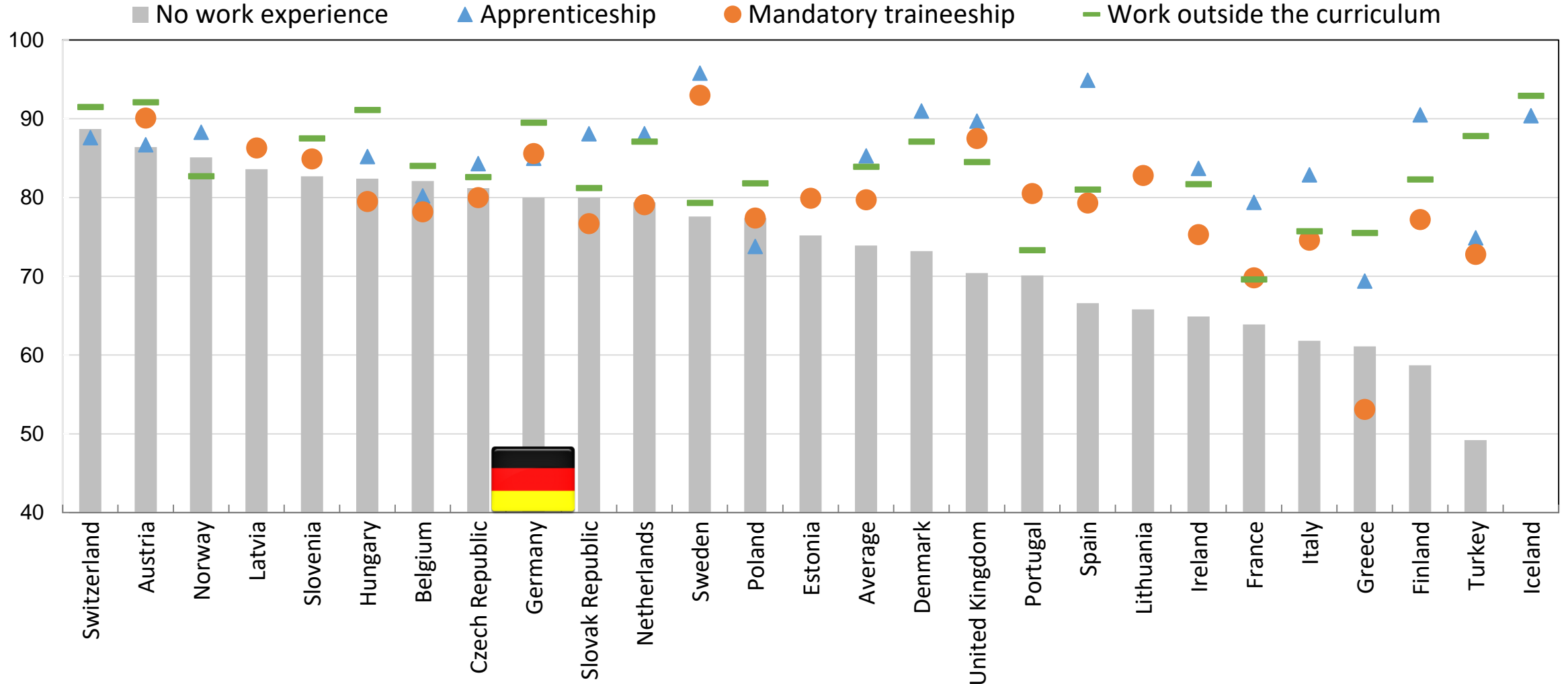
Employment rates of 25-34 year-olds, by educational attainment and programme orientation (2019)





Work experience while studying increases employment prospects

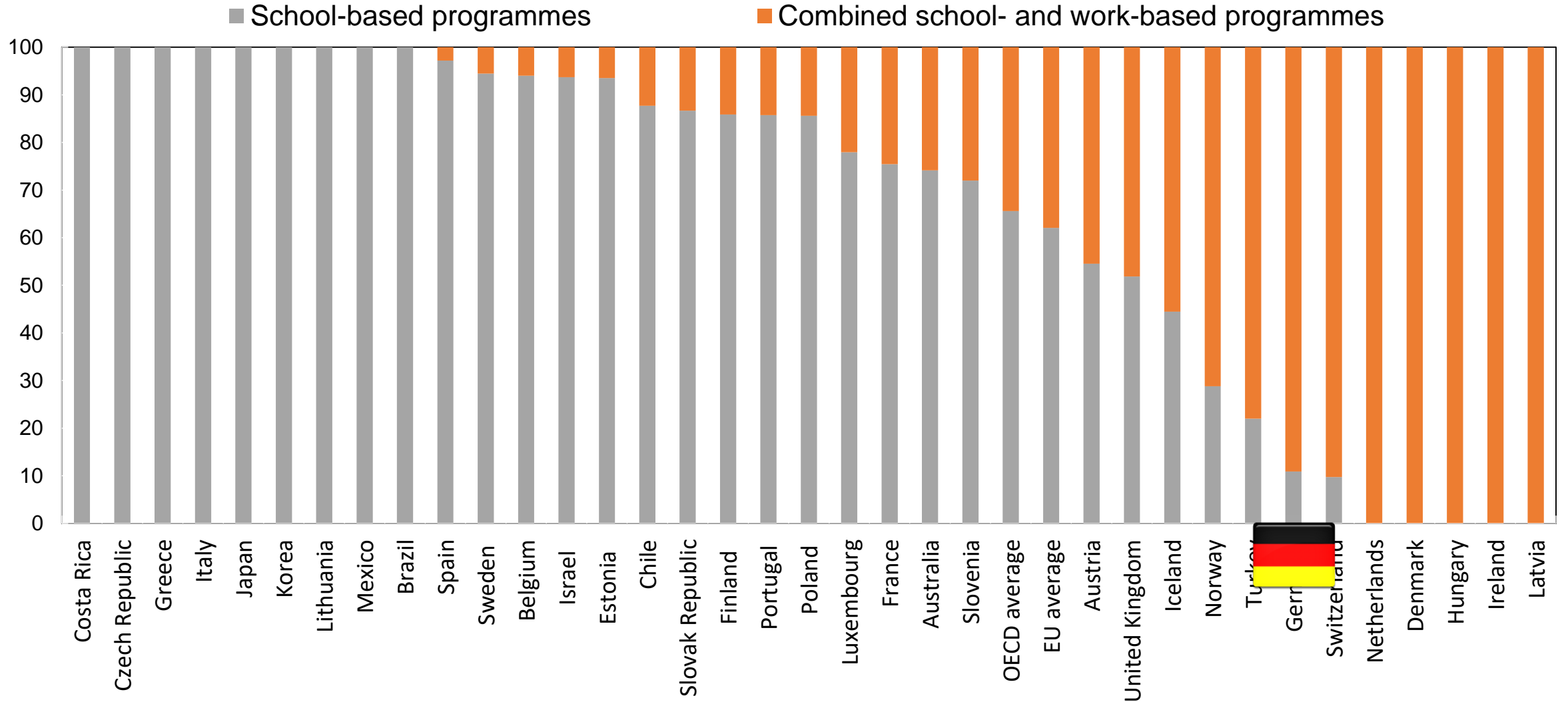
Employment rate of 25-34 year-olds who attained vocational upper secondary or post-secondary non-tertiary education, by type of work experience while studying (2016)





However, only one in three VET students participate in combined school- and work-based programmes on average

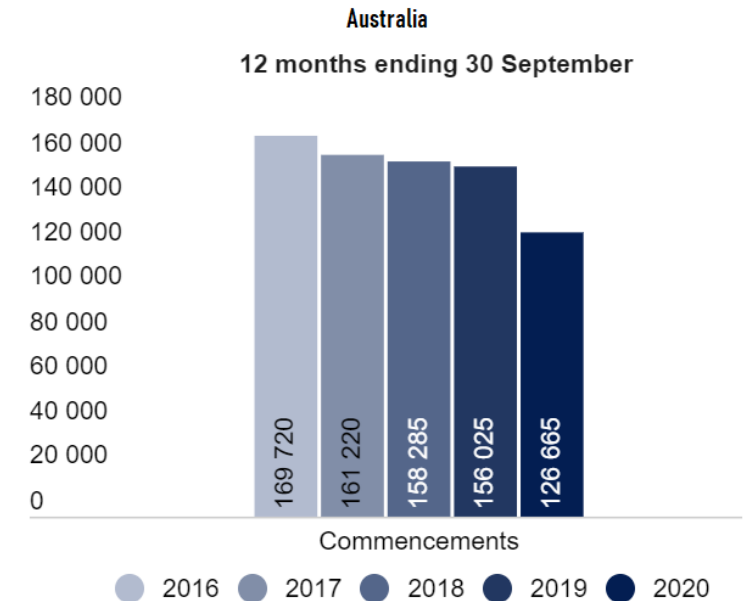
Distribution of upper secondary vocational students by type of vocational programme (2018)





In many countries, employers are providing fewer work-based opportunities

- *Australia*: apprenticeship and traineeship commencements 18.8% lower in the twelve months ending 30 September 2020 than in the year before
- *Germany*: number of apprenticeship contracts concluded dropped by 9.4% in 2020 compared to the previous year
- *Slovenia*: 22% of last year students in upper-secondary VET programmes had no access to work-based learning in the first half of the school year 2020/21.
- Some exceptions, e.g. Switzerland (stable) and France (increase)



- ⇒ Countries changed the requirements for and organisation of work-based learning
- ⇒ School-based alternatives were organised or expanded
- ⇒ Financial incentives for employers to provide work-based learning were put in place

$$f(x) = 3x + 4$$

1

e-learning

7

%

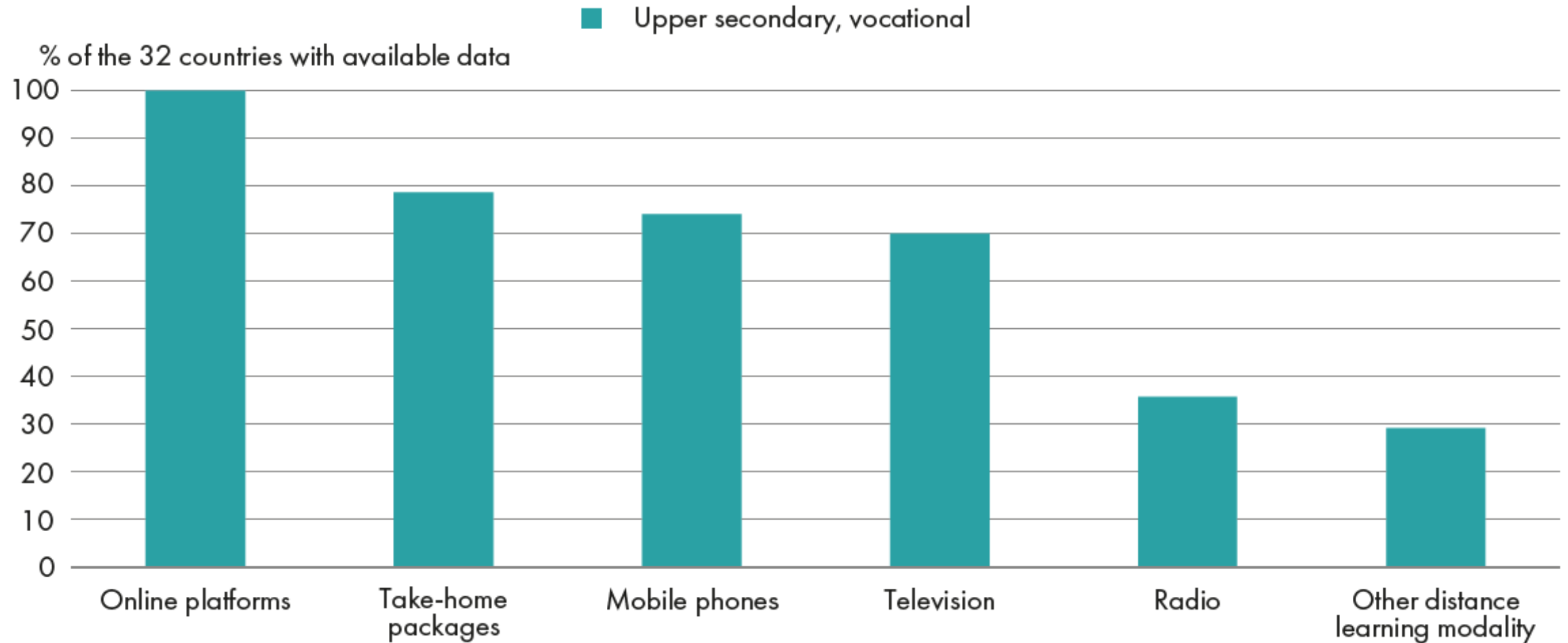
$\frac{1}{2}$

Remote learning



VET made ample use of distance learning solutions

Distance-learning solutions offered in participating countries during 2020 and/or 2021, VET (% of countries)



New learning experiences

- Many online and distance learning and other innovative approaches such as AR, VR and AI were created, adapted and expanded.

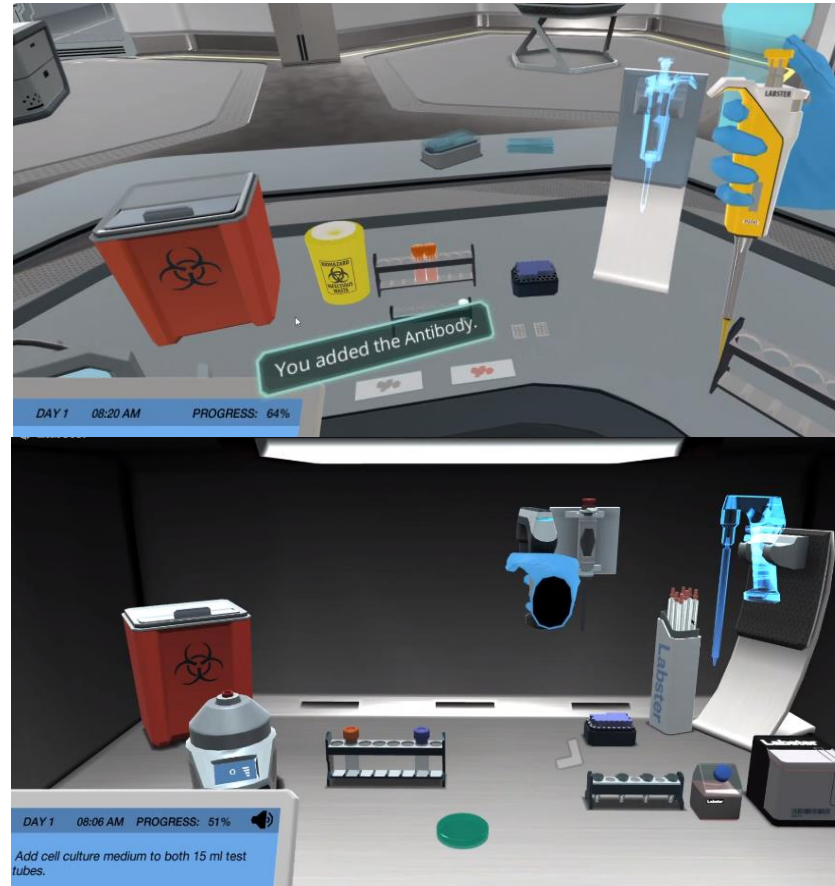
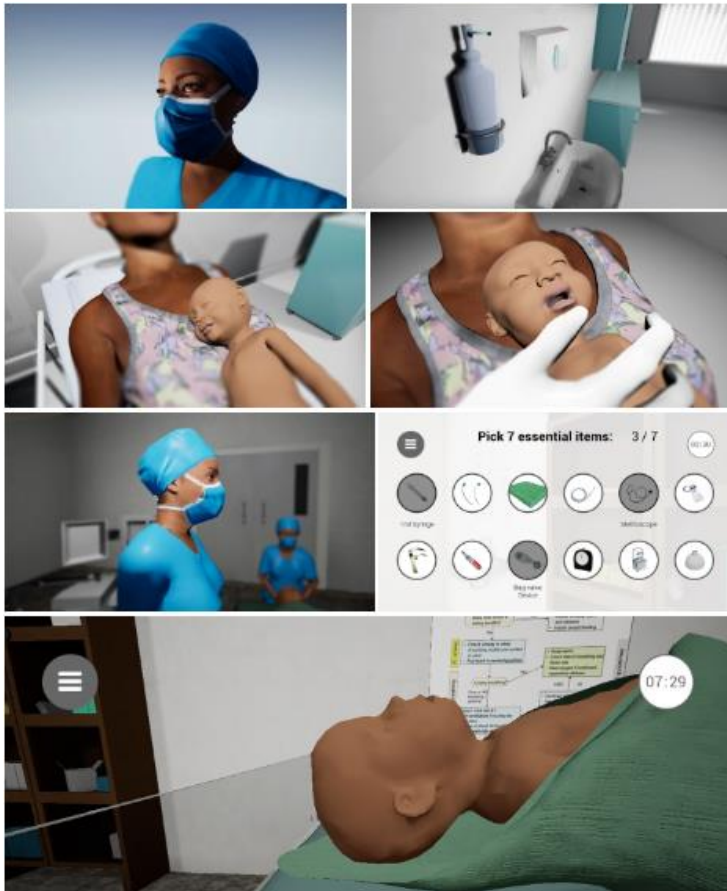


Image sources: Electude Classroom and Labster Labs' virtual labs; Oxford University's LIFE project, a smartphone-based virtual learning platform

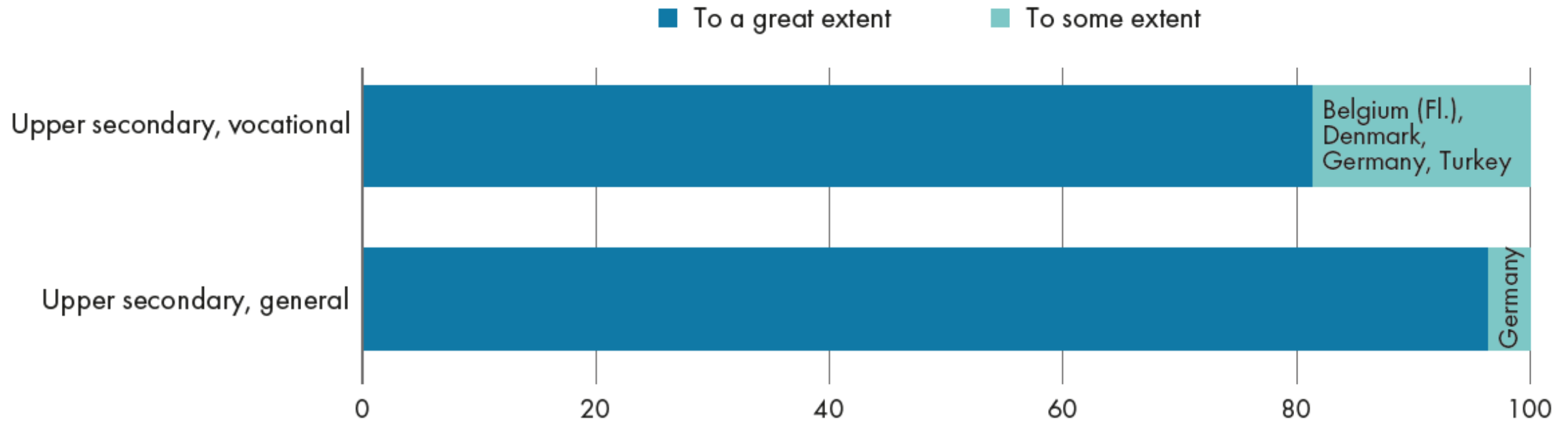
Learning analytics

- Learning analytics helps educators personalise learning
 - in real time
 - as a reflective tool
- Data come from sensors, learning management systems and digital activities of learners
 - When should you shift to a new activity?
 - Are you losing the attention of learners?
 - How do you structure instruction time (lecture, small group, discussion, assessment, practice, etc.)?
 - Which students do you talk to and support the most?



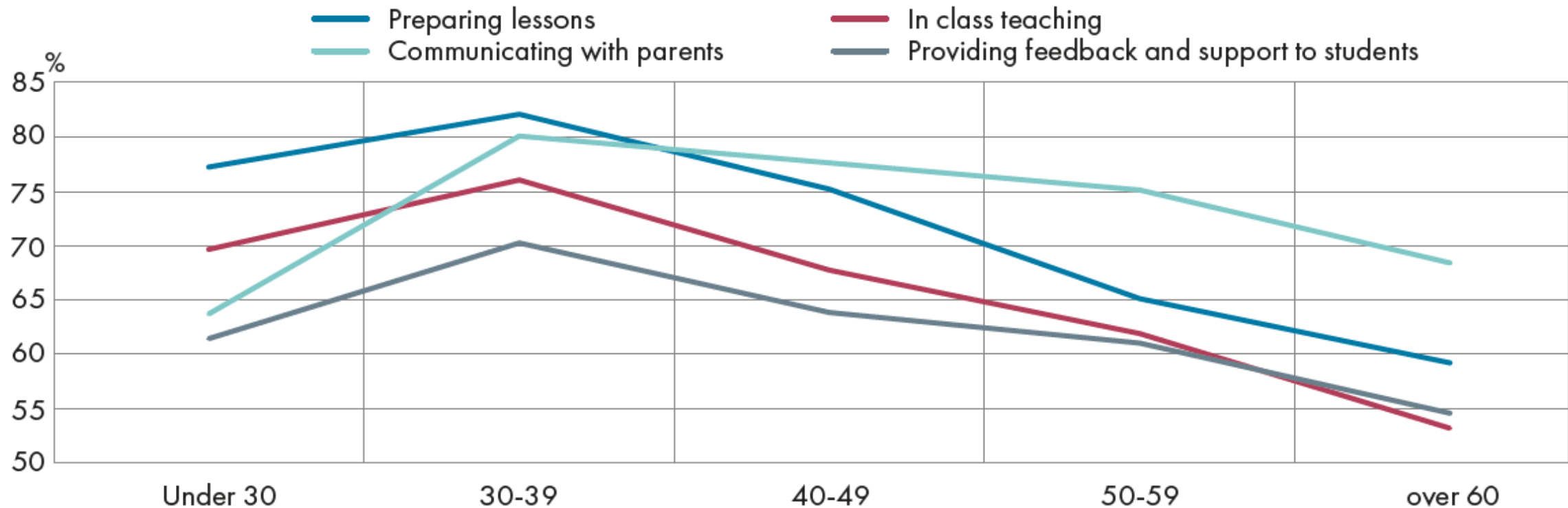
Distance learning is perceived as being less suitable for VET in few countries

Perceived validity of distance learning in upper secondary education (VET vs general), % of countries



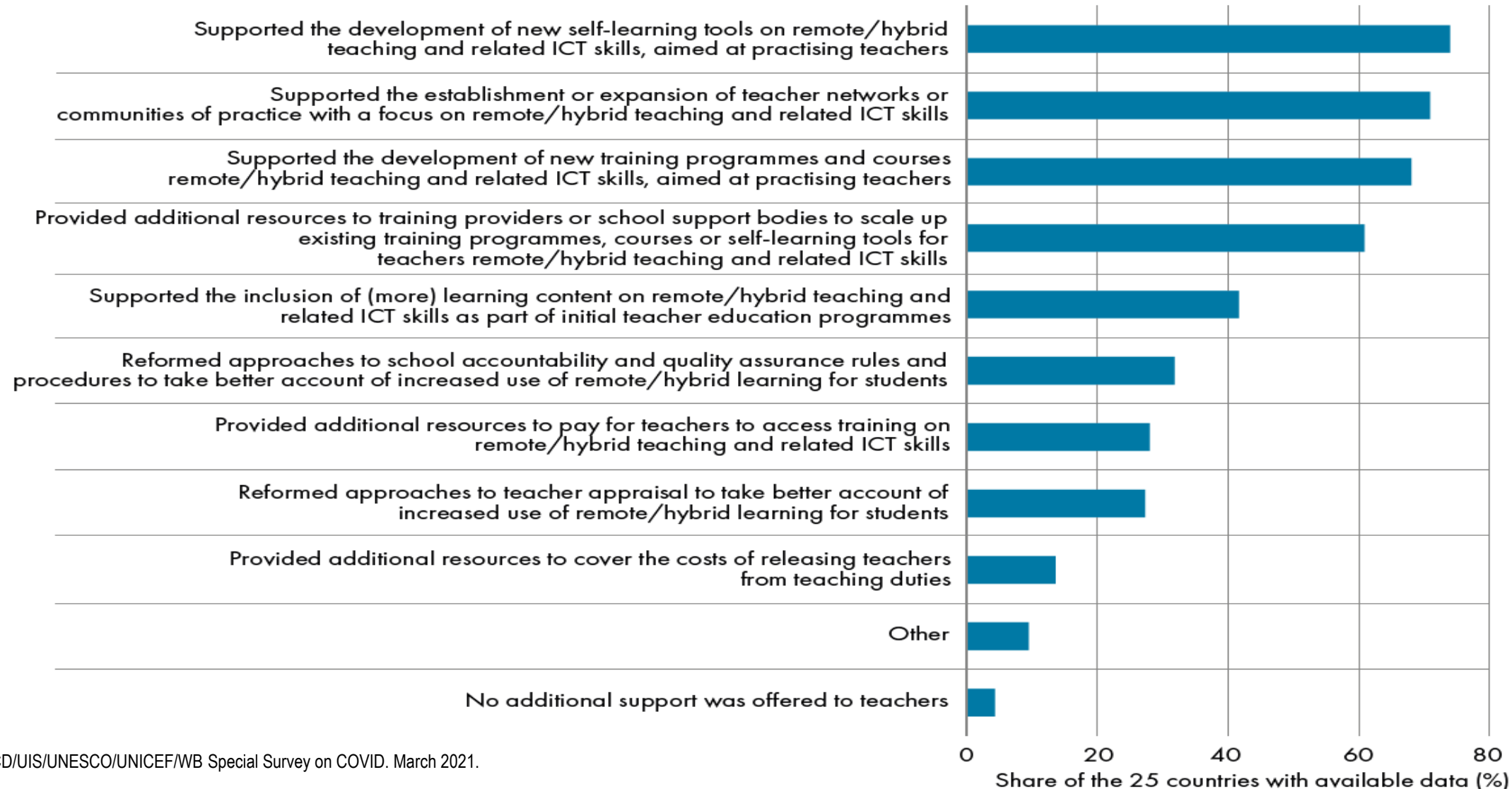
Older VET teachers feel less confident using digital technologies in their teaching

Proportion of upper-secondary VET teachers who are (very) confident using digital technologies, by age (average from respondents in OECD countries)



VET teachers received additional support for professional learning to use ICT tools and remote/hybrid teaching more effectively

Different types of skills development support provided at the national level, VET (% of countries)




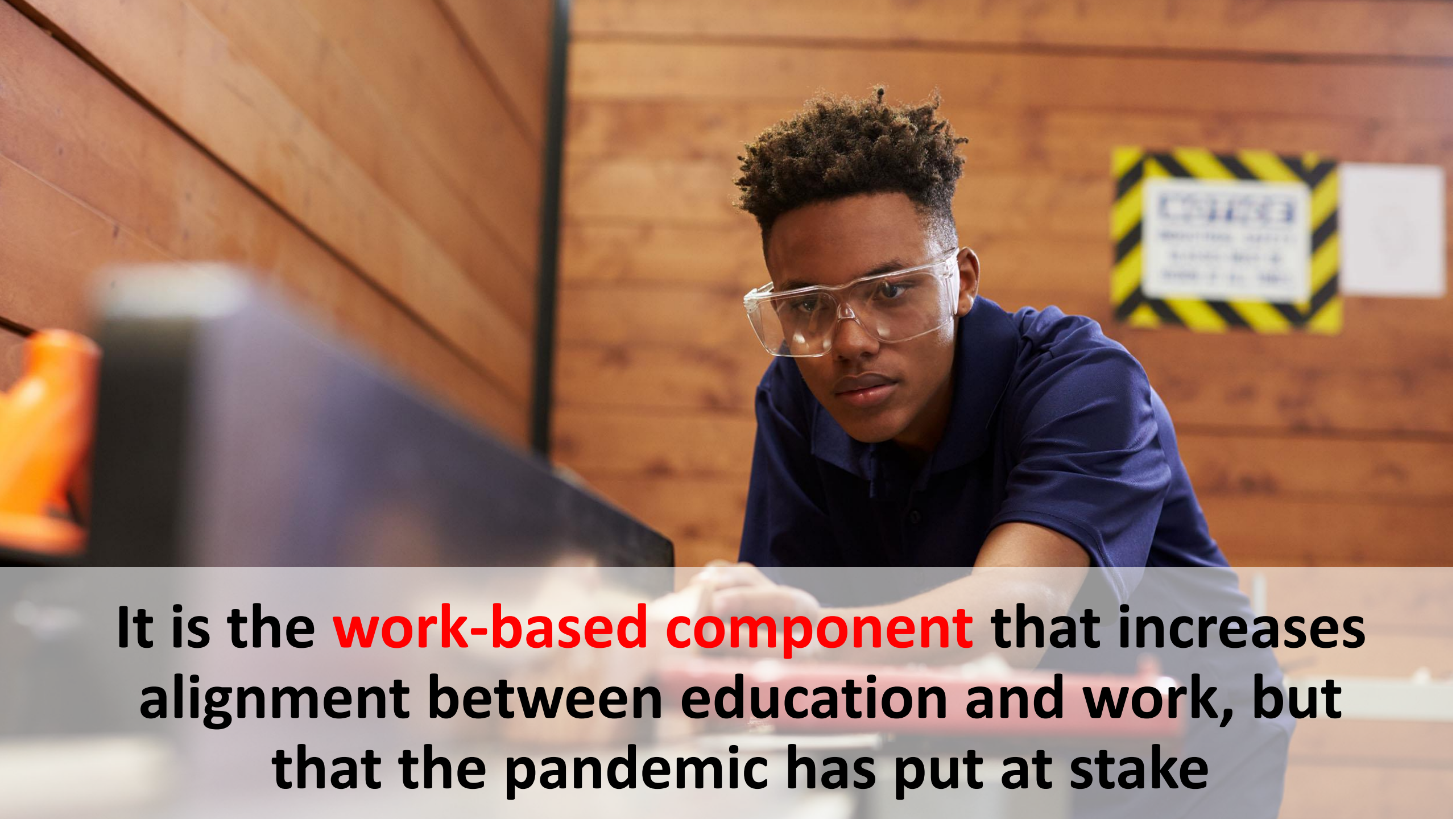


Mitigating health risks

Only relatively few countries introduced remedial activities for upper secondary VET students

Countries introducing remedial measures with a special focus on students in programmes with a vocational orientation

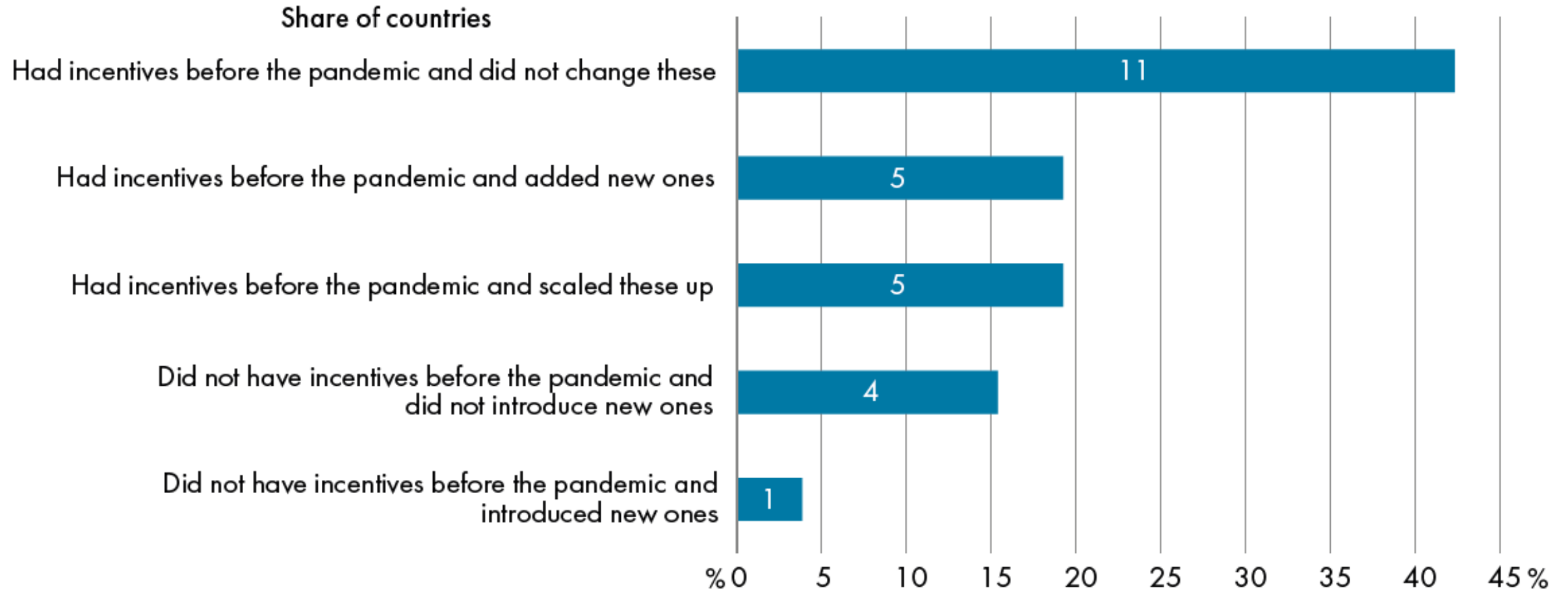
Yes		No	
Number of countries	List of countries	Number of countries	List of countries
15	Austria, Belgium, Estonia, Finland, France, Hungary, Israel, Japan ¹ , Korea, Lithuania, the Netherlands, New Zealand, Poland, Portugal, Spain	13	Canada, Chile, Colombia, England (United Kingdom), Germany, Ireland, Latvia, Luxembourg, Norway, Russian Federation, Slovak Republic, Slovenia, Turkey 



It is the **work-based component** that increases alignment between education and work, but that the pandemic has put at stake

Incentives to encourage work-based learning

Financial incentives for employers to provide work-based learning (% of countries)



Looking forward



Provide more flexible and resilient education



Increase use of technology in education



Focus more on future-proof sectors
and occupations



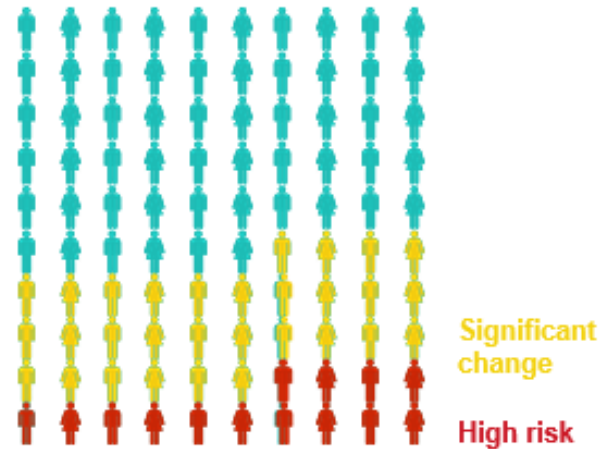
Enhance broader range of cognitive, social and
emotional skills

Strengthening resilience

- Vocational education and training, including apprenticeships
 - Allow training breaks, extensions and modularisation.
 - Provide part-time, weekend or online courses and in-company training.
 - Support employers that offer apprenticeships
- Fast-track licensing and recognition of prior learning
 - Direct access to qualification exams
 - Modular training to top-up partially missing skills
- Rapid retraining
 - Essential jobs
 - Targeting workers who already had some relevant skills helped to keep training times short.
 - Short medical training to laid-off workers in the airline industry
 - Retrain hospitality workers to care for the elderly
- Training while on reduced working hours
 - Training while on short term work scheme to improve the viability of their current job or improve the prospect of finding a new job

With the labour market undergoing rapid, fundamental change – decision-making is more important, but also more difficult.

Jobs are at risk of automation

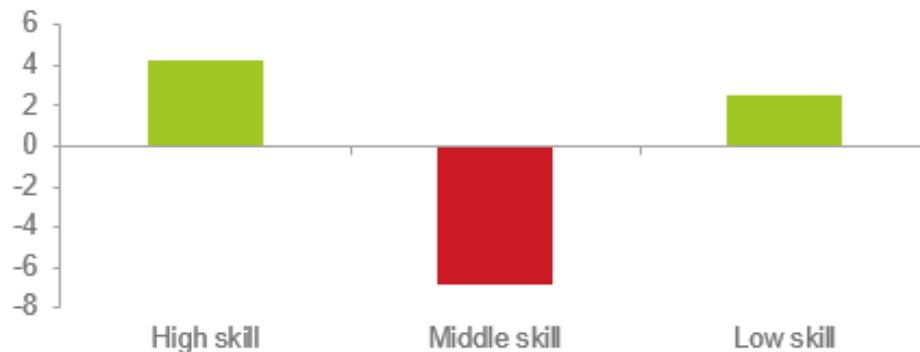


New forms of work are emerging



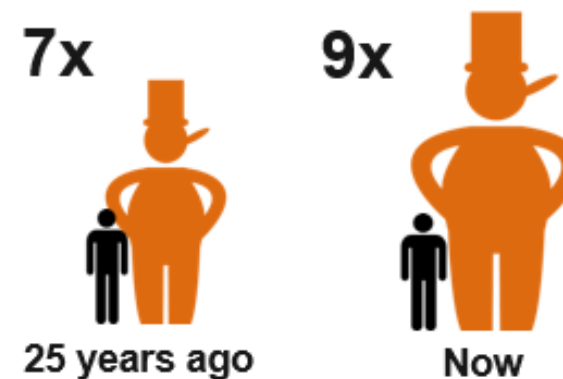
Labour markets are polarising

Percentage point change in share of total employment (OECD average), 1995 to 2015



Inequality is rising

Richest 10% v. poorest 10%



Thank you

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- The complete micro-level database

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