



OECD report launch
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Continuous learning in working life in Finland

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About this report



OECD Country Reviews of Adult Learning (AL)

Assess performance of AL systems

Identify actionable policy recommendations



Continuous Learning in Working Life in Finland

Focus on job-related learning of adults, who completed their initial education and entered the labour market



Making continuous learning provision fit for the future

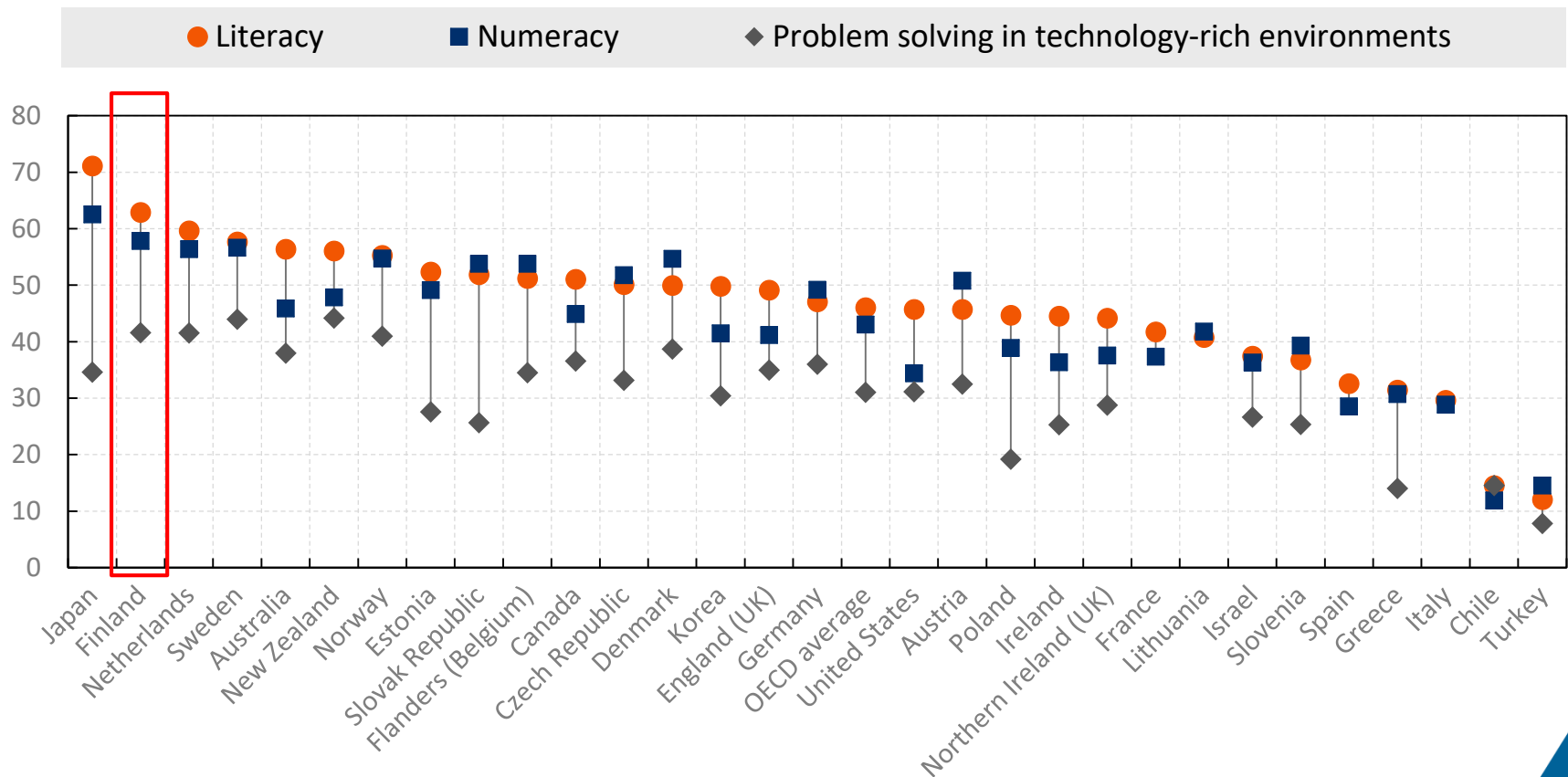


Improving learning participation of adults with low skills



The Finnish skill development system is among most successful in the OECD...

Share of adults with medium to high information processing skills

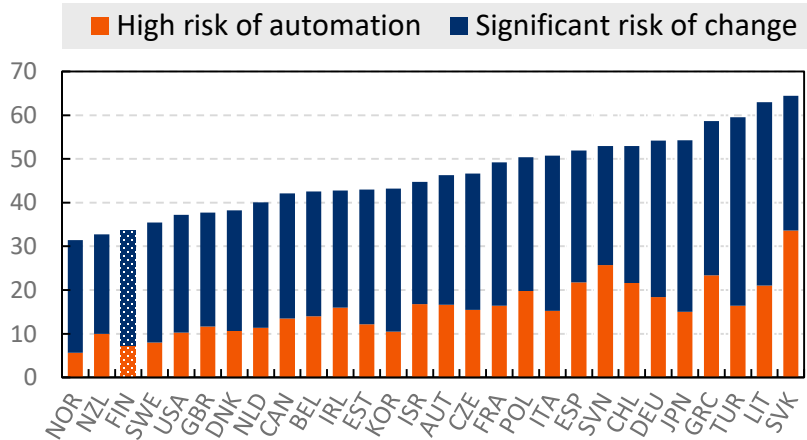


Note: Adults age 25-64, scoring proficiency levels 3-5 in literacy/numeracy and level 2-3 in problem-solving
Source: OECD PIAAC data (2012, 2015).



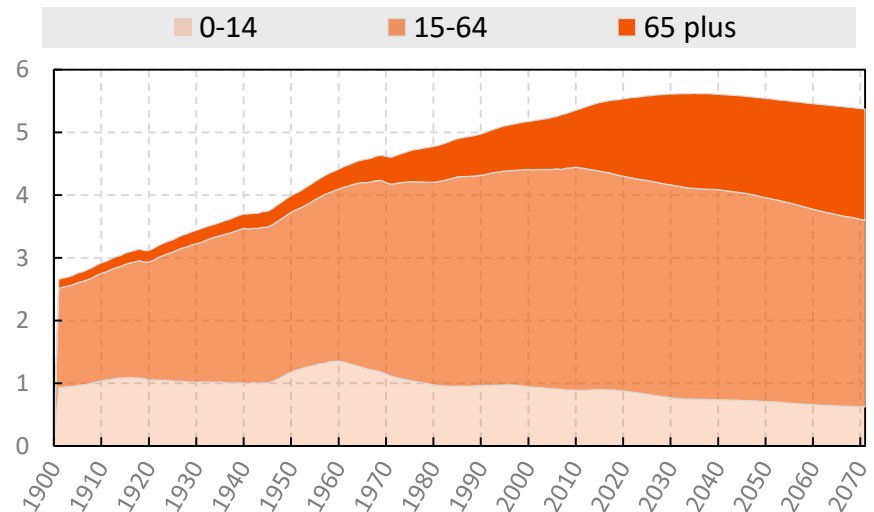
...but megatrends are increasing the pressure on the system...

Share of jobs at high risk of automation or significant change



Note: High risk – more than 70% probability of automation; risk of significant change – between 50 and 70% probability. 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), "Automation, skills use and training", <https://doi.org/10.1787/2e2f4eea-en>.

Actual and projected population size, in millions

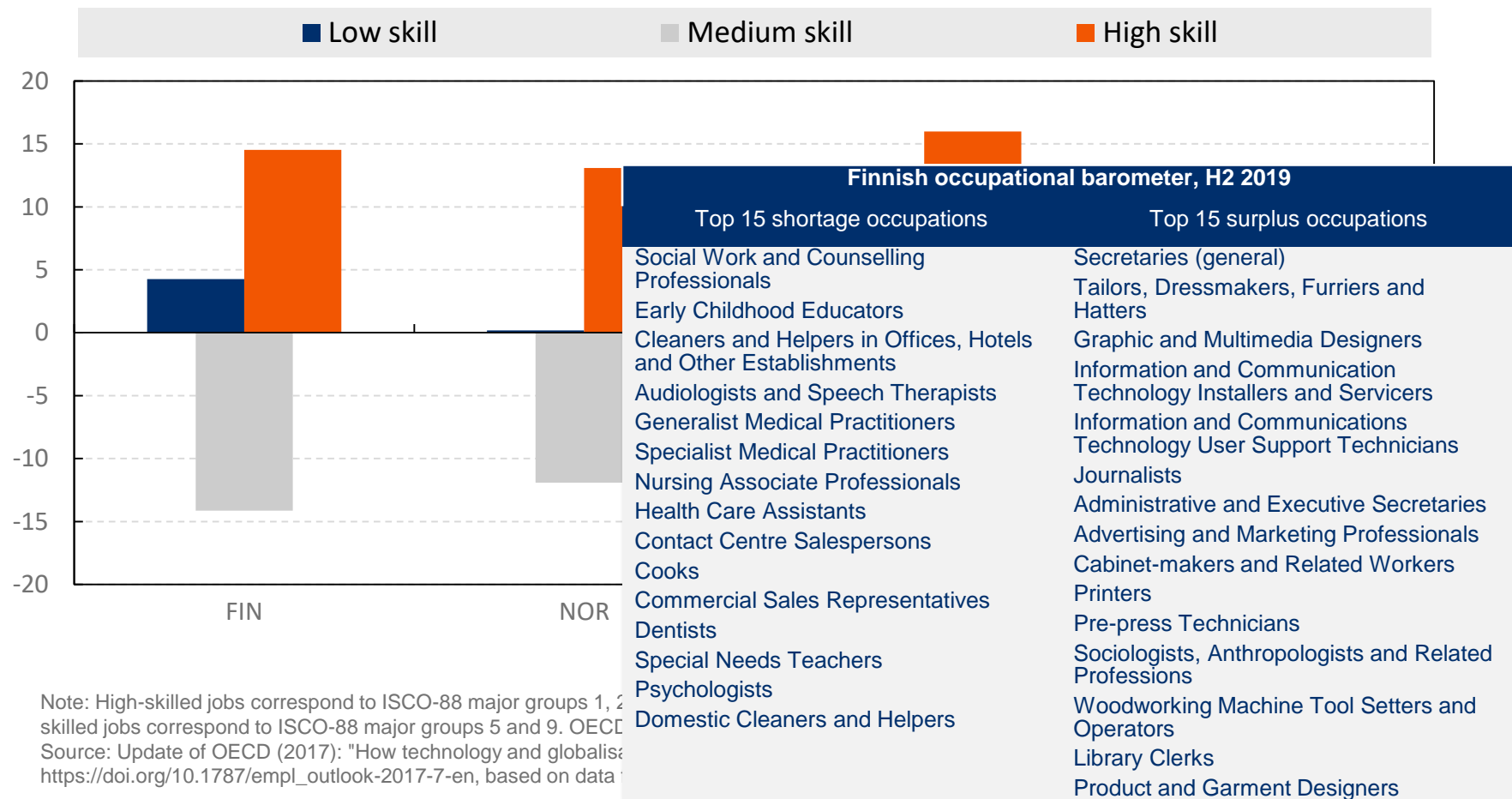


Source: Adapted from Statistics Finland (2018), Population Projection 2018-2070, https://www.stat.fi/til/vaenn/2018/vaenn_2018_2018-11-16_tie_001_en.html.



...and the skills needed in the labour market are changing.

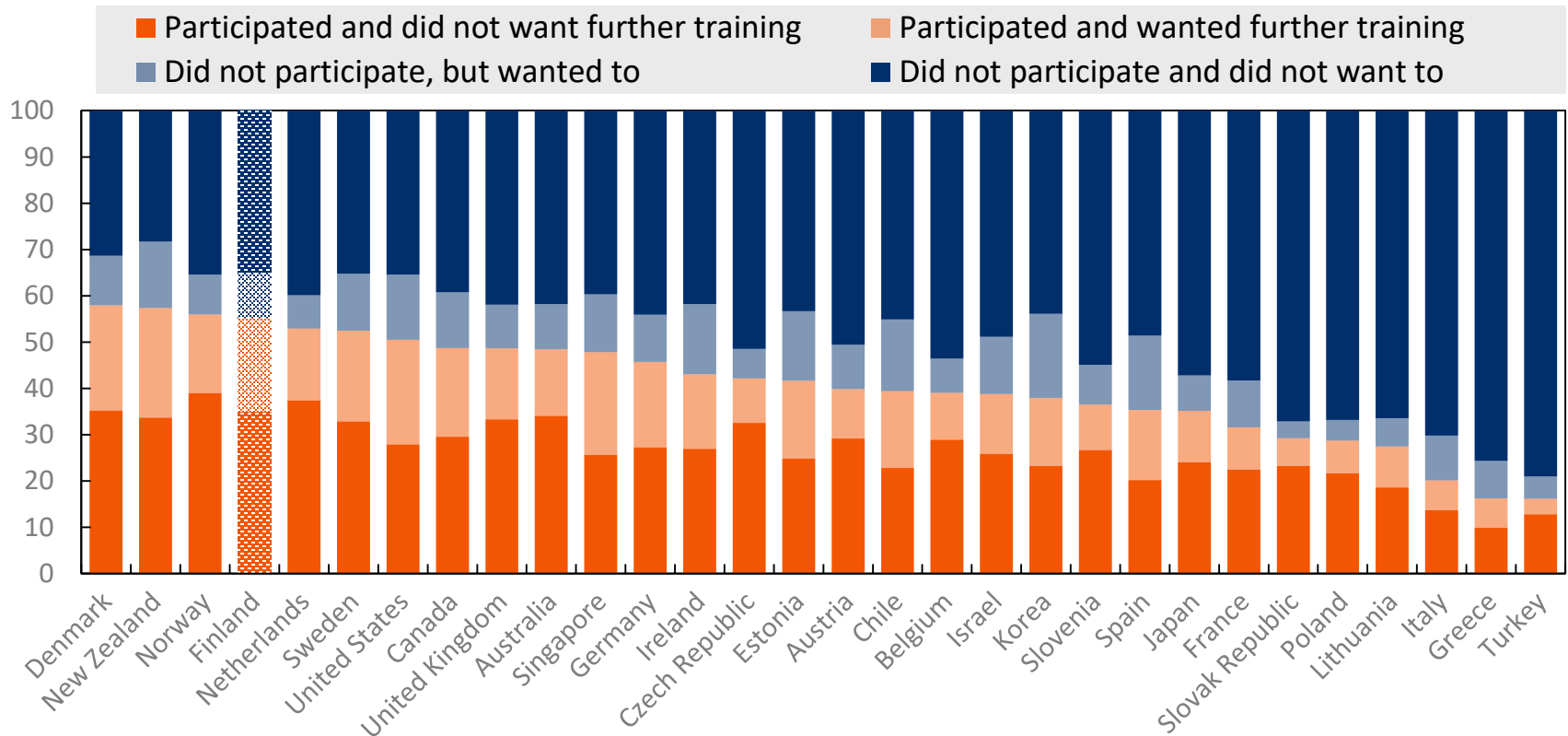
Percentage point change in share of total employment, 1998 to 2018





While continuous learning participation is comparatively high...

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

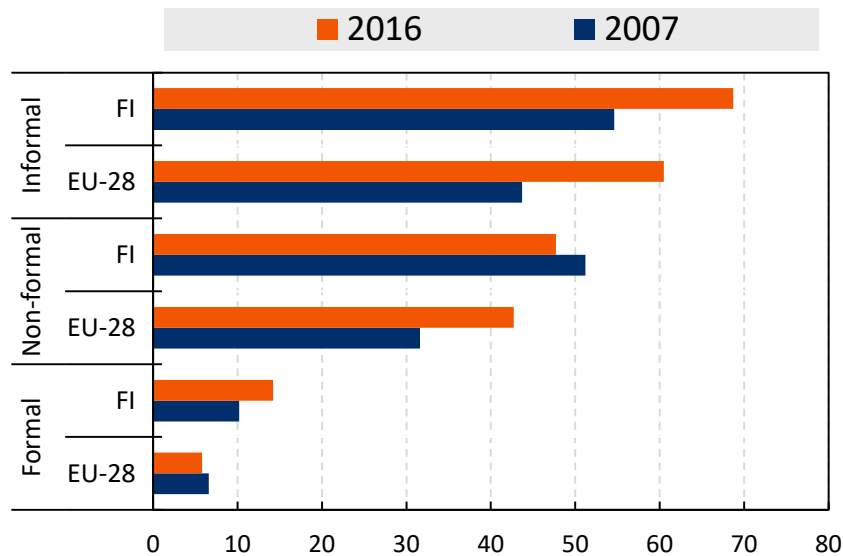


Note: Formal and non-formal job-related education and training.
Source: OECD PIAAC data (2012, 2015).



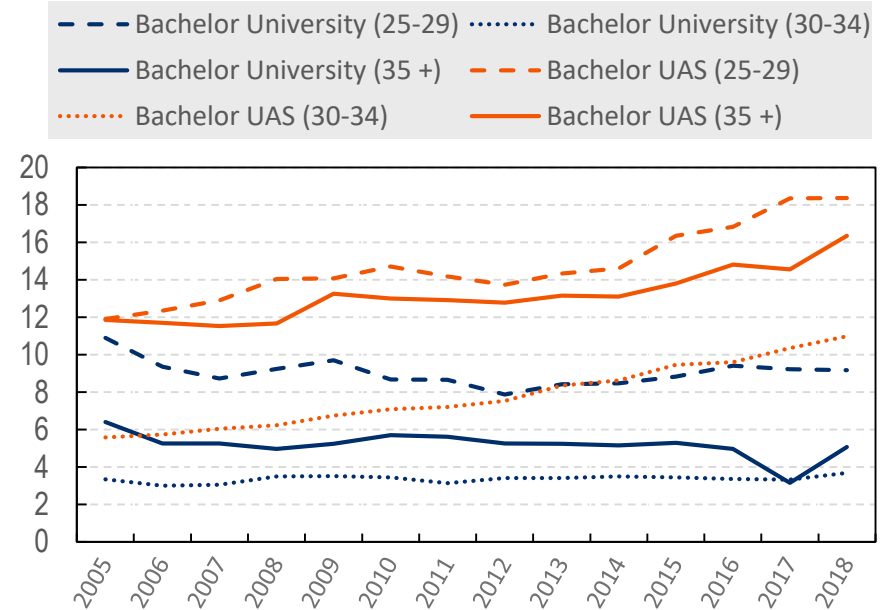
...there is a strong focus on formal education...

Participation in different kinds of learning



Source: Eurostat, AES data (2016).

Adults pursuing bachelor degrees



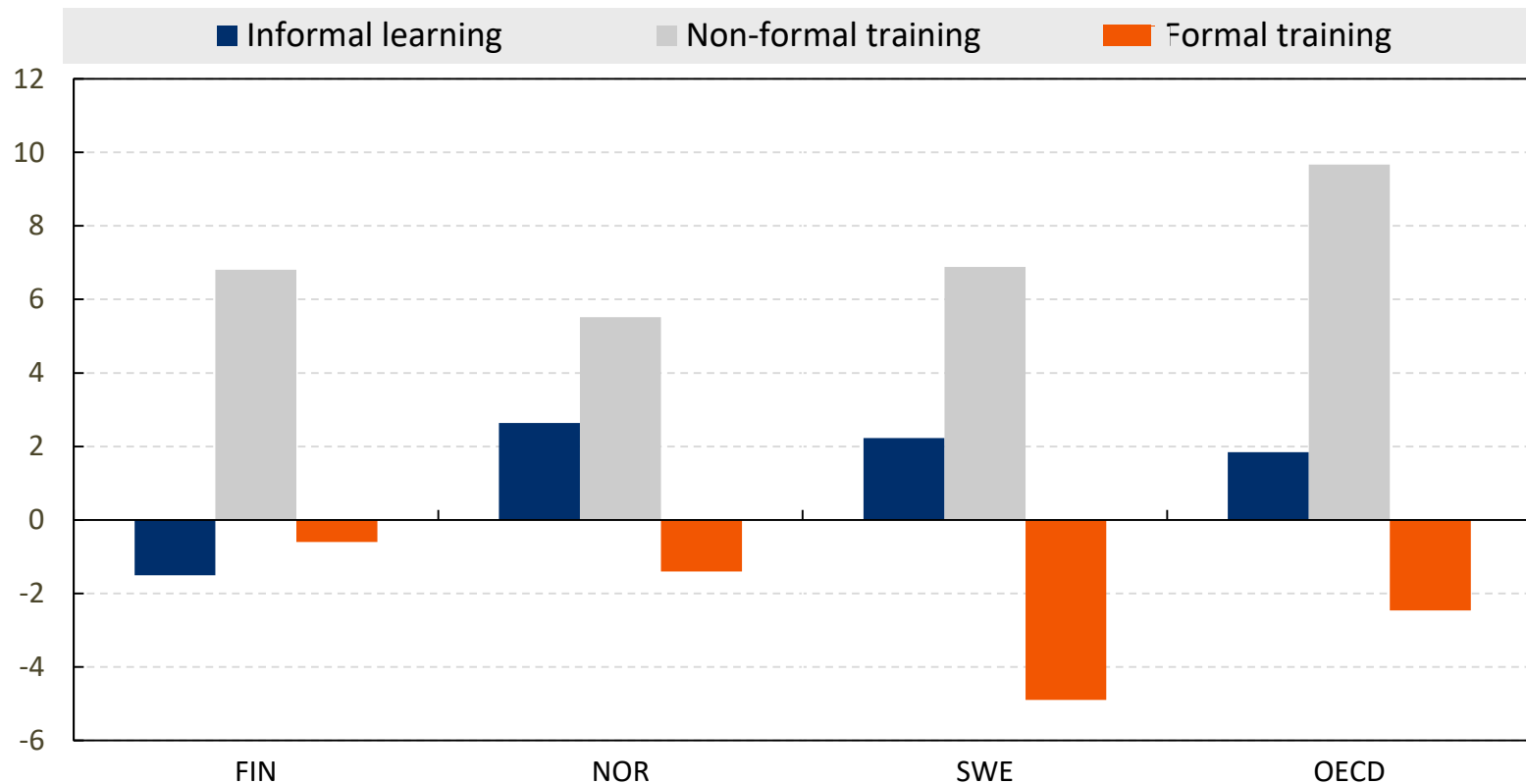
Note: New students refers to students registered for the first time with the institution as being present or absent in their degree programme. This includes students who are changing institution or course, i.e. are not new to higher education.

Source: Statistics Finland, Vipunen database.



...which does not always lead to positive returns.

Short-term returns to training for adults 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), Returns to different forms of job-related training: Factoring in informal learning,

<https://doi.org/10.1787/1815199X>, based on PIAAC (2012, 2015).



How can the continuous learning provision be made fit for the future?

Challenges

Limited alignment with labour market needs

Suboptimal incentives

Gaps in the learning provision

Recommendations

Develop overall vision for the continuous learning system

Make training offer more labour market relevant

Incentivise individuals to engage in labour-market relevant training

Diversify the training offer



Develop a vision for the whole continuous learning system.

Develop overall vision for the continuous learning system

Identify contribution of different types of provision

Review linkages with other policy areas



Make training offer more labour market relevant.

Make training offer more labour market relevant

Systematise the use of skill assessment and anticipation information for strategic planning

Harness the capacity of employers to develop training programmes

Incentivise providers to offer training in line with skill demand



Incentivise individuals to participate in labour market relevant training.

Incentivise individuals to take part in labour market relevant training

Provide better information on the labour market relevance of training

Review and calibrating existing financial incentives



Diversify the training offer.

Diversify the training offer

Improve and consider expansion
of the market for non-formal
learning provision

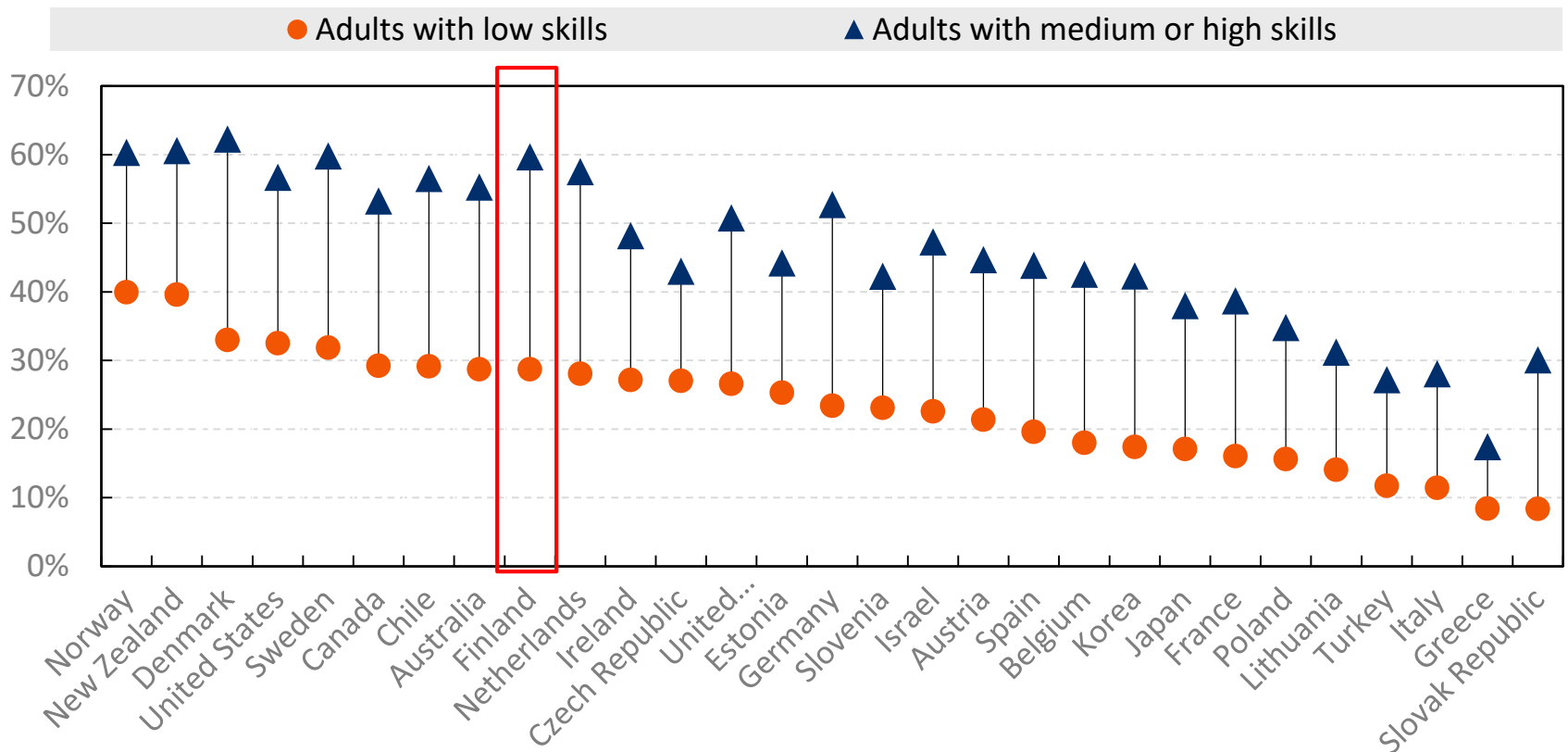
Explore reintroducing
opportunities to develop higher
vocational skills

Explore (re-)introducing short-
cycle tertiary education



Participation of adults with low skills is lagging behind...

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

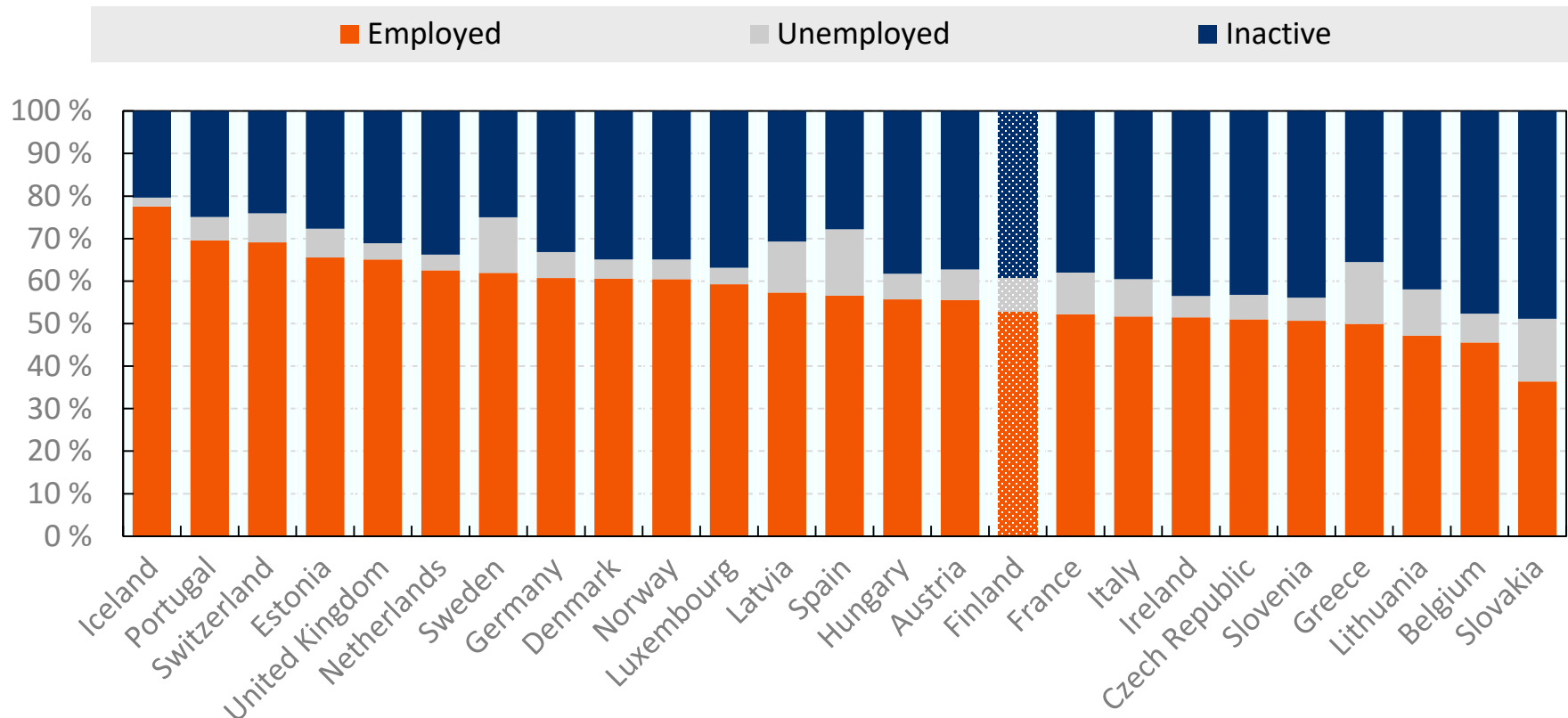


Note: Formal and non-formal job-related education and training.
Source: OECD PIAAC data (2012, 2015).



...and it is difficult to reach this target group.

Low qualified adults age 20-64 by employment status, 2018, %



Note: Low-qualified adults refers to adults holding at most a lower secondary degree.
Source: Labour Force Survey (2018).



How can the learning participation of adults with low skills be improved?

Challenges

Lack of targeted support for adults with low skills

Limited advice and guidance services

Shortage of specific training programmes

Recommendations

Reach out to adults with low skills

Provide comprehensive advice and guidance services

Develop tailored training programmes



Reach out to adults with low skills.

Reach out to adults with low skills

Fund outreach activities

Improve understanding of the target group



Provide comprehensive advice and guidance services for adults with low skills.

Provide comprehensive advice and guidance services

Strengthen the capacity of Public Employment Services

Develop physical one-stop shop guidance services



Develop tailored education programmes.

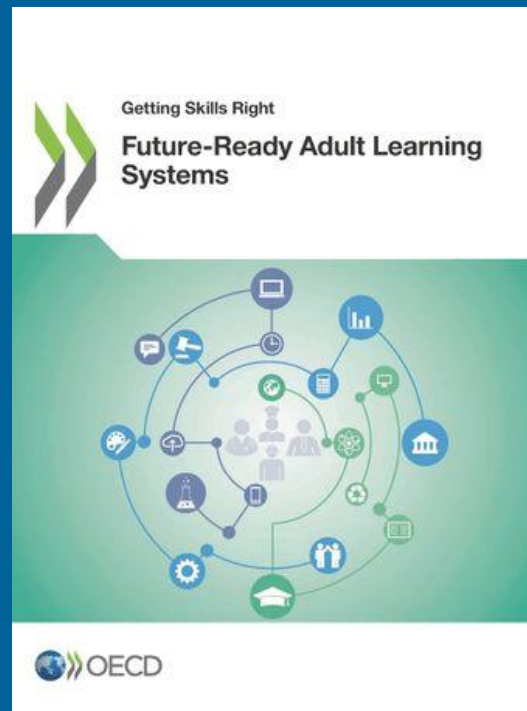
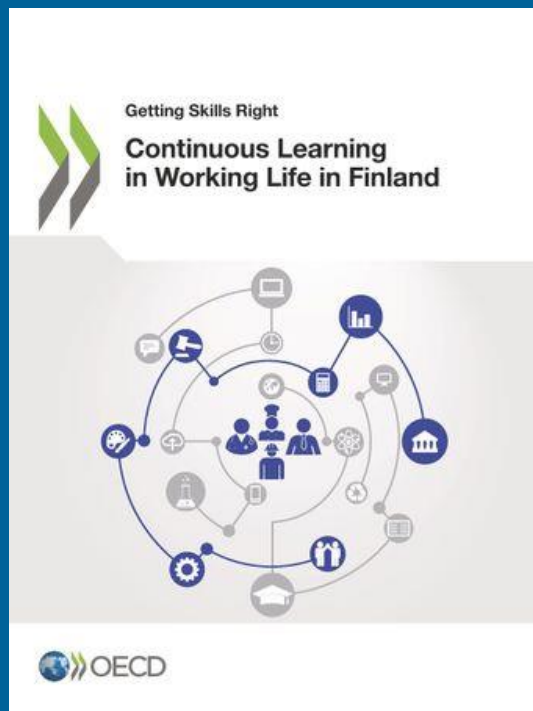
Develop tailored education programmes

Develop courses that improve motivation to learn

Provide contextualised learning opportunities



THANK YOU



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