Adopting **innovative** approaches for inclusive **lifelong learning** opportunities

Skills Summit 2022: Strengthening Skills for Equity and Sustainability – Providing Effective Up-and reskilling Opportunities for All

25 March 2022

Stefano Scarpetta
OECD Director for Employment, Labour and Social Affairs

El futuro es de todos — Gobierno de Colombia

Skills Summit COLOMBIA 2022

OECD — BETTER POLICIES FOR BETTER LIVES

Encouraging greater participation in lifelong learning among those most in need is a key challenge

Participation rate in formal and/or non-formal education, by education level, 16-65 year-olds, 2012/15/18)

Source: OECD (2019), OECD Skills Strategy 2019: Skills to Shape a Better Future,
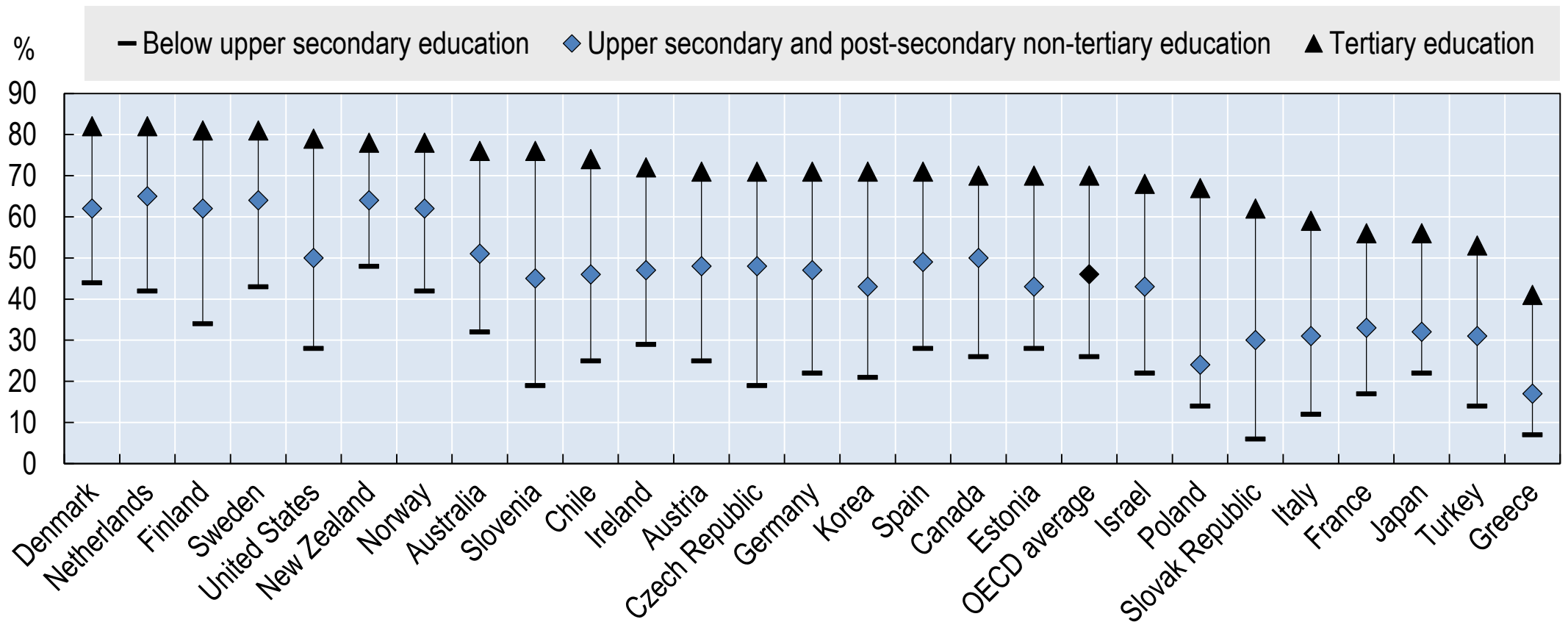
Addressing inequalities early on is key to ensuring a good start on the path towards lifelong learning

Mean performance in reading 15 year-olds, by national quarter of socio-economic status (PISA 2018)

♦ Bottom quarter Mean score   ♦ Second quarter Mean score   ♦ Third quarter Mean score   ♦ Top quarter Mean score
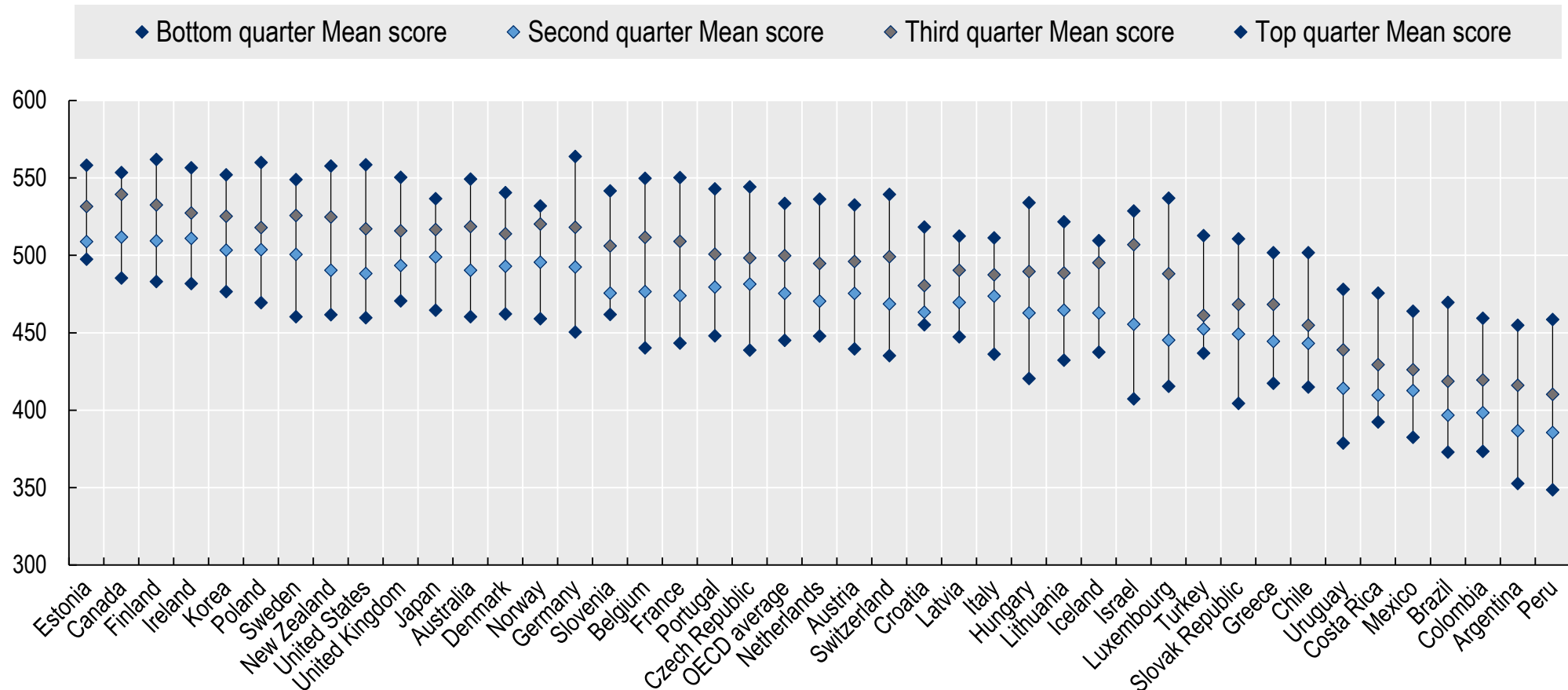
Teachers are among the most import factors for developing positive attitudes towards lifelong learning

Association between lifelong learning attitudes and different teaching practices,
OECD average
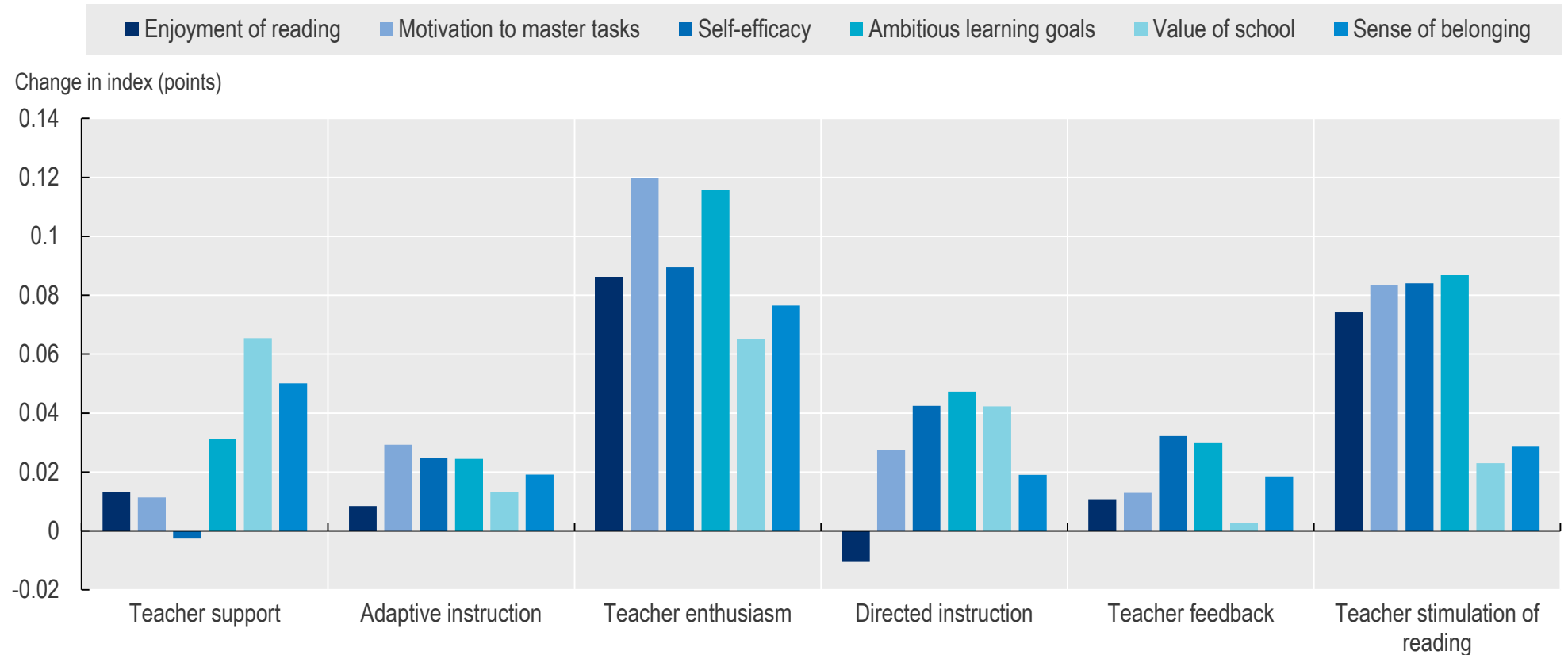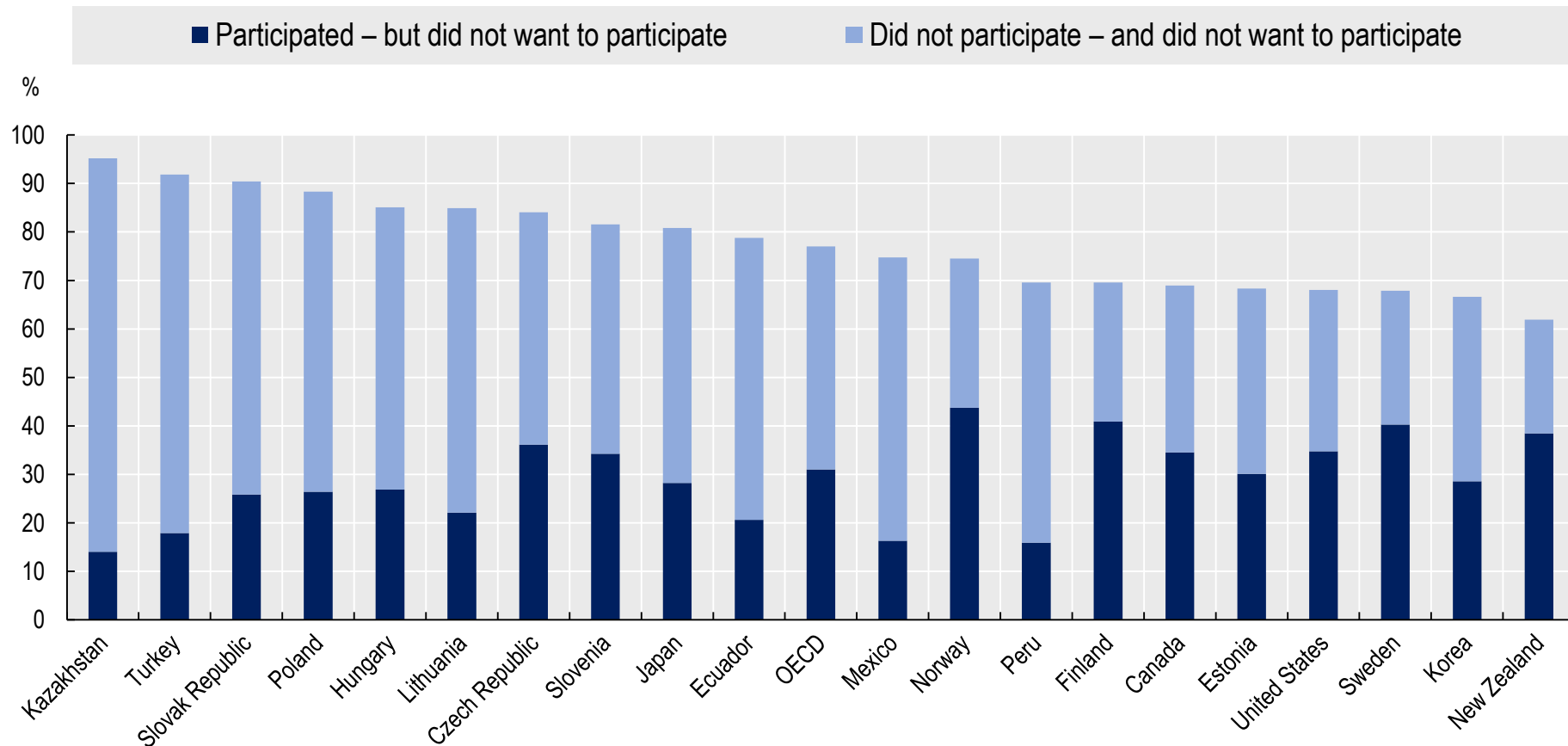

Note: Regressions take into account student's and school's SES, age, gender, reading performance, parental emotional support, other TPs and disciplinary climate. Regressions are estimated separately for each attitude. Statistically insignificant coefficients at the 5% level are marked in black.
Source: OECD (2021), OECD Skills Outlook 2021: Learning for Life, OECD Publishing, Paris, https://doi.org/10.1787/0ae365b4-en.

In adulthood, targeted measures are needed to encourage participation in learning among those least engaged

Willingness to participate and participation in adult learning

■ Participated – but did not want to participate   ■ Did not participate – and did not want to participate

OECD
BETTER POLICIES FOR BETTER LIVES

Targeted career guidance services can help support the participation of disadvantaged adults

Use of career guidance services, by socio-economic and demographic characteristics
Percentage of adults who have spoken with a career guidance advisor over the past five years, by group
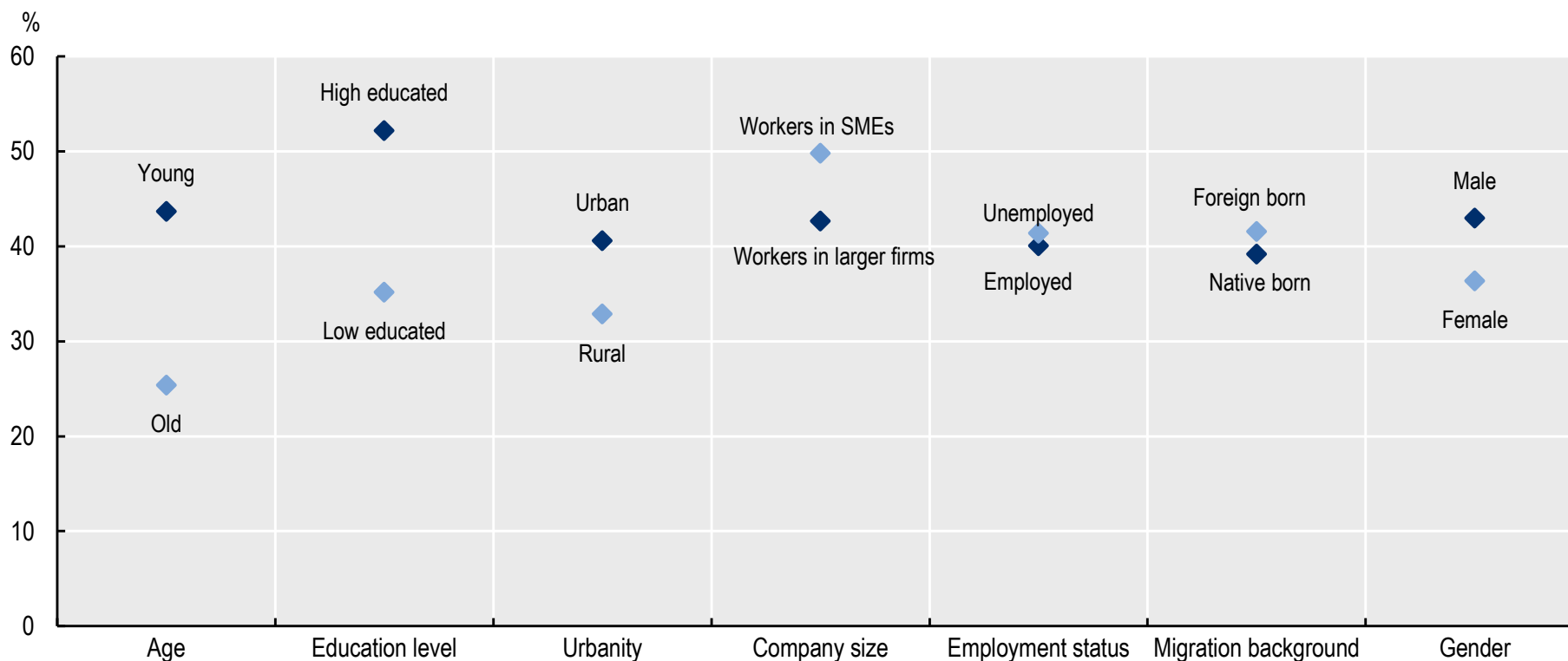
Note: The average for the eleven countries covered by the SCGA: Argentina, Australia, Brazil, Canada, Chile, France, Germany, Italy, México, New Zealand and the United States. The sample size of foreign-born adults is smaller than 30 observations for Argentina and Brazil and were not included in the average. The sample size for unemployed is smaller than 30 observations for Argentina, Brazil and Mexico and were not included in the average. The average for company size does not include Canada. The low educated group includes adults with a low or medium level of education (i.e. less than a bachelor's degree).
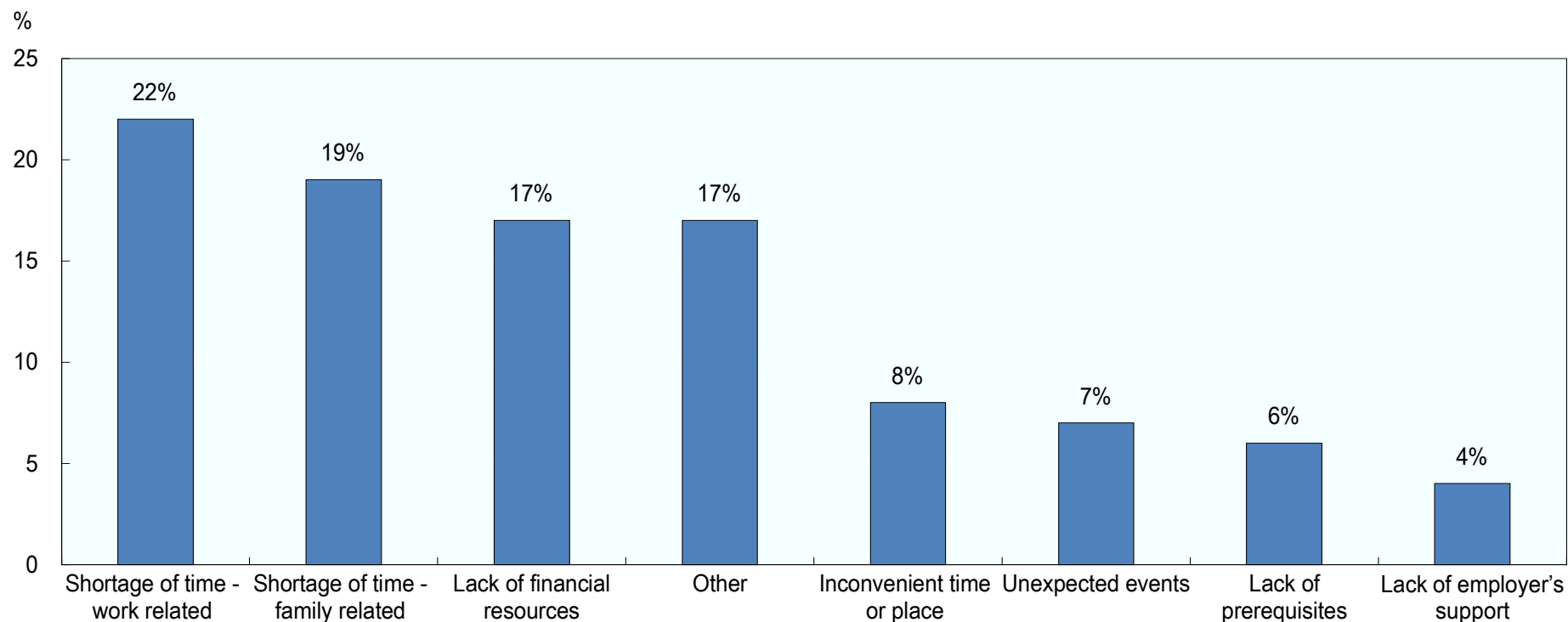
Source: OECD 2020/2021 Survey of Career Guidance for Adults (SCGA).

Removing financial and non-financial barriers is essential to promoting lifelong learning for all

Barriers to participating in adult learning
Reasons for non-participation (% of low-skilled adults who wanted to participate but did not)

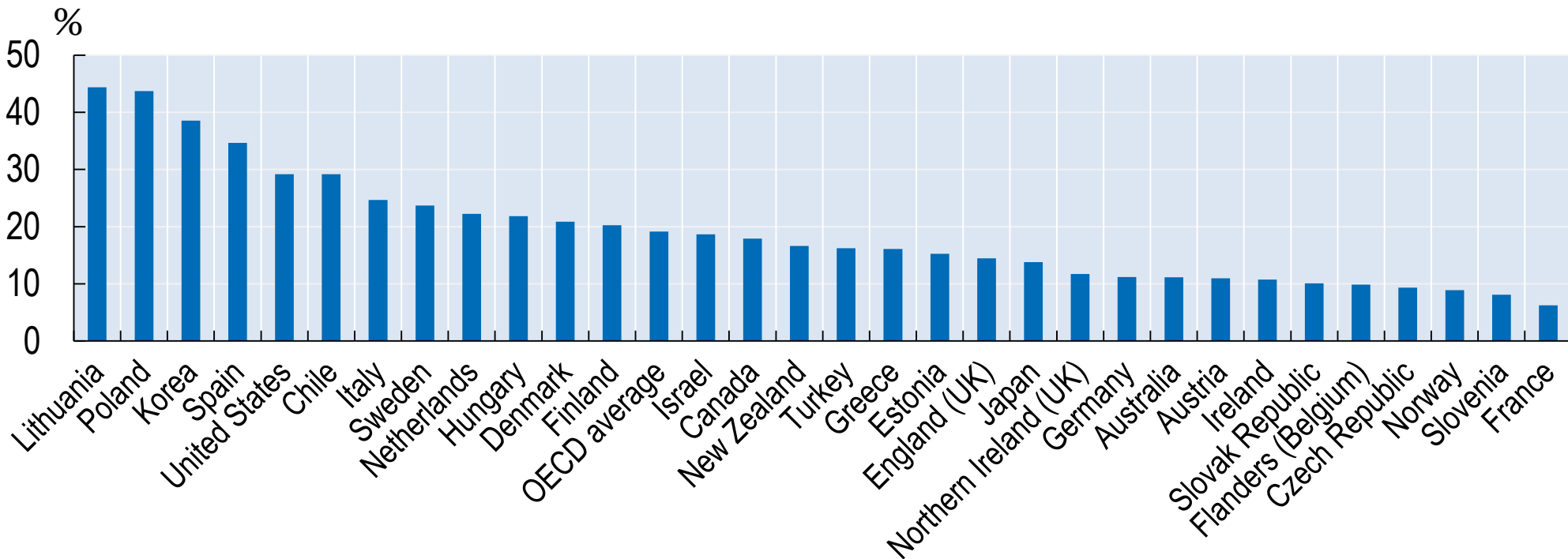Note: Average of OECD countries participating in Survey of Adult Skills (PIAAC).

Source: OECD (2015[15]) (2012[16]) Survey of Adult Skills (PIAAC) databases, http://www.oecd.org/skills/piaac/publicdataandanalysis/.

Online learning can facilitate more accessible and better tailored learning opportunities

Incidence of online learning among training participants
Share of total participants in non-formal training who attended at least one distance learning course over the previous 12 months (percentage)

Data for Hungary and the United States refer to 2017. Data for Data for Chile, Greece, Israel, Lithuania, New Zealand, Slovenia and Turkey refer to 2015. For all other countries, data refer to 2012
Source: OECD (2020), The potential of online learning for adults: Early lessons from the COVID-19 crisis

Potential discussion questions

How is your country or organisation:

1. Ensuring high quality education and training provision for promoting the successful integration of vulnerable youth and adults in society?

2. Ensuring that financial and non-financial incentives raise participation in lifelong learning for underrepresented groups?

3. Improving information and guidance on lifelong learning to be better targeted and tailored to vulnerable groups?

4. Making the education and training provision personalised and tailored to the needs/skills gaps of vulnerable groups?

OECD
BETTER POLICIES FOR BETTER LIVES