



TOEKOMST VAN HET VOLWASSENENONDERWIJS

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Schema

- Demografische, sociaal-economische en onderwijsuitdagingen en trends
- Het aanhoudende probleem van lage competenties
- Participatie
- Worden competenties gewaardeerd op arbeidsmarkt en in samenleving?
- Leermotivatie en leerklimaat
- Beleidsvragen
- Enkele conclusies



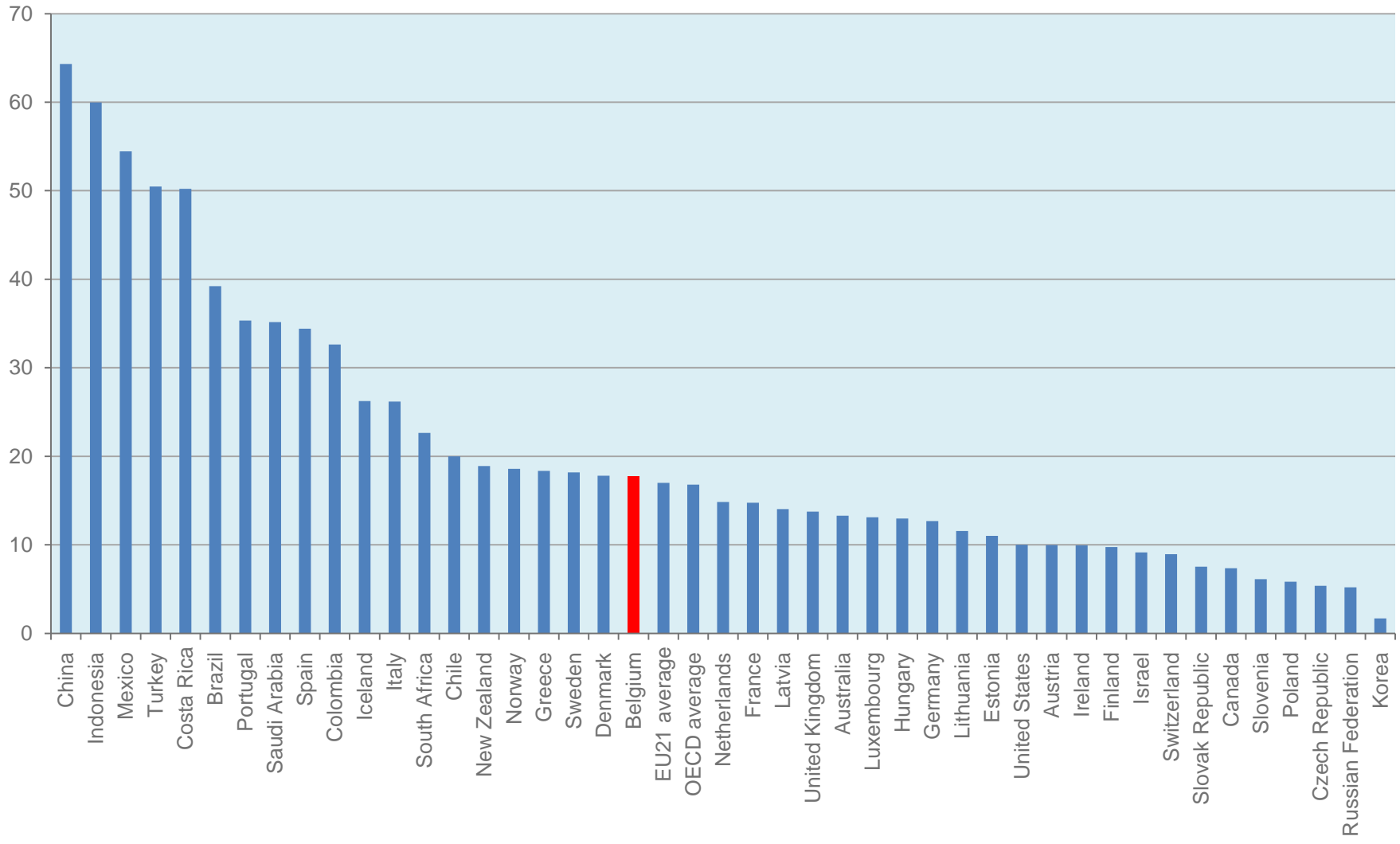
UITDAGINGEN EN TRENDS



Uitdagingen en trends

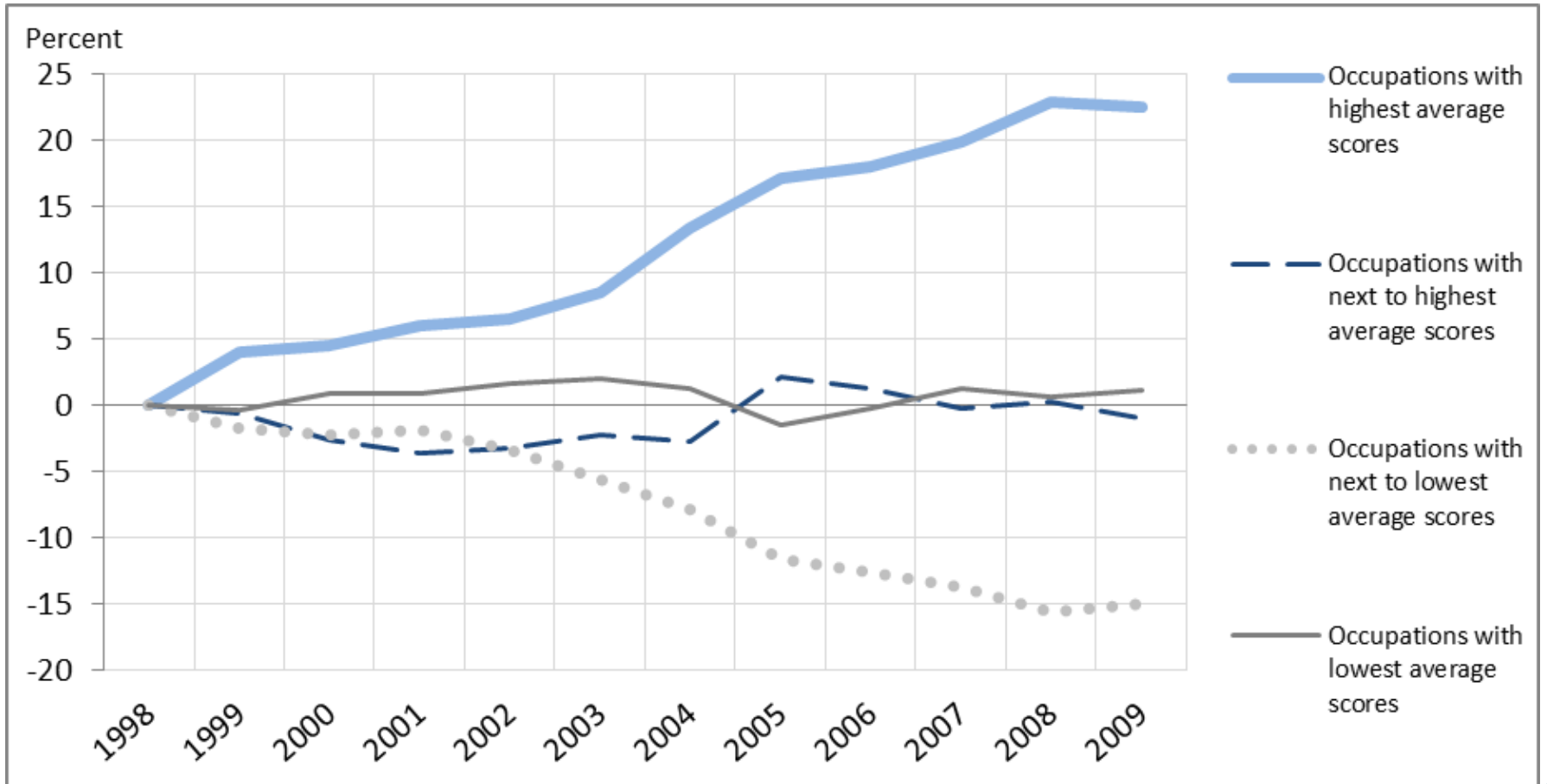
- Demografie en migratie
- Nog steeds lage werkzaamheidsgraad ouderen, dus veel actieve vroeggepensioneerden
- Blijvende instroom laaggeschoolde en laaggeletterde jongvolwassenen
- Werkloosheid en inactiviteit
- Steeds hogere en complexere competentie-eisen

Percentage of 25-34 year-olds with attainment below upper secondary education (2014)





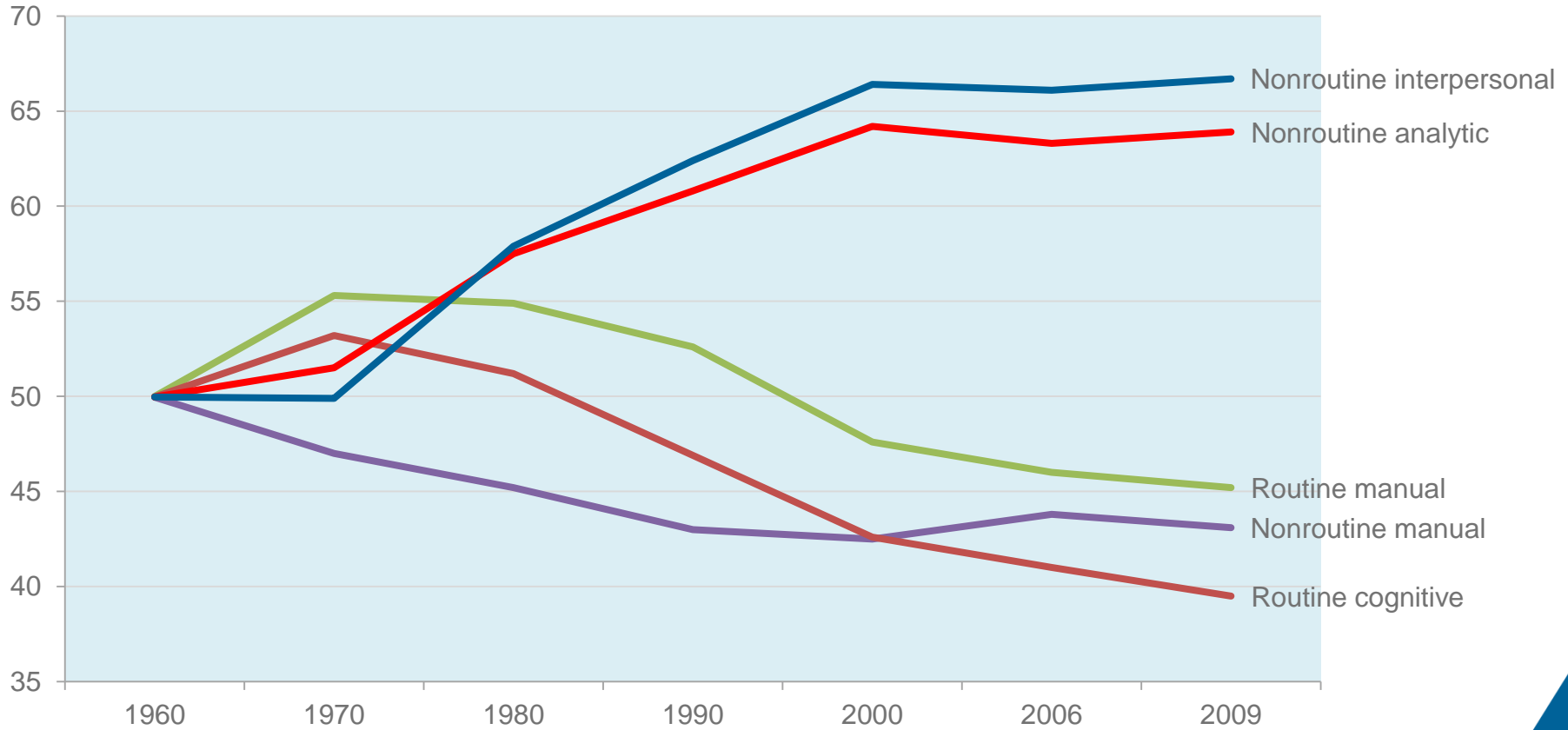
Hogere en complexere competenties





Hogere en complexere competenties

Mean task input in percentiles of 1960 task distribution (US)

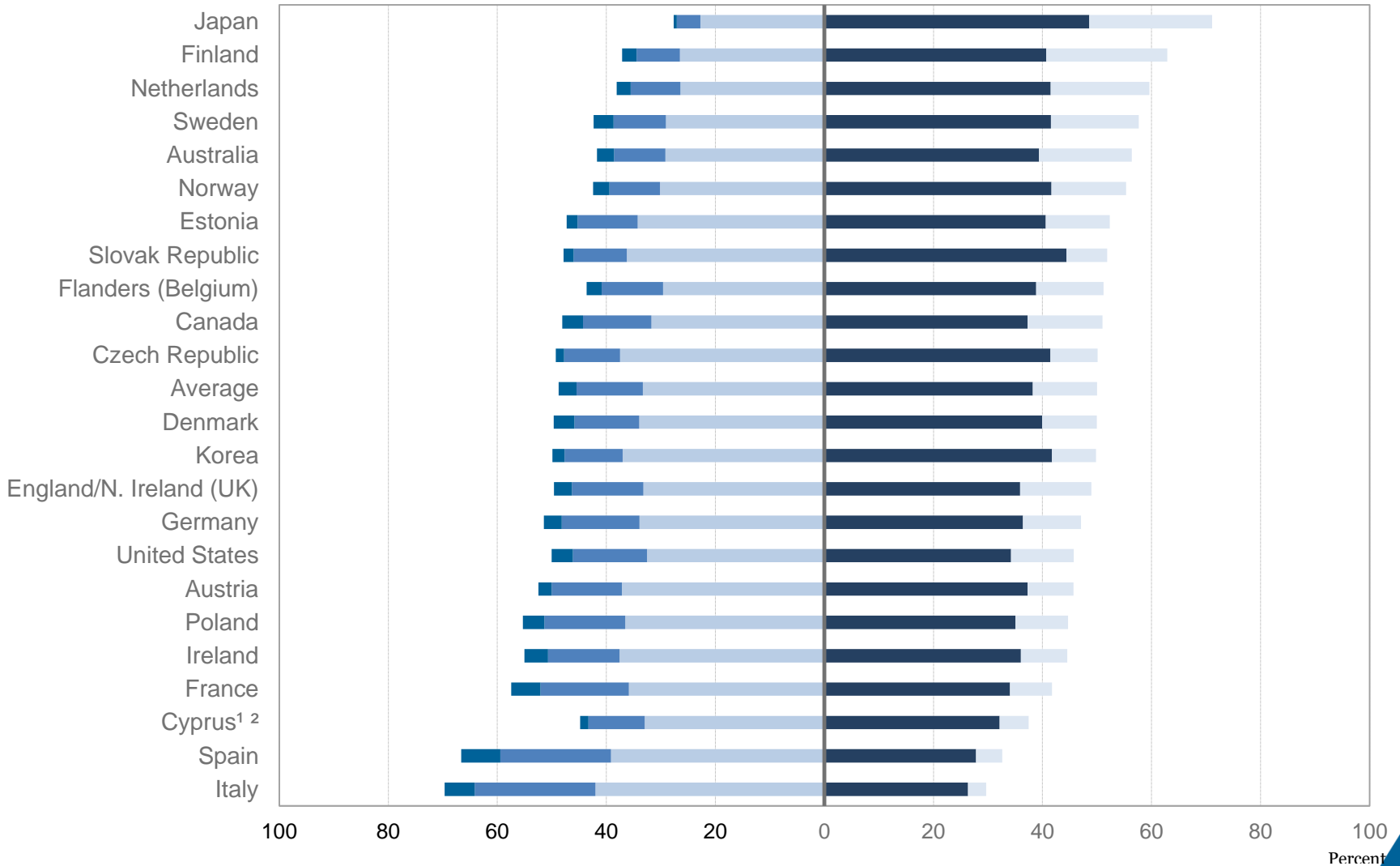




LAGE COMPETENTIES NOG
STEEDS ERG REËEL PROBLEEM

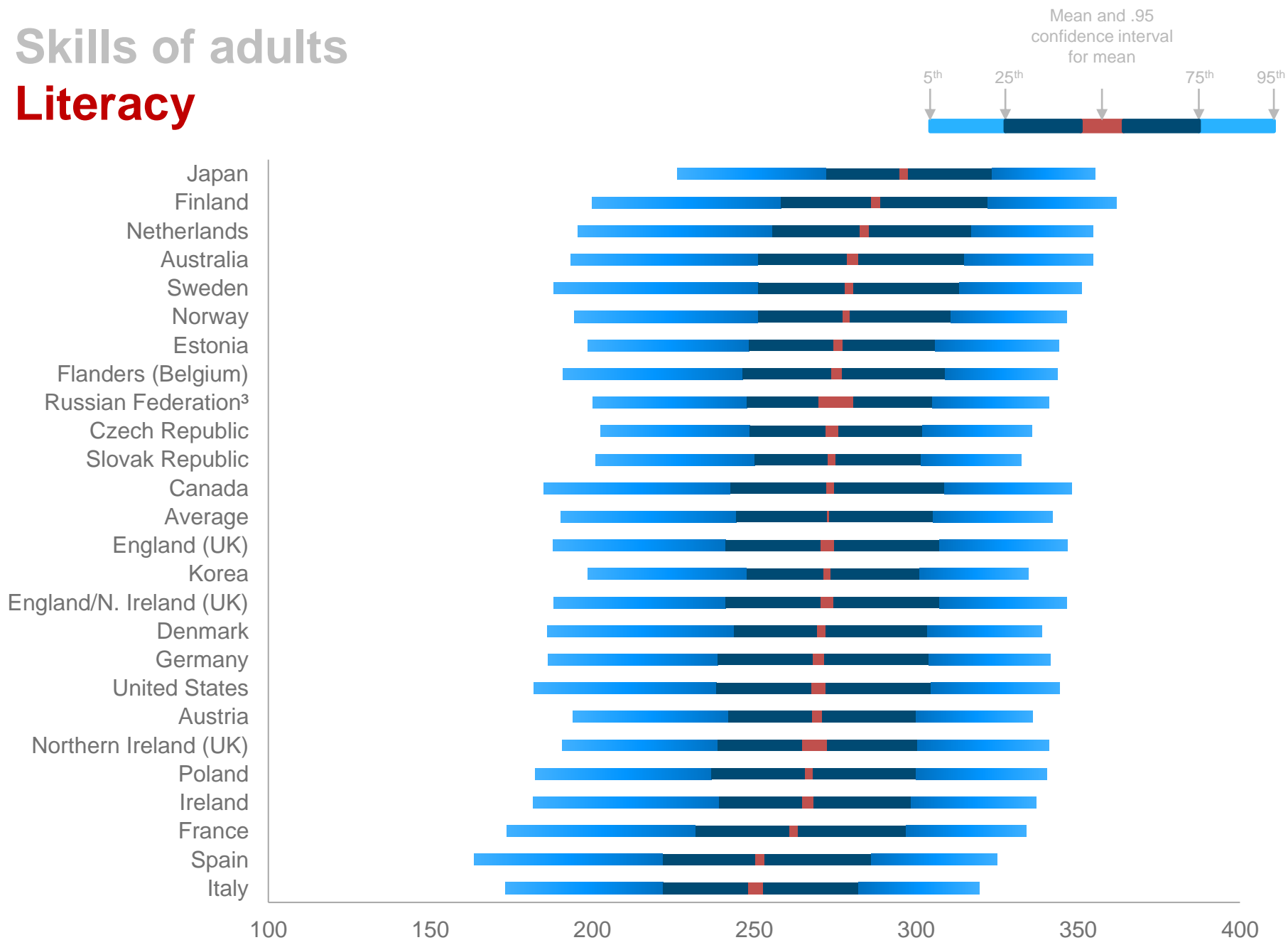


Percentage of adults at each literacy level



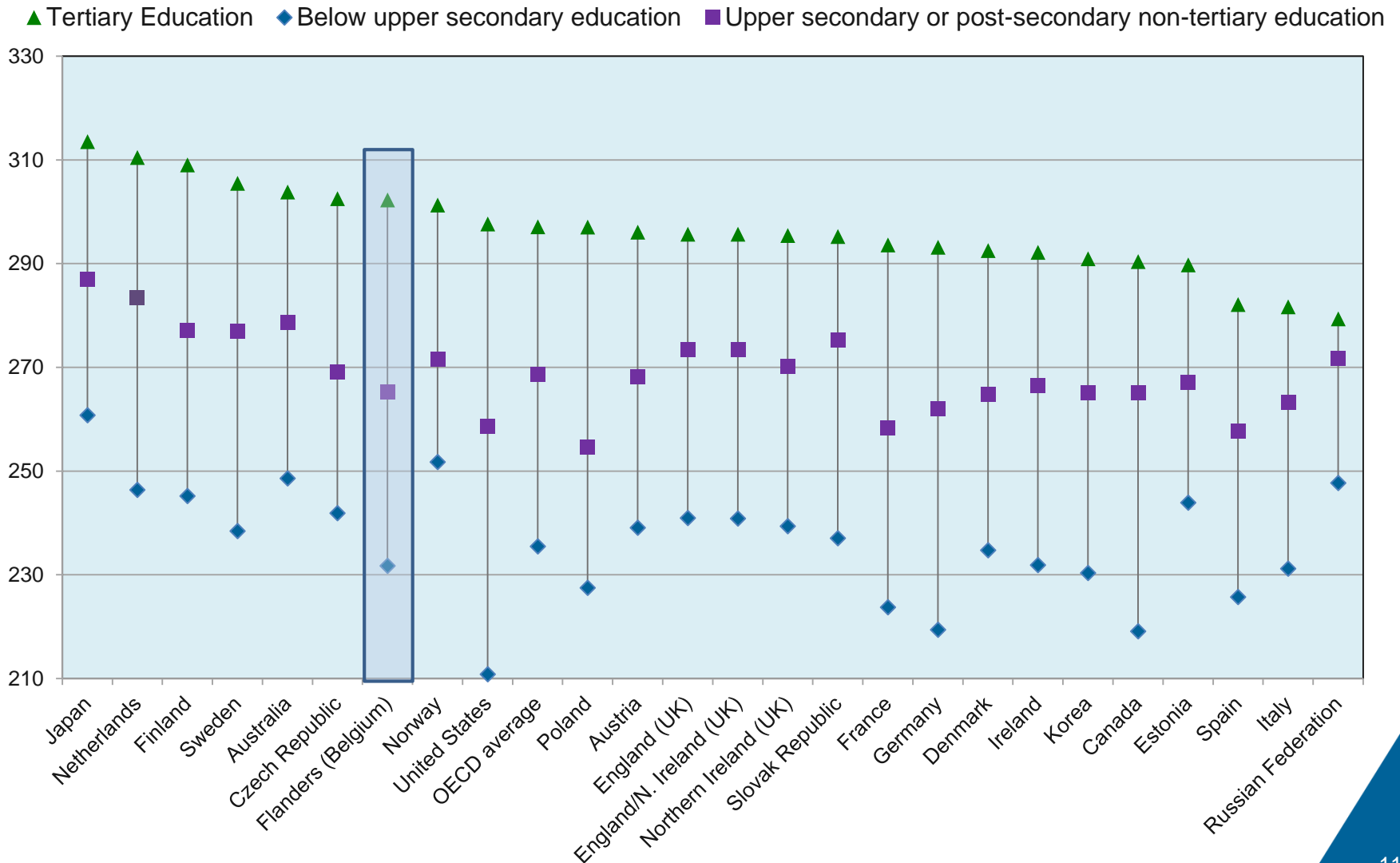
Skills of adults

Literacy

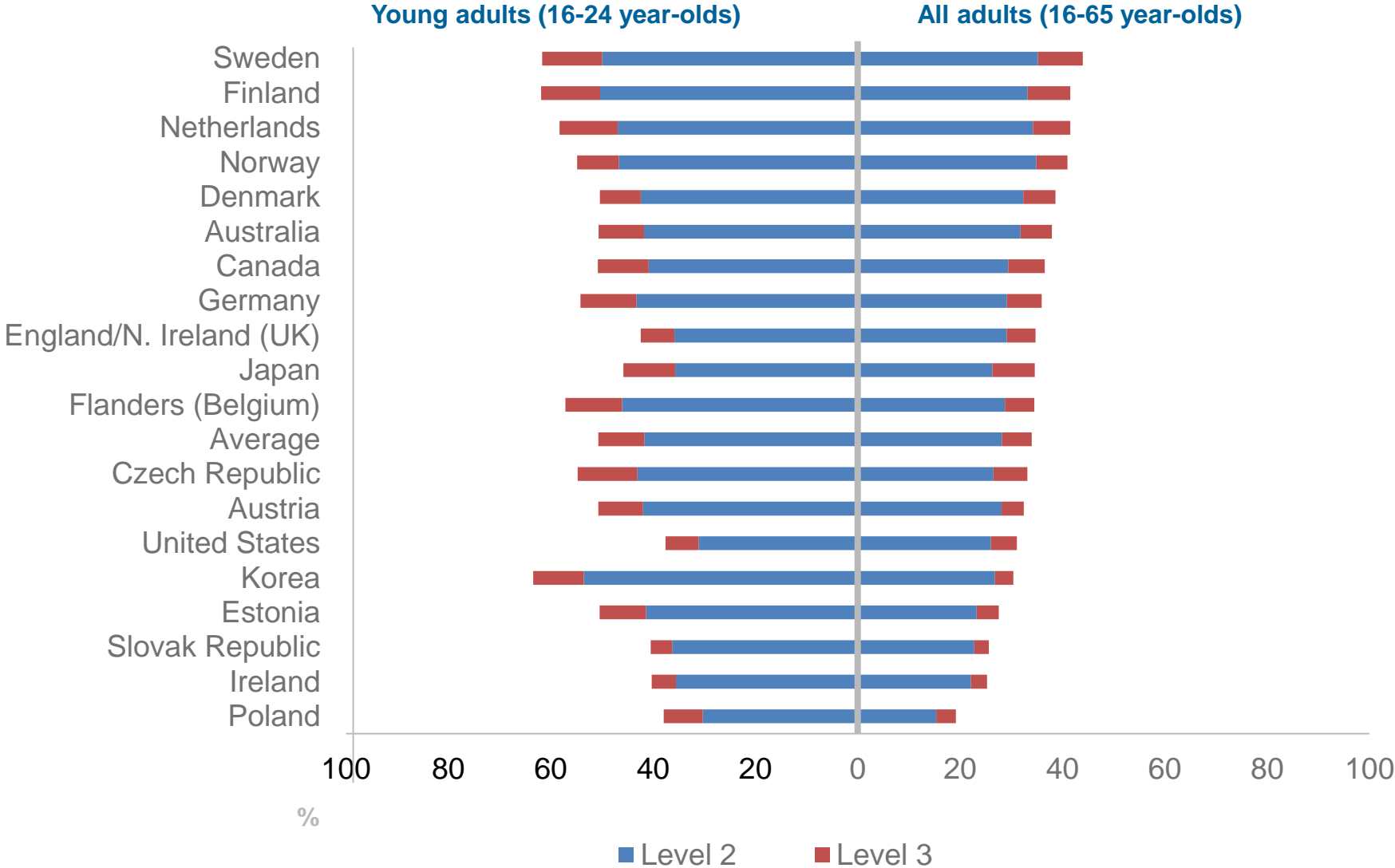




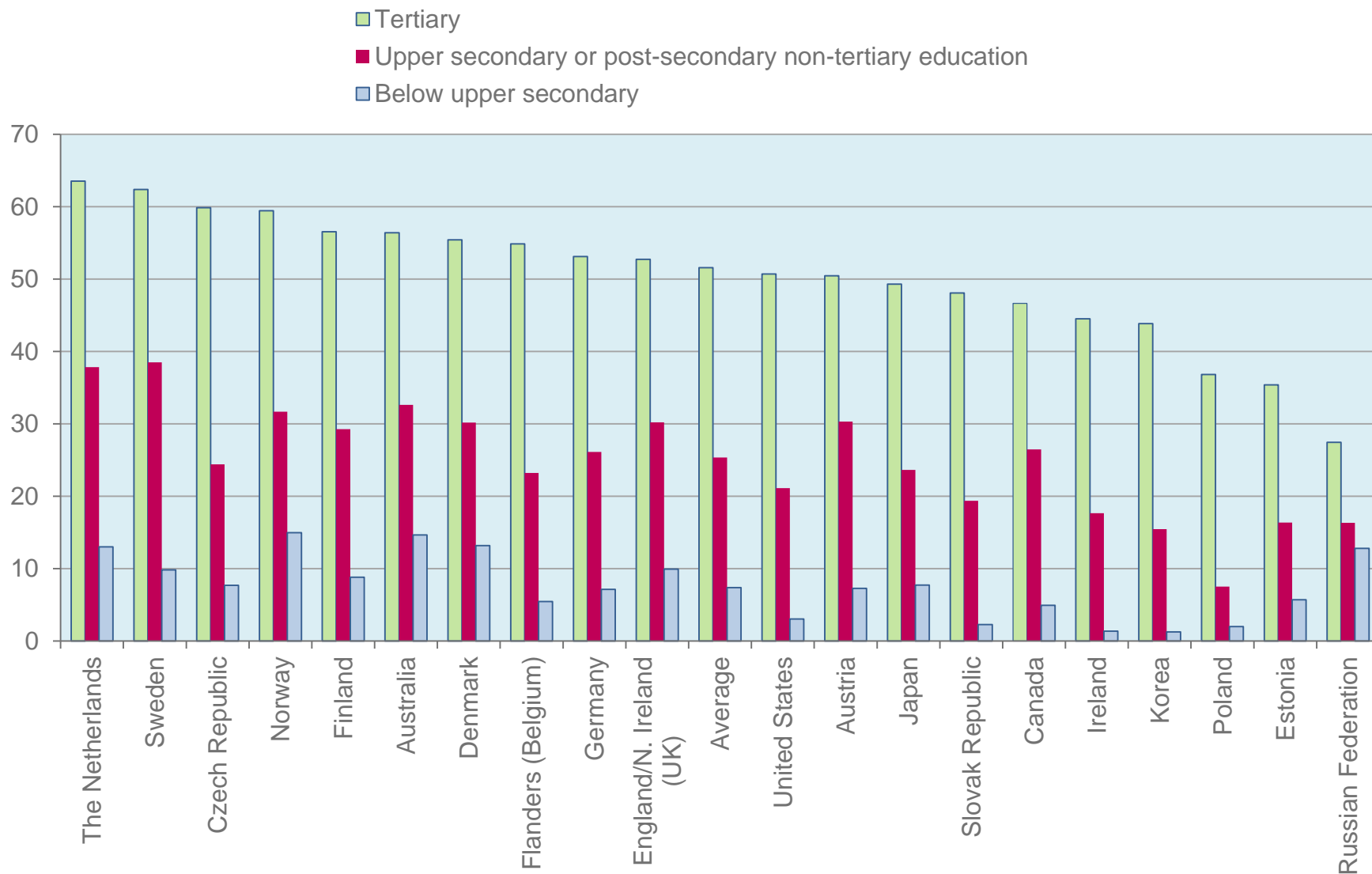
PIAAC mean literacy proficiency scores for 25-64 year-olds by educational attainment (2012)



Proficiency in problem solving in technology-rich environments



Percentage of adults with good information and communication technologies and problem-solving skills, by educational attainment (2012)

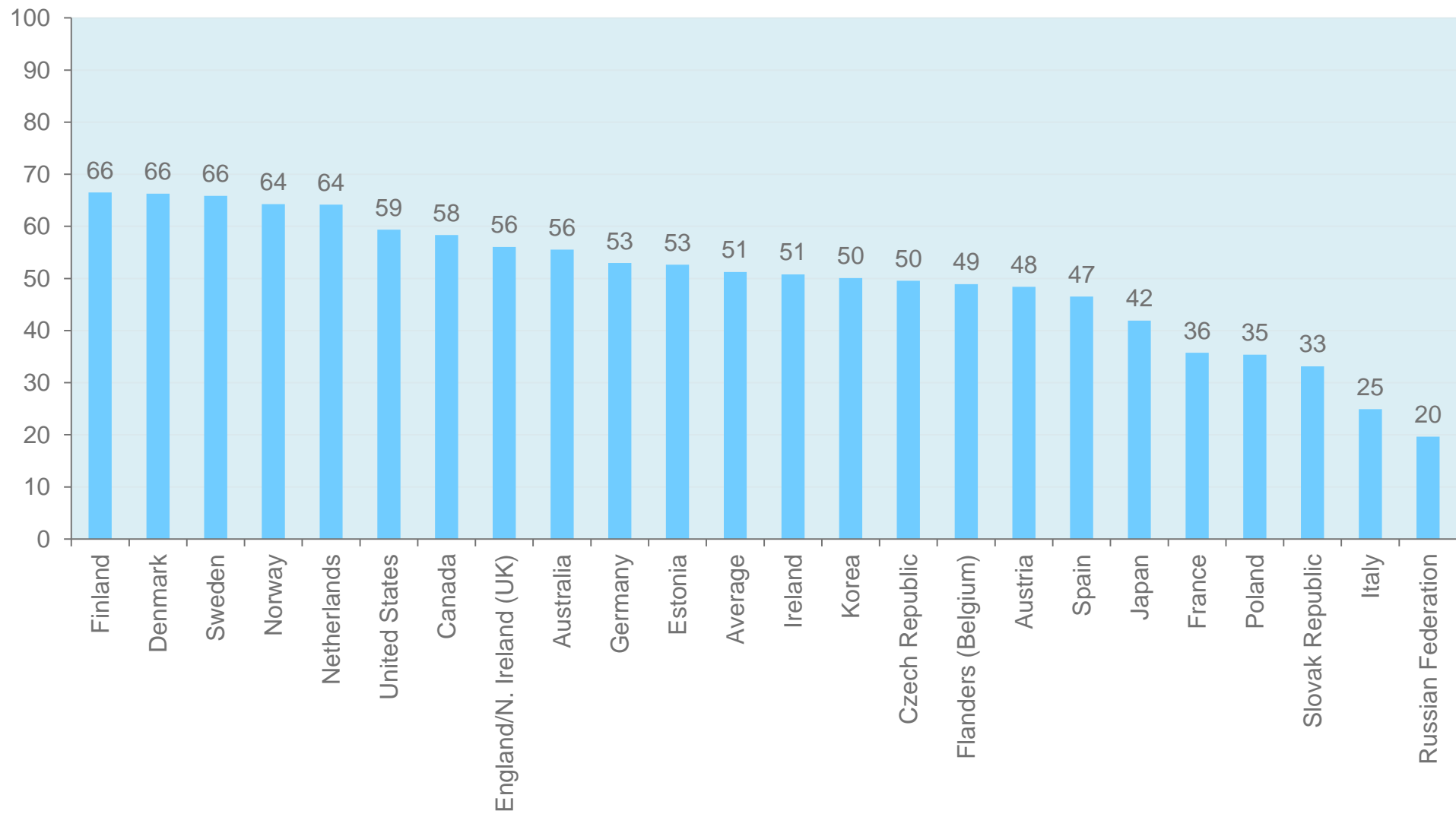




PARTICIPATIE EN EFFECT

Less than 50% of adults participate in formal and/or non-formal education in a given year in Flanders

Adult participation in formal and/or non-formal education (2012)

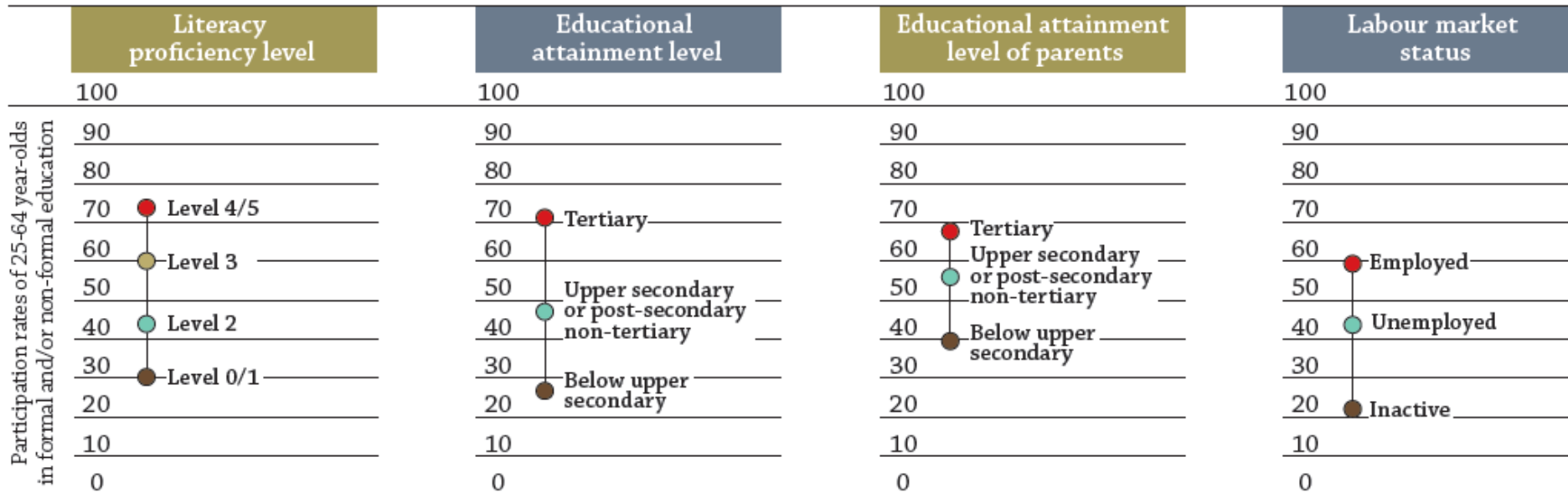




Ongelijkheden in participatie in PIAAC

Figure 3. Participation in education and learning activities by literacy proficiency level, educational attainment level, educational attainment level of parents and labour market status (2012)

Survey of Adult Skills, average

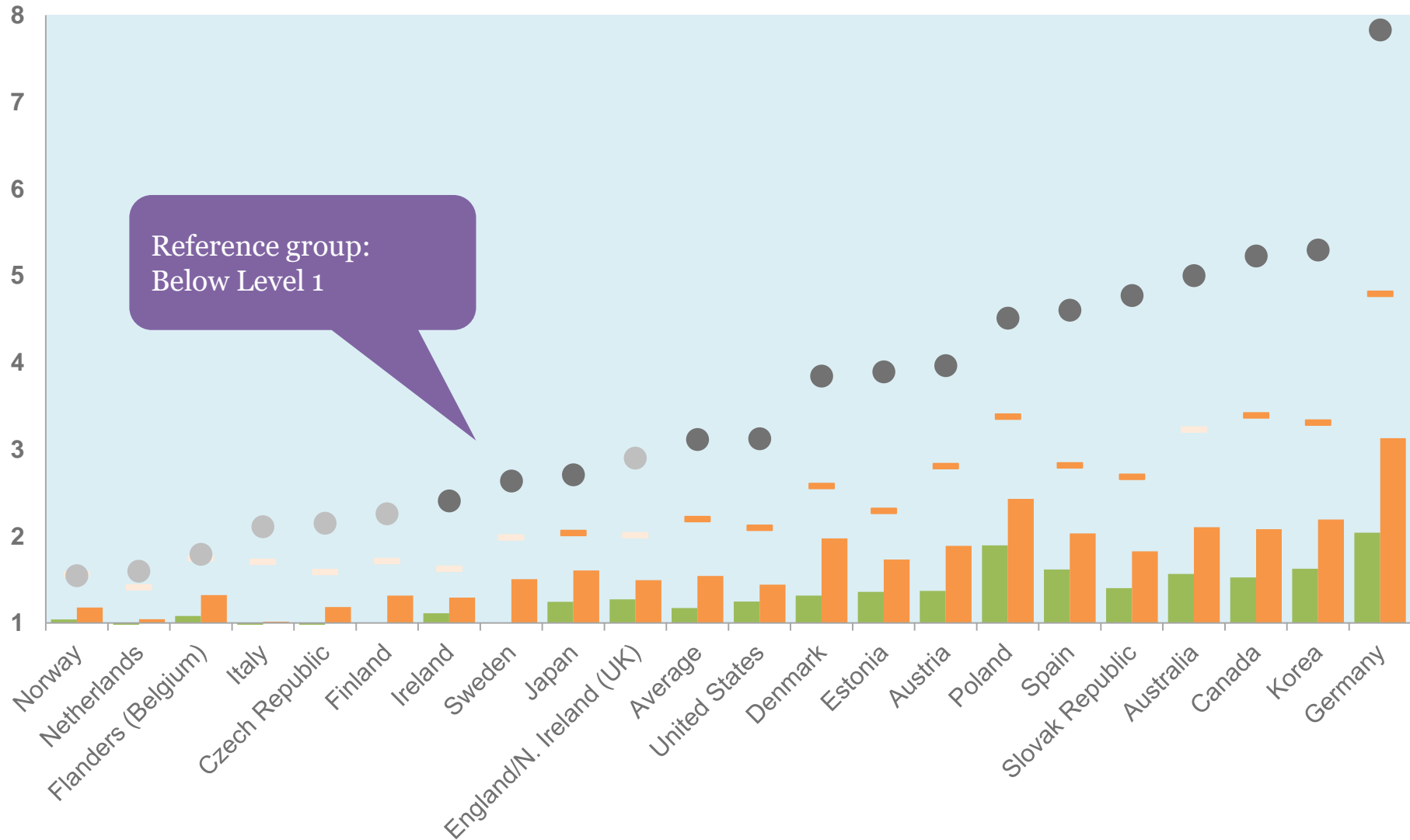


Source: OECD (2014), *Education at a Glance 2014: OECD Indicators*, Indicator C6 (www.oecd.org/edu/eag.htm).

Likelihood of participating in adult education and training, by level of literacy proficiency

Odds Ratio

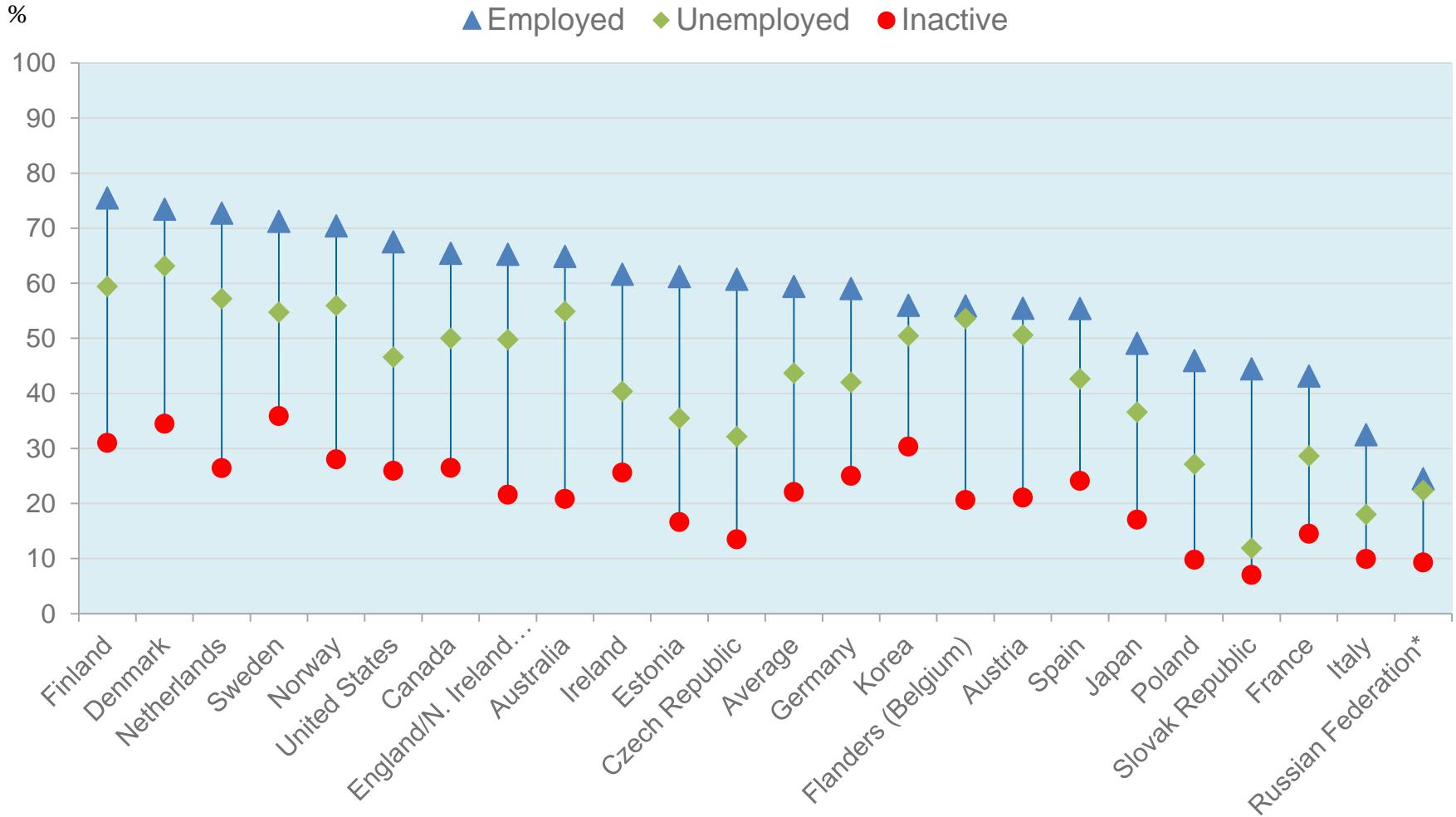
■ Level 1 ■ Level 2 — Level 3 ● Level 4/5



Reference group:
Below Level 1

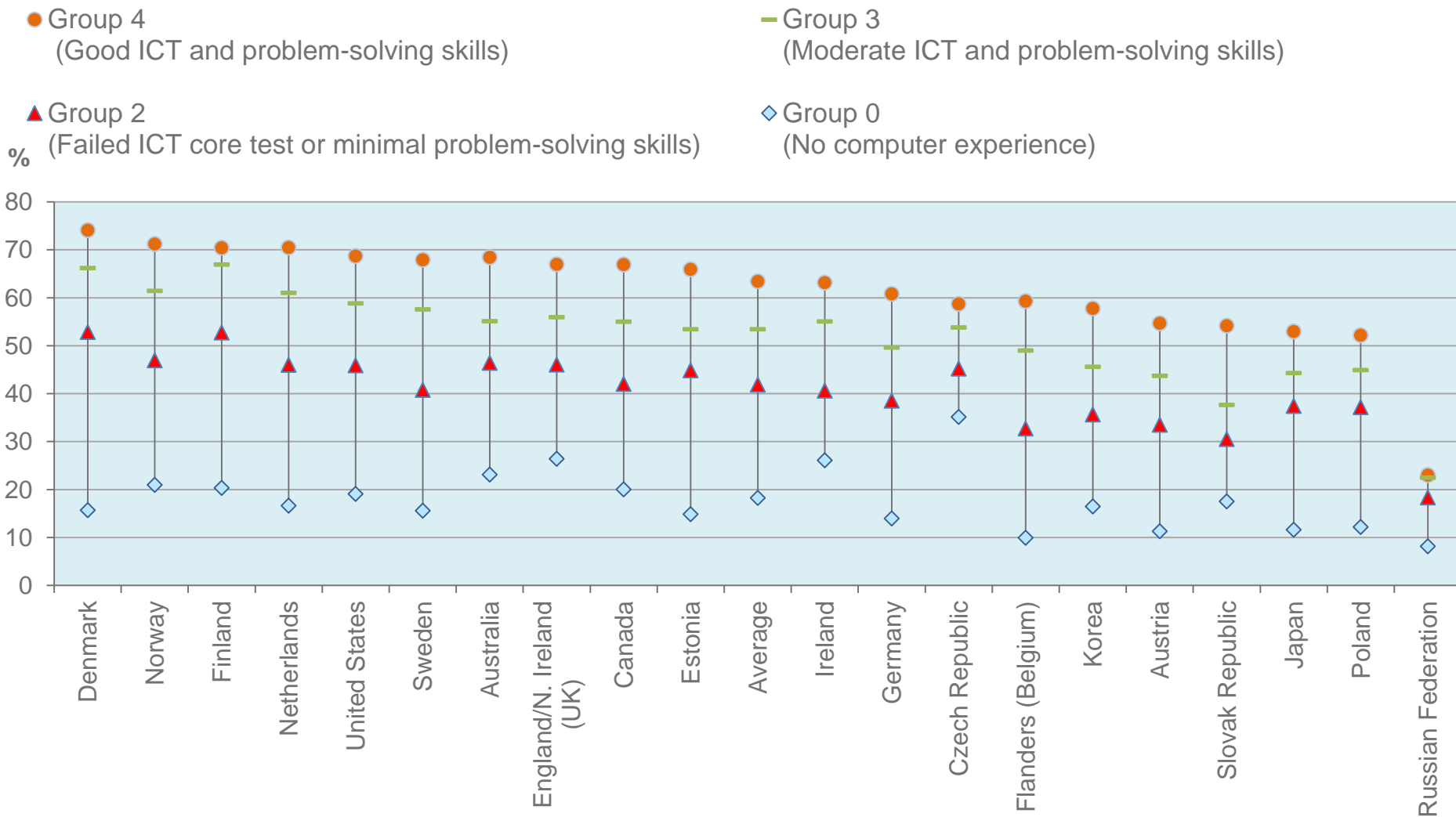


Participatie volgens arbeidsmarktstatus

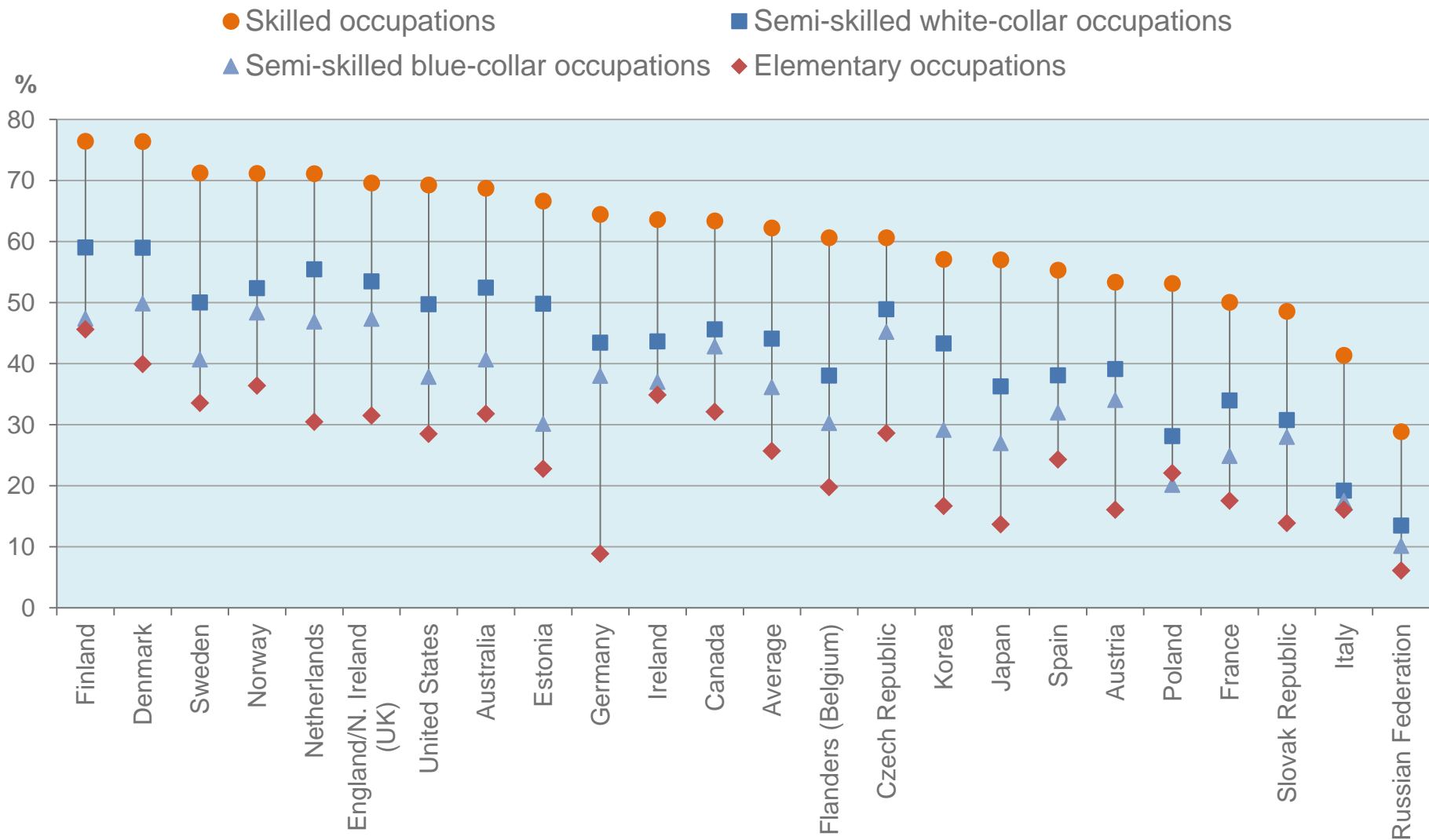


The higher the level of skills, the more likely the participation in employer-sponsored education

Participation in employer-sponsored formal and/or non-formal education, by skills and readiness to use information and communication technologies for problem solving (2012)



Participation in employer-sponsored education, by occupation (2011, 2012)

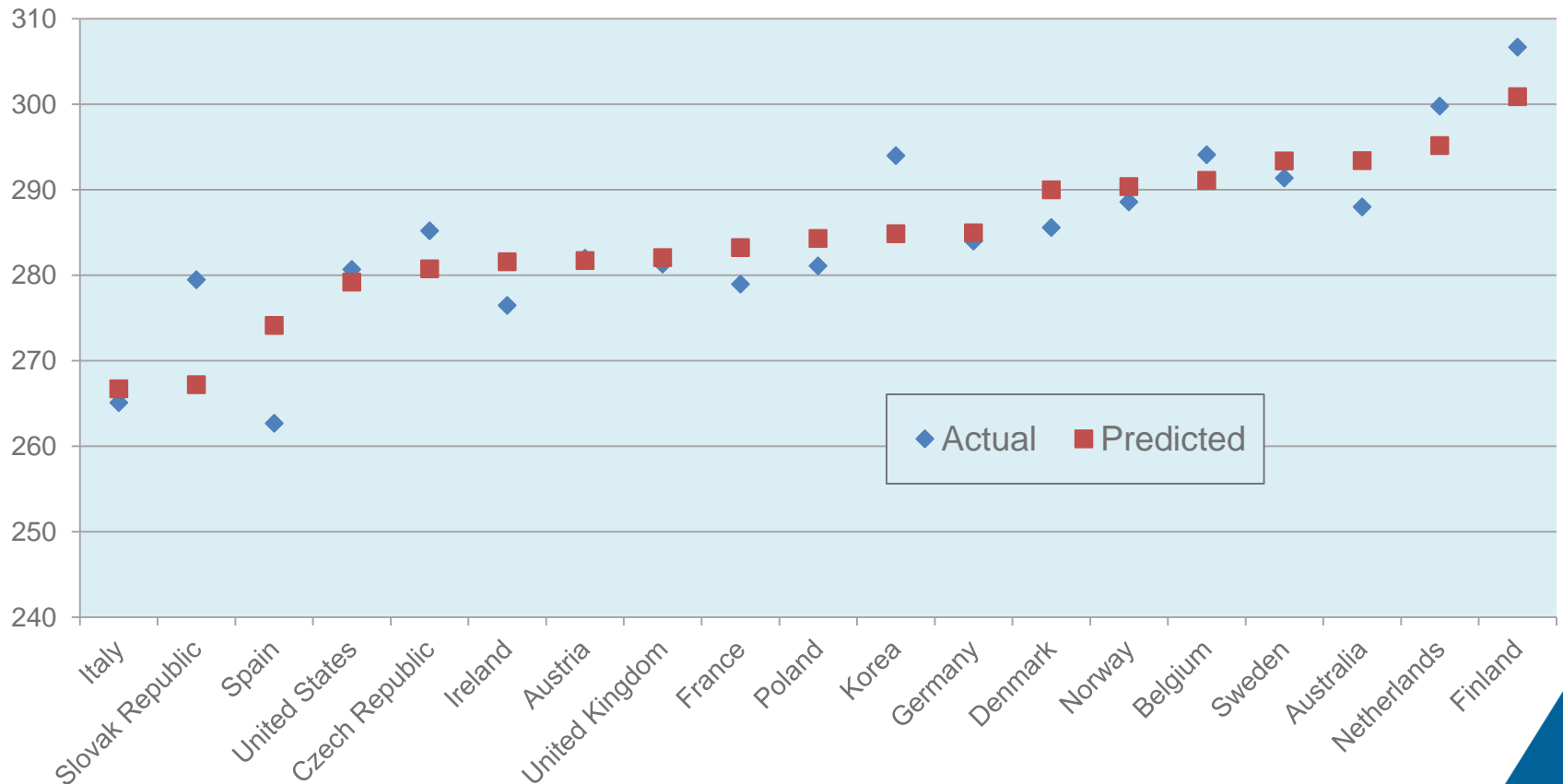




Proficiency growth

Actual and predicted literacy proficiency for 26-27 year olds in PIAAC.

- Proficiency predicted on basis of average PISA reading score in 2000, estimated years in education by age 27 and labour market conditions over 2008-2011



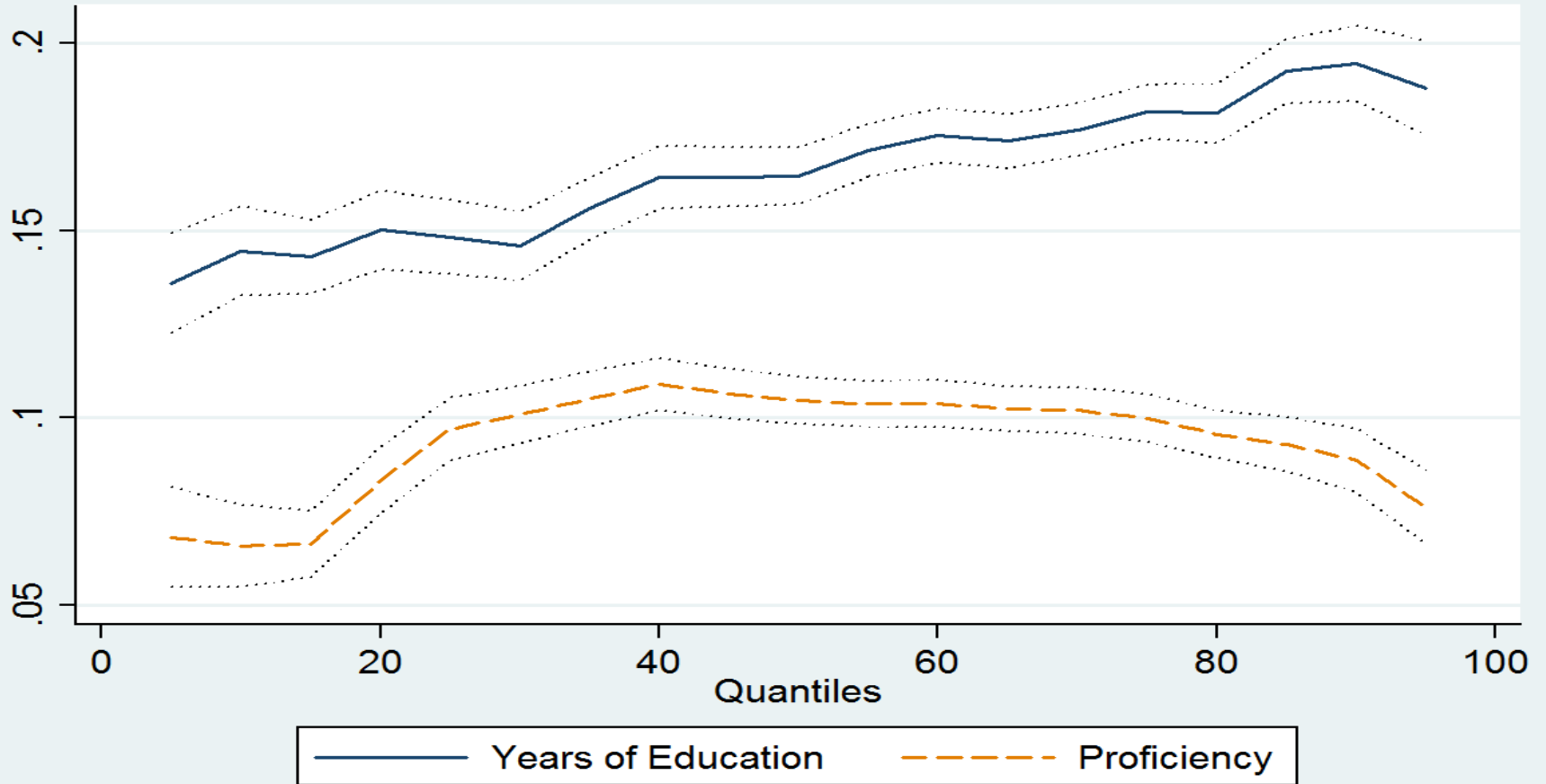


KWALIFICATIES MAAR OOK
COMPETENTIES ZIJN VAN BELANG



Relatief belang formeel onderwijs en geletterdheid op loon

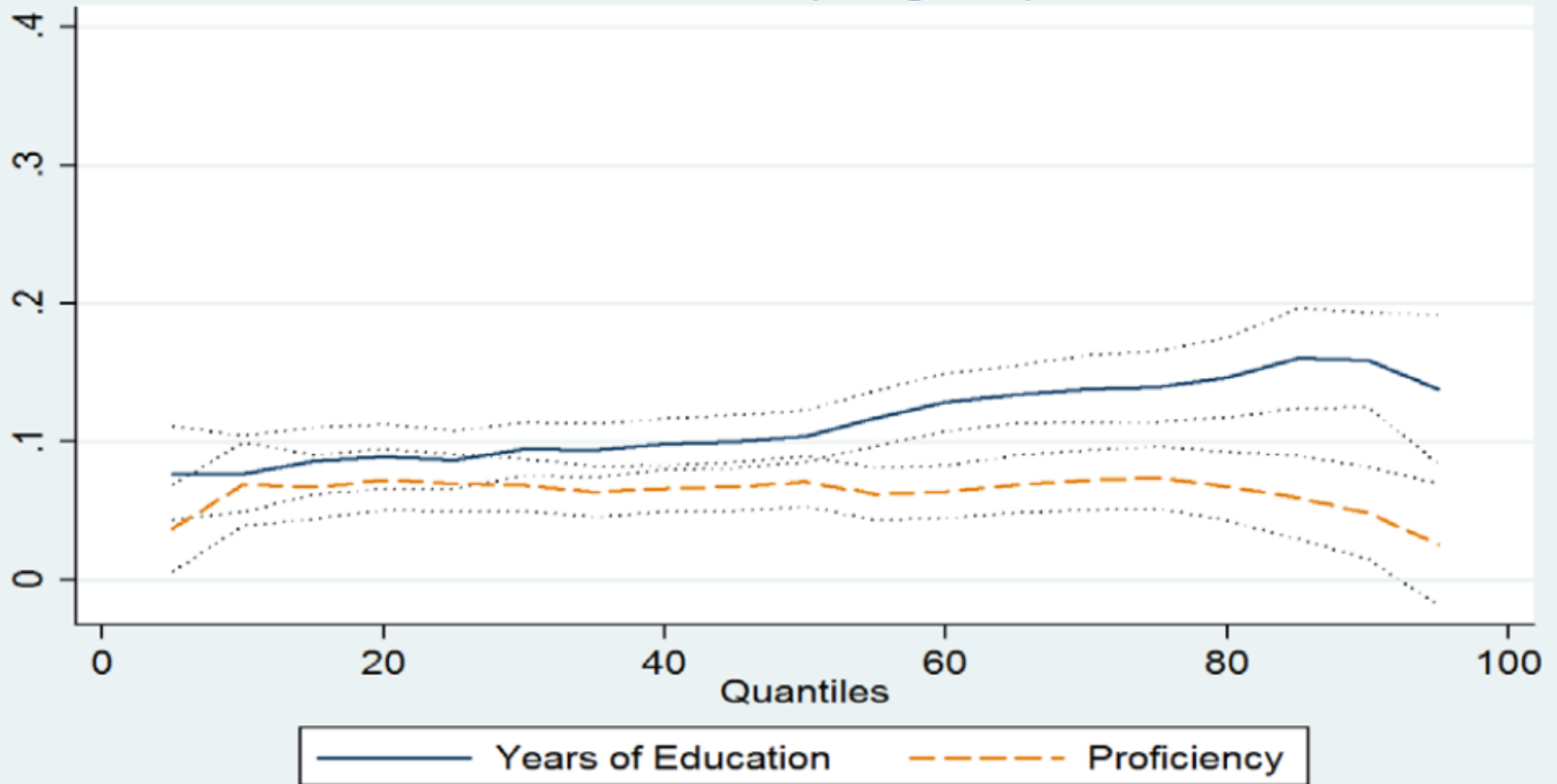
OECD average





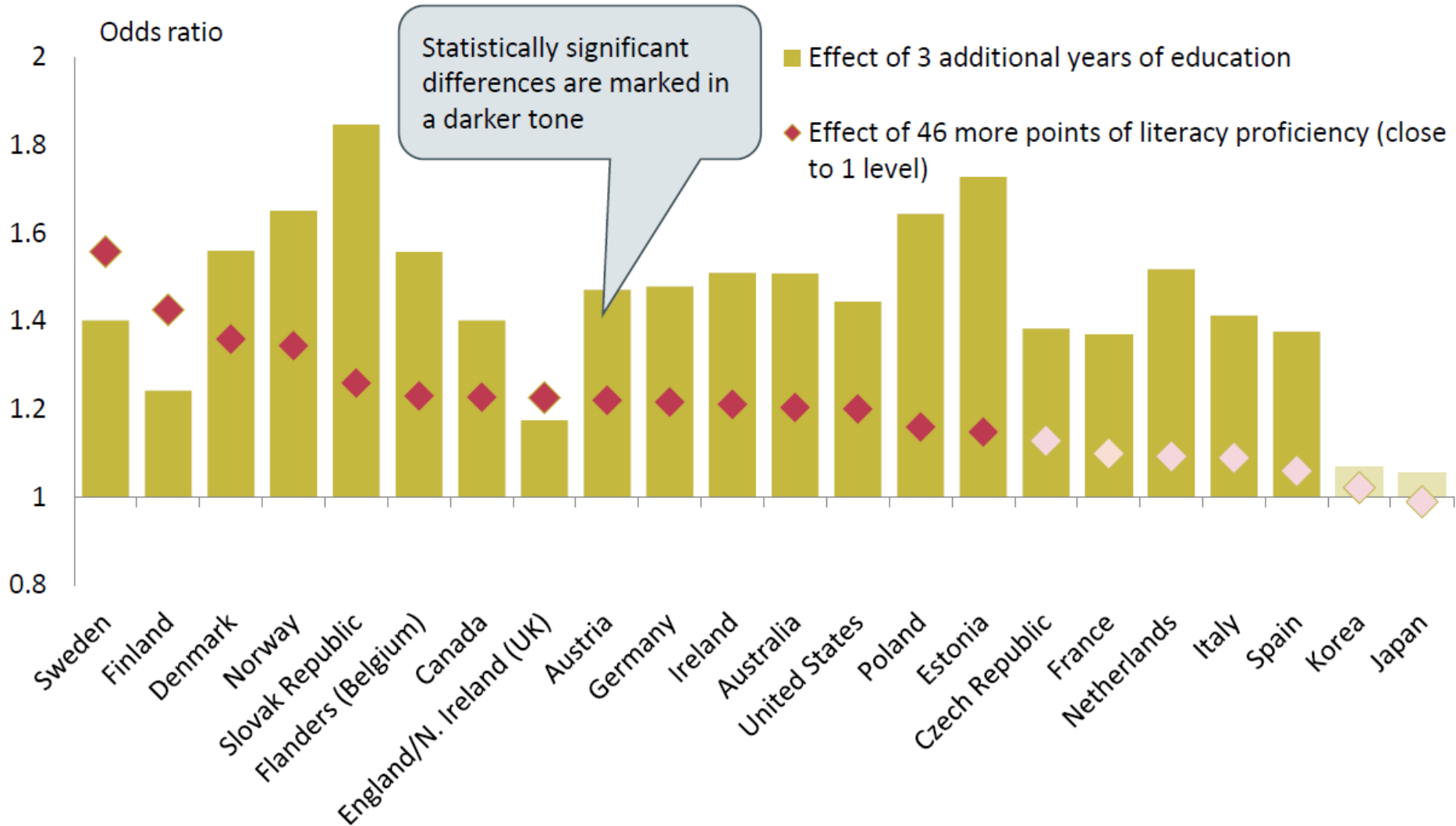
Relatief belang formeel onderwijs en geletterdheid op loon

Flanders (Belgium)



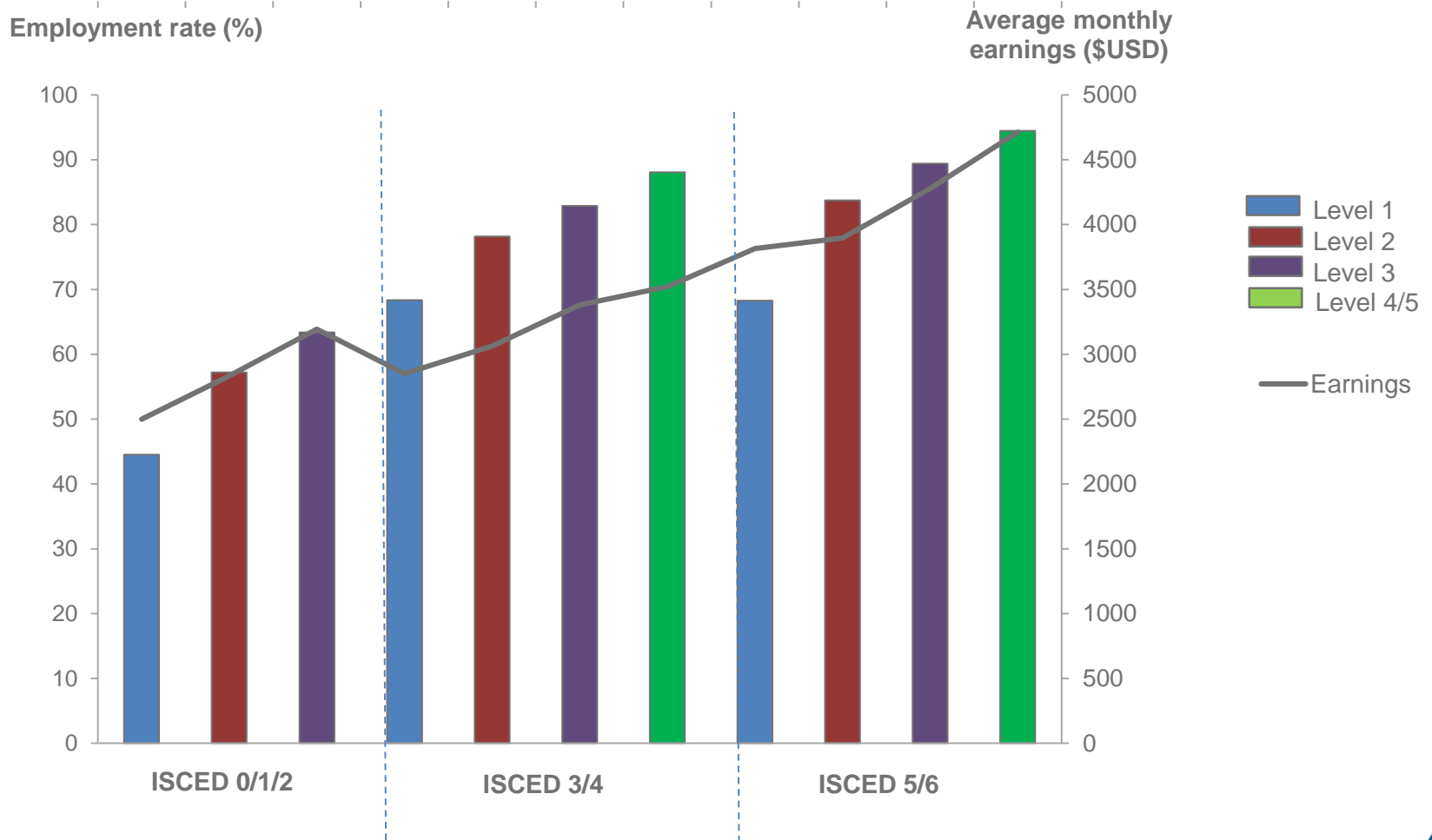


The effect of education and literacy on labour market participation





Employment rate and earnings by educational attainment and literacy - Flanders



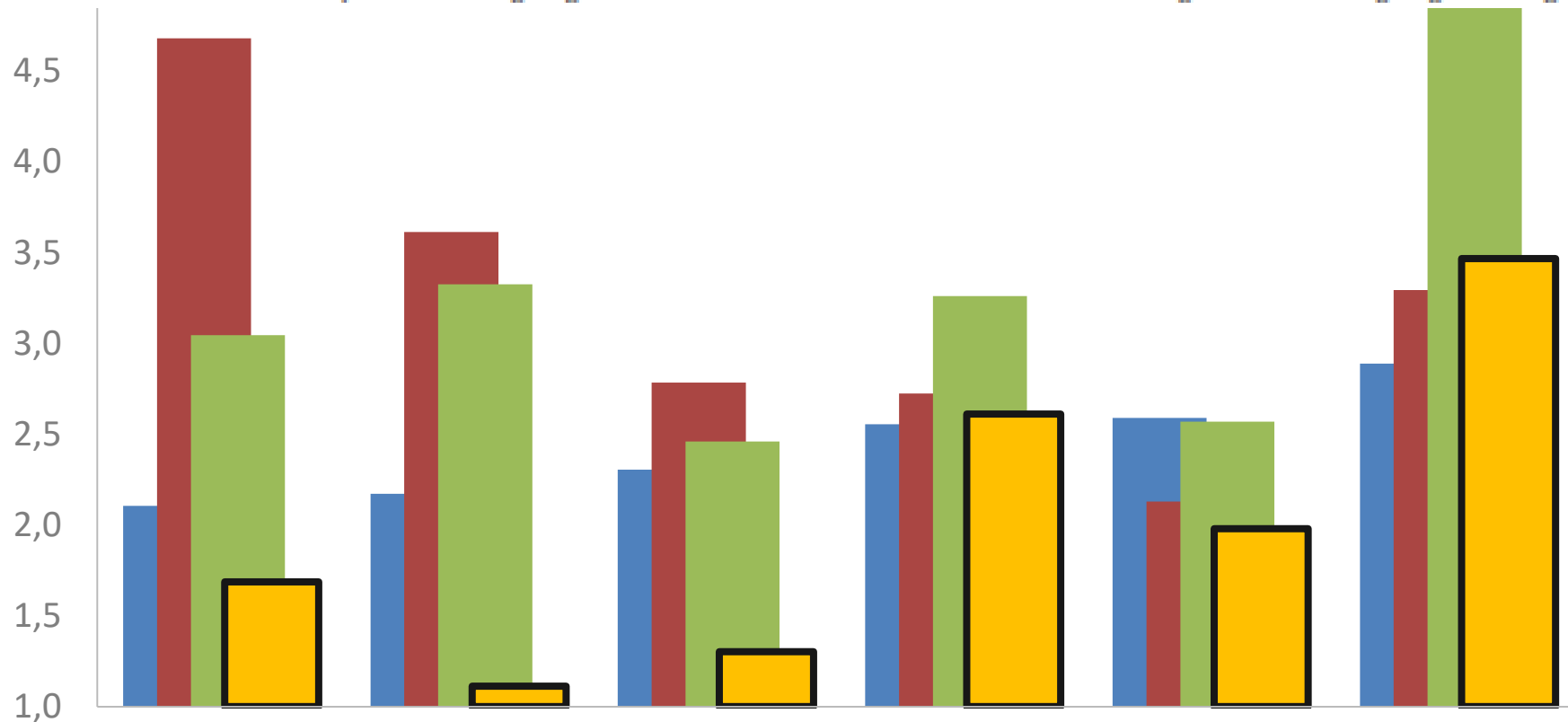
Maar sociale effecten van competenties zijn geringer

Likelihood of positive social and economic outcomes among highly literate adults

(scoring at Level 4/5 compared with those scoring at Level 1 or below)

■ Average ■ Germany ■ England (UK) ■ Flanders (Belgium)

Notes: Odds ratios are adjusted for age, gender, educational attainment and immigrant and language background.



Odds ratio

Good to excellent health

Being Employed

High levels of trust

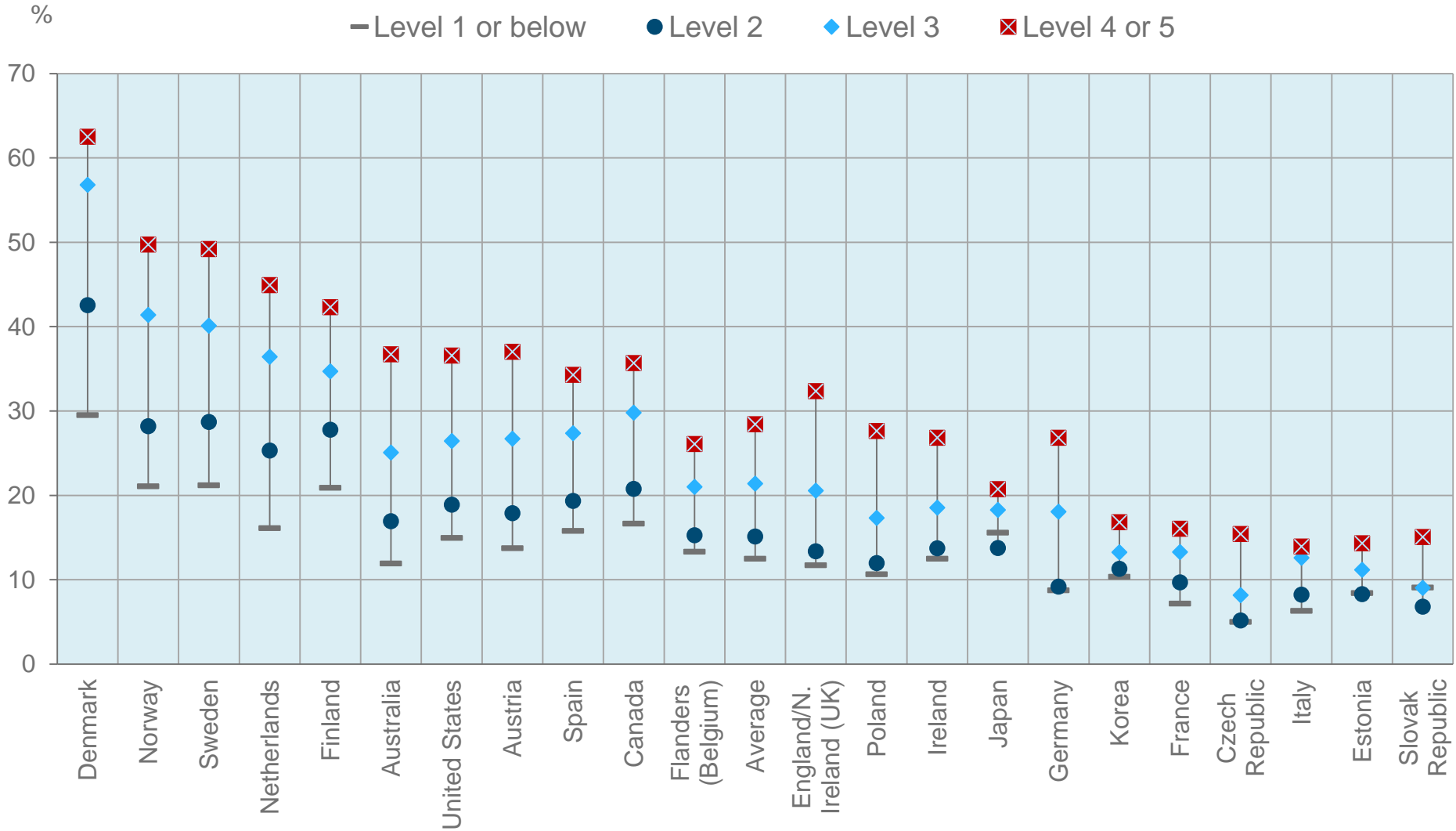
Participation in volunteer activities

High levels of political efficacy

High wages

An individual with higher levels of literacy is more likely to trust others

Proportion of adults reporting that they trust others, by PIAAC literacy proficiency level (2012)





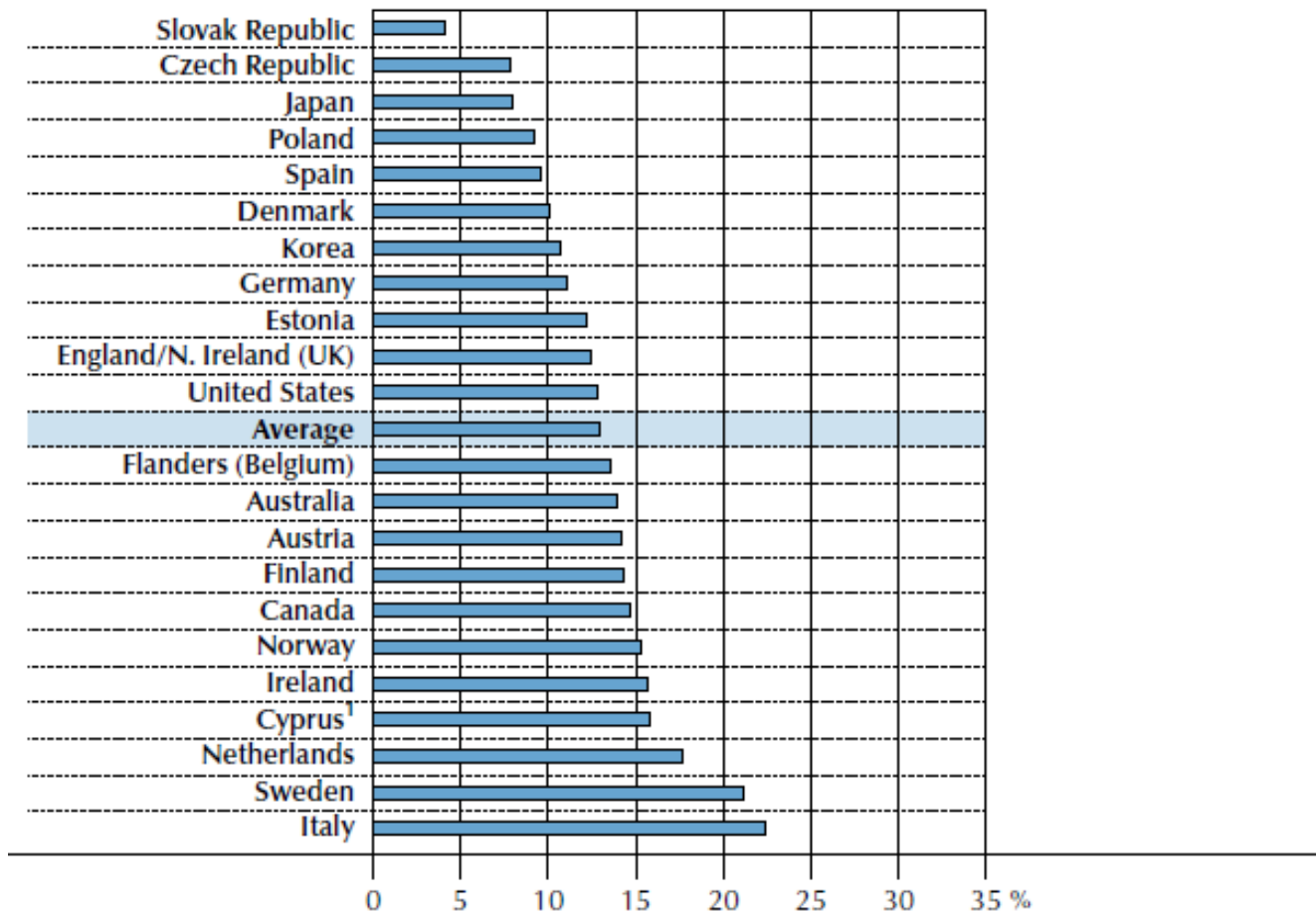
LEERKLIMAAT



Kwalificatie-behoefte

Incidence of under-qualification

Percentage of workers whose highest qualification is lower than the qualification they deem necessary to get their job today

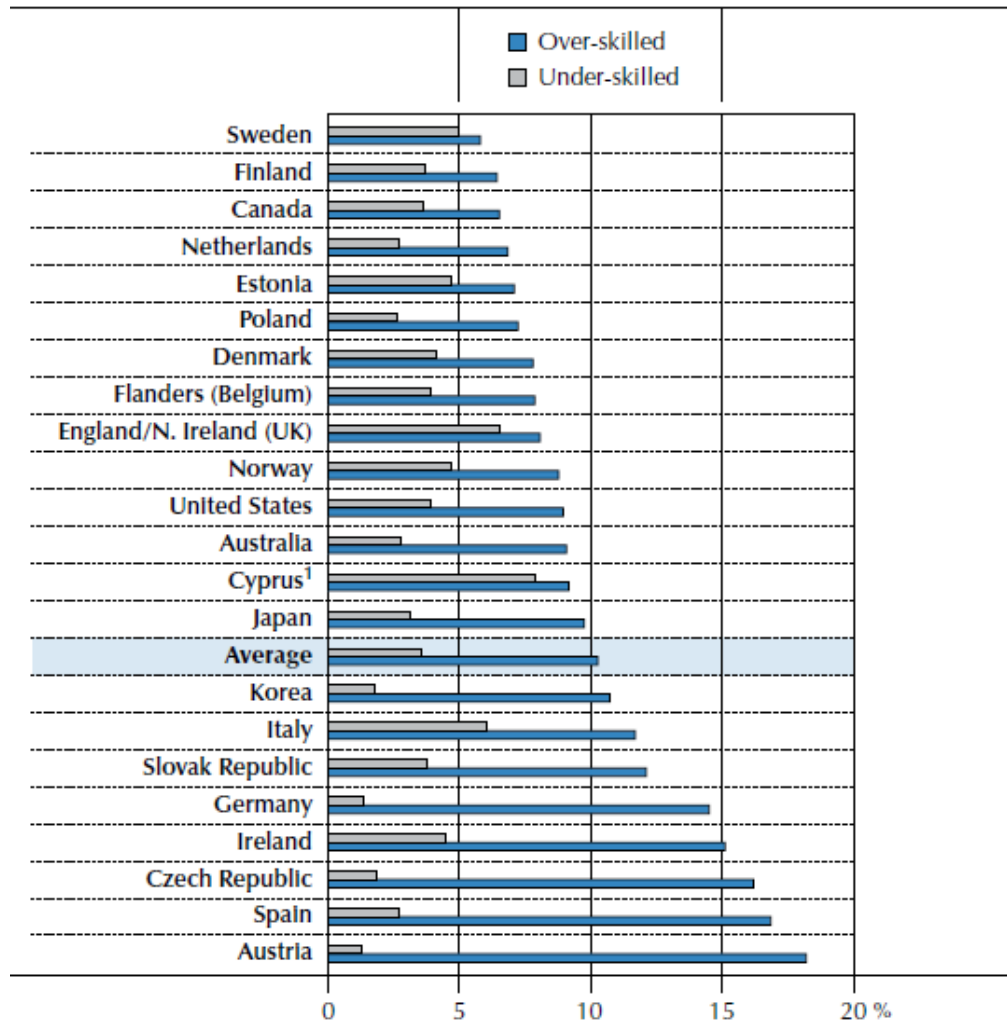




Leerbehoefte

OECD measure of skills mismatch in literacy

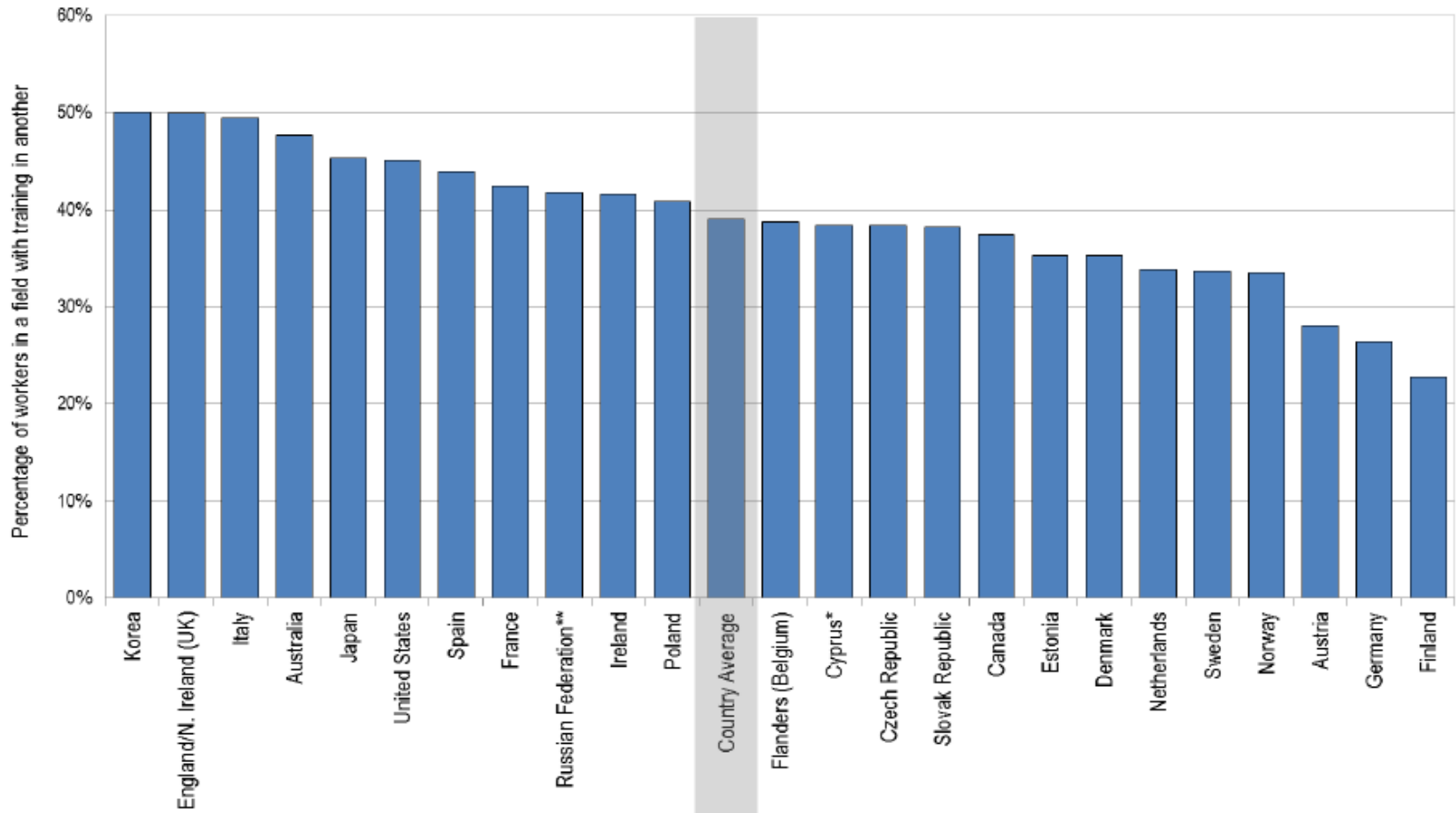
Percentage of over- and under-skilled workers





Field-of-study mismatch

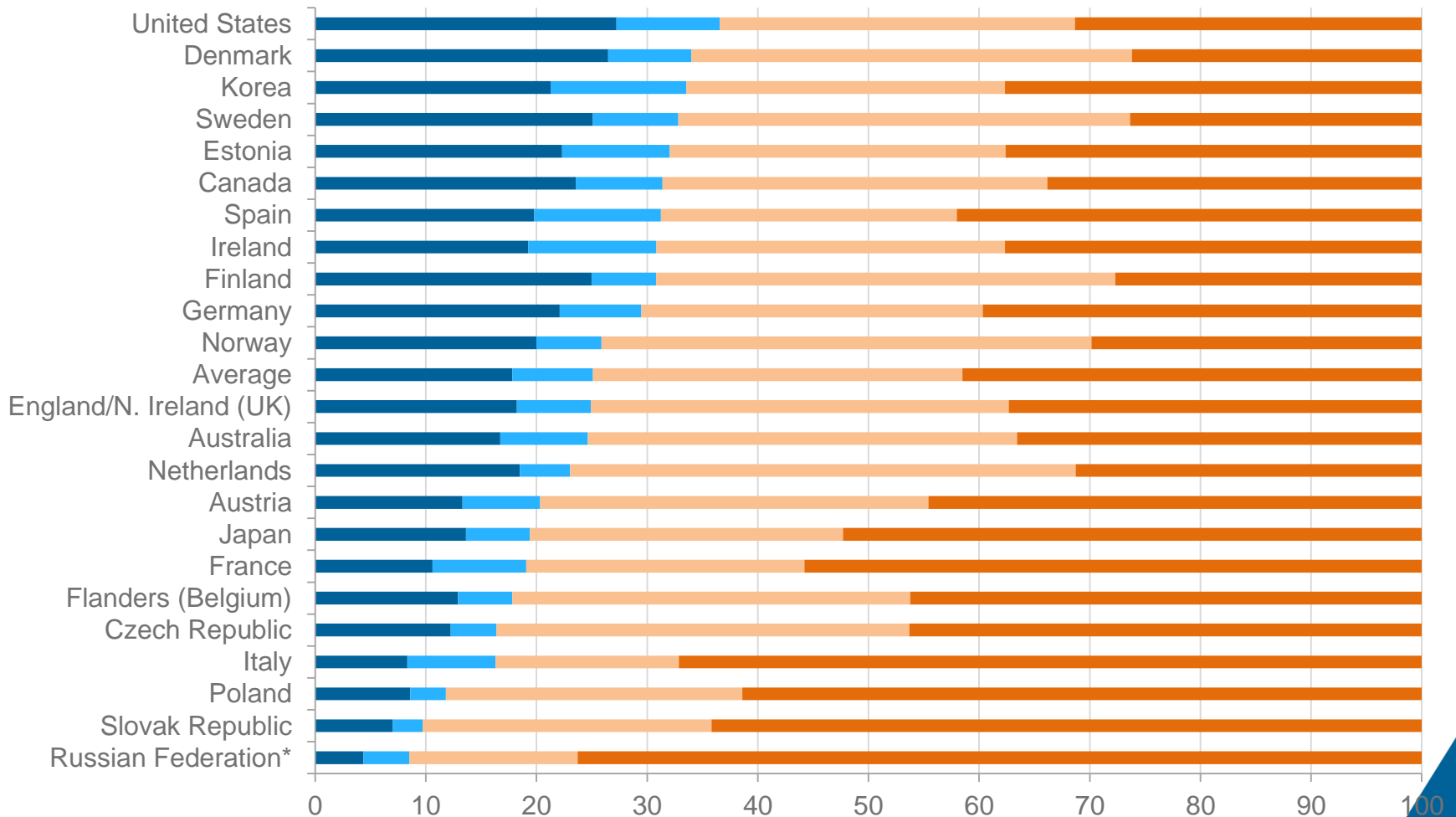
Figure 1. Prevalence of field-of-study mismatch across countries





Leervraag

- Participant, wanting learning activities
- Participant, not wanting learning activities
- Non-participant, wanting learning activities
- Non-participant, not wanting learning activities



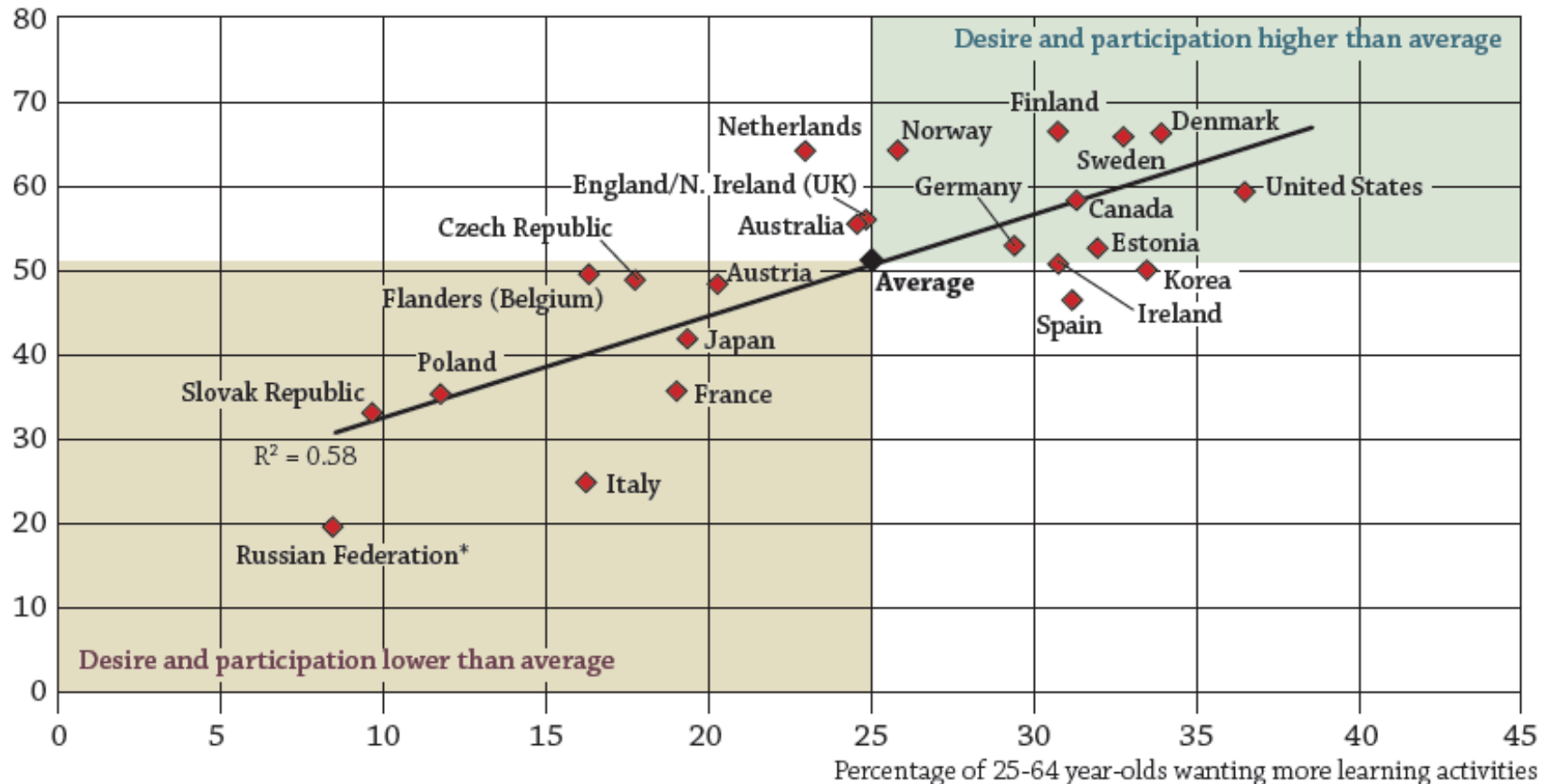


Participatie en leervraag

Figure 2. **Relationship between participation and desire for more formal and/or non-formal education among 25-64 year-olds (2012)**

Survey of Adult Skills

Percentage of 25-64 year-olds who participated in formal and/or non-formal education





BELEIDSVRAGEN



Enkele beleidsvragen

- Financiering
 - Toenemende belang niet-publieke financiering in post-initiële educatie
 - Overheid trekt zich terug op financiering leerplichtonderwijs
 - Rol bedrijfsleven in beroepsgerichte en duale trajecten
 - Discussie ondersteuning kwetsbare studenten en vraagstimulering



Enkele beleidsvragen

- Professionalisering leraren
 - Heel uiteenlopende systemen
 - Vaak aparte opleidingsroutes en certificering leraren volwassenenonderwijs, maar soms ook geen echte noodzaak certificering
 - Zij-instroom en part-time aanstellingen



Enkele beleidsvragen

- Institutionalisering
 - Aparte systemen van volwassenenonderwijs erg zeldzaam
 - Vaak ingebed in hoger onderwijs (*community colleges*) of beroepsonderwijs
 - Belangrijk: systemen van credit-transfer
 - EVC-systemen zijn veel minder succesvol dan verwacht, maar meestal decentraal, op niveau instellingen georganiseerd



ENKELE CONCLUSIES



Enkele conclusies

- (Droom van een) levenslang lerende samenleving nog niet gerealiseerd
- Objectieve kwalificatie-behoefte relatief laag, subjectieve leervraag relatief zwak, leerklimaat relatief slecht
- Onderwijssysteem schermt risico's ongekwalificeerdheid en laaggeletterdheid onvoldoende af
- Vraagstimulering bij kwetsbare doelgroepen blijft erg belangrijk



Enkele conclusies

- Arbeidsmarkt wordt stilaan meer competentie- en minder kwalificatie-gedreven
- Relatief goede verticale match kwalificaties en skills met arbeidsmarktnoden, maar wel inhoudelijke mismatch
- Arbeidsmarkt niet flexibel genoeg om mismatches ook te vertalen in leervraag
- Impact competenties op sociale uitkomsten en sociale cohesie relatief beperkt



Dank!

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