



# Vaardig genoeg voor de 21<sup>ste</sup> eeuw?

Samen aan de slag met de Vlaamse PIAAC resultaten!



# GELETERDHEIDSCOMPETENTIES ZIJN VAN CRUCIAAL BELANG, MAAR BLIJKBAAR DAN OOK WEER NIET...

**Dirk Van Damme**, Head of the Innovation and Measurement  
Progress Division, Directorate for Education and Skills, OECD

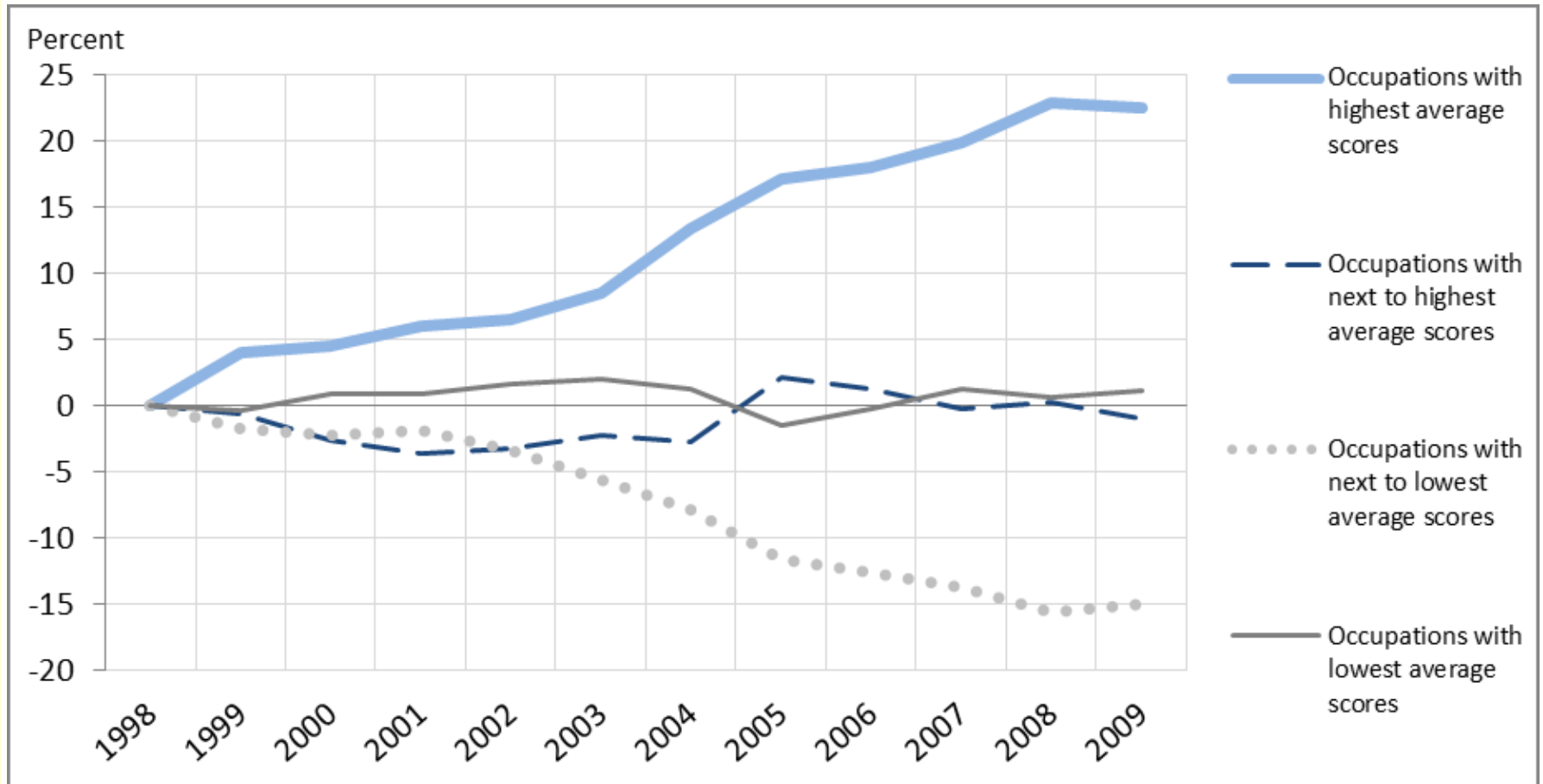
# Overzicht

- Lage maar ook laag-midden competentie-niveaus vormen een maatschappelijk risico
- Niet alleen opleiding, maar ook gebruik van competenties is cruciaal
- Competenties versus kwalificaties
- Voorbij geletterdheid
- Enkele conclusies

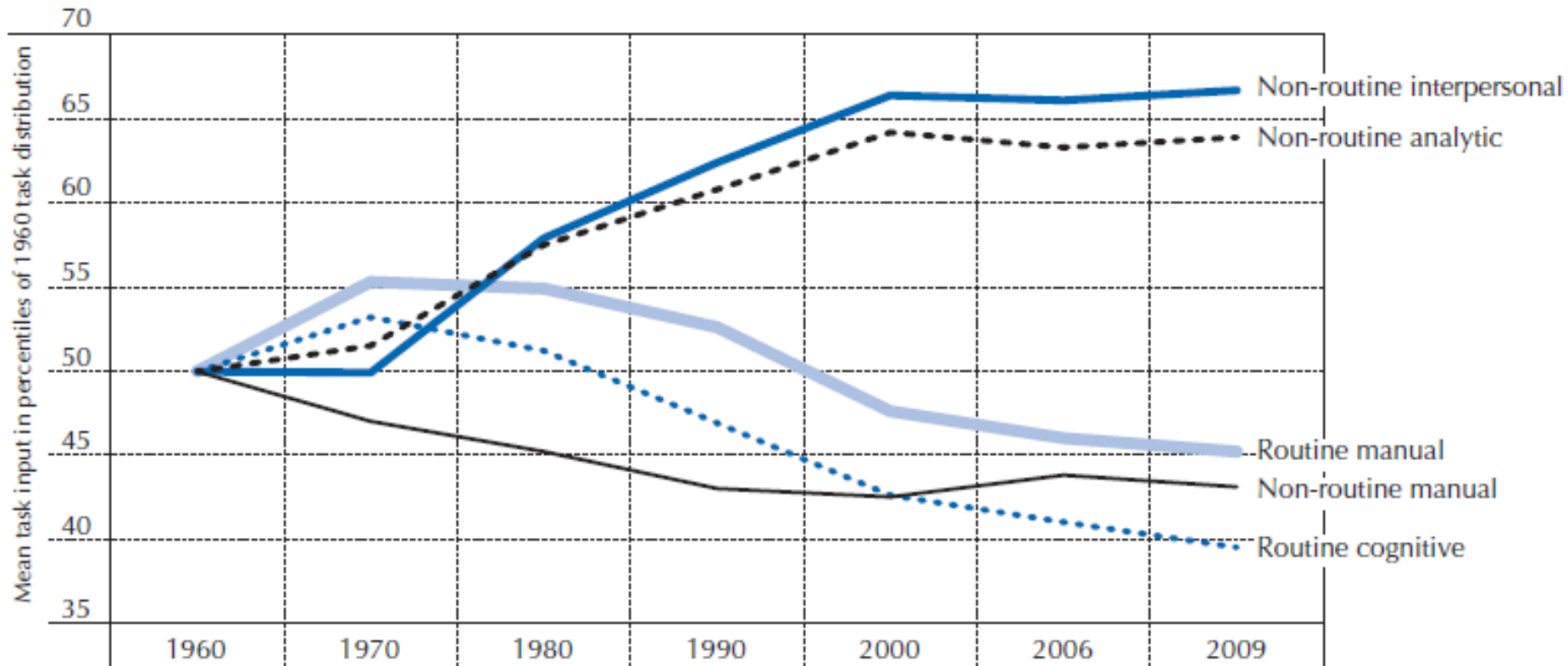


**LAGE MAAR OOK LAAG-MIDDEN  
COMPETENTIE-NIVEAUS  
VORMEN MAATSCHAPPELIJK  
RISICO**

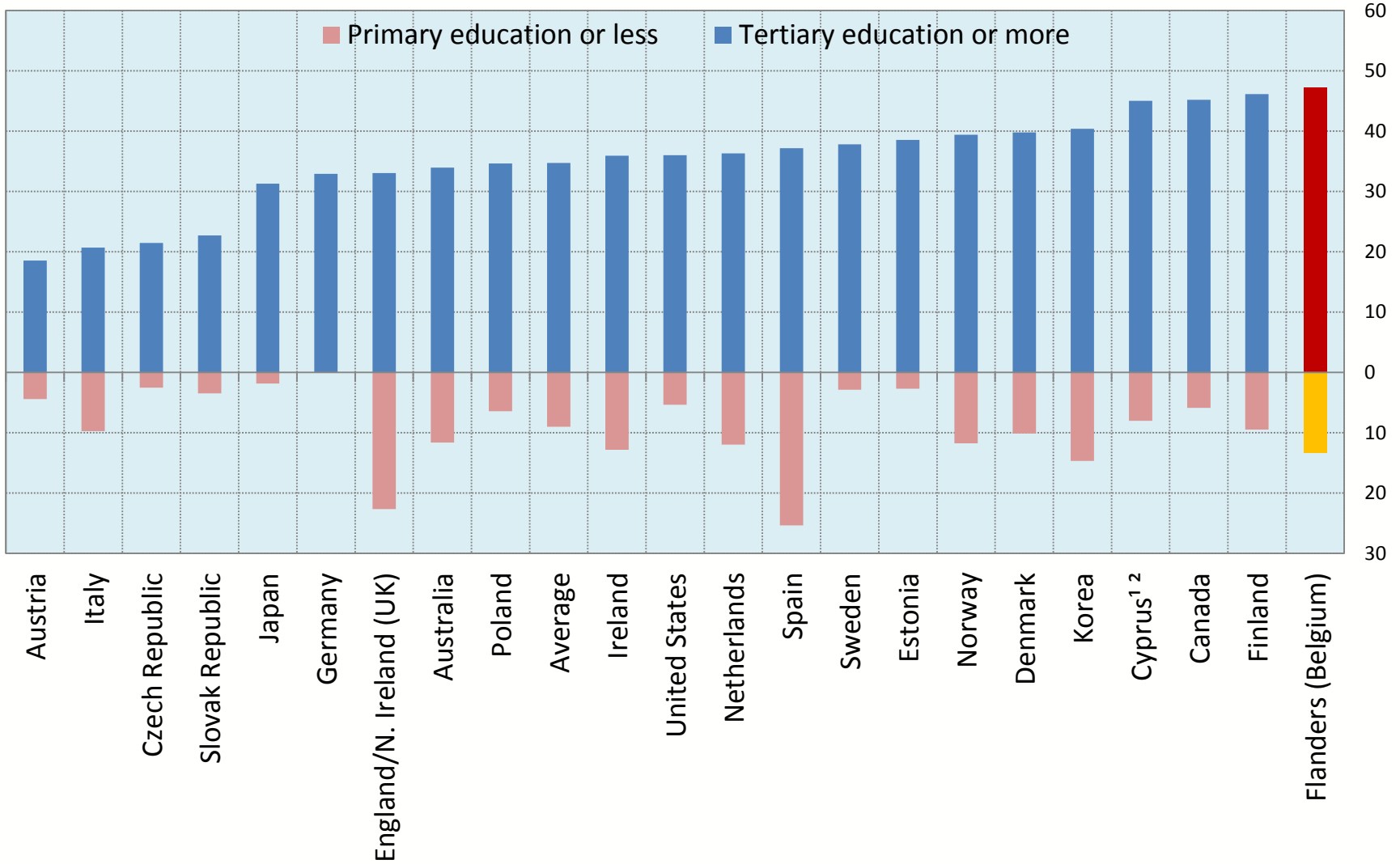
# Evolution of employment in occupational groups defined by level of skills proficiency



# Changing skills demand

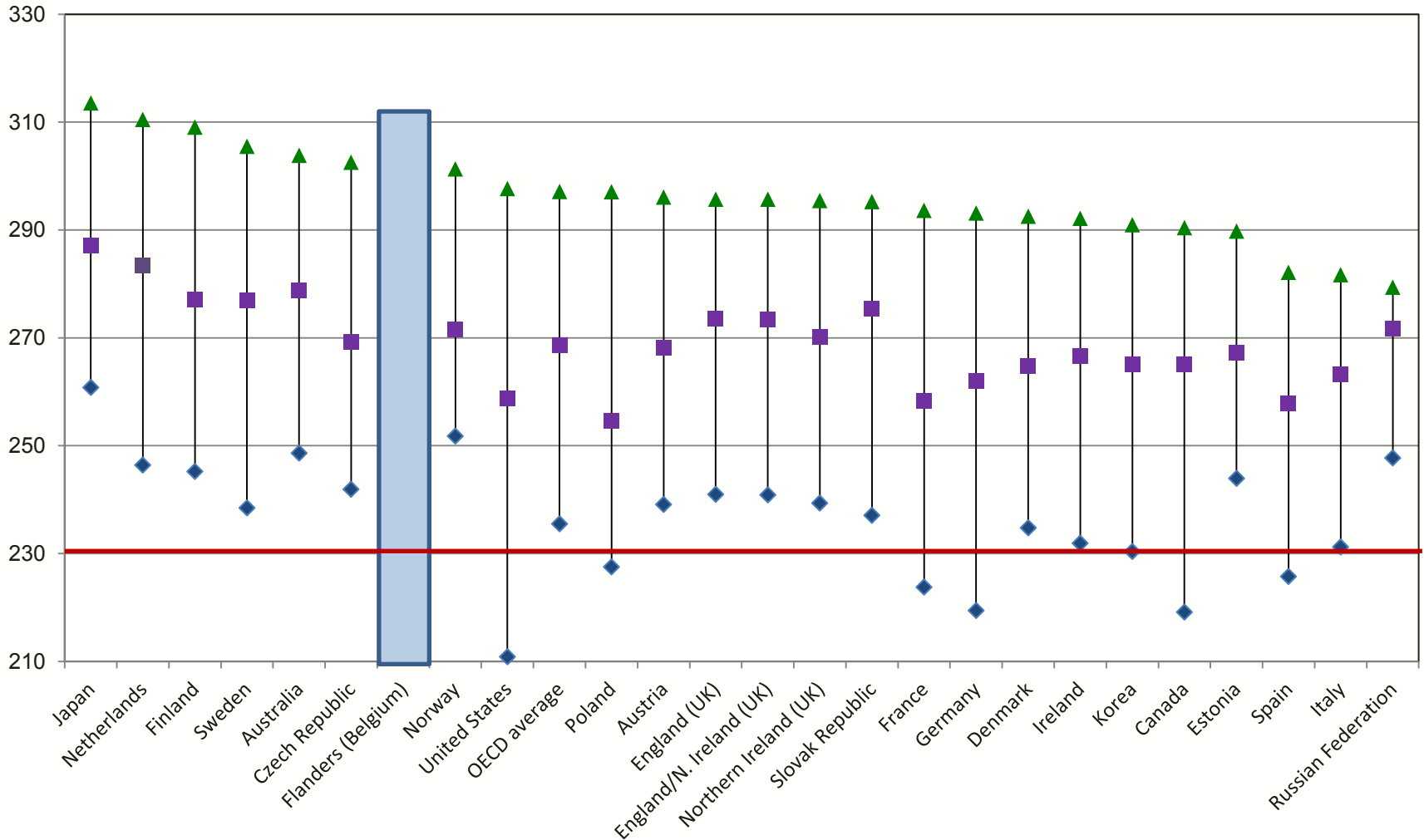


# Percentage workers in high-qualified and unqualified jobs



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

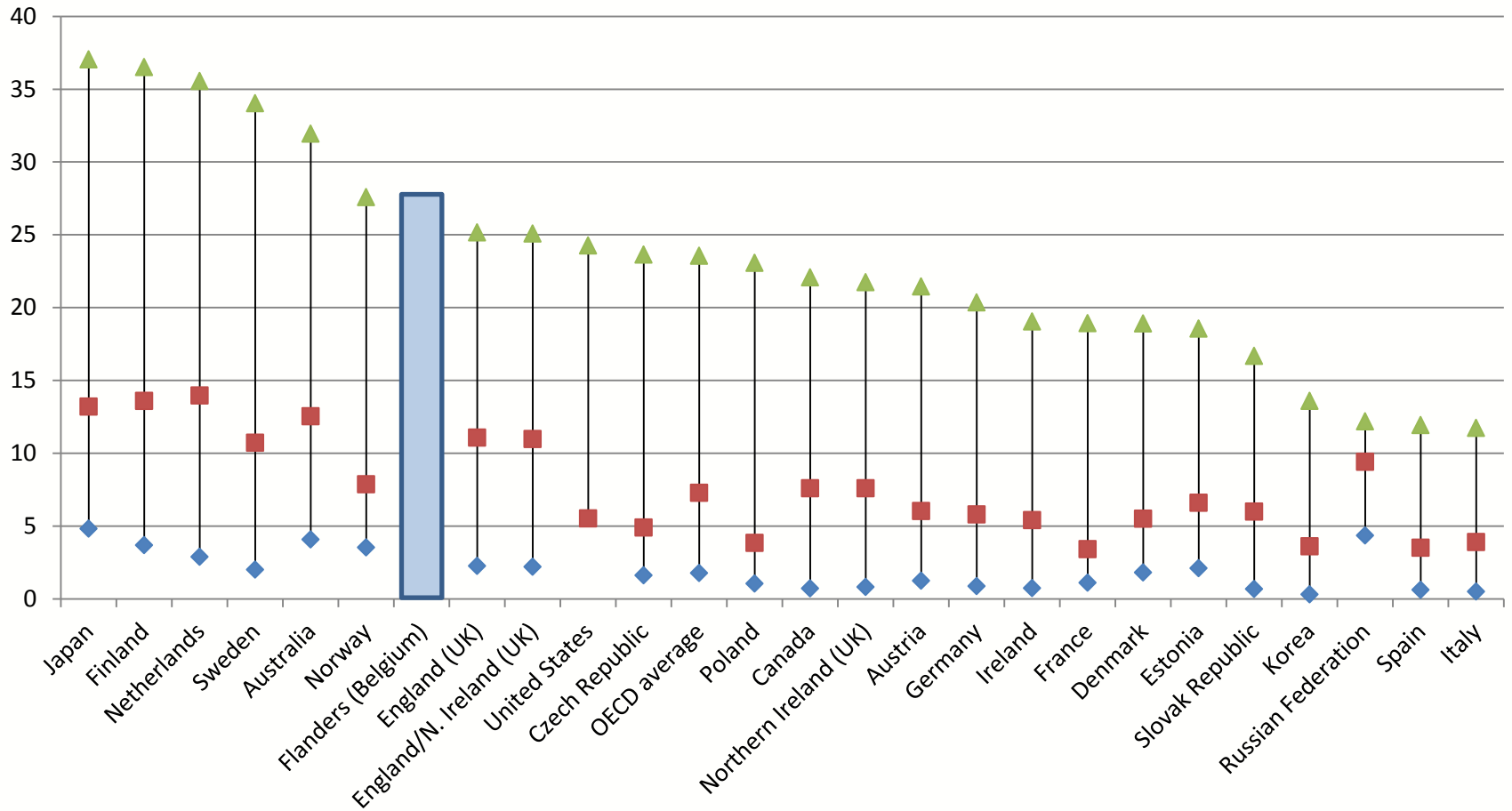
▲ Tertiary Education    ◆ Below upper secondary education    ■ Upper secondary or post-secondary non-tertiary education





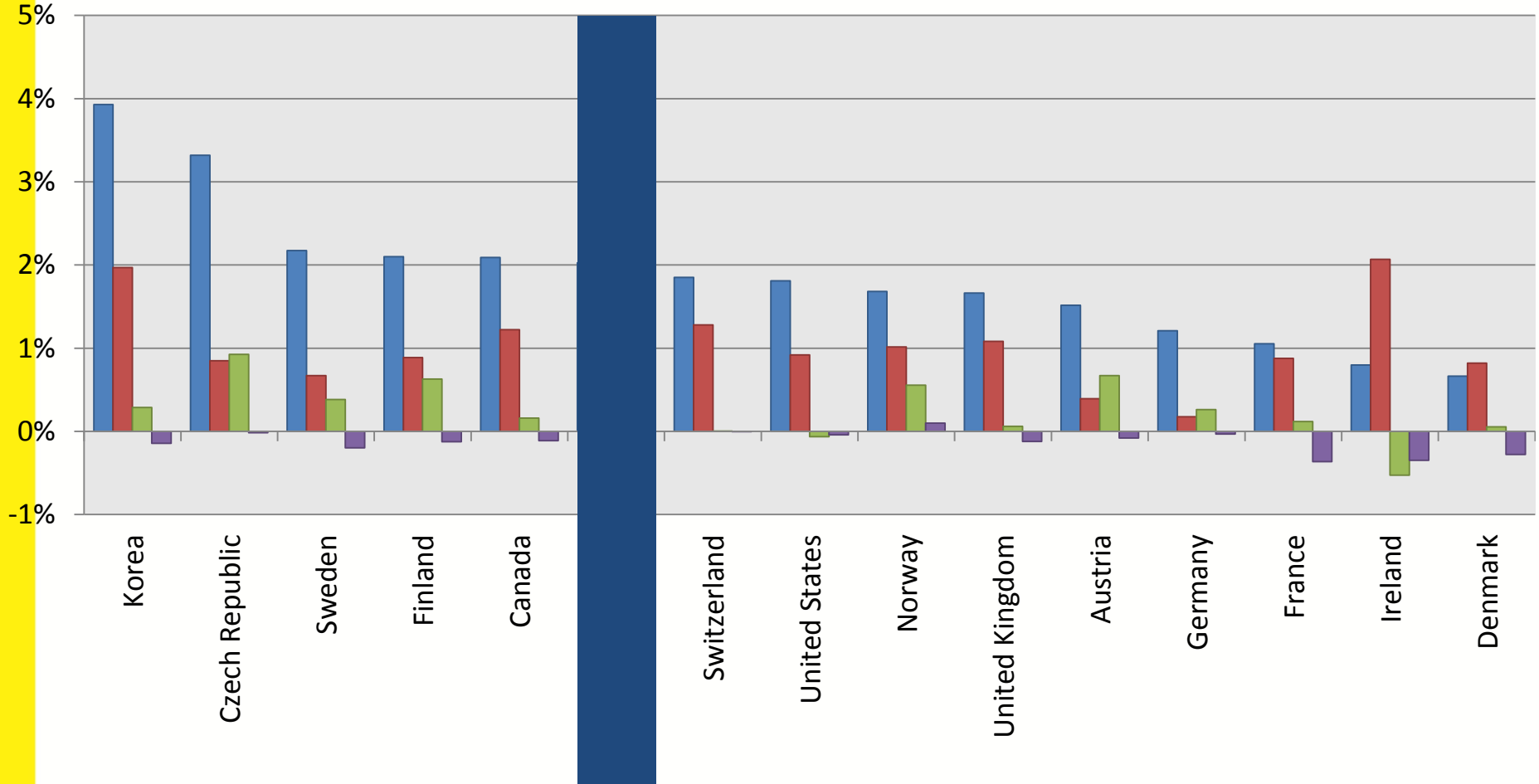
# Proportion of 25-64 year-olds scoring at PIAAC proficiency level 4 and 5, by educational attainment of the population (2012)

◆ Below upper secondary education    ■ Upper secondary or post-secondary non-tertiary education    ▲ Tertiary education

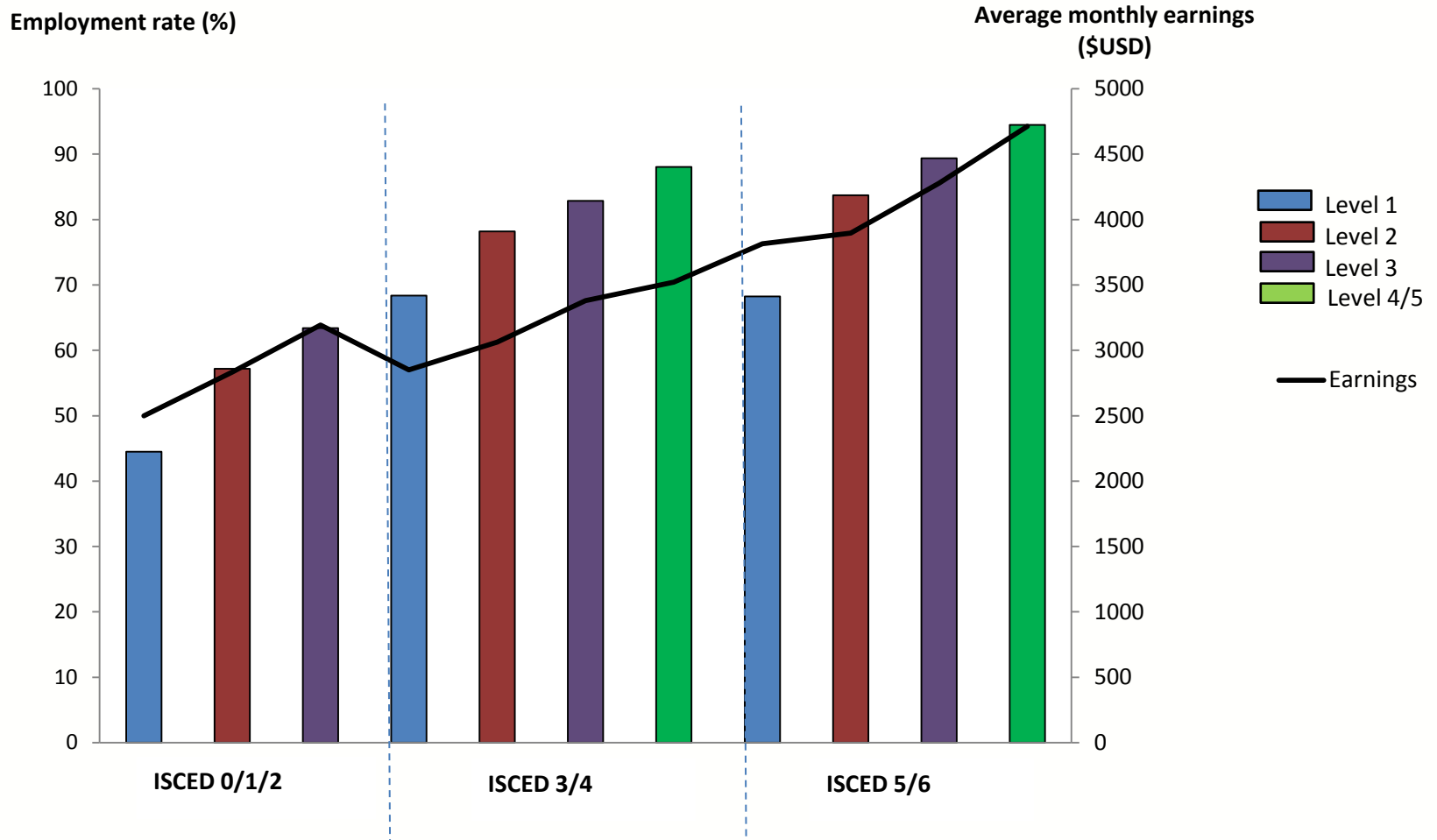


# Average GDP growth (real percentage change from the previous year) and labour income growth in GDP, by educational categories (2000-10)

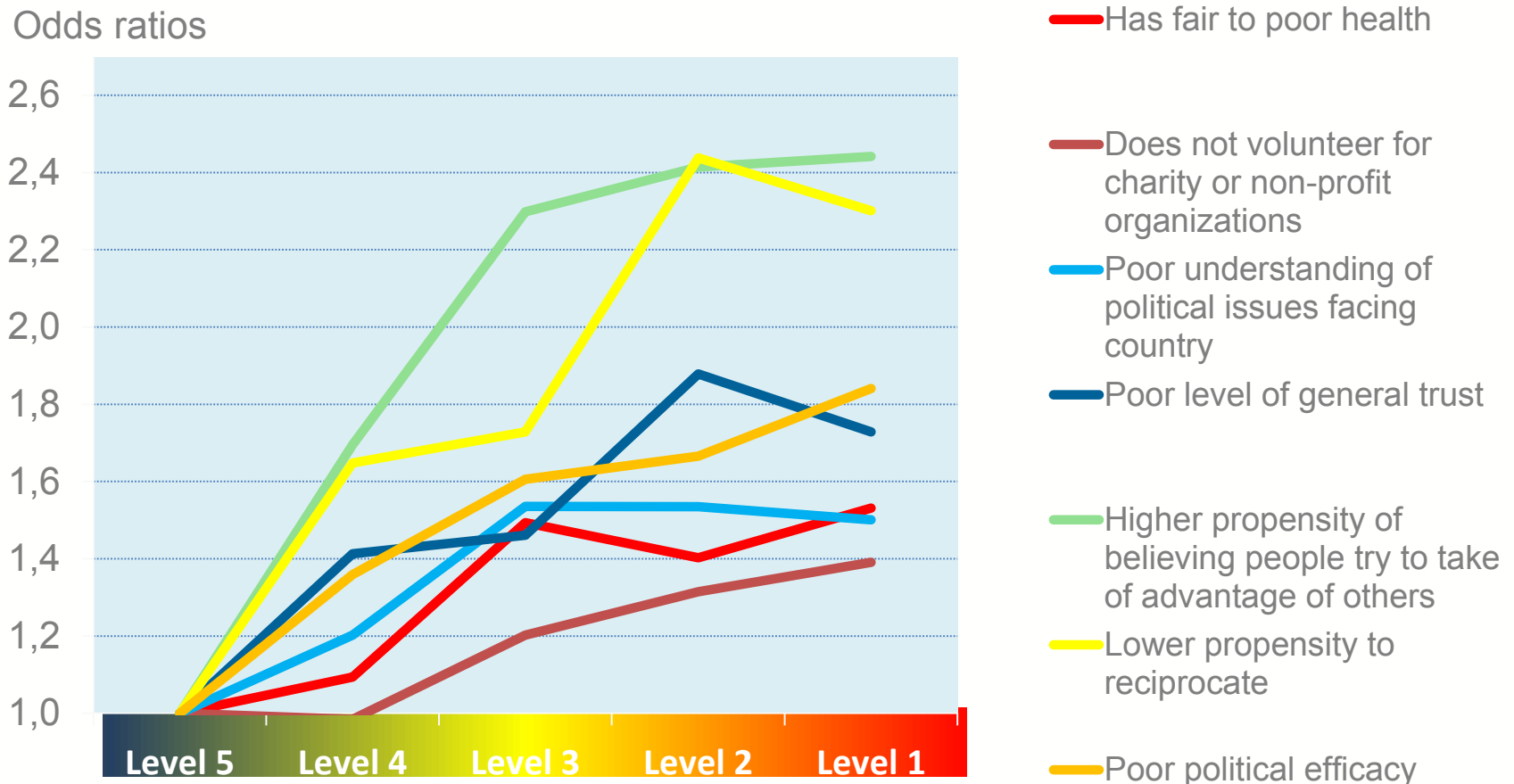
■ GDP Growth     
 ■ ISCED 5B/5A/6     
 ■ ISCED 3/4     
 ■ ISCED 0/1/2



# Employment rate and earnings by educational attainment and literacy - Flanders



# Literacy skills also matter for social outcomes in life (PIAAC data)



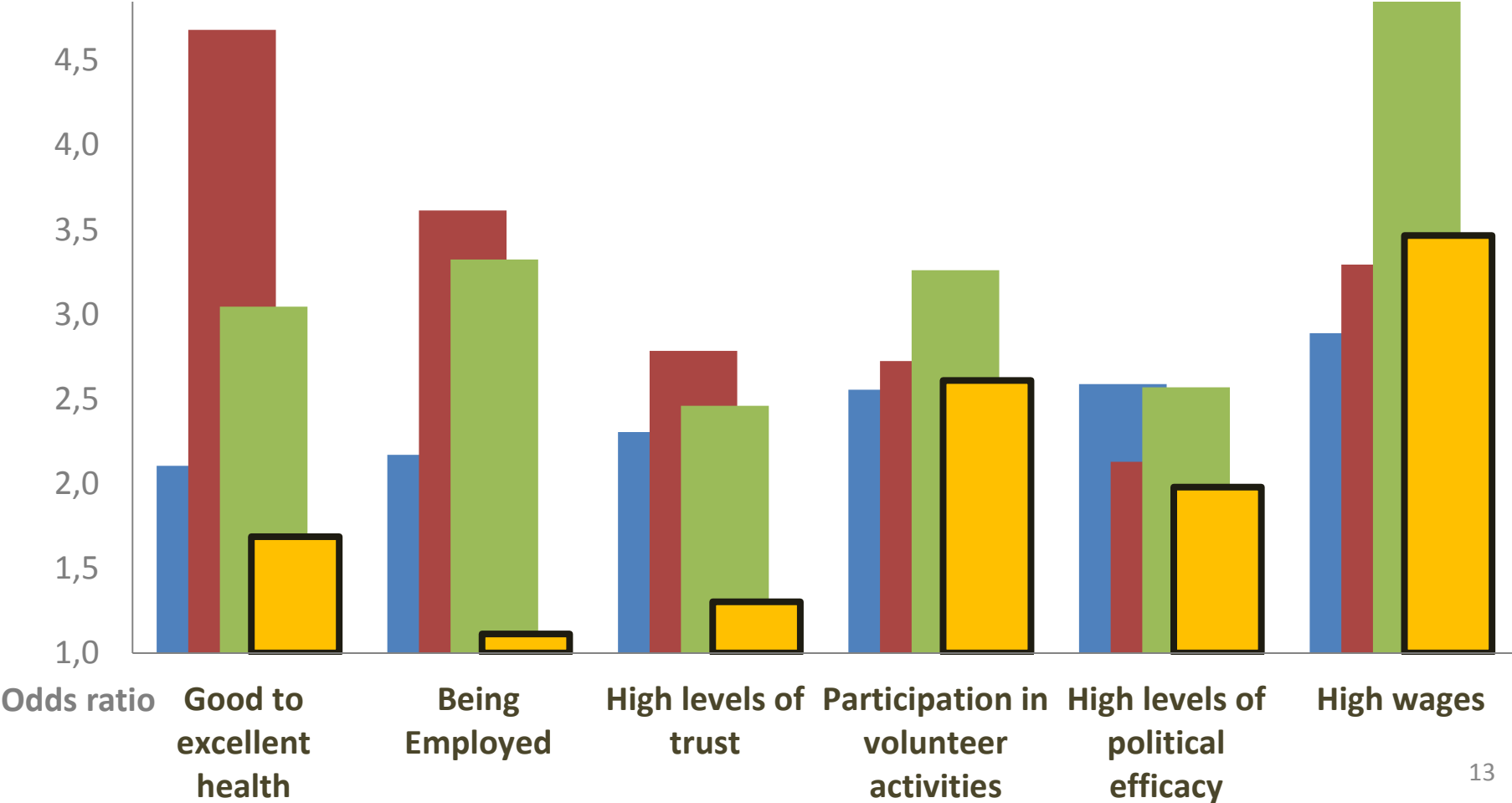
Odds are adjusted for age, gender, and immigration status.

# 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)

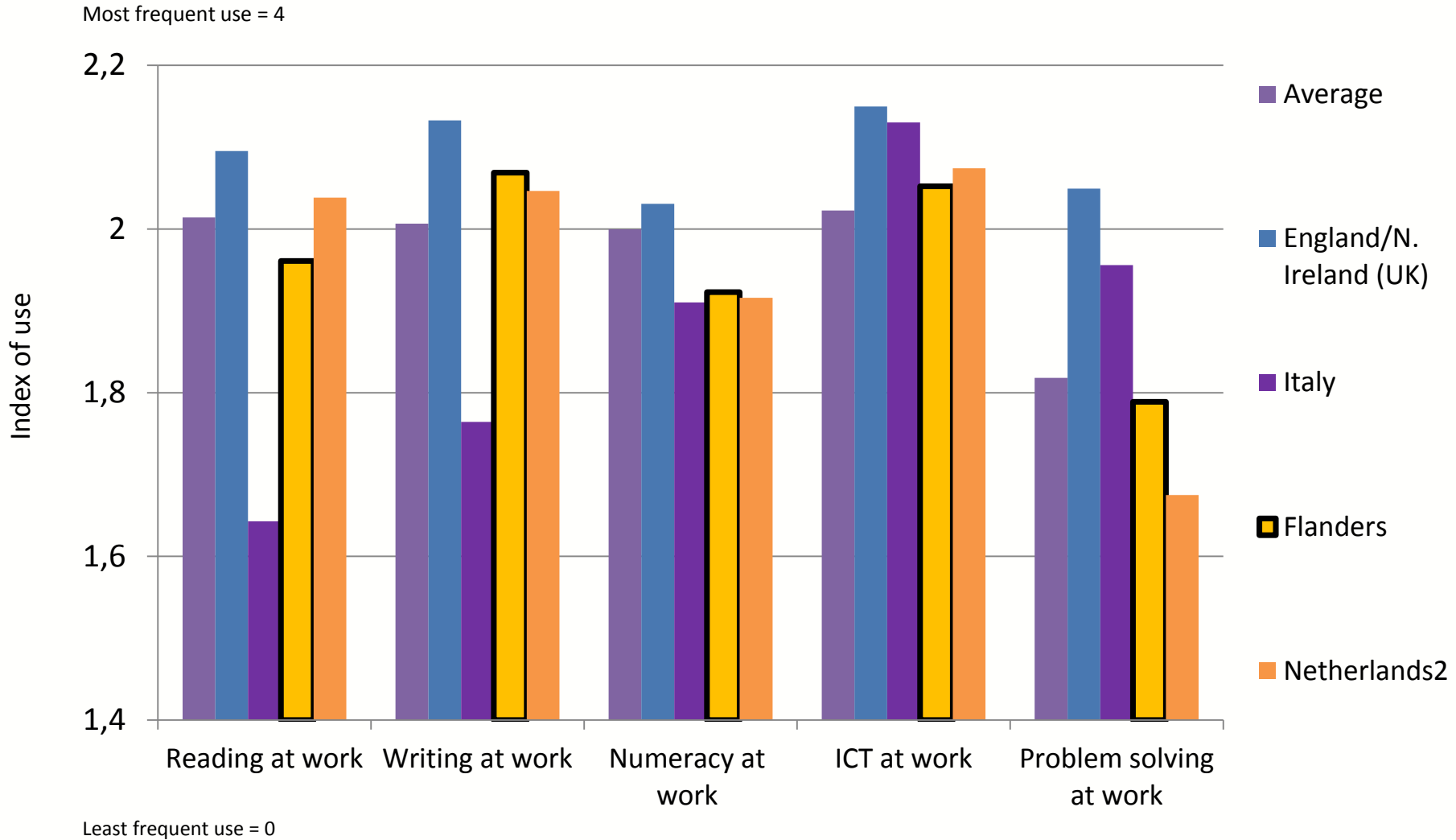
Notes: Odds ratios are adjusted for age, gender, educational attainment and immigrant and language background.





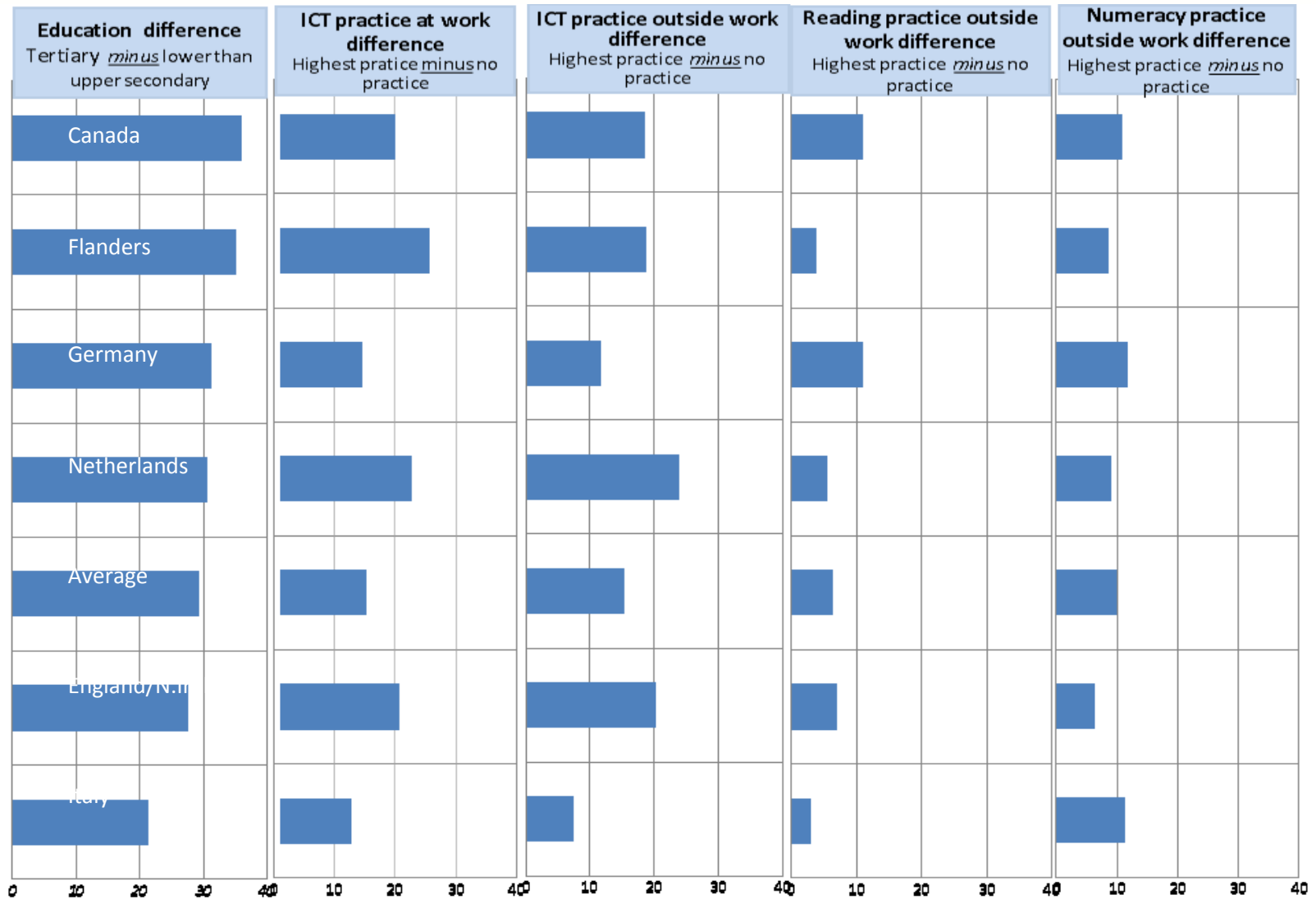
# COMPETENTIES GEBRUIKEN IS CRUCIAAL

# Use of skills at work



# What matters for literacy proficiency

(score point differences)

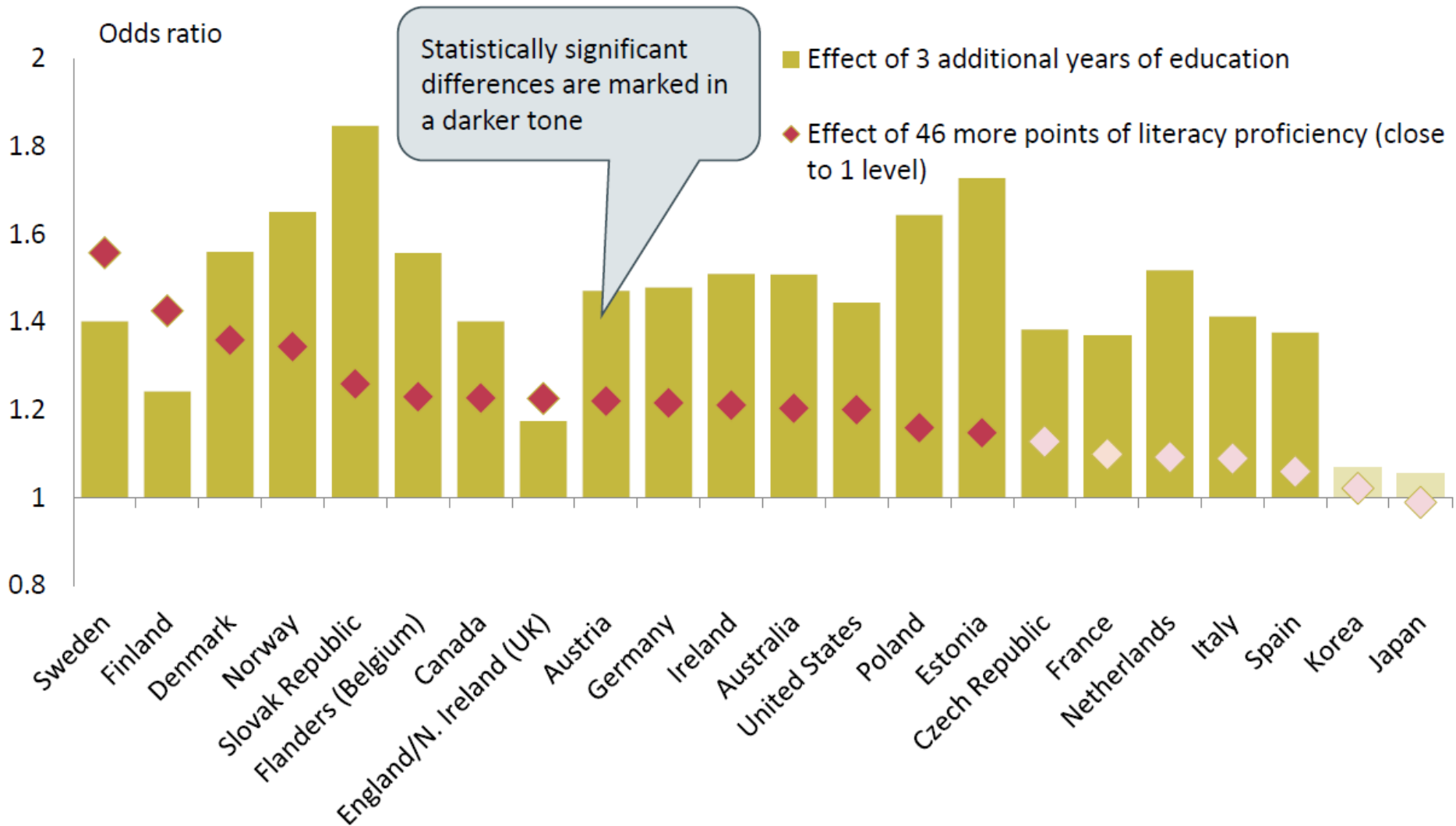






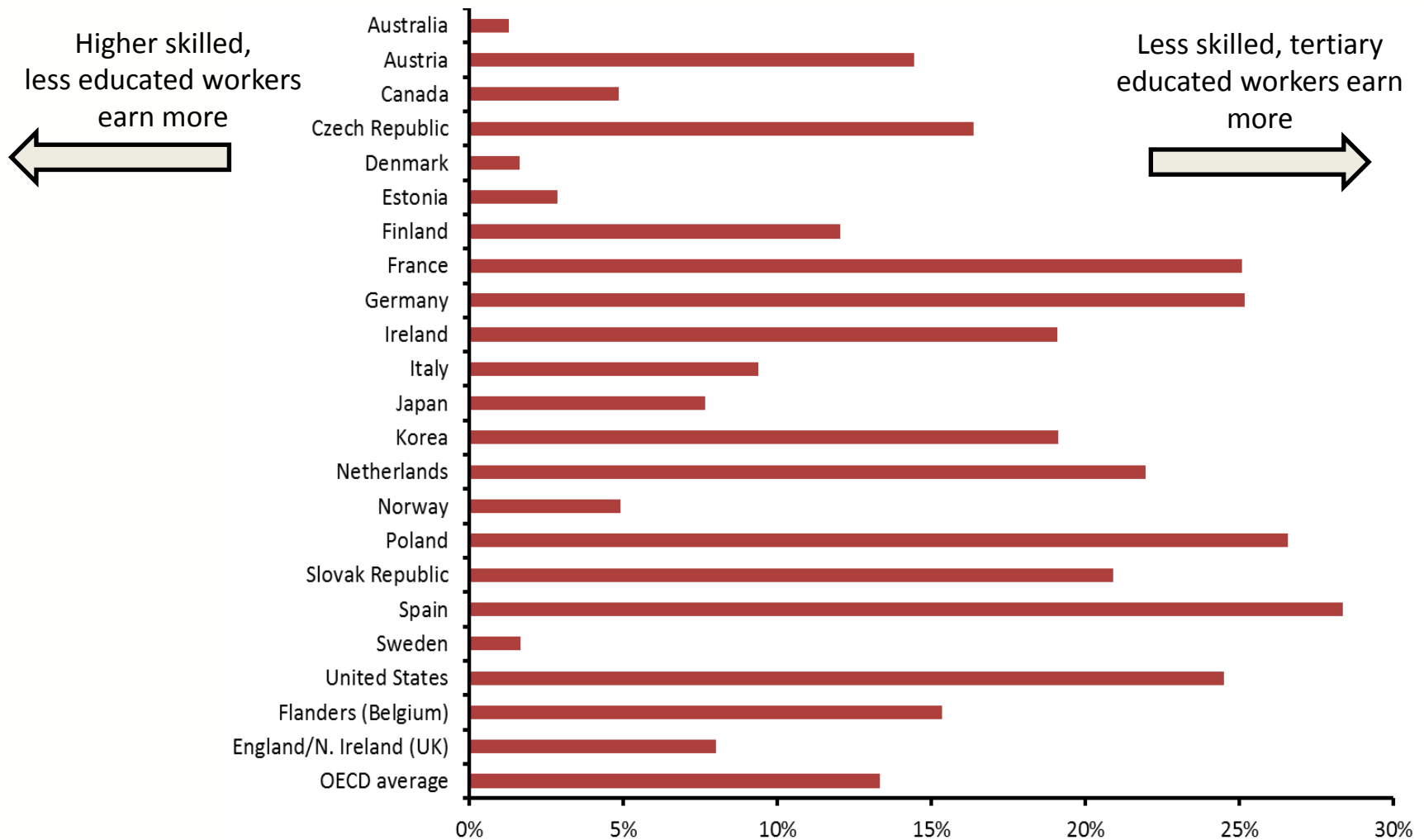
# COMPETENTIES OF KWALIFICATIES?

# The effect of education and literacy on labour market participation



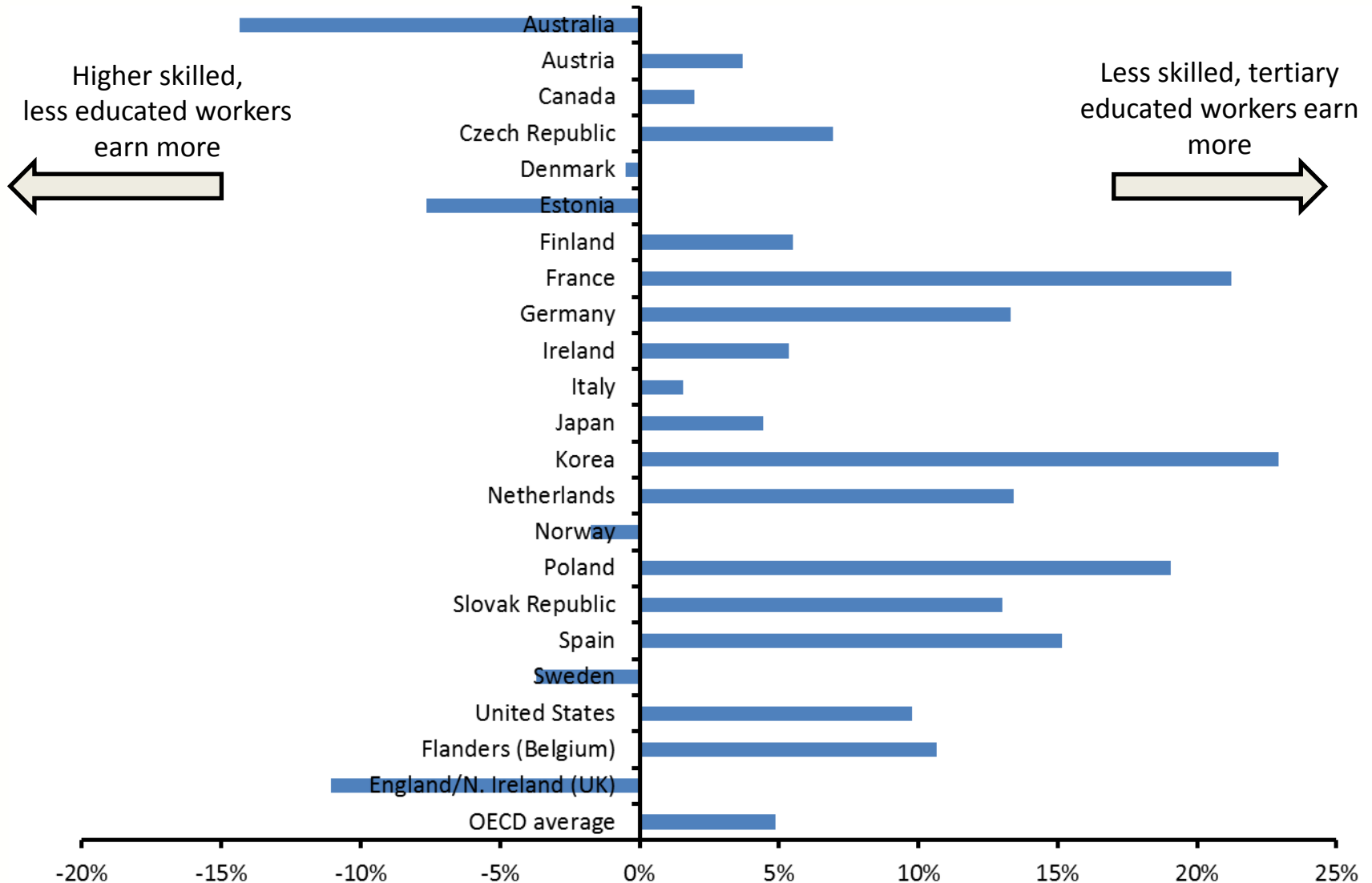
# A tertiary qualification is key for higher earnings

Difference in average earnings of tertiary educated workers (with skill level 2) and more highly skilled non-tertiary educated workers (with skill level 3)



# A tertiary qualification is key for higher earnings

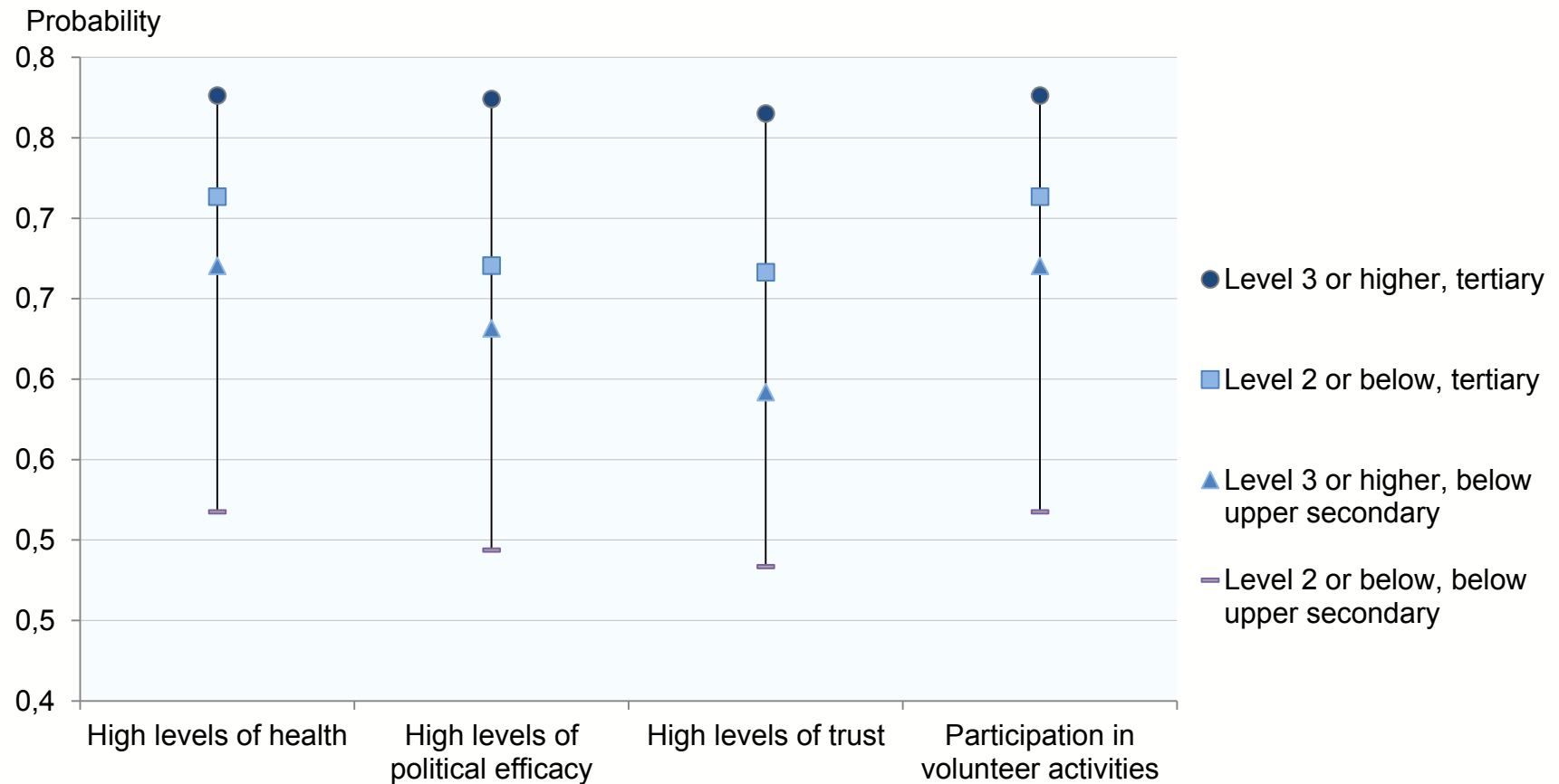
Difference in average earnings of tertiary educated workers (with skill level 2) and more highly skilled non-tertiary educated workers (with skill level 4/5)



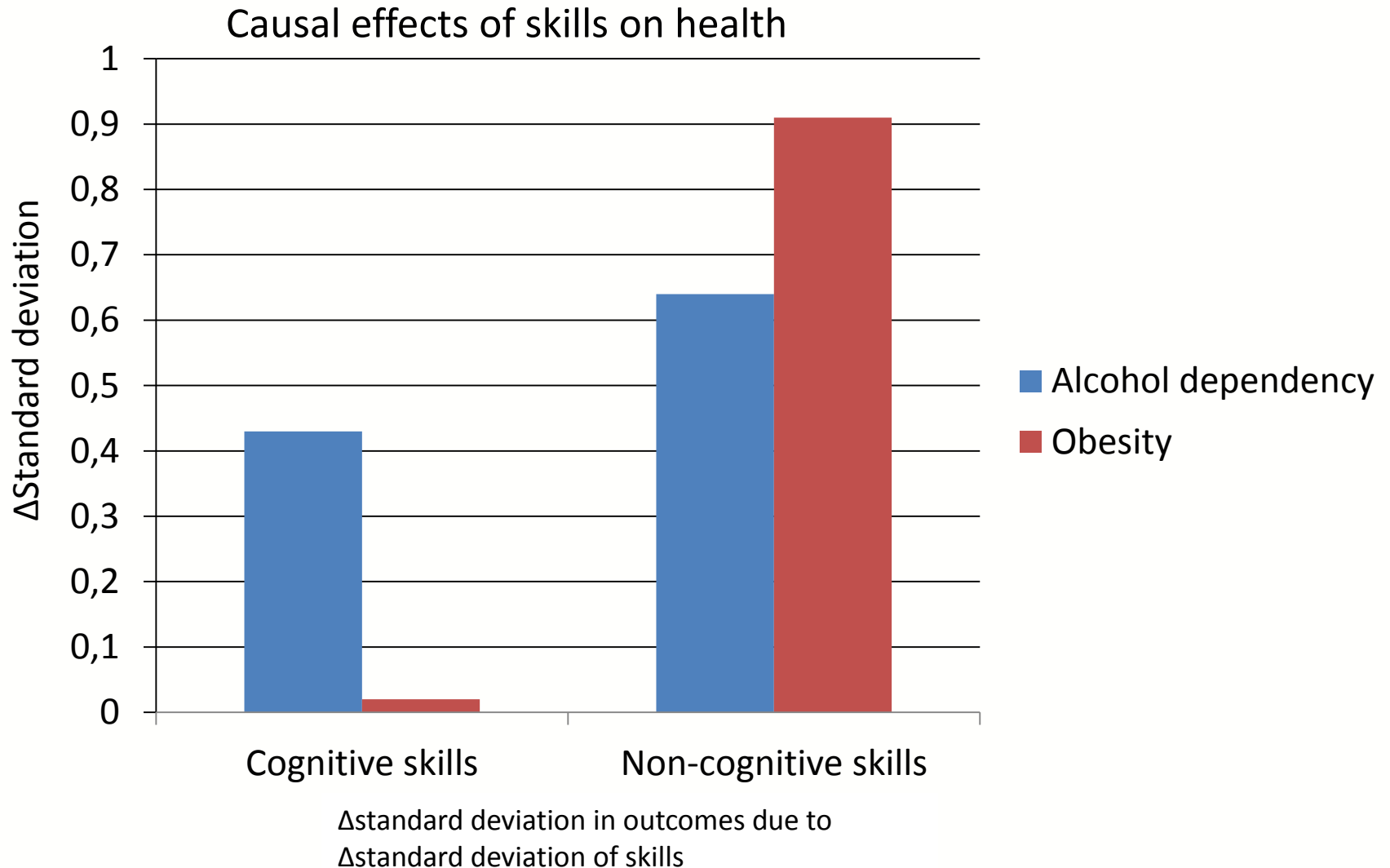


# MEER DAN GELETTERDHEID

# Educational attainment related to positive social outcomes



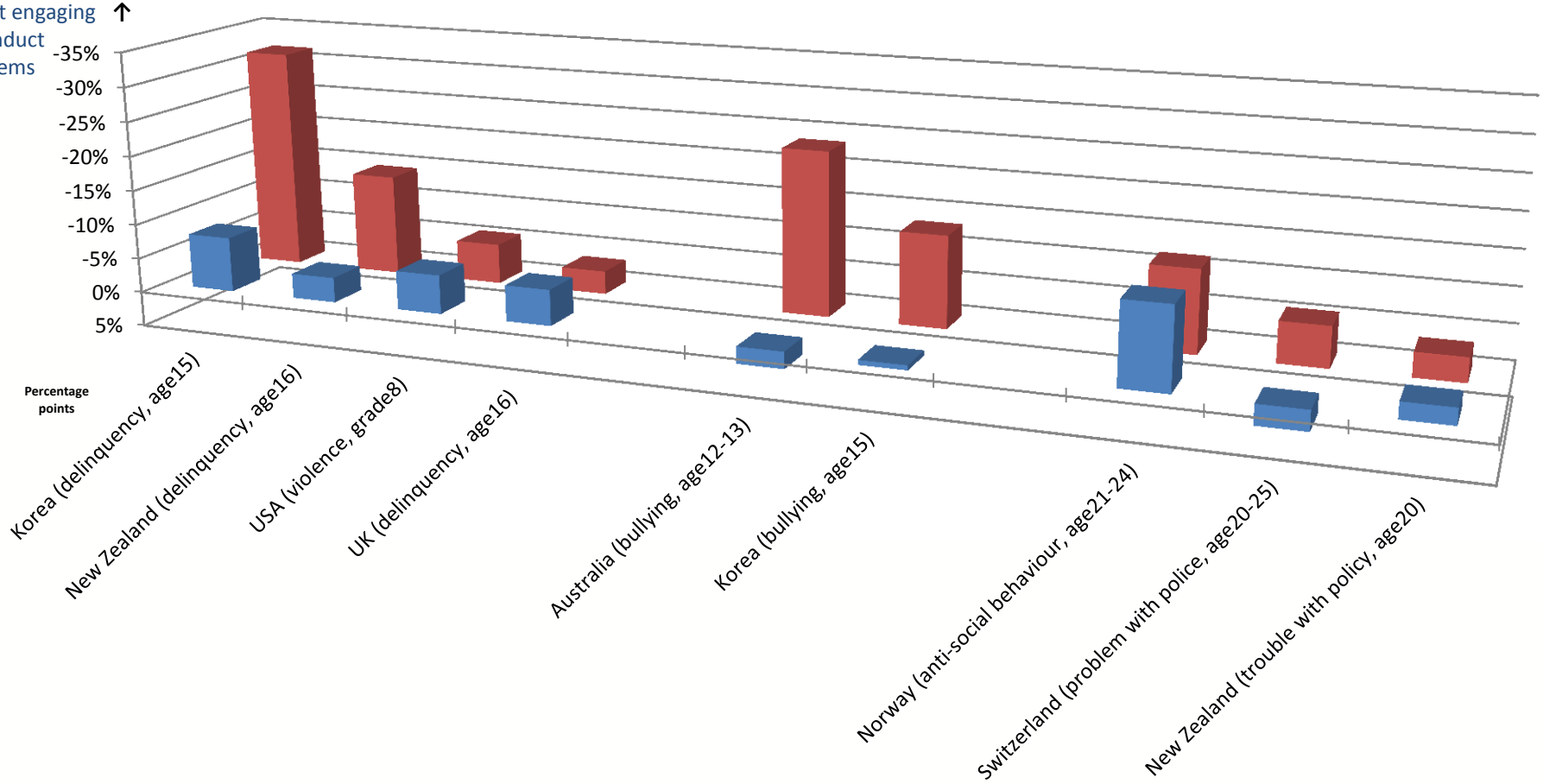
# Non-cognitive skills matter as well



# Impact of social and emotional skills on criminal behaviour

■ Cognitive ■ Social and emotional

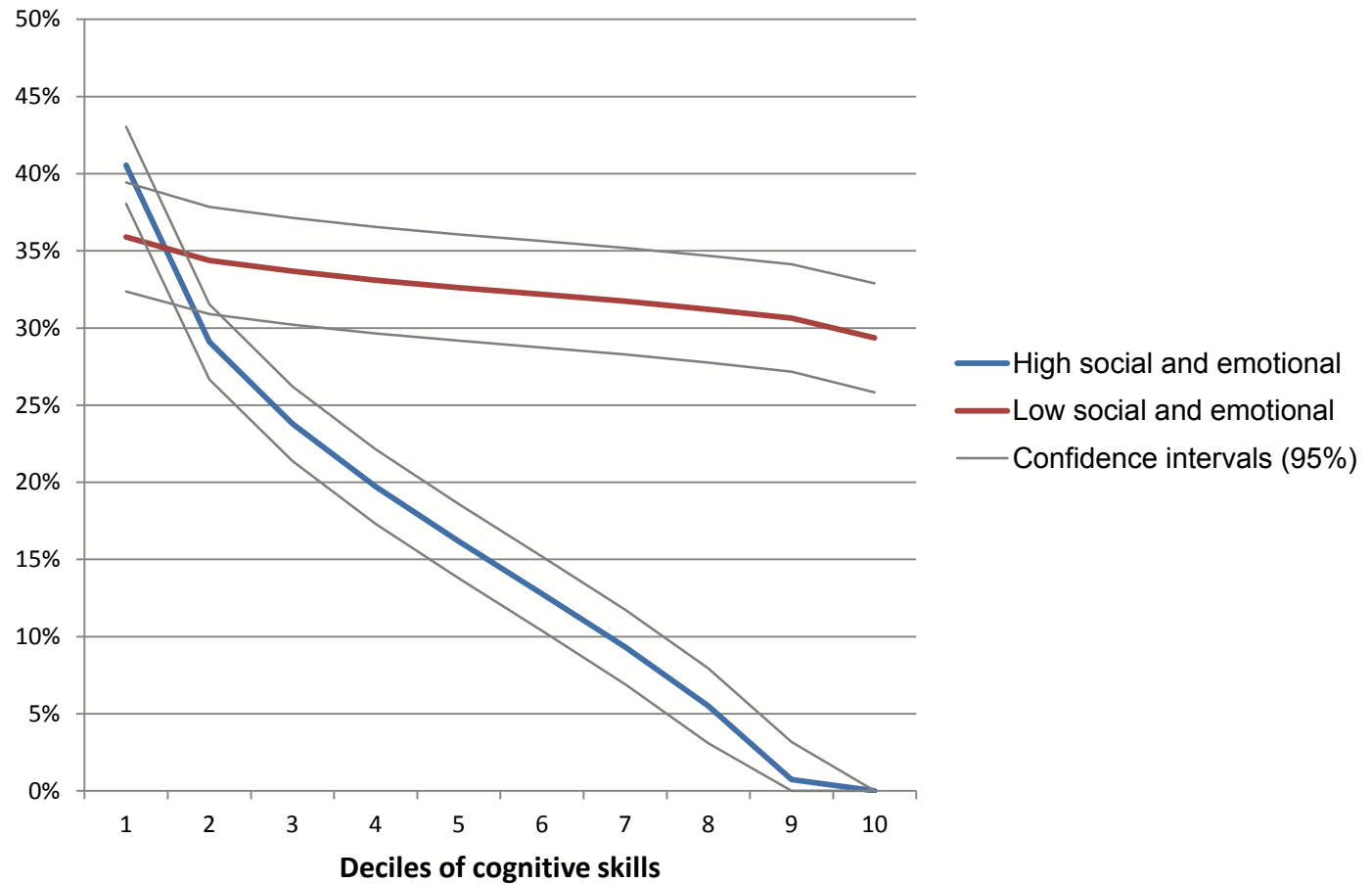
Less likely to report engaging in conduct problems ↑





# Interaction between cognitive and non-cognitive skills

Likelihood of reporting mild depression





# ENKELE CONCLUSIES

# Enkele conclusies

- We moeten ons niet alleen zorgen maken over blijvend hoog aantal laaggeletterden, maar ook over de groep laag-midden geletterden
- Lage geletterdheid heeft allerlei problematische gevolgen, waarvan de maatschappelijke kost op lange termijn ondergewaardeerd wordt

# Enkele conclusies

- Stimuleren van gebruik van competenties in werk en niet-werk omgevingen is cruciaal
- We moeten op een radicalere manier het kwalificatie-fetisjisme in vraag stellen en competenties beter valoriseren en waarderen
- Naast en doorheen geletterdheid en cognitieve competenties blijken sociale en emotionele competenties erg belangrijk te zijn

**Dank!**

[dirk.vandamme@oecd.org](mailto:dirk.vandamme@oecd.org)

[www.oecd.org/edu/ceri](http://www.oecd.org/edu/ceri)

twitter @VanDammeEDU



# Vaardig genoeg voor de 21<sup>ste</sup> eeuw?

Samen aan de slag met de Vlaamse PIAAC resultaten!