

DEPARTMENT OF EDUCATION

Attractiveness of initial vocational education and training in German speaking countries

Selected findings from a large-scale comparative study perspective

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Attractiveness of initial vocational education and training in German speaking countries

Overview

1. The study
2. The notion of attractiveness
3. The quest for comparable data
4. The Eurobarometer: perceptions of attractiveness
5. Selected findings for German-speaking countries
 - Germany (2 case studies)
 - Austria
 - Switzerland
6. Conclusions

The study

- ‘Attractiveness of European initial vocational education and training: identifying what matters’
- Funded by CEDEFOP, 2011-13
- Carried out by RAND Europe and SKOPE
- Final report available at:
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/5539>
- Team members: Cathleen Stasz, Susan Guthrie, Craig Holmes, Hubert Ertl, Sophie Castle-Clarke, Samuel Drabble, Lydia Villaba Van-Dijk, Elizabeth Watters

The study

- Project covered 27 EU member states plus Norway, Iceland, Switzerland, Australia and South Korea
- Short profiles on attractiveness of IVET in 32 countries
- Case studies of 2 measures to increase IVET attractiveness in 6 selected countries: Czech Republic, Denmark, Germany, Finland, Ireland, Spain
- Prescriptive tender document:
 - ‘provide evidence to **support policy decisions and actions**’
 - ‘**evaluate current policy** initiatives and measures to increase attractiveness of IVET attractiveness’

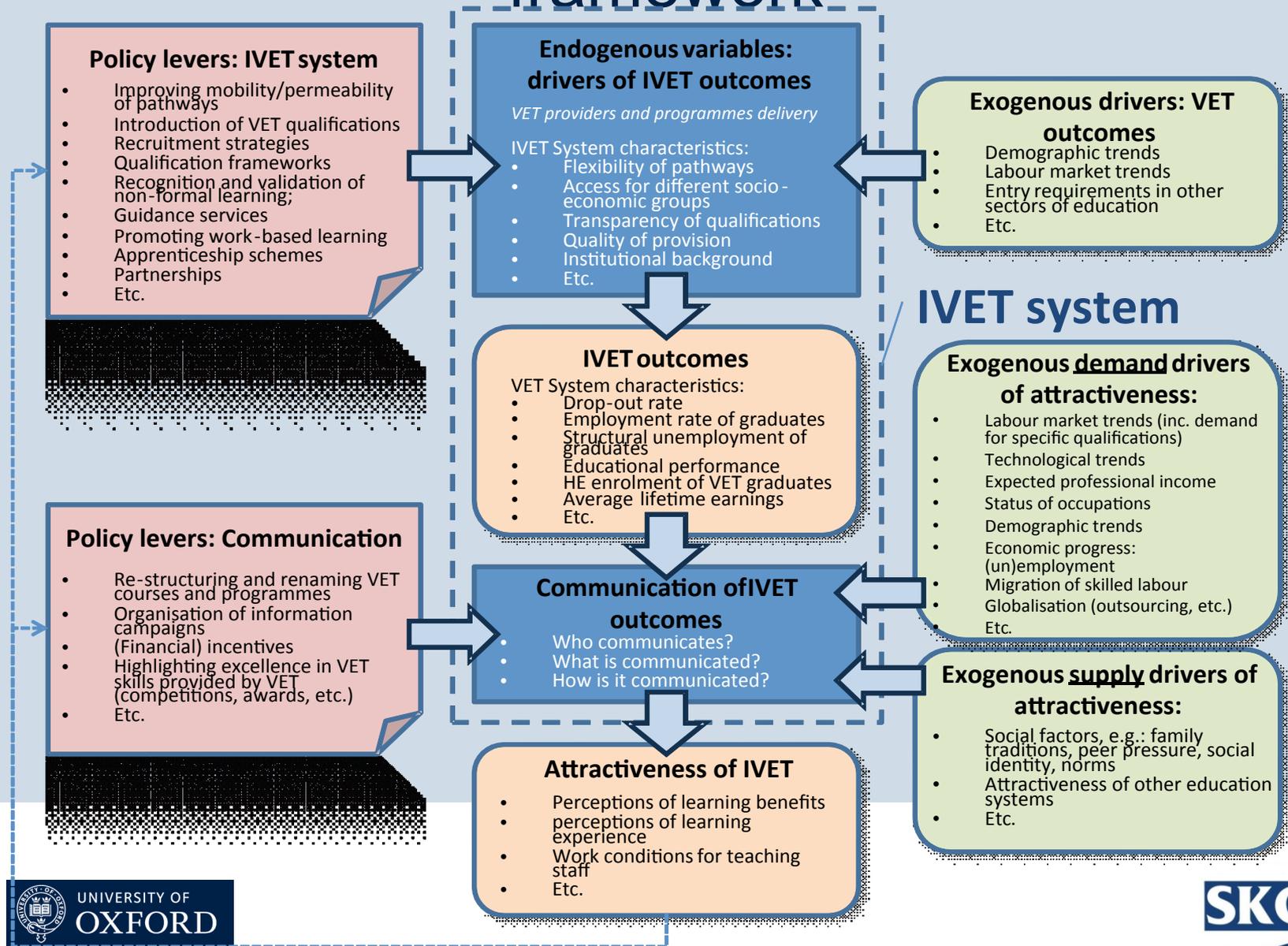
The notion of 'attractiveness': some starter questions

- attractive to and for whom?
 - attractive compared with what?
 - what factors make IVET attractive/unattractive?
 - what are valid and reliable indicators of attractiveness?
 - how can attractiveness be measured?
 - how comparable are indicators and measurements of attractiveness across different contexts?
- answers to questions might be different depending on whether one takes a research or policy-led perspective

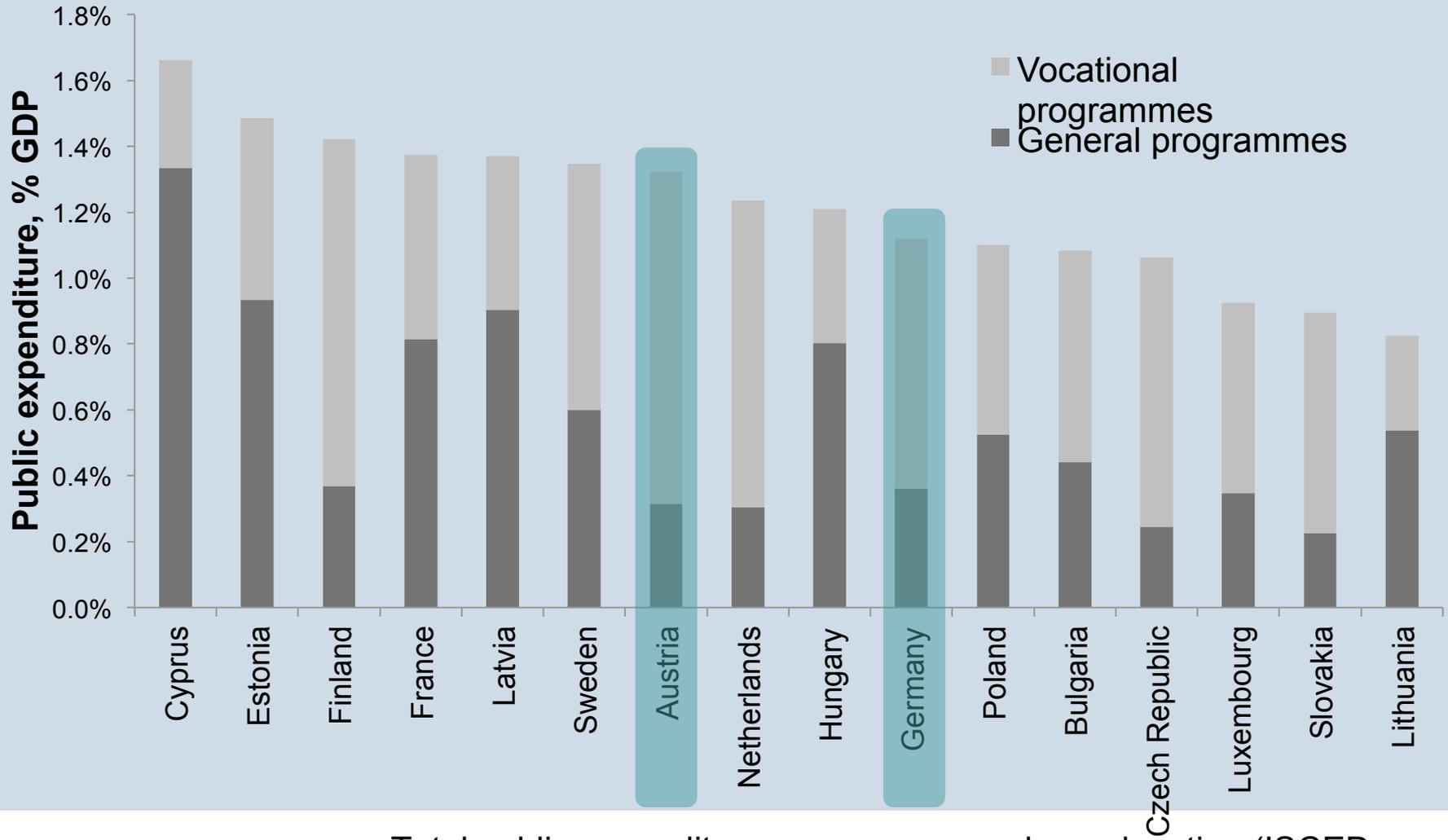
The notion of 'attractiveness': some potential indicators

- participation rates in IVET
 - supply of and demand for IVET places
 - employment/unemployment rate of graduates of IVET programmes
 - transition rates to higher education
 - IVET graduate premium
 - IVET drop-out rate
 - perceptions of attractiveness held by stakeholder groups/ wider society
- availability and reliability of data in different contexts?

The notion of 'attractiveness': conceptual framework

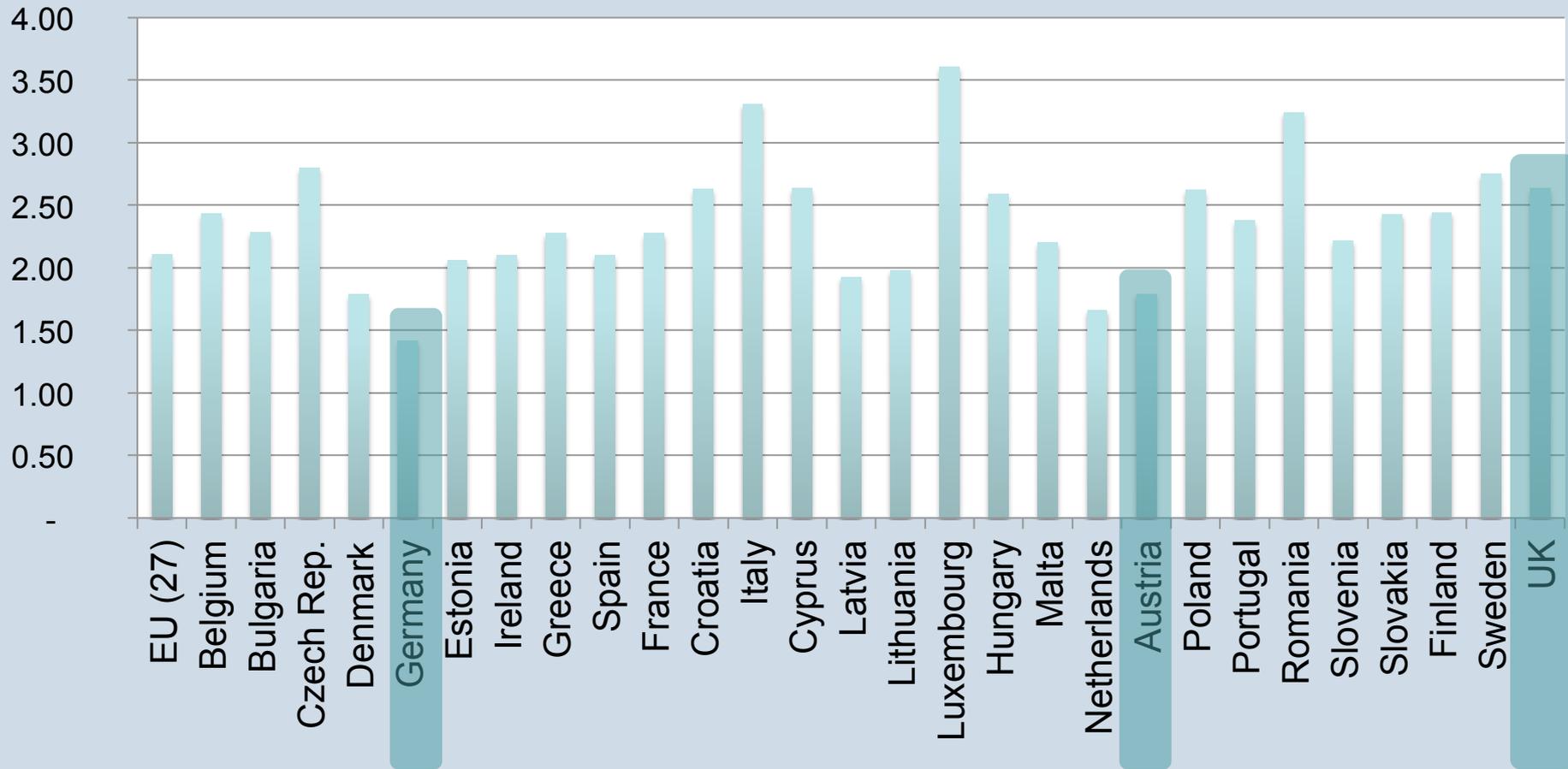


The quest for comparable data: educational expenditure



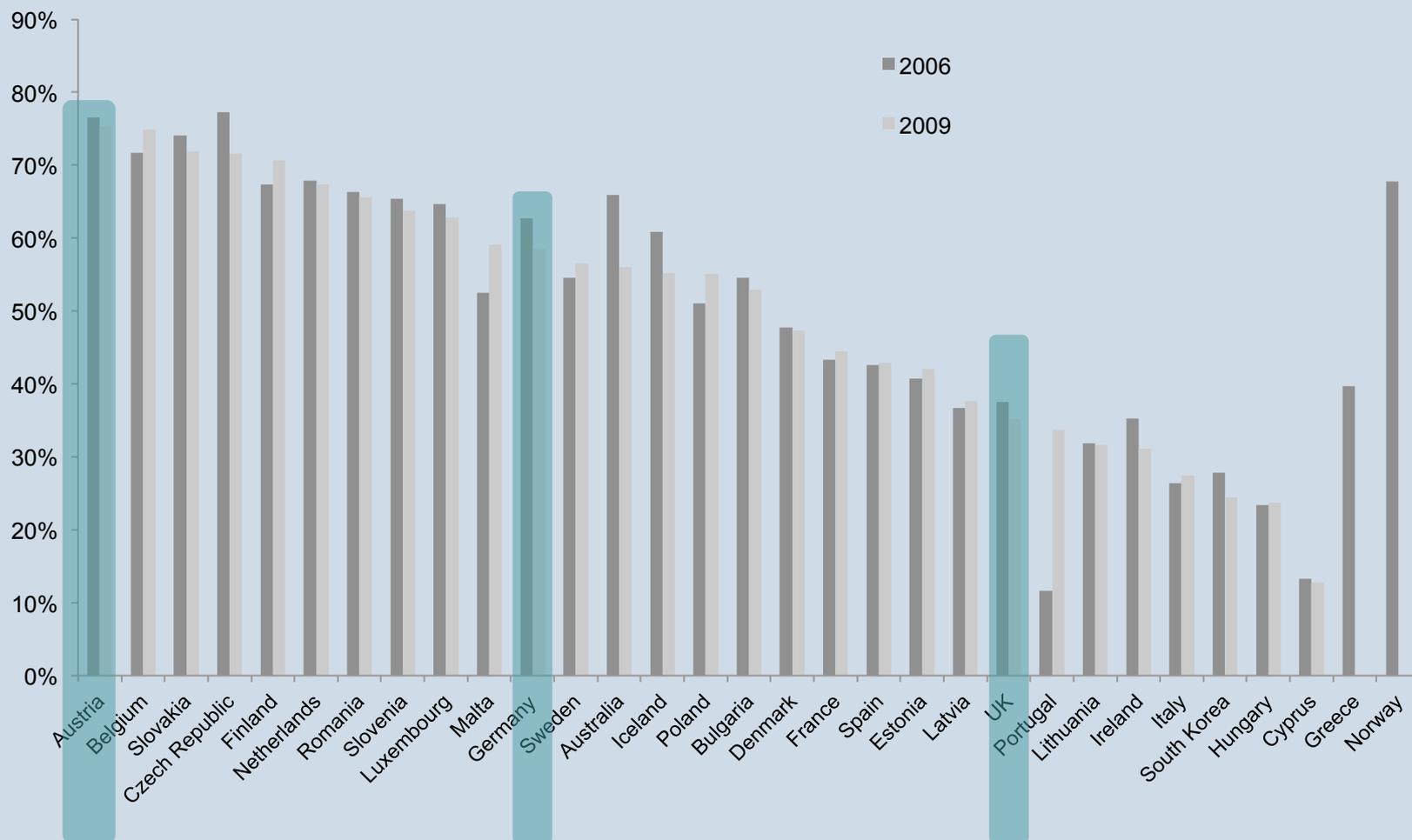
Total public expenditure on upper secondary education (ISCED 3-4), % of GDP, 2008. Source: OECD and Cedefop

The quest for comparable data: relative youth unemployment



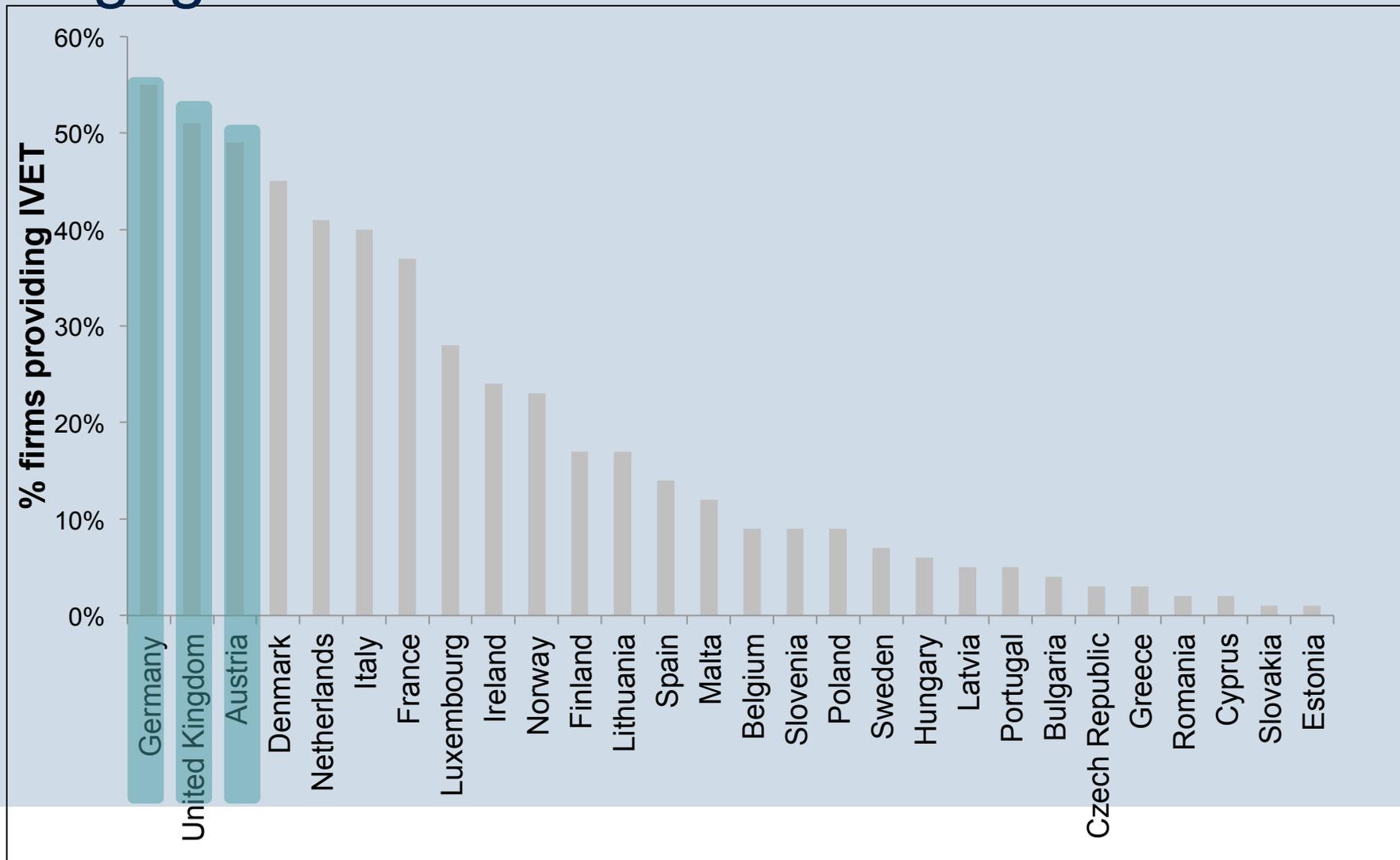
Ratio of the unemployment rate of 20-24 year-olds to those of adults (aged 25-64). Source: Eurostat

The quest for comparable data: participation in IVET



Participation rates in IVET (Level 3 & 4) vocational programmes as a % of all at ISCED 3 and ISCED 4 (18-64 year olds). Source: Eurostat

The quest for comparable data: employer engagement



Perception of attractiveness: Eurobarometer 2011

- Eurobarometer: public opinion surveys on behalf of European Commission since 1973
- Main survey carried out every spring and autumn, most items constant
- Supplementary surveys on special issues, in- depth exploration of selected topics
http://ec.europa.eu/public_opinion/archives/eb_special_379_360_en.htm
- Attitudes towards vocational education and training (2011)
http://ec.europa.eu/public_opinion/archives/ebs/ebs_369_sum_en.pdf
- Representative sample of population (15+) of all EU member states

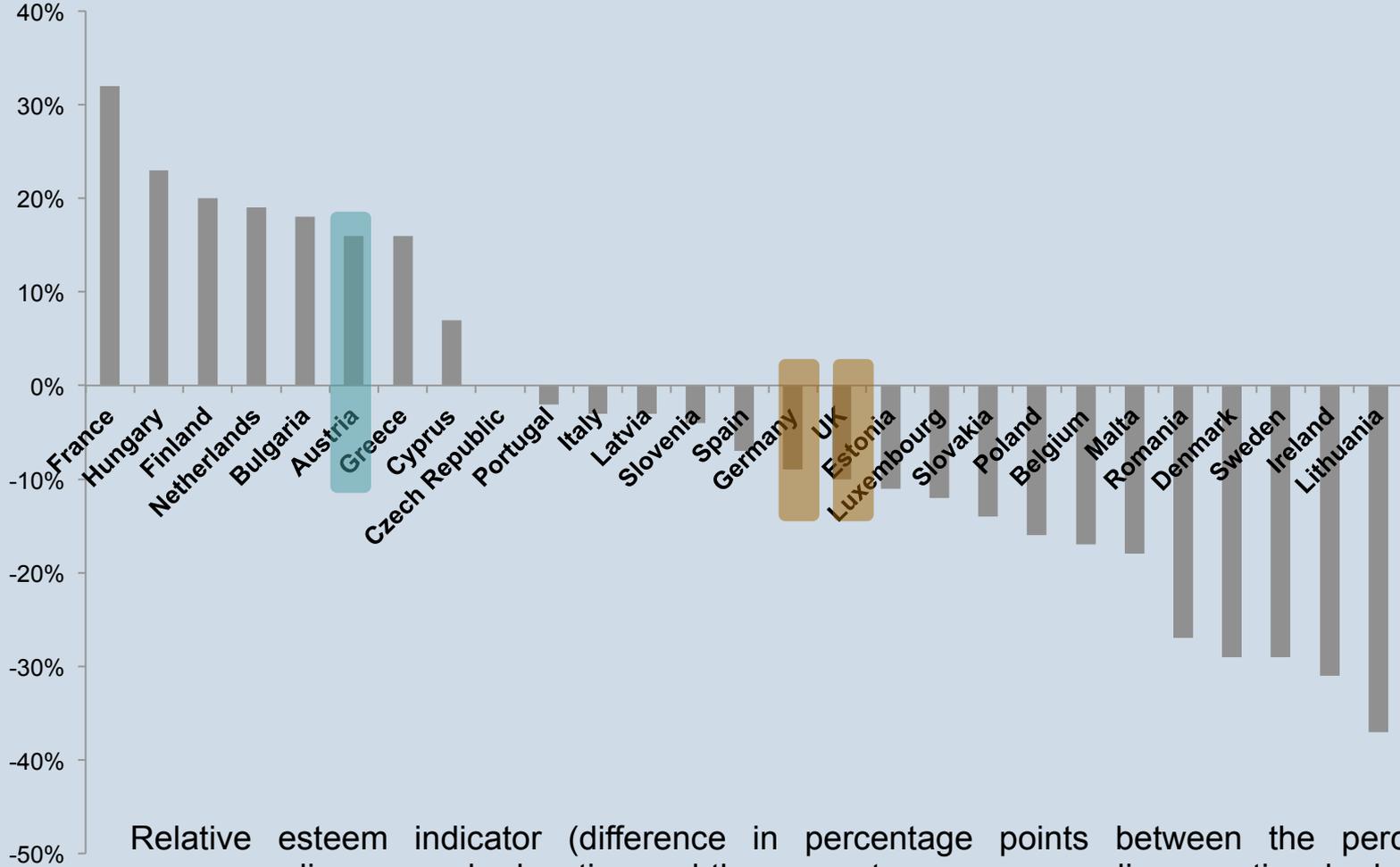
Perception of attractiveness: Eurobarometer 2011



Proportion of respondents stating that vocational education has a 'positive' or 'very positive' image in their country.
(Source: Special Eurobarometer 369 (2011))



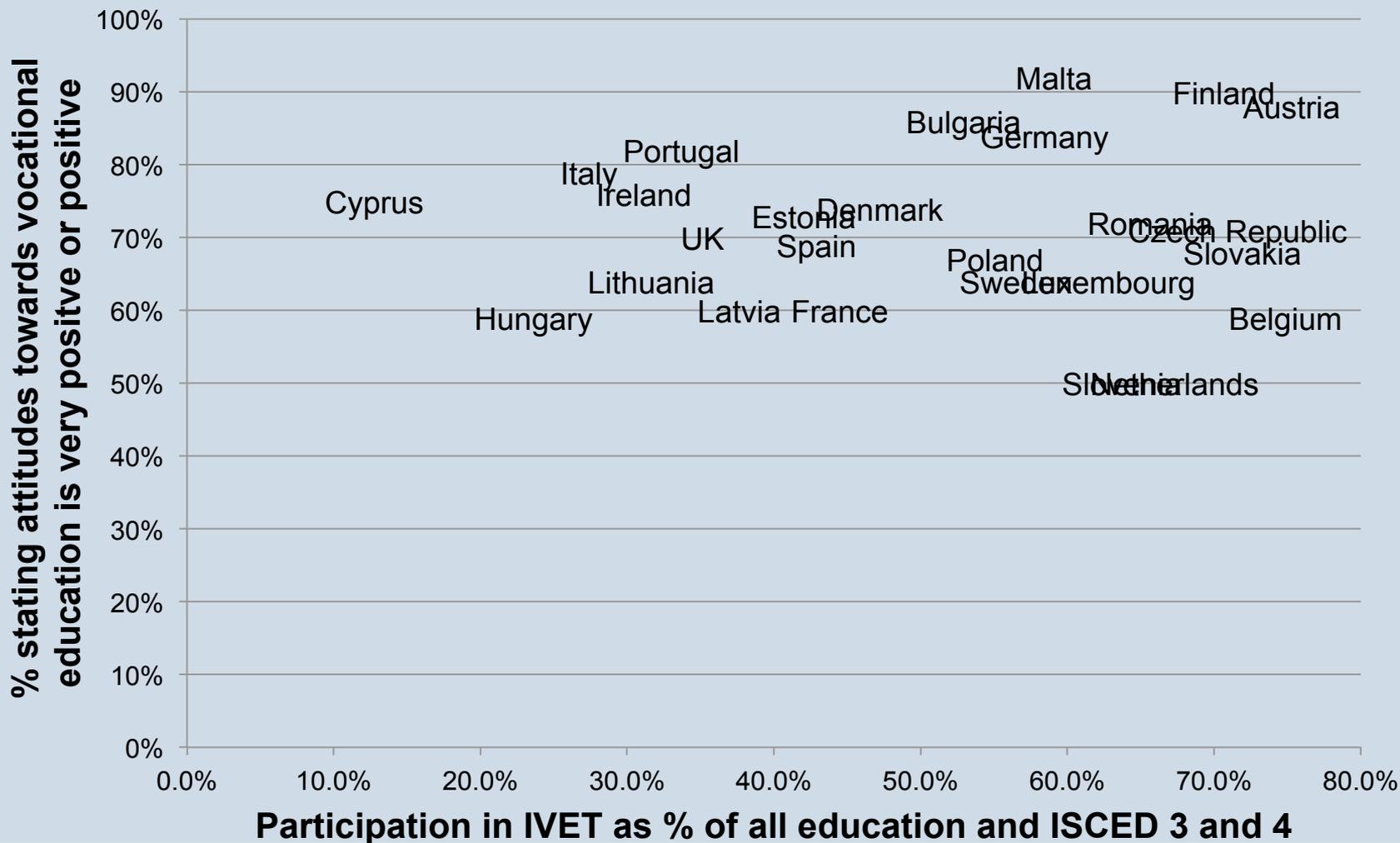
Perception of attractiveness: Eurobarometer 2011



Relative esteem indicator (difference in percentage points between the percentage recommending general education and the percentage recommending vocational education).

(Source: Special Eurobarometer 369 (2011))

VET Image – VET participation



Comparison between participation rates in IVET and perceptions of image of vocational education

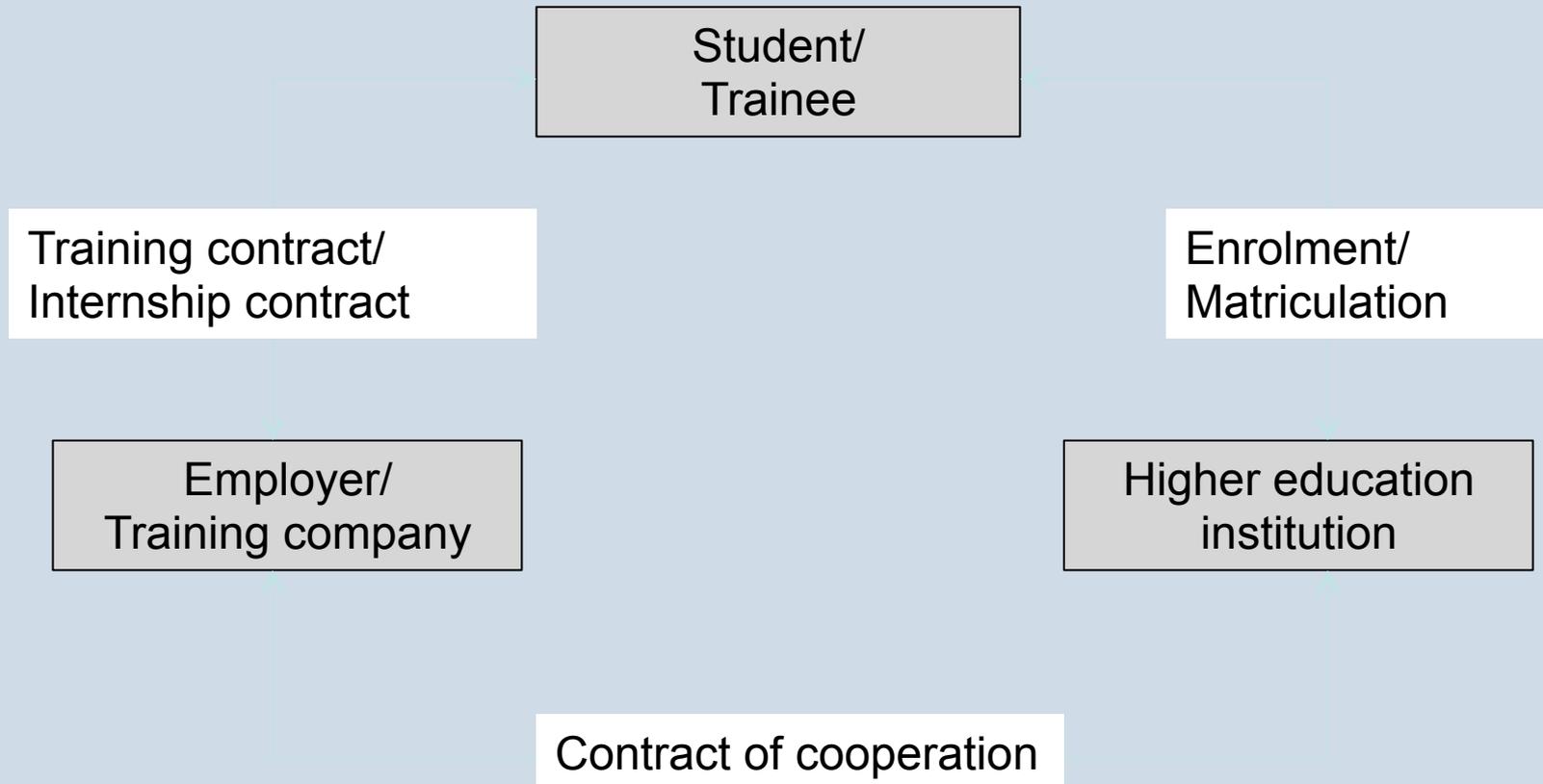
Attractiveness of IVET in Germany

- overall good image of IVET based on success of dual system training (although: negative esteem indicator)
- stable and high demand for training places
- high levels of employer engagement
- low (absolute and relative) youth unemployment
- two types of aims of initiatives to improve IVET attractiveness:
 - 1) ensure perceptions of high achieving students remain positive
 - 2) improve IVET outside the dual system
- current challenge: integration of (young) immigrant population

Attractiveness of IVET in Germany

- 1) ensure perceptions of high achieving students remain positive
 - concern about shortage of highly skilled labour
 - rapidly increasing participation rate in higher education
- case study: dual study programmes

Dual study programmes: structure



Dual study programmes: assessment

- rapid increase in participation
- traditional strong involvement of *Fachhochschulen* (universities of applied science) but universities have started to compete for students
- high student satisfaction
- positive employer feedback:
 - practice relevant skills
 - contextual embedding of trainees
 - high rates of transition into permanent positions

Attractiveness of IVET in Germany

2. improve IVET outside the dual system

- concern regarding 'training readiness' of sizeable proportion of young population
 - 6.5% of young people leave school without qualification
 - high drop out rate of trainees without/low school qualification in dual system
- case study: Educational Chains initiative

Educational Chains initiative: structure

Figure: Educational Chains from school to career entry



Source: JOBSTARTER Programme Office, Bonn

Educational Chains initiative: assessment

- substantial funding: €460m (2010-2014)
- significant engagement: 1050 schools, 170 training providers (2012), 26,000 participants (2010)
- survey results: positive feedback from participants (improved career chances, etc.)
- drop-out rate: 14% ('lack of motivation')
- complex division of tasks
- trade unions: initiative does not go far enough
→ 'ultimate success indicator': transition into dual system training

Attractiveness of IVET in Austria

- strong position of IVET generally (see Eurobarometer measure on image **and** relative esteem)
- low (absolute and relative) youth unemployment
- high participation rates
- school-based training as popular as dual system training
- 5-year vocational colleges (BHS) particularly attractive
- Initiatives to improve IVET attractiveness:
 - improving status and quality of teacher education and training of trainers
 - training guarantees ('Youth employment package')
 - dual system training with HE-entry qualification (Berufsmatura)

Attractiveness of IVET in Switzerland

- consistently high transition rate into IVET at 16 (70%)
- apprenticeship training at the centre of IVET provision, but participation patterns vary between cultural/linguistic regions
- low (absolute and relative) youth unemployment
- strong engagement of employers in IVET ('productive contribution of trainees')
- participation in higher education relatively low but increasing, mainly via IVET routes
- Initiatives to improve IVET attractiveness:
 - combination of VET qualification and HE-entry qualification
 - reduction of drop-out (mentoring, co-ordination of support etc.)
 - investment in research (teacher education, pedagogy, quality)

Some conclusions

- The limits of comparability
- Attractiveness a complex concept, difficult to measure
- Exogenous drivers of attractiveness determine perceived attractiveness of IVET
 - societal status
 - group pressure
 - perceived attractiveness of other types of education
- Nuanced differences between IVET in German-speaking countries important for thinking about increasing attractiveness:
 - how central is dual system training?

Thank you for your interest!

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