

Doors, open and closed: Comparing consequences of diversion, entrance-selection and failure in VET in Austria, Slovenia and Germany

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3. Berufsbildungsforschungskonferenz
Steyr – 6th of July 2012



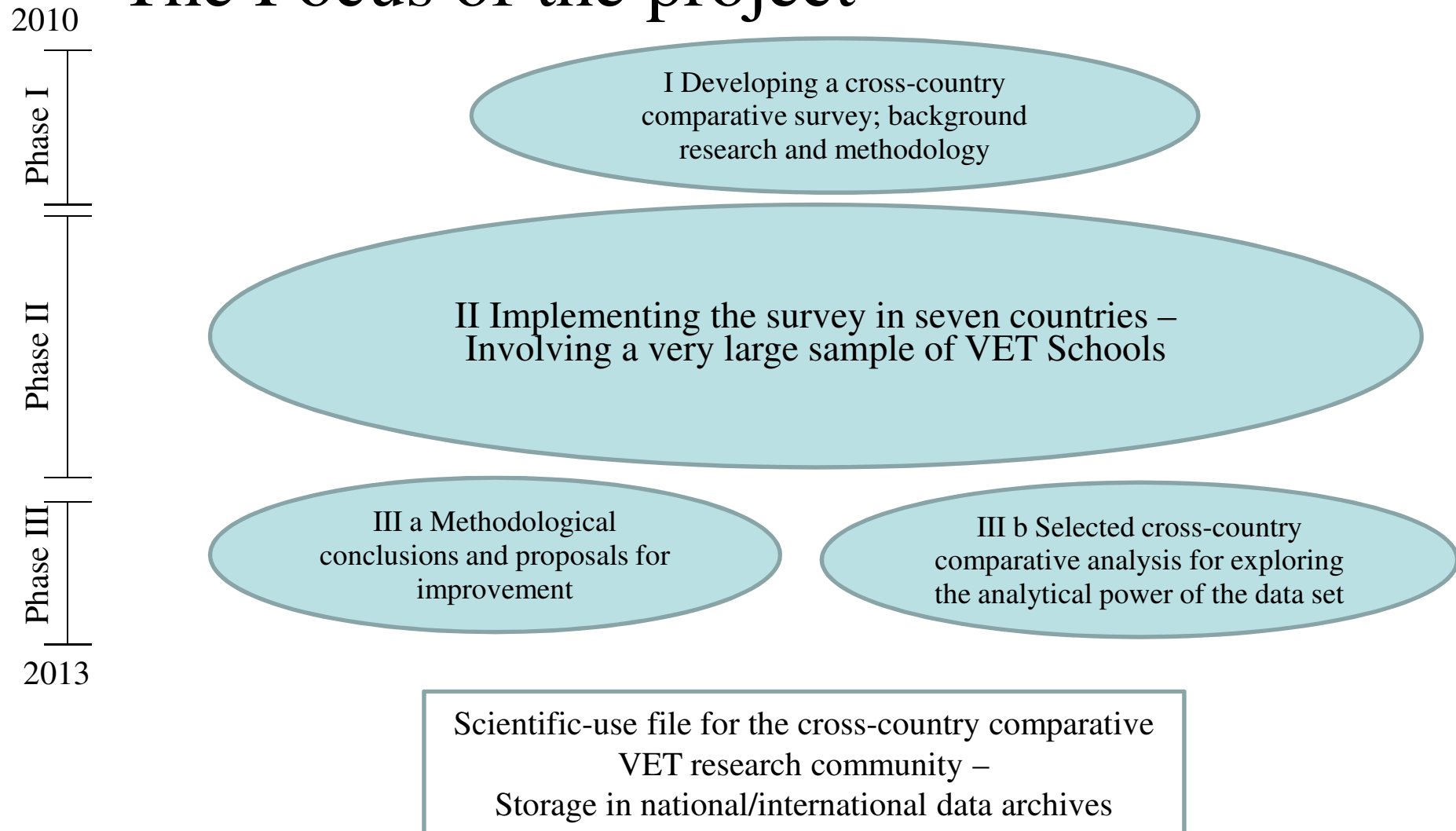
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Overview

- 1 The 7EU-VET project – further introductory remarks
- 2 Comparing (initial) VET systems in transition: Zooming in
- 3 Link of educational attainment, social stratification and occupational destination: From vertical to horizontal stratification
- 4 Outlook

(1) The 7EU-VET Project – The Focus of the project



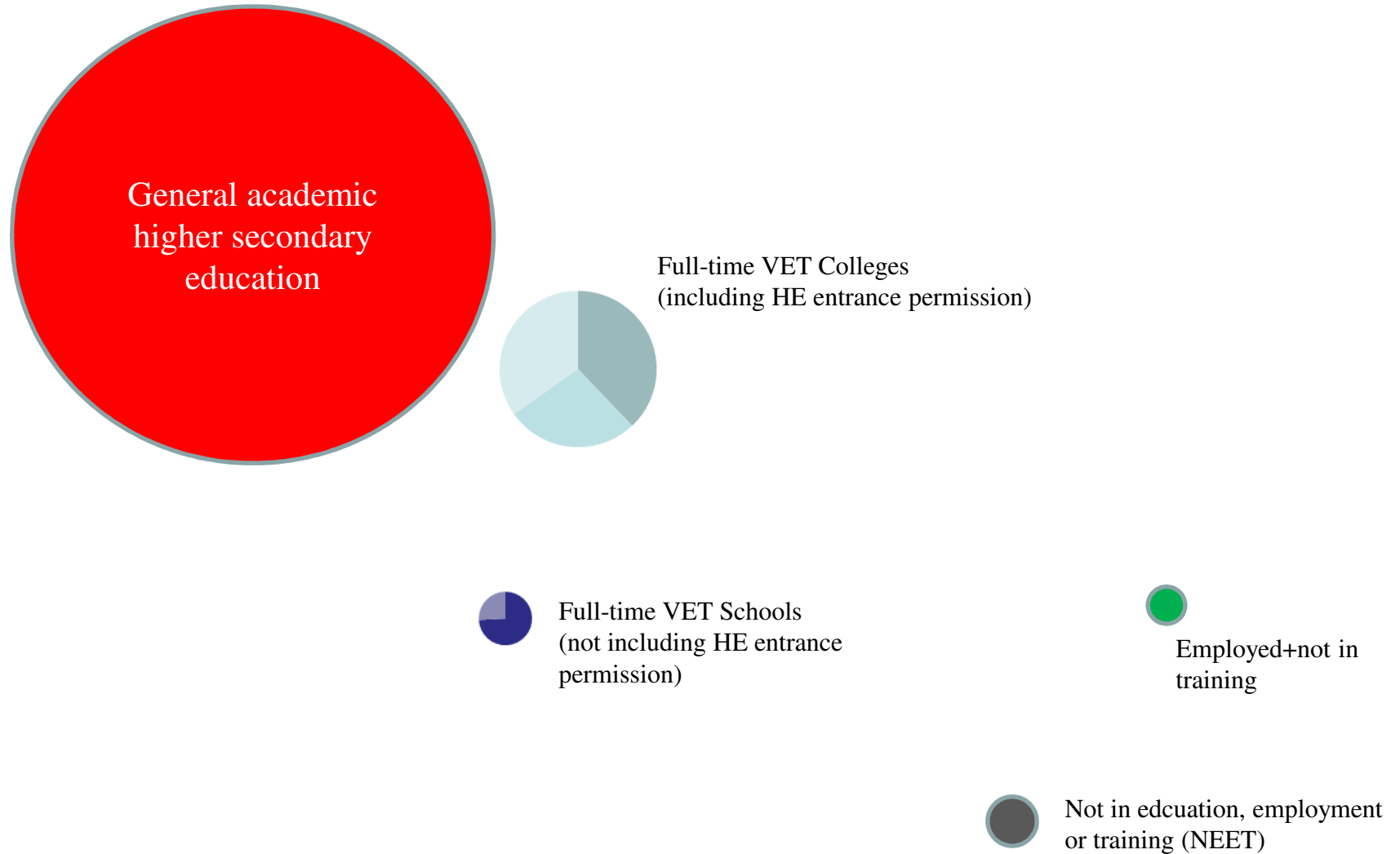
(1) The 7EU-VET Project – Topics covered by the survey

- __Prior schooling (type, grades; prior educational attainment)
- __expectations connected to VET programme choice
- __reasons and sources of information for choosing the programme
- __attitudes towards the current programme
- __intentions to drop out of a programme
- __self-assessment of learning habits and school performance
- __self-assessment of achieved competence
- __intention for further education, personal career goals and attitudes towards careers
- __interest in European exchange programmes
- __IT use within the programme and self-assessment of achieved IT competences
- __attitudes towards gender equity and gender discrimination in the world of work
- __information on socio-economic status including families' cultural capital

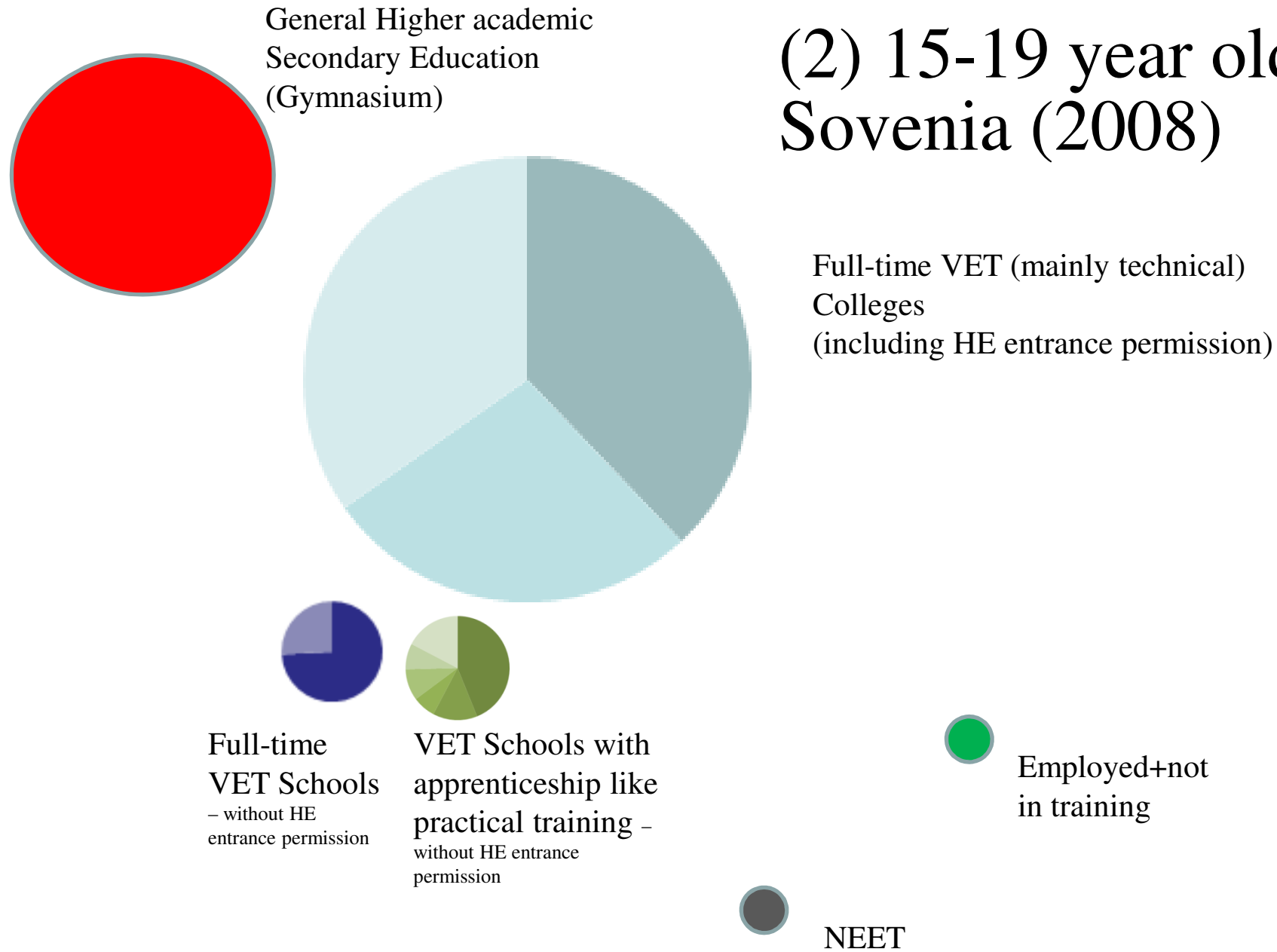
(2) Typologies of IVET and Skill formation Systems



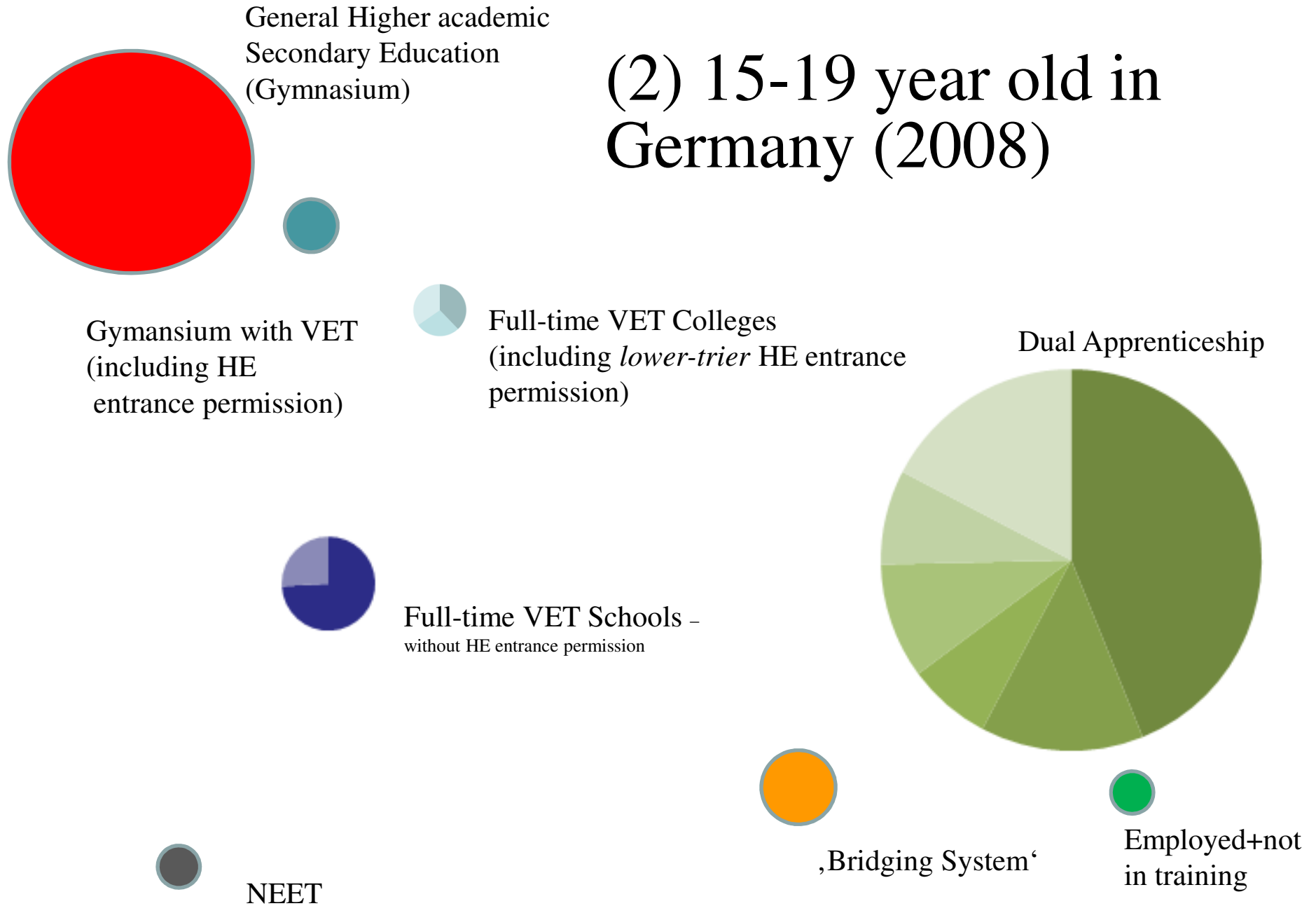
(2) 15-19 year old in Lithuania



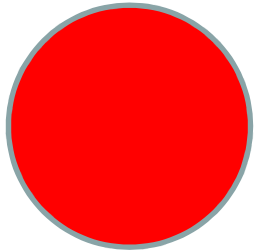
(2) 15-19 year old in Slovenia (2008)



(2) 15-19 year old in Germany (2008)



General Higher academic
Secondary Education
(Gymnasium)



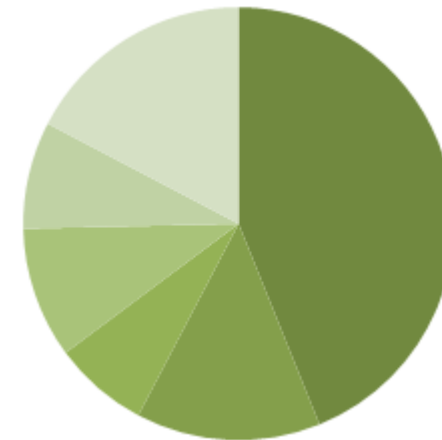
(2) 15-19 year old in Austria (2008)

Full-time VET Colleges
(including HE entrance permission)

Employed+not
in training



Dual Apprenticeship



Full-time VET Schools –
without HE entrance permission

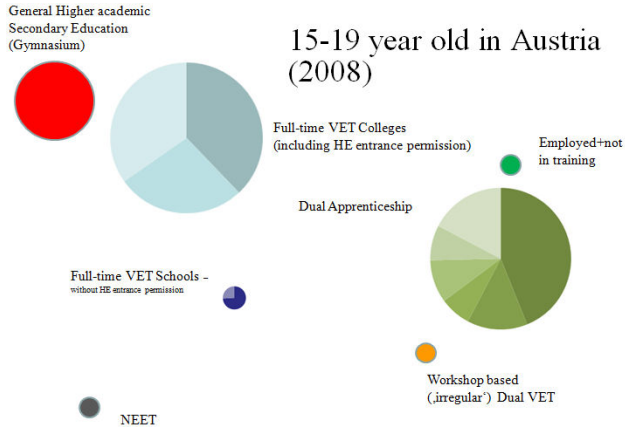


Workshop based Dual VET



NEET

(2) 'Zoom in' – One Type of Austrian VET College



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L_F V_T C_R 5/8 R_S j

(2) 'Zoom in' – One technical Dual VET programme

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General Higher academic
 Secondary Education
 (Gymnasium)

16-19 year old in Austria
 (2008)

Full-time VET Colleges
 (including HE entrance permission)

Employed+not in training

Dual Apprenticeship

Full-time VET Schools - without HE entrance permission

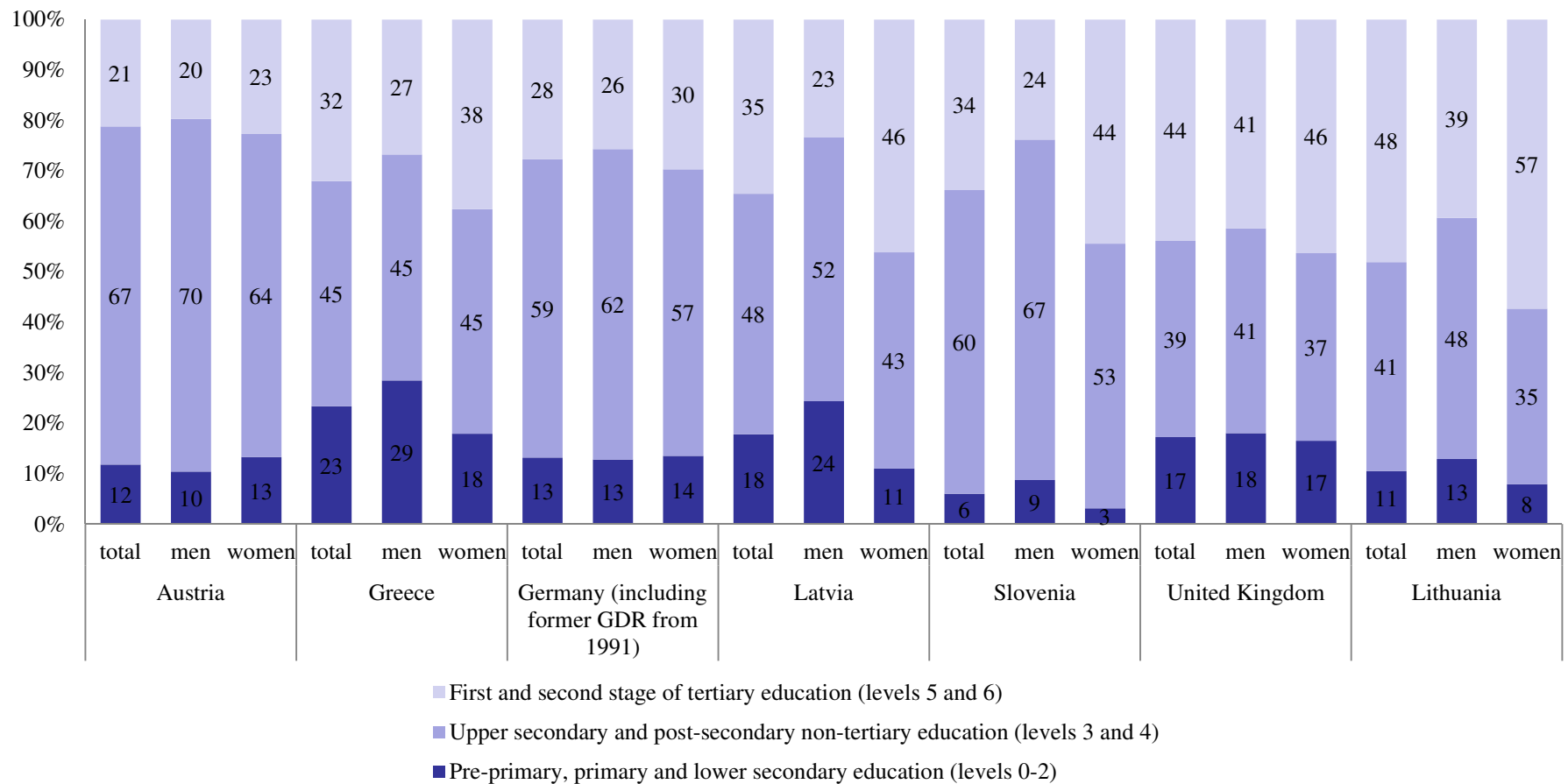
Workshop based ('irregular') Dual VET

NEET



(3) From vertical to horizontal stratification

Educational attainment 25-34 year old - 2010



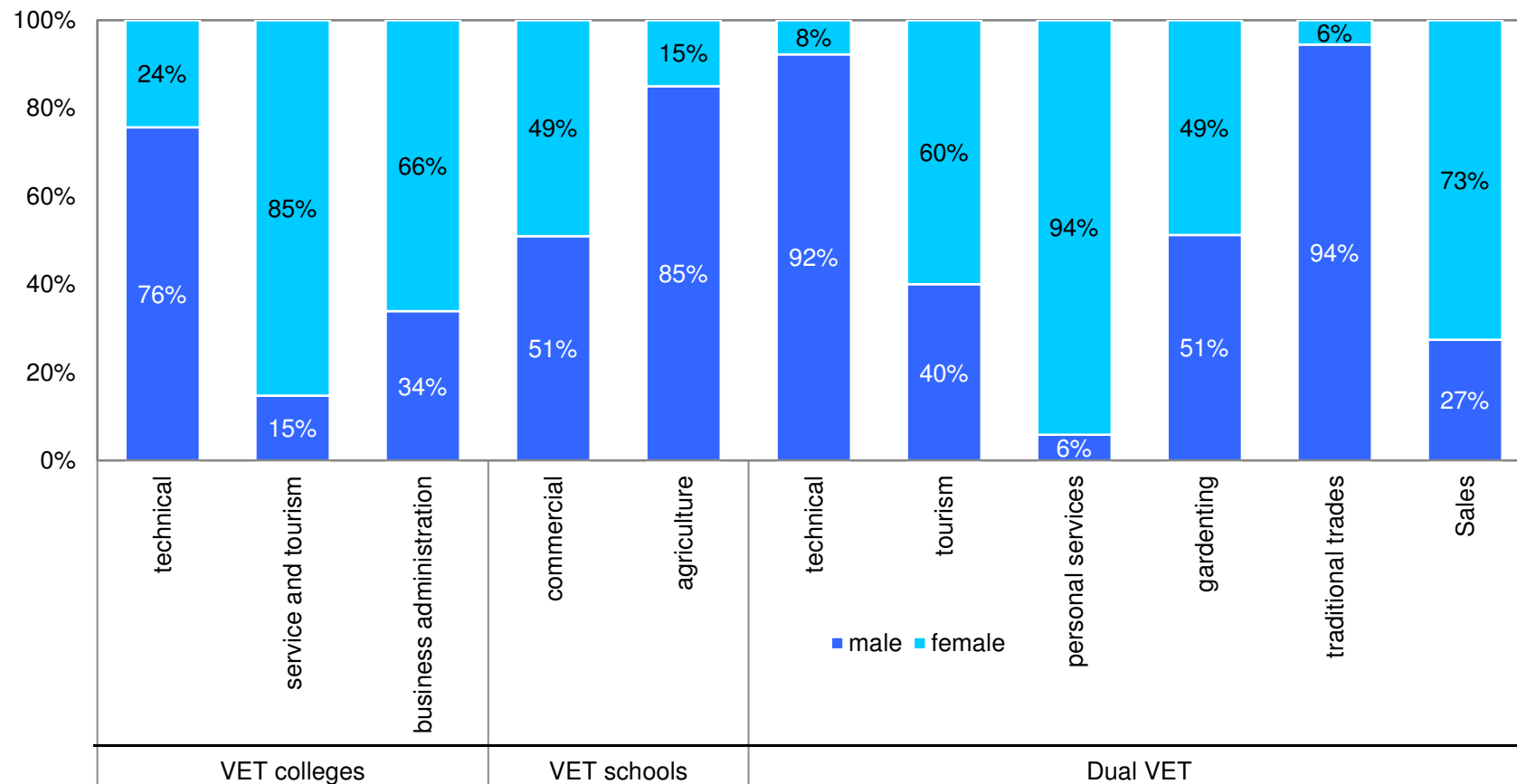
Source: Eurostat Dissemination database – own calculation

(3) Symbolic Hierachy of VET-Opportunities in Austria – the common representation

	School-based VET	Work-based VET (firm-based + part-time school)
Higher end (entrance permission higher education)	VET college	
Medium	VET school	
Lower end		Dual Apprenticeship Workshop-based apprenticeship training (for youth without access to dual apprenticeship)

Source: Graf et. al. 2012, 153

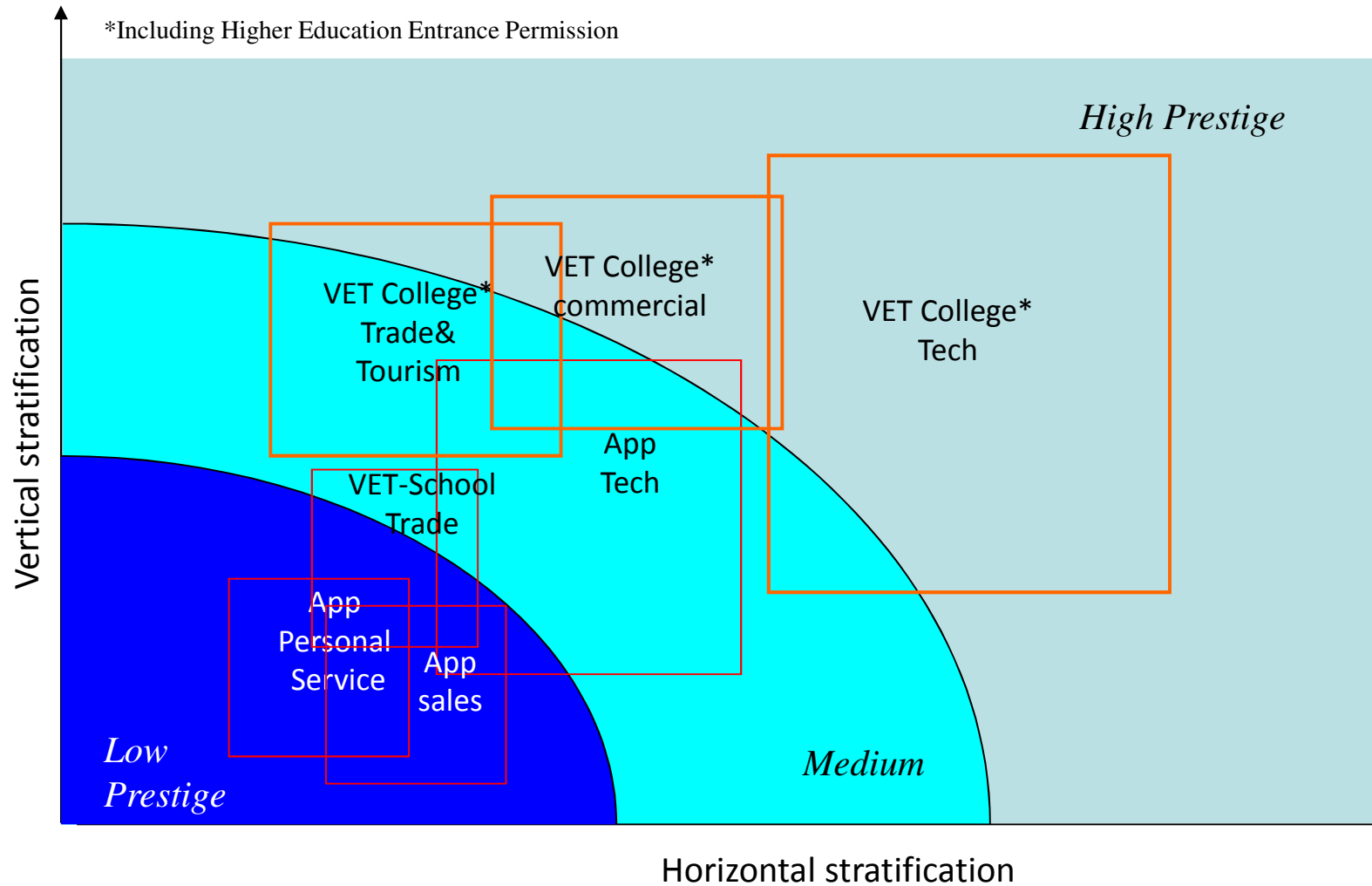
(3) Horizontal stratification within I-VET levels – The Austrian Example



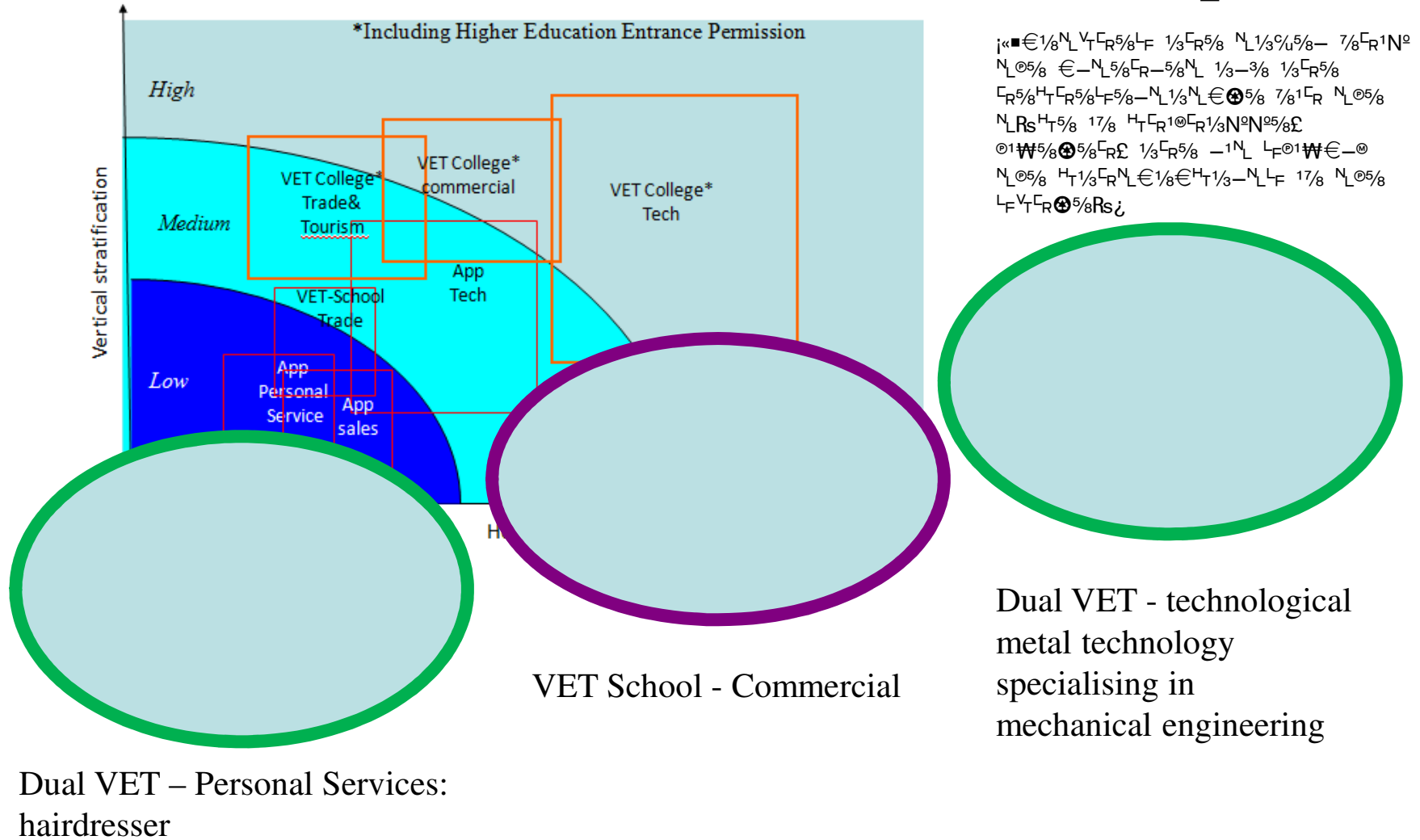
Source: 7EU-VET – Austrian Data Set, all age groups, modified; provisional (3rd of June 2012)

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(3) Symbolic Hierarchy of VET-Opportunities in Austria – Towards a differentiated picture



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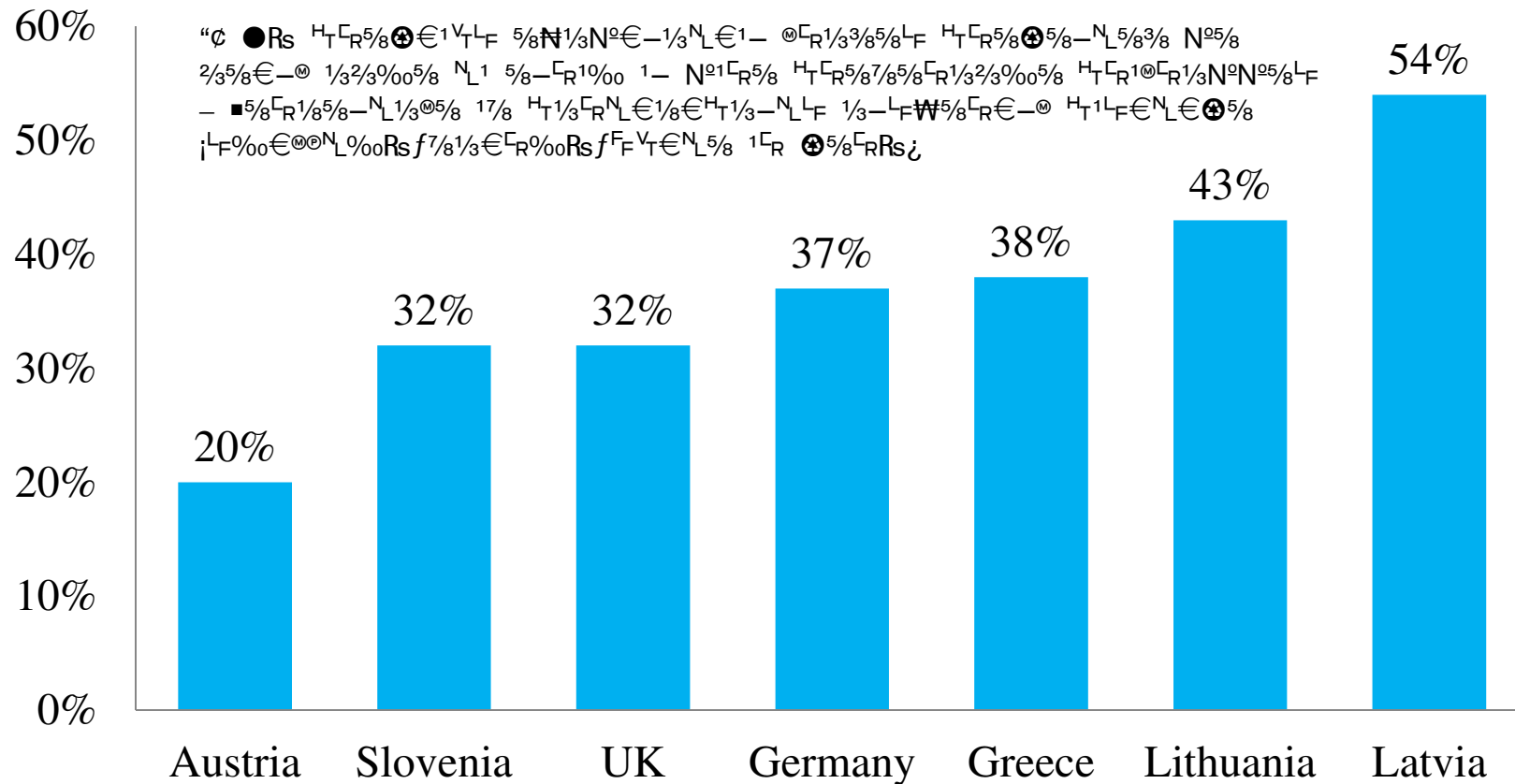


Dual VET – Personal Services:
hairdresser

VET School - Commercial

Dual VET - technological
metal technology
specialising in
mechanical engineering

(3) Diversion – ‘Previous grades too bad for more favorable options’

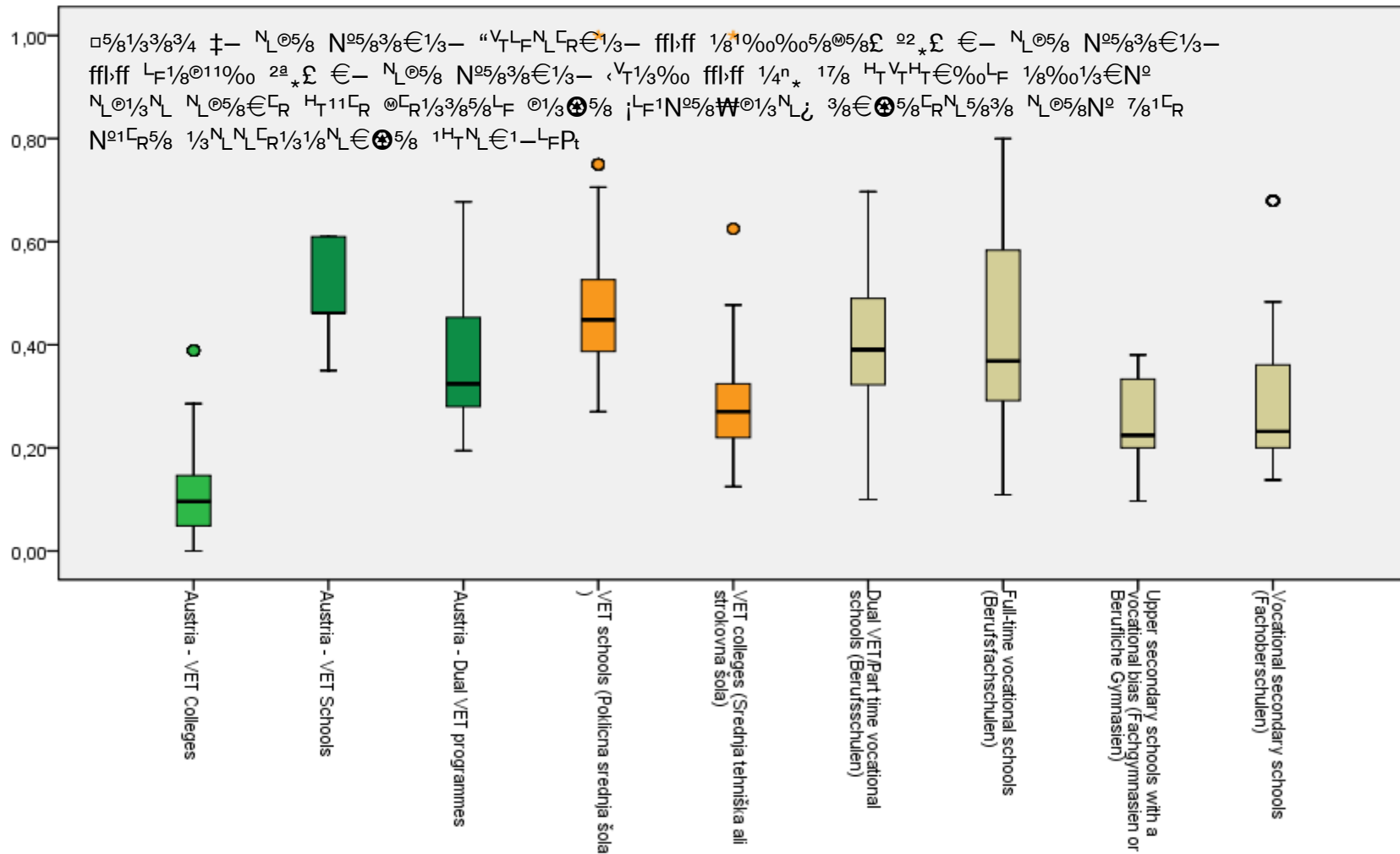


Source: 7EU-VET – European Data Set, 17-18 years old only, (3rd of June 2012)

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(3) Distribution of 'diversion' in schools across types of programmes

proportion of pupils in classes claiming restricted choice



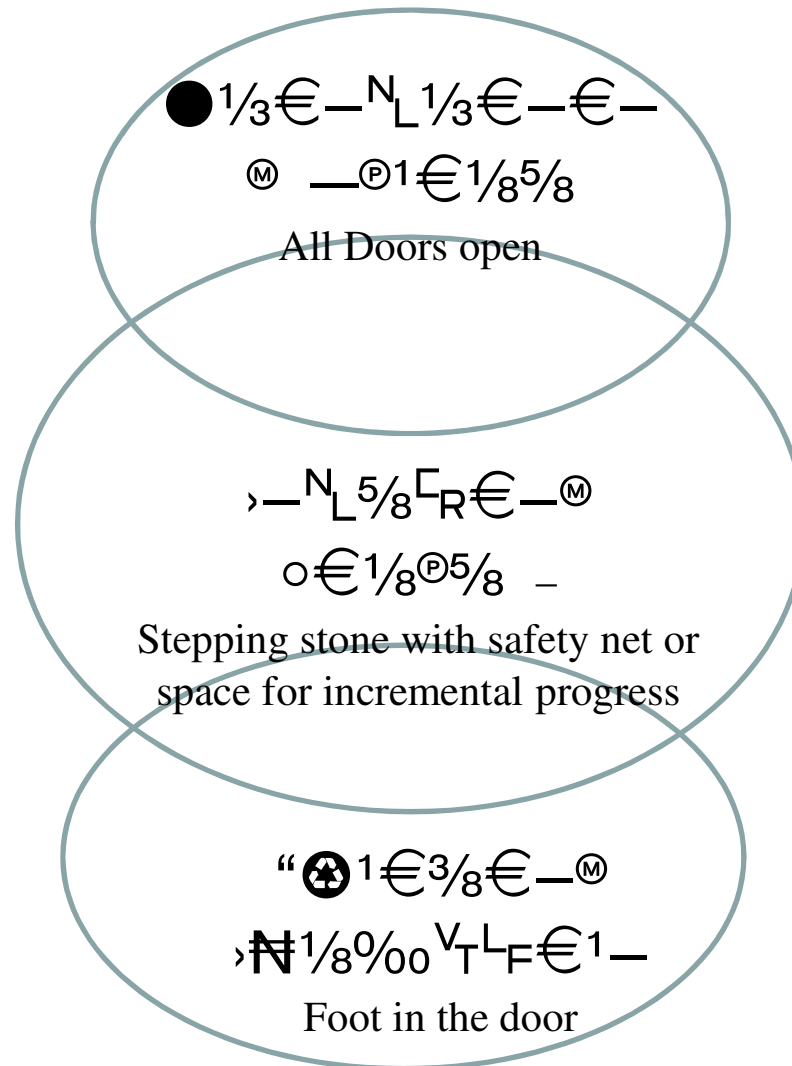
Source: 7EU-VET – European Data Set, all age groups, (3rd of June 2012)

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(4) Outlook – Addressing challenges of cross-country comparison

- __ Understanding the impact of educational expansion on the education-work link
- __ Measuring and understanding cross-country differences in the degree of vertical and horizontal stratification within VET
- __ Understanding the differences in ‘institutional promises’ within both vertical and horizontal stratification
- __ Understanding the range of institutional promises given by types of programmes

(4) Outlook



Thank you very much for your attention!

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Literature

__Graf, Lukas, Lassnigg, Lorenz & Powell, Justin J. W. (2012) Austrian Corporatism and Institutional Change in the Relationship between Apprenticeship Training and School-Based VET. in Busemeyer, Marius R. & Trampusch, Christine (Eds.) The Political Economy of Collective Skill Formation. Oxford, Oxford University Press, 150-178.