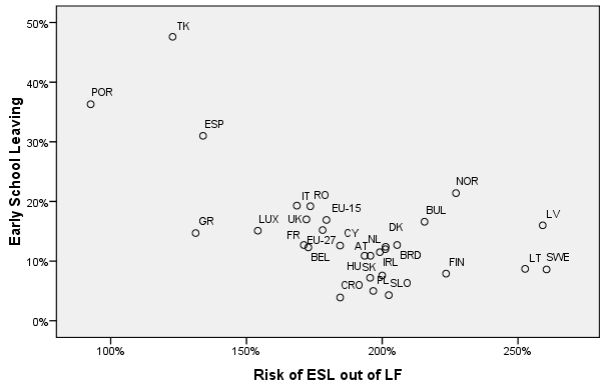


2b. ESL-C&C: Risk to be Out of Labour Force

Correlation of ESL-Rate with Risk of ESL to be out of Labour Force 2005/07

(Source: EUROSTAT/OECD, Calculation: IHS-Steiner)



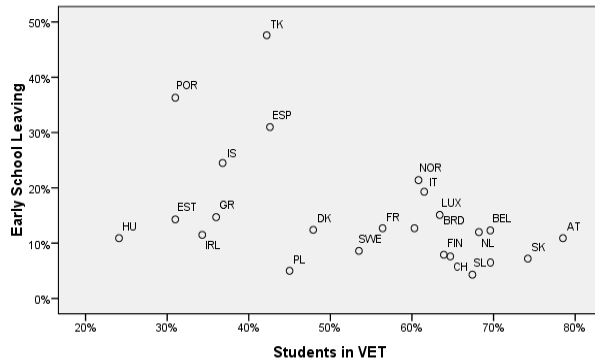
R= -0,627

- ❖ The higher the risk of ESL to be Out of Labour Force ...
- ❖the lower is the percentage of ESL.

2c. The Role of VET-I

Correlation of ESL-Rate with Proportion of VET-Students 2005/07


(Source: EUROSTAT/OECD, Calculation: IHS-Steiner)



R= -0,404

- ❖ Tendency: The higher the percentage of students in VET. ...
- ❖ ...the lower is the percentage of ESL.

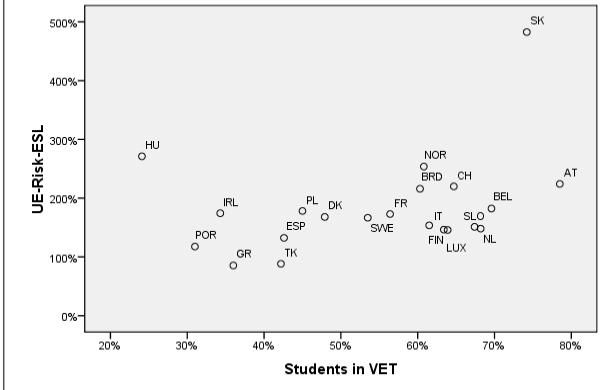
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2c. The Role of VET-II

Correlation of ESL-Unemployment-Risk with Proportion of VET-Students
2005/07


(Source: EUROSTAT/OECD, Calculation: IHS-Steiner)



R= 0,352

- ❖ Tendency: The higher the percentage of students in VET ...
- ❖ ...the more difficulties face ESL concerning LM-integration.


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2d. Conclusions

- ❖ The lower the percentage of ESL the higher their risk of exclusion:
 - Lower chance of employment
 - Higher risk of being 'Out of Labour Force'
- ❖ In this context VET plays a double role: The stronger the role is VET has got in the educational system ...
 - ...the lower is the percentage of ESL but at the same time...
 - ...the higher is the risk of exclusion of those still leaving school early.

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3a. Policy Approach: Universalistic

- ❖ Anticipated reasons for ESL
 - Lack of orientation
 - Lack of personal development
- ❖ Starting Point of Policy
 - Lost potential has to be activated
- ❖ Policy Measures
 - Activation via positive incentives
 - Orientation, Counselling and Guidance
 - Integration into the education-system
 - Broadening access to and strengthening permeability of the education system

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3b. Policy Approach: Employment-centered

- ❖ Anticipated reasons for ESL
 - Deficits in socialisation
 - Individual ascription
- ❖ Starting Point of Policy
 - Individual deficits have to be compensated
- ❖ Policy Measures
 - Pre vocational measures
 - ALMP-Training
 - Integration in apprenticeship training
 - Integration into labour market
 - Compensatory instead of preventative measures



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4. Conclusions on the Case of Austria

- ❖ **Starting point**
 - Percentage of ESL is low
 - ESL face increased risk of exclusion.

- ❖ **Policy approach: Employment centered**
 - ALMP and policy against ESL concentrates mainly on integration into the apprenticeship system (VET)

- ❖ **Risks of policy approach**
 - Strong dependency on economical development: number of places varies and ESL-apprentices the first to be fired
 - Conserving structures: segmentation of labour market and exclusion of those still leaving school early reinforced

- ❖ **Reform-options: Prevention instead of compensation**
 - Reform of selective educational system
 - Counselling & guidance to develop individual potentials



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Thank you for your attention!