

VET as an essential part of LLL Strategies?

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Input to conference of CBI-NLLS-project:

“Lifelong learning strategies”

2-4 February 2010, Bratislava

Agenda

- **Conceptual issues:** meanings of „lifelong learning“ and considerations about strategy
- **VET & LLL 1:** Permeability of initial education and training and equality of opportunity
- **VET & LLL 2:** Foundation for continuing and adult education and training
- **VET & LLL 3:** Shaping of competences/ies and qualifications between initial and continuing education and training

Concepts: LLL

■ Challenges for LLL

CULTURAL

Drivers: Individualisation, Diversity

- **Gender** („work-life-balance“)
- **Age** („ageing society“)
- **Migration** (Integration, „multikulturell“)
- **Value change**

Drivers: Globalisation, Technology

- **Structural change** (service-knowledge)
- **„Flexibility“** (mobile, precariousness...)
- **Knowledge, competences** (upgrade)
- **Obsolescence, „Human capital“**

ECONOMIC

POLITICAL

Drivers: Europe, Competitiveness

- **Liberalisation-Democracy**
- **„European Social Model“**
 - **„Workfare“ - Welfare**
 - **Innovation policy**

Drivers: Solidarity, Distribution

- **Insider – Outsider** (x/y societies)
- **Equity – Efficiency** (Trade-off?)
- **Distributive aims, basic income**
 - **„Social capital“**

SOCIAL

Concepts: LLL

- Models of LLL (by HG Schuetze)

Cultural, non-utilitarian

„Learning for Bildung-Education“

Self-realisation, discernment and critical thinking, cultural participation

Liberal-postmodern

„Learning opportunities for all who want and are able to learn“

Removal of barriers

„Learning for a changing labour market“

Continuing education & development of VET qualifications

Human capital

„Learning for all“:

Egalitarian opportunities for learning and living, active participation/inclusion

Social-emancipatory

Source: Expertise H.G. Schuetze

Concepts: LLL

- Traditions of education paradigms/discourses

Traditional Humanistic „Bildung“

Participation in science/culture

Cultural, non-utilitarian

„*Learning for Bildung-Education*“

Self-realisation, discernment and
critical thinking, cultural participation

„*Learning for a changing labour
market*“

Continuing education & development
of VET qualifications

Human capital

Qualifications and their value,
Training and interests

Vocational training

Education for political participation

(„*Workers education*“ II)

Liberal-postmodern

„*Learning opportunities for all who
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Removal of barriers

„*Learning for all*“:

Egalitarian opportunities for learning and living,
active participation/inclusion

Social-emanzipatory

(„*Workers education*“ I)

Education for
a better life

Concepts: LLL ...and VET?

- How does VET fit in these challenges, models and traditions?

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Education for
a better life

Concepts: LLL

- How does VET fit in these challenges, models and traditions?
- Focus on the economic aspect?

Traditional Humanistic „Bildung“

Participation in science/culture

Cultural, non-utilitarian

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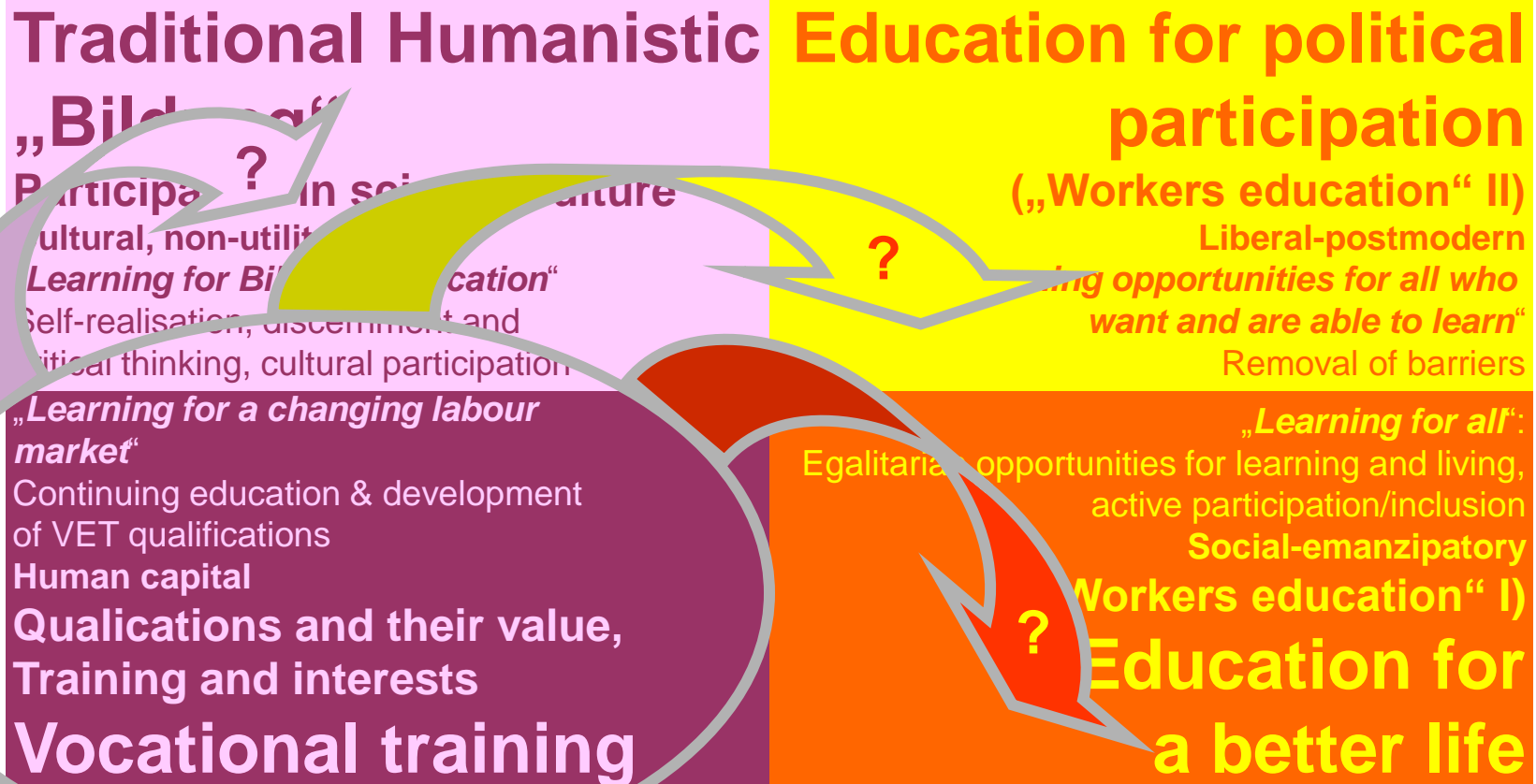
Social-emanzipatory

(„*Workers education*“ I)

Education for
a better life

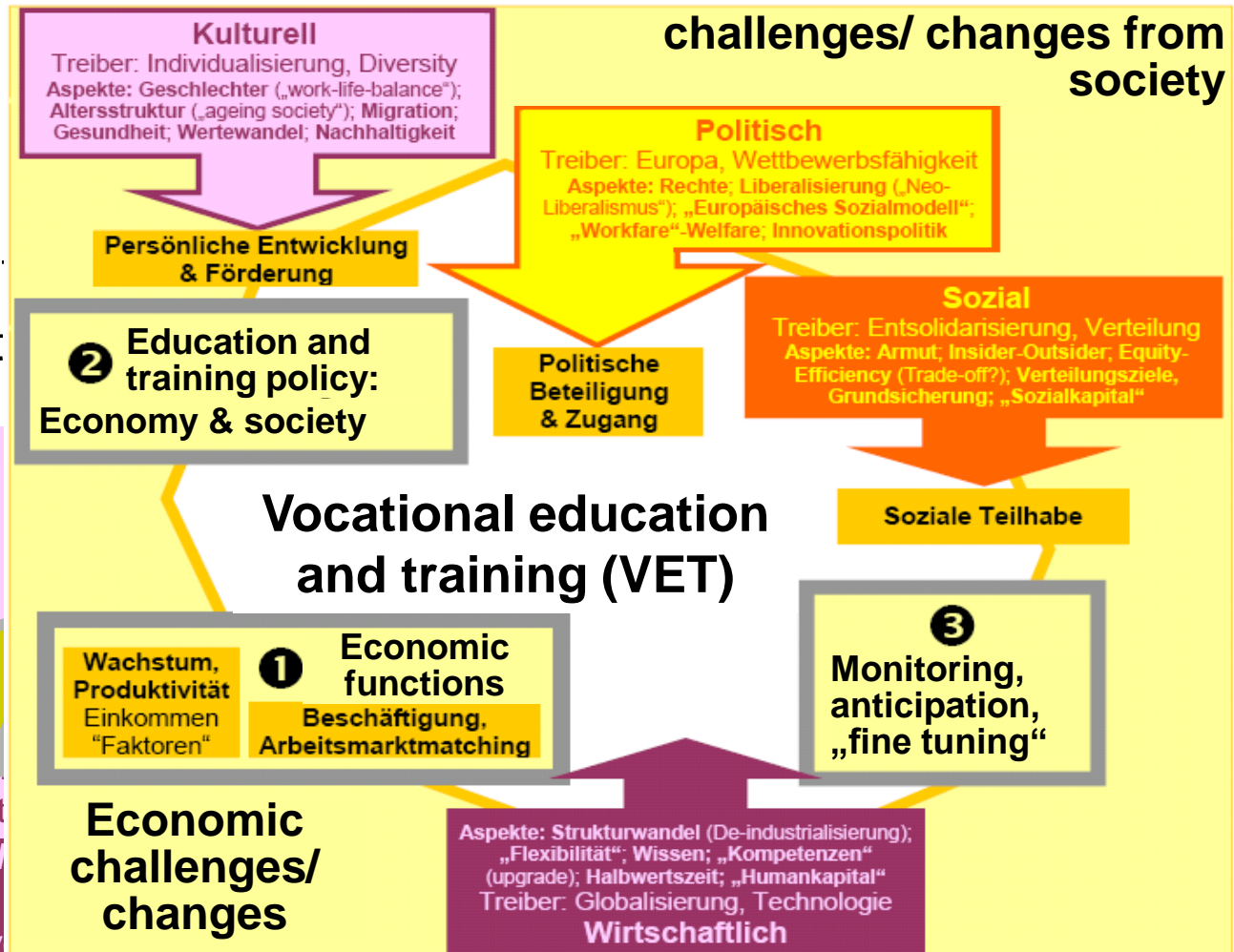
Concepts: LLL

- How does VET fit in these challenges, models and traditions?
- How to ingrate the others?



- How does VET...
- How to integrate...

Traditional H
„Bildung“
 Participa... in sci...
 cultural, non-utilit...
Learning for Bi
 Self-realisation, discernme...
 critical thinking, cultural part...
„Learning for a changing
market“
 Continuing education & dev...
 of VET qualifications
Human capital
Qualifications and the
Training and interest
Vocational tra



Goal dimensions:

- 1) Economic functions: Aggregate efficiency** (Growth, productivity, returns, growth factors, e.g. innovation) and **labour market matching** (Bottlenecks and oversupply of competences and qualifications)
- 2) ET-policy challenges:** Moderating the **interplay** of economic and broader societal challenges in culture, polity and community
- 3) Quality of implementation: Anticipation and Monitoring** of goal attainment of economic and other dimensions

Challenges for VET

- Economic functions
 - VET as a factor of growth / productivity...
 - VET and labour market matching
- Broader demands from society
 - Social inclusion
 - Equality of opportunity
 - Political participation
 - Personal development
- Policy formulation & implementation

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- Policy formulation & implementation

- „Accounting“, Anticipation, Innov.
- Monitoring

- Early school leavers, IndividActionPI.
- Selectivity-permeability of system
- Opportunities, „Co-determination“
- Personal competences/ies



Evidence & monitoring
Quality assurance

Concepts: Strategy

- **Content aspect:** Integrating platform for different challenges, models, discourses?
- **Operational aspect:** Vision, control, implementation, monitoring?

Strategy: Content

- Traditions of education paradigms/discourses – LLL-strategy as an approach for bridging the traditions?

Traditional Humanistic
„Bildung“

Participation in science/culture
Cultural, non-utilitarian

„Learning
Self-realisation
critical thinking

„Learning
market“
Continuing
of VET qualifications

Human capital

Qualifications and their value,
Training and interests

Vocational training

**Education for political
participation**

(„Workers education“ II)
Liberal-postmodern

for all who
to learn“
of barriers

ing for all“:
and living,
/inclusion

Social-emanzipatory

(„Workers education“ I)

**Education for
a better life**

Question:

**LLL-strategy as a common integrating
platform ?????????????????????????????????**

Strategy: Content

- Traditions of education paradigms/discourses – LLL-strategy as a common platform for bridging the traditions?

Traditional Humanistic „Bildung“

Participation in science/culture
Cultural, non-utilitarian

„*Learning*“
Self-realisation
critical thinking

„*Learning market*“
Continuing education
of VET qualifications

Human capital
Qualifications and their value,
Training and interests

Vocations # Learning

Education for political participation

(„Workers education“ II)
Liberal-postmodern

„*Education for all who
want to learn*“
removal of barriers

„*Education for all*“:
learning and living,
social inclusion

Social-emanzipatory

(„Workers education“ I)

Education for a better life

Question:

LLL-strategy as a common integrating
platform ??????????????????????????????????

Strategy: Content

Traditions of education paradigms/discourses – LLL-strategy as

Responsibility/solidarity, full cultural participation
individuell-kollektive Verteilung und Wahrnehmung von Rechten und Pflichten (starke soziale Unterschiede)
“Motivation/mobilisation”
- öffentliche Medien (ORF)
- Zivilgesellschaft, informelles Lernen
- Pensionisten

Traditions?
Co-ordination, power structures
- **Governance:** Beteiligung; Intermediäre Organisationen (Räte)
- **Financing:** Ansprüche; Individualförderung; Infrastruktur (Personal)
“Equality of opportunity”
“Political/civic education”

Question:
LLL-strategy as a common integrating platform ?????????????????????????????????

self-realisation
critical thinking
„Learning market“
Continuing education
of VET qualifications
Human capital
qualifications
Training
Voc

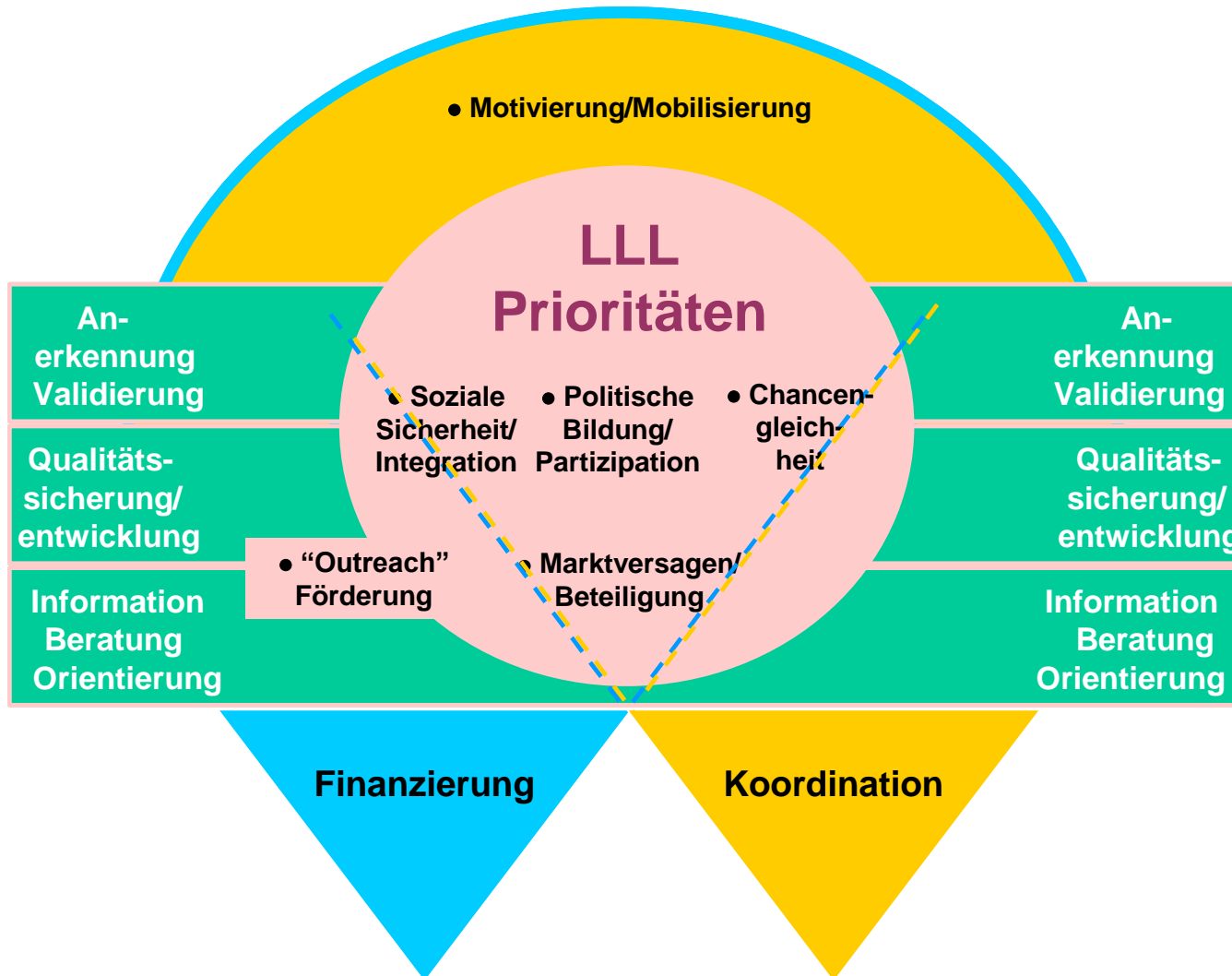
Demand
- Höherqualifizierung
- Demografie (Frauen, Ältere, Migration)
“Market failure”
(Angebot + Nachfrageseite)

Social integration
Bekämpfung von Ausgrenzung
- Migration, Ältere, ESL+DropOuts
“Outreach for support”

“Security”
Flexicurity,
active labour market policy
+ Einkommenssicherung + Flexibilität
Labour market training als integraler Teil von LLL, Erweiterung in Breite&Tiefe

Strategy: operation

Basic elements of LLL-Strategy



FINANCING

- **Financing model** und Ansprüche auf öffentliche Mittel (Vorschlag auf gestufte individuelle Ansprüche)
- **Financing strategy** (gemischt zwischen AkteurInnen, gemischte Ansätze – umstritten)
- **Needs assessment** entsprechend Zielen (ungelöst)

COORDINATION

- **Legal foundation** für Bereitstellung, Qualitätssicherung und Förderungsansprüche
- **Coordinating instruments/bodies**
- Erst-Jugend-bild. & Weiter-Erwachsenenbildung > AUSTRIA: „**LLL-Council**“
- Innerhalb Weiter-Erwachsenenbildung > AUSTRIA: „**WB/EB-Council**“

Common platform

- **Information/Counselling/Orientation** “Lifelong Guidance”
- **Quality: Assurance** (Indikatoren und Verfahren) & **Development** (Didaktik, Lehrkräfte-Professionalisierung, Methodik)
- **Recognition und Validation** nf & if erworbener Kompetenzen

COMMON, TRANSVERSAL ISSUES

Motivation & Mobilisation

Equity, civic education

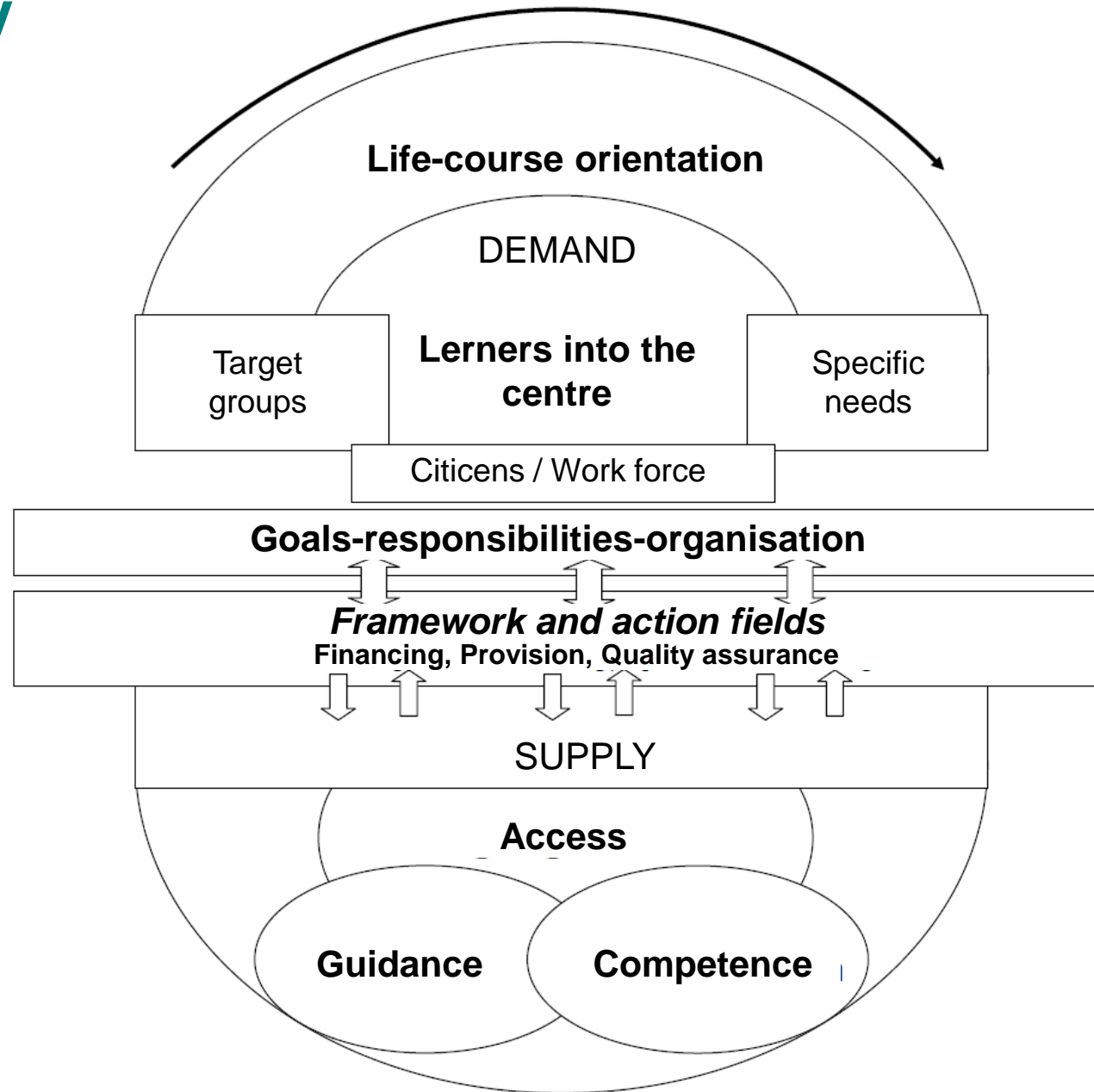
Market failure

Security & integration

“MODEL”- SPEZIFIC ISSUES

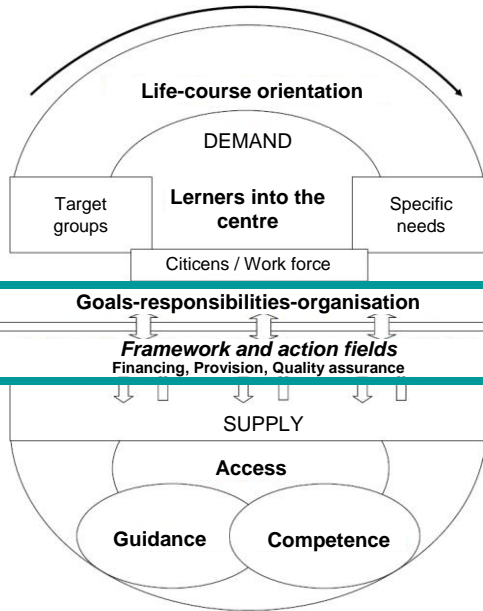
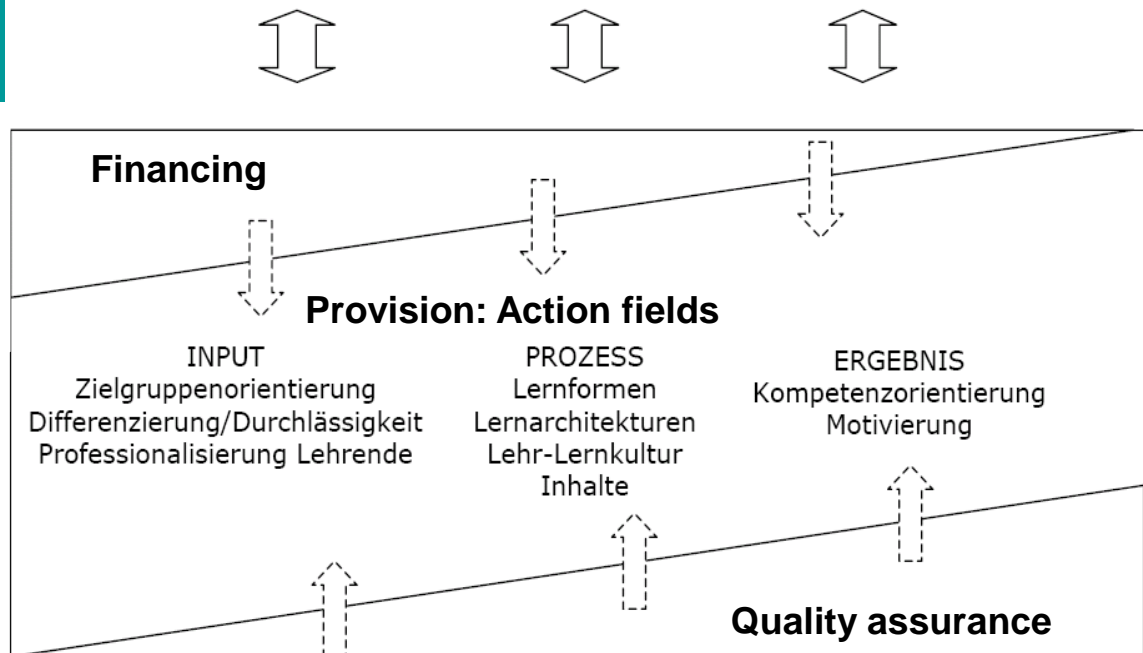
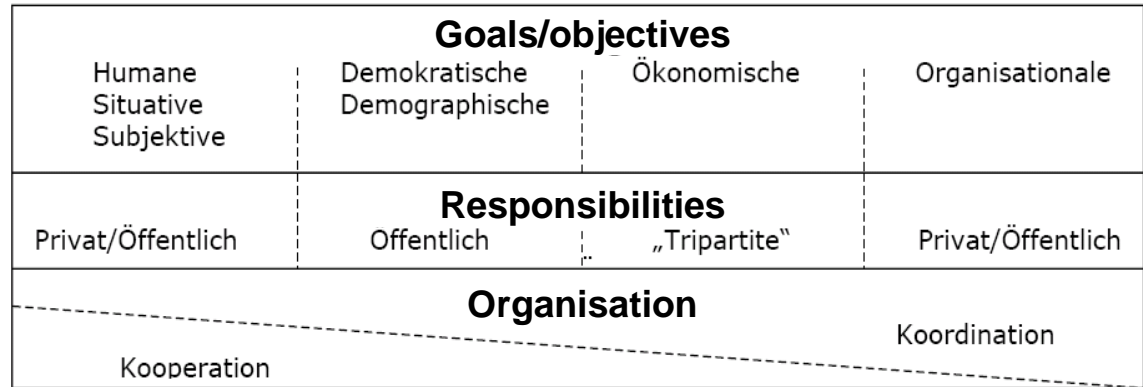
LLL-Strategy

- Overall structure



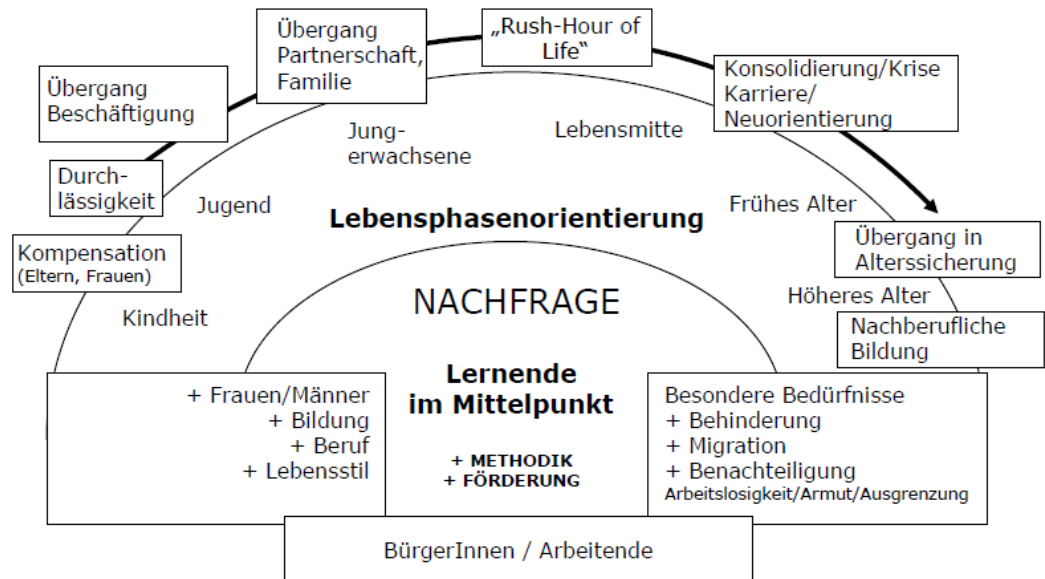
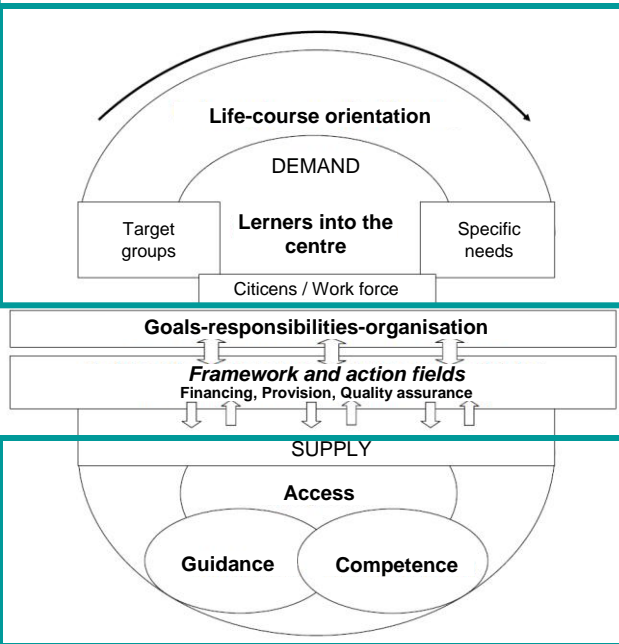
LLL-Strategy

Control



LLL-Strategy

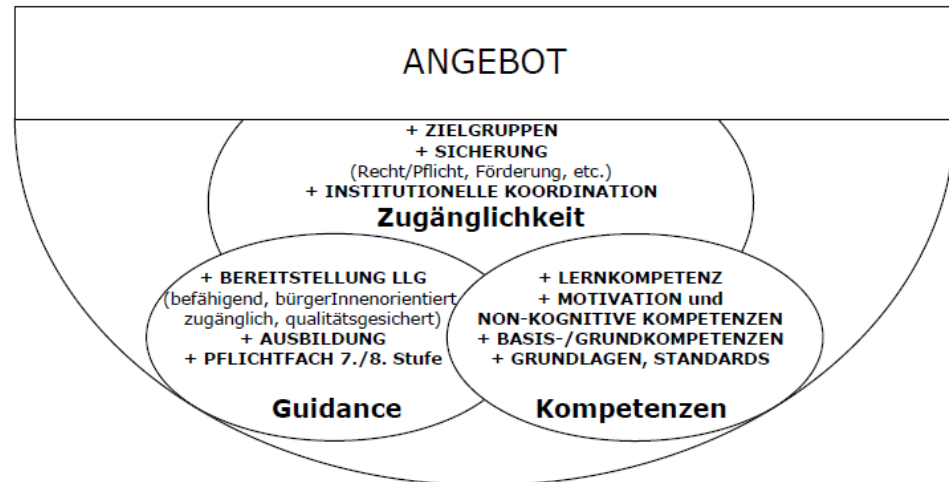
Operationalisation



LERN-, BILDUNGS-PROZESSE

*Informell
Non-Formal
Formal*

ANERKENNUNG GELEGENHEITEN



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Permeability

- How does VET fit into the „qualification pipeline“ of the initial education system?
 - Selectivity and VET-access?
 - VET and labour market
 - Selectivity into higher education?

Permeability

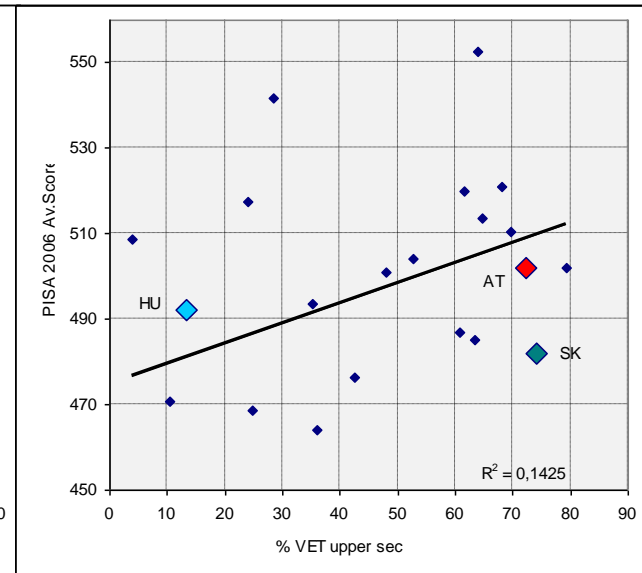
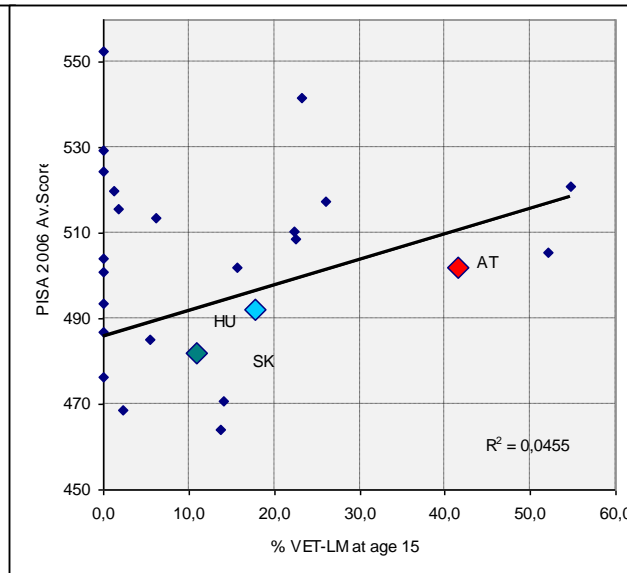
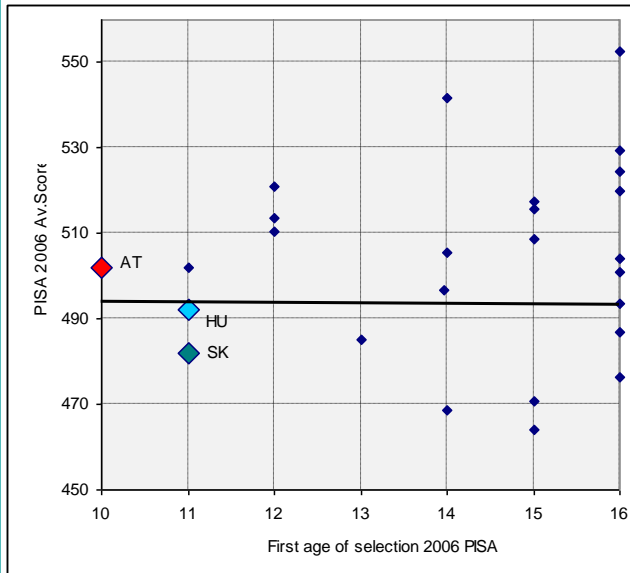
Overall comparison of some indicators

- Indicators of VET system
 - Age of first selection
 - VET at age 15
 - VET at upper secondary level
- Indicators of permeability
 - PISA score and standard deviation
 - Employment rate, unemployment ratio and rate
 - Participation in ABC tertiary level institutions
- Results
 - VET might increase average achievement and variation of achievement (inequality)
 - Early VET might increase employment and reduce unemployment, less so later VET
 - Late selection might increase and early VET might decrease participation in tertiary A-studies
 - (less so with tertiary B, and unrelated to tertiary C)*

Permeability

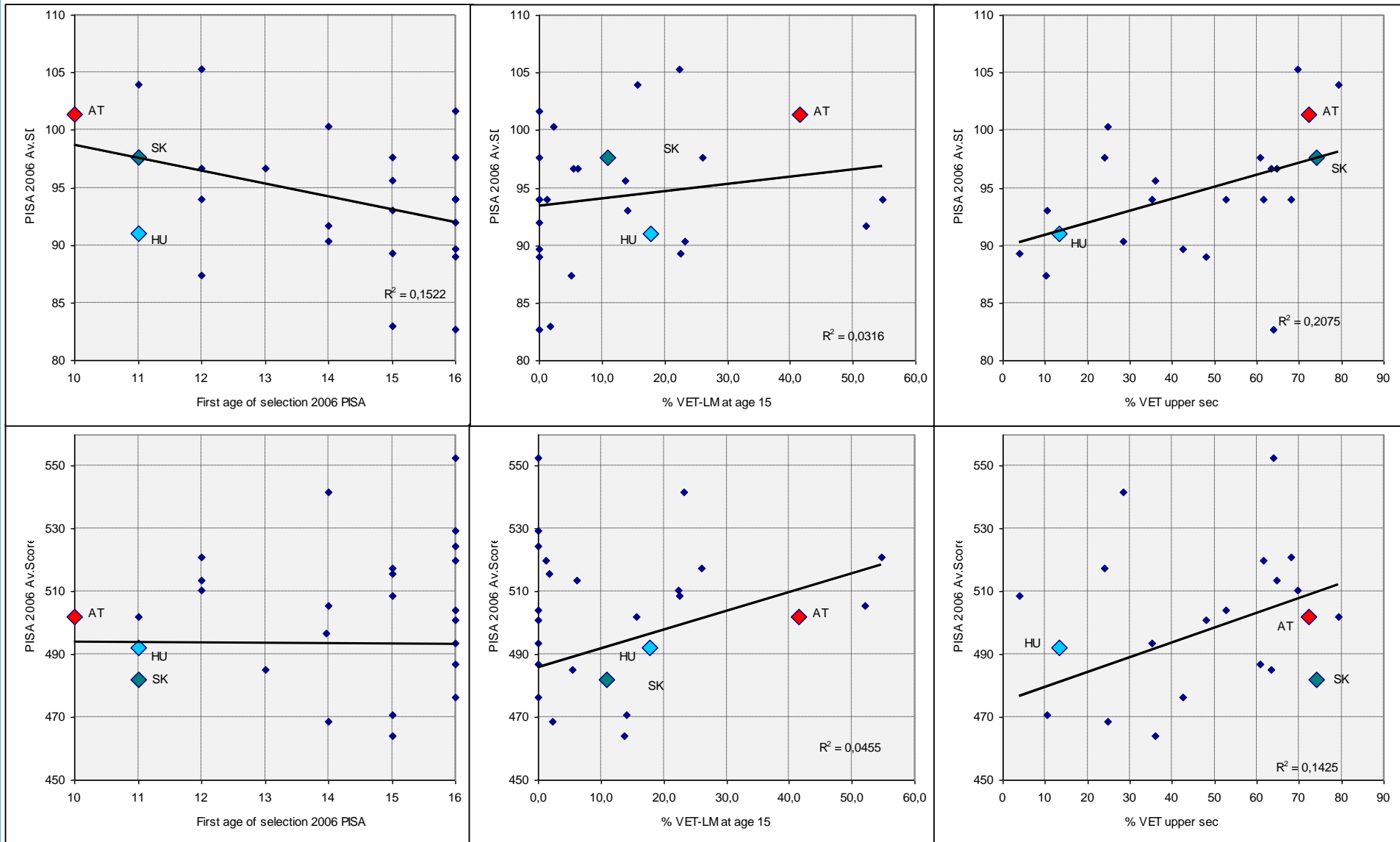
VET and aggregate Achievement (PISA-Score)

- Different VET structures: all early selection, one early VET, two later VET
- Achievement: some gaps



Permeability

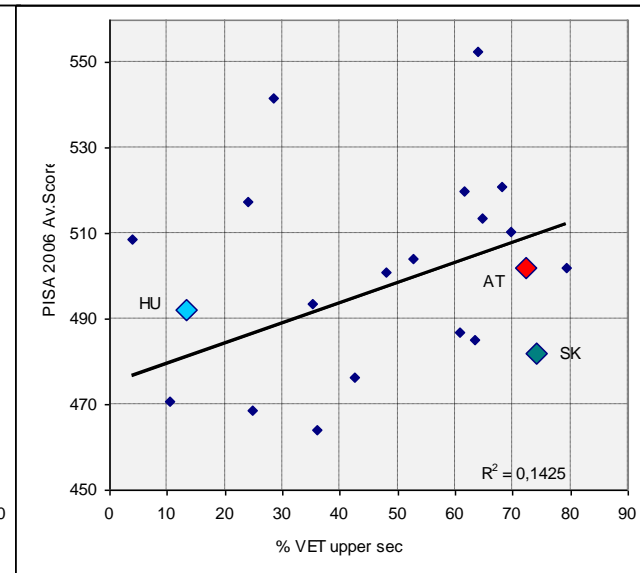
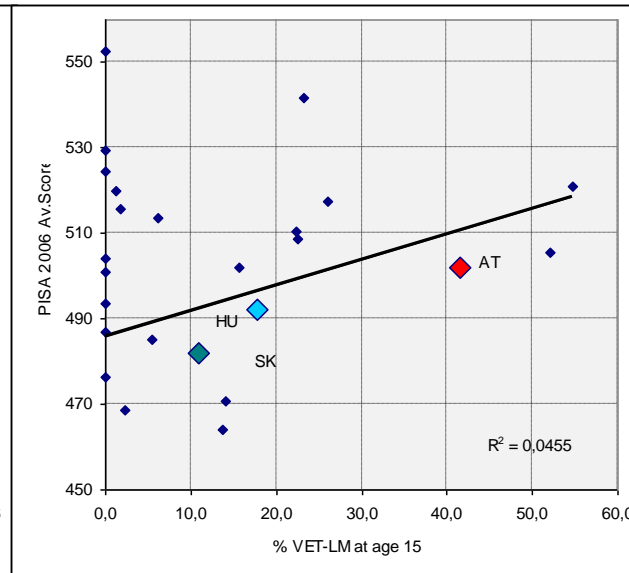
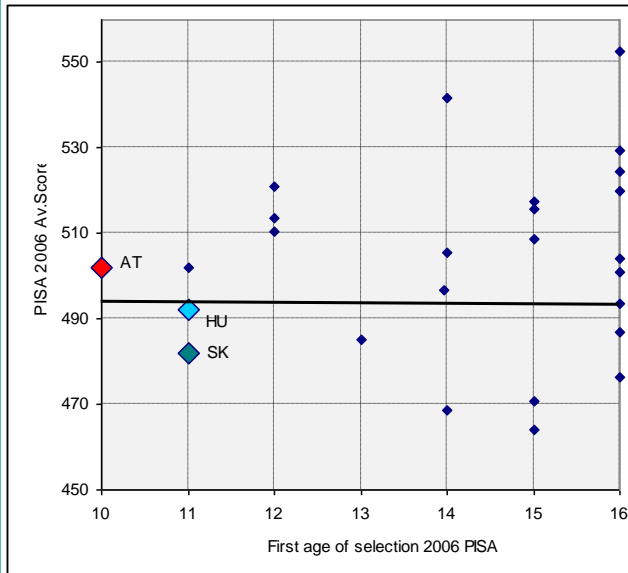
VET and aggregate Achievement (PISA-StdDv)



Permeability

VET and aggregate Achievement (PISA-Score)

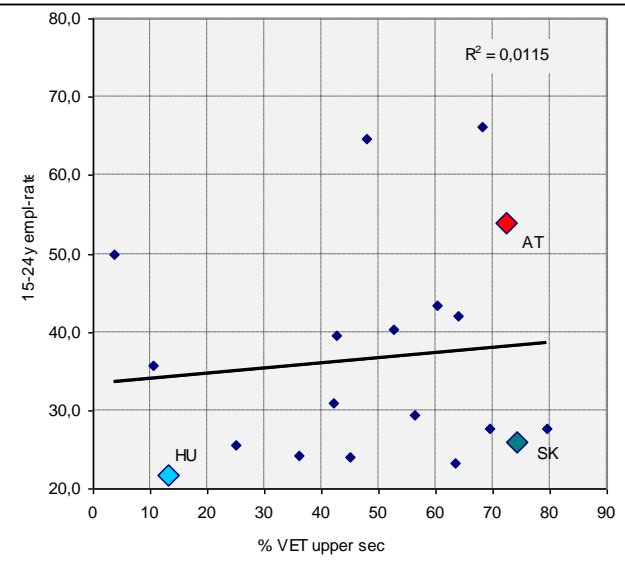
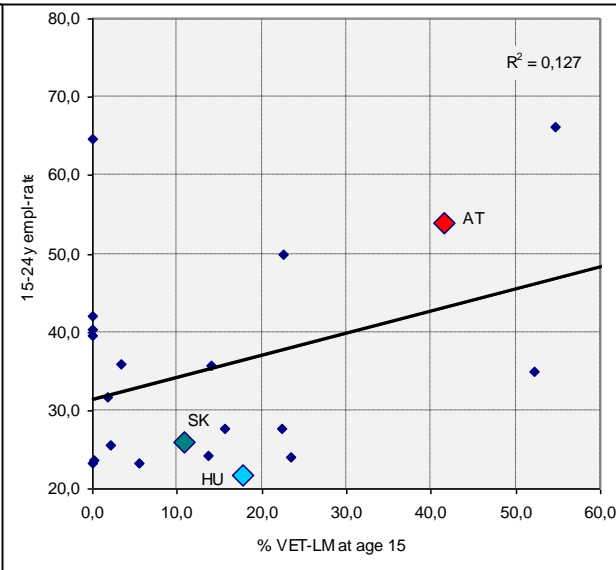
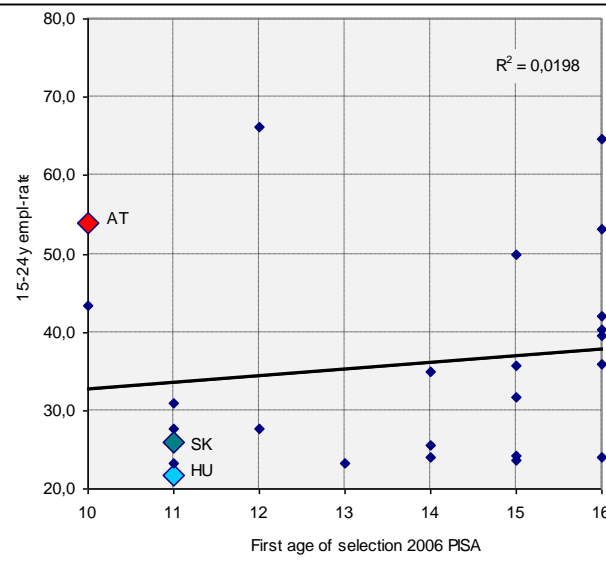
- Different VET structures: all early selection, one early VET, two later VET
- Achievement: some gaps
- Variation: different pattern (two high, one low)



Permeability

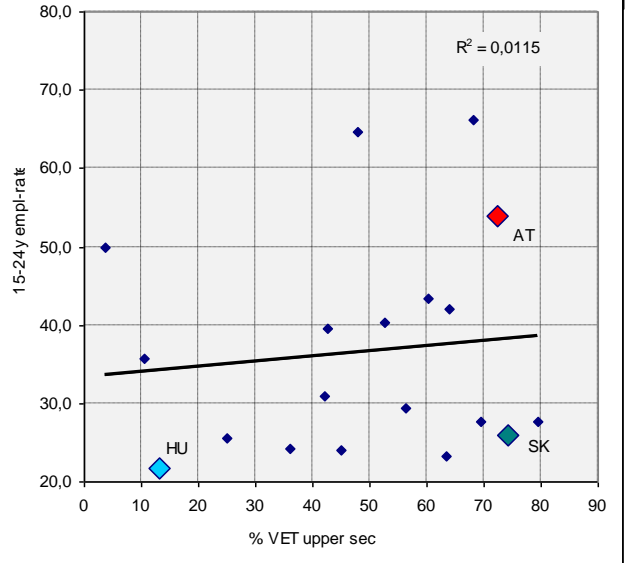
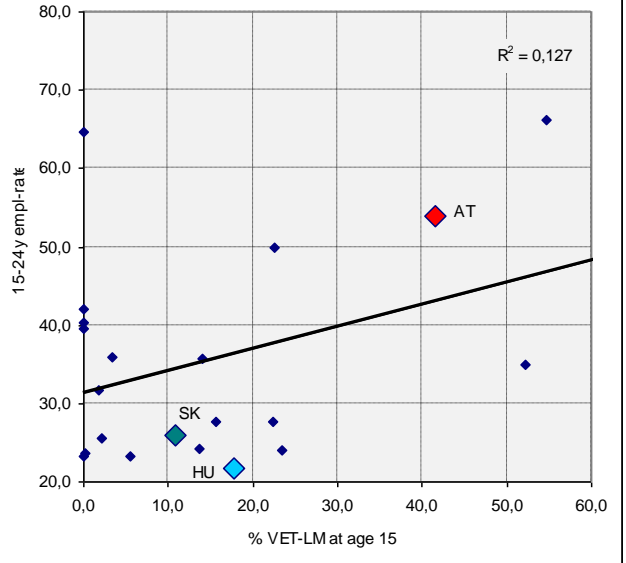
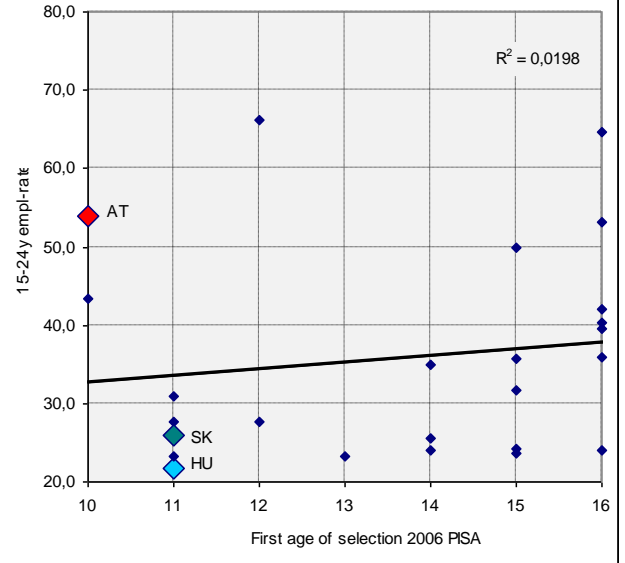
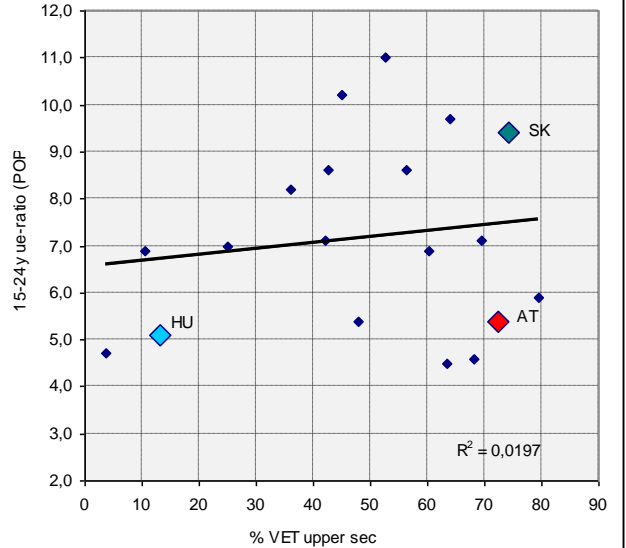
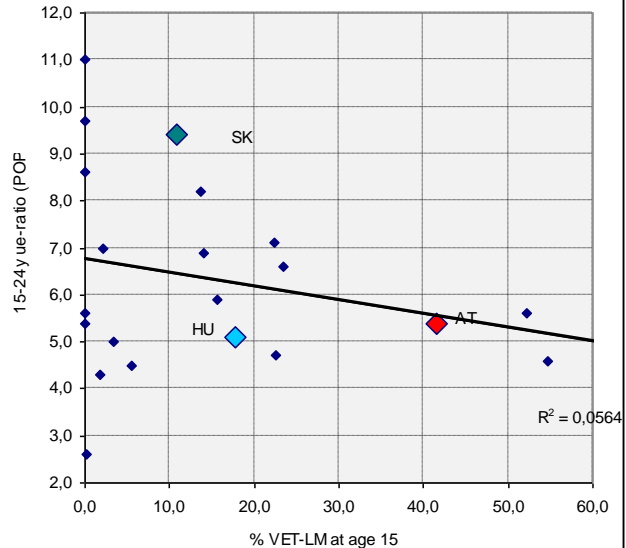
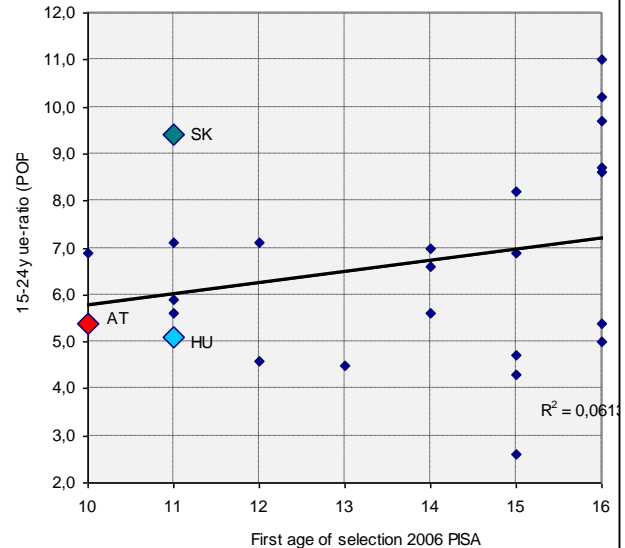
VET and youth employment

- Employment: big difference according to apprenticeship



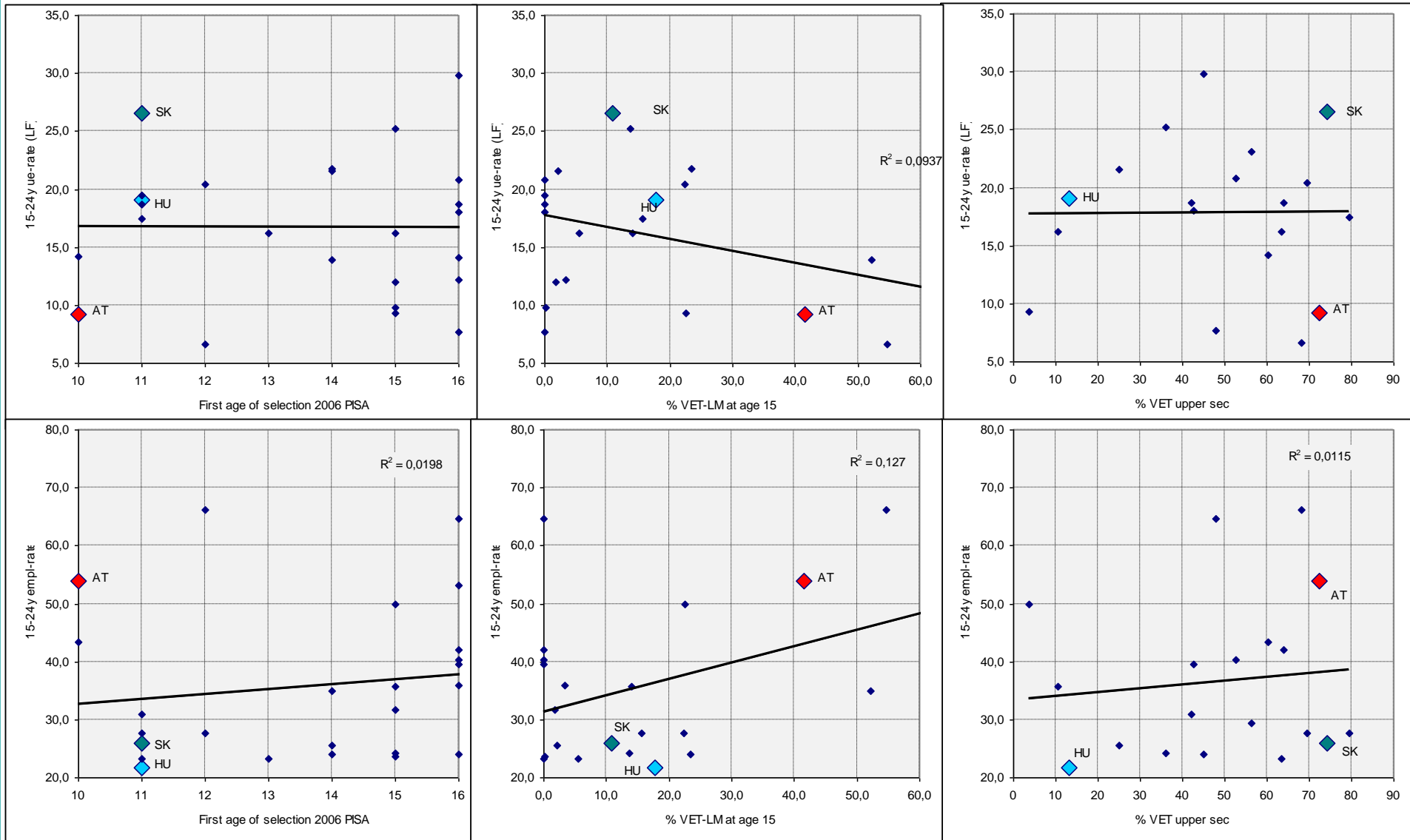
Permeability

VET & Employment / Unemployment RATIO



Permeability

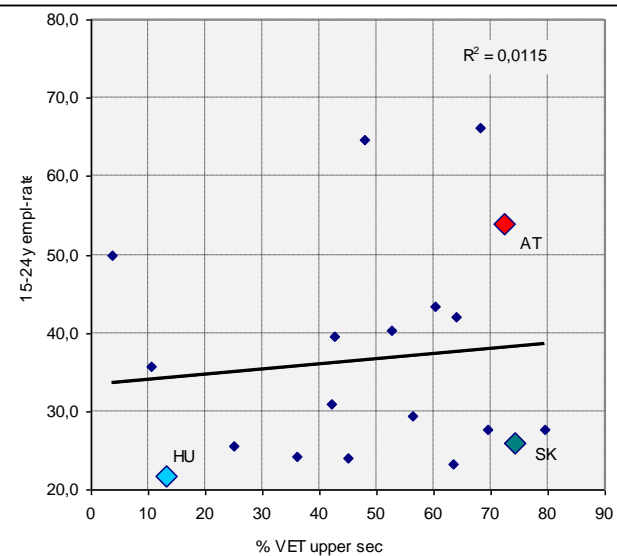
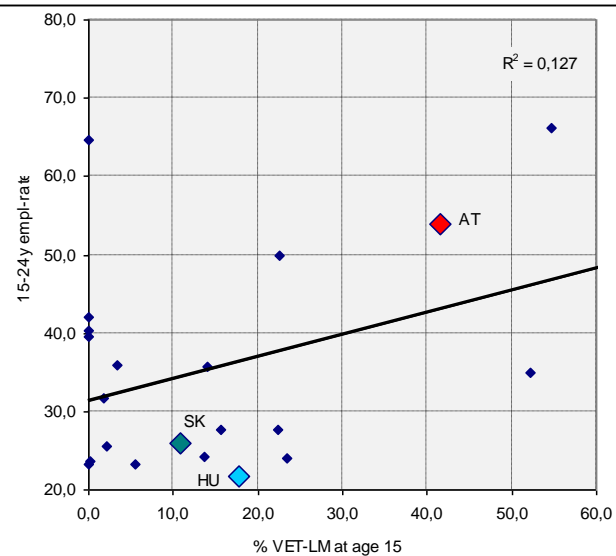
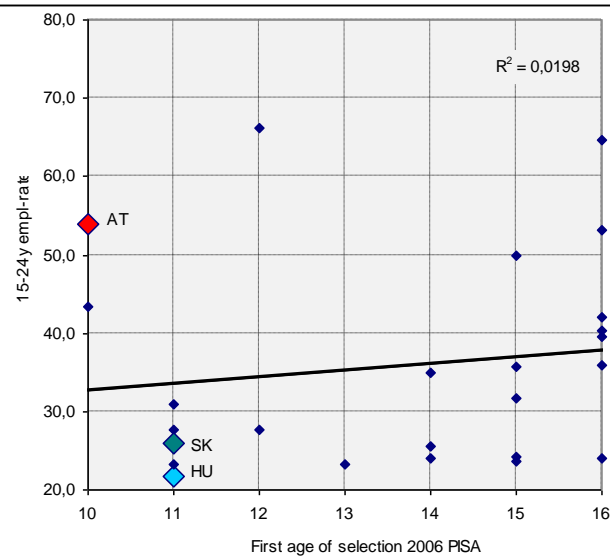
VET & Employment / Unemployment RATE



Permeability

VET and youth employment

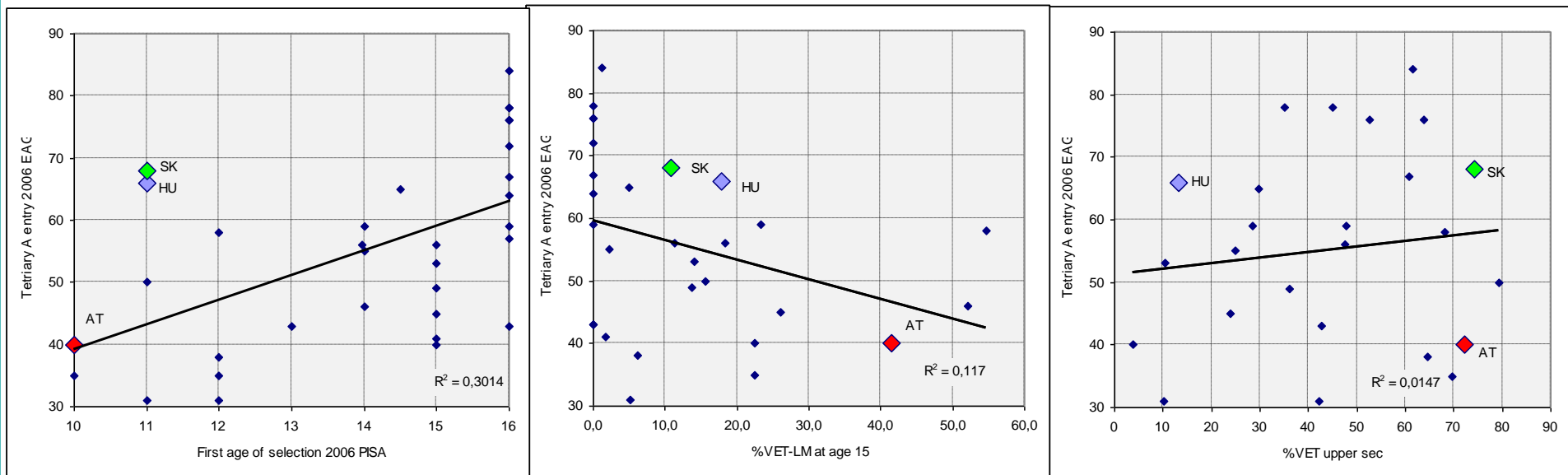
- Employment: big difference according to apprenticeship
- Unemployment: one high, one low, one according to „prediction“



Permeability

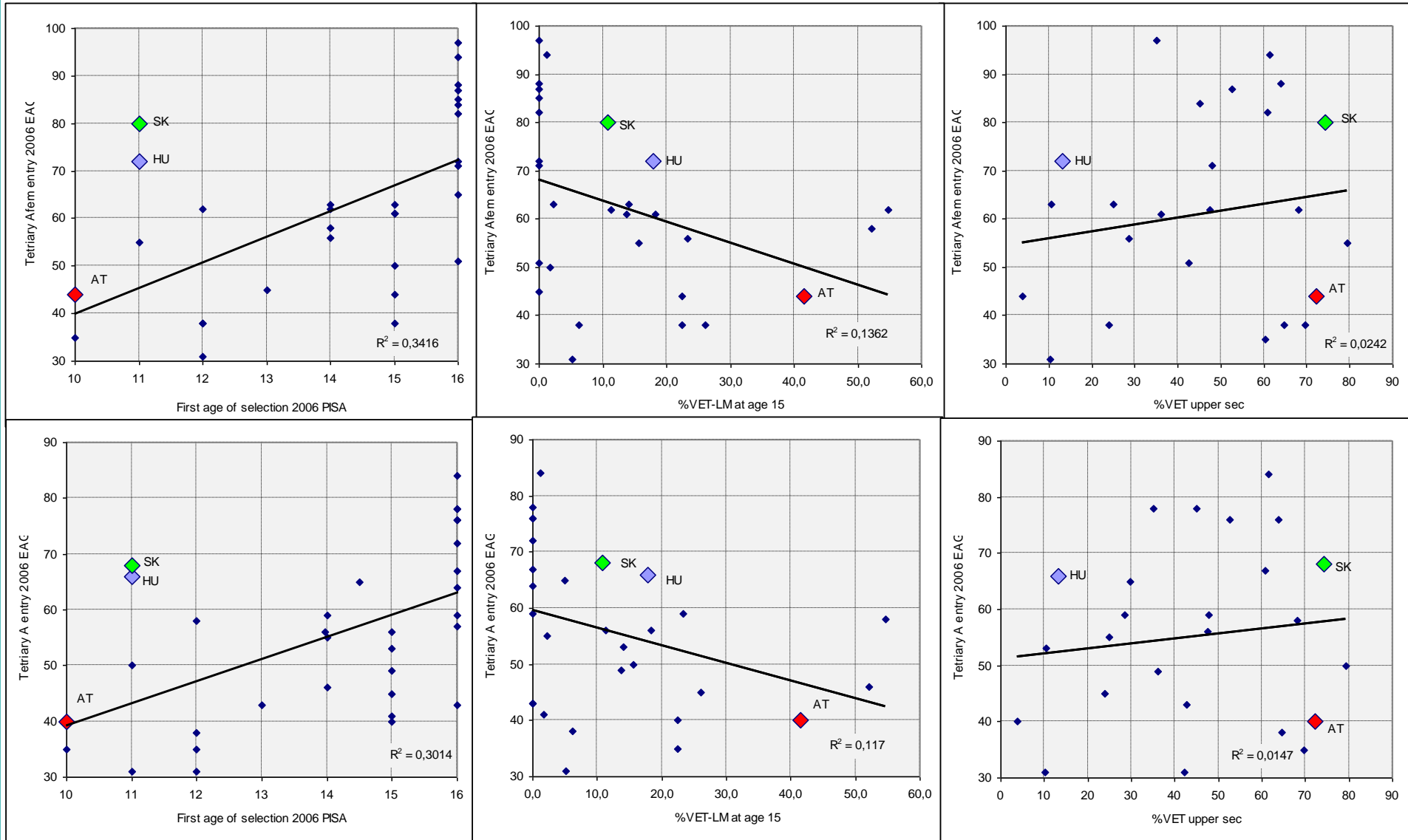
VET and participation in tertiary A

- Tertiary A: Two high, one low



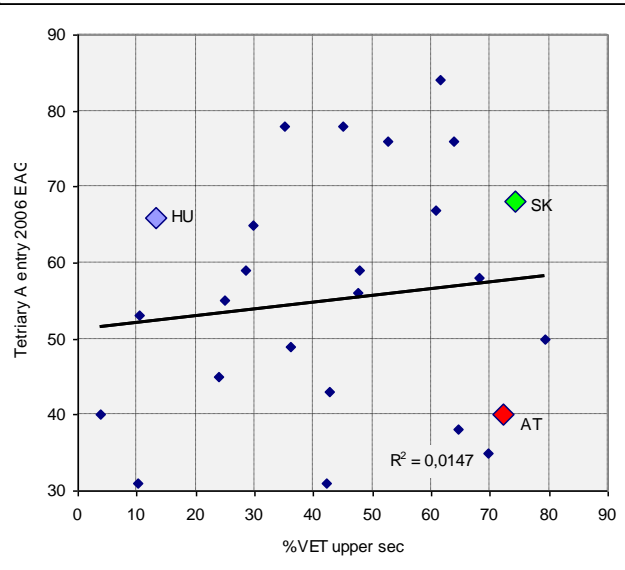
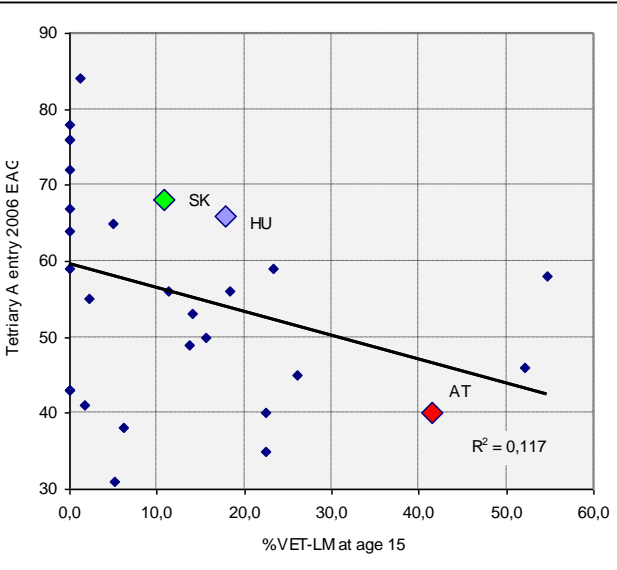
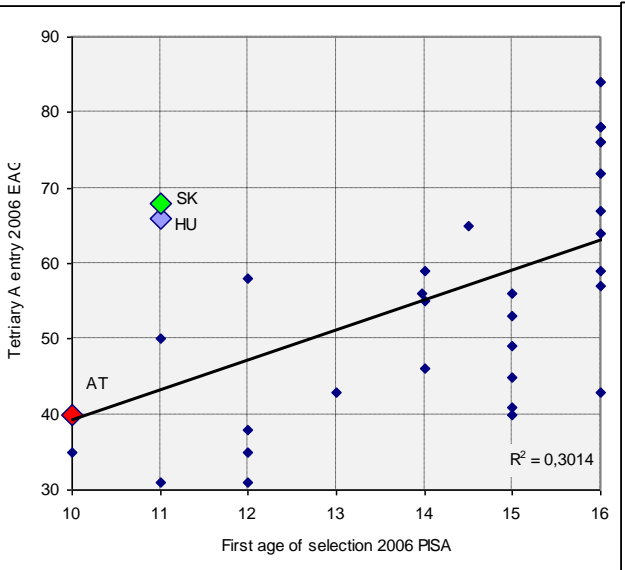
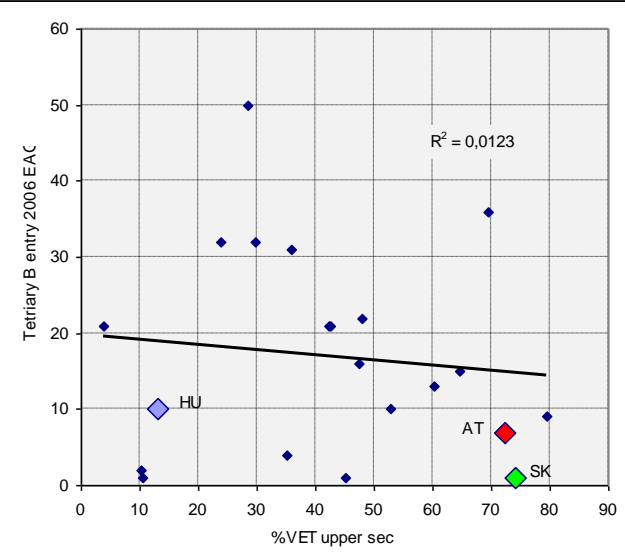
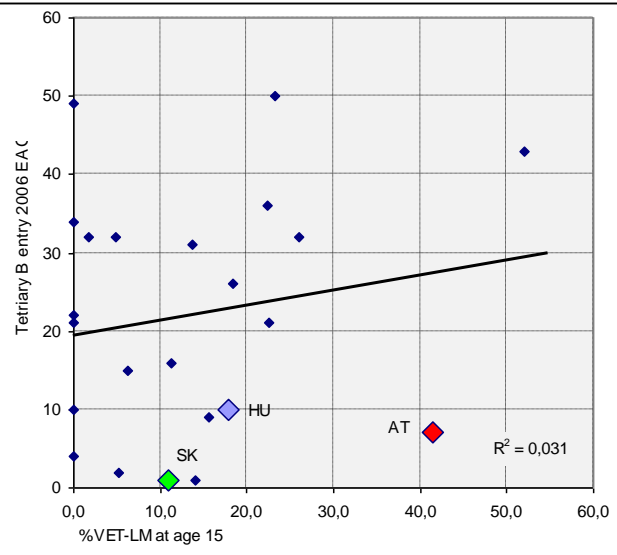
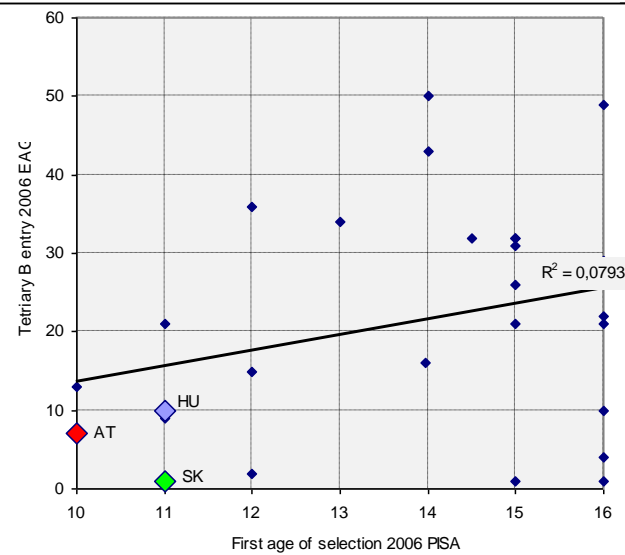
Permeability

VET and participation in tertiary A: Women



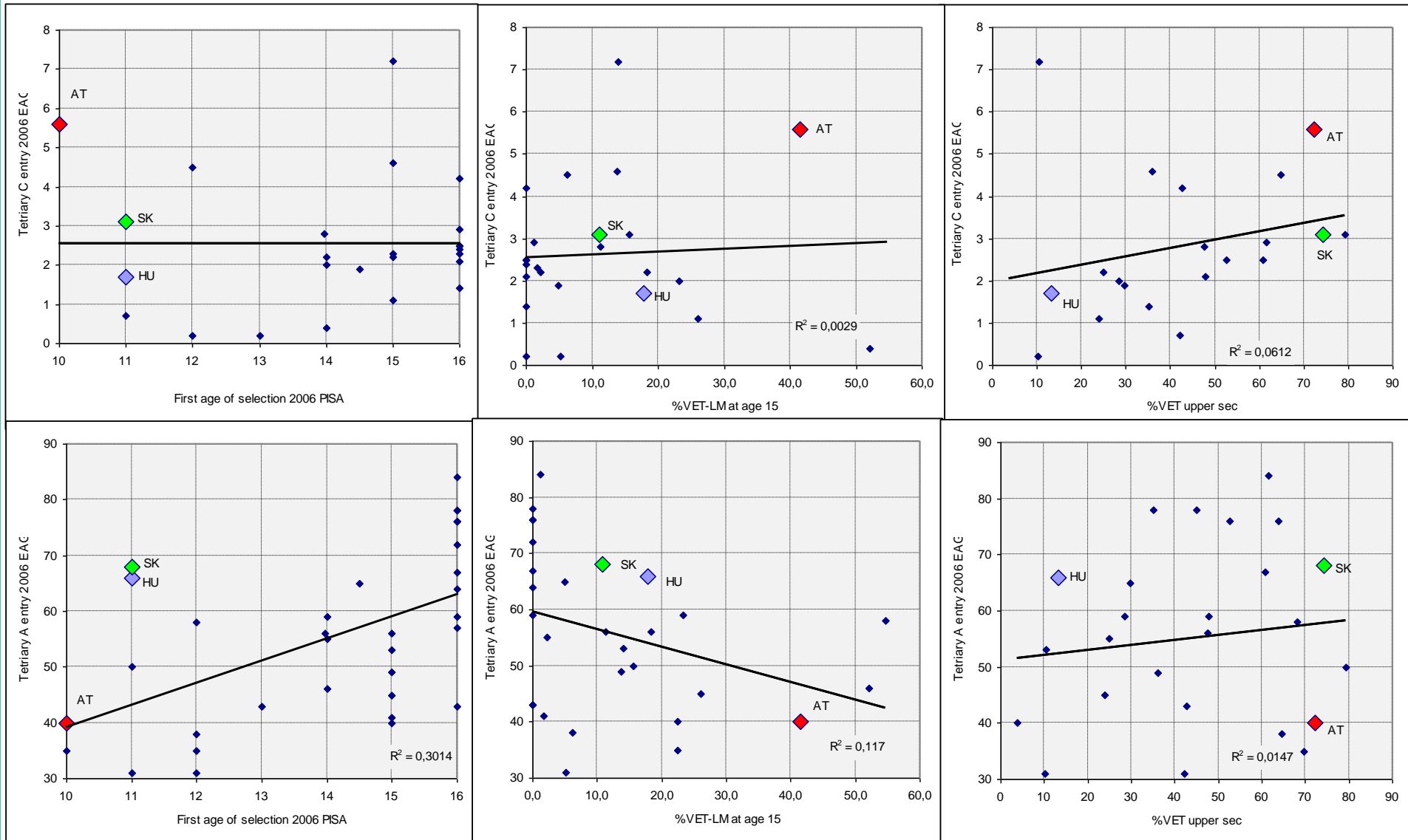
Permeability

Comparison to tertiary B: Vocational



Permeability

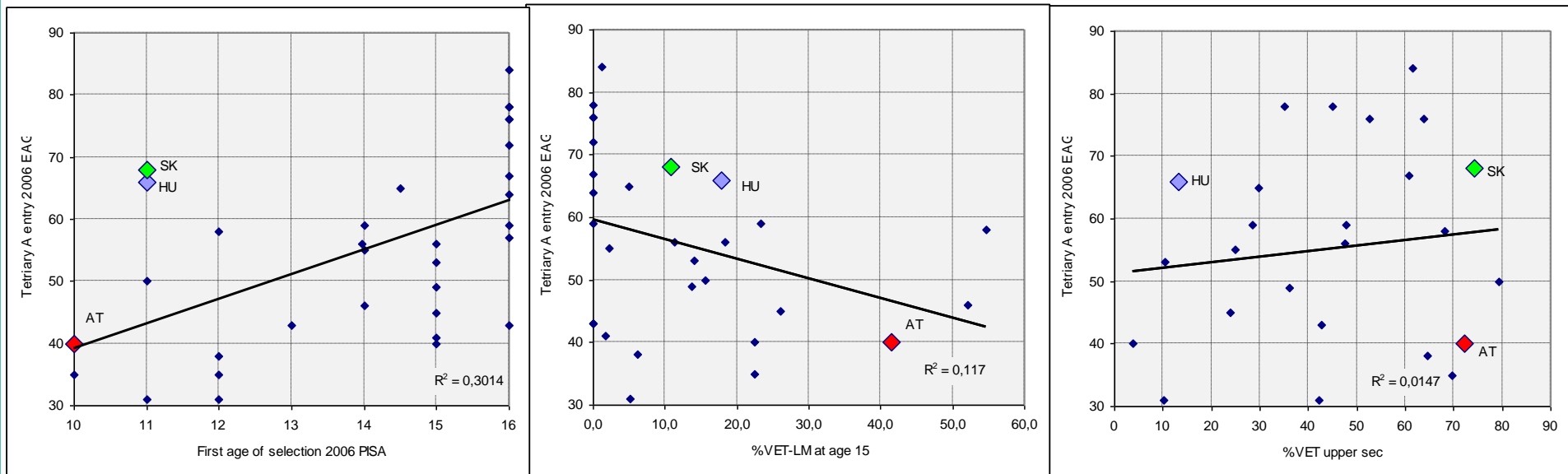
Comparison to tertiary C: Academic



Permeability

VET and participation in tertiary A

- Tertiary A: Two high, one low
- Tertiary B: Three low
- Tertiary C: different



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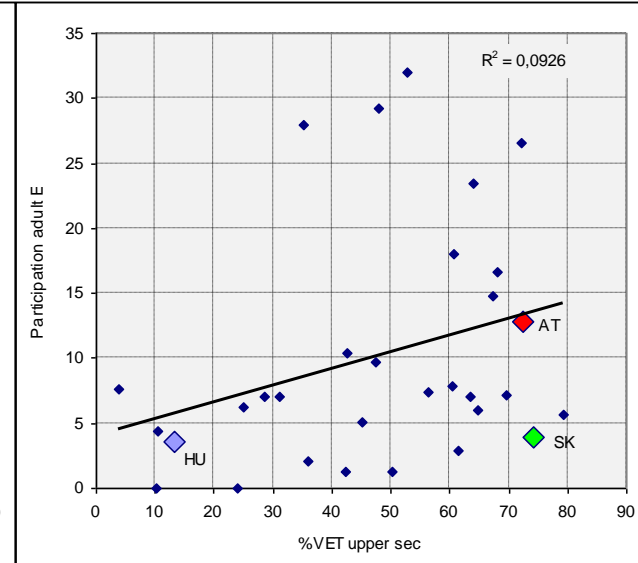
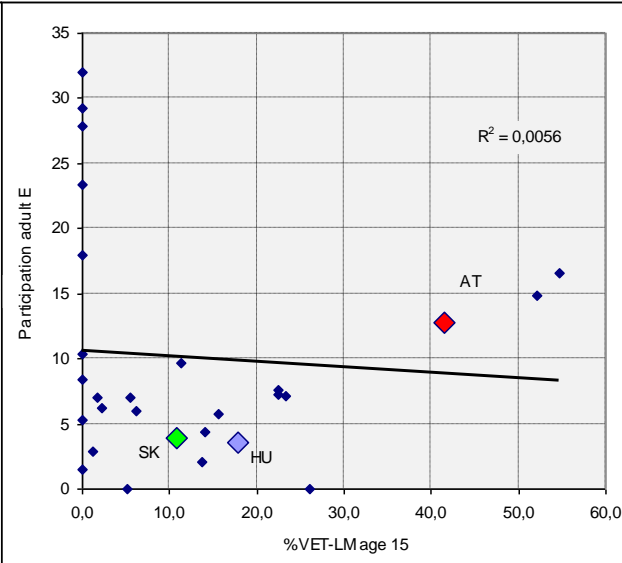
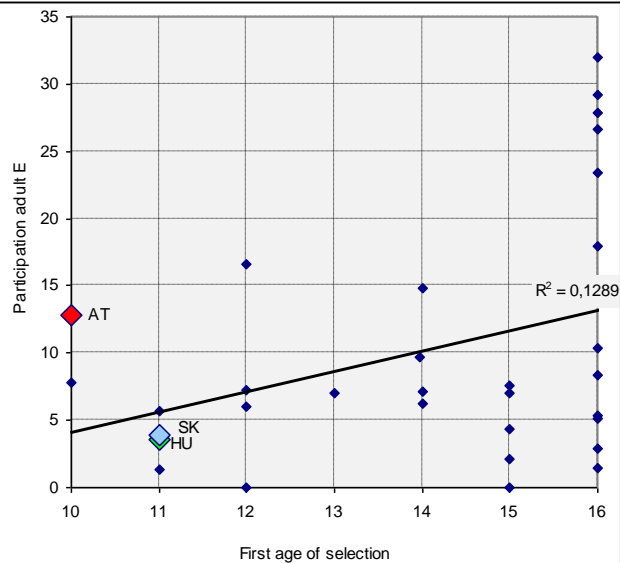
Foundation

- How is VET related to participation in continuing and adult education and training?
 - Adult education survey (AES)
 - Continuing vocational training survey (CVTS)

Foundation

Adult education survey (AES)

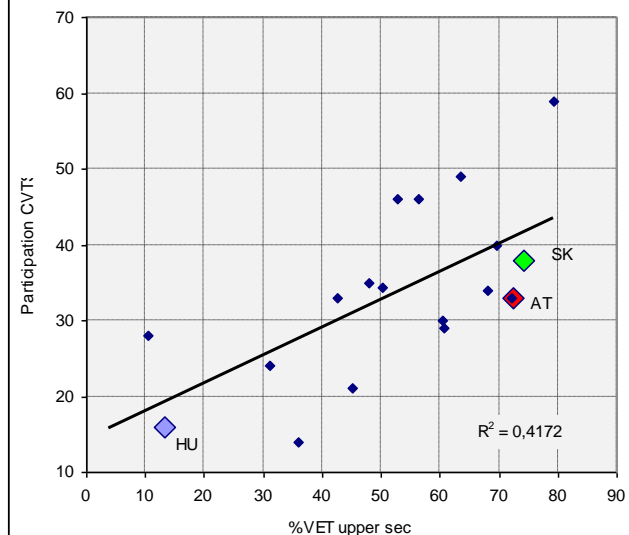
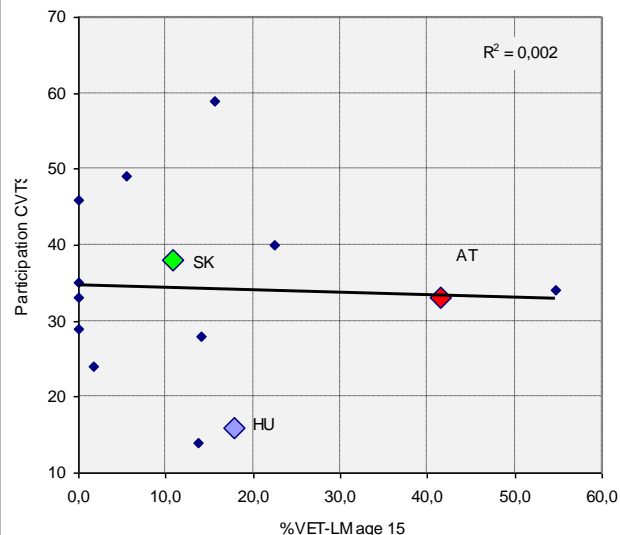
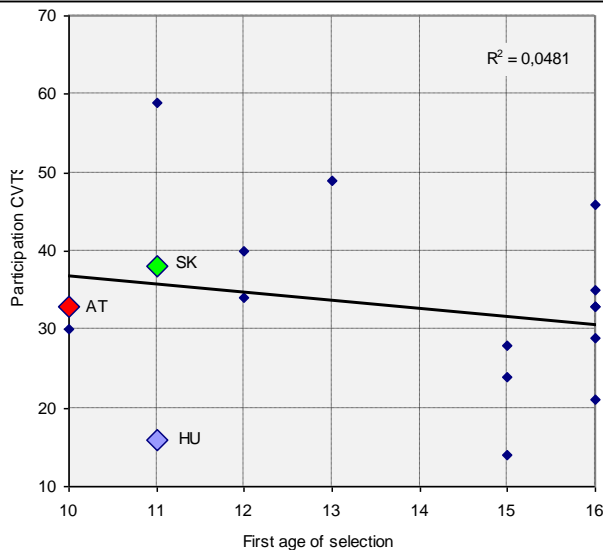
- Late selection might increase participation
 - Early VET might decrease participation
 - Overall VET rather increases participation
-
- AES-participation: Two low, one medium



Foundation

Continuing vocational training survey (CVTs)

- Late selection and early VET unrelated to participation
- Overall VET positively related to participation
- Two medium, one low, similar to „prediction“
- One big difference between surveys



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Competences/ies, qualifications

Basic questions

- How do initial and continuing VET combine to final competences/ies?
 - lack of empirical evidence
- How is this reflected in qualifications?
 - Importance of RAPEL
- Is there „systemic“ substitution or complementarity between initial and continuing VET?
 - Rather complementarity, questioning of high „front-end-loading“
- Is there „systemic“ substitution or complementarity between VET and tertiary education?
 - Only with tertiary B
- What might we really expect from qualification frameworks for VET and LLL?

EAG 2006, PISA 2006: Relation VET and HE (VET age 15, upper sec.level; HE entry rates)

- Overall: the (frequent) assumption of a substitutive relation between VET and HE does not hold...
- ...there are different patterns of HE with VET at different points of observation
 - **VET at 15:**
Low VET high variation of Type A and B, medium level of Type C
 - **VET at upper secondary level:**
*High VET often corresponds with high rates of HE Type A
also positive relation of VET to HE Type C
however, substitution with HE Type B*
- VET classifications: no strong patterns with HE, however some hints
 - Comprehensive VET systems: show slightly higher rates of HE Type A than early VET systems, however the latter also show high rates
 - the early VET systems show higher rates of Type C

Conclusions I

- A broad agenda of LLL (including economic, social, political, and cultural dimensions) ...
- ... poses questions/challenges for VET: how should those dimensions be handled in relation to the economic challenges?
- A proposal includes at least the following issues
 - „Accounting“, Anticipation, Innovation concerning growth and productivity
 - Monitoring of labour market matching
 - Early school leavers, Individual action plans for integration/inclusion of young people
 - Attention to selectivity-permeability of system
 - Opportunities for political participation, „Co-determination“
 - Attention to personal competences/ies
- A LLL-strategy should include a vision, concrete goals and objectives and a operational plan for implementation
- VET-systems show different patterns with respect to permeability and foundation

Conclusions II

- The three countries show different patterns of VET-structures
 - AT: clear early VET system
 - HU: early selection and little emphasis on VET
 - SK: early selection and late VET system
- The starting points/challenges for VET and LLL are different
 - AT: high inequality of achievement
 - HU: low VET and adult/continuing education and training
 - SK: high youth unemployment
- Interesting further issues
 - Tracked VET structure in Austria (VET-colleges/apprenticeship), currently „reshuffling“ (access to „Matura“ from apprenticeship)
 - Integration of VET and HE: Switzerland Polytechnics
 - Integration of VET and adult/continuing education: Netherlands regional VET-colleges and integrated legal foundation of sectors
 - Policies for inclusion in Nordic countries: integrating individual action plans and common financing/support mechanisms
 - Institutional support for continuing/adult ET in Scotland

Summary table

	AT	HU	SK
Structure	Early VET system	Little emphasis on VET	Early selection & late VET system
Achievement (PISA)	Medium level, high inequality	Medium level, low inequality	Medium level, medium inequal.
Y.Employment/unemployment	High employm., med-low ue.	Low empl., medium ue.	Low empl., high unempl.
Tertiary education	AB low, C high	A high, B low, C medium-low	A high, B low, C medium
Adult and continuing ET	Medium	Low	Low-medium

The End

**Thank you
for your attention !**

Material

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ANNEX: Austrian profile

Specific Austrian experience

VET profile

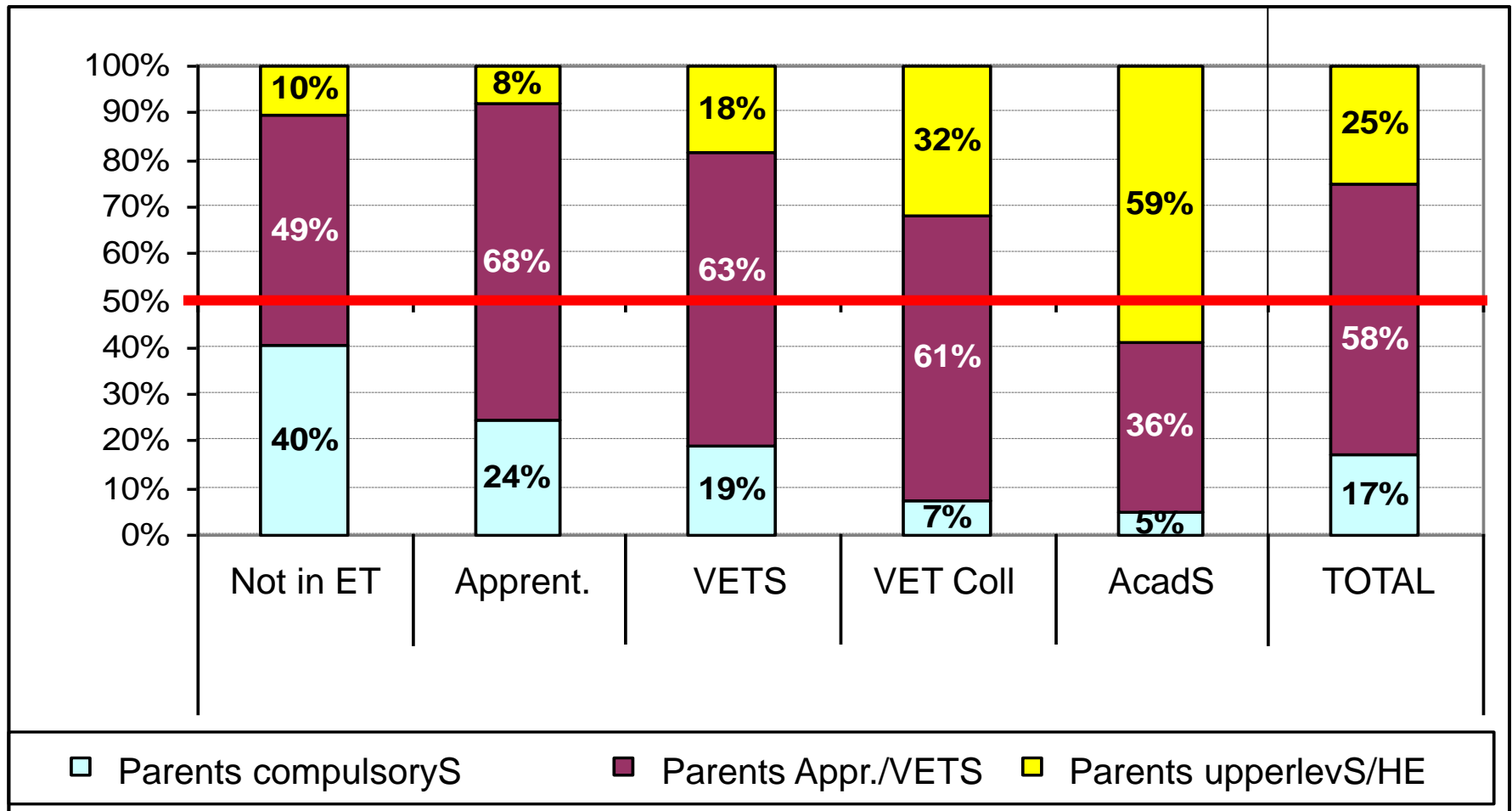
- Early VET system
 - with 1st selection at 10,
 - 4 programmes at 15,
 - ~40% in VET at age 15,
 - increasing to ~70% at upper secondary level
- Achievement
 - mean scores ~at average
 - variation high, also percentile difference in reading and math
 - gender difference in math and science is high
 - in primary education mean scores and variation at average also gender and percentile differences
- Higher education
 - Type A&B low, type C high
 - compared to similar HE proportions achievement rather above average in Austria

Some results about Austrian VET

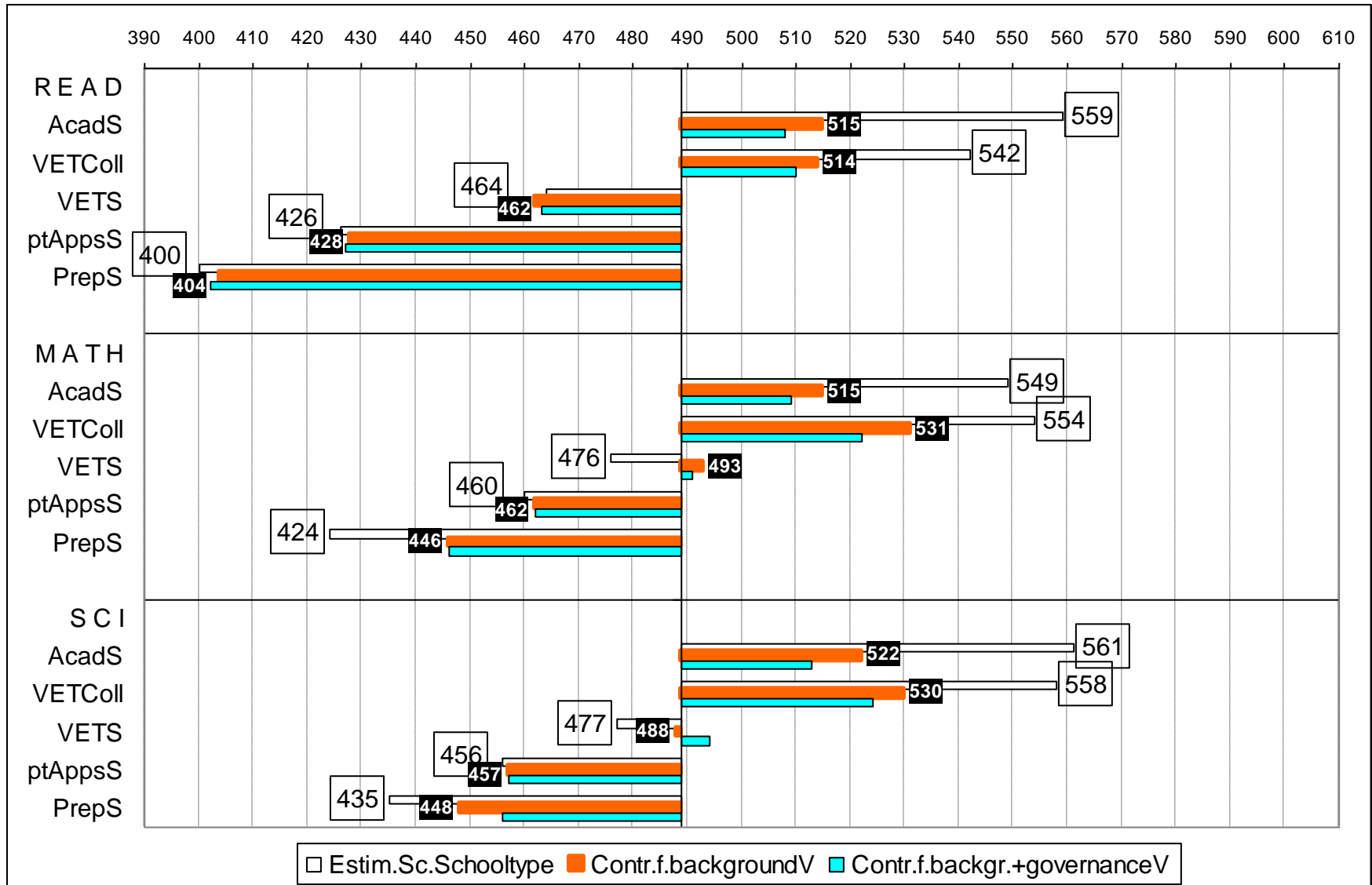
In-depth analysis

- Very strong influence of **social background** variables
 - on participation
 - on achievement
- ...however, VET colleges provide a (limited) platform for progression in ET to HE...
- ...and the strong selectivity of the system does **not** seem to exert a „**backward influence**“ on primary education...
- ...overall, the Austrian system seems rather an **exceptional case** among VET systems than representing common features...
- ...as the **diversity and complexity of ET structures** seems really higher than expected in a comparative perspective

Parents' education of 17y.old students in different schooltypes



Estimated Scores by schooltypes



ANNEX: VET structures

PISA 2006: Structural Traits of ET-systems I

(share of VET, programmes, and selection)

■ STRUCTURE

- the more programmes, the earlier selection occurs
- the more VET, the more programmes are available
 - however, also some systems with low VET are strongly differentiated*
- the more VET, the earlier the 1st selection point occurs
 - however, also with low VET early selection occurs*

■ ACHIEVEMENT

- the more programmes, the more variation in achievement, however, rather non-linear relation to achievement level
- less achievement and more variation with earlier selection

PISA 2006: A first classification of VET structures

1: one programme, 1st selection 16, no VET at 15

AUS, CND, NZ, UK, US

DK, FIN, IS, N, S

PL, E, LV

**Comprehensive,
late selection,
(no early VET)**

2: 1st selection 13-15, low VET at 15 (below 20%)

EL, IT, PT, LUX, EE, LT

3: 1st selection 13-15, medium VET at 15 (20-40%)

IRL, JP, KOR, RO

4: 1st selection 10-12, low VET

CZ, HU, SK, BG, MEX, TR

5: 1st selection 10-12, medium VET

B, GER, CH

6: high VET

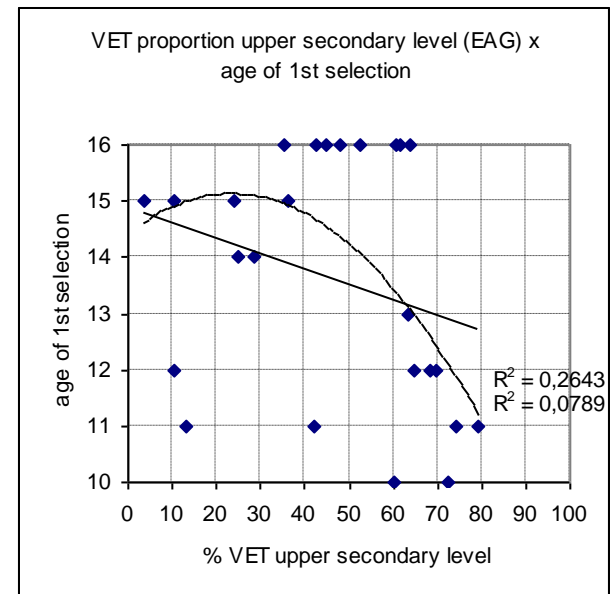
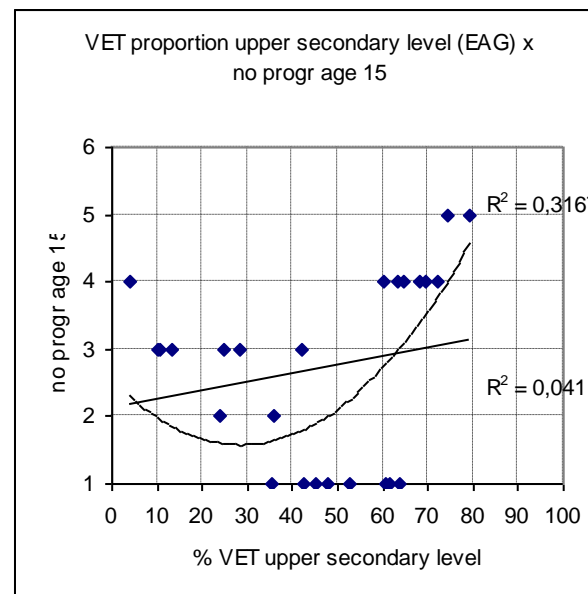
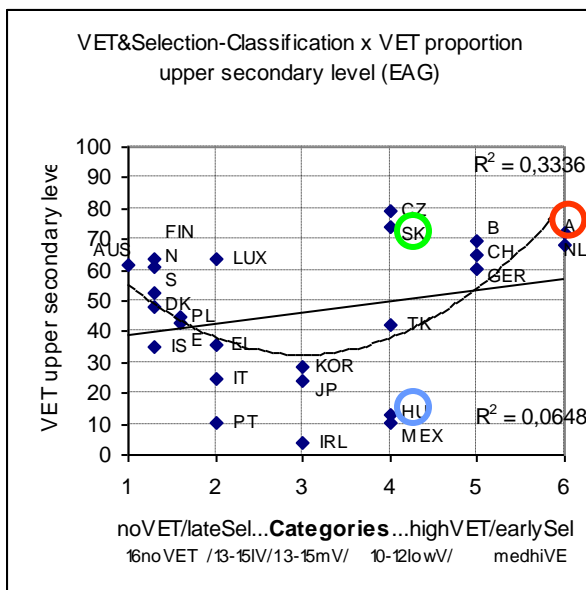
A, NL, SI

**Early VET, early
selection**

PISA 2006: Structural Traits of ET-systems II

(share of VET at age 15, programmes, and selection)

- ...all comprehensive systems with late selection move to medium/high VET
- ...all systems with early selection into VET remain in high VET
- ...all systems but one with high early programme differentiation move to high VET



PISA & EAG 2006: A second classification of VET structures

1: early selection and low/medium VET

HU MEX, TR

2: late selection and low/medium VET

EL, IRL, IT, JP, KOR, PT

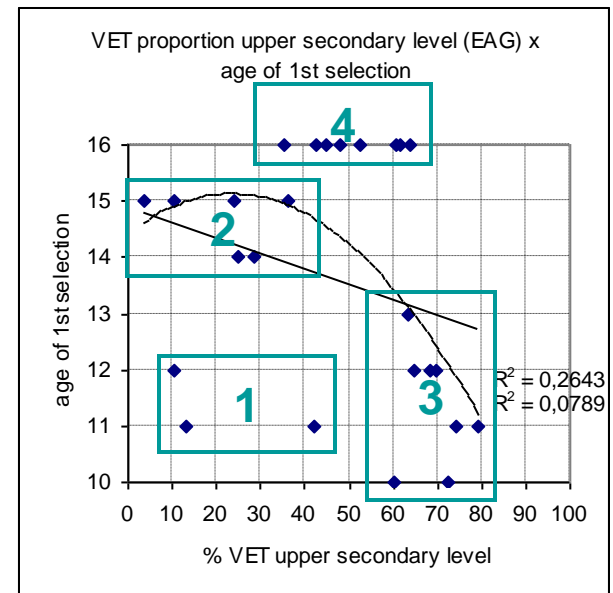
3: early selection and high VET

A, B, CZ, GER, LUX, NL, SK, CH

4: late selection and medium/high VET

AUS, DK, FIN, IS, N, PL, E, S

NOTE: the anglo-saxon countries, and some new member states are missing in the EAG-classification



PISA 2006:

VET structures and achievement

- With the first classification based on VET at age 15 we see
 - a tendency of **higher means** for comprehensive systems **and** for early VET systems
 - however, the intermediate categories (3 and 4 with medium and low VET) are rather heterogenous*
 - a tendency of an **increase of variation** of scores with increase of VET
 - at least in reading and math, less so in science*
- The second classification based on upper secondary VET shows
 - the two types of VET structures are **similar with mean scores**
 - with some more variation in the comprehensive type (4)*
 - and the **variation of achievement is rather higher in the early VET structure (3)**
 - with some differences between reading, math, and science*