Continental and Nordic VET: a comparative perspective (discussion VETNET opening session, augmented and extended)

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Discussion

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…Nordic problems (trade-offs)

- Continental perspective, comparison Nordic and Continental, two ‚myths'
  - Nordic > better in equ(al)ity
  - Continental > better in transition into employment labour market

    have systematic comparisions that show less marked differences than one would ecpect, however show at next ECER (to complicated now)

- Christian's presentation abt. Denmark and Sweden: questioning **social purpose of VET**, very important point from my view!
  - social purposes of VET ‚at the bottom' undermine esteem of VET
    > selection, produces exclusion
  - social purposes of VET ‚at top' (access to higher education)
    > undermine other (lower) VET programmes and tend to produce more drop-out (Sweden)
  - apprenticeship might be solution to both?
    > might be success in Norway, not in Sweden and Finland so far…
  - [*big and wide-ranging contemporary reform in VET in Denmark (see Vibe presentation), seems not successful do far*]

…continental solutions tracking and differentiation

- ...(how) do Continental countries solve these problems?
  > basically they have **differentiated VET structures**, however, different patterns:

  – Austria: hierarchical ‚dualism' apprenticeship / fulltime VET by medium, upper level, > kind of ‚vocational Gymnasium', however, coming from VET side
  in case of exclusion strong Labour Market Policy as complement (institutional apprenticeship and complex training guarantee !)

  – Germany, Switzerland: selectivity and differentiation within apprenticship, to much part informal (by sectors, enterprise types…), Switzerland success in ‚permeability'?

  Germany: ‚transition system' for excluded, mainly failed

  *Two different **solutions for ‚excluded'** (social purposes at the bottom):*
  (1) sequential (preparatory remedial programmes): seems not to work (German transition system, new programmes in Denmark…)
  (2) parallel (additional support within ‚formally' regular programmes): seems to work (if properly implemented what seems difficult)

  Switzerland, selection and short apprenticeships

  seems small scale;

…key issues: esteem and broader framing

- …in my view, concerning esteem,
  similar debates occur everywhere, however, thesis:
  there is an implicit linkage between a tracked compulsory school and a differentiated (tracked) VET structure (latter appears more ‚legitimate' on this background)
  - VET tracking increases tracking within compulsory school (Nordic)
  - compulsory school delegimates tracking in VET strengthens upward dynamic (Continental)

- …real solution is **broader framing of the problem**, basically

  to see VET and higher education as a common framework, and to really think about how to deal with **different abilties**, and thereby

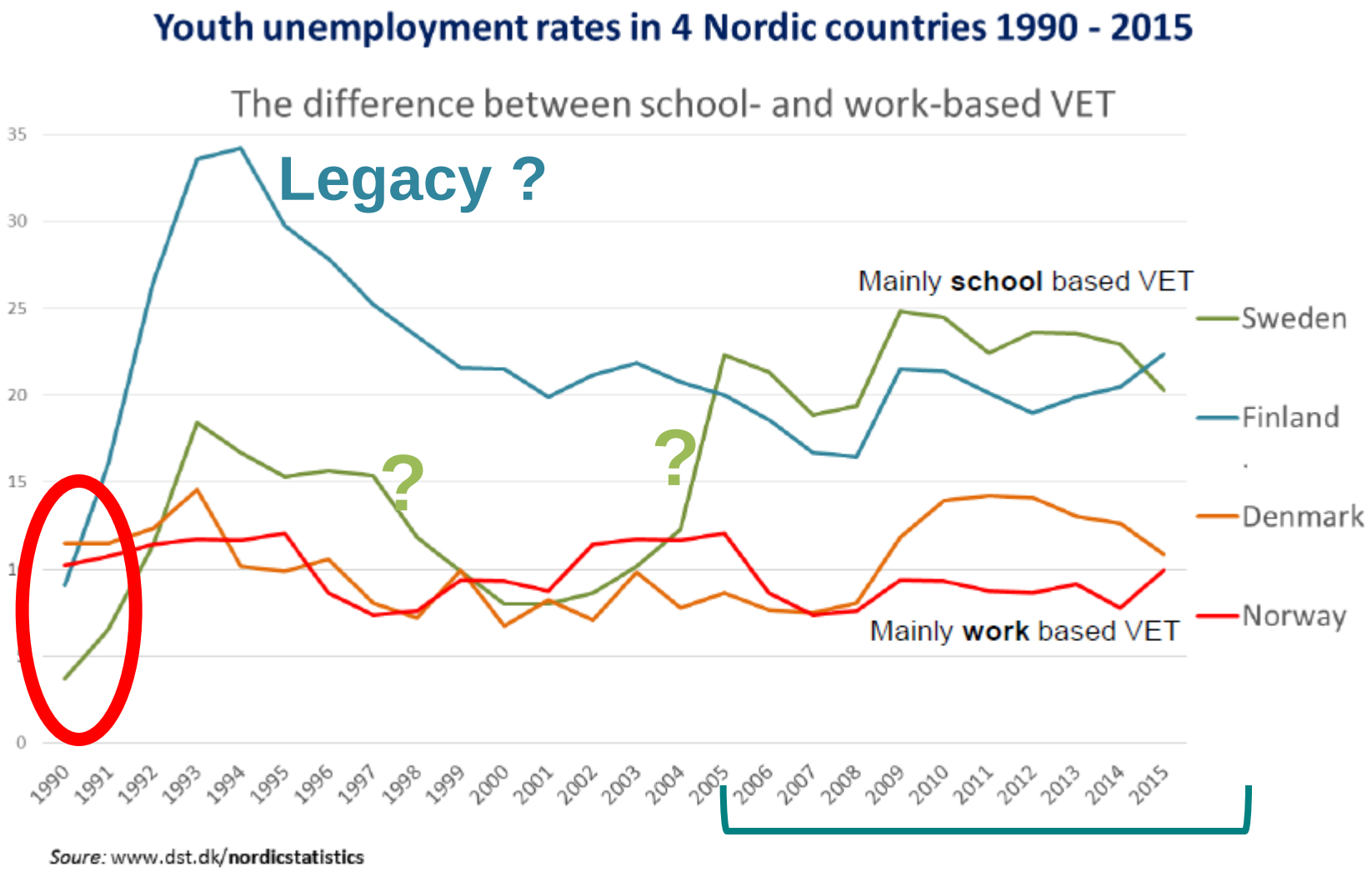
  also considering seriously the common ‚Folklore'-distinction of the ‚practical' and its various opposites (theoretical, intellectual, abstract, etc.) which are strongly engrained in educational thinking, however, hardly seriously analysed (e.g., kinds of intelligence, R.Sternberg…)

- I think this direction could solve the (seeming) policy-'trade-offs'…

…more specific remarks

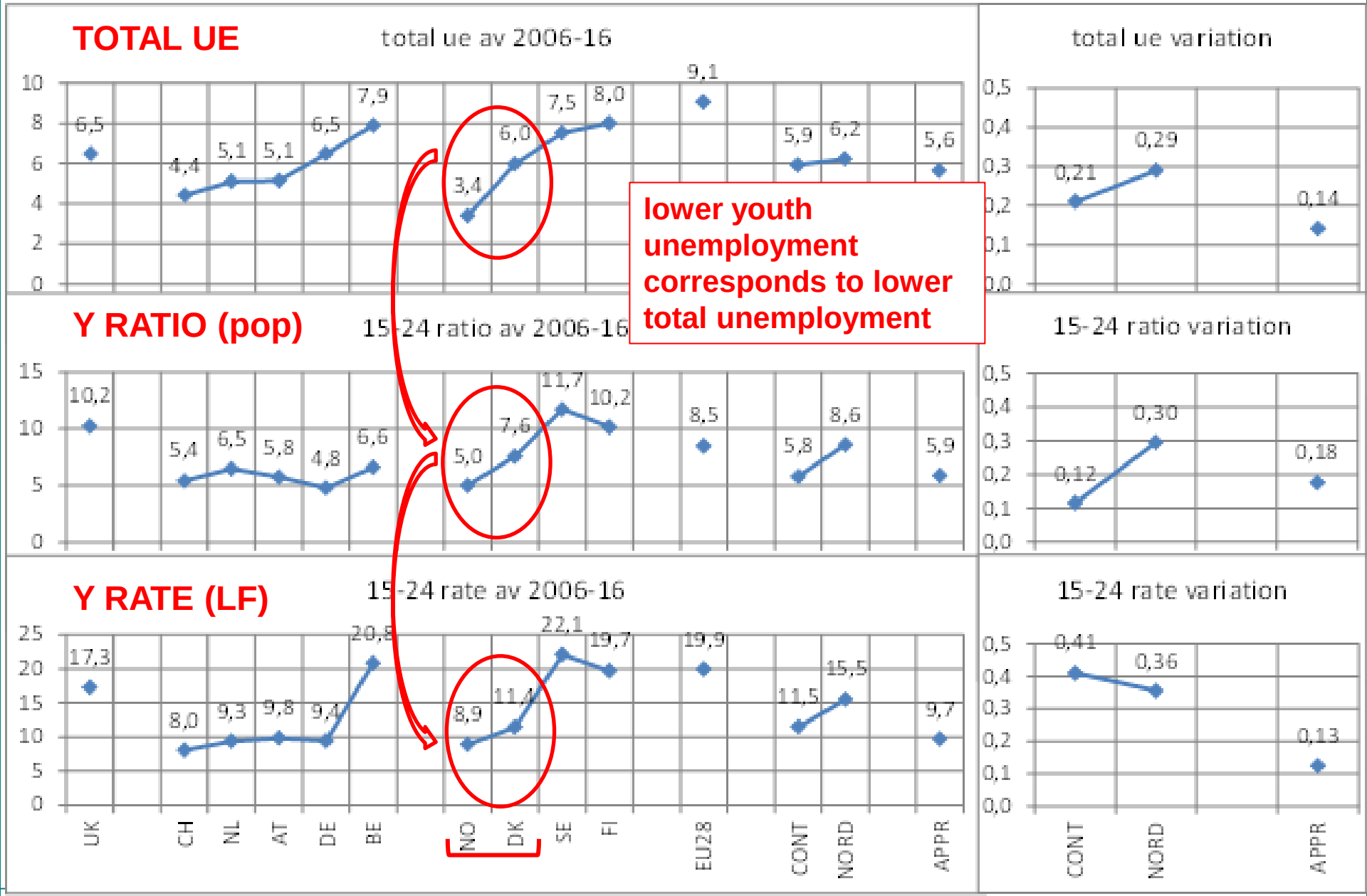
- …youth unemployment rate bad indicator
- …general economic situation often forgotten, but essential for youth employment

Christian‘s slide…



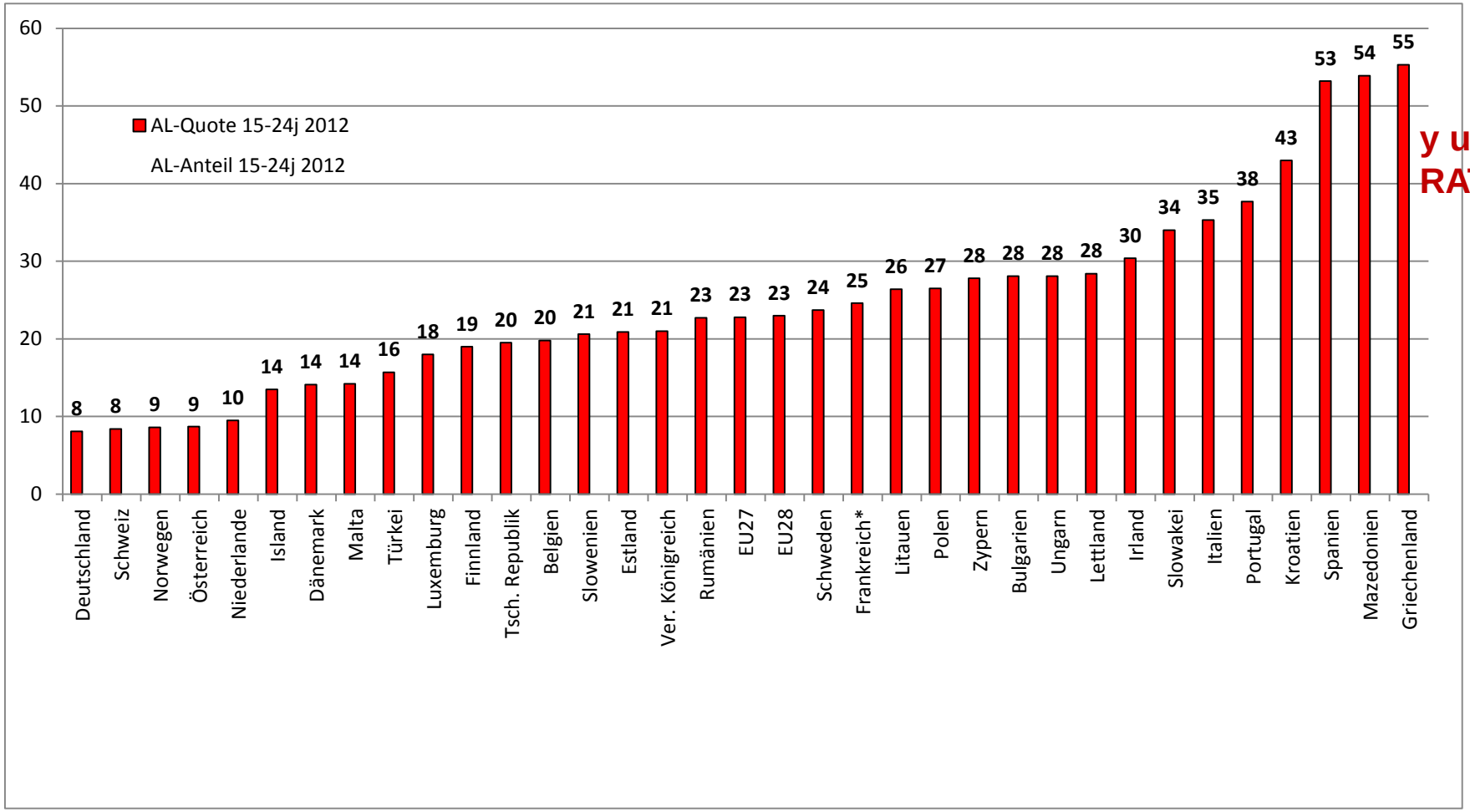
Initiatives in Finland and Sweden to extend work based learning in VET

UE 06-16 average per country, youth and adult



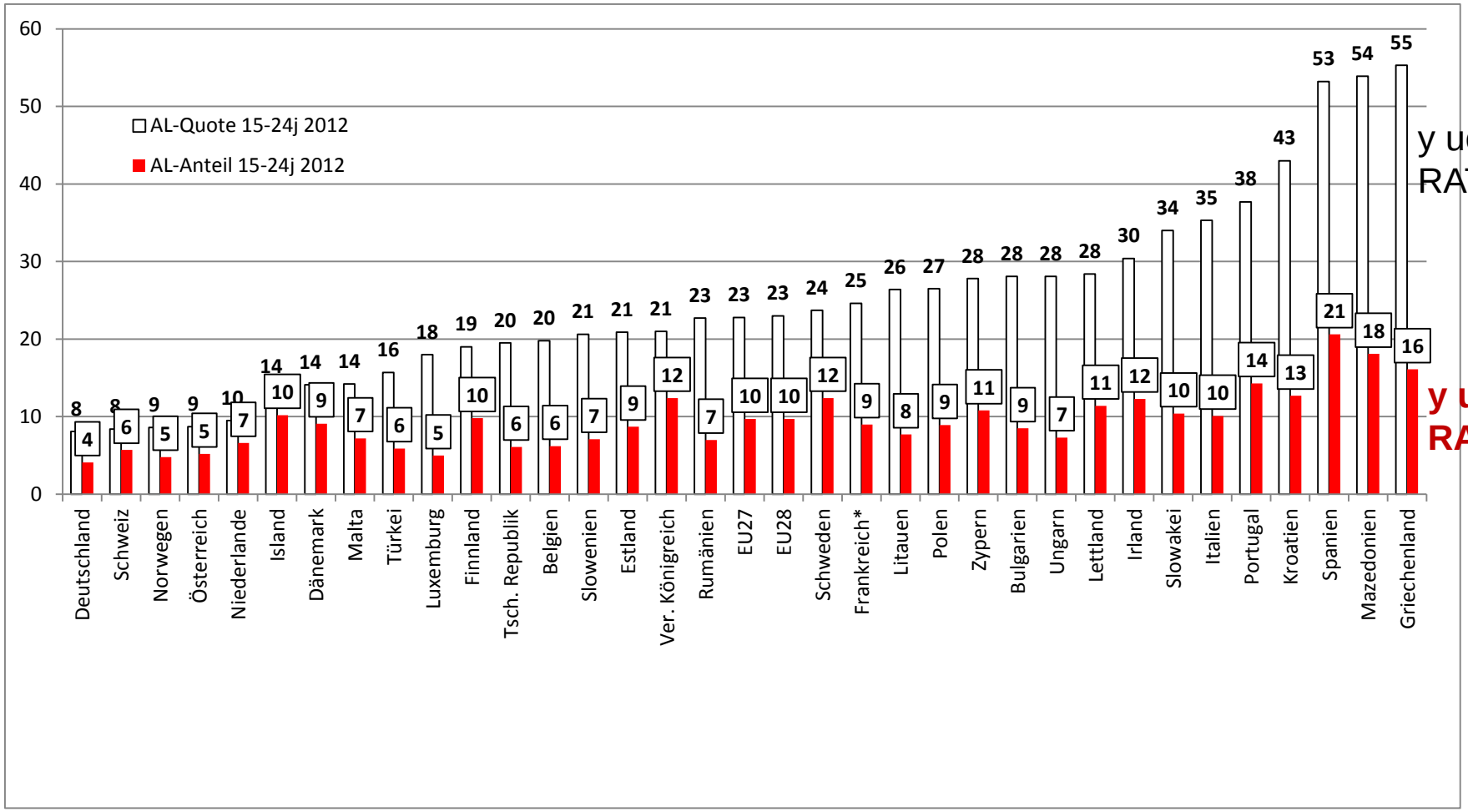
Indicators youth unemployment RATE and RATIO

INDICATOR: ue rate, 15-24 (2012)
RATE: young unemployed / labour force (LF)



LF only part of young population, institutionally driven

INDICATOR: y ue rate and ratio
RATIO: young unemployed / population



- …same number of unemployed, proportion ***down from 23% to 10% at average EU-level***

comparisons total and youth unemployment Nordic, Continental and Apprenticeship countr.

- NORDIC=NO (DK+FI+NO+SE)
- CONTINENTAL=CO (AT+ BE+CH+DE+NL)
- APPRENTICESHIP*=AP* overlapping (AT+CH+DE+***DK***)

according to definition Steedman 2012 (and different from other sources) Denmark is considered as apprenticeship, Netherlands not (criterion 10-44 apprentices per 1.000employees, Norway and Netherlands seem not to define their trainees as apprentices in statistical sources ; this is also visible in the OECD-EAG-indicators, where apprentices seem not to appear as students in ‚work-study programmes', but as simultaneously in education and employed, see ANNEX overlaps)

Steedman, Hilary (2012) APPRENTICESHIP SYSTEMS AND ISSUES. ILO contribution to the G20 Task Force on Employment (November)
http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/genericdocument/wcms_190188.pdf

comparisons total and youth unemployment Nordic, Continental and Apprenticeship countr.

- Comparisons of **average ue 2006-16** show very different patterns with the ue rate vs. ue ratio indicators
  - this difference is particularly strong with 15-19-year unemployment: in Nordic countries the rate is 22%, the ratio is at 8% in this group
  - in the 20-25-years unemployment the country-groups converge markedly
  - another different pattern is that commonly youth unemployment increases from teens to twens with the ratio, however, it decreases with the rate

- Comparisons of change of ue 2006-16 reflects the total change in youth ue indicators, and show a completely different pattern in Nordic vs. Continental countries
  - in Nordic countries total ue increased in this period (+1.1%), whereas it decreased in Continental countries (-1.1%); with a big exceptional decrease in Germany, and a small decrease in Sweden
  - overall 15-24-years youth unemployment increased similar to total ue in Nordic countries with rate and ratio, however, did not decrease in Continental countries
  - in the teens and twens groups the patterns are very different, ue increased generally in the 15-19-group, with different pace, much more strongly in Nordic coutries, in the 20-24-yeas group ue converged, in Continental it decreased, in Nordic it increased less on both indicators

UE ratio, rate 06-16 average

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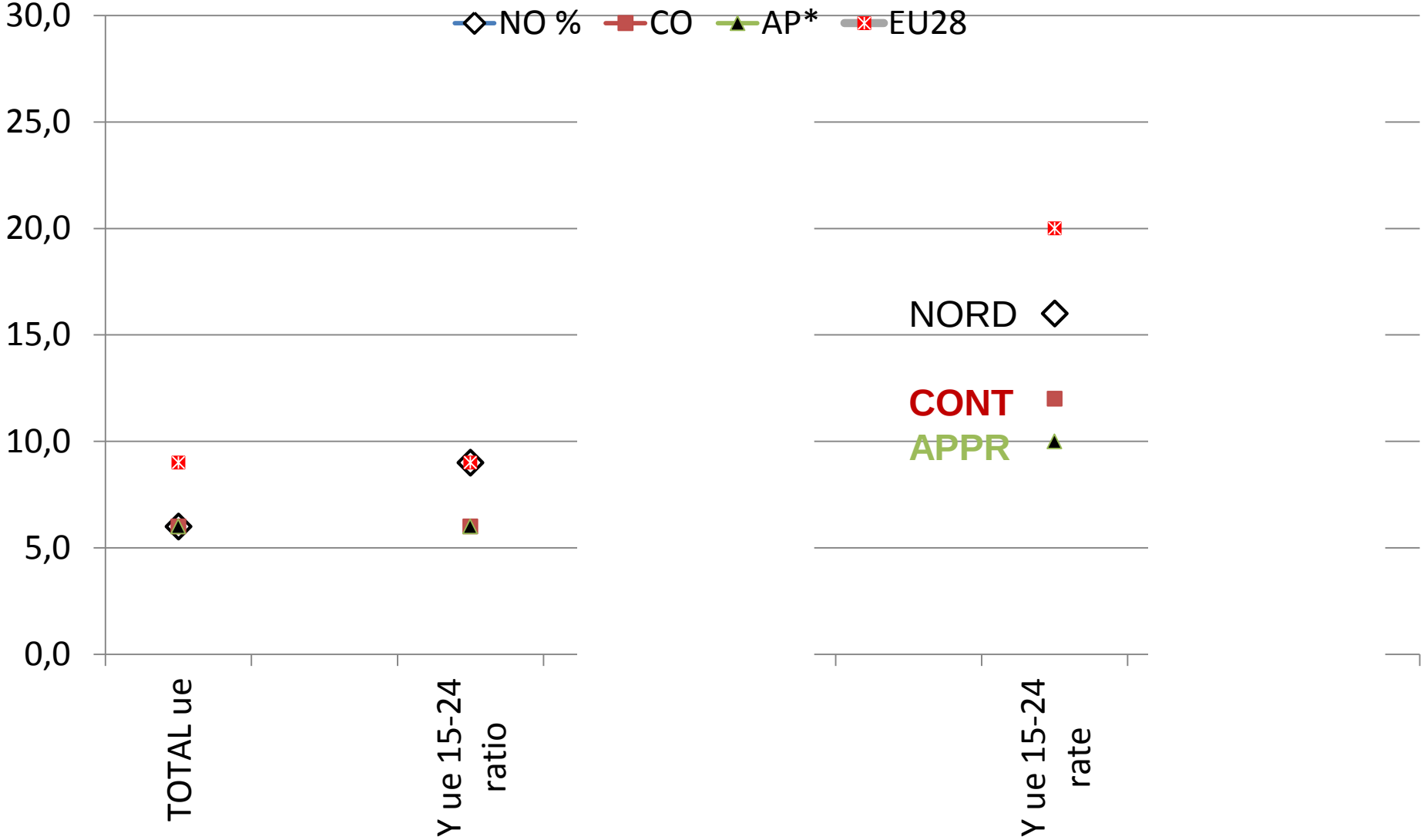
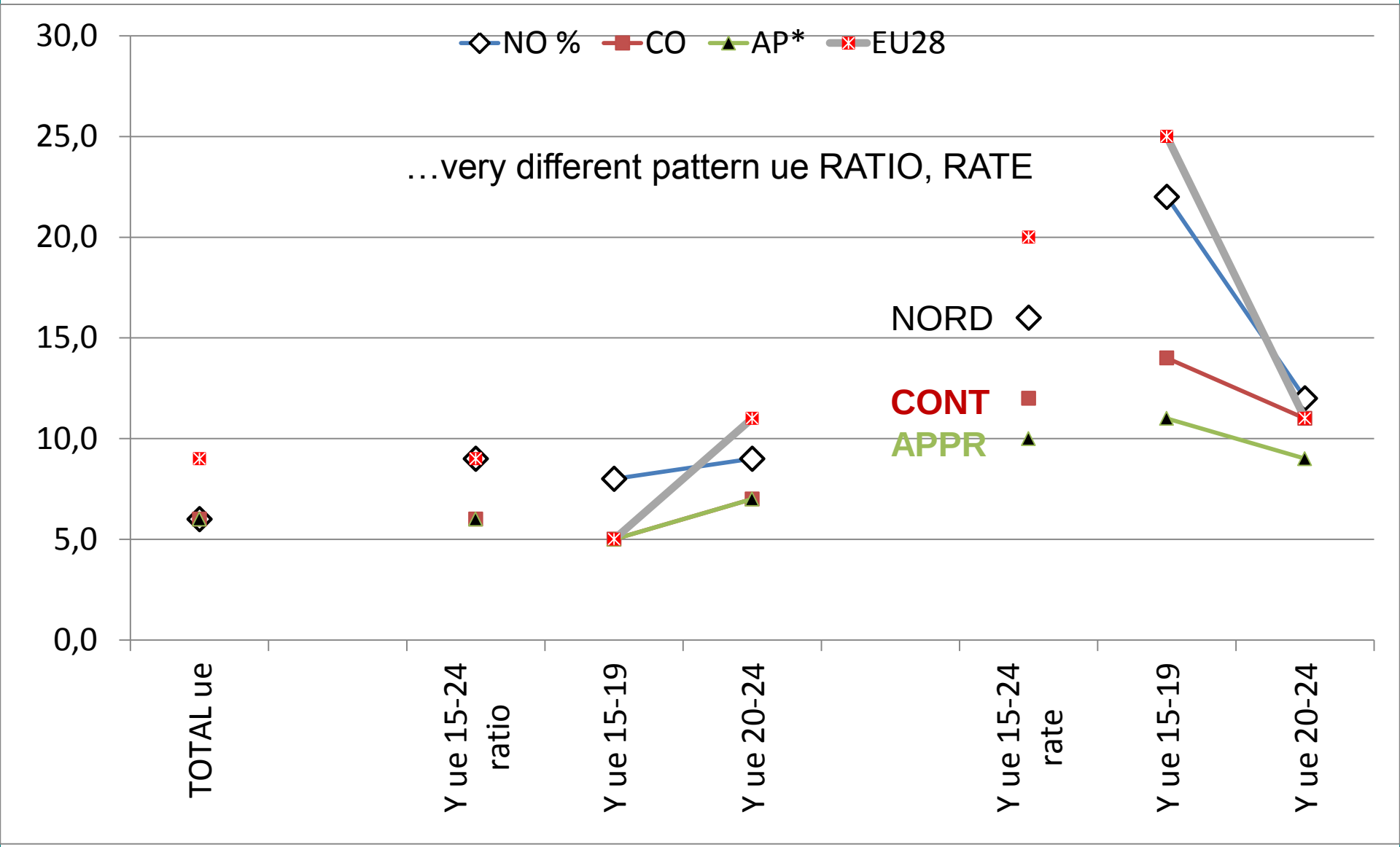


TOTAL UE **Youth RATIO (pop)** **Youth RATE (LF)**

UE ratio, rate 06-16 average



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UE ratio, rate 06-16 change %p.a.

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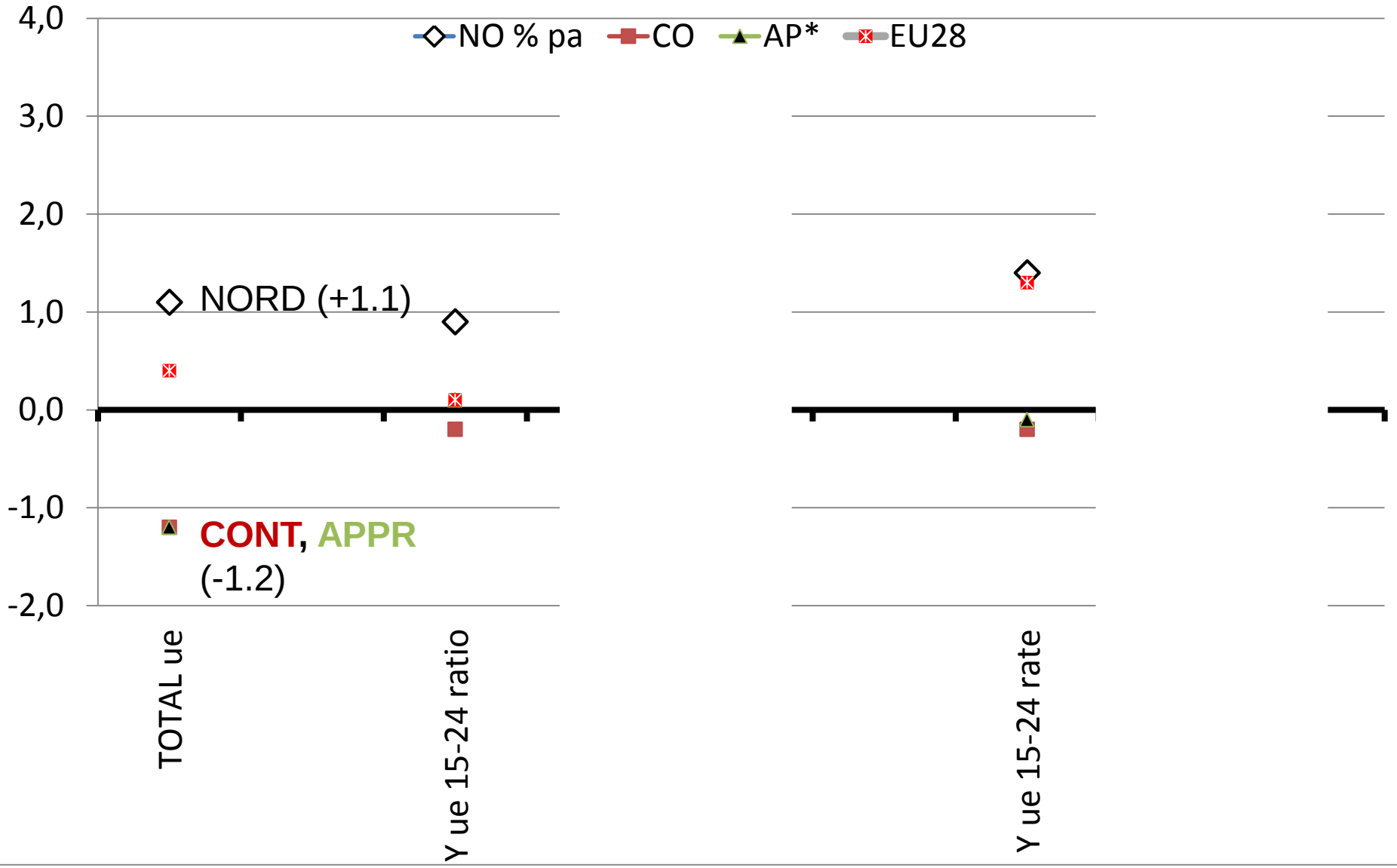

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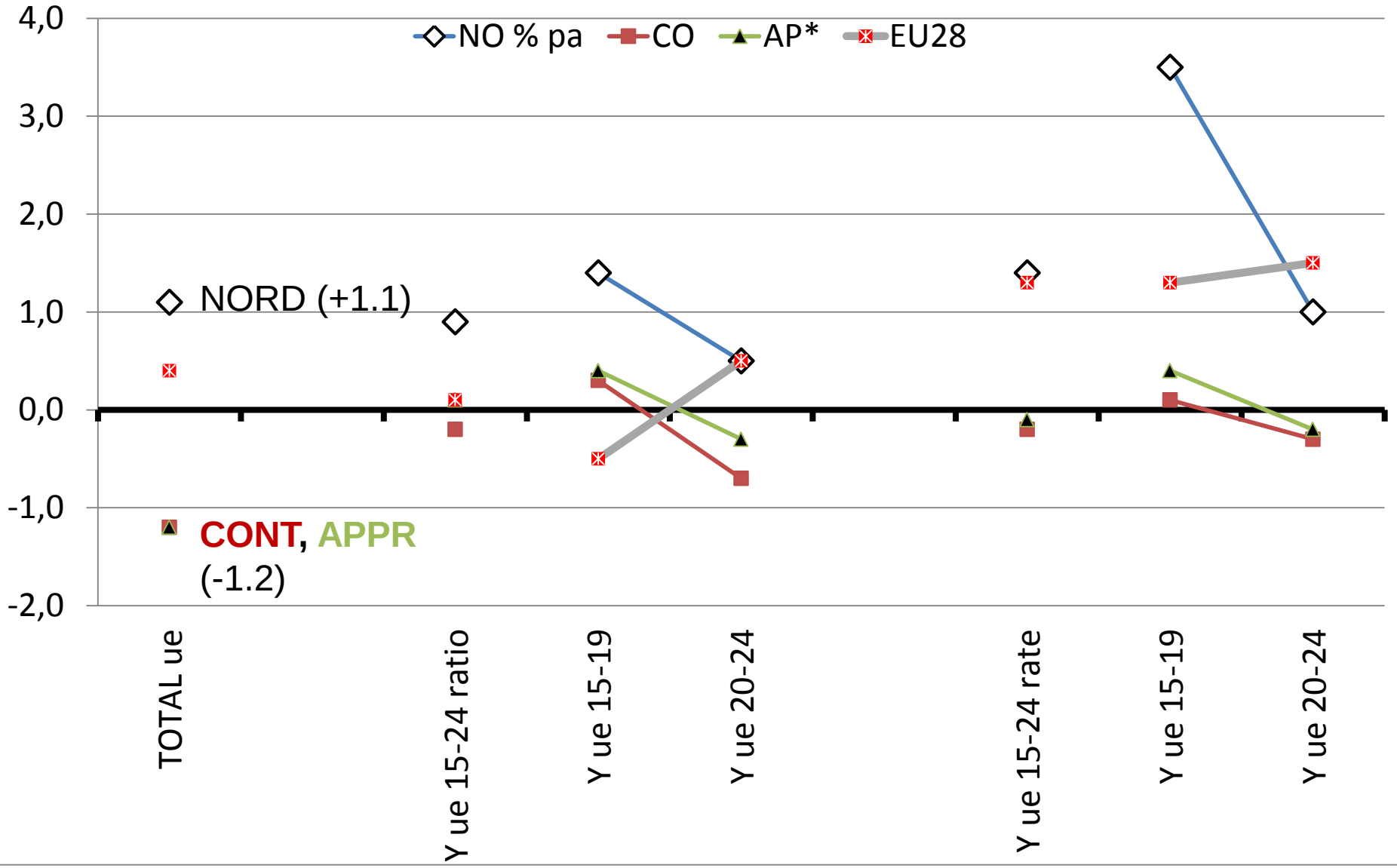
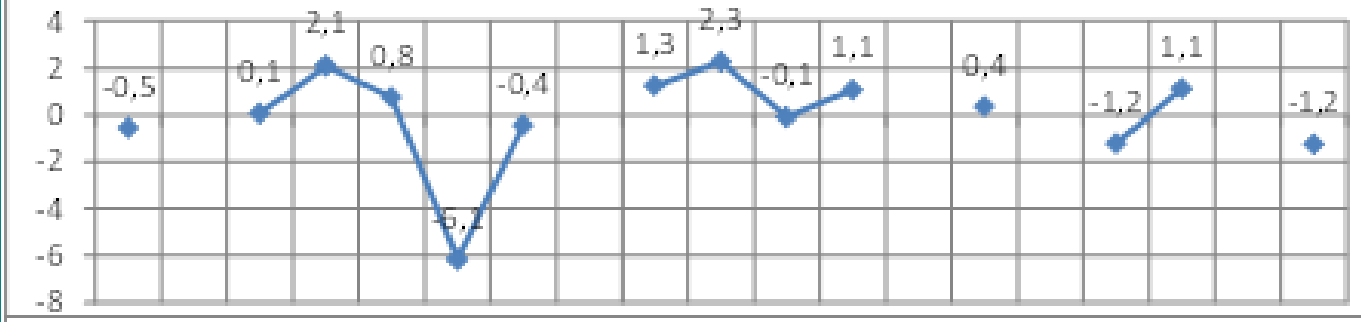
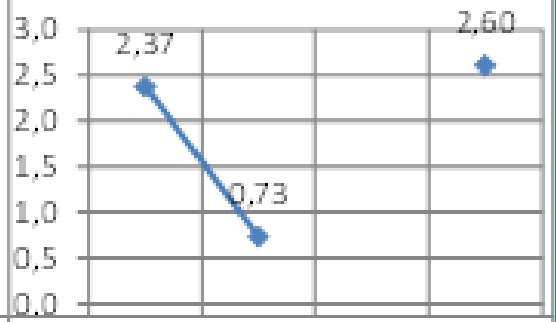


TOTAL UE **Youth RATIO (pop)** **Youth RATE (LF)**

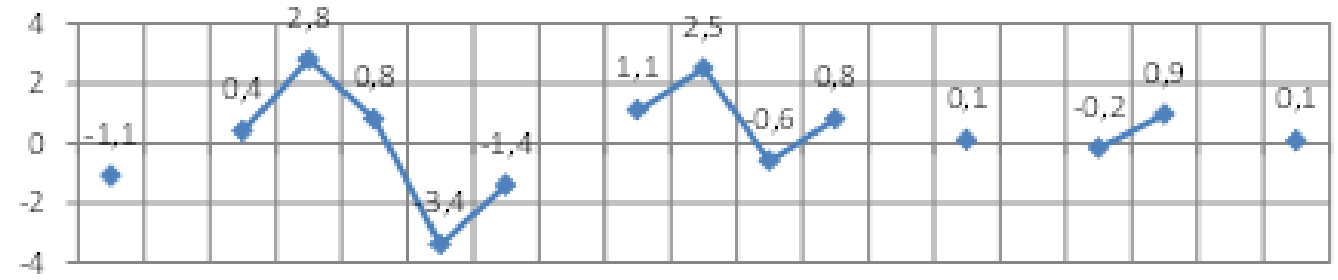
UE av change p.a.

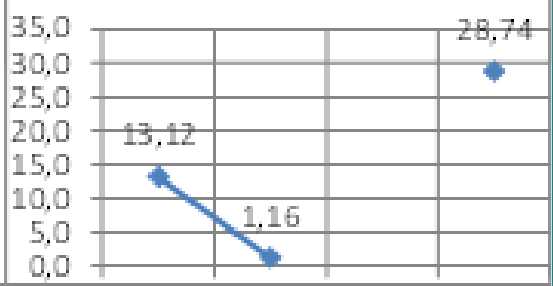
TOTAL UE



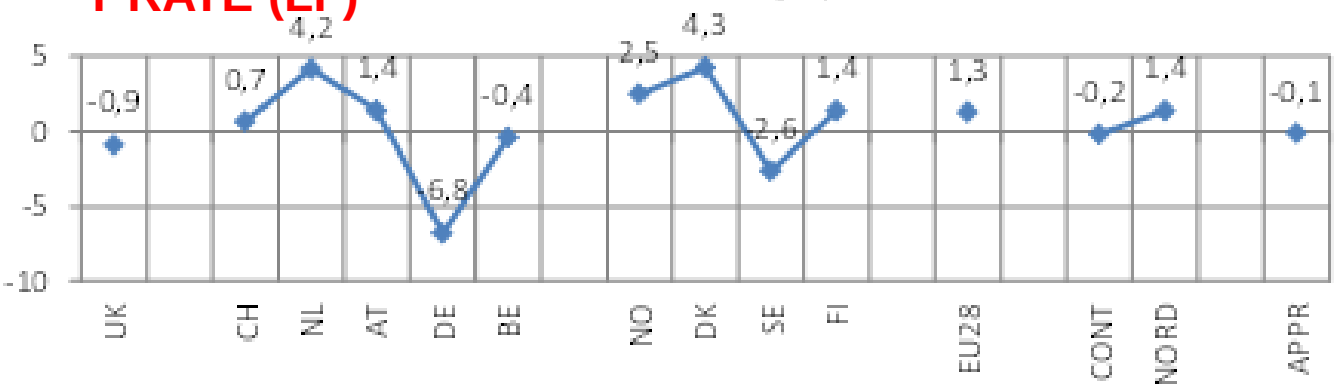


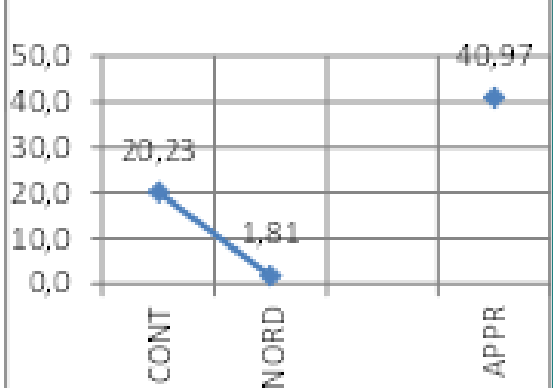
Y RATIO (pop)





Y RATE (LF)



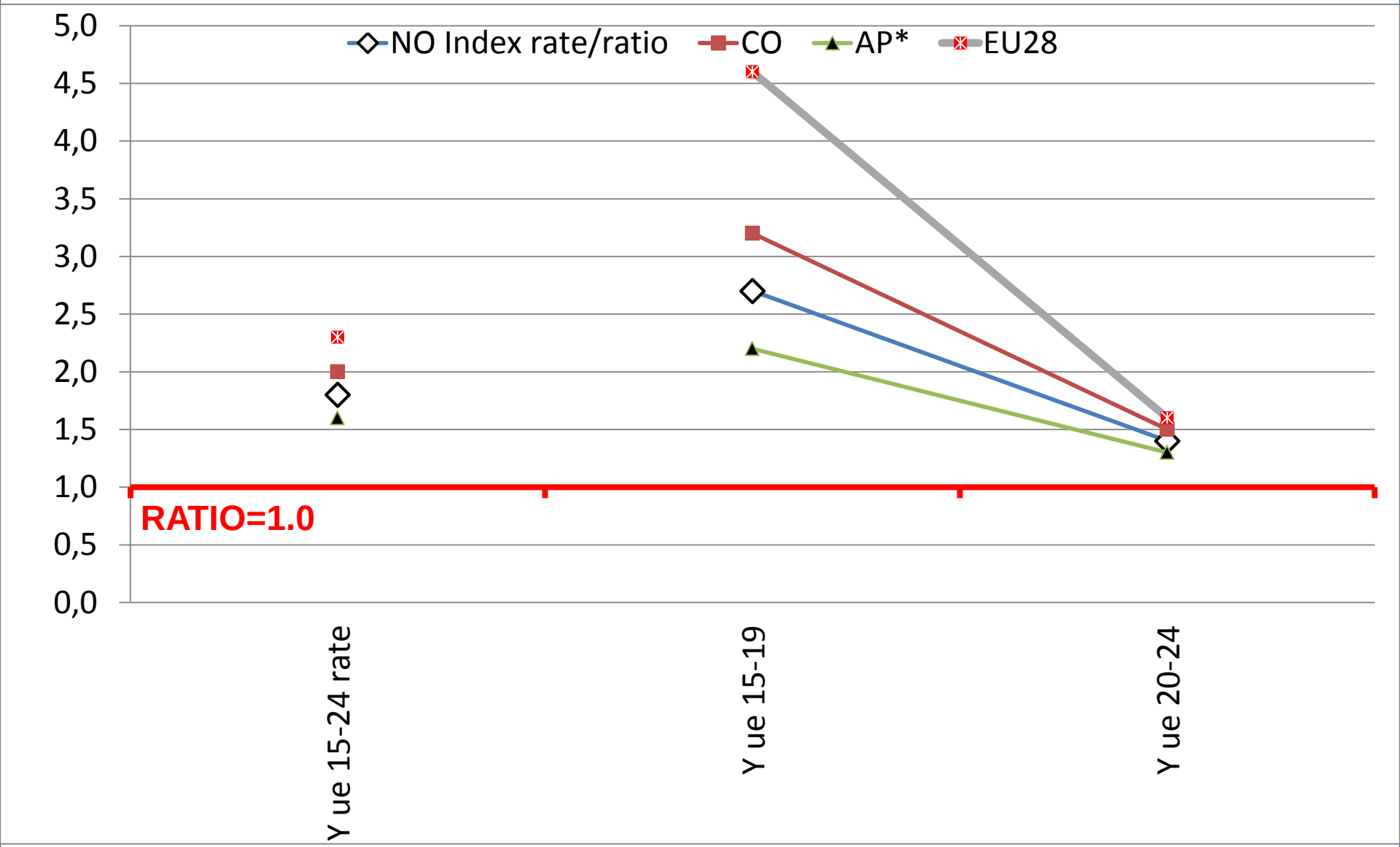


Comparisons of rate/ratio and teens/twens

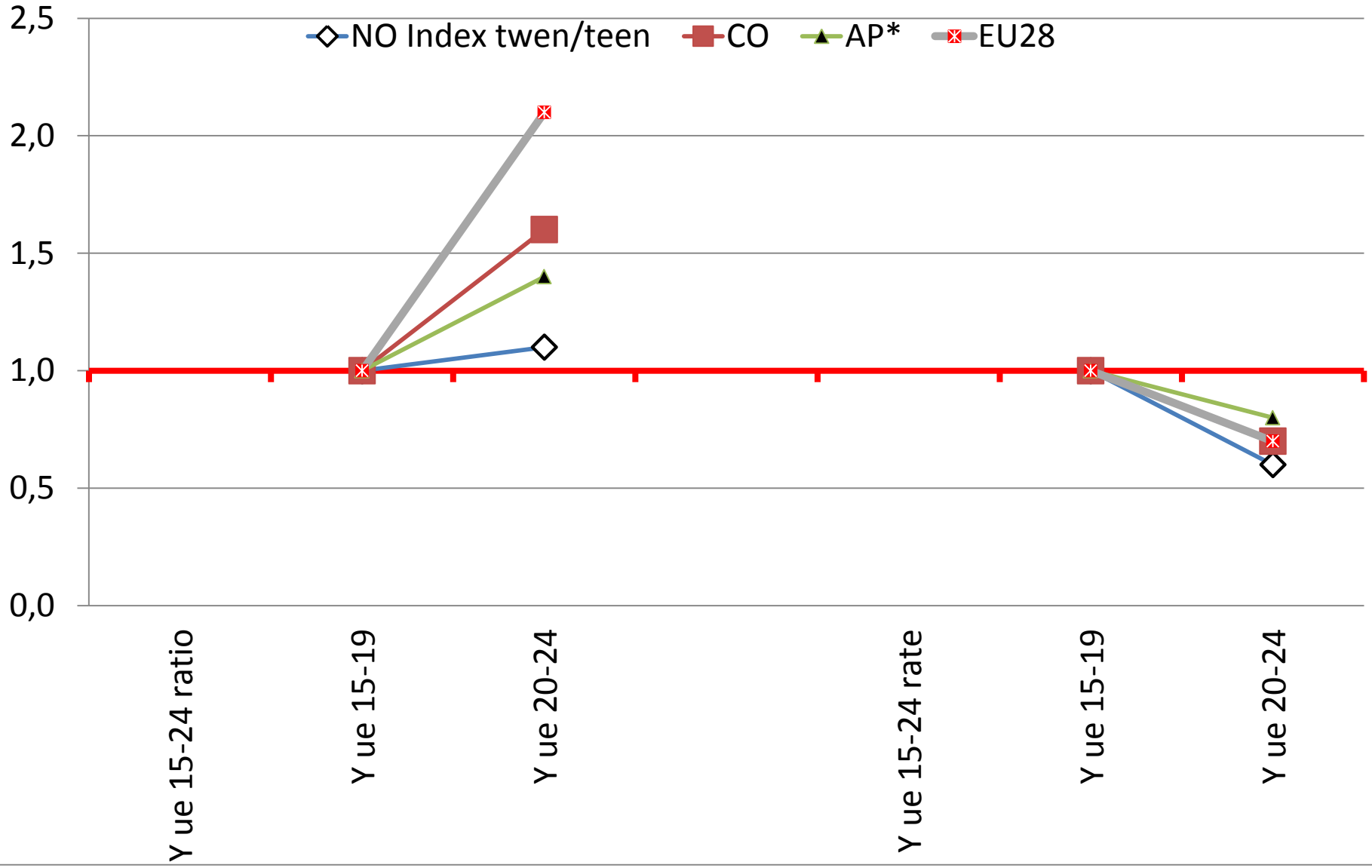
- the difference between rate and ratio with average youth unemployment is particularly high with the 15-19-years age group (index 2.2 to 3.2), and converges with the 20-24-years group (at index around 1.5)
  - this points to different institutional factors in place with the teens group

- youth unemployment develops differently from teens to twens on the different indicators, it generally increases with the ratio, and decreases with the rate
  - the decrease with the rate is more pronounced in Nordic countries than in appenticeship countries, rather pointing to (institutional) advantages with school based structures

Youth UE rate/ratio 06-16 average



Youth UE twens/teens



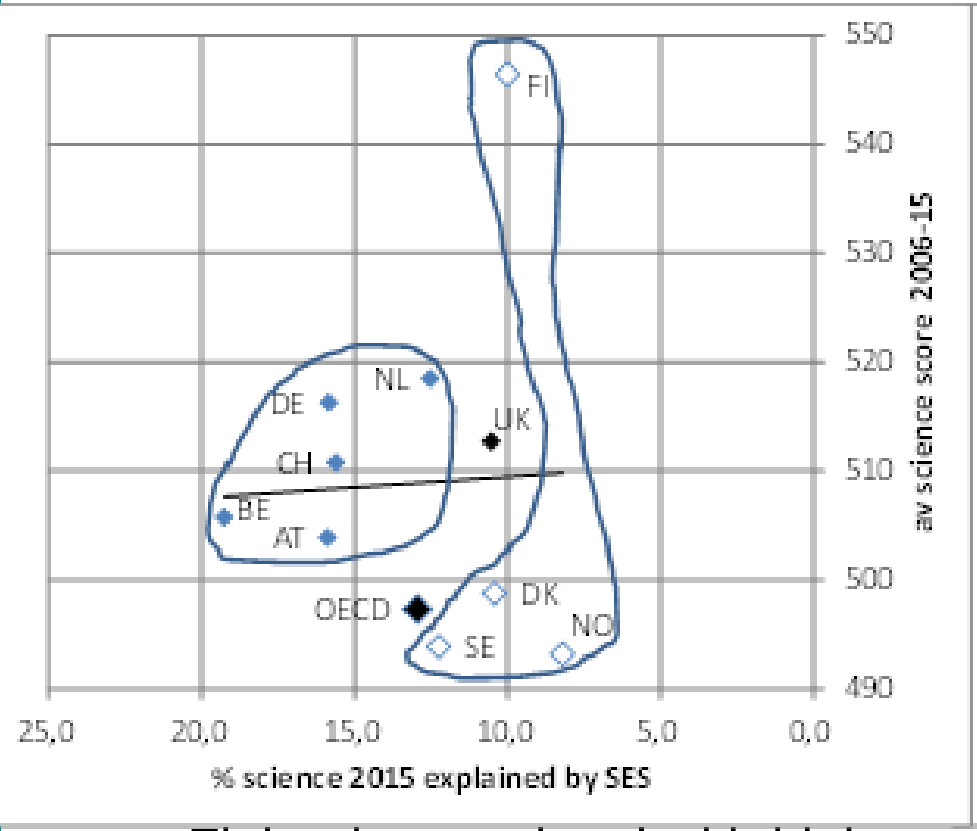
Youth RATIO (pop) **Youth RATE (LF)**

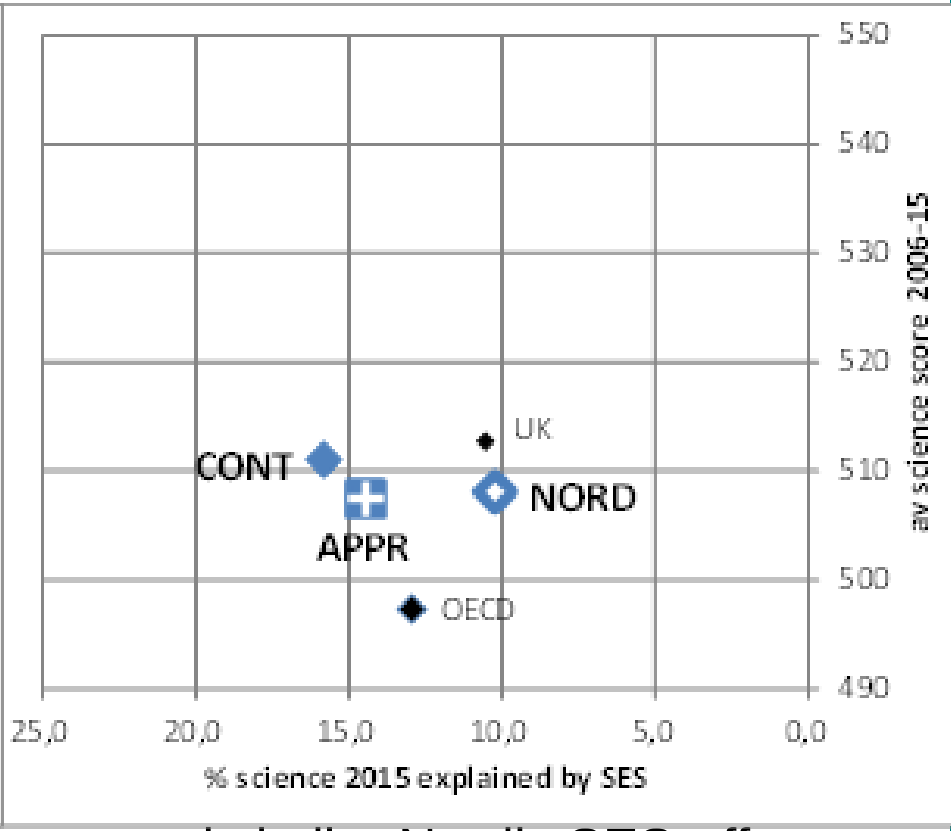
Comparisons equality
Nordic, Continental and Apprenticeship countr.

- PISA 2015 science, performance level and SES-influence (SES=socio-economic-status parents)

- PISA average all measurements, where selected countries participated

PISA 2015 science





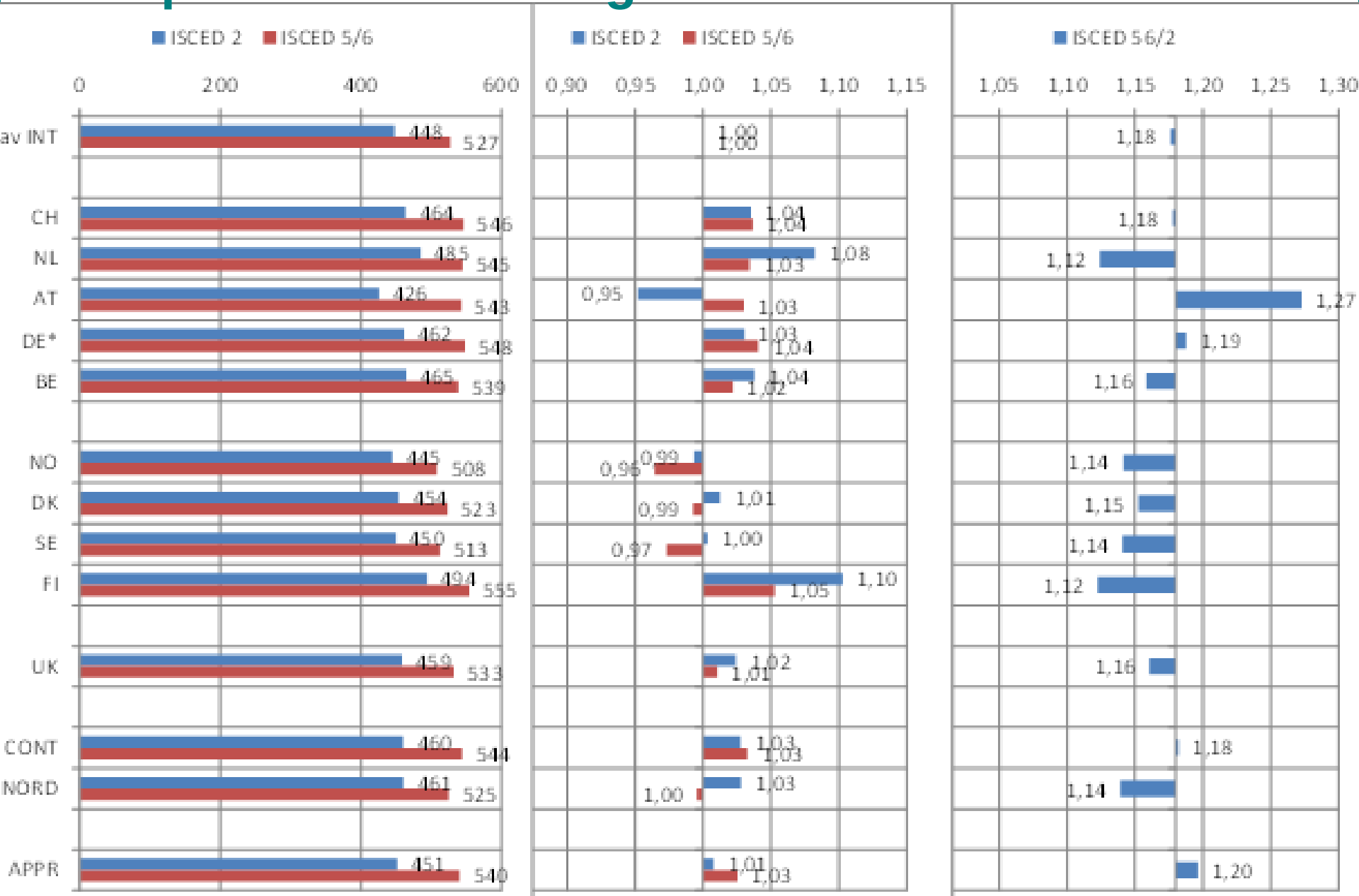
- Finland exceptional with higher score, and similar Nordic SES-effect
- Nordic similar score with Apprenticeship, but more equal with SES…
- more equality could be at expense of higher social status?

PISA all measures, all domains, influence of parents low vs. high education on scores

- …comparison shows, that in all selected countires, similar to international average, students from higher parents‘ educational background achieve higher scores…

- …however, compared to the international average within groups of low-high parents‘ background (Index 1.00 for each group), there are different patterns
  - in all Continental countries, students from high background show socires above the international average of this group, Nordic countries – with the big exception of Finland – score below the international average (Norway, Sweden more than Denmark)
  - students from low background score above average for Continental countries except Austria (which seems a big exception according to equity), however, Nordic countries score only around average in this group, again except Finland, where this score is very high
  - on average Continental countries are above average in both groups, Nordic only in the low status group because of Finland, apprenticeship countries show the opposite pattern because of the poor performance in the low status group in Austria and Denmark
  - Netherlands, Finland are big exceptions in their groups with good performance

PISA all measures, all domains, influence of parents low vs. high education on scores



The End

Material

http://www.equi.at/de/team/Lorenz+Lassnigg

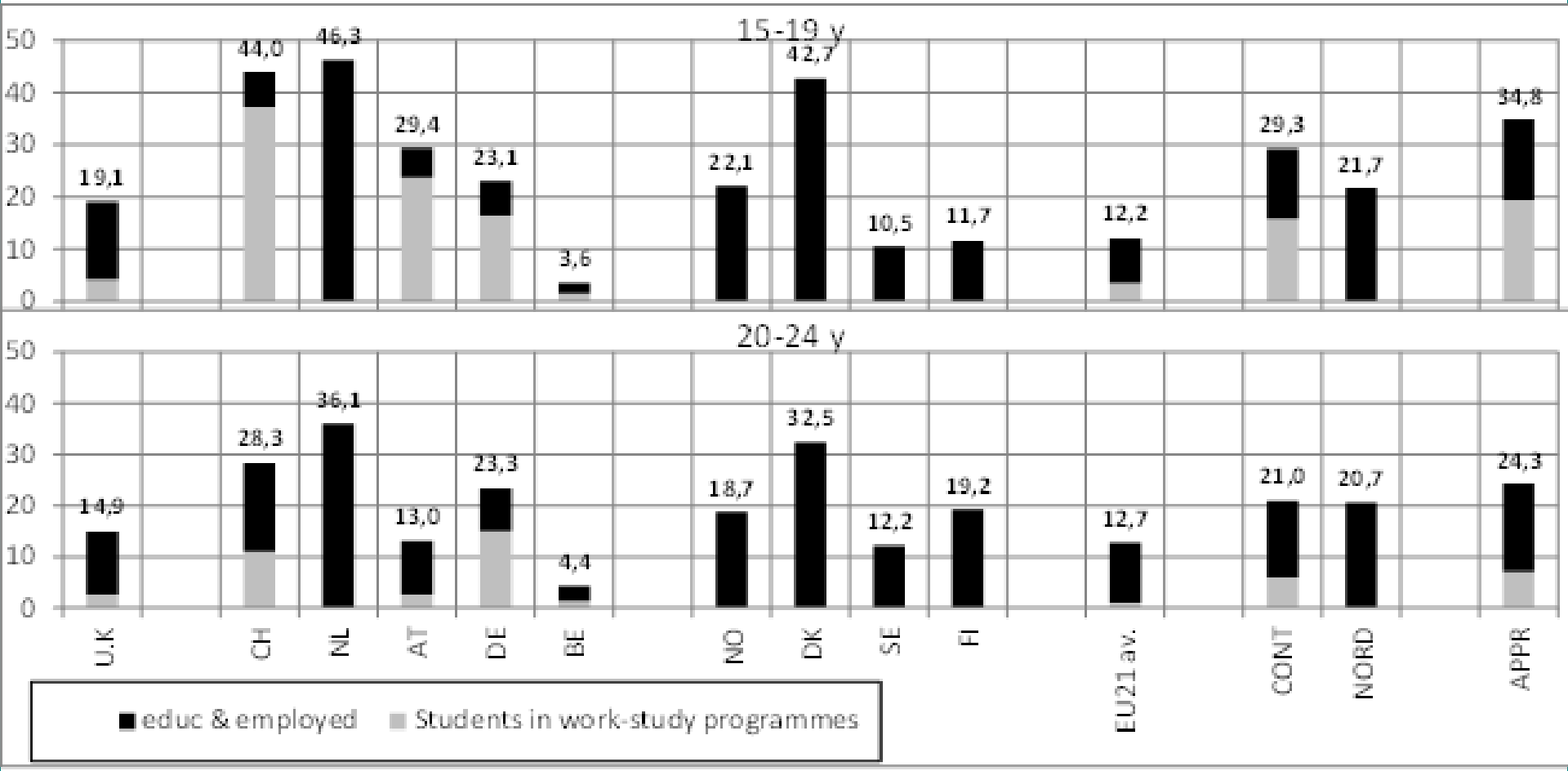
ANNEX

overlaps
education, employment, unemployment

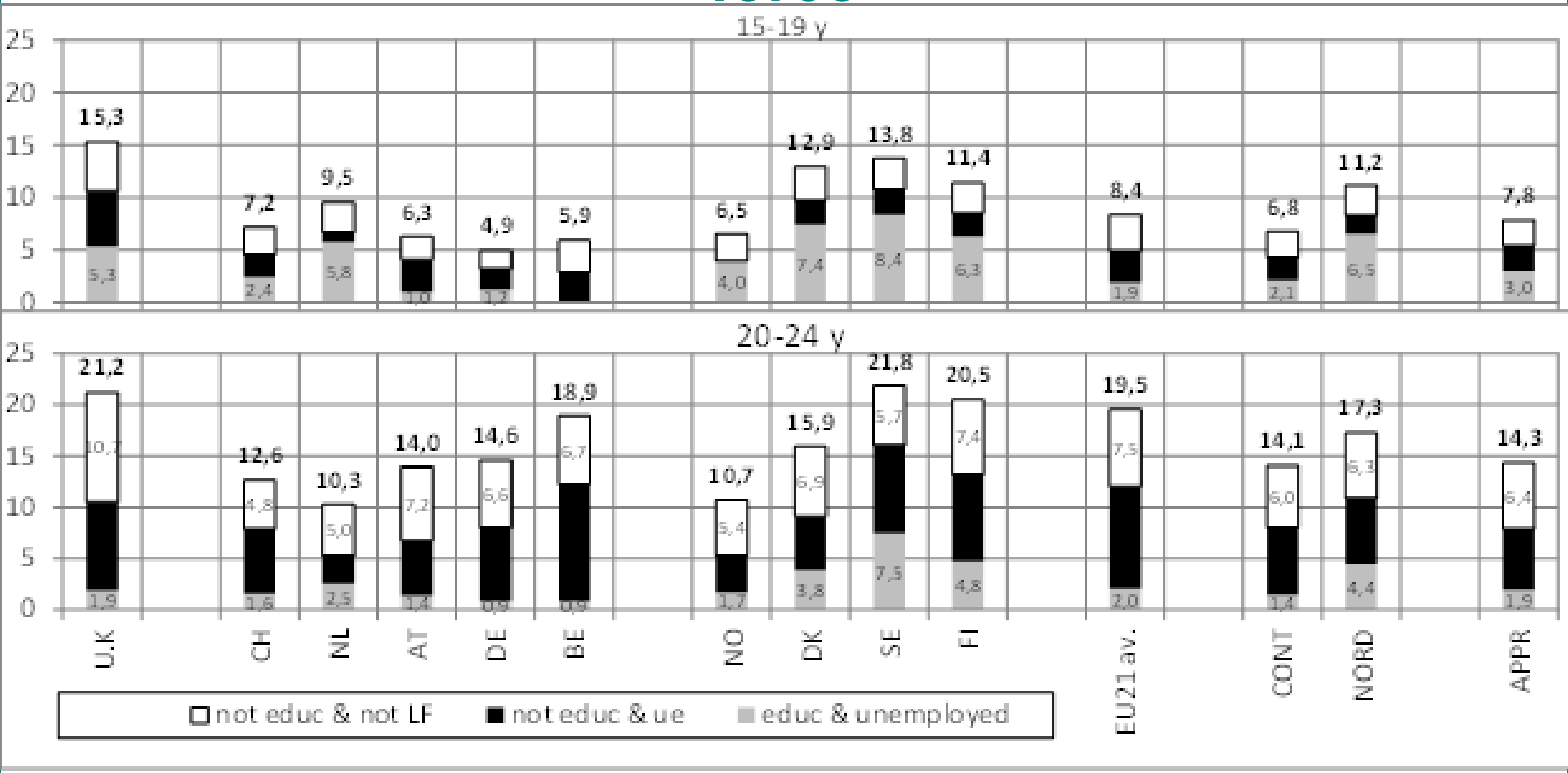
- the figures are based on tables in OECD Education at a Glance 2012, Indicator C5, webtables, calculations and figures by the author

- these figures show particularly high overlaps of employment and unemployment with education in Nordic countries
  - indicating different statistical representation of apprenticeships,
  - and different instituional understanding of youth unemployment, with plausibly more effect on the youth unemployment rate than on the ratio, underlinig the latter being the better indicator for ‚real' youth unemployment

education and employment

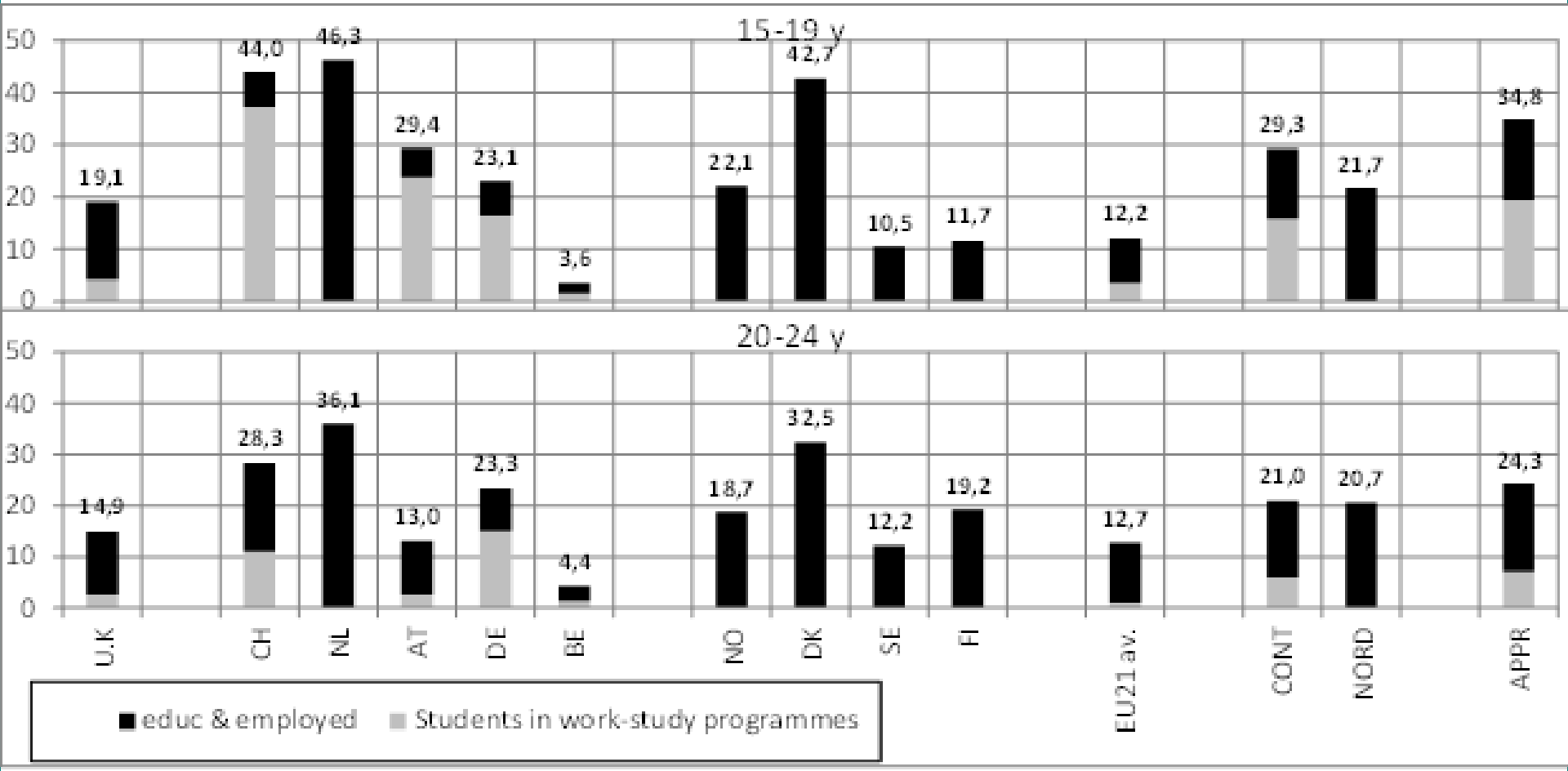


education and unemployment, out of labour force



overlaps
education, employment, unemployment

education and employment



education and unemployment, olf