

The situation of Austrian youth: Challenges and reform options

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Agenda

- Situation of young people:
Austria compared to EU
- Specificity of education and training
 - Challenges
 - Reform options



Overview: Situation

Context

Favourable economic and social situation, however, marked challenges also during recent years

Young people

High level of formal medium level education, favourable labour market situation – however, marked tensions recently, mainly for the low qualified and the disadvantaged; increasing social differences

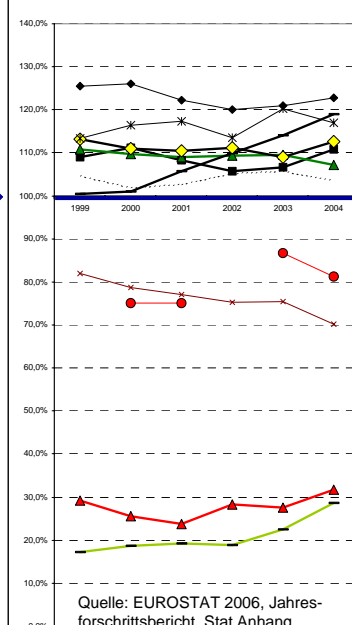
Education and training

Achievement (PISA) medium level, low participation in tertiary education, high gender differences



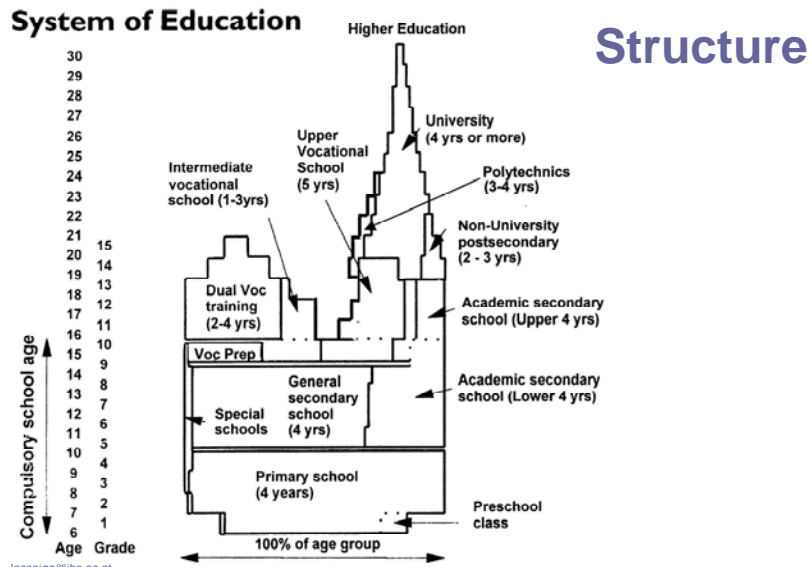
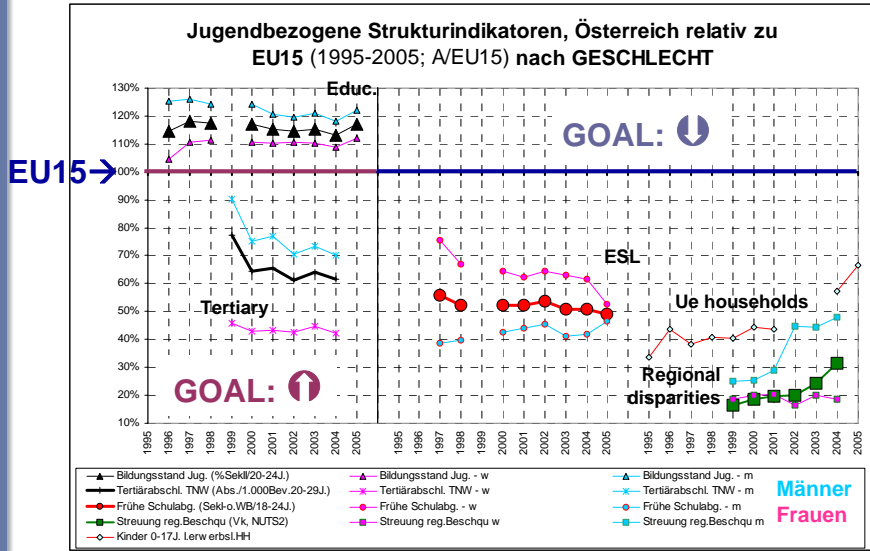
Context A/EU25

EU25 →

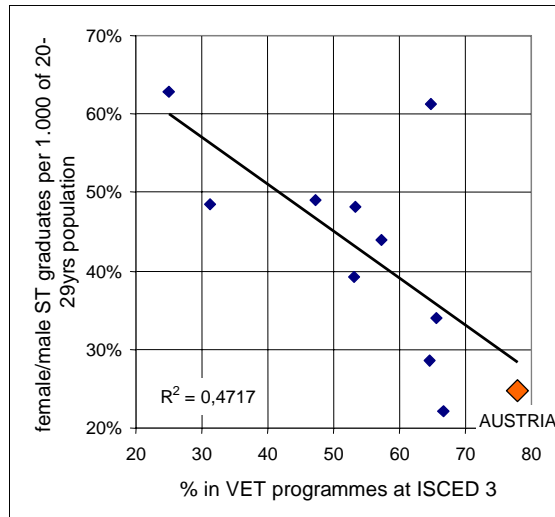


- GDP/capita ↘
- R&D-Investment ↗↗
- Enterprise Investment ↗
- Young people's education ↗
- Productivity ↗
- Employment ratio ↘
- Risk of poverty ↗
- Employment older people ↘
- Long term unemployment ↗
- Regional disparities in employment ↗↗





VET part. & gender ST-graduates



Overview: System

- Stratified (2 – 4 - 3 tracks)
- Transition to VET within compulsory schooling
 - Small higher education
 - Full range of formal qualifications
 - Matching education - employment ??
- Rather downward mobility within system
- Drop-out high in h.e., low in secondary education

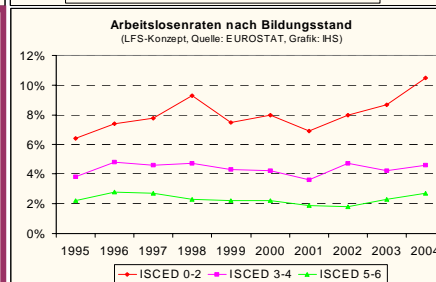
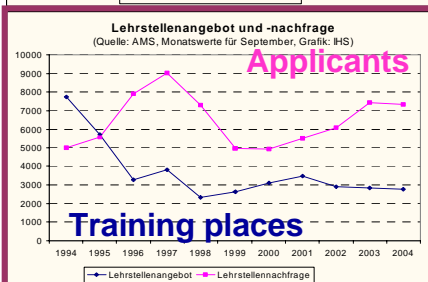
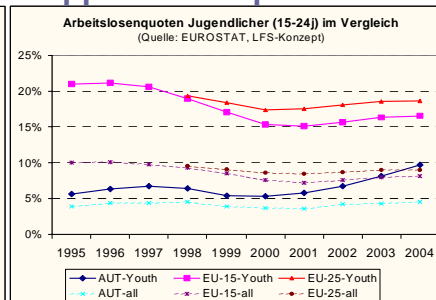
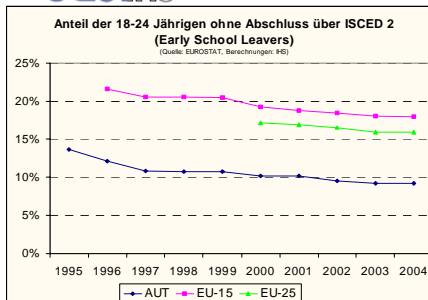
Overview: Challenges

- Early school leavers, disadvantaged background
- Unemployment of young people with low qualifications
 - Gaps on the apprenticeship market
 - Upgrading through full-time VET colleges
 - Weak system of guidance
- Life long learning difficult in a “front-loaded” formalised system

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Apprenticeship - market

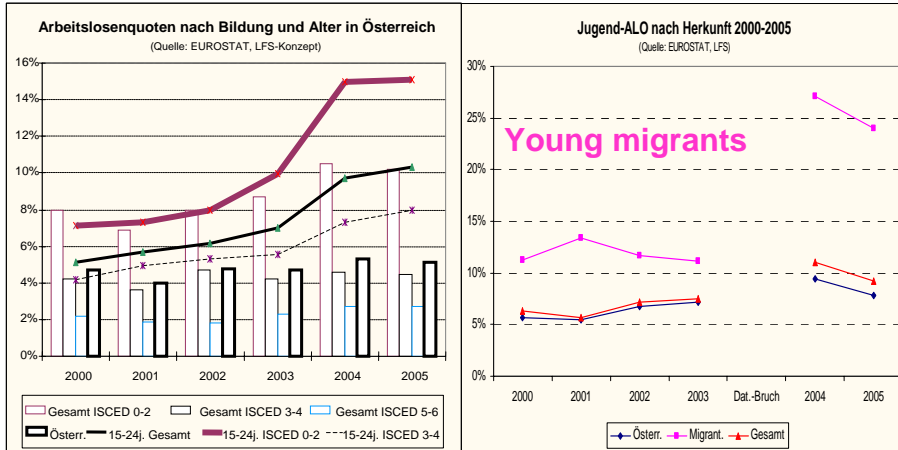


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Quelle: Steiner 2005, Nationaler Bericht zur DISYOUTH-Study

UE: Young Migrants

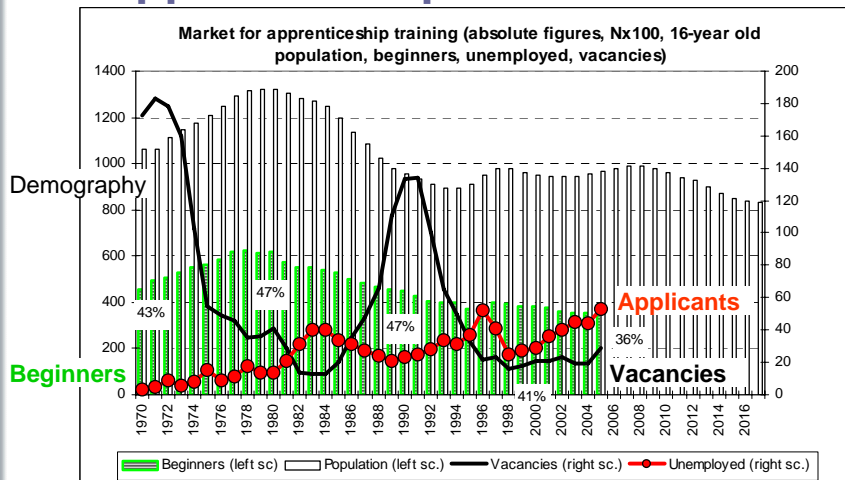


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Quelle: Mario Steiner IHS – YOUTH - Database

Apprenticeship market 1970-2005

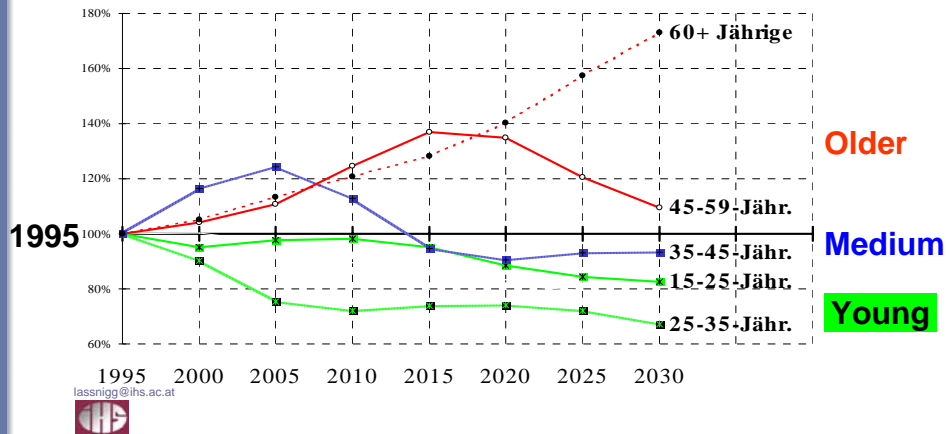


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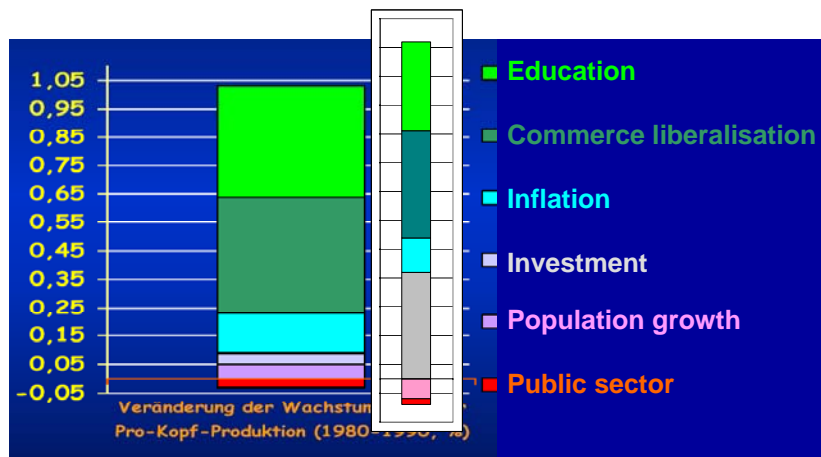


Demography: age groups '95-2030

ÖSTAT Prognose, mittlere Variante (INDEX, 1995=100)



Growth factors OECD - Austria



Quelle: Schleicher A (2002) Bildungssysteme im internationalen Wettbewerb, Präsentation, November

Projections of education particip.

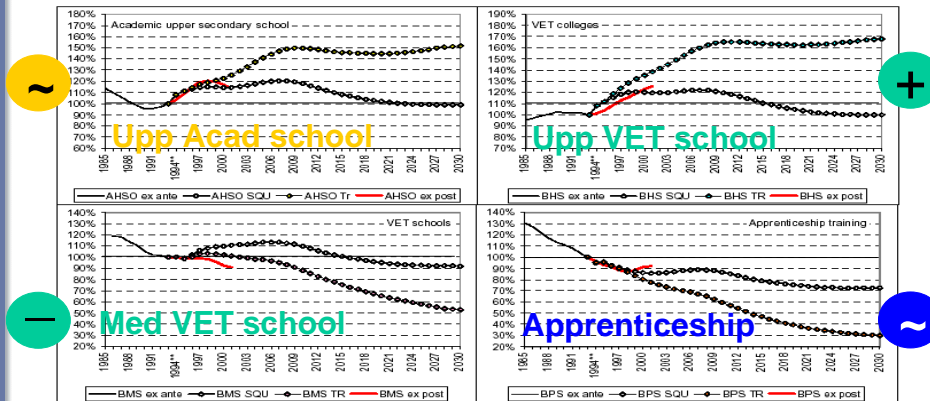


Figure 11: Long term projections of student numbers at upper secondary level, 1985-2030, relative, 1993 = 100 per cent (Source: equi-IHS)

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Quelle: http://www.bwpat.de/7eu/lassnigg_at_bwpat7.pdf

Overview: Reform options

- “Integrated transition policy”?
- Coordination PES with education-training policy
 - Investment
- Reform of stratified structure
 - Lifelong guidance
 - Lifelong learning

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DISYOUTH:

I. “Integrated Transition Policies”

FUNDING:

- expenditure for **education and training** (> 6% GDP)
- expenditure for **active labour market policy** (> 1% GDP)
- **targeted programmes** for disadvantaged youth (prop. UE)

REFLEXIVITY:

- **communication: youth**
- **communication: stakeh.**
- **evaluation**
- **research**

ACCESS:

- **infrastructure**
- **immigrant and minority youth**
- **bridges**
- **stigmatisation**

Policy contexts

social policies:

enable families to assist children to achieve competences; redistribution & benefit pay off

school systems:

accountability for life chances & social disadvantage;

cooperate with other actors to make education more inclusive

economic development:

include binding social criteria for training & employment for disadvantaged youth; acknowledge that economic growth is a means and not an end in itself.

EMPOWERMENT:

- **strengths**
- **social integration**
- **participation**

COORDINATION:

- **person centered**
- **flexibility, connectivity**
- **state-market-civil society**
- **involving young people**
- **top-down & bottom up**

EUROPEAN PERSPECTIVE:

- **youth mainstreaming**
- **mutual learning**

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Quelle: Walther et al.
http://europa.eu.int/comm/employment_social/social_inclusion/docs/youth_study_en.pdf

I. Transition Policies”

Key recommendations:

- **Social safety net**
 Recognition / Access / Social security payments as incentive
- **Individual activation- and action plans**
 follow-up (vs. isolated) / initiative

Coordination of PES and education/training policy

- **From ET-side: attention to matching**
- **From PES side: attention to quality**

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Quelle: OECD (2004) Career Guidance. A Handbook for policy makers. Paris: OECD/EU
 Internet: http://www.oecd.org/document/35/0,2340,en_2649_34511_1940323_1_1_1_37455_00.html

II. Investment, upgrading

Investment: more efficient use of resources

- Quality development and quality assurance
- targeting resources to the disadvantaged

Reform of stratified structure

- upgrading of overall VET system
- improve basic competences from compulsory school
 - national qualification framework

III. Guidance, lifelong learning

Lifelong guidance:

- coordination of guidance and counselling services
 - accessibility and independence from providers
 - “paradigm”-change from punctual decisions towards dynamic transition competences

Lifelong learning:

- national qualification framework
 - financing & incentives
 - access

(OECD life-time estimate: initial ET~15.000 hrs; continuing ET ~1.300 hrs formal, + *informal* ~2.600 hrs)