

The road to a sustainable dual system

Lessons from Slovakia

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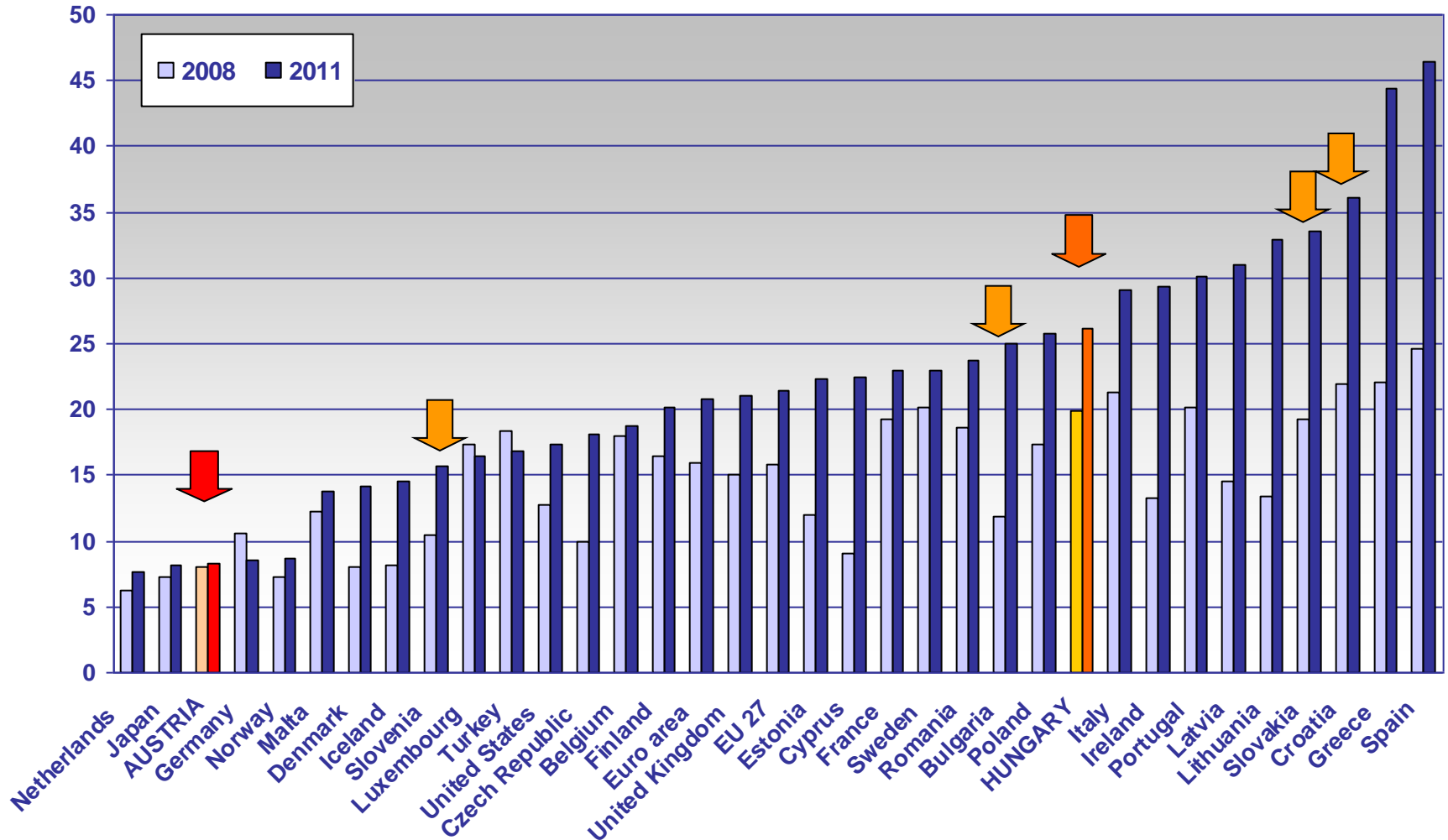
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TOPICS addressed:

- **Educational system structures (share of IVET) & youth unemployment**
- **Prerequisites for sustainable dual systems**
- **“policy recommendations” – ROADMAP**

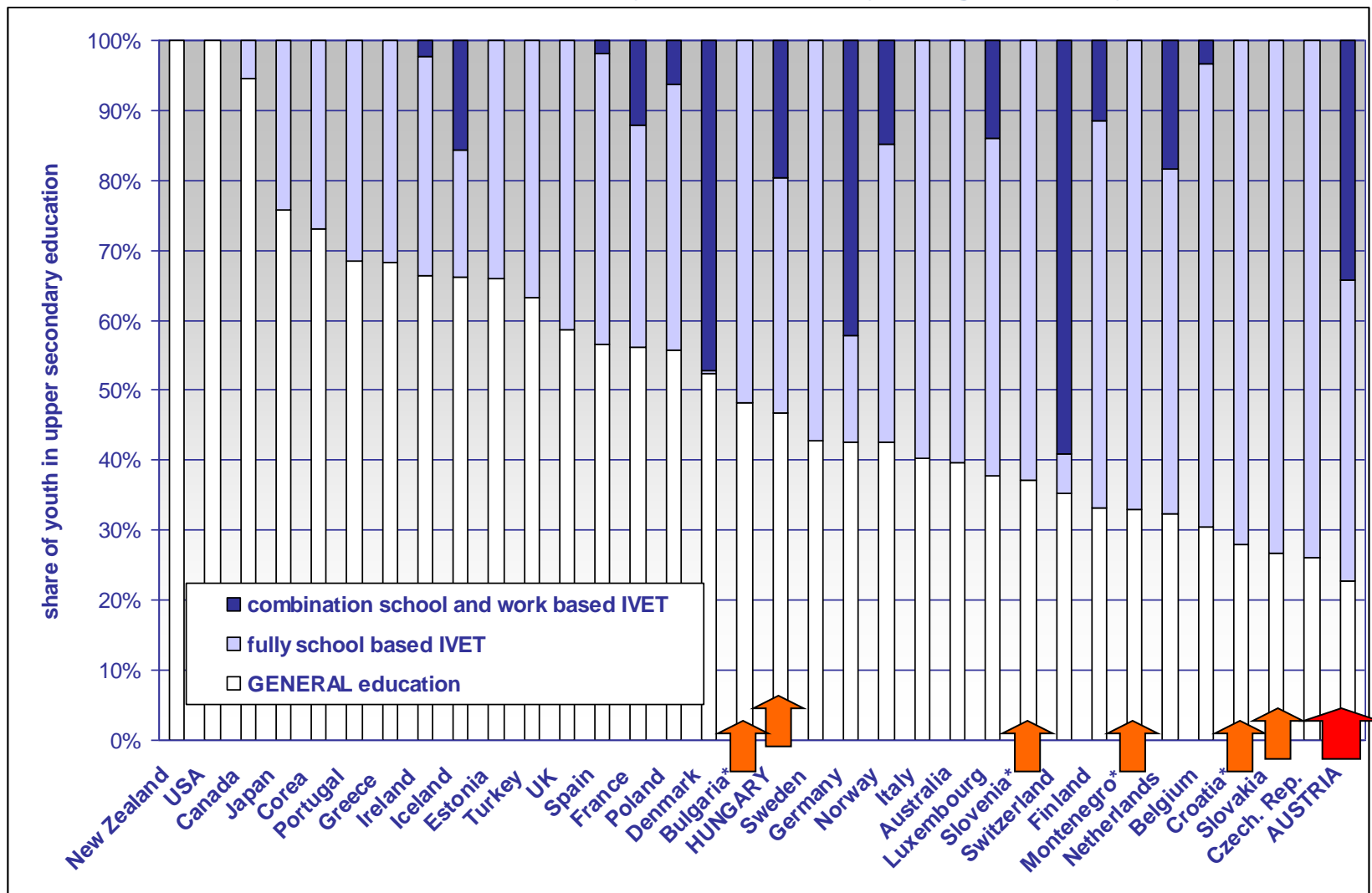
Economic indicators (1): Transition from education to labour market

youth unemployment rates (<25 years; 2008 & 2011)



Education Systems (1):

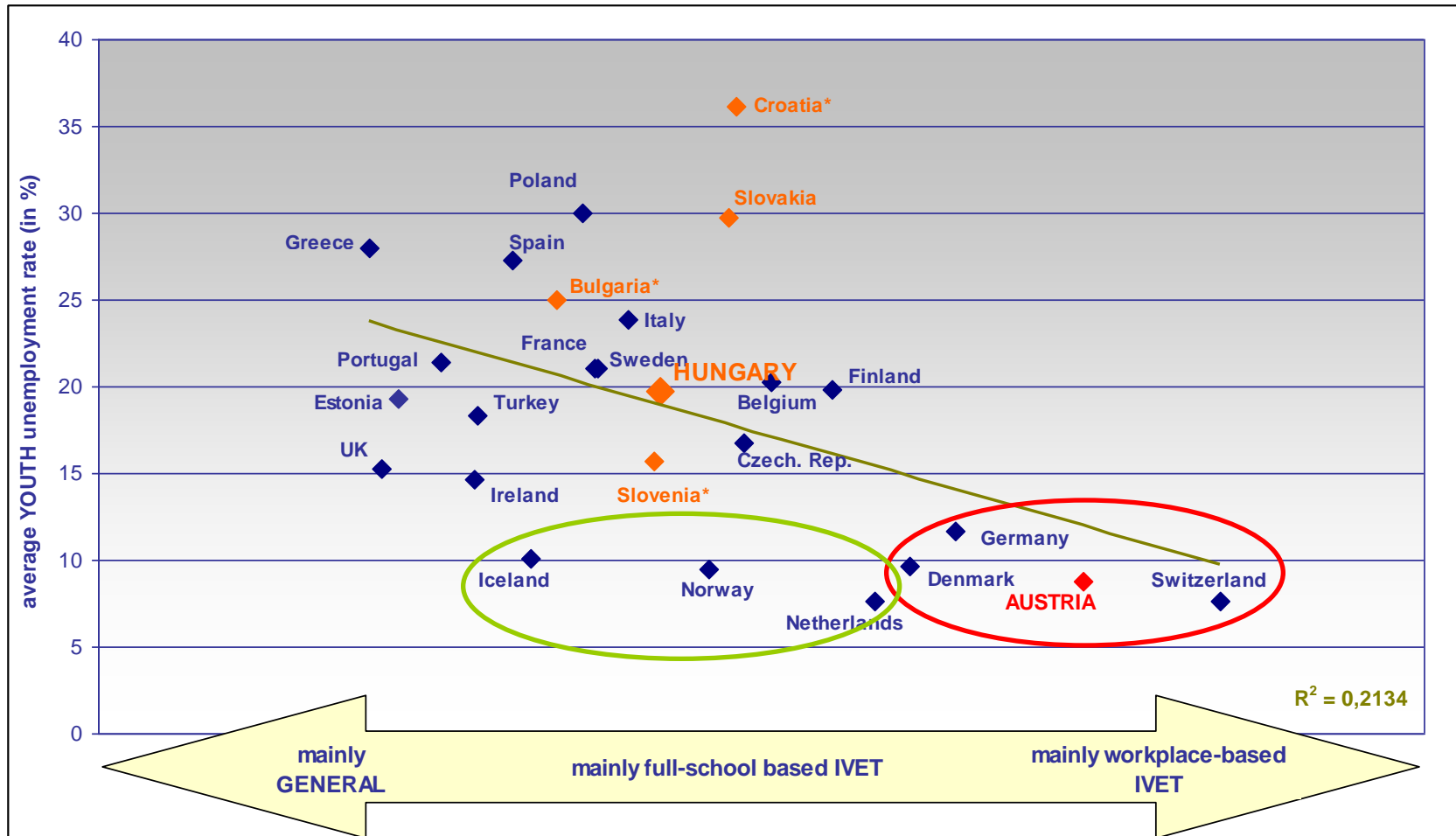
Share of students in Upper Secondary Education by programme type



Source: ibw based on EUROSTAT data; * internet based data (not strictly comparable to Eurostat)

Education Systems (2):

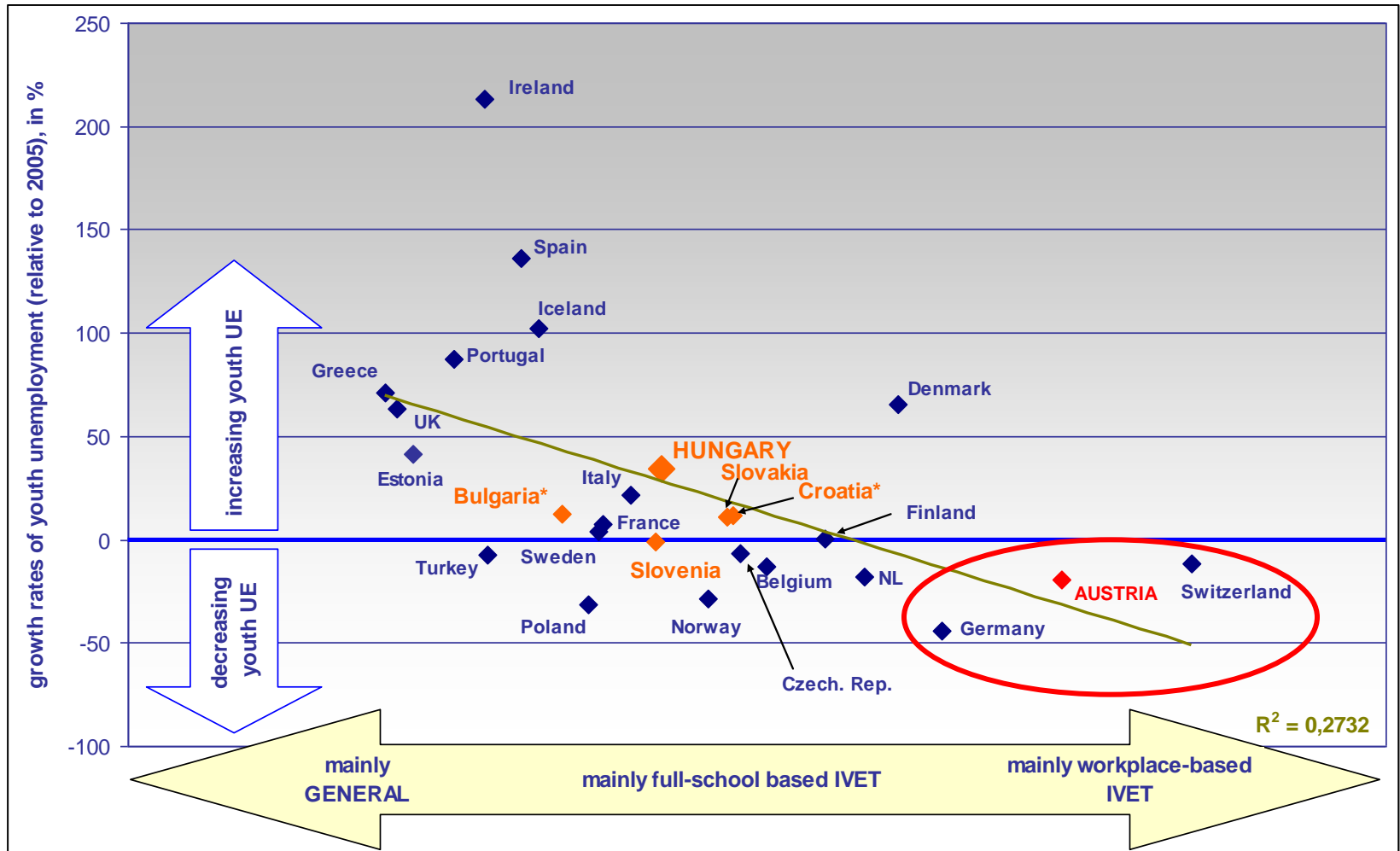
IVET in upper secondary and YOUTH unemployment rates



Source: ibw based on EUROSTAT data
* internet based data (not strictly comparable to Eurostat)

Education Systems (3):

Growth rates of YOUTH unemployment & IVET in upper secondary



Source: ibw based on EUROSTAT data

* internet based data (not strictly comparable to Eurostat)

Know-how Transfer



SmartNet is an initiative of...

- **IV (Industriellenvereinigung)** Federation of Austrian Industries
- WKO / WIFI International (training institute of the Austrian Economic Chambers)
- WKNÖ / Sparte Industrie (industry sector of WKO Lower Austria)
- Business Innovation Centre Burgenland
- Slovak Centre of Scientific and Technical Information

Activities & goals

- utilisation of research & development results for enterprises
- improvements of cross-country cooperation structures at institutional and enterprise level
- practical cooperation for dual training / apprenticeship (Train the Trainer models)
- consultation for SMEs in the sector of raw/basic materials

FOR dual training / apprenticeship:

Research / Study (identification of milestones for sustainable dual / apprenticeship systems)

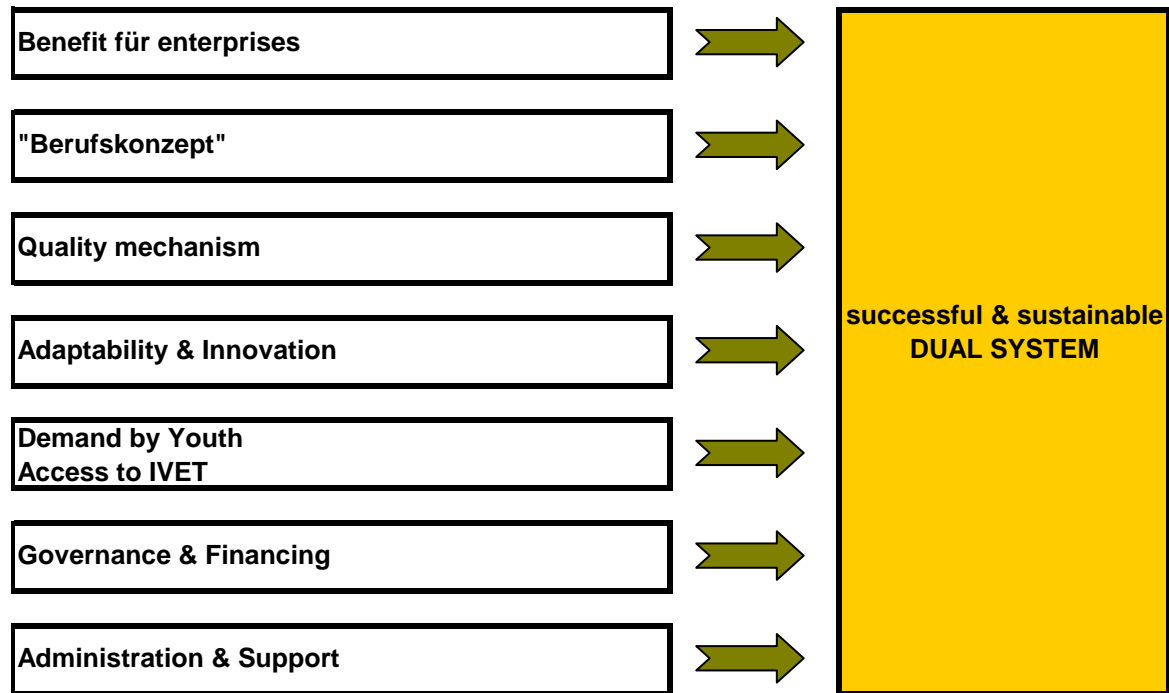
Roadmap (Know-how transfer)

Internationalisation of training for trainers (for those who have not been trained in the dual system)

Pilot-project Nitra (establishment of a cooperation for practical training with a voc. school in Nitra & Austrian companies for 2-3 occupations/professions)

Know-how Transfer I

Milestones for establishing a successful and sustainable DUAL SYSTEM



ibw currently provides counselling for system design & transforming assistance in Slovakia (& Romania)

Know-how Transfer II

Basis challenges are...

- **... recognition that working place is a learning setting**
- **... capacity building: competent institutional actors (social partners, government)**
- **... establishment of a representative institutional body for bargaining all these actors**
- **... definition of basic model for the dual system / apprenticeship**
- **... establishment of legal framework for apprenticeship that fixes tasks, rights, duties and responsibilities for all actors involved**

ROADMAP I

1. STEP: definition of basic model for the dual system / apprenticeship



establishment of an “initial bargaining body”

Tasks:

- Def. of basic model, i.e. task sharing between training firm & voc. School, occupational concept
- Def. of basic structures for...
 - ... financing
 - ... apprenticeship training agreement & apprenticeship remuneration
 - ... recognition of apprenticeship as a formal educational degree (NQR)

2. STEP: definition of governance structures (legal base)

Tasks:

- establishing legal framework which defines tasks, rights, responsibilities and duties of all actors involved => i.e. “legalisation of step I.

ROADMAP II

3. STEP: Preparation phase

Tasks:

- def. of quality control measures (to guarantee training quality of companies)
- def. of required competencies of trainers (establishment of train the trainer offers)
- establishment of local administrative structures
- agreement on first apprenticeship professions to be trained

4. STEP: Detailed implementation for each training professions/trades

Tasks:

- def. of training content and ways of training (modules etc.)
- coordination of training content and timing with voc. schools => def. curricula
- def. of modes for final apprenticeship exams

5. STEP: GET STARTED

Köszönöm szépen !!!

najlepša hvála!

ThanX 4 Your Patience !!!

Hvala najljepša!

Благодарност !

Veľká vd'aka!

→ Influencing factors for ESL: Basics according to research literature

- Multitude of causes for ESL – often accumulation of factors
- disadvantaged groups, low educated groups, bad parenting, low adaption to school (hidden curriculum), disappointment / school failures etc.
- higher probability of ESL for...
 - boys compared to girls
 - urban compared to rural
 - migrants compared to natives
 - jobless parents compared to employed parents
- BUT: Necessary to think in probabilities with respect to “disadvantage” factors/indicators!!!
- School absenteeism may be the starting point for ESL

→ **Actions & possible policy responses**

- Prevention: individualising learning progress, compensational learning etc.
- Intervention: early warning on school absenteeism, social work in schools, parent involvement, career guidance etc.
- Postvention: second chance education, labour market integration measures, coaching & placement etc.
- Strengthening student's/individual's resilience => focus on potential instead on deficits

→ **Focus of Austrian measures/actions (so far)**

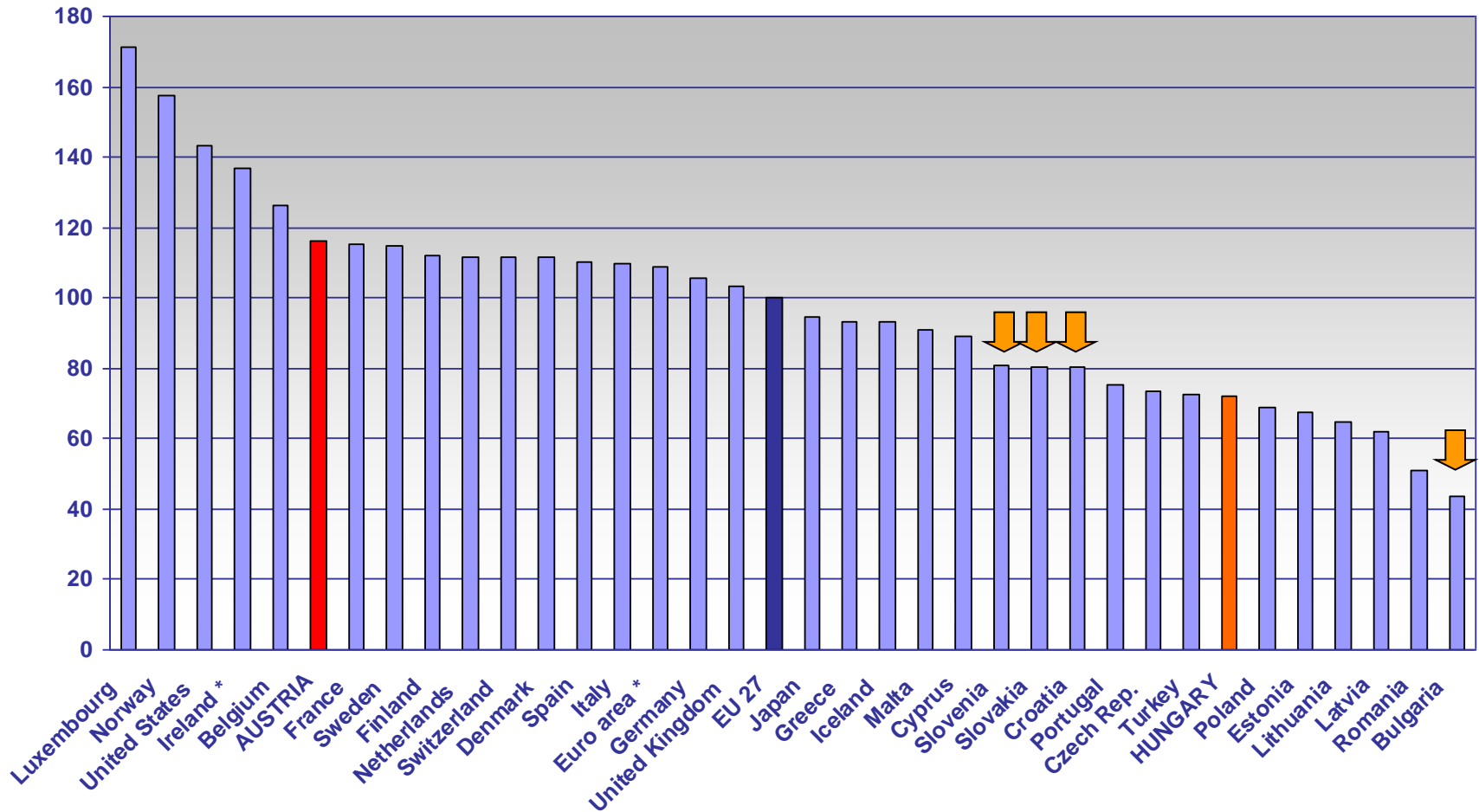
- Postvention (mainly integrative labour market measures)
- often deficit orientation (instead of potential orientation)
- many initiatives but lack of coordination/strategy and experience sharing

→ **New initiatives/approaches in Austria**

Combating school absenteeism, mentoring-/coaching-projects (incl. visiting parents; esp. for migrants) => i.e. slight shift to prevention & intervention

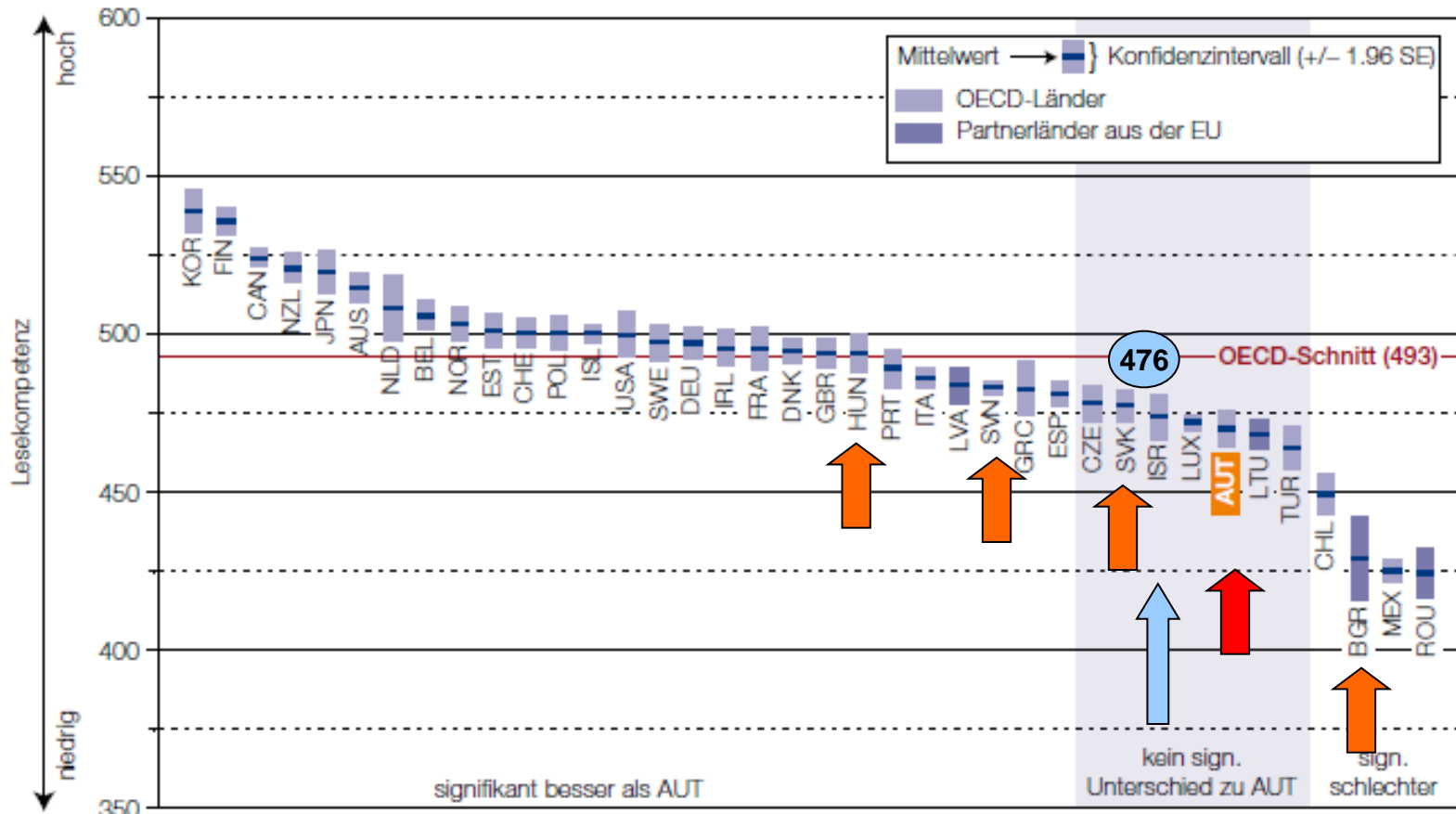
Economic indicators (3): Labour productivity

Labour productivity per person employed (2011) GDP in PPS per person employed relative to EU-27

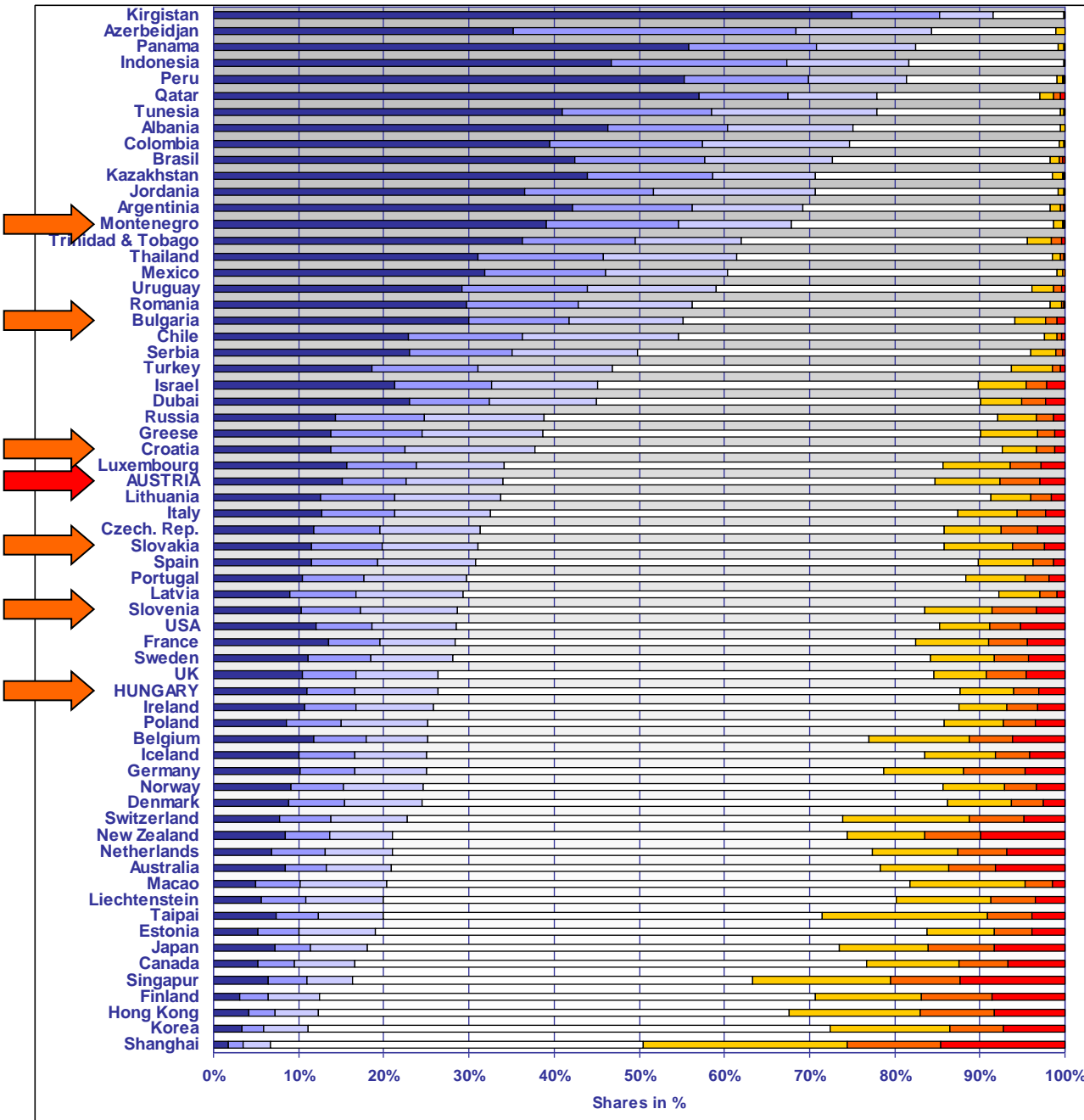


PISA 2009 reading competencies

Lesen: Mittelwerte der OECD-/EU-Länder



PISA 2009 reading competencies

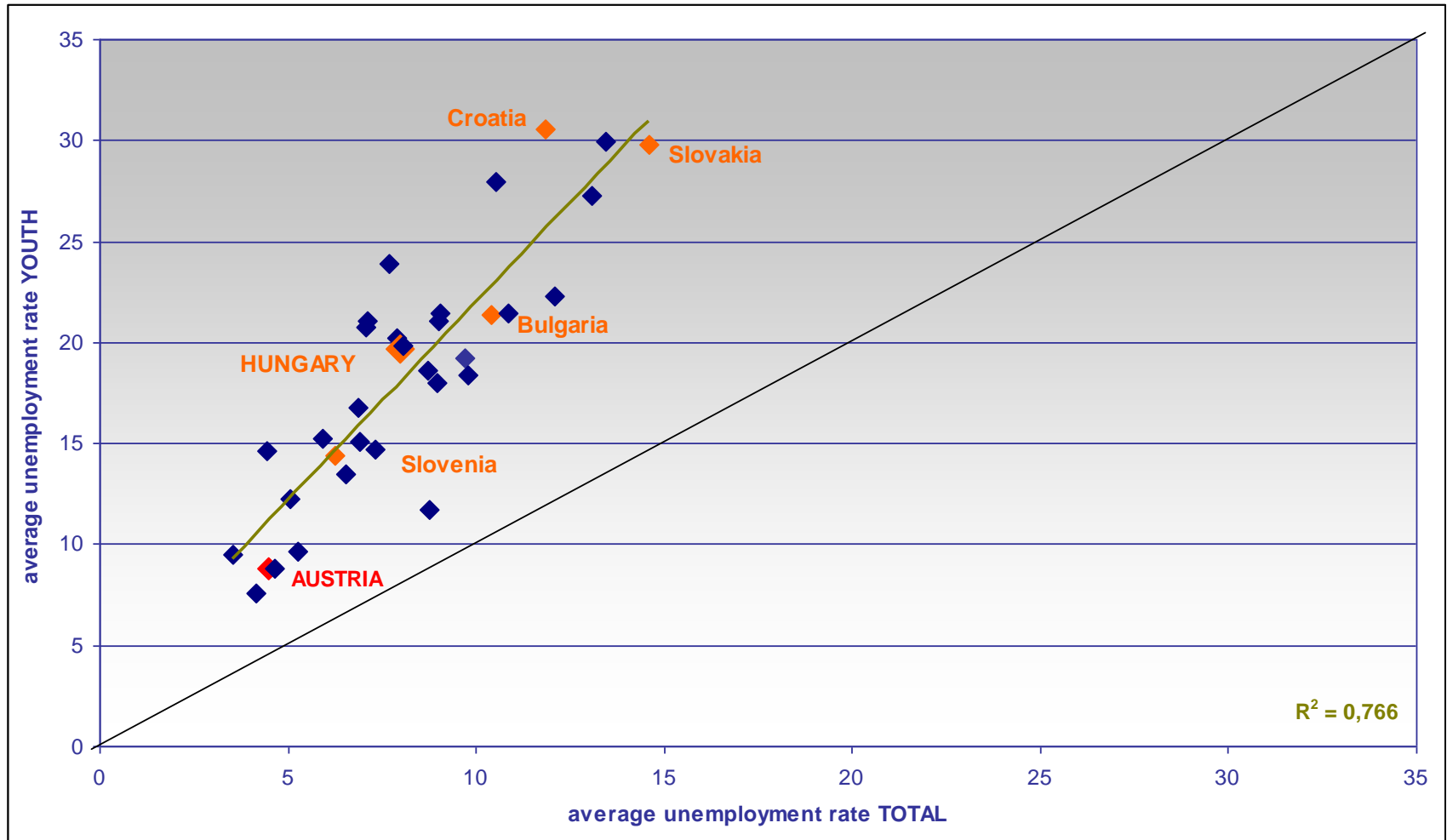


■ RISK □ "neutral" ■ TOP

Source: ibw
based on OECD PISA 2009 data

Economic indicators (2): Relationship between YOUTH and TOTAL unemployment

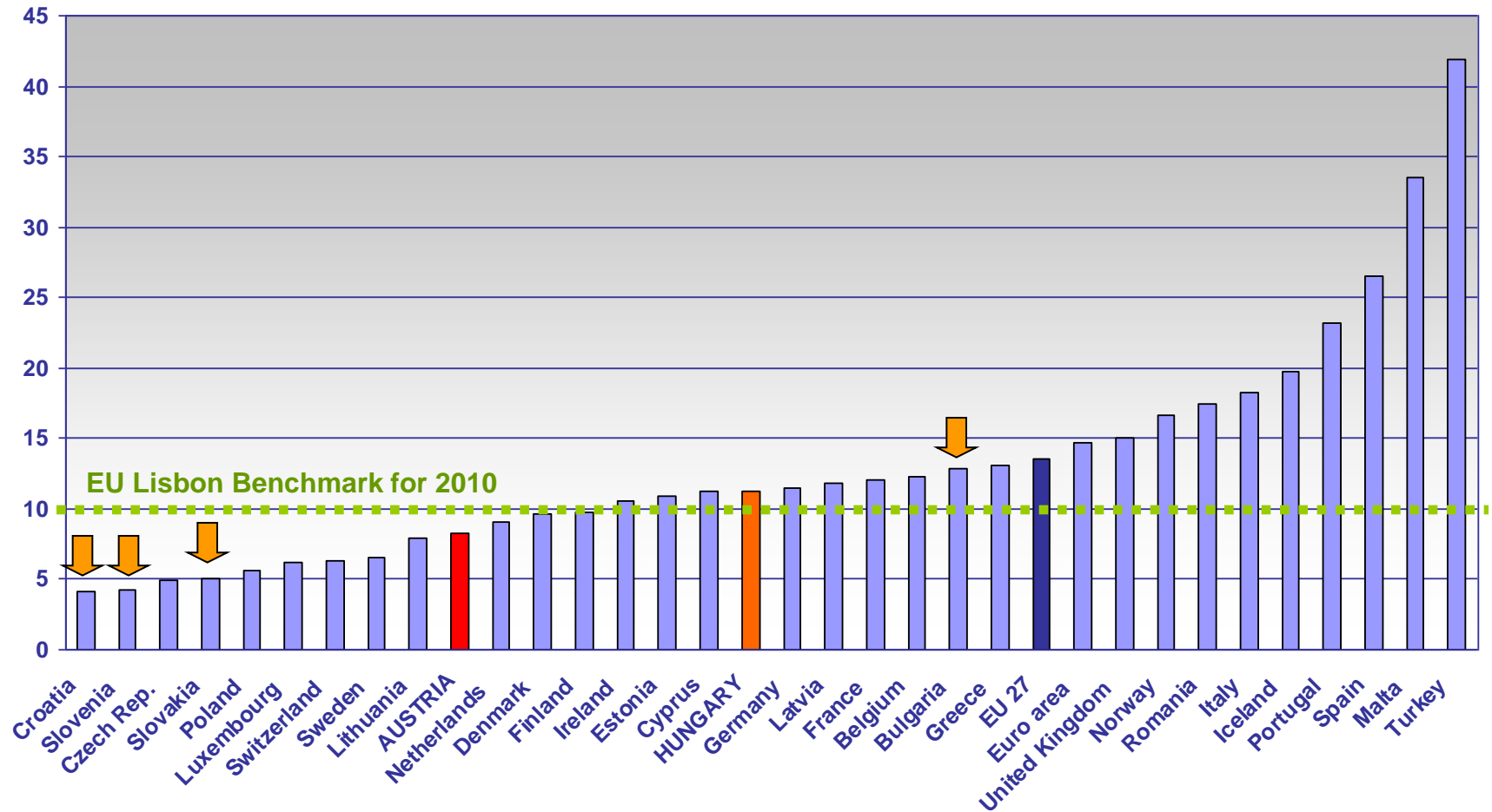
youth & total unemployment rates for 2011



Source: ibw based on EUROSTAT data

Social & educational indicators (1):

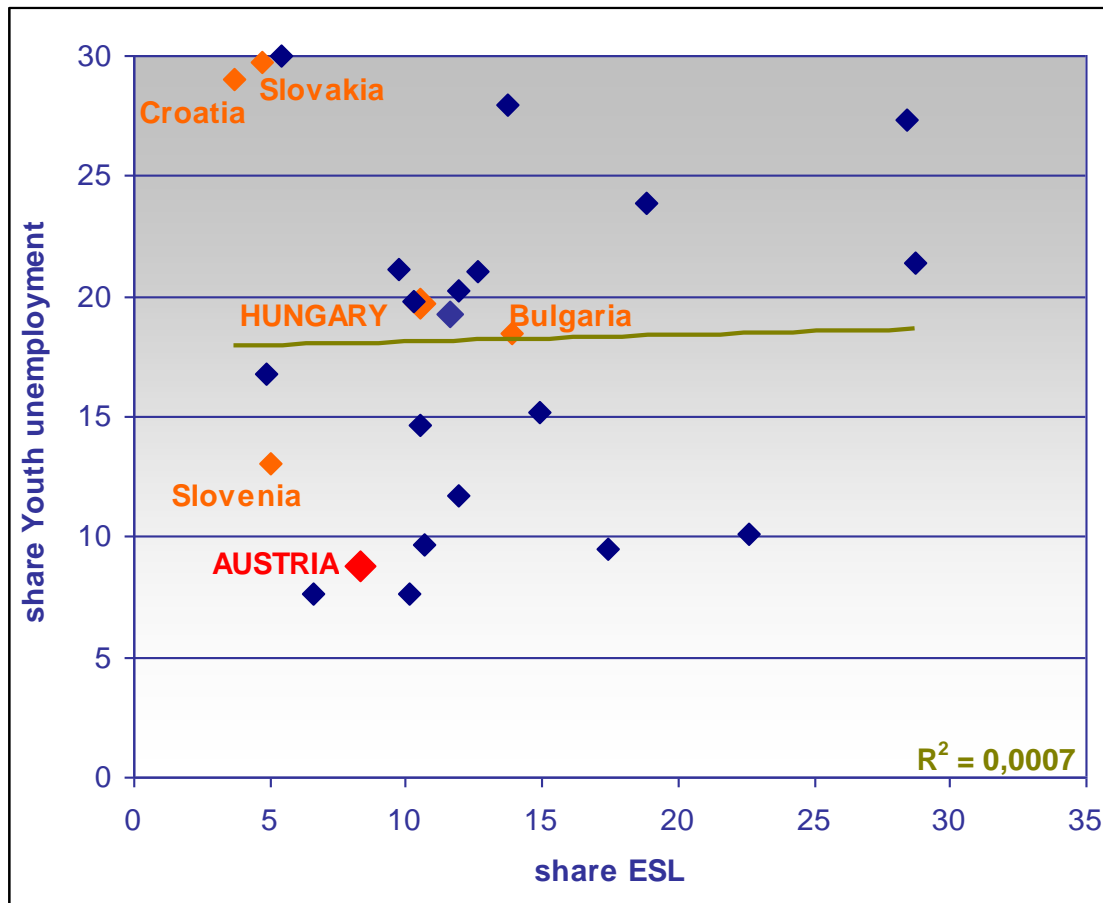
Early school leavers (2011)



Source: ibw based on EUROSTAT data

Social & educational indicators (2):

Early school leavers do not explain differences in Youth unemployment...

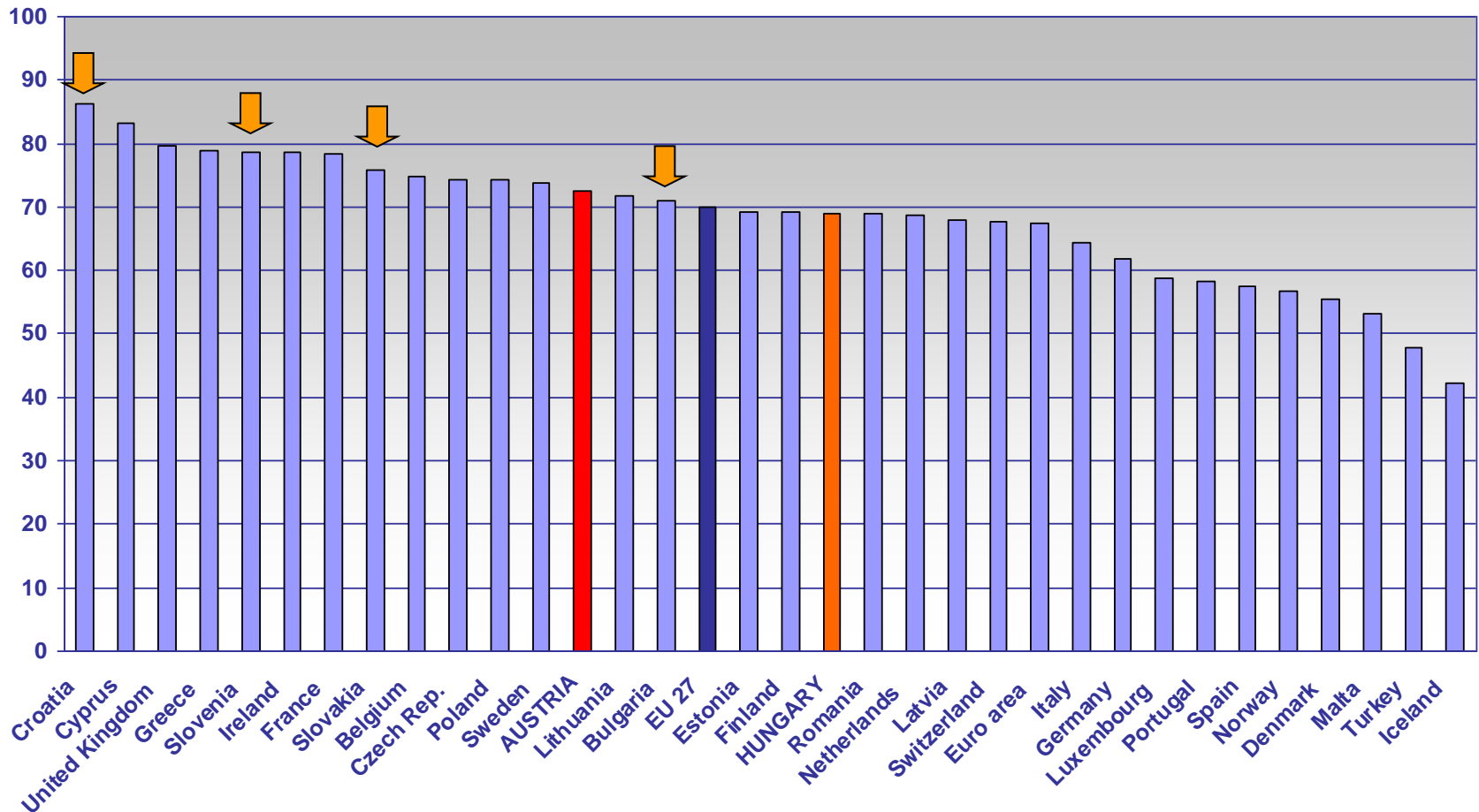


Source: ibw based on EUROSTAT & OECD Data

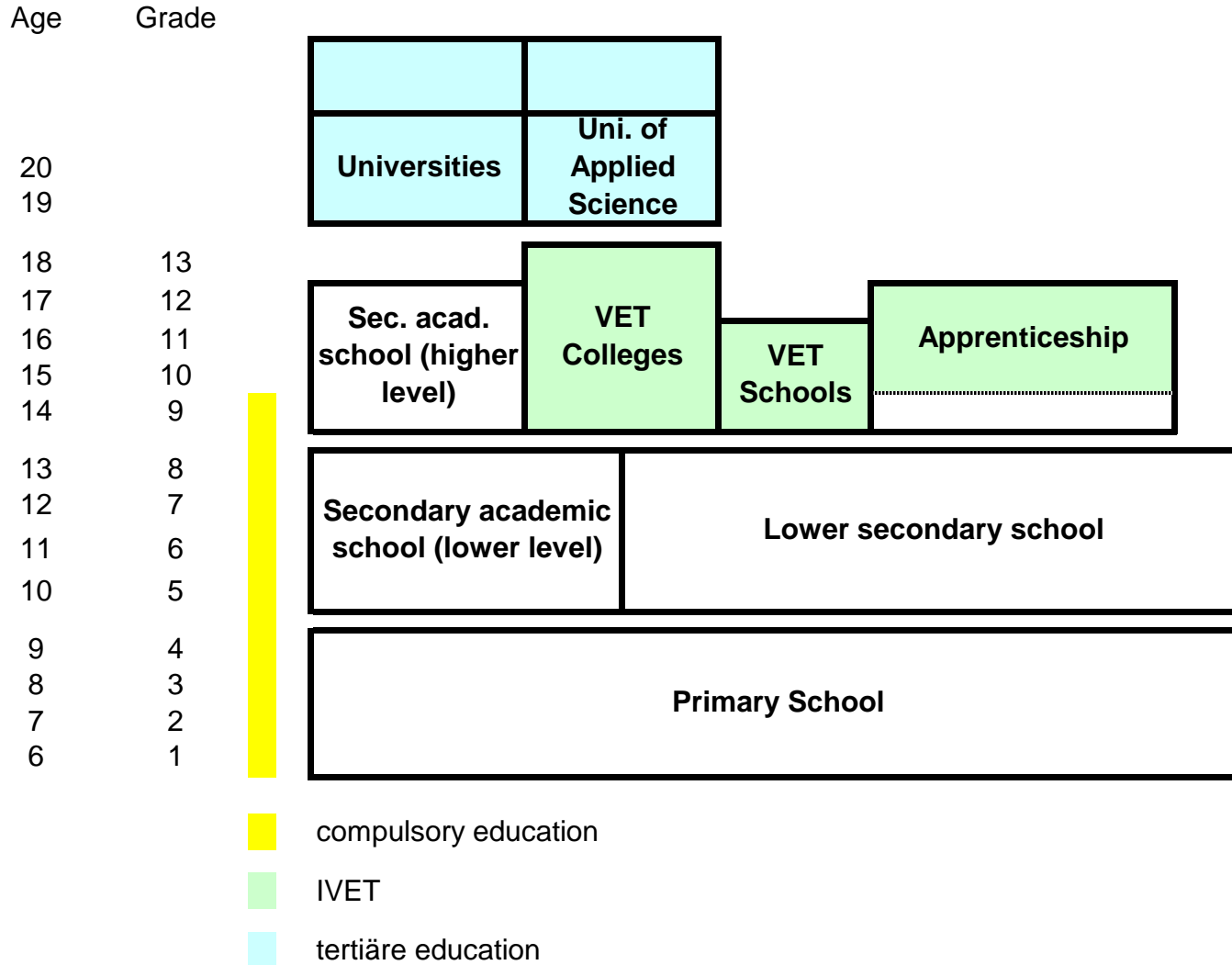
Social & educational indicators (3):

Upper secondary completion rates (2011)

Share of 18 to 24 years old who at least finish upper secondary education



Austria's Educational System (simplified version)



Main VET programmes in AUSTRIA

Dual Apprenticeship training (around 40% of 16+ year-olds)

- training enterprise (80% of time) and part-time vocational school (20% of time)
- demand led system: apprenticeship contract between enterprise and apprentice
- training is based on two regulations (ordinances): training company and school
- 200+ apprenticeships (“professions”) in practically all branches of the economy with a 2-4 years training period
- basis for “Higher VET”: “Meister” and other professional qualifications

Full time school based VET (around 40% of 16+ year-olds)

- combination of general and vocational education
- different types and duration
- Double qualification in VET-colleges: VET-diploma and university access

Continued Vocational Education and Training (CVET)

- relatively unregulated
- diverse range of training providers
- formal and non-formal qualifications
- programmes at all levels – from basic to “higher VET”

Tertiary Graduation Rates (Hochschulabsolventenquoten)

