

Sistemul de instruire profesională în intreprinderi și în școli în Austria

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Agenda

- **Strutura sistemului austriac de instruire**
- **Caracteristici si probleme ale instruirii ucenicilor**
- **Rezultatele diferitelor căi de instruire**
 - Rezultate
 - Venit
 - Ocuparea locurilor de muncă de către tineret
- **Politică si viitor**

Agenda

- **Strutura sistemului austriac de instruire**

Caracteristici ale structurii generale

- Separare din timp în scoli “înalte” și “mainstream” 10 ani
- Instruire profesională puternică în ciclul secundar II (15-19 ani)
 - Instruirea de ucenici și instruire școlară completă
 - diferentiat după 3 nivele (meserie, școala medie și înaltă)
 - ucenicii relativ tineri (16 ani)
- Instruire școlară înaltă slabă, 2-3 tracks

Agenda

- Struktur des österreichischen Bildungssystems
- **Characteristici si probleme ale instruirii ucenicilor**

Caracteristici ale instruirii ucenicilor

- apprenticeship **lowest level** of a tracked and layered system
- problems to provide enough **training places** for young people seeking an apprenticeship
 - **profile** compared to German and Swiss systems:
 - early age;
 - individualised training or small groups of apprentices;
 - mainly plain on-the-job-training /seldom training infrastructure
- small **net costs**; **returns** lower than from other tracks; drop-outs not clear and not comparable; signs for decreasing outcomes
- demand increasingly **concentrating** on traditional trades, new trades not very expanding

Problema: nivelul cel mai de jos

Produces many problems with incentives for the
involved actors

Schools: too little incentives for better competences, as there have
been no formal requirements for the access to apprenticeship

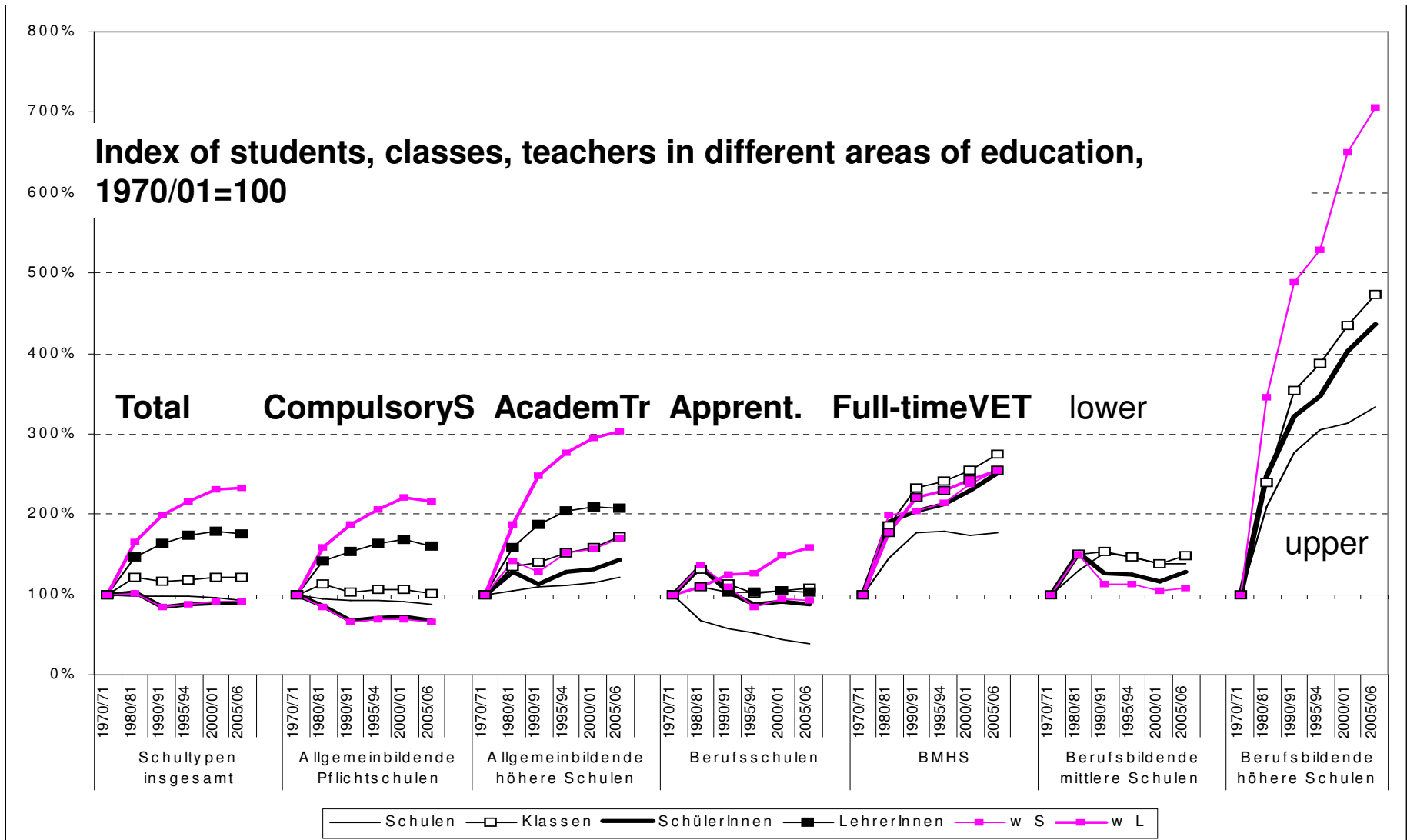
Potential apprentices: too little incentives to choose an
apprenticeship, as full-time schools produce better opportunities
to proceed

Enterprises: too little incentives, as trainability of applicants is
expected low, and cost-benefit relation might be lower for
employees from school, and might decrease for apprentices

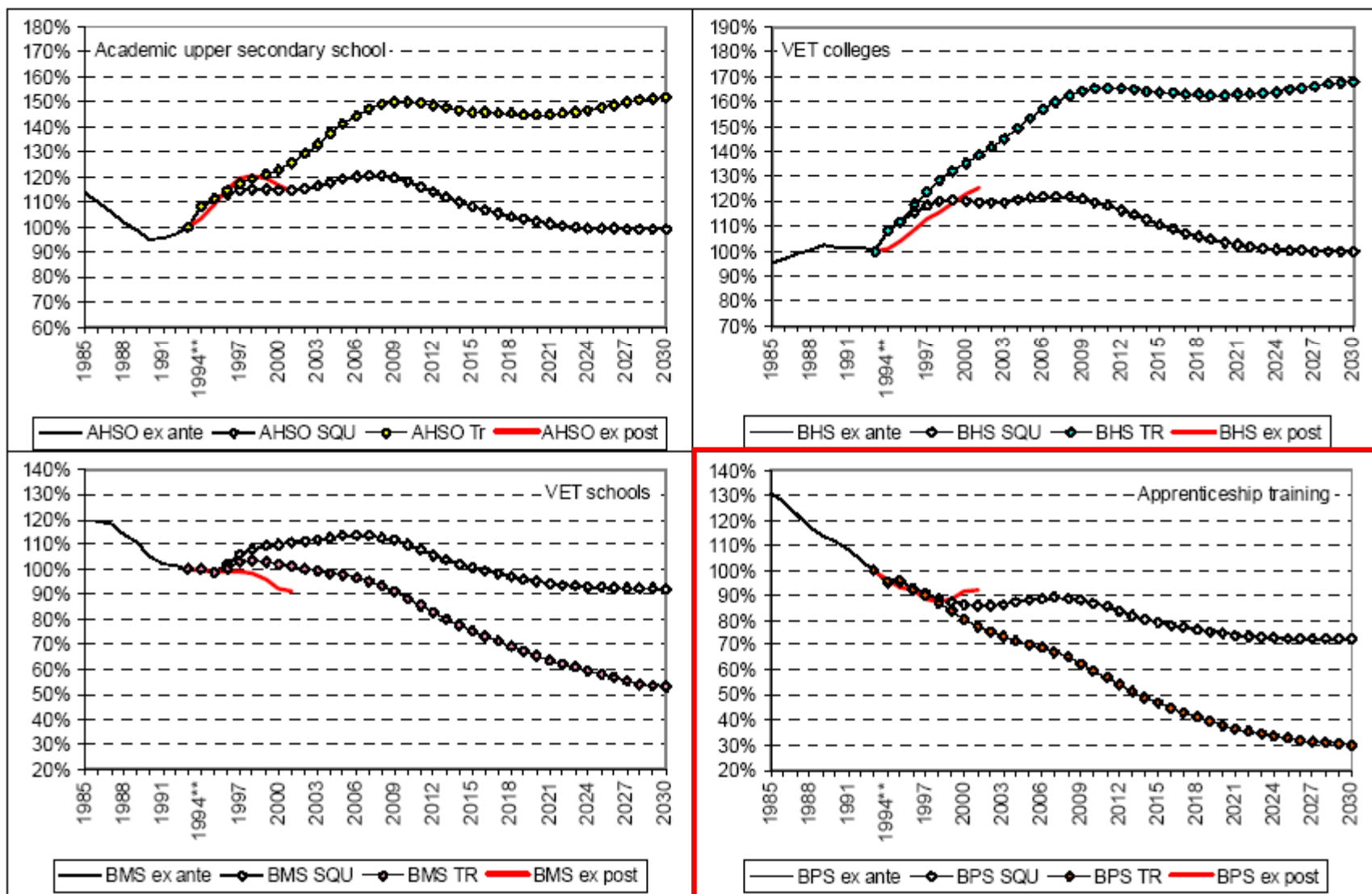
... demand/supply training places

- Longer-term decrease of proportion of apprentices and increase of unemployment
- Signs for a qualitative turn in enterprise behaviour around 2000
 - Signs for structural problems on apprenticeship market: Beveridge Curve moved outward 1970-96; since 1976 only movement at the seekers' side
 - Only small effects of policy measures

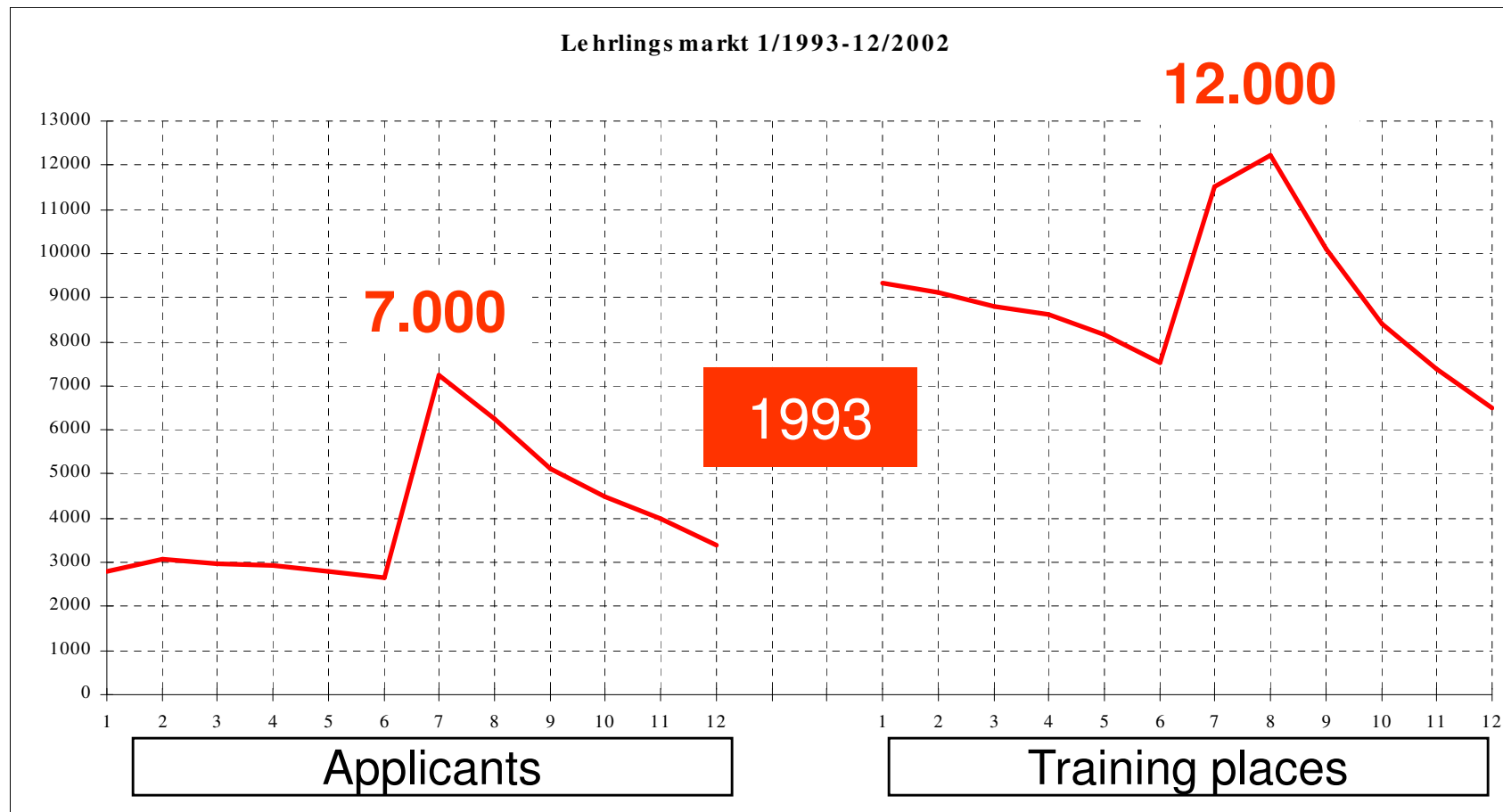
Participation in education '70-'05



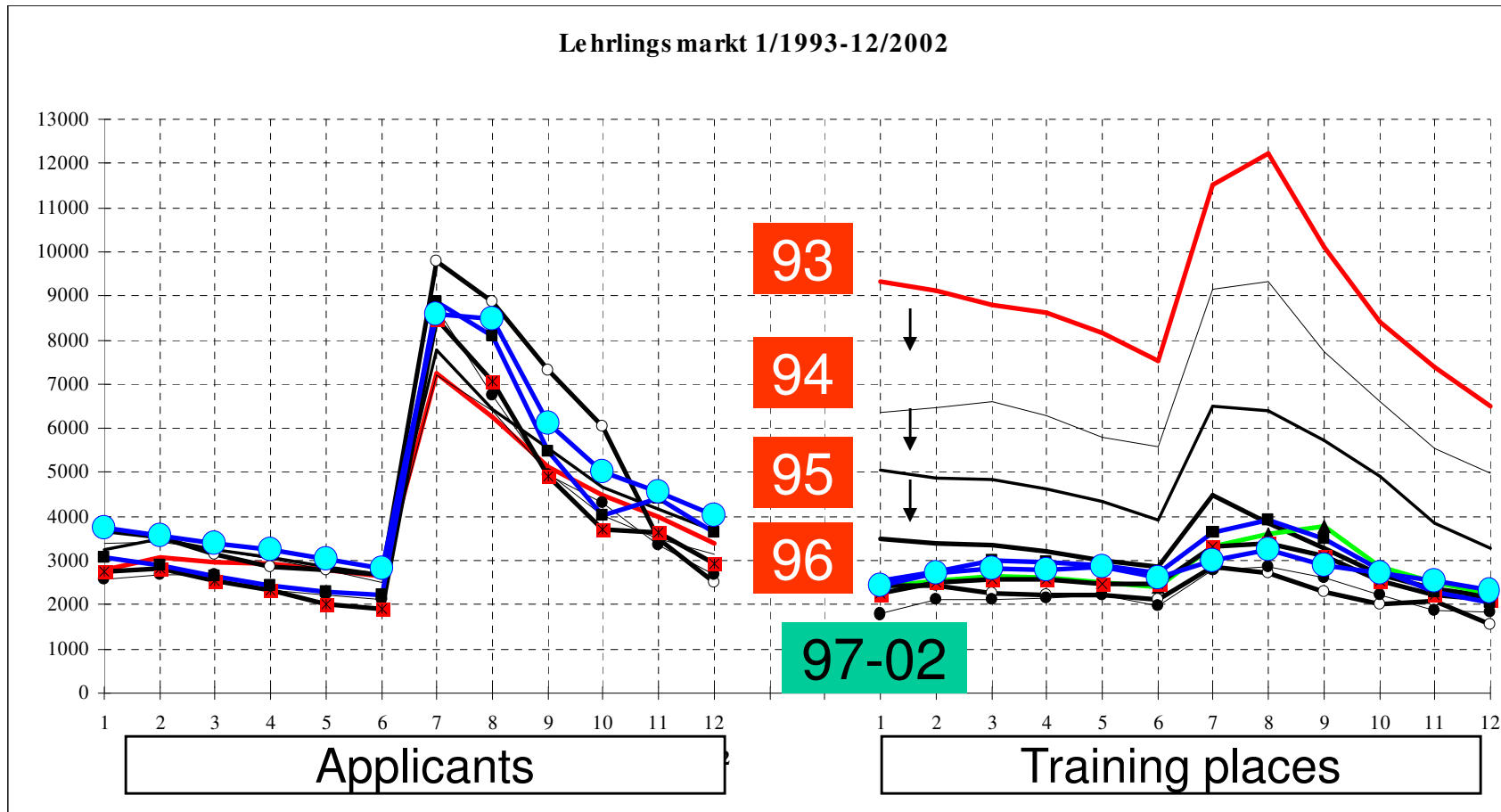
Simulation of participation at upper secondary level '95-'30



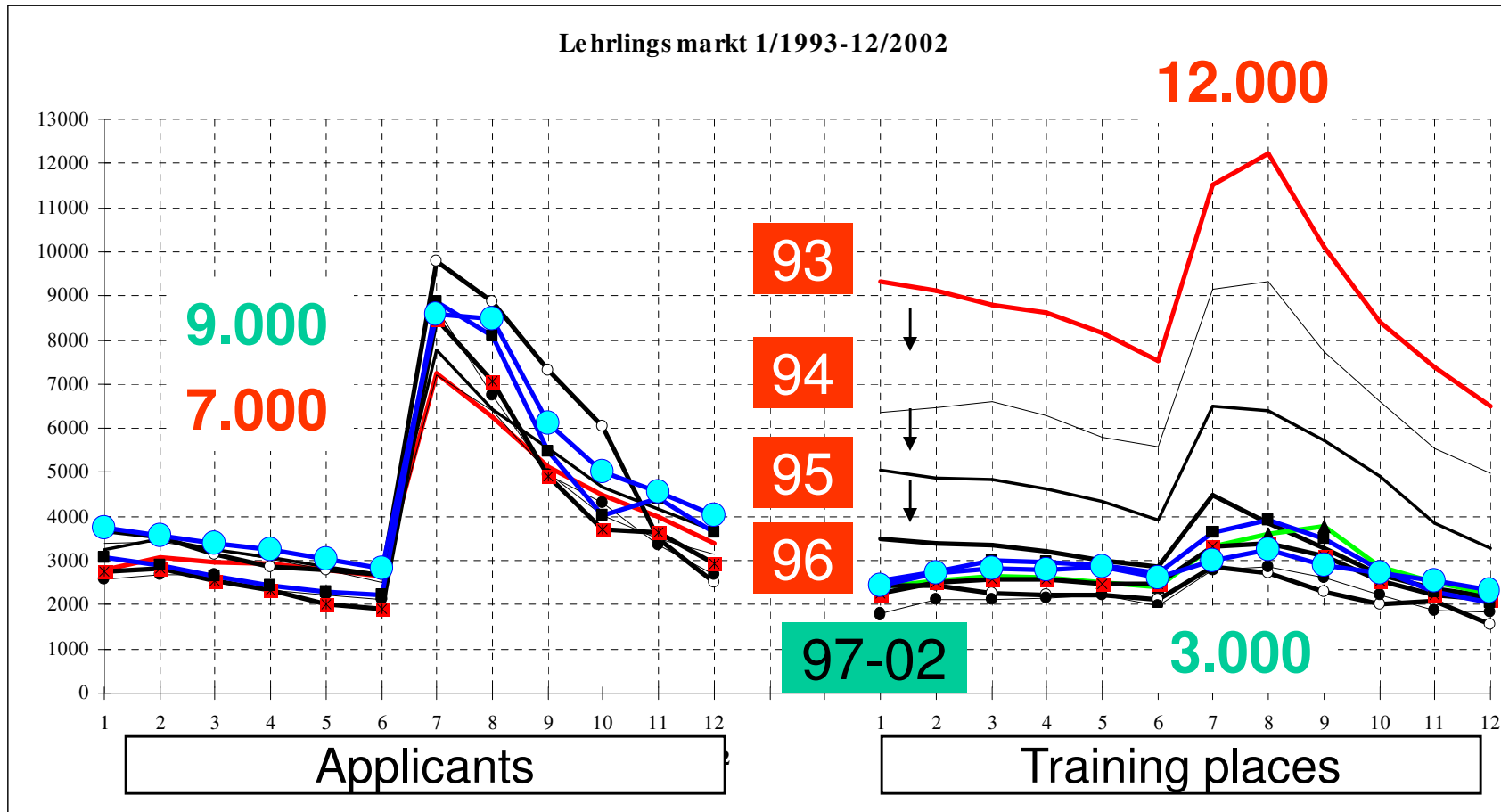
Apprenticeship market (monthly figures)



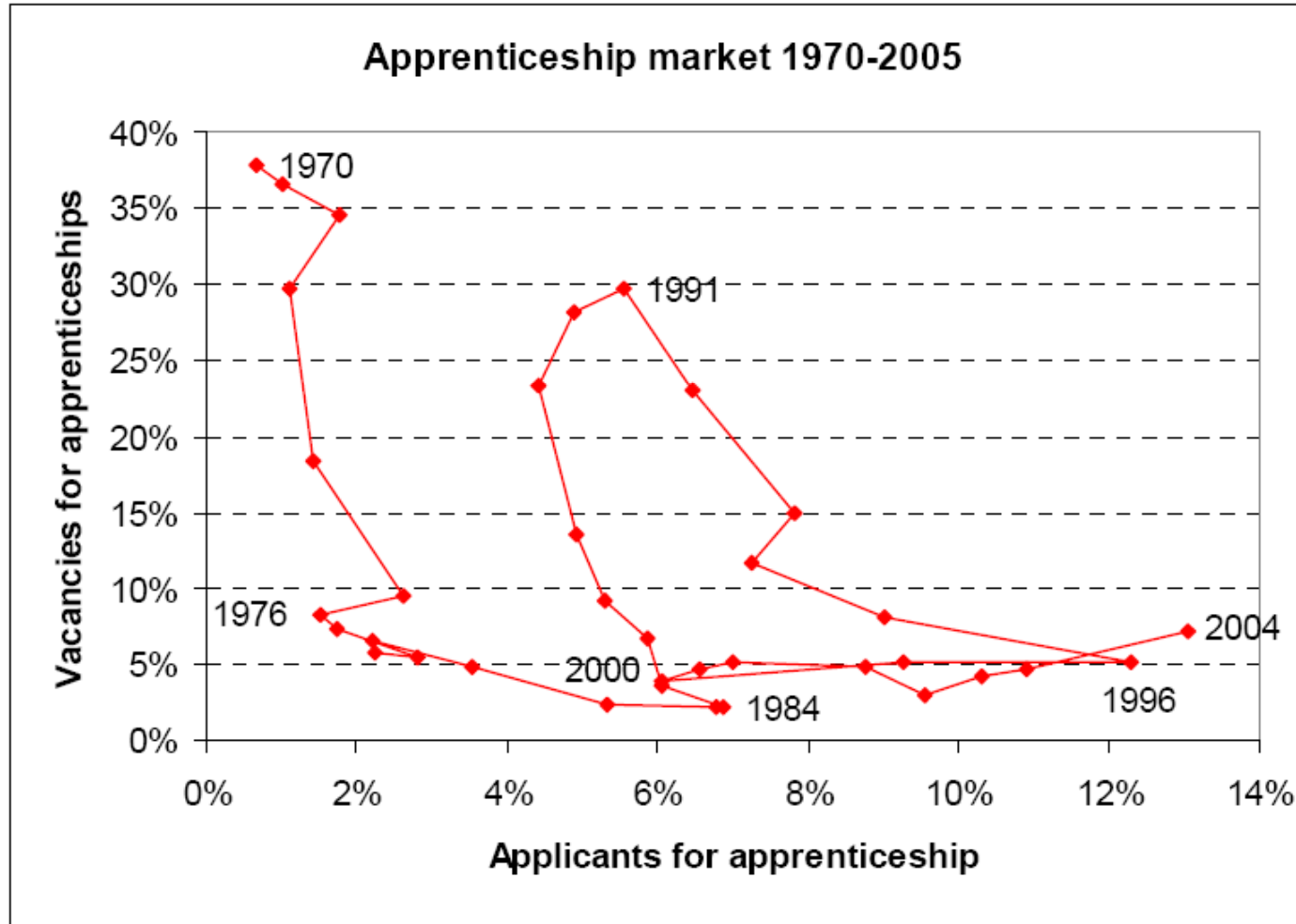
Apprenticeship market (monthly figures)



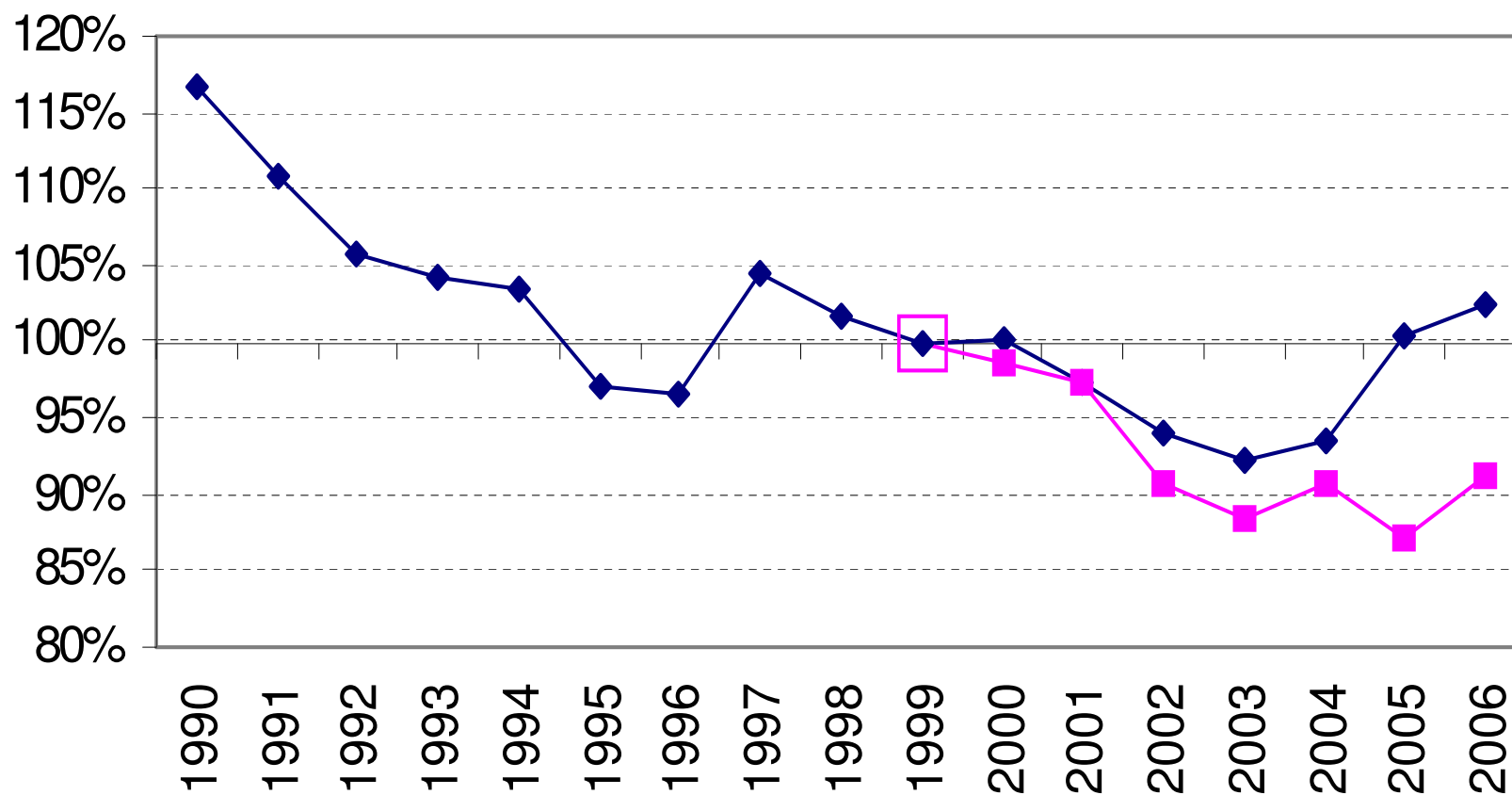
Apprenticeship market (monthly figures)



Beveridge Curve for apprenticeship market 1970-2005



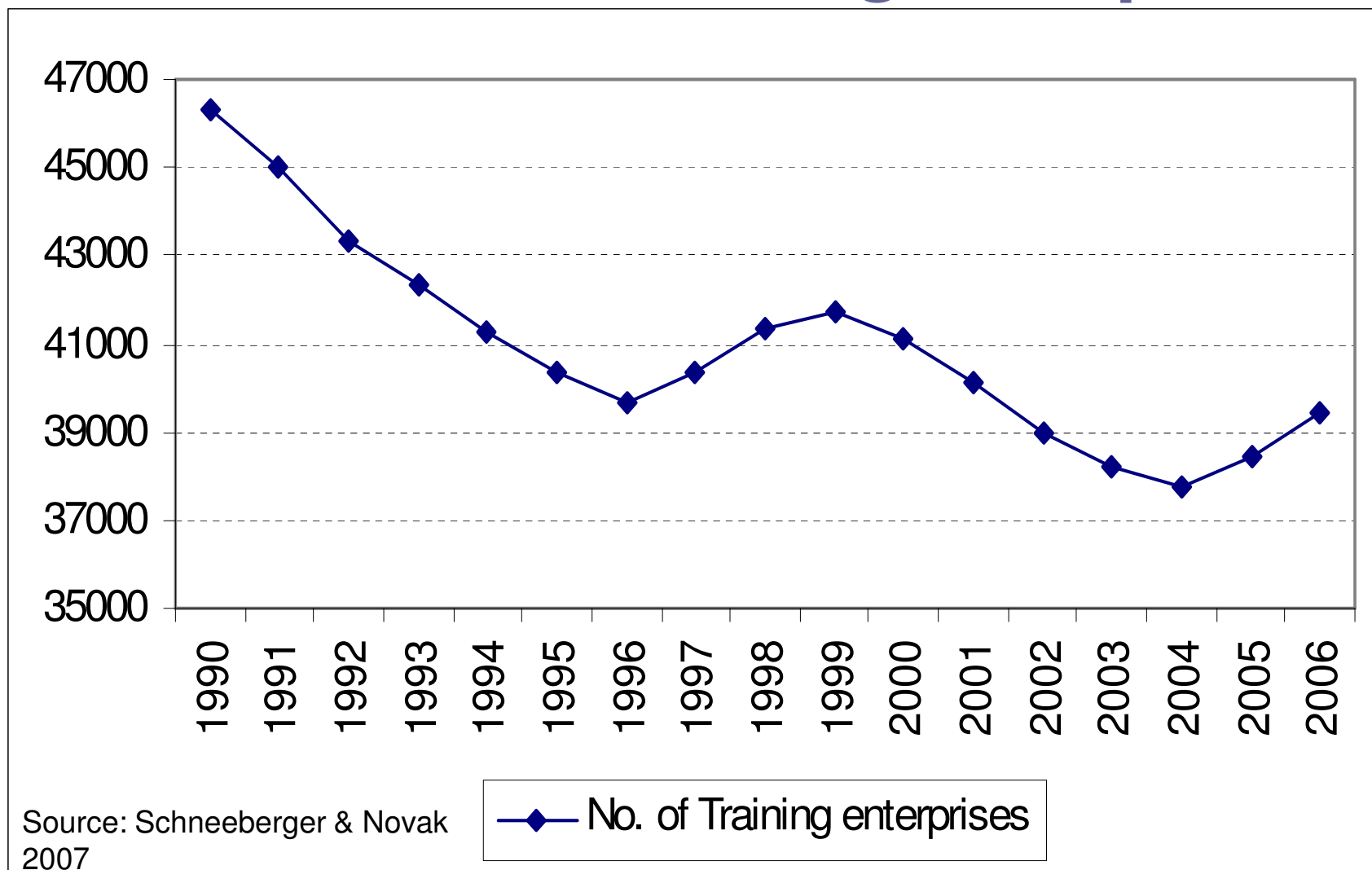
Beginners Austria, Germany



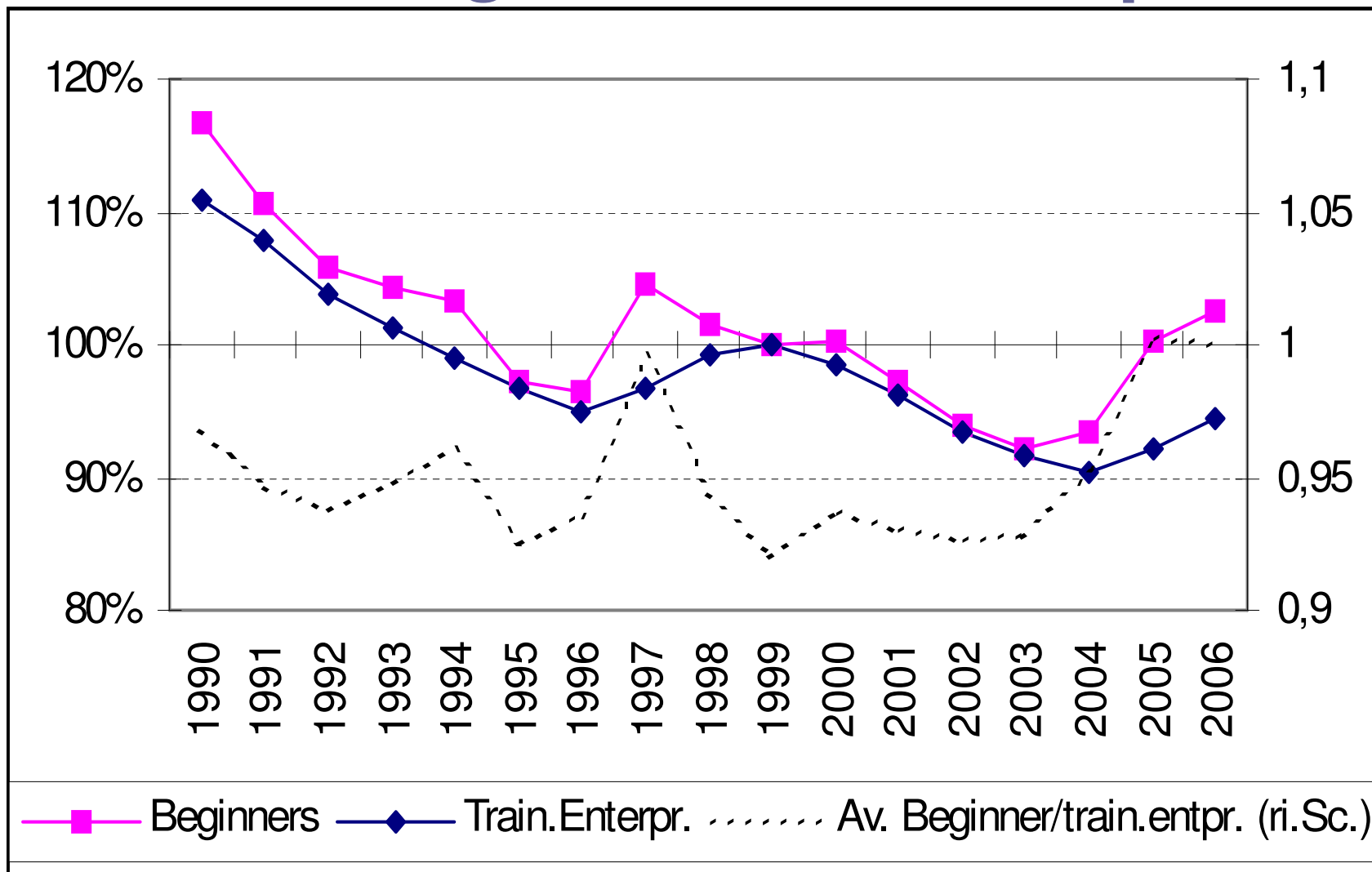
Source: Schneeberger & Novak
2007; German report 2007

—◆— Austria —■— Germany

Training enterprises



Beginners and enterprises

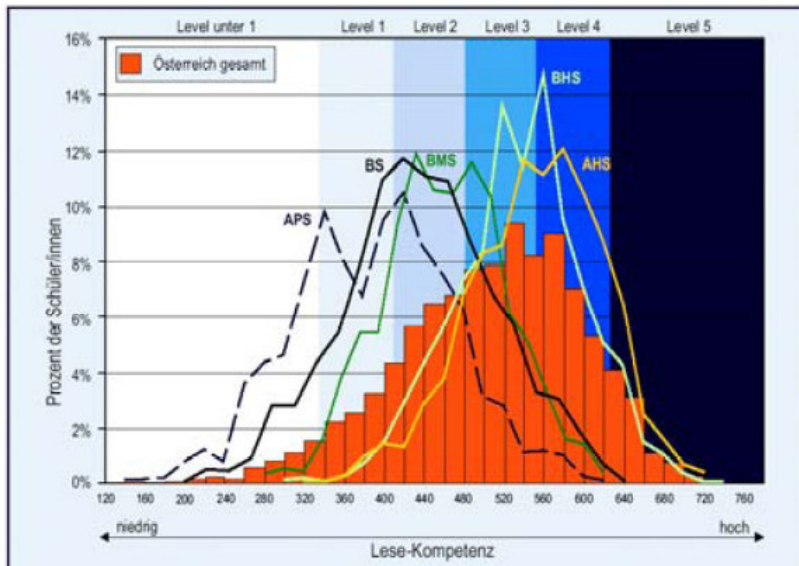


Agenda

- Struktur des österreichischen Bildungssystems
- Merkmale und Probleme der Lehrlingsausbildung
 - **Resultatele diferitelor căi de instruire**
 - Resultate
 - Venit
 - Ocuparea locurilor de muncă de către tineret

Kompetențe - PISA 2000

Reading



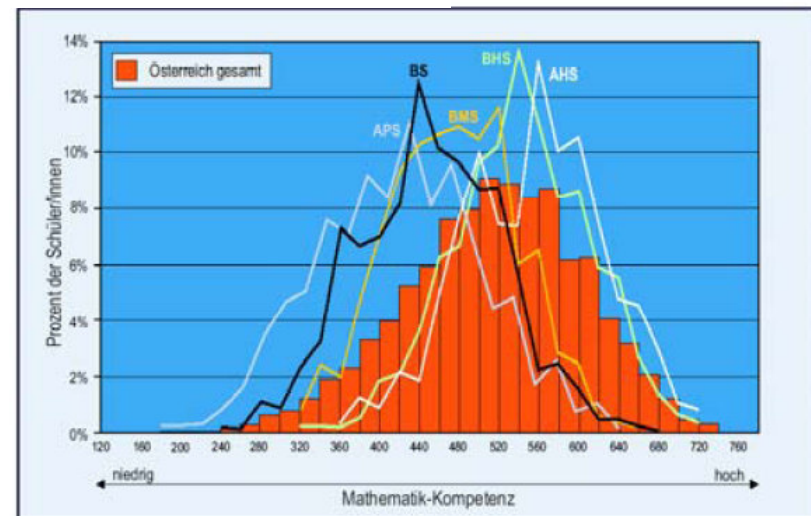
Quelle:
http://www.pisa-austria.at/pisa2000/lernen_fuers_leben/kap1/I.5.pdf

Lowest levels by considerable proportion of apprentices: in PISA 2000 **reading below level 2**: about 32% of male and 27% of female appr. (as compared to about 15% of lower level VET full-time school)

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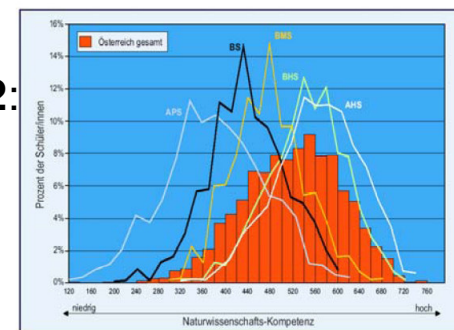


Math



Quelle:
http://www.pisa-austria.at/pisa2000/lernen_fuers_leben/kap2/II.5.pdf

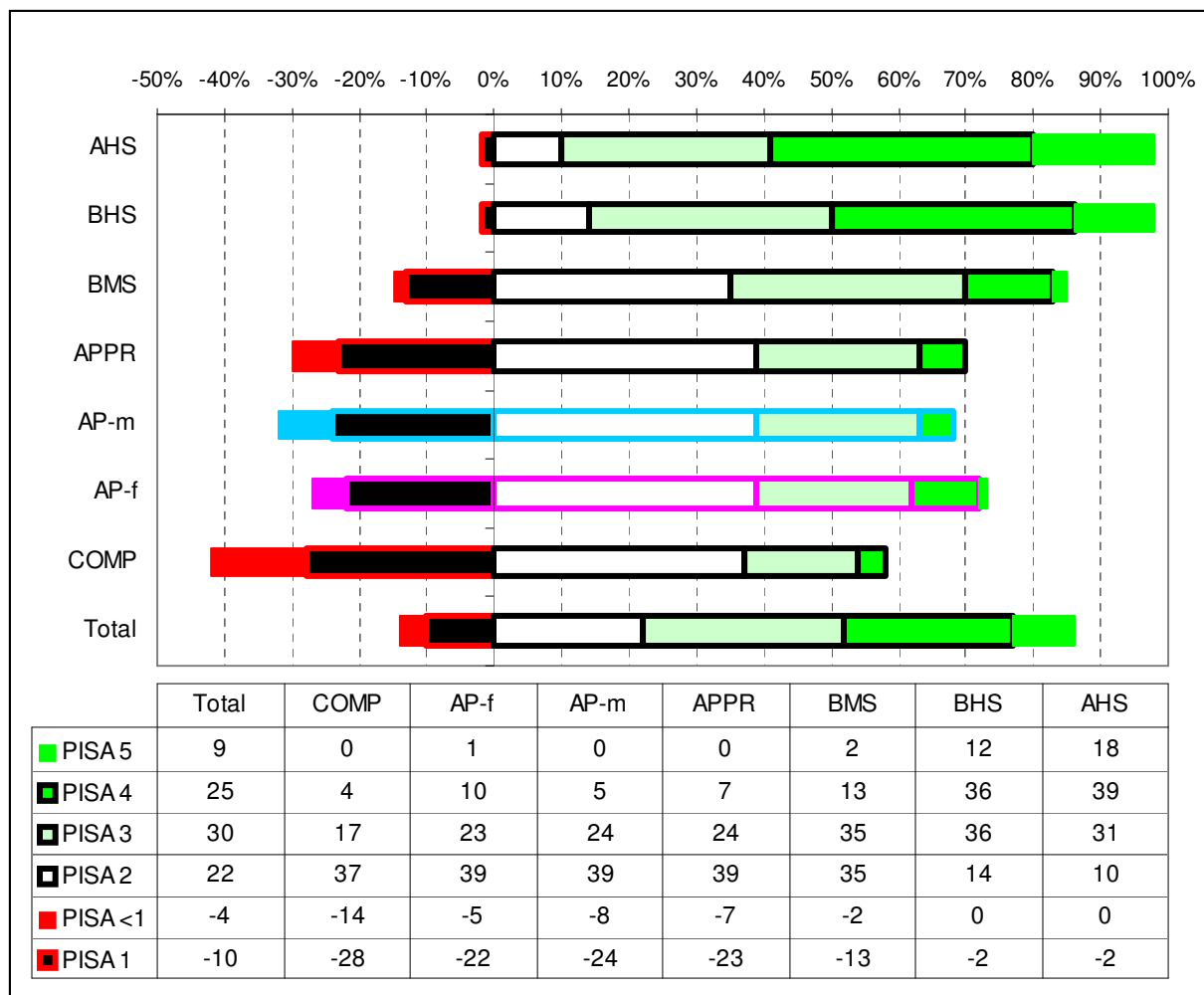
Naturwissenschaften



Science

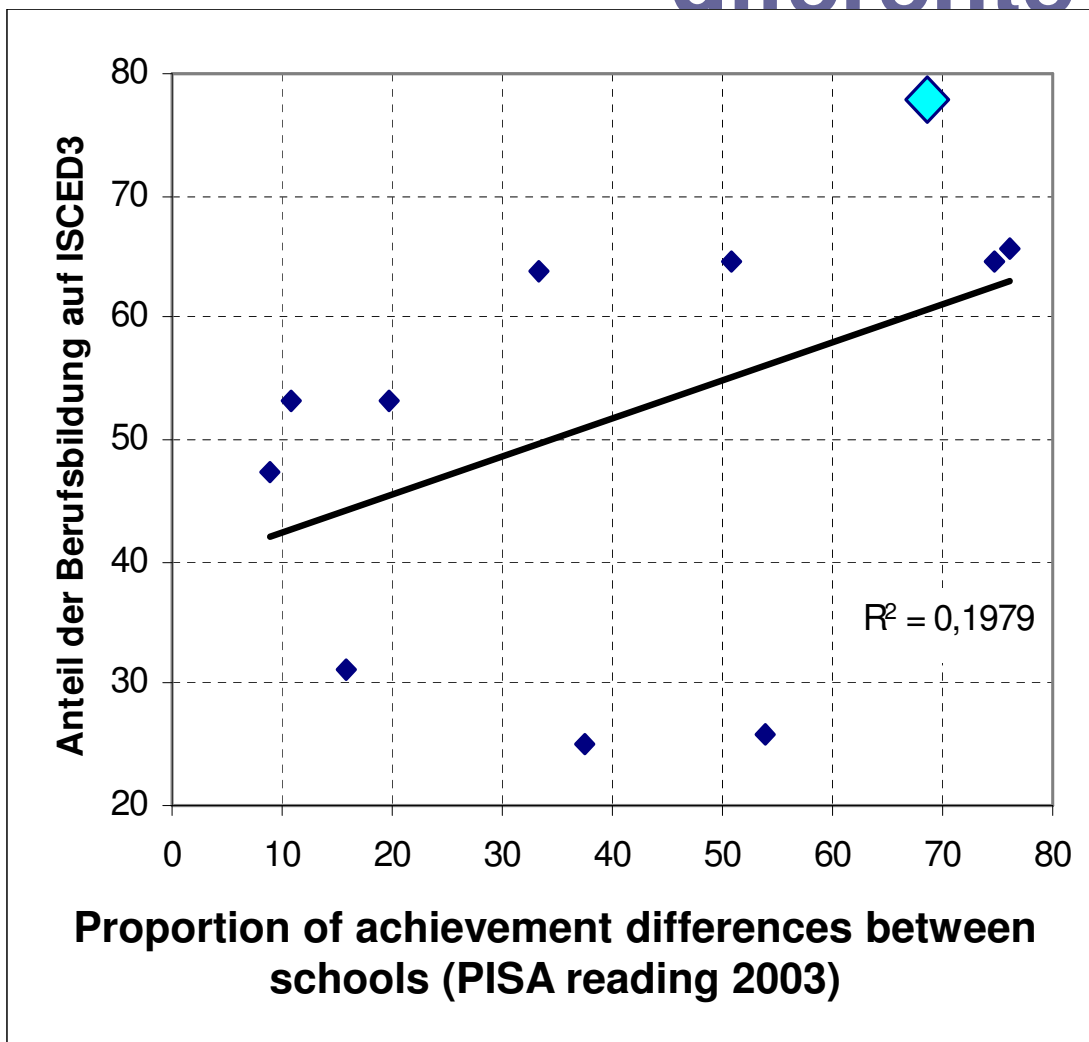
Quelle:
http://www.pisa-austria.at/pisa2000/lernen_fuers_leben/kap3/III.5.pdf

PISA 2000 - Cititul după nivele



Instruirea profesională în diferente la citit

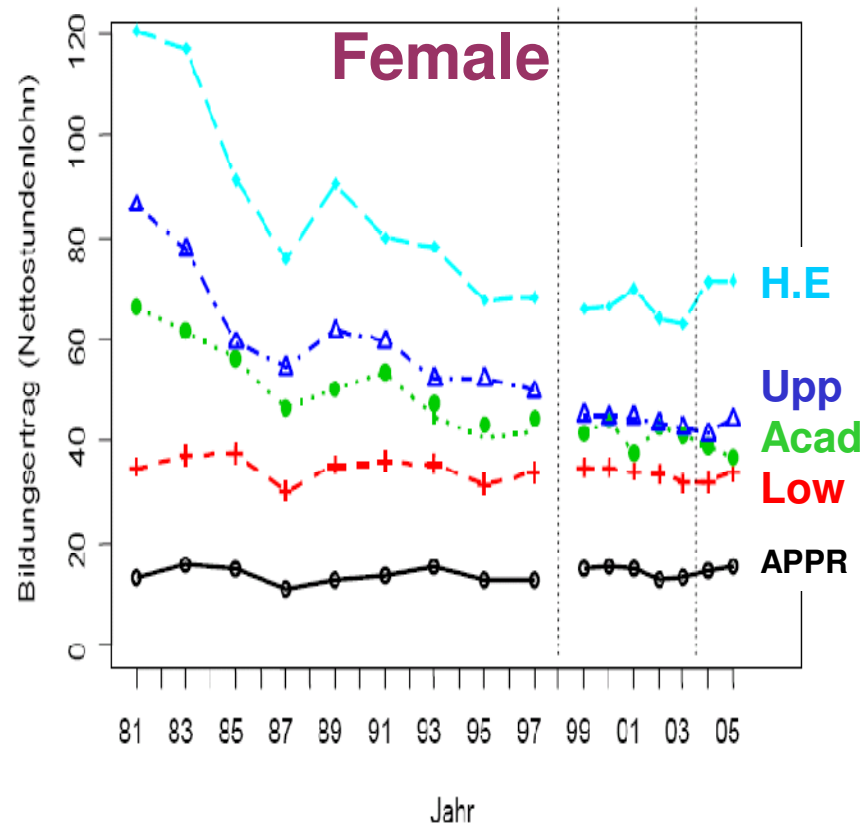
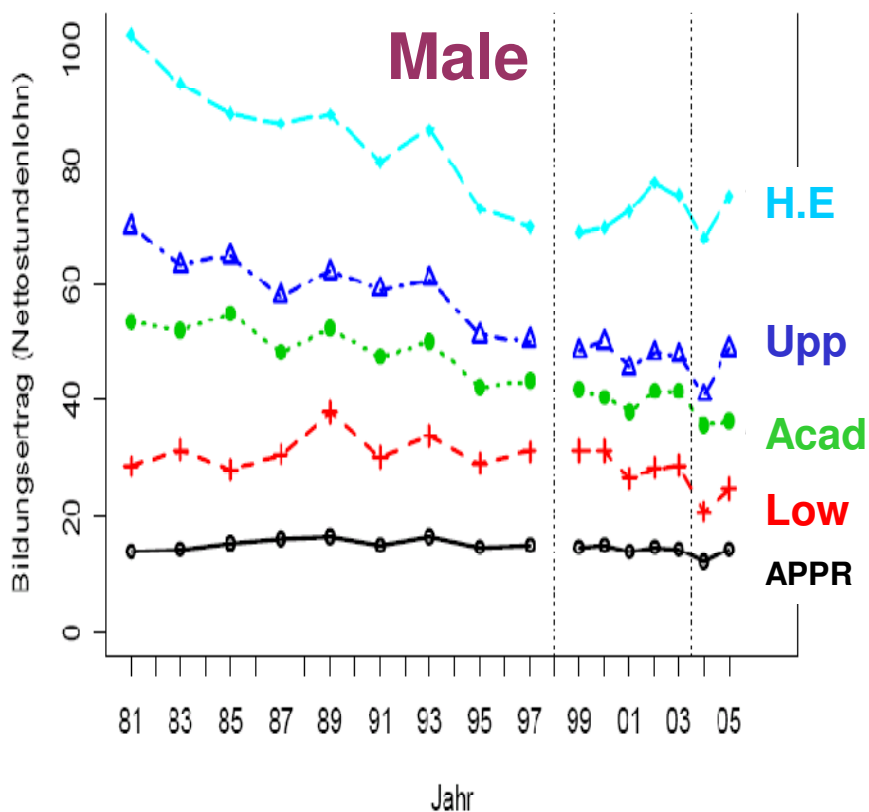
Proportion
of VET
at ISCED 3



Internat.
Vergleich

Rezultate: Referința școala obligatorie

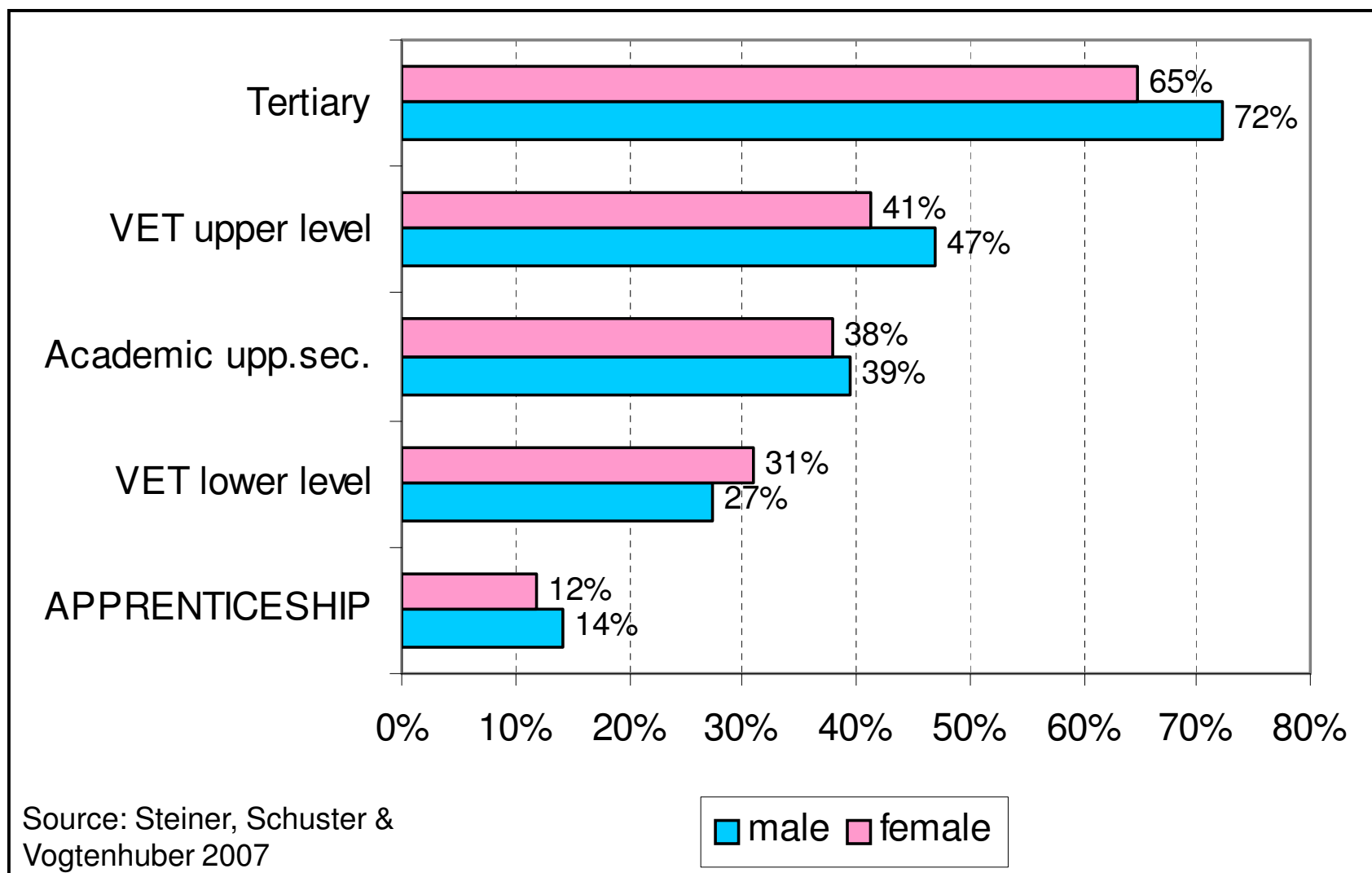
Private returns by educational tracks and gender '81-'05 (estimated additional income to comp.ed.)



Quelle: 1981-1997: Fersterer 2000; 1999-2005: Mikrozensus, Lohnsteuer-Daten; Berechnung: IHS, Statistik Austria. :lle: 1981-1997: Fersterer 2000; 1999-2005: Mikrozensus, Lohnsteuer-Daten; Berechnung: IHS, Statistik Austria.



Rezultate după sex



Rezultate: EU-14 comparație

Returns: clear hierarchy between educational tracks

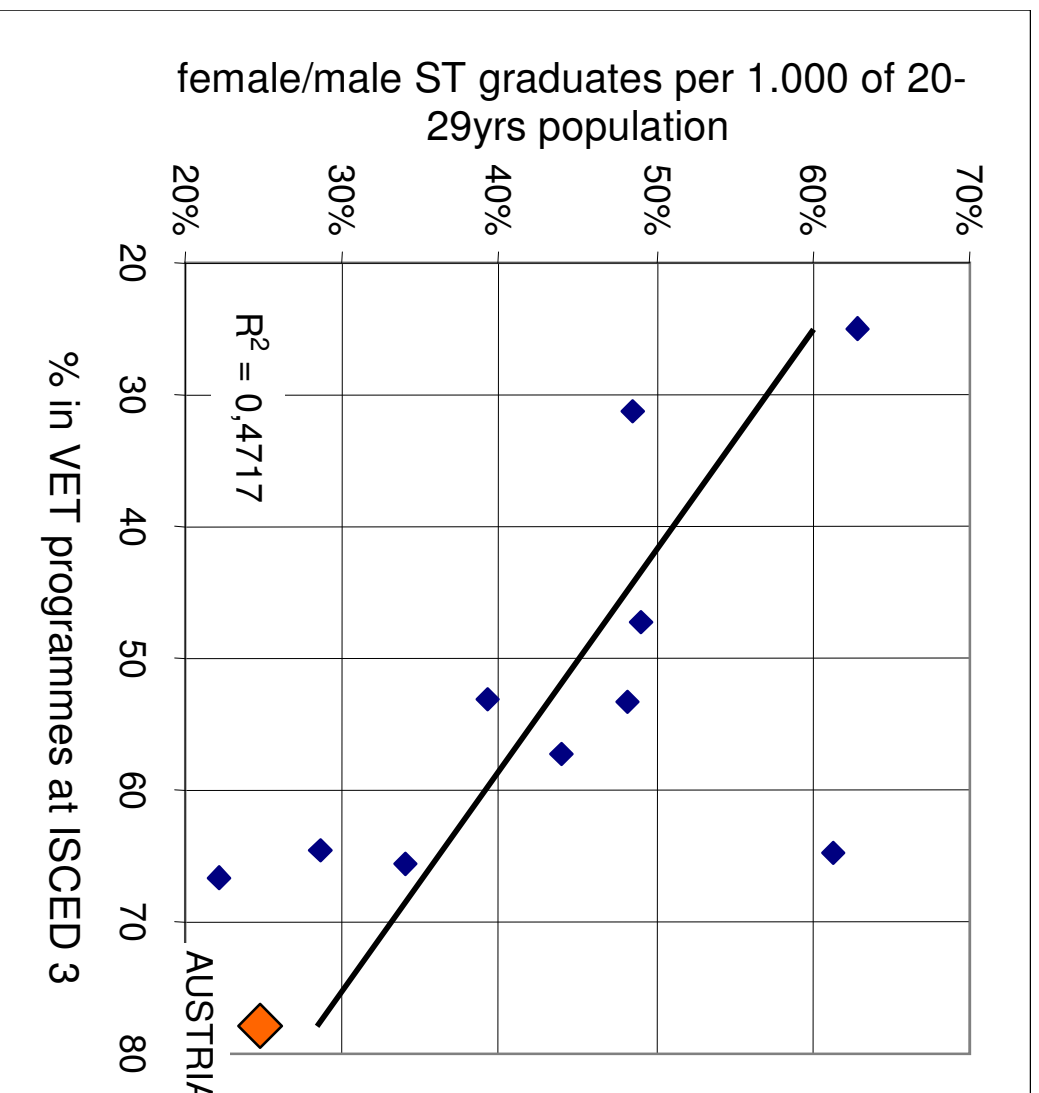
EU-14 Comparison only for medium level employees
(upper secondary education) possible

- average employment
- moderate higher income (+10%)
- markedly lower unemployment (-40%)

Lower educated compared to medium level employees
relative higher unemployment than in EU14 (similar relations income
and employment)

Higher educated compared to med. level employees
- smaller income bonus (similar relations employment, unemployment)

Instruirea profesională și sexul



Ocuparea forței de muncă Șomajul

Activity

Youth activity rate in A ~20% above EU-average (D ~5%), FIN below A, above D

Unemployment rate

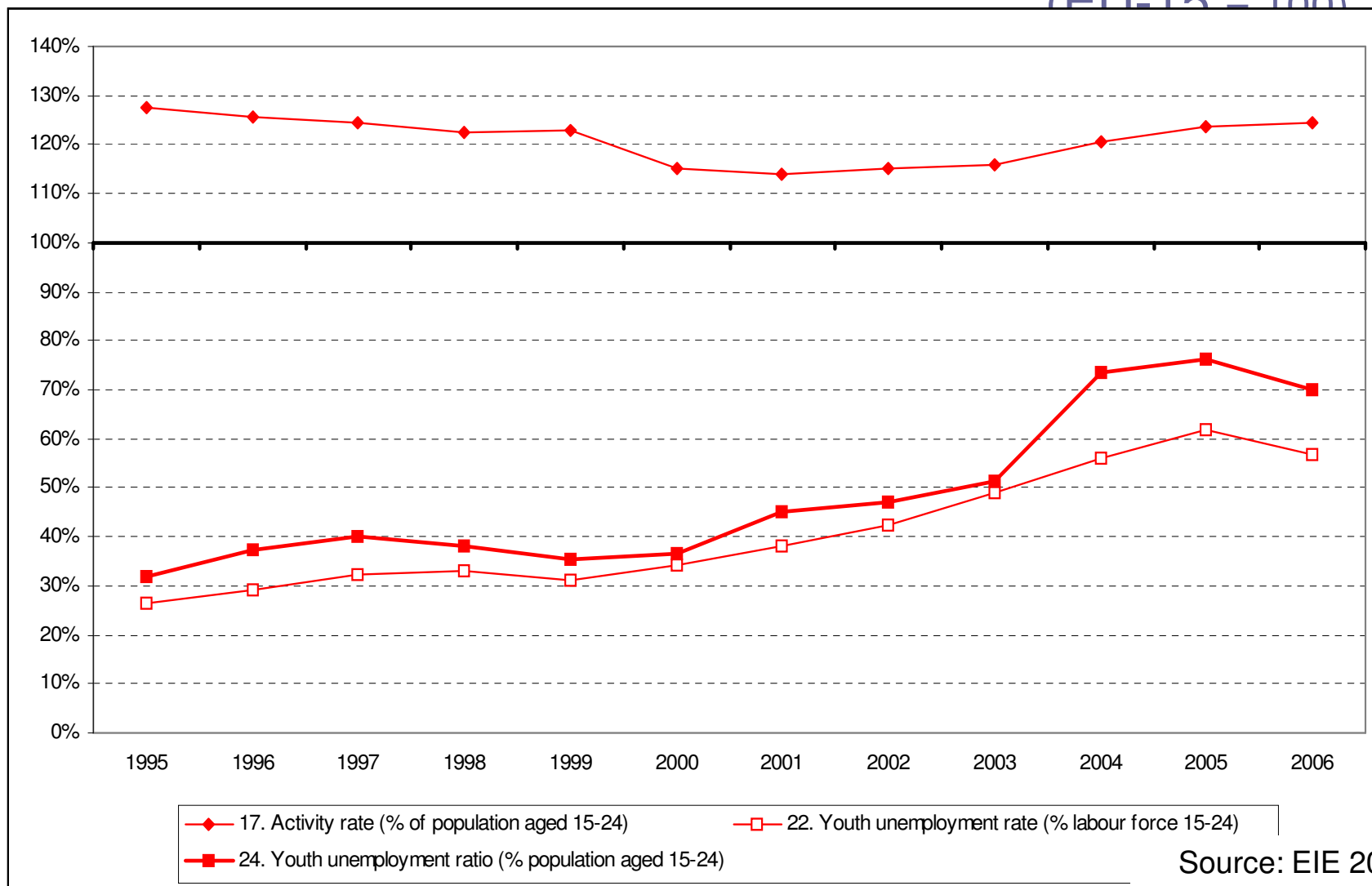
Youth unemployment rate in A below EU-average, but rise from below 30% to above 50% (D from 70% to 90%), FIN improvement from 140% to 110%

Unemployment ratio

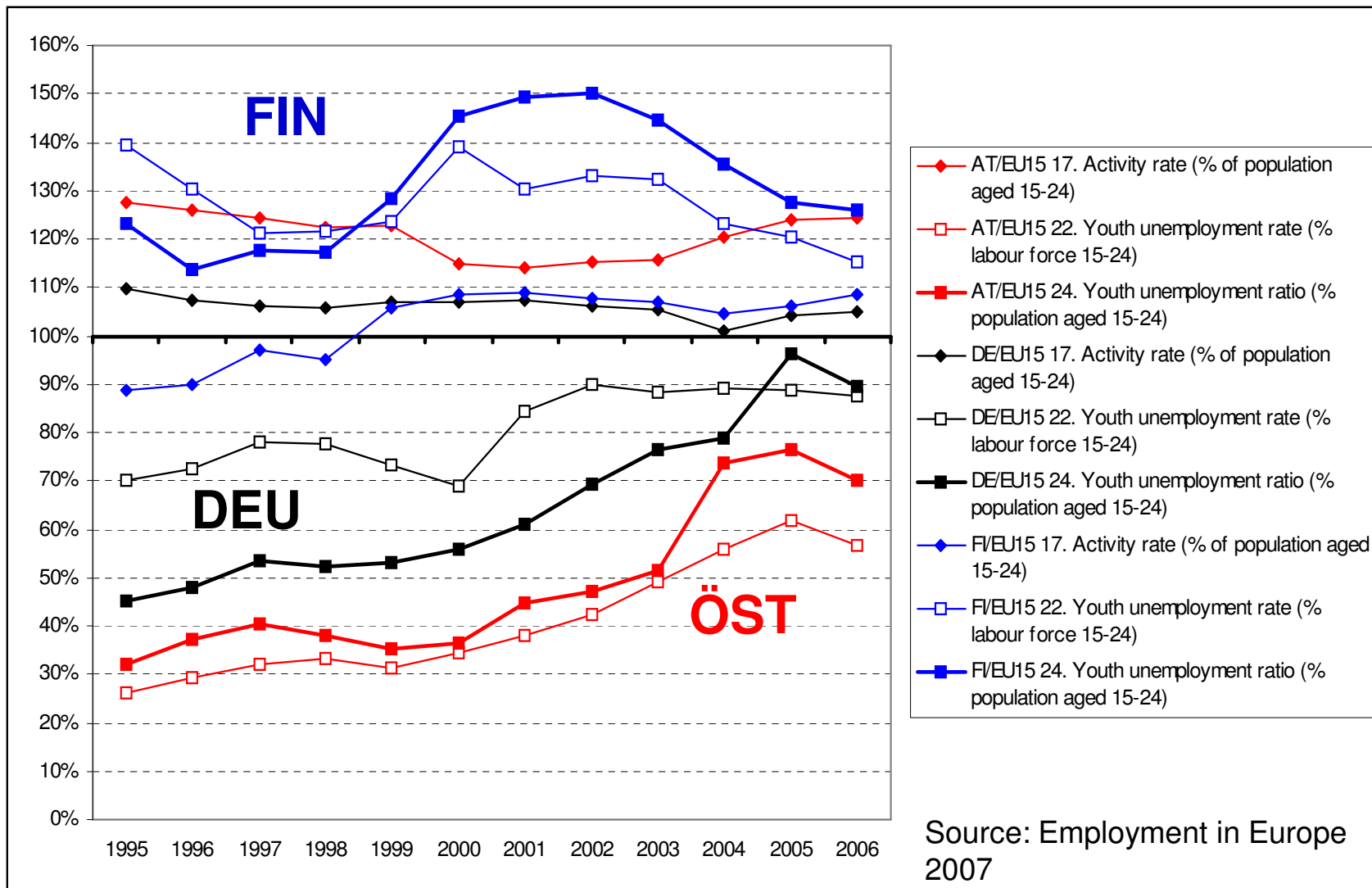
Youth ue ratio a bit less favourable, in A from above 30% to 70% (from above 40% to 90%), FIN above 120%

Overall: Finland improved its relative position to EU as compared to A and D markedly

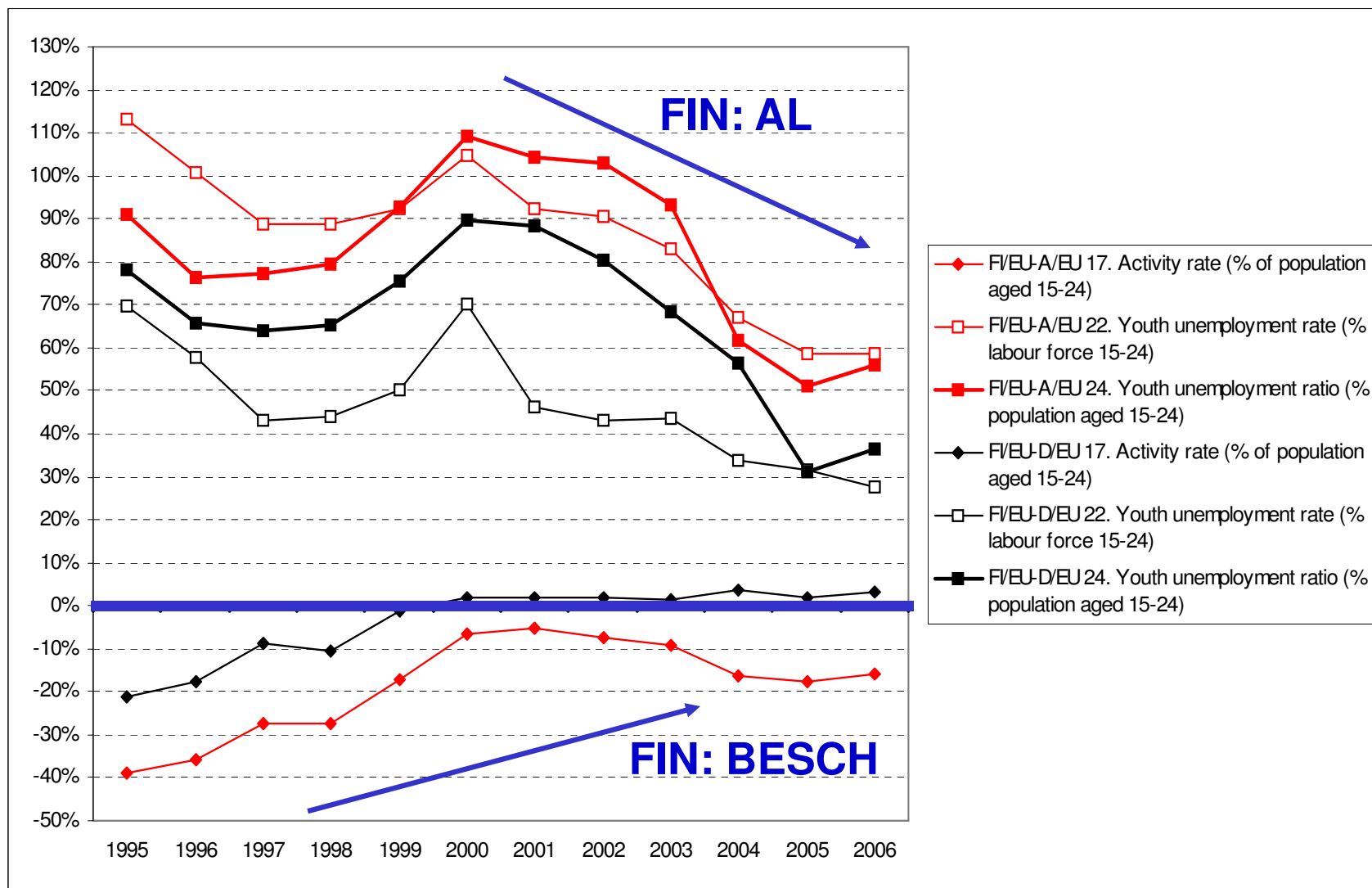
Ocuparea locurilor de muncă de către tineri, AL (E11-15 - 100)



Comparație: Austria, Germ, Fin /EU-15



Comparație: Fin/EU - [Austria, Germ]/EU



Agenda

- **Struktur des österreichischen Bildungssystems**
- **Merkmale und Probleme der Lehrlingsausbildung**
- **Ergebnisse der verschiedenen Bildungsgänge**
 - Leistungen
 - Einkommen
 - Jugendbeschäftigung
- **Politica si viitorul**

Politica

The main Austrian policies have been

- firstly to develop new trades,
- secondly to subsidize apprenticeships,
- thirdly to lower the demands on both sides, young people (by creating less demanding profiles) and enterprises (by reducing some criteria and by releasing social security payments).

Very little has been made at the level of the basic pedagogic profile of training provision.

Overall a high rate of subsidies has been created, with an average stock of about 5.000 training places (more than 5% compared to enterprise training places) in a safety net, and about 13% of apprenticeships subsidised.

Probleme

- Innovation and upgrading via upper level VET colleges, **little pressure for innovation** in apprenticeship, shift of costs from the private to the public sector
 - **Policy challenges:**
 - first, reduction of the hierarchy of tracks;
 - second, monitoring of quality/performance at enterprise level;
 - third, integration of apprenticeship and full-time VET schooling
 - Alternative:** increase of selectivity of competing tracks?
 - **Specific issues:**
 - training in individualised settings with only 1-2 apprentices
 - reduction of employment protection of apprentices right way?
 - basic rationale of costs-benefits vs. moral commitment
 - attention to quality issues, namely at enterprise level

Soluții/Propuneri

- Quality assurance, e.g., social partners charge subsidisation due the quality criteria (completion, learning difficulties, Trainers, additional training supply, regional demand, etc.)
- Differentiation and upgrading, linkage to higher education (e.g., via NQF, EQF), maturity examination for apprentices
- Reform of transition mechanism from compulsory school to VET, marked increase of counselling and orientation
- development of cooperation between enterprises and with training centers (long time no consensus)
 - Modularisation: new structure of occupations
 - no consensus: time flexibility between enterprise and school

The End

Thank you !

Material

www.equi.at