

Attractive vocational education and training: what really matters?

Workshop, 9 and 10 October 2012, Brussels

Thematic introduction and workshop's goals and structure

Maria Hrabinska

Cedefop

VET attractiveness as a political concern

- No general agreement on definition and understanding of this multidimensional concept so far
- Certain perspectives and stakeholder views
- Limited support by evidence, in particular by Europe-wide data
- Why do we need to enhance the attractiveness of VET?



VET is and remains an important supplier of skills demanded on labour markets also in the future

- Medium level qualifications highly demanded also by 2020
- Not so many new job openings, but a huge replacement demand
- 60% of medium level qualifications are those with vocational orientation (VET)

Fig.1 Labour force by qualification, 2000-2020

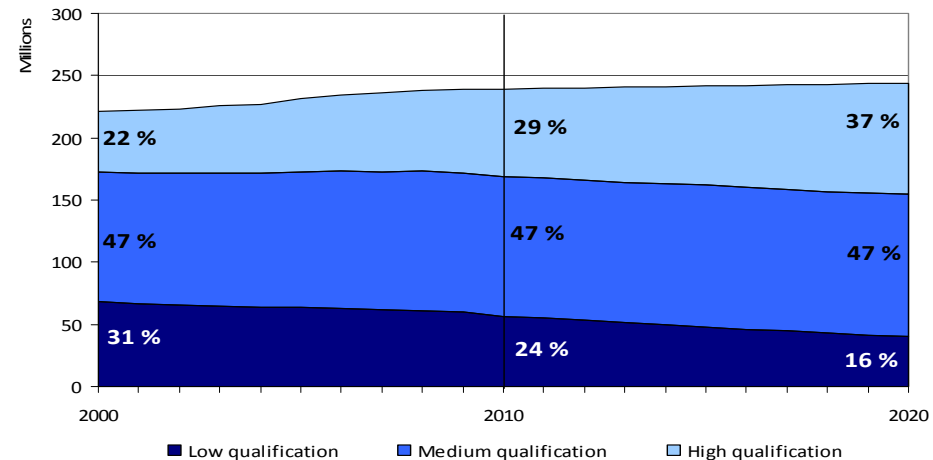
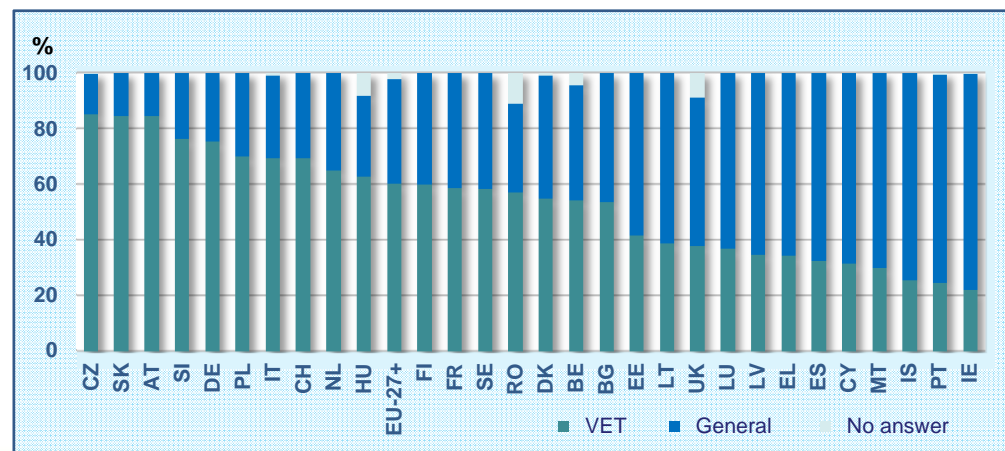
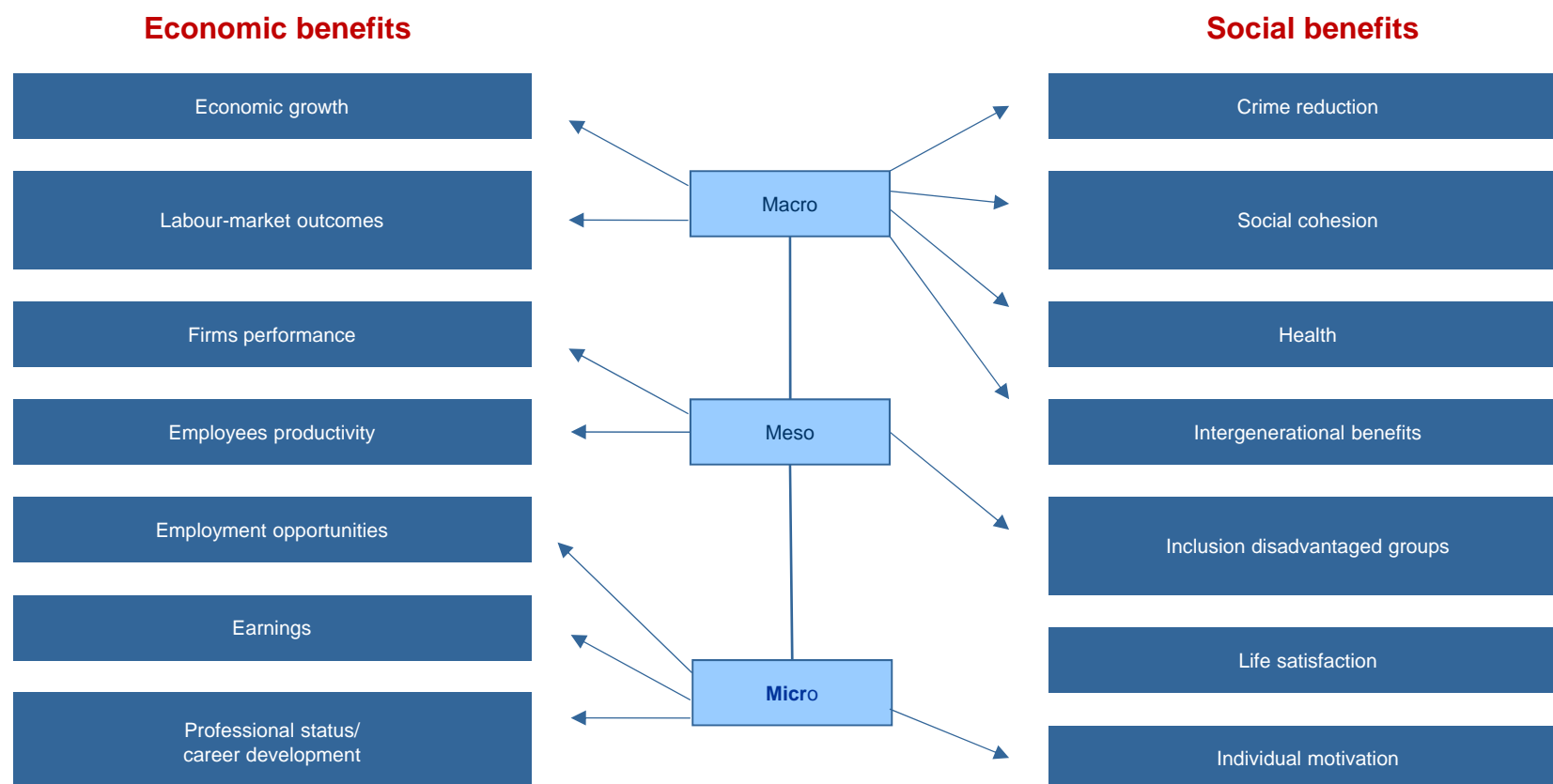


Fig.2 Medium level graduates by educational orientation



A wide spectrum of economic and social benefits of VET



Parity of esteem with other educational pathways

- Despite the evidence, that VET has the same or similar economic, social and personal benefits as general upper secondary education,
- VET doesn't enjoy the same prestige as general education in majority of countries
- VET as a valuable tool for promoting social inclusion
- Stereotypes prevailing



Factors having impact on VET attractiveness

- **Intrinsic (endogenous) factors**
- **Extrinsic (exogenous) factors**



Intrinsic determinants of VET attractiveness



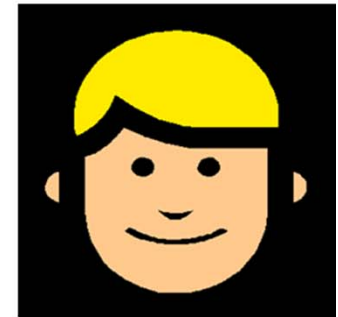
1. **Schooling content and context** (selectivity of access, social origin of students, reputation of the school or programme)
2. **Economic determinants** (e.g. scholarships, tuition fees)
3. **Student educational and labour-market expectations and prospects** (possibilities for further education and professional career)

Extrinsic determinants of VET attractiveness

- **Wider economic determinants** (e.g. crisis, but also local and regional developments)
- **Wider social determinants** (social and cultural perceptions of IVET)
- **Personal expectations**
- (moral norms or habits)
- **Availability of information**

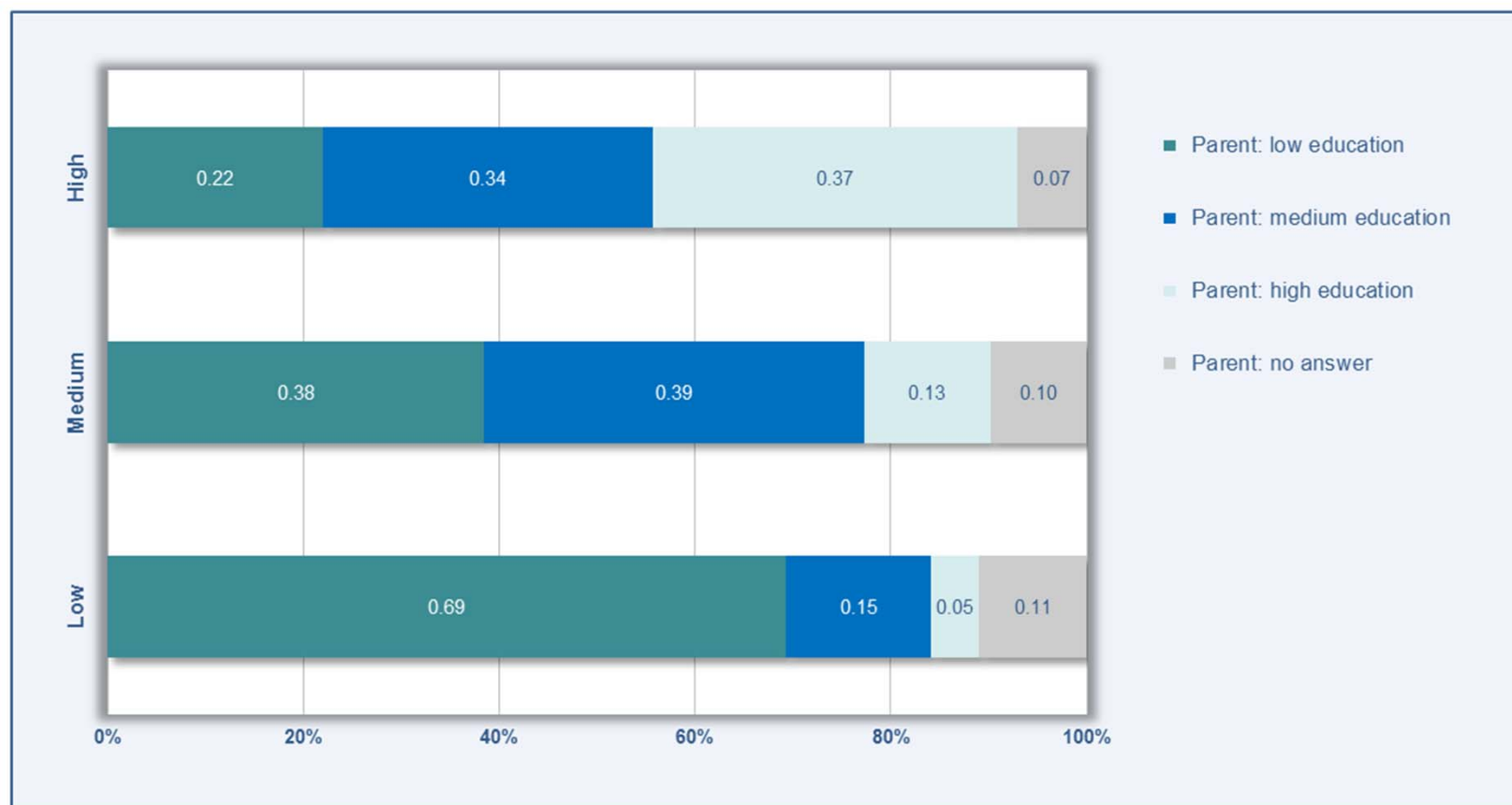


Factors having impact on behavioral change



- 1. Personal ('micro') factors**
- 2. Social ('meso') factors**
- 3. Environmental factors over which individuals have little control (area in which individual is living or wider factors such as economy or technology)**

The accident of place of birth matters





Debate on attractiveness of VET dominated by different interests and worries of different stakeholders

- **Society/Governments**
- **Companies**
- **VET providers**
- **Individuals/Pupils&Parents**



Project objectives



- **Define a conceptual framework of IVET attractiveness**
- **Identify factors having influence on attractiveness of IVET in various contexts**
- **Analyse views of various stakeholders**
- **Review and critically analyse policy initiatives, identify trends and patterns**
- **Country level information summarized in country fiches (27 plus)**
- **10 case studies**
- **Policy recommendations**



Workshop objectives



9 October

- **Present, discuss and validate findings of the study**
 - Agree on main findings
 - Validation of case studies and country fiches
 - Reflexion on next steps

10 October

- **Discuss how learning mobility can increase attractiveness of IVET**

“Tell *me*, and I *will* forget. Show *me*, and I may remember. Involve *me*, and I *will* understand.”

Confucius 450 BC.

Thank you very much for your attention

Any questions?

maria.hrabinska@cedefop.europa.eu