



CEDEFOP workshop on

IVET Attractiveness

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**Attractive IVET:
what really matters...
*from the students' point of view***

*“Training Systems and
Services” Structure*
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Valeria Scalmato
ISFOL researcher
v.scalmato@isfol.it

ISFOL survey (2011)

on

Young graduates in IVET pathways and occupational outcomes: main data and findings on IVET attractiveness dimension



What kind of IVET paths?

3 years vocational training paths for 14-17 year olds: some features

Survey design and methodology

Sample group formed of 3.600 young graduates, selected at a national level, interviewed 3 years after the end of the paths (2010/2011), basing on the CATI method and a structured questionnaire

Some main data on IVET attractiveness dimensions:

The graduates' assessment (*mark from 1 to 10*) reveals that the highest marks go to

- whole experience of IVET paths: mark **8,3**
- relationship with classmates (**8,5**), relationship with trainers (**8,3**)
- practice learning (**8,3**), theoretical learning (**8,2**), stage (**8,1**)

The main 3 reasons for the choice:

- "*Friends/parents recommended me to enroll*"
- "*I'm interested in practice in the school*"
- "*I'm interested in subjects of studies/training*"

Main findings and conclusion

“Vocational Training” is the name of the game

What is attractive to students? What do they like the most?

ISFOL

Practice of active pedagogy and work based learning experience

They facilitate the involving of all students in the learning process, also those pupils at risk

Stage is evaluated as useful (ISFOL survey) because students say: (from 1 to 10)

“It makes me comprehend how to behave in the work place” (8.2),

“It helps me to understand if I like the work that I’m studying for” (8.0)

“I put in practice what I learnt in the classroom” (7.8) .

Educational relationship with adults:

They wish to have good relationship with their trainers. By previous ISFOL survey:

students requested trainers to haveenthusiasm in teaching, to be able to involve them in the learning process, to be higher skilled in their professional field!!!!

To sum up

Gap between IVET attractiveness and poor knowledge of IVET.

Critical points: guidance and communication (outcomes, results, functions, differences with school paths)

