

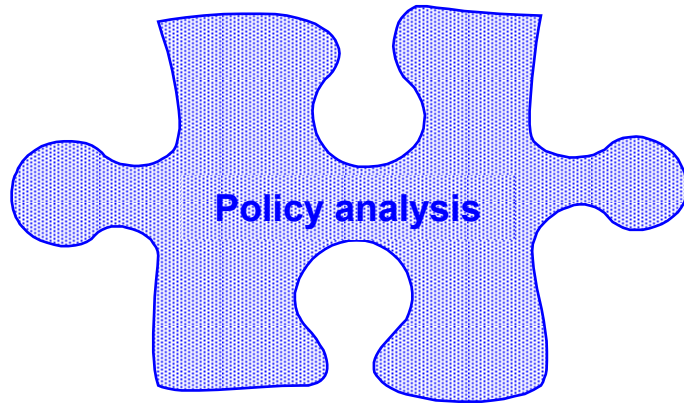
Goals and Targets to Monitor Progress with the School-to-Work Transition

Professor Richard Sweet

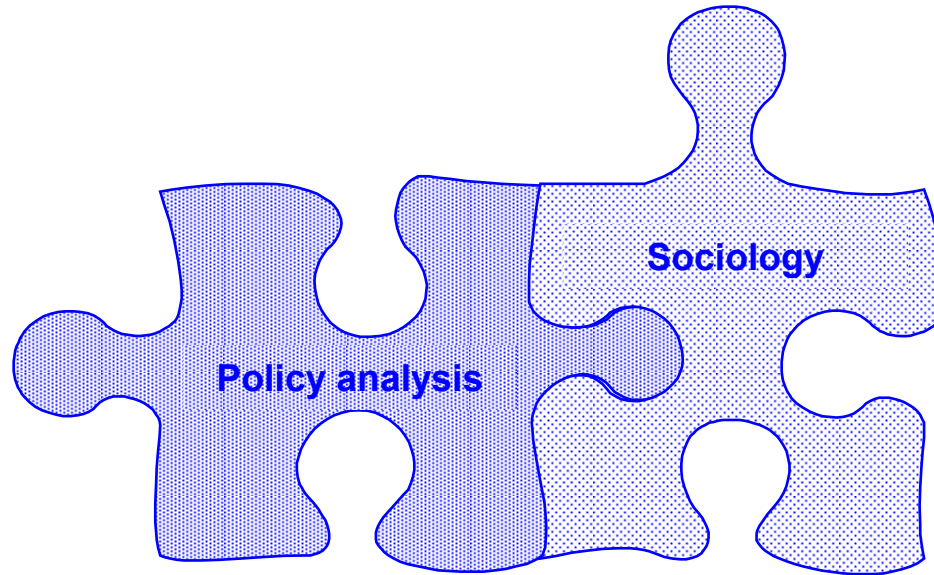
United Nations

30-31 May, 2007

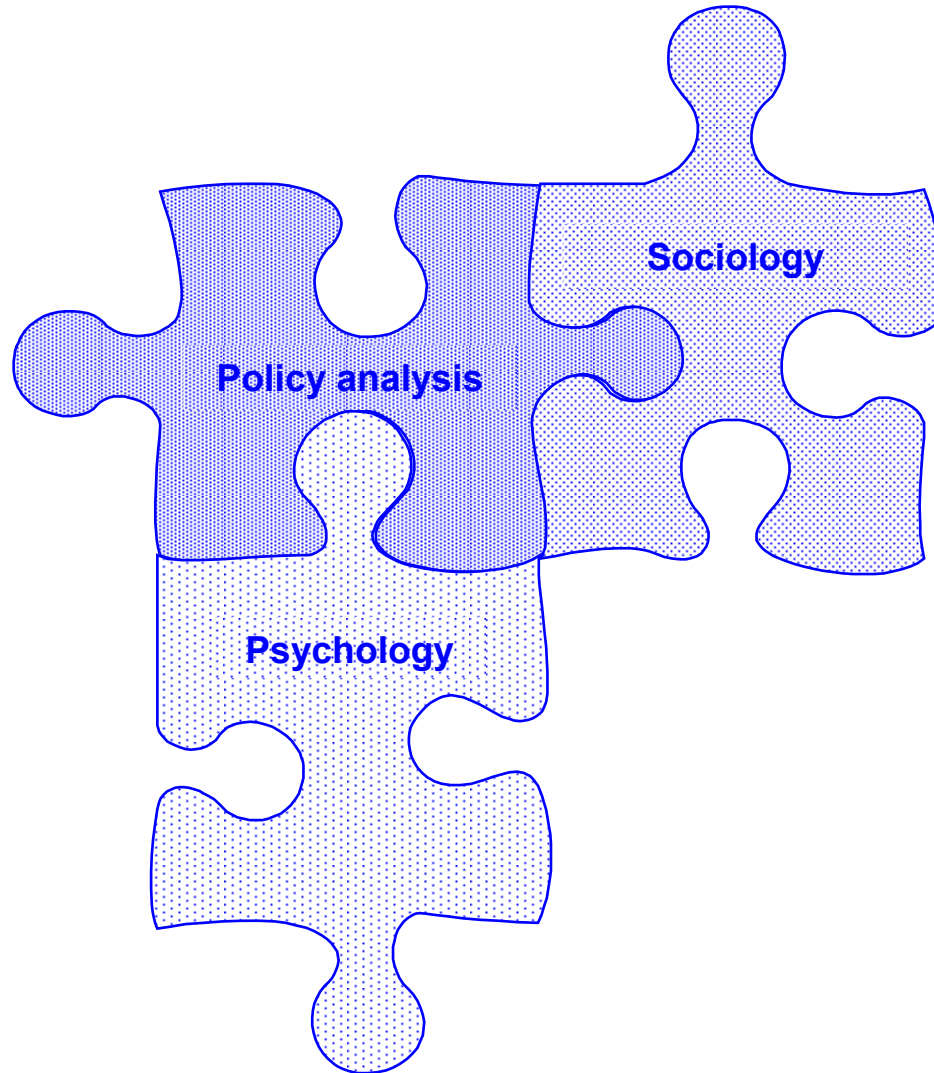
The transition jigsaw – four research traditions



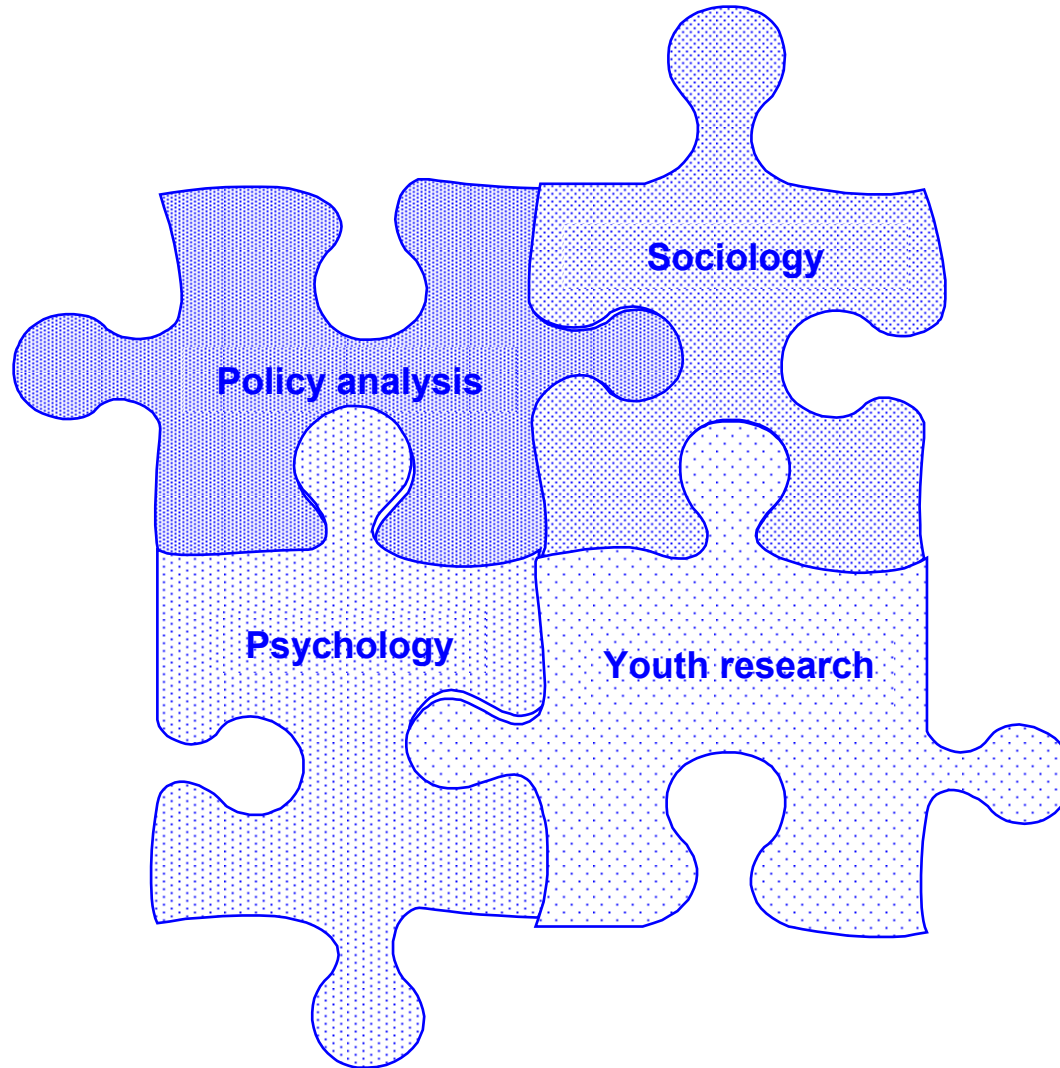
The transition jigsaw – four research traditions

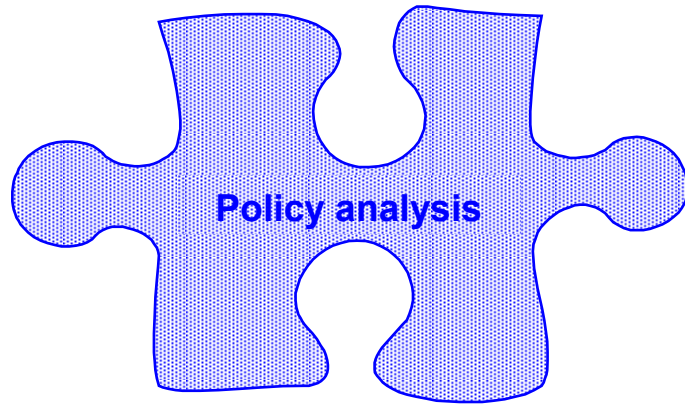


The transition jigsaw – four research traditions



The transition jigsaw – four research traditions





Structures, systems, institutions

Education systems: Attainment, pathways, qualifications

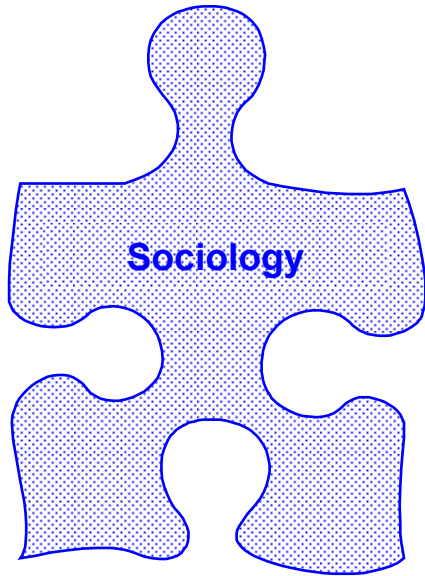
Labour markets: Wages, employment rates, regulation

Programme evaluation

Apprenticeship, labour market programmes

Key features of effective systems

- A healthy economy and labour market
 - Well organised pathways
 - Work-study combinations
 - Tight safety nets for those at risk
 - Good information and guidance
 - Effective institutions and processes
- (OECD, 2000)



Family background
Opportunity structures
Gender
Ethnicity

Equity

Key messages:

Gender matters (enduring and invariant)

Although the extent varies among countries

So does socio-economic status

But we know very little about national differences

The impact of ethnicity remains unclear from comparative work

History (birth cohort) has an impact

Social capital (networks, partnerships) matters



Educational achievement

Literacy, numeracy

Personal characteristics

Cognitive abilities, personality, personal competence

Educational achievement is a powerful predictor and correlate of transition outcomes

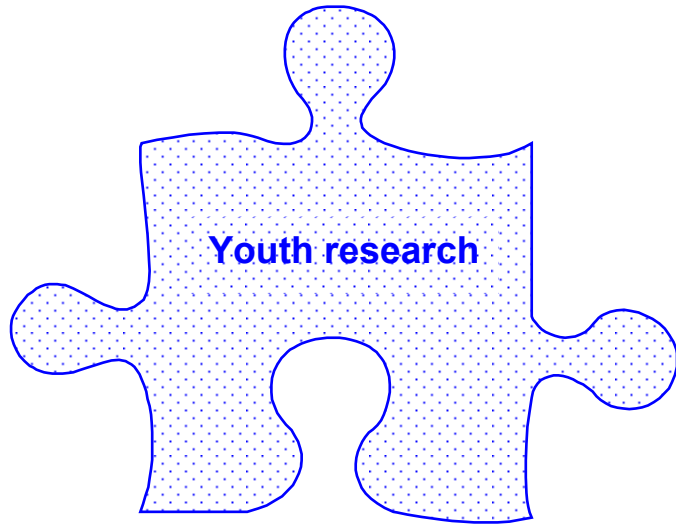
Interests, aspirations and values have an impact upon outcomes

Personal competence is important

Self-esteem, confidence

Career self management skills are also important

Planning, decision making etc



Structure
(Creating effective institutions)

versus

Agency
(Creating effective young people)

Structure and agency are interdependent

Pathways change to accommodate young people's behaviour

Aspirations, motivation and engagement seem to be significantly related to national institutions

- Nordic versus Mediterranean lifelong learning indicators
- Differences in educational aspirations (PISA)

National policies vary in their relative emphasis upon effective institutions and effective young people

Seven goals for transition policies

(OECD, 2000)

1. Educational attainment

High proportions of young people completing a full upper secondary education with a recognised qualification for either work, tertiary study or both

2. Educational achievement

High levels of knowledge and skill among young people at the end of the transition phase

3. Unemployment incidence

A low proportion of teenagers being at the one time not in education and unemployed

4. Unemployment duration

Few young people remaining unemployed for lengthy periods after leaving education

5. Employment participation

A high proportion of those young adults who have left education having a job.

6. Pathway stability

Stable and positive employment and educational histories in the years after leaving upper secondary education

7. Equity

An equitable distribution of outcomes by gender, social background and region.

Analytical traditions and policy goals

<u>Goal</u>	<u>Comparative policy analysis</u>	<u>Sociology</u>	<u>Psychology</u>	<u>Youth research</u>
Educational attainment	▲ ▲	▲	▲	
Educational achievement	▲		▲ ▲	
Unemployment incidence	▲ ▲	▲		
Unemployment duration	▲ ▲	▲		
Employment participation	▲ ▲	▲		
Pathway stability	▲	▲	▲	▲
Equity	▲	▲ ▲		

How good are the indicators?

Educational attainment	▲ ▲
Educational achievement	▲
Unemployment incidence	▲ ▲
Unemployment duration	▲
Employment participation	▲ ▲
Pathway stability	▲
Equity	▲