



# What do we know about the relationship between TVET and migration? Perspectives from research on migration

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Comment to Volker Wedekind at the Conference: Understanding the migration-vocational education nexus. Constraints and potentials.

Venue: C3 – Centre for International Development (Sensengasse 3, Vienna)

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- **Traditional focus of migration research: tvet and migration in host countries of migrants**
- **More recently:**
  - **focus on source countries and export of TVET in the wake of paradigm change: development-cooperation instead of development-aid**
  - **research into ,education on the move‘ beyond university education**

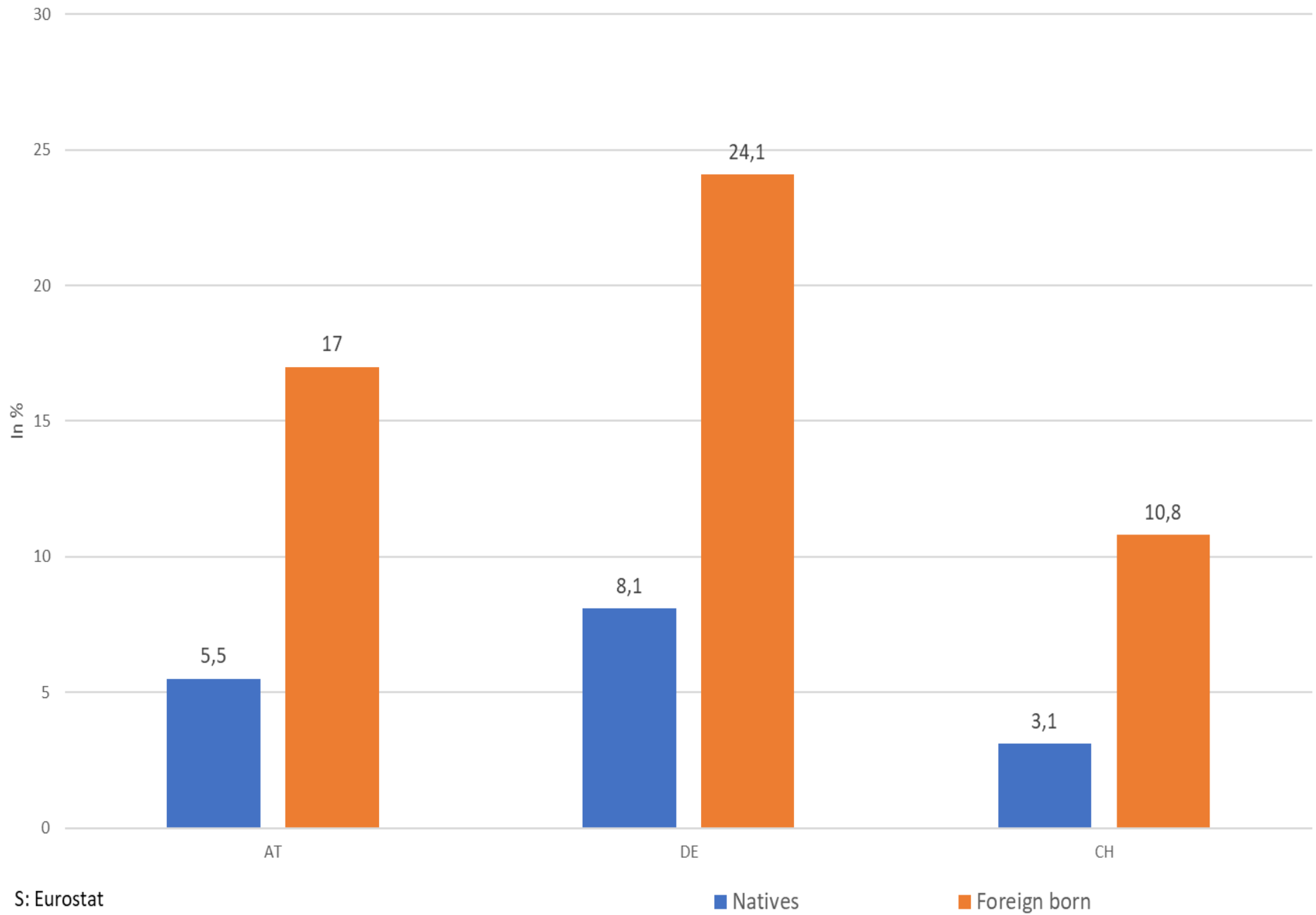


# Migration and TVET in host countries of migrants

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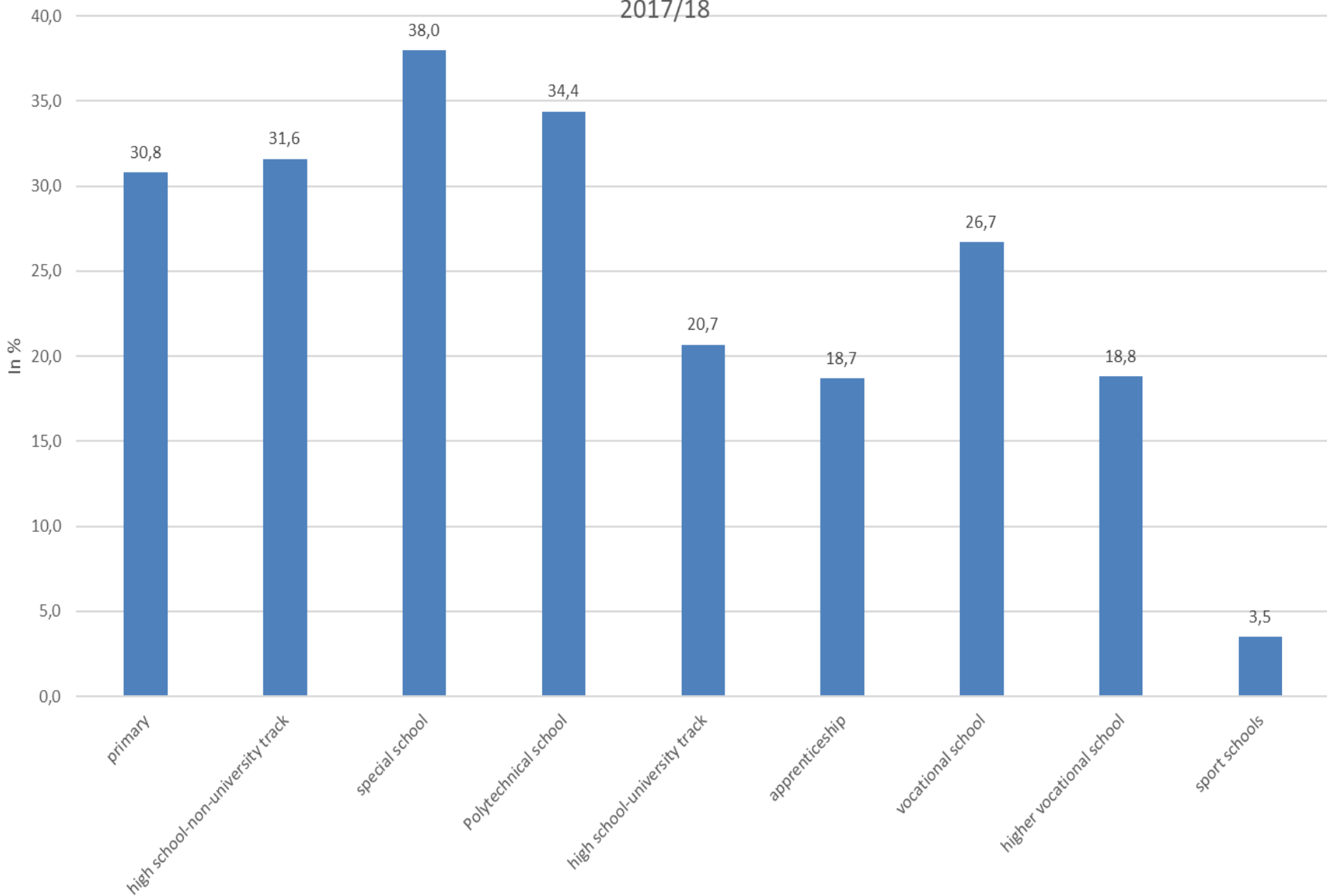
- **Austria and Switzerland: migrant youth are more often early school leavers who enter the labour market after compulsory education; therefore – migrants choose apprenticeship education (dual stream) below average, but above average in vocational schools; migrant youth are also more often NEETS than natives.**
- **Little research in Germany, but federal education report contains data on ‘vulnerable groups’, i.e. migrant youth, with similar results as Austria and Switzerland**
- **Reasons for lower uptake of TVET similar in all countries: lack of school leaving certificate hinders access to apprenticeship, vocational school access easier – but high drop-out; regional mismatch of migrants (supply) & apprenticeships (demand) - in regions with high supply of apprenticeship posts the proportion of migrants in dual education is above average (Vienna, Upper & Lower Austria); employers are screening by grades (migrants in Austrian education system tend to perform below average) – accordingly, many migrants end up in non-employer based apprenticeship programmes (ÜBA=stigma); supply side effect: limited knowledge/ understanding among migrants about career options of dual education stream (image from source country); youth wants to/has to contribute to family income via work as soon as possible**
- **Research into structural discrimination and inequality discourse; judgement: little inter-cultural competences by teachers and employers, lack of integrative education/migrant sensitive education in mainstream schools; specific challenge of refugee migrants (competency check, recognition of skills...**

## Early school leavers by country of birth in % of 18-24 year olds: 2018

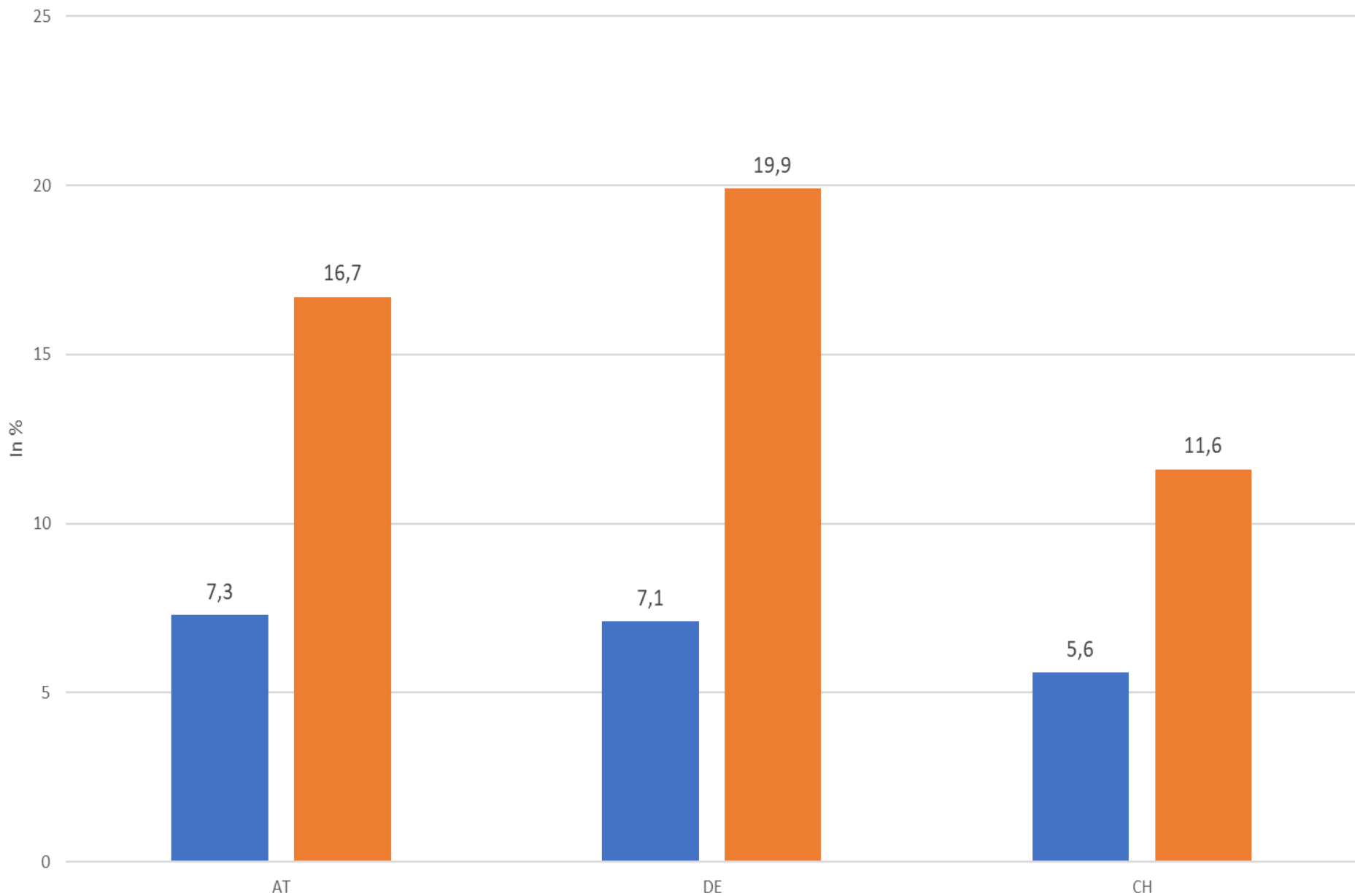


# Students with non-german language background in % of students by type of school in Austria:

2017/18



NEETs by country of birth in % of 15-34 year olds: 2018



# Opportunities and challenges of dual education vs vocational schools

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- Apprenticeships facilitate the transition from school to working life and support adults in advancing their skills or acquiring new professional competencies.
- Also USA is increasingly pushing for “earn-while-you-learn” programmes
- Apprenticeships are a way to bridge the “skills gap,” in particular the gap in middle skills, those that require more than a high school education and less than a four-year degree
- But: apprenticeships are also a fragile mode of vocational education, despite growing political interest internationally – why? Because one has to rely on the active participation of employers - in contrast to classroom-based forms of learning, which can be delivered by state-sponsored colleges acting without direct employer support.
- For the apprenticeship model to work and produce successful, qualified apprentices, employer engagement is crucial, along with a social partnership concept (dialogue between employers’ and workers’ associations)
- Further: a big concern is employee retention: why invest in someone when they might leave and go elsewhere?
- Ambiguity of policy makers: on the one hand apprenticeships are seen as a high quality route for large volumes of students in tvet, on the other they are a second chance education and training measure (social inclusion objective) and thus an educational niche.

# TVET and source countries of migrants, and mobility of apprentices

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- The German government is currently helping 18 countries around the world set up apprenticeship schemes, and some companies export and adapt the model themselves. BMW's foreign apprenticeship projects include the ¿Te gusta aprender? programme in Spain, as well as partnerships with US vocational colleges and with Tunisia
- Austria promotes implementation of dual education programmes in source countries of migrants (Austrian Migration Commission Report 2018); currently largely applied by Austrian companies investing in production in the source countries (foreign affiliates) – e.g., the Austrian Development Agency (ADA) and the Chamber of Commerce (WKÖ) implement in cooperation with the Chamber of Commerce Serbia and other partners the apprenticeship model in Serbia (since 2017)
- Migration research in that field largely on FET colleges, e.g. by Wedekind et al. for South Africa
- EU-Lisbon Agenda to promote mobility of VET learners; also the European Alliance for Apprenticeships (EAfA) promotes mobility of apprentices within the EU; since 2018 apprentice mobility programme from Austria to USA (AFS)
- The Leonardo da Vinci programme is the biggest single funding mechanism for transnational mobility in VET in Europe, and in some countries it is more or less the only programme within VET that can be used for funding placements abroad on any significant scale.
- Very few evaluations of VET mobility programmes and projects exist

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- Engelage, Sonja (Ed.) (2019). Migration & vocational education in Switzerland (Migration und Berufsbildung in der Schweiz). Publication Series: Contributions to research into vocational education of the Federal University Institute for Vocational Education. Seismo publishing, Zürich.
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- Wedekind, Volker, Haya Fakoush, Joyceline Alla-Mensah (2019). Human migration and TVET, Discussion paper, UNESCO-UNEVOC and University of Nottingham, Centre for International Education Research.

- **Eurostat: edat\_ifse\_02 (Early school leavers)**
- **edat\_ifse\_28 (NEETs)**
- **Austria: Statistics Austria – students, non-german language speakers**

- **In which ways can/does vocational education and training (TVET) contribute to mitigating emigration pressure in sending countries? (only via circular migration programmes)**
- **Is there evidence of an opposite effect, e.g. TVET enhancing motivation to emigrate? Yes, just as with export processing zones**
- **Which economic, social, political and cultural circumstances determine the relationship between TVET and migration? Economic linkages/interactions**
- **What practical lessons of experience do exist? Austria & Balkans bilateral agreements plus Chamber of Commerce; BMW investment plus TVET programme in Spain**
- **What are the implications for development and education/TVET policies? reduction of poverty and economic disequilibria within and between countries**
- **How can donors and sending countries develop effective and evidence-based TVET policies that shape migration to mutual benefit, in respect of human rights and with a view to achieving sustainable development? Bilateral agreements including social partners/local actors/communities – promote institution building and engage formal as well as informal economy actors**

# Thank you for your attention!

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