

## Competence and Qualification – an outcome-based view of Initial Vocational Education and Training (IVET) in Austria

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This article focuses on the employment obtained by graduates of different initial vocational education and training (IVET) pathways (apprenticeship, VET school and VET college). Selected outcome indicators such as the professional positioning, income and subjective need for continuing education and training (CET) have been analysed and the importance of PIAAC competence areas has been examined as potential factors explaining or impacting on differential findings. It turns out ...

- Different professional positioning (based on ISCO-08 skill levels) does not only depend on the level of formal educational attainment but also the competence level in reading and numeracy. But higher competences are no guarantee of obtaining higher qualified employment. Therefore PIAAC key competences can partly 'explain' different professional positioning. However no information is available in PIAAC on the specialist or occupation-specific competences, which are certainly more relevant for employment.
- Similar effects are revealed as regards income: The competence level in key qualifications can partly 'explain' the observable income heterogeneity: Higher competences have a positive impact on the income obtained. Gender - (mainly) combined with training focuses - has a high explanatory value for different incomes.
- The explanatory value of key competences for individually different perceptions of the need for CET can be rated as marginal, however. Instead, this need for CET is strongly connected with the demands of the profession concerned. In addition, 'subjective/milieu-specific' impact factors also play a decisive role. The perception and implementation of the need for CET are consequently the result of a complex interaction of 'objective' and 'subjective' influential factors.

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