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Bernhard Schmidt-Hertha

Occupational and educational biography of older workers and their participation in further education

Getting of Wisdom Conference, Wellington 2017
• Participation of older workers in lifelong learning: => policy issue and challenge for HRD experts

• Barriers for older workers participation in CVET:
  - individual returns from CVET depend on age (Lang, 2012)
  - lower level of education (Thieme, Brusch & Büsch, 2015; Schmidt, 2007)
  - deficits in the offering structures (Zwick, 2011; 2012)
  - workplace conditions and requirements (Schmidt-Hertha & Rees, 2015)

• Meaning of transitions for learning and education (Cross, 1981)

• Learning requirements going together with a new job or position

• Limitations of cross-sectional data
The National Educational Panel Study

• Multi-cohort sequence design study

• Overall more than 60,000 target persons and 40,000 context persons (e.g. parents, teachers)

• 6 starting cohorts from early childhood to adulthood

• Adult cohort:
  - Starting in 2009 (23 to 64 years olds)
  - Waves every year; competence assessments every second year
  - CAPI and CATI
  - N = 11,696 with 5,208 adults older than 50

(Bäumer, 2012; Blossfeld, Rossbach & von Maurice, 2011)
Participation of employed individuals in vocational and general further education according to age
Impact of the educational biography on current educational behavior

Participation in vocational further education among workers according to the number of educational transitions

- 0.0% for no transition (0,1)
- 12.5% for 1 (2,2)
- 23.6% for 2 (20,8)
- 35.7% for 3 (47,2)
- 38.2% for 4 (21,3)
- 39.7% for 5 (6,6)
- 49.0% for more than 6 (1,9)
Impact of the educational biography on current educational behavior

Participation in vocational further education among workers according to the number of educational transitions

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>Standard error</th>
<th>Wald</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>-0.060</td>
<td>0.017</td>
<td>12.165</td>
<td>0.000</td>
<td>0.941</td>
</tr>
<tr>
<td>ISEI-08</td>
<td>0.010</td>
<td>0.005</td>
<td>4.520</td>
<td>0.033</td>
<td>1.010</td>
</tr>
<tr>
<td>Size of company</td>
<td>0.060</td>
<td>0.032</td>
<td>3.502</td>
<td>0.061</td>
<td>1.062</td>
</tr>
<tr>
<td>Number of educational transitions</td>
<td>0.073</td>
<td>0.111</td>
<td>0.437</td>
<td>0.509</td>
<td>1.076</td>
</tr>
<tr>
<td>Gender (RC: men)</td>
<td>0.436</td>
<td>0.187</td>
<td>5.461</td>
<td>0.019</td>
<td>1.547</td>
</tr>
<tr>
<td>ISCED</td>
<td>0.101</td>
<td>0.044</td>
<td>5.240</td>
<td>0.022</td>
<td>1.106</td>
</tr>
</tbody>
</table>

*p<0.05; **p<0.01
Impact of the occupational biography on educational behavior

- Participation in vocational further education and training (%)
- Proportion of sample (%)
# Impact of the occupational biography on educational behavior

<table>
<thead>
<tr>
<th>Occupational Transition</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>No occupational transition</td>
<td>32.5 %</td>
</tr>
<tr>
<td>Transition to the same level</td>
<td>39.8 %</td>
</tr>
<tr>
<td>Transition to lower level</td>
<td>27.0 %</td>
</tr>
<tr>
<td>Transition to higher level</td>
<td>36.8 %</td>
</tr>
</tbody>
</table>

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<tr>
<th>Occupation Transition</th>
<th>B</th>
<th>Standard error</th>
<th>Wald</th>
<th>Sig.</th>
<th>Exp(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No transition (RC: no transition)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to the same level</td>
<td>0.293</td>
<td>0.150</td>
<td>3.846</td>
<td>0.050</td>
<td>1.341</td>
</tr>
<tr>
<td>Transition to lower level</td>
<td>-0.247</td>
<td>0.148</td>
<td>2.801</td>
<td>0.094</td>
<td>0.781</td>
</tr>
<tr>
<td>Transition to higher level</td>
<td>0.204</td>
<td>0.143</td>
<td>2.046</td>
<td>0.153</td>
<td>1.226</td>
</tr>
<tr>
<td>Age</td>
<td>-0.043</td>
<td>0.006</td>
<td>44.381</td>
<td>0.000</td>
<td>0.958</td>
</tr>
<tr>
<td>Gender (RC: men)</td>
<td>0.216</td>
<td>0.064</td>
<td>11.426</td>
<td>0.001</td>
<td>1.241</td>
</tr>
</tbody>
</table>
Conclusions

• Findings do not confirm the relevance of changes in the level of formal education and occupational transitions

• Effect is initially reflected only on descriptive level

• Data indicate that experiences with formal education and occupational transitions interact with other variables

• Taking into account other predictors, age in itself provides an independent explanation for participation in further education.

• Future research:
  - Further studies on impact of second- and third-chance education on further education behavior
  - Chronology of further education and occupational transitions
  - effect of gender
Thank you very much for your attention!

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