

# Permeability between VET and HE – The Case of Austria

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# The 7EU-VET Project



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lifelong learning programme



Duration 01/2010 – 12/2012

Partners:

- |               |  |
|---------------|--|
| Slovenia      | University of Ljubljana                      |
| Germany       | Technische Universität Darmstadt             |
| Austria       | 3s Research Laboratoy                        |
| Lithuania     | Kaunas University                            |
| Latvia        | Riga Technical                               |
| Greece        | Technological educational institute of Crete |
| Great Britain | University of Warwick                        |

[www.7eu-vet.org](http://www.7eu-vet.org)

# Overview

\_\_17/18 years old VET students' intention to enter HE

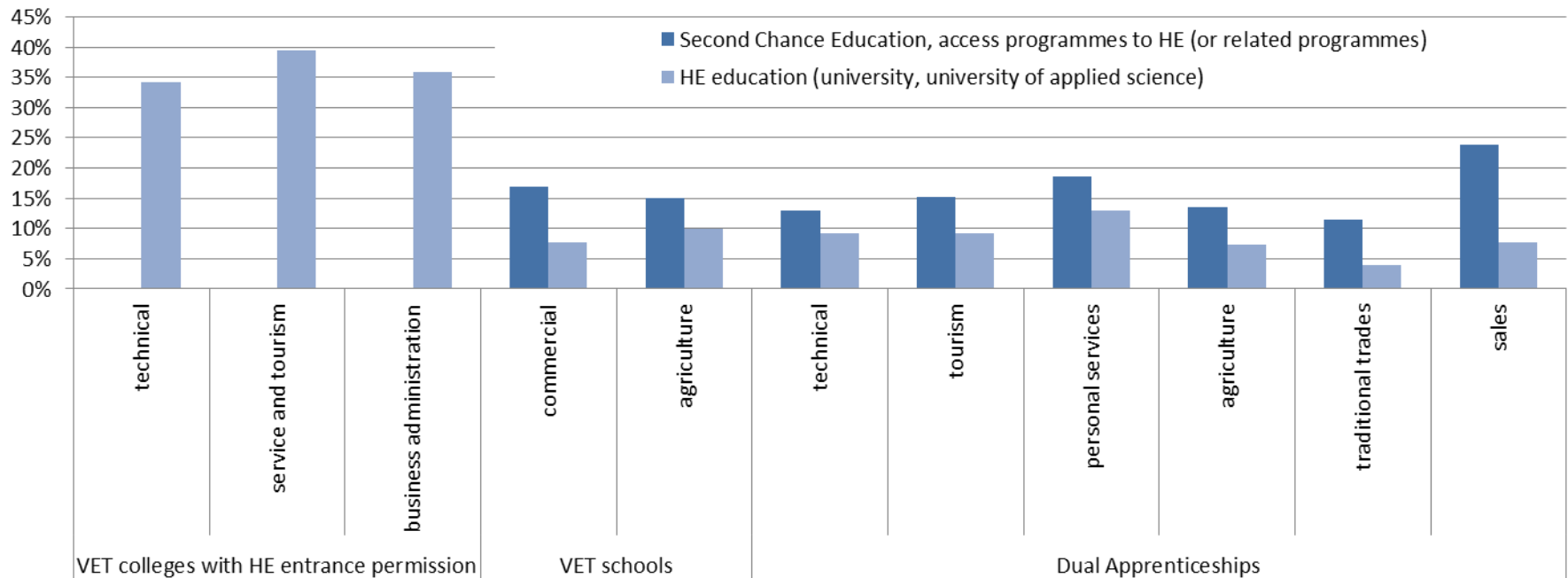
\_\_The long after-life of a deeply institutionalised divide: Matura as a 'social watershed'

\_\_Two pathways: Traditional 'Second Chance Education' versus new(er) 'fast tracks' (Studienberechtigungsprüfung, Berufsreifeprüfung)

\_\_'Second Chance' in a culture of 'Letting fail'?

\_\_Outlook: Reform within institutional constraints: The example of the *Lehre with Matura*

# Intentions of 17/18 years old I-VET students to enter HE in Austria (2011)



Source: Austrian Data Set – 7EU-VET Project

# Opportunity structures in HE for VET students

\_\_Opportunity structure refer to the options of choice typically available for an individual on a particular social position, determined by structural and institutional properties of a society

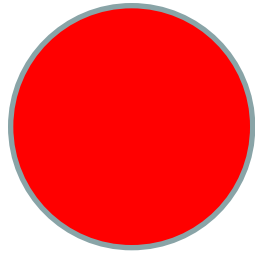
\_\_How do the opportunities for VET students to enter HE – beyond simple access rights – look like?

\_\_How do the opportunities to complete HE for VET students look like?

\_\_Does a reconstruction of the opportunity structure help us to understand 17/18 years olds intention to enter higher education?

Source: Austrian Data Set – 7EU-VET Project

General Higher academic  
Secondary Education  
(Gymnasium)



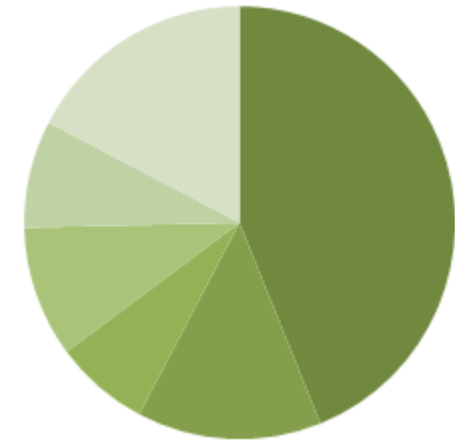
Full-time VE  
(including HE entrance permission)

Approx. 40  
per cent with HE  
permission

Dual Apprenticeship

Approx. 60 per cent  
without HE  
permission

Full-time VET Schools -  
without HE entrance permission



Employed+not  
in training



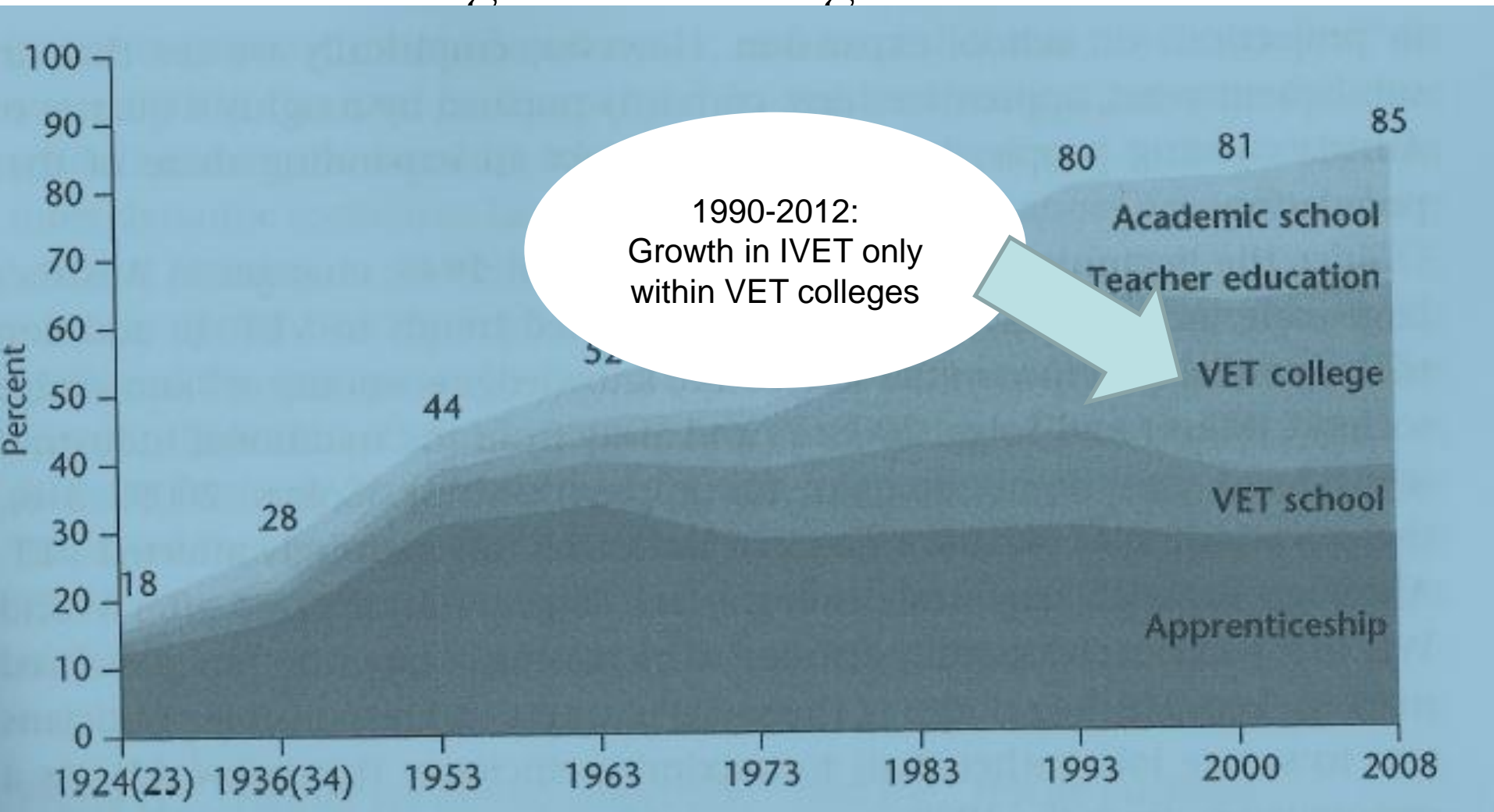
Workshop based Dual VET



NEET

# Bird eyes view: 15-19 year old in Austria (2008)

# Educational expansion on higher secondary level – VET colleges drive the growth!

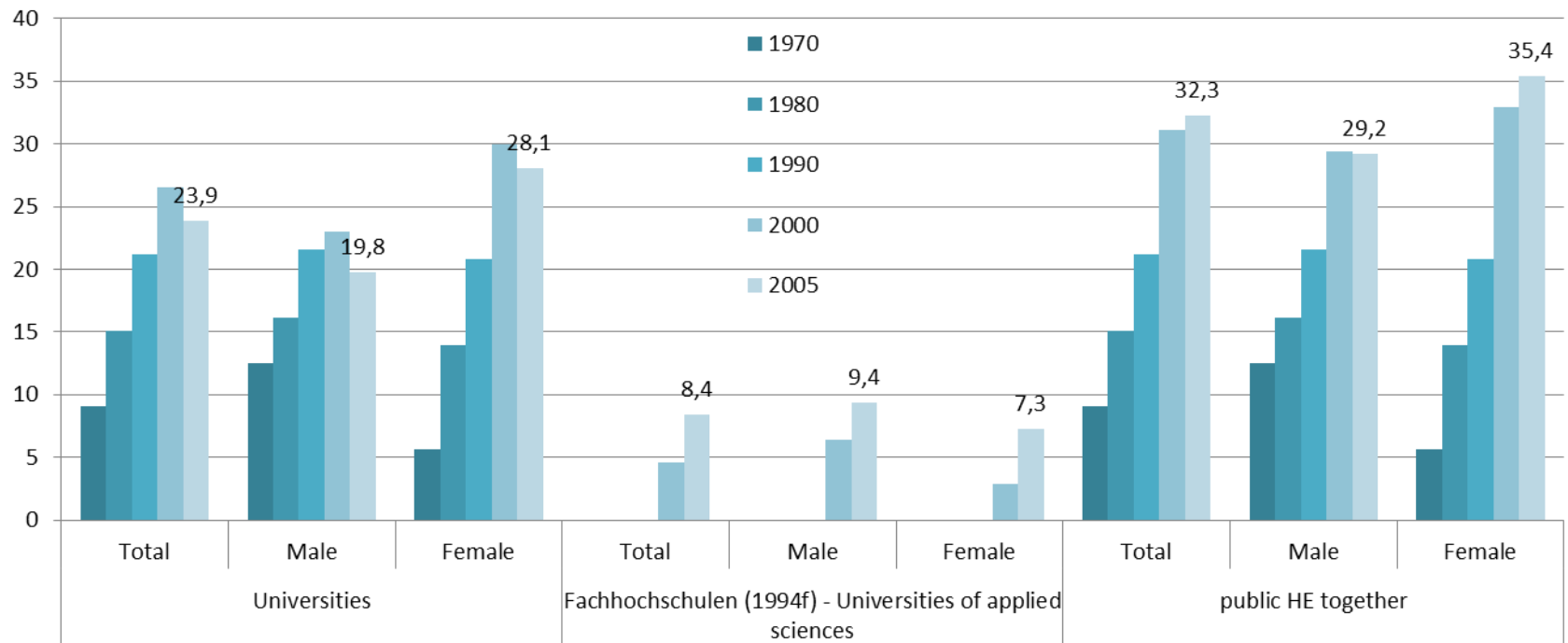


# Access to higher education – national traditions 1970s onwards

- \_\_ ‘Matura’ used as core mechanism for ‘pre-selection’
- \_\_ ‘free choice’ by students of study programmes (admission only for universities of applied science); recently, introduction of competitive entrance examinations for some programmes, in particular medicine
- \_\_ no or low fees
- \_\_ in many fields, strong ‘selection by non-support’ in the first two years of programmes (very demanding ‘basic exams’ e.g. in maths)
- \_\_ traditionally, long average duration (6+)
- \_\_ at universities, no ‘official’ part-time programmes, however, the majority of students combine study and part-time work (in the later phases of the study)
- \_\_ medium public co-funding for living costs for regular age students up to 26 (constantly cut back since 1996); support for students of low wage families with good student performance
- \_\_ little enthusiasm for ‘Bologna process’, yet, Bachelor/Master/Phd division is mostly implemented (yet, still many students complete their old programmes)



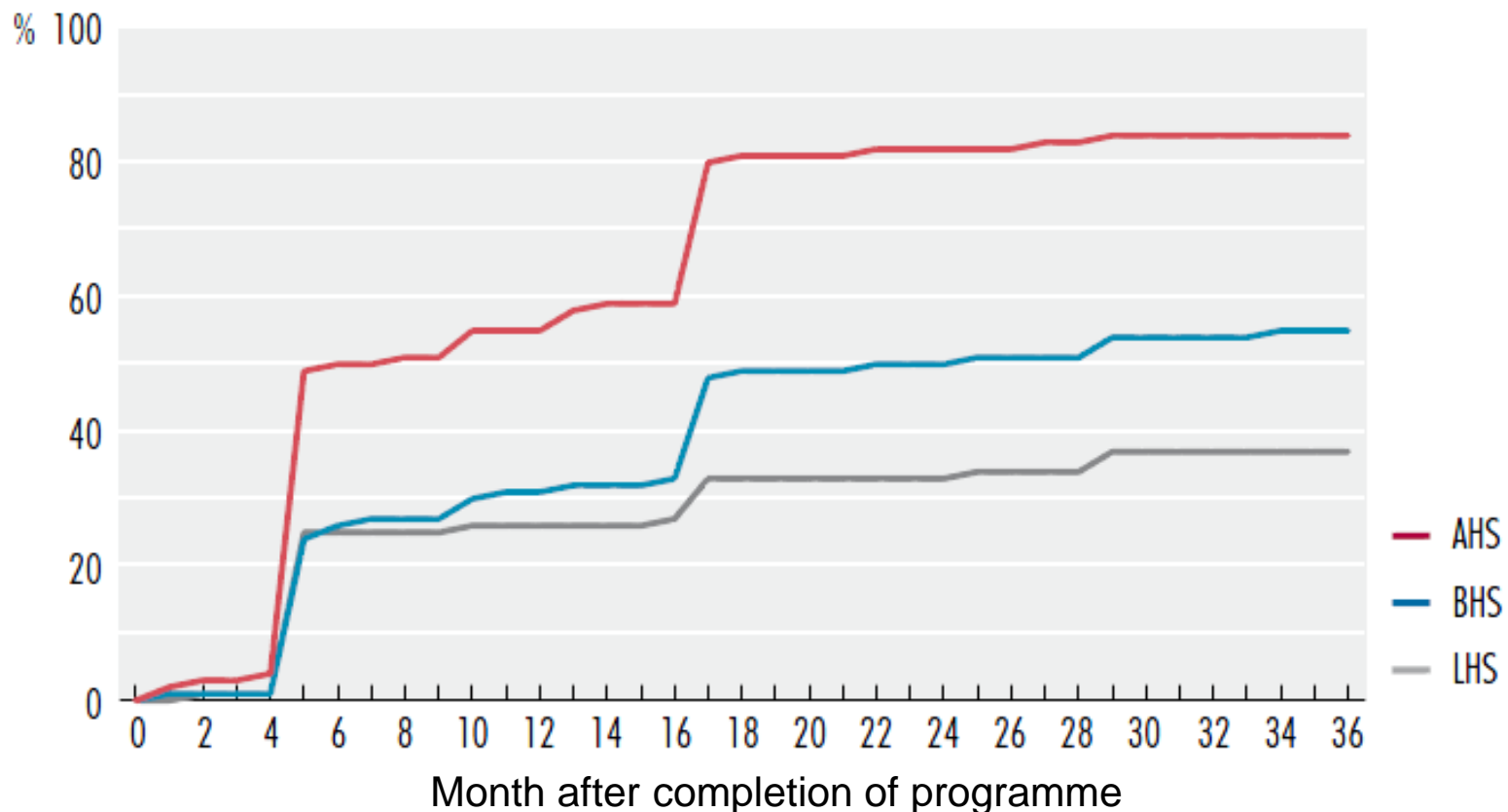
# Access to higher education 1970-2005



Source: Specht 2009

\*Private Universities (established since 1999) play no quantitative role with a student body of less than 0,5 per cent of a cohort

# The majority of VET colleges students enter HE



AHS = Allgemein höher bildende Schule (Gymnasium); BHS = Berufsbildende Höhere Schule (VET colleges)

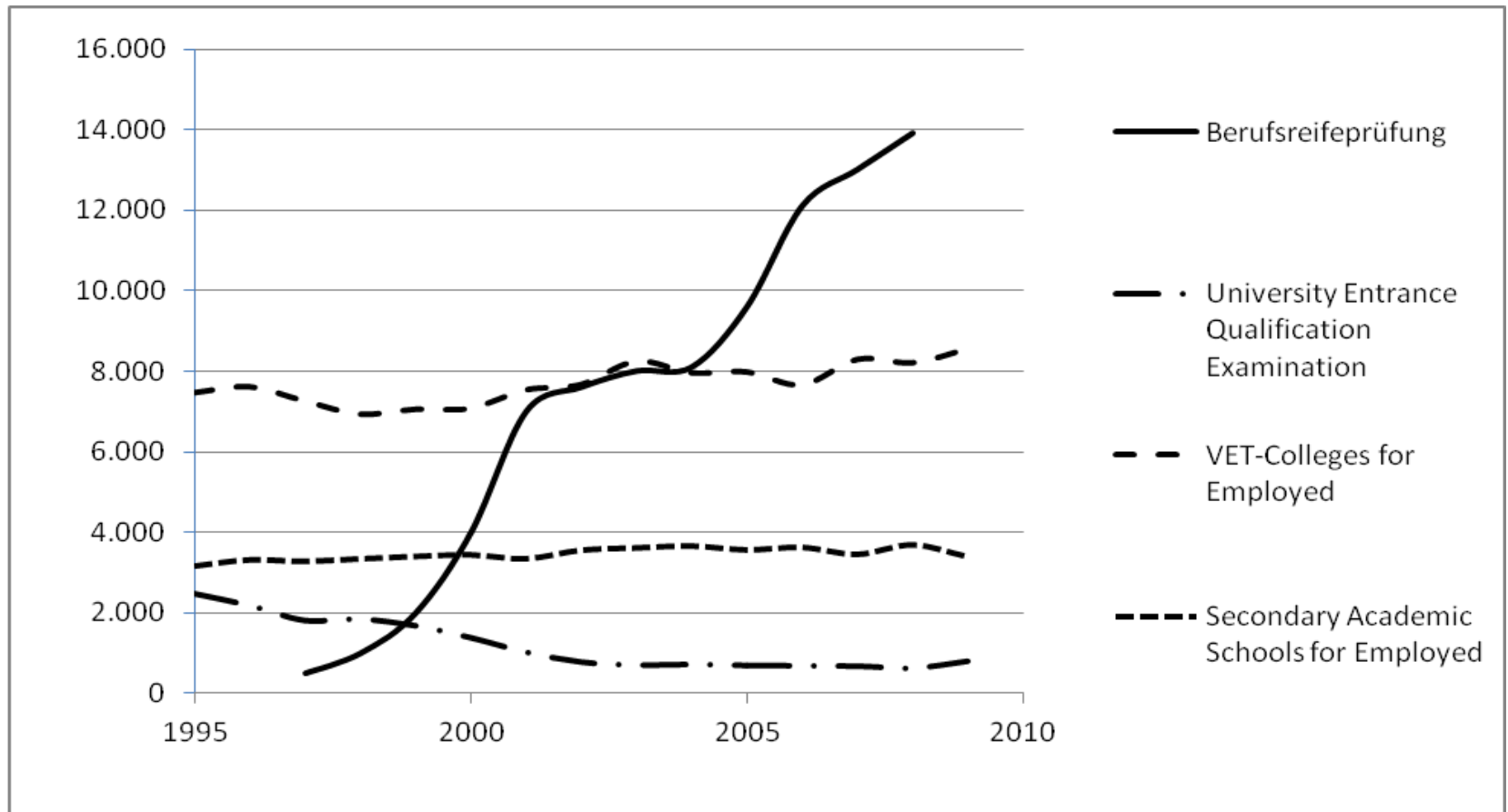
LHS = Lehrerbildende Höhere Schule (Teacher colleges)

Source: Statistik Austria 2012

# Two pathways Second Chance Education versus Fast Tracks

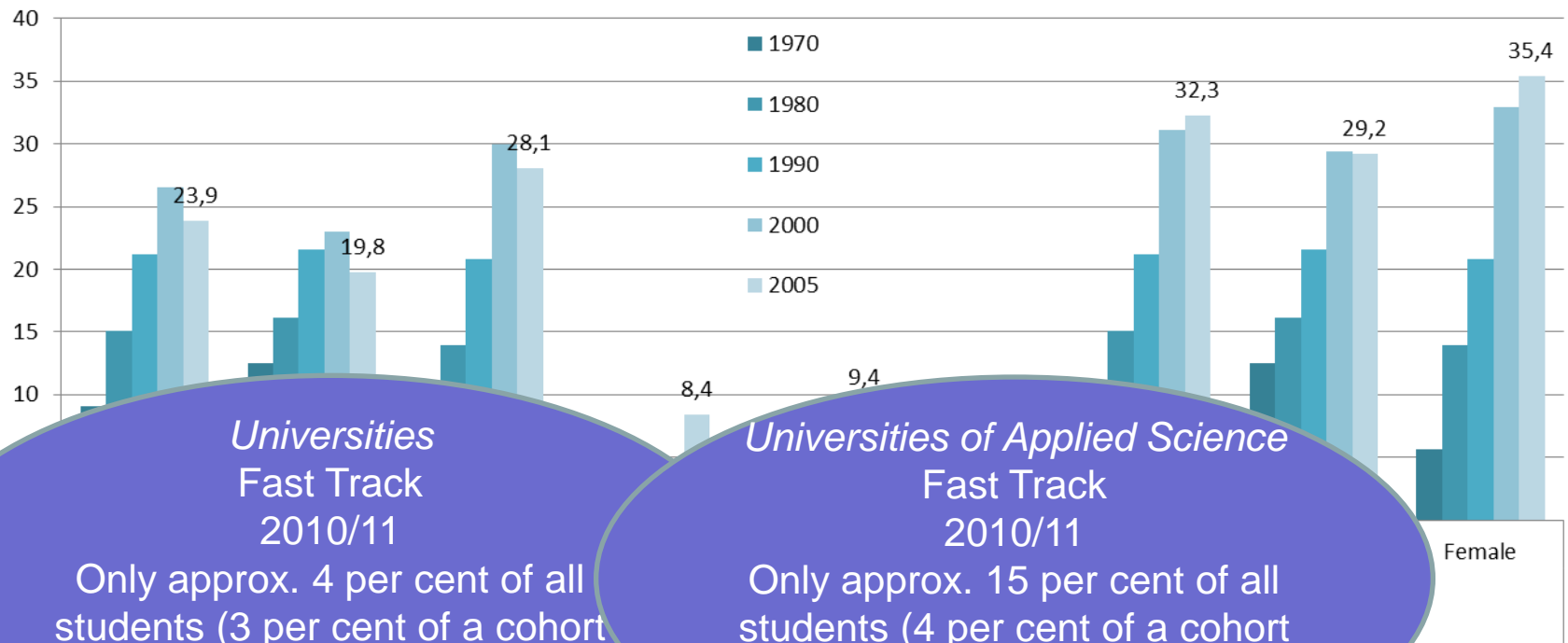
	Short description	Duration	Types
Traditional ,Second Chance'	Full-time or part-time schools for adults (academic OR VET colleges) preparing for Matura, following near-to identical curricula as their day-time equivalents; VET-qualification of equal exchange value' than initial system counterparts	4 years of full-time education (provided in evening classes)	<ul style="list-style-type: none"> <li>- Public Evening gymnasiums (1920s onwards)</li> <li>- Public VET colleges (technical, commercial and others) (1920s onwards)</li> <li>- (some for-profit providers)</li> </ul>
'Fast Tacks'	Schemes allowing for entering a particular programmes ( <i>Studienberechtigungsprüfung</i> ) or any HE programme ( <i>Berufsreifeprüfung</i> ) ; the latter scheme is highly successful; credentials of 'fast tracks' has been/are of low exchange value and require to continue to HE to become relevant	12-24 month part time education	<ul style="list-style-type: none"> <li>- Various non-successful 'pre-runners' since the 1940i</li> <li>- Studienberechtigungsprüfung (started 1976/83)</li> <li>- Berufsreifeprüfung (started 1997)</li> </ul>

# Trends in ‚Second Chance Education‘ in Austria - Earning Higher Education Entrance Permission



Markowitsch, Jörg, Hefler, Günter, Rammel, Stephanie & Ringler, Paul (forthcoming) Nobody's darling – Dynamics and inertia of formal adult education in Austria. IN Saar, Ellu & Ure, Odd Bjorn (Eds.),

# Access to higher education 1970-2005



*Universities  
Fast Track  
2010/11*

Only approx. 4 per cent of all students (3 per cent of a cohort without HE entrance permission)

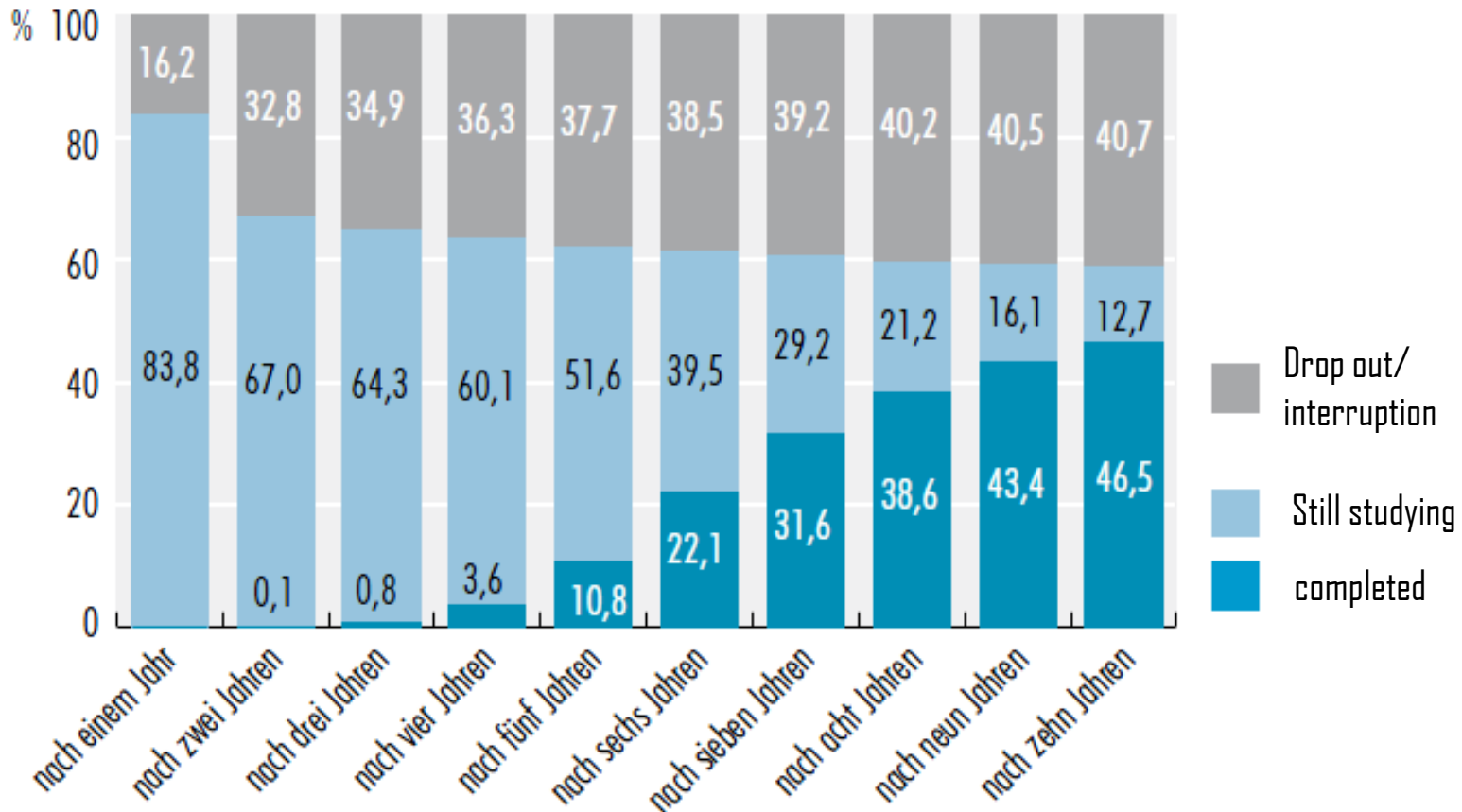
*Universities of Applied Science  
Fast Track  
2010/11*

Only approx. 15 per cent of all students (4 per cent of a cohort without HE entrance permission)

Source: Spe...

\*Private Universities (established since 1999) play no quantitative role with a student body of less than 0,5 per cent of a cohort

# A HE culture of 'Letting fail' – Success of Austrian students starting in Fall 2000



Source: Statistik Austria 2012, 59

# A HE culture of ‘Letting fail‘

## Drop outs within the first two years of study – break down for prior education

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Matura - Gymnasium	16,9 %
Matura – VET colleges – business administration	19,3 %
Matura – VET colleges – technical	17,7 %
Matura – other VET colleges	25,4 %
‘Fast track‘ (Studienberechtigungsprüfung, Berufsreifeprüfung)	24,8 %
Others (e.g. HE entrance permission earned abroad)	22,6 %

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Source: Unger et al. 2009; Percentages do not include students changing programmes, yet, only students leaving the Austrian university system

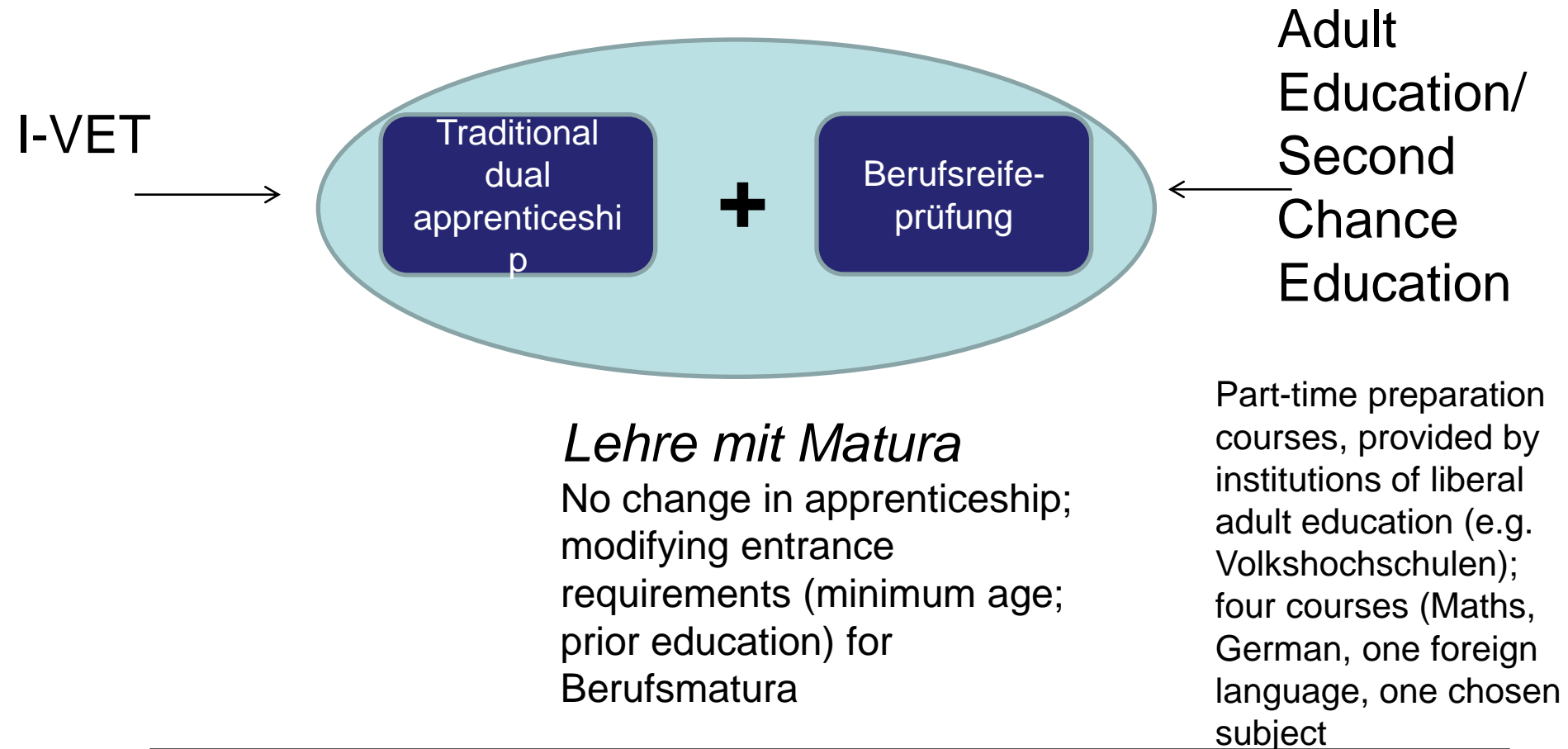
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# From IVET to HE – an overview (estimates)

		Taking up HE	Completing HE Universities only; (higher rates for University of applied sciences)
Academic Higher Secondary Education		+80 per cent	+/- 60 per cent
Vocational Colleges		+50 per cent	+/- 40 per cent
VET school or Dual Apprenticeship	Traditional ‘Second Chance’ <hr/> ‘New routes’	Between 5 and 10 per cent	+/- 30 per cent



# Outlook – Reform by recombination - The example *Lehre mit Matura* (2008f)



# Outlook – Recent Policies

\_\_students in initial VET respond to institutional ‘opportunity structures’; VET-colleges students will most likely even more often participate in HE than reported, all other students most likely even less often than reported

\_\_Increasing financial support (coverage of fees) for ‘Berufsbereitungsprüfung’

\_\_Reform for ‘Second Chance’ Evening Schools, making them more attractive to adult learners

\_\_Pressing universities for accepting their role as providers of ‘formal adult education’ and key actors in LLL

\_\_No majority for deepening the ‘general education’ component within VET schools or dual apprenticeship schemes: the ‘divide’ still determines the scene!

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# Thank you very much for your attention!

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# Literature

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