Benefits of hybrid systems and double-qualifications. The case of Austria

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Example: In Austria, 70% of all pupils at upper secondary level are enrolled in vocational education and training (VET), 47% of those are in work-based learning. (The size of the bubbles illustrates the overall number of pupils enrolled in VET.)

Source: Data for 2015, Eurostat, educ_uoe_enrs04
15-19 year old in Germany

General Higher academic Secondary Education (Gymnasium)

Gymnasium with VET (including HE entrance permission)

Full-time VET Schools – without HE entrance permission

Dual Apprenticeship

Full-time VET Colleges (including lower-trier HE entrance permission)

NEET

Employed+not in training

'Bridging System'

Source: 7EU VET Project, Data from 2008

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General Higher academic Secondary Education (Gymnasium)

15-19 year old in Austria

Full-time VET Colleges (including HE entrance permission)
- Employed+not in training

Full-time VET Schools - without HE entrance permission

Dual Apprenticeship
- Workshop based Dual VET

NEET

Source: 7EU VET Project, Data from 2008

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## Characterising the main pathways

<table>
<thead>
<tr>
<th></th>
<th>Academic (upper) secondary schools</th>
<th>VET Colleges</th>
<th>Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISCED 11 (97)</td>
<td>Level 3 (3)</td>
<td>Level 5 (4)</td>
<td>Level 3 (3)</td>
</tr>
<tr>
<td>Duration</td>
<td>4 years</td>
<td>5 years</td>
<td>3-4 years</td>
</tr>
<tr>
<td>Age at graduation</td>
<td>18.4</td>
<td>19.5</td>
<td>19.9</td>
</tr>
<tr>
<td>Access to HE</td>
<td>Yes</td>
<td>Yes</td>
<td>No*</td>
</tr>
<tr>
<td>Female Students</td>
<td>60%</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>Parents with HE degree</td>
<td>45%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>Parents with Apprenticeship</td>
<td>10%</td>
<td>30%</td>
<td>45%</td>
</tr>
<tr>
<td>Governance</td>
<td>MoE</td>
<td>MoE</td>
<td>Social Partners</td>
</tr>
</tbody>
</table>

*HE access only with additional courses/exams

Source: Data for 2015, Statistik Austria 2017, Lassnigg 2012, Author

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Example: In 1980 there were 200,000 apprentices, while around 80,000 pupils were enrolled in VET colleges and another 80,000 in general education (academic secondary schools, upper level).
Source: Statistik Austria 2017

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Reasons for Educational Choice

Access to Higher Education
Broad General Education
Good Reputation
Interest, Dream Job
Labour market prospects
Relevant Vocational Education
Vocational Education and HE access
Apprentices pay

Source: Lachmayr & Rothmüller (2009), n=1.256/5.136 parents surveyed
Example: *In 1980 there were 200,000 apprentices, while around 80,000 pupils were enrolled in VET colleges and another 80,000 in general education (academic secondary schools, upper level)*

Source: Statistik Austria 2017

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Labour market outcomes and Lifelong learning

<table>
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<th>Academic (upper) secondary schools</th>
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<th>Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed (18 month after graduation)</td>
<td>5%</td>
<td>43%</td>
<td>76%</td>
</tr>
<tr>
<td>In education (18 month after graduation)</td>
<td>84%</td>
<td>48%</td>
<td>5%</td>
</tr>
<tr>
<td>Unemployment rate</td>
<td>5,5%</td>
<td>4,6%</td>
<td>7,8%</td>
</tr>
<tr>
<td>LLL indicator (training in the last 4 weeks)</td>
<td>25%</td>
<td>22%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Source: Data for 2015, Wanek-Zajic 2015, Statistik Austria 2017

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Conclusions and questions

Austria has changed from a ‘dual system’ country to a ‘hybrid’ VET system (combining an equally strong school-based with a work-based track).

Double qualifications are increasingly attractive for young people, because:

• they secure employability (VET) and at the same time qualify for further studies (access to HE).
• They also seem to facilitate parity of esteem between vocational and general education.

Are hybrid systems better at coping with changes in the labour market and meeting student needs?

Are double qualifications the future of vocational education?
Looking forward to your feedback!

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References


