



Apprenticeships and permeability

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Date: **9 February 2022; 15:00-16:00 CET**

Location: **Belgium, UK, Austria**

*Employment,
Social Affairs
and Inclusion*



What this presentation will cover

- **Ana Carrero** will introduce the topic of permeability and its relevance
- **Dr Jeff Bridgford** will introduce the different types of permeability and provide examples of measures adopted across the EU to foster vertical mobility
- **Jörg Markowitsch** will focus on the permeability of VET in Austria and Denmark



Introduction

Ana Carrero, European Commission



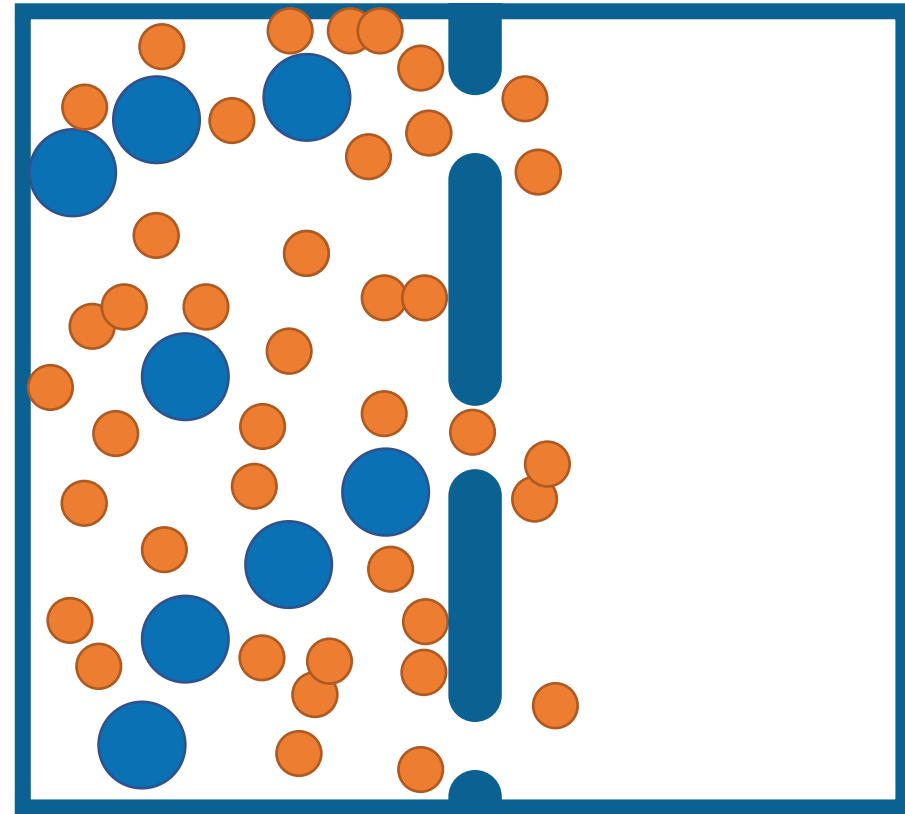
The issue of permeability in the context of apprenticeships

Jeff Bridgford

What is permeability?

Why is this an issue?

- Moving easily and directly is not assured or automatic
- Universities set their own entry requirements





Apprenticeships

Criteria for working and learning conditions



Written contract



Learning outcomes



Pedagogical support



Workplace component



Pay and/or compensation



Social protection



Work, health and safety conditions

Criteria for framework conditions



Regulatory framework



Involvement of social partners



Flexible pathways and mobility



Support for companies



Career guidance and awareness raising



Quality assurance and graduate tracking



Transparency

- Expansion of tertiary education is a worldwide trend
- Some universities are establishing Higher Level Apprenticeships



- Enabling young people to reach their full potential
- Opening different types of career progression





Types of permeability and our focus

Types of permeability

There are three types of permeability:

- **Vertical** – enabling apprentices to move on to higher levels of VET
- **Horizontal** – enabling apprentices to move between VET and general education
- **Geographical** – enabling apprentices to train in different countries



Measures to foster vertical mobility

Measures to foster **vertical permeability**



Direct and automatic access



Supplementary training and/or examinations



Internal modifications of dual VET hybrid forms



Recognition of prior learning

What examples of **permeability** may exist
in your country?





Ireland

Progression to next level on the Irish NQF

Advanced Certificate (Level 6 – EQF Level 5) → Bachelor of Engineering (Level 7 – EQF Level 6)



Germany

Academic aptitude test – *Begabtenprüfung*

- To be eligible: successfully complete an apprenticeship, be at least 25, have at least 5–7 years of work experience, and pass a test
- The test includes examinations in German, one foreign language, mathematics, one science subject, and other specialist subjects



Switzerland

Vocational university entrance qualification – *Berufsmaturität*

- To be eligible: successfully complete an apprenticeship and pass examinations in general basic subjects (mathematics, literacy in two national languages and a third language) and one specific subject
- Studying for these examinations generally takes 1 year full time or 2 years part time



Austria

Apprenticeship with a vocational university entrance qualification – *Berufsreifeprüfung*

- To be eligible: successfully complete an apprenticeship, complete a 3-year VET course during or after the apprenticeship, and pass an examination
- The examination has four elements: German, mathematics, one foreign language, and one professional subject





Denmark

The EUX programme

- The EUX programme requires apprentices to repeat study-oriented education at upper secondary level, as well off-the-job training, during the apprenticeship
- It leads to a double qualification providing access to the labour market and to higher education



France

Validation of acquired experience

- Apprentices are required to establish a portfolio of the knowledge and skills they have acquired in relation to the university course they want to take
- The portfolio is assessed by an examination board, which decides whether the application will be granted in whole or in part










Norway

Validation of prior learning

- To be eligible: provide documentation of completed education and training and work experience, and be at least 25
- Immigrants may be considered – they must be registered in the National Population Registry Office and provide documentation in Norwegian or English

National examples of

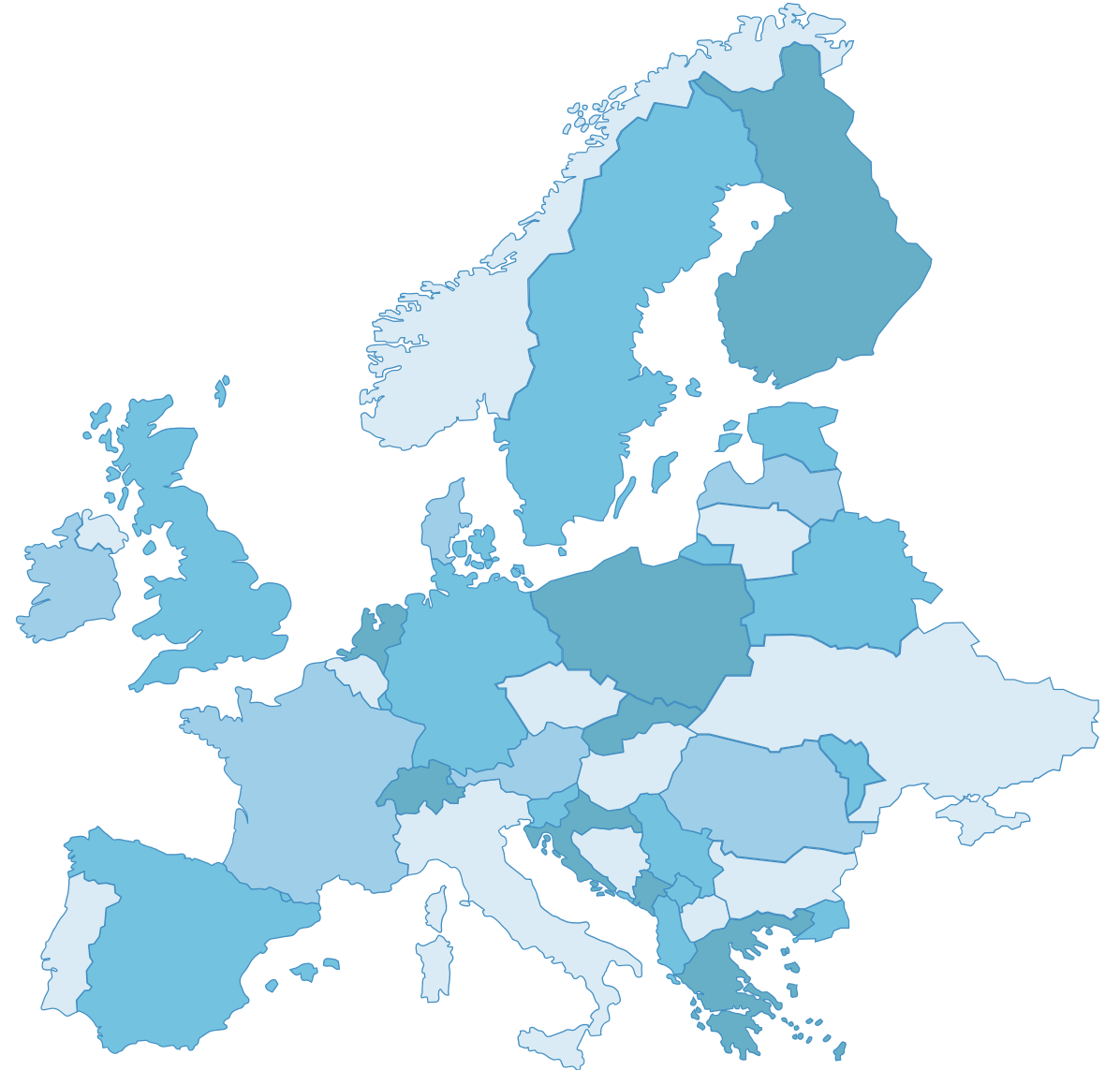
vertical permeability of apprenticeships

		Direct and automatic access	Supplementary training and/or examinations	Internal modifications of dual VET hybrid forms	Recognition of prior learning
	Ireland	Bachelor of Engineering at the Limerick Institute of Technology			
	Germany		Academic Aptitude Test – Begabtenprüfung		
	Austria	Access to a university of applied sciences based on work experience	Berufsreifeprüfung	'Apprenticeship with Matura'	
	Switzerland		Berufsmaturität		
	Denmark			EUX	
	France				Validation of acquired experience
	Norway				Validation of prior learning

Question

Are there any other experiences related to the subject of permeability that you would like to contribute to this webinar?

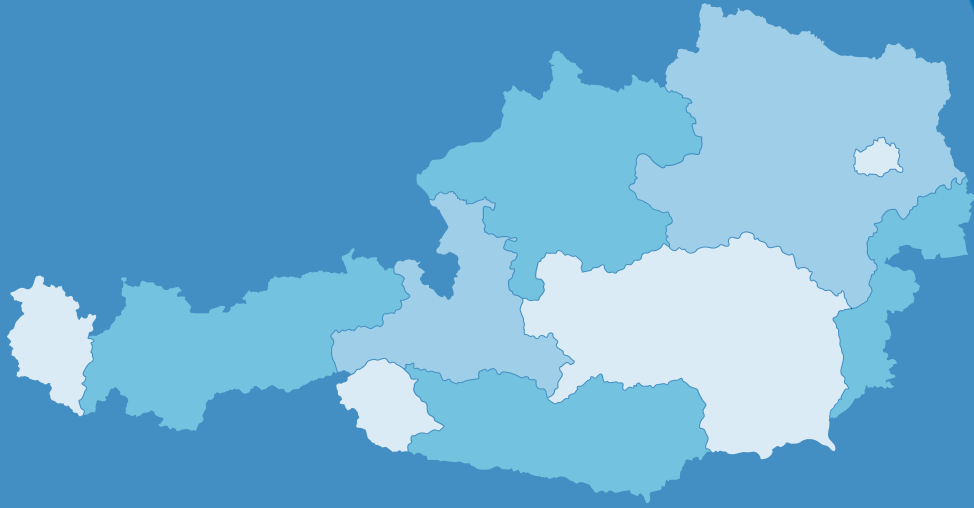
If so, tell us about them by using the chat function





Permeability of VET in Austria and Denmark

Jörg Markowitsch



Austria

Low permeability despite diverse opportunities?

Reforming access to higher education in **Austria**

1986 University entrance qualification examination¹
Tailored to a limited set of study programmes

1993 University of applied sciences²
established admission also to persons **without a 'Matura'** (upper secondary school leaving exam) but with 'relevant professional experiences'

1997 Vocational university entrance qualification³ (**'Vocational Matura'**)
introduced unrestricted access to higher education for apprenticeship graduates

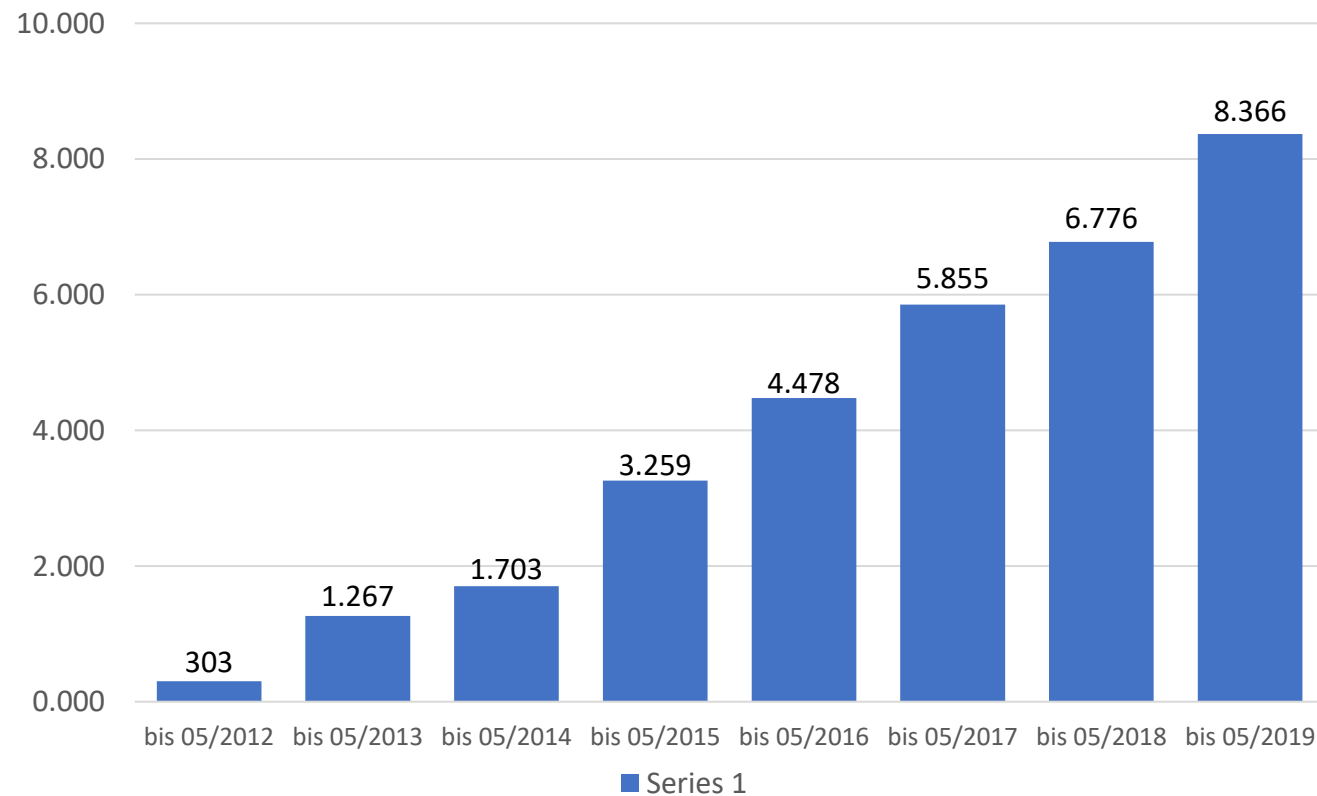
2008 Reform of the 'Vocational Matura' to **'Apprenticeship with Matura'**
Preparation for 'Vocational Matura' integrated into the apprenticeship training

¹ Studienberechtigungsprüfung

² Fachhochschulen

² Berufsreifeprüfung

Grafik 12-3 AbsolventInnen „Lehre mit Matura“
(Gesamtwerte absolut, 2012 – 2019)



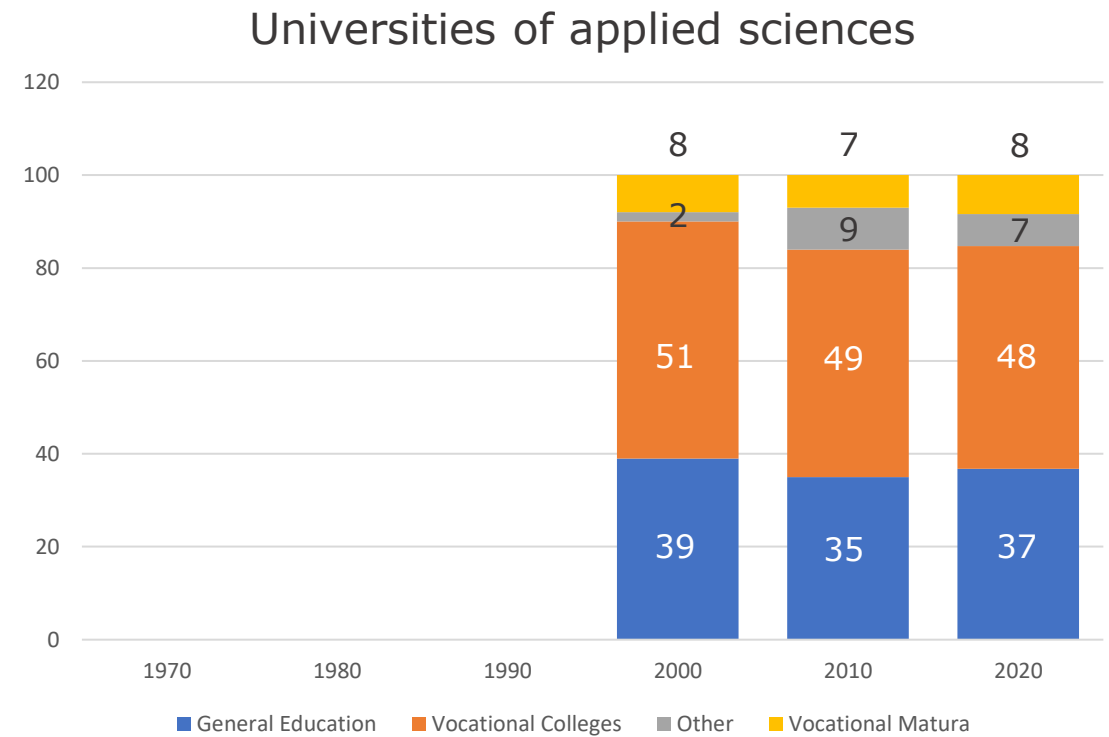
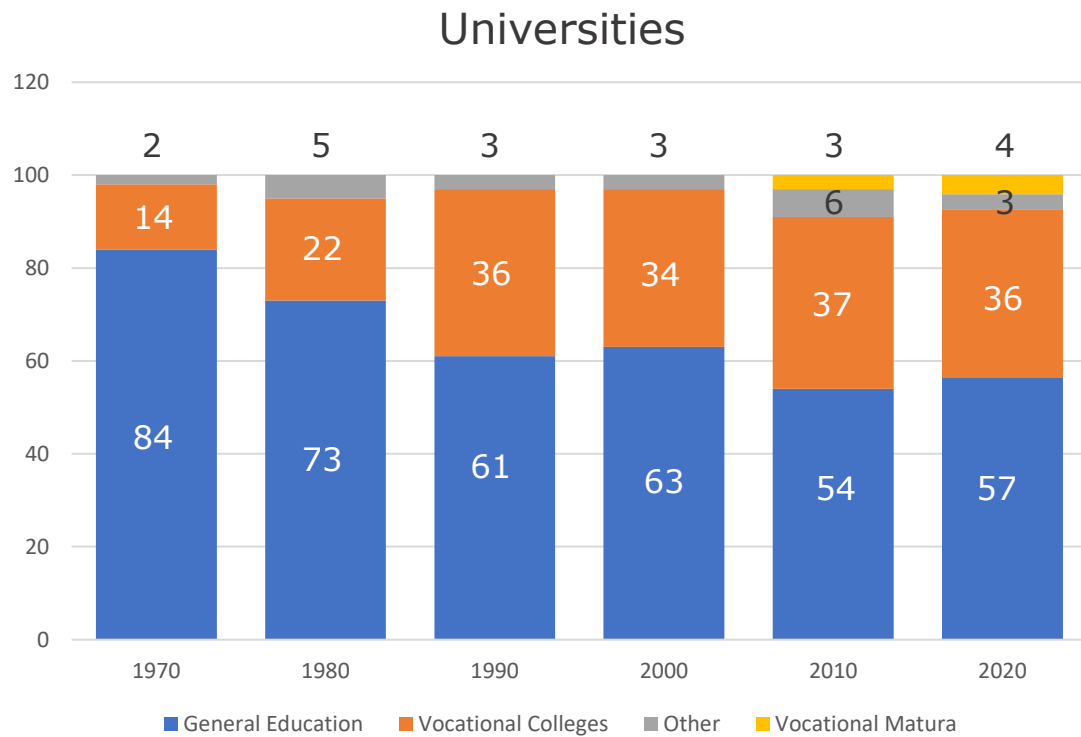
Stand: 15. Mai/November des jeweiligen Jahres
Quelle: BMBWF + ibw-Berechnungen

'Apprenticeship with Matura' graduates

2012–2019 (absolute numbers)

Dornmayr, H. and Nowak, S. (2019). Lehrlingsausbildung im Überblick. 2019 Strukturdaten, Trends und Perspektiven (Apprenticeships in Overview. Data, Trends and Perspectives), ibw-Forschungsbericht Nr. 200, Wien, 2019, p. 77 <https://ibw.at/bibliothek/id/505/>

Prior education of higher education entrants 1970–2021 (percentage) at universities and universities of applied sciences



Source: Statistic Austria, own calculations

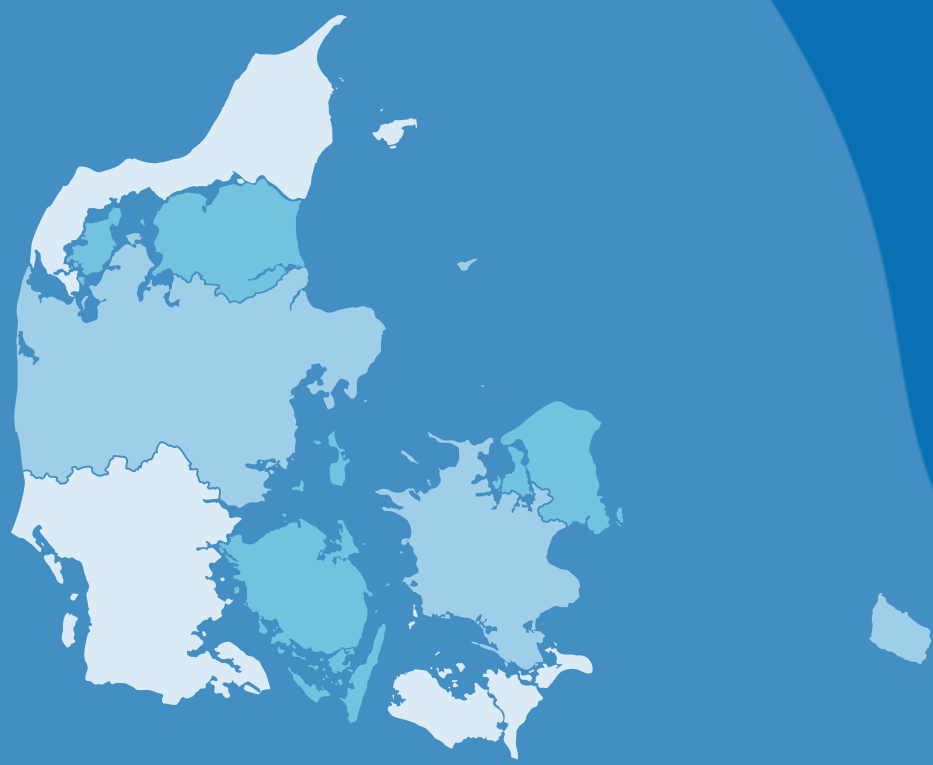
Results and outlook

Summary of results

- Despite the different opportunities for apprentices to enter HE, progression rate is still relatively low
- Slightly more than 4% of new entrants at universities (8% at universities of applied sciences) had a 'Vocational Matura' (BRP) in 2019/2020
- Roughly 9 000 apprentices currently take part in an 'Apprenticeship with Matura' programme, i.e. approximately 5% of all apprentices

New option comes into place in 2022

- 'Bachelor Professional' (BPr.) and the 'Master Professional' (MPr.) to be introduced in October 2022. These degrees will be open to people who have completed an apprenticeship and will be tailored to a respective occupation-specific subject.



Vertical permeability in Denmark

Between social equality and social inclusion

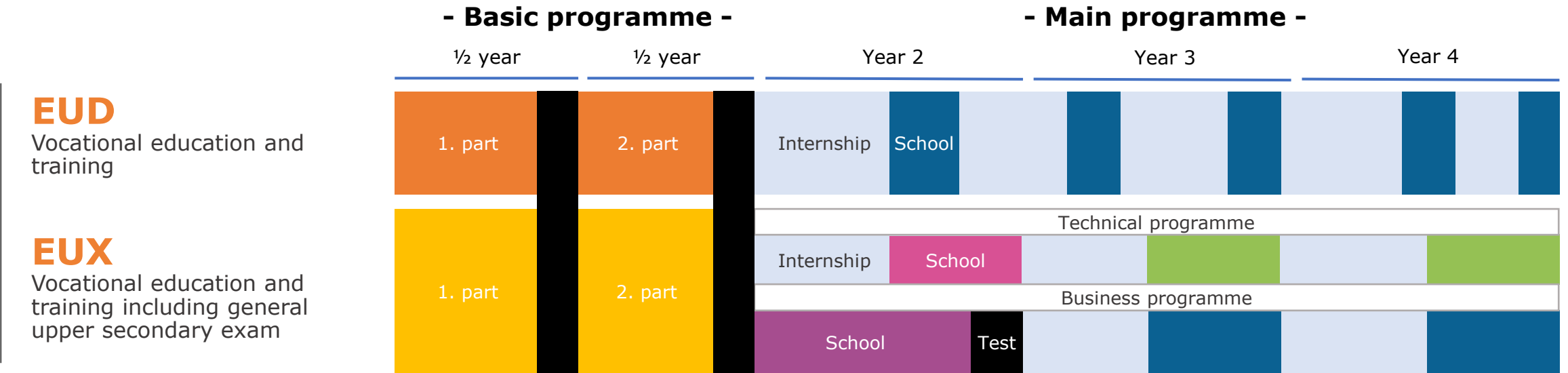
Vertical permeability becoming a major policy

- Decreasing popularity of apprenticeships, image of apprenticeships as a 'dead end'
- Risky downward spiral: decreasing esteem led to lower interest among high-performing students
- Increasing demand for higher skills and higher vocational education

Policy responses since the 1980s

- Vocational gymnasiums (1980s)
- Additional academic qualifications (1990s)
- EUX apprenticeships (2010s)

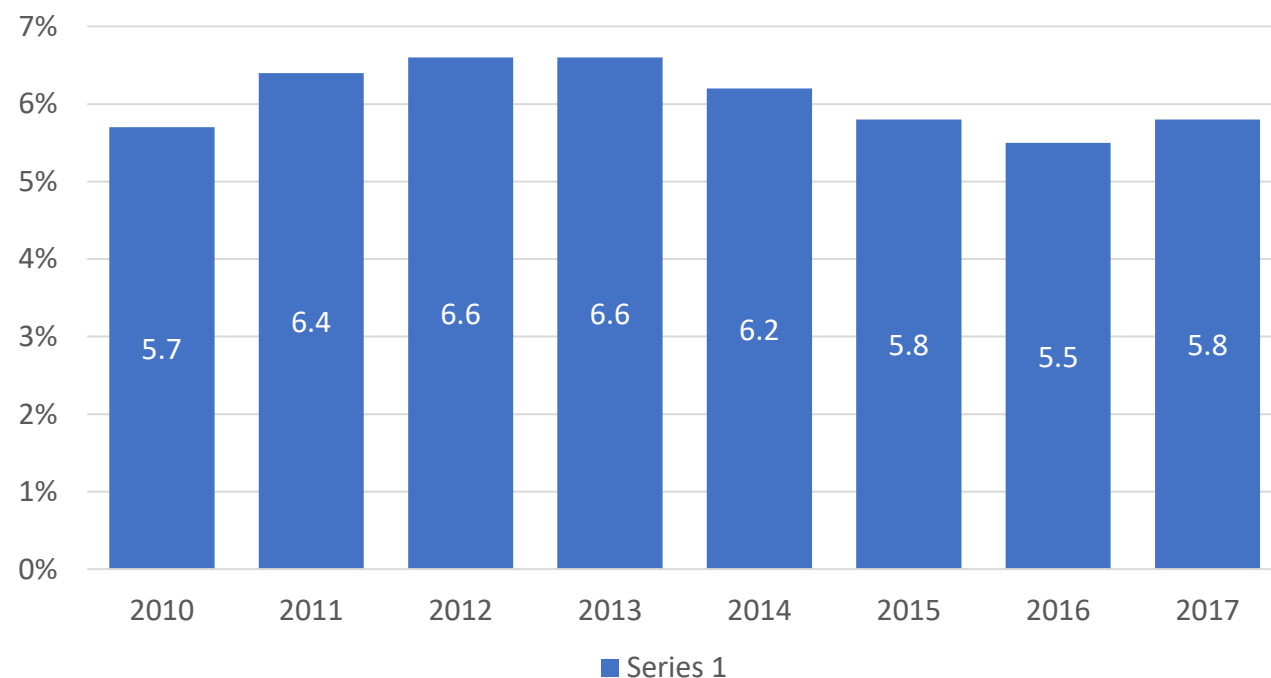
Difference between EUX and EUD



- Basic programme
- School-based learning
- Work-based learning
- Basic programme including upper secondary subjects
- Competences for further study
- VET and upper secondary subjects
- Employment
- Preparing and training for work

FIGUR 1.1

Andel erhvervsuddannede, som påbegynder en erhvervsakademi- eller professionsbacheloruddannelse inden for to år efter færdiggørelsen



Kilde: Danmarks Statistik og egne beregninger.

Note: Årstallene angiver året for færdiggørelsen af de studerendes erhvervsuddannelse. N = 219.826.

Proportion of vocational graduates (all, not only EUX) who begin a vocational academy or professional bachelor program within two years of completion

Source: EVA 2021. Fra erhvervsuddannelse til videregående uddannelse En registerundersøgelse af overgange i perioden 2010-2019 ['From vocational education to higher education A register study of transitions in the period 2010-2019'], p. 6.

Summary of results

- EUX apprenticeships are becoming increasingly popular, but the proportion of vocational graduates who begin a vocational academy or professional bachelor program appears quite stable
- Two-thirds of the recent graduates with an EUX are in salaried jobs after graduation from EUX
- One in six EUXs starts higher education one year after graduation
- Students in the EUX are better equipped and drop out less frequently
- However, it is more difficult for EUX students to find an apprenticeship



What can we learn from the **two cases**?

Providing
(formal) access is not enough

Additional pedagogical support is needed
(e.g. bridging courses)

Unrestricted access is clearly **more attractive**, however both options can co-exist

There is trade-off between permeability and social inclusion:

Making the system more academic most likely reduces the inclusiveness of the system for students not opting for higher education

Financial support and incentives are needed

Trends, open issues and recommendations

- New pathways to higher education, but also new pressures
- Risk of new hidden barriers
- Progression from apprenticeship to higher education is still low
- What would be an optimal progression rate?
- Expand advanced further training and (non-academic) higher VET
- Don't mistake educational mobility for social mobility
- Avoid a two-class apprenticeship system

Further questions?



**For any additional questions
please contact:**

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Jörg Markowitsch (joerg.markowitsch@3s.co.at)



Conclusion

Ana Carrero

Thank you
for your time and attention

Stay tuned for other
upcoming EAfA events!