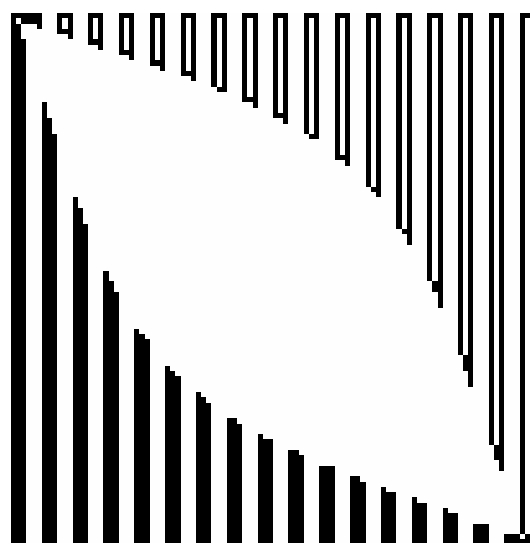


THEMATIC REVIEW ON ADULT LEARNING



AUSTRIA

BACKGROUND REPORT

FEBRUARY 2003

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Adult Learning in Austria

Country Background Report

of the

OECD Thematic Review on Adult Learning

commissioned by the Austrian Federal Ministry for Education, Science and Culture,
in co-operation with the Austrian Federal Ministry for Economic Affairs and Labour, the Austrian
Federal Ministry for Health and Women, the Austrian Federal Ministry for Agriculture and For-
estry, the Environment and Water Management,
as well as the Social Partners

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Introduction

The objectives and tasks of the present Country Background Report on Adult Learning in Austria result from the context of the OECD project "Thematic Review on Adult Learning". Nine countries participated in the first round of the Thematic Review. The corresponding results are available and can be assessed at the OECD's website. Austria has decided to participate in the second round of the OECD project to evaluate the area of adult learning (or further education), whose importance is growing continuously. This is also relevant in connection with the development of a strategy for the promotion of lifelong learning.

The present Background Report is a pre-condition for the study visit by the OECD expert group. The Federal Ministry for Education, Science and Culture (BMBWK)¹ has commissioned the Austrian Institute for Research on Vocational Training (*Österreichisches Institut für Berufsbildungsforschung, öibf*) to establish the background report jointly with the Institute for Research on Qualification and Training of the Austrian Economy (*Österreichisches Institut für Bildungsforschung der Wirtschaft, ibw*). This choice has been made also because the participating institutes had already prepared the Background Report on the Austrian Country Report on the European Commission's Memorandum on Lifelong Learning (Schneeberger and Schlögl, 2001), including important information and data on this topic.

The structure of the Background Report has largely been outlined by the OECD and established after the OECD project manager's visit to Vienna in November 2002. The Report consequently focuses on the procurement and analysis of already existing studies and statistics to establish an overview of the context, participation, and provider structure as well as possible problematic areas in the Austrian system of adult learning. In this context adult learning is seen as comprehensive, covering adult learning in the narrower sense of the word as well as further education at schools and universities, qualifications obtained through active labour market policies, and enterprise-based learning. The title of the OECD's review project "Thematic Review on Adult Learning" underlines this broadly defined approach.

The main purpose is to provide information and data other than that already available to the OECD on the basis of international databases and projects (e.g. Education at a Glance, Transition from School to Work: Career Information, Guidance and Counselling, etc.). Consequently, data and findings already accessible to the OECD are not repeated in the present review. The main focus therefore is not on the comparative scientific analysis but rather on the descriptive analysis of essential aspects of adult learning in Austria.

To fulfil these objectives – in addition to the publicly accessible data sources resulting from the CVTS-2 (Eurostat, Statistik Austria), the micro-census (Statistik Austria), the 2002 Life-Style-Study (Fessel-GfK, 2002), as well as the 2001 labour force survey – a large number of data sources which are difficult to access have been used (KEBÖ statistics; university statistics; WIFI participant survey; AMS annual reports). Ideas and additions made by the members of the accompanying steering committee were used in the process for which we would like to thank them on this occasion. Our special thanks go to Statistik Austria for contributing some unpublished CVTS-2 results.

1. See Glossary on p. 74 for all abbreviations used in this Report.

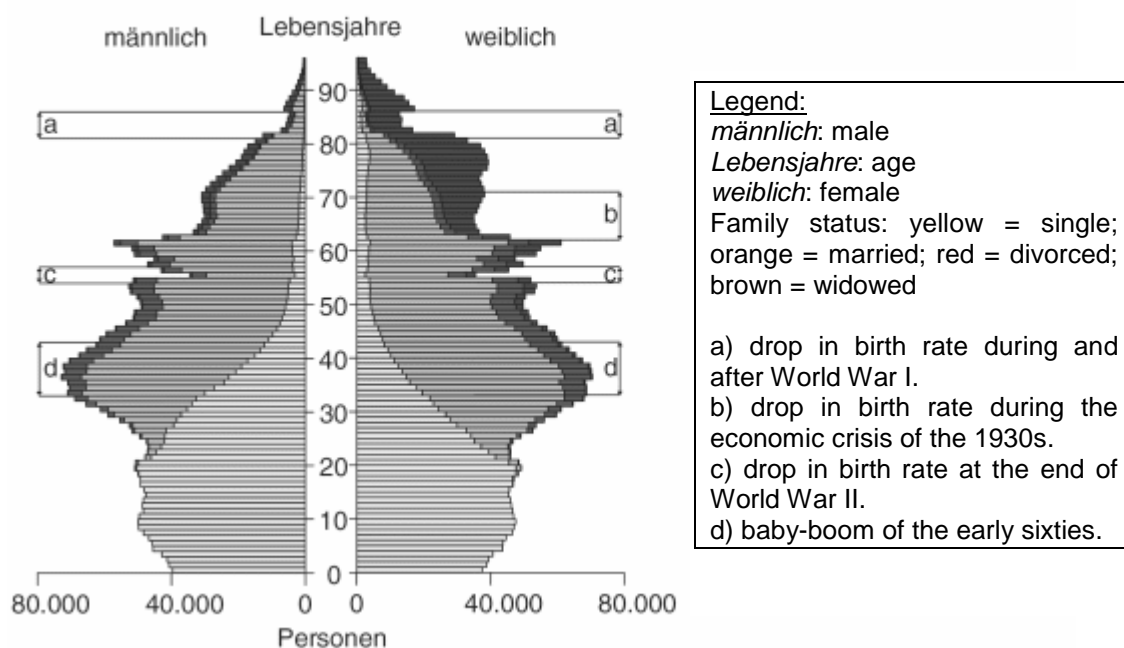
1. Context and background

1.1 Economy, labour and social context

1.1.1. Population

Austria has 8,032,926 inhabitants (as of 2001). Historical events have left their traces in the population's age structure. The smaller numbers of older men compared to those of women (dissymmetry of the age pyramid in the top range) are the result not only of women's higher life expectancy but also of the drop in the male population as a result of the Second World War as well as the drop in birth figures towards the end of the two world wars. The high number of people aged between 35 and 45 at the time of the census is mainly the result of the post-war baby-boom, which reached its peak in the early 1960s. This generation therefore now is in its principal employment phase and over the next ten to fifteen years will contribute considerably to the ageing of the employment structure. While birth rates remained fairly constant during the eighties, the nineties saw another drop in birth rates which clearly slimmed the basis of today's population pyramid. In Austria life expectancy at birth is 81.68 years for women and 75.91 years for men (Statistik Austria, 2002b).

FIGURE 1-1: Population Pyramid 2001, Austria



Source: Statistik Austria, Census 2001.

1.1.2. Macro-economic development

After the Austrian economy was characterised by pronounced growth in 2000 (real GDP grew by 3.5%), it has grown only modestly since then as a result of the weakening of the world economy, with real growth rates, according to OECD (2003), at 0.8% (2001), 1.4% (2002) and again 0.8% (2003). Simultaneously, employment growth was weak in 2001, even negative in 2002, and stagnated in 2003, remaining consistently below the EU average. Standardised unemployment rates rose from 3.7% in 2000 to 4.3% in 2002, but remain much below the EU average. The inflation rate, according to the EU's harmonised consumer price index, was at 2.3% in 2001 and 1.7% in 2002, and was projected at 1.4% for 2003, which implies that Austria has been among the countries with the greatest price stability in both the Euro zone and among industrialised OECD countries, more generally. At the turn of the year 2003/04, business expectations appear to be improving and economic activity is expected to gain momentum, as the recovery in Europe broadens. Domestic demand growth and weak exports are expected to move the current account balance into deficit in 2004.

1.1.3. Employment situation and the labour market

The data on Austria's gainfully employed population have been obtained both from Statistik Austria and the Main Association of Austrian Social Insurance Institutions (*Hauptverband der Sozialversicherungsträger*). The largest category includes people either in active employment (self-employed and employees, including assisting family members) or unemployed and/or looking for a job. According to the Labour Force Concept (the micro-census analysis)² this group included 3,982,000 persons in June 2002. The prime age employment rate was roughly at 77% (for further details see Table A1-1 in the Annex). 3,482,000 persons were wage or salary earners. Part-time employment rates are particularly relevant for gender-specific analyses: in the summer of 2002, 4% of men and about 36% of women were part-time wage or salary earners.

The AMS provides more recent data: the number of wage or salary earners (not counting the so-called "marginally employed persons") at the end of August 2003 amounted to 3,255,869, having increased by 25,080 or 0.8 per cent compared to the previous year; in the same period, the number of registered unemployed increased from 199,684 to 205,077 or by 2.7 per cent, mostly relating to service sector branches (AMS, 2003).

The data provided by the Main Association of Social Insurance Institutions (shown in detail in Table A1-2) refer to wage or salary earners in the annual average of 2000 and thus provide a definition which is closer to the Livelihood Concept. What is particularly relevant is the distribution by economic sector. According to the data supplied by the Main Association of Social Insurance Institutions, currently no less than 70.4% of wage and salary earners work in the services sector; this means that since 1995 the sector has grown by around 3%. (Wirtschaftskammer Österreich, 2003). The tertiary rate is markedly lower among blue-collar workers (about 53%), while it is no less than 83% for white-collar workers and public officials. In total the Main Association of Social Insurance Institutions data show a growth from 3,068,200 to 3,154,512 among wage and salary earners for the period 1995-2001 (Wirtschaftskammer Österreich, 2003).

Data provided by AMS give an overview of the structure of unemployment in 2002 according to Austrian calculations (using wage and salary earners as references). Referring to the age group of 25+, which is relevant for this Background Report, the unemployment rate is between 6.1% and

2 The Labour Force Concept of the gainfully employed population covers any sort of gainful employment (even if for only one hour per week) as well as the unemployed and job-seekers, whereas the Livelihood Concept assumes a minimum period of employment of at least 12 hours a week and thus excludes marginally employed persons.

6.7% among the age group between 25 and 50 and therefore below the overall value of 6.9%. For the age group of 50+ the unemployment rate is between 7.7% and 11.9% (AMS, 2003).

According to the EU calculation method (using the entire workforce as a basis), Austria had an annual unemployment rate of 4.3% in 2002, compared to an EU-15 average of 7.6% (AMS, 2003).

1.2. Definition of terms

Basic definitions are a key problem for all questions concerning adult learning as no other learning sector is as heterogeneous as adult learning. Austria generally acknowledges two types of the current term of adult learning. "Education for the people" or "popular adult education" (*Volksbildung*), once wide-spread in Austria, has largely been replaced by other forms. On the one hand, the term "adult learning" is used in connection with the federal institutions of adult learning and the associations of the Austrian Conference of Adult Education Institutions (KEBÖ) (Stangl and Wallmann, 2001), and, on the other, adult learning is defined as all forms of adult learning at educational institutes and in the working environment.

Even though the paradigm of "lifelong learning" implies the dissolution of borders between the initial educational pathway and further and continuing education and training (CET), general and job-related education, as well as formal and informal learning environments, discussions of the political and institutional design and the responsibilities and funding of learning processes for adults after initial education require a re-definition of the adult learning concept. In Austria, the terms CET and further training are often used to specify more clearly the comprehensive term of adult learning. The latter basically covers job-related training while the former is the general term used for both general (as defined by traditional popular adult education) and vocational education and training of adults (Lassnigg, 2000).

The basic purpose of vocational or job-related CET serves the preservation, deepening, and expansion of skills as a qualification for vocational activities, mobility, and vocational identity, as well as personal development. Its main task is to secure jobs, reduce unemployment, allow the re-entry into the labour market and facilitate career advancements, and qualify for the design of work. General adult learning, on the other hand, cannot be defined in such functional terms and has repeatedly been adjusted to current situations and needs in its concrete operational implementation even beyond developments in society. It is based on a notion of learning of a vision of life not entirely geared towards gainful employment – both in agreement with the definitions of learning presented by trade unions and the value-oriented, religious notion of learning and the image of humans created by religious institutions.

According to general practice regarding the implementation of studies and surveys on adult learning in Austria, the general contents of adult learning are defined by topic-related criteria (ICT, languages, etc.) and, as such, are the subject of surveys regarding their relevance for the vocational learning sector. Even where differentiations are analysed further, they are not the key issue in this respect, so that the range of topics can, at best, be seen from the catalogue of topics obtained in this way. However, in the framework of the 2000 tax reform the difference between contents of a general kind and of vocational relevance is re-defined (Schlögl and Veichtlbauer, 2001). Even though the characteristic of fiscally deductible job-related continuing education and training was expanded to cover related professions, educational measures of a general character are excluded (e.g. the AHS *Reifeprüfung* exam).

Independent of the provider's organisational and legal form, adult learning in Austria covers the following key aspects (the order of items on this list does not reflect the order of priority):

- continuing vocational training (within the enterprise, the parent company, equipment suppliers, institutions of adult learning or other external providers; informal learning at the workplace);
- vocational or job-related CET (institutional);
- qualifications as an instrument of active labour market policies (training, employment initiatives, etc.);
- general adult learning, popular adult education, and political education;
- second-chance education, obtaining qualifications at a later point in life.

The number of providers, which has been increasing especially over the last decade, leads to increasing confusion in terms of providers and their offers. Consequently, information and counselling are of growing importance for adult learning policies.

1.3. Historical development of adult learning

In the following section two key periods in the development of adult learning in Austria, which are of special importance for understanding the present situation, are discussed: on the one hand, the founding period of the institutions of popular adult education including the university expansion movement and, on the other, the developments since the foundation of the Second Republic after World War II. The described development refers to institutional adult learning outside continuing vocational training, which, however, cannot be seen as something separate – in particular as regards the courses offered by the Institutes for Economy Promotion (*Wirtschaftsförderungsinstitute*) of the Austrian Federal Economic Chamber and other institutions of adult learning – as courses are offered in co-operation with companies or are organised on their behalf. The purpose of the courses offered by these institutions is to provide a direct boost for business and trade alike.

1.3.1. University expansion and popular adult education

The social and democratic relevance of popular adult education activities is still unchanged today. Plenty of documentation exists of the emancipatory claim in adult learning for the rising bourgeoisie and the working classes struggling for political recognition at the turn of the 19th to the 20th century. Scientific knowledge was of key importance for this strongly urban movement. Stifter (1996) describes the process as follows, "The real rise in modern popular adult education in Austria occurred with the transition from the exclusive and corporate education of social classes and professions towards inclusive and associative popular adult education of the population and working classes as a consequence of the somewhat liberalised 1867 Association Acts." Over a prolonged period, adult learning centres as traditional institutions of this development were set up. At least at the Viennese adult learning centres, intellectuals and scientists played a leading role (Filla, 2001). Subsequently, the 1890s brought about an academic turning point, and as of 1895 the university became a major promoter of popular adult education. This development occurred in parallel with international developments (university expansion) and not only rendered popular adult education more academic and scientific, but also led to the opening up of universities and constituted the beginning of their democratisation.

1.3.2. Principal phases of adult learning after 1945

According to Göhring (1983) the reconstruction of adult education can be broken down into three phases:

- overcoming the (national-socialist) system and first consolidation – 1945 to 1960
- pragmatic new orientation and reformist optimism – 1961 to 1970
- practical criticism and search for a new orientation – 1971 and afterwards

As early as 1945 the Ministry for Education set up a central office for cultural and popular adult education. Its purpose was to "revitalise the school system and popular adult education and to educate the young, who for years have been under the barrage of National Socialist propaganda, for Austria and make them free people for whom their own ideas of humanity, human dignity, and peace have a meaning, and to create – in the entire population – the pre-conditions for a new, democratic order and society" (Bruck, 1946). This re-construction was largely dominated by three factors: the adult education centres' movement, which had already had a long tradition at that time, the institutions of Catholic adult learning, and the representative institutions of employees.

The second development phase is characterised by an increasing systemisation of approaches, by declarations made by the free associations to Parliament, and by the focus on areas such as the second-chance education and the role of the mass media, in particular TV. This was the starting point for multiple media programmes as well as for the TV prize of Austrian popular adult education, which is still awarded today. Funding, a recurring topic in all discussions on adult learning policies, was also a frequent issue. Another structural issue of that phase of adult learning in Austria was the relatively considerable influence of the federal lecturers in popular adult education on state-run and independent institutions of adult learning (Göhring, 1983).

This structural and financial situation was the basis for demands by the independent associations for a statutory regulation of adult learning. To have a better basis for such demands, the interested organisations commissioned a research institute to document the Austrian efforts to achieve such an independent statutory regulation. This was also the time when the 1962 School Education Act was finally passed following many years of negotiations at the political level (Schnell, 1993). Adult learning, however, was not covered by this Act -- which finally integrated the legislation for schools and educational areas which until then had been separate -- and efforts to achieve a new identity for adult learning remained unsatisfied.

As a consequence, developments led to some formal, but mainly informal, co-operation between the associations, in order to improve adult learning structures and also to make assertive negotiations with the Federal Ministry possible (Göhring, 1983). The two major issues in this discussion, which are still topical today, were the concern about a strong centralism and the need for a platform to demand an improvement in the situation of the associations, always with respect to ideological differences and economic competition. This situation was, and still is, not an easy basis for laying down joint political demands. In addition, discussions on education planning in Austria for the first time raised discussions about the relationship between theory and practice in adult learning as well as the systematic qualification and professionalisation of staff.

These efforts on the level of educational practice and experts were reflected in the 1971 Government Declaration by Chancellor Dr. Bruno Kreisky, who stressed the growing importance of educational policy³, which led, among other things, to the establishment of the *Austrian Conference of Adult Education Institutions* (KEBÖ) in 1972. In its founding phase, it comprised the seven large associations of general and vocational, non-profit adult learning with nation-wide activities (descriptions in the Annex) and the Federal Ministry for Education and the Arts, represented by the General Directorate for Adult Education.

3. "In a rapidly changing society, education cannot be regarded as completed at a specific age. Consequently, permanent continuing education and training and, in particular, adult learning as an assistance to design one's personal life and vocational mobility are of major importance." (Altenhuber, 2002).

Legally, KEBÖ is a working group with two bodies – the plenary assembly and the management committee. In 1979 three further associations were approved as full members. Since its start, KEBÖ's work has always been characterised by the relation between co-operation and competition. Already at the time of its foundation, an agreement on two projects was reached that was to benefit all participants. These were, on the one hand, an image and advertising campaign for CET and, on the other, an outline of the joint training of staff (Altenhuber, 2002). Consultations on the preparatory work for a Federal Act on Adult Learning were also held in this group.

In 1973 the Federal Act on the Promotion of Adult Education and Public Libraries constituted a legal basis for the federal institutions of adult learning and financial subsidies for adult learning associations that is still valid and unchanged today.

After prolonged preparatory work in KEBÖ's project group on statistics, the first adult learning statistics were presented in 1988 (Filla, 2002). They referred to the working year 1985/86 and the calendar year 1986. With the help of key indicators, these statistics document activities in the ten KEBÖ associations. Indicators include the number and duration of events, participations, as well as information on trainers and staff of the institutions.⁴

The current situation, which is essentially a continuation of this development and is characterised by an increasing number of education and training providers and a differentiation of the funding landscape, will be described in further detail in the following sections. To date, five additional forms of institutional adult learning have developed on top of the federal institutions of adult learning and the free adult learning associations. They are described in greater detail in section 1.4.

1.4. Different players in the process

Both the responsibilities and the players in the Austrian adult learning landscape are highly complex. In addition to the public areas, which generally do not constitute the major share of "adult learning" in Austria, social groups are closely integrated and very active. Both the representative institutions of employees and the religious communities have a major influence through educational institutions and their (umbrella) associations and actively shape the adult learning landscape. From the start, the provider structure has to be understood as a social movement aiming to enforce particular interests, and not as a co-ordinated system of adult learning. This is one of the reasons why the mutual effects of adult learning and the largely public educational system are a recurring topic in Austrian debates on adult learning. Due to differing legal structures and pedagogic models, recognitions between these two sectors have been successful only in individual cases (see section 2.2.2. below).

To provide a clear overview, the legal framework will be presented first, followed by the different types of institutionalised educational processes for adults.

1.4.1. The legal framework

Austria is a federal state characterised by a strong system of subsidiarity. Part of this set-up are the regional authorities (*Gebietskörperschaften*), which have legislative competences. Legislative competences exist both at the federal and at the provincial (*Länder*) level. *Länder* competences include all matters not expressly under the competence of the State or Federal Government (*Bund*) (Art. 15 Federal Constitution, B-VG). Federal administrative matters are handled by the ministries. Provin-

4. For further data please refer to section 1.4.2.

cial governments elected by the respective parliaments are responsible for implementation in the *Laender*. The chambers, i.e. groups defined by economic or professional criteria, are integrated into the political process mainly by way of review and inspection rights, which secures the representation of their members. The Austrian solution of independent self-administration in social and vocational/professional matters is an international exception. Austria has a comprehensive system of vocational/professional self-administration through chambers with statutory membership, as well as through organisations with voluntary membership.

The legal competences of the adult learning system date back to after the Habsburg monarchy (El Beheiri, 1995). It is obvious that the changes in society since 1919 required structural adjustments. The 1973 Adult Learning Promotion Act has contributed to professionalising non-profit adult learning and produced numerous impulses for the continuing education and training landscape. It created a legal obligation to provide adult learning without, however, setting any specific amounts and without changing the basic competence structure. Also, it guaranteed independence for the professional associations because the Federal Ministry committed itself not to intervene into programme or curricula-planning. Also, neither the educational methods used nor the staff assigned are to be decided by the institution providing the financial resources. The same can be said of the 1985 restructuring of adult learning at the Ministry of Education. The newly created group for adult education and popular libraries with a special department for adult learning co-ordinated the promotion and subsidy system and co-operation with the associations. The Federal Institute for Adult Learning as well as seven promotion units with library units in the *Länder* (with the exception of Vorarlberg and Vienna) were also subordinated to it.

Currently adult education is administered by one department at the General Directorate responsible for the training of teachers and non-teaching supervisory staff, general pedagogical issues, adult education, educational guidance and counselling at the Ministry for Education, which covers the role of the former group for adult learning. Competences for funding are administered in another department. Public libraries have been assigned to the scope of competences of the General Directorate for Culture and the Arts. Competences for adult learning at schools and universities (e.g. schools for employed persons, university courses, *Fachhochschule* courses for employed people) by contrast clearly come within the competences of the federal Ministry for Education (formerly the two ministries for education and for science) and are governed by the legal provisions for this sector.

The competences for the subject areas covered by adult learning are widely distributed between the ministries. The competence areas for "corporate learning" and "labour market qualifications" lie with the Federal Ministry for Economic Affairs and Labour, competences in connection with health and the handicapped lie with the Federal Ministry for Social Security and Generations, and agriculture and forestry-related competences with the Federal Ministry for Agriculture, Forestry, the Environment and Water Management. The Federal Ministry of Finance is the competent authority in tax issues.

As a result of the actual competences of the *Laender*, different structures and regional particularities have developed. Some budget lines are partly administered in specific administrative units, whereas others are co-ordinated by non-profit units subsidised with funds from the *Laender*. In addition, individual subsidies from provincial funds have been established in almost all *Laender* and designed as course subsidies – partly in close co-operation with the players on the labour market.

Learning offered as part of active labour market policy is legally based on the Labour Market Service Act and the Labour Market Promotion Act.

1.4.2. Players in adult education

Two core types of adult learning can be identified by educational qualification: offers leading to an officially recognised qualification (certificate) corresponding to school or university qualifications and offers not corresponding to such criteria. CEDEFOP experts observe a policy of lifelong learning leading participants in adult learning towards initial vocational training qualifications. "Austria, on principle, supports (...) the introduction of modularisation programmes, systems for the recognition of previously acquired knowledge and skills as well as portfolios for further general and vocational adult learning, but generally pursues a rather cautious strategy trying to integrate new forms into the existing formal crediting systems." (CEDEFOP, 2002).

This becomes possible in training courses with curricula identical to those in initial education, accessible for employed people or in specifically designed preparatory courses for external students. University courses are a special type as they lead to officially recognised qualifications without any correspondence in the initial vocational training system. Provider institutions have different legal forms, ranging from public education institutes to non-profit organisations, or other private providers.

The majority of courses and qualifications on offer belong to the area of non-certified options. Nevertheless, qualification-oriented offers, particularly of a higher vocational qualification and those offering the possibility to obtain qualifications at a later point in life, have a key importance in the discussions on adult learning policies.

The State (Federal Government)

Federal adult education (as defined by the 1973 Adult Education Promotion Act) until recently mainly comprised a Federal Institute for Adult Learning (BIFEB) as well as seven promotion units for adult learning in all the *Laender* with the exception of Vienna and Vorarlberg (BMUK, 1999). At the beginning of 2003, the tasks of the promotion units were transferred to the competence of the *Laender* under an agreement between the *Laender* and the federal government. Due to a new regulation (valid as of 1. January 2004) the Federal Institute will increasingly act autonomously and serve as a competence centre for CET. This competence centre shall fulfil the following tasks (BMBWK, 2001):

- the professionalisation of adult learning through associations integrated into the European system as well as cross-provincial basic and further education of full-time, part-time and honorary trainers in adult learning, educational and career advisers, and librarians, including the development of quality standards and the certification of vocational qualifications;
- the national and international provision of services in connection with the education and training focuses of the Federal Ministry for Education, Science, and Culture and the European Commission (promoting educational awareness and the willingness to engage in CET; developing innovative organisational, methodological and didactic models; performing systematic fundamental work and participating in application-oriented research in adult learning and CET; guidance and the transfer of know-how; providing support for and carrying out of EU research programmes).

Public institutions such as schools and universities also offer courses for adults. These are listed in section 2.2 on "Providers", broken down by the qualifications awarded.

Länder and municipalities

As described in the analysis of the legal situation, constitutional competences of the *Bund* do not include adult learning. Therefore, this is the policy field of the other regional authorities – the *Laender* and municipalities. Policies differ between the *Laender*: They range from the provision of funds for adult learning institutions or their umbrella organisations (example: Vienna) to departments in the administrations of the respective *Land*, some of which are responsible also for other educational issues (such as *Fachhochschule* courses).

In all *Laender* but one, financial means for individual support for participants in adult learning have been made available. Entitlements to support (individual requirements, educational targets, etc.) and the amounts of funds vary considerably. Currently it cannot be said how and in how far the promotion units (*Förderungsstellen*) for adult learning, which have now been transferred to the competence of the *Laender*, will be integrated into these structures.

The Individual Learning Account scheme (*Bildungskonto*) of the *Land* Government of Upper Austria is presented below, as it has become an example of good practice, key in the national discussions.

Case of good practice: The Upper Austrian *Bildungskonto* for employees

The Government of Upper Austria supports the participation of employees in adult learning courses in quite an innovative way by means of an educational voucher system. Up to now 65,000 employees have received support through the Upper Austrian *Bildungskonto*. About 16,000 applications are registered per year. The budget increased from about 695,000 EUR in 1994 to nearly 8.6 million EUR in 2002.

- *Main aims*: improvement of adult education and employment opportunities. In principle, only residents of this federal state are eligible. Although the focus is on employees, women on maternity leave as well as persons who want to return to working life are included as well. The main rationale of this voucher system for adult learning is *co-investment* in form of a reimbursement of course costs to increase participation rates: up to 50% (with a maximum limit of 730 EUR) of the course costs paid by the individuals are reimbursed by the competent governmental department of Upper Austria. Successful completion of courses (e.g. acquisition of a certificate) entitles applicants to an additional amount of 1,460 EUR. Groups with special needs can get even higher support (e.g. women on maternity leave, employees who have not completed compulsory education, older persons).
- *Administration of the voucher system*: the applicant has to submit a form at the office of the Government of Upper Austria within 3 months after the end of the respective learning programme.
- *Quality of education*: The voucher system has relevance also for the aim of *improving and ensuring the quality* of adult education and training provisions. Support of course costs is limited to providers which meet certain quality standards (e.g., Upper Austrian Quality Label).
- *Topics*: Most courses supported are job-related or of a transversal content: on the top of the list of courses chosen are IT courses and courses with engineering or commercial contents, language, health and social topics. Public support is very frequently used for preparation courses (e.g. apprenticeship-leave examination, industrial master craftsman exam and the preparation course).

Companies

Companies are frequent venues of adult learning: courses within the enterprise, at supplier firms, and at the parent company are an increasingly important type of vocational qualification; and so is informal learning on the job. Most frequently, the course participants' reply to the question "Apart from courses, which other form of further and continuing training did you engage in during 1999?" was "experience exchange with colleagues" at 56%, "specialist literature" at 48%, and "CET events at the company" at 27% (Schneeberger, 2001). This shows the relevance of informal learning processes in the company (and the role of knowledge management as an approach to making them possible).

All Austrian enterprises are members of the Economic Chambers. Funding for these public-law bodies is regulated by law. The nine Regional Economic Chambers have the Institutes of Economy Promotion of the Austrian Economic Chamber (WIFIs) as their service centres. Their aim is to improve the specialist and entrepreneurial qualifications and to provide assistance in company-specific questions⁵. During the academic year 2001/2002, WIFIs in Austria organised approximately 24,500 events with about 306,500 participants and 16.1 million participant hours (WIFI, 2000).

The sector of agriculture and forestry offers a regional network of adult education institutions (LFI).

The business associations – the Austrian Federal Economic Chamber (WKÖ), the Federation of Industry and the Chambers of Agriculture – promote adult learning on a policy-of-interest level (e.g. they obtained an increase in the tax allowance for training expenses to 20%⁶) and by organising a large number of concrete measures of continuing education and training benefiting, in particular, graduates of vocational training. For example, the WKÖ together with the BMWA allocate funds for apprenticeship graduates intending to take a *Berufsaugabeprüfung* exam.

Business associations play an active role in labour market policy in the framework of social partner involvement in the Public Employment Service (AMS) bodies at federal, provincial, and regional levels.

Businesses (i.e. the professional associations and individual enterprises) have for decades supported the Austrian Adult Educational Association (VWG) as a regional pivot of information between enterprises, schools, and adult education institutions.⁷ The VWGs are particularly important for the adult education of teachers. According to the 2002 Lifestyle study, 5% of employees in education have already participated in a VWG event.

In addition to earlier approaches, activities by business associations related to *Fachhochschule* courses are also becoming more prominent. Through the WIFIs, the Economic Chambers, either independently or together with other institutions, run Universities of Applied Sciences in the *Länder*.

5. See www.wifiwien.at

6. From 2002 on, the special tax allowance of 20% for expenses on continuing vocational training applies also to in-house initial and continuing vocational training institutions, under the following conditions: a certain independence of the corporate division responsible for continuing vocational training (e.g. independent accounting); formalised learning contents in the form of seminars, courses, etc. and proof of attendance (invitation, participant list, hours). A flat upper limit of 2,000 EUR was introduced per calendar day and (initial and continuing vocational training) measure.

7. VWG was established in 1957 as an independent association, whose members, the regional associations, are autonomous associations in the *Länder*. <http://www.vwg.at>

A completely novel approach still under development is the promotion of regional "education clusters". These are voluntary co-operations between enterprises and training establishments at the regional level. Several clusters have already been launched. The BMBWK is the main partner of the Austrian Federal Economic Chamber in the set-up of a central office for clusters (*Bildungscluster-Büro*), which acts as a supra-regional information platform.⁸

Trade unions

The interest representation of employees is basically structured in three forms. First, trade unions are partners in collective bargaining at sectoral level and the works councils, as in-company representations of interest, are part of the enterprise context of training. Secondly, unions and Chambers of Labour participate in the AMS administration as the institution with the largest demand in the continuing education and training market. Finally, unions and the Chambers of Labour act as training providers, contractors of training providers, and funding institution for their members and officials (Lackinger, 2002).

Co-operation at sectoral and company levels

Questions of initial and continuing education and training are actually of relatively minor importance in collective agreements. A 2000 survey of all collective agreements aiming to analyse special arrangements on continuing education and training measures produced scarce results. Only in 33 out of 1,400 collective agreements, specific arrangements were found. Initial and continuing education and training is obviously settled at the company level and, in case of the public service, in the respective competent offices. An analysis of those elements in collective agreements with relevance for continuing education and training produced the following categories by which relevant contents can be analysed more closely:

- subject of the regulation: issues relating to working hours and course fees, definition, etc.;
- binding character: are provisions compulsory or optional?
- employee groups addressed by or included in the agreement.

Areas with relatively far-reaching collective agreements are "finance/banks and insurances" and certain branches in the sectors "metal - textile", "art, media, professions" (Bergmann, 2000).

Co-operation in the framework of the Public Employment Service (AMS)

The AMS is structured in federal, provincial, and regional organisations with nine provincial and 97 regional offices as well as ten branch offices. On all these levels the social partners (representatives of the Economic Chamber, the Federal Chamber of Labour, the Austrian Trade Union Federation (ÖGB) and the Federation of Austrian Industry) are included and have a major share in the decision-making on all organisational levels.

Training activities for members and officials

Union learning in the strict sense addresses the main goal of "training for solving conflicts in society" taking into account the basic values of "solidarity", "solidary action", "critical awareness", and "social consciousness" (Hahn, 1986). These activities are addressed to officials, members of works councils as well as union members in general.

8. <http://www.bildungscluster.at>

Regarding vocational and job-related qualifications, the Austrian Trade Union Federation (ÖGB) and the Chambers of Labour run Vocational Training Institutes (BFIs, whose umbrella organisation is represented in KEBÖ) acting as regional providers with a focus on labour-market policy training.⁹ These Vocational Training Institutes exist in eight of the nine Austrian *Laender*, with two supra-regional institutions specialising in the certification of persons and in e-learning. In 2001, they counted over 160,000 participations in 14,190 events.

The Public Employment Service Austria (AMS)

With the Labour Market Service Act of 1st July 1994, the Department of Employment (*Arbeitsmarktverwaltung, AMV*) was taken out of the scope of responsibilities of the Austrian Federal Ministry for Labour, Health and Social Affairs and constituted as a service company under public law. In 2001 staff at the Federal Administrative Office and the provincial and regional offices totalled approx. 4,500. The Public Employment Service Austria (*Arbeitsmarktservice, AMS*) is organised in federal, provincial, and regional organisations with nine provincial and 97 regional offices, as well as ten auxiliary units.

The basic purpose of labour market training is to reduce imbalances between offers and supplies on the labour market by teaching vocational or job-related know-how and skills as well as personal and social competences. The aim is not only to provide concrete preparation for the entry into the labour market to clients looking for jobs, but also to boost their overall chances of integration into the labour market over a prolonged period by improving their skills. This goal also includes smoothing out any gender-related disadvantages and support in dealing with structural changes. Labour market training starts with the individual. It is primarily addressed at people out of a job or at risk of becoming unemployed.

In Austria, the AMS – an institution under public law that is financed by both employers and employees – is the key player in the implementation of labour market policies. Consequently, the representatives of these groups are included in its administration at the federal, provincial, and regional levels. The AMS itself is no provider of training. In cases where it is considered useful to train a person's skills due to labour market circumstances, participation in a training offer will be paid for. There is no legal claim to such a participation in skills training measures and the acquisition of qualifications. For areas where there is no adequate educational offer to balance quantitative or qualitative imbalances on the labour market, the AMS can commission adequate institutions to organise training measures. In this case the AMS will be responsible for evaluating demand and for the planning, implementation and efficiency of measures. The execution itself is based on a contractual agreement and is handled by the respective institution or company that was commissioned for the measure.

Three forms of measures can be distinguished in terms of their purpose:

1. orientation: creating the pre-condition for a qualification/skills training measure or integration into the labour market;
2. initial and continuing training: specialist qualification;
3. training related to a job start: acquisition of personal or social skills related to the job.

In 2001, support was approved for almost 500 000 cases. Table 1.1 shows the distribution by type and gender. Both in 2000 and in 2001, the average duration of qualification measures was 79 days. In 2001, the focus was on women and older employees (45+) (AMS, 2002a).

9. See Annex 2 and <http://www.bfi.at>.

TABLE 1-1:

Distribution of AMS-supported measures in 2001

	Men		Women		Total	
	%	Total	%	Total	%	Total
Qualification measures	44.40	185,529	55.60	232,714	100.00	418,243
Job subsidies	52.30	16,719	47.70	15,268	100.00	31,987
Other support	36.50	18,057	63.50	31,405	100.00	49,462
Total measures		220,305	54.03	279,387		499,692
For unemployed clients	46.50	210,200	53.50	241,476	90.40	451,680
For employed clients	21.10	10,105	78.90	37,911	9.60	48,016
Total	44.10	220,305	55.90	279,387	100.00	499,692

Source: AMS 2002a.

Educational leave

The AMS has also been commissioned to administer the educational leave (*Bildungskarenz*) introduced in 1998. Such an educational leave can be agreed between the employer and the employee for a minimum of three and a maximum of twelve months. During this time the person on leave receives a further training allowance from the AMS, whose amount corresponds to standard rates (fixed daily allowance independent of income). The amount of this further training allowance for people aged 45 and over equals the corresponding unemployment benefits, if such benefits are higher than the allowance. The purpose of the educational leave is:

- to obtain school or university qualifications or learn foreign languages
- to improve staff qualifications and cut wage costs to a certain degree
- provide AMS support for the recruitment of substitute staff

Recipients of such further training allowances are covered by health and accident insurance; moreover, since 1st January 2000, the periods for which such allowances are received after the age of 45 have been recognised as substitute periods for the acquisition of pension rights.

1.4.3. Provider and financing structures in adult learning

To complete the background report, this section presents an overview of funding, by provider and source of finance. Financing issues in adult learning were a key issue of Austria's contribution to the OECD study on the financing of lifelong learning (1998).

TABLE 1-2

Provider structures and financing of key offers of adult learning

Institutions/ Providers	Financed (primarily) by		Form of financing				Number of participations
	Public	Private	Public structural support	Other structural support	Project support	Participation contributions	
BIFEB	X		X		X	X	No data published
KEBÖ associations		X	X	X	X	X	3,315,266
Preparation courses for the lower secondary school qualification for adults		X		X	X	X	800
Preparation courses for the exceptional admission to the apprenticeship-leave exam		X		X		X	No data published
Schools and colleges for employed people and post-secondary qualifications	X		X				11,000
BRP (<i>Berufsreifeprüfung</i>)		X		X	X	X	6,000
Universities, degree programmes, new entries, 25+	X		X			X	800
FH-courses part-time		X	X	X		X	3,700
SBP (<i>Studienberechtigungsprüfung</i>)		X		X	X	X	1,600
University programmes & DUK	X		X				7,700
Training providers of the profit-oriented sector		X			X	X	No data published
Labour market qualification		X	Labour market funds				500,000

Source: Authors' own calculations.

In his comparative international typology of financing of CET, Bodenhöfer (2000) describes three types: market regime, bureaucratic regime, and mixed regime. Austria belongs to the mixed group: on the one hand, a main emphasis is on active labour market measures based on legally regulated funding, and on the other, largely market-supported activities.

In Austria expenditure concerning adult learning is channeled via *three* types of funding: public, labour market and private expenditure.

Public funding

Public expenditure: subsidies for adult learning, schools for employed people and *Fachhochschul-*courses for employed people are mainly borne by the federal government; the *Laender* and municipalities provide subsidies for individuals and for institutions. The expenditure for the administrative structures of public institutions which have not been established exclusively for adult learning (e.g. universities) cannot be considered here.

Official figures on expenditure for the continuous education and training of public sector employees are not available. Due to their specific occupational and educational structures (teaching and cultural professions, administrative professions, occupations in the health and social sector, etc.)¹⁰, public sector employees – according to all available surveys – boast higher participation rates in CVT than employees in an average of branches in the private sector. A very cautious estimate - based on figures for overall expenses borne by private (see below) and public employers - could be 275 million EUR direct training costs and 450 million EUR total training costs of public employees¹¹.

Altogether, public expenditures (not counting those for public employees) amount to 330 million EUR. In connection with public funding, tax breaks for companies and employees are to be mentioned additionally. Unfortunately no data exist on this aspect. Due to the recent extensions of these possibilities, this form of the indirect and/or incentive financing will become more important.

Funding by the AMS

The financial resources of the AMS are based on statutory contributions of employers and employees. According to the AMS Operational Report for 2001, total expenditure for active labour market policy was 599 million EUR, with respect to qualification measures in a narrower sense of the word it was 353 million EUR (about 60%). For 1999 an even higher amount of 465 million EUR for AMS training measures was published; this is due to the inclusion of special dedicated money and to the funding of educational leaves.

Altogether, published data for annual expenditures of the AMS between 1999 and 2001 vary between 353 million and 465 million EUR. An important part of funding by the AMS comes from European Social Fund activities which financed about 65 000 subsidy cases in 2002. 75 per cent of all ESF-funded projects take place in SMEs, where a certain amount of counselling is usually included.

10. Schneeberger (2001).

11. To estimate the overall expenses borne by employers in relation to labour costs (1.3%) for 1999, figures for labour costs calculated by *Statistik Austria* were used. According to information published by *Statistik Austria*, employees' remunerations in 1999 totalled 103.69 billion EUR (*Volkswirtschaftliche Gesamtrechnung 1977 bis 2001, Hauptergebnisse*, Vienna, 2002, p. 39).

Private Funding by companies and citizens

Statistik Austria published an extrapolation, based on the results of CVTS-2, of 723 million EUR as total costs and of 437 million EUR as direct training costs of enterprises with ten or more employees.¹² CVTS-2 does not cover micro-enterprises and employees in the public sector, the health sector, the entire agricultural sector and possibly a part of the liberal professions. To cover all CVT expenses borne by private employers, one has to go beyond the above quoted numbers. To cover all employees in the private sector including enterprises with fewer than ten employees (over 20% of the sector) and avoid an underestimation, we need to add an amount of about 20%. Thus, rough (rounded off) figures of 520 million EUR direct costs and 860 million EUR total training costs can be assumed. Another recently published estimate (based on additional assumptions) amounts to EUR 505 million for direct expenses and 850 million for total expenses (Markowitsch and Hefler, 2003, p. 112). There are no recent and empirically reliable data about the private expenditure of citizens. A rough estimate for 1996 amounted to 10.9 billions ATS, or more than 790 million EUR (Schneeberger and Kasthuber 1998). Austria's contribution to the OECD study on the financing of lifelong learning (1998) used a similar estimation. Since the participation in adult education increased since 1996, this figure might be accordingly higher.

Altogether, private expenditures for adult education amount roughly to 1.300 million EUR.

Generally speaking, the data base for financing sources and financial flows in Austria needs to be further developed. Also, the comparative presentation of data is only at the beginning. Accordingly, there are pronounced disparities between these figures in the corresponding literature. The 1998 financial report for the OECD provides an overview of the current situation (Ofner and Wimmer, 1998). A more recent report has been prepared for CEDEFOP, but is not published yet (Dornmayr *et al.*, 2003).

The amount of funding provided by the various institutions is an essential indicator. But especially over the past few years, the implementation of various funding mechanisms by funding bodies is becoming important as well. Compared to the shrinking traditional subsidy practice, new forms of financing such as project financing and individual subsidies are of increasing importance. This applies both to public funds and also federations and unions.

12. Statistik Austria (2003).

TABLE 1-3:

Financing of adult learning and CET in Austria

Financial source		Offer	Financing volume in million EUR		
Public ¹³	Federal government, 1999, 2000 or 2001	Adult learning subsidy	20.4		
		Schools for employed people	151.2		
		Tax breaks for companies and employees	No data published		
		FH courses for employed people	24.3		
		Danube University DUK	5.3		
		BMLFUW (partly incl. ESF-funds)	18.2		
		Expenditures for the further training of teachers (<i>Pädagogische Institute</i>)	25.7		
		Expenditures for training of civil servants (<i>Verwaltungskademie</i>)	5.2		
		Laender governments and municipalities, 2000 or 2001	Budgeted, Employee subsidy models	78.5	
	DUK/Lower Austria		1.3		
	Expenditure for CET of teachers		No data published		
	FH courses for employed people		No data published		
	Total				330
	(Statutory) contributions or taxes	AMS "active labour market policy" measures, 1999-2001 (incl. ESF funds)	Direct training costs in 2001: 352.71 million (59%), including special expenditure and expenditure for educational leaves. Direct training costs in 1999: 465 million.	353 to 465	353-465
Employer Federations and Unions		Learning offers, course fee subsidies (learning vouchers, etc.), etc.	No data published		
Private	Companies with 10 or more employees (CVTS-2) 1999	Total expenditures: 850-860 (estimated) Direct course costs	505-520	1297-1312	
	Residential population	Estimate for 1998	792		

Source: AMS; IBW; OIBF; Statistik Austria, IHS; BMBWK.

13. Some items include EU funds.

1.5. Current government policies and recent initiatives in the field

The Austrian adult learning landscape is characterised by the following: definitions are not used in a uniform way; distinction between Technical and Vocational Education (TVE) and general education and training; pluralism of providers with little transparency; little co-operation and co-ordination between governmental measures; lack of legal framework conditions; providers with "ideological" backgrounds (Kailer, 1995a and Lenz, 1995). Especially in the framework of European employment policy activities and lifelong learning, it is becoming increasingly clear that comprehensive strategies are recognised as important for Austria as a business location. Comprehensive perspectives and co-ordinated measures have recently been launched (e.g. national Co-ordination Board on adult education).

Apart from employment policies (National Action Plans for Employment, Employment Guidelines, Community initiatives, European Social Fund), EU programmes started to impact on adult learning policy only very recently. Since 1999, ESF funds, complemented by national funds, have also been used to finance general educational initiatives and adult education. This applies to funds to support the acquisition of qualifications by adults (with the focus on *Berufsreifeprüfung*, *Studienberechtigungsprüfung*, lower secondary school qualification for adults), projects in connection with educational counselling and guidance, and projects on the quality of adult learning. Related EU EQUAL projects have just started up.

The following recent initiatives related to adult learning can be mentioned, both at federal and Laender level:

1994

- legal basis for the introduction of *Fachhochschule* courses for employed people (federal act)
- establishment of the Danube University Krems as a university-level institution of continuing education (with mixed funding from federal and provincial sources, tuition fees, and third parties) (federal act)
- certification according to ISO 9000 of the first adult learning institutions (starting with those active in labour market skills training schemes)

1996

introduction of an employee promotion model on the basis of individual subsidies (usually as a complimentary voucher) on *Laender* level (differing provincial acts), often in connection with quality labels for institutions (only participants of courses at recognised institutions are eligible)

1997

introduction of the *Berufsreifeprüfung* (BRP), which is equivalent to the *Reifeprüfung* Certificate of upper secondary schools: holders of a BRP-Certificate have access to all fields of study at universities

1998

- introduction of educational leave (federal act)
- intensification of activities in the GD for Adult Education in the BMBWK (Adult Education Action Plan) especially for second-chance education and educational counselling, since 2000 also with ESF funds

1999

- introduction of the university graduation study grant for employed people (federal act)
- Academy Study Act: connecting basic and further teacher training with the possibility of offering courses beyond the target group, especially for adult education

2000

- launch of the Austrian network for university-based continuing education at Austrian universities (AUCEN – Austrian Universities Continuing Education Network)
- eFit as an initiative (as part of eAustria) sets new media focuses at schools (eLearning), universities (eScience), adult learning (eTraining), and culture (eCulture)
- introduction and increase (2002) of a tax allowance for companies (20%) for corporate learning activities (at first external training only, meanwhile also in-house training activities). The tax allowances can also be paid as premiums. For employees certain facilities to deduct educational expenses in tax statements have also been widened (federal act)
- marketing of CET by the BMBWK as part of the Week of Adult Learning and the Information Days for CET
- additional crediting possibilities in specialised occupations and for languages at the BRP (regulation by the Federal Education Minister)

2001

- comprehensive consultation process on all levels in connection with the European Commission's Memorandum on Lifelong Learning and publication of a country report and background review (BMBWK, 2001)
- co-ordination workshops (BMBWK) to implement the government programme "on the comprehensive co-ordination of the entire area of adult education and CET" (also as a preparation for a national project group for the co-ordination of adult education and CET)
- launch of a network of qualification researchers promoted by the AMS

2002

- expansion of the Job and Study Fair (BeSt³) to include adults as target group
- implementation of three EQUAL-projects in the field of lifelong learning by the BMBWK
- New University Organisation and Studies Act for 21 Austrian universities introducing more autonomy for universities for which more activities in adult education are expected (federal act)

2. Adult learning: Participants, providers and returns

2.1 Participation in adult learning

Austrian education research does not offer any survey results providing exactly comparable data over a prolonged period. However, there is a number of different surveys which may be used instead (see Table 2-1).

For 1989, Statistik Austria specifies a participation rate of around 12% of employed people attending continuing education and training courses (Zeidler, 1990), whereas in the OECD study (see Ofner and Wimmer, 1998), the annual participation rate in further vocational training is set at 26%. According to CVTS-2, in 1999, 31.5% of Austrian employees attended courses of continuing vocational training in companies *during working hours*, including in-house training courses, training courses at other companies, as well as participation in courses offered by adult education providers (Nestler and Kailis 2002b). An IMAS survey conducted in September 2002 reports that 18% of working people "often" attend courses at institutions of adult education (IMAS-Report 2002). The difference between 31.5% and 18% is explained by the fact that 13% to 14% of continuing education and training courses are provided directly by companies.

Another empirical source is the 2002 Life-Style-Study (Fessel-GfK, 2002), in which 4,200 persons of the residential population aged 15 and over were interviewed. According to this study, 40% of respondents specified (at least) one specific continuing education and training activity in which they had participated during the twelve previous months. Among employed people the share of those specifying (at least) one continuing education and training activity over the past twelve months was 50%. Without any doubt, this percentage is based on a broad conception of continuing education and training that includes in-company training courses, courses with institutions of adult education, and self-organised forms of learning.

TABLE 2-1:

Participation in continuing education and training in the adult population on the basis of surveys and publications, 1989–2002

Respondents	Institute	Year of survey	(Random) Sample	Participation rate	Type and frequency
Employed persons	ST.AT.	1989	Micro-census	12%	Annual participation in further training courses
Employed persons	UBW/ibw	1996	2,579	26%	Annual participation in continuing education and training courses
Enterprises (with ten employees or more)	ST.AT (CVTS-2)	2000/01	2,612	31.5%	In-house or external course-style continuing vocational training in 1999
Employed persons	IMAS	2002	1,000	18%	Frequent courses attended at adult learning institutions (WIFI, BFI, VHS, etc.)
Employed persons	Fessel – GfK	2002	2,160	50%	Topic-related continuing education and training over the past 12 months (organised and self-organised learning)
Population aged 15+	Fessel – GfK	12/2002	1,000	16%	Frequent courses attended over the past 3 years
Population aged 16+	IMAS	2002	1,000	14%	Frequent courses attended at adult learning institutions (WIFI, BFI, VHS, etc.)
Population aged 15+	Fessel – GfK	2002	4,200	40%	Topic-related continuing education and training over the past 12 months (organised and self-organised learning)

Source: Statistik Austria; UBW/IBW; Fessel-GfK (2002); IMAS.

2.1.1. Participation in adult learning by educational attainment

Breakdowns by formal education show the well-known pattern that the higher the educational attainment, the more frequent is the participation in continuing education and training. The following table provides a first overview based on the Fessel-GfK population surveys and the Statistik Austria microcensus.

In a population survey from spring 2002, 40% of interviewees indicated that they had engaged in continuing education and training activities at least in one topic. This percentage reached 63% among those with a tertiary qualification and 26% among those with compulsory schooling. The biggest gap (20%) appears between Matura-holders¹⁴ (AHS or BHS) and people having completed an initial vocational education and training pathway (apprenticeship or BMS)¹⁵, but not the Matura exam.

14. The *Matura* exam qualifies to enter higher education.

15. Unfortunately, no differentiation can be made on the basis of the data available.

TABLE 2-2:

Participation in continuing education and training and change in the structure of educational attainment (%)

Highest educational attainment	1998–2000 no CET activity	2001/2002 engaged in CET activity	Percentage of population aged 20 to 64 (n=5,041,000)	Percentage of population aged 20 to 24; 2001 (n=477,600)
Compulsory schooling	56	26	22	15
Apprenticeship, BMS	34	31	52	45
AHS, BHS	16	51	18	38
University, post-secondary college, teacher-training college	8	63	8	2
Total	25	40	100	100

Source: Fessel-GfK (2002); Statistik Austria.

The advantage of people with qualifications from an initial education and training pathway (apprenticeship/BMS) over those with completed compulsory schooling is only five percentage points since this statistical category also covers young people preparing for an upper secondary qualification. This can be seen from the breakdown by topics (Table 2-3).

For all formal educational attainment levels, ICT was the most popular among continuing education and training activities. Language training ranks second among people with higher qualifications, whereas "other job-related topics" comes second for people with a completed first vocational pathway. In continuing education and training, people with higher educational qualifications have a bigger advantage regarding cross-sector qualifications than regarding "other job-related topics".

Another survey from late 2000 also emphasises the connection between the initial vocational education and training pathway and continuing education and training (Table A2-2a). Particularly relevant is the finding that an initial vocational education and training pathway upon completion of compulsory schooling leads to clearly higher participation rates in continuing education and training: this ranges from self-organised forms of learning such as specialist literature to attendance of continuing education and training courses or participation in corporate training.

TABLE 2-3:

Participation in continuing education and training over the past twelve months in the population (aged 15+) by educational attainment, in 2002 (%)

Continuing education and training topics (selection)	Compulsory schooling	Apprenticeship training, secondary TVE school	AHS, BHS	University	Total
	n= 588	1,824	1,275	514	4,200
ICT	14	13	24	32	19
Languages	11	5	12	14	9
Other job-related topics	3	8	11	13	9
Total (for eleven possibilities)	59	53	100	132	78
<i>At least one reply</i>	<i>26</i>	<i>31</i>	<i>51</i>	<i>63</i>	<i>40</i>

Source: Fessel-GfK (2002). See also Table A2-4.

As educational attainment in the population has significantly changed over recent years (Table A2-1 a, b), it is necessary to take into account altered expectations in adult learning as well. Formal educational attainment levels have clearly changed over the past decades as can be seen from a comparison of the age groups 20-24 and 20-64. Only 15% of respondents aged 20-24 have not obtained any formal qualifications after completing compulsory schooling; 35% have completed apprenticeships (dual training in the company and at vocational school), 10% have secondary TVE school qualifications (BMS) and 40% have higher qualifications (of which 2% are university graduates).

2.1.2. Participation in continuing education and training by gender

Participation by men and women aged 15 and over in CET hardly differs in terms of frequency of activities during the last twelve months, but differs by specific topics, forms of learning, and chosen providers. There are hardly any differences in terms of the percentage of people considering themselves to be actively engaged in CET activities. In the spring of 2002, four out of ten respondents said that they had undertaken topic-related CET during the last twelve months. The gender-specific gap is most pronounced for "technology/natural sciences". Men also lead in ICT, even if women also have a relatively high participation level. Women were more active in languages, health, and education (Table A2-5).

TABLE 2-4:

Participation in continuing education and training over the past twelve months in the population (aged 15+) by gender and learning topic, in 2002 (%)
(more than one answer possible)

Topics of continuing education and training (selection)	Women (n=2,186)	Men (n=2,014)	Difference
ICT	17	21	4
Other job-related topics	8	10	2
Technology, natural sciences	3	9	6
Languages	10	8	-2
Total replies (out of eleven possibilities)	77	80	
<i>At least one answer</i>	<i>39</i>	<i>41</i>	<i>-2</i>

Source: Fessel-GfK, 2002 (see Annex tables);

An analysis of the forms of participation (and learning venues) of continuing education and training among the residential population shows that, with the exception of course attendance, women generally engage less in continuing education and training activities. Women have lower participation rates both in terms of self-organised forms of learning as well as access to corporate training (see Table A2-2b). Using the results of the company survey in the framework of CVTS-2, women do not lag behind, despite considerable sector-specific differences (see Table A2-10). This makes it clear that disadvantages in terms of access to corporate training are related to the gender-specific percentage of gainful employment.

Over the past decades, women have caught-up in terms of participating in upper secondary education and training and have overtaken men in higher education (46% of women aged 20-24 and 34% of men have higher educational qualifications). Among apprentices, however, the share of men in this age group is much higher: 44% compared to 26% (Table A2-2). Gender-specific vocational learning routes certainly are important for learning-related and social integration, but also for the future development of adult learning; whereas 44% of young men have apprenticeship qualifications, twice the percentage of those having qualifications obtained through TVE full-time school pathways (BMS and BHS combined), this is not the case for women whose ratio of apprenticeship qualifications and BMS/BHS qualifications is 26% and 32%, respectively.

If the 2001 micro-census data by age group, gender and highest educational attainment are empirically valid at this level of disaggregation, there seems to be a problem with young men resulting from the growing share of men that have not completed their education (Table A2-1b). A comparison between age groups shows that the number of people without any upper secondary qualifications has, for the first time, slightly risen among men, but not among women of the same age group.

2.1.3. Continuing education and training by age group

Age is a major factor for participation in continuing education and training. A comparison of the population aged 20 and over shows that people aged 20-29 are most active. In the 2002 survey quoted above, almost six out of ten respondents from this age group mentioned at least one topic-related continuing education and training activity during the past twelve months. The total number of topics specified was also largest by far. A significant drop occurs for those aged 50 and over. The 2002 survey is confirmed by earlier surveys (see Annex Tables). This drop in participant numbers aged 50+ is conspicuous and already known from earlier surveys – this represents one of the major challenges for Austria, especially as the rate of gainful employment among people aged 55-59 (41%) is about ten percent below the EU-15 average (European Commission, 2001a).

TABLE 2-5:

**Participation in continuing education and training over the past twelve months by age,
in 2002 (%)**

Topic (selection)	Age in years				
	20 – 29 n=	30 – 39	40 – 49	50 – 59	60+
ICT	29	18	26	18	5
Other job-related topics	14	14	13	6	1
Languages	13	6	7	5	5
Total answers (for eleven possibilities)	117	86	97	60	27
<i>At least one answer</i>	58	47	51	34	16

Source: Fessel-GfK (2002)

A breakdown of frequent forms of learning by age group also shows clear differences. Specialist literature (books or magazines) is the most frequent form of self-organised learning for people aged 30-45, whereas media- or computer-aided learning ranks first for people under 20. Participation rates in organised continuing education and training (such as courses or events) rise up to the age of 45, after which they drop significantly. Training in enterprises drops at 44+, which is probably related to the rather low employment rate of those aged 55+.¹⁶

2.1.4. Adult learning by labour force status

Gainful employment also means broader access to adult learning. The survey from the spring of 2002 clearly reflects this fact both in quantity and in quality. There is clearly a more frequent participation in ICT courses and other "job-related" topics. For other topics (such as languages) continuing education and training participation is not related to employment. This also shows that it is the command of foreign languages in particular which provides benefits for both work and free time.

TABLE 2-6a:

**Participation in continuing education and training over the past twelve months
by labour force status, in 2002 (%)**

Topics of continuing education and training (selection)	Employed (n=2,160)	Not employed (n=1,545)	Difference
ICT	25	12	13
Other job-related topics	14	3	11
Languages	8	10	-2
Total replies (for eleven possibilities)	95	54	41
<i>At least one reply</i>	50	28	22

Source: Fessel-GfK (2002)

A further differentiation of participation in continuing education and training over the past twelve months by the respondents' job produces the well-known vertical qualification structure. Respondents in managerial positions boast the highest continuing education and training rate not only in ICT but also in other topics.

Almost half of the non-executive staff/public officials and a quarter of skilled workers state that they have taken part in CET activities in ICT or "other job-related topics" during the past twelve months. Language training is restricted to salaried employees/public officials and the self-employed; here the difference to blue-collar workers is much more pronounced than for ICT. On the other hand, continuing education and training in technology and sciences is also popular among skilled workers, crafts are still more popular (Table A2-9).

As can be expected, ICT courses (with a share of 26%) were relatively popular among respondents who were unemployed at the time of the survey; business-related courses come in second place.

16. The high shares in the 15-19 age group result from apprenticeship training.

TABLE 2-6b:

Participation in continuing education and training over the past twelve months by occupational status, in 2002 (%)

Topics of continuing education and training		Executive staff/public officials	Self-employed/liberal professions	Non-managerial employees/public officials	Farmers	Skilled workers	Unskilled and semi-skilled workers	Unemployed
	n=	249	191	951	110	518	297	89
ICT		39	29	32	18	11	12	26
Other job-related topics		20	12	16	10	15	1	8
Languages		15	11	11	0	3	2	7
Total replies		133	119	114	75	73	38	75
At least one reply (for eleven possibilities)		66	61	60	39	38	25	39

Source: Fessel-GfK (2002)

2.1.5. Results of the Labour Force Survey

The results of the Eurostat Labour Force Survey (LFS) offer empirical information on participation in continuing education and training within a very short period, i.e. the previous four weeks. The informative variables of continuing education and training discussed above are taken into account. This allows for verifications of results obtained so far, but also for further insights.

Even this very short-term observation confirms the continuously declining participation of older age-groups in CET. A differentiation by labour force status and gender shows a more frequent participation of unemployed women.

The breakdown by formal education and gender also provides confirmations and interesting differentiations. A breakdown by formal education shows the well-known correspondence with the vertical education structure. Women with secondary academic education (AHS) or university degrees show the highest participation rates and women with apprenticeships, the lowest.

TABLE 2-7a:

Participation in continuing education and training over the past four weeks by labour force status and age, in 2001 (%)

Labour force status and age of respondents	Men		Women	
	in thousands	in %	in thousands	in %
<i>By labour force status</i>				
Employed	2,059.5	9.1	1,457.6	9.5
Unemployed	113.9	10.3	80.3	15.1
Retired	773.4	0.6	944.9	0.7
Household only	-	-	601.1	2.9
Parental leave	-	-	89.6	2.0
<i>By age</i>				
25–29 years	269.8	11.7	277.6	10.0
30–39 years	704.7	8.9	691.3	8.4
40–49 years	575.2	6.9	566.0	7.1
50–54 years	252.9	7.1	253.6	5.1
55–59 years	228.4	3.2	238.8	2.6
60–64 years	211.9	1.7	227.1	1.6
15+ total	n=3,186.8	8.8	n=3,452.2	8.0

Source: Statistik Austria, LFS 2000/2001, Vienna 2001.

TABLE 2-7b:

Participation in continuing education and training of persons with formal upper secondary qualifications, over the past four weeks, by educational attainment and gender, in 2001

Secondary qualifications and beyond*	Men		Women	
	in thousands	in %	in thousands	in %
Apprenticeships (vocational school)	1,434.9	5.2	927.0	4.4
Secondary TVE school	239.5	8.9	444.2	7.6
Secondary TVE college (completed with a Reifeprüfung Certificate and TVE Diploma)	66.2	9.6	70.9	10.7
Secondary academic school	215.5	14.9	248.6	17.5
Secondary TVE college (normal form)	204.2	14.1	195.8	14.5
Tertiary colleges	44.4	12.3	71.9	16.3
University	209.5	11.7	143.0	17.4
Total	N=3,186.8	8.8	n=3,452.2	8.0

* Respondents without compulsory schooling qualifications or upper secondary qualifications have not been taken into account, as the required extraction of pupils or apprentices is not possible on the basis of the data published.

Source: Statistik Austria, LFS 2000/2001, Vienna 2001.

2.2. Providers of adult education

Companies and adult education institutes (e.g. WIFI, VHS, BFI, etc.) are the most frequent learning venues of adults in terms of courses, seminars, and lectures. The respondents' own company as well as other enterprises (equipment suppliers, parent/associate companies) are among the most frequently quoted learning venues. At the end of 2000, 16% of respondents mentioned continuing education and training courses as a frequent form of continuing education and training.

TABLE 2-8:

Participation in continuing education and training over the previous three years, residential population aged 15+ (n=1,000), in 2000 (%)

Forms of learning	Very often or often	Seldom	Never
Reading specialist books or magazines	32	16	51
Special training in company where employed	21	12	66
Attendance of lectures	18	20	61
Further education and training courses	16	16	66
Seminars	15	14	71
Continuing vocational education and training at home using media such as CD-ROM, video/audio tapes, on-line courses, etc.	9	10	80
Special training at other company or external product training	6	6	86
Evening classes, post-secondary courses in TVE, second-chance university enrolment	3	3	93

Source: Fessel-GfK (2002)

The 2002 *Life-Style-Study* allows for an approximate estimate of the relevance of the adult education providers in this country. Respondents were asked whether they had already "made use" of the education providers included on a list. The Institute for Economy Promotion of the Austrian Economic Chamber (WIFI) and the adult education centres (VHS), both of which have established institutes of adult education in all Austrian *Länder*, rank top on the list of frequency of use. The WIFI is clearly ahead among the workforce (37 vs. 28% of respondents); in the 15+ population, it tops the list with a narrow margin before the adult education centres (28 vs. 26%). Other quantitatively strong providers with a relatively high frequency of answers are the BFI, "other providers", and "private providers".

As can be assumed from the breakdown by educational attainment, "other possibilities" sums up the following institutions: personnel training centres for public-service employees, in-service teacher training colleges, and continuing education and training offered by academic professional associations.

In spring 2002, about 15% of the employed said that they had already made use of continuing education and training organised by "private providers", which include a large number of different education and training providers. These are clearly more relevant in company-based CVT (according to CVTS-2) than in the population's general and job-related continuing education and training activities.

TABLE 2-9a:

**Percentage of respondents who have "already made use of"
the following possibilities of continuing education and training, in 2002 (%)**

Continuing education and training option	Population 15+	Employed	Difference
	n=4,200	n=2,160	
Training in company	32	44	12
Economic Promotion Institute (WIFI)	28	37	9
Adult education centre (VHS)	26	28	2
Vocational Training Institute (BFI)	14	19	5
University	13	15	2
Other options	11	16	5
Private providers	11	15	4
Catholic and Protestant Educational Associations (<i>Bildungswerke</i>)	11	11	0
Ländliches Fortbildungsinstitut (LFI)	5	7	2
Fachhochschule	4	5	1
Adult Educational Association	2	2	0
No information	36	26	-10

Source: Fessel-GfK (2002)..

2.2.1. The KEBÖ (Austrian Conference of Adult Education) Associations

Another important data source providing an informative overview of the provider landscape is the annual KEBÖ statistics with information on participation and length of courses. Since 1986 they have been documenting their activities in a joint statistics.¹⁷ Information, however, is not complete and does not include data on providers that are not part of KEBÖ (e.g. teacher training colleges).

It is not possible to clearly differentiate between general and vocational adult learning, nevertheless the following table 2-9b is an attempt at a classification by type of offer: the first providers listed are those primarily aiming to provide continuing vocational education and training, followed by the adult learning centres as a clearly mixed form, and finally the providers of a primarily general education. Also the Catholic and Protestant Educational Associations (offering training for a church career or part-time functions) offer vocational programmes.

Differentiation by duration of events provides important information on the type of events and courses offered by adult education institutions. When adding up courses of medium and longer duration, WIFI and BFI are top compared to institutes offering primarily continuing vocational education and training. A broader perspective including events of at least five periods of instruction shows adult education centres to be the most popular providers (exactly 503,280 participations in events of at least five periods of instruction over the previous year of observation). Adult education centres offer both general as well as vocational adult education. In Austria, the term "continuing education and training" is most often associated with vocational learning, whereas adult education is rather seen as a general form of learning. The LFI (*Ländliches Fortbildungsinstitut*) and the Catholic and Protestant Educational Associations are leading in the area of events covering one to four periods of instruction.

17. See Filla (2002) regarding the problems involved.

TABLE 2-9b:

Participation figures of KEBÖ members, by type of event, working year 2000/01

Education and training provider	Short events		Medium duration events (9–39 PI)	Longer events > 39 PI	Open / distance learning	Total without special events	Special events
	1–4 PI*	5–8 PI*					
Arge BHÖ	129,828	63,008	54,946	9,437	-	257,219	0
BFI	-	-	160,443**	-	-	160,443**	190,313
Forum	491,631	58,904	87,242	18,522	1,884	658,183	268,908
LFI	308,925	181,277	30,358	24,613	-	545,173	26,147
RÖBW	402,937	52,817	68,725	28,496	-	552,975	1,005,871
VG-Ö	19,141	26,240	7,466	1,122	-	53,969	4,547
VÖGB	121,932	64,311	29,687	1,533	-	217,463	93,709
VÖV	102,611	49,686	326,328	127,266	-	605,891	550,964
WIFI	30,550	-	74,539	158,861	-	263,950	14,900
Total	1,607,555	496,243	839,734	369,850	1,884	3,315,266	2,155,359

* PI = periods of instruction

** Participations have been allocated by KEBÖ and classified as "medium-duration events". BFI has provided this value as a sum total without any detailed specification.

Arge BHÖ = Arbeitsgemeinschaft der Bildungshäuser Österreichs (Working Group of Austrian Education and Training Centres)

BFI = Berufsförderungsinstitut Österreich (Vocational Training Institute)

Forum = Forum Katholischer Erwachsenenbildung in Österreich (Forum of Catholic Adult Education in Austria)

LFI = Ländliches Fortbildungsinstitut (Institute for further Education in Rural Areas)

RÖBW = Ring Österreichischer Bildungswerke (Federation of Adult Education Associations)

VG-Ö = Volkswirtschaftliche Gesellschaft Österreichs (Economic Society Austria)

VÖGB = Verband Österreichischer Gewerkschaftlicher Bildung (Association of Austrian Trade Union Education)

VÖV = Verband Österreichischer Volkshochschulen (Federation of Austrian Adult Education Centres)

WIFI = Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreichs (Institute of Economy Promotion of the Austrian Economic Chamber)

Details on the various institutions can be found in Annex 2.

Source: 16th KEBÖ statistics (2001)

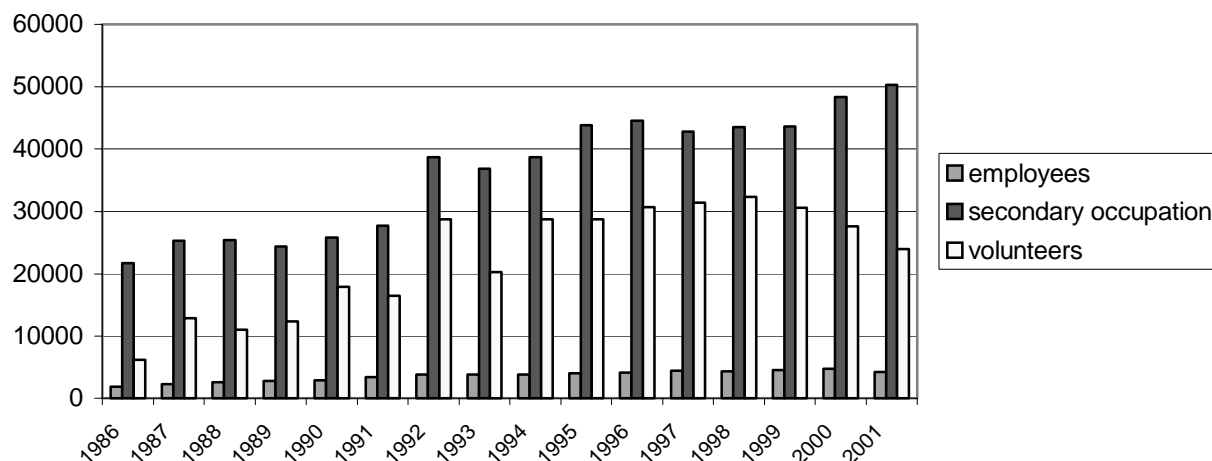
Two developments are discernible regarding participation in the offers by the ten associations: on the one hand, participation throughout the period under observation is very constant – considering additional differentiations from the annual KEBÖ statistics (KEBÖ statistics 2001) – since 1991/92, a tendency towards shorter events and therefore possibly towards a shorter overall education length can be noted. This tendency becomes visible from the increase in shorter (1-8 periods of instruction) and medium-duration events (8-39 periods) and a stable development of longer offers (39 periods or more).

Data for the associations' staff since the start of the documentation are given in Figure 1-2 to provide an idea of the development of these institutions. Special notice must be paid to the fact that,

apart from full-time and part-time employees, quite an important part of the work is provided by voluntary helpers especially in non-urban areas.

Figure 1-2:

KEBÖ associations' staff 1986–2001



Source: 1st to 16th KEBÖ statistics

The high share of sideline activities (secondary occupation), which is characteristic of non-profit adult learning in Austria, is little surprising. The number of employees on regular contracts rose from 1,861 (in 1986) to 4,702 (in 2000) and stood at 4,243 in 2001. The number of secondary-occupation staff is about ten times as high. Measured against the total number of staff, the share of trainers, lecturers, etc. is constant at two thirds.

2.2.2. Provisions of the "second education and training pathway": secondary schools and adult education

a) Providers of "second-chance education": secondary schools and adult learning

Lower secondary school (*Hauptschule*) qualification

The positive completion of the 4th grade of the *Hauptschule* is required to enter a secondary technical and vocational school or college or secondary academic school. Chances of in-company training (apprenticeship contract) or a job are also very poor without a *Hauptschule* qualification. Likewise, for foreign school qualifications to be acknowledged it may be necessary to take individual exams. What is important is that this qualification (positive completion of grade 8) is not automatically obtained as soon as the compulsory schooling period is completed. That is why several adult learning institutions offer exams for external students for secondary lower secondary school qualification. These are courses preparing students for the qualifying examination before an examination board for external students at a school. Such courses are offered by adult

learning institutions against payment, mostly in evening classes¹⁸. During 2000/01 projects funded by the Ministry for Education counted a total of 812 participants.

Exceptional admission to the apprenticeship-leave examination

Persons who have not completed an apprenticeship training period with an apprenticeship-leave exam as laid down by the Vocational Training Act or engage in activities in line with the vocational profile of a trade may pass an apprenticeship-leave exam under certain conditions and thus acquire a vocational qualification. Such exams consist of a practical and a theoretical examination. For some trades preparatory courses are offered against payment and offer, e.g., the curriculum of the respective part-time vocational school. This possibility does not exist for all trades; candidates may, however, also prepare themselves for the examination by studying on their own (possibly by using the current teaching materials from the vocational school). Some courses take one to four semesters and must be attended alongside regular employment. Others are preparatory courses for the examinations lasting between a couple of hours and a few days.

Schools and colleges for employed people and post-secondary qualifications

Schools and colleges for employed people offer, on the one hand, the possibility to obtain qualifications of technical and vocational schools and colleges and secondary academic schools in adulthood and, on the other, specifically offer persons with a completed vocational qualification (either apprenticeship or secondary technical or vocational school) the opportunity to obtain higher qualifications. Basically, educational offers for working people correspond to regular school structures and have been adapted to the respective school types also in terms of their educational objectives. Contents – in the case of secondary schools – are identical to those of the day schools and cater for the secondary academic branch, and for professions in engineering, industry and trade, in business and for occupations in the social and services sectors.

In 2000 numbers of certificates at schools for employed people were as follows: secondary academic schools: 482 (3,449 students), secondary TVE colleges: 1255 (7,781 students), post-secondary courses in TVE (*Reifeprüfung* required): 1,035, and add-on courses (from medium qualification level to secondary TVE colleges): 678. For more details see Table 3-9A.

Secondary technical and vocational schools for employed people have special forms of adult learning in the area of engineering, industry and trade (part-time industrial master courses, courses for building workers, master craftsperson courses) with considerable quantitative output (see also section 3.5.3). Secondary business schools for employed people have comparatively modest graduation numbers.

Private institutions as well as the large adult learning associations offer preparatory courses for A-level examinations (university entrance examinations) for external students, which fees must be paid for.

Other education and training offers for employed persons are:

a) Secondary TVE schools for social professions (governed by the School Organisation Act) qualify for social professions.

18. Lower secondary school qualification courses are also offered as part of school offers, but they are exclusively addressed to students below the age of 18 and are therefore not included in this Background Report.

- b) Special forms of Schools for Nurses and courses for auxiliary nurses (which generally are part of initial training and are governed by the Nurses Act) qualify for all kinds of nursing professions.
- c) Post-secondary courses in TVE offer the theoretical and practical education of a technical and vocational college or a post-secondary course for non-teaching supervisory staff. They are available in several disciplines also for employed people.
- d) Post-secondary colleges for social work for employed people (post-secondary, partly already converted into *Fachhochschule* degree programmes) aim to offer to working candidates for social worker training the possibility to obtain a diploma certificate and thus to exercise a qualified activity in public and private welfare institutions (youth work, care for the elderly, rehabilitation, probation work, etc.).
- e) Special courses of secondary TVE colleges have lost quantitative importance over the past years, since the awarding of more legal capacity to schools.

b) The General Higher Education Entrance Examination for graduates of apprenticeship and TVE-schools (*Berufsreifeprüfung* or BRP): a focus on adult learning

Austria has for a long time been offering the possibility of university admission for people without a *Reifeprüfung* Certificate who have taken a higher education entrance examination. The social partners, in particular, found that this was not an adequate solution; another objective was to make apprenticeships more attractive (see section 2.2.3. further below).

Until 1997 in Austria, once a young person had decided to obtain vocational qualifications through the dual system, he had to study the entire curriculum of an upper secondary school if, at a later stage, he wanted to pass the *Reifeprüfung* in order to access higher education. Even though the university entrance examination, (*Studienberechtigungsprüfung, SBP*), which was established quite some time ago, is basically available for graduates from an apprenticeship or a secondary TVE school, it offers only limited access to post-secondary and tertiary education and does not provide any specialised qualifications. More information about access to university without the *Reifeprüfung* Certificate is provided in section 2.2.3. The future role of BRP and SBP and the relation between these two instruments cannot be established at this time.

The BRP Act (Federal Legal Gazette I no. 68/1997) came into force in September 1997. Ever since, there has been a possibility to pass a BRP on the basis of the practical knowledge acquired in employment. This is possible for graduates of an apprenticeship, of secondary technical and vocational schools of at least three years' duration, for graduates of Schools for Nurses and Medical-Technical Schools of at least 30 months' duration and, as of the amendment on 1st September 2000, also for graduates of the skilled workers' examination in agriculture and forestry. The BRP equals the *Reifeprüfung* obtained at upper secondary schools in the sense that both qualify for admission to Austrian universities and *Fachhochschulen*, as well as post-secondary courses in TVE, and are considered as a qualification for senior posts in the public service. The BRP marked the first time in Austria that knowledge acquired through practical work was put on a par with theoretical school knowledge.

The BRP consists of four partial exams: German, mathematics, one modern foreign language at the candidate's choice as part of general education and a specialisation from vocational practice. The latter is currently omitted for persons who have passed an exam of equal scale in terms of contents, examination form, duration, and level. These include master craftsperson courses, part-time industrial master courses, courses for building workers, WIFI specialist academies of at least two years' duration, nursing diplomas, qualification exams for nursery school teachers, qualification certificates and certain specialist exams (e.g. for tax consultants, etc.) as well as apprenticeship-leave exams for four-year apprenticeship programmes completed with distinction. The exam in the se-

lected foreign language may be replaced by certain certificates which have been specified in an ordinance. Those parts of the *Reifeprüfung* exams that have already been taken are also recognised.

Basically speaking, the BRP is an exam for external students. The BRP Act, however, states that exams may also be taken in courses recognised by the Federal Ministry for Education, Science and Culture offered by adult learning institutions which are not part of the public education system. This also constitutes a novelty of the Austrian educational system (Schlögl and Klimmer, 2001).

The number of participants in such adult learning courses now total around 6,000 persons (Schlögl, Klimmer and Gary, 2001). Qualifications have been centrally documented only since 2000. For the current year the school statistics show 564 BRP certificates.

c) Master craftsperson and qualifying exams: regulations and providers

Access to trades and crafts is governed by ordinances issued by the Minister for Economic Affairs and Labour. An upcoming amendment of the trade regulations will modify the offer. Master craftsperson examination units have been set up at the regional economic chambers. Preparations for the master craftsperson examinations have traditionally been offered through the educational offers of the business associations. This still largely applies today, but there are also new routes of access to secondary TVE schools and colleges, universities and adult learning institutes.

The practice of a craft or a restricted trade requires proof of specialist and partly commercial-legal know-how to be provided through a specific qualification obtained at a secondary TVE school or college, *Fachhochschule* courses, university, part-time industrial master courses, master craftsperson course, or building worker courses and varying specialist employment periods. Apprenticeship graduates qualify for a craft through a master craftsperson examination together with an exam on entrepreneurial skills (on commercial and legal issues). Qualifications from a master craftsperson's school are a substitute for the specialist part of the master craftsperson's examination. Requirements to be fulfilled by candidates at a master craftsperson's examination are laid down in a master craftsperson's regulation and also depend on the length of practice and previous qualifications.

The length of preparations for master craftsperson and qualification exams depends on the organisational form (day courses or evening and weekend classes) and consequently varies from three weeks to six months. Sometimes day courses are offered in combination with evening and weekend classes. The special type of part-time industrial master course offers purely further schooling with evening and weekend classes for persons with a completed vocational education in engineering, industry and trade and, apart from the secondary colleges and TVE schools for adults, is the third largest educational area in engineering, industry and trade. In contrast to the schools for employed people mentioned above, which in their majority are public schools and free of charge (as are the day schools), providers of part-time industrial master courses are not public (with one exception). Most schools are run by the social partners or private providers. Students pay tuition fees.

In terms of quantity the master craftsperson examination as one access route to the trades and crafts is still important. In 2001 almost 1,900 persons took the master craftsperson examination according to statistics provided by the Austrian Federal Economic Chamber. Preparatory courses are offered by the Economic Promotion Institutes. In agriculture and forestry about 450 persons took master craftsperson examinations in 14 professions.

2.2.3. Universities and *Fachhochschule* courses as institutions of adult learning

Universities are a special case of venue of institutional continuing education and training, thus requiring special explanation. They offer different kinds of activities for adults: university programmes (diploma-master-and doctoral studies for working persons), or "real" continuing education and training activities for university graduates. The role of the Universities of Applied Sciences as providers of continuing education and training must be interpreted slightly differently. *Fach-*

hochschule courses were introduced in Austria in 1994. In contrast to universities they offer, beside full-time courses, formal studies for employed people, too. Also in terms of the age structure of new entrants at *Fachhochschule* courses, these institutions differ from the "old" universities: during the winter semester 2000/01, out of 4,114 students admitted to *Fachhochschule* courses for the first time, 30% were aged 25 or older, 14% 30 or older; at the same time, among the new entrants at universities, only 4.6% were 25 or older (cf. table 2.9c).

Fachhochschule courses have nearly the same status as universities in terms of employment and employment prospects in the private sector. Most *Fachhochschule* courses have been set up in fields of technology and business administration to orient students more in the direction of the private sector than the old universities, which have had the focus on public or semi-public sector services in many fields of studies. In the public employment sector *only* graduates from university are entitled to "A-level-posts".

The majority of Austrian university students are employed. During the summer semester 2002, about two thirds of all students were actively employed (about 50% permanently and 18% occasionally). This share rises with age. After the 12th semester the employment rate is already 80%.¹⁹

No reliable data are available for the group of persons studying degree programmes while being employed. Concerning new entrants to university degree programmes by age, Table 2-9c shows data for the last few years.

TABLE 2-9c

**Austrian new entrants to degree programmes at university by age,
winter semesters 1998-2001²⁰**

Age		Winter semester							
		1998		1999		2000		2001	
		Total	%	Total	%	Total	%	Total	%
Up to 24 years	Male	6,913	91.9	7,544	92.5	8,236	92.5	7,088	94.7
	Female	9,763	92.8	10,708	92.6	11,241	92.8	10,048	95.9
	Total	16,676	92.3	18,252	92.5	19,477	92.7	17,136	95.4
25 to 29 years	Male	341	4.5	352	4.3	372	4.2	229	3.1
	Female	409	3.9	447	3.9	420	3.5	228	2.2
	Total	750	4.2	799	4.1	792	3.8	457	2.5
30 years and older	Male	272	3.6	261	3.2	290	3.3	166	2.2
	Female	352	3.3	405	3.5	448	3.7	202	1.9
	Total	624	3.5	666	3.4	738	3.5	368	2.1
Total	Male	7,526	100.0	8,157	100.0	8,898	100.0	7,483	100.0
	Female	10,524	100.0	11,560	100.0	12,109	100.0	10,478	100.0
	Total	18,050	100.0	19,717	100.0	21,007	100.0	17,961	100.0

Source: BMBWK (2002).

Because of the high share of employed people among regular students, universities have long had a "further education" function already during regular studies. In contrast to many other countries, Austria has no formal study courses for employed people, however. This is why comparative studies never give figures for Austria. Especially in the so-called ring lectures a broader public is informed about the latest scientific developments. Universities, university departments or teachers also offer shorter or multi-semester further education. These are scientific further education courses and university courses for graduates as well as other employed people, and subject to payment. Austria has two possibilities to obtain a tertiary qualification: a) traditional university studies through two-phase, and lately also, three-phase systems and, b) since the academic year 1994/95,

19. Social Survey 2002: Wroblewski *et al* (1999).

20. Preliminary figures for 2001.

through the Universities of Applied Sciences (*Fachhochschule*, FH) with a focus on a profoundly practical and scientific education for a specific career. The minimum duration is six semesters, but in most cases eight semesters, at the end of which students obtain academic degrees that also qualify them to study for a doctorate at a university. A structural novelty was the possibility for *Fachhochschule* to offer special courses for employed people taking into account their time availability (by offering evening and weekend classes). In 2001, 20% of *Fachhochschule* students (3,719 out of 18,068) were taking such courses for employed people (Schlögl, Dall and Rinnhofer, 2002). Following the popular university lectures after 1900, which had a considerable influence on the "education of the people" movement and therefore on today's evening classes (see above), individual courses offered are open to people without access to university (e.g. the University Meets Public programme in co-operation with the Viennese adult education centres or the Monday Academy at Graz University).

Universities currently offer further education and higher qualifications predominantly in university courses (ULGs) (post-graduate offers and courses for persons with different access requirements) mainly in the evenings, in block form, and during the weekend.

In 2002, 362 ULGs, for which tuition fees had to be paid, were offered (BMBWK, 2002). During the winter semester 2001, 7,697 students attended ULGs, 1,865 (24%) of whom at Danube University Krems (DUK) (information provided by the Federal Ministry for Education, Science and Culture). DUK is a comparatively young institution, but already a centre for tertiary further education.

Access to university via the university entrance exam (*Studienberechtigungsprüfung*, SBP)

The *Reifeprüfung* Certificate as a pre-condition for access to tertiary programmes may be substituted by a limited-access qualification in the form of the university entrance exam (SBP), which itself is part of the studies. The SBP may be taken for access to: universities, the universities of fine arts, *Fachhochschule* courses, post-secondary colleges for specialist paramedical occupations, post-secondary colleges for midwives, teacher training colleges, post-secondary colleges for social work, post-secondary courses in TVE.

In accordance with the University Entrance Exam Act, the SBP replaces the *Reifeprüfung* Certificate. Any subsequent studies are governed by the respective study provisions and are not different from those of students with a *Reifeprüfung* Certificate.

Generally, the SBP consists of five parts (mandatory and optional subjects). The optional subjects are specific for the selected study course. One part usually is an essay on a general topic.

Courses preparing for the individual examinations are offered for a fee at institutions of adult learning and at universities.

Danube University Krems (DUK = *Donau Universität Krems*)

The Danube University Krems (DUK) represents a new institution. It is a centre for further training in the tertiary sector and was established in 1994 by Federal Act. The DUK is an institution of public status with a high degree of autonomy and based on a new funding model for Austria (federal, the *Land* of Lower Austria, tuition). The tasks of the DUK are limited to offers of postgraduate further training in the form of courses. Changes in the Austrian university landscape also have effects on the DUK. After an evaluation, a new Organisation Act for the DUK is going to be established.

Increasing CET-relevance of universities

According to the new 2002 University Act, which harmonises the organisation and study legislation, the study system (Bologna Process) and the autonomy of the universities concerning study organisation, increasing activities of the Austrian universities in CET are expected. Considering the increasing number of students and graduates, the development of the tertiary sector itself and the further education offers at universities are of growing importance in adult learning. To improve access, pilot projects are organised at Austrian universities that are particularly user-friendly for employed people and people with care obligations through e-learning and in terms of their organisational form (evening classes or weekends).

A medium-term goal is to increase tertiary-level education activities, including FH courses. Co-operation and maximum synergies between the providers should be increased. Joint projects shall serve these goals, as for example the communication platform network AUCEN.

Platform for continuing education at university - AUCEN

AUCEN (Austrian Universities Continuing Education Network) is a platform for university-based continuing education in Austria, a working group of CET officers and personnel development officers at Austrian universities with the aim of promoting CET and staff development at universities through the following measures: experience exchange on CET at universities and staff development, establishment of recommendations and comments in the area of university and CET policy, public relations (CET database, publications, education fairs), initiating and executing joint (research) projects, European and international networking, development of new perspectives in university-based CET and staff development.

2.2.4. Companies

In Austria, corporate learning is generally split into the two areas of vocational training (dual education) and continuing vocational training. The term "continuing vocational training", however, is not used in a uniform way: in most cases it refers to the totality of measures financed and organised within the company, as well as to external courses which employees are sent to (Kailer, 1995b). The range stretches from educational administration to activities as consultants in connection with human resource development and organisation development. The organisational forms of CET activities in connection with entrepreneurial activities focus on organised learning (classes, seminars, courses) both in terms of importance and time.

This applies to all sizes of companies. Large enterprises generally have more possibilities; for example, new media and new forms of learning (computer-based training, self-controlled study groups, quality circles, etc.) are increasingly used in large companies with active CET programmes. (Kailer, 1995b). The main target groups of CVT and HR development include:

- management staff and young managers
- certain groups of experts (e.g. technicians, ICT specialists, sales staff, installation staff)
- key specialists (e.g. those with a high degree of responsibility for costs or personnel, in R&D, or managing major projects)

Personnel development is generally handled in co-operation between the HR department and the training specialists and the respective management (head of department, etc.) as well as in agreements with the works council (Kailer, 1995b and ÖIBF, 1992).

As is demonstrated by the results of sector analyses as well as surveys among CET specialists, costs are typically split between employees and employers. Financial costs – e.g. attendance fees for

courses offered by further training institutions – are borne by companies, whereas employees provide all or part of the time required for attendance. For more details see section 2.3 below.

2.2.5. Training providers of the profit-oriented sector

In addition to the public institutions such as schools and universities as well as the non-profit oriented sector, non-public providers of education are increasingly gaining in importance. This group includes both private providers of *Fachhochschule* courses for employed people and the majority of course providers in the adult learning segment. Non-public here means either non-profit or for-profit. The term "for-profit" requires further explanation as strictly speaking it is not sufficiently defined. "For-profit" may mean that fees are charged for a course, that cost-covering fees are charged, or that pricing aims at profits. When used for adult learning in Austria, the term carries the latter meaning, as the vast majority of adult learning institutions, even if being non-profit, charge fees or coverage contributions. The cost coverage percentage through participant fees varies, however, and is usually not openly disclosed.

Information on the number of for-profit providers in Austria is not complete. However, the same is true for non-profit institutions. Experts estimate the number at between 1,500 and 2,500 institutions providing regular or sporadic educational offers. In addition to the classic companies offering education as a service, there are also company consultancies, trainer groups, and individuals providing attractive offers or designing them upon request. The results of CVTS-2 show that the "for-profit providers" constitute by far the largest group in Austrian CVT (see Table 2-11).

2.2.6. Training colleges focusing on political issues, officer training, Labour Constitution Act

Apart from general educational and vocational contents, training programmes with political background and programmes focusing on political topics also play an important role in adult learning. All parties in Parliament run their own training establishments, which develop and implement offers for elected officials, functionaries, members, but also for the interested public. These offers may include courses and individual events (see also the information further below on the training of officials of the statutory and voluntary employers' and employees' organisations).

Specific mention must be made of the provisions of the Labour Constitution Act in connection with the Works Council Act. These Acts, in addition to a few individual collective agreement provisions (see section on *The role of the unions* under 1.1.2), constitute the only legal basis for claims to educational leave. This regards courses related to the functions of works council members for a duration of three weeks over a period of four years.

2.3. Companies as learning venues

In the spring 2002 population survey, 44% of respondents stated that they had already made use of possibilities of CET as part of corporate learning (Table 2-9a). According to the European CVTS-2 in 1999 31.5% of employees in the entrepreneurial sector in Austria participated in continuing education and training courses *during working hours* or financed by the companies.²¹

21. The survey refers to the year 1999 and was carried out in 2000/2001. It included a total of 2600 companies throughout Austria. The published results of the survey resulted from extrapolations on the total population. The course participation rate of 31.5% refers to all companies, not just those active in continuing vocational training.

TABLE 2-10:

Overview of CVTS-2 results for Austria

CVT in enterprises with 10 or more employees in 1999	Indicator
Participation rate of employees in course-form continuing education and training	31.5%
Total course hours	17.3 million
In-house course hours	9.6 million
External course hours	7.7 million
Course hours per participant	29
Enterprises active in further learning in course-form	71%
Expenditure for further learning courses in % of labour costs of all companies	1.3%
Share of costs for staff leaves in total costs of continuing education and training courses	41%

Source: CVTS-2; Statistik Austria.

Course costs, as a share of overall labour costs reached 1.3%. 71% of companies were rated as active in continuing education and training in course form.²² In a European comparison, the Austrian course participation rate in paid working time is close to the bottom of the list.

According to CVTS-2, an annual 17.3 million course hours of CVT can be assumed. In-house training programmes account for around 55% of course participation in CVT. It must be noted that, in addition to in-house training programmes, a considerable proportion of course hours has been held either at the parent/associate company or the equipment supplier's. Differences between sectors are remarkable: in the motor vehicle sector, 51% of external course hours have been held at equipment suppliers (Table A2-13).

2.3.1. Participation by sector and company size

A breakdown by sectors shows big differences in participation in continuing education and training courses both within the manufacturing and within the service sector. This confirms the hypothesis of the heterogeneity of service growth. Financial sector companies state that in 1999 more than 50% of employees were trained in continuing education and training courses during regular working hours. Continuing education and training in course-form was over 40% also in the energy utility and motor vehicle sector and in transport and communication. In the manufacturing industry, vehicle manufacturing boasts the highest continuing education and training rate (Table A2-10).

A breakdown by gender gives a slightly higher participation rate for women (0.9 percentage points) in CVT, with considerable differences between men and women in the various sectors as a result of employment in different jobs within sectors.

Independent of the sector, the company size probably has a separate effect on CVT. Large companies, which generally apply in-house training programmes as instruments of human resource development, are clearly different – which is true particularly of the secondary but also of the tertiary sector (Table A2-11 and O'Connell, 1999).

22. See Nestler and Kailis (2002b).

2.3.2. Providers and course contents

Of the 7.7 million course hours of external CET reported by companies in 1999, 37% were provided by for-profit providers (private institutions), 25% by equipment suppliers and parent/associate companies, and 19% by the Institutes for Economy Promotion (WIFI). "For-profit providers" is a statistical aggregate including very different providers in terms of size and focus. By sectors, external course hours are highly diverse.

TABLE 2-11:

Distribution of hours of external CET courses attended during regular working hours, by provider category, in 1999

(company survey, companies with total staff of 10+, 2000/2001; estimate)

Training provider categories	Share of course hours in %
For-profit providers	36.8
Chambers of commerce, employer organisations (WIFI, etc.)	19.5
Equipment suppliers	14.1
Parent/associate companies	11.1
Other providers	7.9
Other non-profit providers (incl. VHS)	4.3
Universities, <i>Fachhochschulen</i>	3.0
Trade unions (BFI, etc.)	2.1
Public schools and colleges	1.1
Total	99.9

Source: CVTS-2, Statistik Austria and Annex Table A2-13.

Comparisons between providers show that with 26% of course hours equipment suppliers provided most of the training for small employers in 1999 (see Annex table A2-12). Among companies with more than 20 employees the category of "private providers" usually has the highest share. In companies with more than 1,000 employees, more than 60% of course hours must be classified under this provider category.

CVTS-2 shows deep, historically grown differences of the institutional division of labour between the market, the State, universities and the Economic Chambers in the continuing education and training offer for the employed population. The training institutes of the Economic Chambers hold a top share in CVT both in Germany (21% of all external working hours) and in Austria (19%), followed at a clear distance by Luxembourg (10% of total hours). The rest of EU member states have clearly lower total values. The connection with the high share of the vocational education and training pathway of "apprenticeships and master craftsperson courses" can hardly be overlooked.

The total of 17 million course hours attended by employees in companies during paid working time in Austria in 1999 show the leading position of ICT and technical courses and, almost of equal importance, courses with a commercial-economic contents. A breakdown by sectors shows sector-specific contents on the one hand and the cross-sectoral character of ICT demands on the other which clearly exceeds that of training of languages (see Table A2-14).

A breakdown by company size shows that in small enterprises a comparatively low share of course hours is dedicated to ICT, but a high share to technology (see Table A2-15).

TABLE 2-12:

**Breakdown of the more than 17 million course hours attended during
paid working time in 1999, by course contents**

Course contents	In %	Total
Computer	16.4	
Technology	15.2	35%
Environment	3.0	
Sales	14.1	
Management	13.5	33%
Accounting	5.2	
Office	2.3	
Working techniques	7.4	
Languages	4.9	
Services	2.0	
Other contents	15.9	
Total	99.9	

Source: CVTS-2, Statistik Austria. See also Tables A2-14 and A2-15.

2.4. Economic and social returns from adult learning

Specialist international studies, in particular by the OECD, have clearly shown the connection between investment into human capital, economic output indicators, and socio-cultural integration.²³ In addition, bottlenecks in the skills training/qualification offers show the importance of a needs-oriented and proactive initial and continuing education and training policy (Walterskirchen and Biffel, 2001; Alteneider *et al.* 2001).

The purpose of this section is to sum up Austrian studies and findings on the returns from adult learning. The implementation of this purpose is rendered difficult by the large variety of potential returns (vocational or other; individual; company-related; macro-economic or societal, see Weiss, 2000 and Timmermann, 2000) and the methodological problems of demonstrating the returns from short-term learning measures (Kuwana *et al.*, 2000). CET is based on vocational and other benefit expectations of various kinds. Returns from adult learning may be used in the job, the family, community activities, or during leisure time.

Basically, it can be said that adult learning has transversal returns, even if they are hard to prove mathematically or to be depicted in a research design. The transversality of utilisation (the returns) of foreign languages (holidays, leisure time, and work) and ICT (vocational and private access to the information society) is obvious. Less obvious is the transversality in personality building (ranging from the offers of the Catholic and Protestant Educational Associations to specific courses such as NLP). The growing share of services with personal contacts makes personality a key variable on both sides (with service providers, professionals or volunteers, customers, patients, clients, etc.).

Offers supposed to strengthen a sense of community and social cohesion are closely connected with cultural learning and personal development. In particular, political education must be mentioned, whose aim is to promote and strengthen responsible citizenship and which is characterised by a high degree of transversality.

23. See OECD (2002).

Participation in CET programmes as well as their success depend on whether participants are sufficiently motivated which, in turn, is determined by job-related and other expectations. It must be emphasised in this connection that CVT is an integral part of personal development and therefore only in exceptional cases of exclusive relevance for employers. Individual, corporate, and overall economic (macro-economic) benefit expectations in continuing vocational education and training can be discerned with the help of the motives and financial sources of continuing education and training courses outside companies (Table 2-13). A survey of WIFI course participants (1999/2000) provides useful information on the structure of fund raising: 41% of the participants state that all costs are borne by the employer, whereas 7% state that some of the costs are borne by the company and 38% say they pay for all the costs. The remainder comes from public sources (e.g. AMS funds or subsidies of the individual *Länder*).

Expected benefits range from a more efficient handling of tasks at the workplace or the preparation of new tasks to internal promotion and salary/wage increases. Corporate course funding is clearly higher for participants motivated to "handle specialist problems more efficiently" than those motivated by a prospective career change or preparing for examinations. Also as expected, respondents motivated to participate in continuing education and training by prospective career changes in most cases pay for the courses themselves or obtain AMS funding (Table 2-13).

TABLE 2-13:

Funding of continuing education and training measures by participant motivation of WIFI course participants (%)

Reasons for continuing education and training	Who pays course fees?						Total
	I pay everything	Company pays everything	Partly me – partly the company	AMS	Partly <i>Laender</i> subsidies	Other	
Preparation for exam	57	23	7	5	9	2	102
Making new contacts	54	24	6	9	6	3	102
Career change	53	11	6	22	9	3	104
Preparation for job after qualification	43	24	6	14	7	9	103
Improvement of chances of promotion	39	38	8	8	8	2	103
Keeping updated about current developments	34	46	7	8	6	2	102
Experience exchange with colleagues from the sector	31	51	8	6	5	2	103
Securing own position in the company	29	53	9	5	6	1	103
Improvement of special problem-solving skills	27	55	8	6	5	2	102
Total	38	41	7	8	6	2	102

Source: IBW/WIFI participant survey 1999/2000 (n=34,600).

Individual and corporate benefits overlap, however, as can be seen from the cross-referencing of participant motivation and course funding. The claimed macro-economic benefits (suggested in the Table by the AMS and *Länder* contributions) fail frequently to get enough attention, mainly because they are harder to grasp.

The overlapping of individual, corporate, and macro-economic benefit-related arguments in favour of investments in continuing education and training can best be demonstrated with the effects of relatively long courses, e.g. part-time industrial master courses²⁴ or specialist academies.

In a study by Schneider and Dreer (1998), the macro-economic effects of "long" WIFI continuing education and training courses were analysed and individual effects (increased income) and macro-economic effects (increased purchasing power and cycle effects) were convincingly demonstrated. The study assessed two different forms of continuing education and training: 1) the Specialist Academy for Commerce and Trade, predominantly teaching business skills and personal skills (6 semesters); and 2) the CNC Complete Engineering Course (CNC engineering, CNC turning, CNC milling, and computer-aided programming). The survey included course graduates from 1991 and 1993 (written interviews) and their superiors (oral interviews).

The scientific evaluation by Schneider and Dreer produced the following overall results: the courses led to positive income changes for 75% of questioned specialist academy graduates and for 54% of questioned CNC engineering graduates. The mean salary increase – according to the graduates – was 24% for the questioned specialist academy graduates and 6% for the questioned CNC engineering graduates. The supervisors of the questioned specialist academy graduates put the figure of mean salary increases at 9.6%, a figure that included only those who had *not* left the company, while interviewed graduates also included those who had changed the employer. Income effects were therefore more pronounced if graduates joined new employers. With CNC engineers the income increase given by the supervisors at 6.3% was only slightly higher than the figure given by graduates. The increased income reflects increased productivity. The increased purchasing power of graduates from long continuing education and training courses produces additional purchasing power multiplying throughout the economic cycle.

24. In 1994, 54% of a total of 1,074 graduates of part-time industrial master courses stated that part-time industrial master course qualifications guarantee higher earnings (Schneeberger, 1995).

3. Issues and problems

3.1. Motivation of adult learners

3.1.1. Variety of the adults' learning motivations

Adults have different motivations to engage in studies. Job-related or other motivations (more or less explicit expectations regarding benefits) are relevant and often hard to distinguish. Job-related and other expectations often overlap especially for foreign languages and ICT.²⁵

There is a lack of data on general motivations for adult learning. Several surveys exist on continuing vocational education and training. But the reasons given by respondents regarding plans for continuing vocational education and training in a 2002 survey clearly reflect the fact that the majority of adults views learning as a personal issue. The question had been addressed to people planning to engage in continuing vocational education and training. That is why the great importance given to personal interest is particularly impressive.

TABLE 3-1:

Variety of reasons for planned continuing education and training, in 2001, (%)

QUESTION: "What is the reason or are the reasons why you want to take part in concrete measures of continuing vocational education and training?"

Reasons	%
Because I have a personal interest	58
Because it is indispensable for my job	54
Because I want to update my skills/know-how	47
Because it gives me better chances in my career	41
Because I'm planning career changes	19
Because my employer wants/requires me to do so	17

Source: Fessel-GfK (2002) (n=195).

Explicitly job-related motives only follow behind personal interest. Again it is conspicuous that participation in continuing education and training is today often motivated by the need to adjust to changes while in the past the main motivation came from prospective promotions. Less than 20% mentioned the intention of career changes as their motivation.

The percentage of respondents saying that they take part in continuing education and training because this is demanded by their employers is even lower. This underlines that the decision to start

25. When asked "What are your main reasons for studying a foreign language?" at the end of 2000, 45% of respondents in a population survey gave reasons related to holidays and 5%-17% gave different job-related reasons. Source: Fessel-GfK, Wirtschaftsfragen 11/2000, Wirtschaftspolitische Sonderthemen, p. 193.

continuing education and training is highly personal. WIFI participant surveys from 1988 to 1999 reveal that the initiative for participation often comes from the participants themselves (increase from 59% to 77% of all participants) while over the same period there was a clear drop in the shares of those who attended courses because their employer recommended participation (from 26 to 14%) or required it (from 12 to 9%) (IBW, 2000).

3.1.2. Motivations for learning change with age

An age group comparison reveals that persons aged 20-29 show the most pronounced *general* interest in continuing education and training. There is a slight drop up to 45 years old, followed by a considerable decline after the age of 45. Questions about the general interest in continuing education and training, however, are not sufficiently differentiated, especially to demonstrate the presence of older age-groups' non-vocational interest in learning. As shown in the Lifestyle 2002 survey, adult learning motivation, with respect to topics, changes constantly with age and the social roles assumed on the job and in the family. That is why a differentiation by topics shows considerable learning motivation even among older people: the interest in continuing education and training with regard to ICT, languages, the arts, or health remains relatively high even among older adults.

ICT is once again a cross-sectoral topic of interest for the job and for other activities as a basic qualification of the information society. On the other hand, interest in business-related issues, engineering, and other sector-specific topics, depends on age and clearly declines with it. This is less true for craft skills and the arts. Differences between age groups exist in terms of priority topics, variety of interests, and preferred forms of learning.

Concerning the forms of learning, courses are the most popular among those aged between 20 and 40 (around 80%), but also 50% of people aged 60+ value adult learning courses highly. Shorter educational offers such as lectures are valued by 50% of those aged between 20 and 60. Clear differences between generations exist for e-learning (people aged 20 to 29 have the greatest preference) and educational radio and TV shows (highest preference of people aged 60+) (see Tables in Annex 3).

TABLE 3-2:

Interest in continuing education and training by topic and age, in 2002 (%)
 QUESTION: "Here is a range of learning areas and topics of continuing education and training. Please tick those which could be of interest to you:"

Topics of continuing education and training	Age in years				
	20-29 n=627	30-39 n=894	40-49 n=722	50-59 n=630	60+ n=1,042
ICT	64	53	45	42	27
Languages	64	50	49	42	26
Health	41	43	46	42	30
Education	36	31	24	12	8
Other job-related issues	35	29	31	17	3
Business (e.g. accounting, fiscal law)	32	24	19	12	6
Engineering, natural sciences	31	21	18	17	9
Craft skills	27	28	27	25	15
Artistic skills (e.g. music, painting)	24	17	17	20	13
Humanities and social sciences	24	14	14	13	10
No interest specified	4	5	7	17	43

Source: Fessel-GfK (2002).

Within the group of continuing vocational education and training, promotion is still a relevant motivation, but has fallen back to second position in the 25+ age group whose main motivation is to update skills. Of those aged 25+, 42% of participants said that "better solutions for special problems" were an important motivation for them to attend courses in 1999/2000.²⁶ By contrast, exam preparation was not a frequent participation motivation for this age group, compared to those below the age of 25. Almost one quarter of the youngest group stated "preparing for exams" as their motivation. This underlines the importance of add-on job-related adult learning in the Austrian system context. This includes access certificates to the regulated crafts and trades (master crafts-person exam, industrial master exam) and the acquisition of qualifications in second-chance education and admission to the Universities of Applied Sciences and universities (specialist academies, *Berufsreifepfprüfung*).

Today there are also some novel certificates. This phenomenon has existed for some time for foreign language learning and ICT. About 25,400 people passed the ECDL (European Computer Driving Licence) in 2002, and the total sum of ECDLs has doubled since its adoption. Less important is the number of international language diplomas (TELC-Examinations former ICC-Examinations) obtained in 2002 (English: 44; French: 6; Russian: 8; Italian: 8; Spanish: 4; job-related German: 23). Global ICT companies have developed company-specific certificates much further. These certificates are offered also at special sites of adult learning (WIFI, BFI, adult education centres, etc.). In this connection it is highly important that due to the growing offer of certifiable and modular expandable continuing education and training it should be possible to activate additional learning motivation.

TABLE 3-3:

Age-group specific motives for participation in courses, 1999/2000, in %

Reasons for participation in continuing education and training (more than one answer possible)	Age in years		
	< 25 (n=9,950)	25-35 (n=12,700)	35+ (n=10,700)
Better solutions to special problems	32	42	47
Keeping updated on current developments	17	29	32
Improving chances of promotion	51	39	23
Securing position in company	25	26	22
Making new contacts	9	11	12
Launching a new career	14	13	11
Exchange of experiences with colleagues from the sector	8	9	9
Preparation for exam	23	11	6
Total	179	180	162

Source: IBW-WIFI-participant survey 1999/2000.

3.1.3. Educational basis, information, and guidance

Motivation for continuing education and training not only depends on more or less manifest educational interests, but also on access to learning possibilities and resources, ranging from sufficient initial education, information and guidance to learn, and availability of time and funding. Differentiated by educational attainment, basically all surveys show that the higher qualification level ob-

26. Source: survey of approx. 35,000 WIFI participants in 1999/2000.

tained, the higher the probability of actual or possible participation in continuing education and training (Tables A2-2a, A2-3, A2-4, 2-7b).

When the topics of continuing education and training are specified to the interviewees, a *higher* interest in learning is shown even among low-skilled persons, compared to unspecified questions regarding general interest in continuing education and training (see Tables in Annex 3). Low-skilled individuals, however, have a considerable knowledge deficit on continuing education and training options. According to the 2002 Lifestyle study, almost 3 out of 10 respondents say that they are not well informed about the offer. While the percentage among unskilled workers is 43%, only 19% of respondents in managerial positions feel poorly informed. Personal guidance is important for all adults to make a decision, but more important for those with low skills levels.

The lower the educational attainment the more important is personal guidance to make a decision on continuing education and training. Written documents are most widely accepted by persons with higher education. This is clearly shown by the 2001 survey (Table, A3-7b). Information and guidance needs to be further improved especially among the low-skilled. On the one hand, the adults' learning motivation can be further improved by broadening access to upper secondary education and training after nine years of compulsory schooling, but, on the other, target-group specific information and counselling for the low-skilled must also be improved to increase participation.

TABLE 3-4:

Percentage of population not feeling well informed about continuing education and training in 2002 (%)

Population by highest educational attainment	in %
Compulsory schooling (n=588)	40
Apprenticeship, secondary TVE school (n=1,824)	31
AHS, BHS (n=1,275)	23
University (n=514)	18
Total (n=4,200)	28

Source: Fessel-GfK (2002).

3.1.4. Latent interests in continuing education and training - barriers to participation

The 2002 Lifestyle Study provides reasons to assume that interest in continuing education and training is much stronger than actual participation: this is most pronounced for cross-sectoral topics such as ICT and languages. This is true of both the employed as well as the total population. A relatively high level of interest in continuing education and training that has not been put into reality can also be seen for health and educational topics. Generally it can be said that interest in continuing education and training in the employed population covers a wide range of disciplines and subjects, exceeding by far actual participation in CET.

This leads to the question as to what are the barriers that impede the realisation of the interests expressed. A lack of information and a weak learning basis have already been discussed, but scarce time and costs should also be mentioned.

Empirical reports show that both the interest in continuing education and training as well as the awareness of the relevance of permanent continuing education and training are wide-spread. The challenges range from improving the information and guidance, especially for the low-skilled, to efforts to convince middle and old aged workers that an early withdrawal from continuing educa-

tion and training bears risks and disadvantages for their job as well as in general. There is potential to increase incentives regarding time schedules for adult learning and co-investment by individuals, enterprises, and the public sector.

TABLE 3-5:

Interest in continuing education and training and its effective realisation for those aged 15+, in 2002, (%)

Topics of continuing education and training	Resident population (n=4,200)		Employed population (n=2,160)	
	Interest in continuing education and training	Percentage of interest "not put into reality" *	Interest in continuing education and training	Percentage of interest "not put into reality" *
ICT	57	38	71	46
Languages	46	37	52	44
Health	39	30	41	31
Craft skills	24	19	26	20
Education	21	16	25	18
Business (e.g. accounting, fiscal law)	18	13	23	17
Engineering, natural sciences	19	13	24	17
Artistic skills (e.g. music, painting)	18	13	18	13
Humanities and social sciences	15	12	16	13
Other job-related topics	21	12	32	18

* Interest minus reported continuing education and training activity in the past twelve months

Source: Fessel-GfK (2002)..

Lack of time

Concerning lack of time, the Lifestyle Survey confirms the special difficulties of those facing the double burden of job and family, with women being even more sensitive towards time barriers to learning. When reading the statement "I would like to engage in continuing education and training if only I had the time", an average of 15% of employed people answer "I agree completely". Looking at the relevant breakdowns, a remarkable 31% among employees in tourism answer "I agree completely", followed by the "liberal professions" at 19%.

Costs of continuing education and training

Costs of continuing education and training are of relevance especially regarding the expected future increase in course costs. The European comparison (CVTS-2) shows that course costs in Austria are fairly low. The majority of the Austrian population expects employers and the obligatory, unemployment insurance contributions for continuing education and training.

A comparison of the items in the consumption group *education and recreation* of the basket of goods of the Consumer Price Index shows the long-term developments of courses' direct learning costs. Courses for continuing vocational education and training (whose costs have more than tripled since the first observation in 1986) and languages have had to suffer above-average price increases (Schlögl and Belschan, 2001). Considering this Austrian development – which all parties pay close attention to – the comparative data from CVTS-2 on course costs (for companies) are surprising. Possible explanations are the relatively low starting base, and the length of the courses.

But there is also a willingness to pay or contribute to payments: about one third of employed adults are willing to partly pay for their own continuing education and training. As expected, this willingness greatly varies with occupational function. Without public compensation and incentives, the risk of lower skilled persons to not engage in continuing education and training persists.

Public incentives for private investments into continuing education and training are supported by the fact that about 60% of employed people – and this is also true for the low skilled – have no consistent opinion on this issue. Changes seem possible under favourable framework conditions geared to greater awareness and a higher willingness to co-invest.

TABLE 3-6

Reasons for not engaging in continuing education and training over the past three years, by age group, in 2000 (%)

QUESTION. "What were the reasons why you did not engage in continuing education and training over the past three years?", tabled value: "very important" and "rather important"

Structural feature	No need*	Still in training	Age-related reasons	Lack of time	Costs	Hours not favourable	Difficult to get there	Lack of information
20–29	10	24	0	20	14	12	2	2
30–44	18	-	7	36	10	13	3	8
45–59	20	-	35	17	10	2	7	5
60+	3	-	69	8	3	3	2	1

*no need of continuing education and training for my job, I know enough.

Source: Fessel-GfK (2002).

"Age-related reasons" and the percentage of employed older people

It should be noted that "age-related reasons" (stated by 40% of those not active in continuing education and training between 1998 and 2000) are mentioned clearly more frequently than time, money, and information in the list of subjective reasons against participation in continuing education and training. This can also be interpreted as a lack of motivation or as reflecting the specifically Austrian problem of relatively early retirement. The international comparison points to the institutional variability of labour-market related participation which in Austria is almost eleven percentage points below the EU average for people aged 55-59 (European Commission, 2001a).

3.2. Identifying educational needs

The pluralistic structure of offers and the educational market in Austria admits different strategies for identifying needs.

Continuing education and training is generally requested by companies and individuals on a comprehensive learning market, which responds to demands and demand trends. It is characterised by individual market strategies by providers, for which purpose empirical research is used and, to a lesser extent, carried out or commissioned in manifold ways. Individually commissioned research is done for large providers of adult learning. WIFI carries out comprehensive participant surveys

every two years. The Federal Ministry for Agriculture and Forestry and the *Ländliches Fortbildungsinstitut* (LFI)²⁷ make efforts to get information on educational behaviour and needs in the rural sector, which is particularly affected by structural economic changes, in the form of working groups, events and empirical surveys²⁸.

The two main mechanisms for identifying educational needs are the demand behaviour of individuals and companies with training providers and the expertise of training managers in these institutions (direct experience, participant or trainer interviews).

There is also the large area of training for the unemployed, and partly also for employees, which is funded by the AMS. Funds come from statutory employers' and employees' contributions. The AMS boasts a dense network of regional offices. The Federal Administrative Office fulfils co-ordinating tasks. Generally, AMS training activities are subject to a more comprehensive legitimisation pressure than other actors also responsible for handling adult learning demands, which is due to funding under public law and to the strong involvement of the social partners. The AMS is the Austrian institution supplying the largest part of funding and organising the majority of courses without being a training provider itself. For this reason, it is natural that the AMS has a high degree of responsibility for funds being used adequately for labour market purposes.

Accordingly, a number of highly specialised non-university research institutes, active for the Federal Administrative Office and the regional employment offices of the AMS, have developed (e.g. *Synthesis Forschungsgesellschaft*, WIFO, IHS). Surveys conducted on this issue mainly focus on needs for formal qualifications and do not provide any information on relevant education contents, which could be used as the basis for planning programmes and course offers.

In this connection, evaluations and short and long term projections on regional labour market needs are required to improve the development and design of active labour market policy.

In Austria, no systematic national or regional surveys on the educational needs of adults are available. Except for scientific surveys on the need and acceptance of *Fachhochschule* courses for employed people, which are a pre-condition for (partial) public funding as well as internal needs analyses information on this issue can be obtained almost exclusively from the training providers themselves.

A co-ordination of steps and instruments would be important for broader use. Nevertheless a discussion on methods and a better co-operation between researchers and contractors of empirical work has just begun (Hofstätter, 2002a and 2002b). One major initiative in this field was launched by the AMS Federal Administrative Office in 2001.

The demand for CVT courses is specified in detail in section 2.3.2. More information on the principal interests in course contents can also be obtained from the 2002 Lifestyle Survey (chapters 3.1.2. and 3.1.4.).

Finally, one of the most relevant questions regarding adult learning ought to be addressed: Has there been any evidence on real skills gaps in Austria at the regional, national or sectoral levels over the past few years or in the recent labour market situation? An excellent overview of the situation until 2001 is provided in Wagner-Pinter (2001) who argues that the level of skills shortages is mirrored in the number of job-to-job movements, where a wage premium of more than 15% is paid. According to this method, there were 305,000 job-to-job transactions in Austria in 2000. In 97,000 of these cases a wage premium of more than 15% was paid to attract skilled

27. See Annex 2 for definitions.

28. See Bundesministerium für Land- und Forstwirtschaft (1996).

staff.²⁹ Most of these job flows affect employees with certified skills (66%); 87% in white-collar occupations, 13% in blue collar employment (Wagner-Pinter, 2001). Furthermore, two very relevant aspects of the topic are revealed. But both are more often discussed in relation to problems of (financing) initial VOTEC than in relation to adult learning in Austria:

- a) *The case of the health service sector:* adjustments in wages as well as in working conditions did not suffice to overcome the skills gaps in the health care service. Higher investments in respective education and training programmes seem to be necessary. The annual output of certified nurses, high-level medical-technical professions and doctors greatly depends on the amount of the public grants the educational institutions receive irrespective of the market demand (Wagner-Pinter, 2001).
- b) *The case of the Land of Styria:* Styria has been successful in building up an industrial "cluster" and attracting international investors. The number of recruitments in the "manufacturing industries" rose from 5,900 (in 1996) to 8,000 (in 1999). This market demand led to wage increases, skills gaps particularly in small car repair shops and to proposals to motivate multinational investors to create more apprenticeship training places (Wagner-Pinter, 2001).

Based on the situation in 2001, the author expected an employment growth by 100,000 over the 2001-2005 period. In this context, skills gaps in technical professions (1,000), IT professions (3,600) and commercial professions (850) were forecast (Wagner-Pinter, 2001). As a matter of fact, the speed of expansion of employment in the business services and related highly qualified professions has decreased in the last years due to economic changes. Skills gaps in respective technical, IT or commercial fields might have been reduced considerably by the rapidly growing number of graduates from the new Fachhochschulen over the past years. Since mid-2000, the dynamics of Austria's economy has been markedly curtailed, with unfavourable effects on employment and unemployment.

3.3. Apprenticeship training, BMS and BHS³⁰, and adult learning

This section analyses the existing connections between the Austrian initial education and training system and adult learning, based on current trends resulting from structural changes in the economy and institutional changes in the school system. The role of apprenticeship for adult learning automatically raises the question of the career pathways of apprenticeship graduates. Here, a lack of clarity concerning assessment scales abounds.

3.3.1. Career pathways of apprentices as a key variable

According to the results of the 2001 micro-census, 37% of those employed in agriculture, 47% of those employed in the primarily private secondary and tertiary sectors, and 22% of those employed in the primarily public sector have completed apprenticeship training (Table 3-7a). Unfortunately, apprenticeship graduates completing a higher formal qualification later on (e.g. master craftsman school, secondary TVE colleges for employed people, etc.) cannot be observed on a statistical basis of census or micro-census data any longer as they are subsumed under other categories of educational attainment.

Apprenticeship training is held in the company and also at vocational schools. These are occupations with standards (job profiles) of nation-wide validity across Austria, whose legal rank is that

29. European Commission (2001b).

30. See Glossary of terms on p. 74.

of an ordinance either of the BMWA or of the BMLFWU, thus constituting the framework for company-based training. Apprenticeships provide training and employment for young people aged between approx. 15 and 19. Therefore, not only due to their age but also due to the general trend of increased labour market mobility and lifelong learning, it is not realistic to expect that they will stay at their first workplace.

An overview publication on this topic shows that several years after successful completion of apprenticeship, about 60% of former apprentices are employed in the trade they have been trained for; another 10 to 15% are in a related trade or are (through promotion in the company) still related to the trade in which they had been trained. Empirical data exist also on the return to the apprenticed trade after years spent with other activities, viewed over a period of ten years (Schneeberger and Brunbauer, 1994).

The evidence on the basis of *census* results is still broader in empirical terms. An analysis of the retention of former apprentices without any differentiation by age shows a retention rate of between 40% and 60%, depending on occupational groups (Bauer, 1998). Exceptions are the textile, mining, and metal industries where many jobs have been lost through rationalisations, shut-downs of enterprises, and company re-locations to other countries. A further analysis shows that retention rates are closely connected with age and gender (Table 3-7a). The retention in the occupational group is a measure that rates positively the occupational flexibility between related *categories* – in the sense of meeting requirements to mobility and the lifelong willingness to learn.

TABLE 3-7a:

Qualification structure by economic sector, in 2001 (%)

Economic sector	Educational attainment level							Total	in 1,000
	Compulsory schooling	Apprenticeship	Secondary TVE schools (BMS)	Secondary TVE college (BHS)	Academic secondary school (AHS)	Universities, teacher training col- leges, etc.			
	%	%	%	%	%	%	%		
Agriculture and forestry*	43.3	37.2	13.5	3.2	1.9	0.8	100	219.5	
Predominantly market-oriented sector**	21.1	47.3	9.9	9.2	6.3	6.1	100	2,911.1	
Predominantly public sector***	11.4	22.0	17.5	15.2	9.1	24.7	100	811,7	
Total	20.3	41.5	11.7	10.1	6.7	9.6	100	3,942.3	

* agriculture and forestry; fishery and fish farming

** mining and production of rocks and earths; manufacturing of commercial goods; energy and water supply; construction; trade; maintenance and repairs of cars, etc.; collective accommodation and restaurants; transport and communication; loans and insurances; real estate; renting of chattels; provision of other public and personal services; private households

*** public administration, national defence, social security; education; health, veterinary sciences and social sciences; extraterritorial organisations and bodies

Source: Statistik Austria, Micro-census 2001.

TABLE 3-7b:

Retention in the occupational field in which apprentices were trained*Percentage of employed graduates*

Selected occupational fields	Women		Men	
	20-24	40-49	20-24	40-49
Occupations in agriculture and forestry	61.0	72.4	69.4	59.4
Managerial staff in the restaurant and hotel industry	70.7	67.9	73.4	66.4
Skilled workers in engineering and natural sciences	77.0	46.9	77.9	65.8
Waiters, cooks	75.0	64.7	74.5	64.6
Skilled workers in transport and traffic	76.2	29.7	79.6	61.1
Printing	75.6	37.3	82.9	56.5
Hairdressers, cosmeticians, pedicurists	69.5	50.4	69.2	56.1
Tin-smiths, plumbers	-	-	66.1	52.2
Bricklayers, stucco plasterer	-	-	70.9	51.8
Electricians and related trades	-	-	74.6	50.1
Office work	83.6	75.1	63.0	49.2
Jewellers, precision-tool mechanics and related trades	72.2	45.6	75.3	49.2
Painters, lacquerers	55.8	26.2	63.6	44.5
Traders, salespersons	62.5	41.0	57.0	44.1
Locksmiths, fitters and related trades	-	-	63.5	42.9
Woodworkers and related trades	55.5	27.6	61.9	41.5
Ceramics, glass, masons	65.2	28.7	57.6	41.3
Foodstuff production	57.4	29.7	60.9	36.5
Textile processing	60.0	23.0	56.4	35.6
Metal processing	-	-	63.8	31.2

Source: Statistik Austria, 1991 census; Statistische Nachrichten 7/1998.

A fact – and at the same time the first result of the reflection on "apprenticeships and adult learning" – is that in Austria, despite considerable company-related mobility after the training in the market-oriented sector, almost half of all employed people has completed an apprenticeship and out of this segment 40% to 60% have had the opportunity to accumulate long-term experience in the trade. The hypothesis that this constitutes a *significant difference* in the build-up of human capital in comparison with other countries without apprenticeships for adolescents is plausible.³¹ Countries without such a strong focus on initial vocational education and training (VOTEC) as Austria might have to substitute missing initial VOTEC by higher rates of vocational adult education and training.

Considering the truly positive indicators by national comparison (low unemployment rates, above-average export rates, relatively high GDP per capita) and a below-average rate of continuing education and training (according to CVTS-2) the tradition of a focus on vocational training (corporate and school) proved to be a basis of a relatively successful labour market and learning policy. Further reaching hypothetical considerations on possible substitutions and assessments of initial

31. This hypothesis triggered a vivid discussion in the Steering Group for the Background Report, which made evident that there exist various assessment scales for the validation of human capital.

and continuing education and training policies within national qualification strategies are not a topic of this background report, as they would require more differentiated comparative data.

3.3.2. Diversification of vocational learning routes

During the last decades, apart from apprenticeship training, full-time school-based vocational training has been gaining in importance in Austria.³² The vocational training landscape has become more diversified in institutional respect. As a result, in national comparison Austria still has a top share of adolescents in vocational training courses on the upper secondary level. OECD comparative statistics for 2000 allocated 21.7% of adolescents in the upper secondary level to educational courses of general learning, and therefore 78.3% to vocational or preparatory training. 36.4% were in the dual system (= apprenticeships), 7.2% in vocational preparatory training (= pre-vocational school), and 34.7% in full-time vocational schools (OECD, 2002).

TABLE 3-7c:

Breakdown of adolescents (all cohorts) in upper secondary education, by education and training pathway, in 2000 (%)

Reference	General education	Preparation for vocational training	Full-time vocational training	Dual vocational training
Austria	21.7	7.2	34.7	36.4
OECD average	48.3	5.1	29.8	17.1
Difference	-26.6	+2.1	+4.9	+19.3

Source: OECD (2002).

Vocational training of adolescents in Austria therefore covers two population groups of about the same size. An analysis of the output of the upper secondary level based on the highest qualifications obtained by the age group 20-24 shows that apprenticeships are still very frequent with young men: 44% compared to 21% of BMS and BHS graduates out of this age group. Among women of the same age group the share of school-based vocational learning routes is clearly higher at 32% and therefore also higher than the share of apprenticeship graduates (26%). On an OECD average, 48.3% of adolescents at the upper secondary level attended schools of general education and 52% schools providing vocational training or preparatory training for work; within vocationally oriented training 5.1% were in preparatory, 29.8% in full-time school education, and 17.1% in dual vocational training.³³

3.3.3 Effects on adult learning

In preliminary discussions with the OECD project team, the issue of the effects of the Austrian initial vocational education and training system on adult learning was specified as one of the main OECD research interests. Accordingly, related data have been grouped by topical focus.

32. Nevertheless, many of the medium-level and higher-level "full-time school-based" education and training routes also include practical stages and often boast top-level contacts to companies in the respective region.

33. See Tables of Annex 2.

Generally it can be said that – despite and especially because of the institutional diversification of the vocational learning offer – more than 60% of young adults in Austria have qualifications from multi-annual vocational learning which in the case of the BHS stretches even over a minimum of five years³⁴. The high expectations in the population regarding the employability of adolescents at the end of the upper secondary level go hand in hand with a relatively high pressure to perform and a relatively high number of course hours in secondary level teaching (of full-time schools).

Concerning human capital, the diversification of vocational training has had the following effect: today 63% of employed people have qualifications from an initial vocational education and training pathway (generally obtained over three to five years), whereas 20 years ago this share was at 51%. The percentage of employed people who in addition to vocational qualifications also have a Matura or higher education entrance qualification has significantly risen when measured against the share of persons with vocational qualifications (from 4% to 10% of employed people).

TABLE 3-8:

**Changes in the qualification structure of the gainfully employed population
1981/1991/2001**

Educational attainment level	1981	1991 in %	2001
Universities, post-secondary TVE colleges, teacher-training colleges	4.7	7.2	9.6
Academic secondary school	3.4	4.3	6.7
Vocational training			
<i>Secondary TVE college (main form: 5 years)</i>	4.0	5.6	10.1
<i>Secondary TVE school (3 to 4 years)</i>	11.8	13.0	11.7
<i>Apprenticeship (mostly 3 or 3.5 years)</i>	35.5	40.5	41.5
Total	51.3	59.1	63.3
Compulsory schooling	40.6	29.4	20.3
Total	100.0	100.0	99.9
In absolute figures	3,411,521	3,684,282	3,942,300

Source: Statistik Austria, census 1981, 1991, micro-census 2001, LFS concept.

The great importance of apprenticeship training – but also of BMS (especially for young women) – has led to the development of a number of continuing education and training pathways whose subject is job-related and which aim at the acquisition of higher formal qualifications. These include special forms of BMS (e.g. part-time industrial master courses) and the BHS for people in employment, ranging up to the WIFI specialist academies and the BRP exam, which was introduced in 1997. All these offers are intended, in particular, to improve parity of esteem between general and job-related education and would not have been developed without the quantitatively high importance of apprenticeship and BMSs.

Apprenticeships are by tradition linked with the route of master craftsperson training and CET courses for employed people by the chambers and their adult education institutions. It is certainly no coincidence that the CVTS-2 of countries with classic-type apprenticeships (Austria, Germany, and – at some distance – Luxembourg) shows a relatively high share of business associations in continuing vocational training (Nestler and Kailis, 2002a). Apart from the education and training

34. See Tables of Annex 2.

institutes of the business associations, the education and training institutions of the employee associations and the agricultural sector are among the key institutions.

The already quoted participant survey (year 1999/2000) shows that 23% of the age group below 25 indicate "preparing for exams" as their motivation. These include both job-related certificates (master craftsperson examination, part-time industrial master courses, comprehensive IT courses with certificates) and the upper secondary exam (e.g. *Berufsreifeprüfung*, specialist academies).

On most job-related and general learning pathways of the upper secondary level and apprenticeships there exist special forms to obtain certificates, e.g. schools for employed people. The latter have two forms – general higher education and vocational medium and higher education. The exceptional possibility of admission to the apprenticeship-leave examination without completing an apprenticeship is of increasing importance. Approximately 13% of final apprenticeship exams in 2000 were obtained through special forms of admission to the examination³⁵. This figure includes first-time vocational qualifications as well as supplementary exams for graduates from other apprenticeships.

All qualifications from the upper secondary level can also be obtained through adult learning. Usually they are designed as offers for employed people. Successful examples can be seen on all levels:

- Experienced providers (BFI, WIFI) offer the course-type preparation of adults for the final apprenticeship exam, but enterprises also co-operate with the AMS in this field. The so-called *specialist worker intensive training* will be of continuing relevance due to demographic circumstances and structural changes. The so-called "intensive version" of the apprenticeship training for adults (*Facharbeiterintensivausbildung*) is fully equivalent to the normal apprenticeship training. It has the same legal basis, i.e. the same job profiles and the same examination board.
- *Part-time industrial master colleges*, which are special types of BMS, have a sustainable importance for the specialist higher qualification of graduates from apprenticeship.
- The *special types of BHS for employed people* are an educational pathway that covers specialist and formal higher qualifications. It still needs to be seen how this offer will develop further considering the speedy development of the Universities of Applied Sciences since 1994. On principle, *Fachhochschule* courses are also open to graduates from secondary TVE schools and apprentices without the Matura.
- The introduction of the *Berufsreifeprüfung*, which provides general access to universities and specialist academies, has fundamentally changed the learning landscape. Within a couple of years (since 1997) the *Berufsreifeprüfung* has met with a high acceptance and is generally regarded as a successful example. The BFI, adult education centres, and the WIFI played a major role in the successful launching of the *Berufsreifeprüfung* exam as the respective law turned out a success as a result of the quick implementation by these three institutions and because participants concentrate on them.

Austria has a tradition of providing CET in evening classes and in block form on weekends. Jobs are rarely discontinued to attend courses except in case of unemployment. Despite the changes over the past decades this is a sustainable feature of Austrian educational culture.

An overview of qualifications obtained in recent years shows the relevance of continuing education and training at public schools in Austria acquisition of secondary level qualifications at

35. Calculations are based on the apprenticeship statistics of the Austrian Federal Economic Chamber.

schools (secondary TVE schools, BMS) and higher-level establishments (AHS and BHS). These are special forms for employed people or graduates from *other* secondary schools, which are run in addition to the normal type.

In 1999, roughly 550 *Reifeprüfung* exams were taken at an AHS for working people, about twice that number completed a special type of BHS for employed people. *No fees* are charged for these multi-annual evening courses.

Post-secondary courses in TVE and add-on courses are provided for persons with a completed training at the upper secondary level. Post-secondary courses in TVE and universities both require the *same* entrance qualifications.

In 2001, the *Berufsreifeprüfung* exams already reached about the same totals as AHS *Reifeprüfung* exams taken by employed people. Preparatory courses for *Berufsreifeprüfung* exams are offered by adult education institutions and therefore involve tuition fees; however, different subsidies are available from the chambers, the provincial governments, and the federal government.

The extent to which the range of adult learning on offer will change through the *Berufsreifeprüfung* and the ever denser regional offer of *Fachhochschule* courses in the medium and long term is an important question, as the first adult learning offer is free, while the second involves tuition fees.

The increased and probably further increasing shares of Matura holders make this a relevant area of educational policy. The scale and speed of the introduction of consecutive, three-phase study offers as defined by the Bologna Declaration (i.e. including short first studies) will also be influential in this respect.

The Universities of Applied Sciences are of special importance for adult learning also because some of the students are older than the average of new entrants, others are enrolled and in employment at the same time. The major parts of the costs of *Fachhochschule* courses are borne by the federal government as part of the standard cost reimbursement per student.

TABLE 3-9a:

Successful *Reifeprüfung* examinations in postsecondary technical and vocational schools and colleges (= special forms of upper secondary schools and colleges), 1999 and 2000

Educational establishment (preconditions)	1999	2000*
Academic secondary schools, academic secondary schools focusing on mathematics, the sciences and/or technical subjects, and academic secondary schools focusing on economics and social studies for employed people	430	372
Post-secondary modern qualifications concise academic secondary school and academic secondary school focusing on natural sciences	120	110
AHS total (only requires compulsory schooling qualifications)	550	482
Secondary technical and vocational colleges for engineering, arts and crafts for employed people	452	866
Secondary colleges for business administration for employed people	516	325
Secondary training course for nursery school teachers for employed people	63	27
Training course for tutors to become special tutors (day form, employed people, distant learning)	38	37
BHS for persons under employment (requires positive compulsory schooling qualifications)	1069	1255
Secondary courses in TVE in the area of secondary technical and vocational colleges for engineering, arts and crafts (in the narrower sense)	474	523
Secondary courses in TVE for arts and crafts	19	16
Secondary courses in TVE at secondary colleges for business administration	231	250
Secondary courses in TVE at secondary colleges for occupations in the service industries management	25	12
Secondary courses in TVE for nursery school teachers and social education	123	184
Secondary courses in TVE for the clothing sector	31	50
Secondary courses in TVE for tourism	260	355
BHS for AHS graduates	1163	1035
Add-on course at secondary technical and vocational colleges for engineering, arts and crafts (in the narrower sense)	532	185
Add-on course for the clothing sector	17	7
Post-secondary modern qualifications in tourism	129	146
Add-on course in arts and crafts	22	3
Add-on course at secondary colleges for business administration	319	187
Add-on course at secondary colleges for occupations in the service industries management	102	95
Special form of the secondary college for agriculture and the food industry (four years)	37	55
BHS for BMS graduates	1158	678
<i>Berufsreifeprüfung</i> (since 1997 for holders of apprenticeship qualifications and BMS graduates)	-	564²⁾

*without 2nd date (spring)Source: BMBWK, *Österreichische Schulstatistik* 2000/01, Vienna 2001.

Austria's learning system has long been characterised by a relatively early institutional diversity of the educational routes of adolescents (at 14 or 15), and by corrective options or qualifications in the second education and training pathway. In addition to adult learning offers leading to Matura, specialist continuing education and training leading to qualifications are important for Austrian holders of apprenticeship qualifications.

In terms of quantity, the master craftsperson examination as an access to trades and crafts is still important. In 2001, almost 1,900 persons took the *master craftsperson examination* according to statistics by the Austrian Economic Chamber. Preparatory courses are offered by the Economic Promotion Institutes. In agriculture and forestry about 450 took master examinations in 14 occupations.

The share of candidates taking the master craftsperson examination for motor vehicle engineering, joinery, locksmiths, hairdressers and wig makers, central heating fitters, painters, and tin-smiths was particularly high. Except for hairdressers and wig makers, exams were male-dominated. The share of females was also high among florists, cleaners of monuments, facades, and buildings, confectioners, dressmakers, photographers, and jewellers (WKÖ, 2001).

Commercial and trade qualifications and specialist higher qualifications are also obtained in special forms of BMS. In 1999, about 550 qualifications were obtained in the specific BMS special forms (better known as industrial master craftsperson evening classes and construction worker schools). These courses are offered by adult education institutions but are, by law, special types of the BMS. They still have a great importance for apprenticeship qualification holders from occupations in engineering, industry and trade.

TABLE 3-9b:

Qualifications obtained in special BMS forms, 1999 - 2000

Type of continuing education and training	1999	2000*
Commercial master craftsperson course for joiners (SPP)	-	19
Industrial master craftsperson evening class for employed people	386	256
Construction worker course	159	126
Commercial master craftsperson course for dressmakers (SPP)	-	16
Artistic master craftsperson course for communication design (SPP)	-	18
Total for engineering, arts and crafts	545	435
Secondary business schools for employed people	12	36
Total	557	471

*without 2nd date (spring)

SPP = school pilot project in accordance with section 7 of the School Organisation Act

Source: BMBWK, Austrian school statistics 2000/01, Vienna 2001.

Conclusions

1. Highly diversified competence structures and a wide variety of actors

The Austrian adult education scene is highly differentiated in terms of statutory institutional competences/responsibilities, provider organisations and funding. These frequently historically conditioned structures pose problems for the individual client of adult learning. Individual biographical issues need to be clarified with various institutional contact points and co-ordinated between them. This networking function is partly fulfilled by educational information and guidance; pilot projects with regional clusters have been initiated.

2. Adult learning participation rate varies between 8% and 50% depending on definition and observation period – participation in CET is growing since the end of the eighties

To estimate participation in adult learning requires a step-by-step procedure. Without any breakdown by learning forms it can be assumed that about 40% of the Austrian residential population aged 15+ have engaged in some sort of continuing education and training over the past twelve months (gainfully employed: 50%). Only one subgroup is attendance of courses at adult learning institutes.

According to CVTS-2 (European company survey), 31.5% of employees of the trade and industry sectors, working in companies with more than 10 employees participated in continuing education and training courses in 1999.

When using, for an approximate comparison, the continuing education and training rate established for 1989 (micro-census) (amounting to 12% of the gainfully employed), the growing participation in CET resulting from social and economic changes can hardly be denied - despite the often mentioned shortcomings regarding the data situation and the comparability of surveys.

3. Participation in CET significantly corresponds with educational attainment levels and occupational structures: What does that mean for the information society?

Breakdowns by educational attainment levels prove the well-known pattern that the CET participation rate rises as formal educational attainment increases. Differentiations by occupational function show a similar correspondence to the vertical structure of corporate activity. Especially relevant is the fact that completion of an education and training pathway after compulsory schooling leads to a clearly higher participation rate in CET for all forms of learning. This shows the importance of the creation of an educational basis during compulsory schooling and demonstrates the necessity of making a first educational offer to all adolescents.

4. The low-skilled have information and guidance deficits concerning continuing education and training options and therefore have a special need for guidance

Surveys asking specific questions on the topics of continuing education and training show that also the low-skilled are interested in learning. However, among those without any formal qualification, 43% feel poorly informed about CET (2002). Personal CET guidance is important for all adults, but more important for the low-skilled as an assistance in the decision-making process. Adult learning motivation can certainly be boosted, even under difficult economic framework conditions, by promoting access to upper secondary education and training pathways (BMS, apprenticeships, etc.) after nine years of compulsory schooling. Moreover, adequate information and guidance for the low-skilled also needs to be improved to boost participation.

5. Even though motivation for participating in different topics of continuing education and training changes with age, it never ends

As can be seen from current findings, motivations for participating in different CET topics can be found in all age groups, but they change with age and in relation with the social roles assumed on the job and in the family. Interest in CET remains rather high for ICT, languages, artistic and health topics even among older adults. Differences between age groups show differences in priorities concerning topics, interests, and preferred forms of learning.

Courses are popular in practically all age groups, but the popularity of e-learning differs clearly between generations (those aged 20-29 showing the highest preference). Educational programmes (television and radio) are the top preferences in the group aged 60+.

6. Gender-specific aspects of initial and continuing education and training – a re-entry requires special measures

Over the past decades, women have caught up in terms of participation in CET and have overtaken men in higher education. Gender-specific participation of the residential population in adult learning does not differ by frequency of learning activities but by specific topics, learning forms and the choice of providers. The gender-specific difference in adult learning participation is most conspicuous in "technology/natural sciences". Men are also leading in ICT; but both men and women show relatively high participation levels. Women are more active in languages, health and education.

An analysis of CET participation forms (and learning venues) in the residential population shows generally lower participation rates for women, with the exception of course forms. However, in evaluations based on the results of the CVTS-2 company survey, women do not lag behind on average, despite significant differences by economic sector. This shows that the fact that women lag behind regarding access to corporate learning is connected with the gender-specific employment rate. This must be the starting point for sustainable measures to open up chances for re-entry.

According to the 2000/01 labour force survey, the short-term CET participation rate of female homemakers is at 2.8% and thus clearly below the mean value of employed (9.5%) and unemployed women (15.1%).

7. 85% of young adults have obtained qualifications at the upper secondary level: changes of educational attainment lead to changes in the demand for education and training

The Austrian population has never boasted such a high formal qualification level as today. The higher formal educational attainment in the population alters expectations in job-related, general and academic adult learning.

More CET is required than in the past to keep abreast of latest developments. This is a result of the structural change as well as of the growing informatisation of gainful employment and the fact that the world of work is increasingly knowledge-based. The acquisition of "qualification reserves" in advance is becoming increasingly insufficient. Step by step, initial vocational education and training must be oriented towards modular adult learning with effective career changes and/or retraining constituting only a small part of the permanent updating of qualifications in quantitative terms.

On the other hand, formal qualification levels acquired by Austrians are rising, which leads to an increasing interest in CET and, at the same time, to a rising demand for training at higher levels.

8. The Austrian tradition of obtaining secondary school-based qualifications at a later point in life

Austria's education system has long been characterised by a relatively early institutional diversity of adolescents' educational routes (at the ages of 14 or 15) and by corrective options of qualifications in second-chance education. All qualifications of the upper secondary level as well as apprenticeship exams can also be obtained in adult learning. Usually these options are designed for employed people.

Due to demographic (migration, ageing) and structural changes and the continuing high demand for skilled workers, the so-called "intensive version" of apprenticeship training for adults (skilled workers' intensive training) will not only continue to be relevant for securing the supply of skilled workers, but will even grow further. Therefore it will be of major importance to optimise respective education and training offers in terms of costs and organisation.

Part-time industrial master schools, which are a special form of BMS, continue to be important for the specialist higher qualification of apprenticeship training graduates in engineering, crafts and trade. The question remains whether we will not need additional part-time forms of BMS education for growing occupational fields.

The special forms of BHS for employed people are a still very popular education and training pathway of specialist and formal higher qualifications. It remains to be seen in the future just how much, in the longer term, adult learning offers will be affected by the introduction of the *Berufsreifeprüfung* exam (1997) and the increasingly dense regional supply of *Fachhochschule* courses (rapid development since 1994) with special offers for employed persons.

9. How will a rate of Matura holders of 40% and more affect the role of the universities?

A Matura rate of 40% and more per age group will make the demand for post-secondary job-related education and training pathways, satisfying the different interests and employment options of increasingly heterogeneous groups of Matura-holders, an important issue in the design of education. Due to the innovation of the three-tier study system (Bachelor's, Master's, Doctor's degrees) as well as the implementation of the 2002 University Act, which gives more autonomy to universities, new developments for adult learning offers by universities are expected.

At universities, specialist programmes (*Universitätslehrgänge*) have an increasing quantitative importance, which is also documented by the establishment of a university offering continuing education and training (Danube University Krems). Planners of university-based education aim to address many different target groups with this offer: university graduates with supplementary and modular education and training needs, persons with a Matura Certificate but no university qualifications, and also offers such as MBAs for experienced/successful practitioners.

In contrast to regular universities, the Universities of Applied Sciences (*Fachhochschulen*) also provide formal study offers for employed people. Despite considerable efforts to develop possible offers for employed people in the respective setting at many university sites and despite successes achieved, legislators have so far not introduced any specific form of a university-based diploma study for employed people.

Finally, the manifold services provided by universities in adult learning must be mentioned – either as events addressed to the general public, as part of the lecturing activities of university staff members at adult learning institutions, or through the spread of scientifically secured knowledge via written publications and audio-visual media.

10. Interest in continuing education and training clearly exceeds actual participation - where are the barriers?

The 2002 Lifestyle study indicates that the interest in CET clearly exceeds actual participation in CET: this is most true of cross-sectoral topics such as ICT and languages. Generally it can be said that the interest in CET is widespread across disciplines in the residential population and the workforce and that it significantly exceeds actual participation in CET in all areas.

This raises questions regarding the barriers to the realisation of latent educational interests. Lack of information and weak educational bases have already been discussed. Scarcity of time resources (middle age range, women) and costs are also relevant. Challenges include improved information and guidance, especially of the low-skilled, and convincing middle-aged and older persons of employment age that an early withdrawal from CET is risky and disadvantageous. Incentives should be created through flexible training times (partly during work and partly during leisure time), as through co-investment (by individuals, companies and the public sector).

11. The distribution of funds between the initial education and training pathway and adult learning is under discussion

The Austrian education system places a great focus on the period before employment. This phenomenon has its roots in the widespread commitment of NGOs, interest groups and religious communities in institutionalised adult learning. The public sector's responsibility for educational processes in adult age only started after the establishment of the initial education and training system, which ties up the major part of public education expenses.

12. Subsidies are increasingly individualised and replace structural aids

Where additional funds to the existing structural subsidies (e.g. funds for teaching/training staff in accordance with the Adult Education Promotion Act) are provided, these are most commonly paid out to individuals and partly replace previous structural aids. These additional subsidies are mostly granted by the *Länder* or by social partner institutions. The levels of these subsidies suggest, however, that they are not cost-covering funding schemes, but rather incentive models.

The second individual promotion aspect is the fiscal consideration of education and training expenses for individuals and companies, which was expanded in 2000.

Structural subsidies show contradictory developments. They are declining at the federal level or are at least allocated on a project basis with a strong thematic focus. At the provincial level, however, subsidy volumes remain stable where a strong tradition of subsidies exists; other *Länder* spend clearly less.

13. Shared use - shared costs: what is the best way to fund co-investment in resource mobilisation?

Overlapping individual, corporate and macro-economic arguments in favour of benefits of investment in CET can best be demonstrated through the effects of relatively long courses. Generally, however, it is probably undisputed that the necessary orientation in the long term must be education and learning for all people in order to preserve social, cultural, and labour-market related integration in the context of a digital, knowledge-based economy and society.

Even though participants of courses of adult learning institutions pay considerable course fees – as can be assumed from recent survey data – the majority of the Austrian population expects that CET is paid for by employers or/and through statutory contributions to unemployment insurance. However, a certain degree of willingness to bear the entire costs or at least part of them can be noted as well.

Under the Austrian framework conditions of "mixed public-private" funding of continuing education and training, companies are not just a motor, but also – apart from the AMS and the State as well as individual participants – important CET finance providers. Large enterprises, which use mostly in-house training programmes as instruments of human resource development, differ considerably from small enterprises. This is particularly true for the secondary, but also for the tertiary sectors.

14. Austria has the highest TVE rate – this is an advantage for this country as a business location – but structural changes generally increase the importance of CET

It is a fact that – despite considerable corporate mobility after completing training in the market-oriented sector – almost half of Austrian employees have apprenticeship qualifications, 40-60% of whom accumulate long-term experience in this occupational field. The diversification of VET routes over the past two decades has affected human capital stock, in the sense that today, 63% of employed people boast qualifications from an initial vocational training pathway, of an average length of 3 to 5 years. It is therefore plausible that this constitutes a significant difference in the build-up of human capital compared to countries with less focus on initial VET.

As a result of structural changes leading towards a digital, knowledge-based economy and society with growing shares of qualified services in professional activities, the increasing importance of adult learning and far-reaching necessities of linking initial and continuing education and training (e.g. modularisation, international and/or national company certificates) are clear. Initial education and training is not losing in importance, but its orientation towards and promotion of lifelong learning are becoming a priority to secure social, cultural, and labour-market related integration in an economy and society determined by information and knowledge.

15. The AMS as a labour-market policy institution has the role of key qualification partner

The AMS uses training to increase the chances of the unemployed and other job seekers to find new workplaces. In the framework of the ESF, employed people can also be trained. However, the AMS is by its nature an employment service, not an educational institution. In terms of substantial higher qualifications and re-training, it represents nevertheless for many people the only contact point that provides specific offers and funds direct and indirect costs.

16. Ensuring the inclusion of all education sectors and education levels – a new concept of comprehensive coordination

CET affects not only different competences and interests (several ministries, *Länder* and municipalities, the Public Employment Service Austria, adult learning and CET institutions, the social partners, individuals), but also all fields and levels of education. This necessitates comprehensive co-ordination efforts. For this reason, the Federal Government in its Government Programme of February 2003 laid down the establishment of a "national steering group for co-ordination and strategic planning" for the field of lifelong learning. For this purpose, Education Minister Elisabeth Gehrler specified in her *Action Plan for Education, Training and Youth* (October 2003) that an expert group (*Task force LLL*) with the following tasks be set up:

- collection and evaluation of data and ongoing initiatives,
- definition of strategic objectives of LLL policies until 2010,
- specification of implementation measures and (further) development of indicators.

17. Ensuring quality in the adult learning sector

A national strategy for ensuring quality in vocational training needs to be developed, with a view to, among other things, consumer protection in the CET market. Intense discussions in the context of the consultation process (Memorandum) have shown that there are no concepts which are accepted at a broad level. On one hand, an increasing interest in certifications on the part of the part-

ners in the labour market can be observed, but on the other there is a strong interest in flexibility, in the existence of a variety of providers and offers, and in competition (not least in the interest of the users concerning low prices and high applicability). All these factors are major cornerstones of discussions on continuing education and training in this country.

18. Educational and vocational guidance

All players agree that synergies in educational and vocational guidance, through networking and co-operation (e.g. further development of course databases), should be intensified. A nation-wide networking going beyond institutional, provincial and even national borders must be promoted to further develop the system and to ensure the transfer of know-how between providers of guidance and counselling. Regionally balanced offers, using the potential of the new media, must also be guaranteed.

19. Adult learning report

In the course of the consultation process on the Memorandum of the European Commission it has been suggested to prepare an Adult Learning Report or a Continuing Education and Training Report. Such a report would serve both as a basis for strategic policy development in the field of life-long learning, and as a pilot project for improving the data situation in Austria and developing key indicators for participation in job-related and general adult education. The report would also ensure more transparency regarding offers, providers and costs. In general, an efficient compilation of existing data will be aimed at, before additional surveys are elaborated and commissioned.

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Glossary

AHS, allgemeinbildende höhere Schule

Secondary academic school

AMS, Arbeitsmarktservice

Public Employment Service Austria

BHS, Berufsbildende höhere Schule

Secondary technical and vocational college (secondary TVE college)

BIFEB, Federal Institute for Adult Learning

BMBWK, Bundesministerium für Bildung, Wissenschaft und Kultur

Federal Ministry for Education, Science and Culture

BMS, Berufsbildende mittlere Schule

Secondary technical and vocational school (secondary TVE school)

BRP, Berufsreifeproofung

General Higher Education entrance examination for leavers of the apprenticeship system and secondary TVE schools

CVTS-2

Continuing Vocational Training Survey No. 2, Eurostat Survey

DUK, Donau Universität Krems

Danube University Krems

Fachhochschul-Studiengänge (FH)

Provides high-quality professional and academic training for specific occupations (duration: 6-8 semesters). Entrance requirements: higher education entrance qualification or relevant professional experience. Acquisition of academic degree.

IHS, Institut für Höhere Studien

Institute for Advanced Studies

KEBÖ, Konferenz der Erwachsenenbildung Österreich

Austrian Conference of Adult Education Institutions

Matura (Reifeproofung)

General higher education entrance qualification

Reifeproofung (Matura)

General higher education entrance qualification

SBP, Studienberechtigungsproofung

University entrance examination

TVE

Technical and vocational (education and training)

Annex Chapter 1

TABLE A1-1:

Resident population by employment status, June 2002

Total residential population		in thousands	8,139.30	
Gainfully employed	Total		in thousands 3,982,90	
	Employment rate	Total population 15-59	in % 48.9 76.9	
	Self-employed		415,30	
	Helpers		85,90	
	Employees	Total	in thousands	3,481.70
		Blue-collar		1,429.00
		White-collar and public officials		2,052.80
		of whom state employees		–
	Part-time rates	Total	in %	17.9
		Men		4
	Women		35.9	
Not gainfully employed	Total		in thousands 4,156.40	
	Pensioners		1,750.60	
	Household		590.30	
	Other persons paid for		1,919.80	

Source: Statistik Austria (micro-census).

TABLE A1-2:

Employees by economic sector in 2000 (annual average)

Economic sector	Total		Of whom	
	absolute	in %	blue-collar	white-collar/officials
Agriculture and forestry	25,534	0.8	19,698	5,836
Fishery and fish farming	97	0.0	74	23
TOTAL PRIMARY SECTOR	25,631	0.8	19,772	5,859
Mining and production of rocks and earths	13,738	0.4	9,227	4,511
Production of goods	612,122	20.0	387,622	224,500
Energy and water supply	29,481	1.0	6,919	22,562
Construction	257,754	8.4	195,451	62,303
TOTAL SECONDARY SECTOR	913,095	29.8	599,219	313,876
Trade; maintenance and repair of cars and goods	491,830	16.1	144,560	347,270
Collective accommodation and restaurants	149,115	4.9	128,951	20,164
Transport and communication	229,075	7.5	72,432	156,643
Loans and insurances	110,141	3.6	4,392	105,749
Real estate, renting of chattel, company-related services	250,142	8.2	115,887	134,255
Public administration, defence, social insurance	476,441	15.6	99,503	376,938
Education	124,358	4.1	7,078	117,280
Health, veterinary services, social system	147,740	4.8	28,480	119,260
Provision of other public or personal services	139,511	4.6	56,119	83,392
Private households	4,013	0.1	3,194	819
Extraterritorial organisations and bodies	2,765	0.1	90	2,675
TOTAL TERTIARY SECTOR	2,125,131	69.4	660,686	1,464,445
ALL SECTORS	3,063,857	100.0	1,279,677	1,784,180
Military service	11,272	.	8,521	2,751
Parental leave	58,044	.	17,452	40,592
TOTAL EMPLOYEES	3,133,173	.	1,305,650	1,827,523

Source: Main Association of Austrian Social Insurance Institutions.

TABLE A1-3:

**Employees, vacancies and candidates,
unemployment level and structure**

		2001	Change 2000 – 2001	
		absolute	absolute	in %
Employees	total	3,148,155	14,417	0.5
	men	1,747,714	-9,296	-0.5
	women	1,400,440	23,712	1.7
Percentage of un- employed	total	6.1	0.3	-----
	men	6.2	0.4	-----
	women	5.9	0.0	-----
Unemployment rate by age and gender in %	15 to< 25 years total	5.9	0.6	-----
	25 to< 50 years total	5.6	0.3	-----
	50 and more years total	8.5	-0.4	-----
	15 to< 25 years men	5.9	0.8	-----
	25 to< 50 years men	5.6	0.5	-----
	50 and more years men	8.6	-0.3	-----
	15 to< 25 years women	5.8	0.4	-----
	25 to< 50 years women	5.6	0.0	-----
	50 and more years women	8.3	-0.6	-----
	Unemployed people by gender	total	203,883	9,569
men		115,324	7,815	7.3
women		88,560	1,756	2.0
Unemployed people by age and gender	15 to< 25 years total	30,934	2,988	10.7
	25 to< 50 years total	130,122	7,333	6.0
	50 and more years total	42,827	-752	-1.7
	15 to< 25 years men	17,157	2,094	13.9
	25 to< 50 years men	71,112	6,181	9.5
	50 and more years men	27,055	-460	-1.7
	15 to< 25 years women	13,777	894	6.9
	25 to< 50 years women	59,011	1,154	2.0
	50 and more years women	15,772	-292	-1.8
	Percentage of for- eigners among unemployed people	15.0	1.8	-----
Vacancies	reported vacancies	29,670	-5,825	-16.4
Candidates	number of unemployed people by reported vacancy	6.9	1.4	-----

Source: AMS Austria 2002.

Annex Chapter 2

KEBÖ Associations in alphabetical order
Descriptions as quoted at www.erwachsenenbildung.at

Arbeitsgemeinschaft der Bildungshäuser Österreich (Working Group of Austrian Education and Training Centres)

Bildungshäuser are non-school education and training institutions for young people and adults. They are supported by teams of teachers and are equipped with state-of-the-art classrooms and lecture halls. Apart from education and training, the centres offer accommodation and recreational facilities as well as restaurants.

Programme

Lifelong learning; political and vocational education and training; religion; handicraft skills; gymnastics; integrative events.

Forms of events

Seminars, courses, programmes, meetings; the focus is on longer events focusing on personal development.

Organisational structure

The umbrella organisation *Arbeitsgemeinschaft der Bildungshäuser Österreich*, which is organised as an association, has 17 *Bildungshäuser* as its members. The working group is a non-party, supra-denominational and non-profit association that serves to combine the *Bildungshäuser* organisations and represent them in external relations. The individual centres have different provider organisations (the federal government, churches, provincial governments, or rural interest representations) and are independent in the designing of their programmes.

Berufsförderungsinstitut Österreich (Vocational Training Institute Austria, BFI)

The Vocational Training Institute Austria with its regional BFI associations is the vocational adult learning institution of the chambers of labour and of the Austrian Trade Union Federation. The BFI aims to improve the vocational mobility of employees in Austria by education and training events and to support them in their personal and professional development. In terms of education policy, the BFI and its provider organisations advocate the transformation of (the repeatedly uttered necessity of) lifelong learning into a legal right for all employees because this is seen as the precondition for facilitating access to further training for all – independent of the place of residence, occupation, sex and income. The umbrella association BFI Österreich co-ordinates and supports the regional BFI associations, which are established at provincial level, and maintains (inter)national contacts to state and non-profit adult education establishments. The current programmes can be obtained from the regional BFI associations.

Programme

Facharbeiterintensivausbildung; offers related to career choice and job-finding; personal development and management; vocational training programmes for technological occupations; DP training; office and business; languages; courses for occupations in the social and health sector; preparatory courses for exams recognised by the state (*Studienberechtigung*, *Berufsreifeprüfung*, external lower secondary school qualification exam, promotional exams for public officials, qualification for attending Fachhochschule courses, Matura exams for nursery school teachers, secondary college for business administration, secondary business school, apprenticeship certificates); post-secondary courses in TVE, and programmes; educational measures for the unemployed and people at risk of unemployment.

Büchereiverband Österreichs (Austrian Library Association, BVÖ)

The Austrian public libraries count among the key establishments of adult learning in this country. To the extent of their financial means they safeguard free access to all kinds of information. The media provided by the public libraries document areas such as the sciences, the arts, literature and politics; in addition, there are media for entertainment and recreational purposes as well as audio-visual media such as CD-ROMs, CDs, video tapes, audio cassettes, games and magazines. Nowadays the public libraries are turning more and more into centres of communication where readings, concerts, discussions and literature presentations for children are organised. Another main task consists in social library work. Currently, a total of 2,451 public libraries offer more than 10.6m media; approx. 1.1m readers borrow 16.9m media annually. About 90% of the 9,500 librarians in Austria work on a voluntary, honorary basis.

Organisational structure

The Austrian Library Association is the umbrella organisation of the public libraries and represents their interests. It comprises the public libraries as individual members and, as an umbrella organisation, the Library Department of the Austrian Trade Union Federation and the *Österreichisches BibliotheksWerk*. The Association organises and develops vocational training for the staff of public libraries, publishes publications on library-relevant topics, offers support in the establishment, setting-up and reorganisation of libraries, organises the centralised procurement of library material, runs a specialised library, and prepares annual national statistics.

Forum katholischer Erwachsenenbildung in Österreich (Forum of Catholic Adult Education in Austria)

The *Forum Katholischer Erwachsenenbildung in Österreich* comprises more than 60 institutions of adult learning with different methodological and thematic focuses as well as Catholic Educational Associations, education and training centres, distance-learning courses, specialised institutions (e.g. the Catholic Social Academy): Whereas the 1,500 local educational associations cater to the specific needs of the people in the regions, the centres focus on facilitating intensive and longer educational processes.

Programme

Personal development; marriage and family formation; socio-political education; women's education and training; programmes focusing on religion and theology; schemes in the field of the arts and culture.

The Training Institute for Adult Education is an establishment run by the Forum as a private school with public-law status for employed people. Since 1983, diploma courses lasting between two and three years aim to train "seminar and process coaches" ("Seminar- und Gruppenprozessbegleiter/innen").

Ländliches Fortbildungsinstitut (LFI)

The *Ländliches Fortbildungsinstitut* was founded as an association in 1972 and is a nation-wide adult learning institution for the rural area. The LFI's key activity area is vocational adult training in agriculture and forestry and in rural home economics. Teaching is understood as a help to master the economic and cultural changes in the rural area.

Programme

Production, marketing and business administration in agriculture and forestry; related areas of environmental education; legal and tax issues and political education; rural technology; rural living and construction; rural home economics including the related educational areas of health; family and free-time.

Forms of events

Lectures and discussions; seminars; group counselling; experience exchange between practitioners; working groups; courses; work events; company visits; educational excursions; exhibitions.

Ring Österreichischer Bildungswerke (Federation of Adult Education Associations)

The *Ring Österreichischer Bildungswerke* organisation is the platform of Catholic and Protestant Educational Associations. It promotes co-operation between the sub-associations, co-ordinates the exchange of ideas and experiences, and represents common interests in terms of educational policies. It consists of the *Verband Österreichischer Volksbildungswerke (VÖVBW)* and the *Arbeitsgemeinschaft Evangelischer Bildungswerke (AEBW)*.

Programme

Social policies; economy; ecology; health; the arts; development policies; religion and theology; child rearing for parents

Forms of events

Courses; meetings; seminars; discussions; lectures; educational weeks; educational trips

Verband Österreichischer Gewerkschaftlicher Bildung (Association of Austrian Trade Union Education, VÖGB)

As an institution of adult learning of the statutory representation of interests (chambers of labour) and the employees' voluntary professional associations with competence to take part in collective bargaining (Austrian Trade Union Federation, trade unions), the education and training centres have the task of providing (further) training for officials, staff and members of the employee organisations.

Programme

Courses in issues related to labour and social legislation; awareness-raising about the situation of employees in employment; organisation; political education; courses on cultural topics and education policies; free-time design

Forms of events

Courses; seminars; meetings; conferences; training events with a duration of several months; workshops; symposia

Organisational structure

The Association of Austrian Training Centres (*Verband Österreichischer Schulungs- und Bildungshäuser*) is the umbrella organisation of training institutions of the statutory representations of interest and of the employees' voluntary professional associations with competence to take part in collective bargaining.

Verband Österreichischer Volkshochschulen (Federation of Austrian Adult Education Centres, VÖV)

The Austrian adult education centres (*Volkshochschulen*) are the most traditional institutions of adult learning in this country and boast a history encompassing more than 100 years. A *Volkshochschule* sees itself as an educational institution committed to democracy, politically committed to human rights, and independent of political parties. Therefore its self-conception includes the provision that it will not admit any content that is anti-democratic, racist, anti-Semitic, directed against women or discriminating against other groups or behaviour and to counteract such traditions.

Programme

Courses and events of a general, vocational and cultural content; foreign languages (the offer covers more than 50 languages); second-chance education such as preparation for the *Studienberechtigungsprüfung* and *Berufsreifeprüfung*; DP courses; events on topics of humanistic and scientific content, political education, life and leisure time

Forms of events

Courses; lectures; seminars; workshops; excursions; programmes; exhibitions; theatre performances; educational trips

Organisational structure

The Association of Austrian Adult Education Centres together with its Pedagogical Working and Research Centre (PAF) is the umbrella organisation for nine establishments, which are organised as associations at the provincial level. There are a total of 293 adult education (*Volkshochschule*) centres in Austria.

Volkswirtschaftliche Gesellschaft Österreich (Economic Society Austria, VG-Ö)

The *Volkswirtschaftliche Gesellschaft Österreich* and connected regional adult education associations are training institutions oriented towards the economy. Their specific aim is to inform on interconnections in economic and social policies. Among their main target groups are managers and employees from the economic and administration sectors as well as teachers and the school sector in general.

Programme

Social and economic systems; educational policies; economics; business administration; social policies; communications; psychology; environmental policy; legal system; consumer protection; new technologies; ethics and the economy.

Forms of events

Seminars; meetings; lectures; discussions

Organisational structure

The VG-Ö was founded as an independent association in 1958. Its members, the regional associations, are active as autonomous associations in the *Länder*.

Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreichs (Institute of Economy Promotion of the Austrian Economic Chamber, WIFI)

The WIFIs are service institutions of the Economic Chambers. Their target groups of education and training events include apprentices, skilled workers, managers at all levels, (future) entrepreneurs.

Programme

Management/corporate leadership; personal development; languages; business administration; DP/computer sciences; education and training for technical occupations; for occupations in trade; commerce and industry; tourism; transport; the specialised colleges (*WIFI-Fachakademien*); part-time industrial master colleges; preparation courses for exams; in-company training; educational guidance; events commissioned by the Public Employment Service Austria

Organisational structure

The WIFI of the Austrian Economic Chamber at national level fulfils co-ordinating tasks between the nine WIFIs of the regional economic chambers.

TABLE A2-1a:

Highest educational attainment by age in 2001

Age in years	Compulsory school %	Apprenticeship %	BMS %	AHS %	BHS %	Univesity* %	Total %	Total in thousands
20 to 24	15.3	35.0	9.8	21.4	16.4	2.1	100.0	477.6
25 to 29	14.6	40.1	11.0	11.2	14.6	8.4	100.0	547.6
30 to 34	16.7	42.0	12.1	8.0	11.4	9.9	100.0	688.2
35 to 39	17.8	42.0	11.8	7.5	10.0	10.8	100.0	719.9
40 to 44	19.4	42.0	12.6	6.2	9.1	10.9	100.0	636.4
45 to 49	25.1	40.4	12.3	4.9	6.7	10.5	100.0	534.6
50 to 54	28.3	40.8	11.5	5.1	6.5	7.9	100.0	515.3
55 to 59	30.0	40.2	11.3	5.3	6.6	6.7	100.0	460.3
60 to 64	40.5	34.8	10.2	4.5	4.9	5.1	100.0	461.1
20 to 64	22.3	40.0	11.5	8.1	9.7	8.4	100.0	5,041.0

* including university-type establishments (post-secondary teacher training, etc.)

Source: Statistik Austria, micro-census.

TABLE A2-1b:

Highest educational attainment by age group and gender in 2001

Age in years	Compulsory schooling %	Apprenticeship %	BMS %	AHS %	BHS %	University, post-secondary college %	Total %	Total in thousands
MEN								
20 – 24	15.6	43.6	6.8	18.7	14.0	1.2	100.0	242.6
25 – 29	12.9	47.5	7.6	10.4	14.4	7.1	100.0	272.9
30 – 34	13.6	50.0	7.9	7.5	11.8	9.2	100.0	348.5
35 – 39	13.7	50.3	8.3	6.9	9.5	11.3	100.0	368.3
40 – 44	13.9	51.0	8.9	6.0	9.1	11.0	100.0	324.9
45 – 49	17.1	50.4	9.0	4.9	7.6	11.1	100.0	269.4
50 – 54	21.6	48.3	8.4	5.5	6.9	9.4	100.0	258.7
55 – 59	20.8	49.9	7.2	4.9	8.0	9.2	100.0	226.3
60 – 64	29.4	45.0	8.0	5.3	5.0	7.3	100.0	223.0
20 – 64	17.0	48.7	8.1	7.7	9.7	8.8	100.0	2,534.5
WOMEN								
20 – 24	14.9	26.2	12.9	24.2	18.9	3.0	100.0	235.1
25 – 29	16.4	32.8	14.3	12.1	14.8	9.7	100.0	274.7
30 – 34	19.8	33.8	16.4	8.4	11.0	10.6	100.0	339.6
35 – 39	22.1	33.4	15.6	8.1	10.5	10.3	100.0	351.7
40 – 44	25.0	32.6	16.4	6.4	8.9	10.7	100.0	311.5
45 – 49	33.2	30.3	15.7	5.0	5.8	9.9	100.0	265.2
50 – 54	35.0	33.3	14.5	4.7	6.1	6.3	100.0	256.6
55 – 59	38.8	30.8	15.2	5.6	5.2	4.4	100.0	234.0
60 – 64	50.9	25.3	12.3	3.8	4.7	3.1	100.0	238.1
20 – 64	27.6	31.3	15.0	8.5	9.6	7.9	100.0	2,506.5

Source: Statistik Austria, micro-census.

TABLE A2-2a:

Types of participation in continuing vocational training by educational attainment and employment category, in 2000

Number of persons very frequently or frequently engaged in continuing vocational training over the past three years (in %)

Structural characteristic	Reading specialist books and magazines	Special training in own company	Special training in other company or external product training and similar	Lectures	CET courses	Media or computer-aided * CET	Evening classes, colleges, studies in 2 nd education pathway
QUALIFICATIONS							
none (n=219)	14	10	2	7	6	3	1
apprenticeship, BMS (n=559)	29	22	6	16	16	8	2
Reifeprüfung (n=153)	57	27	10	31	23	22	9
University (n=60)	74	30	10	47	43	15	11
EMPLOYMENT CATEGORY							
Self-employed, liberal professions (n=53)	59	35	19	31	33	22	
White-collar, public official (n=291)	50	40	12	28	34	14	5
Blue-collar (n=205)	22	24	6	10	10	5	1
Farmers (n=24)	35	17	3	31	10	6	0
Employed (n=73)	38	34	10	22	23	10	4
TOTAL (n=1,000)	32	21	6	18	16	9	3

* continuing vocational training from home using media such as CD-ROM, videos, audio tapes, online courses, etc.

Source: Fessel-GfK (2002).

TABLE A2-2b:

**Age-group and gender-specific types of continuing vocational training
in residential population, in 2000**

Percentage of persons often or very often engaging in continuing vocational training over
the past three years (in %)

Structural characteristic	Reading specialist books and magazines	Special training in own company	Special training in other companies or external product training and similar	Lectures	CET courses	Media or computer-aided * CET	Evening classes, colleges, studies in 2 nd education pathway
AGE							
15 – 19 (n=70)	38	41	3	18	13	21	1
20 – 29 (n=173)	40	27	9	23	22	15	6
30 – 44 (n=291)	45	32	9	25	28	13	4
45 – 59 (n=228)	28	16	5	17	15	7	1
60+ (n=239)	13	0	0	7	2	1	1
GENDER							
male (n=477)	42	25	8	20	16	12	3
female (n=523)	24	16	4	17	16	7	3
TOTAL (n=1,000)	32	21	6	18	16	9	3

* continuing vocational training from home using media such as CD-ROM, videos, audio tapes, online courses, etc.

Source: Fessel-GfK (2002).

TABLE A2-3:

**Topics of continuing vocational training in population aged 15+
by qualification, in 2000 (%)**

Which areas of continuing vocational training have you engaged in over the past three years
or are you currently engaged in?

Specialist and general issues	No qualifi- cations (n=219)	Appren- ticeship, special school (n=559)	Matura (n=153)	Univer- sity (n=60)	Total (n=1,000)
Specialist know-how of my trade	15	35	47	66	34
ICT, information science	13	27	54	47	29
Languages	7	11	26	42	14
Communication, general education	9	10	24	40	14
Commercial, accounting	3	7	17	15	8
Marketing, sales training	4	6	9	12	7
Management training, personnel management	0	6	12	21	7
Engineering	2	7	4	17	7
Health	9	13	23	22	14
Education	3	7	16	23	8
Art, music, culture	5	8	17	33	11
Total answers	70	137	232	338	153
No continuing vocational training	56	34	16	8	35

Source: Fessel-GfK (200); authors' own calculations.

TABLE A2-4:

**Topics of continuing vocational training in population aged 15+
over the past 12 months
by formal education, in 2002 (%)**

Topics (more than one answer possible)	n=	Compulsory schooling	Apprenticeship, special school	AHS, BHS	University	Total
	588	1,824	1,275	514	4,200	
ICT		14	13	24	32	19
Other vocational topics		3	8	11	13	9
Health		4	7	11	14	9
Languages		11	5	12	14	9
Engineering, natural sciences		3	3	10	10	6
Craft skills		5	5	4	4	5
Business (e.g. accounts, fiscal law)		5	3	8	6	5
Artistic skills (e.g. music, painting)		6	3	7	8	5
Education		1	3	6	15	5
Other		5	2	3	6	3
Fine arts, social sciences		2	1	4	10	3
Total answers		59	53	100	132	78
<i>At least one answer</i>		26	31	51	63	40

Source: Fessel-GfK (2002).

TABLE A2-5:

**Topics of continuing vocational training in male and female population aged 15+
over the past 12 months, in 2002 (%)**

(more than one answer possible)

Topics	Women (n=2,186)	Men (n=2,014)	Difference
Engineering, natural sciences	3	9	6
ICT	17	21	4
Other job-related topics	8	10	2
Craft skills	4	5	1
Business (e.g. accounting, fiscal law)	5	6	1
Other	3	4	1
Fine arts, social sciences	4	3	-1
Languages	10	8	-2
Artistic skills (e.g. music, painting)	6	4	-2
Health	10	7	-3
Education	7	3	-4
Total answers	77	80	3
<i>At least one answer</i>	61	59	-2

Source: Fessel-GfK (2002).

TABLE A2-6:

**Topics of continuing vocational training over the past 12 months population
by age group, in 2002 (%)**

(more than one answer possible)

Topics	n=	Age in years					
		<19 285	20 – 29 627	30 – 39 894	40 – 49 722	50 – 59 630	60+ 1,042
ICT		35	29	18	26	18	5
Other job-related topics		6	14	14	13	6	1
Languages		35	13	6	7	5	5
Engineering, natural sciences		14	12	8	6	4	1
Business (e.g. accounting, fiscal law)		20	10	5	5	2	1
Health		7	9	10	12	9	5
Education		2	9	7	9	3	1
Artistic skills (e.g. music, painting)		12	8	4	4	4	3
Fine arts, social sciences		5	6	3	3	3	2
Other		7	4	4	5	3	1
Craft skills		11	3	7	7	3	2
Total answers		154	117	86	97	60	27
<i>At least one answer</i>		<i>56</i>	<i>58</i>	<i>47</i>	<i>51</i>	<i>34</i>	<i>16</i>

Source: Fessel-GfK (2002).

TABLE A2-7:

Topics of continuing vocational training by age group, in 2002 (%)

Which areas of continuing vocational training have you engaged in over the last three years or are you currently engaged in?

Topics	Age in years					Total (n=1,000)
	15-19 (n=70)	20-29 (n=173)	30-44 (n=291)	45-59 (n=228)	60+	
Specialist know-how of my trade	41	53	49	28	5	34
ICT, information science	46	46	40	23	4	29
Languages	18	22	15	14	6	14
Communication, general education	20	18	20	11	6	14
Health	6	12	21	16	9	14
Art, music, culture	20	9	11	11	10	11
Commerce, accounting	11	16	12	4	3	8
Education	2	14	15	7	0	8
Management training, personnel management	4	4	14	8	0	7
Marketing, sales training	7	13	10	3	1	7
Engineering	14	10	7	5	3	7
<i>Total answers</i>	189	217	214	130	47	153
No continuing vocational training activity specified	16	17	21	38	67	35

Source: Fessel-GfK (2002)

TABLE A2-8:

Topics of continuing vocational training in the past 12 months by labour force status, in 2002 (%)

Topics of continuing vocational training (more than one answer possible)	Employed n=2,160	Not employed n=1,545	Difference
ICT	25	12	13
Other job-related topics	14	3	11
Health	10	6	4
Education	7	3	4
Engineering, natural sciences	7	4	3
Craft skills	6	3	3
Business (e.g. accounting, fiscal law)	6	4	2
Other	4	2	2
Artistic skills (e.g. music, painting)	5	4	1
Fine arts and social sciences	3	3	0
Languages	8	10	-2
Total answers	95	54	41
<i>At least one answer</i>	50	28	22

Source: Fessel-GfK (2002).

TABLE A2-9:

Continuing vocational training in the past twelve months, by topic and employment category, in 2002 (%)

Topics	n=	Executive staff/ public officials	Self-employed/ liberal professions	Non-executive staff/public officials	Farmers	Skilled workers	Unskilled/semi- skilled workers	Unemployed
ICT	249	39	29	32	18	11	12	26
Other job-related topics	20	20	12	16	10	15	1	8
Languages	15	15	11	11	0	3	2	7
Health	11	11	14	12	15	9	5	2
Business e.g. accounting, fiscal law	11	11	9	8	5	3	0	13
Technology, natural sciences	10	10	14	6	5	9	1	4
Education	9	9	6	10	7	4	4	4
Artistic skills (e.g. music, painting)	6	6	5	5	10	4	4	4
Handicraft skills	5	5	3	4	4	12	3	2
Other	4	4	8	5	1	2	6	3
Humanities, social sciences	3	3	8	5	0	1	0	2
Total answers	133	133	119	114	75	73	38	75
<i>At least one answer</i>	66	66	61	60	39	38	25	39

Source: Fessel-GfK (2002).

TABLE A2-10:

**Sector-specific share of course participants by gender in 1999,
(company survey, n=2,612, 2000/2001) (%)**

Economic sector (companies with a staff of 10 or more)	Total	Male	Female	Difference m-w
Loans, insurances	53.8	48.8	60.9	-12.1
Energy supply	45.0	45.2	43.7	1.5
Car dealers	42.5	47.4	29.0	18.4
Transport, communications	41.8	40.3	46.3	-6.0
Car building	38.6	38.6	38.7	-0.1
Retailers	34.3	34.1	34.4	-0.3
Wholesalers	33.8	34.5	32.4	2.1
Mechanical and electrical engineering	33.1	35.6	25.4	10.2
Paper, publishing	27.6	28.5	25.3	3.2
Chemistry, plastics	27.6	27.7	27.5	0.2
Various services	25.8	24.1	28.2	-4.1
Metal production	25.1	25.3	24.4	0.9
Foodstuffs	25.0	26.4	22.8	3.6
Wood	24.2	24.4	23.5	0.9
Mining	21.6	20.8	28.1	-7.3
Construction	18.0	17.3	22.5	-5.2
Collective accommodation	15.7	13.7	17.4	-3.7
Textiles	15.5	24.2	10.4	13.8
Total	31.5	31.2	32.1	-0.9

Source: Statistik Austria and, CVTS-2.

TABLE A2-11:

**Share of employees participating in a continuing vocational training course in 1999,
by company size and gender (%)**

(survey of companies with a staff of 10 or more, in 2001, n=2,612, estimate)

Total staff in company	Employees in 1,000	Total	Men	Women
10 – 19	211.7	24.8	25.8	23.1
20 – 49	280.5	23.6	21.2	28.5
50 – 499	738.9	29.3	28.9	30.1
500 and more	664.1	39.4	39.5	39.2
Total	1,894.3	31.5	31.2	32.1
PRODUCTION				
10 – 49	205.7	17.6	17.4	18.1
50 – 499	374.1	24.3	24.5	23.4
500 and more	267.1	35.3	37.2	29.0
Total	848.3	26.1	26.8	23.9
TRADE, SERVICES				
10 – 49	286.5	28.8	28.6	29.1
50 – 499	363.5	34.5	34.7	34.2
500 and more	397.6	42.1	41.4	43.1
Total	1,047.6	35.8	35.7	36.0

Source: CVTS-2

TABLE A2-12:

Distribution of external course hours, by provider and company size, in 1999 (%)

(company survey, companies with a staff of 10 or more, 2000/2001; estimate),

Number of employees in company	External course hours in 1,000	Private providers	Organisations close to employers (WIFI)	Equipment suppliers	Parent/associate companies	Other non-profit training providers (incl. VHS)	Univer-sities, etc. close to employees (BFI)	Schools
10-19	1,013	12.7	17.6	26.4	14.5	7.9	11.9	4.4
20-49	1,243	24.0	19.1	20.6	13.3	13.6	1.3	2.5
50-249	2,070	31.0	24.9	13.3	12.6	8.7	1.6	1.3
250-499	965	46.0	21.7	9.1	8.1	5.0	1.8	1.9
500-999	620	38.0	21.8	9.9	8.9	10.0	2.5	2.3
1,000 and more	1,796	60.7	12.5	7.6	8.5	3.9	1.5	1.5
Total	7,707	36.8	19.5	14.1	11.1	7.9	3.0	2.1
								1.1

Source: CVTS-2.

TABLE A2-13:
Sector-specific distribution of external course hours attended during working hours, broken down by course provider, in 1999 (%),
(companies with a staff of 10 or more, 2000/2001; estimate)

Economic sector	External course hours in 1,000	Private providers	Organisations close to employers (WIFI)	Equipment supplier	Parent /associate companies	Other oriented training providers (incl VHS)	Universities, etc.	Organisations close to employees	Schools
Metal production	376	24.7	44.5	12.8	2.9	3.8	6.9	1.5	2.4
Mining	25	43.7	35.5	7.1	3.8	2.9	1.4	0.2	5.2
Textiles	43	32.0	29.8	12.8	6.1	6.0	5.5	2.8	2.3
Paper, publishing	197	34.3	28.7	14.1	2.8	7.5	4.3	1.7	1.8
Various services	821	25.1	24.6	17.4	5.5	17.6	4.2	1.4	2.0
Transport, communication	890	47.2	24.1	7.2	6.8	5.5	5.3	1.7	1.8
Car manufacturing	116	44.0	23.9	9.8	4.8	14.1	1.0	0.3	1.9
Car dealers	386	6.9	23.3	50.8	12.8	4.8	1.2	0.1	0.1
Construction	735	18.7	23.1	23.0	2.1	4.4	3.4	16.6	5.4
Wood	162	47.3	22.8	8.5	4.3	6.3	3.3	5.7	1.5
Mechanical and electrical engineering	822	51.9	20.3	10.3	2.8	6.4	2.4	2.6	2.2
Chemistry, plastics	403	44.5	19.9	10.2	8.5	5.6	5.6	2.2	2.1
Total	7,707	36.8	19.5	14.1	11.1	7.9	4.3	3.0	2.1
Food industry	212	50.6	15.7	7.4	4.5	10.8	4.7	4.4	1.5
Energy supply	173	50.6	14.1	10.1	3.5	9.3	3.3	2.5	2.5
Wholesalers	681	40.0	12.2	16.8	12.1	7.5	9.5	0.3	1.4
Retailers	445	52.2	8.6	18.0	10.3	5.0	2.7	1.0	1.9
Loans, insurances	1,115	35.0	7.3	2.3	40.5	9.8	2.8	0.9	1.3
Collective accommodation	104	40.1	7.0	24.1	3.4	8.7	13.1	0.6	3.0

Source: CVTS-2.

TABLE A2-14:
Sector-specific distribution of external course hours attended during working hours, by course contents, in 1999 (%)
(companies with a staff of 10 or more, 2000/2001; estimate)

Sectors	Total course hours in 1,000	Languages	Sale	Accounting	Management	Office	Working techniques	Computer	Engineering	Environment	Services	Other
Wholesalers	1,515	5.1	22.0	2.3	10.7	1.6	14.9	26.1	11.1	1.8	0.3	4.0
Energy supply	427	2.7	5.5	6.6	6.5	1.3	10.2	23.9	17.0	10.5	2.0	13.8
Various services	1,474	4.2	5.7	12.8	15.3	4.2	8.3	21.6	13.9	2.3	2.6	9.0
Chemistry, plastics	814	15.3	7.1	3.3	9.9	2.0	8.3	20.8	13.2	4.2	0.2	15.7
Textiles	84	6.9	9.3	7.3	10.4	4.2	6.2	19.1	23.1	4.5	0.6	8.4
Mechanical and electrical engineering	1,553	9.9	7.4	3.5	11.7	2.0	6.9	18.6	27.1	3.6	0.9	8.3
Paper, publishing	353	5.8	10.5	2.6	19.5	1.6	7.6	17.5	21.6	4.9	0.6	7.9
Wood	416	4.4	11.6	3.9	14.6	3.0	7.6	17.3	24.2	4.4	0.3	8.7
Loans, insurances	3,236	2.9	20.6	7.2	13.7	1.9	7.5	16.1	4.2	1.4	1.8	22.7
Metal manufacturing	647	5.8	7.5	3.7	14.2	3.5	7.1	15.8	30.2	5.4	0.3	6.4
Car manufacturing	282	8.7	0.6	1.9	14.3	1.5	6.0	14.7	39.3	5.6	0.0	7.5
Transport, communication	2,581	5.4	8.8	4.6	18.9	1.6	7.0	14.0	13.5	3.5	6.8	15.9
Construction	1,107	1.0	6.5	6.2	14.0	2.6	5.0	11.9	31.5	4.0	2.2	15.0
Mining	39	4.4	8.7	8.4	10.1	6.6	1.4	11.3	35.4	11.4	0.5	1.7
Car dealers	708	1.4	17.4	4.9	11.3	3.3	4.2	10.6	34.3	2.8	1.0	8.8
Food industry	393	4.5	31.5	4.4	17.1	1.8	6.6	10.2	12.7	4.2	0.3	6.7
Collective accommodation	193	14.0	18.0	1.9	22.8	2.8	6.9	8.6	4.3	5.2	3.3	12.4
Retailers	1,513	1.0	29.4	1.5	7.6	2.3	3.0	8.0	1.1	0.9	0.1	45.2
Total	17,336	4.9	14.1	5.2	13.5	2.3	7.4	16.4	15.2	3.0	2.0	15.9

Source: CVTS-2

TABLE A2-15:

Distribution of course hours attended during paid working time, by course content and company size, in 1999 (%)

(company survey, companies with a staff of 10 or more, 2000/2001; estimate)

Staff in company	Total course hours in 1,000	Languages	Sale	Accounting	Management	Office	Working techniques	Computer	Engineering	Environment	Services	Other
10-19	1,412	1.9	14.8	10.0	10.9	2.0	7.7	12.2	26.6	3.9	3.2	6.7
20-49	1,858	3.3	16.7	6.4	15.7	4.7	4.2	16.6	18.5	2.4	2.1	9.4
50-249	3,635	6.2	17.1	6.3	16.4	2.5	5.8	13.5	15.9	3.7	1.6	10.9
250-499	2,184	4.6	13.3	3.6	18.3	2.3	8.6	15.8	17.5	3.4	2.1	10.7
500-999	1,459	5.5	10.5	3.2	13.3	2.4	10.8	18.1	17.8	4.8	0.9	12.7
1,000 and more	6,788	5.3	12.8	4.1	10.4	1.5	8.0	18.6	10.3	2.2	2.2	24.6
Total	17,336	4.9	14.1	5.2	13.5	2.3	7.4	16.4	15.2	3.0	2.0	15.9

Source: CVTS-2

Annex Chapter 3

TABLE A3-1:

Non-specific interest in continuing vocational training in residential population aged 15+ by age group, in 2000 (%)

QUESTION: "If you had the opportunity to participate in continuing vocational training, would you use it?"

Suggested replies	Age in years					Total (n=1,000)
	15-19 (n=70)	20-29 (n=173)	30-44 (n=291)	45-59 (n=228)	60+	
Yes, certainly	38	51	44	23	5	31
Yes, almost certainly	39	25	19	17	8	18
Subtotal	77	76	63	40	13	49
Maybe	10	11	19	19	11	15
Rather not	0	5	11	18	14	11
<i>Certainly not</i>	3	6	6	20	61	22
Don't know/won't tell	10	2	0	2	1	2
Total	100	100	100	100	100	100

Source: Fessel-GfK (2002).

TABLE A3-2:

Non-specific interest in continuing vocational training in population aged 15+ by educational attainment, in 2000 (%)

QUESTION: "If you had the opportunity for further learning, would you use it?"

Formal education	Yes, certainly %	Yes, almost certainly %	Maybe %	Rather not %	Certainly not %
No qualification (n=219)	17	14	14	6	46
With qualifications (n=559)	29	19	16	16	18
Matura (n=153)	41	25	16	6	11
University (n=60)	63	17	9	2	7
Total (n=1,000)	31	18	15	11	22

Source: Fessel-GfK, December 2000.

TABLE A3-3a:

Further education interests in population aged 15+, by educational attainment and topic, in 2002 (%)

QUESTION. "In the following you will find a number of educational disciplines and topics of further education. Please tick the topics of interest to you:"

(more than one answer possible)

Topics	n=	Compulsory schooling	Apprentice- ship, special school	AHS/BHS	University, post-second- ary college	Total
		588	1,824	1,275	514	4,200
ICT		41	56	61	68	57
Languages		32	39	56	62	46
Health		35	39	42	42	39
Craft skills		20	28	20	22	24
Education		13	19	26	31	21
Other job-related topics		9	21	25	29	21
Engineering, natural sciences		9	16	23	27	19
Business (e.g. accounting, fiscal law)		11	15	25	20	18
Artistic skills (e.g. music, painting)		11	16	22	22	18
Arts, social sciences		6	9	22	30	15
Other		14	8	12	13	11
Total		201	266	334	366	289
No reply		27	19	12	8	17

Source : Fessel-GfK (2002).

TABLE A3-3b:

Continuing vocational training interests by occupational status and topic, in 2002 (%)

QUESTION: "In the following you will find a number of educational areas and topics for further education. Please tick the topics of interest to you:"

(more than one answer possible)

Topics	n=	Self-employed	Non-executive staff/public officials	Executive staff/public officials	Skilled workers	Unskilled/semi-skilled workers	Farmers	Unemployed	Homemakers
ICT		69	76	74	73	58	53	67	48
Languages		62	60	56	44	45	29	44	37
Health		41	40	45	38	44	35	40	56
Other job-related topics		38	38	34	34	15	30	17	8
Business (e.g. accounting, fiscal law)		37	30	23	18	14	19	21	12
Engineering, natural sciences		28	29	23	29	8	7	24	6
Arts, social sciences		26	22	19	7	11	6	16	7
Craft skills		24	21	23	35	28	33	38	25
Education		18	19	29	26	28	22	16	33
Artistic skills (e.g. music, painting)		22	16	19	17	16	13	26	21
Other		10	7	14	13	13	9	17	8
Total		375	358	359	334	280	256	326	261
No reply		5	5	5	8	10	15	6	19

Source: Fessel-GfK (2002).

TABLE A3-4a:

Preferred forms of continuing vocational training by age group, in 2002 (%)QUESTION: *What forms of continuing vocational training are most attractive to you personally?*

(more than one answer possible)

Forms of learning	Age in years						Total
	<19	20 – 29	30 – 39	40 – 49	50 – 59	60+	
n=	285	627	894	722	630	1,042	4,200
Courses	62	79	81	76	65	50	68
Specialist literature (books, magazines)	54	67	62	61	55	43	56
Seminars	43	68	67	62	51	29	53
Lectures	42	50	47	55	52	41	48
In-company training	30	53	56	48	36	12	39
Audio-tapes, video-tapes	12	12	8	14	12	9	11
E-learning (via Internet, e-mail)	14	20	12	11	6	2	10
E-learning (using soft- ware)	11	17	13	12	7	2	10
Distant learning courses	6	10	5	4	3	3	5
Educational radio and TV programmes	17	20	23	32	35	36	29
International study visits for educational purposes	49	33	23	17	17	14	22

Source: Fessel-GfK (2002).

TABLE A3-4b:

**Preferred forms of continuing vocational training by educational attainment,
in 2002 (%)**

QUESTION: "Which forms of continuing vocational training are most attractive to you personally?"

(more than one answer possible)

Forms of learning	n=	<i>Compulsory schooling</i>	<i>Apprentice- ship, special school</i>	<i>AHS/BHS</i>	<i>University, post-second- ary college</i>	Total
	588	1,824	1,275	514	4,200	
Courses	55	71	70	70	68	
Specialist literature (books, magazines)	33	49	68	79	56	
Seminars	26	51	61	72	53	
Lectures	32	44	54	64	48	
In-company training	24	39	41	47	39	
Audio-tapes, video-tapes	5	11	12	13	11	
E-learning (via Internet, e-mail)	5	7	13	19	10	
E-learning (using software)	5	7	14	14	10	
Distant learning courses	2	4	6	7	5	
Educational radio and TV pro- grammes	25	29	28	36	29	
International study visits for edu- cational purposes	16	13	31	40	22	

Source: Fessel-GfK (2002).

TABLE A3-5:

**Initiative for continuing vocational training by educational attainment and occupational status,
in 2001 (%)**

QUESTION: "Who takes the initiative for the concrete implementation of your attendance of
continuing vocational training measures?"

(basis: employed people planning to attend continuing vocational training)

Highest completed education, position	Predominantly myself	Predominantly my employer	Predominantly AMS
Compulsory schooling (n=81)	88	-	12
Apprenticeship, special school (n=338)	73	22	6
AHS, BHS (n=82)	94	6	-
University (n=45)	92	8	-
Self-employed/liberal professions (n=19)	87	13	-
Employees/public officials (n=126)	89	10	1
Blue-collar workers (n=45)	59	27	14
Farmers (n=7)	100	-	-
Employed (n=195)	82	14	4

Source: Fessel-GfK (2002).

TABLE A3-6:

Information level on continuing vocational training by educational attainment and occupational status, 2002 (in %)^a

Question: "How well do you feel informed about the range of continuing vocational training possibilities on offer?"

Highest educational attainment	Very well informed	Rather well informed	Not so well informed	Little informed
Compulsory schooling (n=588)	7	41	34	6
Apprenticeship, special school (n=1,824)	12	51	28	3
AHS, BHS (n=1,275)	13	59	22	1
University (n=514)	18	61	16	2
Population aged 15+ (n=4,200)	12	53	25	3
Self-employed/liberal professions (n=191)	22	57	19	0
Executive staff/public officials (n=249)	20	61	17	2
Non-executive staff/public officials (n=951)	14	60	23	2
Farmers (n=110)	13	56	26	-
Skilled workers (n=518)	11	52	34	2
Unskilled/semi-skilled workers (n=297)	6	46	36	7
Gainfully employed (n=2,160)	13	57	26	2

a) Figures may not add up to 100, due to missing responses

Source: Fessel-GfK (2002).

TABLE A3-7a:

Institutional demand for guidance on continuing vocational training by educational attainment and occupational status, in 2001 (%)

QUESTION: "If you need information on continuing vocational training, where would you rather get it from?"

Highest educational attainment and occupational status	the company	business guidance and information centres	the AMS	the Internet	School, university
Compulsory schooling (n=81)	26	21	40	-	-
Apprenticeship, special school (n=338)	39	40	28	3	-
AHS, BHS (n=82)	50	37	15	3	3
University (n=45)	36	33	4	7	4
Self-employed/liberal professions (n=38)	32	64	5	14	1
Employees/public officials (n=276)	42	33	22	3	1
Blue-collar workers (n=206)	35	32	38	1	-
Farmers (n=27)	32	56	6	-	-
Employed (n=547)	38	36	26	3	1

Source: Fessel-GfK (2002)

TABLE A3-7b:

Forms of needed guidance on further learning by educational attainment and occupational status, in 2001 (%)

QUESTION: "If you needed any information on continuing vocational training offers, where would you most likely obtain it?"

(more than one answer possible)

Employed people by educational attainment and occupational status	On the Internet, e.g. CVT platforms	From written documentation	From personal guidance
Compulsory schooling (n=81)	13	26	66
Apprenticeship, special school (n=338)	23	44	54
AHS, BHS (n=82)	39	63	33
University (n=45)	51	68	37
Blue-collar workers (n=206)	19	34	60
Farmer (n=27)	8	38	60
Employees/public officials (n=276)	33	55	48
Self-employed/liberal professions (n=38)	33	54	16
Employed (n=547)	26	47	51

Source: Fessel-GfK (2002).

TABLE A3-8:

Reasons for not engaging in continuing vocational training over the past three years by gender and educational attainment, in 2000 (%)

QUESTION: "What were the reasons why you did not take part in any continuing vocational training over the past three years?"

tabled value: "very important" and "rather important"

Criteria	No need ¹	Still in training	Age	No time	CVT costs	Unfavourable schedule	Poor geographic access	Insufficient information
Male (n=150)	13	6	42	9	5	4	1	2
Female (n=249)	9	6	40	21	9	7	6	4
No qualifications (219)	6	5	52	13	8	4	4	3
Qualifications (559)	15	-	38	21	8	7	4	4
Matura (153)	4	42	10	5	-	-	-	-
University (60)	8	-	62	-	-	-	-	-
Total (n=399)	11	6	40	17	7	5	4	4

¹ do not need any continuing vocational training for my work, my own know-how suffices
Source: Fessel-GfK (2002).

TABLE A3-9:

Time as a barrier for continuing vocational training, 2002 (in %)^a*"I would like to start continuing vocational training if only I had the time"*

Sector	Completely agree	Rather agree	Rather do not agree	Do not agree
Tourism (n=101)	31	38	26	6
Liberal professions (n=77)	19	31	30	20
Trade (n=593)	17	38	32	11
Transport, traffic (n=102)	16	39	33	10
Industry, energy (n=240)	15	36	32	15
Agriculture, forestry (n=158)	15	55	16	10
Education (n=180)	12	33	32	23
Commerce (n=190)	12	50	24	14
Private services (n=253)	10	48	25	16
Public administration, bodies (n=263)	10	38	40	11
Gainfully employed (n=2,160)	15	39	30	14
Employed				
Male (n=1,379)	13	38	33	14
Female (n=2,186)	17	42	25	14
Total (n=4,200)	12	32	28	18

a) Figures may not add up to 100, due to missing responses

Source: Fessel-GfK (2002).

TABLE A3-10:

Willingness to assume part of continuing vocational training costs, in 2002 (in %)^a*"I am willing to bear part of the costs for continuing vocational training"*

Labour force and occupational status	I completely agree	I rather agree	I rather do not agree	I do not agree
Self-employed/liberal professions (n=191)	57	33	4	2
Executive staff/public officials (n=249)	41	50	6	1
Non-executive staff/public officials (n=951)	35	47	12	3
Farmers (n=110)	34	48	9	1
Skilled workers (n=518)	26	47	18	6
Unskilled/semi-skilled workers (n=297)	15	56	15	11
Public sector employees (n=546)	31	52	12	3
Private sector employees (n=1,124)	31	49	14	4
Gainfully employed (n=2,160)	34	48	12	4

a) Figures may not add up to 100, due to missing responses

Source: Fessel-GfK (2002).

TABLE A3-11:

Financing expectations for continuing vocational training, in 2002 (in%)

tabled value "fully agree"

(more than one answer possible)

Labour force and occupational status	AMS should support and finance CBT	Province should support and finance CBT	Employer should finance CBT	I am willing to pay for further learning	I am willing to partly pay for further learning
Gainfully employed (n=2,160)	37	28	31	28	34
Public sector employees (n=546)	38	30	37	27	31
Private sector employees (n=1,124)	38	27	31	24	31
Executive staff/public officials (n=249)	34	28	39	35	41
Non-executive staff/public officials (n=951)	39	28	39	28	35
Skilled workers (n=518)	42	27	28	21	26
Unskilled/semi-skilled workers (n=297)	40	33	27	10	15
Self-employed/liberal professions (n=191)	31	23	23	54	57
Farmers (n=110)	28	15	11	30	34

Source: Fessel-GfK (2002).