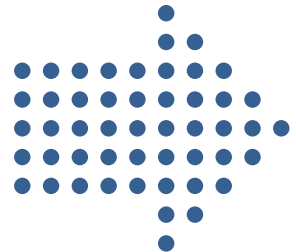


Roland Löffler

Vienna  
March 2019



# APPLIED METHODS OF IMPACT ASSESSMENT

National report Austria

TCA Showing and Identifying Impact  
of Erasmus+ on EU and National Level

# I. Introduction

An Expert group<sup>1</sup> under the lead of the Austrian Institute for Vocational Education and Research, on behalf of the OeAD as the Austrian National Agency for the Erasmus+ programme, has scientifically supported the first project phase of the development of a method for measuring the effects of Erasmus+ (using the example of the key action KA1 in the field of vocational education and training). This was done within the scope of the Transnational Cooperation Activity -TCA - Showing and Identifying Impact of Erasmus+ on EU and National Level<sup>2</sup> with nine participating countries; Austria, Estonia, Finland, Hungary, Iceland, the Netherlands, Norway, Slovenia and Sweden. This report shows the model results for Austria for the years 2014 to 2016. The model results are presented for the overall indicator and the sub-indicators. Furthermore the report also contains a comparative analysis in regard to selected socio-economic criteria.

## II. The Austrian Education System with a View to Vocational Education and Training<sup>3</sup>

Austrian vocational education and training (VET) ranks high, as demonstrated by its differentiated offer and high attractiveness: around 70% of each age cohort opt for a VET path at the end of compulsory education. The last year (year 9) of compulsory education and the first of upper secondary education coincide. School-based VET and apprenticeships (dual track training) coexist. They cover nearly all economic sectors and lead to different qualification levels (either EQF 4 or 5). Most school-based VET comes under the remit of the education ministry.

Governance of apprenticeship is shared by the ministries of economy (company-based track) and education (school-based track), the social partners and the Länder. There is also a variety of VET programmes at tertiary level and for adults.

### I. Upper secondary level

Alongside general education programmes, learners can choose from various pre-VET and VET options in different occupations/sectors:

- **different types of one- or two-year pre-VET** (PTS, ISCED 341; BMS, ISCED 351): learners acquire general education, key competences and basic vocational skills preparing them for further school-based VET, apprenticeships and simple jobs on the labour market;

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<sup>1</sup> Roland Löffler (Austria), Siru Korkala (Finland), Stig Helge Pedersen, Jostein Ryssevik (Norway)

<sup>2</sup> For a description of model (concept, methodology, indicators, statistical testing) see: Löffler, Roland et al. (2018). Scientific Monitoring „Applied Methods of Impact Assessment Final report TCA Showing and Identifying Impact of Erasmus+ on EU and National Level, Part I. Wien: öibf.

<sup>3</sup> Cedefop: Spotlight on VET Austria; <http://www.cedefop.europa.eu/de/publications-and-resources/publications/8127>

- **Three- to four-year school-based VET** (BMS, ISCED 354, EQF 4): learners strengthen their general education and acquire the respective occupational competences and qualifications to perform medium-level jobs. Those who complete an add-on programme or take the Berufsreifeprüfung (exam for people whose initial VET does not automatically qualify them for entry into higher education) also obtain general access to higher education studies;
- **Five-year school-based VET** (BHS, ISCED 354-554, EQF 5): combining theory and practice, these programmes offer high-quality occupation-related training while strengthening learners' general education. They lead to double qualifications for senior positions in business and general access to higher education at the same time (Reife- und Diplomprüfung);
- **Apprenticeships (dual track training)** (ISCED 354, EQF 4) in some 200 occupations and trades for learners from age 15 onwards, after compulsory education. They lead to qualifications at medium level. Graduates can progress to qualify, for instance, as master craftsperson or, following additional exams, access tertiary level training in a related field. By completing the Berufsreifeprüfung or an add-on programme they can also obtain general access to higher education;
- **Training for occupations in the health sector:** access to programmes preparing for care and medical assistant professions (ISCED 351 and 353) and other occupations in the health sector (ISCED 351) requires completed compulsory education, being of minimum age, and/or a specific qualification. Training to become specialist and general care nurse (ISCED 454) is being upgraded to bachelor level. This process will be completed by 2023.

## II. Tertiary level

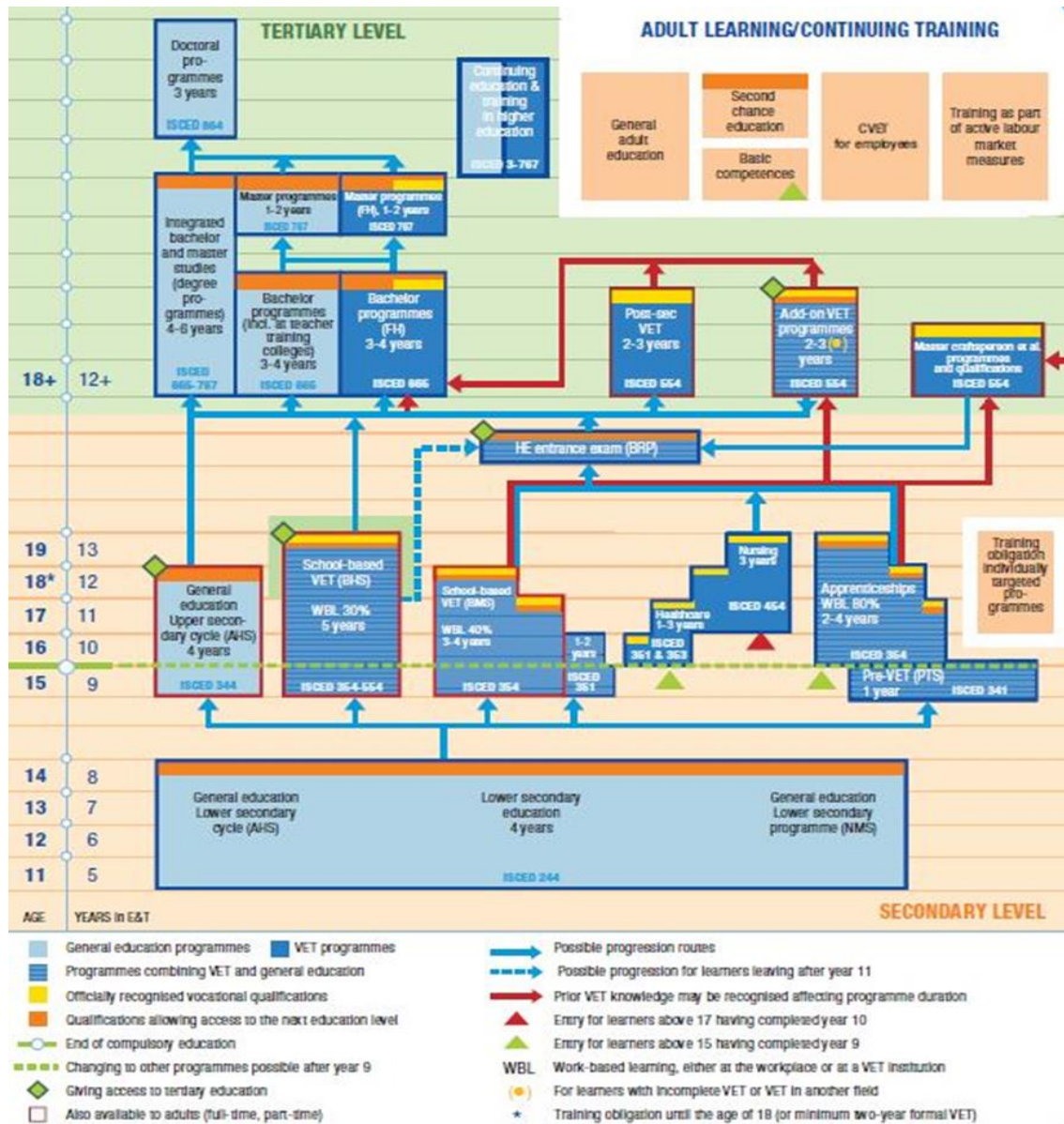
Universities of applied sciences (FH) provide practice-oriented bachelor (EQF 6) and master programmes (EQF 7) in different fields. Several of these include a mandatory work placement. Many are open to, or cater for, people in employment. Some are based on the dual principle, where theory and practice in enterprises alternate.

University studies are generally pre-professional; some, such as medicine, law or engineering/ technology, have a strong vocational focus. Initial training for primary and secondary school teachers is a joint responsibility of universities and teacher education colleges.

## III. Adult learning/continuing VET

Adults can acquire the same qualifications within formal education and training as those open to the young. A diverse range of institutions offers continuing training and progression opportunities to complement or upgrade people's initial qualifications. These include programmes awarding or preparing for tertiary/post-secondary vocational qualifications, such as industrial master and master craftsperson certificates, certified accountants, or for law enforcement services. They also provide training within active labour market measures.

Figure 1: Austrian Educational System



### III. Erasmus+ Mobility in Vocational Education and Training in Austria

Mobility within European programmes for education and training has been of high importance in Austria since the start of the Erasmus+ programme in 2014 and even before.

Austria can spend all European funds available for Erasmus+ mobility in vocational education and training every year. In addition to the EU funds national funds from the Austrian Federal Ministry of Education, Science and Research are available and contribute to the success of the programme.

EU funds per year (in Euro):

2014	2015	2016	2017	2018
5.252.460	5.243.429	5.511.039	6.434.099	7.516.600

The demand for placements is continuously increasing. Since 2014 more than 17.000 people participated in 522 Erasmus+ KA 1 mobility projects in vocational education and training:

Pupils	12.996
Apprentices	3.528
VET staff	853
<b>Total</b>	<b>17.377</b>

Projects per year selected	2014	2015	2016	2017	2018
total (incl. VET charter)	90	104	110	105	113

The number of applications and mobilities selected demonstrates also the high interest and demand for Erasmus+ mobility in vocational education and training. At the moment there are 10 VET charter holders in Austria. The number of first time applicants is still very high (109 new applicants between 2014 and 2018, average 21 % of applicants) and demonstrates the innovative potential in the Austrian vocational education and training system.

Mobilities per year selected	2014	2015	2016	2017	2018
total	2838	3306	3568	3801	3864
pupils	2091	2456	2666	3003	2780
apprentices	603	702	727	615	881
VET staff	144	148	175	183	203

Due to the fact that many Colleges for Higher Vocational Education and Training have compulsory placements in their curricula and often use Erasmus+ to offer their students mobility periods abroad, the number of long term placements in the meaning of ErasmusPro (= more than 3 months) is very high. In 2018 864 out of 3864 placements were ErasmusPro placements.

ECVET has become a very important instrument to assure the quality of Erasmus+ mobility projects in vocational education and training. Austria has an ECVET strategy consisting of several parts. The National Agency is responsible for the mobility part of the strategy. The ECVET contact point in the National Agency is coordinating the network of 10 ECVET experts. Due to the guidance by the experts and the National Agency the numbers of ECVET projects, within the yearly selected KA 1 mobility projects, and ECVET placements are very high in Austria:

<b>ECVET per year</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
ECVET projects	53	63	66	49	59
ECVET participants total	2225	2615	2636	2326	2630
ECVET pupils	1770	1904	1904	1649	1673
ECVET apprentices	455	596	653	541	734
ECVET VET staff	0	115	79	136	134

# IV. Results of the Impact Assessment Model<sup>4</sup>

## I. How to use the results of the model

The objective of the TCA (and this report) is to identify and to show the impact of Erasmus+ on EU and national levels based on existing data. Of course, it is not possible to capture all the effects of the Erasmus+ mobility programmes at the level of individuals, participating educational institutions and at national and transnational level in a single model. Such activities can hardly be considered detached from other economic, systemic and cultural factors (such as the economic and labour market situation, the structure and governance of education systems, demographic and skills development at national and European level).

The model measures the impact based on participants' experience and feedback. The model results presented in this report are - although they are numerical values - not to be interpreted in their absolute values, but in their relative relations to each other. The overall indicator and the sub-indicators imply the level of effects (at the personal level of the participants or the participating institutions) for the years of participation in the programme examined. These indicators reflect participants' self-assessment of the issues raised and due to high response rates can be considered a reliable measure of the individually perceived or expected effects of mobilities. The added value of the model lies in the quantification of participants' assessments of impacts, comparability with participating countries, and a longitudinal perspective.

## II. Main results

The results for Austria reflect the experience of about 9.300 respondents (8.800 learners, 500 staff). From the point of view of the participants the programme has a very positive impact (average score: 3.9 out of 5). The impact of mobilities on their own development and (in terms of participating staff) the development of the sending institutions is highly appreciated.

The effect is particularly high in the area of the participants' own competences, and above all in the field of personal and social skills (Competence: 4.2; Employability: 4.1; Professional development: 3.9).

For a better understanding of the distribution of participants in regard to socio-economic characteristics and the interpretation of the model results, the following points should be noted:

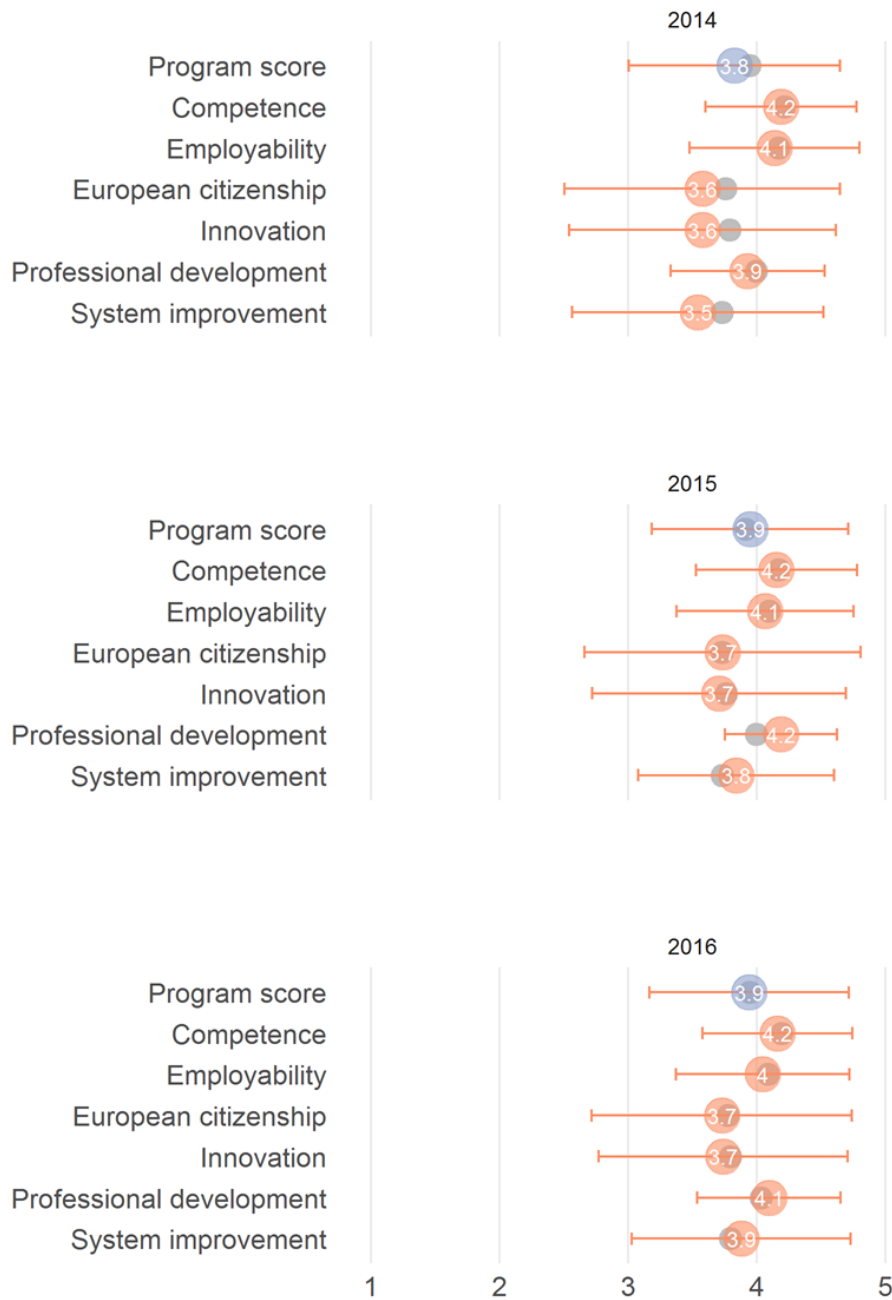
- Austrian vocational training system begins at the age of 15 and most young people already complete their apprenticeship or full-time vocational school at the age of 19 years. The small difference between the age structures of all participants and learners is due to the fact that the number of staff mobility is low.
- Mobilities are used mainly in vocational schools (mainly commercial schools and tourism schools) where female pupils have a very large share (about 70%). Teaching staff and students are predominantly female.

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<sup>4</sup> For the methodology, the calculation of the scores and the database see Annex.

- For apprentices it is more difficult to use mobility programmes. As an apprenticeship is both training and an employment contract, the training company has to pay for the apprentice remuneration during the mobility. Therefore only a small number of apprentices can take part in the mobility programme and usually have short durations. However, this share is increasing.
- About 17% of all mobilities last less than two weeks, 28% between two and four weeks, and around one fourth between two months and three months.

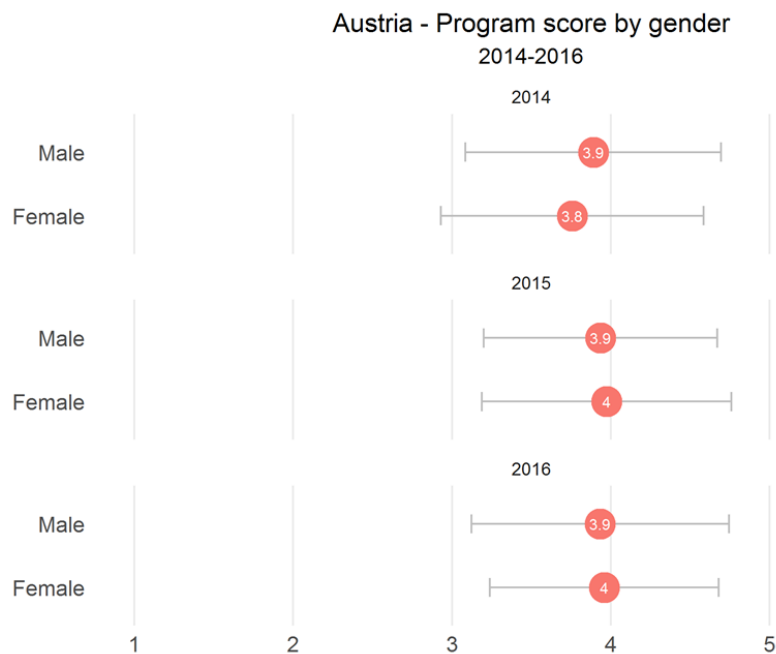
### Austria - VET indicator scores Compared to European average



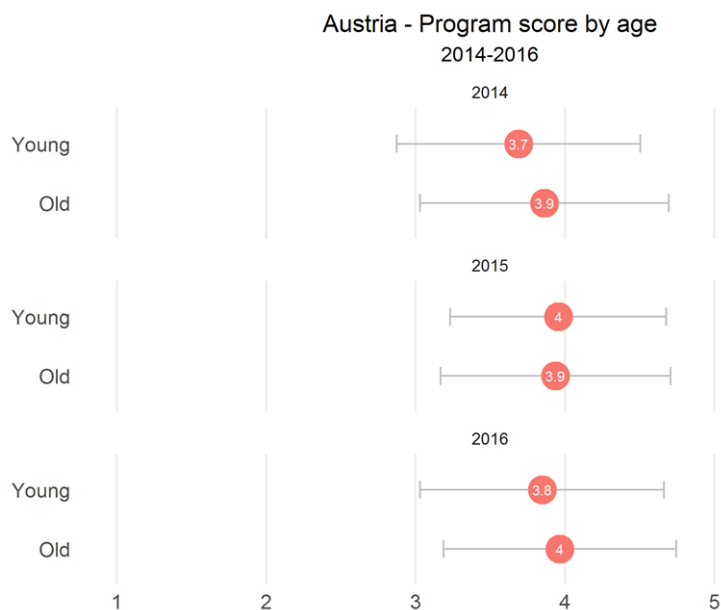


### III. Socio-economic and Mobility Variables

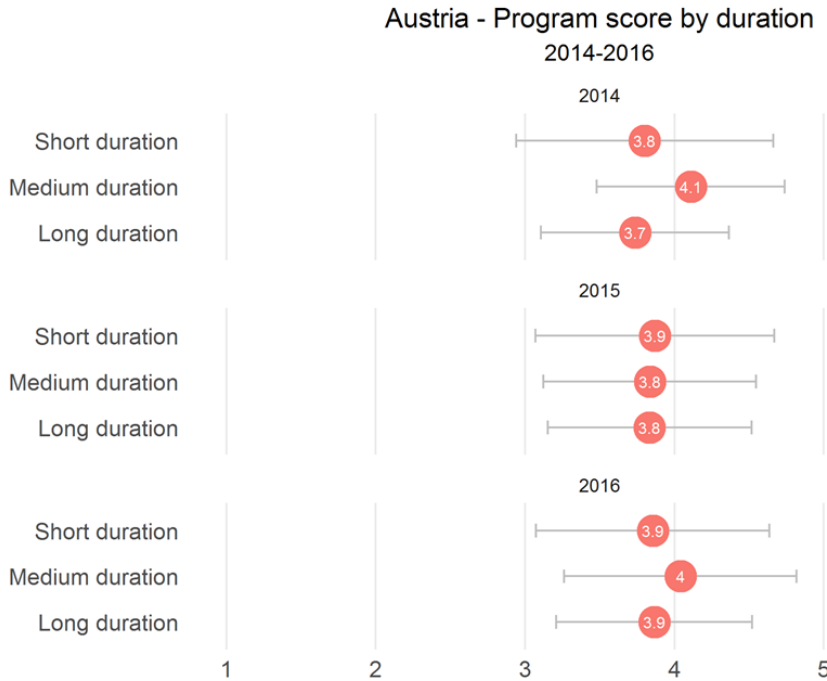
Both female and male participants are very positive about the impact of mobility programmes on their further development with males being even more positive about the assessment of the impact in 2014. This applies to both learners and staff.



Both younger and older learners and staff alike benefit from participation in mobilities. In average older participants see a higher impact than younger ones, especially in the issues employability, professional development and system improvement. This is due to the fact that older participants are more focussed on their further employment career and – in case of staff – are more often in the position to influence the strategy and methods of their sending institution.

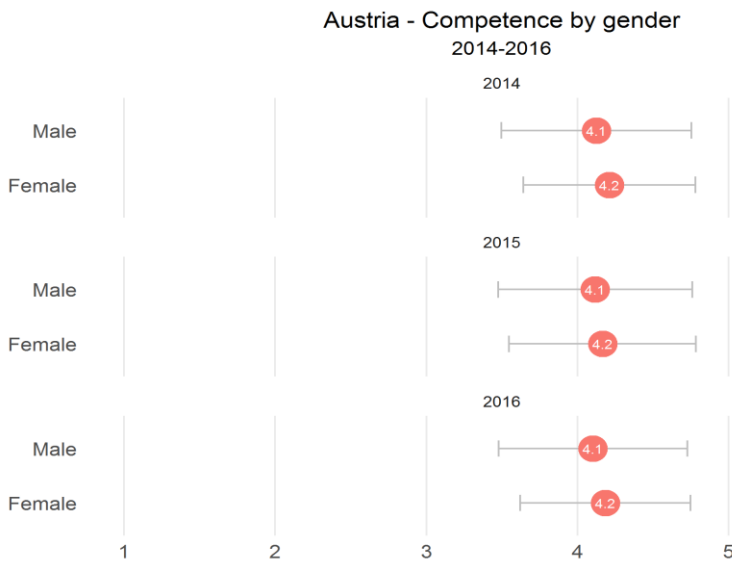


Duration has an impact. The positive assessment of the effects of mobilities is stronger with middle and long duration of mobilities. Longer stays abroad are considered to be more effective, especially in the areas of competence, employability and professional development, because the participants can improve their skills more sustainably and thus create better conditions for their future careers.



## IV. Results for major thematic issues

### I. Competence

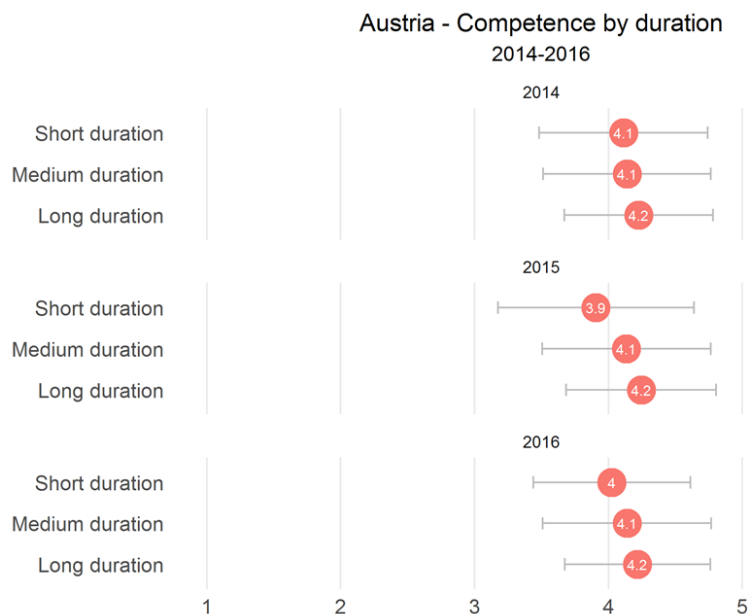


Thanks to the mobility experiences learners are more open-minded and curious about new challenges, more able to adapt to and act in new situations, learned better how to cooperate in teams.

Especially younger learners see a very positive impact on their professional as well as social, personal and linguistic skills. This may be due to the fact that this mobility is the first stay in a foreign country where they have to manage every-day situations as well as the requirements of the working environment without the backing of parents, teachers or trainers.

Female participants rate the effects of mobility on their competence development slightly higher than men. This may also be related to the fact that most female participants start their mobility out of a school context. The sending schools can prepare the participants more specifically for mobility programmes than companies. In addition, pupils usually complete longer mobility stays than apprentices.

The longer the mobility, the higher the participants rate the impact on their competence development.



## II. Employability

Thanks to the mobility experience learners – according to their answers in the questionnaire – believe that their chances to get a new or better job have increased and are better capable of taking over work tasks with high responsibility after their stay abroad. This is also confirmed by HR consultants and career websites: international experience is not the only, but often an important criterion for companies to choose an applicant.<sup>5</sup>

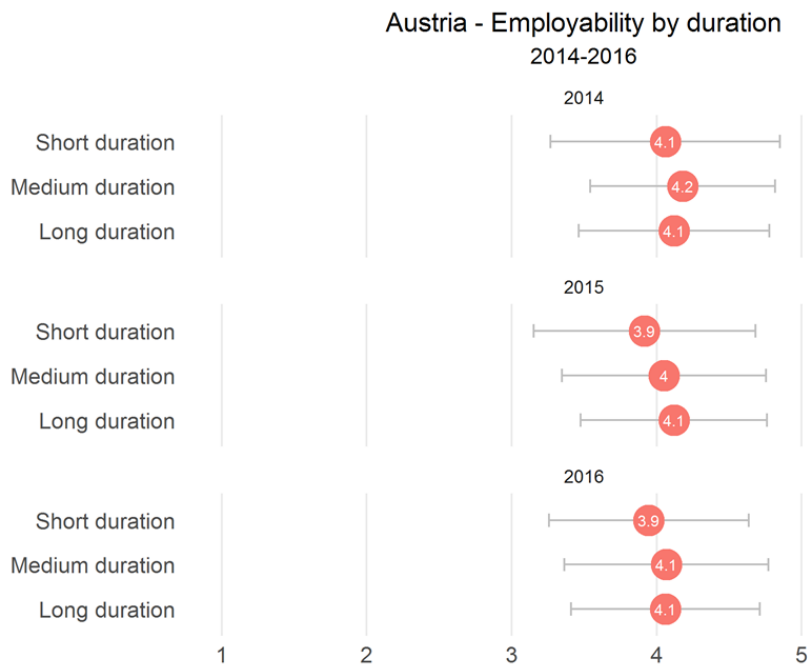
Especially older learners see a very positive impact on their employability. This is due to the fact that for these participants the transition from education to employment system is

<sup>5</sup> E.g. <https://www.stepstone.de/Karriere-Bewerbungstipps/auslandserfahrung/>

more important and they can better value the improvement of employment opportunities through the additionally acquired occupational, linguistic and social competences.

Male participants rate the effects of mobility on their employability slightly higher than women. This may also be related to the fact that most male participants start their mobility as apprentices in companies at the end of their apprenticeship.

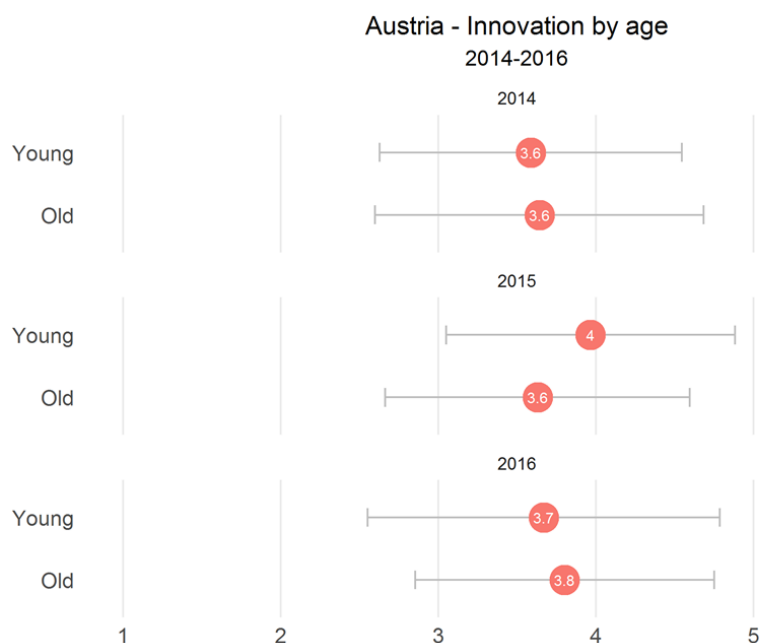
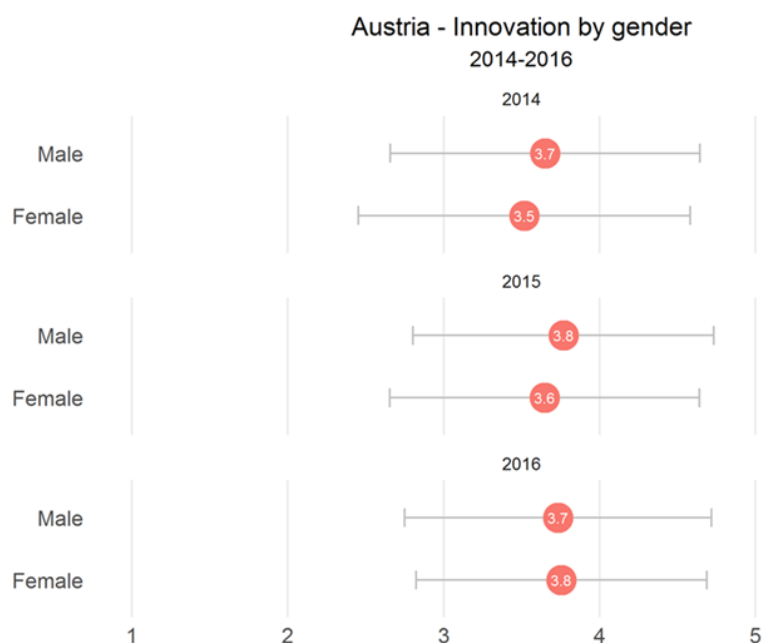
On average, longer mobility leads to a more positive assessment of the impact on employability.



### III. Innovation

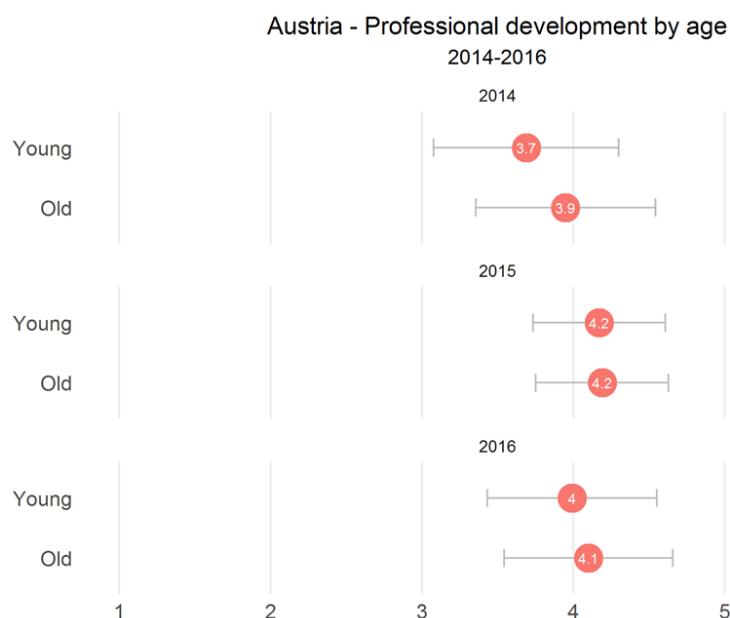
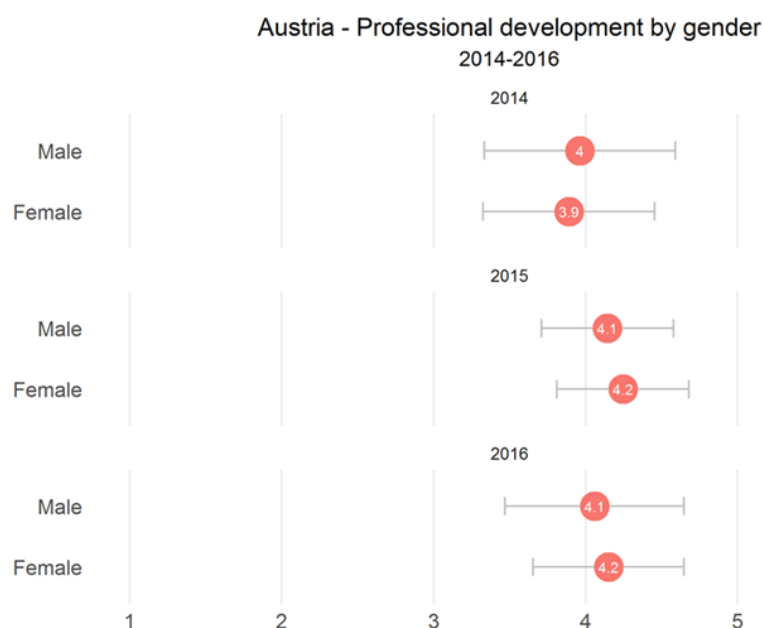
Through the participation learners learned better how to develop an idea and put it into practice. Training or working in an international environment enables learners to engage with different perspectives and working methods.

For staff the participation in the programme will lead to the use of new teaching/ training methods/approaches/good practices at their sending institution. This, however, is strongly connected both to the sending and the receiving institution. It depends – on the one hand – how open the sending institution is for introducing new methods or approaches and – on the other hand – how strong the position of the participant is within the sending organisation. Very often the position is strongly connected to gender and age.



## IV. Professional Development

By participating in this Erasmus+ activity, staff members have developed their cultural awareness and expression, their interpersonal and social competences, increased their social, linguistic and/or cultural competences and reinforced or extended their professional network or built up new contacts. Both male and female participants appreciate the mobilities in regard to their professional development. On average, for women the impact of the mobility is even stronger.

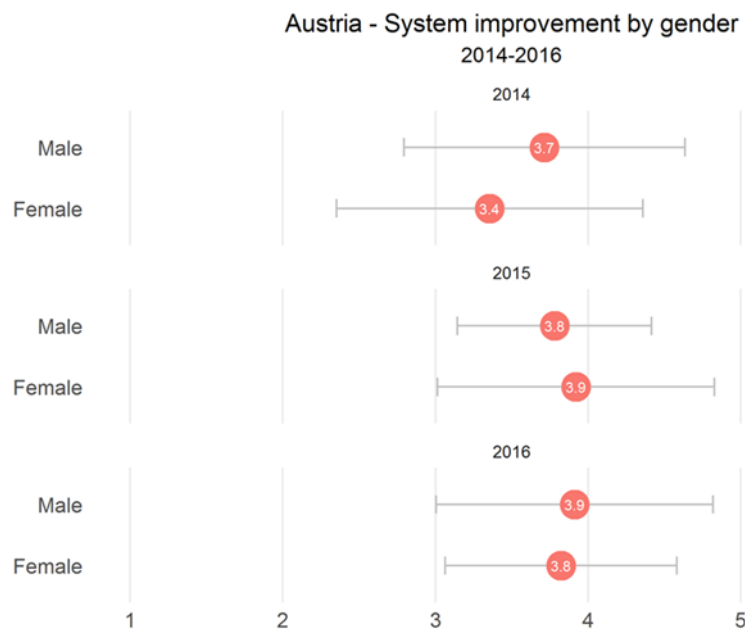


In Austria, the mobility of staff in schools is obligatory bound to the school development plan of the sending institution. The decision to take part in a mobility programme is not an individual one, but one of the board resp. the principal. Therefore the impact on the professional development esp. of teachers is a double one, both in regard to their personal competences and their career pathway in schools. In institutions outside the

formal education system (companies, training institutions) which provide about a quarter of the participants in staff mobility, the participation of staff in mobilities very often may be part of the personnel development strategy. This adds to the very positive assessment of the impact of the mobility with female and older participants.

## V. System Improvement

Thanks to the mobility experience staff members have reinforced the cooperation with partner institutions/organisations and with players at the labour market.



The impact on system improvement (like with innovation) is strongly connected to the sending institutions. Within the formal school system of Austria, systemic changes are hard to be introduced on a local level, because a great deal of framework conditions is

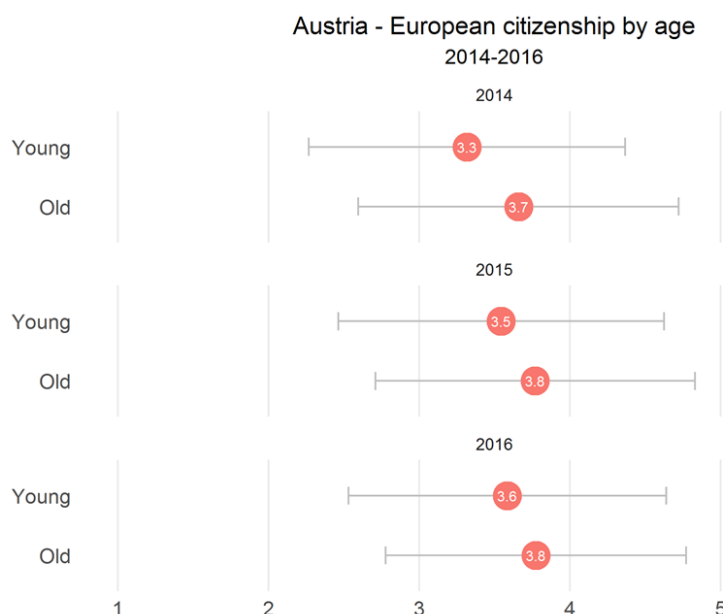
set at national level or at the level of regional school administration and supervision. Due to the educational reform initiated in recent years and the "autonomy package" that has already been decided upon, the actors at the school location (school management, school partnership) are given greater latitude in some organizational and pedagogical matters. The effects of this reform cannot yet be estimated. It remains to be seen whether these changed framework conditions will be reflected in the assessment of the effect of mobilities in the medium term. In companies the participation of staff in mobilities may be part of an organizational development process. Therefore the effects of mobilities on system improvement can be more immediate.

In assessing the impact of mobility on system development, older participants give more positive assessments. This may be because these people tend to be in positions in the sending institutions in which they can more easily trigger systemic changes.

## VI. European Citizenship and Internationalisation

After having taken part in the mobility activity learners are more interested in European topics, feel more European and are more aware of social and political concepts.

In regard to European citizenship – as with the other topics used for the model as well – one has to have in mind, that participants assess the impact of the mobility programme on specific areas. So the focus is on changing existing skills, facilities and attitudes.. For this reason, it is important to remember that the attitude of the participants prior to mobility is the starting point for the assessment. People with an initially very positive attitude towards Europe may rate the effects of mobility less than those who were more Eurosceptic.



Taking this into account, one has to point out, that especially with older participants (both learners and staff) the impact of the mobility on the issue of European citizenship is regarded even higher than with younger ones.



## **VII. Conclusions and recommendations**

From the point of view of the participants the programme has a very positive impact.

The mobility programme is appraised as very positive by the Austrian participants, especially in the areas of competence, employability and professional development.

Both female and male participants are very positive about the impact of mobility programmes on their further development with males being even more positive in their impact assessment. This applies to both learners and staff.

In average older participants see a higher impact than younger ones, especially in the issues employability, professional development and system improvement.

Duration has an impact. The positive assessment of the effects of mobilities is stronger with middle and long duration of mobilities. Longer stays abroad are considered to be more effective, especially in the areas of competence, employability and professional development, because the participants can improve their skills more sustainably and thus create better conditions for their future careers.

Although the number of apprentices participating in KA1 in VET is increasing and participating staff from companies and educational institutions outside the school system is already high, in order to achieve even greater impact, greater involvement of apprentices and company trainers should be sought. Particularly in times of digitisation of training contents and forms, stays abroad in the field of dual education can achieve even stronger effects.

# V. Annex: Methodological explanations

## I. Calculation of the scores

### Definition of relevant categories and underlying information

#### Topics

The six main topics for which sub-indicators were developed are the following<sup>6</sup>:

- Competence
- Employability
- Innovation
- European Citizenship and Internationalisation
- Professional development
- System improvement.

#### Response categories

The MIA-Q sub-model is based on the participant surveys for learners and staff in Mobility Tool+, and uses a large part of the questions cited in the questionnaire. Most questions have five fixed answer categories. The scales are:

- "Strongly agree, rather agree, Neither agree nor disagree, Rather disagree, Strongly good disagree",
- "Very good, Good, Fair, Poor, Very poor",
- "Very Satisfied, Rather satisfied, Neither satisfied nor dissatisfied, Rather dissatisfied, Very dissatisfied".

#### Observation periods

The sub-model was tested during the late autumn 2018 using a centralized data extraction for all participating NAs for the mobilities of 2014 to 2016.

#### Socio-economic background variables

By linking anonymised survey data and administrative data on mobilities (via the Mobility ID), it is possible to calculate model results for a range of socio-economic and action-related criteria. Socioeconomic characteristics include gender, age and nationality of participants (relative to the sending country). The following mobility-related variables could be used for a differentiated analysis: region of the receiving institution, duration of mobility or, for example, the main language of the respective mobilities. For this report the variables gender, age and duration were analysed.

Please note that the cut-off-point between young and old is different for learners and staff

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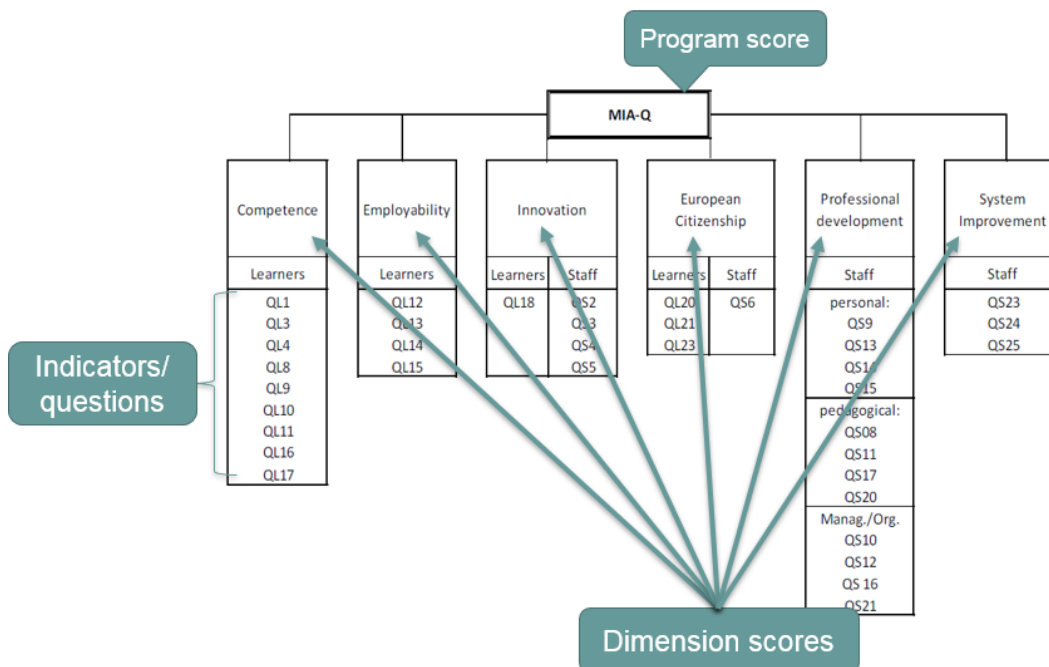
<sup>6</sup> For a detailed description of the topics and the underlying questions for the indicators see: Löffler, Roland et al. (2018). Scientific Monitoring „Applied Methods of Impact Assessment Final report TCA Showing and Identifying Impact of Erasmus+ on EU and National Level, Part I. Wien: öibf, 9ff.

	Learners	Staff
Younger	< 19	< 35
Older	>= 19	>= 35

The same is true for the cut-off-points for the background variable duration:

	Learners	Staff
Short	< 2 weeks	< 6 days
Medium	2 - 4 weeks	6 – 10 days
Long	> 4 weeks	> 10 days

## II. The structure of the impact model



The impact model consists of six *dimensions*, each measured by a set of questions from the learners and/or staff datasets. For each dimension a *dimension score* is calculated. In addition, a composite *programme score* is calculated from the six dimension scores.

### Assignment of learners and staff to topics

Competence	Learners only (comparable questions for staff assigned to Professional Development)
Employability	Learners only (comparable questions for staff assigned to Professional Development)
Innovation	both learners and staff
European citizenship	both learners and staff

Professional development	Staff only (comparable questions for learners assigned to Competence and Employability)
System improvement	Staff only

### Calculation of the scores

All survey questions used in the model have an identical 5-point response scale with values from 1 (strongly disagree) to 5 (strongly agree):

	Scores
Strongly disagree	<input type="checkbox"/> 1
Rather disagree	<input type="checkbox"/> 2
Neither agree, nor disagree	<input type="checkbox"/> 3
Rather agree	<input checked="" type="checkbox"/> 4
Strongly agree	<input type="checkbox"/> 5

Figure 2: The 5-point response scale

All scores are based on the calculation of *unweighted means* across these scales. The expert team for developing the model decided against a weighting<sup>7</sup>. The use of weights would have required very detailed analysis of various aspects (e.g. the coverage of target group mobility, the institutional and organizational framework for participating in mobilities in the participating countries). All scores will consequently have a value between 1 and 5 with 3 as a balancing point between positive and negative responses. The higher the score, the more positive are the respondents.

For all dimension scores based on data from only one of the two datasets (learners or staff), the scores are calculated in the following way:

- **Step 1:** For each respondent, the mean score across all relevant questions is calculated
- **Step 2:** The dimension score is calculated as the mean of all the respondents mean scores from step 1

For dimensions composed of data from both datasets (Innovation and European Citizenship), the mean score for each population (learners or staff) is calculated first following the two steps above. Then the dimension score is calculated as the unweighted mean of these two means. As a consequence, learners and staff have the same weight in the calculation of these dimension scores.

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<sup>7</sup> Usually, weights are used in statistical methods to compensate for distortions. The evaluation results are multiplied by a factor that results from a known (or estimated) ratio between a population and a sample (relative to a subgroup). For example, if the population is represented by the same number of women as men, but in the sample about three quarters of the data are men, the values for men are multiplied by a factor of 1/3 in order to 'extrapolate' the population.

- **Step 3:** The programme score is calculated as the unweighted mean of all the dimensions scores from the steps above.

This means that all six dimensions carry the same weight in the calculation of the programme score.

- **Step 4:** All scores are firstly calculated per country and year as described above. The corresponding transnational scores are calculated as the unweighted mean of the national scores.

This means that all countries carry the same weight in the calculation of the transnational scores.

## VI. Data Base

Table 1: Respondents to Participants' Survey KA1 VET 2014-2016

Learners	2014	2015	2016	Total	Learners	2014	2015	2016	Total
<b>Total</b>	<b>2.595</b>	<b>2.988</b>	<b>3.216</b>	<b>8.799</b>	<b>Total</b>	<b>2.595</b>	<b>2.988</b>	<b>3.216</b>	<b>8.799</b>
Female	1.878	2.182	2.290	<b>6.350</b>	Female	72,4%	73,0%	71,2%	<b>72,2%</b>
Male	717	806	926	<b>2.449</b>	Male	27,6%	27,0%	28,8%	<b>27,8%</b>
younger (< 19)	2.131	2.435	2.629	<b>7.195</b>	younger (< 19)	82,1%	81,5%	81,7%	<b>81,8%</b>
older (>= 19)	464	553	587	<b>1.604</b>	older (>= 19)	17,9%	18,5%	18,3%	<b>18,2%</b>
short duration (< 2 weeks)	181	533	516	<b>1.230</b>	short duration (< 2 weeks)	7,0%	17,8%	16,0%	<b>14,0%</b>
middle duration (2 - 4 weeks)	898	856	1.033	<b>2.787</b>	middle duration (2 - 4 weeks)	34,6%	28,6%	32,1%	<b>31,7%</b>
long duration (> 4 weeks)	1.878	1.599	1.667	<b>5.144</b>	long duration (> 4 weeks)	58,4%	53,5%	51,8%	<b>54,3%</b>
<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Total</b>	<b>Staff</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Total</b>
<b>Total</b>	<b>221</b>	<b>118</b>	<b>164</b>	<b>503</b>	<b>Total</b>	<b>221</b>	<b>118</b>	<b>164</b>	<b>503</b>
Female	107	50	62	<b>219</b>	Female	4,1%	1,7%	1,9%	<b>2,5%</b>
Male	114	68	102	<b>284</b>	Male	95,9%	98,3%	98,1%	<b>97,5%</b>
younger (<35)	19	24	11	<b>54</b>	younger (<35)	0,7%	0,8%	0,3%	<b>0,6%</b>
older (>= 35)	202	94	153	<b>449</b>	older (>= 35)	99,3%	99,2%	99,7%	<b>99,4%</b>
short duration (< 6 days)	215	107	114	<b>436</b>	short duration (< 6 days)	8,3%	3,6%	3,5%	<b>5,0%</b>
middle duration (6 - 10 days)	2	6	48	<b>56</b>	middle duration (6 - 10 days)	0,1%	0,2%	1,5%	<b>0,6%</b>
long duration (> 10 days)	4	5	2	<b>11</b>	long duration (> 10 days)	91,6%	96,2%	95,0%	<b>94,4%</b>
<b>All participants</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Total</b>	<b>All participants</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Total</b>
<b>Total</b>	<b>2.816</b>	<b>3.106</b>	<b>3.380</b>	<b>9.302</b>	<b>Total</b>	<b>2.816</b>	<b>3.106</b>	<b>3.380</b>	<b>9.302</b>
Female	1.985	2.232	2.352	6.569	Female	70,5%	71,9%	69,6%	<b>70,6%</b>
Male	831	874	1.028	2.733	Male	29,5%	28,1%	30,4%	<b>29,4%</b>
younger	2.150	2.459	2.640	7.249	younger	76,3%	79,2%	78,1%	<b>77,9%</b>
older	666	647	740	2.053	older	23,7%	20,8%	21,9%	<b>22,1%</b>
short duration	396	640	630	1.666	short duration	14,1%	20,6%	18,6%	<b>17,9%</b>
middle duration	900	862	1.081	2.843	middle duration	32,0%	27,8%	32,0%	<b>30,6%</b>
long duration	1.882	1.604	1.669	5.155	long duration	54,0%	51,6%	49,4%	<b>51,5%</b>
<b>All participants</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Total</b>	<b>All participants</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>Total</b>
<b>Total</b>	<b>19.332</b>	<b>19.504</b>	<b>21.621</b>	<b>60.457</b>	<b>Total</b>	<b>19.332</b>	<b>19.504</b>	<b>21.621</b>	<b>60.457</b>
Female	11.679	11.734	13.175	36.588	Female	60,4%	60,2%	60,9%	<b>60,5%</b>
Male	7.653	7.770	8.446	23.869	Male	39,6%	39,8%	39,1%	<b>39,5%</b>
younger	9.311	10.046	11.054	30.411	younger	48,2%	51,5%	51,1%	<b>50,3%</b>
older	10.021	9.391	10.567	29.979	older	51,8%	48,1%	48,9%	<b>49,6%</b>
short duration	3.717	4.475	5.197	13.389	short duration	19,2%	22,9%	24,0%	<b>22,1%</b>
middle duration	6.589	6.817	7.415	20.821	middle duration	34,1%	35,0%	34,3%	<b>34,4%</b>
long duration	9.388	8.145	9.096	26.629	long duration	48,6%	41,8%	42,1%	<b>44,0%</b>