



Apprenticeship Training in Austria
The Dual System

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- **Summary**

In Austria apprenticeship training takes place at two different sites: company-based training of apprentices is complemented by compulsory attendance of a part-time vocational school for apprentices [Berufsschule]. Thus, apprenticeship training is also referred to as "dual vocational training system" or as "dual system".

Currently about 40 per cent of all Austrian teenagers enter apprenticeship training upon completion of compulsory education. But although the overall number of apprentices just as the number of those entering apprenticeship training on the decline since 1981, 1997 saw the discontinuation of this trend, for the number of new apprentices increased again.

Upon completion of apprenticeship training about 40 to 44 per cent of all apprentices continue to work for the company where they were trained.

All in all about 40,000 companies train approximately 120,000 apprentices, which corresponds to an average of 3 apprentices per company.

The percentage of female apprentices increased slightly between 1975 and 1989, but has been decreasing ever since 1990 falling to a mere 31 per cent in 1996. The most popular apprenticeship trades among girls are retail-trade merchant, followed by hairdresser and office clerk. Among male apprentices the most popular occupations are motor-vehicle mechanic, followed by electrician. More than 50 per cent of all apprentices are trained for the craftsmen's trades, other important sectors are commerce (16 %), the industry (11 %) and tourism and the leisure industry (10%).

Company-based training is regulated by the Federal Ministry of Economic Affairs and Labour while pedagogical matters fall into the province of the Federal Ministry of Education, Science and Culture.

Apprentices may only be trained in the legally recognized apprenticeship trades. These skilled trades (presently approximately 240) are included in the list of apprenticeship trades [Lehrberufsliste] published by the Federal Ministry of Economic Affairs and Labour in co-operation with the Federal Ministry of Social Security and Generations. Moreover, there are 14 legally recognized apprenticeship trades in the agriculture and forestry sector which are not included in the list.

The list contains the various occupations and informs about the duration of apprenticeship training as well as related apprenticeship trades including training time credits for already acquired vocational training.

Apprenticeship training lasts two to four years, in most cases, however, three years. In case of accreditation of other educational pathways (e.g. vocational schools, vocational training abroad) the period of apprenticeship may be reduced.

Moreover, the period of apprenticeship training may also be reduced for students holding certain qualifications. This especially benefits holders of the "Reifeprüfung"-Certificate for it increases their choice and makes it easier for them to find employment. Training for several occupations at the same time is possible provided certain requirements are met.

✓ ***Company-based Training***

Companies which train apprentices are obliged to provide apprentices with the skills and know-how stipulated in the occupational profile; this ensures a uniform minimum standard of training. Companies which are not able to provide training which covers the whole occupational profile may themselves of the possibility of complementary training within a training network. Thus, even small companies may contribute their share to apprenticeship training.

✓ ***Protection and Social Security***

Company-based training constitutes the major part of apprenticeship training. Apprenticeship training agreements stating the conditions of training within the framework of a contract of employment are signed between the company and the apprentice.

Thus, an apprentice has got full social insurance including health, accident, retirement and unemployment insurance. The duties of a company which is entitled to train apprentices do go beyond the usual duties of an employer to quite some extent.

Apprenticeship training agreements are subject to the regulations of the industrial and social law and to protective labour legislation for teenage employees. Furthermore, the apprentice is entitled to a remuneration, which is fixed in collective labour agreements and varies according to the different apprenticeship trades.

✓ ***Training in the Real World of Work***

Apprentices spend most of the time of their apprenticeship training in the real environment of a manufacturing plant or a services enterprise. This does not only mean that they are fully integrated into the world of work but may also have a positive effect on their social skills, on their skills to cope with problems and on their ego.

One of the major advantages of this system, both for the apprentice as well as the company, is that apprentices may be employed as fully qualified skilled workers automatically upon completion of apprenticeship training.

✓ ***Part-time Vocational Schools for Apprentices***

Attendance of a part-time vocational school for apprentices [Berufsschule] is compulsory for apprentices who have signed an apprenticeship training agreement with a company.

Attendance of a part-time vocational school for apprentices starts with the beginning of the apprenticeship training agreement or another training agreement in compliance with § 30 of the Vocational Training Act and lasts until its end or the successful completion of the relevant part-time vocational school for apprentices.

The aim of part-time vocational schools for apprentices is to provide apprentices with the theoretical basics of the respective occupation, to promote and complement company-based training and to deepen their general knowledge.

Moreover, it has to provide interested apprentices with adequate preparation for the TVE-Examination by means of differentiated measures and voluntary subjects.

Thus, regulations for practical training, which are stipulated in the vocational profiles, are complemented by a special curriculum defining both the key issues of the technical theory and practical training for the respective apprenticeship trade, the latter taking place in workshops and laboratories.

✓ ***Structure and Organization of Part-time Vocational Schools for Apprentices:***

Education in part-time vocational schools for apprentices may take on the following organizational forms:

day-release system with courses running for a complete academic year, apprentices attend school for a minimum of one full or two half days a week.

block-release system with courses lasting for a minimum of eight or four weeks per year

seasonal-release system, depending on the occupational sector classes may be held during a certain season only

✓ ***Skeleton Curricula***

The curricula of part-time vocational schools for apprentices are skeleton curricula which define educational objectives, contents and the procedures for the planning and implementation of study processes.

✓ **German and Communication Skills**

The educational objective is to improve the students' communication and social skills and to broaden their vocabulary in order to provide them with the skills necessary to adequately voice and defend personal and business interests. Students who prepare for the TVE-Exam do receive additional support according to the qualification requirements.

The main criteria when it comes to defining the subject matter is its contribution to the improvement of the students' communication and co-operative skills. In order to meet this aim, the subject matter contains elements of verbal, non-verbal and written communication as well as spelling.

✓ **Career-related Foreign Language**

The educational aim is to provide students with the qualifications necessary to cope with the demands of working as well as private life in a foreign language. Moreover, this subject aims at imparting knowledge which promotes the students' respect towards people of other cultures and their way of life.

The main criteria for the definition of the subject matter is its usefulness for the students' private and occupational life, especially when it comes to apprenticeship matters.

✓ **Civics**

The educational aim is to provide the student with the qualifications necessary to play an active, critical and responsible part in society.

The main criteria when it comes to defining the subject matter is its contribution to the improvement of the students' understanding of the real world and of the gap between legitimate claims and reality as well as the representation of Austria's political, cultural, economic and humanitarian achievements.

✓ **The Subject Matter**

The apprentice within his school and company environment. The apprentice's occupational and social environment. Contemporary history – Austria in the international community. The Austrian legal system. Austria's political system.

✓ **Business Education**

Economics including business correspondence: The educational aim is to

impart knowledge in the following subject areas: information and communication methods, papers, documents, contracts and payment systems, the basics of national economy and applied economics and some issues of economic policies.

Furthermore, students are to be provided with knowledge on income, financing, purchase and accounting as well as on the improvement of enterprises which might be of importance for his private and occupational life. The main criteria when it comes to defining the subject matter is the mathematical understanding of business matters.

✓ ***Streaming***

For pedagogical reasons and in order to provide special support to interested students, streaming (2 streams) takes place in one, two or three compulsory business and technical subjects.

The decision whether classes are sub-divided into student groups for language and practical training rests with the relevant executive school authorities. Moreover, the relevant executive school authorities may decide upon additional subjects for which teaching has to take place in student groups. In this context, special attention has to be paid to lessons which prepare for the TVE-Exam.

✓ ***The Apprenticeship Leaving Exam***

The contract between the employer and the apprentice ends automatically after the stipulated period of time. At the end of apprenticeship training each apprentice may decide whether or not to take the Apprenticeship Leaving Exam [Lehrabschlussprüfung]. This exam tests whether the apprentice has acquired the practical skills and qualifications relevant to his occupation and whether he is able to properly perform the tasks characteristic to the apprenticeship trade.

The Apprenticeship Leaving Exam is divided into a practical and a theoretical part and consists of a written and an oral exam.

Provided that the apprentice has met the educational objectives of the last year of the respective part-time vocational school he is only required to do the practical part of the exam.

An Apprenticeship leaving Certificate often is of legal importance as well.

✓ ***Further Education and Training***

The Apprenticeship leaving Certificate provides the apprentice with access to two different vocational careers. On the one hand it is a prerequisite for

the admission to the Master Craftsman Exam and for qualification tests, and on the other hand it gives access to higher education via the TVE-Exam or the Higher Education Entrance Exam which are prerequisites for taking up studies at colleges, universities, "Fachhochschulen", post-secondary courses and post-secondary colleges.

✓ **Outlook**

The Austrian apprenticeship training system is highly practice-oriented and esteemed all over the country. In recent years, however, apprenticeship training has experienced a loss in attractiveness due to the poor permeability of educational pathways, the concentration of apprentices on a few occupations and the permanently decreasing willingness of Austrian enterprises to provide training facilities.

Thus, there is a strong demand for a reformation of the apprenticeship system in order to make apprenticeship trades more attractive. Reform measures are already carried out in co-operation with all parties involved.

✓ **The most important reform measures are:**

the creation of new apprenticeship trades in future-oriented fields,

broadly defined training objectives – more comprehensive basic training and subsequent specialization make it easier to find out about individual skills and interests and to act accordingly (reduction of drop-outs and the rate of those who change for another occupation),

easier access to further education and facilitating transfer from the dual system to the full-time technical and vocational education system. The introduction of the TVE-Examination in 1997 has contributed enormously to the permeability of education systems,

more flexible training schemes for practical training in companies just as for education in part-time vocational schools,

permanent adaptation of the curricula to the ever-changing requirements of the labour market and development of appropriate means to guarantee high quality of training,

financial support for companies which train apprentices,

removal of bureaucratic impediments, more information about less popular and non-gender-specific occupations.

<https://www.bmbf.gv.at/enfr/school/secon/app.html>

- **The institutional framework**

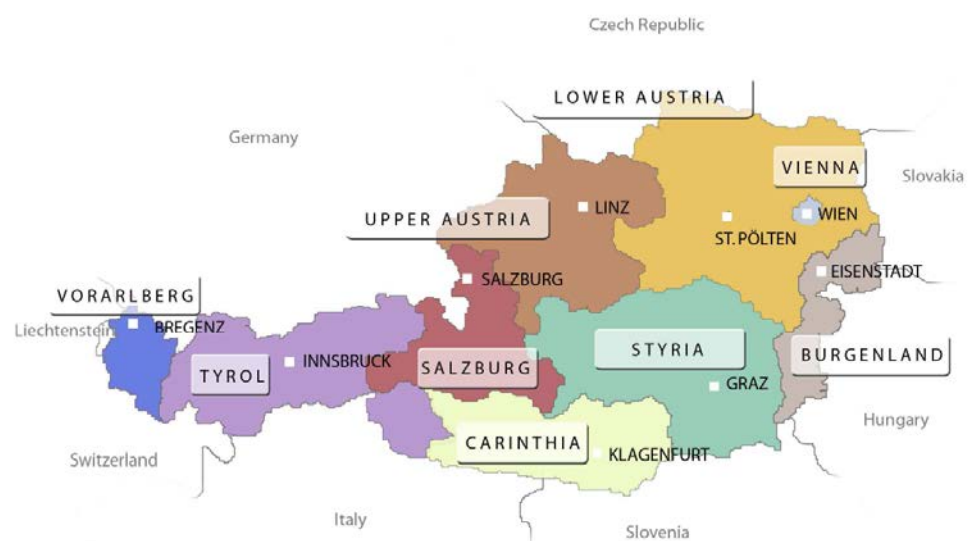
- ✓ **Main legislative references**

The training in an apprenticeship occupation is open to all young people who have completed their nine years of compulsory schooling. No specific school qualification is required for access to an apprenticeship.

- ✓ **The distribution of responsibilities in education and training between the State and regions (provinces, federal states) and the related level of autonomy**

Their legal bases are laid down in the Vocational Training Act (Berufsausbildungsgesetz or BAG). For each individual apprenticeship occupation, the Minister of Economy issues a training regulation, which is binding for the training provided in training companies. Separate regulations have been issued for the apprenticeships in agriculture and forestry: The principles of training in these occupations are laid down in the Vocational Training Act for agriculture and forestry (Land- und forstwirtschaftliches Berufsausbildungsgesetz or LFBAG). The provinces adopt detailed regulations on that basis.

Austria is a parliamentary republic based on the principles of democracy and separation of powers. It comprises nine federal provinces, each with its own provincial government. Vienna is a province and at the same time the federal capital.



- ✓ ***The architecture of the system of initial education and training (is the dual system distributed throughout the whole VET offer, or is it implemented only for certain Branches?)***

Training regulations stipulate the job profile specific to the respective apprenticeship occupation. This job profile is the curriculum for the training company. It contains – broken down by apprenticeship years – the professional competences which the apprentice must be taught in company-based training. For newly regulated apprenticeship occupations, not only job profiles but also activity descriptions are formulated, which lay down, in the form of a short list, the occupational requirements the trained apprentice is able to meet. The curriculum of part-time vocational school is equivalent to the training regulation. In many occupations, the job profile is supplemented by supportive training guidelines, material and manuals.

Apprenticeships in Austria	
204 apprenticeships in trade, commerce and industry:	
9	modular apprenticeships
6	with 4 apprenticeship years
41	with 3 ½ apprenticeship years
133	with 3 apprenticeship years
1	with 2 ½ apprenticeship years
14	with 2 apprenticeship years
14 apprenticeships in agriculture and forestry:	
14	with 3 apprenticeship years

as at autumn 2012
Sources: Federal Ministry of Economy, Family and Youth, list of apprenticeship occupations; Federal Ministry for Agriculture and Forestry, Environment and Water Management

Two- to four-year apprenticeship periods Depending on the apprenticeship occupation chosen, the period of training is between two and four years. If the training company gives its consent, the apprenticeship period can be reduced by one year for people who have already completed job-specific training periods in related apprenticeships or have acquired relevant school qualifications.

- ✓ ***How it happens the matching between “supply and demand”? (availability of apprenticeship places for the various professional demand, requirements for involving companies, candidate assessment and selection, etc.);***

It is not always easy for young people to select the suitable occupation from among 204 apprenticeship occupations and find the appropriate apprenticeship post. Different services and initiatives have been set up to support them:

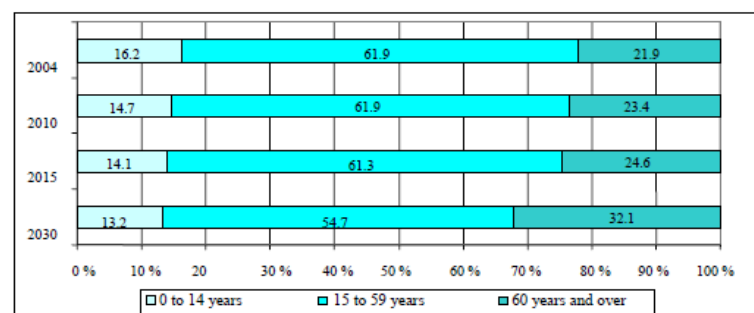
- In principle, placement into training vacancies in the dual system is conducted through the careers guidance of the Public Employment Service Austria (AMS). However, not all companies register available training places with AMS.

- General information about apprenticeship and help in the search for free apprenticeship posts are additionally provided by the apprenticeship offices of the economic chambers in the individual provinces; these offices also act as vocational training authorities of the first instance. The addresses in the provinces can be found in the Annex on page 62.
 - Jointly with the Austrian Federal Economic Chamber, AMS has set up an online apprenticeship exchange (www.ams.at/lehrstellen), which enables young people to search for potential training companies efficiently.
 - The educational counselling and careers guidance offices of the economic chambers support young people by providing a variety of offers. With the career guidance tool BIC (www.bic.at), the economic chambers have established a state-of-the-art communication forum that gives key support to help young people make decisions and provides comprehensive information when looking for a suitable occupation.
- **The socio economic context and labour market overview**

✓ *If necessary please describe it by geographic region.*

Austria sees itself as a small open economy which has to exist among the international competition. In the decades since liberation from the National Socialist regime, Austria has undergone an impressive economic and social catch-up process in which the country has developed into one of the richest countries based on conventional indicators. For decades the export sector has also been seen as an important motor of development.

Population by age group (in %): 2004 and forecasts for 2010, 2015 and 2030



Source: Statistik Austria, *Statistische Übersichten*, Chapter 14: population, 2005.

✓ *Production branches, economic activities, social background, occupational opportunities*

Like many others, the Austrian population is subject to an ageing process, it creates its growth mainly through immigration. There are big regional

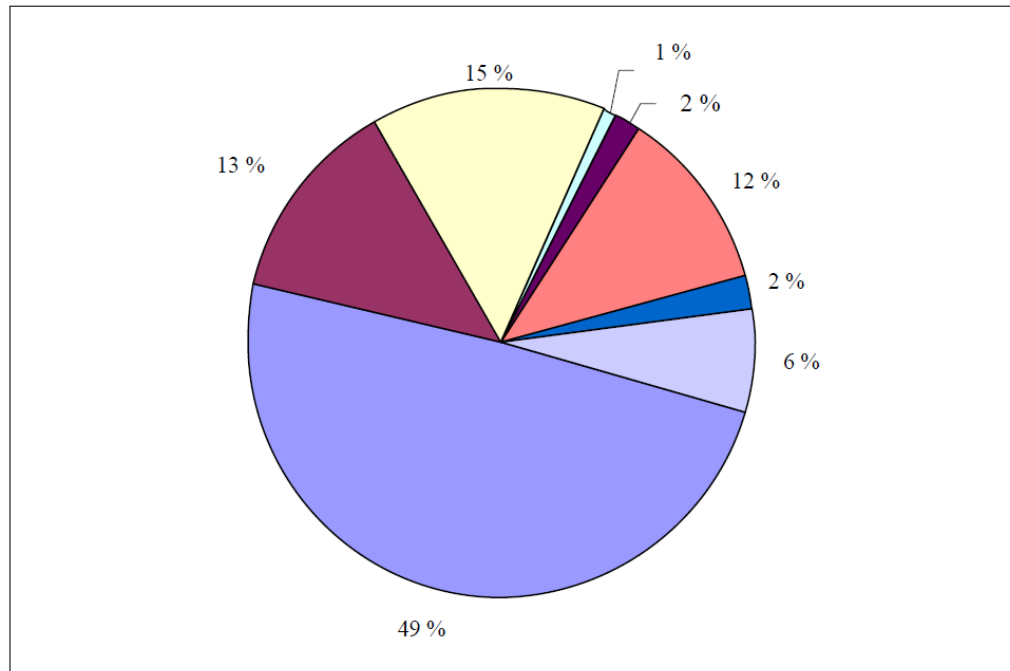
differences in migration flows, for example between town and country, so the population growth in Vienna, for example, is much higher than in other regions. At the same time the possibilities of immigration are handled very carefully. On account of the circumstances of immigration in the last few decades, certain groups of immigrants are clearly less qualified than the average among the population. There is also the problem that qualifications obtained abroad are not recognised and the people are employed in unqualified jobs. In recent years there has been a shift in migration flows so that as well as the traditional (economic) migrants from the countries of the former Yugoslavia and Turkey, immigration from EU countries has also increased.



The School Organisation Act (Schulorganisationsgesetz) stipulates that young people at school should acquire the necessary knowledge and know-how for their lives and careers as well as the ability to learn independently, and hence acquire the capacity for lifelong learning. Early differentiation from the lower years of secondary school and an appealingly broad range of opportunities for VET in upper secondary are characteristic of the Austrian education system. At the same time, one of the aims of the Austrian education policy is to continue increasing the degree of permeability between the various educational paths. Besides providing recognised vocational qualifications, all VET courses exceeding two years' duration also lead to an entrance qualification to general higher education, either directly through passes in the appropriate final examinations or indirectly, subject to success in specific supplementary examinations. The high standing of VET and the expansion of the education system since the 1970s have led to a widespread rise in the qualification levels of the working population (see Figure 5 below). Approximately 75 % of all people in employment have successfully completed a VET course and/or higher education.

Educational attainment of the working population aged 25 to 64 and of two selected age groups by highest level of qualification, 2001 (in %)

Apprentices by type of economic activity, 2004



- Manual trades and crafts
- Industry
- Commerce
- Banking and insurance
- Transport
- Tourism and leisure
- Information and consultancy
- Non-chamber

Non-chamber: companies that are not members of the Austrian Federal Economic Chamber.

Source: Austrian Federal Economic Chamber, apprenticeship statistics, 2005 (excluding agriculture).

Structural data apprenticeship training in Austria:

The number of apprentices in Austria is closely associated with demographic development (number of 15-year-olds). In addition, the effects of the international financial and economic crisis can also be felt. By the end of 2013, 120,579 apprentices were being trained, almost 5,000 fewer than in late 2012 (125,228) and more than 11,000 fewer than in late 2009 (131,676).

The number of apprentices is developing very differently in the Austrian provinces: in the period 1990-2013 there were actually increases in apprenticeship figures in Vorarlberg (+2%), whereas considerable losses could be observed in the provinces Burgenland (-34%), Styria (-31%) and Carinthia (-27%). The majority of apprentices by far are found in Upper Austria (25,696 apprentices in late December 2013).

The apprenticeship beginners' rate - i.e. the share of apprentices in their 1st year among 15-year-olds - has remained relatively constant for a long time since the mid-1990s. Some 40% of youths of each age group take up apprenticeship training (2013: 39.9%). Whereas the share was still 42.3% in 2011, the first substantial decline in many years could be noted in 2012 and 2013.

The apprentices' average age in their 1st apprenticeship year is increasing a little (2013: 16.5 years).

An analysis of the apprentices' previous qualifications in their 1st apprenticeship year reveals that in the school year 2012/13, (only) slightly more than one third of students (35.2%) in their first classes (10th grade) of part-time vocational school had previously attended pre-vocational school, 16.7% a VET school, 14.3% a general secondary school, and 10.7% a VET college.

The share of female apprentices increased slightly until circa 1990 and has recently stabilised at a relatively constant level (at some 34%).

A particularly pronounced focus on a few apprenticeship occupations can still be noted among female apprentices. In late 2013 almost 50% (47.6% to be precise) of female apprentices were trained in merely 3 apprenticeships (retail trade, office assistants, hairdresser). Among male apprentices the share of the 3 most frequently attended apprenticeships combined was only about 35%. Furthermore these are modular apprenticeships with different main modules.

Whereas the number of training providers in Austria had remained largely stable for a long period (at slightly below 40,000) after the late 1990s, a marked decline in the number of training providers can again be noted in recent years – this is certainly also due to the impact of the international financial and economic crisis and the decreasing number of 15-year-olds.

Challenges: Demography and integration of young people with a migration background:

Closely connected with the development of apprenticeship figures (and therefore also linked with the current decline) is demographic development, i.e. the availability of (suitable) youths/apprenticeship seekers. By approximately 2016 another clear drop in the number of 15-year-olds can be expected. According to the main scenario of Statistics Austria's population projection, the number of 15-year-olds will decrease from 100,396 at the interim peak in 2007 to 84,140 in 2016.

The integration of young people with a migration background into the (upper secondary) IVET system can be seen as a particular challenge for the overall very successful Austrian VET system but also as particular potential for recruiting additional apprentices and skilled workers. The share of youths with a migration background drops sharply from the 9th school year onwards. Among young people with a migration background who leave the Austrian (upper secondary) IVET system early, incidentally, no gender-specific differences worth mentioning can be found.

The underrepresentation of young people with a migration background in the upper secondary IVET system is especially pronounced in the apprenticeship sector. Whereas (in the school year 2012/13) the share of youths who do not

Speak German as their mother tongue was still 25.6% at primary schools, it was merely 11.7% at part-time vocational schools. Even in the upper cycle of academic secondary school (15.8%) and colleges of business administration (28.3%) the share of youths who do not speak German as their mother tongue is higher.

- **The connection between VET and dual System in the whole education system**

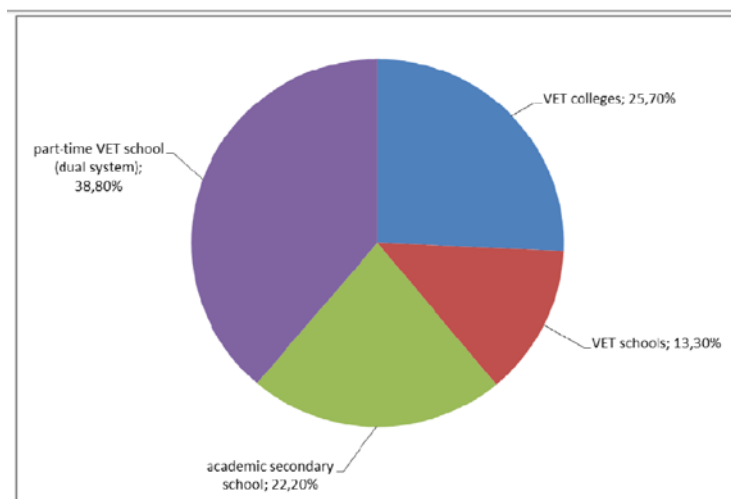
(apprenticeship, alternance training and work-based learning, rules and governance, labour market) in other words?

VET pathways at the upper secondary level

The final year of compulsory schooling corresponds to the first year of the upper secondary level. At this point, the school system's differentiation increases. As well as the four-year upper cycle of academic secondary school (AHS-Oberstufe) and the one-year prevocational school (Polytechnische Schule, PTS), there is a choice between the following VET pathways, which lead to different qualification levels:

- VET schools (berufsbildende mittlere Schulen or BMSs),
- VET colleges (berufsbildende höhere Schulen or BHSs),
- Schools for general healthcare and nursing (from year 11 onwards), and
- Dual VET (apprenticeship, Lehre, Lehrlingsausbildung – from year 10).

This diversity of pathways reveals the special importance of VET in Austria. Another indication of this is the high attractiveness of VET, which manifests itself in high participant figures. Some 80% of young people in the tenth grade attend a VET pathway (cf. fig. 18). Some 40% complete an apprenticeship, the remainder opt for one of the available VET schools and colleges.



Source: Statistics Austria, ibw calculations

Apprenticeship training At the end of compulsory schooling, some 40% of young people take up dual training in one of the approximately 200 legally recognised apprenticeships. Their apprenticeship diploma represents a full professional qualification. The prerequisite for taking up an apprenticeship is the successful completion of nine years of compulsory schooling. Most apprentices complete compulsory schooling by attending a one-year prevocational school) after lower secondary level and then start an apprenticeship. Depending on the occupation, training lasts between two and four years, but as a rule three years. The apprenticeship period can be reduced for those who have already acquired either apprenticeship or school qualifications in the same or a similar specialist field (be it in Austria or abroad). In 2012 some 125,000 young people were in an apprenticeship. Traditionally, this form of VET is firmly established in particular in the crafts, trades and services, where around half of all apprentices are trained. In commerce, industry and in the tourism and leisure industry sector, apprenticeship training is also widespread.

Apprenticeship training takes place at two places of learning: in the training company and at part-time vocational school (therefore hence the term 'dual' system). Company-based training, for which the Federal Ministry of Economy, Family and Youth (Bundesministerium für Wirtschaft, Familie und Jugend, BMWFJ) is responsible, comprises about 80% of the apprenticeship time. The apprentice is involved in the production or service-provision process and acquires the necessary skills under real-life conditions of working life.

For every apprenticeship occupation, there exists a training regulation (Ausbildungsordnung), which is valid across Austria and includes the in-company curriculum or job profile (Berufsbild). This is a type of curriculum for the company-based part of training and lays down the minimum knowledge and skills to be taught to apprentices by companies. The competence profile or activity description (Berufsprofil), which is also specified in the training regulation, formulates in a learning outcome-oriented manner the competences apprentices should have acquired by the end of their training. The social partners are essentially in charge of taking decisions about what in-company curriculum and/or competence profile an apprenticeship occupation is based on and they exert a decisive impact on the structure and content of apprenticeship training via their work in advisory councils.

In-company training is largely funded by the companies themselves. Young people receive apprenticeship remuneration from their employer; this is usually regulated in the (sector- or company-specific) collective agreement. There are a number of public subsidies available to support training companies, however.

The IVET trainer is responsible for planning and carrying out the training. He/she must have certain subject-specific and teaching qualifications which are proven in the course of the IVET trainer examination or a 40-hour trainer course with a vocationally-specific interview. Incompany training is largely funded by the

companies themselves. Young people are paid an apprenticeship remuneration by their employer. There are a number of public subsidies available to support training companies, however.

As well as company-based training, the apprentice is obliged to attend part-time vocational school. Its task is to impart fundamental theoretical occupation-related knowledge, support and complement company-based training, and expand general education. The curriculum of part-time vocational school is prepared based on the training regulation of the respective apprenticeship occupation by the Federal Ministry for Education, Arts and Culture (Bundesministerium für Unterricht, Kunst und Kultur, BMUKK. The federal provinces provide the funding for vocational school (teachers, school maintenance). But the federal government refunds 50% of the costs for teaching staff to the provinces.

Teachers at part-time vocational schools either provide proof of a degree from a university of education or a subject-specific university course or completion of a VET programme plus three years of professional practice.

At the end of the apprenticeship period, every apprentice can sit for an apprenticeship leaving examination (Lehrabschlussprüfung, LAP). This exam aims to determine whether the candidate himself/herself is able to appropriately carry out the activities necessary for the occupation. The LAP comprises a practical and a theoretical examination. The theoretical exam can be waived if the exam candidate can prove successful completion of the final grade of part-time vocational school. The exam committee comprises employer and employee representatives. The apprenticeship qualification can also be acquired via a so-called exceptional admission. For that purpose, relevant periods of professional practice and attendance of relevant course events are credited as a replacement for formal apprenticeship training.

Following successful completion of the LAP graduates have various CET options, such as taking the master craftsman exam for a skilled craft (cf. 2.2.4). Access to HE programmes can be acquired through taking the exam called Berufsreifeprüfung (BRP) as early as during the apprenticeship training. For many, an apprenticeship also forms the basis for a self-employed career. Almost 40% of managers in the business sphere have completed an apprenticeship.

✓ ***What is “dual”, and who makes what?***

The success and further development of the dual system are ensured by the partnership of many institutions and establishments at various levels.

Federal level

Federal Ministry of Economy, Family and Youth (BMWFJ)

Federal Advisory Board on Apprenticeship (BBAB)

Federal Ministry for Education, the Arts and Culture (BMUKK)

Provincial level
Apprenticeship Offices
Federal provinces
Provincial governors
Regional Advisory Boards on Apprenticeship
Regional school inspectors

Local level
Training companies
Part-time vocational school

✓ ***Who makes it “dual” (legal basis for training, counselling and monitoring, funding, training personnel)***

Federal Ministry of Economy, Family and Youth

- Vocational Training Act
- List of apprenticeship occupations
- Training and examination regulations for apprenticeship occupations
- Supreme supervisory authority for company-based apprenticeship training

Federal Ministry for Education, Arts and Culture

- Various legislation on school education
- Framework curricula for part-time vocational schools
- Coverage of 50 % of the costs for teaching staff of part-time vocational schools

Federal Advisory Board on Apprenticeship

- Representatives of the social partners
- Elaboration of expert opinions for the Ministry of Economy (e.g. on the new regulation of an apprenticeship occupation and on various issues connected with VET)

Apprenticeship offices

- Set up at the regional economic chambers
- Vocational training authority of the first instance
- Examination of suitability of training companies (facilities, staff)
- Examination and recording of registered apprenticeship contracts
- Counselling for training companies
- Advice for apprentices
- Appointment of chairpersons of apprenticeship-leaving examination boards
- Implementation of apprenticeship leaving exams and settlement of subsidies

Regional school inspectors

- Implementation of federal framework curricula
- Pedagogical and subject-specific supervision
- Management, planning and coordination
- Organisational and HR development, quality assurance, counselling and conflict management with collaboration of part-time vocational school inspectors in some provinces

Federal provinces

- Construction, equipment and maintenance of part-time vocational schools
- Coverage of 50% of the costs for teaching staff of part-time vocational schools

Provincial Advisory Board on Apprenticeship

- Representatives of the social partners
- Advisory body on IVET issues at the provincial level

Provincial governors

- Vocational training authority of the second instance
- Decisions on appeals in IVET issues and on cancellation of illegally registered apprenticeship training contracts

Training enterprises

- Provision of full vocational training to young people
- Designing of their own training on the basis of the training regulation

IVET trainers

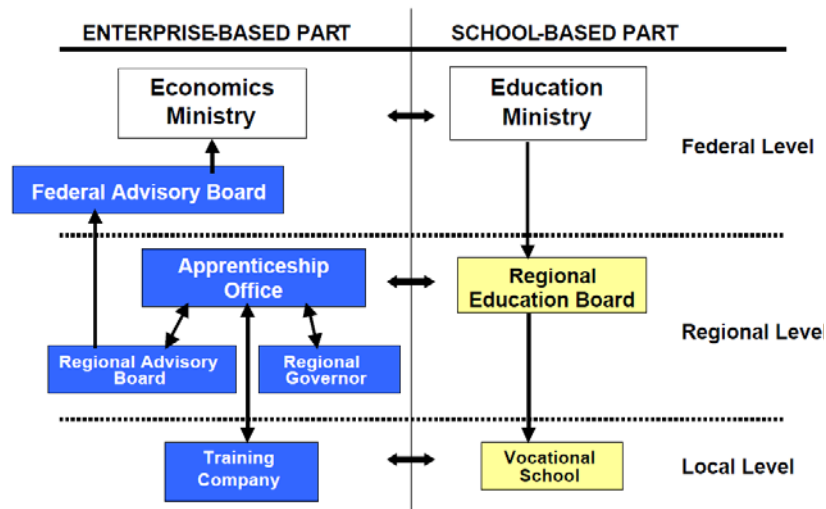
- Provision of comprehensive tradespecific and personalityrelated training to young people

Part-time vocational schools

- Provision of general, relevant theoretical instruction and supplementary practical training

Apprentices

- The future skilled workforce for the Austrian economy
- Safeguard their individual position in the economy and in society through the acquisition of full vocational training



✓ **Where it takes place venues and governance system**

Companies that want to train apprentices submit an application, before recruiting them, for determination of suitability for apprenticeship training (request for declaration) to the respective competent apprenticeship office of the Federal Economic Chamber. Local competence rests with the apprenticeship office of the province where the training company is based. The apprenticeship office is obliged by law to examine in collaboration with the Chamber of Labour whether the company meets the prerequisites for apprenticeship training. If that is the case, the company will be issued a “declaration” certifying that the company is entitled to recruit apprentices.

Prerequisites for apprenticeship training

✓ **Fulfilment of legal conditions**

Pursuant to the Trade, Commerce and Industry Regulation Act (Gewerbeordnung) the company must be entitled to carry out the activities in which the apprentice is to be trained. But apprentices cannot only be trained by companies in trade, commerce and industry, but also by members of the liberal professions, such as pharmacists, architects, lawyers, civil engineers, etc., and by associations, administrative offices and other legal entities.

Fulfilment of corporate conditions

The company needs to be equipped and managed in a way that it is in a position to impart to the apprentice all of the knowledge and skills included in the occupational profile. Those companies that cannot fully impart this knowledge and these skills have the possibility to train apprentices within the framework of a training alliance.

The company size is not decisive for apprenticeship training. Every company – also a one-person company – can train apprentices if it is guaranteed that they are assisted appropriately.

In addition, a sufficient number of professionally and pedagogically qualified trainers must be available in the company.

✓ ***When it happen, duration, organizational models of alternance***

The amendment to the Vocational Training Act (BAG) in January 2006 created the possibility of modularising apprenticeships. This aims to improve the attractiveness of apprenticeship training.

In modular apprenticeships, training comprises three modules:

Basic module

The basic module aims to impart the knowledge and skills required for carrying out basic activities of the modular apprenticeship. The basic module has a minimum duration of two years. In justified exceptional cases it can also be only one year long.

Main module

The main module comprises the knowledge and skills required for exercising the chosen specialisation (e. g. ventilation technology in the modular apprenticeship “Installations and Building Technology”). It has a minimum duration of one year. The combined duration of the basic and main module must be at least three years. Where the basic module – as mentioned above – only takes one year in justified exceptional cases, the main module must have a minimum duration of two years.

Special module

The special module aims to impart the knowledge and skills for special services, products or their production. It covers a training period of half a year or a full year.

Within this system it is possible to combine different modules: Every apprentice in a modular scheme is obliged to complete the basic module and select a main module. In addition, the apprentice can be trained in another main module or one or more special modules. It must be noted that the overall training period must not exceed the maximum total apprenticeship period of four years. The combination of modules must already be selected when concluding the apprenticeship contract – therefore at the beginning of the apprenticeship

period.

Although it is possible to change between the modules, this will lead to a change in the apprenticeship contract.

- **The standards of learning process**

- ✓ ***The design of the paths***

Preparation

- identification of vocational and special prerequisites
- clarification of the key parameters and basic framework

Elaboration of the training regulation and framework curriculum

- preparation of draft regulations
- preparation of draft curricula for the training at vocational schools
- involvement of all stakeholders in a consultation and reviewprocess

Issuing of regulations

- issuing of apprenticeship training regulations for the companybased part of training by the Economics Ministry
- issuing of framework curricula for part-time vocational schools by Education Ministry

Follow-up measures

- elaboration of supportive manuals and materials
- provision of information to training enterprises by Apprenticeship Offices
- training of trainers in enterprises and of teachers in part-time vocational schools
- training of examiners of final examination
- continuous evaluation

- ✓ ***The reference standard for the training of apprentices***

The apprenticeship certificate is a legally regulated, formal qualification. In the ISCED classification, the apprenticeship certificate is ranked as 3B, in the eight-level Austrian National Qualifications Framework (NQF) it is designated as a reference qualification for level 4

http://www.bildung.erasmusplus.at/fileadmin/III/dateien/lebenslanges_lernen_pdf_word_xls/ngr/EQRZuordnungsbericht/OEsterreichischer_EQR_Zuordnungsbericht.pdf (accessed on 18.05.2014)..

✓ ***The Rules of Training and standards for enterprise training***

Job profiles: Every training regulation lays down the specific job profile (or in-company curriculum) and the competence profile (or activity description) of the respective apprenticeship occupation.

In most cases, individual companies are not directly involved in the design of training regulations and the curricula of part-time vocational schools. The representation of interest of employers (Austrian Federal Economic Chamber, Wirtschaftskammer Österreich, WKÖ) can however draw on relevant expert knowledge and is structurally integrated in BBAB.

✓ ***Standards for training at vocational schools***

The curriculum of part-time vocational school is equivalent to the training regulation. In many occupations, the job profile is supplemented by supportive training guidelines, materials and manuals.

✓ **The process of drafting the Regulations Training**

1. Preparation	<p>The Ministry of Economy, social partners or companies take the initiative for creating or modernising an apprenticeship</p> <p>Clarification of the basic framework by the Ministry of Economy and the social partners</p> <p>Consideration of European and international developments as well as solutions introduced in other countries</p>
Elaboration of training regulation and framework curriculum	<p>Preparation of draft training regulations by education research institutes</p> <p>Expert discussions in the Federal Advisory Board on Apprenticeship</p> <p>Submission of expert opinions of the Federal Advisory Board on Apprenticeship to the Ministry of Economy</p> <p>Development of a framework curriculum which corresponds to the training regulation by an expert group under the leadership of the Education Ministry</p> <p>Preparation of drafts for nationwide review</p>
Issuing of regulations	<p>Involvement of all stakeholders in a consultation and review process</p>

	<p>Evaluation of opinions and comments</p> <p>Issuing of training regulations by the Ministry of Economy and of framework curricula by the Education Ministry</p>
Follow-up measures	<p>Creation of supportive manuals and additional material by the companies' professional organisation, partly supported by the employees' representation or VET institutes to support training companies</p> <p>Provision of information to training companies by apprenticeship offices</p> <p>Training of trainers in companies and of teachers in part-time vocational schools</p> <p>Training of examiners of apprenticeship-leaving Examinations</p> <p>Accompanying evaluation</p>

✓ ***The company's training program***

Training regulations stipulate the job profile specific to the respective apprenticeship occupation. This job profile is the curriculum for the training company. It contains – broken down by apprenticeship years – the professional competences which the apprentice must be taught in company-based training.



For newly regulated apprenticeship occupations, not only job profiles but also activity descriptions are formulated, which lay down, in the form of a short list, the occupational requirements the trained apprentice is able to meet. The curriculum of part-time vocational school is equivalent to the training regulation. In many occupations, the job profile is supplemented by supportive training guidelines, material and manuals.

- **The training/apprenticeship process**

- ✓ ***The role of schools, entrepreneurs and other organizations (Chamber of commerce, work agencies, school ministry etc.)***

Training takes place in two places (“dual system“):
training enterprise and part-time vocational school

Duration: two to four years, mostly three

Reduction of apprenticeship period for people who have

- completed job-specific training periods in related apprenticeships
- acquired relevant school qualifications

Training enterprise

Approval by social partners

necessary technical equipment and training facilities to teach the skills and knowledge required in a sufficient number of qualified trainers (subject-specific and pedagogical know-how)

Training alliance

with other enterprises

supra-company training centre

Authorised apprenticeship trainer

company owner or competent employee

trainer examination or trainer course

Enterprise-based training

80 % of the training period

apprenticeship contract between enterprise and apprentice

learning in practice for practice, learning through productive work

using state-of-the-art technologies training regulation with training

profile (= curriculum for the enterprise-based training) and

competence profile (= profile of learning outcomes results)

Vocational school

School-based training

20 % of the training period theoretical subject-related training,

general education, supplementary practical training curriculum

classes: full-time blocks or every week subject teachers: master

craftsperson qualification or subjectspecific technical qualifications as

well as longer-term work experience

✓ ***The regulation of apprenticeship***

Practice-oriented educational objectives, contents and methods as well as their regular updating (adaptation) constitute one characteristic of the Austrian VET sector. This is achieved by continually adapting curricula and educational objectives. The basis for the further development, updating and adaptation of existing VET programmes are the instruments and processes for identifying future qualification requirements (anticipation). Against the background of a continuously dynamic economic development, these instruments and processes are becoming even more important.

Instruments and processes supporting the analysis of qualification requirements are mainly funded by Public Employment Service Austria (AMS). The most important ones include:

Skill needs studies: These are mostly conducted for specific sectors and industries (e.g. timber, IT), but also for regions (such as federal provinces) and education programmes (e.g. certain specialisations of VET colleges, apprenticeship training, etc.). The main beneficiaries of these studies are the stakeholders in these sectoral/regional areas as well as staff responsible for the curriculum and other areas in the VET pathways that are of relevance for the specialisations.

The Qualification Barometer of Public Employment Service Austria (AMS-QB): This online system, which was set up in 2002, summarises current and foreseeable labour market trends and qualification requirements and makes them accessible to the general public in a structured format via the internet (<http://www.ams.at/qualifikationsbarometer>). The AMS-QB is above all an instrument of representation: for gathering information, existing written data (e.g. from skill needs studies) are used and merged. In addition, interviews are held with experts from the various occupational areas and fields. Contents refer to the whole of Austria, and they are complemented by summary information for every province and analyses of job ads. The findings of the AMS-QB are also published in printed form on an annual basis under the title AMS report on qualification structures (AMS-Qualifikationsstrukturbericht).

Research Network of Public Employment Service Austria: This platform, which was launched by AMS, serves to exchange information and use synergies between a number of Austrian research institutes, including in the area of skills forecasts (<http://www.amsforschungsnetzwerk.at>). Between 2002 and 2008 with the AMS research network there was an annual event on qualification requirements of the future which was held together with the social partners on specific themes (e.g. qualification requirements in the area of health and social affairs, qualification requirements of youths and older employees). In 2009 this series of events was replaced with regular

meetings of the so-called Standing Committee.

AMS Standing Committee on New Skills: On the proposal of the AMS Supervisory Board (AMS's highest administrative body), a platform (i.e. the Standing Committee) was set up, which comprises representatives of the AMS (Supervisory Board, Board of Directors, specialist department for qualification issues, directors of the AMS's regional organisations) as well as representatives of the social partners, relevant ministries, and the major CET providers: Institute for Economic Promotion of the Austrian Economic Chamber (Wirtschaftsförderungsinstitut, WIFI) and the Vocational Training Institute (Berufsförderungsinstitut, bfi). This body decides on setting up cluster groups about specific occupational areas, in which HR and training managers from key major companies exchange opinions about issues related to employment and qualification development in three moderated workshops each. Since 2009 nine cluster meetings have been held: 'machinery, metal, motor vehicles', 'chemistry, plastics, new materials', 'office/administration', 'wellness/tourism', 'construction/building ecology', 'wholesale and retail trade', 'IT/telecom', 'healthcare' and 'energy/environmental technology'. With the direct involvement of major CVET establishments it is ensured that the results of these meetings are incorporated into education offers without delay. Building on the results from the workshops, for example, curricula for modularised programmes have been developed for all nine clusters. Between November 2011 and Mai 2013 about 13,800 people completed courses held as part of the AMS New Skills scheme.

The legal bases are laid down in the Vocational Training Act (Berufsausbildungsgesetz or BAG). For each individual apprenticeship occupation, the Minister of Economy issues a training regulation, which is binding for the training provided in training companies.

The training content for every apprenticeship occupation is laid down in training regulations (for the company-based part) and curricula (for the school-based part). The in-company curriculum (Berufsbild, a type of curriculum for the company-based part) is adopted within the framework of the training regulation by the Federal Ministry of Economy, Family and Youth (BMWFJ). Initiatives to adjust existing or introduce new in-company curricula are frequently taken by companies or social partners. The Federal Advisory Board on Apprenticeship (Bundesberufsausbildungsbeirat, BABB) – a body which comprises social partner representatives and advises the Ministry of Economy in apprenticeship issues – also introduces proposals or prepares expert opinions about reform proposals. The actual designing of in-company curricula and thus the orientation towards qualification requirements is, as a rule, conducted by BABB subcommittees or the educational research institutes of the social partners: the Institute for Research on Qualifications and Training of the Austrian Economy (ibw) on the employers' side and the

Austrian Institute for Research on Vocational Training (öibf) on the employees' side. Framework curricula for part-time vocational school are designed in a similar way to VET full-time schools. In the apprenticeship sector, framework curricula are laid down in analogy to company-based training.

✓ ***The apprenticeship contract***

The apprenticeship contract is entered into between the authorised apprenticeship trainer and the apprentice and forms the basis of vocational training in the dual system. It must be concluded in writing. In case of underage apprentices, the apprenticeship contract must also be signed by his or her legal representative.

Standardised forms can be obtained from the apprenticeship offices of the economic chambers in the individual federal provinces.

Recording of the apprenticeship contract

The apprenticeship contract must be submitted as fast as possible, at least within three weeks after the

beginning of the training, to the apprenticeship office for recording purposes. The apprenticeship office will then examine the data of the apprenticeship contract and the training company's suitability. In addition, it awards credits for occupation-specific training periods. The recording of the apprenticeship contract is a prerequisite for the apprentice's later admittance to the apprenticeship-leaving exam.



The apprenticeship contract must include the following details:

- the name of the apprenticeship in which training is conducted
- the apprenticeship period
- the beginning and end of training
- details regarding the people authorised to train apprentices and, if applicable, the IVET trainer
- details related to the apprentice
- a note concerning compulsory attendance of part-time vocational school
- any periods of training held within the framework of a training alliance with other companies or educational institutions
- the amount of the apprenticeship remuneration
- the day on which the apprenticeship contract is concluded

✓ ***The different levels of governance***

Federal level

Federal Ministry of Economics, Family and Youth

- responsible for the enterprise-based part of apprenticeship training
- Vocational Training Act
- regulations for the individual apprenticeships

Federal Advisory Board on Apprenticeship

- representatives of the social partners, vocational school-teachers are co-opted as advisory members
- submits expert opinions to the Economics Ministry (e.g. on the restructuring of apprenticeships)

Federal Ministry of Education, Arts and Culture

- responsible for the school-based part of apprenticeship training
- Federal School Organisation Act
- framework curricula for the part-time vocational school

Regional level

Apprenticeship Office

- apprenticeship authorities of the first instance
- examine possible training enterprises
- responsible for examining and recording apprenticeship contracts
- provide counselling to apprenticeships and training enterprises

Provincial Governors

- apprenticeship authorities of the second instance
- decision on appeals in apprenticeship training matters
- appointment of members of Regional Advisory Boards on Apprenticeship

Regional Advisory Boards on Apprenticeship

- provide consultancy services in all issues related to
- apprenticeship training

Regional Education Board

- implementing the federal framework curricula for part-time vocational schools for each apprenticeship
- supervising schools in educational and technical matters

✓ ***The costs of apprenticeship***

The costs of company-based training are borne by the respective training company. School-based training (at part-time vocational school) is financed by the public. This means that by far the greatest part of costs of vocational

training are borne by companies. The apprenticeship remuneration constitutes the major part of the costs for apprenticeship training. Its amount is laid down for each individual apprenticeship occupation in collective bargaining agreements. Where no collective bargaining agreements exist, it is necessary to agree on the apprenticeship remuneration in the apprenticeship contract individually. The remuneration increases with every apprenticeship year until, in the final year, it totals an approximate average of 80 % of the corresponding skilled worker's wage. In the course of their training, apprentices will, however, also contribute to the training companies' productivity through their productive work. Their share in productive work increases with every apprenticeship year. The costs of apprenticeship training reduce the company's taxable profits. This means that the state co-finances, albeit indirectly, a part of the costs of the company-based part of dual vocational training. In the first two years of apprenticeship, the health insurance contributions are also waived for the employer and for the apprentice. Nevertheless, apprentices are fully insured. The contributions to accident insurance are waived for the entire training period while insurance coverage remains intact. In addition, a large number of subsidisation options exist for apprenticeship training. The costs for equipping part-time vocational schools with machinery, equipment and teaching material are borne by the federal provinces. The federal government and the respective province share costs for the teaching staff equally.

✓ ***Main models of apprenticeship in own region/country***

Graduates of an apprenticeship programme acquire a full vocational qualification of a high standard.

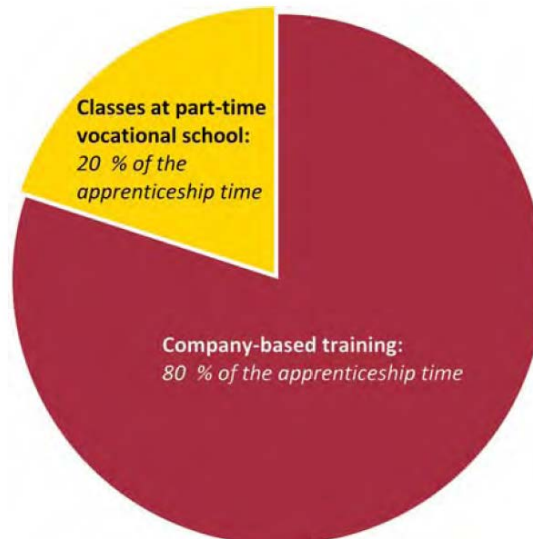
The training in an apprenticeship occupation is open to all young people who have completed their nine years of compulsory schooling. No specific school qualification is required for access to an apprenticeship

Training in the company and at part-time vocational school

There are significant differences between dual training in an apprenticeship occupation and vocational education and training (VET) in full-time schools:

- In the apprenticeship training system, the two places of learning are the training company and part-time vocational school.
- The apprentice is in a training relationship with his or her training company and a student at a part-time vocational school at the same time.
- The company-based part of dual vocational training makes up the major part of the apprenticeship period.

- The apprenticeship-leave exam is taken in front of professional experts. The focus of this exam is on the competences required for the respective profession.



- **Monitoring and evaluation system**

- ✓ ***qualification and final assessment or examination***

The apprenticeship-leaving exam consists of a practical and a theoretical examination. The theoretical exam is waived under certain conditions, for example if the exam candidate can prove successful completion of part-time vocational school.

The following people can be entered for the apprenticeship-leaving exam:

- apprentices (during their training or a related apprenticeship occupation) and
- people who have completed the stipulated apprenticeship period with credits being awarded for school-based education or who are not obliged to complete any apprenticeship period after having completed such an education.

However, the Vocational Training Act also opens access to the apprenticeship leaving exam to persons who have not completed any formal training (apprenticeship or school) and thus provides them with the possibility of acquiring a formal professional qualification. In concrete terms, they must meet the following conditions:

- They are aged 18 years or over and
- furnish provide that they have acquired the knowledge and skills required for the respective apprenticeship occupation, such as by

exercising a relevant semi-skilled or other practical activity of appropriate length or by attending a relevant course event.

Also completion of at least half of the period stipulated for the respective apprenticeship occupation is accepted as evidence if there is no other possibility of entering into an apprenticeship contract for the remaining apprenticeship period.

The 2011 amendment to the Vocational Training Act has extended access to the apprenticeship-leaving exam. The new regulation specifies that apprenticeship offices can lay down that the practical apprenticeship-leaving examination is taken in two parts. The first part comprises identification of the exam candidate's already acquired qualifications while in the second part he/she is required to prove any still outstanding qualifications. This provision applies if exam candidates

- are 22 years or over and
- have, as part of higher qualification schemes, completed educational measures that have been rated as suited by the Regional Advisory Board on Apprenticeship

✓ ***professional competencies***

The apprenticeship-leaving exam aims to establish whether the candidate has acquired the skills and competences required for the respective apprenticeship occupation and is able to carry out the activities particular to the occupation himself or herself in an appropriate manner.

- **Achievement in key competencies in reading, math and science literacy as required by European framework**

In the 2010–11 school year, 207,000 pupils with a first language other than German were enrolled in Austria's schools. Among these, approximately 110 different languages were spoken. The distribution of multilingual pupils between different types of schools is striking. The higher the prestige of the school type, the lower the percentage of multilingual pupils. This, however, is not universal since the lowest percentages can be found in colleges of agriculture and forestry and colleges of social and service industries as well as vocational training accompanying apprenticeship positions. On the other hand the highest percentages are found in pre-schools, medium level business administration colleges, special schools and pre-vocational colleges.

For upper secondary schools, the percentage of children from non-German-speaking homes is significantly lower due to selection processes. Vocational schools for apprentices (9 %) and upper secondary vocational colleges with a social

orientation (kindergartenteachers 4 %, social work 4 %, services in tourism 5 %) have the lowest percentage of pupils from non-German-speaking homes, whereas the percentage in middle secondary vocational schools BMSs is substantially higher (19 %).

Implementation of the Education and Training 2010 programme and the 'strategic framework for European cooperation in education and training 2020' in Austria

Since 2000, both programmes have covered a wide range of measures which correspond to relevant goals and objectives in Austrian education reforms presently under way.

Austria has produced some positive and some below-average results following the 2010 and 2020 programmes: Austria has posted positive results for the completion of upper secondary education and dropout statistics; still the high dropout rate among pupils with an immigrant background remains a problem. On the other hand, Austria is far from meeting its commitment to reduce its percentage of below-average performances in basic competences, genderspecific differences remain a problem and although pre-school participation has increased, Austria remains below the benchmark of 95 %.



The development of a National Qualification Framework (NQF) and the introduction of a quality assurance system in the school sector have been chosen as exemplary topics for analysing interrelationships between Austria and Europe due to their importance for national education policy and their relationship to European policy processes. Although the NQF was initially driven by EU initiatives and developed rapidly, it stalled at the stage of national implementation (partially due to differences in classifying academic and vocational secondary school leaving certificates). Nevertheless, synergies in the area of quality assurance, especially in vocational education, were created, enriching both Austria and European development.

Both of these topic areas reveal an interplay between the still dominant national education policy and the soft pressure exerted by the EU.

Active Austrian participation in European policy processes ensures co-determination at the European level and enables the exchange of European learning processes useful to Austria.

The Austrian Education System

(http://www.ibw.at/images/ibw/pdf/bbs/oe_bbs_e_2010.pdf)

- **Opportunities for inclusion (SEN, ESL, immigrants, gender gap, disabilities, social disadvantage)**

- ✓ *Are there specific training or apprenticeship paths in this case?*

In late December 2013 a total of 6,152 apprentices were in an integrative IVET programme, 411 more than in the previous year. Since the establishment of integrative IVET (or IBA in German) in 2003, the number of young people has continually increased. Overall, the vast majority of IBA apprentices (61%) in 2013 are being trained in companies. In 2013, around 76% of IBA apprentices are completing integrative IVET in the form of a prolongation of the apprenticeship period, some 24% in the form of a partial qualification.

The number of participants in supra-company training programmes commissioned by Public Employment Service (AMS) in the training year 2013/14 totalled 11,329. These included 9,183 participants in supra-company apprenticeship training (ÜBA in German) according to §30b of the Vocational Training Act or BAG and 2,332 participants in an integrative (inclusive) IVET programme commissioned by AMS.

- ✓ How branches or companies are selected?
- ✓ Specific or special funding

- **Main problems related to the transition from school to work**

- ✓ *legislative, cultural, business weakness, etc. at national/local level*

A special WKÖ evaluation now also allows the calculation of a dropout rate from apprenticeship training. Overall 14,5% of apprentices, who terminated their apprenticeship relationship in Austria in 2012, did not complete their apprenticeship period nor did they take an apprenticeship-leaving exam (LAP) by the end of 2013, therefore they are considered apprenticeship dropouts. Broken down by economic sectors, the share of apprenticeship dropouts (among all those finishing an apprenticeship programme in 2012) is particularly high in Austrian supra-company apprenticeship training (36.5%) and in the tourism and leisure industry (24%). The share of apprenticeship dropouts in industry (4.6%) and in the bank and insurance sector (6.5%) is particularly low.

Overall the share of apprenticeship dropouts (14.5% in 2012) in Austria must be clearly below the share of dropouts at full-time school-based programmes (upper level of academic secondary school: 26%, VET school:

50%; VET college: 34%), even though it must be noted that the data is not directly comparable.

- **Key figures**

- ✓ ***input rate based on the scholar population and enrolled population***

Austrian Population 2011

Gender	Age	Population
male	< 15	628.915
	15 – 29	796.138
	30 – 49	1.247.092
	50 – 64	797.507
	>65	624.286
female	<15	598.775
	15 – 29	773.138
	30 – 49	1.241.662
	50 – 64	826.600
	>65	867.827

<http://statcube.at/superwebguest>

- ✓ ***rate of SEN, ESL, immigrants, male and female students, disabilities and social disadvantage***

Immigrants 2011

Gender	Age	Population
male	Austrian	3,466.534
	migrants	627.404
female	Austrian	3,619.622
	migrants	688.380

<http://statcube.at/superwebguest>

School status 2011

Gender	country of birth	School status	
male	Austria	compulsory school	548.648
		secondary school	2,012.574
		tertiary school	591.105
	others	compulsory school	225.405
		secondary school	279.050
		tertiary school	85.139
female	Austria	compulsory school	967.615
		secondary school	1,741.261
		tertiary school	348.073
	others	compulsory school	290.675
		secondary school	277.396
		tertiary school	84.207

11 % of the Austrian population are disabled and socially disadvantaged

http://www.parlament.gv.at/PAKT/PR/JAHR_2009/PK0081/

✓ ***age and type of training,***

Pre-vocational schools (14-15 years) (Polytechnische Schule – PS)
Pre-vocational school (Polytechnische Schule) begins after year 8 of compulsory schooling, lasts for one year and provides a general introduction to vocational training. Each student chooses one of the following subjects: metalwork, electrics, building, woodwork, commercial and secretarial studies, services and tourism. In accordance with the principle of school autonomy*, other subjects may be offered, such as information technology and mechatronics. The curriculum is designed in the light of career opportunities in the surrounding region and students' fields of interest. Pre-vocational schools give learners numerous opportunities to familiarise themselves with the world of work so that they will be well prepared for apprenticeship training.

Apprenticeships (2-4 years): on-the-job and school training

Along with the VET schools and colleges, apprenticeships represent a training model with a particularly strong practical element. Training is organised at two venues: company premises and a part-time school for apprentices (Berufsschule – BS). For this reason it is known in Austria as the 'dual system' (duales System).

The Austrian dual system* differs from other apprenticeship systems, particularly in terms of the status it enjoys within the national education system. In the tenth school year, the first year after the completion of compulsory schooling, some 40 % of young people begin apprentice training in one of about 260 legally recognised apprenticeship trades (Lehrberufe). Successful completion of the apprenticeship (Lehre) provides them with a full vocational qualification.

Traditionally, apprenticeships have been most closely associated with crafts and manual trades, for which about half of all apprentices are trained. Apprentice training is also widespread in commerce, industry, tourism and leisure. In December 2004, statistics showed that there were almost 38 000 training companies, where some 120 000 apprentices were being trained. It is up to young people themselves to find a place on an apprenticeship scheme. Newspaper advertisements and online databases, such as the apprenticeship clearing house provided by the Employment Service and the Austrian Federal Economic Chamber, offer support, and the Employment

Service also provides information about training vacancies.

Apprentices (Lehrlinge) are indentured to the company that will train them as well as being enrolled in the part-time school for apprentices. The young people receive from their employer a remuneration, the amount of which is prescribed by the applicable collective agreement (see Chapter 10).

The basis of the training arrangement is the apprenticeship contract between the authorised apprentice trainer and the apprentice, which is registered by the apprenticeship office (Lehrlingsstellen). In addition, the apprenticeship offices, together with representatives of the Chamber of Labour, verify the suitability of training companies, checking their facilities, for example, and assessing the aptitude of the employees responsible for training apprentices. They also advise the training companies and apprentices and organise final apprenticeship examinations.

In the next few years 'demographic pressure' on skilled labour availability is expected from two sides: from a declining number of job entrants (youths) and an increasing number of job leavers (retirements). This development can be illustrated particularly clearly by comparing the number of 20-year-olds (assumed average age of job entrants) with the number of 60-year-olds (assumed average retirement age). From 2015 onwards there will be more 60-year-olds in Austria than 20-year-olds. At the peak of this demographic 'gap' in 2024 some 135,000 60-year-olds will compare with fewer than 92,000 20-year-olds in Austria, i.e. 60-year-olds will exceed 20-year-olds by more than 40,000 people.

✓ ***apprentices and companies,***

Apprenticeship training is seen by companies as an investment in the future. It enables companies to meet their future need for qualified skilled workers as best as possible. Already during their training, apprentices carry out valuable work for their training company.

Currently approximately 35,000 companies are open to young people as training sites. By voluntarily providing apprenticeship training, companies show that they accept social responsibility. By offering company-based training places, youth unemployment is reduced and the future need for qualified skilled labour secured at the same time.

Completion of the apprenticeship relationship, however, does not necessarily lead to an employment relationship between the apprenticeship diploma holder and the training company. Fully trained skilled workers can change to other companies, and training companies can also recruit externally trained workers. This possible fluctuation is a feature of a free VET system. Companies which invest in apprenticeship training therefore do not only act in their own interest but make a long-term contribution to the

benefit of all economic sectors and professional branches which have a demand for qualified apprenticeship graduates.

- ✓ *types of companies or SMEs and Micro company offering the partnership,*

Potential training motives for companies

Motive for training	Content-related aspects
Production motive	Puts the productive performance of the trainees in the forefront. Through their contribution to business success, the costs of the training are already covered during the training period. The later employment of the trainees is not in foreground for the training decision taken by the company, but is not excluded as a possibility. Due to the requirements of the training regulations, a minimum level of quality is ensured.
Investment motive	The objective of the training in this case is to train skilled workers to meet company requirements and to thus become independent from the external labour market. Training costs will be taken into account up to a certain degree, as income is generated for various reasons in the event of the taking on of the trainees.
Screening motive	The screening motive sees the training as an extended probation period. The companies can observe and test their new employees for a longer period and then select the ones that best fit the company requirement profile. Because long-term employment of trainees is sought, the screening motive can also be viewed as an investment motive.
Reputation motive	With the reputation motive, the company hopes to garner a higher opinion amongst customers, suppliers and other business partners through the training, as well as amongst high-performing skilled workers in the external labour market, and to achieve an improvement in its market situation on this basis. The enhanced image can thus reduce the costs of the training.
Social responsibility	In addition to the rather commercial economic motives, there are always also companies, who also see it as a social responsibility to give young people the opportunity of entering the labour market and at the same time to secure the requirement for skilled workers in the region and in the industry.

Source: BIBB 2010, P 14ff; own research

- Training companies and apprentices in Austria

Section	Training enterprises absolute	Training enterprises in percent	Apprentices absolute	Apprentices in percent
Crafts, trades and services	21 808	55.1	61 859	46.9
Industry	1 568	4.0	17 141	13.0
Commerce	6 079	15.3	19 913	15.1
Banks and insurance	255	0.6	1 144	0.9
Transport	466	1.2	2 488	1.9
Tourism and leisure industry	4 855	12.3	14 495	11.0
Information and consulting	1 831	4.6	3 161	2.4
Non-chamber	2 661	6.7	8 032	6.1
Non-chamber §§ 29 and 30*	83	0.2	3 647	2.7
Total	39 606	100.0	131 880	100.0

as of the 31st December 2008

Source: Austrian Federal Economic Chamber (WKÖ), Apprenticeship Statistics 2008

- Apprentices in Austria

Year of entry	Total number of apprentices
1970	137 445
1980	194 089
1990	145 516
2000	126 600
2001	123 762
2002	120 486
2003	119 040
2004	119 071
2005	122 378
2006	125 961
2007	129 823
2008	131 880

as of the 31st December 2008

Source: Federal Economic Chamber, apprenticeship statistics, ibw

✓ ***the required profiles,***

The knowledge and skills required for an apprenticeship trade are specified in training regulations as a result of labour market requirements. In this respect, the ability to exercise an occupation is in the foreground: Training in an apprenticeship aims to qualify graduates to take up their chosen occupation immediately upon termination of training. Training regulations thus lay down the minimum requirements on the training content to be imparted in the training enterprise. At the same time, a consistent training level for the individual apprenticeship trade is ensured.

When specifying and drafting the specific training content, i.e. the individual elements of the occupational profile, it must always be considered that qualification and skills requirements are subject to regular changes. Therefore, the individual items of the occupational profile are not laid down statically, but rather formulated dynamically, so that training can be adjusted easily to new developments.

Training regulations place much emphasis on the provision of key skills: independence, individual responsibility, teamwork, etc. are promoted significantly by enterprise-based training. Environmentally friendly and quality-oriented work forms an integral part of every modern training regulation. When creating training regulations, European integration is also taken increasingly into account. This aims to increase the Austrian skilled workforce's willingness to be mobile and at the same time strengthen the Austrian enterprises' competitiveness.

✓ **duration,**

While full-time VET schools and colleges can be organized in different forms with courses of different length (duration between one and five years), the dual vocational training lasts two to four years, in most cases, however, three years.

✓ **success,**

In 2013, according to the statistics of the Austrian Federal Economic Chamber WKÖ, 56,815 apprenticeship- leaving exams were completed (exam attempts) - slightly less than in 2012 (58,034). The number of successfully completed exams was 46,743 (82.3%) in 2013. Therefore the success rate was slightly above the year 2012 (82.1%). Broken down by economic sectors, the highest share of passed exams is found (also) in 2013 in the bank and insurance section (94.9%), the lowest (74.4%) in the field of supra-company training establishments. 16% of successfully completed

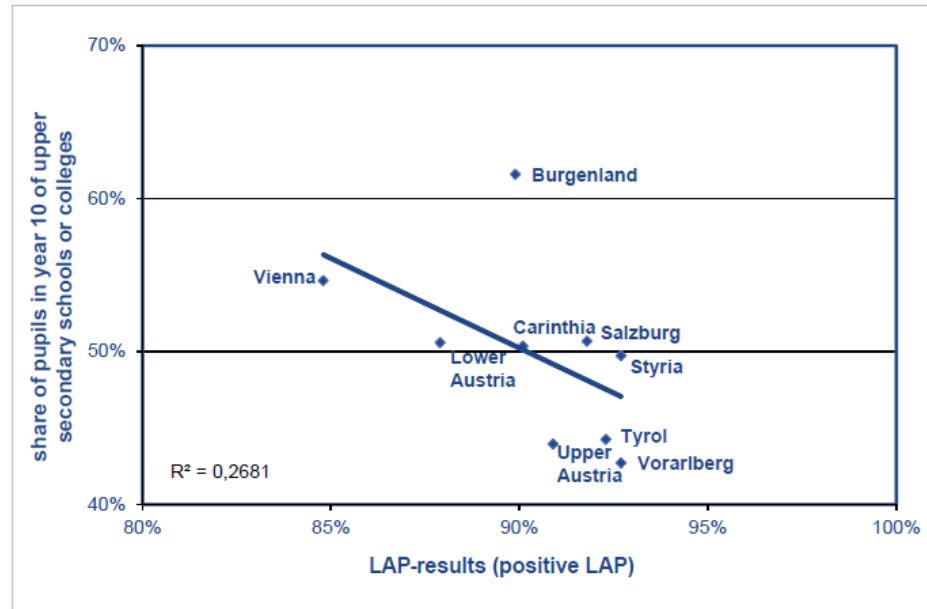
apprenticeship-leaving exams were taken in second-chance education – that is in the form of an exceptional admission (according to §23 (5) lit. a of the BAG). A special WKÖ evaluation at the individual level reveals that 89.4% of apprenticeship graduates in 2012 (by the end of 2013)



completed the apprenticeship-leaving exam successfully and 5.4% (after one or more attempts) negatively. 5.2% never took the apprenticeship-leaving exam (by the end of 2013). Also based on this approach, the highest share of apprenticeship graduates with a negative LAP result (10.6%) and, in particular, also by far the highest share of apprentices who did not take the LAP (12.8%) can be found in supracompany apprenticeship training.

In addition, negative effects on the quality of results in the apprenticeship-leaving exam can be observed the more young people in the respective province attend an upper secondary school or college. In concrete terms, success in the apprenticeship leaving exam at the provincial level stands in a clear negative correlation with the share of pupils in year 10 of upper secondary schools or colleges ($r = -0.52$). This empirical finding illustrates the competition – which will still intensify in the course of the demographic developments that can be expected – for especially talented youths; this competition cannot only be found between the individual companies but also between the apprenticeship training sector overall and the (upper secondary) school sector.

Correlation LAP results and share of pupils in upper secondary schools/colleges (2012/2013)



Source: WKÖ + Statistics Austria (school statistics) & ibw calculations

✓ **employment rate refers to the dual system,**

According to the 2013 Labour Force Survey, 35% of all self-employed in Austria have an apprenticeship certificate as their highest qualification. Therefore, apprenticeship training is by far the most important qualification of self-employed people in Austria.

✓ **unemployment rates for qualifications, cost benefits for companies,**

Among all EU countries, in 2013 Austria holds the second lowest unemployment rate of people below the age of 25 (9.2%). This 'youth unemployment rate' has also risen far less in Austria since 2008 (the beginning of the international financial and economic crisis) than on an EU average.

In 2013, the share of early school leavers and training dropouts (18- to 24-year-olds who have not acquired any upper secondary qualification and do not take part in any IVET and CVET programme) in Austria (7.3%) is also clearly below the EU average (11.9%) (note: VET = vocational education and training, IVET = initial VET, CVET = continuing VET).

Therefore, when looking at it from the reverse perspective, the share of 20- to 24-year-olds who hold at least an upper secondary qualification in Austria in 2013 is also higher (87.4%) than in the EU overall (81.1%). In the upper

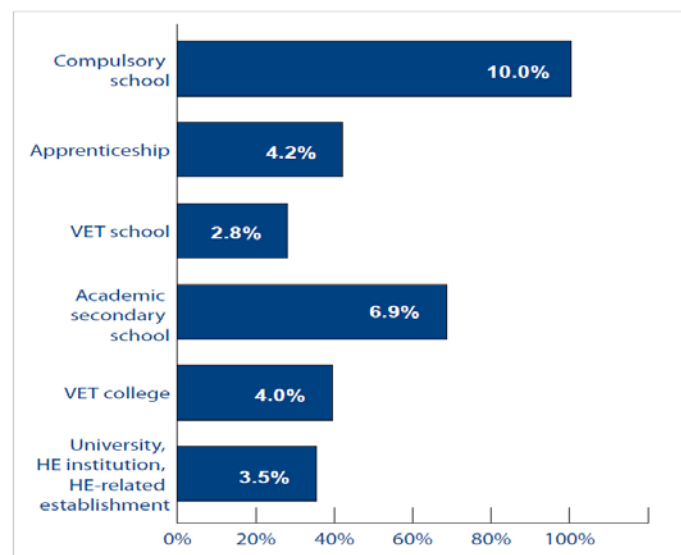
secondary sector, Austria boasts the highest share of VET (students at VET schools and colleges) within the EU.

Transition into employment, labour market, demand for skilled labour

Regarding the analysis by educational level (cf. Diagram 2) the calculation of the unemployment rate (according to the international definition) reveals the following: in 2013 the unemployment rate of those whose highest educational attainment was compulsory schooling was 10% in Austria. The unemployment rate of academic secondary school graduates was 6.9%. In this analysis, the rate of all other groups (educational levels) was clearly below 5% (apprenticeship training: 4.2%).

The breakdown of youth unemployment rates by provinces reveals a very pronounced negative correlation with the apprenticeship beginners' rate, i.e. the youth unemployment rate tends to be lower the more youths of an age group complete an apprenticeship. As this also applies to the unemployment rate of 20- to 24-year-olds, who as a rule have already completed an apprenticeship pathway, this illustrates the positive effect of dual training on the labour market integration of youths and young adults.

Unemployment rate by highest educational attainment (2013)
(Unemployment rate according to the international definition)



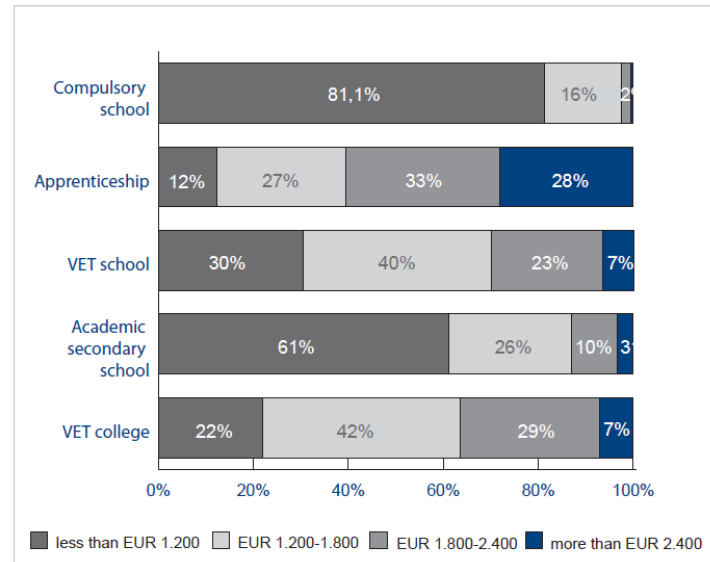
Source: Statistics Austria (Microcensus Labour Force Survey)
+ ibw calculations

According to the qualification-related professional career monitoring which was conducted by Statistics Austria, apprenticeship graduates in the first 2 years after completing training – compared to graduates of other educational pathways (VET school, academic secondary school, VET college) – boast the highest share of the workforce, the shortest period until they

find their first employment, and the highest entry level incomes

Entry-level incomes: Gross monthly income in first post-graduation employment

(Graduates of 2009/2010)



Source: Statistics Austria (Microcensus Labour Force Survey)
+ ibw calculations

✓ **mobility**

Placements abroad (up to 6 months a year) are recognised as part of the apprenticeship training in Austria if skills and knowledge acquired abroad correspond with the apprenticeship trade. Mobility during initial vocational training for apprentices needs therefore to be approved by the employer and by the training authorities in order to be integrated in the training course. During the time abroad the sending company stays responsible and continues to pay the salary and social taxes. The apprentice remains in the Austrian social insurance system. The Austrian training companies will receive the apprenticeship remuneration for the duration of the placement of their apprentices if they grant them to do the placement abroad during the training time in the company. Apprentices have to attend part-time vocational school in Austria, but the headmaster may release apprentices from school for “special” reasons.

✓ **Outcomes , Quality of placements and the potential of learning experience**

The continuous modernisation of training regulations is of great importance to ensure that requirements on modern occupational profiles are met. The initiative for a new regulation is generally taken by the social partners. But international developments and educational programmes also play a key

role in this respect. In any case, professional and practical requirements of the sector are always in the foreground. The content of training regulations is prepared by the Federal Advisory Board on Apprenticeship or the Ministry of the Economy. In this work they are supported by the Institute for Research on Qualifications and Training of the Austrian Economy (ibw). Work is based on surveys and research projects. The survey on the following page provides an overview of procedures connected with the introduction of a new apprenticeship trade.

Occupational status

The apprenticeship graduates' occupational status and professional activities show that they are the skilled workers' potential of the Austrian economy. The highest share of apprenticeship graduates can be identified in the occupational group of the small crafts and related occupations (ca. 74%). Among executives, some 40% boast an apprenticeship diploma. The occupational group of technicians and associate professionals reveals a proportion of apprenticeship graduates of almost one third.

- **Costs and benefits**

- ✓ ***Who finances apprenticeship***

The respective training enterprise, i.e. the economy, bears the costs of companybased training, whereas the costs of school-based education (part-time vocational school) are financed by public funds. This means that by far the greatest part of costs of vocational training is borne by enterprises.

The apprenticeship remuneration constitutes the major part of the costs for apprenticeship training. Its amount is laid down for each individual apprenticeship occupation in collective bargaining agreements. Where no collective bargaining agreements exist, it is necessary to agree on the apprenticeship remuneration in the apprenticeship contract individually. The remuneration increases with every apprenticeship year until, in the final year, it totals an approximate average of 80% of the corresponding skilled worker's wage.

In the course of their training, apprentices will, however, also contribute to the training companies' economic productivity through their productive work. Their share in productive work increases with every apprenticeship year.

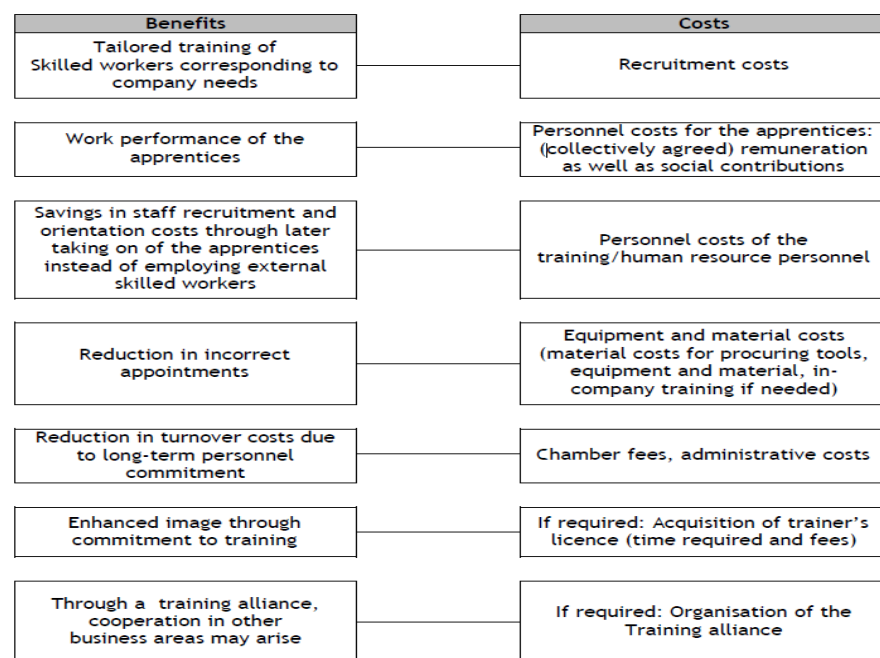
The costs of apprenticeship training reduce the enterprise's taxable profits. This means that the State co-finances, albeit indirectly, a part of the costs of the enterprise-based part of dual vocational training.

In addition, no contributions to sickness insurance need to be paid for by the employer and the apprentice during the first two apprenticeship years. Nevertheless, apprentices are fully insured. The contributions to accident insurance are waived for the entire training period while insurance coverage remains intact.

In addition, a large number of subsidisation options exist for apprenticeship training (see next page).

The costs of equipping part-time vocational schools with machinery, equipment and teaching material are borne by the federal provinces, whereas the Federal Government and the respective province share costs for the teaching staff equally.

Schematic representation of company costs and benefits of the dual training system



Source BMWi 2012, P. 4

✓ **Apprentice wage**

The apprenticeship remuneration constitutes the major part of the costs for apprenticeship training. Its amount is laid down for each individual apprenticeship occupation in collective bargaining agreements. Where no collective bargaining agreements exist, it is necessary to agree on the apprenticeship remuneration in the apprenticeship contract individually. The remuneration increases with every apprenticeship year until, in the final year, it totals an approximate average of 80% of the corresponding skilled worker's wage.

For the apprentices the Vocational Training Act (Berufsausbildungsgesetz) and respective collective agreement is valid. Apprentices are subject to special provisions (unfair dismissal protection, working hours, special youth protection provisions etc.). Throughout Austria, apprenticeship programs are based on standard job profiles. Apprentices are not paid a salary but receive an apprenticeship remuneration (Lehrlingsentschädigung) normally paid on a monthly basis. The amount of remuneration to be paid to the apprentice is based on collective labour agreements as well as company agreements. Apprentices are entitled to paid holiday amounting to thirty working days per annum.

If somebody is looking for an apprenticeship, it is recommended that he/she contacts the nearest branch of the

Public Employment Service Austria.

<http://www.arbeiterkammer.at> (Austrian Chamber of Labour, AK)

<http://www.oegb.at> (Austrian Trade Union Federation (ÖGB))

<http://www.ams.at> (Public Employment Service Austria (AMS))

<http://portal.wko.at/> (Federal Chamber of Commerce)

<http://www.bmwfi.gv.at/> (List of apprenticeship programs, from A to Z)

✓ ***Personnel opportunities and benefits***

A modern vocational education and training (VET) system is characterised by the combination of practice-oriented training with the teaching of both well-founded subject-related theoretical know-how and key skills. Apprenticeship training meets all these requirements by combining the benefits of the two places of learning – enterprise and school - in an ideal manner. Practical training is provided at the enterprise, which is the best place for teaching specific content; complementary subject-related theoretical education is provided through part-time vocational schooling.

✓ ***Facilities***

For smaller enterprises which are not able to offer the entire spectrum and variety of training content required for an apprenticeship trade, there exists the possibility of offering complementary practical training by forming a training alliance, which enables them to safeguard the provision of a full vocational training. In some sectors of industry, supra-company training centres (e.g. the so-called “training construction sites”) have been established.

✓ **Work dresses**

Work dresses will be provided by the company for disposal.

✓ **Administration**

For the administration of the different aspects of apprenticeship training, (for example maintaining a log of apprenticeship contract, ascertainment procedures for authorization to undergo training, conducting the apprenticeship completion exams, etc.), it is necessary to have a executing authority (in Austria these are the apprenticeship offices of the Economic Chambers of the individual states).

✓ **Returns for apprentice work**

Apprenticeship training is seen by companies as an investment in the future. It enables companies to meet their future need for qualified skilled workers as best as possible. Already during their training, apprentices carry out valuable work for their training company.

Currently approximately 35,000 companies are open to young people as training sites. By voluntarily providing apprenticeship training, companies show that they accept social responsibility. By offering company-based training places, youth unemployment is reduced and the future need for qualified skilled labour secured at the same time.

Completion of the apprenticeship relationship, however, does not necessarily lead to an employment

relationship between the apprenticeship diploma holder and the training company. Fully trained skilled workers can change to other companies, and training companies can also recruit externally trained workers. This possible fluctuation is a feature of a free VET system. Companies which invest in apprenticeship training therefore do not only act in their own interest but make a long-term contribution to the benefit of all economic sectors and professional branches which have a demand for qualified apprenticeship graduates.



✓ **Taxes reduction**

According to a model calculation for 2012/13, total public funds for (company-based) dual apprenticeship training are estimated to be EUR 5,654 per apprenticeship post (note: costs for part-time vocational school and the subsidisation scheme for apprenticeship posts according to § 19c of the BAG). Public funds per trainee are therefore clearly below the costs per student at VET schools and colleges (EUR 9,528) and supra-company IVET programmes commissioned by AMS (EUR 15,635). This means that company-based apprenticeship training requires by far the lowest public funds of the three analysed and most important IVET forms at upper secondary level.

Types of support for training companies

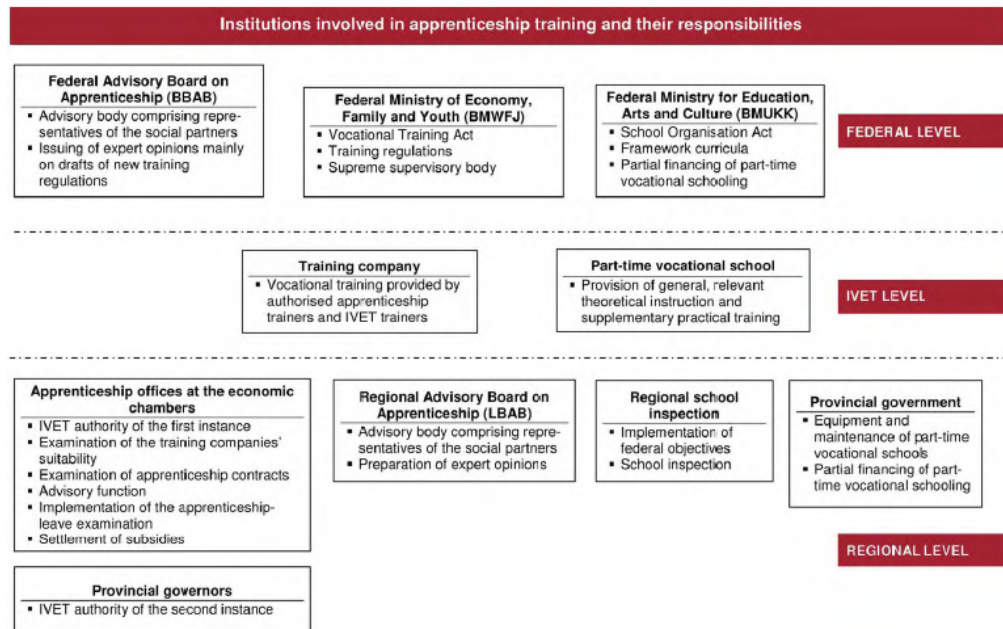
Here you will find an overview of support in the overview.

Eligibility criteria and funding levels are regulated in the funding regulations.

- Coaching and Consulting
this offer is only directed to companies in the provinces of Upper Austria, Styria, Tyrol and Vienna
- Training networks
- Excellent and good apprenticeship exams
- Takeover premium for apprentices from external institutions
- Internship
- basic support
- Apprenticeships for adults
- Uniform access for young women and young men to the different professions
- Integrative vocational training - partial qualifications
- Measures for apprentices with learning difficulties
- Training of trainers
- International Competitions

More information: <https://www.wko.at/Content.Node/Lehre-Foerderung/Startseite---LehreFoerderung.html>

- **Overview of the role of other social partners (institutions, training companies & competent bodies)**



- **Overview of special funding or other special measures for dual system**

Integrative initial vocational training

With the integrative (inclusive) IVET scheme (IBA in German), the legislator has created a flexible model for people at a disadvantage on the labour market on the basis of comprehensive preparatory work by the social partners. The aim is to enable acquisition of a vocational qualification and integration into working life for these people.

Integrative IVET is open to the following groups of people:

People with special educational needs at the end of compulsory schooling who were, at least in part, taught according to the curriculum of a special needs school;

people who did not acquire any qualification at lower secondary level or obtained a negative assessment in the final exam;

people with disabilities within the meaning of the Act on the employment of people with disabilities (Behinderteneinstellungsgesetz) and the respective regional Act on people with disabilities (Landesbehindertengesetz);

people of whom it must be assumed, within the framework of a careers guidance measure or due to an unsuccessful placement attempt in an apprenticeship post, that it will, in the foreseeable future, not be possible to find any apprenticeship

vacancy for them for reasons exclusively related to the individuals themselves.

There exist two possibilities of integrative IVET: In case of a prolongation of the apprenticeship period the statutory apprenticeship period is usually prolonged by one year, in exceptional cases by up to two years. In case of an acquisition of a partial qualification only a part of an apprenticeship occupation or of several occupations is taught.

Integrative IVET is facilitated and supported by vocational training assistance

	Prolonged apprenticeship period	Acquisition of a partial qualification
Training	Teaching of the entire occupational profile of an apprenticeship	Teaching of some elements of the occupational profile from one (or several) apprenticeship occupation(s) as agreed in the training contract
Duration	The regular apprenticeship period is prolonged by one, in exceptional cases by two years	Between one and three years
Attendance of part-time vocational school	Compulsory attendance of part-time vocational school	Depending on the specified training objectives people are entitled or obliged to attend part-time vocational school
Final examination	Regular apprenticeship-leave exam	Individual final exam possible

Supra-company-training

Young people who do not find a company-based apprenticeship post have the option to complete an apprenticeship within the framework of supra-company training (überbetriebliche Ausbildung, ÜBA). Originally conceived as a transition for finding a foothold in the first labour market (that is, the regular apprenticeship market), ÜBA was enshrined as an equivalent element of the dual IVET system in 2008 as part of the ‘youth employment package’, which was developed by the social partners and the federal government. The ‘training guarantee up to the age of 18 years’ as envisaged in this package enables all compulsory school graduates who do not have a place at an upper secondary school or cannot find a companybased apprenticeship place to learn an apprenticeship at a training centre (‘training workshop’) financed by AMS. The school-based part of apprenticeship training is provided at the regular part-time vocational school. ÜBA apprentices complete their training with the LAP.

Access to the apprenticeship-leave exam

The apprenticeship-leaving exam aims to establish whether the candidate has acquired the skills and competences required for the respective apprenticeship trade and is able to carry out the activities particular to the trade himself or herself in an appropriate manner.

The apprenticeship-leaving exam consists of a practical and a theoretical examination. The theoretical exam is waived under certain conditions, e.g. if the exam candidate can prove successful completion of part-time vocational school.

The following people may be admitted to the apprenticeship-leaving exam:

apprentices (in their learned or a related apprenticeship trade) and people who have completed the stipulated apprenticeship period with credits being awarded for school-based education or who are not obliged to complete any apprenticeship period after having completed such an education.

However, the Vocational Training Act also opens access to the apprenticeship leaving exam to persons who have not completed any formal training (dual training or school) and thus provides them with the possibility of acquiring a formal professional qualification. In concrete terms, they must meet the following conditions:

They must be over 18 years of age and provide evidence that they have acquired the knowledge and skills required for the respective apprenticeship trade, e.g. by exercising a relevant semi-skilled or other practical activity of appropriate length or by attending a relevant course event. Also completion of at least half of the period stipulated for the respective apprenticeship trade is accepted as evidence if there is no other possibility of entering into an apprenticeship contract for the remaining apprenticeship period.

- **Competencies of trainers and teachers**

- ✓ ***need for specific training, requirements or qualifications for personnel involved during apprenticeship period (for main activities: tutoring, teaching etc);***

Vocational school teachers

Since the introduction of university colleges of education (PHs) in 2007, subject-related didactics has been taught to vocational school teachers in the form of a three-year bachelor course at PHs. The first and third year of the study are completed on a part-time basis, the second is a full-time study. Graduates are awarded the academic degree Bachelor of Education (BEEd).

Greatly simplified, the following three groups of part-time vocational school teachers can be distinguished:

Teachers of general education subjects and teachers of business administration (Group I)

Teachers of occupation-related theory (Group II)
Teachers of occupation-related practice (Group III)

The prerequisite for admission to study to obtain the teaching diploma for part-time vocational schools in Groups I and II is the certificate of secondary education and VET diploma which grants access to tertiary education (Reife- und Diplomprüfung) from a specialist VET college, the upper secondary school-leaving certificate (Reifeprüfung) or the certificate providing general access to higher education (HE) for skilled workers and graduates of three- to four-year full-time VET schools (Berufsreifeprüfung) and relevant training. For Group III it is necessary to provide proof of a relevant master craftsperson certificate or an equivalent relevant qualification as well as the general university entrance qualification (such as Reifeprüfung, Berufsreifeprüfung or Studienberechtigungsprüfung, i.e. a restricted study qualification for HE studies).



In addition, as well as personal aptitude, at least three years' relevant professional practice is required for admission to HE study programmes.

More information can be found at www.paedagogischehochschulen.at

Company Trainer

The authorised apprenticeship trainers (for example proprietors) can either train the apprentices themselves or entrust the training to appropriate employees of the company. The success of the in-company training is determined by the professional competence as well as the educational qualifications of the trainer. For the job of a trainer, one requires preparatory technical/professional training corresponding to the respective apprenticeship on the one hand and on the other hand one has to produce the proof of knowledge and skills related to vocational pedagogy and law. These skills are assessed by the trainer examination. An alternative to the exam can be the completion of the forty-hour IVET trainer course. A series of training courses or examinations (for example a master craftsman examination, or an industrial master college qualification) are regarded as equivalent to the trainer examination.

Most trainers, particularly in small and medium-sized companies, train in the framework of their operative professional activity. In larger companies,

however, there are also principal professional trainers and training supervisors, some of whom work in apprentice training workshops.

Training companies are supported in their in-company quality assurance in apprenticeships that have a particularly great quantitative significance, by means of training guidelines developed by the Institut für Bildungsforschung der Wirtschaft (ibw). (www.ausbilder.at/qualitaet , 11.10.2013)

- **Ways to promote attractiveness of dual learning, and which the direction/trend**

In order to maintain the attractiveness of VET in the future it is necessary to give the programmes an interesting and modern design. Accordingly it is important to continually update VET contents in the curricula and adapt them to the requirements of the economy. In some areas of VET (such as apprenticeship training, CVET) financial incentives aim to keep people interested in following these VET pathways. But the learners' interest is also raised by providing comprehensive educational counselling and career guidance services, by offering a large number of opportunities both in the school-based and the non-school area to obtain information about the various options

- ✓ ***Factors that influencing the choice of dual (counseling, social perception, real opportunities of placement***

Promoting participation in vocational education and training financially

Although apprenticeship training, being a practice-oriented VET pathway, is enjoying wide popularity, the number of training companies has been declining in recent years. Public subsidies are being used to attempt to counteract this development. Consequently a new funding scheme for training companies entered into force with the 2008 amendment to the Vocational Training Act. This scheme is not only intended to enhance the quantitative situation on the apprenticeship post market but also improve the quality of training. Within this subsidisation system, there are various types of support: every company that trains an apprentice is entitled to so-called basic support. This comprises three significant apprenticeship remunerations pursuant to the collective agreement in the first apprenticeship year, two in the second year, and one each in the third and fourth years. The training company can apply for basic support at the end of the respective apprenticeship year. Subsidies also cover intercompany and supra-company VET measures and the acquisition of competences which go beyond the job profile/in-company curriculum. Companies where apprentices pass the apprenticeship-leaving exam with good results or distinction can also apply for grants. Subsidies are also available for CET measures for IVET trainers and for measures taken for apprentices with

learning difficulties (such as tutoring courses).

Apart from the above-mentioned types of support, there are additional benefits regarding non-wage labour costs: in the first and second apprenticeship year, both the company's and the apprentice's health insurance contributions are waived. The contribution to accident insurance for apprentices is waived throughout the entire apprenticeship. Contributions to unemployment insurance need to be paid only in the final year of apprenticeship.

Public Employment Service Austria (Arbeitsmarktservice, AMS) also runs apprenticeship post support schemes designed above all to integrate problem groups into the labour market. Companies receive a flat-rate grant towards the costs of an apprenticeship. The grant is payable for the following categories of apprentice, among others: young women in apprenticeships with a low proportion of women (share of female apprentices in the total number of apprentices in the previous training year below 40%); especially disadvantaged apprenticeship post seekers (such as young people who have mental or physical disabilities or emotional problems, learning deficits, or who are socially maladjusted); participants in inclusive IVET schemes; and people aged 19 or above whose difficulties finding employment on account of their lack of qualifications can be solved by means of an apprenticeship.

Another area where financial support is available for institutions and learners is the adult education sector. An act which is important in this connection is the Financing Act on the funding of adult education and public libraries from federal funds (Bundesgesetz über die Förderung der Erwachsenenbildung und des Volksbüchereiwesens aus Bundesmitteln). This act regulates the tasks that are eligible for funding (VET, acquisition and extension of school qualifications by adults, etc.), how funding is given (in the form of loans, grants to cover credit costs, etc.), and what institutions can obtain subsidies on which conditions. Funds only go to education and training institutions whose activities are non-profit-oriented. For the CET providers, however, there exists no legal entitlement to funds. Financial support is organised by the Department for Adult Education of the Federal Ministry for Education, Arts and Culture (BMUKK). The majority of education and training institutions funded by BMUKK are represented in the Austrian Conference of Adult Education Institutions, which was founded in 1972 (KEBÖ)

As well as support at federal level, provinces and municipalities also provide funding, either directly or in the form of separate companies and funds. For that purpose, municipalities and provincial governments mainly apply demand-driven funding instruments (education cheques, educational accounts, and similar). Preferred target groups of funding are employees,

young people, and those at a disadvantage on their respective regional labour markets. The social partners also act as providers of funds for CVET for their respective clients.

Similarly to municipalities and provincial governments, social partners also tend to use demand- driven funding instruments (e.g. the education voucher of the Chambers of Labour). Public Employment Service Austria (AMS) finances skills training, qualification and retraining measures within the framework of active labour market policies.

Tax incentive systems play a major role in Austria to support company-based CET. Companies have the possibility to claim a tax-free training allowance (Bildungsfreibetrag) amounting to 20% of the cost of external and in-house CVET measures. This lowers the basis of assessment for income or corporation tax. They can also opt for an education bonus (Bildungsprämie) amounting to 6% of expenses.

Employees and employers have a number of options to claim CVET expenses as tax exempt. Expenses and costs for CVET, inasmuch as they are connected with the exercised occupation, can be written off from taxes as business expenses or advertising expenses. Also people in dependent employment have the possibility to write off costs for occupationally relevant CVET measures as advertising expenses. Self-employed people can write off pure training expenses as business expenses inasmuch as they are connected with the exercised or a related occupation.

- **A conclusive chapter with strenghts, success factors, weakness, opportunities, challenges and threats**

The success of the Austrian VET system is reflected in the low youth unemployment rate and the international recognition of Austrian skilled workers.

According to the 2011 amendment to the Vocational Training Act, subsidisation is available for guidance, counselling, care and support services aiming at enhancing opportunities for successful vocational training and raising participation in training particularly in sectors with few training companies. These include:

- coaching of apprentices and counselling services for companies
- providing training guidelines for ten core apprenticeship occupations
- safeguarding the quality of the apprenticeship-leaving exam by setting up the clearing office aforesaid examination

Successes and challenges

It is the joint objective of all institutions involved in apprenticeship training to preserve it as an attractive pathway of vocational training and to develop it continuously.

Much has been achieved in recent years in this respect:

Since 2000 more than two thirds of all apprenticeships have been either modernised or newly created (including occupations with the highest apprenticeship figures).

With modularisation, the dual apprenticeship training system has been expanded by a flexible and needs-oriented model in keeping with international educational policy developments. Since 2006 nine modular apprenticeships have been set up, with currently some 20,000 apprentices trained in them in the whole of Austria (as at June 2012).



With inclusive IVET, the legislator has created a modern and flexible IVET scheme for young people with special needs. Increasing apprenticeship figures in this field are proof of this training scheme's success. The number of apprentices in an inclusive IVET relationship has risen from 1,114 in 2004 to 5,507 in 2011. An evaluation of inclusive IVET has revealed that three quarters of all companies where it is provided are satisfied with this scheme.

The training guarantee for young people, which the federal government promised to set up, is being implemented successfully in the form of supra-company apprenticeship training. In the training year 2010/2011 some 10,400 young people were trained in a supra-company training facility.

Free-of-charge access to Berufsreifeprüfung (Berufsmatura) represents a major educational policy milestone to enhance apprenticeship's attractiveness and increase permeability in the Austrian education system. The training combination "Apprenticeship and Matura" opens up new perspectives both for youths and the economy. The number of apprentices who are using this training combination has more than quadrupled since its introduction in 2008 and continues to rise. By the end of November 2011, as many as 9,484 participants were registered in the "Apprenticeship and Matura" scheme.

The subsidisation of apprenticeship posts brings about substantial cost reductions for businesses and is thus a clear signal of appreciation for the training companies.

The following measures are currently being implemented under the title "Quality assurance in apprenticeship":

The central clearing office for the apprenticeship-leaving examination aims at quality assurance and development regarding the apprenticeship-afordaid. The

project comprises issuing a quality seal for suitable examples of examinations, the training of examiners of the apprenticeship-leaving exam, and if necessary the further development of exam modalities. This guarantees a uniform and valid standard of the apprenticeship-leaving exam across Austria.

Practice-oriented training guidelines for core apprenticeship occupations are made available to companies to help them design company-based apprenticeship training.

Coaching, guidance and advice for apprentices and training companies allow targeted and individualised support to be provided in the IVET system. The main objective is to enhance opportunities of successful IVET completion.

In the future, experience gathered by apprentices abroad in work placements will be supported beyond the Leonardo da Vinci mobility scheme by reimbursing a pro-rated part of the apprenticeship remuneration to companies for the period of the work placement abroad.

Major challenges must still be overcome:

The demographic development and raising participation in initial vocational education and training of people with a migration background. The current and projected demographic developments mean for the Austrian labour market that the number of job entrants is declining while the number of those dropping out from the world of work is rising substantially (retirements). This leads to a marked skilled labour shortage which can already be felt in the labour market. To safeguard skilled workers for the future it is recommended to clearly increase the number of young people with a migration background in apprenticeship training. Whereas the proportion of young people with a mother tongue other than German in prevocational school was still 24.6 % in the school year 2010/11, it was merely 9.4 % in part-time vocational schools. These figures demonstrate that it is still necessary to further reduce training barriers for young people with a migration background because they represent an indispensable potential of future skilled labour.

Enhanced vocational counselling and career guidance

A wide range of initial vocational training pathways is open to young Austrian

people. Frequently, however, they know very little about these options. It is therefore important to strengthen career guidance in the seventh, eighth and ninth grades and also take appropriate measures already in earlier grades. In this connection, the acquisition of basic economic skills is highly important. One step in the right direction was taken with the introduction of the compulsory school subject “career guidance” at new secondary schools in the autumn 2012.

Advancement of teaching: acquisition of educational qualifications by adults

Due to the changing economic and social policy structures, the continuous further development and modernisation of apprenticeship training represents a major educational policy objective. In the future, apprenticeship training could also become an interesting option for new target groups. To achieve this goal, it might be necessary to adjust the apprenticeship system to the requirements of the target groups. One decisive step in this direction has already been taken with the acquisition of educational qualifications by adults: Credit transfer and recognition options for the apprenticeship-leaving exam have been improved for adults with quality-assured previous qualifications based on the 2011 amendment to the Vocational Training Act, thus simplifying the acquisition of qualifications.

Creation of a National Qualifications Framework (NQF)

On the basis of an EU recommendation, a national qualifications framework is being developed in Austria. If possible, all education and training qualifications are to be referenced to eight levels. The qualifications framework – still without allocations of the individual qualifications – was sent to the European Commission in spring 2012. By linking the Austrian NQF with the European Qualifications Framework (EQF), the understanding of the importance of

Austrian qualifications is enhanced in an international comparison. This represents a great opportunity for the Austrian apprenticeship system in particular, as this type of IVET system is not practised in many countries. It also signals the apprenticeship system’s equivalence with school-based VET programmes.



Learning outcome and competence-oriented training regulations and curricula

European efforts to enhance the transparency and comparability of acquired qualifications must be considered in the further development of the regulatory framework of apprenticeship training. A promising approach is the new formulation of training regulations and curricula based on the education concept of learning outcome and competence orientation.

Strengthening vocational training at the tertiary level

Based on the findings of OECD (“Skills beyond School”) and specifications of the EU’s Bruges Communiqué, it is important to enhance visibility of tertiary education pathways which build on apprenticeship training (master craftsman, part-time industrial master, specialist Fachakademie courses, etc.) and, in this way, improve the attractiveness of these qualifications.

- **Framework conditions and characteristics of dual apprenticeship in Austria and Germany**

Aspects	Austria	Germany	
Pre-requisites for entry	Completion of nine years of compulsory schooling	Fulfilling the full-time school obligation	
Underlying legal principles	Vocational Training Act (2012)	Vocational Education Act (2005)	
Identifying the suitability of the firms offering apprenticeships	Identification letter of the apprenticeship office (economic chambers) in co-operation with the chamber of labour	Concerned economic chamber (for example the Chamber of Industry and Commerce, Chamber of Trades, etc.)	
Legal framework Company ⇔ Apprentice	Apprenticeship contract	Vocational training contract	
<i>Responsible institutions</i>			
At the federal level	Federal Ministry for Economics, Family and Youth passes <i>training regulations</i> (training part in the company)	Federal Ministry for Education and Research	
	Federal Ministry for Learning, Art and Culture (part related to training in school)	Concerned ministries such as Federal Ministry for Economics and Technology	
	Federal Advisory Board for Vocational Training	Bundesinstitut für Berufsbildung (BIBB)	
At the state Level	Apprenticeship offices of the economic chambers	Conference of ministers of culture	
	Federal Advisory Board for Vocational Training	Relevant economic chamber (for example Chamber of Industry and Commerce, Chamber of Trades, etc.)	
	Regional school inspectors		
	Governors		
Training duration	2 to 4 years	2 to 3.5 years	
Number of apprenticeships	199 (2013)	approx. 340 (2012)	
Learning locations	regularly	Company, part-time vocational school for apprentices	Company, part-time vocational school for apprentices
	additionally	courses across companies ¹⁰ supra-company institutions (ÜBA) ¹¹	supra-company courses ¹²
Share of the vocational school education in the overall training programme	Approx 20%, 1 to 2 days per week (2 half days) or blocks	20 to 40%: 1 to 2 days of the week or block	
Financing of the company part of the training	Companies (approx ¾ of the overall training costs), supported by public funding	Net costs of the factories totally amount of 84% of the total training costs (2007); supported on case-by-case basis through public funding	
Qualification	Final apprenticeship examination at the end of the training with theory and practical examination	Interim examination or 1st Part of the extended final examination - for example in the middle of the training; final examination and/or additional apprenticeship examination (in trade) at the end of the training	
Examples of examination	Written tasks (based on company practice), Practical work, vocationally-specific interviews	Written tasks (based on company practice), Practical work and vocationally-specific interviews	
Credits for performance in	No theory examination if the part-time	No credits - separate certificates for	

⁰ in individual industries (for example colleges of architecture)

¹ for young persons who have not found an apprenticeship slot in the company or in a school

² supra-company training courses in the training centres of the chambers of trade

school	vocational school results are positive	the part-time vocational school and skilled labourer test
Responsibility for examination	Apprenticeship offices of the economic chambers	Chambers of Commerce and Industry and/or Trade Chambers
Aspects	Austria	Germany
Securing progression to the academic tertiary level	Higher vocational school leaving certificate holders	Since 2011, a "Dual vocational training with school completion" model experiment has been implemented in some training professions and countries.
Securing progression to the academic tertiary level	Master craftsperson examination, proof of competence examination, industrial master examination	Training for promotion: Master courses, etc.
Share of fresh apprentices with upper secondary school-leaving certificate	0.6% (2011/12)	23.1% (2011)
Initiative for innovations	Organizations of employers and employees (associations, chambers, trade unions) or ministries	Organizations of employers and employees (associations, chambers, trade unions) or Federal Institute for vocational training
Creating new training regulations	Educational research institutes (ibw in particular); certificate of the Federal Vocational Training Advisory Board for the Ministry of Commerce	Federal Institute of vocational training, expert (nominated by employers and employees)
Creating new framework syllabi	Group of experts under the leadership of the Ministry of Training	Expert from the states (nominated by the Culture Ministry)

source: various sources, own research. Note: FM = Federal Ministry

- **Annex**

**Excerpt from a training regulation:
Apprenticeship “Installations and building technology”**

§ 1. The apprenticeship “Installations and building technology” has been set up as a modular apprenticeship.

Apart from the basic module “Installations and building technology”, which is compulsory for all apprentices, one of the following main modules shall be trained:

1. Gas and sanitary technology (H1)
2. Heating technology (H2)
3. Ventilation technology (H3)

Another main module or one of the following special modules can be selected, taking into account § 1 para. 4, with the aim of acquiring more in-depth know-how and specialist training:

1. Bathroom design (S1)
2. Ecoenergy technology (S2)
3. Control systems and feedback control technology (S3)
4. Technical building installations planning (S4)

The following combinations of main and special modules shall be possible:

Main modules	can be combined with						
	H1	H2	H3	S1	S2	S3	S4
H1		x	x	x	x	x	x
Duration		4 years	4 years	4 years	4 years	4 years	4 years
H2	x		x		x	x	x
Duration	4 years		4 years		4 years	4 years	4 years
H3	x	x			x	x	x
Duration	4 years	4 years			4 years	4 years	4 years

In the first two apprenticeship years, the basic module "Installations and building technology" must be taught. The training duration in the basic module and the selected main module is three years. If apprentices register for another main module or a special module, the apprenticeship period is four years. Training in the modular apprenticeship "Installations and building technology" lasts for a maximum of four years.

The terms used in this regulation include both the feminine and masculine genders. In the apprenticeship contract, apprenticeship certificate, indenture and the apprenticeship-leaving certificate, the apprenticeship occupation shall be

designated in the form corresponding to the apprentice's gender ("Installations- und Gebäudetechniker" or "Installations- und Gebäudetechnikerin").

All main modules and special modules that are to be trained or have been completed shall be identified in the apprenticeship contract, apprenticeship certificate, indenture and the apprenticeship leaving certificate by adding a relevant note next to the designation of the apprenticeship occupation.

The training regulation includes the activity description and job profile (in-company curriculum) for all main and special modules. In the following, examples of the activity description and job profile (in-company curriculum) of one main module and one special module each are given:

Activity description

§ 2. Following vocational training in the training company and at part-time vocational school, apprentices trained in the basic module "Installations and building technology" and in the main module "Gas and sanitary technology" are able to carry out the following activities:

1. installation of pipes and pipe joints from different materials including pipe protection and pipe insulation;
2. implementation of function tests, pressure and leak testing, and measurement of media and pressures;
3. assembly, mounting and testing of gas appliances, waste water installations, water supply installations, hot water installations and sanitary installations;
4. maintenance and servicing of gas appliances, waste water installations, water supply installations, hot water installations and sanitary installations;
5. finding and eliminating malfunctions and defects on gas appliances, waste water installations, water supply installations, hot water installations and sanitary installations;
6. provision of advisory services to customers on basic technical issues.

Following vocational training in the training company and at part-time vocational school, apprentices trained in the special module "Bathroom design" are able to carry out the following activities:

1. production of sketches for bathroom design and production of drawings

by using computer-aided drawing software;

2. provision of advisory services to customers regarding the design of bathrooms and taking into account colours, proportions, contrasts and health-related aspects;

3. planning, cost calculation, implementation, documentation and settling of accounts regarding bathroom design projects.

Occupational profile

§ 3. For the acquisition of the competences in terms of the activity description, the apprentice shall, by the end of the basic module, be trained in the following knowledge and skills:

Item	Basic module "Installations and building technology"
1.	The training company
1.1	Knowledge of the training company's and its partners' service portfolios
1.2	Knowledge of workflows at the training company and of the training company's organisation
1.3	Fundamental knowledge about the legal framework of corporate service provision and other legal regulations of relevance for the company
1.4	Knowledge about risks at the company as well as how to reduce and prevent them
1.5	Knowledge and application of the principles of the company's quality management
1.6	Functional application, maintenance and servicing of operating equipment and auxiliary materials
1.7	Behaviour according to occupation- and company-related safety, environmental protection and hygiene standards
2.	Apprenticeship training
2.1	Knowledge of the apprentice's and training company's obligations resulting from the apprenticeship contract (sections 9 and 10 of the Vocational Training Act)
2.2	Knowledge about the training content and training objective
2.3	Basic knowledge of labour-law related regulations that must be displayed
3.	Interdisciplinary training: When teaching relevant knowledge and skills, promotion of the following interdisciplinary competences and skills of the apprentice shall be considered:
3.1	Methodical skills, e.g.: development of solution strategies; independent procurement, selection and structuring of information; decision-making, etc.
3.2	Social skills, e.g.: work in teams; fair expression of criticism; factual submission of arguments; consideration and respect, etc.
3.3	Personal skills, e.g.: self-confidence; willingness to take part in CET measures; expression of needs and interests, etc.
3.4	Attitude towards work, e.g.: care, reliability, responsibility, punctuality, commitment, service- and customer-orientation, etc.
4.	Subject training
4.1	Knowledge of relevant technical regulations
4.2	Reading and production of simple pipe, assembly diagrams and dimension sketches
4.3	Reading of pipe and assembly plans

4.4	Knowledge of materials and auxiliary materials, their properties, applications, possibilities of handling
4.5	Basic skills in the processing of metals and plastics (such as: measuring, sawing, cutting, drilling and countersinking, cutting of threads, hammering, riveting, simple embossing, crimping)
4.6	Application of joining techniques for different materials, such as welding, soldering, pin and socket connections, bolted connections and adhesive joints, taking into account the risks and by applying accident prevention measures
4.7	Cold bending and cold straightening as well as hot bending and hot straightening of pipes
4.8	Installation of pipes and pipe joints, branchings and fittings by using relevant materials
4.9	Knowledge of protective measures against inner and outer destruction of pipes and equipment
4.10	Knowledge of sound protection and insulation of cold and hot water systems and drainage systems
4.11	Installation of pipe protection and pipe insulations as well as their testing
4.12	Knowledge about the elongation of pipelines and measures required when laying pipes
4.13	Implementation of leak tests and pressure tests
4.14	Implementation of function tests and measurement of media and pressures
4.15	Knowledge about the structure and mode of action of fittings
4.16	Knowledge about the properties and use of different fuel gases
4.17	Knowledge about the functions and installation options of devices used in energy and building technology
4.18	Knowledge and application of the major measurement, testing, security and regulating systems
4.19	Knowledge about the prefabrication of pipelines
4.20	Basic knowledge about electrical engineering, electronic engineering and electrical measurement technology
4.21	Knowledge about the dangers of electricity
4.22	Composition of technical reports
4.23	Fundamental knowledge about alternative forms of energy
4.24	Knowledge about initial medical treatment (first aid) in company-specific occupational accidents
4.25	Fundamental knowledge about the sector-specific IT and knowledge and application of company-specific EDP (hardware and software)
4.26	Knowledge and application of English technical terms and expressions

For the acquisition of the competences in terms of the activity description, the apprentice shall, by the end of the chosen main module, be trained in the following knowledge and skills:

Item	Main module "Gas and sanitary technology"
1.	Talks with superiors, colleagues, customers and suppliers, taking into account subject-specific expressions and terms
2.	Application of joining techniques such as autogenous welding in a restricted position (pursuant to OENORM M 7807), arc welding and plastics welding
3.	Application of separation techniques
4.	Knowledge of hydraulics
5.	Knowledge of the dimensioning of water and gas pipes for supply and disposal
6.	Knowledge of fluid mechanics and pipe network calculation
7.	Knowledge of installations for water extraction and methods of water treatment
8.	Installation of devices for water treatment
9.	Knowledge of house water supply installations and installations to prepare and distribute hot water
10.	Fundamental knowledge of solar and heating pump systems to prepare hot water
11.	Installation of pipelines for supplying water and gas as well as disposing of waste water and waste gas, including the assembly of relevant shut-off devices and extraction installations according to relevant specialist standards
12.	Knowledge of the functions and installation options of gas, water and hot water appliances
13.	Installation, fitting, connection and operation of water supply installations, hot water and sanitary installations, waste water installations and gas appliances
14.	Servicing and maintenance of water supply installations, hot water and sanitary installations, waste water installations and gas appliances; detection, assessment and repair of faults and defects
15.	Knowledge and application of subject-specific measurement and safety installations
16.	Knowledge of occupation-specific hygiene regulations
17.	Knowledge of the preparation and composition of testing and project documentation
18.	Knowledge of chimneys and flue gas systems as well as their installation

For the acquisition of the competences in terms of the activity description, the apprentice shall, by the end of the chosen special module, be trained in the following knowledge and skills:

Item	Special module "Bathroom Design"
1.	Customer-oriented behaviour and customer-oriented communication (e.g. ability to hold sales and consulting talks also on the telephone, complaint management)
2.	Production of simple and perspective sketches
3.	Knowledge of occupation-specific EDP and application of company-specific EDP and various information technologies (e.g. Internet, databases)
4.	Computer-assisted production of drafts and views by using drawing software
5.	Knowledge of chromatics and provision of colour advice
6.	Consideration of the impact of proportions and contrasts in bathroom design
7.	Consideration of health aspects in bathroom design
8.	Planning and designing of bathrooms, taking into account requirement profiles oriented towards target groups (such as wellness, feng shui, etc.)
9.	Fundamental knowledge of project management and project execution as well as building site coordination
10.	Project costing (such as working hours, material)
11.	Preparation of accounting documents (job record, measure-up)
12.	Preparation of testing and project documentation

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<http://www.hum.at>

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