

Apprenticeship Training in Austria

Sabine Tritscher-Archan

tritscher-archan@ibw.at

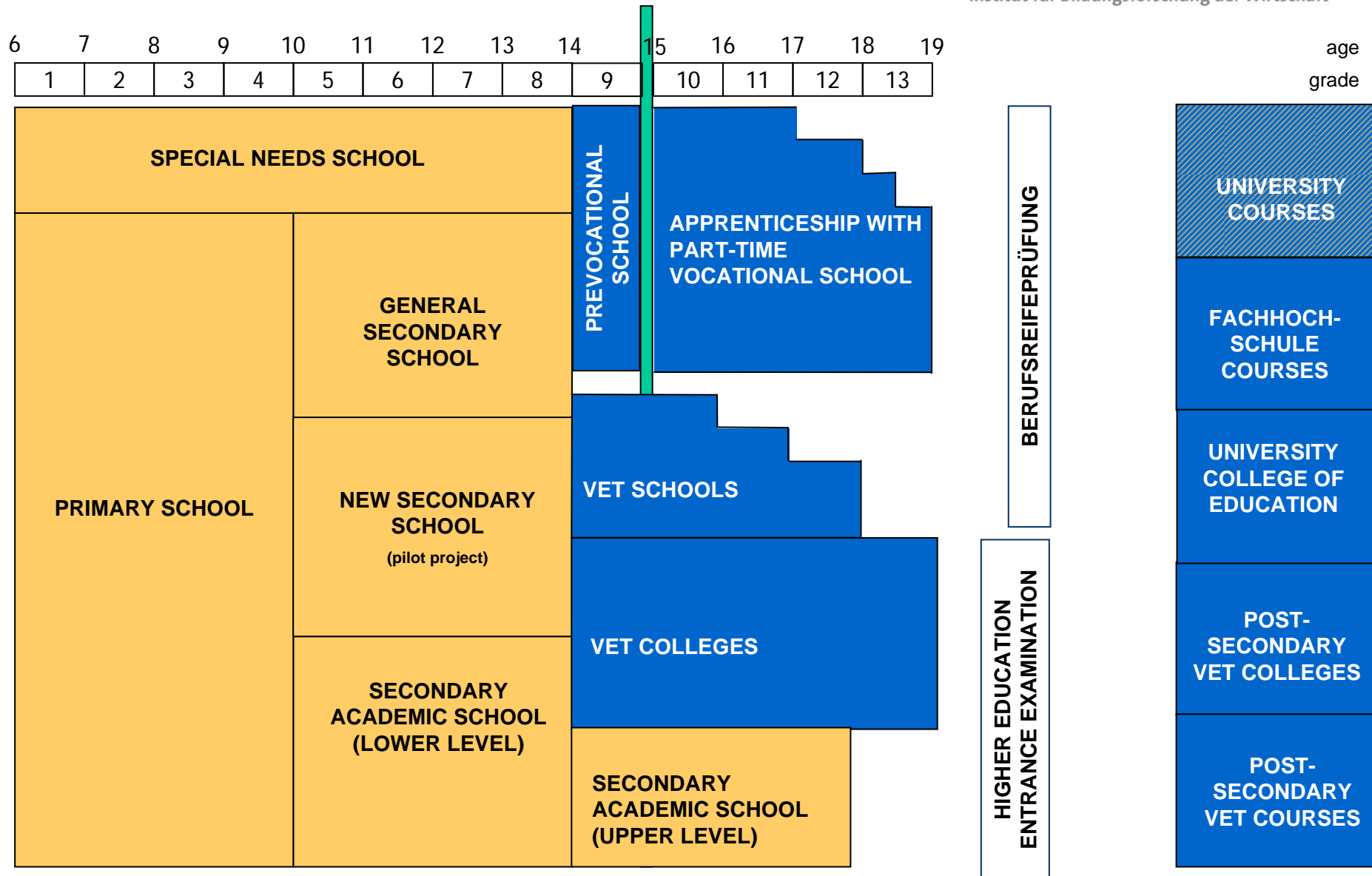
Layout: Nicole Boute

Outline

1. Austrian education system
2. Main characteristics of apprenticeship training
3. Responsibilities
4. Introduction of new apprenticeships
5. Financing of apprenticeship training
6. Occupational status of apprenticeship graduates
7. European benchmarks and other indicators

1. Austrian education system

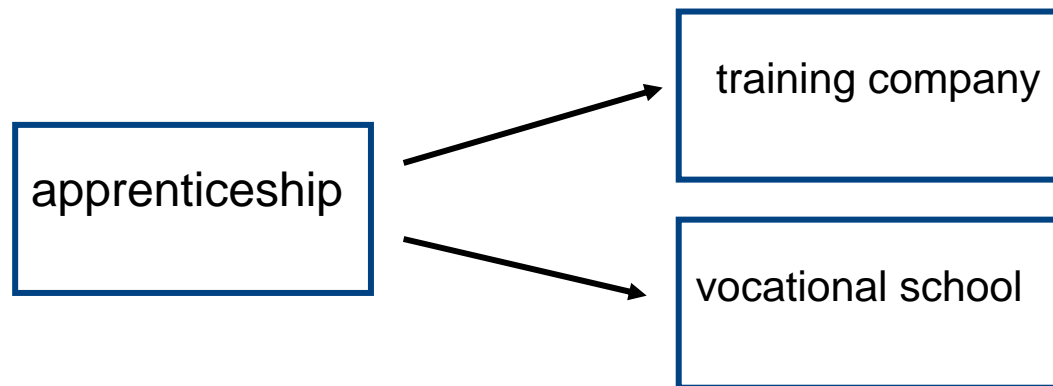
1.1 Austrian education system



2. Main characteristics

2.1 Characteristics

- 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

2.2 Training enterprise ⁽¹⁾

- **Approval by social partners**
 - necessary technical equipment and training facilities to teach the skills and knowledge required
 - 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

2.2 Training enterprise (2)

- **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)

2.3 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 subject-specific technical qualifications as well as longer-term work experience

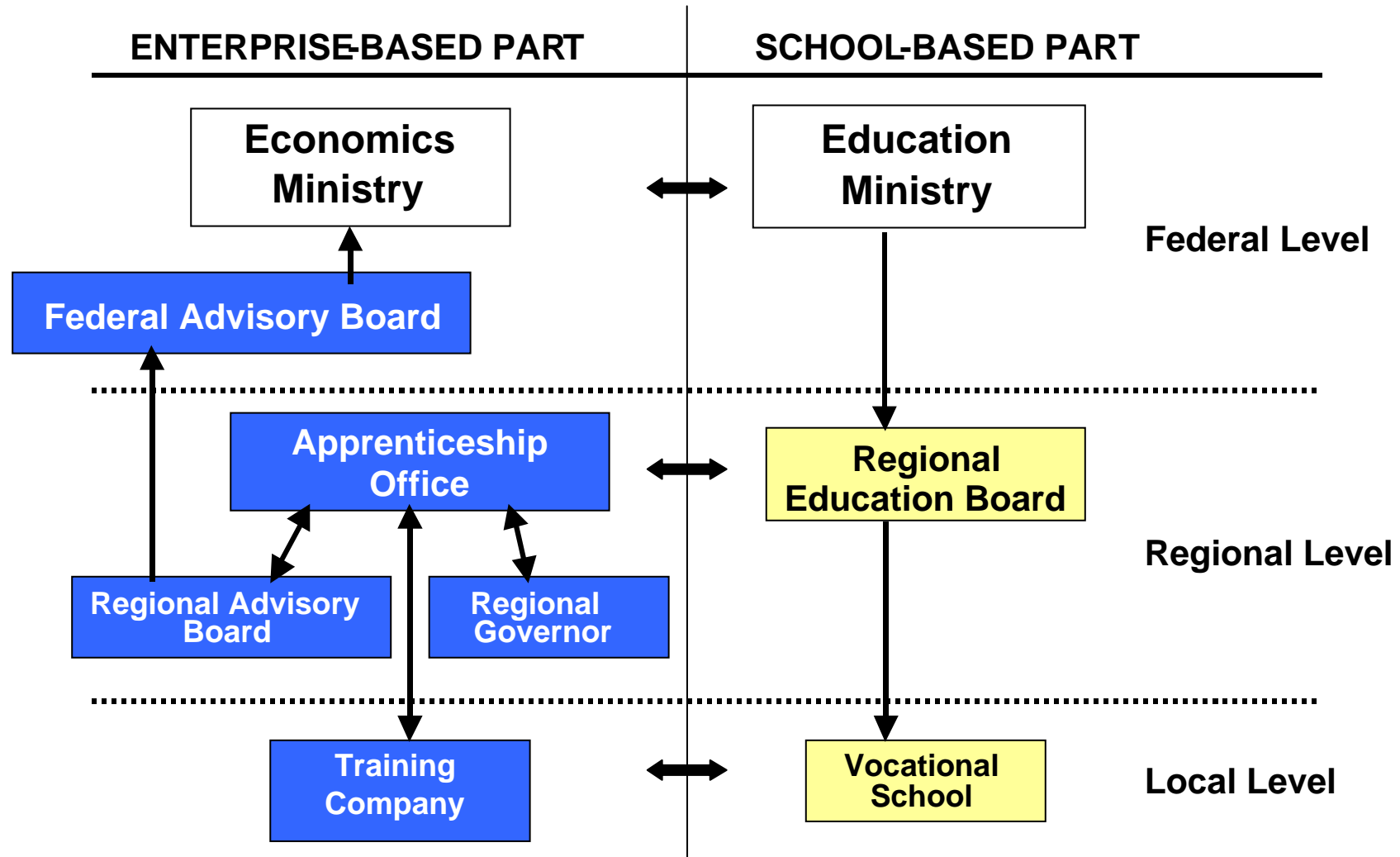
2.4 Facts and figures

- 226 apprenticeships
- 131 676 apprentices
- 38 491 apprenticeship training companies

(31. Dec. 2009)

3. Responsibilities

3.1 Responsibilities



3.2 Federal level ⁽¹⁾

- **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)

3.2 Federal level ⁽²⁾

- **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

3.3 Regional level ⁽¹⁾

- **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

3.3 Regional level ⁽²⁾

- **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

4. Introduction of new apprenticeships

4.1 Necessary steps ⁽¹⁾

1. Preparation

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

2. 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 review process

4.1 Necessary steps ⁽²⁾

3. Issuing of regulations

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

4. Follow-up measures

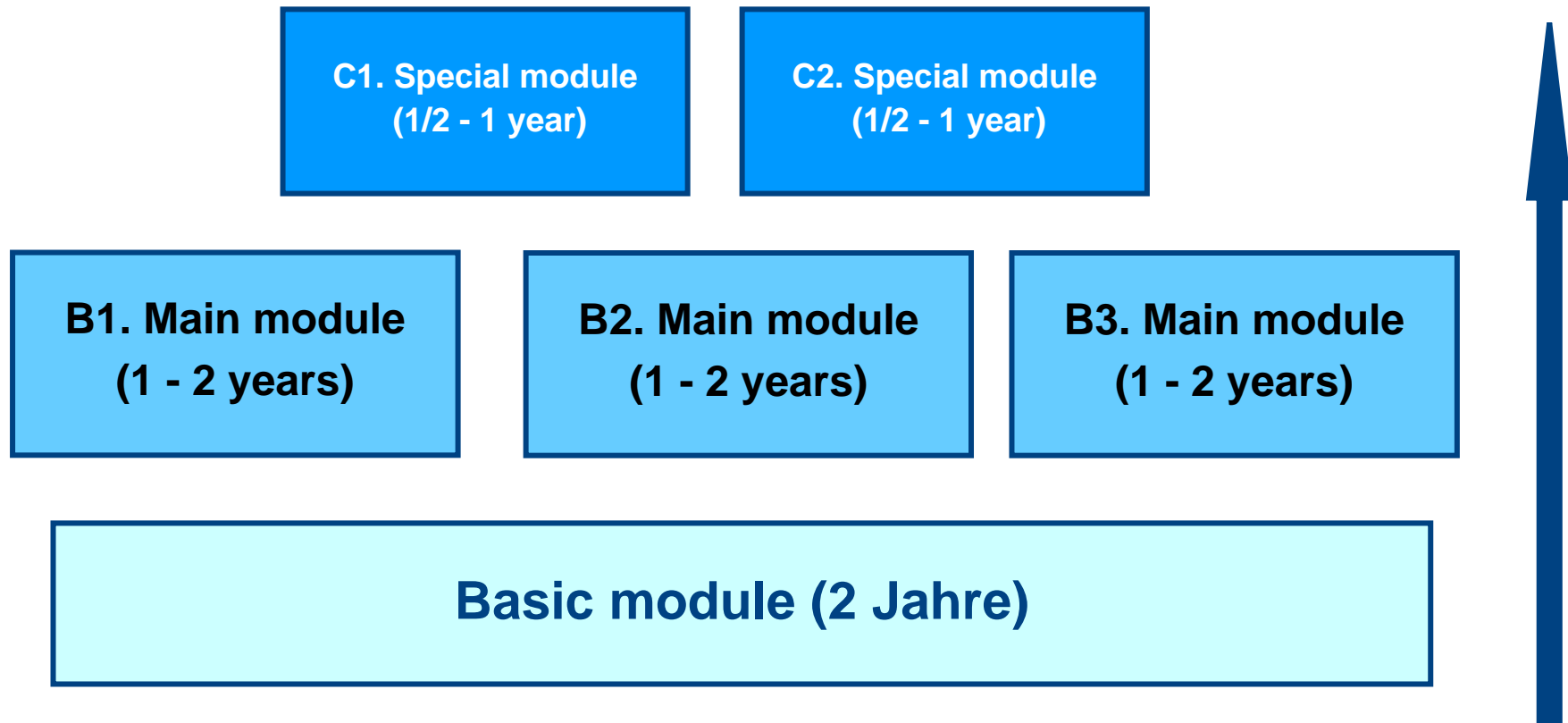
- elaboration of supportive manuals and materials
- provision of information to training enterprises by Apprenticeship Offices
- training of trainers in enterprises and of teachers in part-time vocational schools
- training of examiners of final examination
- continuous evaluation

4.2 Apprenticeship structure

- **Organisation of apprenticeships**
 - Individual apprenticeship
 - Special-focus/group apprenticeship
 - Modular apprenticeship

- **Different apprenticeship options**
 - Various degrees of difficulty
 - practical apprenticeships
 - high tech apprenticeships
 - „normal“ apprenticeships
 - Various qualifications
 - Integrative vocational training
 - Apprenticeship and HE entrance examination (→ permeability)

4.3 Modularisation



4.4 Integrative VET

- **Amendment of the Vocational Training Act 2003**
- **Target groups**
 - Leavers of special needs schools
 - Youth who did not acquire any qualification at lower secondary level or obtained a negative assessment in the final exam
 - People with disabilities
 - People who are not suitable to be placed into a regular apprenticeship relation for „reasons related to the person himself/herself“
- **Tailored types**
 - Acquisition of partial qualifications – duration: 1 to 3 years
 - Prolongation of the training programme by 1 to max. 2 years
- **Facts and figures**
 - July 2008: 3,616 people in integrative VET (approx. 2.5% of all apprentices)
 - 65% prolonged apprenticeship period, 35% partial qualification

5. Financing of apprenticeship training

5.1 Financing

■ Financing

- enterprise-based part of training: training enterprise, viz. the business sphere; supported by public funds
- school-based part of training: public funds, viz. the federal and regional governments

■ Apprenticeship remuneration

- fixed separately for each apprenticeship in collective bargaining agreements
- increases every years

5.2 Financial subsidies ⁽¹⁾

■ Financial support

- Basic support: three apprenticeship remunerations in the 1st, two in the 2nd and one in the 3rd and 4th year of apprenticeship
- Support for new apprenticeship posts: in newly founded enterprises, for five years after the foundation, first training of apprentices for one year starting with recruitment of apprentice(s), resumption of training following a three-year break
- Subsidisation of EUR 3,000.00 in case of evidence of qualification after half of the apprenticeship period: maintenance of a simple training documentation, positive completion of a practical test by the apprentice after half of the apprenticeship period
- Training alliance and additional competences – 75% of the costs up to a max. of EUR 1,000.00.
- CVET for trainers: 75% of the costs up to a max. of EUR 1,000.00.
- Excellent and good performance in the final apprenticeship exam: EUR 200.00 in case of good performance, EUR 250.00 for excellent performance
- Measures for apprentices with learning difficulties

5.2 Financial subsidies ⁽²⁾

■ Exemptions

- Waiving of employers' contributions to the health insurance for the first two years of apprenticeship
- Waiving of contributions to accident insurance for the entire training period
- Contributions to unemployment insurance only need to be paid in the final year of apprenticeship

6. Occupational status of apprenticeship graduates

6.1 Status of graduates

- **Final apprenticeship examination**
 - practical examination
 - theoretical examination
- **Skilled workers**
- Solid foundation for an **entrepreneurial career**
- **Permeability:** *Berufsreifeprüfung* and/or practical training
 - ➔ access to tertiary education routes (universities, *Fachhochschule* institutions, post-secondary VET colleges)
- Variety of **CVET options** (cf. master craftsperson qualification)

6.2 Permeability

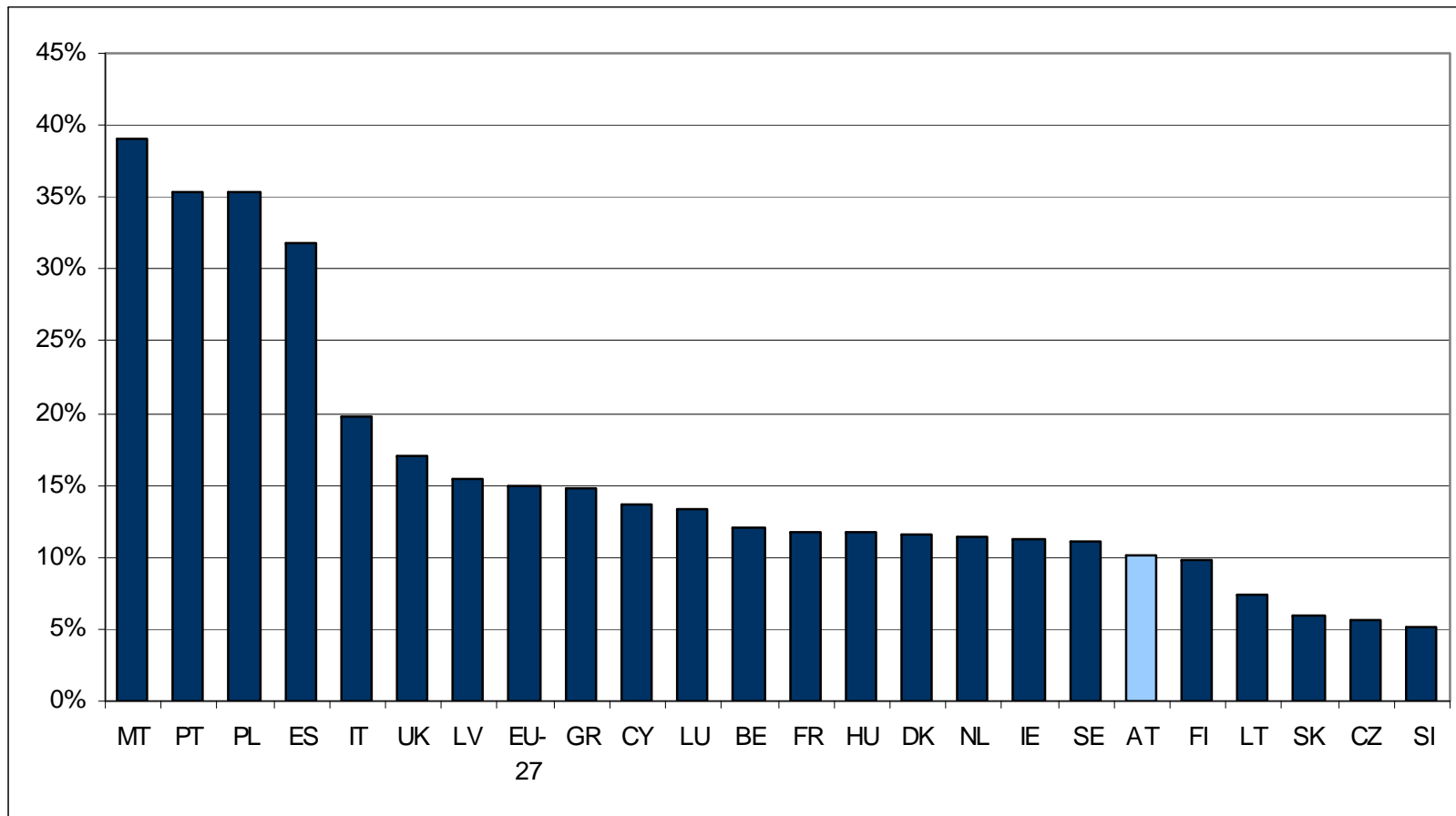
- *Berufsreifeprüfung* (BRP) – introduction in 1997 to increase permeability
- Four partial exams: German, mathematics, foreign language, specialist area
- Target group: people with VET qualification – apprenticeship graduates, graduates of VET schools, etc.
- New model since autumn 2008: Three of four partial exams can be taken already before the final apprenticeship exam, the last partial exam over the age of 19
- Support programme for free preparation for exams and for completion of exams in preparation
- Some 15,000 BRP graduates overall since 1997

7. European benchmarks and other indicators

7.1 Benchmarks and indicators (1) Institut für Bildungsforschung der Wirtschaft

Early school leavers – EU-benchmark for 2010: 10%

2008: EU-27 14.9% vs. Austria: 10.1%

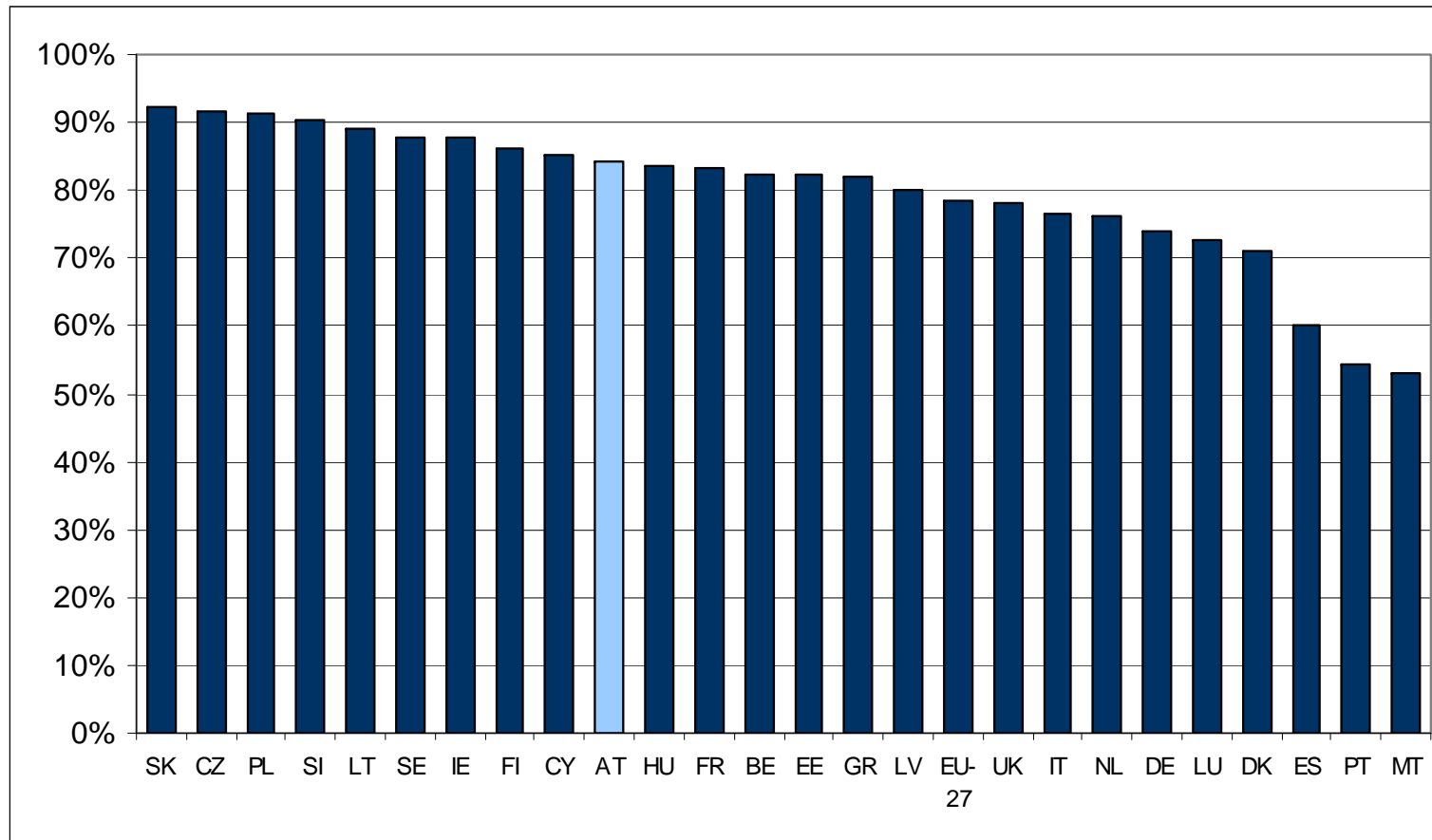


Source: EUROSTAT

7.1 Benchmarks and indicators (2)

Share of 20 to 24-year-olds, who have completed upper secondary programmes – EU-benchmark for 2010: 85%

2008: EU-27: 78.5% vs. Austria: 84.1%

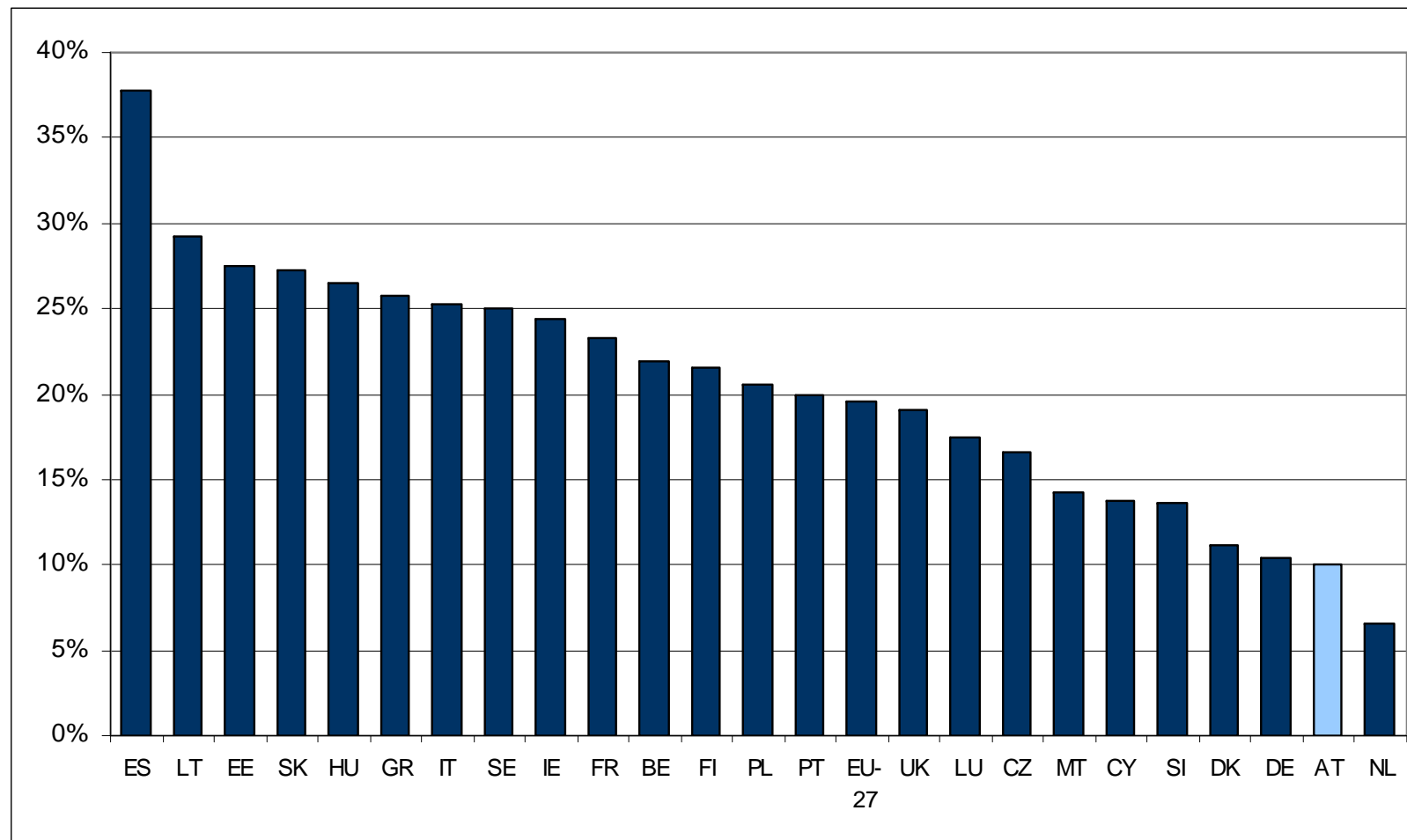


Source: EUROSTAT

7.1 Benchmarks and indicators ⁽³⁾ Institut für Bildungsforschung der Wirtschaft

Youth unemployment rate

2009: EU-27: 19.6% vs. Austria: 10.0%

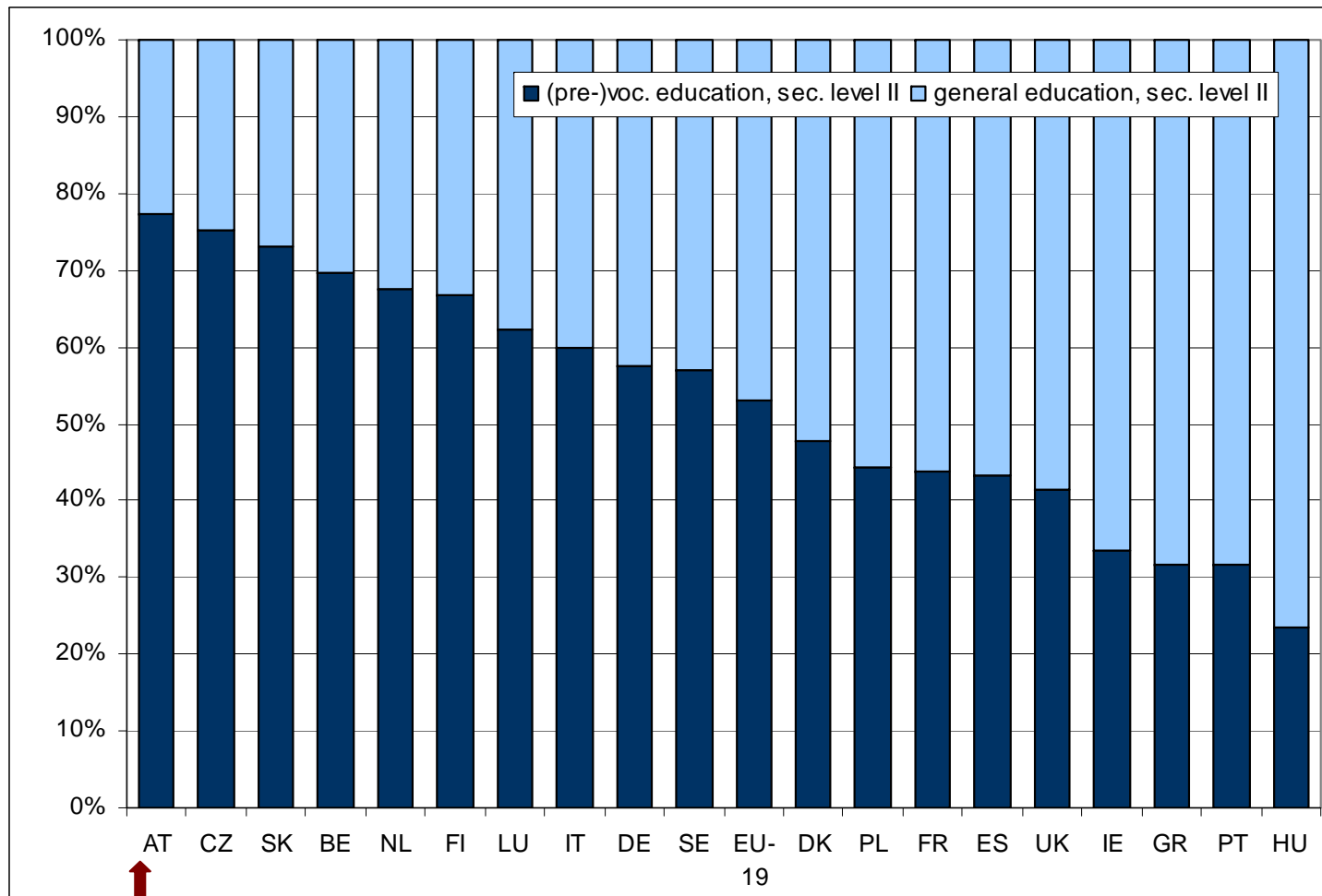


Quelle: Eurostat

7.1 Benchmarks and indicators ⁽⁴⁾ Institut für Bildungsforschung der Wirtschaft

Participants in (pre-)vocational and general education programmes

ISCED 3 – 2009: EU-19: 52% vs. Austria 78 %



Source: EUROSTAT

Further information

- **Federal Ministry of Economics, Family and Youth**
<http://www.bmwfj.gv.at/BMWA/Schwerpunkte/Unternehmen/BerufLehrling/default.htm>
- **Federal Ministry of Education, Arts and Culture**
<http://www.bmukk.gv.at/schulen/bw/bbs/berufsschulen.xml>
- **Federal Economic Chamber**
<http://wko.at/bildung>
- **Europass Certificate Supplements**
<http://www.certificate.at>