

Continuing Vocational Education and Training (EN)

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CEDEFOP Theme 5:

*Continuing vocational
education and training*

(EN)

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05 - Continuing education and training for adults

0501 Introduction to continuing vocational education and training

Austria is a federal state characterised by a strong system of subsidiarity. Regional authorities (*Gebietskörperschaften*) with legislative competences form a part of this set-up. Legislative competences exist both at the federal (*Bund*) and at the provincial (*Laender*) levels. Constitutional competences of the *Bund* do not include **adult learning**, primarily the *Laender* and partly the municipalities are vested with related competences. There are differences in the implementation of measures at the *Laender* level, ranging from the provision of funds for adult learning institutions or their regional umbrella organisations to the regulation of content by the competent departments in the *Land* administrations, some of which are responsible also for other educational issues (such as *Fachhochschule* courses). By contrast, competences for adult learning in the field of schools and higher education (e.g. schools for people under employment, short-term university programmes, *Fachhochschule* courses for people under employment) clearly fall into the sphere of competences of the Ministry of Education, i.e. the *Bund*.

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

- Ø enterprise CVET (at own company, parent/associate companies, manufacturers', adult learning institutions, or other external providers; informal learning on the job);
- Ø external CVET;
- Ø skills training as an instrument of active labour market policy (training programmes, employment promotion schemes, etc.);
- Ø second-chance education; acquisition of qualifications by adults;
- Ø general adult learning, popular adult education, political education.

One of the strengths of the Austrian CVET strategy is the multi-faceted institutional and content-related range of offers in all fields, including the acquisition of secondary school-leaving or apprenticeship training certificates by adults; labour market skills training programmes funded by the *Arbeitsmarktservice* (*AMS*, Public Employment Service Austria); *Fachhochschule* programmes tailored to the needs of people under employment; general adult learning at *Volkshochschulen* (adult education centres) or *Bildungswerke* (adult education associations); and many others. This variety of offers, which essentially must be rated as positive, also entails a particular challenge for educational policy-makers that is related to the theme of educational guidance and information.

Another point which will require more attention in the future is connected with the basic skills of "unreached" population groups (persons who have a low level of educational attainment or have not any completed education and training pathway). All relevant data show that, due to their initial qualification deficit, this group is disadvantaged in terms of access to CVET and frequently also with regard to access to information on CVET options.

Currently, the Austrians' *reading and writing disabilities* (basic literacy and numeracy skills) are not a priority theme of educational policy-makers, they were, however, identified as a relevant problem area by the OECD Thematic Review on Adult Learning from December 2003. Some related efforts have already been made. Against the background of a UNESCO estimate according to which about 300,000 Austrian adults do not have sufficient literacy and numeracy skills to be able to handle problems by themselves either at the workplace or in the private sphere, the four "literacy points" (*Alphabetisierungsstellen*) in Vienna, Graz, Linz and Salzburg joined forces in spring 2003 and founded a network to enhance literacy, which at the same time marked the launch of a nation-wide initiative to combat basic illiteracy. The aims of the network, which is also represented on an Internet platform[1], includes the initiation of studies, programme design developments, and the support of relevant initiatives.

On the whole it can be stated, however, that – according to the 2001 census – 64 percent of the total of 6.7 million people over 15 among the residential population have completed an upper secondary education or training pathway; among those aged 20 to 24, this figure is already at 83 percent.[2] The bases for training have been improved continuously.

It can be noted that, on the whole, participation in CVET increased significantly in Austria over the past decade although this is not corroborated by precisely comparable panel surveys.

Table 1:

Participation in continuing education and training in the adult population on the basis of surveys and publications, 1989–2003

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

[1] See: www.alphabet.co.at

[2] Statistik Austria (2003c), p. 1.

					(organised and self-organised learning)
Population aged 15+	Eurobarometer-CEDEFOP/Spektra	2003	1,000	35.5%	Participation in continuing education and training over the past 12 months, related to: „some form of education and training“

Source: Stat.A.; UBW/ibw; Fessel-GfK (2002); IMAS; CEDEFOP/Spektra

Table 1 uses the existing surveys for Austria. Among the labour force, the annual CVET rate increased from 12 to 40 percent over the past decade; according to CVTS-2, enterprise-financed CVET measures alone came to 31.5 percent of employees in enterprises with 10 or more employees[3], not including educational measures based on the individuals' own initiative.

Breakdowns according to formal level of education and age – see Table E 1 and E 2 – show the internationally known patterns. The Labour Force Survey, which is conducted by *Statistics Austria*[4] on the basis of the questionnaire used across Europe, forms the database. Precisely 7.7 percent of all over-15-year-olds in the residential population had participated in CVET activities over the past 4 weeks in March 2002 (EU-15: 8,5%). Among people under employment, this figure was at 8.3 percent.

Broken down by gender, a slightly higher participation rate can be observed among women than among men over the past 4 weeks: 8.9 as against 7.9 percent. This also applies to the CVTS-2 results, i.e. enterprise CVET rates for 1999: 31.2 percent among men as against 32.1 percent among women.[5] Broken down by age groups, first of all a distinction between the (typical) initial education and training age and the (typical) adult learning age must be made. Participation rates are highest among the 25-to-29-year-olds and decrease continuously in the older age groups. Broken down by formal education level, higher participation rates among people with a higher formal level can be observed at all ages. In this connection it must be noted that apprenticeship training graduates mostly go through a highly specialised initial training at the beginning of their employment over several years.

050101 - National definitions and boundaries

In Austria the term CET is most often associated with vocational learning, whereas adult learning is rather seen as a general form of learning. In events comprising one to four Periods of Instruction the Laendliches Fortbildungsinstitut (LFI) and the Catholic and Protestant educational associations are the leading providers. In Austria, adult learning and CVET differ from IVET in particular in terms of participation age and type of programme attended: (Job-related) Adult learning is usually defined as an education or training programme attended after completion of the first vocational programme (whether in the form of an apprenticeship or a university study); this phase is completed with a school qualification or another certification where appropriate.

The majority of participants in job-related adult learning programmes are about 20 years old or above.

[3] Statistik Austria (2003a), p. 58.

[4] Statistik Austria:(2003b), p. 145 et seq.

[5] Statistik Austria (2003°), p. 58.

The distinction of the mentioned fields of learning may also be based on the different provider institutions: Initial school-based and vocational education and training is mostly within the spheres of competence of the Bund (Federal Government) and the Laender, whereas numerous (continuing) adult learning measures are organised and provided in the companies, by not-for-profit institutions or by private providers. Independent of the provider's organisational and legal form, adult learning in Austria covers the following key aspects (the order of items on this list does not reflect the order of priority):

continuing vocational training (at the employer's, parent/associate company, equipment suppliers', institutions of adult learning or other external providers; informal learning at the workplace);

vocational or job-related CET (institutional);

qualifications as an instrument of active labour market policies (training, employment initiatives, etc.);

general adult learning, popular adult education, and political education;

second-chance education, obtaining qualifications at a later point in life.

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

050102 Development of adult learning

Historically speaking, adult learning in Austria may be broken down into two stages: The founding period of the institutions of popular adult education up to the university expansion movement and the developments since the establishment of the Second Republic after the Second World War. The institutions of popular adult education date back to the 19th century and have been playing an important role in the Austrian education landscape in the form of *Volkshochschulen (VHSs, Adult Education Centres)* until this day (albeit in a modernised form). The **reconstruction of the adult learning sector** after WW II was largely dominated by three factors: the *VHSs* (which already then boasted a long tradition), the institutions of Catholic adult learning, and the employees' representations of interest.

The **second development phase** was characterised by an increasing systematisation of approaches, by declarations made by the free associations to Parliament, and a focus on areas such as second-chance education and the role of the mass media, particularly TV. As a consequence, the free associations started to develop partly formal but mainly informal co-operations to improve the structures of the adult learning sector and, in particular, to be able to represent joint interests more efficiently vis-à-vis the public sector as a provider of funds (Göhring 1983, p. 195).

In 1972, the *Konferenz der Erwachsenenbildung Österreichs (KEBÖ, Austrian Conference of Adult Education Institutions)* was established. In its founding phase, it comprised the seven large national associations of general and vocational non-profit adult learning associations on the one hand and the Federal Ministry for Education and the Arts, represented by the General Directorate for Adult Learning on the other. From a legal perspective, *KEBÖ* is a working group with two bodies: a General Assembly and a Governing Board. 1979 saw the admission of three more associations as full members.

The 1973 Federal Act on the Financing of Adult Education and Public Libraries from Public Funds (*Bundesgesetz über die Förderung der Erwachsenenbildung und des Volksbüchereiwesens aus Bundesmitteln*) constituted a legal basis for federal institutions of adult learning and for the provision of financial subsidies to adult learning associations, which until now has remained valid.

In general, apart from the public areas, which combined do not constitute the main part of adult learning in Austria, a strong involvement and commitment of various groups of society can be noted. Both the representations of interest and the religious communities exert a decisive influence via educational establishments and (umbrella) organisations, which means that they actively co-design the adult learning landscape. From the beginning onwards, the establishment of providers in particular was to be understood mainly as a socio-political movement to implement individual interests rather than as a co-ordinated concept of an adult learning system.

This is a main reason why the interaction of adult learning with the largely public education system is a recurrent theme in discussions on adult learning in Austria. Due to differing legal structures and pedagogic models, recognitions between these two sectors have succeeded only in individual cases. Development approaches so far mainly refer to individual fields or scopes of activity.

The following adult learning initiatives and/or innovations at the federal or regional level launched over the past few years must be highlighted:

1994

- o establishment of the *Donau-Universität Krems* (Danube University of Krems) as a university-level CVET institution (with mixed funding from federal and provincial sources, tuition fees, and third party funds)
- o establishment of the legal basis for the introduction of *Fachhochschule* programmes for people under employment (federal act)
- o certification according to ISO 9000 of the first adult learning institutions (starting with those active in labour market skills training schemes)

1997

- o introduction of the *Berufsreifeprüfung (BRP)*, a certificate and exam providing university access for skilled workers) to increase permeability of the education system (federal act)

1998

- o introduction of the *Bildungskarenz* or educational leave scheme (federal act)
- o intensification of activities of the General Directorate for Adult Education in the Federal Ministry for Education, Science and Culture (*BMBWK*) and launch of the so-called *EB-Aktionsprogramm* (Adult Learning Action Programme), especially for second-chance education and educational counselling; since 2000 these activities have been co-financed by the ESF

1999

- o introduction of the *Studienabschlussstipendium* (university graduation grant) for people under employment (federal act)

2000

- o beginning of the work of *AUCEN*, the Austrian Universities Continuing Education Network at Austrian universities
- o the e-fit initiative (as part of e-Austria) sets New Media focuses at schools (e-learning), universities (e-science), adult learning (e-training), and culture (e-culture)
- o introduction (followed by an increase in 2002) of a tax allowance of 20% for enterprises which organise corporate learning activities (in the beginning, this was valid for external training only, by now also in-company activities are promoted); the allowances can be paid also as premiums: the tax treatment of training expenses becomes more favourable for employees (federal act)

2002

- o establishment of three Equal development partnerships for lifelong learning
- o 2002 *Universitätsgesetz* (University Organisation and Studies Act) for 21 Austrian universities – it is expected that this results in a boost of activities in the field of adult learning due to the greater degree of autonomy specified there (federal act)

050103 Evaluation

The evaluation of CVET is a relevant topic in Austria above all under *two aspects*: from the viewpoint of CVET providers and from the perspective of the *Arbeitsmarktservice (AMS, Public Employment Service Austria)*, the institution organising the majority of vocational retraining and continuing training measures and supplying the largest part of relevant funding.

Due to the decentralised and federal structure of adult learning the evaluation of offers is decentralised as well. All the major providers carry out internal evaluations of courses to attain feedback on the quality of events, the satisfaction of target groups, and the needs orientation of events, in order to obtain clues for their future work.

Therefore, a national strategy for the evaluation of CVET can hardly be identified. Evaluation in the sense of quality assurance of CVET – particularly in the direction of consumer protection in the CVET market – has yet to be developed in Austria. In this country, quality assurance of adult learning focuses on safeguarding the input quality at the level of training providers (e.g. teaching staff, curricula, etc.). Key elements of the quality assurance of adult learning identified by the latest OECD Thematic Review on Adult Learning include the evaluation of the social partners with a high degree of consensus orientation as well as formal qualifications, whereas output evaluations – with the exception of the new *Fachhochschule* courses – are still in their infancy or are conducted only in individual cases: "Overall, a culture of outcome evaluation has not yet fully developed in Austria."^[1]

The evaluation of the *outputs* of adult learning is primarily a desideratum for programmes with labour market relevance and will most likely be further developed in the future. It is obvious that interest in evaluation and quality assurance on the part of labour market groups is growing.

[1] OECD (2003), p. 28.

Thus, already many large adult learning providers have been certified in accordance with *ISO standards* or have received certifications from the *EFQM* (European Foundation for Quality). In the province of *Upper Austria* a special quality label has been developed which forms the prerequisite for eligibility to public education and training grants. This programme comprises an examination process and requires observance of core criteria related to education and training offers, the qualification of the management and the teaching staff, curricula, the equipment of teaching facilities, and the organisation of feedback by students. When the programme was launched, 15 providers took part in the programme; by now, it comprises more than 260 organisations.

050104 Planning and forecasting

Due to the federal and multi-faceted structure of adult learning establishments in Austria it is not surprising that no uniform planning procedure can be found. The education and training market where enterprises and individuals look for CVET options is multifaceted and reacts strongly to demand and demand trends.

The market is dominated by market strategies of individual providers in whose framework empirical research is applied in different ways and, to a lesser degree, conducted or commissioned by the providers themselves. The *Wirtschaftsfoerderungsinstitut (WIFI, Economic Promotion Institute of the Federal Economic Chamber)*, the largest CVET provider with a network of institutions in all provinces, conducts comprehensive participant surveys every two years. Also the *Laendliches Fortbildungsinstitut (LFI, an adult learning institution for the rural area)* repeatedly attempts to collect data on training behaviour and demand in agriculture and forestry – a sector that is particularly challenged by structural changes – by conducting working groups, events, as well as empirical surveys.

The two main mechanisms of education and training providers to identify demand are the training behaviour of individuals and companies with providers and the expertise of training managers in these institutions (practical experience, talks with participants or trainers).

Over the years, some non-university research institutions with a high degree of specialisation have developed, some of which work for the Federal and Provincial Administrative Offices of the *Arbeitsmarktservice (AMS, Public Employment Service Austria)*; they include: *Synthesis Forschungsgesellschaft*, *WIFO*, and *IHS*. A tool to be mentioned in this connection is the *AMS Qualifikationsbarometer (Qualification Barometer[1])*, an Internet platform which presents research findings in a user-friendly way and may be used by all groups involved to conduct counselling and planning on training and CVET measures. The AMS decides about large qualification focuses based on empirical evidence concerning labour market demands and employment prospect (for example ICT-qualifications some years ago and recently nursing occupations).

For Austria, no nation-wide and repeated surveys on the education and training demand of adults is available, with the exception of the scientific surveys on the demand for and acceptance of *Fachhochschule (FH) study programmes* for people under employment, where the surveys are conducted as a prerequisite for their (partial) public funding. The development of the *FH* programmes started in 1994. They are more important for the CVET sector than the universities because the study entrants comprise a higher proportion of over-25-year-olds and as they boast more special offers for people under employment than the latter.

[1] Cf. Archan / Kargl / Markowitsch, 2004 and Henkel / Markowitsch / Sturm, 2002.

The necessity of an improved co-ordination between the *Laender* (provinces) for developing a more interconnected overall adult learning strategy in Austria, as addressed by the OECD in its evaluation^[2], is denied by hardly anybody.

050105 Alternative modes of delivery

Due to the federal structure of adult learning in Austria, innovative approaches usually develop "bottom up" rather than "top down".

In the province of *Burgenland*, for example, a pilot project in adult learning is currently being conducted with the aim of reaching, in particular, people outside the economic centres and agglomerations. This project takes advantage of most different organisational and didactic methods: The Provincial Government has set up a regional service point for counselling on adult learning which is independent of all other providers in adult learning.

Under the project, face-to-face, e-mail and phone counselling is provided; in addition, counsellors visit smaller municipalities to ensure a flexible response to regional and individual situations. Moreover, data is collected systematically to facilitate quality assurance and thus the optimal functioning of the programme: This includes a survey of adults living in Burgenland, the results of which are passed on to providers of adult learning programmes. Also Graz University has been involved in the ongoing evaluation process. "In many ways it [the pilot program] operates as the kind of market-making mechanism that WIFI and BFI are, but it takes care to help individuals become more sophisticated consumers of services as well as stimulating providers to offer what adults in the region say they need." (OECD (2003), p. 32).

As yet another example of the decentralised development of alternative forms of education and training offers the *Wirtschaftsfoerderungsinstitut der Wirtschaftskammern (WIFI, Economic Promotion Institute of the Economic Chamber)*, the largest CVET provider in this country, can be mentioned. Teaching methods are not only varied, they also include many innovative features: Apart from classes for small groups and workshops (which are frequently held in the evenings or on weekends, thus suiting the needs of people under employment) also e-learning methods with a three-tier structure are used: An introductory phase on site is followed by a self-study phase, during which coaches may be reached online or by phone for consultations; the learning process is concluded by exercises within the group, presentations and related techniques, and role plays. The majority of these courses is held in the fields of bookkeeping/accounting, electronic engineering, and IT.

05010501 Open and distance learning

Survey data shows that open and distance learning have a long tradition; in the past these forms of learning were restricted to certain areas; the electronic media have led to a substantial change in the quality and scope of participation in open and distance learning

^[2] OECD (2003), p. 35.

CVET. Younger adults use "media or computer-based CVET" significantly more frequently than persons aged 45 or above.[1]

In 1991, a *Zentrum für Fernstudien* (ZF, Centre for Distance Studies), whose members include study centres in Vienna, Linz, Bregenz and Steyr, was established at Linz University. The ZF co-operates with the *FernUniversitaet in Hagen*. Within the framework of this institution, distance studies for students of law and for candidates of the *Studienberechtigungsprüfung* (SBP, higher education entrance examination) are provided. The ZF is a member in the umbrella organisation of the European Association of Distance Teaching Universities (EADTU) – in this context, *EuroStudyCenters* have been set up in Vienna and Linz – and co-operates with the Open University. Austrians therefore have the possibility to enrol for a study programme of the *FernUniversitaet in Hagen* and of other European distance universities and the *Open University (UK)* via the *EuroStudyCenters*.

The infrastructure of the ZF includes the area of network communication with the individual tasks

- collaboration in the creation of a European search engine for distance study offers (CUBER);
- testing of web-based support for students; and video conferences;
- point-to-point and multipoint conferences;
- transmission of university lectures;
- oral exams;
- other forms of support;
- use for projects, international relations and internal organisation;
- renting of facilities and equipment.

05010502 E-learning

E-learning initiatives and projects have recently "sprung up like mushrooms" in the Austrian education and training landscape. The e-fit project of the Federal Ministry for Education, Science and Culture pursues the following objectives: to improve access to guidance and counselling on education and training via an education portal; to develop new forms of teaching and learning (e-learning, e-tutoring, etc.) on all levels; and to increase CVET offers in the field of ICT certificates (more information can be obtained at <http://www.efit.at>). Also on the initiative of the Education Ministry, the Internet portal www.virtual-learning.at has been launched, which aims to enhance networking and co-operation in relevant projects. A large

[1] According to a survey conducted in late 2000, between 13% and 15% of 20-to-44-year-olds, and only 7% of those between 45 and 59, stated that they participated in media- or computer-based CVET very frequently or frequently; see: Schneeberger (2001), p. 48.

variety of providers and their VET programmes are accessible via Internet portals as well, including www.academynow.com, an Austrian e-learning portal with offers in the fields of electronic data processing, languages, and business.

In addition, there exists an offshoot of the Austrian *Berufsförderungsinstitute (BFIs, Vocational Training Institutes)* with offers in the field of computer-based training (CBT) and web-based training (WBT), mainly in the area of EDP.[1] E-learning offers in second-chance education have been established also by several Austrian *Volkshochschulen (VHSs, Adult Education Centres)*. [2] Related electronised learning options within the framework of programmes provided by the *Wirtschaftsförderungsinstitute (WIFIs, Economic Promotion Institutes)* have already been treated under 050105.[3]

The *Fachhochschule* programmes play an important part in the development of new forms of teaching and learning in Austria.[4] The *Fachhochschule Salzburg* e.g. has established an E-Learning Support & Competence Centre which provides support for e-learning courses. Its main course offers are three part-time study programmes on "Telecommunications Engineering", "Information Economy and Management", and "Business Development in Tourism". This allows students to organise part of their time freely. Already in 1999 a tele-portal was set up, which is being enlarged regularly.[5]

05010503 New learning environments incl. learning organisations

In the provinces, education centres (the so-called *Bildungshaeuser*) have been set up, where different non-profit organisations can hold courses of a general or vocational content. This allows a flexible response to the individual needs of the respective region or municipality. Several new learning organisations are described in 050403.

In the Styrian capital of Graz e.g. the *Bildungszentrum Raiffeisenhof (Raiffeisenhof Education and Training Centre)* offers courses oriented towards the local economy and its qualification needs (particularly in the field of agriculture and forestry) and provides the infrastructure for other adult learning organisations as well. Enterprises may rent classrooms for their training courses.

[1] See: www.e-bfi.at

[2] For example, the VHS in one district of Vienna: <http://meidling.vhs.at/elearning.htm>

[3] See also: www.wifi.at/elearning/default.htm

[4] In general a certain amount of distance learning is recommended for part time FH-programmes.

[5] For more information on *Fachhochschule Salzburg* see: www.fh-sbg.ac.at/de/elearning/index.htm

The *Magna Steyr Group* in Styria may serve as an example for innovative forms of (and approaches towards) CVET in Austria. Magna employs about 6500 people, is active in car manufacturing (particularly for BMW, Mercedes and Chrysler) and has recently started to expand into automobile development.

Seven aspects/activities related to adult learning are worth mentioning:

1. About half of the workers in manufacturing have successfully completed an apprenticeship.
2. Magna co-operates with the *Arbeitsmarktservice (AMS, Public Employment Service) Styria*, which selects unemployed people for the company who seem most suited for the work there and who then receive (further) skills training from Magna in internal programmes.
3. Unskilled workers can acquire higher qualifications leading to the final apprenticeship certificate (skilled workers' qualification) in the Group.
4. All the Group's employees complete an average of 4.5 training days a year; to help them in the selection of programmes, lists with CVET possibilities are prepared for them. Local providers have the chance of offering general training events (company-specific training, by contrast, is provided by the Group).
5. In their free time, employees can take English courses and (foreign workers) German courses; the other VET events are held during working hours.
6. White-collar workers who want to enrol at a university or *Fachhochschule (FH)* institution are paid up to 50% of tuition fees by the company, depending on the relevance of the training for the Group; some of the company's trainers come from *FH*; in addition, there exists the possibility of a "dual" *FH* training: Half of the training is completed at the *FH* and the other half consists of internal training courses.
7. About 2,500 employees have attended a local university or an *FH* programme, with Magna being involved in the design of some curricula to prepare graduates for the skills needed by the company.

05010504 Flexibilisation and differentiation

A key approach towards the flexibilisation and differentiation of VET in Austria is the possibility to obtain certificates of the upper secondary level and of *Fachhochschule* institutions (*FHs*) on a part-time basis (programmes for people under employment). Cases of good practice can be found at all levels.

Most remarkable in quantitative terms is the participation in the apprenticeship training programmes for adults. The majority of participants in apprenticeship training programmes in

Austria are between 15 and 19 years of age. Increasingly, however, also adults who have acquired their subject-specific knowledge and skills via other learning routes take the final exam. This option is used by immigrants as well. In 2002 a total of approx. 50,800 persons took the final apprenticeship exam, of which 7,100 via special forms of admission. In their majority (5,300 persons) these are adults aiming to acquire their first apprenticeship certificate while the remainder wants to obtain a so-called additional exam. These additional examinations form a flexible element supplementing the core IVET system.

The Federal Ministry for the Economic Affairs and Labour (*BMWA*) and the social partners are working on a broader use of the possibilities thus addressed. In the autumn of 2003 a Modularisation Working Group was established with the aim of achieving a higher degree of flexibility in IVET and, above all, of improving links between the IVET and CVET sectors.

Another pillar of the Austrian vocational skills strategy with the aim of increasing the flexibility of the offers and times of education and training programmes is the growing number of *FH* programmes for people under employment. This fact has been underlined by the latest OECD Thematic Review as well: "In general, as we have mentioned several times, the supply of adult learning seems adequate to the demand. Second-chance programs have expanded, and there does not seem to be excess demand for the places available. These programs are generally provided in the evenings, accommodating the schedules of working people. There are several routes available through evening schools including conventional academic programs as well as a more occupationally-oriented programs through technical colleges as well as programs – the Intensive Apprenticeships – following the practices of the dual system. The FHs have started to offer more part-time programs geared to adults, providing the equivalent of a university education. There is a broad variety of upgrade training, available from several different providers, given at many different times of the day and the weekend." (OECD (2003), p. 22).

0502 Publicly promoted CVET for all

With regard to Austria, the concept of publicly promoted CVET is varied and can be defined only in broad terms. Relevant offers include:

- Ø schools and colleges for people under employment – in their majority public institutions;
- Ø *Fachhochschule* programmes and universities targeted towards the needs of people under employment;
- Ø CVET offers of not-for-profit providers which are institutionally linked with public bodies in different ways; some of these establishments, however, rather come under 0504 (CVET at the Initiative of Enterprises or Social Partners).

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050201 - Target groups and provision

A survey conducted in late 2000 shows that people aged between 20 and 29 most frequently take advantage of public CVET offers in part-time evening classes and institutions of higher learning. The survey also reveals that courses held mostly at non-profit providers boast the highest overall participant figures in adult learning. The participation ratio of 16% to 3% among the resident populations realistically reflects quantitative relations. It must be noted that the schools and colleges for people under employment offer only programmes leading to a certificate or a diploma, whereas the non-profit adult learning establishments provide a wide range of offers. The non-profit providers offer both courses of varying duration without a certificate and also courses and longer programmes that are completed with a certificate. Some of them have offered, among other courses, Fachhochschule programmes since the second half of the 1990s. The Austrian Schulen für Berufstätige (schools and colleges for people under employment) provide full programmes with a duration of several years. These institutions are set up as part-time evening schools. Their curricula essentially correspond to the structure of the full-time school form. The VET forms of these institutions are more varied and are attended more frequently by people under employment than the Allgemeinbildende höhere Schulen (AHSs, Academic Secondary School).

All the upper secondary schools and colleges provided in an evening form are fairly demanding for participants both in terms of content and time requirements. As a rule, they are organised as attendance phases (i.e. face-to-face learning). The AHSs for people under employment last for 4 years and are attended in the form of evening classes. Their curriculum is the same as in the full-time form (for young people). Their successful completion qualifies for university access and provides the so-called ability for B-posts in the public service (i.e. the posts one level below university graduates). No tuition fees have to be paid for the AHSs for people under employment. The following three forms of offers of the Berufsbildende höhere Schule (BHS, Secondary Vocational and Technical College) for people under employment or for CVET may be distinguished between: The BHS for people under employment with a duration of 4 to 5 years which is attended in the evenings and where successful completion of compulsory school forms the only prerequisite.

However, many participants do have an apprenticeship diploma or previous knowledge from several years of attendance of the BHS full-time form. The Kollegs (post-secondary courses in VET) are oriented towards AHS graduates and are offered in a full-time form and in a half-time evening variant. The half-time form most commonly has a duration of 3 years. The Aufbaulehrgänge (add-on courses) are oriented towards graduates of a Berufsbildende mittlere Schule (BMS, Secondary Vocational and Technical School) providing relevant professional qualifications. They have a typical duration of 3 years.

Table 2: Age-group and gender-specific types of continuing vocational training in residential population aged 15+, 12/2000

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

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

* Continuing vocational training from home using media such as CD-ROM, videos, audio tapes, online courses, etc. Source: Fessel-GfK (2002)

A reduction in the specified duration of study is possible for those with a relevant educational background. Admission requirements include successful completion of year 8 and a minimum age of 17. All BHS graduates - whether from a full-time form or the forms for people under employment - are completed with a diploma exam and, in the technical areas, acquire expectancy of using the professional title "Ingenieur". In addition, successful completion of the BHS provides the general university study qualification. BHS offers are varied and largely oriented towards business needs. There exist intensive contacts and co-operations at the regional level. The above-mentioned full-time forms (including many new forms using e-learning) are offered in many cities of the country. An overview can be found on the Internet at <http://www.berufsbildendeschulen.at>

The training focuses of the BHS forms for people under employment are largely identical to those of the full-time forms and comprise occupational fields in engineering, industry and trade; business; and occupations in the service industries management. The majority of students enrol for the forms focusing on engineering and business.

TABLE 3: Successful Reifeprüfung examinations in postsecondary technical and vocational schools and colleges (=special forms of upper secondary schools and colleges), years 1999 and 2000

Educational establishment (preconditions)	1999	2000*
Academic secondary schools, academic secondary schools focusing on mathematics, the sciences and/or technical subjects, and academic secondary schools focusing on economics and social studies for employed people	430	372

Post-secondary modern qualifications concise academic secondary school and academic secondary school focusing on natural sciences	120	110
AHS total (only requires compulsory schooling qualifications)	550	482
Secondary technical and vocational colleges for engineering, arts and crafts for employed people	452	866
Secondary colleges for business administration for employed people	516	325
Secondary training course for nursery school teachers for employed people	63	27
Training course for tutors to become special tutors (day form, employed people, distant learning)	38	37
BHS for persons under employment (requires positive compulsory schooling qualifications)	1,069	1,255
Secondary courses in TVE in the area of secondary technical and vocational colleges for engineering, arts and crafts (in the narrower sense)	474	523
Secondary courses in TVE for arts and crafts	19	16
Secondary courses in TVE at secondary colleges for business administration	231	250
Secondary courses in TVE at secondary colleges for occupations in the service industries management	25	12
Secondary courses in TVE for nursery school teachers and social education	123	184
Secondary courses in TVE for the clothing sector	31	50
Secondary courses in TVE for tourism	260	355
BHS for AHS graduates	1,163	1,035
Add-on course at secondary technical and vocational colleges for engineering, arts and crafts (in the narrower sense)	532	185
Add-on course for the clothing sector	17	7
Post-secondary modern qualifications in tourism	129	146
Add-on course in arts and crafts	22	3
Add-on course at secondary colleges for business administration	319	187
Add-on course at secondary colleges for occupations in the service industries management	102	95
Special form of the secondary college for agriculture and the food industry (four years)	37	55
BHS for BMS graduates	1,158	678
Berufsreifeprüfung (since 1997 for holders of apprenticeship qualifications and BMS graduates)	-	5642

* without 2nd date (spring) Source: BMBWK (2001b); special analysis. Berufsreifeprüfung (i.e. examination and certificate providing university access for skilled workers)

As of September 1997, the Berufsreifeprüfung (BRP) Act, Federal Law Gazette I no. 68/1997) has been in force. Since then there has been the possibility to take a BRP on the basis of the practical knowledge and skills acquired through work for apprenticeship graduates, graduates from Berufs-bildende mittlere Schulen (BMSs, Secondary VET Schools) of at least three years' duration, and graduates from nursing courses and specialist paramedical courses of at least 30 months' duration, and - after an amendment, which came into force on 1 September 2000 - also for graduates of the skilled workers' examination in agriculture and

forestry. This BRP is equivalent to the "Reifeprüfung"-Certificate (acquired at AHSs) and to the "Reifeprüfung"-Certificate and VET Diploma (acquired at BHSs) insofar as it qualifies for studying at Austrian universities, FHs, and for attendance of Kollegs and similar institutions; in addition, it is considered as qualification for senior posts in the public service. The BRP consists of four partial exams: German, mathematics, one modern foreign language at the candidate's choice as parts of general education, and a specialisation from vocational practice. The examination in the selected subject area is currently waived if candidates have successfully completed a Meisterprüfung (master craftsperson course), a Werkmeisterschule (part-time industrial master college), or a 3-year Fachakademie (specialist academy). Since the latest amendment, the specialist exam is waived if persons can prove completion of an exam equivalent in terms of content, examination form, exam duration, and level. These include the Meisterprüfung, the final exam of a Werkmeisterschule and of a WIFI Fachakademie of at least two years' duration, as well as the final exam of a Bau-hand-werker-schule (Course for Building Workers), the Gesundheits- und Krankenpflegediplom (Health Care and Nursing Diploma), vocational aptitude tests for nursery school teachers and youth and childcare workers; certificates of competency and specific examinations in VET (e.g. for tax consultants), as well as the final apprenticeship diploma for an apprenticeship programme of at least four years' duration passed with distinction. Another new provision specifies that the examination in the selected foreign language may be waived upon acquisition of certain certificates as defined in specific ordinances (Verordnungen). Also parts of the "Reifeprüfung"-Exam passed at an AHS are recognised, as of September 2000 also parts of a final exam passed at a BMS, an Akademie fuer Sozialarbeit (Post-secondary College for Social Work), an Akademie (Teacher Training College) within the meaning of the Akademien-Studiengesetz (Teacher Training College Studies Act), an FH programme or a university as long as they meet the requirements of the BRP in terms of content and duration. In principle, the BRP can be taken without prior attendance of upper secondary schools. The BRP Act provides that relevant examinations can be taken also upon completion of specific courses recognised by the Federal Ministry for Education, Science and Culture which are offered by adult learning institutions and are therefore not part of the public education system. Also this fact represents a novelty in the Austrian education system (Schlögl/Klimmer (2001), p. 74 et seq.). Participant figures in adult learning courses have meanwhile reached about 6,000. (Schlögl/Klimmer/Gary (2001)). Only since 2000 documentation of qualifications has been centralised. For this year, school statistics records 564 BRP diplomas. Access to institutions of higher learning without the Reifeprüfung-Certificate (via the Studienberechtigungsprüfung or Higher Education Entrance Examination) The "Reifeprüfung"-Certificate (acquired at AHSs) and the "Reifeprüfung"-Certificate and VET Diploma (acquired at BHSs) as access requirements for higher pathways may be replaced by a limited-access qualification in the form of the Studienberechtigungsprüfung (SBP, Higher Education Entrance Examination). The SBP can be taken for universities, the universities of arts and music, for Fachhochschule courses, Medizinisch-technische Akademien (Post-secondary Colleges for Specialist Paramedical Occupations), Hebammenakademien (Post-secondary Colleges for Midwives), pädagogische Akademien (Teacher Training Colleges) for social work, Kollegs (Post-secondary Courses in VET for People under Employment, where the subject-specific content of BHSs is presented in a compact form).

In accordance with the Higher Education Entrance Act, the SBP replaces the "Reifeprüfung"-Certificate including any additional exams as entrance requirements for the university study course in question. The subsequent study itself is to be attended in accordance with the respective valid study regulations and does not differ from a study of a person holding a "Reifeprüfung"-Certificate. As a rule, the SBP consists of five exam parts (compulsory and

elective subjects); The former are specified for the study course in question. As a preparation for the different exams, bridge courses are offered against payment by adult learning institutions and universities.

Berufsbildende mittlere Schulen (BMSs, Secondary Vocational and Technical Schools) The total numbers of participants and graduates of part-time forms of the upper secondary schools and colleges for people under employment are higher than of secondary schools. Among the BMSs for people under employment, specialisations in engineering, industry and trade boast clearly higher figures.

TABLE 4: Qualifications obtained in special BMS forms, 1999 - 2000

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

* without 2nd date (spring) SPP = school pilot project in accordance with section 7 of the School Organisation Act Source: BMBWK (2001b)

Among the BMSs for people under employment some forms have curricula under public law but are organised in non-profit adult learning institutions. This affects particularly engineering, industry and trade areas (Werkmeisterschulen, Bauhand-werkerschulen) which are attended by apprenticeship graduates and show a considerable quantitative output (1). The Handelsschulen (Secondary Business Schools) for people under employment (also BMS level), by contrast, have comparatively modest graduate figures. Other part-time education and training offers include:

VET schools in the health and social services sector in accordance with the Schulorganisations- oder Krankenpflegegesetz (School Organisation Act or Health Care and Nursing Act) which qualify for nursing occupations and ancillary nursing occupations.

The post-secondary college for social work for people under employment (partly already transformed into Fachhochschule programmes) aims to qualify employed persons interested in a social workers' training for acquiring a diploma certificate and thus for exercising qualified activities in the field of public and private welfare institutions (youth care, care for older people, rehabilitation, probation services, etc.).

Over the past few years the specialised further training courses at BHS locations have lost much of their significance in quantitative terms since partial legal capacity has been awarded to schools. Acquisition of Hauptschule (Lower Secondary School) qualifications by adults (Secondary Level I) More than 90% of young Austrians today complete their period of compulsory schooling successfully and opt for an upper secondary pathway. According to the most recent Census from 2001, 83% of persons aged 20 to 24 boasted a qualification from

Secondary Level II including apprenticeship training (2). Nevertheless, the issue of adults passing the final qualifying exams of Secondary Level I has increasingly come into the focus of attention over the past few years. Also the immigration movement in the 1990s has been important concerning the need of additional provision for young persons without secondary level education completed.

Positive completion of the 4th grade of a Hauptschule (year 8) is a prerequisite for attendance of secondary VET schools or colleges, and of secondary academic schools. Increasingly people also have fewer opportunities in real terms to take part in an in-company training programme (apprenticeship contract) or to get a job without successful completion of Hauptschule qualifications - although it is formally not required. For those who have completed their period of compulsory schooling without acquiring a final certificate it is therefore recommended to take the exams at a later point in life. Also for the so-called Nostrifikation (recognition process) of foreign school qualifications it may be necessary to take individual exams within the framework of the Hauptschule qualification. For all these reasons, several adult training institutions offer bridge courses preparing for the qualifying exam to be taken before an examination board for external students at a school. Such courses are offered against payment, mostly in evening classes (3). Projects funded by the Ministry of Education in 2000/01 had a total of 812 participants.

Universities and Fachhochschulen (FH)

Due to the workforce's relatively high participation rate in university studies, universities have for a long time had a "CVET function" among regular students. In Austria, unlike other countries, there exist no formal study courses for people under employment, however. Therefore, relevant comparative statistics do not include a related value for Austria. The universities, being large educational institutions oriented towards a scientific preparation for the world of work, currently offer CVET and higher qualification offers mostly within the framework of Universitätslehrgänge (ULGs, short-term university programmes) (offers for post-graduates as well as programmes for persons without higher education graduation) in evening classes, block form, and on weekends as well. In 2002 a total of 362 ULGs were offered against payment in accordance with University Studies Act. (Hochschulbericht 2002, p. 45). In the winter semester 2001 7,697 students were counted in ULGs, of whom 1,865 (24%) were enrolled at the Donau-Universität Krems (DUK, Danube University of Krems (4)). Furthermore, following the tradition of the popular university lectures after 1900, which had a pronounced impact on the popular adult education movement and thus on today's Volks-hochschulen (VHSs, Adult Education Centres), courses are offered that are open also to persons without higher education entrance qualification - such as the "university meets public" programme in co-operation with Vienna's VHSs or the Montagsakademie (Monday Academy) of Graz University. A broader public is informed about the latest scientific findings particularly in the so-called ring lectures. To define the concept of Hochschule (higher education establishment) more precisely it must be explained that today there are two pathways towards a tertiary qualification in Austria: There is the traditional university-based pathway via two-tier, most recently also three-tier, study systems, and since the 1994/95 academic year there have also been the Fachhochschule (FH) programmes, which focus on practical, work-related, and scientifically founded education and training in specific occupational fields. These programmes have a minimum duration of six - mostly of eight - semesters and lead to academic degrees qualifying also for a doctoral study at university. A structural novelty has been the possibility for FH programme providers to offer specific programmes for people under employment taking into account their time resources in the

organisation of programmes (evening and weekend offers). In 2001, a total of 3,719 out of 18,068 FH students or about 20% were enrolled in these part-time programmes. (Schlögl/Dall/Rinnhofer (2002), p. 252) Also with regard to the age structure of study entrants, Fachhochschule institutions must be understood as adult learning establishments to a higher degree insofar as, upon completion of IVET, a second entry into a higher pathway is made: In the 2000/01 winter semester, 30% of 4,114 new students were 25 or older, 14% were 30 or above; of 26,023 regular students admitted to universities for the first time these percentages were 10% and 4%, respectively (Statistics Austria 2002a, p. 172, p. 333).

The Fachhochschule institutions have nearly the same status as the universities in terms of employment and employment prospects of graduates in the private sector. The FH institutions, which in their majority focus on technological and business-related study programmes, orient their students to a higher degree towards employment in the private sector than the classic universities, whose prime focus in many study courses is on public or semi-public service sectors. The Austrian higher education landscape is characterised by a high share of employed students. In the 2002 summer semester about two thirds of all students were employed during their studies (about half of them on a permanent basis and another 18% occasionally). The share of employees increases with age. After the 12th semester the employment rate is already at 80% (5). No data is available on the group of students who, whilst in employment, use regular study offers for their CVET. In view of pronounced increases of the rate of Matura (upper secondary school-leaving certificate) holders over the past two decades, the need for post-secondary job-oriented training that meets the various interests and employment possibilities of increasingly heterogeneous graduate populations is becoming a key issue in the designing of education offers. Innovations in the form of three-tier study systems and the implementation of the 2002 University Act, which provides more autonomy for universities, will trigger additional developments in the direction of adult learning offers.

Also the additional, manifold services provided by the higher education establishments in adult learning should not be overlooked, such as events for the general public, lectures held by university members in adult education institutions, and the dissemination of scientifically founded knowledge by means of written publications and the audiovisual media. Donau Universität Krems (DUK, Danube University of Krems): A Centre for CET. The DUK is a relatively young institution. It is a centre for CET in the tertiary sector and was founded in 1994 by a federal act as a legal person under public law with a far-reaching autonomy, applying a novel financing scheme (Bund, the Land of Lower Austria, tuition fees). Its tasks are limited to offers of post-graduate CVET in the form of courses and short university programmes. Changes in the Austrian higher education landscape necessitated that also the DUK was included in the reforms. After the new Universitätsgesetz (University Act) had entered into force in 2002 as a framework act combining organisation and study law, after the three-tier study system had been implemented (Bologna Declaration) and the universities had achieved autonomy in their study design, it was expected from the Austrian universities to enhance their CVET activities. Following a comprehensive evaluation, a new organisation act is to be drawn up also for the DUK, in analogy to the 2002 University Act.

The development of the tertiary sector and, in general, CVET offers of universities are becoming increasingly important for adult learning in view of growing student and graduate ratios. To increase accessibility, projects addressing the needs of people under employment and of persons with care obligations - either due to their organisation form (evening or weekend forms) or supplemented by online offers - are piloted at Austrian universities. The

medium-term aim is not only to increase the activities of university-based CVET taking FH programmes into account but also to boost the willingness of co-operation of existing providers of post-graduate CVET, thus achieving maximum synergies of education and training institutions. Joint projects act as triggers, and the AUCEN network in particular serves as a communication platform.

The Austrian Universities Continuing Education Network (Plattform für universitäre Weiterbildung - AUCEN)

The AUCEN (Austrian Universities Continuing Education Network)(6) is a platform for university-based CVET. A working group of CVET officers and HR development officers at Austrian universities co-operate in the following measures with the aim of promoting university-based CVET and HR development: experience exchanges on university-based CVET and HR development; preparation of recommendations and commentaries in the field of university and CVET policies; PR (CVET database, publications, education fairs); encouragement and implementation of joint (research) projects; networking at the European and international levels; development of new perspectives in the field of university-based CVET and HR development.

(1) Cf.: Schneeberger (1995).

(2) Statistik Austria (2003c), p. 3.

(3) Also within the framework of school education, courses for acquiring Hauptschule qualifications are offered, but they have an age limit of 18 and are thus not the subject of the present Report.

(4) Source: BMBWK Abt. VII/9

(5) Wroblewski/Unger (2003)

(6) See: <http://www.aucen.at/index.htm>

050202 Providers

Across Austria there is a dense network of education and training institutions of the large non-profit providers. The following table gives an overview concerning participation at these institutions in the resident population and among employed persons in 2002.

Based on this survey the following adult education institutions turn out to be the most frequented ones: Austrian Adult Education (Centers Volkshochschulen), Institute of Economy Promotion (Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreich) Vocational Training Institute Austria (Berufsförderungsinstitut Österreich), etc..

Table 5:

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

Continuing education and training option (multiple statements possible)	Resident population 15+ (n=4,200)	Employed persons (n=2,160)
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Institute for Economic Promotion (WIFI)	28	37
Adult Education Centre (VHS)	26	28
Vocational Training Institute (BFI)	14	19
Other options*	11	16
University	13	15
Private providers	11	15
Catholic and Protestant Educational Associations (<i>Bildungswerke</i>)	11	11
Laendliches Fortbildungsinstitut (LFI)	5	7
Fachhochschule (FH)	4	5
Economic Society Austria (VG-Ö)	2	2
No information	36	26

* especially public schools for employed persons

Source: Fessel-GfK (2002)

In the public school sector, evening schools for people under employment are offered in all provinces as well. In principle, the same fields as in full-time instruction can be found, albeit not in the same density of offers. *Universitätslehrgänge* (short-term university programmes) are offered at all universities, recently also the so-called "programmes with a university character" provided by various adult learning institutions (e.g. *WIFI*) have been increasing, which has led to a considerable growth in the diversity of vocational adult learning options. The establishment of *Fachhochschule (FH)* programmes in 1994 represents a major additional offer for vocational adult learning. About one third of *FH* students are employed, approximately 30% are over 25 years of age. The *Donau-Universität Krems (DUK, Danube University of Krems)* does not provide any regular basic study courses but offers are limited to CVET/short-term university programmes; It currently counts about 2,400 students and 56 to 60 study-active programmes, which is more than one third of university-based CVET offers.

The schools and colleges for people under employment and the higher education establishments have been described in detail above. In the following, therefore, only the non-profit providers will be presented.

Non-profit CVET establishments

Beside the evening schools for adults and the for-profit providers there exists a variety of "gemeinnütziger" (non-profit) providers which rely on public subsidies and on course fees in various distributions. For these reasons it is not possible to make a clear cut division between publicly supported and other forms of CVET. Traditionally, the non-profit providers are most important for general and external CVET in Austria. Their development and structure reflect the politics, religion and associations of this country. The large providers detailed below have joined forces and set up the *Konferenz der Erwachsenenbildungsanbieter Österreichs (KEBÖ, Austrian Conference of Adult Education Institutions)*.

The education and training establishments of the *social partners* count among the key providers of CVET with the following institutions: the *Berufsfoerderungsinstitut Österreich (BFI, Vocational Training Institute)*, the *Laendliches Fortbildungsinstitut (LFI)* and the *Wirtschaftsförderungsinstitute (WIFIs, Economic Promotion*

Institutes). These establishments, which act as non-profit institutions and are members of the *KEBÖ*, are treated under 0504 (CVET at the Initiative of Enterprises or Social Partners).

The *Volkshochschulen (VHSs, Adult Education Centres)* are the most traditional institutions of adult learning in this country and already more than 100 years old. The *Verband Österreichischer Volkshochschulen (VÖV, Association of Austrian Adult Education Centres)* together with its *Pedagogical Working and Research Centre (PAF)* is the umbrella organisation for nine organisations which are set up as associations at the regional level. There are a total of 293 *VHSs* in Austria. In general adult education, *VHSs* are attended by the population nearly as often as the *WIFI*, among the workforce it ranks second. The *VHSs* are particularly popular among women: In the 2001/02 working year, 76% of about 357,600 participations in courses fell to female participants[1].

The actual educational work is done in the regional establishments. The 18 *VHSs* in Vienna may serve as an example: They are independent associations whose activities are decentralised in all 23 Viennese districts at more than 150 venues. At present, over 150,000 course participations p.a. are counted in Vienna. The *VHS* associations are members of the *Verband Wiener Volksbildung (VWV, Viennese Association of Popular Education)*, where approx. 700 people are active on a full-time basis. The *VHSs'* offers includes CVET but goes far beyond that. General courses and school qualifications (acquisition and upgrading of formal school qualifications) and the educational objectives pursued in this context (education as a support for life, personality development, social, intercultural and political education) are of increasing importance for the development and maintenance of employability in a computerised and internationalised business world and working environment. This applies not least to the offer of about 70 foreign languages and many language certificates as well as to the new forms of language learning. The *VWV* also provides local education centres, event venues, and other cultural offers and meeting points. Tuition fees have to be paid for courses at the *VHSs*, thus financing about 65% of Vienna popular education. Most of the remainder of funds is paid by the City of Vienna.[2]

The *Bildungshäuser (Education and Training Centres)* are non-school education and training institutions for young people and adults. Seventeen *Bildungshäuser* are members of the umbrella organisation *Arbeitsgemeinschaft der Bildungshäuser Österreich (Austrian Working Group of Education and Training Centres)*, which is organised as an association. The Working Group aims to form an organisational structure for the centres and represent them in external relations. The individual Centres – whose provider organisation may be the federal government, a church, provincial governments, or rural interest representations – are independent in the designing of their programmes.

The *Forum Katholischer Erwachsenenbildung (Forum of Catholic Adult Education)* comprises more than 60 institutions with most differing focuses: Catholic *Bildungswerke* (educational associations), *Bildungshäuser*, distance courses, establishments for special-subject training (e.g. *Katholische Sozialakademie* or *Catholic Social Training Centre*). Whereas the 1,500 local *Bildungswerke* cater to the specific needs of the people in the regions, the Centres focus on facilitating intensive and longer educational programmes. The *Ring Österreichischer Bildungswerke (Austrian Federation of Adult Education Associations)* acts as a platform of two sub-associations, of the *Verband Österreichischer Volksbildungswerke (VÖVBW, Association of Austrian Popular Education Associations)* and of the *Arbeitsgemeinschaft Evangelischer Bildungswerke (AEBW, Working Group of Protestant Education Associations)*. It promotes co-operation between the sub-associations, co-ordinates the exchange of ideas and experiences, and represents common interests in terms of educational policies.

[1] Vater/Filla (2002), Table 5.

[2] All information from: Verband Wiener Volksbildung (o.J.)

Table 6:

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

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

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

PI = periods of instruction

KEBÖ = Konferenz der Erwachsenenbildung Österreich (Austrian Conference of Adult Education Institutions)

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

BFI = Berufsförderungsinstitut Österreich (Vocational Training Institute)

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

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

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

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

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

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

WIFI = Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreich (Institute for Economic Promotion of the Austrian Federal Economic Chamber)

Source: KEBÖ (2001)

The Austrian public libraries are also fundamental establishments of adult learning in an extended meaning of the word. The media of the public libraries cover areas such as the sciences, the arts, literature, politics, entertainment and recreation, as well as audiovisual media (CD-ROMs, CDs, video and audio tapes), games and magazines. The *Büchereiverband Österreichs (Austrian Library Association)* is the umbrella organisation of the public libraries and represents their interests.

An important data source providing an informative overview of relevant aspects is the annual *KEBÖ* statistics, which includes information on participant figures and the duration of CET programmes. However, information is not complete, also some data on providers that are not *KEBÖ* members (e.g. the *Pädagogischen Institute* or in-service teacher training colleges) is not available.

It is not possible to clearly distinguish between general and vocational adult learning. The *VHSs* e.g. are pronounced mixed forms. But also among the churches' adult learning institutions, vocational offers are included (training for full-time or part-time functions in churches).

The breakdown by event duration is a key indicator for the types of events and courses offered by adult learning establishments. Summarising courses of medium and long duration, the *WIFI* and the *BFI* top the list of providers offering mainly vocational CET. A broader perspective including events of at least five periods of instruction (PIs) shows the *VHSs* as the most popular providers (exactly 503,280 participations in events of at least five PIs over the last year of observation).

The *VHSs* offer both general and vocational adult education.

Two developments can be discerned when analysing participation in the offers of the ten associations: On the one hand, participation throughout the period under observation is fairly constant – considering additional differentiations from the annual *KEBÖ* statistics –, whereas, on the other, since 1991/92 a trend towards shorter events and thus possibly to shorter overall education length can be noted.^[3] This tendency becomes visible from the increase of short (1-8 PIs) and medium-duration events (9-39 PIs) and a stable development of longer offers (more than 39 PIs).

050203 Access

For the schools and colleges for people under employment, the only access requirement is successful completion of compulsory school, for the *Kollegs (post-secondary courses in VET)* successful completion of the Secondary School-Leaving Exam, the *Matura*, is required for entry. *Universitätslehrgänge (ULGs, short-term university programmes)* do not have strictly study requirements (but most programmes are related to postgraduate level students or similar) and the *Fachhochschule programmes* have specific admission procedures: *In most cases, the Matura Certificate is required, but not compulsory (as described in the respective CEDEFOP report).*

[3] Cf.: Vater/Filla (2002).

The non-profit CET providers orient their admission procedure hardly ever towards any formal criteria but mostly offer in-depth guidance and counselling for interested people so that they find suitable courses. A series of offers are of an add-on or modular type so that specific courses may be attended only upon completion of other courses.

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050204 Quality assurance

The *Berufsbildenden höheren Schulen (BHSs, Secondary Vocational and Technical Colleges)* conduct regular evaluation projects. The *Fachhochschule* institutions have established on a legal basis a well-developed and compulsory system of permanent evaluation mechanisms partly using external research expertise. Regular quality controls in the form of evaluations are also conducted in the case of the *Universitätslehrgänge (ULGs, short-term university programmes)*.

The attempt to find a consensus between the social partners, (education and training) institutions, and the persons involved in adult learning measures is one of the quality assurance "procedures" most frequently applied in Austria. It is based on the concept that a general consensus of and acceptance by all educational policy stakeholders facilitates an appropriate implementation of the intended vocational education and training measures. This is due to the tradition of social partnership in this country, which has manifested itself at the political level in the form of a "consensus democracy".

In addition, quality assurance of Austrian vocational adult learning is characterised by pronounced *input evaluations* rather than by related output controls: Thus, the Austrian VET landscape is based mainly on the concept of "occupation", i.e. a clearly defined area of knowledge and skills as well as sphere of responsibility that is binding for, and clearly assigned to, a person exercising a relevant professional activity in the labour market. Any education and training measure leading to the acquisition of the knowledge and skills required for the occupation is regarded as successful and of relevance for education policies.

The large non-profit providers in the adult learning sector carry out individual or periodical internal surveys among their course participants to obtain relevant feedback on the acceptance and assessment of offers by the participants from a content-related, time-related and didactic viewpoint.

In the *Land* of Upper Austria an educational voucher scheme aiming at *quality improvement and assurance* of adult learning offers has been established. Only courses by providers with a proven quality standard are subsidised ("Quality Label of the Upper Austrian Adult and CVET Establishments"). All the major education and training providers boast quality certifications in accordance with the ISO standards or the *EFQM (European Foundation for Quality)*.

A new approach to strengthen the information and decision bases of the demand side in adult education markets has been developed recently (see Schlögl/Gruber 2003 and : www.checklist-weiterbildung.at)

0503 Training for unemployed people and others vulnerable to exclusion in the labour market

Unemployed people participate in training about as frequently as the remainder of the workforce. Among unemployed women, however, this rate is considerably higher (according to the 2002 Labour Force Survey) than among the employed ones. In Austria, the training and retraining of the unemployed is the core task of the *Arbeitsmarktservice (AMS, Public Employment Service Austria)*. The AMS, however, does not conduct any education or training measures itself but finances them. Furthermore it provides some funds for skills needs research, to be able to develop measures oriented towards labour market requirements.

Skilling programmes within the framework of active labour market policies is legally based on the Public Employment Service Act (*Arbeitsmarktservicegesetz*) and on the Labour Market Promotion Act (*Arbeitsmarktförderungsgesetz*). The Public Employment Service Act of 1 July 1994 provided for the *Arbeitsmarktverwaltung (AMV, Labour Market Administration Authority)* to be taken out of the scope of the Federal Ministry of Labour, Health and Social Affairs; the AMS was constituted as a service enterprise according to public law. In 2001, the *AMS Bundesgeschäftsstelle* (Federal Administrative Office), the *Landesgeschäftsstellen* (Provincial Administrative Offices) and *Regionalgeschäftsstellen* (Regional Offices) counted around 4,500 employees. The AMS is structured at the national, provincial and regional levels with various organisations and offices (nine *Landesgeschäftsstellen* and 97 *Regionalgeschäftsstellen* as well as ten branch offices). Wherever it is considered appropriate due to labour market requirements to provide skills training or qualifications to a person, participation in an offer is financed. People are not legally entitled to participate in measures.

In case no sufficient offers are available in a particular area to make up for quantitative or qualitative imbalances in the labour market, the AMS is entitled to commission suitable establishments with the implementation of such measures. In this context the AMS is responsible for the needs assessment, planning, implementation and efficiency. The implementation itself is conducted by the institution or the enterprise commissioning the order in the respective case in accordance with a contractual agreement. This order transfer of training measures is in accordance with the provisions of the *Bundesvergabegesetz (Federal Procurement Law)*. A maximum funding duration per procedure of two years is admissible. An extension of the funding period to three years is admissible if it is required due to the specific features of the measure (e.g. three-year course for general foremen) or the labour market policy need of the measure is guaranteed over this period.

Table 7:

Distribution of supported AMS clients in 2001

Form of the AMS-measure	Men		Women		Total	
	%	Total	%	Total	%	Total
Skills training measures	44.40	185,529	55.60	232,714	100.00	418,243
Placement	52.30	16,719	47.70	15,268	100.00	31,987
Benefits, allowances	36.50	18,057	63.50	31,405	100.00	49,462
Total measures	44.10	220,305	55.90	279,387	100.00	499,692
For unemployed clients	46.50	210,200	53.50	241,476	90.40	451,680
For employed clients	21.10	10,105	78.90	37,911	9.60	48,016
Total	44.10	220,305	55.90	279,387	100.00	499,692

Source: AMS 2002a

For the planning of education and training measures, the provincial AMS is responsible in principle. The *Regionalgeschäftsstellen* are involved in the needs assessment. In 2001 about 499,700 subsidy cases were granted within the framework of labour market promotion, of which about 418,200 or 84% of subsidy cases were skilling measures in the narrower meaning of the word. These skills training measures count 56% of female

participants. Unemployed persons account for 90% of subsidies. In 2001 the average length of skills training measures was at 79 days, the same value as in 2000, and the focus of skilling in 2001 was on women and older workers (over 45).[1]

050301 Target groups and provision

Labour market training programmes provided by the *AMS* basically aim to reduce imbalances between supply and demand in the labour market by imparting vocational or job-related knowledge and skills as well as personal and social skills. This aims not only at preparing, in concrete terms, job-seekers for taking up employment but also at increasing their overall chances for labour market integration in accordance with their skills over a longer period of time. The harmonisation of gender-specific disadvantages and support in coping with structural changes are also part of its mission.

Labour market training sets in at the individual level and is oriented, first and foremost, towards (groups of) persons who are unemployed or facing the threat of unemployment. The *AMS*'s activities focus on long-term unemployed persons, women trying to find their way back to the labour market, and other groups of persons with difficulties in re-entering the world of work. Since 1996 when the first "gap" of apprenticeship posts was noted, young people with difficulties of labour market integration have increasingly turned into a key target group for promotion measures.

In terms of function, four groups of training measures may be distinguished between:

1. *Guidance (careers guidance, work preparation)*: Creation of the prerequisites for acquiring a specific skill or for the integration into the labour market
2. *Skills training (VET and CVET)*: acquisition of subject-specific skills
3. *Take-up of employment, training*: acquisition of work-related personal and social skills
4. *Active job-hunt*

Organisation of the educational leave scheme

The *AMS* is also responsible for administering the educational leave scheme (*Bildungskarenz*), which was introduced in 1998. Employer and employee are entitled to agree upon periods of a minimum of three and a maximum of twelve months for the educational leave. During this time, the *AMS* pays a *Weiterbildungsgeld* (further training allowance) in the amount of the usual leave benefit (fixed daily rate independent of income). Over the age of 45 the further training allowance is paid to the amount of the unemployment benefit if this is higher than the leave benefit (*Kinderbetreuungsgeld*). The educational leave scheme aims to allow:

[1] *AMS* 2002a, p. 9.

- Ø acquisition of school and university-level qualifications or foreign language training,
- Ø acquisition of higher skills by the staff and, to a certain extent, also reduction of wage costs,
- Ø AMS support in the recruitment of any substitute workers needed.

During the *Bildungskarenz* period, people involved are protected by sickness and work accident insurance, and since 1 January 2000 any periods when people over 45 receive the further training allowance have been credited as fictitious qualifying periods for old-age pension.

ESF measures

The AMS is also entrusted with the skills training promotion for people under employment within the framework of the ESF: With this fund it subsidises the costs of employees' skills training measures.^[1] The aim is to safeguard the employment of staff by skilling programmes and thus to facilitate CVET activities for employers. This promotion is, in principle, open to all employers (with the exception of the AMS itself, corporations under public law, political parties, the *Bund*, the *Laender*, the municipalities and associations of municipalities, and radical associations). The following persons are eligible for promotion upon submission of a training scheme:

- Ø women;
- Ø men over the age of 45;
- Ø unskilled men below the age of 45 who are in an employment relationship under full compulsory insurance or in a special parental leave (this applies exclusively within the framework of job rotation projects or composite skills training models).

Two thirds of the course fees are promoted. The maximum amount of recognisable course fees is EUR 10,000 per participant and application. Half of the financing comes from AMS and ESF funds each.

In the first period 1995-1999 the Burgenland was an Objective 1 Region: The EU made available a total of ATS 2.4 billion, *Bund* and *Laender* ATS 3.4 billion, related investments from the part of the economy came to ATS 8.4 billion. In all, therefore, ATS 14 billion were invested in more than 3,500 projects. This includes 1,200 skills training and employment measures, in which more than 13,000 persons participated (source: www.burgenland.at/index.jsp).

[1] More information on ESF measures can be found at www.ams.or.at/neu/sbg/1332.htm; general information on the implementation of the ESF in Austria can be found at: www.esf.at

The second Objective 1 period runs from 2000 to 2006: The EU makes available EUR 271 million for this period [2]. The *AMS Burgenland* is entrusted with about 57% of ESF funds.[3]

Labour foundations

Labour foundations constitute an innovative model aiming to solve regional economic problems in structural and labour market respect. They are characterised by an intensive involvement and co-financing of the local players in labour market issues and the respective companies. A distinction is made between *outplacement foundations* and *implacement foundations*. [4] According to statistical data provided by the Public Employment Service Austria AMS 3,216 persons were promoted within the framework of labour foundations in 2001. [5]

Ø *Outplacement foundations* serve the purpose of an early reorientation and skilling of employees threatened with staff cutbacks; activities in this connection include a preliminary phase for defining objectives, providing career orientation, customising VET and CVET measures, as well as providing support in the active job-hunt and the outplacement itself. During participation in the foundation measure, extended periods apply during which they are eligible for unemployment benefit (the so-called *Stiftungsarbeitslosengeld* or foundation unemployment benefit): for a maximum of 156 weeks or, for persons over the age of 50, for up to 209 weeks.

Ø *Implacement foundations* aim to cover urgent staff needs of one or several enterprises by implementing needs-oriented and job-matching skills training measures of unemployed people. Participants in measures who are entitled to draw unemployment benefit (*Arbeitslosengeld*) receive *Stiftungsarbeitslosengeld* like those in outplacement foundations; participants in an implacement foundation who are entitled to draw unemployment assistance (*Notstandshilfe*) and those who are not entitled to any benefit receive a subsistence allowance.

A successful example of an *implacement foundation* is the Implacement Foundation Upper Austria – Jobs Made to Measure: The AMS Upper Austria has created a tool for all enterprises of the *Land* to recruit staff who receive skills training tailored to corporate demands. Together with the enterprises, the people are selected from among those registered unemployed with the AMS. This is followed by the development of training schemes which may comprise theoretical and practical training of up to two years (e.g. also an apprenticeship diploma). [6]

050302 Providers

[2] http://www.burgenland.at/euservice/Images/EPPD_2000-2006_Bgld_tcm13-3285.pdf

[3] AMS Burgenland (2002), p.16, as quoted at: http://www.ams.or.at/neu/bgld/bgld_gb2002.pdf;

[4] BMWA-Bundesministerium für Wirtschaft und Arbeit (2002), p. 4.

[5] BMWA-Bundesministerium für Wirtschaft und Arbeit (2003), p. 52 et seq.

[6] BMWA-Bundesministerium für Wirtschaft und Arbeit (2003), Table 3.

Training centres are selected by the Federal Organisation. The commissioning of provider(s) is decided either upon a *tendering procedure* or by means of a *direct award*; the latter is permissible only if

- the measure is targeted towards a special group in terms of labour market policies;
- the particular problems of these target groups can be countered only by a special design of measures, and if
- this also requires specific forms of social assistance (such as women in non-traditional women's occupations, specific measures for people with disabilities).[1]

The aptitude of providers who have submitted their offers in time on the basis of the notice is examined. For this purpose, different types of evidence must be obtained, including:

- (for providers who have not yet conducted any measures for the AMS) evidence of at least two years of training activity by the respective institution and the employed staff;
- proof of a quality assurance system to collect customer satisfaction; and
- evidence of competence in the field concerned depending on the focus of the training measure.

In case more than five applications for participation are received from suitable training providers, the best applicants are selected on the basis of selection criteria, in which context the provider's experiences and, in particular, its equality orientation (i.e. the share of women among teaching and support staff) play a key role. The range of institutions conducting training measures and courses for the *AMS* include the *BFI*, the *LFI* and, to a lesser degree, the *WIFI*, as well as many smaller training providers.

050303 Access

About 90% of skills training measures aim at persons who are registered unemployed. In the case of the *AMS*, the following three steps typically characterise the re-entry and orientation towards a training measures for the registered unemployed:

Ø Firstly, the *AMS* supports the person concerned in the search for a new job. This stage lasts for about three months.

Ø If the person could not find within this period, a second, more intensive counselling and support phase starts.

[1] AMS 2003, p.11

Ø If the person assisted by the AMS has not found a job after these periods have expired, AMS staff develop an individualised integration scheme, in which context the person's abilities, skills and needs are assessed in a target-oriented way and any required second-chance skilling measures are introduced.

050304 Quality assurance

The funds required for the skilling measures commissioned by the AMS are paid from statutory (compulsory) contributions by employers and employees. On the whole, therefore, the AMS training activities are under special public legitimisation requirements due to the public-law regulated character of the procurement of funds and the self-administration of the representatives of those paying the contributions. Being the largest institutional financier of training measures, the AMS bears great responsibility for the labour market oriented use of funds.

Correspondingly, some non-university research institutes with a high degree of specialisation have developed that work for the Federal and Provincial Administrative Offices of the AMS (e.g. *Synthesis Forschungsgesellschaft, WIFO, IHS, L&R-Sozialforschung, et. al.*). They conduct surveys on the demand for skills and evaluation studies. They have evaluated

- large-scale labour market policy projects including training measures such as the Territorial Employment Pact Vienna for 1999 (co-operation of regional players with labour market relevance[1]),
- regional composite skills training models with a sectoral focus[2],
- specific types of courses, such as EDP and commercially oriented courses in a region[3],
- general problems connected with skills training measures and the labour market integration of women in the growing ICT sector[4],
- selected foundation-like measures to integrate long-term unemployed[5] and
- last but not least, a comprehensive analysis, comparison and evaluation of training measures aiming at labour market integration has been conducted on the basis of little less than 3,000 subsidy cases.[6]

The above mentioned examples refer to published evaluations. Of course, there might be much more evaluations which are not published widely. Within the framework of the nation-wide quality assurance management, the introduction of a professional complaint management at the AMS was submitted as one suggestion for improvement.

[1] Leitner et al (2003)

[2] Lassnigg, et al. (1999)

[3] For example: Riesenfelder (2002)

[4] See: Schiffbänker (2001)

[5] See: Lassnigg et al. (2001)

[6] Riesenfelder (2000)

A project group was set up to deal with this topic and elaborate a new guideline, which is known under the name ams.help. Under this quality assurance project, the post of a (male or female) ombudsman was established in every *Land* to define binding response and handling periods and to document the ams.help cases, as well as for conducting the ongoing quality assurance. The year 2002 marked the first time that a nation-wide competition among the *AMS* offices was held under the name "Best of *AMS*" to award customer orientation.

Providers conducting training measures commissioned by the *AMS* are expected, as mentioned above, to have implemented a quality assurance scheme to support the needs-oriented progress of the measure. The *AMS* itself is obliged to examine the realisation of the measure and to monitor it in order to be able to react to any untoward developments (by correcting the implementation or, if necessary, by stopping the measure). Different methods are applied to achieve this aim:

- a comparison to assess compliance of design and practice,
- an assessment, by the participants, of the stages that have already been concluded,
- the monitoring of interim results, and
- an assessment of all documents pertaining to the activity.

The effective success of an activity is measured on the basis of the following criteria:

- labour market impact,
- learning and examination success,
- satisfaction or participation success,
- practical success.

The fulfilment of all success criteria is surveyed and assessed broken down by gender.

0504 - CVET at the initiative of enterprises or social partners (incl. statistics)

In Austria, enterprise learning is generally split into the two areas VET ("berufliche Ausbildung", i.e. apprenticeship training) and enterprise CVET ("betriebliche Weiterbildung"). Whereas the apprenticeship training system is regulated by law to a great

degree, this applies only to a segment of enterprise CVET: Traditionally the latter has included CVET measures within the framework of master craftspersons' or certified welders' courses, most recently also ICT certificates come under this category. However, the majority of enterprise CVET programmes is not regulated by law - neither in their structure nor in terms of outcomes.

But the term "enterprise CVET" is not used uniformly, either: In the majority of cases, it is understood as the entire range of internal measures financed and organised by the company as well as the external courses where employees take part; also forms of cost-sharing - enterprises pay course fees - and partly also the organisation of courses during the employees' free time are wide-spread. Different surveys show that enterprise CVET constitutes the most frequent form of organised learning of the workforce. In a late 2000 survey, more than 30% stated that they participated "frequently" in enterprise CVET; similar values were obtained in the company survey within the framework of CVTS-2 (Schneeberger 2001, p. 60, IFES 1999, p. 4)(1).

All relevant surveys show correlations of CVET participation to socio-demographic variables, above all educational attainment and the function at work on the one hand to structural variables of the enterprises (size, sector) on the other. Both a breakdown by occupation (2) and by sector underlines the connection between the knowledge-basis of activities and CVET participation. The degree of computerisation of the work (frequency of computer use) also has a positive correlation with the CVET participation by sector and occupation. This is underlined by CVTS-2 findings (3): About 70% of enterprises are active in CVET courses; in 1999, exactly 31.5% of staff in the corporate sector (not including micro-enterprises) in Austria took part in course-form CVET during working hours and financed by the enterprise(4).

The differences between sectors and company sizes are of relevance; however, on a sectoral average, nearly no differences can be noted between the sexes (5). The most marked differences are found with the very large enterprises. With regard to company size it must be remembered, however, that micro-enterprises were not covered by the survey at all. The breakdown by sectors reveals that participation in CVET courses differs greatly in the manufacturing and services sectors. This underlines the heterogeneous character of the growth of services in terms of knowledge intensity and skills needs. The enterprises in the financial sector indicated that more than 50% of people in employment took part in course-form events during working hours in 1999. This course-form CVET rate is at more than 40% also in the energy supply sector, in companies trading with motor vehicles, and in transport/telecommunication engineering. In manufacturing, vehicle construction achieved the highest CVET rate.

TABLE 8: Company-size specific continuing education and training; active companies and participation-rates of the employees, 1999, in %

Number of employees	Share of companies offering courses, as a proportion of all companies	Share of participants as a proportion of all employees
10 - 19	62	25
20 - 49	73	24
50 - 249	90	29
250 - 499	95	31
500 - 999	97	29

1.000 and more	100	43
Total	71	31

Source: Eurostat (2002)

Broken down by gender, a generally slightly higher participation rate in enterprise CVET can be observed among women (0.9 percentage points), whereas significant differences between men and women can be observed within the sectors (see Table E-4). It can be assumed that these differences are the result of their exercising different occupations within sectors. Differences by company size also remain unchanged when differentiating by sectors (see Table E-5). The company size - independent of the sector - probably has a separate effect in terms of enterprise CVET. Pronounced differences can be found between large enterprises, which as a rule carry out internal training programmes as HR development tools - this applies particularly to the secondary sector, but also to the tertiary sector. According to CVTS-2, an annual total of 17.3m course hours in enterprise CVET can be assumed for 1999. Internal training amounts to about 55% of course participations in enterprise CVET. It must be noted that, in addition to training in their own company, another significant proportion of course hours was held in parent/associate or manufacturers' companies, with considerable sector-specific differences: In the trade with motor vehicles, for instance, 51% of external course hours were held in manufacturing companies (see Table E-6).

Of the approximate total of 7.7m course hours of external CVET reported by companies for 1999, 37% came to "private providers" (for-profit providers), 25% to manufacturers or parent/associate companies, and 19% to the Wirtschafts-förderungsinstitut der Wirtschaftskammer Österreich (WIFI, Economic Promotion Institute of the Austrian Economic Chamber). The "private providers" category is a statistical aggregate which comprises the most different education and training providers in terms of size and special focus. The by far largest external providers of enterprise CVET are the educational establishments of the Economic Chambers - the WIFIs -, which boast a network of institutions in all Laender.

On a European scale, CVTS-2 shows profound and historically grown differences of institutional division of labour between the market, the State, universities, and the Economic Chambers in the offer of CVET for the workforce. In Germany (21% of the total of external course hours) and in Austria (19%) the educational establishments of the economic chambers take the lead in enterprise CVET, Luxembourg ranks third - at a clear distance - with slightly more than 10% of course proportions. The majority of EU member states show far lower values. A connection with the high proportion of the vocational route "apprenticeship training and master craftsperson exam" can hardly be overlooked. Access to the crafts and trades is regulated by ordinances of the Economics Minister. Traditionally, preparations for the master craftsperson exams have been provided via the education and training offers of the economic organisations. For the pursuit of a trade or a regulated craft and trade on a self-employed basis, requirements include evidence of relevant professional experience and partly also knowledge and skills related to business administration and legal issues. This evidence may be furnished by successful completion of a master craftsperson exam or an equivalent qualification, such as a Werkmeisterschule (part-time industrial master college), Bauhandwerker-schule (course for building workers), Höhere Technische Lehranstalt (HTL, Secondary College for Engineering), etc., and relevant practical experience of varying duration.

Persons who have completed an apprenticeship period are entitled to pursue a craft when they have completed the master craftsperson exam in combination with the entrepreneurial exam (proof of managerial skills and the knowledge of legal provisions). The subject-oriented part of the master craftsperson exam is waived if candidates can prove successful completion of a Werkmeisterschule. Requirements on candidates in a master craftsperson exam are specified in respective ordinances and depend also on respective practical periods and previous qualifications. The length of preparations for the master craftsperson exams and final exams (Befähigungs-prue-fungen, vocational aptitude exams) varies as it depends on the organisation form (full-time or part-time) and ranges from three weeks to six months. Partly full-time forms and/or part-time forms (evenings or Saturdays) are offered. According to examination statistics compiled by the Federal Economic Chamber, slightly less than 1,900 persons took the master craftsperson exam (Meisterpruefung) in 2001. Relevant preparatory courses are offered by the WIFIs; in agriculture and forestry, every year about 450 persons pass the master craftsperson exam in 14 occupations.

The distribution of the 17 million course hours attended by Austrian employees during paid working hours shows the leading position of EDP and technical courses and, nearly on the same level, business administrative and economic contents. Differentiated by sectors, on the one hand sector-specific contents are noticeable; on the other, the transversal (cross-sectoral) character of EDP demands become obvious, clearly surpassing foreign language courses (see Table E-9). Broken down by company size, findings reveal that small enterprises use EDP course hours to a comparatively small extent while attending in a high number of technical courses.

CVET institutions of the social partners

All Austrian social partners have established their own institutions for CVET. On the employers' side, there is the WIFI (Wirtschafts-foerderungs-institut, Economic Promotion Institute), whose tasks lie mainly in training and counselling. On the employees' side, we find the BFI (Berufsfoerderungsinstitut Österreich, Vocational Training Institute Austria). The LFI (Laendliches Fortbildungsinstitut) focuses on issues connected with agriculture and the rural region.

All of the above-mentioned institutions are organised as non-profit education and training establishments and, though boasting regular customers, are open to all interested persons and thus open for topics that are of relevance for all sectors, such as EDP and foreign languages. This implies that they compete for participants. Also regional differences can be observed; in general it can be noted that there is a wide range of offers in adult learning in Austria.

The breakdown by socio-demographic features of participants in Table 9 shows that the large training institutions of the social partners are used by men and women and across age groups and educational attainment levels. Special focuses of the respective clientele become obvious when breaking down by company size, occupation, and employer category.

TABLE 9: Which training institutions of the Social Partners have you already used?
Residential population aged 15+ by socio-demographic characteristics, Survey, 2002, in %

Structural characteristic	Number	Training institutions of the Social Partners		
		WIFI	BFI	LFI

Residential population aged 15+	4,200	28	14	5
Gender				
Male	2,014	34	16	6
Female	2,186	23	12	4
Age in years				
15-19	285	16	12	3
20-29	627	25	12	4
30-39	894	38	19	7
40-49	722	38	18	7
50-59	630	30	17	4
60 +	1,042	18	7	4
Educational Attainment				
Compulsory schooling	588	14	9	4
Vocational school, BMS	1,824	34	18	7
AHS, BHS	1,275	29	14	4
University	514	26	10	6

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

BFI = Berufsförderungsinstitut Österreich (Vocational Training Institute)

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

Source: Fessel-GfK (2002)

In Austria, all enterprises are members of the Economic Chambers. The legal basis regulating funding for these public-law bodies is defined by law (chamber levy, mandatory contributions). The nine Regional Economic Chambers have the Wirtschaftsförderungsinstitute (WIFIs, Economic Promotion Institutes) as their service centres. Across Austria, around 11,000 trainers are active for the WIFIs. The WIFI Austria is the platform for all WIFIs in the provinces, in each of which one main WIFI is established. Courses are offered by 80 WIFI regional offices at the district level, which all combined constitute a nation-wide network. Target groups of training events include apprentices, skilled workers, managers at all levels, and (future) entrepreneurs. In the 2001/2002 training year, about 24,500 events were held within the framework of the WIFIs, with around 306,500 participations and 16.1m participant hours(6). There are course offers in the following areas: management and corporate leadership; personal development - wellness; languages; business administration; DP (computer sciences); technology and sectors (special courses for occupations in commerce, trade and the crafts, industry, tourism, and transport). Since the second half of the 90s, the WIFIs have run Fachhochschule programmes focusing on technology and business. The WIFIs' offer is rounded off by the WIFI-Fachakademien (WIFI specialist colleges), Werkmeister-schulen fuer Berufstaetige (part-time industrial master colleges), bridge and preparatory courses for exams (in particular for the master craftsperson exam and the Berufsreifepreuefung), "tailored" -in-company CVET, educational counselling, and events commissioned by the Arbeitsmarktservice (AMS, Public Employment Service Austria). Increasingly also short programmes of a university character are provided. Courses and short programmes take advantage of methods such as e-learning and learning on the Internet.(7)

TABLE 10: Which training institutions of the Social Partners have you already used?
Economically active persons by gender, employment and enterprise characteristics, Survey,
2002, in %

Structural characteristic	Number	Training institutions of the Social Partners		
		WIFI	BFI	LFI
Economically active persons	2,160	37	19	7
Male	1,379	40	19	8
Female	1,036	31	16	6
Employment category				
Self-employed/liberal professions	191	38	16	3
Executive staff/public officials	249	45	20	4
Non-executive staff/public officials	951	33	18	4
Skilled workers	518	43	21	9
Unskilled/semi-skilled workers	297	28	17	4
Farmers	110	24	6	52
Type of employer				
Public Sector	546	29	12	3
Private Employer	1,124	40	23	5
Company size (total staff)				
Up to 10	547	33	17	13
10-49	535	34	17	5
50-199	392	44	18	5
200-999	297	44	24	4
1,000 and more	342	34	19	2

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

BFI = Berufsförderungsinstitut Österreich (Vocational Training Institute)

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

Source: Fessel-GfK (2002)

The Berufsförderungsinstitut Österreich (BFI, Vocational Training Institute Austria) with its regional BFI associations is the adult learning institution of the Chambers of Labour and of the Austrian Trade Union Federation. Its courses are job-oriented, i.e. targeted towards the world of work. Across Austria, the BFI runs more than 146 education and training establishments. Its content focus in 2002 was on EDP and technology, health and social services, languages, and second-chance education (attainment of school and vocational qualifications for adults). For this purpose it has also developed e-learning offers. Regarding courses commissioned by the AMS, Facharbeiter/innen-Intensivausbildungen (skilled workers' intensive training or Intensive Apprenticeships)(8) and activating measures supporting placement are most frequently used. Training courses tailored to specific enterprise requirements and EU projects round off the current field of activities of the BFIs (9). The "publicly financed area" accounts for an average of around 70% of the sales revenues of courses held by the regional BFI associations (10) (particularly funds of active labour

market policies awarded by the AMS (11)). The BFI aims include: improvement of the employees' vocational mobility in Austria by holding training events, and support in their personal and professional development. The umbrella association BFI Austria co-ordinates and supports the regional BFI associations, which are established at the provincial level, and maintains (inter)national contacts to state and non-profit adult education establishments. Programmes on offer include the Intensive Apprenticeship; offers related to career choice and job-finding; personal development; management; VET programmes for technical occupations; EDP training; office and business; languages; courses for occupations in the social services and health sector; preparatory courses for exams recognised by the state (Studienberechtigung or University Study Qualification, Berufsreifepreuefung, acquisition of lower secondary school qualifications by adults, promotional exams for civil servants, Matura exams for nursery school teachers, Handelsakademie [secondary college for business administration], Handelsschule [secondary business school], apprenticeship diplomas); Kollegs (post-secondary courses in TVE); short-term programmes; and training measures for the unemployed and for people at risk of unemployment. The BFI also offers Fachhochschule programmes (FH).

The Laendliche Fortbildungsinstitut (Institute for Adult Education in Rural Areas) was set up as an association in 1972 and is a nation-wide adult learning institution for the rural area. The LFI's main activity area is vocational adult training in agriculture and forestry and in rural home economics. Teaching is understood as a help to master the economic and cultural changes in the rural area. Its programme comprises the fields of production, marketing and business administration in agriculture and forestry; related areas of environmental education; legal and tax issues as well as political education; rural technology; rural living and construction; and rural home economics including the related educational areas of health, family and leisure time. The LFI courses are organised in different forms, e.g. as lectures and discussions, seminars, group counselling, experience exchange between practitioners, working groups, courses, work events, company visits, educational excursions, exhibitions.

(1) The CVTS-2-results are analysed and discussed in: Statistik Austria 2003a, Markowitsch/Hefler 2003, Schneeberger 2003.

(2) The 2002 Labour Force Survey clearly proves the connection between knowledge intensity and CVET participation by occupations: Whereas CVET participation in the last 4 weeks in the health, teaching, and cultural occupations was at 16%, it was at 13% in the technical occupations, at about 6% each in manufacturing and in the trade and transport occupations, while merely 2% were recorded for simple household-related services; source: Statistik Austria (2003b), p. 147.

(3) This survey refers to the year 1999 and was conducted in 2000/2001. In all, more than 2,600 enterprises in Austria were covered, with the published findings of the survey being the result of a projection on the basis of the population. The rate of 31.5% participations refers to all enterprises, not only to those with CVET activities. Source: Statistik Austria (2003a)

(4) CVTS-2 findings for course-form CVET do not stand up to plausibility tests and are therefore not taken into consideration.

(5) A more in depth gender related analysis can be found in: Markowitsch/Hefler (2003), p. 96ff.

(6) WIFI-Netzwerk (2002)

(7) Cf.: http://www.wifi.at/cont_wifi_deu.htm

(8) This is a shortened apprenticeship training for adults leading to the same qualification as

the apprenticeship training for young people, which as a rule lasts about three to four years. Participants take the same final exams before examination committees.

(9) Cf.: bfi (2002)

(10) bfi (2002), p. 30.

(11) In the AMS the social partners are involved at all federal and regional levels.

050401 Measures to guarantee provision in enterprises

The economic organisations – the *Wirtschaftskammer Österreich (WKÖ)*, Austrian Federal Economic Chamber), the *Industriellenvereinigung (IV)*, Federation of Austrian Industry), and the Chambers of Agriculture – promote adult learning, first and foremost, as part of their interest policies. In 2002, e.g., the following success was achieved: The allowance of 20% for CVET expenses since then has applied also to in-house training measures, under the following conditions: A certain independence of the company's division responsible for CVET (e.g. independent set of books); formalised learning contents in the form of seminars, courses, etc.; and proof of attendance (invitation, participant list, total number of hours). A flat upper limit of EUR 2,000 per calendar day and IVET or CVET measure was introduced; in addition, there exists a training bonus for enterprises that currently do not have any taxable profit.

Concrete approaches on the part of the economy include a wide range of support measures for the benefit, in particular, of graduates of VET programmes. The *WKÖ* together with the *BMWA* e.g. awards financial support for apprenticeship training graduates who intend to take a *Berufsreifepreuefung*. In addition, the economy within the framework of the social partners, actively co-operates in labour market policies in the *AMS* organisations at the federal, provincial and regional levels. Complementing traditional approaches, the activities of the economic organisations include measures in the field of *Fachhochschule* programmes (since the mid-90s). The Economic Chambers, via their *WIFIs*, run *Fachhochschule* programmes in the provinces either alone or in co-operation with other establishments.

In Austrian collective bargaining agreements, VET and CVET issues represent a relatively small share. A 2000 analysis of all collective bargaining agreements for specific provisions on CVET and skills training measures furnished few findings. In 33 of an approximate total of 1,400 collective agreements, relevant provisions were found. VET and CVET is regulated primarily at the corporate level or, in the public service, in responsible departments. Areas with relatively far-reaching collective agreement regulations include the sector "credit/banking and insurance enterprises" and individual branches in the sectors "metal – textile" and "arts, media, liberal professions". [1]

The *BFI* offers enterprises (independent of their size) active support in the development and implementation of corporate training programmes under its programme "*IQsolutions*": In a dialogue with interested companies, the *bfi Vienna's "IQsolutions"* programme assesses skills requirements in enterprises. Following this assessment, a training design tailored to needs is developed or an offer from the *bfi Vienna's* course programme is taken over and adapted.

Table E-1:

Participation of employed persons and resident population aged 15+ in continuing education and training provided by companies, 12/2000

[1] Cf.: Bergmann (2000), p. 13.

Specific characteristic	<i>Over the past three years this percentage of persons very frequently or frequently took part in ...</i>	
	<i>... a special training in own company</i>	<i>... a special training in other companies or external product training or similar</i>
Employment category		
Employees, Public Officials (n=291)	40	12
Self-employed, Liberal professions (n=53)	35	19
Blue-collar workers (n=205)	24	6
Farmers (n=24)	17	3
Type of employer		
Public Sector (n=23)	47	12
Private Employer (396)	28	8
Employed persons in Total (n=573)	34	10
resident population aged 15+ (n=1,000)	21	6
EducationAL Attainment		
Compulsory schooling (n=219)	10	2
Apprenticeship, Secondary TVE-School (n=559)	22	6
AHS*/BHS** (n=153)	27	10
University (n=60)	30	10
age in years		
15-19 (n=70)	41	3
20-29 (n=173)	27	9
30-44 (n=291)	32	9
45-59 (n=228)	16	5
60+ (n=239)	0	0
GENDER		
Male (n=477)	25	8
Female (n=523)	16	4

* Upper secondary academic school

** ... Upper secondary technical and vocational college (Secondary TVE-School)

Source: Fessel-GfK (2000)

Table E-2:

Percentage of respondents who have “already made use of” in-house-company continuing education and training by socio-demographic characteristics, Survey, in %

Specific characteristic	Number	%
<i>Population aged 15+</i>	4,200	32
Gender		
Male	2,014	38
Female	2,186	26
Age in years		
15-19	285	6
20-29	627	32
30-39	894	42
40-49	722	44
50-59	630	35
60 +	1,042	18
Educational Attainment		
Compulsory schooling	588	10
Apprenticeship, Secondary TVE-School	1,824	34
AHS*/BHS**	1,275	31
University	514	46
Employment Category		
Self-employed/liberal professions	191	31
Executive staff/public officials	249	56
Non-executive staff/public officials	951	53
Skilled workers	518	40
Unskilled/semiskilled workers	297	32
Farmers	110	14
Gender (Employed persons)	2,160	44
Male	1,379	45
Female	1,036	41
Housekeeping person	316	13
Unemployed person	89	21
Pensioner	1,108	20

* Upper secondary academic school

** ... Upper secondary technical and vocational college (Secondary TVE-School)

Source: Fessel-GfK (2002)

Table E-3:

Percentage of respondents who have “already made use of” in-house-company continuing education and training by enterprise-structural characteristics, Survey, 2002, in %

Specific characteristic	Number	%
<i>Company size</i>		
Up to 10	547	28
10-49	535	42
50-199	392	56
200-999	297	54
1,000 and more	342	63
<i>Economic Sector</i>		
Industry, Energy	240	62
Education	180	60
Private Services	253	57
Public Services, Corporations	263	54
Tourism	101	43
Trade	190	43
Transport, Traffic	102	39
Crafts and Trade	593	35
Liberal Professions	77	26
Agriculture and Forestry	158	19
<i>Employed Persons</i>	<i>2,160</i>	<i>44</i>

Source: Fessel-GfK (2002)

050402 - Measures to support training in SMEs

Support for the education and training work of SMEs is one of the focuses of the counselling activities and training offers of the WIFIs. Also the above-mentioned initiatives of the BFI and Qualifizierungsverbände (composite skills training models) come under this heading.

050403 - Measures to support training for enterprises in specific economic sectors

Since the mid-1980s, the labour foundation is one of the tools used in Austria to promote VET and CVET for specific economic sectors. At that time, labour foundations with a company orientation were first initiated in the nationalised steel industry, which were going through a serious crisis then. This support measure was financed by employees, enterprises, and the *Arbeitsmarktservice* (The Austrian public employment Service). Immediately upon the loss of their job, employees were integrated in the foundation. After a career guidance phase lasting for several weeks, three pathways were open to them: either outplacement (job hunt), skills acquisition (up to 4 years), or business creation (with support and skills training). Currently three different types of labour foundations may be distinguished between: business foundations, sectoral foundations, and regional insolvency foundations. The following groups of unemployed people are entitled to take part in one of these labour foundations:

- *Business foundations*: former employees of a specific enterprises where many jobs have been shed and, as a consequence, and a labour foundation has been set up within the framework of a social plan

- *Sectoral foundations*: former employees of a specific economic branch (currently, e.g. the food and forwarding sector; the Danube Steam Navigation Company [DDSG]; or the construction industry); in contrast to corporate or regionally restricted variants of labour foundations, participation in sectoral foundations is open to all dismissed persons employed in the respective sector across Austria

- *Regional insolvency foundation*: former employees of insolvent enterprises

Participants can stay in the labour foundation for 3 to 5 years. This allows them to take part in comprehensive VET or CVET measures or combine different measures. During this period they are entitled to draw *Ausbildungsarbeitslosengeld* (vocational training unemployment benefit) and a scholarship. Labour foundations are offered across the country. *Stiftungsähnliche Maßnahmen* (foundation-similar measures) are related to labour foundations. They are designed for a particular target group, such as women, unemployed people, etc. In contrast to labour foundations, however, there exists no legal entitlement to admission. Foundation-like measures have a maximum duration of 2-3 years. Participants are entitled to a subsistence benefit. In general it can be noted that labour foundations and foundation-like measures have similar features as regards content (the only differences concern the target groups addressed by the measures):

- First of all, participants attend a vocational guidance course;

- this is followed by VET or CVET activities; these can consist also of a combination of various measures and include work placements; at the same time, they are assisted by the provider of the foundation;

- finally, there follows the phase of active job hunt: participants take part in an intensive job application training programme and are provided support in the job hunt.

As an alternative, they start the job hunt phase immediately after the career guidance measures or found their own company (also here support is provided). One solution within the vocational (but not job-related) adult learning sector to problems at the regional level are the so-called training alliances (*Bildungsverbände*): One example is a training alliance in the Lungau region in the province of Salzburg:

”The Lungau Training Alliance (*Lungauer Bildungsverbund*) is a service point of the training institutions Vocational Training Institute (*Berufsförderungsinstitut, BFI*), Catholic Educational Association (*Katholisches Bildungswerk, KBW*), *Laendliches Fortbildungsinstitut (LFI)*, Salzburg Educational Association (*Salzburger Bildungswerk, SBW*), Salzburg Adult Education Centre (*Salzburger Volkshochschule, VHS*), Economic Promotion Institute (*Wirtschaftsförderungsinstitut, WIFI*) and the *Land* of Salzburg, Techno-Z, as well as the Lungau Regional Association (*Regionalverband Lungau*). The Lungau Training Alliance sees itself as an interface between supply and demand for seminars, courses, and short-term programmes. This facilitates, first and foremost, a targeted search for offers and also the development of new concepts for training events tailored to the needs of interested people. This co-ordination and co-operation enriches the adult learning and CVET landscape

of the Lungau region by a completely new dimension. Thus any education gaps prevailing as compared to urban structures can, at least partly, be bridged. ... In January 2003 the Lungau Training Alliance became an Authorised ECDL Test Centre. This now allows also the Lungau population to take the ECDL (European Computer Driving Licence).” (<http://www.lungauerbildungsverbund.at/Wir/index.cfm>)

The building where the training measures are held has been made available by the Economic Chamber for a symbolic financial contribution. Funding is ensured by the EU, the AMS (Public Employment Service Austria), the Provincial Government of Salzburg, the Regional Association, and the Federal Government. Objectives include an improved co-ordination of offers and activities of the district’s establishments. The Alliance also aims at an efficient and continuous provision of CVET activities with a job and labour market orientation in close proximity to the local population. The explicit missions of the projects include close co-operation with regional enterprises in order to develop tailored training offers and a focus on women.

The Lungau Training Alliance scheme is unique in Austria as it combines all CVET institutions active in the region (*KBW, SBW, VHS, BFI, WIFI, LFI*) as well as the Regional Association, and Vocational Guidance for Adults (*Bildungsberatung für Erwachsene*). Staff and room resources can thus be used jointly, and establishments without a permanent location elsewhere can take advantage of the space that is available. Apart from its support function for various establishments, the Lungau Training Alliance has compiled a comprehensive programme, which is implemented upon consultation with the individual institutions involved. Offers include seminars for personal development, seminars for team, time, staff, and secretarial management, as well as EDP courses for women and older people. A special focus is the four-semester preparatory course for the *Berufsreifeprüfung*, which was launched in the autumn of 2001.

Also within the framework of the *Territorial Employment Pacts*, which typically are a co-operation of the AMS with the actors with labour market relevance in the region, VET and CVET measures aim to make it easier for regions to adjust to changes of economic structures. Efforts aim to promote – adequate for the respective target group – CVET projects for job seekers as well as the further skills training for employees, placement foundations, business start-ups, the development of entrepreneurship, gender mainstreaming, and older people (over 45) under employment.[1]

Qualifizierungsverbände (Composite skills training models)

In Vienna, the *Wiener ArbeitnehmerInnen Förderungsfonds (waff, Vienna Employment Promotion Fund[2])* provides the possibility of ***composite skills training models***, whose main features include:

- A composite skills training model consists of at least three independent enterprises;
- participating enterprises develop a tailored skills training scheme for their staff and co-ordinate its implementation;
- skills training measures are conducted by external providers, with
- one enterprise taking over the central project co-ordination.

For setting up and implementing such composite skills training models, the *waff* provides intensive process support and, in addition, financial assistance. Moreover, the *waff* provides the following services free of charge to the enterprises involved:

- specification of co-operation areas (skills training areas),
- specification of co-operation forms and development of framework conditions for the co-operation,
- development of a joint skills training scheme,

[1] See Table E-11 and <http://www.pakte.at/index2.html> [2] Source: <http://www.waff.at/waff/hm/txt/t3412.htm>

- opening up of the provider market for the implementation of the skilling measures.

- The maximum funding period is 18 months. Within this period, 50% of skilling expenses (up to a maximum of EUR 40,000 for each enterprise) are paid and parts of the co-ordination expenses (staff costs) are refunded.

The main support criterion is that the persons who are to take part in the skilling programme are employees in employment, have employment contracts which are liable to full social insurance, or are in a quasi-employment relationship with the respective enterprise. In addition, persons on childcare leave (*Karenz*) and apprentices are eligible. It is important to note that exclusively staff costs and skills training expenses for people employed in Vienna are promoted.

The educational policy tool of the composite skills training models is applied not only in the Vienna region, however, but also in the other provinces labour market policies are implemented successfully with the help of this measure: The *AMS Tyrol*, e.g., has launched relevant initiatives in the fields of low-energy buildings, export and tourism: "Since 2002, 84 enterprises have co-operated in the skills training scheme 'Tyrol low-energy building' and 43 in the scheme 'Export' to jointly survey training needs and provide CVET measures to employees. ... Within the framework of these models, 396 programmes were implemented with about 4,000 participants in the first year. In the first phase these programmes are promoted by the *AMS Tyrol* and the European Social Fund with two thirds of training expenses and two thirds of recognisable staff costs." (<http://www.ams.or.at/tirol/wartung/medien/verbund2003.htm>)

Also in the field of tourism, composite skills training models are extremely successful. In the region Obergurgl – Hochgurgl and Achensee hoteliers co-operate with the aim of planning and implemented suitable skills training measures. In 2003, the funds provided by the European Social Fund and the *AMS* to the Austrian economy totalled EUR 1.5m.

A well-known and significant example in quantitative respect is the *Qualifizierungsverbund Triestingtal (QVT, Composite Skills Training Model Triestingtal)*. This network comprises 23 enterprises with a total of 2,600 employees. It was funded by the ESF (Objectives 4 and 2) and conducted skilling measures between 1997 and 1999. The scheme mainly comprised enterprises active in the metal and machine construction sector, many of which were small companies. A comprehensive evaluation study has revealed successes in terms of CVET participation, in particular of small enterprises and enterprises with little external CVET participation in the past, and future possibilities of improvement.[3]

050404 - Social partner based schemes to support non-job related training

The offers of the social partners' education and training establishments include a wide range of inter-occupational courses. Apart from EDP and foreign languages, also personal development and communication are among the most popular CVET themes. The social partners were also active in the introduction of the *Berufsreifeprüfung (BRP)*, which aims to facilitate access for IVET graduates to higher and university level education. Also financial support is provided.

0505 - CVET at the initiative of the individual (statistics)

Adults have the most different motivations to engage in education and training activities. Job-related and non-job-related motives (more or less explicit benefit expectations) are of relevance and often hard to distinguish between. Job-related and other expectations often overlap particularly in the fields of EDP and foreign

[3] Lassnigg et al. (1999).

languages[1]. A number of surveys on CVET have been conducted but there is still a lack of data on general motivations for adult learning. The reasons given by interviewees regarding CVET plans in a 2002 survey, however, clearly reflect the fact that the majority of adults views adult learning as a personal issue; this survey covered people with plans to engage in CVET. For this reason, the high importance given to personal interest was particularly impressive.

Table 11: **Variety of reasons for planned continuing education and training, 10/11 2001, in %**

QUESTION: "What is the reason or are the reasons why you want to take part in concrete measures of continuing vocational education and training?" Source: Fessel-GfK (2001) , (n=195).

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

Explicitly job-related motives come only in second place, in which context it is striking once more that participation in CVET is primarily motivated by the necessity of updating knowledge and skills to adjust to changes while in the past mainly upgrading training (for prospective promotions) were in the foreground. Less than 20% mentioned the intention of career changes as their motivation to take part in CVET measures. Even lower is the proportion of respondents stating they want to take part in a CVET measure because their employers has obliged them to. This underlines the finding that the decision to take up CVET measures is a personal one for the majority of the population with CVET plans. In the end, CVET is indeed a personal learning process – also within the framework of secondary or vocational school – and therefore requires the individual's motivation. In countries with a high level of prosperity and resulting alternative possibilities to design household chores, the motivation to take part in CVET measures becomes the key to participation in lifelong learning. It can be assumed (cf. Table 12) that the personal motivation aspect in CVET is of high relevance in the population. Another access to the analysis of motivations are participant surveys where motives for participation are crossed with payment of costs and the use of time. Currently the individual commitment is reflected in the fact, for instance, that nearly 4 out of 10 participants pay course fees themselves. In regulated (exam-related) CVET programmes, this rate is nearly 6 out of 10.

Table 12: **Initiative for continuing vocational training by educational attainment and occupational status, in 2001, in %** Source: Fessel-GfK (2002)

QUESTION: "Who takes the initiative for the concrete implementation of your attendance of continuing vocational training measures?" (basis: employed people planning to attend continuing vocational training)

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

Table 13: **Funding of continuing education and training measures by participant motivation, in %**

What are your most important reasons for taking part in this training measure?	<i>Who pays course fees?*</i>						Total*
	I pay everything	Company pays	Partly me – partly	AMS	Partly Laender	Other	

		everything	the	subsidiaries			
	%	%	company	%	%	%	%
Preparation for exam	57	23	7	5	9	2	102
Making new contacts	54	24	6	9	6	3	102
Career change	53	11	6	22	9	3	104
Preparation for job after qualification	43	24	6	14	7	9	103
Improvement of chances of promotion	39	38	8	8	8	2	103
Improvement of special problem-solving skills	27	55	8	6	5	2	102
Securing own position in the company	29	53	9	5	6	1	103
Experience exchange with colleagues from the sector	31	51	8	6	5	2	103
Keeping updated about current developments	34	46	7	8	6	2	102
Total	38	41	7	8	6	2	102

*Multiple statements were possible! Source: ibw-WIFI-participant survey 1999/2000 (n=34,600)

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Glossary

AHS, allgemeinbildende höhere Schule -Secondary academic school

AMS, Arbeitsmarktservice - Public Employment Service Austria

ARGE BHÖ, Arbeitsgemeinschaft der Bildungshäuser Österreichs – Working Group of Austrian Education and Training Centers

BFI, Berufsförderungsinstitut – Vocational Training Institute Austria

BHS, Berufsbildende höhere Schule - Secondary technical and vocational college (secondary TVE college)

BMBWK, Bundesministerium für Bildung, Wissenschaft und Kultur - Federal Ministry for Education, Science and Culture

BMS, Berufsbildende mittlere Schule - Secondary technical and vocational school (secondary TVE school)

BRP, Berufsreifeprüfung: General Higher Education entrance examination for leavers of the apprenticeship system and secondary TVE schools

BVÖ, Büchereiverband Österreichs – Austrian Library Association

CVTS-2: Continuing Vocational Training Survey No. 2, EUROSTAT Survey

DUK, Donau Universität Krems - Danube University Krems

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

Forum katholischer Erwachsenenbildung in Österreich – Forum of Catholic Adult Education in Austria

IMAS –Institut für Markt- und Sozialanalysen GmbH

ibw - Institute for Research on Qualification and Training of the Austrian Economy

IHS, Institut für Höhere Studien - Institute for Advanced Studies

KEBÖ, Konferenz der Erwachsenenbildung Österreich - Austrian Conference of Adult Education Institutions

LFI, Ländliches Fortbildungsinstitut - Institute for Adult Education in Rural Areas

Reifeprüfung (Matura) - General higher education entrance qualification

RÖBW, Ring österreichischer Bildungswerke – Federation of Adult Education Associations

SBP, Studienberechtigungsprüfung - University entrance examination

ST.AT, Statistik Austria - Statistics Austria

TVE - Technical and vocational (education and training)

VG-Ö, Volkswirtschaftliche Gesellschaft Österreichs – Economic Society Austria

VHS, Volkshochschulen – Austrian Adult Education Centres

VÖGB, Verband österreichischer gewerkschaftlicher Bildung – Association of Austrian Trade Union Education

VÖV, Verband österreichischer Volkshochschulen – Federation of Austrian Adult Education Centres

WIFI, Wirtschaftsförderungsinstitut der Wirtschaftskammer Österreich – Institute of Economy Promotion of the Austrian Economic Chamber

Relevant links

<http://www.Lebenslangeslernen.at>

<http://www.Erwachsenenbildung.at>

<http://www.virtual-learning.at>

<http://www.efit.at>

<http://www.aucen.at>

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<http://www.aucen.at/index.htm>

<http://www.ams.or.at>

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<http://www.lfi-austria.at>

<http://www.members.telering.at/bildungswerke>

<http://www.vwg.at>

<http://www.voegb.at>

<http://berufsbildendeschulen.at>