

# Apprenticeship training in Austria

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## Outline

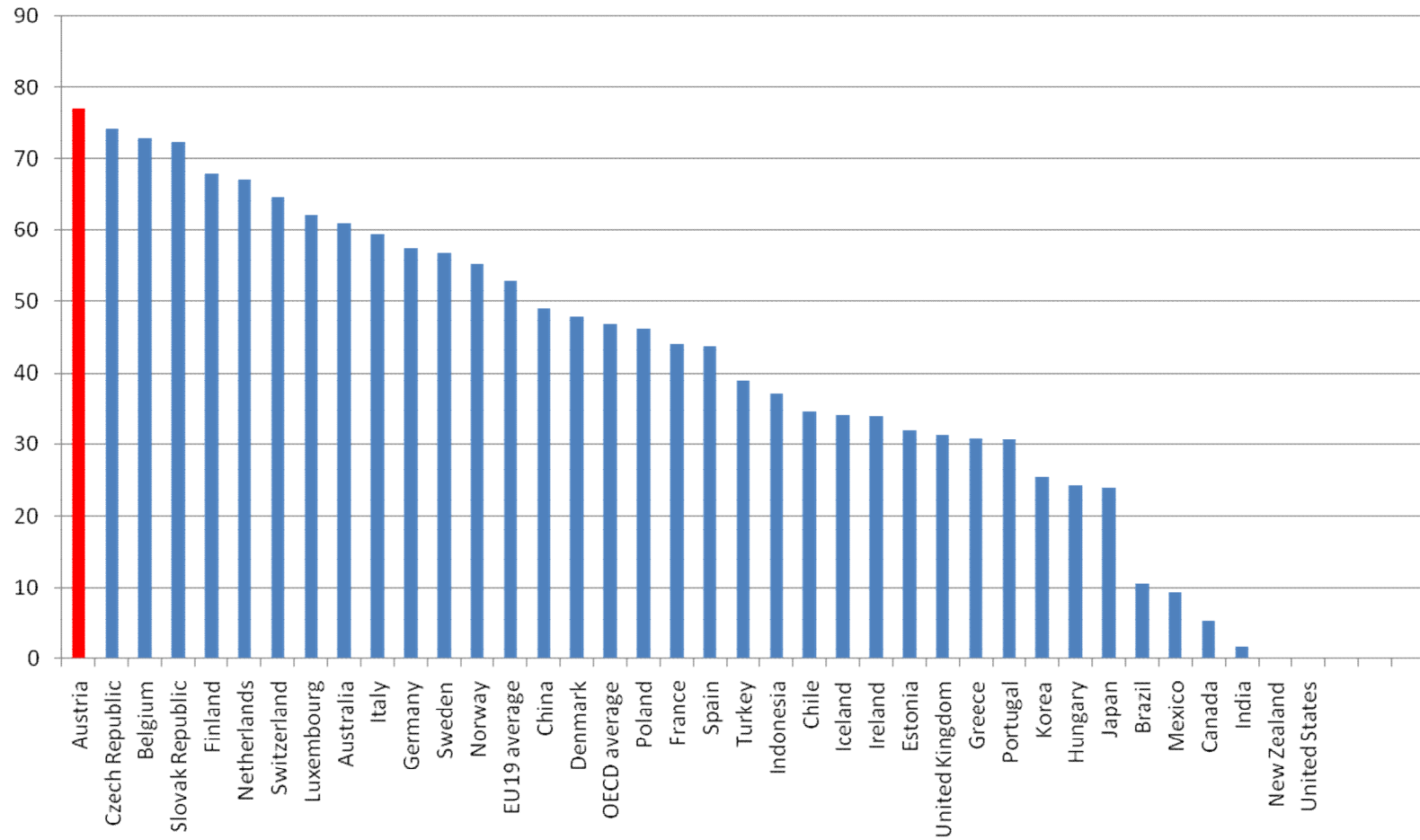
1. Structure and relative importance of VET in Austria
2. VET and employment: some indicators
3. Main system features and governance of apprenticeship training

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# Attractiveness of VET

Percentage of students in VET at upper secondary level



## Main VET programmes

### **Dual Apprenticeship training** (around 40% of 16+ year-olds)

- training enterprise (80% of time) and part-time vocational school (20% of time)
- demand led system: apprenticeship contract between enterprise and apprentice
- training is based on two regulations (ordinances): training company and school
- 200+ apprenticeships (“professions”) in practically all branches of the economy with a 2-4 years training period
- basis for “Higher VET”: “Meister” and other professional qualifications

### **Full time school based VET** (around 40% of 16+ year-olds)

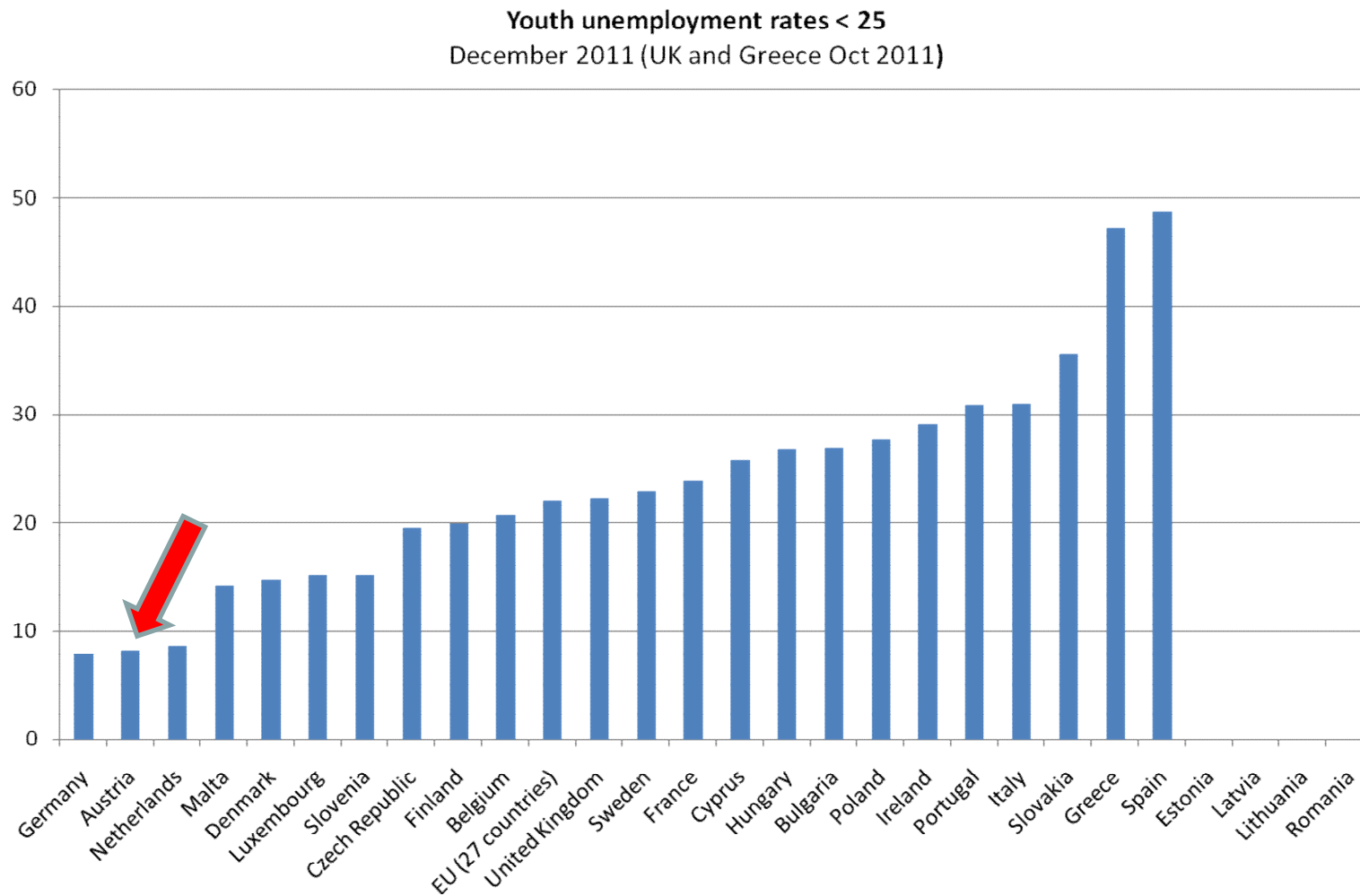
- combination of general and vocational education
- different types and duration
- Double qualification in VET-colleges: VET-diploma and university access

### **Continued Vocational Education and Training (CVET)**

- relatively unregulated
- diverse range of training providers
- formal and non-formal qualifications
- programmes at all levels – from basic to “higher VET”

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# Transition from education to labour market



# Labour Market Demand for different qualifications

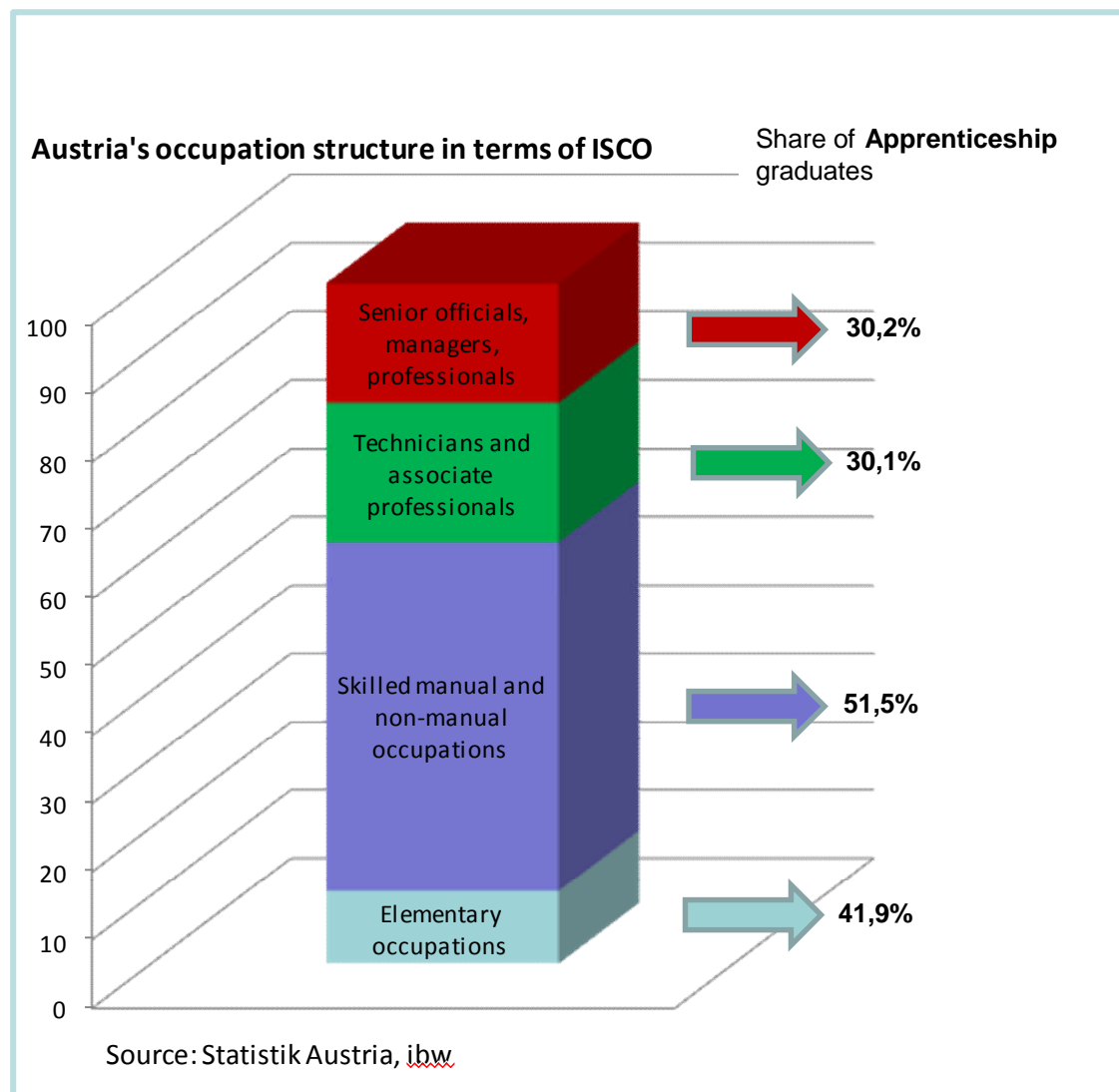
## Job advertisements in Austrian print media January to June 2010

formal qualification	First Semester 2010	
	absolut	in %
Universities and other higher education	10.581	6,0
Secondary schools (Gymnasium) and VET-colleges	13.185	7,4
School based VET	12.216	6,9
<b>Apprenticeship training including „Meister“</b>	<b>95.440</b>	<b>53,7</b>
Completed mandatory schooling	42.934	24,2
Without reference to a specific qualification	3.338	1,9
<b>Total</b>	<b>177.693</b>	<b>100,0</b>

Source: GfK, AMS, ibw

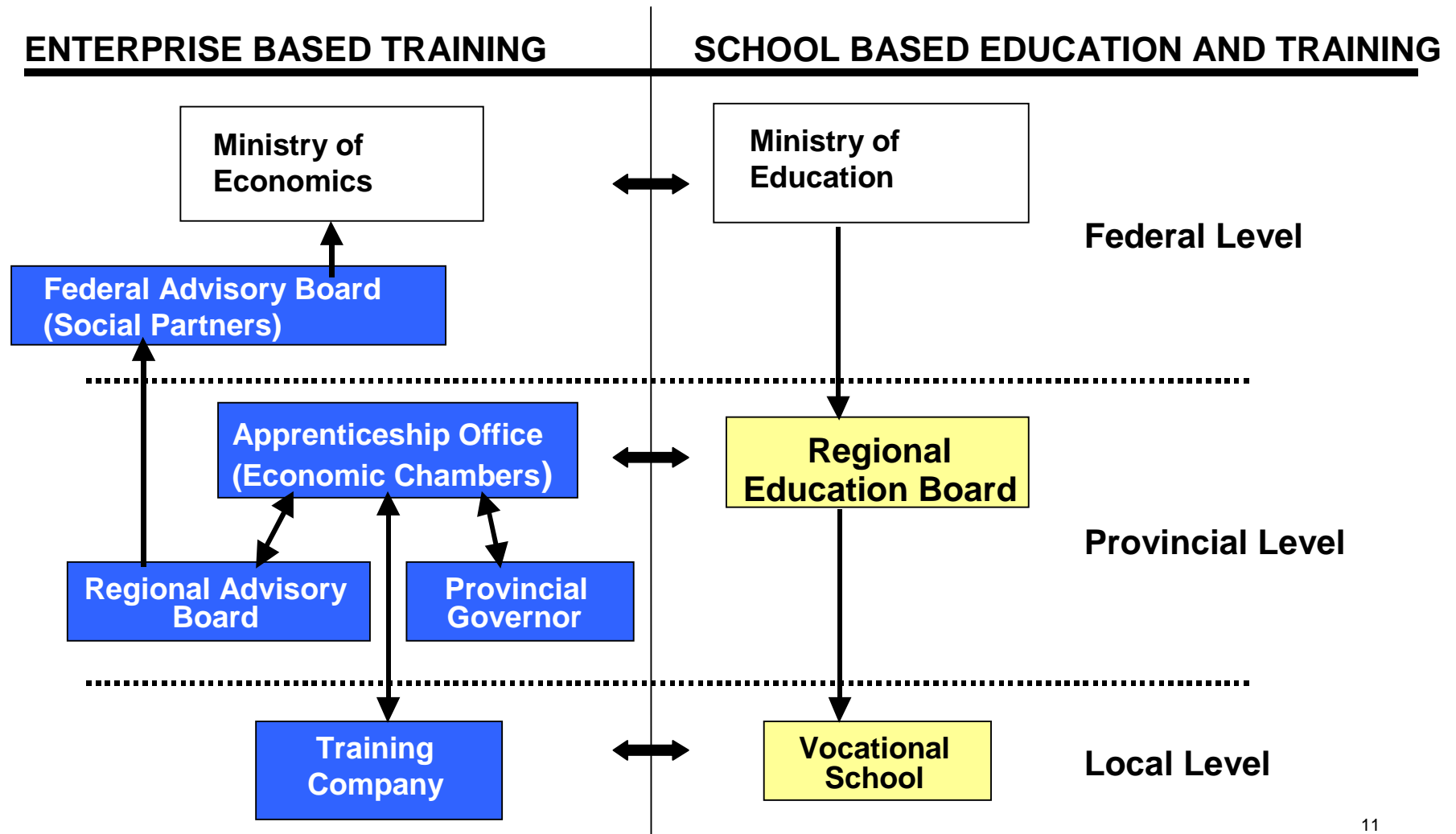


# Employment of Apprenticeship graduates



1. Structure and relative importance of VET in Austria
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# Governance of Apprenticeship training: overview (1/2)



## Governance of apprenticeship training overview (2/2)

- Institutional Background: corporatist model of Social Partnership with Chambers as corporations under public law and with compulsory membership (Economic Chambers, Chambers of Labour, Chambers of Agriculture)
- Important and institutionalized role of Social Partners: advisory boards on apprenticeship training at federal and provincial level
- Economic Chambers as competent authorities and awarding bodies
- Regulated labour market (legal bases and collective bargaining)
  - apprenticeship qualification for skilled labour positions;
  - Master crafts (“Meister”) qualifications and professional qualifications as proof of competence/prerequisite for setting up and running a business

## Institutions and their roles (1/2)

- Federal Advisory Board on Apprenticeships
  - Legal basis in the Vocational Training Act
  - Members are nominated by Economic Chamber, Chamber of Labour and Ministry of Education
  - Advises the Ministry of Economic Affairs on trades to be established and the updating of ordinances and a number of administrative matters
  
- Apprenticeship offices at the regional Economic Chambers:  
act on a legal basis (Vocational Training Act) and on delegated authority from the Ministry of Economic Affairs
  - Accreditation of training companies
  - Approval and registration of apprenticeship contracts
  - Organisation of examinations ( the examination boards consist of representatives of Economic Chamber and Chamber of Labour)
  - Awarding of the qualification
  - Administration of financial incentives for training companies

## Institutions and their roles (2/2)

- Research institutes affiliated to Social Partners: [www.ibw.at](http://www.ibw.at) (links to Economic Chambers and Federation of Industry) and [www.oeibf.at](http://www.oeibf.at) (links to Chamber of Labour and Trade Unions)
  - Preparation of drafts for new or updated training ordinances
  - Evaluations and other research
  - Preparations of exam questions: support to examination boards and ensuring a common standard
  - Preparation of support and study material to companies and apprentices

## Accompanying support measures

Example of support measures and infrastructure by Economic Chambers:

- Different brochures and websites: support material for training companies; information for pupils, parents etc.
- Guidance and career counselling centres at regional level
- Pre-selection services including assessments for the recruitment of apprentices
- [www.bic.at](http://www.bic.at): online tool for career information and guidance

# The introduction of new apprenticeship trades

- |  |   |
|--|---|
| <b>1. Preparation</b>  | <ul style="list-style-type: none"><li>• Identification of specific needs (e.g. due to the emergence of a new occupational field or changes in requirements in an existing occupational field) to design a new or adapt an existing apprenticeship trade, on the initiative of the Ministry of the Economy, the social partners or company representatives (usually channelled via ibw)</li><li>• First opinion by the Ministry of Economy and the social partners</li><li>• Consideration of European and international developments as well as solutions introduced in other countries</li></ul>   |
| <b>2. Elaboration of the training ordinance and framework curriculum</b> | <ul style="list-style-type: none"><li>• Preparation of draft training ordinance (mainly by ibw)</li><li>• Expert discussions in the Federal Advisory Board on Apprenticeship</li><li>• Submission of expert opinions of the Federal Advisory Board on Apprenticeship to the Ministry of Economy</li><li>• Establishment of an expert group from the part-time vocational schools and the social partners under the leadership of the Education Ministry to develop a framework curriculum in compliance with the training ordinance</li><li>• Preparation of drafts for nationwide review</li></ul> |
| <b>3. Issuing of the two ordinances</b>                                  | <ul style="list-style-type: none"><li>• Involvement of all stakeholders in a consultation and review process</li><li>• Evaluation of opinions and comments</li><li>• Issuing of apprenticeship training ordinance by the Ministry of Economy and of a framework curricula ordinance for part-time vocational schools by the Education Ministry</li></ul>  |
| <b>4. Follow-up measures</b>   | <ul style="list-style-type: none"><li>• Elaboration of supportive manuals and additional material to support training companies</li><li>• Provision of information to training enterprises by apprenticeship offices</li><li>• Training of trainers in enterprises and of teachers in part-time vocational schools</li><li>• Training of examiners of apprenticeship-leave examinations</li><li>• Continuous evaluation</li></ul>   |



# Financing of Apprenticeship training

- Training company provides and pays for company based part of training
  - training infrastructure, trainer salary, apprentice remuneration, etc.
  - The apprenticeship remuneration is set separately for each apprenticeship in collective bargaining agreements
- Federal and regional governments provide and finance the school based-part of training
- Financial support to training companies (mainly financed by employers through a fund scheme)
  - Basic support: three apprenticeship remunerations in the 1st, two in the 2nd and one in the 3rd and 4th year of apprenticeship
  - Specific support for training alliance and additional qualifications; CVET for trainers: 75% of the costs up to a max. of EUR 1,000.
  - Excellent and good performance in apprenticeship-leave exams: EUR 200 in case of good performance, EUR 250 for excellent performance
  - Waiving / reductions of employers' contributions to health, accident and unemployment insurance

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## Responsibilities at federal level

- Federal Ministry of Economics, Family and Youth
  - responsible for the enterprise-based part of apprenticeship training
  - Vocational Training Act and ordinances for the different apprenticeships
- Federal Advisory Board on Apprenticeship
  - representatives of the social partners, vocational school-teachers are co-opted as advisory members
  - submits expert opinions to the Economics Ministry (e.g. on new apprenticeships), which the Ministry usually transposes into an ordinance
- Federal Ministry of Education, the Arts and Culture
  - responsible for the school-based part of apprenticeship training
  - Federal School Organisation Act
  - framework curricula for the part-time vocational school

## ... and at provincial level

- Apprenticeship Offices at the Economic Chambers
  - apprenticeship authorities of the first instance
  - Examine and accredit possible training enterprises
  - responsible for examining and recording apprenticeship contracts
  - provide counselling to apprenticeships and training enterprises
- Provincial Governors
  - apprenticeship authorities of the second instance
  - decision on appeals in apprenticeship training matters
  - appointment of members of Regional Advisory Boards on Apprenticeship
- Regional Advisory Boards on Apprenticeship
  - provide consultancy services in all issues related to apprenticeship training
- Regional Education Boards
  - implementing the federal framework curricula for part-time vocational schools for each apprenticeship
  - supervising schools in educational and technical matters