

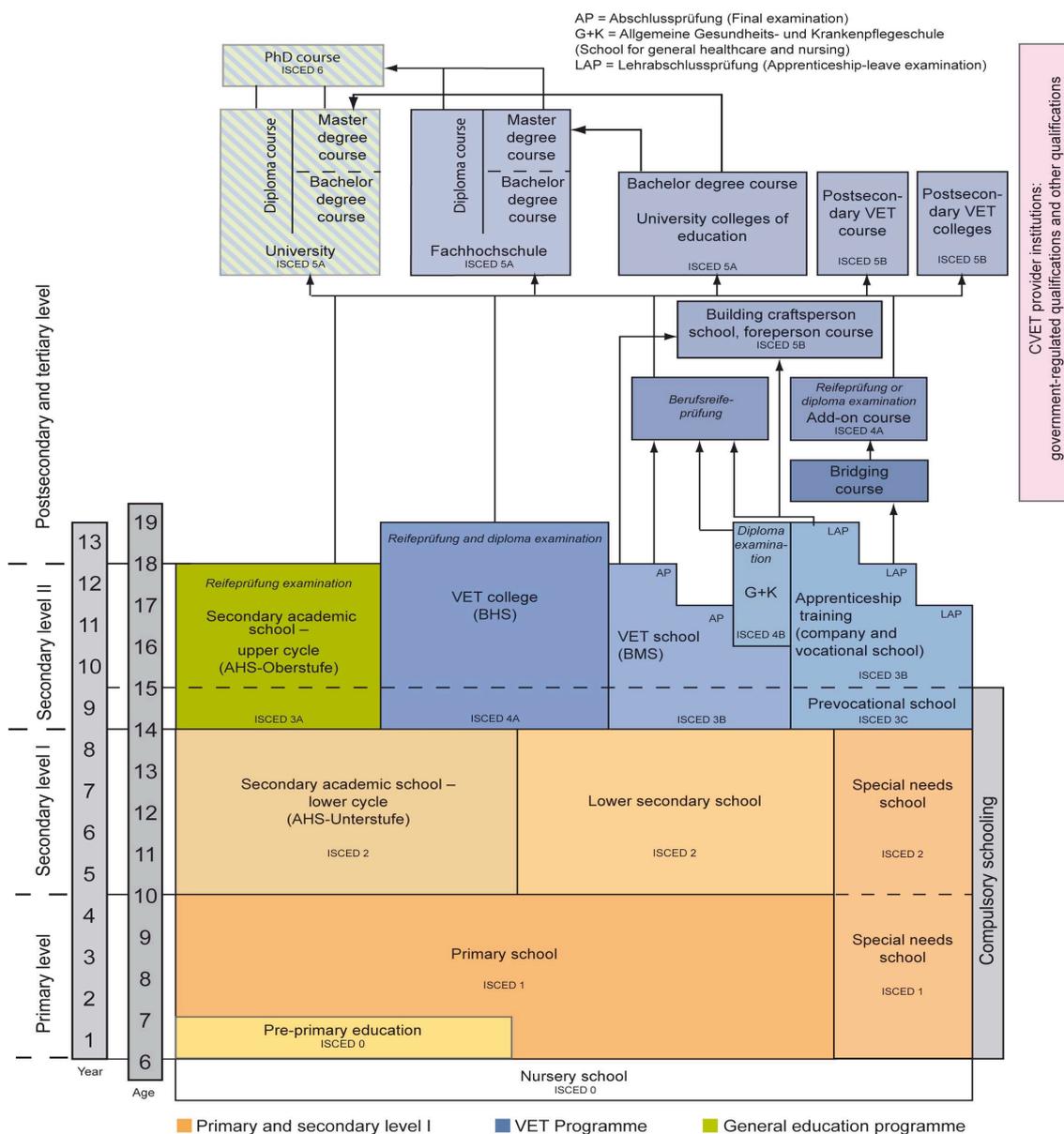
Presentation of the dual VET-System in Austria

Content

1. The Austrian school system
2. The dual vocational education and training system of Austria
 - 2.1 General information
 - 2.2 Examinations and apprenticeship certification exam
 - 2.3 Constitution of responsibilities
 - 2.4 Financing of the apprenticeship
 - 2.5 Education of the instructors
 - 2.6 Qualification framework and permeability
3. Specifics

1. The Austrian school system

In Austria a vocational education can be chosen from the 8th school step (source ibw).

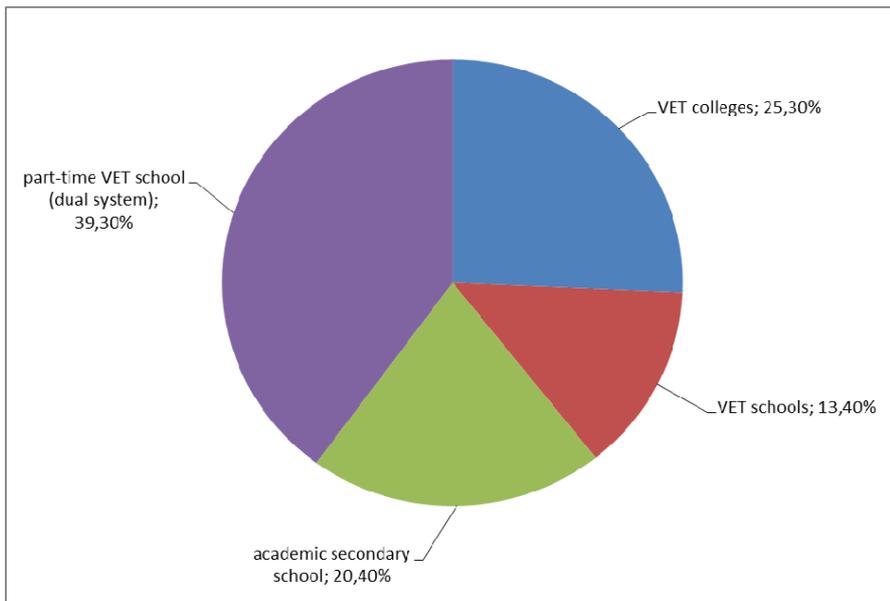


2. The dual vocational education and training system of Austria

2.1 General information

The education in a skill trade is basically open to all youngsters who have closed the nine-year-old compulsory education. The access to the apprenticeship is bound to no certain graduation.

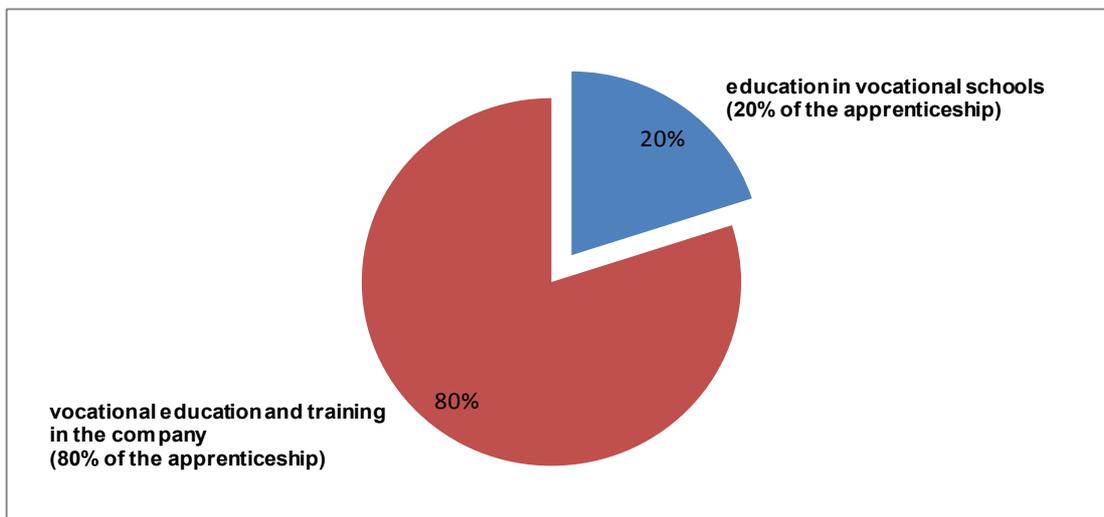
The professional training has a high value in Austria. About 40% of the youngsters in Austria learn after ending of the duty school a legally approved skill trade. Other 40% decide on vocational middle or vocational secondary schools. In total about 80% of the Austrian schoolgirls and schoolboys choose therefore a professional education. The professional first education can be acquired within the frame of the dual vocational education and training (apprenticeship and vocational school) or in full-time schools.



Source: Statistics Austria, ibw calculations

Characteristics of the dual vocational education and training:

- The apprenticeship takes place at two learning locations company and vocational school.
- The apprentice stands in an education relation with his vocational education company and is at the same time a schoolboy and schoolgirl of a vocational school.
- The company education encloses the biggest share of the apprenticeship.
- The teaching final examination (LAP) is taken from occupational experts. The main focus of the LAP lies on the competence necessary for the occupation.



Depending on the apprenticeship the duration is about two and four years. If for occupation specific apprenticeships were already acquired in former teachings or in this subject appropriate schooling, the apprenticeship can be shortened by a year if the teaching company agrees with it. Abroad acquired specialised appropriate apprenticeship can be also deducted.

Apprenticeship contract

The apprenticeship contract between the teaching beneficiaries and the apprentice forms the basis of the vocational education training in the dual system. It must be concluded in written form. If the apprentice is still under age, the apprenticeship contract must be also signed by the legal sales representative. Standardised forms are given by the apprentice's offices of the economic chambers of the single federal states.

Protocolling of apprenticeship contract: The apprenticeship contract is as quick as possible, in any case within three weeks after the beginning of the vocational training to present for protocolling to the apprentice's office. The apprentice's office checks the dates of the education contract and the suitability of the teaching company. Besides it recognises allowable work technical training periods. The protocolling of the apprenticeship contract is a condition for the later registration to the final examination.

The following specifications must be contained in the apprenticeship contract:

- name of the skilled trade in which the education ensued
- duration of the apprenticeship
- beginning and end of the vocational education
- dates of the skilled trade-entitled person and if necessary the instructor
- dates of the apprentice
- hints to the occupational compulsory education
- possible apprenticeship within the frame of an education group with other companies or educational institutions
- settlement of the apprentice's reparation
- day of the conclusion from the apprenticeship contract

Education framework

Currently there are in Austria 204 commercial and 14 agricultural and forest skilled trade (stand autumn, 2012). They are arranged as singles, teams, main focus or module skill trade and are regulated federal-legally.

All legally approved commercial skilled trades are fixed in the skilled trade list. In this list the apprenticeship duration and the relationship are also regulated to other skilled trade with deduction by apprenticeships. The currently arranged skilled trades are listed in the following. The legal bases for this are fixed in the professional training law (BAG). For each of these skilled trades the Minister for Economic Affairs remits an education order. It is obliging for the education in the teaching companies. For the agricultural and forest skilled trade there are own regulations: In the agricultural and forest professional training law (LFBAG) the principles of the education are fixed. The federal states remit it on building up the detailed regulations. In every education order the specific job profile of the skilled trade is fixed. The job profile is the "curriculum" for the teaching company. It contains – after teaching years jointly – the professional competence which must be provided for the apprentice during the company education. With teachings regulated anew an occupational profile is also formulated beside the job profile. It states in a short enumeration the professional requirements which the ready qualified apprentice can fulfil. The curriculum of the vocational school corresponds with the education order. In many occupations the job profile is complemented with education guides and education materials.

Vocational school

The main focus of the education in the vocational school lies with approximately 65% in the work technical

lessons, the general lessons take about 35% of the school hours. Within the frame of the professional lessons it is also trained practically in workshops and/or laboratories. The vocational schools are established for single skilled trade. The apprentice is obliged to the visit of the vocational school. He/she will be called up according to the location of the teaching company in the respective federal state for the occupational school visit. The classes are put together after single skilled trade or in some cases also after teams of related skill trade. The lessons in the vocational school can be made in the following organisation forms:

- all year round, i.e. at least on a full school day or on two half a school days in the week
- according to course, i.e. at least eight weeks throughout
- according to season, i.e. for a certain season blocked

The variety of the organisation forms goes down to the vote between economy and school person responsible and considers the demand of the single industries or regions.

Vocational school

- specialised theoretical supplement of the company education
- complementary specialised practical education
- deepening and complement of the general education
- specialised foreign linguistic education

Vocational education company

The specific features of the company education are:

- the professional training is finished under the conditions of the real working life. The apprentice acquires in the job profile for the respective teaching to established necessary skills and knowledge. Afterwards the qualified apprentice can take over as a skilled worker immediately a certified professional activity.
- the education takes place extensively within the frame of productive works; this relieves the expenses for the company and strengthens the learning motivation of the apprentice.
- for the companies who can train the job profile not completely exists the possibility to use a complementary practical education in an education group. Moreover, inter-company training centres (e.g., teaching contractor's yards) are established by the economy in some industries.

Vocational education in the company

- learning in practice for the practice
- learning at productive work at the application of the most modern technologies
- learning in the education group
- exercise of a certified activity immediately after the apprenticeship

The companies who would like to train apprentices submit before their admission at the in each case responsible apprentice's office of the economic chamber an application for statement of the suitability to the apprentice's education (statement application). The apprentice's office of that federal state in which the education company is locally responsible. The apprentice's office is obliged legally to check in collaboration with the working-class chamber whether the company fulfils the conditions for the apprentice's education. If this is the case, a so-called notice of assessment is given to the company. This certifies that the company can admit apprentices.

Conditions for the apprentice's education:

Juridical suitability

The company must be entitled after the industrial code to do the activities in which the apprentice should be trained. Apprentices can be trained not only by industrial concerns, but also by independent professions, as for example chemists, architects, lawyers, civil technicians etc., as well as by associations, administration offices and other legal entities.

Company suitability

The company must be so arranged and be led that all knowledge contained in the job profile and skills can be provided for the apprentice. For those companies who can not provide this to the full extent the possibility of the apprentice's education exists within the frame of an education group. The size of company is not defining for the apprentice's education. In every company – also in one person companies – apprentices can be trained, as long as apprentice's care is guaranteed. Besides, a sufficient number of instructors suitable educationally and in this subject must be available in the company.

2.2 Examinations and apprenticeship certification exam

The purpose of the teaching final examination (LAP) is to be found out whether the test candidate has appropriated the skills necessary in the concerning skilled trade and knowledge and is able to export the activities necessary for this occupation expertly.

The teaching final examination is made up of a practical one and a theoretical examination. The theoretical exam is cancelled among other things if the examinee has closed the vocational school positively.

To the teaching final examination can be admitted:

- apprentices (in the learnt or used teaching)
- people who have finished the fixed apprenticeship under charge of a schooling education or must recline on account of such no apprenticeship.

However the professional training law (BAG) also opens people who run through no formal education (apprenticeship or school), the access to the teaching final examination and therefore the possibility of the acquisition of a formal professional qualification. In the concrete the following conditions must be given for it:

- completion of the 18th year and
- showing the proof that the necessary skills and knowledge of the concerning skilled trade, were acquired, e.g., by an accordingly long and appropriate educate occupation or other practical activity or by the visit of a suitable course event.
- As a proof is also valid the recline of the at least half time settled for the suitable teaching if no possibility exists to close an education contract for the remaining apprenticeship.

With the amendment of BAG in 2011 the access to the LAP was extended. The new regulation in §23 paragraph 11 intends that apprentice's office can fix the Acts of the practical teaching final examination in two parts. The first part exists as a statement of the already acquired qualifications of the test candidate, while in the second part of the examination the still being absent qualifications are to be proved. This regulation is valid, if examinees

- the 22nd year already completed and
- have finished the country-professional training advisory board as suitably classified educational measures within the frame of projects to the higher qualification.

2.3 Constitution of responsibilities

Success and advancement of the apprenticeship are protected by the fair cooperation of many institutions and establishments at different levels.

National level

Federal Ministry of Economy, Family and Youth

- professional training law (BAG)
- skilled trade list
- education and examination orders for the skilled trade
- the uppermost supervisory authority of the company apprentice's education

Federal Ministry for Education, Arts and Culture

- various school laws
- framework curriculum for vocational schools
- cost absorption for the teaching staff of the vocational schools by the level of 50%

Federal Advisory Board on Apprenticeship

- social-in partnership occupied
- certificates for the economics ministry (e.g., about the reorganisation of a teaching as well as to the most different questions of the professional training)

Land level

Apprentice's offices

- established with the economic chambers in the federal states
- professional training authority of the first authority
- check the suitability of the teaching companies (equipment, people)
- examine and protocolling the announced education contract
- advice teaching companies
- advice apprentices
- announce the chairpersons of the teaching conclusion examining board
- deal with the teaching final examinations and demands

Land school inspectors

- implement frame curricula of the alliance
- educational and technical supervision
- guidance, planning and coordination
- organisational development and personnel development, quality assurance, consultation as well as conflict management in collaboration with the occupational school inspectors in some federal states

Federal States

- establishment, equipment and preservation of the vocational schools
- cost absorption for the teaching staff of the vocational schools at the rate of 50%

Heads of the province government

- professional training authority of the second authority
- decide on appeals in professional training affairs and on deletion illegally registered education contracts

Country Advisory Board on Apprenticeship

- social-in partnership occupied
- advisory board for the professional training at state level

Local level

Vocational education companies

- provide a full professional training for the youngsters
- organise their education on the basis of the education order

Vocational schools

- provide general, specialised theoretical and complementary specialised practical education

Trainers

- provide the comprehensive technical and personality-related education of the youngsters

Apprentices

- are the skilled worker's younger generation for the Austrian economy
- protect their position in the economic life and in the company by the acquisition of a full professional training

2.4 Financing of the apprenticeship

The costs for the company education are paid by the respective teaching company. The schooling (vocational school) is financed by the public authorities. With it the far biggest part of the expenses is cancelled for the professional training in the apprenticeship for the companies. The apprentice's reparation forms the biggest interest of the expenses for the apprentice's education. The rate is fixed in the collective agreements. If no collective-contractual regulation is given, the apprentice's reparation must be agreed individually in the education contract. The apprentice's reparation rises every teaching year and amounts to on an average about 80% of the suitable skilled worker's salary last teaching year. Nevertheless, in the course of their education the apprentice contributes by his or her productive work also to the productiveness of the teaching company. The productive performance of the apprentice rises with every teaching year. The expenses of the education decrease the profit of the company and with it the inland revenue. In this respect the state also helps carry here indirectly a part of the company cost of studying. During the first two teaching years the contributions are cancelled of the other for the employer as well as for the apprentice for the health insurance. The apprentices are still completely insured. The contributions to the accident insurance are cancelled with straight insurance cover for all teaching years. Besides, there are for the apprentice's education different supports (see the following side). The costs of the equipment of the vocational schools with machines, utensils and teaching materials are taken by the federal states. The expenses for the teaching staff are shared half to the alliance and half to the respective federal state.

2.5 Education of the instructors

Occupational schoolteachers

Since the introduction of the educational colleges (PH) in 2007 the specialised didactic education of occupational schoolteachers takes place in the form of a three-year-old bachelor's study in a PH. The first one as well as the third year of the study are finished work accompanying, the second year as a full-time study. The education is ending with the academic degree "Bachelor of Education" (BEd).

Strongly simplistically three different teams of occupational schoolteachers can be distinguished:

- teachers of general and business management teaching objects (Professional team I)
- teachers of specialised theoretical teaching objects (professional team II)
- teachers of specialised practical teaching objects (professional team III)

The professional team I and the professional team II a school leaving exam and certificate examination of an appropriate vocational secondary school or the (occupational-) school leaving exam is an appropriate education condition for the registration to the study for the teaching post in vocational schools. The professional team III has to prove an appropriate examination for the master's certificate or an equivalent appropriate ability as well as the general university maturity (e.g., school leaving exam, occupational school leaving exam or study authorisation exam). Besides the personal suitability an at least three-years appropriate professional practice for the registration to the study is presumed.

Instructors

The teaching beneficiary (e.g., proprietor) can train apprentices themselves. Nevertheless, he / she can entrust also suitable employees of the company with the education. The success of the company education is determined above all by the technical skill and the educational abilities of the instructor. The activity as an

instructor is attached by certain professional previous trainings and the proof of work educational and juridical knowledge. This knowledge is ascertained by the instructor's examination. The exam can be substituted with the graduation of the 40-hour instructor course. Some vocational educations or examinations (e.g., examination for the master's certificate, conclusion of a foreman's school) are treated as equal to the instructor's exam. Most instructors train within the frame of their professional main activity, nevertheless, at many bigger companies there are also full time instructors and educators in charge.

Instructor's qualification

- technical qualifications
- work educational know-how
- juridical knowledge

2.6 Qualification framework and permeability

The national qualification frame (NQR) of Austria corresponds with the 8 steps of the EQRs. To each of the 8 levels the necessary knowledge, skills and competence is named.

In the education system of Austria some possibilities of the recognition and charge of acquired competence already exist. To these belong, e.g.:

- checking of the apprenticeship on deductible training periods.
- in the skilled trade list the deduction of attended apprenticeships are regulated.
- possibility of the access to the teaching final examination according to professional training law (BAG) for the people who run through no formal education (apprenticeship or school).
- the modularisation of the apprentice's education enables to finish single modules and these are recognised later for the apprenticeship.
- equalization of inter-company teaching education and company apprenticeship

3. Specifics

Modularisation of the apprentice's education

With the novella of the professional training law (BAG) in January 2006 the possibility of the Modularisation from skilled trade was created. The apprentice's education should thereby win further in attraction.

With a module teaching the education is made up of three modules:

- Basic module: In the basic module that knowledge and skills which are necessary for the implementation of basic activities of the module teaching is given. The basic module encloses at least two years. In reasonable special cases it can last just one year.
- Main module: The main module encloses that knowledge and skills which are necessary for the exercise of the elective field (e.g., airing technology in the module teaching installation technology and building technology). It applies for a period of at least one year. Together the duration of basic module and main module must be at least three years. If now the basic module – as on top already mentioned – lasts in reasonable special cases only one year, the main module must enclose at least two years.
- Special module: The special module provides knowledge and skills for special services, products or their production. It encloses a training period space of a half a year or a whole year.

Within this system different modules can be combined with each other: Every apprentice of module apprenticeship must finish the basic module and choose a main module. In addition, the apprentice can be trained in an other main module or one or several special module (-s). It is to be mentioned that with the education the whole apprenticeship of maximum four years may not be exceeded. The module combination

must be already chosen by signing the education contract – at the beginning of the apprenticeship–. Though a change between the modules is possible, however, walks along with a teaching alteration of contract.

Advantages of the modularisation

The possibility to be able to combine different modules with each other has the advantage for companies and apprentices that the education can become more adaptably. More flexibility is not only given with the organisation of the education. Also by the introduction of new education contents this "stone system" creates a bigger frame of action. Instead of modernising a whole skilled trade or adapting to the urgent qualification requirements of the economy, single modules can be also traded with module teachings or be updated. With it can be reacted more quickly to changed industry demands. By the modularisation it is not absolutely necessary any more to introduce a totally new teaching. Rather new education contents can be added to existing "stone systems" in the form of modules. This has the advantage that the number of the single teachings continuously does not rise what leads to a more clear teaching scenery. Not only for the introduction or by the modernisation of teachings brings the modularisation advantages. Also existing single teachings can be summarised with content overlapping to a "stone system". This can lead to a sensible reduction of the number in skilled trade (with maintenance of the education variety) to raise the clarity.

Inter-company vocational education and training

Inter-company vocational education and training institutions fulfils the function of own education

To counteract against the youth unemployment, an education guarantee was assured on suggestion of the social partners of the Federal Government for youngsters. inter-company vocational education and training institutions offer youngsters who could not be provided a company education relation, the possibility of a teaching education with approved teaching final examination.

In the practical training year in 2010/11 10.384 people were in one of the AMS instructed, inter-company organised teaching training programme.

Equalization of inter-company vocational education and apprenticeship

The education in a inter-company vocational education and training institution is treated equal to an apprenticeship in the company and the trainees are valid accordingly as apprentices. Instead of an apprenticeship contract an education contract is signed.

The education contract can be signed for a year, with the aim to provide the apprentice afterwards in a company vocational education. However, it is also possible to finish the whole apprenticeship in a inter-company vocational education.

With a change of an educational institution into a company or the other way round the time spent in the same occupation will be deducted. The inter-company vocational education ends with the graduation of the teaching final examination.

Bibliography

Bundesministerium für Unterricht, Kunst und Kultur und Bundesministerium für Wissenschaft und Forschung (2011): Austrian EQF Referencing Report. Wien.

Bundesministerium für Wirtschaft, Familie und Jugend (2012): Die Lehre. Duale Berufsausbildung in Österreich. Moderne Ausbildung mit Zukunft. Wien.

Dornmayr, Helmut und Nowak, Sabine (2012): 2012 Survey of Apprenticeship Training – Structural Data, Trends and Prospects, ibw-Research Report Nr. 171. Wien. Download: <http://www.ibw.at/de/ibw-studien/1-studien/fb171/P569-lehrlingsausbildung-im-ueberblick-2012-2012>.

Tritscher-Archan, Sabine und Nowak, Sabine (Hrsg.) (2010): Berufsbildung in Europa. Länderbericht Österreich. Bericht im Rahmen von ReferNet Austria. Wien. Download: http://www.refernet.at/index.php/component/docman/doc_download/189-berufsbildungineuropalaenderberichtatde2010.

Tritscher-Archan, Sabine; Nowak, Sabine; Weiß, Silvia und Grün, Gabriele (Hrsg.) (2012): Austria. VET in Europe – Country Report 2012. Austria.