

Apprenticeship

Dual Vocational Education and
Training in Austria

Modern Training With a Future



IMPRINT

Owner and publisher:
Federal Ministry of Economy, Family and Youth
Stubenring 1, A-1010 Vienna, Austria
E: service@bmwfj.gv.at
W: www.bmwfj.gv.at

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Layout: Iris Schneider (BMWFJ)
Printed by: Federal Ministry of Economy, Family and Youth

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Thirteenth, revised edition
Vienna, September 2012

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Preface

Apprenticeship training is a well-founded and future-oriented vocational training pathway. With it, Austria offers an ideal combination of practical skills, theoretical background knowledge, and important key qualifications.

The wide acceptance of this training proves that young people are aware of the benefits of apprenticeship. Approximately 40 percent of every age group opt for dual training. More than 35,000 companies train some 120,000 apprentices, who make a substantial contribution to safeguarding and expanding competitiveness as qualified skilled workers.

As a modern vocational education and training system should respond to changed conditions in business and the world of work quickly and flexibly, apprenticeship training is being continually further developed. Therefore, the Federal Ministry of Economy, Family and Youth cooperates with other institutions involved in apprenticeship training and committed companies on a permanent basis to modernise dual training. Much has already been achieved in this connection.

Thanks to modularisation it is possible to design apprenticeship training in an even more flexible form, thus further increasing its attractiveness. Major measures to further develop apprenticeship training have been taken in recent years with the quality-oriented restructuring of subsidisation for apprenticeship posts and free access to "Berufsreifeprüfung" (or "Berufsmatura") for apprentices as early as during the apprenticeship period. Since 2012 additional and complementary instruments have been available such as the new programme "Coaching and advice for apprentices and training companies" in particular.

Furthermore we also want to increase public knowledge of the high value of apprenticeship training. The annually held "day of apprenticeship" helps further enhance apprenticeship's image and raise young people's awareness of the diversity available in the more than 200 apprenticeship occupations. The state prize "Best training companies – Fit for future" is awarded every two years to distinguish Austrian training companies for their outstanding activities in the field of apprenticeship training and set a clear signal for quality in apprenticeship.

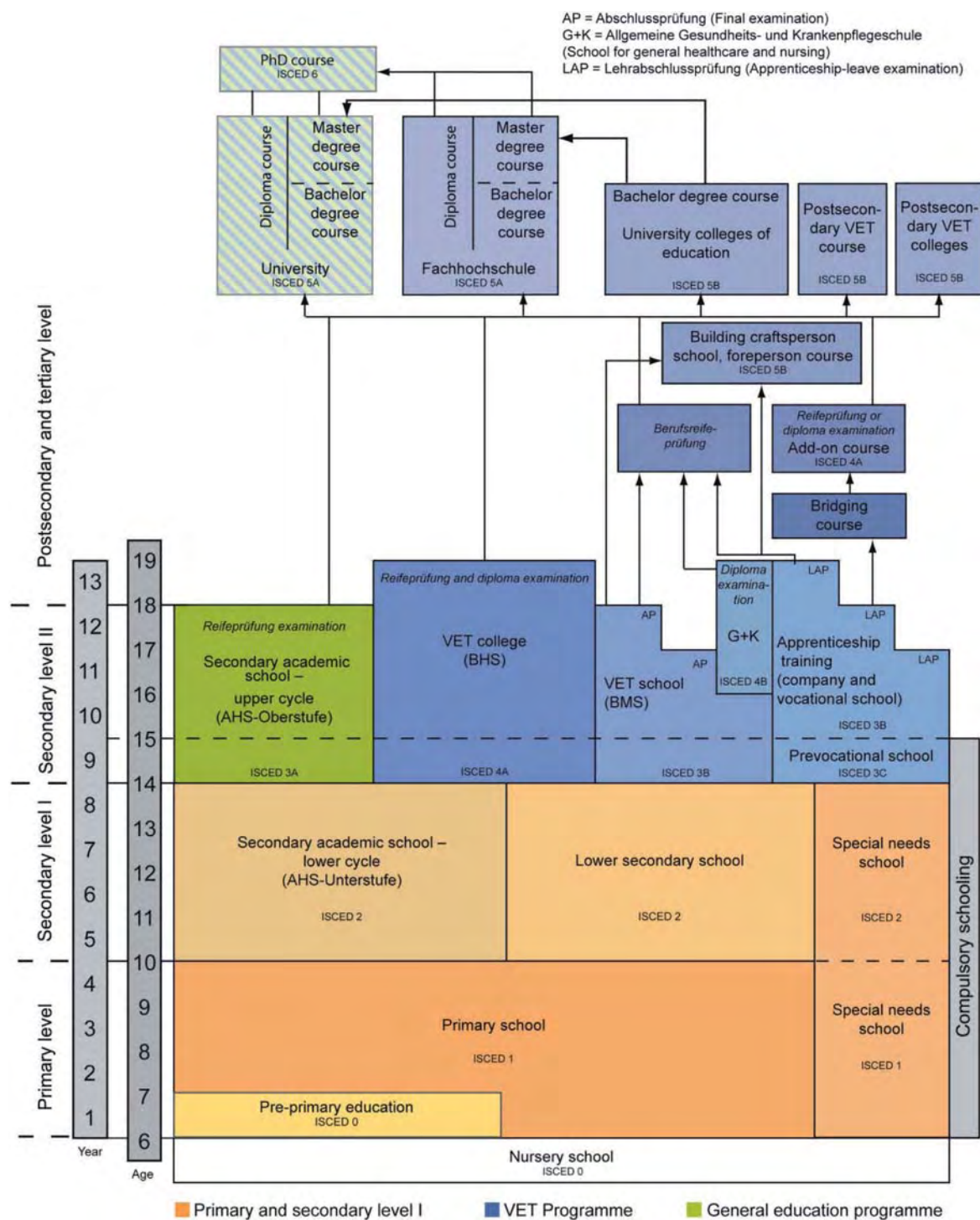
This brochure provides a comprehensive overview of apprenticeship training in Austria as well as of the large number of innovations regarding quality assurance.

Dr. Reinhold Mitterlehner

Federal Minister of Economy, Family and Youth

1 The Austrian education system

As the graphic below shows, after the 8th school year pupils can choose between two pathways in Austria: a vocational training and a general education track.

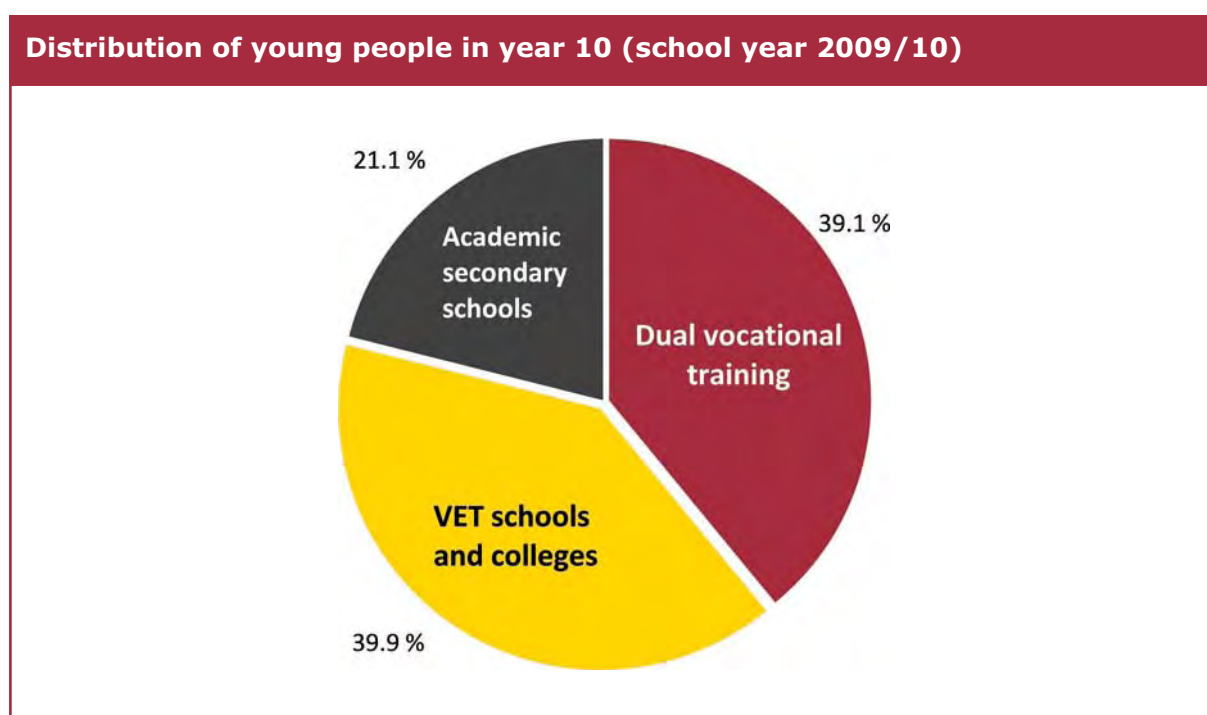


Source: ibw

Note: ISCED = International Standard Classification of Education

1.1 Initial vocational education and training

Initial vocational education and training (IVET) is extremely important in Austria. After completing their compulsory schooling period, about 40 % of young people in Austria are trained in a legally recognised apprenticeship occupation, another 40 % opt for a VET school or college. This means that some 80 % of Austrian pupils follow a vocational education and training pathway.



Source: Statistics Austria, BMUKK + ibw calculations

Initial vocational qualifications can be obtained by attending a **dual VET programme** (apprenticeship and part-time vocational school) or in **full-time schools**.

Full-time VET schools can be broken down into VET schools (e.g. schools of engineering, arts and crafts; business schools; schools of management and services industries), VET colleges (e.g. colleges of engineering, arts and crafts; colleges of business administration; colleges of management and services industries; colleges of tourism) as well as healthcare schools.

2 Apprenticeship: Dual vocational training

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

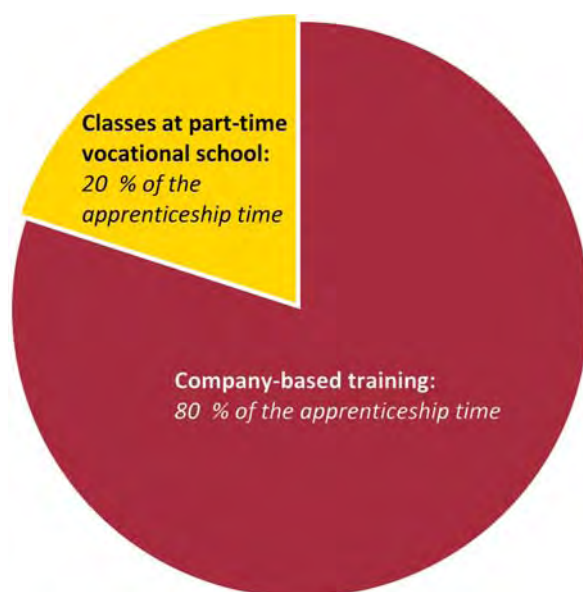
The **training in an apprenticeship occupation is open to all young people** who have completed their **nine years of compulsory schooling**. No specific school qualification is required for access to an apprenticeship.

Training in the company and at part-time vocational school

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

- In the apprenticeship training system, the **two places of learning** are the **training company** and **part-time vocational school**.
- The apprentice is in a **training relationship** with his or her training company and a **student** at a part-time vocational school at the same time.
- The **company-based part of dual vocational training** makes up the **major part** of the apprenticeship period.
- The apprenticeship-leave exam is taken in front of **professional experts**. The focus of this exam is on the **competences** required for the respective profession.

Distribution of training time to the places of learning company and vocational school



3 Why companies train apprentices

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

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

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

4 Apprenticeship occupations

In Austria there are **204 apprenticeship occupations in trade, commerce and industry apprenticeship occupations and 14 in agriculture and forestry** (as at autumn 2012). They are set up as individual, group, special-focus or modular apprenticeships and regulated by federal legislation.

All legally recognised apprenticeships in trade, commerce and industry are laid down in the **list of apprenticeship occupations**, which also specifies the apprenticeship periods and relationships to other apprenticeship occupations including credits awarded for already completed apprenticeship periods. The currently set up apprenticeships are listed in the Annex.

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

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

Note: An example of a training regulation can be found in the Annex.

Apprenticeships in Austria

204 apprenticeships in trade, commerce and industry:

- 9 modular apprenticeships
- 6 with 4 apprenticeship years
- 41 with 3 ½ apprenticeship years
- 133 with 3 apprenticeship years
- 1 with 2 ½ apprenticeship years
- 14 with 2 apprenticeship years

14 apprenticeships in agriculture and forestry:

- 14 with 3 apprenticeship years

as at autumn 2012

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

Note: A list of all apprenticeship occupations in trade, commerce and industry can be found in the Annex.

Two- to four-year apprenticeship periods

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

Credits may also be obtained for relevant training periods completed abroad.

Qualifications which lead to a reduction of the apprenticeship period:

- The upper secondary school-leaving certificate from academic secondary school (AHS),
- the final certificate from VET college (BHS),
- the final certificate from a VET school (BMS) of at least three years' duration
- another apprenticeship already completed with the apprenticeship diploma.

5 Company-based training

5.1 Specific features of company-based training

Company-based training is characterised by the following features:

- Initial vocational education and training is held under **real-life working** conditions. The apprentice acquires the required knowledge and skills which are laid down in the job profile for the respective apprenticeship occupation. **Immediately upon completion of the training, he or she is able to take up a qualified professional activity as a skilled worker.**
- Most of the training is provided as part of **productive activities**; this reduces costs and increases the apprentice's motivation to learn.
- Companies which cannot provide the job profile completely have the possibility to use **complementary practical training in a training alliance**. In some sectors, **supra-company training centres** (e.g. the "training construction sites") are established by businesses.

Company-based training

- Learning in **practice for practice**
- Learning by carrying out **productive activities** and using **state-of-the-art technologies**
- Learning in a **training alliance**
- Engageing in a **qualified activity** immediately after apprenticeship

5.2 Suitability of training company

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

Prerequisites for apprenticeship training

Fulfilment of legal conditions

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

Fulfilment of corporate conditions

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

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

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

5.3 IVET trainers

The authorised apprenticeship trainer (such as the company owner) is entitled to train apprentices himself/herself. He or she may, however, entrust another competent employee with this task. The success of company-based apprenticeship training is mainly determined by the IVET trainer's professional competence and pedagogical (teaching) skills.

The work of the IVET trainer not only requires certain **previous professional qualifications** but also proof of **knowledge and skills related to vocational education and law**.

This knowledge is proven in the course of the **IVET trainer exam**. The examination is waived for people who have completed the forty-hour **IVET trainer course**. Some qualifications or examinations (such as successful completion of the master craftsperson exam or completion of a part-time industrial master college) are treated as equivalent to the IVET trainer examination.

The majority of trainers **train their apprentices on a part-time basis alongside their regular work**. But there are also **full-time trainers and full-time training supervisors** in many large companies.

IVET trainer qualification

- subject-specific qualifications
- vocational education know-how
- legal knowledge

5.4 Training alliance

Within the framework of a **training alliance** also those companies can train apprentices where the knowledge and skills laid down for the apprenticeship occupation cannot be fully imparted.

In this case the Vocational Training Act (Berufsausbildungsgesetz, BAG) provides for a **compulsory training alliance**: It is permissible to provide training if complementary training measures are conducted in another company or educational institution (e. g. WIFI, bfi) that are suited for this purpose. It must, however, be possible to train the **knowledge and skills vital** for the apprenticeship occupation **mainly at the actual training company**.

In the apprenticeship contract (or one of its appendixes), agreement on the training content that will be imparted outside the actual training company as well as "alliance partners" (suited companies or institutions) is reached.

But it is also possible to enter into training alliances on a **voluntary** basis, if training companies aim to impart special qualifications to apprentices - possibly going beyond the occupational profile (e. g. special-purpose computer programmes, foreign language skills, soft skills, etc.).

In some provinces **institutionalised training alliances** have been set up (such as the Upper Austrian Corporate Training Alliance - FAV OÖ), which provide information and support to companies about possible partner enterprises and educational institutions and take on coordination of different training alliance measures.

Forms of training alliances

Compulsory training alliance	Voluntary training alliance
For companies which cannot teach all the training contents of an apprenticeship	Training of additional knowledge and skills which go beyond the occupational profile

Organisational options
<ul style="list-style-type: none">□ Mutual exchange of apprentices between two or more companies□ One-sided sending of apprentices to another company or several companies or their training workshop (usually against payment)□ Attendance of programmes or courses at IVET institutions against payment

6 Education at part-time vocational school

The focus of education at part-time vocational school is on **occupation-oriented specialist** instruction (with about 65%); **general subjects** make up some 35% of the schooling period. Specialist instruction also includes **practical training in workshops and/or laboratories**.

Part-time vocational schools are established for individual apprenticeship occupations. The apprentice is obliged to attend vocational school. He or she is summoned to attend part-time vocational school **depending on where the training enterprise is located** in the respective province. Classes are grouped according to the individual apprenticeship occupation or in some cases according to groups of related apprenticeship occupations.

The following **organisation forms** of teaching at part-time vocational schools exist:

- **all year round**, i.e. at least on one full school-day or two half school-days a week
- **by block**, i.e. for at least eight weeks continuously
- **seasonally**, i.e. in block form at a particular time of year

The variety of organisation forms is due to consultation between the business sphere and those responsible for school instruction and takes account of the individual economic and regional sectors' needs.

Part-time vocational school

- **subject-related theoretical training** supplementing enterprise-based training
- complementary **subject-related practical training**
- deepening and completing **general education**
- **subject-related foreign language training**

Vocational school teachers

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

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

- Teachers of general education subjects and teachers of business administration (Group I)
- Teachers of occupation-related theory (Group II)
- Teachers of occupation-related practice (Group III)

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

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

More information can be found at
www.paedagogischehochschulen.at

7 Apprenticeship-leave examination

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

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

The following people can be admitted to the apprenticeship-leave exam:

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

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

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

The 2011 amendment to the Vocational Training Act has **extended access to the apprenticeship-leave exam**. The new regulation under section 23 (11) specifies that apprenticeship offices can lay down that the practical apprenticeship-leave examination is taken in two parts. The first part comprises identification of the exam candidate's already acquired qualifications while in the second part he/she is required to prove any still outstanding qualifications. This provision applies if exam candidates

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

8 Ways towards an apprenticeship post

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

- In principle, placement into training vacancies in the dual system is conducted through the careers guidance of the **Public Employment Service Austria (AMS)**. However, not all companies register vacant training places with AMS.
- General information about apprenticeship and help in the search for free apprenticeship posts are additionally provided by the **apprenticeship offices of the economic chambers in the individual provinces**; these offices also act as vocational training authorities of the first instance. The addresses in the provinces can be found in the Annex on page 62.
- Jointly with the **Austrian Federal Economic Chamber**, AMS has set up an **online apprenticeship exchange** (www.ams.at/lehrstellen), which enables young people to search for potential training companies efficiently.
- The **educational counselling and careers guidance offices of the economic chambers** support young people by providing a variety of offers. With the **career guidance tool BIC** (www.bic.at), the economic chambers have established a state-of-the-art communication forum that gives key support to help young people make decisions and provides comprehensive information when looking for a suitable occupation.

9 Apprenticeship contract

The apprenticeship contract is entered into between the authorised apprenticeship trainer and the apprentice and forms the basis of vocational training in the dual system. It must be concluded **in writing**. In case of underage apprentices, the apprenticeship contract must also be signed by his or her legal representative. Standardised forms can be obtained from the apprenticeship offices of the economic chambers in the individual federal provinces.

Recording of the apprenticeship contract

The apprenticeship contract must be submitted as fast as possible, at least within three weeks after the beginning of the training, to the apprenticeship office for recording purposes. The **apprenticeship office will then examine the data of the apprenticeship contract and the training company's suitability**. In addition, it awards credits for occupation-specific training periods. The recording of the apprenticeship contract is a prerequisite for the apprentice's later admittance to the apprenticeship-leave exam.

The apprenticeship contract must include the following details:

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

10 Financing of apprenticeship training

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

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

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

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

In the first two years of apprenticeship, the **health insurance contributions** are also waived for the employer and for the apprentice. Nevertheless, apprentices are fully insured. The **contributions to accident insurance** are waived for the entire training period while insurance coverage remains intact.

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

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

11 Subsidisation options

There exist a number of public subsidisation options for apprentices and training companies.

Basic subsidisation

The training company can apply for basic subsidisation at the end of every apprenticeship year. The amounts of subsidies are:

- for the 1st apprenticeship year: three gross apprenticeship remunerations pursuant to the respective collective agreement
- for the 2nd apprenticeship year: two gross apprenticeship remunerations pursuant to the respective collective agreement
- for the 3rd and 4th apprenticeship years: one gross apprenticeship remuneration each pursuant to the respective collective agreement
- for half apprenticeship years: half of one gross apprenticeship remuneration pursuant to the respective collective agreement
- In case of credits awarded for apprenticeship periods and in case of reductions of apprenticeship periods, the basic subsidy will be calculated on a pro-rated basis.

Quality-oriented subsidisation options

Subsidies are available for the following:

- inter- and supra-company training measures (training alliance measures, job-specific additional qualification for apprentices, preparatory courses for the apprenticeship-leave examinations)
- continuing education and training measures for IVET trainers
- apprenticeship-leave examinations taken with good results or distinction
- measures for apprentices with learning difficulties (such as tutoring courses at compulsory school level in German, mathematics, modern language)
- equal access by young women and young men to the different apprenticeships (eligibility for subsidisation covers: accompanying job coaching for apprentices, and projects focusing on the placement of young women in apprenticeships with a share of women of up to 30 %)
- periods of work placement abroad for apprentices

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

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

More information about subsidisation schemes for apprenticeship posts can be found at www.lehrefoerdern.at

Subsidisation by Public Employment Service (AMS)

Subsidies are available for the following:

- young women in occupations with a low share of women
- youths disadvantaged on the labour market
- participants in integrative IVET schemes, and
- people who are aged 18 or over at the beginning of the apprenticeship and whose difficulties finding employment on account of their lack of qualifications can be solved by means of an apprenticeship (these also include holders of the certificate of secondary education from academic secondary school).

More information can be found at www.ams.at → Service für Unternehmen → Förderungen

Financing

Basic subsidisation and quality-related funding are financed from the Austrian insolvency remuneration fund (one part of the revenues of the fund is reserved for subsidisation of apprenticeship posts). The subsidies of Public Employment Service are financed from the labour market policy budget.

12 Competences

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

Federal level

Federal Ministry of Economy, Family and Youth (BMWFJ)

The company-based part of apprenticeship training is within the sphere of competence of the Ministry of Economy. The legal bases for dual training are laid down in the **Vocational Training Act (BAG)**. The **training regulations for the individual apprenticeship occupations** are issued by the Ministry of Economy on the basis of expert opinions submitted by the Federal Advisory Board on Apprenticeship.

Federal Advisory Board on Apprenticeship (BBAB)

The Federal Advisory Board on Apprenticeship is set up by the Ministry of Economy upon the proposal of the social partners (Austrian Federal Economic Chamber, Federal Chamber of Labour). Part-time vocational school teachers are co-opted as advisory members. The Federal Advisory Board on Apprenticeship submits statements and concepts to the Ministry of Economy which need to be considered when adopting or amending regulations.

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

Provisions concerning the organisation of part-time vocational schools and the cornerstones for the framework curricula are laid down in the Federal **School Organisation Act**. The Ministry for Education issues **framework curricula** for part-time vocational schools for **each apprenticeship occupation**. Half of the **salaries of teachers** of part-time vocational schools are financed from federal funds.

Provincial level

Apprenticeship Offices

The apprenticeship offices, which are located in the **economic chambers** in the individual provinces, act as vocational training authority of the first instance. They examine (jointly with representatives of the regional chambers of labour) the **training companies' suitability** to provide apprenticeship training in subject-specific and staff-related respects; in addition, they are responsible for examining and recording apprenticeship contracts. In principle it is their task to provide wide-ranging **counselling** to apprentices and training companies in all matters concerning apprenticeship. In this work they are supported by offices for the protection of apprentices and young people which are located at the regional **chambers of labour**. The heads of apprenticeship offices appoint the **chairpersons of the apprenticeship-leave examination boards** on the basis of a proposal to be obtained from the Regional Advisory Board on Apprenticeship. The **apprenticeship-leave exams and subsidisation schemes for training companies** are also handled by apprenticeship offices.

Federal provinces

The federal provinces are responsible for **constructing and equipping part-time vocational schools**. In addition, they finance half of the **salaries of teachers** of part-time vocational schools.

Provincial governors

At the regional level, provincial governors assisted by the respective provincial government offices are responsible for apprenticeship training and act as **apprenticeship authority of the second instance**. They decide on appeals in apprenticeship training matters, such as the withdrawal of the authorisation as a training company, and on cancellations of illegally registered apprenticeship training contracts. Provincial governors appoint the members of their respective regional advisory board on apprenticeship.

Regional Advisory Boards on Apprenticeship

In every province, one Regional Advisory Board on Apprenticeship with representatives of the social partners has been established with the aim of providing counselling services in all issues related to VET. It is responsible for preparing expert opinions, proposals and suggestions directly related to the apprenticeship training system in the respective province. On its proposal, chairpersons of apprenticeship-leave examination boards are appointed.

Regional school inspectors

Regional school inspectors are responsible for school inspection and fulfilment of all the agendas within their sphere of responsibility as well as for implementation of the federal framework curricula in the form of regional curricula.

Local level

Training companies

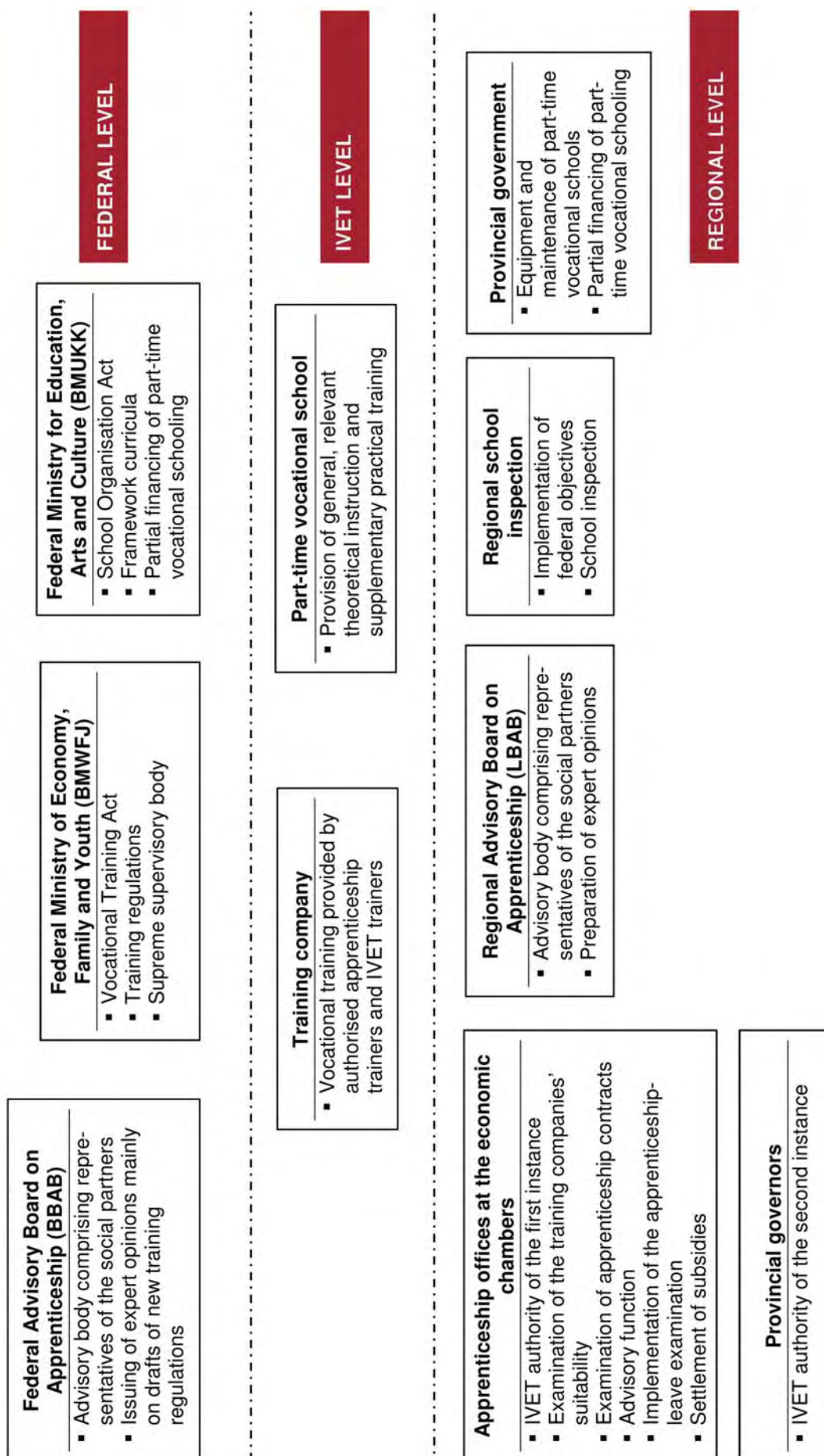
Authorised apprenticeship trainers are responsible for the provision of apprenticeship training. It is in their company that the respective apprentice is trained to become a skilled worker. In this work they are assisted by **IVET trainers**.

Part-time vocational school

Part-time vocational schools form **an integral part of the economic life** of their respective location. **Direct contact** with training companies in the region is a key prerequisite to ensure they optimally fulfil their educational task.

Note: The next page provides an overview of the institutions involved in dual training, as well as of their responsibilities and competences. A more detailed presentation can be found in the Annex on page 52.

Institutions involved in apprenticeship training and their responsibilities



13 Requirements on modern occupational profiles

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

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

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

14 New regulation of occupations

The **continuous modernisation** of training regulations is of great importance to ensure that requirements on modern occupational profiles are met.

Initiatives for new regulations are, in general, launched by the affected sectors and also the social **partners and the responsible ministries**, but **international developments** and educational programmes also play a role in this context.

In any case, the requirements of working life and practical requirements in a sector are always in the foreground. The content of training regulations is prepared by the **Federal Advisory Board on Apprenticeship** or the **Ministry of Economy**. They are supported in this work with studies and evaluations conducted by the Institute for Research on Qualifications and Training of the Austrian Economy (ibw).

The overview on the following page shows the procedures connected with the introduction of a new apprenticeship occupation.

Introducing a new apprenticeship occupation

1. Preparation	<ul style="list-style-type: none">□ The Ministry of Economy, social partners or companies take the initiative for creating or modernising an apprenticeship□ Clarification of the basic framework by the Ministry of Economy and the social partners□ Consideration of European and international developments as well as solutions introduced in other countries
2. Elaboration of training regulation and framework curriculum	<ul style="list-style-type: none">□ Preparation of draft training regulations by education research institutes□ Expert discussions in the Federal Advisory Board on Apprenticeship□ Submission of expert opinions of the Federal Advisory Board on Apprenticeship to the Ministry of Economy□ Development of a framework curriculum which corresponds to the training regulation by an expert group under the leadership of the Education Ministry□ Preparation of drafts for nationwide review

3. Issuing of regulations	<ul style="list-style-type: none"> □ Involvement of all stakeholders in a consultation and review process □ Evaluation of opinions and comments □ Issuing of training regulations by the Ministry of Economy and of framework curricula by the Education Ministry
4. Follow-up measures	<ul style="list-style-type: none"> □ Creation of supportive manuals and additional material by the companies' professional organisation, partly supported by the employees' representation or VET institutes to support training companies □ Provision of information to training companies by apprenticeship offices □ Training of trainers in companies and of teachers in part-time vocational schools □ Training of examiners of apprenticeship-leave examinations □ Accompanying evaluation

15 Modularisation of apprenticeship training

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

In modular apprenticeships, training comprises **three modules**:

Basic module

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

Main module

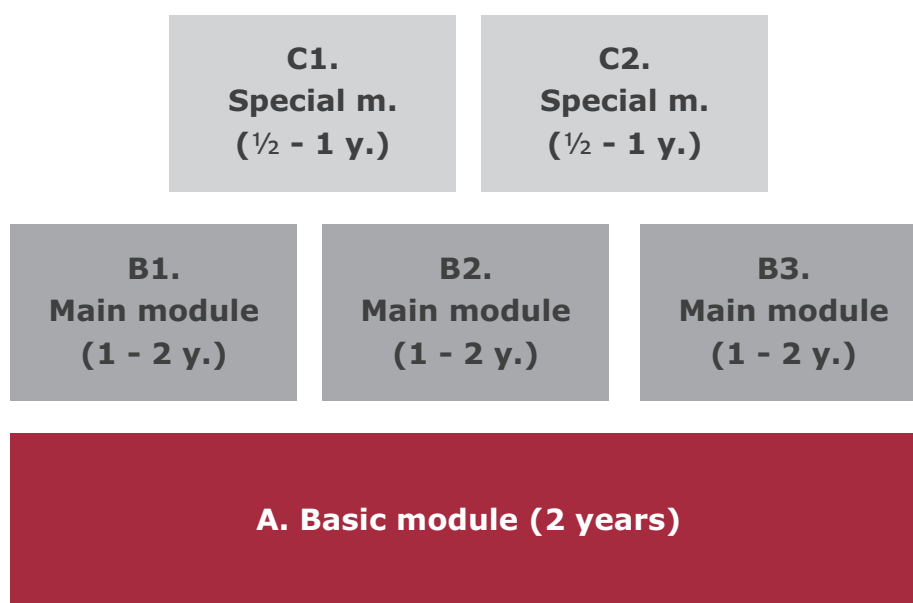
The main module comprises the knowledge and skills required for **exercising the chosen specialisation** (e. g. ventilation technology in the modular apprenticeship "Installations and Building Technology"). It has a minimum duration of **one year**. The combined duration of the basic and main module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

Special module

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

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

The modular structure



Benefits of modularisation

The option of combining different modules in the case of modular apprenticeships offers the **benefit** for companies and apprentices that training can be designed **more flexibly**.

But it is not only in the training design that there is increased flexibility. When **introducing new training content**, wider scope for action is also created by this modular system. Rather than modernising an entire apprenticeship or adapting it to urgent skills requirements of the economy, modular apprenticeships also allow individual modules to be exchanged or updated. This makes quicker responses to changing sectoral requirements possible.

Thanks to modularisation it is no longer absolutely necessary to introduce a completely new apprenticeship occupation. Instead it is possible to **add** new training content to existing systems in the form of modules. This has the advantage that the number of individual apprenticeships does not rise continually, which leads to enhanced **transparency of the apprenticeship occupation landscape**.

But modularisation does not only have benefits when apprenticeships are introduced or modernised, existing individual apprenticeships can also be combined in a modular system if contents overlap. This can lead to a **useful reduction of the number of apprenticeships** (while maintaining training diversity), which **improves clarity**.

16 Apprenticeship and Matura

Berufsmatura: Apprenticeship diploma plus certificate of secondary education

Thanks to the introduction of the Berufsmatura certificate, which provides general access to higher education for skilled workers and graduates of three- to four-year full-time VET schools, apprenticeship training also forms a good basis for the tertiary education sector. Since autumn 2008 all Austrian apprentices have had the possibility to complete the Berufsmatura exam **free of charge** and **parallel to apprenticeship training**.

The *Berufsmatura* (also termed *Berufsreifeprüfung*) certificate entitles holders to access higher education in Austria. This means that they can attend universities, universities of applied sciences (*Fachhochschulen*), university colleges of education, post-secondary VET courses, and other programmes which can only be attended by holders of the certificate of secondary education (*Reifeprüfung*).

Within the framework of the *Berufsreifeprüfung* exam, the following **four partial exams** must be taken:

- German
- mathematics
- modern foreign language
- specialist area exam (corresponding to the apprentice's occupational area).

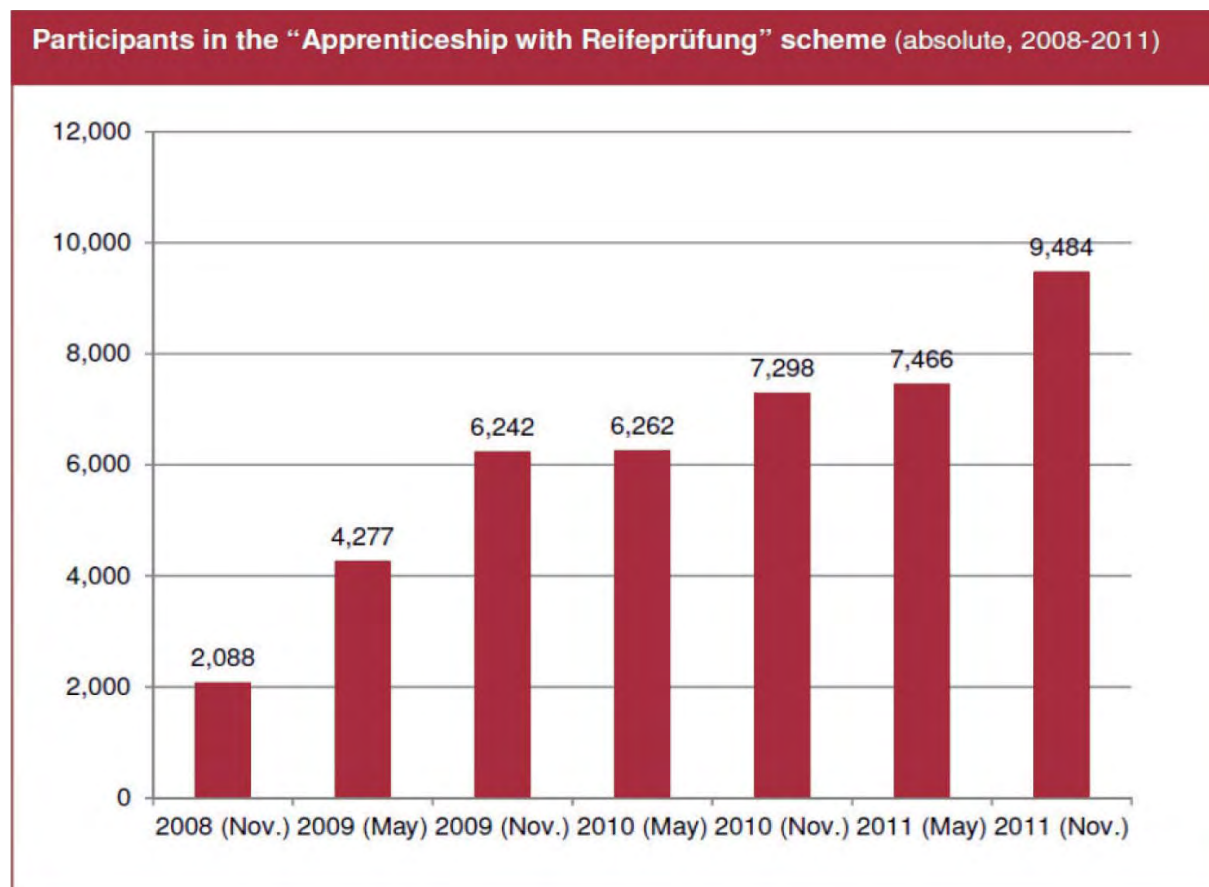
Three partial exams (German, mathematics and modern foreign language) **can already be taken during apprenticeship training**. The **last partial exam** can only be taken **after the apprenticeship-leave exam by people aged 19 or over**. Only in four-year apprenticeships is it also possible to take the partial exam on the specialist area within the framework of the apprenticeship-leave exam.

To be able to complete the Berufsmatura exam free of charge, at least **one partial exam must be taken during the apprenticeship** and the others **up to five years after completion** of the apprenticeship at the latest.

In every federal province a coordinating office has been set up that is responsible for registration to and organisation of the preparatory courses. Access to preparatory courses is possible in all apprenticeships **from the first year onwards**. **Preparatory courses** can be attended **outside working hours**. With the training company's consent, however, courses can also be attended during working hours. With the apprentice's approval, the apprenticeship period can be prolonged by a maximum of 18 months for this purpose. But prolongation of the apprenticeship period is not mandatory.

Note: It is still possible to start with Berufsmatura exams after apprenticeship training. In this case, however, completion of the Berufsmatura is connected with costs. But also a variety of grants are available.

Since its introduction in 2008, participant figures in the courses preparing for the Berufsreifeprüfung exam, which are offered in the whole of Austria, have more than quadrupled. By the end of November 2011, 9,484 participants were registered in the scheme "Apprenticeship with Reifeprüfung".



as at the 15th of the respective month (May or November)

Source: BMUKK

Holders of the Matura certificate in apprenticeship training

Apprenticeship training is also an interesting option for holders of the certificate of secondary education (Matura) that has been acquired at an academic secondary school (AHS). With the training company's consent it is possible to reduce the apprenticeship period for Matura holders by one year. In this way, **AHS graduates** in particular are provided an easier entry into the world of work.

17 Supra-company apprenticeship training

To **counteract youth unemployment**, a training guarantee for young people was promised by the federal government upon the initiative of the social partners. Supra-company training facilities provide the option of completing apprenticeship training with a recognised apprenticeship-leave exam to young people who could not be placed into a company-based training relationship.

Prerequisites for eligibility for supra-company apprenticeship training

Supra-company apprenticeship training addresses young people who have completed compulsory schooling, are **registered with Public Employment Service (AMS)**, and **could not find a suitable apprenticeship post despite intense efforts** or who have dropped out from a company-based apprenticeship training relationship.

Institutions providing initial vocational education and training (IVET)

Apprenticeship training is provided by a training establishment which must be organised and equipped in a way that it can teach the apprentice all the knowledge and skills specified by the in-company curriculum (viz. occupational profile). IVET institutions which are not run by authorised apprenticeship trainers or as part of a school are obliged to apply for authorisation from the Federal Ministry of Economy, Family and Youth.

AMS can commission IVET establishments with providing supra-company apprenticeship training. In this case it is not necessary to obtain authorisation from the Federal Ministry of Economy, Family and Youth. In the training year 2010/11, 10,384 people were attending an apprenticeship scheme which was commissioned by AMS and organised as supra-company training.

Equivalence of supra-company and company-based apprenticeship training

Training provided in a supra-company training facility is **treated as equivalent to an apprenticeship in a company** and therefore the trainees are considered apprentices. Rather than an apprenticeship contract, a **training (IVET) agreement** is concluded. The training agreement can have a limited duration of one year and aim to place the apprentice into company-based training after this period. But it is also possible to complete the entire apprenticeship period in a supra-company apprenticeship scheme.

When changing from an IVET institution to a company or vice versa, apprentices will be credited the training period they have already completed in the same occupation. Supra-company training is completed with the apprenticeship-leave examination.

18 Inclusive vocational training

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

Inclusive IVET is open to the following groups of people:

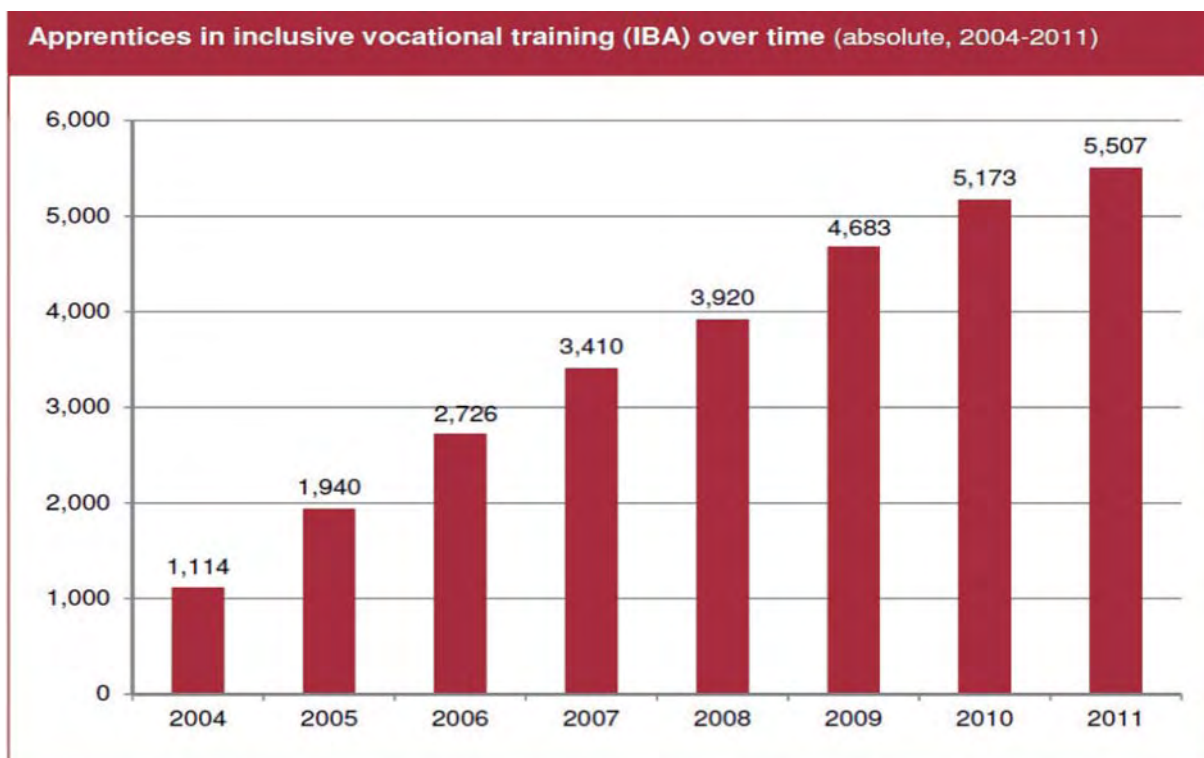
- individuals with special educational needs at the end of compulsory schooling who were, at least in part, taught according to the curriculum of a special needs school;
- persons who did not acquire any qualification at lower secondary level or obtained a negative assessment in the final exam;
- people with disabilities within the meaning of the Act on the employment of people with disabilities (*Behinderteneinstellungsgesetz*) and the respective regional Act on people with disabilities (*Landesbehindertengesetz*);
- people of whom it must be assumed, within the framework of a careers guidance measure or due to an unsuccessful placement attempt in an apprenticeship post, that it will, in the foreseeable future, not be possible to find any apprenticeship vacancy for them for reasons exclusively related to the individuals themselves.

Two forms of inclusive IVET are possible: In case of a **prolongation of the apprenticeship period** the statutory apprenticeship period is usually prolonged by one year, in exceptional cases by up to two years. In case of **acquisition of a partial qualification** only a part of an apprenticeship occupation or of several occupations is taught.

Inclusive IVET options		
	Prolonged apprenticeship period	Acquisition of a partial qualification
Initial vocational education and training	Teaching of the entire occupational profile of an apprenticeship	Teaching of some parts of the in-company curriculum of one (or several) apprenticeship occupation(s) as agreed in the training agreement
Duration	The regular apprenticeship period is prolonged by one, in exceptional cases by two years	Between one and three years
Attendance of part-time vocational school	Compulsory attendance of part-time vocational school	Depending on the training objectives specified before, people are either entitled or obliged to attend part-time vocational school
Final examination	Apprenticeship-leave exam	Individual final exam possible

Inclusive IVET is coordinated and supported by **vocational training assistance**. With the involvement of all people responsible for training, vocational training assistance has the tasks of specifying the objectives for IBA and mediating if the persons entrusted with them encounter difficulties.

Since the inclusive IVET scheme was introduced in 2003, there has been a continual rise in the number of young people who are either trained with a prolonged apprenticeship period or in the form of partial qualifications. At the end of December 2011, approximately 5,500 apprentices overall were taking part in an inclusive IVET scheme.



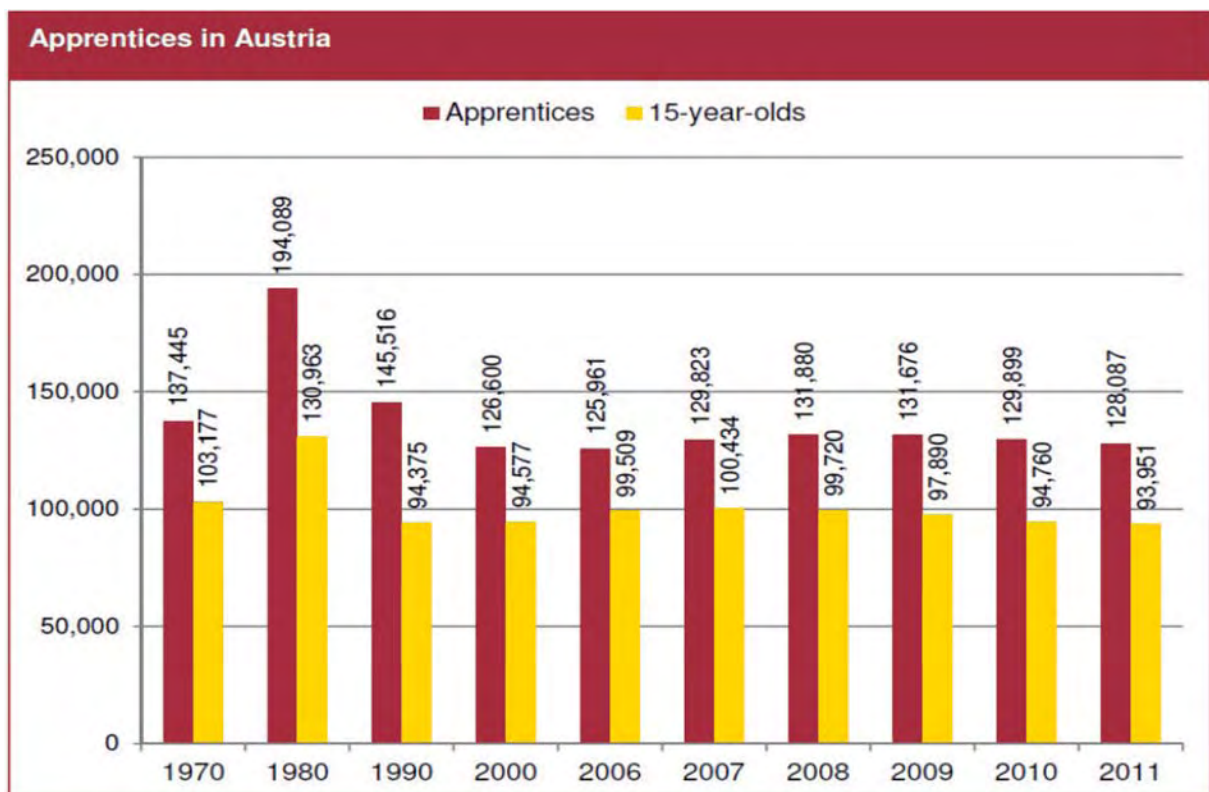
as at the 31st of December of the respective year

Source: Austrian Federal Economic Chamber

19 Facts & figures

In all sectors, new and modernised occupational profiles ensure that the **attractiveness of apprenticeship** training for young people is enhanced and the **companies' willingness to train** young skilled workers is maintained.

Currently 128,087 apprentices are in a training relationship in Austria. In late 2011 the number of apprenticeship beginners was 38,485. This means that the slight decline in apprenticeship figures due to the decreasing number of young people is continuing.



Source: Statistics Austria; Austrian Federal Economic Chamber, Apprenticeship Statistics

The majority of apprentices are trained in the crafts, trades and services. The second largest training section is wholesale and retail trade, followed by industry, and the tourism and leisure industry section.

Training companies and apprentices in Austria				
Section	Training companies absolute	Training companies in percent	Apprentices absolute	Apprentices in percent
Crafts, trades and services	20,193	57.6	56,077	43.8
Industry	1,420	4.0	16,273	12.7
Wholesale and retail trade	5,580	15.9	18,914	14.8
Banks and insurance	292	0.8	1,307	1.0
Transport and communications	476	1.4	2,791	2.2
Tourism and leisure industry	4,200	12.0	11,840	9.2
Information and consulting	1,581	4.5	2,809	2.2
Non-chamber members ¹⁾	2,778	7.9	8,579	6.7
Supra-company apprenticeship training ²⁾	120	0.3	9,488	7.4
Total	36,640	100.0	128,078 ³⁾	100.0
As at 31st December 2011 Source: Austrian Federal Economic Chamber (WKÖ), Apprenticeship Statistics 2011 1) Companies that are not members of the Austrian Federal Economic Chamber (such as lawyers, municipal administrations, etc.) 2) IVET institutions according to the Vocational Training Act § 8c, § 29, § 30 and § 30b 3) Of these, 5,507 young people have a training place in inclusive vocational training (4,000 in prolonged apprenticeship schemes and 1,507 in partial qualifications schemes, of these 3,381 are trained in companies and 2,126 in establishments)				

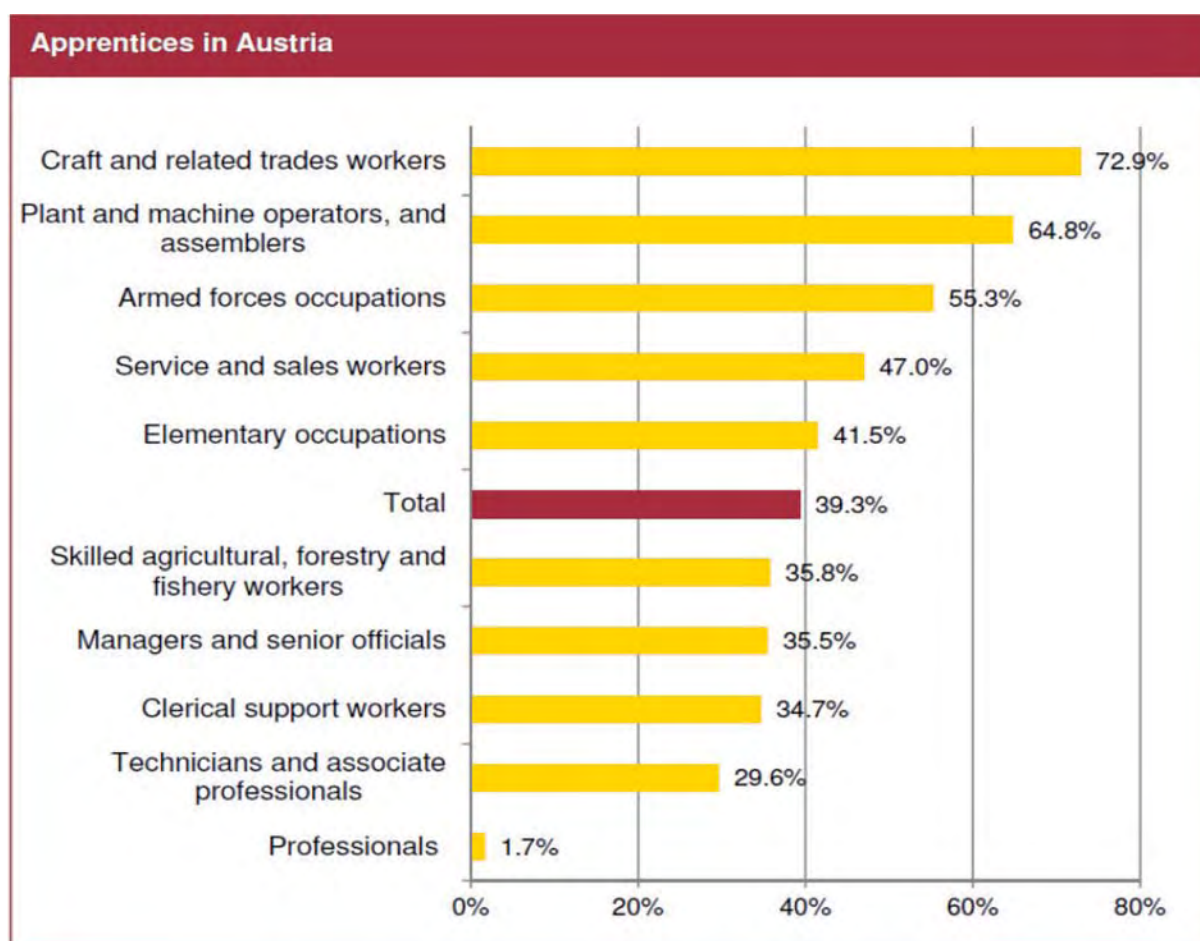
Formal qualification structure of the economically active population

Apprenticeship training is a highly valued VET pathway: according to the 2011 microcensus, **39 % of the Austrian workforce** boast an **apprenticeship diploma** as their highest educational attainment. Among men their share is 47 %, among women 29 %.

Occupational status

The apprenticeship graduates' occupational status and professional activities show that they are the **potential skilled workers** of the Austrian economy. The **highest** share of apprenticeship graduates can be identified in the **occupational group of craft and related trades workers (73 %)**. Among *managers*, the share of people with an apprenticeship diploma as their highest qualification is 35.5 %. The occupational group of *technicians and associate professionals* reveals a proportion of apprenticeship graduates of almost one third.

In 2010, 88.5 % of economically active apprenticeship graduates were employed in line with their training. A percentage of 11.5 % of the workforce with an apprenticeship as their highest educational attainment were employed in the group *elementary occupations*.

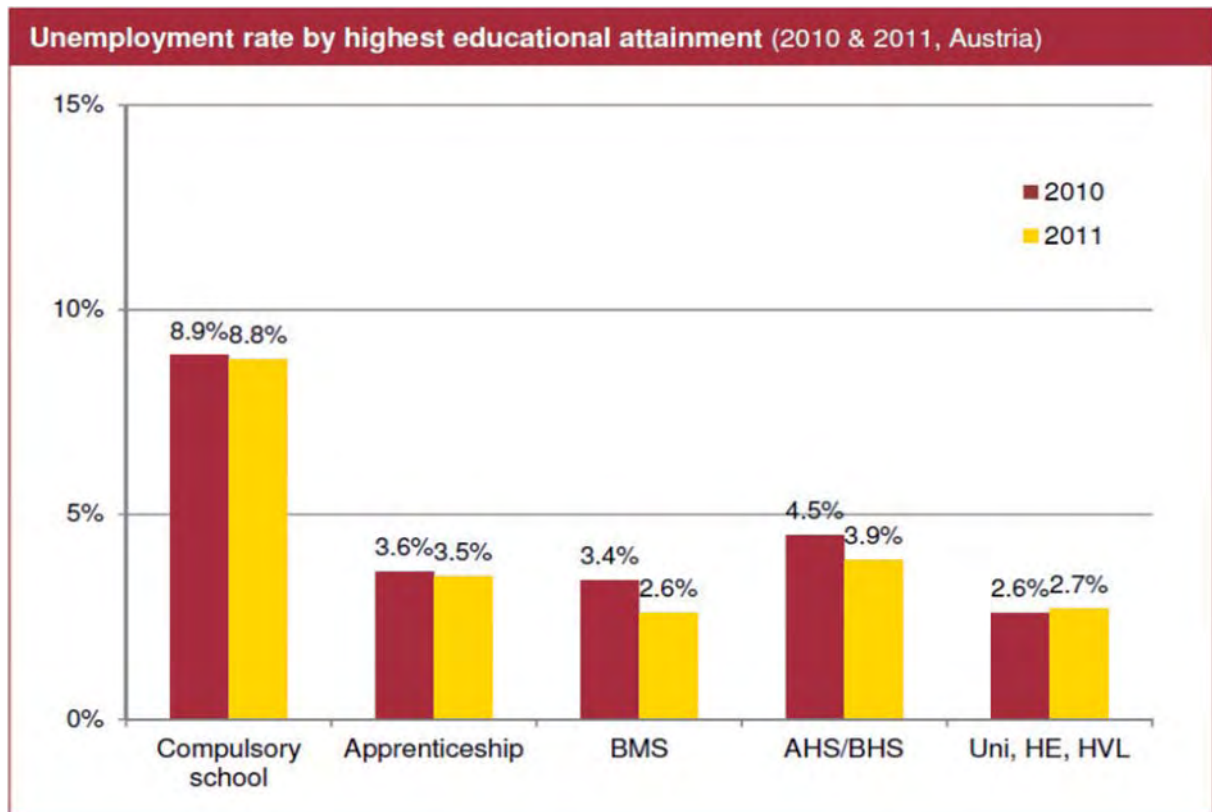


Source: Statistics Austria (2010 Microcensus Labour Force Survey) + ibw calculations

Notes: "managers and senior officials" = legislators, senior officials and managers.

Success on the labour market

In 2010, the unemployment rate of apprenticeship graduates was, at 3.6 %, clearly below the average of all people registered as job-seekers (4.4 %). Only graduates of a university/higher education establishment (2.6 %) or a VET school (3.4 %) boasted a lower unemployment rate than apprenticeship graduates in 2010.



Source: Statistics Austria (Microcensus Labour Force Survey)

Notes: BMS = VET schools, AHS/BHS = academic secondary schools and VET colleges, HE, HVL = HE institutions, HE-related establishments

20 The most popular apprenticeship occupations

In Austria there exists a wide spectrum of apprenticeship occupations, ranging from those which are rich in tradition to modern high-tech occupations. When young people are choosing a career, however, it can be seen that the many different options are used only to a limited extent. As shown by the Apprenticeship Statistics of the Austrian Federal Economic Chamber (WKÖ), **more than two thirds of all female apprentices** and **some 60 % of all male apprentices** are trained in **ten apprenticeships** respectively.

To extend the young people's career choice spectrum, a variety of initiatives and activities have therefore been launched (e. g. Girls' Day, Boys' Day, etc.). For female apprenticeship applicants, in particular, campaigns have been launched for a long time to encourage them to take up apprenticeship occupations which are not so well known or non-traditional for women.

Career guidance measures offered in the seventh, eighth and ninth grades are also of vital importance in this connection. To bring about changes in the young people's career choice, however, it is necessary to take appropriate measures already at an earlier age.

The ten most popular apprenticeship occupations among young women		
Apprenticeship	Number	Total share of female apprentices in %
1. Retail trade overall ¹⁾	11 010	25.2
2. Office assistant	5 346	12.2
3. Hairdresser and wigmaker (stylist)	4 610	10.5
4. Restaurant specialist	1 755	4.0
5. Cook	1 650	3.8
6. Gastronomy expert ³⁾	1 316	3.0
7. Hotel and restaurant trade assistant	1 166	2.7
8. Pharmaceutical trade assistance	1 159	2.6
9. Administrative assistant	1 131	2.6
10. Metal technology ²⁾	776	1.8
"Top ten" total	29 919	68.4
Total	43 765	100.0

The ten most popular apprenticeship occupations among young men		
Apprenticeship	Number	Total share of male apprentices in %
1. Metal technology ²⁾	11 923	14.2
2. Electrical engineering ²⁾	8 921	10.6
3. Motor vehicle engineering ²⁾	7 878	9.3
4. Installations and building technology ²⁾	5 029	6.0
5. Retail trade overall ¹⁾	4 853	5.8
6. Joinery ⁴⁾	3 769	4.5
7. Cook	3 287	3.9
8. Bricklayer	3 100	3.7
9. Painter and coating technician	2 100	2.5
10. Carpentry	1 685	2.0
"Top ten" total	52 545	62.3
Total	84 313	100.0

As at 31st December 2011

Source: Austrian Federal Economic Chamber, Apprenticeship Statistics

¹⁾ includes apprentices in retail trade services with different specialisations and retail trader (former professional title)

²⁾ modular apprenticeship including predecessor apprenticeships

³⁾ includes cook and restaurant specialist

⁴⁾ joinery including joinery technology with all specialisations

21 Awards for training companies

State prize "State-honoured training company"

The Minister of Economy awards the prize "**State-honoured training company**" to training companies for special achievements in apprenticeship training.

Criteria for awarding the state prize include: success in apprenticeship-leave exams and in provincial and national competitions; dedicated involvement in the field of career guidance; cooperation ventures entered into by the training company; and its in-house and external CET programmes for apprentices and trainers.

Applications for this award must be submitted to the regional advisory board on apprenticeship that is set up at the apprenticeship office of the respective province.

A list of all training companies with state awards can be found at www.ausbilder.at → Lehre im Überblick → Auszeichnungen und Wettbewerbe

State prize "Best training companies – Fit for future"

Every two years, the state prize "Best training companies – Fit for future" is conferred by the Ministry of Economy in the categories small, medium-sized and large enterprises.

The objective of the state prize is to improve quality, innovation and sustainability in apprenticeship training. Specifically the state prize aims to

- set a clear signal for quality in apprenticeship,
- acknowledge the excellent work of the Austrian economy in the field of youth training,
- help win over new companies for apprenticeship training,
- raise awareness among parents and youths of the good training provided in Austrian companies and the wide spectrum of apprenticeship occupations.

More information about the state prize can be found at www.ibw.at/fitforfuture

22 Apprenticeship training in a European context

To remain competitive in the international economy requires skilled workers with the best qualifications. In the European Union (EU) it is increasingly recognised that apprenticeship training makes a key contribution in this respect. Not least due to high youth unemployment rates in many EU member states, the Austrian apprenticeship training system is considered a best-practice model. Forms of training with comparably high commitment on the part of companies and social partners in system governance can only be found in very few countries.

The policy measures taken by the Ministry of Economy aim to preserve and further develop the specific strengths of Austria:

- **securing the value of the apprenticeship training system;**
- ensuring **mobility** and **transparency** as well as **recognising vocational qualifications** acquired by Austrian citizens abroad; this goal is intended to be achieved, in particular, by appropriately classifying apprenticeship-leave certificates in the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF);
- participating in the **European-wide exchange** of apprentices, young qualified workers and trainers;
- additionally promoting mobility by implementing the Commission recommendation on a credit transfer system for VET (ECVET);
- intensifying **research on vocational education, training and qualifications**, especially directed towards appropriate and future-oriented occupational profiles;
- **promoting close cooperation** between the various regions **in Europe** with the aim of providing sufficient **training vacancies** and an adequate **training infrastructure**;
- including the **European dimension** in initial vocational education and training (IVET), thereby fostering the ability to communicate and understand different ways of life.

Bilateral cooperation

D

Austria and the **Federal Republic of Germany** have signed an agreement on cooperation in the field of VET and the **mutual recognition of occupational certificates and qualifications**. On the basis of this agreement, approx. 270 Austrian VET qualifications (apprenticeship-leave exams and school-based certificates) and some 350 German final certificates and apprenticeship diplomas have already been mutually recognised to date. Equivalence of 26 Austrian master craftsperson examinations with as many German qualifications has also been achieved.

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Austria has concluded an agreement with **Hungary** on cooperation in VET and the mutual recognition of occupational certificates and qualifications. So far, equivalence of 23 Austrian apprenticeship-leave examinations and 23 Hungarian skilled workers' exams has been achieved. Due to the restructuring of the Hungarian VET system in the year 2006, an agreement on equivalence of another 33 occupations in Austria and Hungary has been concluded. But the procedure required for official and legally binding equivalence between Austria and Hungary is still ongoing (as at June 2012).

I

A regulation between the Autonomous **Province of Bolzano** and Austria on the mutual recognition of apprenticeship-leave examinations is in force. So far, equivalence of 77 Austrian apprenticeship-leave exams with 77 exams of the Province of Bolzano could be achieved.

23 Successes and challenges

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

Much has been achieved in recent years in this respect:

- Since 2000 more than two thirds of all apprenticeships have been either **modernised** or **newly created** (including occupations with the highest apprenticeship figures).
- With **modularisation**, the dual apprenticeship training system has been expanded by a flexible and needs-oriented model in keeping with international educational policy developments. Since 2006 nine modular apprenticeships have been set up, with currently some 20,000 apprentices trained in them in the whole of Austria (as at June 2012).
- With **inclusive IVET**, the legislator has created a modern and flexible IVET scheme for young people with special needs. Increasing apprenticeship figures in this field are proof of this training scheme's success. The number of apprentices in an inclusive IVET relationship has risen from 1,114 in 2004 to 5,507 in 2011. An evaluation of inclusive IVET has revealed that three quarters of all companies where it is provided are satisfied with this scheme.
- The training guarantee for young people, which the federal government promised to set up, is being implemented successfully in the form of **supra-company apprenticeship training**. In the training year 2010/2011 some 10,400 young people were trained in a supra-company training facility.
- **Free-of-charge access to *Berufsreifeprüfung (Berufsmatura)*** represents a major educational policy milestone to enhance apprenticeship's attractiveness and increase permeability in the Austrian education system. The training combination "Apprenticeship and Matura" opens up new perspectives both for youths and the economy. The number of apprentices who are using this training combination has more than quadrupled since its introduction in 2008 and continues to rise. By the end of November 2011, as many as 9,484 participants were registered in the "Apprenticeship and Matura" scheme.
- The **subsidisation of apprenticeship** posts brings about substantial cost reductions for businesses and is thus a clear signal of appreciation for the training companies.

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

- The central **clearing office for the apprenticeship-leave examination** aims at quality assurance and development regarding the apprenticeship-leave exam. The project comprises issuing a quality seal for suitable examples of examinations, the training of examiners of the apprenticeship-leave exam, and if necessary the further development of exam modalities. This guarantees a uniform and valid standard of the apprenticeship-leave exam across Austria.
- **Practice-oriented training guidelines** for core apprenticeship occupations are made available to companies to help them design company-based apprenticeship training.
- **Coaching, guidance and advice** for apprentices and training companies allow targeted and individualised support to be provided in the IVET system. The main objective is to enhance opportunities of successful IVET completion.
- In the future, **experience gathered by apprentices abroad** in work placements will be supported beyond the Leonardo da Vinci mobility scheme by reimbursing a pro-rated part of the apprenticeship remuneration to companies for the period of the work placement abroad.

Major challenges must still be overcome:

- **The demographic development and raising participation in initial vocational education and training of people with a migration background**

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

- **Enhanced vocational counselling and career guidance**

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

■ **Advancement of teaching: acquisition of educational qualifications by adults**

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

■ **Creation of a National Qualifications Framework (NQF)**

On the basis of an EU recommendation, a national qualifications framework is being developed in Austria. If possible, all education and training qualifications are to be referenced to eight levels. The qualifications framework – still without allocations of the individual qualifications – was sent to the European Commission in spring 2012. By linking the Austrian NQF with the European Qualifications Framework (EQF), the understanding of the importance of Austrian qualifications is enhanced in an international comparison. This represents a great opportunity for the Austrian apprenticeship system in particular, as this type of IVET system is not practised in many countries. It also signals the apprenticeship system's equivalence with school-based VET programmes.

■ **Learning outcome and competence-oriented training regulations and curricula**

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

■ **Strengthening vocational training at the tertiary level**

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

Annex

1 Excerpt from a training regulation: Apprenticeship "Installations and building technology"¹

§ 1. (1) The apprenticeship "Installations and building technology" has been set up as a modular apprenticeship.

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

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

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

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

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

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

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

¹ 63rd Ordinance of the Federal Minister of Economics and Labour on vocational training in the apprenticeship occupation "Installations and building technology" (Installations and building technology training regulation), issued on 19th February 2008..

(6) The terms used in this regulation include both the feminine and masculine genders. In the apprenticeship contract, apprenticeship certificate, indenture and the apprenticeship-leave certificate, the apprenticeship occupation shall be designated in the form corresponding to the apprentice's gender ("Installations- und Gebäudetechniker" or "Installations- und Gebäudetechnikerin").

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

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

Activity description

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

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

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

1. production of sketches for bathroom design and production of drawings by using computer-aided drawing software;
2. provision of advisory services to customers regarding the design of bathrooms and taking into account colours, proportions, contrasts and health-related aspects;
3. planning, cost calculation, implementation, documentation and settling of accounts regarding bathroom design projects.

Occupational profile

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

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

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

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

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

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

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

2 Institutions involved in apprenticeship training and their responsibilities

Federal level

Federal Ministry of Economy, Family and Youth

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

Federal Ministry for Education, Arts and Culture

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

Federal Advisory Board on Apprenticeship

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

Regional level

Apprenticeship offices

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

Regional school inspectors

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

Federal provinces

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

Provincial Advisory Board on Apprenticeship

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

Local level

Training enterprises

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

IVET trainers

- Provision of comprehensive trade-specific and personality-related training to young people

Provincial governors

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

Part-time vocational schools

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

Apprentices

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

3 List of apprenticeship occupations: apprentice ship occupations and apprenticeship periods

(as at autumn 2012)

Apprenticeship	Duration in years
administration assistant	3
agricultural machinery engineer	3 ½
aircraft engineering specialising in aircraft with piston engines (aircraft engineer specialising...)	3 ½
aircraft engineering specialising in aircraft with turbine engines (aircraft engineer specialising...)	3 ½
aircraft engineering specialising in helicopters (aircraft engineer specialising...)	3 ½
animal keeper	3
archive, library and information assistant	3
baker	3
bank clerk	3
beautician.....	2
blacksmith.....	3
boatbuilder	3
book and media trade services specialising in book and music retail trade (book and media trader specialising...).....	3
book and media trade services specialising in book and press wholesale trade (book and media trader specialising...).....	3
book and media trade services specialising in publishing (book and media trader specialising...).....	3
bookbinder	3
brass instruments manufacture (brass instrument manufacturer)	3
brewing and beverage technology (brewing and beverage technician)	3
bricklayer	3
cable car expert	3
cake and pastry baker	3
cardboard box maker	3
carpentry (carpenter).....	3
cartographer	3
cemetery and ornamental gardener	3
ceramics painter.....	2
ceramist.....	3
ceramist specialising in architectural ceramics	3
ceramist specialising in industrial ceramics.....	3
ceramist specialising in utility ceramics.....	3
chain restaurant expert	3
chemical laboratory engineering (chemical laboratory engineer)	3 ½
chemical processes engineering (chemical processes engineer)	3 ½
chimney sweep	3

Apprenticeship

Duration in years

cleaner of monuments, façades and buildings	2 ½
clothing design specialising in clothes production (clothing designer...)	3 – 3 ½
clothing design specialising in furrier and leather garments tailoring (clothing designer...).....	3 – 3 ½
clothing design specialising in ladies' wear (clothing designer...)	3 – 3 ½
clothing design specialising in men's wear (clothing designer...)	3 – 3 ½
clothing design specialising in milliner and hat making (clothing designer...)	3 – 3 ½
clothing producer	2
concave glass finisher specialising in engraving.....	3
concave glass finisher specialising in glass painting	3
concave glass finisher specialising in precision cutting	3
concrete production engineering (concrete production engineer)	3
construction draftsman	3
construction of wells and foundations (builder of wells and foundations).....	3
construction plants and equipment engineering (construction plant and equipment engineer)	3 ½
cook	3
cooper	3
coppersmith.....	3
corporate service provision (corporate service provider).....	3
crystal grinding (crystal grinder).....	3
dairy products expert	3
dental assistance (dental assistant).....	3
dental technician	4
distiller.....	3
EDP equipment trader	3
EDP system engineering (EDP system engineer).....	3 ½
electrical engineering specialising in automation and process control engineering (electrical engineer specialising...).....	3 ½ – 4
electrical engineering specialising in electrical engineering and building technology (electrical engineer specialising...).....	3 ½ – 4
electrical engineering specialising in plant and industrial engineering (electrical engineer specialising...)	3 ½ – 4
electrical engineering specialising in power engineering (electrical engineer specialising...)	3 ½ – 4
electronic engineering specialising in applied electronics	3 ½ – 4
electronic engineering specialising in communications electronics.....	3 ½ – 4
electronic engineering specialising in information and telecommunications technology	3 ½ – 4
electronic engineering specialising in microengineering.....	3 ½ – 4
embroidery designer	2
engineering draftsman	3 ½
event technology (event technology specialist)	3 ½
financial services trader.....	3

Apprenticeship**Duration in years**

finance and accounting assistance (finance and accounting assistant)	3
fitness coaching (fitness coach)	3
floor layer	3
florist	3
food technology (food technician)	3 ½
footwear maker and finisher	3
formwork construction (formworker)	3
forwarding agent	3
forwarding logistics (forwarding logistics expert)	3
foundry technology specialising in iron and steel casting (foundry engineer specialising...)	4
foundry technology specialising in non-iron metal casting (foundry engineer specialising...)	4
fruit and vegetable preserver	2
fur and leather finisher	2
garden and park design specialising in greenkeeping (garden and park designer specialising...)	3
garden and park design specialising in landscape gardening (garden and park designer specialising...)	3
gastronomy expert	4
gingerbread baker and wax chandler	2
glass building technology specialising in glass building (glass building engineer specialising...)	3 – 4
glass building technology specialising in glass constructions (glass building engineer specialising...)	3 – 4
glassblower and glass instruments maker	3
glassmaking (glassmaker)	3
glover	3
gold- and silversmith and jeweller	3
gold plater and decorator	3
gold, silver and pearlembroiderer	3 ½
gunsmith	3
hairstylist and wigmaker (stylist)	3
harmonica and concertina manufacturer	3
hearing aid audiologist	3
hotel and restaurant trade assistant	3
industrial clerk	3
industrial machine embroiderer	2
information technology specialising in informatics (IT specialist in informatics)	3 ½
information technology specialising in technology (IT specialist in technology)	3 ½
inland waterways and shipping (inland waterways and shipping worker)	3
installations and building technology specialising in gas and sanitary technology (installations and building technology expert specialising...)	3 – 4

Apprenticeship

Duration in years

installations and building technology specialising in heating technology (installations and building technology expert specialising...)	3 – 4
installations and building technology specialising in ventilation technology (installations and building technology expert specialising...)	3 – 4
insulation fitter.....	3
insurance broker	3
joinery (joiner).....	3
joinery technology specialising in planning (joinery technician specialising...)	4
joinery technology specialising in production (joinery technician specialising...) .	4
knitwear producer.....	3
legal office assistant.....	3
light aircraft builder	3
machine embroiderer	2
manufacture of woodwind instruments (manufacturer of...).....	3
masseur/masseuse	2
materials technology specialising in materials testing (materials engineer specialising...)	3 ½ – 4
meat processing (meat processing expert)	3
meat sales (meat trader)	3
mechatronics (mechatronics expert).....	3 ½
media expert specialising in design.....	3 ½
media expert specialising in media technology	3 ½
media expert specialising in the advertising industry and market communications.....	3 ½
metal design specialising in belt-making (metal designer)	3
metal design specialising in engraving (metal designer)	3
metal design specialising in metal spinning (metal designer)	3
metal founder	3
metal technology specialising in forging	3 ½ – 4
metal technology specialising in machining	3 ½ – 4
metal technology specialising in mechanical engineering	3 ½ – 4
metal technology specialising in metal and sheet metal engineering	3 ½ – 4
metal technology specialising in steel engineering	3 ½ – 4
metal technology specialising in toolmaking technology	3 ½ – 4
metal technology specialising in vehicle construction engineering	3 ½ – 4
metal technology specialising in welding	3 ½ – 4
metal treatment (metal treatment expert)	3
mobility service (mobility service provider)	3
motor vehicle driver specialising in the transport of goods	3
motor vehicle driver specialising in the transport of passengers	3
motor vehicle engineering specialising in commercial vehicle engineering (motor vehicle engineer specialising...)	3 ½ – 4
motor vehicle engineering specialising in motorcycle engineering (motor vehicle engineer specialising...)	3 ½ – 4

Apprenticeship**Duration in years**

motor vehicle engineering specialising in passenger motor vehicle engineering (motor vehicle engineer specialising...)	3 ½ – 4
non-dispensing chemist	3
office assistant	3
ophthalmic optics (optician)	3 ½
organ building (organ builder)	3 ½
orthopaedic shoemaker	3 ½
orthopaedic technology specialising in orthoses (orthopaedic technician specialising...)	3 ½
orthopaedic technology specialising in prostheses (orthopaedic technician specialising...)	3 ½
orthopaedic technology specialising in rehabilitation (orthopaedic technician specialising...)	3 ½
packaging technology (packaging technician)	3 ½
painter and coating technician specialising in functional coatings	3
painter and coating technician specialising in historic painting technique	3
painter and coating technician specialising in decoration painting technique	3
painter and coating technician specialising in corrosion protection	3
paper hanger and decorator	3
paper technician	3 ½
passementerie maker	3
pattern builder	3
paver	3
pedicurist	2
pest control specialist	3
pharmaceutical trade assistance (pharmaceutical trade assistant)	3
pharmatechnology (pharmatechnology expert)	3 ½
photo and multimedia trader	3
physics laboratory technician	3 ½
piano and harpsichord manufacture (piano and harpsichord manufacturer)	3 ½
plasterer and drywaller	3
plastics moulding (plastics moulding expert)	3
plastics technology (plastics technology expert)	4
plate and tile setter	3
precision optics (precision optician)	3 ½
pre-press technology (pre-press engineer)	3 ½
printing technology specialising in digital printing (printing engineer specialising...)	3 ½
printing technology specialising in screen printing (printing engineer specialising...)	3 ½
printing technology specialising in sheet flat-bed printing (printing engineer specialising...)	3 ½
printing technology specialising in web-fed rotary printing (printing engineer specialising...)	3 ½

Apprenticeship

Duration in years

process engineering for grain processing specialising in animal feed manufacture (process engineer for...)	3
process engineering for grain processing specialising in baking agents manufacture (process engineer for...)	3
process engineering for grain processing specialising in milling (process engineer for...)	3
production technician	3 ½
professional photographer	3 ½
purchaser	3
rail track construction technology (rail track construction technician)	3
ready-mixed concrete technology (ready-mixed concrete technician)	3
real estate agency assistant	3
reprocessing and recycling expert specialising in waste	3
reprocessing and recycling expert specialising in waste water	3
reprography (reprography expert)	3
restaurant specialist	3
retail trade services specialising in clocks, watches and jewellery (clock, watch and jewellery retail trader)	3
retail trade services specialising in construction material (construction material retail trader)	3
retail trade services specialising in electrical and electronic goods (electrical and electronic goods retail trader)	3
retail trade services specialising in food (food retail trader)	3
retail trade services specialising in footwear (footwear retail trader)	3
retail trade services specialising in garden centre trading (garden centre retail trader)	3
retail trade services specialising in general retail (general retail trader)	3
retail trade services specialising in interior design (interior design retail trader)	3
retail trade services specialising in ironware and hardware (ironware and hardware retail trader)	3
retail trade services specialising in motor vehicles and spare parts (motor vehicle and spare parts retail trader)	3
retail trade services specialising in perfumery (perfumery retail trader)	3
retail trade services specialising in sports articles (sports articles retail trader)	3
retail trade services specialising in telecommunications (telecommunications retail trader)	3
retail trade services specialising in textiles (textiles retail trader)	3
retail trade services specialising in the sale of delicatessen food (delicatessen food retail trader)	3
road servicing specialist	3
roofer	3
rubber-stamps maker and flexographer	2

Apprenticeship	Duration in years
saddlery specialising in bag-making (saddler specialising...)	3
saddlery specialising in riding saddlery (saddler specialising...)	3
saddlery specialising in vehicle saddlery (saddler specialising...)	3
sculpture (sculptor)	3
shapewear maker	3
shipbuilder	3
shoe upper maker	2
shoemaker	3
sign and luminous advertisement manufacture (sign and luminous advertisement manufacturer)	3
ski manufacturer	3
sports administration (sports administrator)	3
staff supply and recruitment service (staff supply and recruitment service expert)	3
steel industry fitter	3
stonemason	3
store logistics (store logistics expert)	3
string instruments manufacture specialising in bow making (string instrument manufacturer specialising...)	3
string instruments manufacture specialising in bowed instruments (string instruments manufacturer specialising...)	3
string instruments manufacture specialising in plucking instruments (string instrument manufacturer specialising...)	3
sun protection technology (sun protection technology expert)	3
surface engineering specialising in electroplating (surface engineer specialising...)	3 ½
surface engineering specialising in enamelling (surface engineering expert specialising...)	3 ½
surface engineering specialising in hot-dip galvanising (surface engineer specialising...)	3 ½
surface engineering specialising in mechanical surface engineering (surface engineer specialising...)	3 ½
surface engineering specialising in powder coating (surface engineer specialising...)	3 ½
surgical instruments maker	3 ½
surveying technician	3 ½
sweets and confectionary maker	2
system-built housing construction (system-built housing construction expert)	3
tanning (tanner)	3
tax assistance	3
taxidermist	3
technical designer specialising in electrical installations engineering	4
technical designer specialising in installations and building technology	4

Apprenticeship

Duration in years

technical designer specialising in mechanical engineering	4
technical designer specialising in metal engineering.....	4
technical designer specialising in steel engineering	4
technical designer specialising in toolmaking technology	4
textile chemistry (textile chemist)	3 ½
textile cleaner	3
textile engineering specialising in knitting (extile engineer specialising...)	3 ½
textile engineering specialising in weaving (textile engineer specialising...)	3 ½
textile mechanics (textile mechanic)	3 ½
textile printer	3
timber technology specialising in materials production (timber engineer specialising...)	3 – 3 ½
timber technology specialising in sawing technology (timber engineer specialising...)	3 – 3 ½
timber technology specialising in the production of prefabricated components (timber engineer specialising...)	3 – 3 ½
tinsmith	3
travel agency assistant.....	3
underground construction worker.....	3
upholsterer	3
varnisher	3
vehicle body construction (vehicle body construction specialist).....	3 ½
vulcanisation (vulcanisation expert)	3
wainwright.....	3
watchmaker and clockmaker	3 ½
weapons and ammunition trader.....	3
weapons mechanic.....	3
weaver	3
weighing machine manufacturer	3
wholesale trader.....	3
wood turner.....	3
Vehicle upholsterer (vehicle saddler)	3

4 Contact points in the apprenticeship training system

For more detailed information please do not hesitate to contact:

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