



DUAL VOCATIONAL TRAINING IN AUSTRIA

Transfer of successful structures and guidance for implementing the **dual VET system**. Training company trainers.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

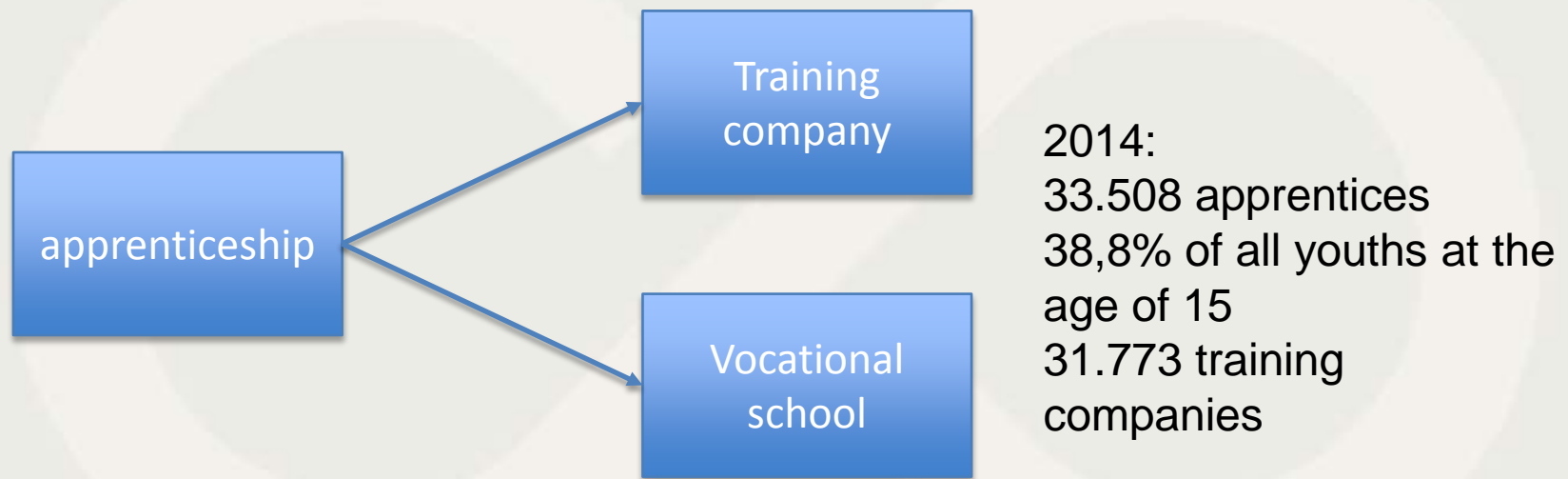


Agenda

- Basic characteristics of dual VET in Austria
- Differences between Germany and Austria
- Specific forms of apprenticeship training
- Introduction of new apprenticeships

Characteristics

Training in two different places (“dual system”): training enterprise part-time vocational school



Duration: two to four years, mostly three

Reduction of apprenticeship period possible for people who have:

Completed job-specific training periods in related apprenticeships
acquired relevant school qualifications

Training company

- approval by social partners
 - Necessary technical equipment and training facilities to teach the skills and knowledge required
 - Sufficient number of qualified trainers (subject-specific and pedagogical know-how)

=> Possibility to form “training alliance” with other companies
- Authorised apprenticeship trainer
 - Company owner or competent employee
 - Trainer examination or trainer course (40 hours)

Basis for training are training regulations with training profile (=curriculum for the enterprise-based training) and competence profile (= profile for the learning outcomes)

Vocational schools

- Theoretical subject-related training, general education, supplementary practical training
- Based on a curriculum
- Classes: full-time blocks or every week
- Subject teachers: master craftsperson qualification or subject specific technical qualifications as well as longer-term work experience

=> the systems of Germany and Austria are very similar...

Differences between Germany and Austria

- In Austria the majority of apprentices start their dual education right after completing compulsory school – In Germany it is not uncommon that someone starts after achieving higher education entrance qualification (upper secondary school) (DE: 24%, AT: 0,7%)
- Double apprenticeship – to prevent high specialisation a double apprenticeship is possible in Austria (learn two related occupation at the same time). Example: restaurant expert & chef
- Competences - training regulations for enterprise-based training & school based training are federal competence in Austria, in Germany the school based training is competence of the provinces. Therefore there are no nationwide uniform training contents.

Specific forms of apprenticeship trainings

- Modularisation
- Integrative VET
- Supra-company apprenticeship training
- Completion of apprenticeship as an adult

Modularisation

Rational: to improve attractiveness of apprenticeship training

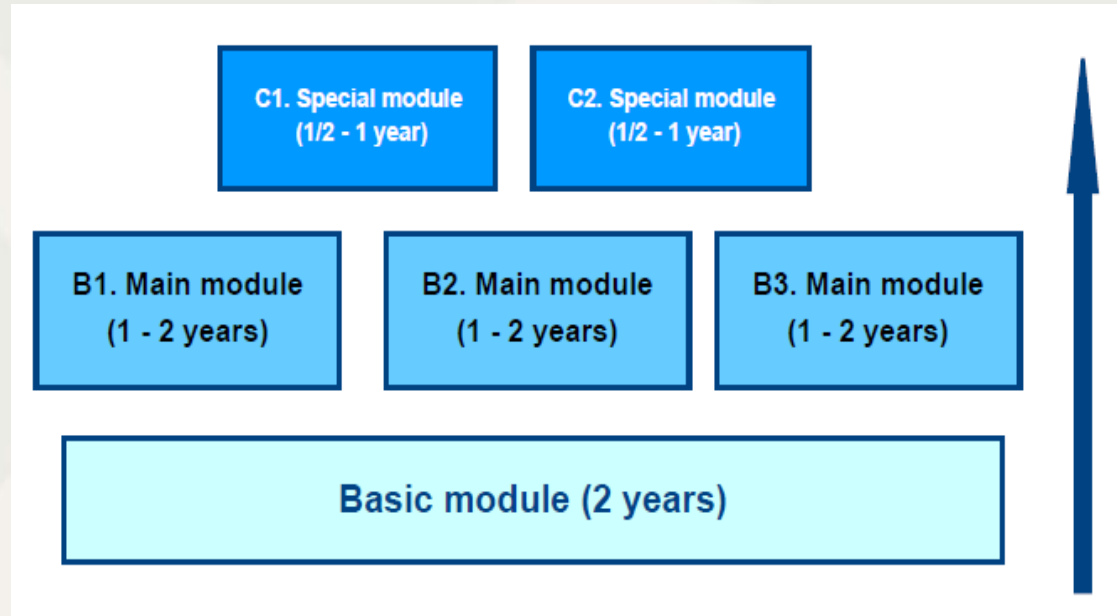
Basic module: knowledge & skills for basic activities of respective occupation

Main Module: knowledge & skills for exercising the chosen specialisation

Special module: knowledge & skills for special services, products or their production

⇒ Apprentice obliged to complete the basic module and select a main module. In addition another main module or one or more special modules – max four years

Example: motor vehicle engineering / main modules: motor cycles, passenger motor vehicle, commercial vehicles / special modules “system electronics” or “high voltage drives”



Inclusive VET

Rational: Flexible model for people who are disadvantaged in the labour market aiming to enable acquisition of a vocational qualification and integration into working life

For persons.....

with special educational needs at the end of compulsory schooling who were, at least partly, taught according to the curriculum of a special needs school

who did not acquire any qualification at lower secondary level or obtained a negative assessment in the final exam

with disabilities

whom it must be assumed that it will not be possible to find any apprenticeship vacancy for

Two options:

- More time to complete their apprenticeship – prolongation of the apprenticeship period by max. 2 years
- Acquisition of a partial qualification which means only a part of an apprenticeship occupation is taught

Supra-company apprenticeship training

Rational: to counteract youth unemployment by implementation of a training guarantee for young people. Therefore IVET facilities (to simulate company based training) are created. The aim is to find an apprenticeship post in a company while already learning and if not, to complete the apprenticeship

For youths who...

are registered with the Public Employment Service and

could not find a suitable apprenticeship post despite intense efforts or who have dropped out from a company-based apprenticeship training

Challenge: Training in a supra-company training facility is officially treated as equivalent to an apprenticeship in a company. In reality companies often perceive apprentices of supra-company trainings as less qualified or hard to work with.

Completion of apprenticeship as an adult

Rational: twofold: 1) to give drop outs of apprenticeships the possibility complete it later 2) to give people with no vocational training the possibility to acquire an apprenticeship exam in order to improve their position on the labour market

For persons who are 18 years or older and

have completed at least the half of the apprenticeship period or

worked at least 1,5 years as unskilled worker in the chosen skilled profession

Explanation: When above mentioned criteria fit, a person is eligible for taking the final apprenticeship examination without completing the training period or visiting of vocational school

Introduction of new apprenticeships I

1) Preparation

- 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 the training regulation and framework curriculum

- Preparation of draft training regulations by education research institutes
- Expert discussion 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

Introduction of new apprenticeships II

3) Issuing of regulations

- 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

- Creation of supportive manuals and additional material by companies professional organisation, partly supported by the employees representation of VET institutes to support training companies
- Provision of information to training companies
- Training of Trainers in companies and of teachers in part-time vocational schools
- Training of examiners of apprenticeship-leave examinations

Thanks for your attention!

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