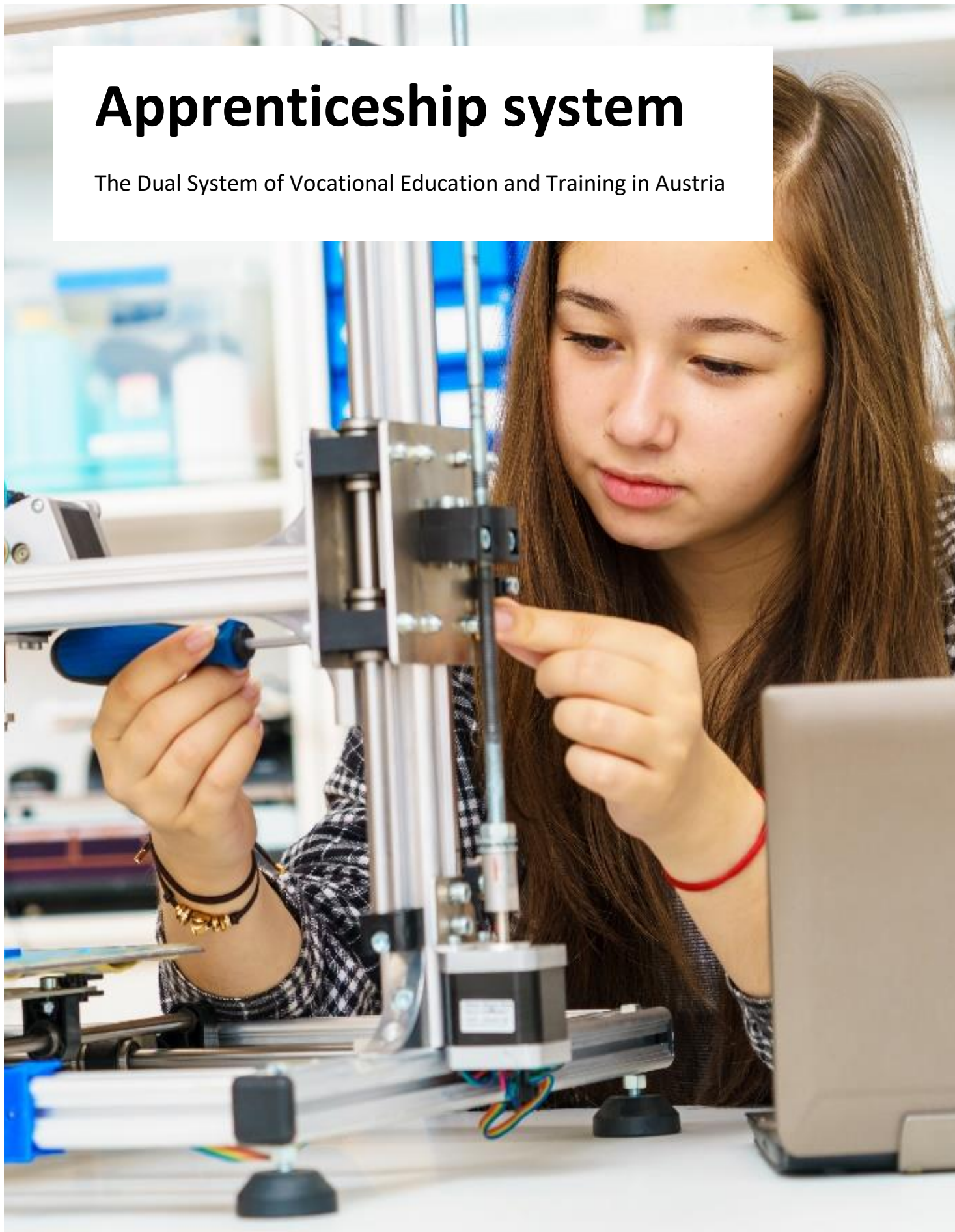


# Apprenticeship system

The Dual System of Vocational Education and Training in Austria



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## Preface



Federal Minister  
Margarete Schramböck

Apprenticeship is a traditional and at the same time a very modern form of vocational training. The combination of training in companies and in vocational schools offer the basis for a successful occupational career. In the training companies the apprentices learn professional skills directly in the economic and entrepreneurial reality. Theoretical and general education which is taught in the part time vocational school completes the comprehensive dual vocational training. The Austrian dual system is an international "example of best practice". Austria is together with some other countries a pioneer in Europe in this area.

On average, around 40 percent of people in an age group opt for the dual vocational education and training system (VET), currently approximately 30,000 companies train more than 100,000 apprentices. Graduates of apprenticeship training are qualified to practice the professional activities particular to their profession independently and autonomously. They contribute decisively to the economic development and competitiveness of Austrian companies.

A modern VET system must respond quickly and flexibly to new requirements in the economy, technical developments and in particular to megatrends on digitalization, sustainability and ecology in work and production processes. We are therefore continuously developing apprenticeship training especially via the ongoing modernisation of the entire apprenticeship occupational landscape. Training associations have developed particularly well in recent years, where apprentices but also trainers can obtain additional qualifications such as environmentally friendly technologies and practices, job-related foreign languages and much more.

Apprenticeship is also a good basis for further vocational training at a tertiary level. In addition to master's and proficiency examinations, an increasing number of training providers, such as universities of applied sciences, are also offering job-related courses that are tailored to apprenticeship graduates. The combination of apprenticeship with the "*Matura*" certificate (general qualification for university entrance) is also very well established in Austria and can be used free of charge by apprentices.

The Austrian federal government has therefore set itself the goal of upgrading apprenticeship training in Austria, highlighting its importance for companies, young people and young adults and promoting it in a targeted manner through new measures, for example for innovative forms of training or to support non-traditional target groups.

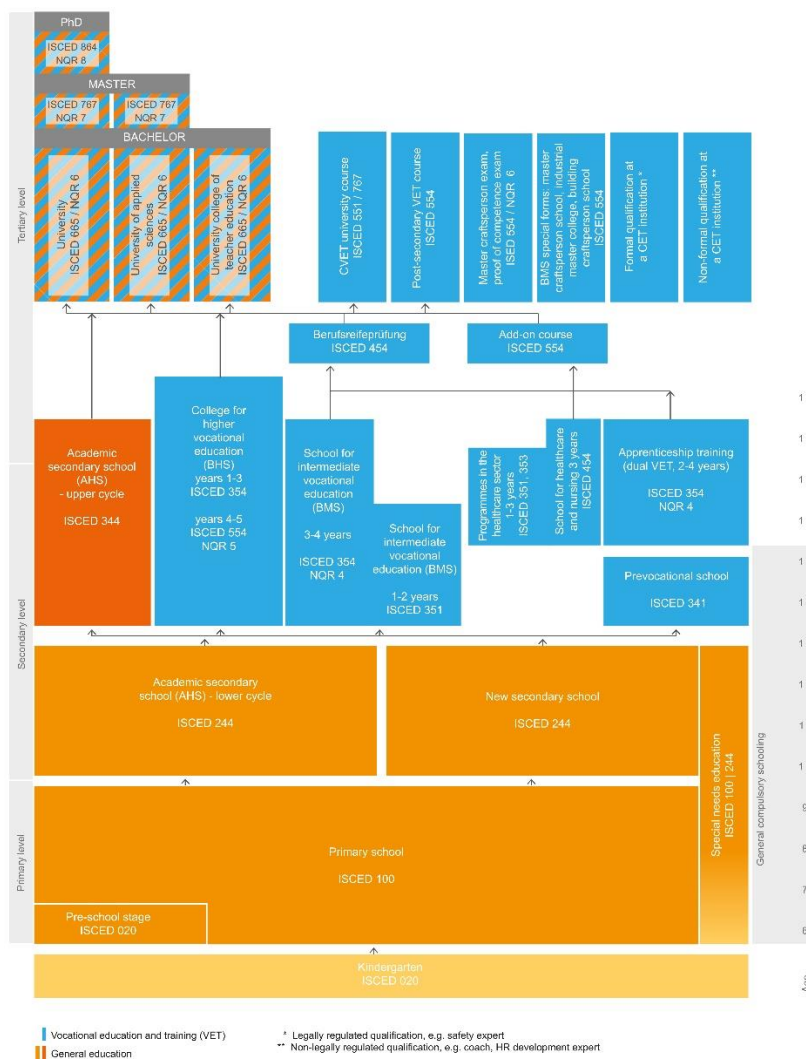
This brochure provides a comprehensive overview of apprenticeship training in Austria and the many innovations in quality assurance. I wish you a lot of interest and enjoy reading it.

# 1 Apprenticeship in the Austrian education system

## 1.1 The Austrian education system

After completing the 8<sup>th</sup> grade, pupils can choose between two paths in Austria: vocational education and training or a general education track (see chart below).

Figure 1: The Austrian education system; Source: Federal Ministry for Education, Science and Research (BMBWF)



Note: ISCED = International Standard Classification of Education; NQF = National Qualifications Framework



In order to be able to compare the education systems internationally, both the ISCED classification (International Standard Qualification of Education) and the European Qualifications Framework (EQF) and, derived from this, the individual National Qualification Frameworks (NQF) are available. ISCED maps the various levels of education in the national education systems. The EQF and NQF also classify educational qualifications by assigning them to eight qualification levels described by content descriptors based on learning outcomes and thus support transparency and comparability of the competences obtained in the economic and labor market policy context. The Austrian NQF is regulated in the NQF law. In accordance with this law, an educational qualification assigned to a qualification level of the NQF also corresponds to the respective reference level of the EQF. In this way, cross-border mobility of learners and employees and their participation in lifelong learning should also be supported.

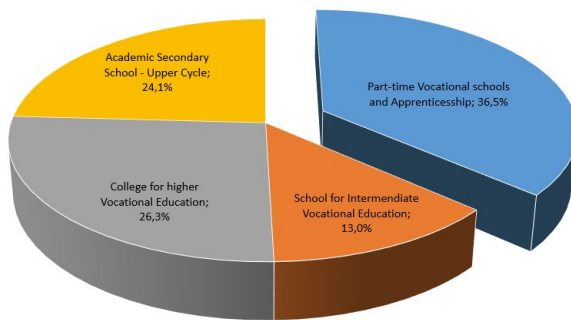
Vocational education and training takes place in Austria either as part of a (full-time) school or in the dual system (ISCED 354, EQF 4). The dual vocational education and training with currently around 220 different apprenticeship occupations takes place at two learning venues – in the training company and in the Part-time Vocational School (*Berufsschule*) – and offers vocational training that is close to the economy and the labor market, with a direct link to the business world. The practical training takes place predominantly in the training company (around 4/5 of the training period). In the Part-time Vocational School (around 1/5 of the apprenticeship period) the focus is on general education and job-specific theory as well as on deepening the in-company training. Depending on the apprenticeship occupation, training lasts between two and four years and ends with the final apprenticeship examination. The training time and duration can be flexibly designed for people with special needs or for parents with childcare obligations. The framework conditions for this are regulated in the Vocational Training Act (= *Berufsausbildungsgesetz [BAG]*). Furthermore, the dual training can be combined with a **Matura qualification (= general qualification for university entrance)**; in this case, three additional modules in the subjects German, maths and one foreign language as well as an in-depth specialist module must be completed.

In addition to the dual system, upper secondary vocational schools (ISCED 354, EQF 4) offer vocational education that enables graduates to exercise a skilled profession immediately after graduation. Vocational high schools (ISCED 554, EQF 5) conclude with a *Matura* and diploma examination after five years.

## 1.2 Initial vocational education and training

Initial vocational education and training (IVET) starts at secondary level II and is a high priority for social-, economic and education policy in Austria. After completing the compulsory schooling period and one year in a pre-vocational school, about 36,5% of pupils are trained in a legally recognised apprenticeship occupation, another 39,3% opt for a school-based vocational education and training programme. This means that some 76,5% of Austrian pupils follow a vocational education and training path.

Figure 2: Distribution of young people in school level 10 (school year 2017/2018);  
Source: ibw, Lehrlingsausbildung im Überblick 2019, Wien 2019



Initial vocational education and training qualifications can be obtained by attending dual VET programmes (apprenticeship and Part-time Vocational School) or full-time VET schools. There are four types of full-time VET schools:

- schools for intermediate vocational education (*Berufsbildende Mittlere Schule [BMS]*), e.g. schools of engineering, arts and crafts; business schools; schools of management and services industries
- colleges for higher vocational education (*Berufsbildende Höhere Schule [BHS]*), e.g. colleges of engineering, arts and crafts; colleges of business administration; colleges of management and services industries; colleges of tourism
- schools for healthcare and nursing
- schools in the area of agriculture and forestry (*Land- und forstwirtschaftliche Fachschulen [LFS]*)

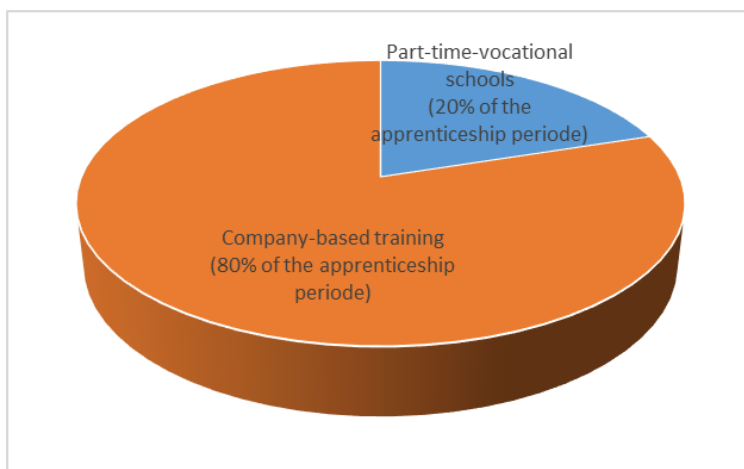
## 2 Apprenticeship: Dual vocational education and training

Graduates of an apprenticeship programme acquire a full vocational qualification of a high standard at medium level. The training in an apprenticeship occupation is open to all young people who have completed nine years of compulsory schooling. No specific school qualification is required for starting apprenticeship training.

There are significant differences between **dual vocational education and training** and VET in full-time schools:

- In the apprenticeship training system there are **two places of learning**: the training company and Part-time Vocational School are therefore partners in the training of apprentices.
- The apprentice is in a training relationship with his or her training company and at the same time a student at a Part-time Vocational School.
- The company-based part of dual VET makes up the majority of the apprenticeship period (80%).
- Occupational experts assess the final apprenticeship exam, the focus of which lies on the competences required for the respective occupation.

Figure 3: Distribution of training time in the company and the vocational school; Source: Federal Ministry for Digital and Economic Affairs (BMDW)



## 2.1 Training in the company

### 2.1.1 Why companies train apprentices

Companies view **apprenticeship** training as a valuable **investment in the future**. It enables them to meet their future need for qualified skilled labour as best as possible, since already during their training, apprentices contribute significantly to the daily work routine of the training company.

Currently approximately **29,000 companies** are open to young people as training sites. By voluntarily providing apprenticeship training, companies show that they accept social responsibility and make an important contribution to reducing youth unemployment while at the same time securing their future need for qualified skilled labour.

However, the conclusion of an apprenticeship training contract does not necessarily lead to an employment contract between the apprenticeship graduate and the training company. This possible **fluctuation** is a characteristic of a **free education system**. Therefore, companies that invest in apprenticeship training do not only act in their own interest but also contribute to the **benefit of all economic sectors and professional branches**, which have a demand for qualified apprenticeship graduates.

### 2.1.2 Characteristics of company-based training

Company-based training is characterised by the following features:

- It takes place under **real-life working conditions**. The apprentice acquires the required knowledge and skills laid down in the job profile (*Berufsbild*) for the respective apprenticeship occupation. Therefore, **the apprentice is able to take up employment as a specialist worker immediately upon completion of the training**.
- Most of the training is provided as part of real-life **productive activities**; this reduces costs and increases the apprentice's motivation to learn.
- For companies that cannot fully train the job profile, there is the option of **supplementary practical training in a training alliance**. In addition, **inter-company training centres** (e.g. "Lehrbauhöfe") are set up by the economy in some sectors.

### Factbox: Strengths of company-based training

- Hands-on learning for practical purposes
- Learning by carrying out productive activities and using state-of-the-art technologies
- Immediate experience in the development of process and/or product innovations
- Learning of “soft skills” such as communication in a business environment
- Learning in a training alliance (cf. chapter 2.1.5)
- Taking up employment as a skilled worker immediately after completion of apprenticeship

### 2.1.3 Accreditation of training companies

A company that wants to train apprentices is obliged to submit **an application to determine suitability for apprenticeship training (*Feststellungsantrag*)** to the Apprenticeship Office (*Lehrlingsstelle*) in the state in which the company is based. In each of the nine Austrian federal states an Apprenticeship Office is established. It is located at the site of the regional Economic Chamber but operates on behalf of the Ministry of Economy. In cooperation with the Chamber of Labour, the Apprenticeship Office is obliged by law to examine whether the company applying for accreditation as a training company meets the required prerequisites. In case it does, the company receives a declaration (*Feststellungsbescheid*) certifying that it is entitled to recruit apprentices.

#### Prerequisites for accreditation

##### 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. 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 the apprentice can acquire all learning outcomes included in the competence profile (*Berufsprofil*). Companies that cannot

fully impart the required knowledge and skills but want to train apprentices can do so within the framework of a training alliance. In addition, a sufficient number of professionally and pedagogically qualified trainers must be available in the company. The **size of the company is not a decisive factor for apprenticeship training**, every company – including **one-person companies** – can train apprentices if it fulfils the prerequisites mentioned above.

#### Factbox: Number of training companies

- At the end of December 2019, 29,034 companies were training 109,111 apprentices (including inter-company training centres).
- Around 2/3 of all apprentices are trained in small and medium-sized enterprises - SMEs (up to 250 employees).

#### 2.1.4 Apprenticeship trainers

The person entitled to teach (e.g. company owner) can train apprentices themselves. However, she or he can also entrust suitable employees of the company with the training. The success of in-company training is primarily determined by the professional ability and pedagogical skills of the trainer.

In addition to certain **professional training**, the activity as an apprenticeship trainer is linked to proof of **vocational education and legal knowledge**.

This knowledge is determined by the **trainer examination**. The exam can be replaced by taking the forty-hour **instructor course**. Some trainings or exams (e.g. master craftsperson qualification) replace the trainer exam.

Most of the trainers educate their apprentices on a part-time basis alongside their **regular work**. There are, however, **also full-time trainers and full-time training managers**, in particular in larger companies.

### Factbox: Apprenticeship trainer qualification

- vocational education and training (VET) qualification
- vocational pedagogical competences
- relevant legal knowledge

## 2.1.5 Training alliance

Within the framework of a **training alliance (*Ausbildungsverbund*)** also those companies can train apprentices which cannot fully impart the knowledge and skills laid down for the apprenticeship occupation.

For such instances, 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 in a suitable educational institution. However, the majority of the **learning outcomes** central to an apprenticeship occupation must **be acquired in the “home” company**.

In the training contract, the training alliance, the alliance partner(s) (suitable companies or educational institutions) as well as the learning outcomes acquired outside the “home” company must be agreed on.

It is also possible to enter into training alliances on a **voluntary basis**, if training companies aim to impart special competences to apprentices – possibly going beyond the competence profile (e.g. specific computer programmes, foreign language skills, particular soft skills etc.).

In some states **institutionalised training alliances** have been set up (such as the Upper Austrian Corporate Training Alliance [*Firmenausbildungsverbund Oberösterreich, 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.

### Factbox: Forms of training alliances

#### Compulsory training alliance

In case a company cannot fully impart the knowledge and skills laid down for the apprenticeship occupation.

#### Voluntary training alliance

Training of additional knowledge and skills which go beyond the competence profile.

#### Organisational options:

- Mutual exchange of apprentices between two or more companies
- Unilateral sending (usually against payment) of apprentices to (an)other company(s)
- Attendance of programmes or courses at IVET institutions against payment

The financial support for training alliances increased by more than 7% between 2018 and 2019.

## 2.1.6 National excellence award for training companies

The Federal Minister of Economy awards the “**National excellence award**” to training companies with special achievements in apprenticeship training.

Criteria for awarding the national award include:

- success in final apprenticeship exams and in state 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 state.

**Further Information:**

A list of all training companies with national awards can be found at **[www.ausbilder.at](http://www.ausbilder.at)** -> Duale Berufsausbildung -> Qualitätssicherung in der Lehre -> Auszeichnungen  
(in German only)

**National award „Best training companies – Fit for Future“**

Every two years, the national award “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 national award is to improve quality, innovation and sustainability in apprenticeship training.

Specifically the national award 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 to motivate new companies to become training companies,
- raise awareness among parents and adolescents of the excellent training conditions provided by Austrian companies and the wide spectrum of apprenticeship occupations.

**Further Information** about the national award at **[www.ibw.at/fitforfuture](http://www.ibw.at/fitforfuture)** (in German only)

## **2.2 Education at the Part-time Vocational School (*Berufsschule*)**

The focus of training at the vocational school is around 65% on professional instruction and general education takes up around 35% of school time. Practical training is also provided as part of the specialist instruction. (e.g. in workshops, laboratories, etc.).

The apprentice is obliged to attend the vocational school. The apprentices are taught according to a curriculum coordinated with the training regulations. Training is provided according to individual apprenticeship occupations or, in the case of training occupations with very small numbers of apprentices, also according to groups of related occupations.

Classes at Part-time Vocational Schools can be organized in all year round at at least one day per week, in seminars, or seasonally, i.e. in block at a particular time of the year.

The variety of organizational forms is based on the coordination between business and school managers and takes into account the needs of the individual industries and regions.

#### **Factbox: Part-time Vocational School**

- occupation-specific theoretical training supplementing company-based training
- complementary occupation-specific practical training
- deepening and complementing general education
- occupation-specific foreign language training

### **2.2.1 Vocational school teachers**

Vocational school teachers have broad practical experience in the respective occupational field. They complete their pedagogical training at a university college of teacher education (*Pädagogische Hochschule [PH]*) in parallel to their work. Since the academic year 2016/17, training for teachers at a Part-time Vocational School is offered in the Bachelor programme "Dual Vocational Education and Training as well as Technology and Commerce" (total of 240 ECTS credits). Recognition of credits based on professional pre-qualification is possible. Graduates are awarded the academic degree Bachelor of Education (BEd). In addition, VET teachers can also attend an optional Master programme "Secondary Level Vocational Education and Training" with various areas of specialisation, amounting to 60 ECTS credits.

In simplified terms, the following three groups of Part-time Vocational School teachers prevail:

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

For group I and group II, a *Matura* and diploma examination of a relevant vocational secondary school or the Vocational Higher Education Entrance Examination (*Berufsreifeprüfung*) as well as a relevant subject-related training is required for **admission to vocational teacher training**. For group III, a relevant Master Craftsperson's certificate (*Meisterprüfung*) or equivalent qualification is necessary.

Furthermore, in addition to personal suitability, a relevant **professional practice of a minimum of three years** is required for admission to vocational teacher training.

## 2.3 Apprenticeship occupations

**In Austria** there are currently **209 apprenticeship occupations in trade, commerce and industry sectors** and **15 in agriculture and forestry** (last update January 2020). They are set up as individual, group, special-focus or modular apprenticeships and are regulated by federal legislation.

All legally recognised apprenticeships in trade, commerce and in industry sectors are set out in the **list of apprenticeship occupations (*Lehrberufsliste*)**, which also specifies the apprenticeship periods and relationships to other apprenticeship occupations including credits awarded for already completed apprenticeship periods.

The legal basis is the **Vocational Training Act (*Berufsausbildungsgesetz [BAG]*)**. In addition, the Minister of Economy issues a nationwide **training regulation (*Ausbildungsordnung*)** for each apprenticeship occupation, which is **legally binding for the training provided by training companies**.

A different set of laws regulates 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 [LFBAG]*)**. Based on this act, the federal states (*Bundesländer*) draw up specific training regulations for each occupation.

Training regulations stipulate the **job profile (*Berufsbild*)** 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 has to obtain **in company-based training**. Moreover, regulations also contain the **competence profile or profile of learning outcomes (*Berufsprofil*)**, i.e. a description of what graduates know and are able to do after completing their training. The curriculum of the Part-

time Vocational School is based on the training regulation. In many occupations, supportive training guidelines, material and manuals supplement the training regulation.

**Further information:**

- List of apprenticeship occupations in trade, commerce and industry:  
**<https://lehrberufsliste.m-services.at/>**
- Agricultural and forestry apprenticeships: Vocational Training Act for Agriculture and Forestry (LFBAG), Federal Law Gazette No 298/1990

**Factbox: Apprenticeship Occupations in Austria**

**209 Apprenticeship occupations in trade, commerce and in industry sectors**

Apprenticeship periods:

- 11 Modular apprenticeships (with a duration of 3 to 4 years)
- 10 Apprenticeships with a duration of 2 years
- 139 Apprenticeships with a duration of 3 years
- 35 Apprenticeships with a duration of 3 ½ years
- 14 Apprenticeships with a duration of 4 years

**15 Apprenticeship occupations in agriculture and forestry (with a duration of 3 years)**

Last update: January 2020; Source: Federal Ministry for Digital and Economic Affairs - List of Apprenticeship occupations and Federal Ministry for Agriculture, Regions and Tourism

### 2.3.1 Two- to four-year apprenticeships

Depending on the apprenticeship occupation, the training takes between two and four years. If **job-specific training** has already been acquired **in related apprenticeships** or **subject-related school-based training**, or if another apprenticeship qualification or degree from a technical school or secondary school is available, the apprenticeship period **can be reduced**.

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

Qualifications which lead to a reduction of the apprenticeship period are:

- the school-leaving certificate from an upper-level Academic Secondary School (AHS),
- the school-leaving certificate from a college for higher vocational education (BHS),
- the school-leaving certificate from a school for intermediate vocational education (BMS) of at least three years' duration
- the diploma from another completed apprenticeship.

### 2.3.2 Requirements of modern competence profiles

The knowledge and skills required for an apprenticeship occupation are specified in the training regulation. They correspond to the **requirements of the labour market** in the respective field. Priority is given to the **ability to exercise an occupation**: Training in an apprenticeship aims to qualify graduates to take up their chosen occupation immediately upon completion 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 formulating the training content, i.e. the individual elements of the competence profile, it must be considered that **qualification and skills requirements are subject to regular changes**. Therefore, the individual items of the competence profile are **not** laid down **statically**, but rather **dynamically**, so that curricula can be adjusted easily to new developments.

Training regulations emphasise the provision of **key skills**: i.e. 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, also **European integration** is increasingly taken into account. This aims to

increase the Austrian skilled workforce's willingness to be mobile and at the same time to strengthen the Austrian companies' competitiveness. Furthermore, all new job profiles take into account the increasing significance of digitalisation in all professional fields.

Competency orientation is a current key term in both general education and VET, which has a central impact on the change from an input to an output orientation. In this context, the legal implementation of the National Qualifications Framework (NQF-law of 2016) has to be mentioned, which enables Austrian qualifications based on learning outcomes to be assigned to eight different levels. Apprenticeship training has now been assigned to level 4. This binding classification presents new requirements for the development of apprenticeship occupations. It must be ensured that the corresponding level is also maintained for apprenticeship occupations. In addition, this level must also be expressed in correspondingly formulated learning outcomes. These new legal framework conditions required an adaptation of the formal process for the development of apprenticeship occupations as well as formulation principles for the training goals.

### 2.3.3 New regulation of an apprenticeship occupation

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

Initiatives for introducing new or modernising existing regulations are, in general, launched by the economic sectors concerned as well as the responsible ministries and the social partners. But also international developments and education programmes play a key role in this respect.

In any case, the professional and practical requirements of the economic sector are always given priority. The content of training regulations is prepared by the Federal Ministry of Economy based on reports and expert opinions drawn up by the Federal Vocational Training Advisory Board. Both players may be supported by further studies and evaluations carried out by VET research institutes.

#### Factbox: Process of apprenticeship occupation development

The process of apprenticeship development was revised in 2019. The aim was to create a systematic framework for the development of apprenticeship occupation in order to create a binding reference for all actors at the controlling, planning and implementation level with a description of the tasks and responsibilities. In addition,

new elements were introduced in the development of job profiles. This includes above all the greater involvement of professional practitioners in the development process and the competency-based design of job profiles and examination regulations.

At the beginning of the formal process of apprenticeship occupation development, a proposal for a new occupational profile is submitted to the Federal Ministry for Digital and Economic Affairs. The preparatory work for the development of this proposal, which is usually done within the sector, is not covered by the formal process.

After an initial verification, the proposal is sent to the Federal Vocational Training Advisory Board which makes an initial assessment (requirements, potential training companies, possible vocational school locations, clarification of the apprenticeship occupation structure) and nominates content related-contact person to the Federal Ministry for Digital and Economic Affairs.

If the evaluation is positive, the Federal Ministry for Digital and Economic Affairs arranges for up to three workshops to be held for detailed elaboration with experts nominated by the social partners and representatives of vocational schools (the number of experts is based on expediency and availability). After acceptance by the Federal Ministry for Digital and Economic Affairs, a final social partnership vote and a decision is made in the Federal Vocational Training Advisory Board.

The legislative process is then initiated with the general evaluation and ends with the announcement of the new training regulations, formally a regulation of the Federal Minister for Digital and Economic Affairs (*Lehrberufspaket* – “apprenticeship occupation package”). The training regulations specify the date of entry into force and these must be applied from this date.

<b>Preliminary phase</b>	Proposal for a new job profile
<b>First evaluation</b>	Assessment and identification of needs
<b>Elaboration</b>	Development of the job profile with experts from the occupational field of the new or to be modernised apprenticeship occupation
<b>Final vote</b>	Coordination with the social partners and the vocational school sector in the Federal Vocational Training Advisory Board
<b>Legal process</b>	General appraisal, ordinance and publication in the Federal Law Gazette

#### Further information:

- On behalf of the BMDW, training guidelines and other materials are produced to support training in companies and made available as downloads at: <https://www.qualitaet-lehre.at/downloads/ausbildungstools/>
- The platform offers a good overview and description of the apprenticeship occupations: [www.bic.at](http://www.bic.at)

### 2.3.4 Modularisation of apprenticeship training

The Vocational Training Act (*Berufsausbildungsgesetz*) enables the modularisation of apprenticeship occupations. This is intended to broaden the range of training on offer, while at the same time ensuring common basic knowledge and skills in a vocational field.

In modular apprenticeships, training is structured in 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.



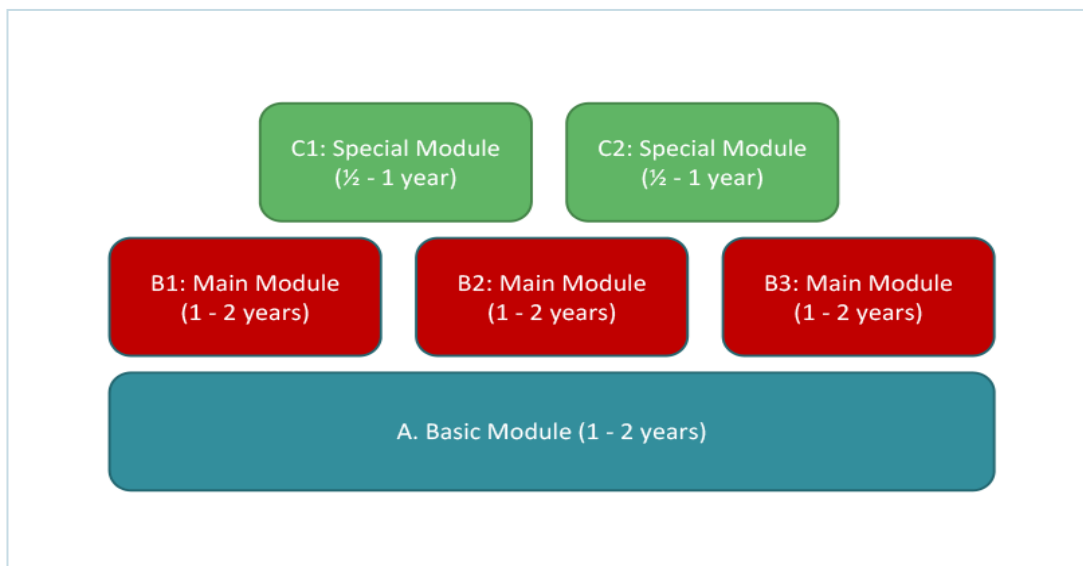
## Main module

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

## Special module (optional)

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**.

Figure 4: Presentation of the structure of modular apprenticeships; Source: Federal Ministry for Digital and Economic Affairs (BMDW)



## Combination possibilities

Different modules can be combined within this system:

- Every apprentice in a modular scheme must first complete the basic module and then the selected main module (**basic module + main module**). Afterwards, trainees can take the final apprenticeship examination and complete the apprenticeship training.
- In addition, the training in a further main module (**basic module + 1<sup>st</sup> main module + 2<sup>nd</sup> main module**) or

- special module (**basic module + main module + special module**) can be agreed between the training company and the apprentice.

The overall training period must not exceed the **maximum apprenticeship period of four years**.

The combination of modules has to be selected when concluding the apprenticeship contract – hence at the beginning of the apprenticeship period. The possible combinations of main and special modules are regulated in the training regulations for the individual modular apprenticeship occupations. A change or addition of a special module or a further main module is always possible, whereby the apprenticeship contract must be adapted by the contractual partners.

### **Benefits of modularisation**

The option of combining different modules 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 it possible to respond to changing sectoral requirements faster.

This also has the benefit that the number of apprenticeship occupations does not increase continuously and also promotes the **clarity of the apprenticeship landscape**.

### Factbox: Examples of modernisations of occupational profiles by modularisation

- Since 2015, training in the field of electro mobility has been possible since the special module "High Voltage Technology" was introduced in the apprenticeship for automotive engineering.
- In the field of mechatronics, the special modules "Robotics" and "Programmable logic control technology (PLC technology)" were set up in 2015.
- In the course of the modernisation of the dual VET programmes in 2017, a new main module "Sawing Technology" and a special module "Design and Construction" was created in the existing modular apprenticeship for woodworking technology.



#### **Attention:**

Not all main and special modules can be combined. For certain special modules a certain main module may be a prerequisite.

# 3 Apprenticeship from the beginning to the final examination

## 3.1 Ways towards an apprenticeship

It is not always easy for young people to select the suitable apprenticeship occupation from approximately 224 possibilities. Several services and initiatives have been set up to support them, e.g.:

- The career guidance tool **Berufsinformationscomputer BIC (www.bic.at)** of the Austrian Federal Economic Chamber is a digital communication and information forum which provides comprehensive information to support young people in their decision-making process. They can determine their individual interest profile on the basis of which various training and educational options are proposed.
- If a young person cannot find a training company, the **Public Employment Service Austria (Arbeitsmarktservice [AMS])**, which is also responsible for the assignment of training posts, will provide support and career guidance.
- General information about apprenticeships and help with searching available apprenticeship posts are also provided by the **Apprenticeship Offices of the Economic Chambers in the individual states**, which act as first instance authorities for in-company training in the dual system. The addresses of the Apprenticeship Offices in the states can be found in the Annex.
- Together with the **Austrian Federal Economic Chamber**, the **AMS** has set up an online apprenticeship exchange (**www.ams.at/lehrstellen**) which enables young people to search for potential training companies efficiently.

## 3.2 Apprenticeship contract

The apprenticeship contract is the basis for vocational training in the dual system. Both the training company and the apprentice enter into the contract, which must be concluded in writing. In case of underage apprentices, a parent or legal guardian must also sign the apprenticeship contract. A standardised template is provided by the Apprenticeship Offices of the Economic Chambers (see chapter 4.2 or appendix 8.1).

### 3.2.1 Registration of the apprenticeship contract (*Lehrvertragsanmeldung*)

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 documentation purposes. **The Apprenticeship Office will then check the apprenticeship contract if all legal regulations have been met.** It also recognises creditable periods of vocational training. Registration of the apprenticeship contract is a prerequisite for the apprentice's later admittance to the final apprenticeship exam.

The apprenticeship contract must include the following:

- the name of the apprenticeship occupation in which training is conducted
- the apprenticeship period
- the beginning and end of training
- details regarding the authorised persons to train apprentices and, if applicable, the name of the VET trainer(s) (and training manager) responsible for the apprentice
- other personal data of 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
- date of conclusion of the apprenticeship contract

### 3.3 *Matura* graduates in apprenticeship training

Apprenticeship training is also an interesting option for holders of the higher education (HE) entrance qualification (*Reifeprüfung* or *Matura*), in particular for those who have completed an upper-level Academic Secondary School (*AHS*) (cf. chapter 1).

For *Matura* graduates the following principles apply:

**Shortened apprenticeship period:** With the agreement of the training company, the apprenticeship can be reduced by one year for *Matura* graduates. For graduates of colleges for higher VET (which also end with the HE entrance qualification, cf. chapter 1), there may be more significant credits (even up to replacement of the entire apprenticeship period), depending on the degree of overlapping contents.

**Apprenticeship remuneration:** Some collective agreements provide an increased remuneration for apprentices over the age of 18.

**Additional qualifications:** Special apprenticeship training courses aimed at *Matura* graduates, such as the model of the “Dual Academy” ([www.dualeakademie.at](http://www.dualeakademie.at)), include supplementary qualifications, e.g. in the fields of management and innovation, as well as a internship abroad.

### 3.4 Apprenticeship with *Matura* (*Berufsreifepprüfung*)

With the *Matura* or “*Berufsreifepprüfung*”, the apprenticeship also offers a good foundation for tertiary education. Since autumn 2008, the support programme “*Berufsreifepprüfung: Lehre mit Matura*” (“Vocational Higher Education Entrance Examination: Apprenticeship with *Matura*”) has enabled all apprentices in Austria to take the *Berufsreifepprüfung* **free of charge** and **parallel** to their apprenticeship training.

In Austria, the *Berufsreifepprüfung* entitles graduates to access higher education (universities, universities of applied sciences, university colleges of teacher education or post-secondary VET courses).

The *Berufsreifepprüfung* consists of **four partial exams**:

- German
- Mathematics
- Modern foreign language
- Specialist area exam (corresponding to the apprentice’s occupational area).

Within the “Apprenticeship with *Matura*” programme, up to **three partial exams** (German, mathematics and modern foreign language) **can** already be **taken during apprenticeship training**. **The last one** can only be taken **after the final apprenticeship exam by people aged 19 or older**. In four-year apprenticeships, it is possible to take the partial exam on the specialist area within the framework of the final apprenticeship exam.

In order to be able to complete the *Berufsreifepprüfung* free of charge within the framework of the support programme “Apprenticeship with *Matura*”, **at least one partial exam** must be successfully taken **during the apprenticeship**. An introductory phase consisting of a potential assessment, basic courses in German and mathematics as well as a counselling session prepares apprentices for entry into the “Apprenticeship with *Matura*” programme.

In every federal state, a coordination point responsible for the organisation of and enrolment into the preparatory courses is set up. Access to these courses is possible in all apprenticeships **from the first year onwards**. The **courses can be attended outside working hours or during working hours** with the training company's consent. 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.

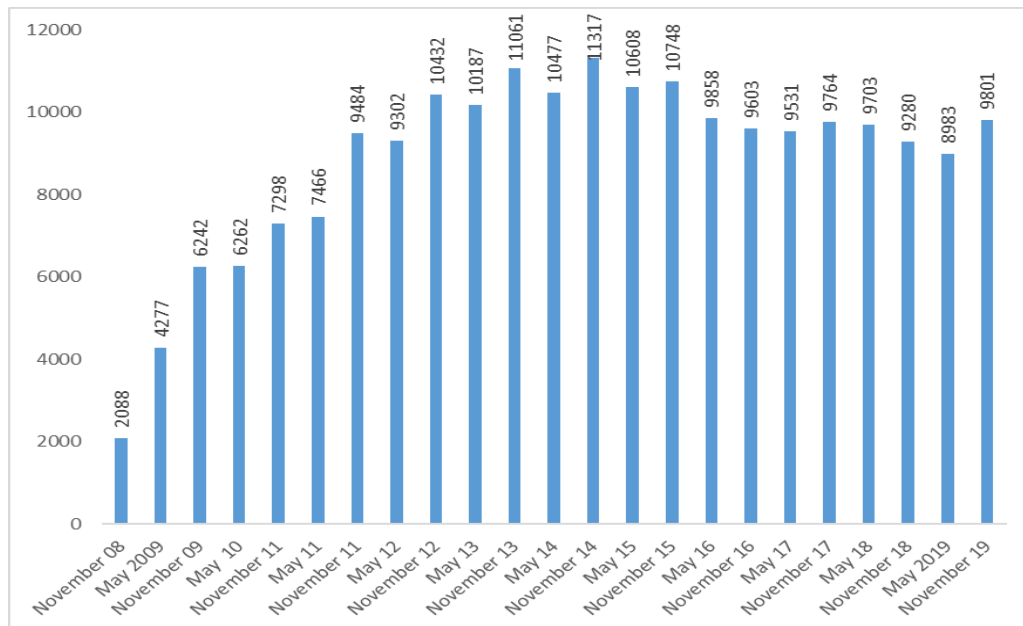
**Note:**

It is still possible to take the *Berufsreifeprüfung* exams after apprenticeship training. In this case, however, the attendance of the preparatory courses entails costs. Moreover, exam fees have to be paid. Yet, a variety of grants is available for this "second chance option".

Since the introduction of the "Apprenticeship with *Matura*" programme in 2008, participant rates in the preparatory courses have more than quadrupled. By the end of November 2019, 9,801 participants were registered.

By November 2019, a total of 9,297 apprentices had already completed the "Apprenticeship with *Matura*" programme.

Figure 5: Participants in the „Apprenticeship with *Matura*“ programme; Source Federal Ministry of Education, Science and Research (BMBWF); Last update December 2019



**Further Information:**

[www.lehremitmatura.at](http://www.lehremitmatura.at) (in German only)

### 3.5 Inter-company apprenticeship training (*Überbetriebliche Ausbildung [ÜBA]*)

In order to counteract youth unemployment, the Federal Government, based on a proposal by the social partners, warranted a training guarantee for young people. Inter-company training (*Überbetriebliche Ausbildung [ÜBA]*) institutions offer adolescents without an in-company apprenticeship post the possibility of an apprenticeship with a recognized final apprenticeship exam.



### Prerequisites for eligibility for inter-company apprenticeship training

Inter-company apprenticeship training addresses young people who

- have completed compulsory schooling,
- **are registered with the Public Employment Service (AMS)**, and
- cannot find a suitable apprenticeship post despite intense efforts or have dropped out from a company-based apprenticeship training relationship.

### Institutions providing inter-company apprenticeship training

Apprenticeship training is provided by a training facility, which must be organised and equipped in a way that an apprentice can reach the learning outcomes specified by the competence profile. **Initial vocational education and training (IVET)** institutions which are not run by authorised apprenticeship trainers or as part of a school are obliged to apply for accreditation from the Federal Ministry for Digital and Economic Affairs.

The Public Employment Service can commission initial vocational education and training facilities with providing inter-company apprenticeship training. In this case, it is not necessary to obtain authorisation from the Federal Ministry for Digital and Economic Affairs.

### Equivalence of inter-company and company-based apprenticeship training

Training provided in an inter-company training facility is **equivalent to apprenticeship training in a company**, therefore the trainees are considered apprentices. Instead of an apprenticeship contract, a **training (IVET) agreement** (*Ausbildungsvertrag*) is concluded. The training agreement can have a limited duration of one year. This is the case if the aim is to place the apprentice into the “regular” form of company-based training after this period. It is also possible, however, to complete the entire apprenticeship period in an inter-company apprenticeship programme.

When changing from an IVET institution to a company or vice versa, the training period apprentices have already completed in the same occupation is recognised. Inter-company training is also completed with the final apprenticeship examination.

### **Factbox: Trainees in an inter-company apprenticeship training**

At the end of December 2019, 7,422 persons were trained in an inter-company apprenticeship training programme. This corresponds to approximately 6,8 % of all apprentices on the same date.

For employing an apprentice from an inter-company training programme, the company will receive a bonus of 1,000 Euros per apprentice during the training period, provided that no Public Employment Service (AMS) subsidy (except for the promotion of girls in apprenticeships with a low proportion of women) is paid out.

## **3.6 Vocational training according to § 8b Vocational Training Act**

Based on comprehensive preparatory work by the social partners, the legislator introduced the “Vocational training according to § 8b Vocational Training Act” (formerly: inclusive initial vocational education and training), a flexible model for people who are disadvantaged in the labour market. The aim is to enable these persons to obtain vocational training and to integrate into working life.

Vocational training in accordance with § 8b of the Vocational Training Act can be completed both in a company and in a training facility and is open to the following persons:

- individuals with special educational needs
- people without a qualification from secondary level I
- people with disabilities
- 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 for them to find any apprenticeship post for reasons exclusively related to the individuals themselves

Inclusive vocational education and training can be offered in two forms:

1. **Prolongation of the apprenticeship period:** In this form of training, the apprenticeship qualification can be obtained within a period longer than the regular training period (by one year, in exceptional cases by up to two years).
2. **Partial qualification:** In this form of inclusive VET, the training focuses on parts of the competence profile of a certain occupation, i.e. not the entire qualification is obtained but a bundle of competences.

Table 1: Possibilities of IVET pursuant to paragraph 8b Vocational Training Act; Source: Federal Ministry for Digital and Economic Affairs

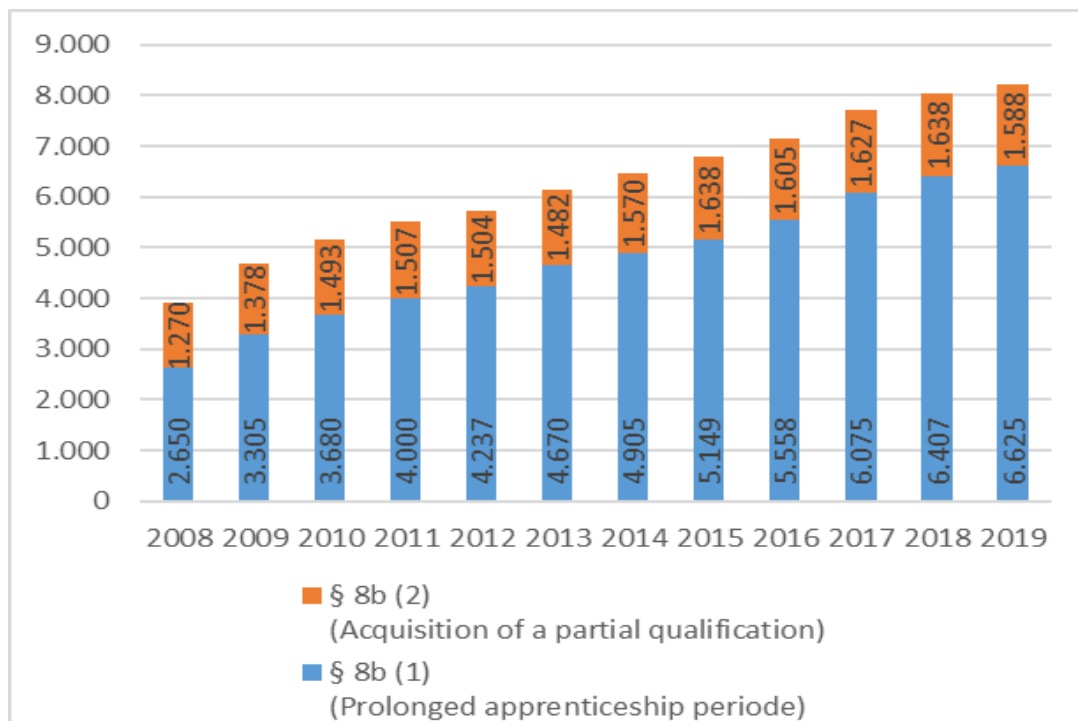
	Prolongation of apprenticeship period	Partial qualification
<b>Training</b>	Teaching of the entire competence profile of an apprenticeship	Imparting parts of the in-company curriculum
<b>Duration</b>	The regular apprenticeship period is prolonged by one, in exceptional cases by two years	One to three years
<b>Attendance of Part-time Vocational School</b>	Compulsory attendance of Part-time Vocational School	Depending on the training objectives specified in the training agreement (concluded at the beginning of the training), Part-time Vocational School is compulsory or optional
<b>Final examination</b>	Final apprenticeship exam	Individual final exam possible

Initial vocational education and training pursuant to paragraph 8b of the Vocational Training Act (“Inclusive Vocational Education and Training”) is coordinated and supported by the **Vocational Training Assistance** (*Berufsausbildungsassistenz [BAS]*). The Vocational Training Assistance has the task of specifying the objectives of training (in cooperation with the training company, the apprentice and her or his legal guardian), of supporting all actors involved and of mediating if the persons entrusted with them encounter difficulties.

### Factbox: Development in vocational training according to § 8b Vocational Training Act

Since its establishment in 2003, there has been a steady increase in the number of adolescents who are trained in either form of prolongation of apprenticeship period or partial qualification. At the end of December 2019, a total of 8,213 apprentices were in vocational training according to § 8b of the Vocational Training Act. This represents an increase of 2.1% over December 2018. 6,625 apprentices were trained in prolonged apprenticeships, 77% of them in companies and 23% in training facilities. 1,588 persons were trained in partial qualification, 40% of them in companies and 60% in training facilities.

Figure 6: Apprentices in an IVET programme pursuant to § 8b (in absolute numbers 2008 - 2019);  
Source: Apprentice statistics of the Austrian Federal Economic Chamber 2019; Vienna 2020



Note: The figures indicate the number of all apprentices in vocational training pursuant to § 8b of the Vocational Training Act as of 31 December of the respective year.

### 3.7 Final apprenticeship examination

The **final apprenticeship exam** aims to establish whether the candidate has acquired the learning outcomes required for the respective apprenticeship occupation and is able to fulfil the activities particular to the occupation in an appropriate manner. Most apprenticeship qualifications correspond to Level 4 of the National Qualifications Framework (NQF).

The final apprenticeship exam consists of a **practical** and a **theoretical part**. The theoretical part is waived if the exam candidate can prove his or her successful completion of the Part-time Vocational School.

#### **Admittance to the final apprenticeship examination for:**

- apprentices in the trained or related apprenticeship occupation
- 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

Even people who have **not** undergone **formal education** can, according to § 23, para. 5 of the Vocational Training Act, take the final **apprenticeship- examination** and thus acquire a vocational qualification. The following prerequisites must be fulfilled:

- 18 years of age
- furnish evidence that they have acquired the knowledge and skills required for the respective apprenticeship occupation in an informal or non-formal way (e.g. by exercising a relevant semi-skilled or other practical activity of appropriate length or by attending a relevant course)
- Also the completion of at least half of the legal apprenticeship 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 (e.g. if the training company goes bankrupt).

The 2011 amendment to the Vocational Training Act has broadened **access to the final apprenticeship exam**. The provision in § 23, paragraph 11 provides that Apprenticeship Offices of the Economic Chambers can determine that the practical final apprenticeship examination be taken in two parts. The first part comprises identification of the exam candidate's already acquired qualifications while in the second part she or he is required to prove any missing qualifications. This provision applies if exam candidates

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

#### Factbox: Success in the final apprenticeship examination and the labour market

Within the framework of the apprenticeship monitoring carried out in 2017, it was found that the success of the training is directly reflected in a successful integration into the labour market (Source Lehrlingsausbildung im Überblick 2019; ibw 2019):

- By far the lowest level of labour market integration is found among those who have dropped out of an apprenticeship (only 36% in employment).
- Slightly better integrated into the labour market are those who have completed their apprenticeship but have not taken the final apprenticeship examination (59% in employment).
- Labour market integration is even slightly better if at least those who have taken the final apprenticeship examination, even if they have not passed it, are still better integrated into the labour market (69% in employment).
- In contrast, successfully passing the final apprenticeship examination leads to a (further) marked improvement in labour market integration. To a lesser extent, however, the degree of successful labour market integration also depends on whether the final apprenticeship examination was passed (only once) or passed with good results or even with distinction (80-85% in employment).

### 3.7.1 The Clearing Office for the final apprenticeship exam

The aim of the Clearing Office for the final apprenticeship exam is an **Austria-wide quality assurance** for the **tasks of the final apprenticeship examination**. For that reason, the Clearing Office (together with vocational experts) develops examination tasks and also standardises tasks drawn up by experts outside the Clearing Office. The exams that are “cleared” are marked with a quality seal and are available to all Apprenticeship Offices that manage the exam process.

In addition to the sample examination, the qualification of the examiners of the apprenticeship final examination is also supported. **Guidelines** are available to **examiners** for selected occupations. In addition, there is a two-part certified examiner training course. It can be attended throughout Austria based on the Clearing Office's curriculum.

**Further information:**

[www.qualitaet-lehre.at/duale-berufsbildung/qualitaetssicherung-in-der-lehre/lap-clearingstelle/](http://www.qualitaet-lehre.at/duale-berufsbildung/qualitaetssicherung-in-der-lehre/lap-clearingstelle/) (in German only)

# 4 Competences in the dual system

The success and further development of the dual system builds on the partnership of many institutions and establishments at various levels.

## 4.1 Federal level

### Federal Ministry for Digital and Economic Affairs (BMDW)

The company-based part of apprenticeship training is within the sphere of competence of the Ministry of Economy. The legal basis for this part of training is laid down in the **Vocational Training Act** (*Berufsausbildungsgesetz, BAG*). Besides BAG, there are training and examination regulations (*Ausbildungs- und Prüfungsordnungen*) for each apprenticeship occupation. These regulations are issued by the Ministry of Economy based on expert opinions submitted by the Federal Advisory Board on Apprenticeship (*Bundesberufsausbildungsbeirat, BBAB*).

### Federal Advisory Board on Apprenticeship (BBAB)

This board is set up by the Ministry for Digital and Economic Affairs 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 BBAB submits **statements and concepts** to the Federal Ministry, which need to be considered when adopting or amending regulations. Furthermore, the BBAB compiles reports (e.g. on modernisations of apprenticeships) on behalf of the BMDW.

### Federal Ministry for Education, Science and Research (BMBWF)

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** (*Schulorganisationsgesetz, SchOG*). The Ministry for Education, Science and Research 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 by the Federal government, the other half by the states.



### Factbox: Vocational Training Act (Berufsausbildungsgesetz, BAG)

- forms the legal basis for the individual apprenticeship occupations and their development
- regulates the company-based part of the apprenticeship training
- contains all the rights and duties of apprentices and persons entitled to an apprenticeship
- organises the final final apprenticeship examination
- regulates the recognition of occupational certificates and qualifications completed abroad
- regulates the qualification of apprenticeship trainers
- regulates the inclusive VET and inter-company apprenticeship training that takes place not in a training company but in a training institution
- defines subsidies, support services and additional offers for apprentices and training companies

## 4.2 Regional level

### Apprenticeship Offices (Lehrlingsstellen)

The Apprenticeship Offices, which are located in the **Economic Chambers** in each individual state, act as vocational training authority of 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 aspects and are responsible for examining and recording apprenticeship contracts. It is their task to provide wide-ranging **counselling** to apprentices and training companies in all matters concerning apprenticeship training. They are supported by offices for the protection of apprentices and young people, which are located at the regional **Chambers of Labour**. Based on a proposal from the Regional Advisory Board on Apprenticeship (Landesberufsausbildungsbeirat) the heads of the Apprenticeship Offices appoint the **chairpersons of the final apprenticeship examination boards**. The **final apprenticeship exams and subsidisation schemes for training companies** are managed by the Apprenticeship Offices as well.

### Further information: Contact addresses of the Apprenticeship Offices

[https://www.wko.at/service/Addresses\\_and\\_Contact\\_of\\_the\\_Austrian\\_Economic\\_Chambers.html](https://www.wko.at/service/Addresses_and_Contact_of_the_Austrian_Economic_Chambers.html)

### Federal states

The federal states 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**.

### State governors and state administrative courts

At the regional level, state governors assisted by the respective state government offices are responsible for the **apprenticeship training** and act as a **supervisory authority**. They decide among others on the cancellation of registered apprenticeship training contracts and appoint the members of their respective Regional Advisory Board on Apprenticeship (LBAB). The state administrative courts decide as second instance on appeals in apprenticeship training matters, such as the withdrawal of the training company accreditation.

### Regional Advisory Boards on Apprenticeship (Landes-Berufsausbildungsbeiräte, LBAB)

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

### Regional Educational Directorates (Bildungsdirektionen)

The regional educational directorates are responsible for the quality assurance and adherence to the tasks within their area of responsibility as well as the implementation of the federal framework curricula.

## 4.3 Local level

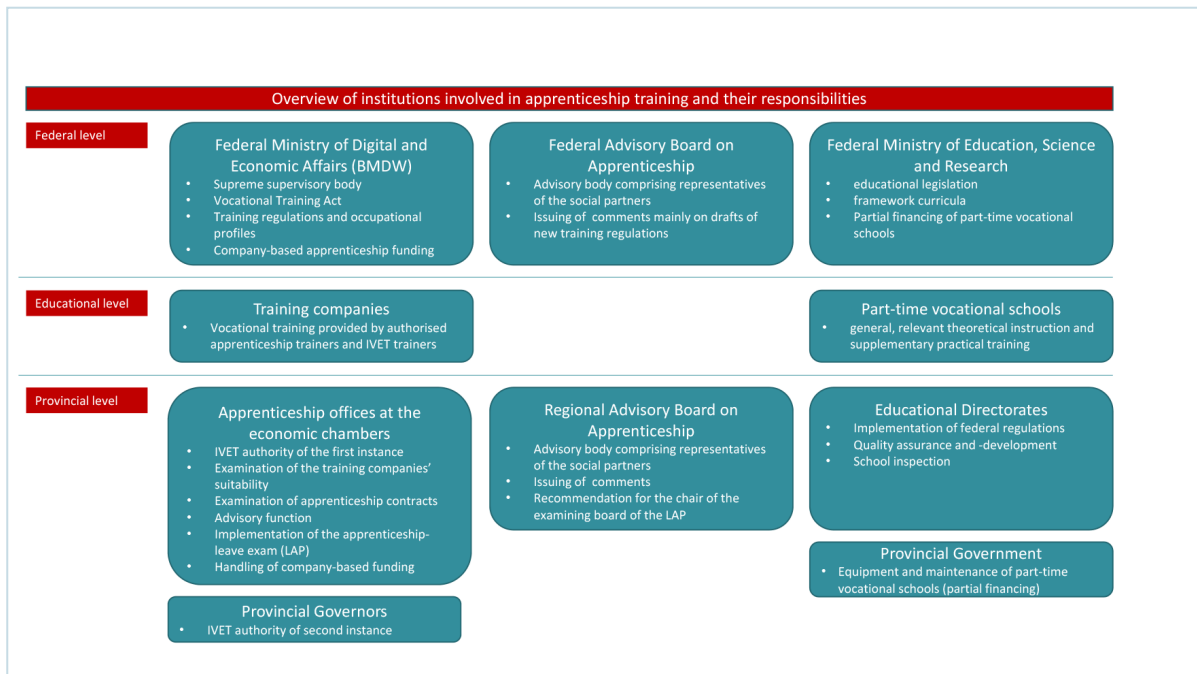
### Training companies

The **person entitled to teach** (i.e. the company owner) is responsible for the apprenticeship training. In her or his company, the apprentice is trained as a skilled qualified employee. The apprentice is supported by the **trainers**.

### Part-time Vocational School

The Part-time Vocational Schools are **in direct contact** with the training companies. This is one of the most important prerequisites for a successful apprenticeship training.

Figure 7: Overview of institutions involved in apprenticeship training and their responsibilities;  
Source Federal Ministry for Digital and Economic Affairs (BMDW)



## 4.4 Financing of apprenticeship training

The respective training enterprise bears the costs of company-based training, whereas the costs of school-based education (Part-time Vocational School) are financed by public funds. **This means that the largest part of costs of dual VET is borne by companies.** The **apprenticeship remuneration** (*Lehrlingseinkommen*) constitutes the major part of the costs for apprenticeship training.

Its amount is determined for each individual apprenticeship occupation in collective bargaining agreements. In the exceptional case that no such agreement exists, the remuneration is agreed upon individually and stipulated in the apprenticeship contract. The remuneration increases with every apprenticeship year until, in the final year, it totals an approximate average of 80% of the corresponding skilled qualified employee wage.

This must be seen, however, against the fact that in the course of their training, apprentices contribute to the training companies' productivity through their **productive work** and that their share in productive work increases with every year of training.

Benefitted contribution rules for social insurance are in place for apprentices since early 2016:

- **Health insurance contribution:** The health insurance contribution accrues from the first until the last year of the apprenticeship. The contribution rate is 3.35% throughout the entire apprenticeship. The apprentice has to carry 1.67% and the employer 1.68%.
- **Accident insurance contribution:** For apprentices, no accident insurance contribution needs to be paid. Nevertheless, the apprentice is accident insured.
- **Pension insurance contribution:** The contribution rate for the pension insurance for apprentices doesn't differ to the general rate and is 22.80% during the entire apprenticeship period, whereas the apprentice bears 10.25% and the employer 12.55%. Hence, the pension insurance contribution of an apprentice already starts with the first day of the apprenticeship.
- **Unemployment insurance contribution:** The unemployment insurance contribution accrues from the first to the last year of apprenticeship. The contribution rate is 2.40% during the entire apprenticeship period (1.20% for each employee and employer) - compared to 6% contribution rate of all employees.

In addition, a large number of **subsidisation options** exist for apprenticeship training (see section 5.1).

The costs for equipping Part-time Vocational Schools with machinery, equipment and teaching material are borne by the federal states. The federal government and the respective state share costs for the teaching staff equally.

Table 2: Comparison of public expenditures on initial VET per apprentice or student (2017/2018); Source: Apprenticeship Overview 2017; ibw 2019

<b>Facts: Annual public expenditures for initial VET per apprentice or student (2017/2018)</b>		
Initial Vocational Education and Training (IVET) Option	Annual detailed costs per person per training place	Total annual public expenditures per person per training place
Apprenticeship (dual VET)	Part-time Vocational School € 5.063,- Company-based apprenticeship funding (cf. 5.1) € 1.524,-	€ 6.587,-
Inter-company apprenticeship training (cf. 17)	Part-time Vocational School: € 5.063,- Costs for Public Employment Service: € 13.090,- Funding of Federal States (7.66%): € 1.003,-	€ 19.155,-
Schools for intermediate vocational education and colleges for higher vocational education	€ 10.813,-	€ 10.813,-

# 5 Subsidisation options and quality assurance in the dual system

## 5.1 Funding for training companies

There are numerous public subsidisations for apprentices and training companies. The different options of the company-based apprenticeship funding (Betriebliche Lehrstellenförderung) are regulated in two guidelines:

- Guideline acc. § 19c para. 1 digit 1-7 Vocational Training Act and
- Guideline acc. § 19c para. 1 digit 8 Vocational Training Act.

### 5.1.1 Basic subsidy (Basisförderung)

The training company can apply for a basic subsidy at the end of every year of the apprenticeship. The aim of the basic subsidy is to cover the costs that arise for companies (remuneration, social security contribution) during their apprentices' schooling periods. The amount of the subsidy depends on the year of training and on the remuneration paid:

- For apprentices who are in their first year of training companies receive three gross apprenticeship remunerations (pursuant to the respective collective agreement),
- for apprentices in their 2<sup>nd</sup> year they receive two, and
- for those in their 3<sup>rd</sup> and 4<sup>th</sup> year one.
- In case the apprenticeship period is 3.5 years, companies receive half of the remuneration in the last (half) year of training.

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.

### 5.1.2 Quality-oriented and system related subsidisation options

- training measures that go beyond the job-profile (obligatory or voluntary training alliance measures, job-specific additional competences for apprentices, preparatory courses for the final apprenticeship examination)
- measures for apprentices with learning difficulties (e.g. remedial courses in German, mathematics and living foreign language)
- internships abroad including related language courses for apprentices
- promotion of boarding school costs when attending a vocational school
- professional development measures of initial vocational education and training staff
- contribution to apprentices who passed the final apprenticeship exam "with distinction" or "good pass"

### 5.1.3 Project funding and benefits

- projects to support equal access for women and men to the different apprenticeships
- projects to support integration into the dual system as well as inter-regional placement to an apprenticeship post
- projects to support quality management and innovation in company-based training

In addition, in order to increase participation and raise the chance of a successful graduation of apprenticeship training advisory (i.e. to reduce or prevent dropouts), mentoring and support services are promoted. These include e.g.:

- coaching and counselling for apprentices as well as training companies
- the provision of training guides for apprenticeships
- ensuring the quality of the final apprenticeship exam by setting up the Clearing Office

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

### Further Information (in German only)

- Company based apprenticeship funding: [www.lehre-foerdern.at](http://www.lehre-foerdern.at)
- Guidelines for the company based apprenticeship funding: [www.bmdw.gv.at](http://www.bmdw.gv.at) -> Berufsausbildung -> Lehrlings- und Berufsausbildung -> Lehre fördern
- Quality-oriented subsidisation options: [www.qualitaet-lehre.at](http://www.qualitaet-lehre.at)
- Coaching and counselling for apprentices and training companies (Lehre-statt-Leere): [www.lehre-statt-leere.at](http://www.lehre-statt-leere.at)
- Project promotions: [www.projektfoerderung-lehre.at](http://www.projektfoerderung-lehre.at)

## 5.2 Subsidisation by the Public Employment Service (AMS)

Subsidies are available for the following:

- young women in apprenticeship occupations with a low share of women
- adolescents disadvantaged in the labour market
- young people with special needs and
- people who are 18 years or older 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).

### Further Information (in German only):

[www.ams.at](http://www.ams.at) -> Service für Unternehmen -> Förderungen

## 5.3 Quality management in apprenticeship training (QML)

As part of the quality management of apprenticeship training (QML), personal data is collected and evaluated in order to identify sectors or apprenticeship occupations with high drop-out rates, particularly at the regional level. The data basis is formed by all persons who have regularly ended their apprenticeship contract in the evaluation year and have not concluded another apprenticeship contract by the end of the following year.

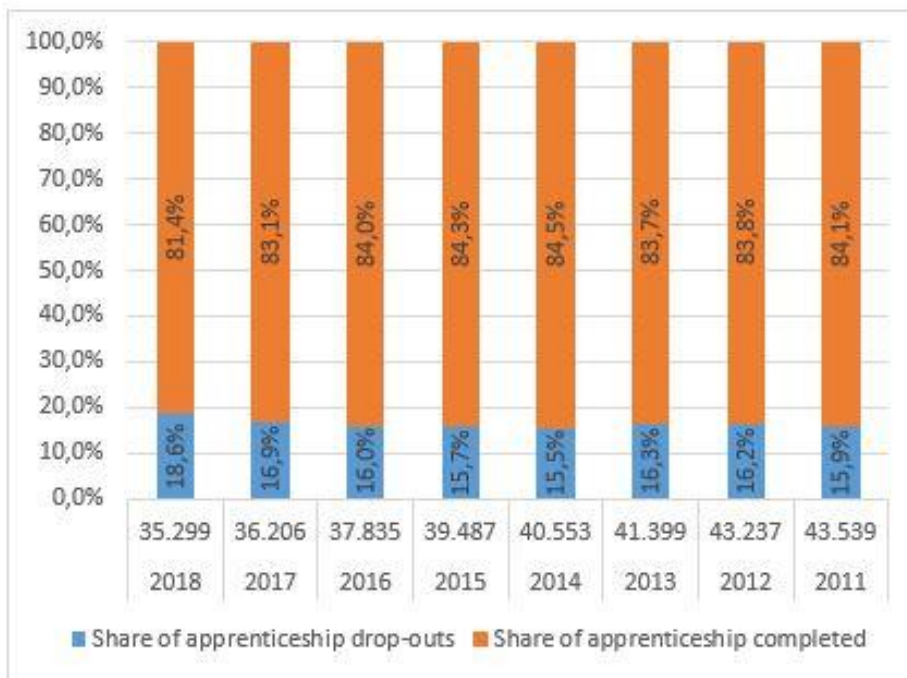


The aim of the QML process is to ensure that a higher proportion of young people complete their apprenticeship and then have a positive final apprenticeship examination without lowering the level of the examinations.

### Evaluation for 2018

In 2018, 35,299 apprentices (including inter-company apprenticeship training) will have completed their apprenticeship period. Of these, 18.6% had not concluded a subsequent apprenticeship contract by the end of 2019 and had not passed a final final apprenticeship examination. They are therefore considered as apprenticeship dropouts (dropout quota). Of the remaining 28,737 apprentices, 90.1% will have passed the final final apprenticeship examination by the end of 2019.

Abbildung 8: Development of drop-out rates and graduation rates between 2011 and 2018. Source: Jahresbericht Qualitätsmanagement Lehre 2018, Austrian Economic Chamber (Wirtschaftskammer Österreich) 2020



**Further information (in German only):**

**[www.wko.at](http://www.wko.at) -> Bildung und Lehre -> Lehrlingsausbildung -> Daten zum QML**

# 6 Apprenticeship training in a European and international context

In order to remain competitive in the international economic arena, highly trained skilled employees are required. In the European Union 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. However, such forms of training with comparably high commitment of companies and social partners in system governance can only be found in a few countries in Europe.

The policy measures taken by the Federal Ministry for Digital and Economic Affairs 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 the recent classification of apprenticeship certificates at Level 4 in the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF) respectively
- participation in **European exchange programmes, in particular Erasmus+** vocational education and training mobility for for VET learners and staff
- further promote mobility by implementing the EU recommendation on a credit transfer system for vocational education and training (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 possibilities 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.

## 6.1 Bilateral cooperation – training agreements

Austria and the **Federal Republic of Germany** have signed an **agreement on cooperation** in the field of vocational education and training and the mutual **recognition of occupational certificates and qualifications**. Based on this agreement, approx. 270 Austrian VET qualifications (final apprenticeship exams and school-based certificates) correspond to some 350 German final certificates and apprenticeship diplomas. An equivalence of 26 Austrian master craftsperson examinations with as many German qualifications has also been achieved.

Besides Germany, Austria has also concluded a bilateral agreement with **Hungary** regarding the recognition of occupational certificates and qualifications. So far, mutual recognition has been agreed upon for 23 qualifications.

An agreement between the autonomous **State of Bolzano (Italy)** and Austria on the mutual recognition of final apprenticeship examination is in force too. It applies to 130 final apprenticeship exams and 32 master craftsperson certificates.

## 6.2 International cooperation – VET-transfer projects

The dual system is internationally regarded as a "best practice" model for teaching economic and labour market skills. To support the further development of the vocational education and training (VET) systems in the individual countries, several Austrian institutions are involved in international VET transfer projects. This concerns:

- work programmes in the field of VET in the context of mixed economic commissions
- Implementation of bilateral VET transfer projects
- European cooperation with the European Commission and institutions

In addition, the Federal Ministry for Digital and Economic Affairs (BMDW) is also involved in the overarching educational cooperation for the establishment of the "**Western Balkans Alliance for Work-Based Learning**" as a joint work platform of the chambers of commerce (Wirtschaftskammernetzwerk) and education authorities (ERI SEE) of the Western Balkans with an office in Trieste (CIFF network). The expert conference on dual education in the Western Balkan countries as part of the Berlin Process held in Vienna in 2016 started this initiative.

The aim of this platform is to develop opportunities to increase the labour market relevance of VET, foster labour mobility in the region and develop common occupational profiles in the region.

**Further Information:**

To support bilateral VET-transfer projects, the online information portal **[www.apprenticeship-toolbox.eu](http://www.apprenticeship-toolbox.eu)** was set up in cooperation with the European Commission and European countries with dual training systems (Denmark, Germany, Liechtenstein, Austria and Switzerland).

# 7 Facts & figures

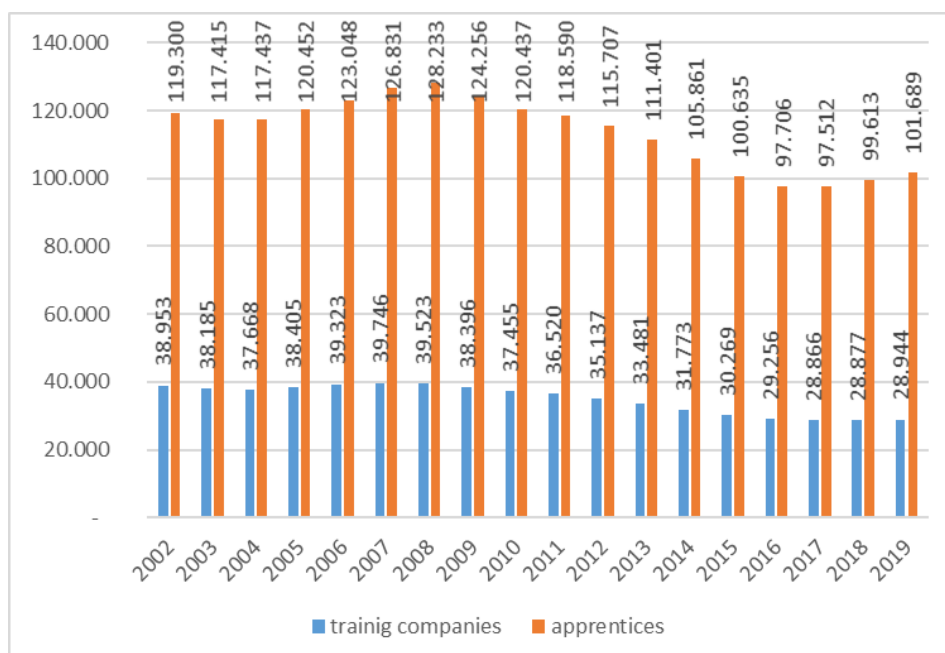
In all sectors, new and modernised competence profiles ensure that the **attractiveness of apprenticeship training** for young people is enhanced and the **companies' willingness to train** is maintained.

## 7.1 Development of the number of apprentices and training companies

At the end of December 2019, a total of 109,111 apprentices were in a training relationship in Austria, 101,689 of them were trained in companies and 7,422 in inter-company training facilities.

As of 31 December 2019, 29,034 training companies (including 90 inter-company training facilities and 28,944 training companies) were training apprentices. Thus, one training company accounted for around 3.9 apprentices.

Figure 9: Development of training companies and apprentices (excluding inter-company training) in Austria since 2002; Source: Apprenticeship statistics 2019 of the Austrian Federal Economic Chambers (WKO); Vienna 2020

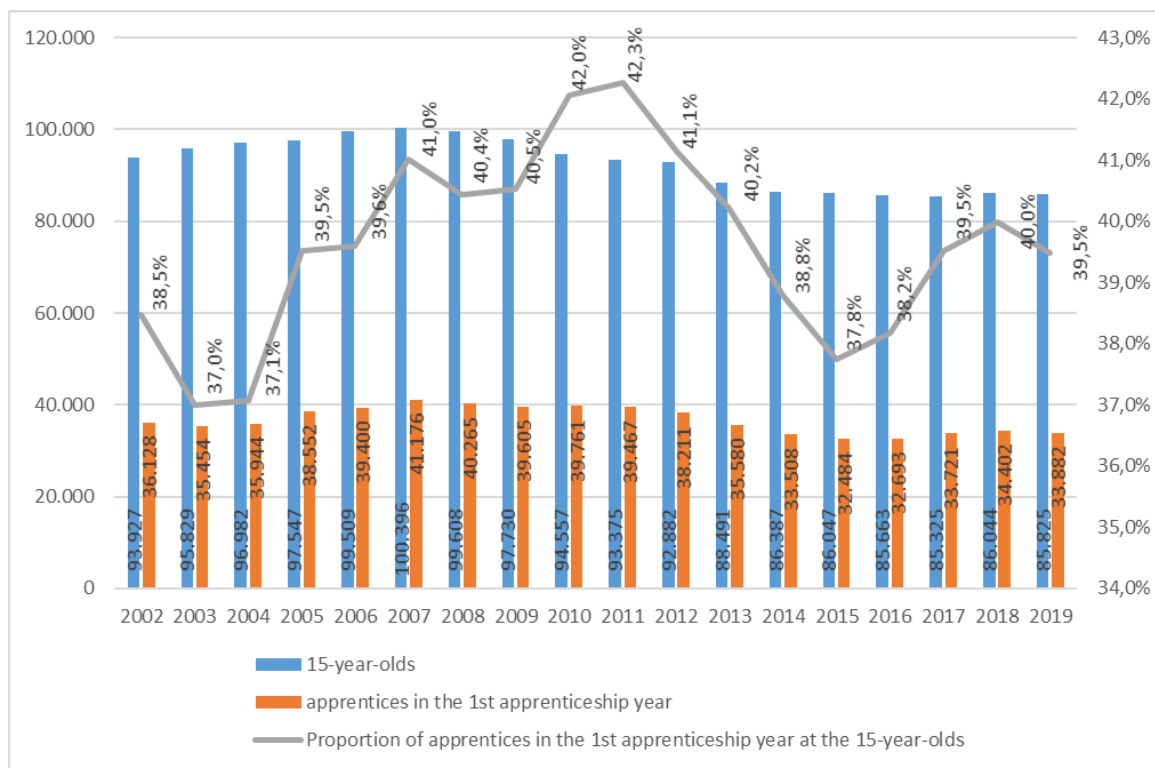


### 7.1.1 Apprenticeship numbers and demographic development

The main reason for the decreasing number of apprentices in the previous years is the demographic change. From 2007 (peak of 15-year-olds in Austria) to 2019, the number of 15-year-olds decreased by about 14.5%. In the same period, the number of apprentices dropped by around 27.2%. The economic crisis of 2009 and the resulting uncertain economic forecasts also had negative effects on the number of apprentices. Still, the companies do see their engagement in apprenticeship training as an investment in future human resources.

Between 2010 and 2015, the number of apprenticeship entrants has dropped continuously. From 2016 onwards there was a further increase until 2018: at the end of 2019 the number of apprenticeship starters was 33,882, -1.5% lower than at the end of 2018.

Figure 10: Demographic change and number of apprentices in the 1st year of apprenticeship; Source: Apprenticeship statistics 2019 of the Austrian Federal Economic Chambers (WKO); Vienna 2020



### 7.1.2 Number of apprentices in occupational fields

New economic trends and technological developments effected also the demand of qualifications needed in the economy. Therefore a continuous modernisation of the apprenticeship qualifications is necessary.

Digitalisation is a key challenge for apprenticeship training. In the last five years, the demand for apprentices has more than doubled in the occupational fields of computer science, electronic data processing (EDP) and communication technology.

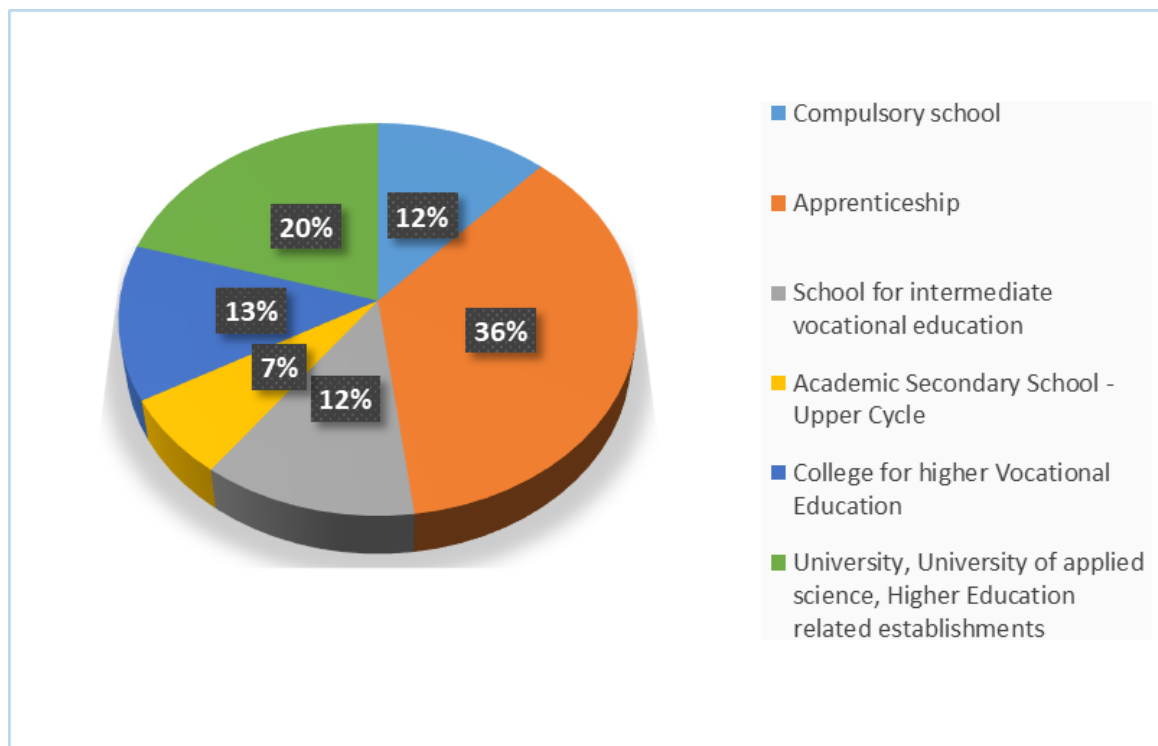
Table 3: Number of apprentices in occupational fields; Source: Apprenticeship statistics 2019 of the Austrian Federal Economic Chambers (WKO); Vienna 2020 and Federal Ministry of Digital and Economic Affairs (BMDW) calculations

Occupational fields/sectors	Absolute Value 2019			Growth total 2015 - 2019
	male	female	total	
Construction / Architecture / Building-technology	11.986	1.092	<b>13.078</b>	-0,4%
Office / Commercial / Finance	7.559	14.349	<b>21.908</b>	-9,6%
Chemistry / Plastic	1.238	633	<b>1.871</b>	3,1%
Media / Printing / Design	558	444	<b>1.002</b>	7,3%
Electrical engineering / electronics	9.582	570	<b>10.152</b>	-10,6%
Tourism / Hospitality / Hotellery	4.774	4.317	<b>9.091</b>	-4,2%
Leisure industry / sports	136	154	<b>290</b>	15,1%
Health / Medicine / Nursing	523	2.221	<b>2.744</b>	5,7%
Wood / paper / glass / ceramics	4.904	602	<b>5.506</b>	-0,5%
Computer Science / EDP / Communication Technology	4.603	616	<b>5.219</b>	124,4%
Body care / beauty	574	3.816	<b>4.390</b>	-8,6%
Culture / Language / Society	19	48	<b>67</b>	13,6%
Art / crafts	59	73	<b>132</b>	3,9%
Food and stimulants / nutrition	1.065	1.279	<b>2.344</b>	-4,9%
Machinery / vehicles / metal	23.066	2.006	<b>25.072</b>	0,3%
Fashion / Textile / Leather	84	235	<b>319</b>	-10,4%
Agriculture and forestry / animals / plants	442	736	<b>1.178</b>	-7,7%
Transport / traffic / warehouseing	1.590	794	<b>2.384</b>	18,4%
Law / Security / Administration	539	1.547	<b>2.086</b>	10,4%
Environment / Energy / Raw materials	235	43	<b>278</b>	-9,2%
<b>Total</b>	<b>73.536</b>	<b>35.575</b>	<b>109.111</b>	<b>-0,8%</b>

## 7.2 Formal qualification structure of the economically active population

Apprenticeship training is a highly valued vocational education and training (VET) pathway. In 2019, about **36% of all employed persons** in Austria had an apprenticeship diploma as the highest education attainment. Among men this share is 43,9%, among women about 27,5%.

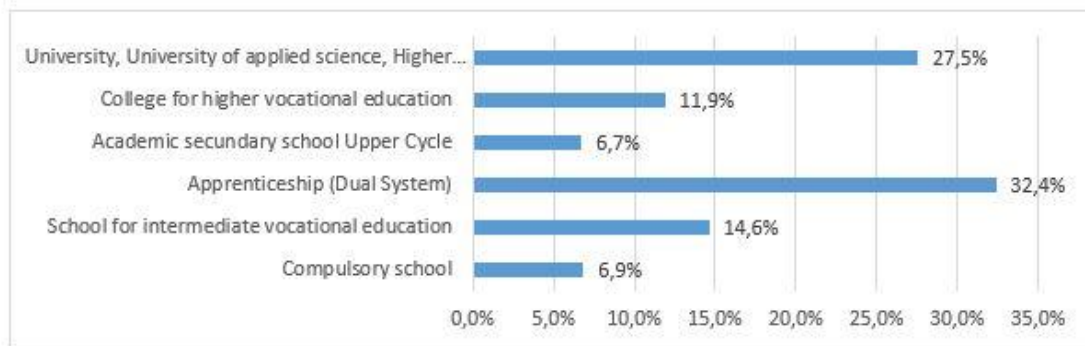
Figure 11: Distribution of employed persons in Austria in 2019 according to the highest educational attainment; Source: Statistics Austria: Microcensus Labor Force Survey, Vienna 2020



Moreover, apprenticeship is by far the most important qualification of self-employed people in Austria. Almost one third of all self-employed persons in Austria in 2019 hold an apprenticeship certificate as the highest completed qualification.



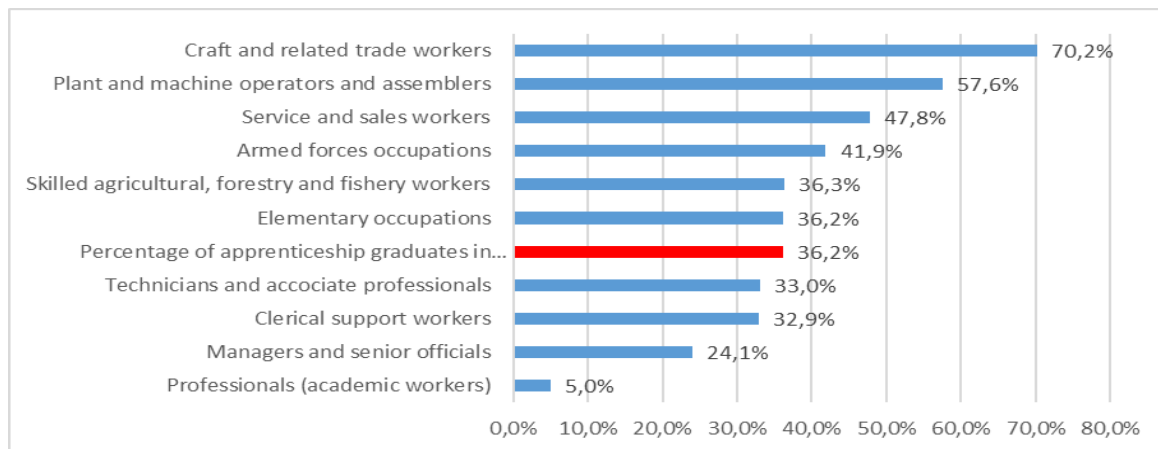
Figure 12: Self-employed persons according to the highest educational attainment; Source: Statistics Austria: Microcensus Labour Force Survey 2019, Vienna 2020



### 7.2.1 Occupational status of apprenticeship graduates

The apprenticeship graduates' occupational status and professional activities show that they are a very important group of the **skilled labour force** of the Austrian economy. The highest share of apprenticeship graduates in 2019 can be identified in the **occupational group "craft and related trade workers" (70.2%)**. Among "managers and senior officials", the share of people with an apprenticeship diploma as their highest qualification is 24.1%. The occupational group of "technicians and equivalent non-technical occupations" has a share of apprenticeship graduates of 33% compared to "office staff and comparable occupations 32.9%".

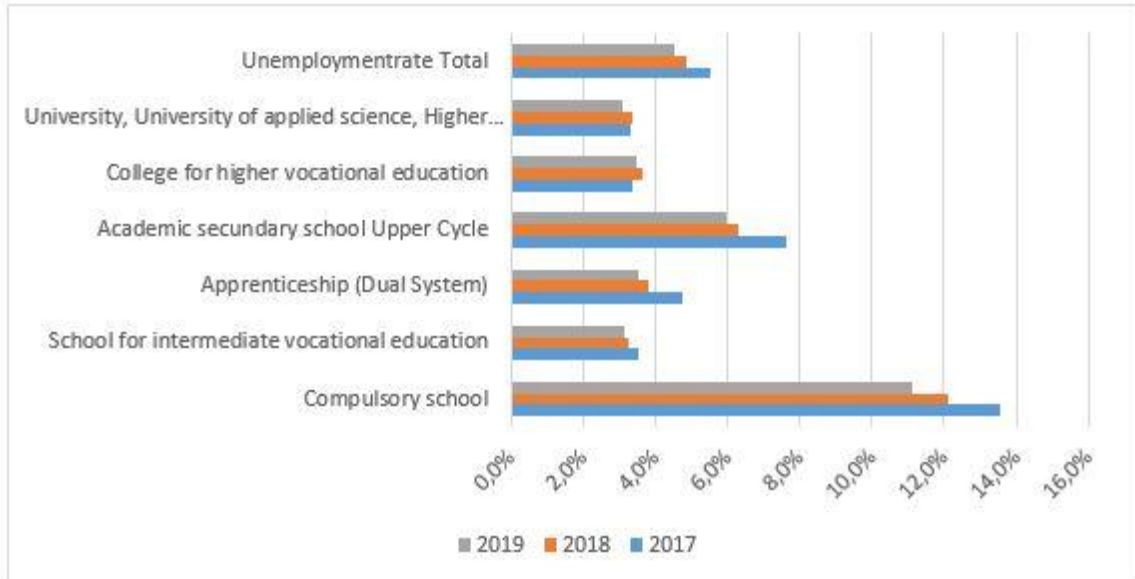
Figure 13: Share of apprenticeship graduates among the working population according to ISCO main occupational groups\*; Source: Statistics Austria: Microcensus Labour Force Survey 2019, Vienna 2020 - \* Note: ISCO stands for "International Standard Classification of Occupations" and is an internationally valid classification scheme for groups of occupations.



### 7.3 Success on the labour market

In 2019, the unemployment rate to the international definition of apprenticeship graduates amounted to 3.5% and is clearly below the average of all people registered as job-seekers (4,5%).

Figure 14: Unemployment rate according to the Labour Force concept (ILO) by highest educational attainment; Source: Statistics Austria: Microcensus Labour Force Survey 2019, Vienna 2020



## 7.4 The most popular apprenticeship occupations

There is a wide spectrum of apprenticeship occupations in Austria, ranging from those, which are rich in tradition to modern high-tech occupations (see also chapter 2.3 Apprenticeship occupations on page 13). When young people are choosing a career, however, it is obvious that the many different options are used only to a limited extent. As shown by the Apprenticeship Statistics of the Austrian Federal Economic Chamber (WKO), almost **41,5% of all female apprentices** and some **35,3% of all male apprentices** are trained in **three very popular apprenticeship occupations respectively**.

Table 4: The ten popular apprenticeship occupations among young women (last update 31.12.2019); Source: Austrian Federal Economic Chamber (WKO), Apprenticeship Statistics 2019, Vienna 2020

Female		
Apprenticeship occupation	Apprentices	Total share of female apprentices in %
1. Retail trade overall	8.275	22,3%
2. Office assistant	4.025	10,6%
3. Hairdresser and wigmaker (stylist)	3.334	8,5%
4. Administrative assistant	1.221	3,5%
5. Cook	1.161	3,4%
6. Pharmaceutical trade assistance	1.160	3,3%
7. Restaurant specialist	1.111	3,1%
8. Metal technology	940	3,0%
9. Hotel and restaurant trade assistant	939	2,8%
10. Confectioner	808	2,4%
<b>Summe "TOP-10"</b>	<b>22.974</b>	<b>63,0%</b>
Total number of female apprentices	35.161	100%

Table 5: The ten popular apprenticeship occupations among young men (last update 31.12.2019); Source: Austrian Federal Economic Chamber (WKO), Apprenticeship Statistics 2019, Vienna 2020

Male		
Apprenticeship occupation	Apprentices	Total share of male apprentices in %
1. Metal technology	9.807	13,3%
2. Electrical engineering	8.383	12,0%
3. Motor vehicle engineering	6.820	10,0%
4. Retail trade overall	5.019	6,7%
5. Installation and building technology	3.845	5,5%
6. Bricklayer	2.820	4,0%
7. Joinery	2.750	3,5%
8. Mechatronics	2.595	3,5%
9. Cook	2.292	3,3%
10. Carpentry	1.594	2,3%
<b>Sum "TOP-10"</b>	<b>45.925</b>	<b>64,3%</b>
Total male apprentices	71.452	100%

# 8 Annex

## 8.1 Contact information of the Apprenticeship Offices

State	Contact
Apprenticeship office of the economic chamber of Burgenland Robert-Graf-Platz 1 7000 Eisenstadt	<b>Phone:</b> +43 5 90 900-3802 <b>E-mail:</b> foerderreferat.burgenland@inhouse.wko.at <b>Web:</b> <a href="https://www.wko.at/service/b/bildung-lehre/lhre_Ansprechpartner_im_Burgenland.html">https://www.wko.at/service/b/bildung-lehre/lhre_Ansprechpartner_im_Burgenland.html</a>
Apprenticeship office of the economic chamber of Carinthia Koschutastraße 3 9020 Klagenfurt	<b>Phone:</b> +43 5 90 904 868 <b>E-mail:</b> lehrlingsstelle@wkk.or.at <b>Web:</b> <a href="https://www.wko.at/service/k/bildung-lehre/Lehrlingsstelle-Kaernten.html">https://www.wko.at/service/k/bildung-lehre/Lehrlingsstelle-Kaernten.html</a>
Apprenticeship office of the economic chamber of Lower Austria Wirtschaftskammer-Platz 1 3100 St. Pölten	<b>Phone:</b> +43 2742 851 17900 <b>E-mail:</b> lehrlingsstelle@wknoe.at <b>Web:</b> <a href="https://www.wko.at/service/noe/bildung-lehre/Neuerungen-Lehrlingsstelle-NOe.html">https://www.wko.at/service/noe/bildung-lehre/Neuerungen-Lehrlingsstelle-NOe.html</a>
Apprenticeship office of the economic chamber of Upper Austria Wiener Straße 150 4021 Linz	<b>Phone:</b> +43 5-90909-4001 <b>E-mail:</b> bp@wkooe.at <b>Web:</b> <a href="https://www.wko.at/service/ooe/bildung-lehre/Lehrlingsservice_Pruefungsservice_in_Oberoesterreich.html">https://www.wko.at/service/ooe/bildung-lehre/Lehrlingsservice_Pruefungsservice_in_Oberoesterreich.html</a>
Apprenticeship office of the economic chamber of Salzburg Julius-Raab-Platz 2 5027 Salzburg	<b>Phone:</b> +43 662 88 88 320 <b>E-mail:</b> lehrlingsstelle@wks.at <b>Web:</b> <a href="https://www.wko.at/service/bildung-lehre/Lehrlingsstellen-der-Wirtschaftskammern.html">https://www.wko.at/service/bildung-lehre/Lehrlingsstellen-der-Wirtschaftskammern.html</a>
Apprenticeship office of the economic chamber of Styria Körblergasse 111-113, 8010 Graz	<b>Phone:</b> +43 316 601 350 <b>E-mail:</b> lehrlingsstelle@wkstmk.at <b>Web:</b> <a href="https://wko.at/stmk/lehrlingsstelle">https://wko.at/stmk/lehrlingsstelle</a>
Apprenticeship office of the economic chamber of Tyrol Egger-Lienz-Straße 118 6020 Innsbruck	<b>Phone:</b> +43 5 90 905 7303 <b>E-mail:</b> lehre.foerdern@wktirol.at <b>Web:</b> <a href="https://www.wko.at/service/t/bildung-lehre/lehrlingsstelle_foerderreferat_ansprechpartner_tirol.html">https://www.wko.at/service/t/bildung-lehre/lehrlingsstelle_foerderreferat_ansprechpartner_tirol.html</a>
Apprenticeship office of the economic chamber of Vorarlberg WIFI Campus - Trakt B Bahnhofstraße 24 6850 Dornbirn	<b>Phone:</b> +43 5522 305 1155 <b>E-mail:</b> lehre@wkv.at <b>Web:</b> <a href="https://www.wko.at/service/vbg/bildung-lehre/lhre_Ansprechpartner_in_Vorarlberg.html">https://www.wko.at/service/vbg/bildung-lehre/lhre_Ansprechpartner_in_Vorarlberg.html</a>
Apprenticeship office of the economic chamber of Vienna Straße der Wiener Wirtschaft 1 1020 Wien	<b>Phone:</b> +43 1 514 50 2010 <b>E-mail:</b> lehrlingsstelle@wkw.at <b>Web:</b> <a href="https://www.wko.at/service/w/bildung-lehre/Lehrlingsstelle.html">https://www.wko.at/service/w/bildung-lehre/Lehrlingsstelle.html</a>

## 8.2 Further Information

- Federal Ministry for Digital and Economic Affairs and Austrian Chamber of commerce (editors): „Lehrberufsliste - Online“; Wien 2020; Download:  
**<https://lehrberufsliste.bic.at/index.php>**
- Federal Ministry for Digital and Economic Affairs: Berufsausbildungsgesetz (BAG, Vocational Training Act); Download:  
**<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276>**
- Institut für Bildungsforschung der Wirtschaft (ibw) and Österreichisches Institut für Bildungsforschung (öibf): Bericht zur Situation der Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2016-2017 [Report on the situation of youth employment and apprenticeship 2016-2017], Wien 2018; Download:  
**<https://www.bmdw.gv.at/dam/jcr:9296ea94-7e05-43a8-8c01-e4c60b365e12/Bericht%20zur%20Jugendbesch%C3%A4ftigung%20und%20Lehrlingsausbildung%202016-2017.pdf>**
- Institut für Bildungsforschung der Wirtschaft (ibw) and Österreichisches Institut für Bildungsforschung (öibf): Hintergrundanalyse zur betrieblichen Lehrstellenförderung (Synthesebericht) [Background analysis on the funding of apprenticeship training in companies (synthesis report)]; Wien 2016; Download:  
**[https://www.bmdw.gv.at/Nationale%20Marktstrategien/Ingenieurwesen/Documents/Synthesebericht\\_Endbericht\\_ibw\\_oeibf\\_neu.pdf](https://www.bmdw.gv.at/Nationale%20Marktstrategien/Ingenieurwesen/Documents/Synthesebericht_Endbericht_ibw_oeibf_neu.pdf)**
- Institut für Bildungsforschung der Wirtschaft (ibw): Lehrlingsausbildung im Überblick 2019 - Strukturdaten, Trends und Perspektiven [Overview of Apprenticeship Training 2019 – Structural Data, Trends, and Perspectives]; Wien 2019; Download:  
**<https://ibw.at/bibliothek/id/505/>**
- Wirtschaftskammer Österreich: Lehrlingsstatistik - Hauptergebnisse 2019 [Apprenticeship Statistics – Main Results 2019], Wien 2020; Download:  
**<https://www.wko.at/service/zahlen-daten-fakten/daten-lehrlingsstatistik.html>**

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