Apprenticeship system

Dual Vocational Education and Training in Austria
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Preface

Apprenticeship is a traditional and at the same time a very modern form of vocational training. The combination of learning in the company, integrated into the economic and entrepreneurial reality, and in the vocational school, where mainly professional basics, theory and general education are imparted, is also internationally an "example of best practice" to help young people succeed in their careers. Austria is together with some other countries a pioneer in Europe in this area.

On average, about 37% of all young people decide to pursue one of the almost 230 apprenticeship occupations after compulsory schooling. In 2020, more than 28,700 companies trained over 108,000 apprentices. The 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 vocational education and training (VET) system must respond quickly and flexibly to new requirements in the economy, new technical developments and in particular to mega-trends like digitization, sustainability and ecology in work and production processes. We are therefore continuously developing apprenticeship training through new job profiles and the inclusion of new elements therein. Training associations have developed particularly well in recent years, where apprentices - but also trainers - can obtain additional skills such as new environmentally friendly practices, job-related foreign languages and much more.

Apprenticeship is a good basis for further vocational training at 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 “Matura” (= 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 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 encouraging innovative forms of training or supporting 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 the read.
1 The apprenticeship in the Austrian Education System

1.1 The Austrian education system

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

Figure 1: The Austrian education system; Source: ibw, Vienna 2020

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 attainment 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 training in Austria takes place 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 230 different apprenticeships takes place at two learning locations - in the training company and in the vocational school - and offers vocational training that is close to the economy and the labor market, with a direct link to entrepreneurial activity. The practical training takes place predominantly in the training company (around 4/5 of the training period). In the vocational school (around 1/5 of the apprenticeship period), the focus is on general education and technical theory as well as the deepening of in-company training. Depending on the teaching profession, apprenticeship training lasts between two to 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 corresponding framework conditions are regulated in the Vocational Training Act (= Berufsausbildungsgesetz, BAG). Furthermore, the dual training can be combined with a "Matura" (= general qualification for university entrance); in this case, three additional modules in the general subjects German, maths and foreign language as well as an in-depth specialist module must be completed (see also section 3.4 "Apprenticeship with Matura").

In addition to the dual system, upper secondary vocational schools (ISCED 354, EQR 4) set up at secondary level II offer vocational training with the ability to immediately exercise a profession as a specialist. Vocational high schools (ISCED 554, EQF 5) last five years and conclude with a "Matura" and diploma examination.
1.2 Initial vocational education and training

Initial vocational education and training (IVET) starts at secondary level II and is a high priority in Austria. After completing the compulsory schooling period and one year in a pre-vocational school, about 37% of the pupils are trained in a legally recognised apprenticeship occupation, another 40% opt for a school-based vocational education and training programme. This means that some 75% of Austrian pupils follow a vocational education and training path.

Figure 2: Distribution of pupils in school level 10 (school year 2018/2019); Source: ibw, Apprenticeship Overview 2020, Vienna 2020

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

- schools for intermediate vocational education (e.g. schools of engineering, arts and crafts; business schools; schools of management and services industries) and
- colleges for higher vocational education (e.g. colleges of engineering, arts and crafts; colleges of business administration; colleges of management and services industries; colleges of tourism) as well as
- schools for healthcare and nursing
- schools in the area of agriculture and forestry
2 Apprenticeship: Dual vocational training

Graduates of an apprenticeship programme acquire a full vocational qualification of a high standard. The training in an apprenticeship occupation is open to all young people who have completed 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 vocational education and training in full-time schools:

- In the apprenticeship training system there are two learning locations: the training company and a part-time vocational school. Hence, these actors are 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 vocational education and training makes up the major part of the apprenticeship period (80%).
- Professional experts assess the apprenticeship-leave exam, of which the focus lies on the competences required for the respective profession.

The legal basis for apprenticeship is the Vocational Training Act (Berufsausbildungsgesetz, BAG), Federal Law Gazette I No. 118/2021, which regulates in particular the company-based part of training. The vocational school part is regulated in the School Organisation Act (SchOG), Federal Law Gazette I No. 19/2021.
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 labor as best as possible, since already during their training, apprentices contribute significantly to the daily work routine of the training company.

Currently (last update 31.12.2020) 28,711 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 labor.

However, the conclusion of an apprenticeship training contract does not necessarily lead to an employment contract between the apprenticeship graduate and the training company. Fully trained skilled workers can switch to other companies and at the same time, companies can recruit workers trained at other training sites. 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 knowledge and skills laid down in the job profile (Berufsbild) for the respective apprenticeship occupation. Therefore, the apprentice is able to take up a qualified professional activity as a skilled 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, **supra-company training centres** (e.g. “Lehrbauhöfe”) are set up by the economy in some sectors.

<table>
<thead>
<tr>
<th>Factbox: Strengths of company-based training</th>
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<tbody>
<tr>
<td>• Hands-On learning for practical purposes</td>
</tr>
<tr>
<td>• Learning by carrying out productive activities and using state-of-the-art technologies</td>
</tr>
<tr>
<td>• Immediate experience in the development of process and / or product innovations</td>
</tr>
<tr>
<td>• Learning of “soft skills” such as communication in a business environment</td>
</tr>
<tr>
<td>• Learning in a training alliance (cf. chapter 2.1.5)</td>
</tr>
<tr>
<td>• Taking up a qualified activity immediately after completion of apprenticeship</td>
</tr>
</tbody>
</table>

2.1.3 Accreditation of a training company
A company that wants to train apprentices is obliged to submit an **application to determine suitability for apprenticeship training** (**Feststellungsantrag - application for assessment**) to the Apprenticeship Office (**Lehrlingsstelle**) in the province in which the company is based. In each of the nine Austrian provinces one Apprenticeship Office is established. It is located at the site of the regional Economic Chamber but operates on behalf of the Federal Ministry for Digital and Economic Affairs. In cooperation with the Chamber of Labor, the Apprenticeship Office is obliged by law to examine whether the company applying for accreditation as a training company meets the required prerequisites (see below). In case it does, the company receives a declaration (**Feststellungsbescheid**) certifying that it is entitled to train 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 job 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 the prerequisites mentioned above are fulfilled.

<table>
<thead>
<tr>
<th>Factbox: Number of training companies</th>
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<tbody>
<tr>
<td>• At the end of December 2020, 28,711 companies were training 108,416 apprentices (including supra-company training centres).</td>
</tr>
<tr>
<td>• Around 2/3 of all apprentices are trained in small and medium-sized enterprises - SMEs (up to 250 employees).</td>
</tr>
</tbody>
</table>

2.1.4 Apprenticeship trainers
The authorized instructor (e.g. company owner) can train apprentices herself or himself. 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 professional training experience, the activity as an apprenticeship trainer is linked to proof of vocational education (teaching methods and theory) and legal knowledge.

This knowledge is determined by the trainer examination. The exam can be replaced by taking a 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 in the apprenticeship profile.

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 “base” 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 “base” 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 job profile (e.g. specific computer programmes, foreign language skills, particular soft skills, etc.).

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

**Compulsory training alliance**
In case a company cannot fully impart the knowledge and skills laid down in the job profile for the apprenticeship occupation.

**Voluntary training alliance**
Training of additional knowledge and skills which go beyond the job 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 (initial vocational education and training) institutions against payment

2.1.6 State-honoured training companies
The Federal Minister for Digital and Economic Affairs awards the prize “State-honoured training company” to training companies for special achievements in apprenticeship training.

Criteria for awarding the state prize include among others success in apprenticeship-leave exams and in regional 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 continued education and training (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 region/province.

Further Information:
A list of all training companies with state awards can be found at www.ausbilder.at -> Duale Berufsausbildung -> Qualitätssicherung in der Lehre -> Auszeichnungen (in German only)
State price „Best training companies – Fit for Future“

Every two years, the state prize “Best training companies – Fit for future” is conferred by the Ministry for Digital and Economic Affairs in the categories small, medium-sized and large enterprises.

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

Specifically the state prize aims to

- set a clear signal for quality in apprenticeship,
- acknowledge the excellent work of the Austrian economy in the field of youth training,
- help to motivate new companies to become training companies,
- raise awareness among parents and adolescents for the excellent training conditions provided by Austrian companies and the wide spectrum of apprenticeship occupations.

Further Information about the state prize at [www.ibw.at/fitforfuture](http://www.ibw.at/fitforfuture) (in German only)

2.2 Education at part-time vocational schools

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 teaching (e.g. in workshops, laboratories, etc.).

The apprentice is obliged to attend the vocational school, ideally in the vicinity of the training company. The apprentices are taught according to a curriculum coordinated with the training regulations. The pupils are trained in individual apprenticeships or, in the case of apprenticeships with very small numbers of apprentices also in groups of related apprenticeships.

Classes at the vocational school can be organized in the following ways:

- all year round, i.e. at least one full school-day or two half school-days a week
- in seminars, i.e. for at least eight weeks or for at least four weeks, if the respective school level corresponds to half a year of apprenticeship,
- 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.
Facbox: Part-time vocational school

- occupation-specific theoretical training supplementing company-based training
- complementary occupation-specific practical training
- deepening and complementing general education
- subject-related 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 extra occupational at a university of education (Pädagogische Hochschule [PH]). Since the academic year 2016/17, training for teachers at a part-time vocational school is offered in the Bachelor programme “Secondary Vocational Education and Training – Dual Training and 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, vocational education and training teachers can also attend a Master degree qualification "Vocational Secondary Education – Dual Vocational Education and Technology and Commerce" 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 matriculation (“Matura” - general qualification for university entrance) and diploma examination of a relevant vocational secondary school or the (vocational) matriculation examination (“Berufsreifeprüfung”) as well as a relevant subject related training is required for admission to the Bachelor Programme mentioned above. For group III a relevant master craftsman’s examination (“Meisterprüfung”) or equivalent relevant qualification is necessary.

Furthermore, in addition to the personal suitability, a relevant professional experience of a minimum of three years for admission to study is required.
2.3 Apprenticeship occupations

In Austria there are currently 213 apprenticeship occupations in trade, commerce and industry sectors and 15 in agriculture and forestry (last update May 2021). 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 Federal Minister for Digital and Economic Affairs issues a nationwide training regulation (Ausbildungsordnung) for each apprenticeship occupation, which is legally binding for the training provided by training companies.

Different laws regulate 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 provinces (Länder) 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 and manuals supplement the training regulation.

Further information:

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

<table>
<thead>
<tr>
<th>Apprenticeship occupations in trade, commerce and in industry sectors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship periods:</td>
</tr>
<tr>
<td>11 Modular apprenticeships (with a duration of 3 to 4 years)</td>
</tr>
<tr>
<td>9 Apprenticeships with a duration of 2 years</td>
</tr>
<tr>
<td>141 Apprenticeships with a duration of 3 years</td>
</tr>
<tr>
<td>36 Apprenticeships with a duration of 3 ½ years</td>
</tr>
<tr>
<td>16 Apprenticeships with a duration of 4 years</td>
</tr>
<tr>
<td>15 Apprenticeship occupation in agriculture and forestry (with a duration of 3 years)</td>
</tr>
</tbody>
</table>

Last update: May 2021; Source: Federal Ministry for Digital and Economic Affairs (BMDW) - List of Apprenticeship occupations and Federal Ministry for Agriculture, Regions and Tourism (BMLRT)

2.3.1 Apprenticeship training period

Depending on the apprenticeship occupation, the apprenticeship training takes between two and four years. If job-specific training has already been acquired in related apprenticeships or in 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:

- the upper secondary school-leaving certificate from an academic secondary school (AHS),
- the final certificate from a higher vocational education college (BHS),
- the final certificate from an intermediate vocational education school (BMS) of at least three years’ duration
- another apprenticeship already completed with the apprenticeship diploma.

2.3.2 Requirements for 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 labor 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 and uniform 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 are 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 digitisation in all professional fields.

Competence orientation is a current key concept in both general and vocational education, and it 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) is to be seen, which enables Austrian qualifications to be assigned to eight different levels based on learning outcomes. Apprenticeship training is assigned to NQF level 4. This binding classification presents new requirements for the development of apprenticeship occupations. In any case, it must be ensured that the corresponding NQF level is 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 of the formulation principles for the training goals.

2.3.3 New regulation of an apprenticeship occupation

In order to meet the requirements of modern job profiles, the continuous modernisation of the training regulations is of great importance.

Initiatives for the introduction of new or the modernisation of 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 Ministry for Digital and Economic Affairs based on reports and expert opinions drawn up by the Federal Vocational Training Advisory Board. Both actors 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 control, 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 competence-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. The Federal Vocational Training Advisory Board makes an initial assessment (need, potential training companies, possible vocational school locations, clarification of the apprenticeship occupation structure) and nominates experts 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 the 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 official notice 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.
**Further information:**

On behalf of the Federal Ministry for Digital and Economic Affairs, training guidelines and other materials are produced to support training in companies, available at: [https://www.qualitaet-lehre.at/downloads/ausbildungstools/](https://www.qualitaet-lehre.at/downloads/ausbildungstools/)

This platform offers a good overview and description of the apprenticeship occupations: [www.bic.at](http://www.bic.at)

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### 2.3.4 Modularisation of apprenticeship training

The Vocational Training Act ("Berufsausbildungsgesetz", BAG) enables the modularisation of apprenticeship occupations. This is intended to broaden the range of training possibilities, 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. It has a **minimum duration of two years**. In justified exceptional cases it can have a reduced duration of one year.

**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**.

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**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 + 1st main module + 2nd 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 a clear structure of the apprenticeship landscape.

Factbox: Examples of modernisations of occupational profiles by modularisation

- In 2021, the special module "Additive Manufacturing (AM)" was introduced in the apprenticeship occupation mechatronics, thus taking into account the progress in production by means of 3D printing, especially since the special modules "Robotics" and "Programmable Logic Control Technology (PLC technology)" were introduced in 2015.
- In the 2020 apprenticeship package, the special module "High-voltage technology" was established in the vehicle technology apprenticeship module after it was introduced in 2015 as a training trial in the area of electromobility.
- In the 2017 training package, a new main module "Sawing technology" and the special module "Design and construction" were created in the existing module apprenticeship wood technology.

⚠️ Attention:
Not all main and special modules can be combined. For certain special modules a certain main module may be a prerequisite.
3 From the beginning of the apprenticeship to the apprenticeship-leave examination

3.1 Ways towards an apprenticeship post

It is not always easy for young people to select the suitable apprenticeship occupation from 228 possibilities. Several services and initiatives have been set up to support, e.g.:

- The career guidance tool Berufsinformationscomputer BIC (www.bic.at) of the Economic Chambers of Austria 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 various training and educational options proposed.

- If a young person cannot find a training company, the Public Employment Service Austria (AMS), which is also responsible for the assignment of training posts, will provide support and vocational guidance.

- General information about apprenticeship and help while searching for available apprenticeship posts are also provided by the Apprenticeship Offices of the Economic Chambers in the individual provinces, which act as first instance authorities for in-company training in the dual system. The addresses of the Apprenticeship Offices in the provinces 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 a contract, it must be concluded in writing. In case of underaged apprentices, a legal representative 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 Recording of the apprenticeship contract

The apprenticeship contract must be submitted to the Apprenticeship Office for documentation purposes as fast as possible, at least within three weeks after the beginning of the training. The Apprenticeship Office will then check the apprenticeship contract if all legal requirements are met. It also recognises creditable periods of vocational training. The recording of the apprenticeship contract is a prerequisite for the apprentice’s later admittance to the apprenticeship-leave exam.

The apprenticeship contract must include the following:

- 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 initial vocational education and training 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 a general education school at upper secondary level (cf. chapter 1.1). For Matura graduates the following principles apply:

Shortened apprenticeship period: With the agreement of the teaching company, the apprenticeship can be reduced by one year for Matura graduates. For graduates of higher-level vocational education and training schools (that also end with the HE entrance qualification, cf. chapter 1), there may be more significant credits (even until replacement of the entire apprenticeship period), depending on the degree of overlapping contents.

Apprenticeship remuneration: For apprentices over the age of 18, some collective agreements provide an increased remuneration for apprentices.
Additional qualifications: Special apprenticeship training courses aimed at Matura graduates, such as the model of the "Dual Academy" (www.dualeakademie.at), include supplementary qualifications, e.g. in the fields of management and innovation, as well as a standard internship abroad.

3.4 Apprenticeship with Matura (Berufsreifeprüfung)

With the “Matura or Berufsreifeprüfung” the apprenticeship also offers a good foundation for tertiary education. Since autumn 2008, the support programme "Berufsreifeprüfung: Lehre mit Matura" has enabled all apprentices in Austria to take the Berufsreifeprüfung free of charge and parallel to their apprenticeship training.

In Austria, the Berufsreifeprüfung is the entitlement to access higher education (universities, universities of applied sciences, university colleges of teacher education or post-secondary vocational education and training courses).

The Berufsreifeprüfung 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 can already be taken during apprenticeship training. The last one can only be taken after the apprenticeship-leave exam by people aged 19 or older. In four-year apprenticeships it is possible to sit the partial exam on the specialist area within the framework of the apprenticeship-leave exam.

In order to be able to complete the programme Berufsreifeprüfung 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, Mathematics and English as well as a counseling session prepares apprentices for entry into the “Apprenticeship with Matura” programme.

In every federal province there is at least one project partnership responsible for the registration and organisation of the preparatory courses. Access to these courses is possible in all apprenticeships from the first year onwards. The courses can be attended outside working hours or with the company’s consent during working hours. With the apprentice’s approval, the apprenticeship period can be prolonged by a maximum of 18 months for this purpose. But prolongation of the apprenticeship period is not mandatory.
Note:

It is still possible to take the Berufsreifeprüfung exams after apprenticeship training. In this case, however, the attendance of the preparatory courses entails costs, if there are no other educational grants available.

Since the introduction of the “Apprenticeship with Matura” programme in 2008, participant rates in the preparatory courses have more than quadrupled. Between November 2020 and April 2021, 10,522 apprentices actively participated in the programme. For these persons, the costs for a total of 23,942 course participations were covered.

A total of 9,853 apprentices have already successfully completed the "Apprenticeship with Matura" programme from November 2019 to the end of April 2021. In the calendar year 2020, 3,834 apprentices throughout Austria started the programme "Apprenticeship with Matura (Berufsreifeprüfung)". The share of girls was 45.85% throughout Austria. Girls were thus significantly overrepresented compared to their share in dual training.

Figure 5: Participants in the “Apprenticeship with Matura” programme admitted in 2020 by gender and federal state; Source: Federal Ministry of Education, Science and Research (BMBWF), 2021

Further Information: www.lehremitmatura.at (in German only)
3.5 Supra-company apprenticeship training (ÜBA)

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

Prerequisites for eligibility for supra-company apprenticeship training
Supra-company apprenticeship training addresses young people who have completed compulsory schooling, are registered at 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 supra-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 by the Federal Ministry for Digital and Economic Affairs.

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

Equivalence of supra-company and company-based apprenticeship training
Training provided in a supra-company training facility is equivalent to apprenticeship training in a company, therefore the trainees are considered apprentices. Instead of an apprenticeship contract, a training 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 a supra-company apprenticeship programme.

When changing from an initial vocational education and training institution to a company or vice versa, the already completed training period in the same occupation is recognised. Supra-company training is also completed with the apprenticeship-leave examination.
Factbox: Trainees in a supra-company apprenticeship training

At the end of December 2020 7,240 persons were trained in a supra-company apprenticeship training program. This corresponds to approximately 6.7% of all apprentices on the same date.

For employing an apprentice from a supra-company training programme during the training period the company will receive a bonus of 1000 Euros per apprentice, 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 (Berufsausbildungsgesetz, BAG)” (formerly: inclusive initial vocational education and training), a flexible model for people who are disadvantaged in the labor market. The aim is to enable these persons to obtain vocational training and to integrate them 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 to find any apprenticeship vacancy for them for reasons exclusively related to the individuals themselves

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

- **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).
- **Partial qualification:** In this form of vocational education and training, 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 initial vocational education and training pursuant to § 8b Vocational Training Act; Source: Federal Ministry for Digital and Economic Affairs (BMDW)

<table>
<thead>
<tr>
<th></th>
<th>Prolongation of apprenticeship period</th>
<th>Partial qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>Teaching of the entire competence profile of an apprenticeship</td>
<td>Imparting parts of the in-company curriculum</td>
</tr>
<tr>
<td>Duration</td>
<td>The regular apprenticeship period is prolonged by one, in exceptional cases by two years</td>
<td>One to three years</td>
</tr>
<tr>
<td>Attendance of part-time vocational school</td>
<td>Compulsory attendance of part-time vocational school</td>
<td>Depending on the training objectives specified in the training agreement (concluded at the beginning of the training), people are either entitled or obliged to attend part-time vocational school</td>
</tr>
<tr>
<td>Final examination</td>
<td>Apprenticeship-leave exam</td>
<td>Individual final exam possible</td>
</tr>
</tbody>
</table>

Initial vocational education and training pursuant to § 8b of the Vocational Training Act 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 apprentices 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 2020, a total of 8,314 apprentices were in vocational training according to § 8b of the Vocational Training Act. This represents an increase of 1.2% in comparison to December 2019. 6,910 apprentices were trained in prolonged apprenticeships, 75% of them in companies and 25% in training facilities. 1,404 persons were trained in partial qualification, 42% of them in companies and 58% in training facilities.
Figure 6: Apprentices in a vocational education and training programme pursuant to § 8b Vocational Training Act (in absolute numbers 2008 - 2020); Source: Apprentice statistics of the Austrian Federal Economic Chamber 2020 (Wirtschaftskammer Österreich, WKO); Vienna 2021

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 Apprenticeship-leave examination

The apprenticeship-leave 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. The apprenticeship qualifications correspond to Level 4 of the National Qualifications Framework (NQF).

The apprenticeship-leave exam consists of a practical and a theoretical part. The theoretical part is waived if the exam candidate can prove successful completion of the part-time vocational school.

Admittance to the apprenticeship-leave exam for:
- apprentices (in the trained or a related apprenticeship occupation) as well as
- 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 (apprenticeship training or school) can, according to § 23, paragraph 5 of the Vocational Training Act, take the final apprenticeship-leave examination and thus acquire a vocational qualification. The following prerequisites must be fulfilled:

- Completion of the 18th year of life, and
- Evidence that the knowledge and skills required for the respective apprenticeship occupation were acquired 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.

The 2011 amendment to the Vocational Training Act has broadened access to the apprenticeship final exam. The provision in § 23, paragraph 11 provides that Apprenticeship Offices of the Economic Chambers can determine that the practical final apprenticeship-leave 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 labor market

Within the framework of the apprentice monitoring carried out in 2017, it was found that the success of the training is directly reflected in a successful integration into the labor market (Source Apprenticeship Overview 2020; ibw 2020):

- By far the lowest level of labor market integration is found among those who have dropped out of apprenticeship (only 36% in employment).
- Slightly better integrated into the labor market are those who have completed their apprenticeship but have not taken the final apprenticeship examination (59% in employment).
- Labor market integration is even 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 labor market (69% in employment).
- In contrast, successfully passing the final apprenticeship examination leads to a (further) marked improvement in labor market integration. To a lesser extent, however, the degree of successful labor 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 Apprenticeship Leave Exam Clearing Office

The aim of the Apprenticeship Leave Exam Clearing Office is an Austria-wide quality assurance for the tasks of the apprenticeship-leave exam. 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 administer 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 curriculum of the Apprenticeship Leave Exam Clearing Office.

Further Information: www.qualitaet-lehre.at/duale-berufsbildung/qualitaetssicherung-in-der-lehre/rap-clearingstelle/ (in German only)
4 Responsibilities 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 for Digital and Economic Affairs. The legal basis for this part of training is laid down in the Vocational Training Act (Berufsausbildungsgesetz, BAG). Based on the Vocational Training Act, there are training and examination regulations (Ausbildungs- und Prüfungsordnungen) for each apprenticeship occupation. These regulations are issued by the Ministry for Digital and Economic Affairs 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 social partners (Austrian Federal Economic Chamber, Federal Chamber of Labor). Part-time vocational school teachers are co-opted as advisory members. BBAB submits statements and concepts to the Ministry for Digital and Economic Affairs, 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 Ministry for Digital and Economic Affairs.

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 from federal funds, the other half by provinces.
4.2 Provincial level

Apprenticeship Offices (Lehrlingsstellen)

The Apprenticeship Offices, which are located in the Economic Chambers in the individual province, act as vocational training authority of first instance. They examine (jointly with representatives of the regional Chambers of Labor) 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. They are supported by offices for the protection of apprentices and young people, which are located at the regional Chambers of Labor. Based on a proposal from the Regional Advisory Board on Apprenticeship (Landesberufsausbildungsbeirat) the heads of Apprenticeship Offices appoint the chairpersons of the apprenticeship-leave examination boards. The apprenticeship-leave exams and subsidisation schemes for training companies are managed by the Apprenticeship Offices as well.

Further information: Contact addresses of the Apprenticeship Offices (see section 8.1, page 51) or https://www.wko.at/service/Addresses_and_Contact_of_the_Austrian_Economic_Chambers.html
Federal provinces
The federal provinces are responsible for constructing and equipping part-time vocational schools. In addition, they finance half of the salaries of teachers of part-time vocational schools.

Provincial governors and Provincial administrative courts
At the regional level, provincial governors assisted by the respective provincial government offices are responsible for 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. The provincial 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 province, 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 province. On its proposal, chairpersons of apprenticeship-leave 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.
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 vocational education and training 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 apprenticeship year.
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 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).

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

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

Table 2: **Comparison of public expenditures on initial vocational training per apprentice or student (2018/2019); Source: Apprenticeship Overview 2020; ibw 2020**

<table>
<thead>
<tr>
<th>Initial Vocational Education and Training (VET) Option</th>
<th>Annual detailed costs per person per training place</th>
<th>Total annual public expenditures per person per training place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship (dual vocational education and training)</td>
<td>Part-time vocational school: € 5.056,-&lt;br&gt;Company-based apprenticeship funding according to §19c Vocational Training Act (cf. 5.1): € 1.681,-</td>
<td>€ 6.737,-</td>
</tr>
<tr>
<td>Supra-company apprenticeship training on behalf of Public Employment Service (AMS) (according to § 30b Vocational Training Act, BAG) (cf. 17)</td>
<td>Part-time vocational school: € 5.056,-&lt;br&gt;Costs for Public Employment Service: € 13.179,-&lt;br&gt;Funding of Federal Provinces (+7.94%): € 1.046,-</td>
<td>€ 19.281,-</td>
</tr>
<tr>
<td>Schools for intermediate vocational education and colleges for higher vocational education</td>
<td>€ 10.983,-</td>
<td>€ 10.983,-</td>
</tr>
</tbody>
</table>
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 (Berufsausbildungsgesetz, BAG) and
- Guideline acc. § 19c para. 1 digit 8 Vocational Training Act (Berufsausbildungsgesetz, BAG).

5.1.1 Basic subsidy (Basisförderung)

The training company can apply for a basic subsidy at the end of every apprenticeship year. The aim of the basic subsidy is to cover the costs that arise for (remuneration, social security contribution) companies 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 2nd year they receive two, and
- for those in their 3rd and 4th 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 apprenticeship-leave 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 during a visit of a vocational school
• professional development measures of initial vocational education trainers
• contribution to apprentices who passed the apprenticeship-leave 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 supra-regional placement to an apprenticeship post
• projects to support quality management and innovation in company-based training

In addition, in order to increase participation in apprenticeship training and raise the chance of a successful completion (i.e. reduce or prevent dropouts) advisory, 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 apprenticeship-leave 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 from the labor market policy budget.

Further Information (in German only)
• Guidelines for the company based apprenticeship funding: [www.bmdw.gv.at](http://www.bmdw.gv.at)
  Lehre und Berufsausbildung -> Lehrlingsausbildung - Duales System -> Lehre fördern
• Company based apprenticeship funding: [www.lehre-foerdern.at](http://www.lehre-foerdern.at)
• Coaching and counselling for apprentices and training companies: [www.lehre-statt-leere.at](http://www.lehre-statt-leere.at)
• Quality-related activities/Measures: [www.qualitaet-lehre.at](http://www.qualitaet-lehre.at)
5.2 Subsidisation by 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 labor market
- young people with special subsidisation 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 -> Service für Unternehmen -> Förderungen

5.3 Quality management apprenticeship

As part of the quality management of apprenticeship, personal data is collected and evaluated in order to identify sectors or apprenticeship occupations with high drop-out rates, particularly at 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 quality management 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 2019

In 2019, 32,315 apprentices (including supra-company apprenticeship training) have completed their apprenticeship period. Of these, 19.7% had not concluded a subsequent apprenticeship contract by the end of 2020 and had not passed a final apprenticeship-leave examination. They are therefore considered as apprenticeship dropouts (dropout quota). Of the remaining 28,270 apprentices, 89.6% will have passed the final apprenticeship-leave examination by the end of 2020.
Figure 8: Development of drop-out rates and graduation rates between 2011 and 2019. Source: Annual Report Quality Management Apprenticeship 2019, Austrian Economic Chamber (Wirtschaftkammer Österreich, WKO) 2021

Further informationen (in German only):

www.wko.at -> Bildung und Lehre -> Lehrlingsausbildung -> Daten zum QML
6 Apprenticeship training in an 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 Ministry of Digital and Economic Affairs aim to preserve and further develop the specific strengths of Austria:

- securing the value of the apprenticeship training system
- promoting lifelong learning, which encompasses formal, non-formal and informal learning
- 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-leave 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 plus for apprentices, skilled employees and trainers
- further promoting 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 (competences relevant to the economy and labor market)
- 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, approximately 270 Austrian vocational education and training qualifications (apprenticeship-leave 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 Province of Bolzano (Italy) and Austria on the mutual recognition of apprenticeship-leave examinations is in force too. It applies to 130 apprenticeship-leave 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 labor 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 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 labor market relevance of VET, foster labor 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 was set up in cooperation with the European Commission and European countries with dual training systems (Denmark, Germany, Liechtenstein, Austria and Switzerland).
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 2020, a total of 108,416 apprentices were in a training relationship in Austria, 101,176 of them were trained in companies and 7,240 in supra-company training facilities.

As of 31 December 2020 28,711 training companies (including 86 supra-company training facilities and 28,625 training companies) were training apprentices. Thus, one training company accounted for around 3.9 apprentices.

Figure 9: Development of training companies and apprentices (excluding supra-company training) in Austria since 2002; Source: Apprenticeship statistics 2020 of the Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO); Vienna 2021
7.1.1 Apprentice figures 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 2020, the number of 15-year-olds decreased by about 14%. In the same period, the number of apprentices dropped by around 27.2%. An additional effect that had a direct negative impact on apprenticeship numbers was the 2020 COVID crisis and the resulting economic consequences, as well as the measures taken to contain the pandemic.

In order to counteract the reduction in apprenticeships and the decline in the number of apprentices due to the pandemic, the federal government has introduced support measures (e.g. apprenticeship bonus 2020, short-time work for apprentices, “Digi Scheck”, etc.) within the framework of company-based apprenticeship support. This significantly mitigated the decline of around 30% in apprenticeship entrants expected at the beginning of the COVID crisis. At the end of 2020, the decline compared to the end of 2019 was 5.6%. Furthermore, the number of apprentices in training companies remained largely constant (31.12.2020 -0.5% compared to 31.12.2019), which suggests that, in particular by enabling short-time work for apprentices, companies were able to continue to retain their apprentices.

Figure 10: Demographic change and number of apprentices in the 1st year of apprenticeship; Source: Apprenticeship statistics 2020 of the Austrian Federal Economic Chamber (Wirtschaftkammer Österreich, WKO); Vienna 2021
7.1.2 Number of apprentices in occupational fields

New economic trends and technological developments translate into the demand for well-educated apprentices of the business environment. 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 2020 of the Austrian Federal Economic Chamber (Wirtschaftkammer Österreich, WKO); Vienna 2021 and Federal Ministry of Digital and Economic Affairs (BMDW) calculations

<table>
<thead>
<tr>
<th>Occupational fields/sectors</th>
<th>Absolute Value 2020</th>
<th>Growth total 2016 - 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>male</td>
<td>female</td>
</tr>
<tr>
<td>Construction / Architecture / Building-technology</td>
<td>12 706</td>
<td>1 186</td>
</tr>
<tr>
<td>Office / Commercial / Finance</td>
<td>7 348</td>
<td>13 856</td>
</tr>
<tr>
<td>Chemistry / Plastic</td>
<td>1 169</td>
<td>644</td>
</tr>
<tr>
<td>Media / Printing / Design</td>
<td>542</td>
<td>436</td>
</tr>
<tr>
<td>Electrical engineering / electronics</td>
<td>9 664</td>
<td>651</td>
</tr>
<tr>
<td>Tourism / Hospitality / Hotellery</td>
<td>4 235</td>
<td>3 869</td>
</tr>
<tr>
<td>Leisure industry / sports</td>
<td>144</td>
<td>143</td>
</tr>
<tr>
<td>Health / Medicine / Nursing</td>
<td>534</td>
<td>2 256</td>
</tr>
<tr>
<td>Wood / paper / glass / ceramics</td>
<td>4 659</td>
<td>644</td>
</tr>
<tr>
<td>Computer Science / EDP / Communication Technology</td>
<td>4 874</td>
<td>745</td>
</tr>
<tr>
<td>Body care / beauty</td>
<td>566</td>
<td>3 578</td>
</tr>
<tr>
<td>Culture / Language / Society</td>
<td>18</td>
<td>49</td>
</tr>
<tr>
<td>Art / crafts</td>
<td>63</td>
<td>67</td>
</tr>
<tr>
<td>Food and stimulants / nutrition</td>
<td>1 052</td>
<td>1 314</td>
</tr>
<tr>
<td>Machinery / vehicles / metal</td>
<td>22 781</td>
<td>2 077</td>
</tr>
<tr>
<td>Fashion / Textile / Leather</td>
<td>70</td>
<td>191</td>
</tr>
<tr>
<td>Agriculture and forestry / animals / plants</td>
<td>482</td>
<td>716</td>
</tr>
<tr>
<td>Transport / traffic / warehousing</td>
<td>1 587</td>
<td>847</td>
</tr>
<tr>
<td>Law / Security / Administration</td>
<td>576</td>
<td>1 772</td>
</tr>
<tr>
<td>Environment / Energy / Raw materials</td>
<td>255</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>73 325</td>
<td>35 091</td>
</tr>
</tbody>
</table>
7.2 Formally qualified structure of the economically active population

Apprenticeship training is a highly valued vocational education and training (VET) pathway. In 2020, about **35% of all employed persons** in Austria had an apprenticeship diploma as the highest education attainment. Among men this share is 43.2%, among women about 26.9%.

Figure 11: Distribution of employed persons in Austria in 2020 according to the highest educational attainment; Source: Statistics Austria: Microcensus Labor Force Survey, Vienna 2021

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 2020 hold an apprenticeship certificate as the highest completed qualification.
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 labor force of the Austrian economy. The highest share of apprenticeship graduates in 2020 can be identified in the occupational group "craft and related trade workers" (69,0%). Among “managers and senior official”, the share of people with an apprenticeship diploma as their highest qualification is 23,0%. The occupational group of "technicians and equivalent non-technical occupations" has a share of apprenticeship graduates of 31,2% compared to "office staff and comparable occupations 34,2%".

* 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 labor market

In 2020, the unemployment rate to the international definition of apprenticeship graduates amounted to 4.5% and is clearly below the average of all people registered as job-seekers (5.4%).

Figure 14: Unemployment rate according to the Labor Force concept (ILO) by highest educational attainment; Source: Statistics Austria: Microcensus Labor Force Survey 2020, Vienna 2021

<table>
<thead>
<tr>
<th>Unemploymentrate Total</th>
<th>5.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University, University of applied science, Higher Education related establishments</td>
<td>3.5%</td>
</tr>
<tr>
<td>College for higher vocational education</td>
<td>3.9%</td>
</tr>
<tr>
<td>Academic secondary school Upper Cycle</td>
<td>7.4%</td>
</tr>
<tr>
<td>Apprenticeship (Dual System)</td>
<td>4.5%</td>
</tr>
<tr>
<td>School for intermediate vocational education</td>
<td>3.8%</td>
</tr>
<tr>
<td>Compulsory school</td>
<td>12.7%</td>
</tr>
</tbody>
</table>

2020 2019 2018

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 Apprenticeship occupations on page 14). 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 39.9% of all female apprentices and some 35% of all male apprentices are trained in three very popular apprenticeships respectively.
Table 4: The ten popular apprenticeship occupations among young women (last update 31.12.2020); Source: Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO), Apprenticeship Statistics 2020, Vienna 2021

<table>
<thead>
<tr>
<th>apprenticeship occupation</th>
<th>apprentices</th>
<th>Total share of female apprentices in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Retail trade overall</td>
<td>7 724</td>
<td>22,0%</td>
</tr>
<tr>
<td>2. Office assistant</td>
<td>3 472</td>
<td>9,9%</td>
</tr>
<tr>
<td>3. Hairdresser (stylist)</td>
<td>2 816</td>
<td>8,0%</td>
</tr>
<tr>
<td>4. Administrative assistant</td>
<td>1 418</td>
<td>4,0%</td>
</tr>
<tr>
<td>5. Pharmaceutical trade assistance</td>
<td>1 158</td>
<td>3,3%</td>
</tr>
<tr>
<td>6. Cook</td>
<td>1 116</td>
<td>3,2%</td>
</tr>
<tr>
<td>7. Metal technology</td>
<td>1 081</td>
<td>3,1%</td>
</tr>
<tr>
<td>8. Restaurant specialist</td>
<td>907</td>
<td>2,6%</td>
</tr>
<tr>
<td>9. Hotel and restaurant trade assistant</td>
<td>904</td>
<td>2,6%</td>
</tr>
<tr>
<td>10. Confectioner</td>
<td>886</td>
<td>2,5%</td>
</tr>
<tr>
<td><strong>Summe &quot;TOP-10&quot;</strong></td>
<td><strong>21 482</strong></td>
<td><strong>61,2%</strong></td>
</tr>
<tr>
<td><strong>Total number of female apprentices</strong></td>
<td><strong>35 091</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table 5: The ten popular apprenticeship occupations among young men (last update 31.12.2020); Source: Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO), Apprenticeship Statistics 2020, Vienna 2021

<table>
<thead>
<tr>
<th>Male apprenticeship occupation</th>
<th>apprentices</th>
<th>Total share of male apprentices in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Metal technology</td>
<td>9,538</td>
<td>13,0%</td>
</tr>
<tr>
<td>2. Electrical engineering</td>
<td>8,921</td>
<td>12,2%</td>
</tr>
<tr>
<td>3. Motor vehicle engineering</td>
<td>7,199</td>
<td>9,8%</td>
</tr>
<tr>
<td>4. Retail trade overall</td>
<td>4,843</td>
<td>6,6%</td>
</tr>
<tr>
<td>5. Installation and building technology</td>
<td>4,279</td>
<td>5,8%</td>
</tr>
<tr>
<td>6. Building construction</td>
<td>2,884</td>
<td>3,9%</td>
</tr>
<tr>
<td>7. Mechatronics</td>
<td>2,693</td>
<td>3,7%</td>
</tr>
<tr>
<td>8. Joinery</td>
<td>2,544</td>
<td>3,5%</td>
</tr>
<tr>
<td>9. Cook</td>
<td>2,190</td>
<td>3,0%</td>
</tr>
<tr>
<td>10. Carpentry</td>
<td>1,684</td>
<td>2,3%</td>
</tr>
<tr>
<td>SUM &quot;TOP-10&quot;</td>
<td>46,775</td>
<td>63,8%</td>
</tr>
<tr>
<td>Total male apprentices</td>
<td>73,325</td>
<td>100%</td>
</tr>
</tbody>
</table>
# 8 Annex

## 8.1 Contact information of the Apprenticeship Offices

<table>
<thead>
<tr>
<th>Province</th>
<th>Contact</th>
</tr>
</thead>
</table>
| Apprenticeship office of the economic chamber of Burgenland Robert-Graf-Platz 1 7000 Eisenstadt | **Phone:** +43 5 90 900-3802  
**E-mail:** lehringe@wkbgld.at  
**Web:** [https://www.wko.at/service/b/bildung-lehre/Ihre_Ansprechpartner_im_Burgenland.html](https://www.wko.at/service/b/bildung-lehre/Ihre_Ansprechpartner_im_Burgenland.html) |
| Apprenticeship office of the economic chamber of Carinthia Koschutistraße 3 9020 Klagenfurt | **Phone:** +43 5 90 904 868  
**E-mail:** lehrlingsstelle@wkk.or.at  
**Web:** [https://www.wko.at/service/k/bildung-lehre/Lehrlingsstelle-Kaernten.html](https://www.wko.at/service/k/bildung-lehre/Lehrlingsstelle-Kaernten.html) |
| Apprenticeship office of the economic chamber of Lower Austria Wirtschaftskammer-Platz 1 3100 St. Pölten | **Phone:** +43 2742 851 17900  
**E-mail:** lehrlingsstelle@wknoe.at  
**Web:** [https://www.wko.at/service/noe/bildung-lehre/Neuerungen-Lehrlingsstelle-NOe.html](https://www.wko.at/service/noe/bildung-lehre/Neuerungen-Lehrlingsstelle-NOe.html) |
| Apprenticeship office of the economic chamber of Upper Austria Wiener Straße 150 4021 Linz | **Phone:** +43 5-90909-4001  
**E-mail:** bp@wkooe.at  
**Web:** [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) |
| Apprenticeship office of the economic chamber of Salzburg Julius-Raab-Platz 2 5027 Salzburg | **Phone:** +43 662 88 88 320  
**E-mail:** lehrlingsstelle@wks.at  
**Web:** [https://www.wko.at/service/bildung-lehre/Lehrlingsstellen-der-Wirtschaftskammern.html](https://www.wko.at/service/bildung-lehre/Lehrlingsstellen-der-Wirtschaftskammern.html) |
| Apprenticeship office of the economic chamber of Styria Körblergasse 111-113, 8010 Graz | **Phone:** +43 316 601 350  
**E-mail:** lehrlingsstelle@wkstmk.at  
**Web:** [https://www.wko.at/service/bildung-lehre/Lehrlingsstellen-der-Wirtschaftskammern.html](https://www.wko.at/service/bildung-lehre/Lehrlingsstellen-der-Wirtschaftskammern.html) |
| Apprenticeship office of the economic chamber of Tyrol Egger-Lienz-Straße 118 6020 Innsbruck | **Phone:** +43 5 90 905 7303  
**E-mail:** lehre.foerdern@wktirol.at  
**Web:** [https://www.wko.at/service/t/bildung-lehre/lehr-lingsstelle_Foerderreferat_ansprechpartner_tirol.html](https://www.wko.at/service/t/bildung-lehre/lehr-lingsstelle_Foerderreferat_ansprechpartner_tirol.html) |
| Apprenticeship office of the economic chamber of Vorarlberg WIFI Campus - Trakt B Bahnhofstraße 24 6850 Dornbirn | **Phone:** +43 5522 305 1155  
**E-mail:** lehre@wkv.at  
**Web:** [https://www.wko.at/service/vbg/bildung-lehre/Ihre_An-sprechpartner_in_Vorarlberg.html](https://www.wko.at/service/vbg/bildung-lehre/Ihre_An-sprechpartner_in_Vorarlberg.html) |
| Apprenticeship office of the economic chamber of Vienna Straße der Wiener Wirtschaft 1 1020 Wien | **Phone:** +43 1 514 50 2010  
**E-mail:** lehrlingsstelle@wkw.at  
**Web:** [https://www.wko.at/service/w/bildung-lehre/Lehrlingsstelle.html](https://www.wko.at/service/w/bildung-lehre/Lehrlingsstelle.html) |
8.2 Further Information


- 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](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276)


- 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)


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