

AUSTRIA

Summary

Country Report on the Vocational Education and Training system, REFERNET Cedefop

and

Summary report on Vocational Education and Training (VET) for learners with Special Educational Needs (SEN)



CONTENTS

1 VOCATIONAL EDUCATION AND TRAINING SYSTEM	4
1.1 Background to the IVET system	4
1.2 Diagram of the education and training system.....	6
1.3 Definitions.....	6
1.4 Objectives and priorities of the national policy development areas of VET.....	7
1.5 Institutional and legislative framework for IVET	7
1.6 Types of teacher and trainer occupations in VET	8
1.7 Systems and mechanisms for the anticipation of skill needs	8
1.8 Practices to match VET provision with skill needs	8
1.9 Guidance and counselling for learning, career and employment in IVET	8
1.10 Funding for initial vocational education and training	9
1.11 References	9
2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS	10
2.1 Population.....	10
2.2 Organisation and Provision of VET programmes.....	10
2.2.1 <i>IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.</i>	10
2.2.2 <i>Different types of educational/VET settings.....</i>	11
2.2.3 <i>The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc.).....</i>	12
2.3 VET programmes and employment	12
2.3.1 <i>Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes.....</i>	12
2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)	13
2.4.1 <i>Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level</i>	13
2.4.2 <i>Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.</i>	13
2.4.3 <i>Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level.....</i>	14



2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.	14
2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level	14
2.5 Legislation and policy.....	15
2.5.1 Brief description of existing legislation.....	15
2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment.....	15
2.5.3 Roles and responsibilities within the institutional framework.....	16
2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market.....	17
2.6. VET teachers, trainers and other professionals	17
2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers etc.).....	17
2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes	19
2.7 Funding.....	19



1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

1.1 Background to the IVET system

The Austrian education system is characterised by an **early differentiation of VET paths** from lower secondary level onwards and an **extensive VET provision** at upper secondary level. Austria has a **qualification-oriented VET educational system**, which grants a variety of professionally relevant skills through an integration of an apprenticeship system with an exhaustive school-based VET system. The 80% of young people in the tenth grade participating on any VET path evidence the high **attractiveness**.

Guided traineeships and career guidance classes are imparted **in the last courses at Lower secondary schools/New secondary schools** (*Hauptschule*, HS/*Neue Mittelschule*, NMS). At **Secondary academic school** (*allgemeinbildende höhere Schule*, AHS) career guidance classes are integrated into the curricula of all three AHS branches in the seventh and eighth years. An innovative **Prevocational school** (*Polytechnische Schule*) is conceived as the interface between compulsory and further schooling. This programme has a dual goal offering career entry opportunities in the respective region as well as considering the students' interests.

After completion of primary school (years 1-4), pupils can complete secondary level I (years 5-8) either at lower secondary school, at a secondary academic school (lower cycle) or the new secondary school. Admission to VET schools and colleges (at the upper secondary level) is possible upon successful completion of year 8.

Depending on previous education and desired school type, additional entry requirements include previous school performance in specific subjects and/or an entrance examination. **More than 80% of 14-year-old Austrian young people opt for the VET sector route.**

VET schools and Colleges provide **initial vocational education and training** (IVET) programmes of differing duration and at various levels in addition to broad general education from the ninth school year.

With the exception of **part-time vocational schools** (school-based training within the dual system), they can be organised in different forms with courses of differing length (1-5 years).

Learning for the future is the major concern of VET schools and colleges, alongside the provision of sound general education. Direct entry into a profession or different forms of continuing vocational education and training (CVET) opportunities are an asset to their graduates.

Since the early 1990s **VET colleges** have become very popular. Their students graduate with the Reifeprüfung certificate and VET diploma, which thanks to the combination of professional qualifications, general access to higher education and the colleges' recognition at European level secures a **high qualification level**.

The **Apprenticeship training** (*Lehre*, *Lehrlingsausbildung*, DUAL VET or two places of learning) constitutes a particularly practice oriented variant of VET in where the apprentices spend some 80% of their apprenticeship at the company and 20% at the part-time vocational school for the relevant occupation. About 40% of young people in Austria are trained in a legally recognised apprenticeship trade, acquiring a full professional qualification in this way. Training in an apprenticeship trade is open to all young people who have completed their nine years of compulsory schooling. Depending on the apprenticeship trade chosen, the period of training is between two and four years.



Other youth programmes and alternative pathways:

Training guarantee for young people up to the age of 18 (*Ausbildungsgarantie*) where all compulsory school graduates who do not have a place at an upper secondary school or cannot find a company-based apprenticeship place are given the opportunity to learn an apprenticeship trade at a supra-company training centre (the so-called training workshops, *Lehrwerkstätten*) financed by the Public Employment Service Austria (*Arbeitsmarktservice Österreich*, AMS). This apprenticeship training has been set up as an **equivalent part of dual VET** side by side with the regular company-based variant.

Integrative IVET (*Integrative Berufsausbildung*, IBA) where in the majority of the cases the target group are young people with special pedagogical support needs at the end of compulsory school, for young people without or with a negative lower secondary school qualification, together with other young people who need special support to complete the specific apprenticeship training.

Vocational education and training at post-secondary non tertiary level are provided within the framework of **post-secondary VET colleges** (*Akademien*). Types: Post-secondary VET colleges for healthcare professions (*Akademien für Gesundheitsberufe*) and Post-secondary colleges for social work (*Akademien für Sozialarbeit*).



1.4 Objectives and priorities of the national policy development areas of VET

- National Life Long Learning strategy (initiated at the Feira Council meeting in 2000). Group of consultants have developed strategies to be implemented at national, local and regional level.
- Policy development in the main VET policy areas: reforms in school governance matching international levels, implementation of lifelong guidance strategy, teacher training and education conversion from (vocational) teacher training colleges to university colleges of education, reform of VET curricula to the requirements of the economy and local or regional framework conditions. Sectoral focus groups on specific occupational areas coordinated for related educational programmes and economy aims to meet future qualifications needs. Validations of non-formal and informal learning focus on elaborating a new national qualification framework.
- Current debate focuses on the implementation of the European transparency instruments

1.5 Institutional and legislative framework for IVET

Upper secondary VET

At national level the Ministry for Education, Arts and Culture (BMUKK) has the competence for primary and secondary school sector including VET schools. The Federal Ministry for Agriculture, Forestry, Environment and Water Management (BMLFUW) is responsible for agriculture and forestry colleges. The Federal Ministry for Health is responsible for non-medical healthcare professions. Social partners: drafts of school-related acts, curricula and other regulations. At Regional level is organised the school supervision.

Policies:

School Organisation Act (*Schulorganisationsgesetz*, SchOG, BGBl. no. 242/1962) regulate responsibilities and structures of the school by the Ministry of Education, Arts and Culture (BMUKK). Based on it, the schools develop independently their curricula

School Instruction Act (*Schulunterrichtsgesetz*, SchUG, BGBl. no. 472/1986), which regulates instruction and teaching in educational centres.

Federal Act governing schools in agriculture and forestry (*land- und forstwirtschaftliches Bundesschulgesetz*, BGBl. no. 175/1966) for schools in agriculture and forestry

Federal Act on healthcare and nursing professions (*Bundesgesetz über Gesundheits- und Krankenpflegeberufe*, GuKG, BGBl. no. 108/1997) for training in non-medical health professions

DUAL VET apprenticeship at upper secondary level

The Federal Ministry of Economy, Family and Youth (*Bundesministerium für Wirtschaft, Familie und Jugend*, BWFJ) have the competence on Company training and the BMUKK for the school-based part.

Policies:

SchOG, SchUG and the curricula apply to the School-based training.

Vocational Training Act (*Berufsausbildungsgesetz*, BAG, BGBl. no. 142/1969) regulated the company-based training.



Vocational Training Act for agriculture and forestry (*land- und forstwirtschaftliches Berufsausbildungsgesetz*, LFBAG, BGBl. no. 298/1990) applies to apprenticeships in agriculture and forestry.

Post-secondary VET: applies the school-related acts SchOG and SchUG

Tertiary VET: Fachhochschule Studies Act (*Fachhochschul-Studiengesetz*, FHStG, BGBl. no. 340/1993) for studying at Austrian polytechnics (*Fachhochschulen*)

Federal Act on the organisation of university colleges of education and their study programmes (*Bundesgesetz über die Organisation der Pädagogischen Hochschulen und ihre Studien*, 2005 University Act or *Hochschulgesetz*, BGBl. no. 30/2006) for University Colleges of Education.

1.6 Types of teacher and trainer occupations in VET

People who teach in IVET, at full-time VET schools at upper secondary level, part-time vocational schools (as a part of apprenticeship training), at postsecondary VET institutions, and in the tertiary sector, are as a rule termed teachers (*Lehrer/innen*). In company-based training within the framework of apprenticeship training, they are called IVET trainers (*Ausbilder/innen*). Non-school-based and non-university-based CVET is conducted, depending on content and programme, by trainers (*Trainer/innen*), coaches (*Coaches*), seminar leaders (*Seminarleiter/innen*) or course leaders (*Kursleiter/innen*)

1.7 Systems and mechanisms for the anticipation of skill needs

Instruments and processes supporting the analysis of skill needs: Skill needs studies, a skills forecasting tool (*AMS-Qualifikations-Barometer*), Research network *AMS Forschungsnetzwerk* to exchange information and use synergies between Austrian Research Institutes.

1.8 Practices to match VET provision with skill needs

One major goal of the **anticipation of skill needs** is to achieve congruency between VET and employment as well as between qualification demand and supply, by attempting to appraise future developments at an early stage and respond to them proactively. In the Austrian VET sector there are different **anticipation processes** that lead to curricular adjustments. Major stakeholders in this process are the social partners, which can frequently support the matching process between educational provision and qualification requirements and/or make statements on drafts. The outcomes of various analyses of skill needs are considered accordingly in this process.

1.9 Guidance and counselling for learning, career and employment in IVET

Beginning from the fifth school year, school counsellors and career guidance officers including school psychology- career counselling are available to schoolchildren and parents. They provide information about possible education paths, access requirements, as well as qualifications acquired with certificates and diplomas; and they provide a basic overview to young people about CET options. Guidance is conducted by teachers with relevant qualifications who are named, depending on the school type, school counsellor (*Schülerberater/in*) or educational counsellor (*Bildungsberater/ in*) and contribute with their counselling services together with their teaching activity. In the final years of lower secondary level, **career guidance** is a compulsory subject. At **prevocational schools** (PTS) career guidance aims to inform schoolchildren and parents about regional possibilities in apprenticeship training and, participate in vocational guidance classes. At **VET schools and colleges** includes in-depth reflections on the career choice made. A



number of counselling institutions in all federal provinces also offer counselling on education and career issues for **special target groups**.

1.10 Funding for initial vocational education and training

In all school type's learners only pay a small contribution to the cost of textbooks and travel permits.

At VET upper secondary level

Public VET schools or colleges (*berufsbildende mittlere und höhere Schulen, BMHS*) are free of charge. This means that private households only have to meet the cost of their children's subsistence, apart from small contributions in specific areas. Besides the public schools, there are various private schools that levy tuition fees.

Dual IVET (apprenticeship training) – upper secondary level

The **company-based part** of apprenticeship training is mainly financed by the training companies. Apprentices receive remuneration (*Lehrlingsentschädigung*) for their labour, which is usually laid down in the collective accordance concluded between the social partner and increases with every apprenticeship year.

1.11 References

Tritscher-Archan, Sabine (ed.) (2009): VET in Europe. Country Report Austria. Report within the Framework of ReferNet Austria. Vienna.

Apprenticeship. Dual Vocational Education and Training in Austria. Modern Training with a Future. Federal Ministry of Economy, Family and Youth



2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

2.1 Population

The target group of the Austrian Integrative initial vocational training – Integrative Berufsausbildung (IBA) includes the following groups of people. The definition is laid down in the Vocational Training Act (Berufsausbildungsgesetz/BAG):

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

2.2 Organisation and Provision of VET programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

Compulsory schooling in Austria consists of 9 years, during which time there is a legal right for children with disabilities to receive special support/tutoring if their special needs are recognised. In the area of full-time IVET-programmes, curricula are adjusted to persons without disabilities; learners with SEN (esp. sensory disabilities, motor disabilities, paralysed students) are as a rule included in mainstream full-time VET programmes.

In 2003, the legislator created a flexible model for people at a disadvantage in the labour, with the Integrative (inclusive) IVET scheme (IBA in German). The aim of this scheme is to enable the acquisition of a vocational qualification and integration into working life for these people. Integrative (inclusive) IVET (IBA) is part of the Austrian Dual IVET (apprenticeship training system)

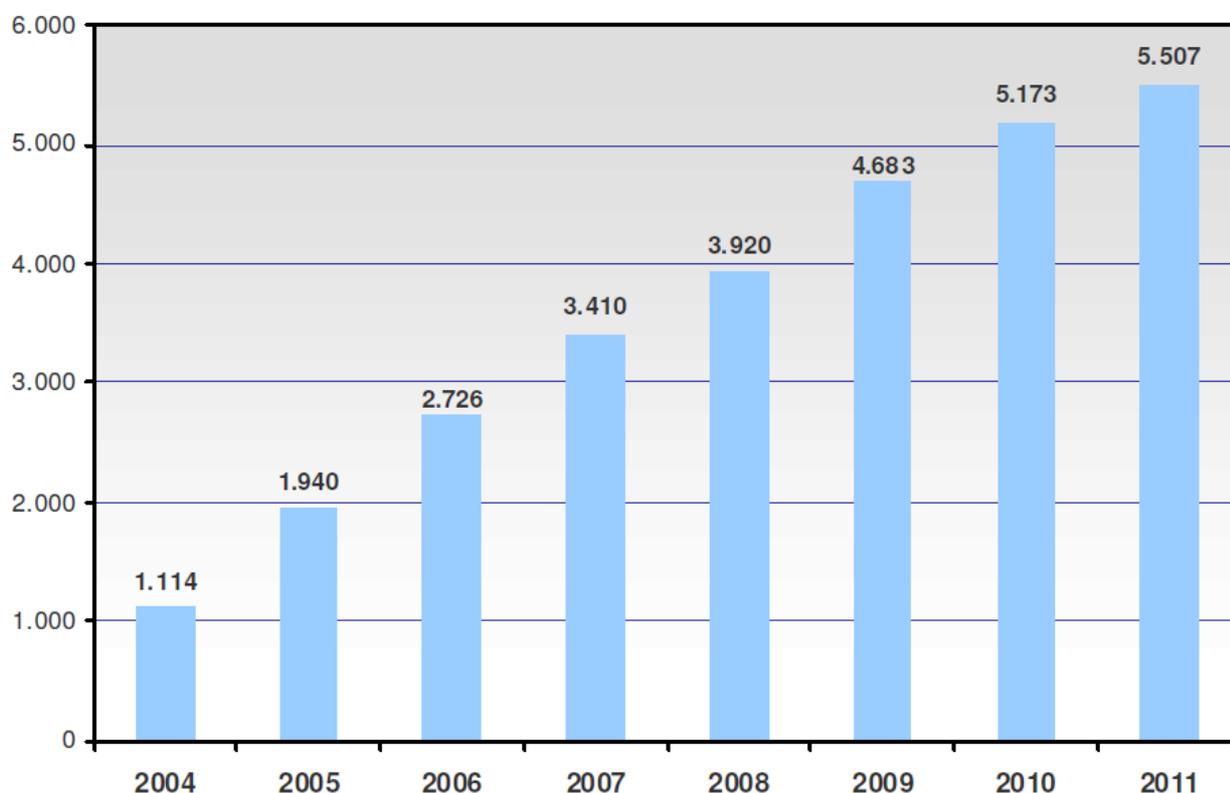
Integrative vocational training is realised by extending the apprenticeship by one year or, in exceptional cases, by two years and/or in the form of partial qualification for a skilled trade with one to three years of training. An amendment of the Vocational Training Act provides for a reduction of the regular daily and weekly working hours for apprentices with disabilities.

The following actors are involved in this measure:

- The Public Employment Service Austria (AMS) attempts to place all young apprenticeship seekers in a regular apprenticeship post. If that is not possible, the AMS will search for training places for those youths to whom one of the above conditions applies within the framework of IBA. A subsidisation for training enterprises that employ young people within the framework of IBA is foreseen in the AMS support criteria.

- Vocational training assistance is tasked with advising and supporting the youths and training enterprises before and during the training. It also takes over the function of a “hub”, viz. coordination of all parties involved.
- The Apprenticeship Offices at the Economic Chambers registers the training and apprenticeship contracts as soon as all prerequisites have been met (AMS assignment, vocational training assistance) and organises the final apprenticeship examinations.
- The Federal Ministry of Economics, Family and Youth (BMWFJ) oversees IBA / provides evaluations and is responsible for the Vocational Training Act (BAG).
- The Federal Ministry of Education, Arts and Culture is responsible for the part-time vocational school curricula .

Apprentices in Integrative IVET (IBA) in absolute terms



Source: Helmut Dornmayr, Berufseinmündung von AbsolventInnen der Integrativen Berufsausbildung. Eine Analyse der Beschäftigungsverläufe. ibw-Forschungsbericht Nr. 167, Wien, April 2012

ISBN 978-3-902742-49-0

2.2.2 Different types of educational/VET settings

As far as Dual IVET in Austria is concerned, please see 2.2.1.

Regarding full-time VET schools and colleges, options a, b and c can all be found.

A coherent strategy for the implementation of the UN-Convention is being prepared.



2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc.)

As mentioned in 2.2.1, there are 2 pillars within the frame of Integrative (inclusive) IVET (IBA) – either prolongation or acquisition of a partial qualification

➤ **prolonged apprenticeship period**

In case of a prolongation of the apprenticeship period, the statutory apprenticeship period is usually prolonged by one year, and by up to two years in exceptional cases. The Part-time vocational school curriculum and the Occupational-Profile are the same as for the mainstream apprenticeship programme but learners with SEN have more time to acquire the necessary skills and competences, i.e. the entire occupational profile & part-time vocational curriculum of an apprenticeship are taught; attendance of part-time vocational school is compulsory.

There are the same assessment procedures as for all other apprentices – on completion, the apprentice with SEN should pass the regular apprenticeship-leavers exam.

➤ **acquisition of a partial qualification**

In case of acquisition of a partial qualification, only a part of an apprenticeship occupation or of several occupations is taught. The job-profile and part-time vocational school curriculum are developed according to need, according to the ability and aptitude of the apprentice with SEN; i.e. teaching of some elements of the occupational profile from one (or several) apprenticeship occupation(s) as agreed in the training contract.

Depending on the specified training objectives, apprentices with SEN are entitled or obliged to attend part-time vocational school – in both cases there is provision of a tailor made curriculum. At the end of the education and training period (between one and three years) an individual final exam is possible.

Individual curricula and the corresponding assessment are instruments used in full-time VET schools and colleges.

2.3 VET programmes and employment

2.3.1 Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes

Practice-oriented educational objectives, contents and methods, as well as their regular updating (adaptation), constitute one characteristic of the Austrian VET sector.

The Federal Ministry of Economy, Family and Youth, as well as the Federal Ministry for Education, Arts and Culture, cooperate on a permanent basis with other institutions involved in apprenticeship training and committed companies, in order to modernise dual training and full-time IVET-programmes.

A major advantage of the Dual System is that vocational training is carried out in real-life working conditions. The apprentice acquires the required knowledge and skills as stipulated in the occupational profile for the respective apprenticeship trade, using state-of-the-art machinery and equipment. Immediately upon completion of the training, he or she is able to take up a qualified professional activity as a skilled worker.

As far as full-time IVET-programmes (berufsbildende mittlere und höhere Schulen) are concerned, cooperation with the business sphere plays a major role. Curricula and special focus are thereby adapted to the requirements of the economy and enterprises offer subject-specific professional apprenticeship training and/or places for mandatory work-



placement. The results of research and development are implemented in a practice-oriented way in joint projects between schools and industry, e.g. in the form of diploma projects or projects carried out in training firms. Nearly all teachers of occupation-related and practice-oriented subjects boast practical experience in the private sector. Major stakeholders in IVET are the social partners, which can frequently support the matching process between educational provision and qualification requirements and/or make statements on drafts.

As a matter of fact, one major goal of the anticipation of skills need is to achieve congruency between VET and employment as well as between qualification demand and supply, by attempting to appraise future developments at an early stage and respond to them proactively. As already mentioned, in the Austrian VET sector there are different anticipation processes that lead to curricular adjustments.

2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes in the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level

As far as Integrative Dual IVET is concerned see figure below

Integrative Berufsausbildung							
Bundesland	insgesamt	§ 8 b Abs. 1 BAG (Verlängerung der Lehrzeit)			§ 8 b Abs. 2 BAG (Teilqualifizierung)		
		§ 8b (1) gesamt	in Unter- nehmen	in Einrich- tungen	§ 8b (2) gesamt	in Unter- nehmen	in Einrich- tungen
Burgenland	168	80	60	20	88	21	67
Kärnten	281	219	219	0	62	61	1
Niederösterreich	426	358	358	0	68	61	7
Oberösterreich	1.378	872	800	72	506	123	383
Salzburg	224	101	89	12	123	59	64
Steiermark	1.072	717	548	169	355	101	254
Tirol	448	374	281	93	74	68	6
Vorarlberg	329	208	200	8	121	109	12
Wien	1.181	1.071	211	860	110	12	98
ÖSTERREICH	5.507	4.000	2.766	1.234	1.507	615	892

Quelle: LEHRLINGSSTATISTIK 2011, Wirtschaftskammern Österreichs

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

As far as Dual IVET is concerned, there are 5.507 apprentices in the field of Integrative Dual IVET in Austria (data date 31.12.2011);



4.000 are in the “prolonged apprenticeship period” pillar, i.e. the part-time vocational school curriculum and occupational-profile are the same as for the mainstream apprenticeship programme except that learners with SEN have more time to acquire the necessary skills and competences;

1.507 are in the “acquisition of a partial qualification” pillar, i.e. they are in special settings for both the occupational profile and the part-time vocational school curriculum.

For fulltime VET schools and colleges, reliable data is not available at present. A change in legislation is underway, which will provide the basis for data collection.

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

As far as Dual IVET is concerned, the figure is as follows (data date 31.12.2011):

total number of apprentices is 128.078 of whom 5.507 apprentices are in Integrative (inclusive) IVET (IBA), 4.000 are in the “prolonged apprenticeship period” pillar and 1.507 are in the “acquisition of a partial qualification” pillar.

See 2.4.2.

2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

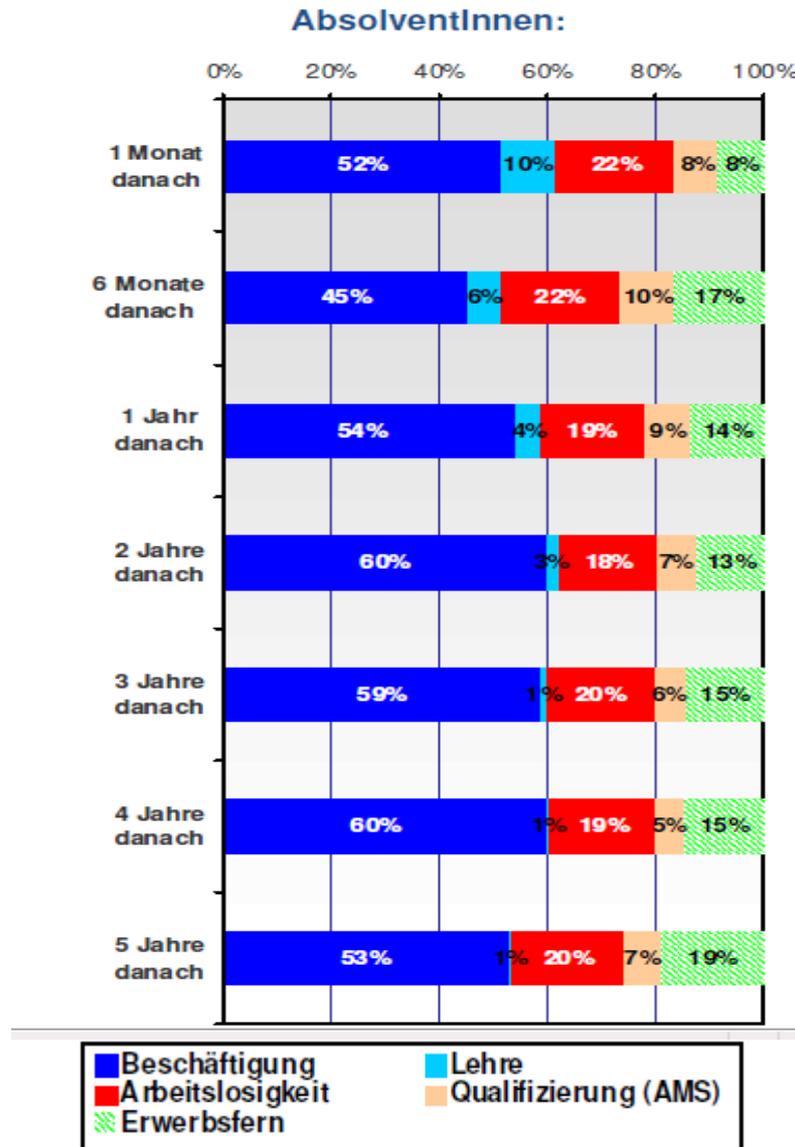
According to the definition used for the EU-Benchmark, the overall drop-out rate is currently 8,3 %. Data on the situation of SEN students is not available at present.

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

As far as Integrative Dual IVET is concerned, see the figure below

Grafik 5-5: Status der IBA-AbsolventInnen und „Drop-Outs“ im Zeitverlauf

(Nach Ende der Integrativen Berufsausbildung)



Stand: IBA-AbsolventInnen bis 13.12.2011, Beschäftigungsverläufe bis 31.1.2012

Quelle: ibw-Datafile „IBA-AbsolventInnen/2003-2011 (N=11.142)“ (Datenbasis: WKO + amsbg)

Anmerkung: Zellenbesetzung „5 Jahre nach IBA-Ende“ bereits relativ gering

Source: Dornmayr ibw-Forschungsbericht Nr. 167 | Berufseinmündung IBA; http://www.ibw.at/components/com_redshop/assets/document/product/1335256134_fb167.pdf

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

See 2.2.1 and 2.5.3.

2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

The main objective of Integrative Dual IVET is to increase youth employment and to successfully tackle social exclusion and disadvantage. Integrative IVET mainly targets young people with special pedagogical support needs at the end of compulsory school,



young people without a lower secondary school qualification, as well as young people who cannot complete an apprenticeship training programme without special support.

2.5.3 Roles and responsibilities within the institutional framework

The institutional framework, as well as the responsibilities of Parliament, Government, ministerial bodies and national boards for Integrative Dual IVET, are more or less the same as for Dual IVET in Austria in general. The Parliament consists of two chambers: the National Council (Nationalrat) and the Federal Council (Bundesrat), which share legislative power.

Company- and school-based training within the framework of apprenticeship training/Dual IVET are regulated by different acts and regulations. For the school-based part (part-time vocational school), SchOG (School Organisation Act) SchUG (School Instruction Act) and the decreed (framework) curricula apply. Curricula – also in the case of Integrative Dual IVET – are regulations issued by the Federal Ministry for Education, Arts and Culture (BMUKK) on the basis of the SchOG. The company based part of training is regulated by the Vocational Training Act (Berufsausbildungsgesetz, BAG), which is within the sphere of competence of the Federal Ministry of Economy, Family and Youth (Bundesministerium für Wirtschaft, Familie und Jugend, BMWFJ). Integrative Dual IVET was anchored in 2003 in the Vocational Training Act (Berufsausbildungsgesetz, BAG).

Responsibilities regarding Dual VET (apprenticeship) as well as Integrative Dual IVET at upper secondary level:

National level

- Company-based training is within the sphere of competence of the Federal Ministry of Economy, Family and Youth (Bundesministerium für Wirtschaft, Familie und Jugend, BMWFJ), which, among other tasks, implements the Vocational Training Act (Berufsausbildungsgesetz, BAG) and adopts the training regulations for the individual apprenticeship occupations – these regulations are also the basis for Integrative Dual IVET. Company-based training in agriculture and forestry falls under the responsibility of the Federal Ministry for Agriculture, Forestry, Environment and Water Management (Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft, BMLFUW).
- The Federal Ministry for Education, Arts and Culture, BMUKK is responsible for the school-based part of training (e.g. the development of draft legislation, the preparation of framework curricula). The costs of teachers salaries are shared with the federal provinces.
- The Federal Advisory Board on Apprenticeship (Bundesberufsausbildungsbeirat, BBAB) is a body provided for by the BAG. It comprises representatives of social partners and part-time vocational schools. The BBAB submits proposals to the Ministry of Economy in the form of expert opinions, e.g. about the introduction of new, or modernisation of existing, apprenticeships.

Regional level

- Apprenticeship offices (Lehrlingsstellen) for engineering, industry, crafts, trade, tourism etc, located at the Economic Chambers, are responsible for the administration of apprenticeship training (examination of the training companies' suitability jointly with representatives of the Chamber of Labour, the recording of apprenticeship contracts, the organisation of apprenticeship-leave examinations etc).



- The Regional Advisory Boards on Apprenticeship (Landesberufsausbildungsbeirat, LBABs) develop proposals and suggestions on apprenticeship training in the respective province. Their members (representatives of social partners and part-time vocational schools) are appointed by the provincial governors.
- School supervision is incumbent on the respective regional education board (Landesschulrat). Supervision is conducted by regional school inspectors.
- The federal provinces are responsible for the construction and maintenance of part-time vocational schools and take over 50% of personnel costs.
- Apprenticeship bodies and specialist training offices for agriculture and forestry are responsible for the company-based part of training in agriculture and forestry; they are located at the Chambers of Agriculture in the respective federal provinces. Essentially they have the same tasks as the apprenticeship offices in the field of engineering, industry and trade.
- The federal provinces are responsible for the construction and maintenance of schools of agriculture and forestry and bear 50% of personnel costs for teachers.

Furthermore, the training relationship within Integrative Dual IVET must be facilitated and supported by vocational training assistance. It has the task of advising and supporting the training companies and young people before and during the training. It also acts as a contact point for all parties involved and takes over coordination of training.

Strong involvement of Public Employment Service Austria.

2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market

The Federal Ministry of Economy, Family and Youth (BMWFJ) is responsible for the evaluation of Integrative Dual IVET.

The Federal Ministry for Education, Arts and Culture (BMUKK) is responsible for curriculum development as well as curriculum pilot projects (Schulversuche) at VET schools and colleges, and the evaluation of these projects. The curricula of the various school types are decreed by the BMUKK as ordinances.

Supervision is also conducted by regional school inspectors.

There is a high involvement of Social Partners esp. employee representatives and vocational training assistance.

2.6. VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers etc.)

Teachers at part-time vocational schools have to fulfill the following access requirements:

- successful completion of Reife- und Diplomprüfung of a related VET college or successful completion of Reifeprüfung or Berufsreifeprüfung and a relevant training programme

or depending on the subject to be taught

- successful completion of a related master craftsperson examination or an equivalent relevant qualification as well as general university entrance qualifications

and in both cases

- at least three years of relevant practical professional experience



For part-time vocational teachers, specific initial training and in-service training programmes are offered regarding apprentices with SEN

The work of the IVET trainer (company based training as a main part of Dual IVET in Austria) not only requires certain previous professional qualifications but also proof of knowledge and skills related to vocational pedagogy and law. Candidates have to take the IVET trainer examination, which is one module of the master craftsman examination, to assess their knowledge and skills. The IVET trainer examination is waived upon successful completion of a forty-hour IVET

trainer course. Some qualifications or exams (e.g. successful completion of a foreperson course) are treated as equivalent to the IVET trainer examination or IVET trainer course.

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

Initial teacher training for teachers at VET schools and colleges:

Three types of teachers at VET schools and colleges can be distinguished: Teachers of general education subjects, teachers of occupation-related theory, and teachers of occupation-related practice.

Teachers of general education subjects are graduates of university-based study courses completed with the teacher training examination. They must undergo one year of teaching practice before joining a school.

Teachers of occupation-related theory are graduates of a specialised university-based programme and have at least four years of relevant professional practice in the business sphere.

Teachers of occupation-related practice are graduates of an occupation-related VET programme and have at least six years of professional practice in the business sphere.

Continuing and further education and training for teachers at VET schools and colleges:

In-service teacher training: In line with the principle of professionalization, it is indispensable for all teachers to keep their level of occupation-related knowledge and skills, as well as teaching methods, up to date.

Continuing and further training programmes: Teachers have the possibility to acquire additional qualifications that go beyond their formal qualifications obtained at university. Continuing and further education and training provision is certified and often connected with new qualifications.

The university colleges of education are tertiary education establishments for initial, in-service and continuing teacher training. In every Austrian province there is one federal university college of education, and in Burgenland a foundation has been set up (Burgenland Private University). In addition, there is a university for agricultural and environmental policy and private university colleges of the church.

The university colleges of education are monitored by the Federal Ministry for Education, Arts and Culture. As far as the organisation of seminars and courses is concerned, these may be provided for a particular school (in-house training), a region or province, or several (or all) regions, depending on the target group. As far as content is concerned, seminars may be provided for one or several specific teaching subjects, (subject) areas or types of schools.



The main fields for all teachers are occupation-related applied scientific theory, didactics, general pedagogy and personal development

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

No information available

2.7 Funding

A company that trains an apprentice in Integrative Dual IVET gets financial support, i.e. up to EUR 400,- /month

2.8. References

Vocational Training Act (Berufsausbildungsgesetz, BAG, BGBl. no. 142/1969)

Apprenticeship. Dual Vocational Education and Training in Austria. Modern Training with a Future. Federal Ministry of Economy, Family and Youth

Pro Dual. Improving through Benchmarking. Ibw. Sabine Tritscher-Archan (Project coordinator), Helmut Hafner, Birgit Lenger, Silvia Weiß
http://www.ibw.at/images/ibw/pdf/benchmarking_report_en.pdf

ReferNet Austria. VET in Europe – Country Report Austria. Sabine Tritscher-Archan / Sabine Nowak (eds.) Institut für Bildungsforschung der Wirtschaft.
http://www.ibw.at/images/ibw/bbs/bb_europa_11_en.pdf

Lehrlingsstatistik. Wirtschaftskammern Österreichs

Dornmayr. **ibw-Forschungsbericht Nr. 167 | Berufseinmündung IBA;**
http://www.ibw.at/components/com_redshop/assets/document/product/1335256134_fb167.pdf