



JORNADA

HACIA UNA FORMACIÓN PROFESIONAL

DUAL

ATRACTIVA PARA EMPRESAS,

CENTROS EDUCATIVOS

Y ESTUDIANTES

9

DE OCTUBRE DE 2018
VALLADOLID



**Junta de
Castilla y León**
Consejería de Educación

INTERVENCIÓN DE:

DON Kurt Schmid

**“FP DUAL”
AUSTRIA**

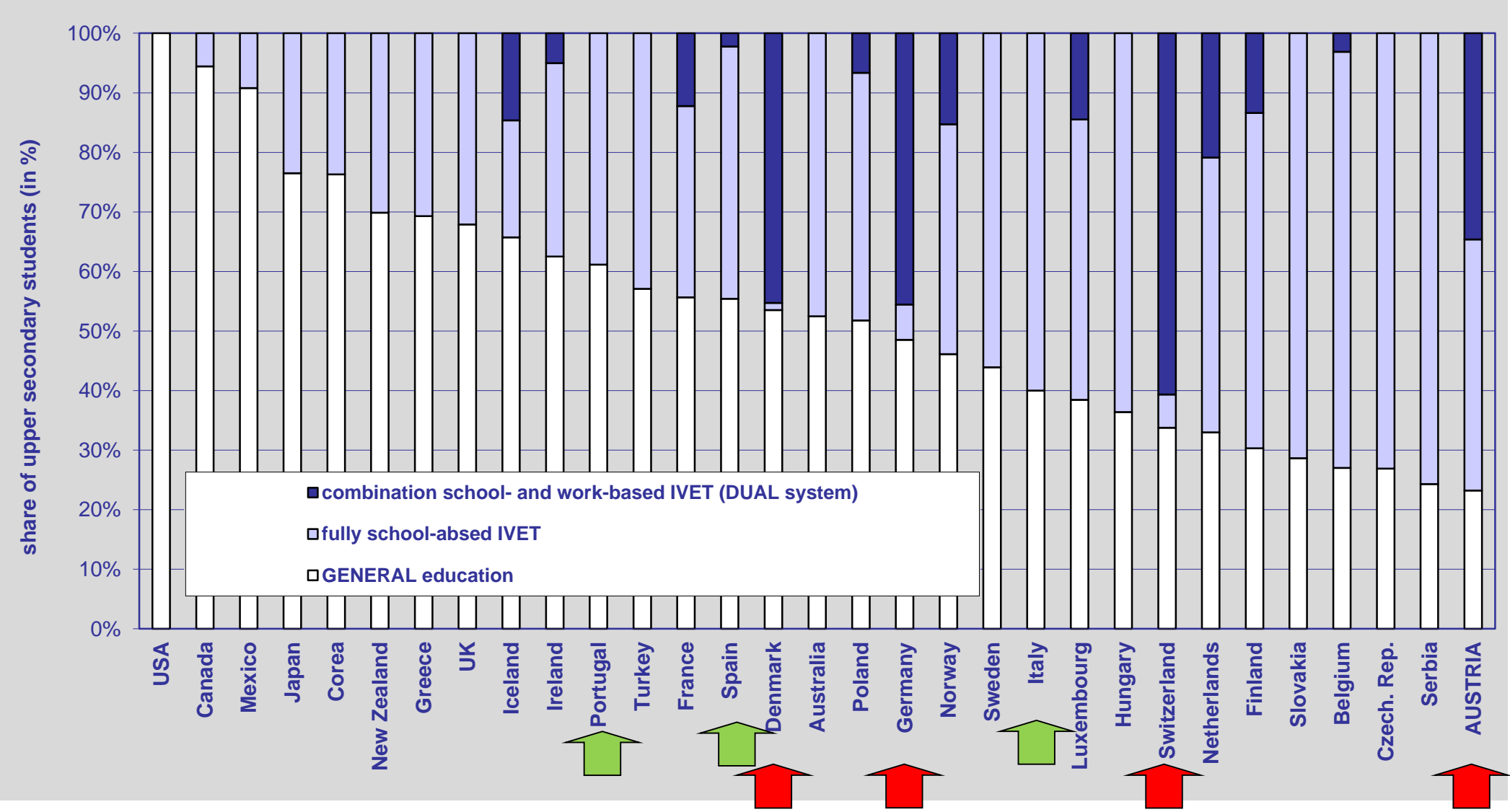
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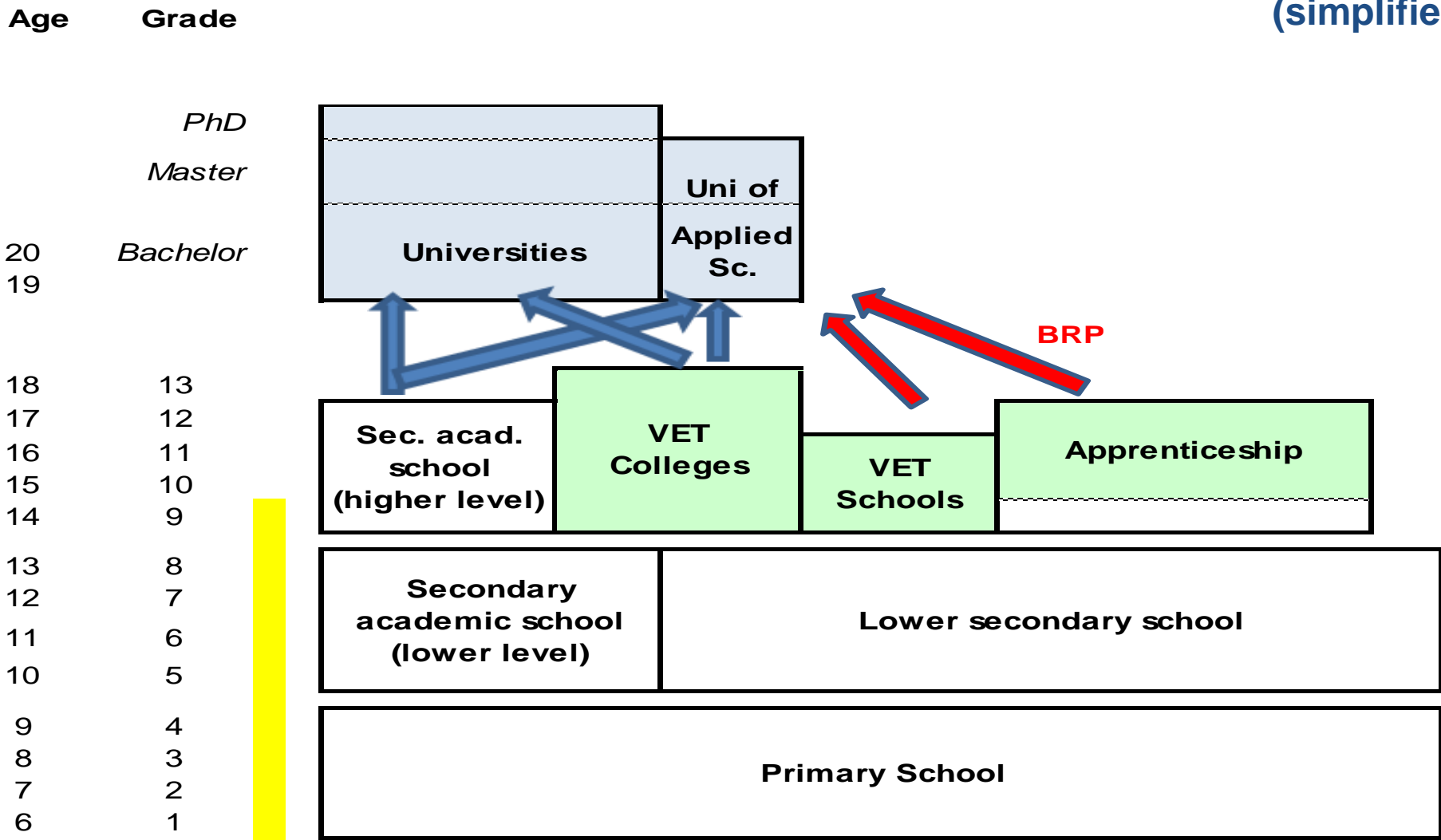
IVET from a systems perspective

Education Systems: Share of students in Upper Secondary Education by programme type



Source: ibw based on EUROSTAT data

Austria's Educational System (simplified version)



- compulsory education
- IVET
- tertiary education

APPRENTICESHIP TRAINING

versus

SCHOOL-BASED IVET

Apprenticeship Training

Predominantly: learning in training company (70-80% of total training duration)
=> 20-30% in comp. part time VET schools

WBL by trainers (practitioners with instructor certification)

school-based IVET

Predominantly (up to 100%) learning in school, i.e. fully school based IVET
+ practical learning in simulation settings
(work in workshops, laboratories, kitchens, practice firms, etc.)
+ voluntary/mandatory work placements in business (alternance / internships)
+ business projects

Teaching staff with HE-qualification (or master craftsperson) & often business experience

Apprenticeship Training

Occupations / professions

Demand-led system

**=> Youth is an employee
(training contract)**

System is mainly governed by...

**Employers / Social Partners
+ ministries**

school-based IVET

Occupational fields

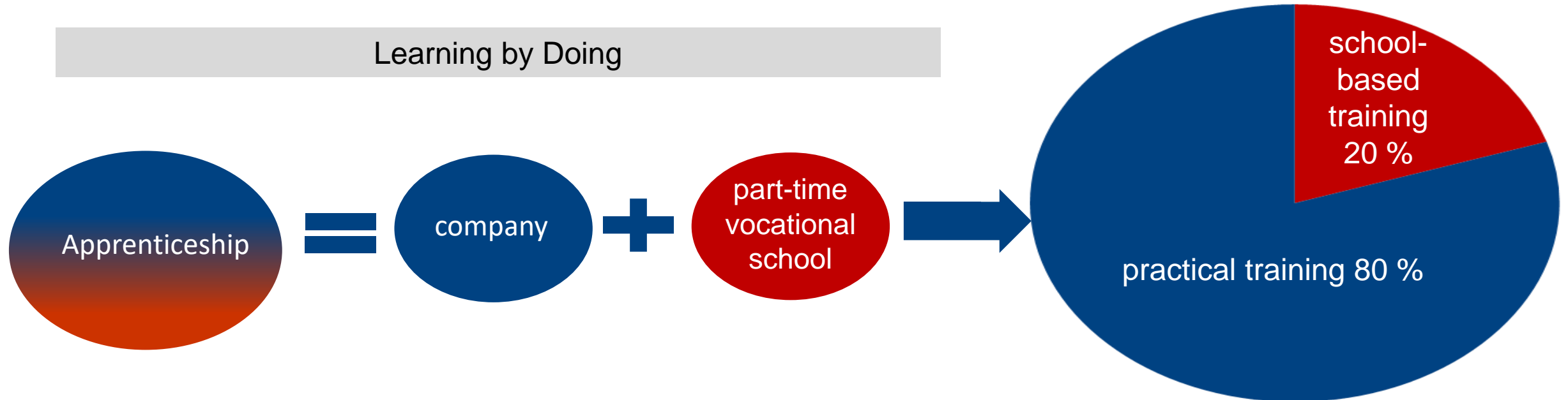
Student/supply-led system

=> Youth is a student

Ministry (of Education)

APPRENTICESHIP TRAINING

Characteristics of apprenticeship training



The apprentice is in a **training relationship with his/her company** and, at the same time, pupil of an occupation-specific part-time vocational school. Apprentice gets paid.

Duration usually about 3 years / > 200 professions

Countries differ according to learning time spent in training companies and in schools:
AT 80:20 / DE & CH 60-80:40-20

Organisation

all-year-round

at least on one full school day a week

by block

for at least eight weeks continuously
or
seasonally in block form

- apprentices are obliged to attend
- established for groups of apprenticeship occupations (such as construction, wholesale/retail occupations)
- classes are organized on the basis of individual occupations (sometimes also related occupations)

Training at the company

- **Company-based training curriculum:**
describes the competences which must be taught in the company
- **Activity description:**
learning outcome-oriented description of the competences acquired by apprentices by the end of their training

uniform
Austria-wide
regulation by decrees
for each apprenticeship
occupation

Didactic approach:

WBL

- training in a day-to-day working environment
- under real-life working conditions
- involvement of apprentices in the productive work process

Prerequisites for companies

- Accreditation (examination of the training company) by:
 - the apprenticeship offices of AEC in cooperation with
 - the Chamber of Labour

”Examination”



Suitability as training company in
legal terms

- Authorisation to carry out training according to the Trade, Commerce and Industry Regulation Act

Suitability as training company in
terms of corporate conditions

- Equipment suited to teach the relevant competences
- **Sufficient number of professionally and pedagogically qualified IVET trainers**

IVET trainer

- **IVET trainers: the companies' trainers for apprentices**
 - The majority of trainers train their apprentices on a part-time basis alongside their regular work.
 - Larger companies also employ full-time trainers as well as full-time training supervisors.
- **Prerequisite:**
 - IVET trainer examination or
 - **Completion of a 40-hour IVET trainer course** or
 - Recognition of another qualification
- **Requirements:**
 - subject-specific qualification
 - know-how of vocational education and
 - legal knowledge

GOVERNANCE

SHARED ROLES AND RESPONSIBILITIES

SOCIAL PARTNER INVOLVEMENT
IN A COMPARATIVE PERSPECTIVE
(Austria, Germany, Switzerland)

Involvement of Social Partners (SP) I

Governance of dual system:

Definition of core elements of company training:

training occupations, their duration, occupational profiles, wage level, examination criteria, accreditation criteria for companies, initiatives for new & adapted training occupations ...

institutional settings:

- Advisory Board on Apprenticeships (AT)
- BIBB (DE)
- Sectoral/professional bodies CH

members: employer and employees representatives, education ministry

⇒ **Employer's representatives have a leading role!**

Involvement of Social Partners (SP) II

- **Administration of dual system:**

usually at local level & often by company representing bodies

AT: usually both SPs define regulations but chamber of commerce (apprenticeship offices) mostly does administrative work

DE: mostly company representing bodies

CH: usually cantonal public authority (sometimes with OdA)

Tasks:

documentation (appr. contract) & support

accreditation of training companies: (AT: appr. office in coop. with chamber of labour in AT; DE: local chamber; CH: cantonal public authority)

Train the Trainer

organising (final) exams (AT: SPs, DE: IHK, CH: cantonal public authority in cooperation with OdA)

financing: voluntary sectorial funds & general financial subsidies (AT, DE)

Austria, Germany, Switzerland:

- Core dimension: **self-interest** of companies to train
- No or only marginal share of public financial subsidies
- Voluntary sectoral training funds

What kind of public support?

Adverse effects of high public financial subsidisation to companies:

distortion of demand-led link between training provision and qualification demand

BUT: important and meaningful public support for...

... system governance & quality & responsiveness to change (“institutional capacity”)

... lean administration & „local“ support

... promotion (e.g. apprenticeship scouts, World/Euro Skills) & career guidance

... financing of comp. vocational schools

=> Public support: in kind instead of in cash!

ATTRACTIVENESS

for companies

self-interest in future skilled work force

up-to-date occupational profiles

stable setting & flexibility

lean administration

trust

local support

for individuals

meaningful voc. education

learning style WBL

remuneration

job/ career prospects

vertical permeability

Bliem Wolfgang, Petanovitsch Alexander, Schmid Kurt (2014):
Success factors for the Dual VET System. Possibilities for Know-how-transfer.
ibw research report No. 177. <https://www.ibw.at/en/library/id/258/>

Bliem W., Petanovitsch A., Schmid K. (2016):
Dual Vocational Education and Training in Austria, Germany, Liechtenstein and Switzerland.
Comparative Expert Study. ibw report <https://www.ibw.at/en/library/id/413/>

Achleitner D., Wallner J., Schönherr A. (2014): **Apprenticeship.** <https://www.ibw.at/en/library/id/338/>

List of apprenticeship occupations:
http://www.ibw.at/components/com_redshop/assets/document/product/1386769885_lehrberufsbezeichnungen_de_en_2013.pdf

Additional info about Austria's education system & apprenticeship training:
<https://refernet.at/en/vet-in-austria>
http://www.cedefop.europa.eu/files/8127_en.pdf

ThanX a lot!