

THE DUAL VET MODEL IN AUSTRIA

SUMMARY

Study Visit to Vienna

6-8 June 2018



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CONTEXT AND BACKGROUND

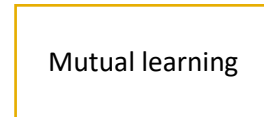
The project **iidVET** has been designed to improve the quality and effectiveness of DVET and its implementation mechanisms and tools.

The Project has a twin objective:

1. **Transfer of knowledge** and experience between countries with advanced DVET models (Austria and Germany) and countries with models under development (Italy, Portugal and Spain).
2. **Mutual learning** among all members of the Partnership.



Transfer of
knowledge and
experience



Mutual learning

Project schedule



Project content

The Project was launched at the kick-off meeting in Valladolid on 16th January 2018. At that meeting, partners agreed that the project's activities would focus on three topics and two cross-cutting issues:

Quality How to ensure better quality, accreditation and evaluation systems Porto Workshop C1	Attractiveness Attractiveness of DVET “Turning VET into a smart choice” Valladolid Workshop C2	Governance How to improve the governance mechanisms Italia workshop C3
Cross-cutting issue 1. Mobilities Strengthening cooperation between partners to increase VET student and staff mobilities.		Cross-cutting issue 2. Tools Sharing existing tools based on good experiences.

Objectives and methodology

The aim of this visit was to get acquainted with the Dual VET model in Austria by visiting and getting to know practical experiences on the ground. Based on these visits, discussion sessions will be organised to encourage peer learning and exchange of knowledge with the purpose of identifying transferrable elements to the realities in the different countries.

Partners

Spain Castilla y León	1. Dirección General de Formación Profesional y Régimen Especial Junta de Castilla y León
	2. Consejo de Cámaras de Comercio de Castilla y León
Portugal	3. Instituto do Emprego e Formação Profissional
	4. Câmara de Comércio e Indústria Luso-Alema
Austria	5. Wirtschaftskammer Österreich (WKÖ)
	6. Bundesministerium für Digitalisierung und Wirtschaftsstandort (BMDW), Abteilung I/4 Berufsausbildung; Ingenieurwesen (associated partner)
Italy	7. Direzione Generale Economia della conoscenza, del lavoro e dell'impresa Regione Emilia Romagna
	8. Istituto Formazione Operatori Aziendali (IFOA)
	9. Camera di Commercio Italo-Germanica (Dual Concept - Società di formazione)
Germany	10. Bildungswerk der Baden-Württembergischen Wirtschaft

OUTCOMES AND KEY IDEAS FROM THE STUDY VISIT

DAY 1: Wednesday, 6th June 2018

Role and functions of the taskforce for the internationalisation of VET

Presentation by:

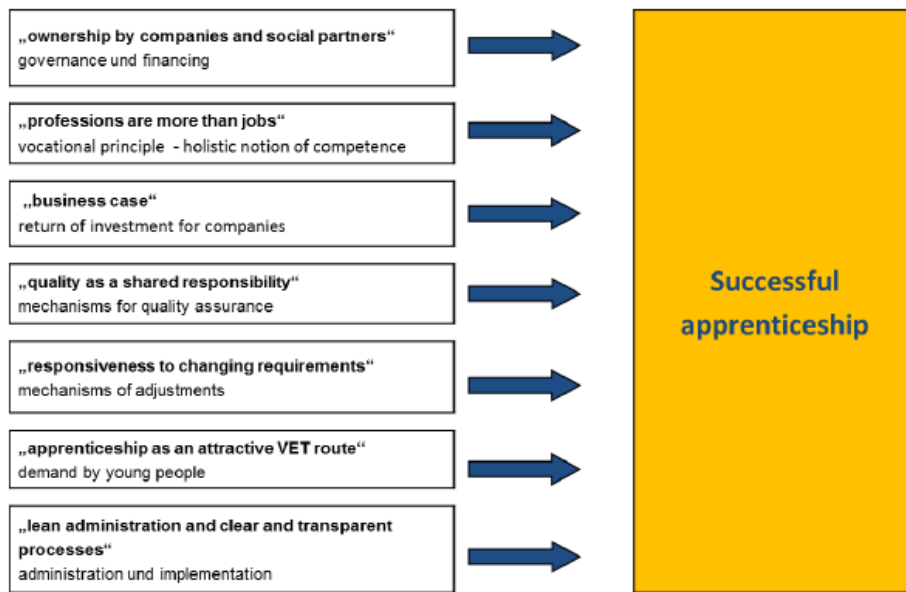
- ▶ **Melina Schneider, Head of Taskforce for the Internationalisation of VET at the Austrian Federal Economic Chamber (WKÖ)**

T: +43 5 90 900 - 4071 / melina.schneider@wko.at

Content of the presentation:

- Success factors for a functioning dual VET system as basis for a possible know-how transfer process from established apprenticeship systems, such as the Austrian model, to other target countries, according to the study [Success factors for the Dual VET System - Possibilities for Know-how Transfer](#), ibw Austria - Research & Development in VET (ibw - Institut für Bildungsforschung der Wirtschaft)
- Main characteristics of the apprenticeship training in Austria.
- Current pilot projects.
- On-going projects at international level.

It is worth highlighting that WKÖ can provide advice and support to other countries in their development of their DVET model. Funding is possible depending on the country and various preconditions (e.g. development aid funds, Erasmus+ or other EU co-funded programmes). Austrian national funding is possible within the framework of the "go international" initiative of the Federal Ministry of Digital and Economic Affairs and the Austrian Federal Economic Chamber, but is linked to the participation of Austrian companies (see https://www.go-international.at/English_Version.html).



Power Point available in pdf (C5_presentation1_MSchneider_WKO) and study available [in this link](#).



Federal Advisory Board on Apprenticeship Revision of training regulations for companies

Contribution by:

- ▶ **Peter Zeitler, senior advisor at the educational policy department of WKÖ and chairman of the employers' side on the Federal Advisory Board on Apprenticeship**
T: +43 5 90 900 - 4087 / peter.zeitler@wko.at

Content of the presentation:

- Role and functions of the Austrian Federal Advisory Board on Apprenticeships.
- The task of the advisory board is to design or review the training regulations which are issued for each apprenticeship occupation by the Ministry of Economy and are binding for the training provided in training companies. Training regulations stipulate the job profile specific to the respective apprenticeship occupation.
- The board consists of representatives of the employers' side and the employees' side (social partners) as well as of co-opted part-time vocational school teachers as advisory members. It submits statements and concepts to the Ministry of Economy which need to be considered when adopting or amending training regulations.
- Inclusion of the digital aspect and competences in the training regulation:
 - The revision process and its outcome: In view of the increasing digitalisation of the economy, the newly appointed minister set a target of revising around 80 DVET job profiles. This is under negotiation right now in the Advisory Board. IT is not an easy task in terms of deciding the content but also in terms of including realistic content, as not all companies have the resources to adapt to the proposed changes. The main fields of tension are related to the scope of training which can be more specialised or broader – the first one to better adapt to the company's working conditions, the latter one in order to ease a possible transition between professions and sectors (ability to work in comparable industries).
 - As a result of this revision, there is an open discussion on the possibility to go from a dual to a triple education where alliances are shaped with training providers specialised in this area (digital competences). Also, specialised VET schools can play an important role in the provision of this training.
 - Digital aspects that could/should be included in the revision are e.g. topics related with the safety and management of data, e-commerce, 3D printing, management of digital communication and PR.

The Dual VET model in Austria and the role of the Austrian Economic Chambers

Presentation by:

- ▶ **Thomas Reichenbach, Advisor at the Educational Policy Department of WKÖ**
T: +43 5 90 900 - 4077 / thomas.reichenbach@wko.at

Content of the presentation:

- Major challenges of our time and other important trends (youth unemployment rate in the EU; shares of students in upper secondary education by programme type,...)
- EU definition of apprenticeship and the European Framework for Quality and Effective Apprenticeships (EFQEA).
- **DVET: the Austrian approach**
- The Austrian Education System and the main VET programmes that exist
- Characteristics of the Dual System in Austria: “learning by doing”
 - Apprenticeship periods
 - The apprenticeship contract
 - Training at the company and training alliance
 - Training at the part-time VET school and training contents
 - Governance aspects
 - Financing and subsidies
- The Austrian Economic Chambers and their responsibilities and tasks in apprenticeship training
- Motivation of companies to train apprentices
- SMEs and apprenticeship training in Austria
- Supra-company apprenticeship training
- Austria’s occupation structure (ISCO) and the share of different qualifications in each job category
- The ten most popular apprenticeship occupations
- Career guidance
- “BIC.at” – the online career information of the Economic Chambers (www.bic.at)
- EuroSkills and WorldSkills competitions
- Video clips on YouTube



- **WKO has apprenticeship offices at regional level (one in each federal province) that give a variety of support and advice services to companies:** examining the suitability of the training company together with the chamber of labour; examining and recording of registered apprenticeship contracts; counselling for training companies (e.g. advice on legal issues); advice and coaching for apprentices; implementation of the final apprenticeship exams; settlement of subsidies; and more.
- **The WIFIs, the Institutes for Economic Promotion of the Austrian Economic Chambers,** which mainly offer further education (CVET), provide preparation for the final apprenticeship exam, offer training courses to become an in-company trainer, and give special training on different aspects of the apprenticeship
- **Austria has a number of public subsidisation options for apprentices and training companies:** all companies contribute with a small percentage of the wage bill to a specific fund through the tax system. Through this fund, companies can receive a variety of support services (especially subsidies). More information can be found at www.lehrefoerdern.at. In addition to that, there is also a subsidisation by the Public Employment Service (AMS). These subsidies are financed from the labour market policy budget (see at www.ams.at).
- **The Austrian DVET is “demand-driven”** in the sense that provision is determined by the availability of training places in companies (alongside students’ preferences). That means that potential apprentices have to apply at a company and taken on by the company so that an apprenticeship training can be started.
- **IFA association:** Austria has a service center for promoting and managing **international mobilities of apprentices, students from VET schools, skilled workers and trainers:** see at <http://ifa.or.at/en>, IFA – Internationaler Fachkräfteaustausch / International Young Workers Exchange

Power Point available in pdf: C5_presentation1a_TReichenbach_WKO (part 1 / 2)



Austrian Economic Chambers Design of education and training paths

Presentation by:

- ▶ Elisabeth Hassek-Eder, Institute for Economic Promotion "WIFI" of WKÖ
T: +43 5 90 9003112 / elisabeth.hassek-eder@wko.at

Content of the presentation:

This presentation focuses on how the Austrian Economic Chamber (WKÖ) is moving ahead with the education and training paths:

- Content and background:
 - What is the aim: address one of the most serious problems of the business sector: lack of skilled professionals.
 - The objectives of WKÖ: 1) ensure the supply of skilled professionals; 2) raise the attractiveness of the professional qualifications, e.g. apprentice and master craftsman.
- The variety of educational institutions within WKÖ and how to establish coordination processes to ensure comprehensive education and training paths taking into account that WKÖ has the largest non-governmental VET provider system in Austria (WKÖ partly or wholly owns a number of diverse educational institutions which together account for 600,000 educational touch points per year).
- Establishing education and training paths: objectives, characteristics, compatible paths. Currently there are 45 education and training paths (50 more in the pipeline), although experience shows that it is not so important to have a wide variety, but to make sure that those that exist are needs-based, consistent and of quality.
- It is worth highlighting that in Austria there is an obligation of being in education until the age of 18. For those that are not able to find a path within the education system, the government has specific trainings programmes.



- ***Investing in coordination initiatives between educational institutions is crucial to developing proper and systematic education and training paths.*** This investment can produce the following results: 1) collaboration mechanisms between educational institutions to reduce duplicities; 2) attractive paths for students and companies.
- ***Establishing common protocols and tools that reduce bureaucracy is one of the most effective coordination activities.***
- ***The role of local councillors is crucial to ensure that the education and training paths are attractive and understood by potential students and their families.***

Power Point available in pdf (C5_presentation3_EHassek-Eder_WKÖ)

DAY 2: Thursday, 7th June 2018

Lower Austria Economic Chamber Visit to the apprenticeship office

Presentation by:

- ▶ **Stefan Gratzl, head of education department in the Economic Chamber of Lower Austria**
T: +43 2742 851 - 17500 / berufsausbildung@wknoe.at

Content of the presentation:

- The apprenticeship office's services:
 - Accreditation of companies and company trainers as well as training of tutors.
 - Recording of apprenticeship contracts.
 - Career guidance
 - Counselling and coaching for training companies and apprentices
 - Organisation of apprenticeship leave-examination
 - Settlement of subsidies.
 - Promoting apprenticeship among potential students and their families, in particular those that finish upper secondary school and have not opted for university degrees.
- The two key roles of the department of training and education: 1) representing the interest of the member companies when dealing with the variety of stakeholders; 2) implementing the tasks related with the apprenticeship by acting under delegated authority from the federal government.
- The reasons of Austrian companies in engaging and committing to an apprenticeship programme:
 - Productiveness: apprentices contribute in the production process of goods or services.
 - Investment / return on investment: companies consider the apprenticeship training as an investment that pays off in the long-term. They can train their own skilled workers that are needed in future
 - More effective way to recruit skilled staff (recruitments costs are lower than with other studies):
 - Time and money dedicated to orientation is generally lower than for higher degree students
 - Generally, the selection process of young people is easier than for older people at a later stage in life as they have different expectations (salary, professional expectations, etc.)
 - The average time that the person takes to become productive is lower with apprenticeships compared to students with higher education degrees
 - Staff turnover and incorrect choices are lower
 - Reputation and social responsibility: this is especially important for bigger companies, but also smaller companies at local level. In Austria there are competition awards for being an excellent training company

Contact of interest: **Wolfgang Hoffer**, advisor and expert for the apprenticeship training in the education department of WKNÖ: wolfgang.hoffer@wknoe.at



- **Grouping the different apprenticeship occupations according to the 7 industry sectors of the Austrian Economic Chambers allows to be better organised and more efficient.**
 1. Crafts and Trades
 2. Industry
 3. Commerce
 4. Banking and Insurance
 5. Transport and Communications
 6. Tourism and Leisure
 7. Information and Consulting
- **Engaging and involving social partners at national and regional level is one of the key successes of the Austrian DVET model.**
- **Career guidance is crucial for the right vocational choice and therefore is a key role for apprenticeship advisors** (in lower Austria there are 6). It is especially important in their communication/information to young people. One of their main challenges is to convince parents that apprenticeship is a suitable option that can also lead to university studies.
- **Another important role of the apprenticeship advisor is related with conflict management between training companies and apprentices** (e.g. for students: late arrivals, addictions; within companies: not providing adequate training; “using” the student for tasks that are not part of the apprenticeship). With this service, at least 50% of conflicts are solved.
- **Apprenticeship advisor can also give support in international mobilities.**
- **One of the latest initiatives carried out by local offices is called “Begabungskompass”, which works as a “talent check” that can be passed by students on a voluntary basis: one part focused on manual talents and a second part is about intelligence. The result of this test is often used for career guidance.**

New Design University

Connection between apprenticeship graduates and skilled workers

Tour and explanations by:

- ▶ **Sergius Kodera, Dean of the Faculty of Design**
T: +43 2742 890 2434 / sergius.kodera@ndu.ac.at

The New Design University (NDU) was founded by the Lower Austria Economic Chamber together with its Institute for Economic Promotion (WIFI) in 2004, and specializes in design, technology and business. In 2014, it moved to the new Technology and Design Centre, a new building with rooms for lectures, workshops and laboratories. Among its facilities, they have a photo studio, an audio/video lab, a 3D printing shop and carpentry, metalworking and smithy workshops. NDU combines the practical orientation of a university of applied science with academic education.



- **NDU is committed to offer higher education paths also to students that have completed an apprenticeship training and passed the final apprenticeship exam and are related with the studies they offer, in particular those that have received training through carpentry, metalworking and smithy related apprenticeship programmes.**
- **NDU is exploring possible models of dual education at university level, inspired by recent experiences of other universities such as the [Manchester Metropolitan University](#). In fact, NDU will take part in an INTERREG project in the Alpine region aimed precisely at experimenting on new learning modules based on dual training.**



The “WIFI Lower Austria” Institute for Economic Promotion of the Lower Austria Economic Chamber

Tour and explanations by:

- ▶ **Susanne Brunner, Head of Unit for CVET courses in management of WIFI Lower Austria**
T: +43 2742 890 2230 / susanne.brunner@noe.wifi.at

Belonging to the Austrian Economic Chamber Organisation, the Institutes for Economic Promotion (WIFIs) are together the biggest further education provider in Austria. There is a WIFI Austria and 9 regional WIFIs (one in each of Austria’s federal provinces) always belonging to the respective Regional Economic Chamber.

The WIFIs have been a competent partner of the Austrian economy for decades. Continuing and further vocational education and training represents a guarantee for the entrepreneurs’ success, an engine for innovations, and contributes substantially to securing jobs.

The WIFIs also cover preparation courses for final apprenticeship or master craftsperson examinations.

The advantages of WIFI are portrayed as follows: training for all career requirements, highly competent trainers, easy access to the training courses, maximum learning progress in every course, tailored offerings for companies, extensive network throughout Austria, goal-oriented support all the way to the desired outcome, highly practical courses, environment conducive to learning, and support for career advancement.

Further information for all 10 WIFIs, including the WIFI Lower Austria, is on the internet at www.wifi.at.



Visit to the part-time vocational school of St. Pölten ("Landesberufsschule St. Pölten")

► <http://www.lbstpoelten.ac.at>

This school offers a broad range of apprenticeship occupations in business fields such as beauty care, retail, chemistry as well as graphics and printing. More than 15 individual occupations are trained at this school.

According to the Austrian dual system, an apprentice spends approximately 80% of the training in the company and approximately 20% in the vocational school. For each apprenticeship occupation there is a corresponding part-time vocational school. The apprentice is obliged to attend the school depending on where the training company is located.

The focus at the part-time vocational school is approximately 65% of the lessons on occupation-related instruction which also includes practical training in workshops or laboratories. The remaining 35% are for deepening general education. Also subject-related foreign language teaching is provided (almost always English).

In Austria, there is a trend to a higher average starting age for apprenticeships as more and more drop-outs from full-time schools, upper secondary school graduates or even university drop-outs decide to start an apprenticeship training. Sometimes, young people recognize their interest for a specific occupation just at a later stage of educational development. This was also seen in the part-time vocational school of St. Pölten, especially in the case of more demanding apprenticeship occupations like chemical laboratory engineering or chemical process engineering. Compared to Germany, however, the average starting age is still significantly lower in Austria.

The annual teaching in the school of St. Pölten basically takes place by block, i.e. for about 8 weeks (or more, depending on the training year) continuously. This is because most apprentices on the countryside would have too long distances to travel once or twice a week to school. For this reason, there are dormitories next to the school.



“Café-Konditorei Hagmann” Visit to the Café and pastry shop

Tour by:

- ▶ **Thomas Hagmann, managing director and business owner**
<https://hagmann.co.at/>

This Café offers apprenticeship training for many years. It currently has 40 employees and 6 apprentices (30% of students are generally employed by the company). Apprentices work 28.5 hours a week across 6 days and earn around 450-500€ the first year and can reach 700€ in the third year. In addition, apprentices have access to free transport and a range of discounts in other services.

The Café offers different types of training within the company:

- In-company trainers: each apprentice receives training from two different specialists.
- Mentoring support: a person from the human resources department is in charge of promoting basic, social and personal skills (the technical aspects are covered by the specialists).
- Annual training offered by the company.
- When students have difficulties with a specific topic they are encouraged to get specialised support, which is often provided by the local office of the Regional Economic Chamber (often subsidised).



- **From the experience of this SME, the main challenges related to apprenticeships are:**
 - How to keep staff motivated with their profession when they have made this choice at a very early age in life, in particular with the challenges that arise from economic and social changes.
 - Teaching basic and personal skills. This is the most difficult part with new apprentices compared to technical skills related with the profession or with digital skills.
 - Provide training on regulations (safety, hygiene, administration, etc.). With the current trend of over-regulating this becomes a difficult aspect.
 - Integration of immigrants (the cultural aspect is the hardest to deal with).
- **One of the main reasons of being so committed to the apprenticeship programmes is the reliability** of apprentices both when they are apprentices and beyond that when they are further employed as professional staff.
- **It is worth highlighting that Mr. Hagmann is open to international mobilities.**



DAY 3: Friday, 8th June 2018

Ministry for Digital and Economic Affairs (BMDW)

Presentation by:

- ▶ **Mr Josef Hochwald, Deputy Head of the Department for Vocational Training and Engineer-Qualification**




josef.hochwald@bmdw.gv.at / www.bmdw.gv.at



















The Ministry for Digital and Economic Affairs is responsible for the company training part of the apprenticeship training in the dual system. The major tasks of these competences, those related with the implementation, are delegated from the ministry to Economic Chambers with its local offices. The second semester of 2018, Austria will host the European Presidency and therefore is preparing a series of conferences and events in this field.


































Power Point available in pdf ([C5_presentation4_JHochwald_BMBW](#))















Self-assessment on the 14 criteria included in the Framework for Quality and Effective Apprenticeships

During this session, partners reflected on the countries' or regions' needs to improve dual VET with respect to the 14 key criteria of the Council Recommendation on a framework for quality and effective apprenticeships.

 Well developed
  In progress
  Important challenge

Criteria	Austria	Germany	Spain (CyL)	Italy	Portugal
1. Written contract	 contract is between the companies and the apprentice	 contract is between the companies and the apprentice	 contract is between the school and the apprentice schools have agreements with the companies	 Contract is between the company and the apprentice although it is not harmonised between regions	 contract is between the school and the apprentice
2. Learning outcomes			 there is a catalogue of qualifications at national level within the education system. In addition, there are professional certificates that are managed by the Department of Employment	--	 a catalogue of learning outcomes is being developed
3. Pedagogical support		 an in-company tutor has to have a training (mainly focused on pedagogical skills) and pass a theoretical and practical exam	 a training for in-company tutors and school tutors is under development	 this is under development	 an in-company tutor course has been developed (40h)
4. Workplace component	 80% of the training is in the company	 approx. 70% of the training is in the company	 around 30-40% of the training is in the company	--	 40% to 60% of the training is in the company

Criteria	Austria	Germany	Spain (CyL)	Italy	Portugal
5. Pay and/or compensation	 apprentices are paid directly by the company. The sum is negotiated with social partners depending on the programme		 apprentices are paid a grant of 50% de standard salary	 Apprentices are paid but the available information is still slightly confusing and with regional differences	 apprentices receive a small grant via the schools
6. Social protection				--	
7. Work, health and safety					
8. Regulatory framework		 Although sometimes it feels there is excessive regulation	 There a national framework plus a regional regulation adapted to the local needs		
9. Involvement of social partners				--	 social partners are involved but it needs to be reinforced
10. Support for companies	 companies can receive support through a specific apprenticeship fund, which is collected through taxes paid by companies		 attention needs to be paid to SMEs	 there are many regional differences and it needs to improve	 Companies can receive support through a specific VET fund, which is collected through the taxes paid by companies
11. Flexible pathways and mobility			 There is flexibility at horizontal level (among different DVET programmes) but more needs to be	 apprenticeship programmes are not always recognised among regions	 pathways and mobility in the education system is possible but it needs to improve

Criteria	Austria	Germany	Spain (CyL)	Italy	Portugal
			done to guarantee pathways with upper education		
12. Career guidance and awareness-raising		 DVET has lost attractiveness compared to university studies			
13. Transparency		 there is a law that allows recognition of apprenticeship diplomas from other EU countries	 Schools give information on DVET to students There is also an on-line platform to apply	 Currently there is a project to recognise apprenticeship diplomas acquired in Germany	 the challenge is to improve access to apprenticeship between Member States.
14. Quality assurance and graduate tracking	 training alliances between companies ensure the acquisition of all competences according to job profile and activity description of the training regulation (e.g. vegetarian restaurant with a restaurant that serves all type of food)	 Training centres are certified There is a tracking of students by schools after 6 months and another tracking up to 12 months carried out by IEFP	 Quality criteria needs to be developed, especially how to monitor and ensure that the students acquire the skills within the companies	--	

Open discussion on current challenges

Possible strategies to connect potential apprentices with companies:

Specific on-line portal or app to match demand of students with demand of companies: for students to be able to apply for an apprentice post and for companies to publish their vacancy (similar to LinkedIn). Examples of this are being implemented in Castilla y León and Germany.

Possible strategies to improve attractiveness of DVET among students and their families:

- Design attractive education and training pathways through which students can reach tertiary education and offer good employment opportunities.
- Carry out reputation public relation campaigns.

In Castilla y León there are two initiatives related with this challenge:

- Within an apprenticeship programme related to a technical profession within a hospital, student have the possibility to apply for an addition training course (120h) to learn about the know-how of the company.
- The government has establish addition support for apprentices that take their studies to upper levels.

How to address the challenge of regional skill mismatch (for example, in Austria, 40% of unemployment is due to this reason):

Austria has an initiative aimed at refugees called “be mobile” through which refugees that sign up for apprentices in regions where there is a specific demand, they receive additional counselling and housing support. This is mainly due to the fact that most refugees arrive to Vienna whereas most apprenticeship opportunities are available in other regional areas.



ANNEXES

Agenda

Wednesday, 6 June 2018

- 13:00** Meeting in the entrance hall of the Austrian Federal Economic Chamber (WKÖ) and joint walk inside the premises of WKÖ to the meeting room
- Address of WKÖ - with reception in entrance hall for information:
Wiedner Hauptstraße 63, 1040 Wien.
Address of the meeting room:
Schaumburggasse 20, room 1 (1st floor), 1040 Wien*
- Please mind: our meeting room is not in the main building of WKÖ but in an extra building belonging to the trade associations of the Austrian construction sector. This building is within short walking distance from the main entrance of WKÖ either outside or inside the WKÖ premises.
- 13:15 – 17:30** **Visit to the Austrian Federal Economic Chamber (WKÖ)**
- Contact for all questions: Mr. Thomas Reichenbach; T: +43 5 90900-4077, M: +43 664 8179995, E: thomas.reichenbach@wko.at; W: www.wko.at;
- Address of the meeting room: Schaumburggasse 20, room 1, 1040 Wien*
- 13:15 – 13:30** Welcome and introduction on the activities of the “Taskforce Internationalization of VET” of the Austrian Federal Economic Chamber, **Ms Melina Schneider**, head of taskforce.
- 13:30 – 15:00** Introduction to the program, objectives, tour the table
- Workshop with concurrent presentation of slides on dual VET in Austria and the role of the economic chamber organization, **Mr Thomas Reichenbach**, Educational Policy Department of WKÖ
- 15:00 – 15:30** Coffee break
- 15:30 – 16:30** Continuation of the workshop on dual VET, especially on **governance and financing**, including the supporting role of the local apprenticeship offices
- 16:30 – 17:00** “Bildung der Wirtschaft” – VET for the Business Community: Moving ahead with the education and training paths by WKO (Austrian Economic Chambers), presentation by **Ms Elisabeth Hassek-Eder**, Institute for Economic Promotion “WIFI” of WKÖ.
- 17:00 – 17:30** Wrap up of the workshop and background information on the program for the next day.

19:30 - 21:00 Working Dinner in a nearby restaurant or in the restaurant of the Hotel Erzherzog Rainer (optional)

Thursday, 7 June 2018

08:40 (sharp) Meeting in the lobby of the "Hotel Erzherzog Rainer"

08:45 – 10:00 Bus ride to the city of Sankt Pölten (the capital of the province of Lower Austria)

10:00 – 13:00 **Visit of the Lower Austria Economic Chamber**

Address of the Lower Austria Economic Chamber (WKNÖ): Wirtschaftskammer-Platz 1, 3100 St. Pölten .

10:00 – 10:40 Visit of the apprenticeship office of the Lower Austria Economic Chamber

Welcome and introduction to the apprenticeship office and its tasks and services, like accreditation of training companies and company trainers, recording of apprenticeship contracts, counselling and coaching for training companies and apprentices, organisation of apprenticeship leave-examination, settlement of subsidies, and others; Q&A session.

*Contact: **Mr. Stefan Gratzl**, head of education department, and **Mr. Wolfgang Hoffer**, advisor and expert for the apprenticeship training in the education department of WKNÖ; E wolfgang.hoffer@wknoe.at, W: www.wko.at/noe*

10:40 – 12:00 (1) Visit to the **New Design University**, the private university of the Lower Austria Economic Chamber and its WIFI: brief presentation on the study programs with study opportunities for apprenticeship graduates and skilled workers.

*Contact: **Mr. Sergius Kodera**, Dean of the Faculty of Design (Fakultät Gestaltung)*

Address: Mariazeller Straße 97a, 3100 St. Pölten; W: www.ndu.ac.at/en

(2) Visit to the "**WIFI Lower Austria**" (the Institute for Economic Promotion of the Lower Austria Economic Chamber): introduction to the courses, seminars and training programs of the institute (including offerings for apprentices, prospective master craftsperson and future entrepreneurs) as well as to its career guidance centre "WIFI BIZ".

*Contact: **Ms. Susanne Brunner**, head of the unit for CVET courses in management of of WIFI Lower Austria;*

*Address: Mariazeller Straße 97, 3100 St. Pölten;
W: www.noe.wifi.at and www.wifi-biz.at*

12:00 – 13:00 Lunch break; possibility to have lunch in the local cafeteria

- 13:00 – 13:15** Bus transfer within the city of St. Pölten to a VET school.
- 13:15 – 14:30** Visit to the **part time vocational school of St. Pölten** (“Landesberufsschule St. Pölten”), a school for several apprenticeship occupations of the business fields of beauty care, retail, chemistry as well as graphics and printing.
- Contact: **Ms. Susanne Zuser**, part-time VET school teacher;*
- Address: Hötzendorfstraße 8, 3100 St. Pölten; W: <http://www.lbsstpoelten.ac.at>*
- 14:30 – 15:30** Bus transfer to the city of Krems and short walk to the company
- 15:30 – 17:00** **Company visit to the café and pastry shop “Café-Konditorei Hagmann”**
- Discussion with Mr. Thomas Hagmann: The perspective of the training companies – what are the motives and benefits of businesses to engage in dual VET?
- Contact: **Mr. Thomas Hagmann**, business owner and managing director; Mr. Hagmann holds several positions in his guild at regional and federal level of the economic chamber organization;*
- Address: Untere Landstrasse 8, 3500 Krems/Donau; W: www.hagmann.co.at*
- The visits of this day are all organized by the Lower Austria Economic Chamber**
- 17:00 – 17:30** Optional: short tour through the old town center of Krems
- (see at <http://www.krems.info/en/welcome>)
- 17:30 – 19:00** Bus transfer from Krems back to Vienna.
- Optional longer stay in Krems and independent return journey to Vienna by train (unassisted).

Friday, 8 June 2018

- 08:30** Departure from the Hotel “Erzherzog Rainer” to the Austrian Federal Ministry for Digital and Economic Affairs (BMDW)
- 09:00 – 13:00** **Visit to the Federal Ministry for Digital and Economic Affairs (BMDW) (associated project partner of iidVET); conclusive workshop**
- Contact: **Mr Josef Hochwald**, deputy head of the Department for Vocational Training and Engineer-Qualification; E: josef.hochwald@bmdw.gv.at;*
- Address: Stubenring 1, room 216 (mezzanine), 1010 Vienna; W: www.bmdw.gv.at*

- 09:00 – 10:30 Reflections on the countries' or regions' needs to improve dual VET with respect to the 14 key criteria of the COUNCIL RECOMMENDATION on a framework for quality and effective apprenticeships; group exercise per country to outline the current delivery position
- 10:30 – 11:00 Coffee break
- 11:00 – 12:30 Verbal feedback of the results to attendees; brainstorming on useful tools for each country/region and considerations on developing a note of guidance and/or a possible action plan to address areas of weaknesses.
- 12:30 – 13:00 Debriefing; reflections and evaluation of the study trip, practical applicability in the home country (tour de table); further action, closing remarks
- 13:00 End of the iidVET study visit to Austria
- 13:00 – 14:00 Lunch in the cafeteria of the ministry or in a nearby restaurant (optional)

List of participants

Organisation		Name/Surname	Role
German-Portuguese Chamber of Commerce and Industry		Elísio Silva	Director DUAL
		Fátima Pires	Project Coordinator
IEFP - Instituto do Emprego e Formação Profissional		Paulo Feliciano	Vice-President of IEFP
		Pedro Correia Santos	Director of Qualification Services
General Directorate of Vocational Education and Training of the Department of Education of Castilla y León		Agustín F. Sigüenza	General Director of Vocational Education and Training
		José Miguel García	Head of VET
		María A. Hernando	Policy advisor
		Óscar Alonso	VET teacher
Regional Council of Chambers of Commerce and Industry		Víctor García	Director
		Marian Hidalgo	Communication Manager
IFOA		Chiara Muzzi	Tutor
		Paola Righi	Project Manager
Camera di Commercio Italo-Germanica (AHK)		Joana Klappert Franco	Project manager
Bildungswerk der Baden-Württembergischen Wirtschaft e.V.		Astrid Lommek	Project Leader
Austrian Federal Economic Chamber		Thomas Reichenbach	Advisor, Educational Policy Department



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