

Country Report AUSTRIA

Sabine Archan & Bettina Lehner
Institut für Berufsbildung (ibw), Austria

1. Background and Country Context

National economy

The economy of Austria is shaped by large numbers of small and medium-sized enterprises (SMEs). Almost half of all employees work in these company categories. With the expansion of the tertiary sector since the 1990s, the development of the Austrian economy is comparable to the developments of other European countries. Austria's gross domestic product clearly reflects this change as two thirds of the GDP account for the tertiary sector. In an international comparative perspective, Austria's productivity and economic performance in general is relatively well developed. The per capita gross domestic product was EUR 30,200 in 2006 and thus above the EU-27 average of EUR 23,600. In 2007 the per capita GDP was expected to rise to EUR 31,400.

Unemployment is a very important issue throughout the European Union. Compared to other EU Member States, the number of employed people between 15 and 64 in Austria reveals a positive picture. According to EUROSTAT, Austria's employment rate amounted to 70.2 per cent in 2006, the EU-27 average being 64.3 per cent. Consequently, the unemployment rate of 4.8 per cent in 2006 is relatively low compared to the EU-27 average of 7.9 per cent. Overall, unemployment seems to be a minor issue, especially when considering seasonal employment differences. Despite increasing youth unemployment (in 2006, a share of 9.1 per cent of the population aged between 15 and 24 were unemployed) the percentage for Austria is relatively low compared to the majority of European countries as well as to the EU-27 average, which totals 45.6 per cent.

Economic benchmarks are, of course, strongly connected to national and international policy making. The competitiveness and status of a country within the European Union is highly influenced by political decisions, among others also by educational policy.

General political context

Since 1920 Austria is a parliamentary democratic republic. It is composed of nine provinces (*Bundesländer*) and has a population of 8,032,926, which has grown steadily over the last 20 years despite declining birth rates – a fact which is primarily due to higher immigration since 1989 when the borders to Eastern Europe were opened. Austria's federal capital is Vienna with about 1.6 million inhabitants.

Austria is characterised by a strong federalist structure. Legislative and executive powers at the national and provincial levels are strictly separated. This principle of 'separation of powers' also applies to policy making in the field of vocational education and training (VET). In terms of the different areas of economic and social policy, the cooperative partnership between the social partners plays a very important role.

The Austrian social partners are the employers' associations and the employees' organisations. Cooperation between the social partners has a long tradition, with the Austrian Federal Economic Chamber, the Chamber of Agriculture and the Federation of Austrian Industry on the employers' side. On the workers' side, the Chamber of Labour and the Austrian Trade Union Federation are involved as social partners. The main target of this

cooperative partnership is to balance conflicting interests through substantive compromising between the different parties (social partners and government). The social partnership system has a powerful influence on political decisions. This is possible due to close institutional and/or personal connections to political parties and the government but also through participation in numerous committees, advisory boards and commissions.

The social partners work together on various issues including decisions in the field of VET. Especially in the development process of dual vocational training, which boasts a strong tradition, the social partners are important actors. At the level of the enterprise social partners are involved in the following activities:

- Provision of information on vocational guidance and counselling;
- Encouraging cooperation between VET institutions and the business community;
- Launching initiatives to establish new apprenticeship programmes or reorganise existing ones.

Vocational education and training (VET) in Austria

General compulsory schooling lasts nine years and, upon completion of this period, young people can choose their education pathway from among a large variety of possibilities. Besides schools providing general education, there are schools offering vocational education and training. Basically, two different ways of VET can be distinguished. Students having completed their compulsory schooling may start an apprenticeship training within the framework of the dual training system or continue their education within a school-based VET programme, which includes secondary VET schools and the advanced-level secondary VET colleges.¹

IVET in companies: In Austria, in-house IVET refers to dual vocational training, which plays an important role in the Austrian economy and can be regarded as a key feature of the Austrian education system. One evidence of the importance of dual vocational training (ISCED 3B) in Austria is the high percentage of adolescents who choose this educational pathway. This is indicated by various statistical data provided by the Federal Economic Chamber. After having finished the lower secondary level, more than 40 per cent of school-leavers at the age of 15 take up an apprenticeship despite the strong tendency towards higher education paths, including upper secondary level, VET colleges and schools.

Enterprise IVET refers to the company-based part of the dual vocational training. Apprenticeship training in Austria comprises training in a company and part-time vocational schools. On average, apprentices spend about 80 per cent of their training period in the company and 20 per cent at a vocational school. The respective IVET trainer is responsible for imparting the relevant professional skills and competences. Apprentices can be trained in private companies or in public institutions on the basis of an apprenticeship contract with the training company. This contract refers to a specific 'trade' (i.e. occupation) based on a separate decree issued by the Federal Ministry of Economics and Labour.

¹ The following information focuses on the presentation of initial (IVET) and continuing vocational education and training (CVET) in enterprises. Vocational education and training in schools will only be referred to when relevant to training in companies. The main emphasis will be placed on the enterprise-based part of apprenticeship training. For further interest please refer to the "Thematic Overview" of "The Austrian VET System" published by Cedefop (Tritscher-Archan 2007).

CVET in companies: The main differences between IVET and CVET refer to an individual's previous education and/or training level as well as age. Most people pursuing a CVET programme are over the age of 20. Thus CVET is another stage in the education process, usually after having completed an initial training. The various types of CVET in Austria can be distinguished as follows:

- Publicly promoted CVET for all;
- CVET as an instrument of active labour market policies;
- CVET as an initiative of individuals; and
- CVET as an initiative of enterprises and the social partners.

Although CVET in general has a long tradition and can be dated back to the 19th century, CVET in companies seems to be the oldest form reflecting learning at the workplace. Companies in Austria do not only have a long tradition of CVET, but are important places encouraging adult learning. Large companies in particular provide in-house programmes and courses and potentially also at supplier firms and parent companies. In line with new trends of learning informal learning plays an ever important role in corporate CVET programmes. Firms try to enhance peer learning and the exchange of experiences among colleagues by implementing and organising informal activities.

Smaller businesses usually do not have a separate CVET training unit but make use of the services of existing specialised CVET provider institutions by temporarily employing external CVET trainers. Alternatively, learning at the workplace is one of the main characteristics of CVET in small companies. In-company CVET is mostly implemented by CVET trainers who are employed by the company or by CVET institutions. This is particularly true for large companies. In terms of financing, the division of costs between employees and employers is common practice. Whereas the employee typically dedicates its private time, course fees are usually borne by the employer.

VET policy in Austria

As VET and especially IVET have a high priority in Austria, one of the main objectives of the national education policy is to further develop training structures and course contents in order to maintain the acceptance of VET on the labour market. Besides several strategies in the area of higher VET education at the post-secondary and tertiary levels, there are also new approaches to support dual training and CVET. The most important ones can be described as follows:

- *Further differentiation*
Apprenticeships are available in various economic fields but also in new areas such as information technologies as well as new types of companies within the service sector. Thus the range of apprenticeship programmes has become more differentiated and extended in recent years in order to consider market changes as well as different levels of prior learning. The introduction of new apprenticeships also opens up new occupational fields for IVET trainers or, for others, the possibility to take up a career as a trainer in a new occupation.
The apprentices' various levels of ability are taken into account by integrative vocational training (*Integrative Berufsausbildung – IBA*). Since 2003 apprentices with disabilities or learning weaknesses have the possibility to obtain partial qualifications or to extend the duration of their training.
- *Promotion of lifelong learning*
Austria has established a group of experts to elaborate a proposal for the implementation of a comprehensive lifelong learning strategy. In the course of the Lisbon strategy it was decided that the European benchmark for lifelong learning participation by

adults between the ages of 25 and 64 on average should be at least 12.5 per cent. According to EUROSTAT, Austria remained below this figure until 2005 when it exceeded the benchmark with a percentage of 12.9 and further increased to 13.1 per cent in 2006. Hence Austria finds itself above the European average of the EU-27 of 9.6 per cent as well as above the European benchmark.

Regarding these figures there is an important aspect to take into account. A high lifelong learning participation rate presupposes that companies are disposed to make high investments in CVET. The increasing lifelong learning rate in Austria is, of course, due to a stronger commitment of companies in CVET. However, in order to sustain this positive development in the future investments in lifelong learning must be enhanced further. Although according to CVTS II (Second Continuing Vocational Training Survey) in 1999, a share of 72 per cent of Austrian enterprises carried out CVET activities (and this value was above the EU-15 average), an increase of 33 per cent would be necessary in order to get into the area of the countries topping the list such as Denmark with 96 per cent.

2. Organisation

Organisation of IVET training in companies

In all aspects, IVET in Austria is organised according to clear legal regulations. The training contents, formal qualification of trainers and examination requirements, for example, all have their legal definitions and regulations. Besides legal regulations the Vocational Training Act (*BAG*) is the most important law concerning the dual vocational training. The *BAG* is the legal framework for enterprise-based apprenticeship training whereas other training regulations contain the job profile and a kind of curriculum for in-company training. The *BAG* and the training regulations are both issued by the Federal Ministry of Economics and Labour. In the elaboration and development of the training regulations, which are the basis for the dual training programmes in companies, the actors involved include subject-specific departments of the Federal Economic Chamber, specialised research institutes (e.g. Institute for Research on Qualifications and Training of the Austrian Economy, *ibw*), the Regional Advisory Board on Apprenticeship/Federal Advisory Board on Apprenticeship and social partner institutions.

Table 1: Overview of institutions involved in the enterprise-based part of apprenticeship training:

Institution	Responsibilities
Federal Ministry of Economics and Labour (BMWA)	<ul style="list-style-type: none"> – Organise company-based part of dual vocational training; – Issue Vocational Training Act; – Publish official list of apprenticeships; – Release training and examination regulations.
Federal Economic Chamber (<i>WKO</i>)	<ul style="list-style-type: none"> – The Educational Policy Department represents the political interests; it coordinates the regional economic chambers in the provinces
Federal Advisory Board on Apprenticeship	<ul style="list-style-type: none"> – Presents proposals for new apprenticeships (expert reports are presented to the Ministry of Economics)
Regional Advisory Board on Apprenticeship	<ul style="list-style-type: none"> – Elaborates proposals for new developments in apprenticeship training
Apprenticeship offices (<i>Abschichtellen</i>)	<ul style="list-style-type: none"> – Administrative work in the area of apprenticeship training;

- | | |
|--|--|
| (Lehrlingsstellen) | <ul style="list-style-type: none"> - Assess the aptitude of training enterprises; - Manage registration of apprenticeship contracts and organise final apprenticeship examinations |
| CVET provider institutions of the social partners (<i>WIFI, bfi</i>) | <ul style="list-style-type: none"> - Organise continuing vocational training and the training of IVET trainers |

Organisation of CVET training in companies

CVET in enterprises is understood as the sum total of different education measures financed and organised by the company. Thereby, in-house and external activities can be distinguished. According to the second Continuing Vocational Training Survey (CVTS 2) in 1999 the Austrian companies' CVET participation rate was 31 per cent.

In Austria, the IVET system has a long tradition. More than 40 per cent of the working population have completed a dual vocational training pathway. Starting an apprenticeship at the age of 15 also implies learning a trade at an early stage and gathering much practical work experiences. Since international comparisons of unemployment rates, export quotas and GDPs per capita present a rather favourite picture for Austria it can be assumed that the Austrian IVET system and high share of apprenticeship training have a positive impact on the economic development and can thus be considered successful. Based on the long tradition of dual vocational training the position of IVET is more strongly and better developed than that of CVET. A national study has drawn the conclusion that countries without a similar classical IVET system are obliged to focus more on CVET as an alternative.

In Austria, the social partners have established their own CVET institutions, which are open to all people. Since most SMEs neither have their own CVET programmes nor in-house CVET trainers their employees often take part in courses organised by these CVET institutions. In-company CVET, by contrast, is often offered by large companies which have a specialised human resources department or similar units.

Company-based CVET is not regulated except for some specific qualifications such as the master craftsperson certificate. The legal basis of CVET in Austria is limited to the Adult Education Promotion Act (*Erwachsenenbildungsförderungsgesetz*) issued in 1973. It specifies the conditions for support and permissible support methods regarding adult education. Furthermore, the Act established the basis for an in-service training institution for teaching staff in the area of adult education. This establishment, the Federal Institute for Adult Education (*bifeb*), is under the authority of the Federal Ministry of Education. The *bifeb* is currently concerned with enhancing the professionalisation of CVET trainers and implementing a specialised CVET Academy (see also section 7 'Innovation').

While CVET has no clear organisation, the organisation of the work and training of IVET trainers is highly standardised across Austria. Furthermore there is more than one legal basis which sets the overall framework for IVET training. For CVET, a broad range of literature and statistical data does not give a clear picture of the situation of CVET trainers in companies. This also concerns the EUROTRAINER study since the research is carried out on a general level of CVET. The obtained results are not detailed enough to draw conclusions about particular areas and issues. Although there exists data on CVET organised by companies, only very little information can be found about the different forms of CVET (external or internal). Little is known about enterprise-based CVET carried out by trainers who are employed by the same company and even less is known about the trainers themselves.

3. Economy

Financing of IVET training in companies

In Austria, the school-based part of dual vocational training is publicly financed. The enterprise-based part of IVET is financed by the companies themselves as well as through state subsidies. To support companies that offer training and as an incentive for training apprentices, several subsidies have been introduced. Some examples are listed below:

- Since 2002: Companies that offer training programmes may claim an annual apprenticeship premium of EUR 1,000 for each apprentice through tax return. The premium covers the average wage costs for the time when the apprentice has to attend the vocational school.
- Since 2005: Enterprises that employ additional apprentices, i.e. more apprentices in the current year than in the year before, receive a premium for duration of three years for each additional apprentice. The premium is paid monthly and reaches between 100 and 400 Euros per apprentice.
- The employer's and the apprentice's health-insurance contributions are waived in the first and second year of dual vocational training.

The costs for the training of IVET trainers are usually borne by the trainers themselves, especially in small companies like one-person businesses. In larger companies, skilled workers who want to become an IVET trainer for apprentices may be supported financially by management. In any case there is no legal regulation determining that the individual costs for training must be borne by the employing company. However, there are different forms of subsidies, partly for the target group of IVET trainers, partly for employees in general. Some of them are limited to certain regions. Outstanding examples for current IVET trainer subsidies are:

- Subsidy for IVET trainers working in Vienna: The costs for the trainer's course are subsidised up to a maximum amount of EUR 250 per trainer plus the costs for the trainer's examination up to EUR 100. For CVET courses, 50 per cent of the course fees but a maximum of EUR 250 per training company are paid.
- Fit for Job – subsidy for CVET courses of IVET trainers: 50 per cent the course fees but a maximum of EUR 200 per year and trainer are paid by the Economic Chamber of Tirol for courses in certain fields (personality, leadership, coaching, conflict management, motivation, communication, training plans, quality management etc.).

Costs for trainer courses currently range from EUR 260 to 460 with the exact amount depending on the region where the course is attended. The examination fee for the trainer exam which can be passed instead of the trainer course amounted to EUR 84 in 2007.

To date there has not been any research in Austria on cost-benefits-analyses of IVET and the training of IVET trainers on a national level. Training of IVET trainers in terms of costs proves to be very cost effective as fees for trainer courses and trainer exams are very low.

There is no data about the income of trainers because there is no collective agreement for IVET trainers in general. As most IVET trainers are skilled workers, salaries and wages are usually based on the collective contracts that regulate the respective occupational area. The formal trainer qualification means an additional qualification for the employee and therefore generally leads to a salary increase. However, no information exists that specifies how much more money is paid on average. As amounts of pay increases

are determined by management and the basic salary or wage of the underlying contracts the income of trainers is absolutely unknown.

Financing CVET training in companies

Current and future policy priorities for funding of VET are focusing, among other things, on enhancing CVET opportunities and respectively the CVET supply for people in employment. Thus the aim is to motivate and encourage employees to participate in CVET, i.e. in engaging in lifelong learning activities. As companies providing CVET for their employees primarily pursue economic purposes, financial aspects of CVET play an important role when making CVET decisions. CVET is either publicly funded or financed by companies. Public funding is a commitment of the federal government to support educational institutions working on a non-profit basis.

- Since 2000 a special training tax allowance (*Bildungsfreibetrag*) can be claimed by Austrian employers for investments in training. The federal tax law is the basis for regulations of this incentive. In the beginning, the allowance for external training amounted to 9 per cent of the expenses. Since 2003 the incentive has been increased to 20 per cent now including also internal training measures. Companies are allowed to deduct the actual cost of training as a business expense from their taxable income as well as an additional ‘virtual expense’ of 20 per cent. As a result, the tax base is reduced by 120 per cent of the actual expense.
- Enterprises which do not make enough profit to be able to benefit from the training tax allowance may alternatively claim a training premium (*Bildungsprämie*) of 6 per cent of the actual expenses. The premium can be deducted from the tax liability or paid out by the firm.

According to the Second Continuing Vocational Training Survey (CVTS 2) carried out in 1999, the national costs for CVET accounted to 1.3 per cent of the total labour costs. Compared to other European countries like Denmark or the United Kingdom, this value is rather low although the study did not include the smallest businesses, employees in the public sector nor the entire agricultural sector.

Concerning the **financing of CVET trainers**, a national study gives a rough cost estimation for the internal training personnel of companies of about EUR 271m.

As CVET in companies may refer to training provided by trainers employed by the enterprise or training carried out by external trainers, separate statistical data would be needed in order to make clear statements. Unfortunately different information sources concerning CVET in companies include both external and internal CVET, i.e. statistics for company-based CVET in general but little or no data for the various types of CVET.

4. Selection and Allocation

Selection and allocation of IVET trainers in companies

Based on data from 2007, there were about 116,000 registered apprentices in Austria in 39,398 training companies. Most of the apprenticeship contracts (47.9 per cent) were in the craft and manufacturing sector, followed by the commerce and trade sector with 15.1 and the industrial sector with 12.2 per cent. The following table gives an overview of the current number of apprentices broken down by the nine Austrian regions. It also indicates changes in comparison to 2006.

Table 2: Statistics of apprentices as of June 2007 (data from the Austrian Federal Economic Chamber)

Region	30.06.2007	30.06.2006	Change
Burgenland	2,728	2,658	+ 2,6 %
Carinthia	8,504	8,258	+ 3,0 %
Lower Austria	17,517	16,900	+ 3,7 %
Upper Austria	24,468	23,662	+ 3,4 %
Salzburg	9,771	9,363	+ 4,4 %
Styria	17,100	16,664	+ 2,6 %
Tirol	12,826	12,445	+ 3,1 %
Vorarlberg	7,261	6,928	+ 4,8 %
Vienna	15,900	15,189	+ 4,7 %
TOTAL	116,075	112,067	+ 3,6 %

Although there exist exact figures of numbers of apprentices and companies that train apprentices, statistical data on IVET trainers are not available but can only be estimated on the basis of legal regulations that regulate the ratio between the number of apprentices and trainers within a company. There must be at least one trainer per training company and, if the number of apprentices increases the number of trainers must be raised accordingly. According to the numbers of companies that take apprentices and the legal provisions the number of IVET trainers can be estimated to reach 40,000 to 45,000.

Traditionally, most apprentices are trained in the crafts and manufacturing sector as well as in the commerce sector. Consequently, the majority of IVET trainers are also employed in those sectors. The most popular apprenticeships ("top 10") include the retail trade services, motor vehicle engineering and electrical installations engineering.

Table 3: Most popular apprenticeships in Austria

Female apprentices		Male apprentices	
Sector	Number	Sector	Number
Retail trade services	10,305	Motor vehicle engineering	6,996
Hairdresser and wigmaker (stylist)	5,476	Electrical installations engineering	4,987
Office assistant	5,262	Retail trade services	4,385
Restaurant specialist	2,216	Machine engineering technology	4,100
Gastronomy expert	1,853	Joinery	3,937
Cook	1,779	Cook	3,899
Hotel- and restaurant-trade commercial assistant	1,252	Bricklayer	3,197
Administration assistant	920	Plumbing and air-conditioning technician specialising in heating	2,927

Pharmaceutical-trade assistant	909	fitting/gas and water fitting	
		Metal industry technician specialising in metal engineering	2,791
Florist	801	Painter	2,147
Total "Top 10"	30,773	Total "Top 10"	39,366
Total apprenticeships (female)	42,103	Total apprenticeships (male)	83,858

Source: Austrian Federal Economic Chamber, Apprenticeship statistics 2006

IVET trainers dispose of a formal qualification which can be acquired in a trainer's course or by passing the trainer examination (see above). Usually IVET trainers are skilled workers before acquiring the formal trainer qualification. In terms of recruitment the EURO-TRAINER study as well as some secondary literature indicate that companies select their trainers internally out of the existing pool of employees regardless of the size of the company.

Selection and allocation of CVET trainers in companies

The provision of CVET usually depends on the company size. Thus larger companies tend to offer more CVET opportunities to their employees than smaller enterprises. The highest percentage of companies engaging in CVET can be found in the banking and insurance, telecommunications and the energy and water supply sector. These sectors comprise about 40 per cent of all companies and about 40 per cent of the overall CVET expenses. It can be assumed that also many trainers have specialised in these fields and are occupied in these areas. Most of the companies from those sectors operate with training centres, which are specialised in providing training, often also IVET. Those training centres dispose of a well developed training organisation and a high percentage of full-time trainers. According to the 1999 CVTS II survey, 11 per cent of companies with more than 20 employees had their own education centres.

Although generally the principle of large companies providing more CVET than smaller businesses does apply overall, it is not true for every trade or sector. Certain trades such as the HoReCa, construction or textile industries overall have very little CVET. Whereas these sectors account for more than a quarter of all companies, they only account for some 6 per cent of CVET expenses. Furthermore, trades differ regarding the prerequisites and necessities for CVET activities. The employees' qualification level, the type of work organisation, the level of applied technologies and the pace of innovation are very diverse. As the CVET structures and conditions vary from company to company, also the working conditions of CVET trainers as well as their qualification are extremely heterogeneous.

Little is known about the number of trainers being employed by companies. According to the Second Continuing Vocational Training Survey (CVTS 2), 9,600 people were full-time trainers and 10,000 worked as part-time trainers within a company. However, these numbers must be interpreted cautiously according to a national study which indicated some investigation difficulties. Currently it is not possible to give a precise number of employees in human resources development who are engaged in planning and executing CVET activities although it is known that there is a high number of professionals also outside the typical training institutions. The recruitment of CVET trainers in companies is also more difficult to assess than the recruitment of IVET trainers. For CVET trainers no dominant recruiting form does exist, i.e. they may be recruited internally as well as externally. This was also confirmed by the results of the EUROTRAINER survey.

5. Qualification

Qualification of IVET trainers in companies

The pre-service training of apprenticeship trainers is regulated by the Vocational Training Act. The Act stipulates that enterprises providing apprenticeship training must employ at least one responsible trainer. Usually this requirement is fulfilled through the person entitled to train (i.e. the company owner) but it can also be assigned to another employee with relevant professional skills and competences.

The Vocational Training Act regulates the qualification of apprenticeship trainers in detail. A person who wants to become an apprenticeship trainer must have reached the age of 18 and must have proven his/her professional knowledge and skills in the relevant trade. A successful final apprenticeship examination or successful completion of a VET school or college provide the relevant evidence. In addition, people who desire to train apprentices must pass a special trainer examination or alternatively attend a trainer course.

The trainer examination takes place orally at the office of the master craftsman examinations and assesses the required level of knowledge and skills for apprenticeship training as well as its practical application. At the end of the exam, a special training certificate is issued to the candidate. The exam comprises the following subjects:

- specification of training objectives;
- planning of the apprenticeship training;
- preparation, implementation and monitoring of training;
- behaviour towards the apprentice; and
- the legal framework regulating vocational training (Vocational Training Act, laws governing the employment of children and young people, etc.).

Alternatively to the trainer examination apprenticeship trainers can attend a forty-hour trainer course which is ideal for acquiring knowledge and skills in pedagogy and didactic methods. The course ends with a conversation about pedagogic, legal and methodical issues. Since 1997 the completion of the trainer examination has been equivalent to the successful completed trainer course. Furthermore, the trainer examination and trainer course can be substituted by certain other qualifications including:

- master craftsman examination ('Meisterprüfung und Befähigungsprüfungen') in certain occupational areas
- entrepreneurial exam (Unternehmerprüfung)
- public notary exam ('Notariatsprüfung')
- financial auditor exam ('Wirtschaftsprüfer')
- tax consultant exam and certified public accountant exam ('Steuerberaterprüfung, Buchprüferprüfung')
- civil engineering exam ('Ziviltechnikerprüfung')
- pharmacist exam ('Apothekerprüfung')
- judgeship exam ('Richteramtprüfung')
- vocational school teacher exam
- legal practitioner exam ('Rechtsanwaltsprüfung')

Whereas the pre-service training of IVET trainers is legally regulated, the in-service training of apprenticeship trainers is not regulated by law and takes place on a voluntary basis. Institutions offering specialised courses are the VET provider institutions of the social partners (*WIFI* and *bfi*), the in-service teacher training college, and the centres for apprentice training and vocational training in agriculture and forestry.

Regarding the acquisition of certificates, IVET trainers have the opportunity to attend special CVET courses which lead to a certification of their competence status (e.g. certified IVET trainer, graduated IVET trainer). At the moment specialised IVET trainer schools are being developed with the aim of establishing a uniform Austrian further training system for trainers (see also 7 'Innovation').

Qualification of CVET trainers in companies

The Austrian companies are important actors in the organisation of CVET. According to the 1999 Second Continuing Vocational Training Survey (CVTS 2), around 72 per cent of all Austrian production and service enterprises provided some type of CVET for their employees. It can be assumed that the percentage today is even higher. CVTS 2 also showed that 71 per cent of all enterprises make use of courses, whereas 27 per cent provide other forms of training. 64 per cent of the companies not organising any kinds of CVET activities defended their position with adequate skills and competences of their employees or a high workload which prevented them from participating in training.

More than half of the course hours (56 per cent) were part of internal courses for which the companies are responsible in terms of the learning objectives, contents and organisation. These courses are partly carried out by the companies' employees and partly by external trainers of training institutions. No exact data exist concerning the proportion of training carried out by external and internal trainers. Notably, holding and producer companies play a decisive role in the area of company-based CVET. They employ trainers which provide 25 per cent of the external course hours of their subsidiaries or client companies.

In contrast to IVET, enterprise CVET is not regulated by law except for specific qualifications (e.g. the master craftsperson certificate). As CVET trainers in companies are not required to have any particular formal qualification (defined by law), it is up to the companies to assess the skills and competences of their trainers. CVET is therefore open to anyone with good subject-specific qualifications and relevant work experience. There are no common criteria for applicants of trainer positions. They must prove their ability in other ways. Primarily, applicants are expected to have specialised know-how. Languages, for example, are often taught by teachers of modern languages who have completed university or post-secondary college training. In the new technologies, classes are frequently organised by specialists with professional experience. Regarding pedagogical skills, there exist opportunities for trainers to attend courses in education and training methodology but there is no obligation to follow such training. As a result, in-service training of CVET trainers is not regulated either.

During the last decade, several private and public institutions which offer training programmes for trainers were established. As a result, a growing number of companies select CVET trainers with a special certificate.

As there are no training regulations or curricula in CVET, companies providing CVET are completely independent concerning the composition of their CVET offers as well as the selection of their CVET trainers. According to the 1999 CVTS II survey, 35 per cent of companies with more than 20 employees providing CVET disposed of a written education plan for company-based training and 11 per cent had their own education centre used for CVET. This also reflects the results of the EUROTRAINER study in that CVET trainers in companies primarily follow company-based training plans or management guidelines without having to consider any legal specifications.

6. Integration

Integration of IVET trainers in companies

IVET trainers usually have a wide range of social contacts. The EUROTRAINER study revealed which occupations, institutions and individuals characterise the IVET trainers' social environment. Within the company, trainers prefer cooperating with employees working in the same or other company departments, with other trainers and with management. Outside the company, IVET trainers maintain contacts to several institutions, among others to the responsible Regional Economic Chamber which is an important contact point for legal and administrative issues. Interestingly, IVET trainers seem to have quite good and frequent contact with teachers of vocational schools but only very little contact with IVET trainers employed by other companies (e.g. of the same trade or sector). A national study conducted by the Institute for Research on Qualifications and Training of the Austrian Economy (ibw) also revealed that schools and enterprises in Austria cooperate quite well. That 90 per cent of the enterprises offering training approve of the subject-specific instruction given at vocational schools also is an important aspect of good cooperation. Furthermore, the study indicates that good relationships between vocational schools and companies – and between teachers and trainers respectively – are essential to achieve a high quality of training and the effective realisation of dual vocational training programmes. Thus, it can be concluded that well developed interaction and cooperation structures of IVET trainers have a positive impact on the successfulness of vocational training.

In order to enhance the interaction and exchange of IVET trainers from different companies “IVET trainer meetings” or “IVET trainer forums” have been established in some parts of the country. They provide a platform for IVET trainers where they can meet peers and colleagues, share experiences and learn in an informal way. Often meetings focus on a specific topic. The organisation of IVET trainer meetings is mostly initiated by the large public training institutions of the social partners (*WIFI*, *bfi*). These initiatives are welcomed and highly appreciated by trainers and call for the further development of similar networks of IVET trainers in Austria. Besides face-to-face meetings virtual platforms addressing IVET trainers in companies as the target group also have been implemented. A prominent example is the website www.ausbilder.at, which offers specialised information on various fields. Trainers have the possibility to look for trainer courses, legal information about apprenticeship training, innovative training methods as well as good-practice examples and much more.

Concerning recognition, the majority of experts interviewed for the EUROTRAINER study assessed the work of IVET trainers and the trainer profession in general as being well recognised in Austria. The position of IVET trainers was rated as rather attractive and having a positive effect on the status of the employed trainers. Despite this positive assessment the recognition of IVET trainers is not as high as the recognition of vocational school teachers and worse compared to teachers of higher education.

The unemployment rate of IVET trainers is not known as no specific data is available. Unemployment in Austria overall amounted to 4.8 per cent in 2006. Considering the unemployment rates per educational pathways, it becomes clear that the highest rate refers to people having only completed compulsory schooling (around 10 per cent). People with a dual vocational training qualification (around 4 per cent) are relatively in line with those having completed a post-secondary (around 5 per cent) or tertiary level programme (around 3 per cent). This can be considered a further indicator for the success of the initial vocational education and training system in Austria, but also gives a rough idea of the unemployment rate of IVET trainers. As IVET trainers are mainly recruited internally as full-time skilled workers and the trainer tasks are primarily carried out in addition to the

normal job, unemployment rates of trainers should be rather low. Furthermore, the formal trainer qualification is mostly acquired on demand, i.e. skilled workers who are already employed and become an IVET trainer usually respond to a current or future need monitored by management.

Integration of CVET trainers in companies

The continuing vocational training market is characterised by a very diverse structure including several sub-segments. The training performance and quality, the interests of the trainees, the requirements, among other aspects vary strongly even within a certain sub-group. This heterogeneous structure of CVET in companies has several implications for the integration of CVET trainers. One consequence of this diversity is that professionals cannot rely on the general acceptance of their competences within the same trade or sector. This implies that CVET trainers often depend on a very limited number of employers who recognise their skills and knowledge. As a result, individual investments in the further training of CVET trainers are not necessarily related to higher salaries.

Concerning the contacts of CVET trainers in companies there are great differences compared to those of IVET trainers. Although CVET trainers also primarily cooperate with other employees of different departments of the company and management, they seem to have only little contact outside the company. A major reason may be that CVET trainers do not have similar contact points like IVET trainers. This is more or less due to the lack of legal regulations, which are controlled by specialised institutions. CVET trainers are also not represented by trade unions in the general political sense. In the last years, representative institutions such as interest communities, associations and working groups for CVET trainers being employed by training institutions have been set up. CVET trainers employed by a company who carry out training tasks are represented by the trade union which is relevant for their profession, but not as trainers but as employees. Consequently not the interests regarding their work as trainers but their interests concerning general aspects as employees are taken into account.

As far as recognition of the trainers' work is concerned, the EUROTRAINER study as well as secondary literature indicates that the work of CVET trainers in companies is fairly recognised, which is partly due to the lack of legal regulations concerning the training of trainers. As a direct response to the poor status of CVET trainers, a CVET Academy has recently been set up in order to improve the recognition of CVET trainer competences (see further below for details).

7. Innovation

Quality assurance of IVET training in companies

Quality assurance of apprenticeship training is based on a mainly input- and criteria-oriented quality concept. Dual training can only be carried out in recognised occupations requiring formal training. In Austria, regulations in different relevant fields (curriculum, standards for companies to offer training, VET schools, trainers etc.) ensure that quality standards are maintained:

1. The training regulations are issued by the Ministry of Economics and determine the minimum standards of dual training (apprenticeship training). These regulations exist for all approximately 250 occupations in which apprenticeship training is possible. They regulate the title of the occupation, the duration of the apprenticeship training, skills requirements, relevant knowledge and competences standards as well as

guidelines for teaching and training, duration of classroom instruction and criteria for examinations. The training regulations are coordinated with the framework curricula for vocational schools and adapted to changing economic demands. Adjustments and innovation of existing profiles are initiated by companies or representative bodies of employers and employees.

2. Companies and trainers have to meet certain standards in order to carry out apprenticeship training. Companies must prove that they are suited for providing training and IVET trainers must have acquired a formal qualification. The apprenticeship offices at the different regional economic chambers are the institutions which control these requirements. Enterprises must prove that they are able to cover all areas of the relevant occupational profiles. If they are unable to do so they must cooperate with another company or partner institution to fill the gaps. Trainers must have the relevant occupational qualification as well as pedagogical skills (see 5. Qualification).
3. Apprentices complete their dual vocational training by passing the final apprenticeship examination. At the same time apprentices acquire the status of skilled workers and sometimes the final apprenticeship examination entitles them to practice a regulated trade without any further certificates.

The examination is a very important evaluation tool as high examination standards in the different vocational fields assure professional quality, also for the work of IVET trainers. The apprenticeship examination comprises a theoretical and a practical part according to the examination regulation and takes place outside the company. The apprenticeship offices of the economic chambers are in charge of organising the exams, i.e. they provide suitable rooms and locations, examiners and standardised examination material. Acting as the coordinating institutions the apprenticeship offices follow the framework regulations of the Vocational Training Act and the relevant training regulations of the occupations.

Quality assurance in IVET training is not only monitored through formally implemented criteria but also through informal activities of the involved training actors, i.e. companies and vocational schools. A national study carried out by the Institute for Research on Qualifications and Training of the Austrian Economy (ibw) has shown that good relationships between companies and vocational schools are very important and crucial for the quality of training. Concerning apprenticeship training one of the most interesting results is the fact that 90 per cent of the Austrian companies offering training are content with the subject-specific instruction provided by part-time vocational schools.

The above-mentioned aspects of the Austrian quality management system in apprenticeship training have proven to be effective and have existed for many years. In more recent years they have been further developed by:

- *IVET trainer schools*: IVET trainer courses are offered by public training institutions like *WIFI* and *bfi*. In the future, it is planned to reorganise the training of IVET trainers and establish so called “IVET trainer schools” (*Ausbilderakademien*). Currently, the on-going process of establishing IVET trainer schools, which are most often integrated as special units in the existing public training institutions (*WIFI*) throughout Austria, is developing slowly but continuously. Trainer courses and exams will then be organised and offered by these schools. The total number of schools as well as the training contents and structure have not yet been decided.
- *Standardised further training for IVET trainers*: The implementation of specialised IVET trainer schools also aims at developing a uniform standardised training system throughout Austria which integrates all existing training programmes including com-

mon certificates. This initiative is led by the Federal Economic Chamber and is regarded as an important step towards the professionalisation of IVET trainers. The concept of an integrated training concept pursues the following targets.

- Continuing support for IVET trainers;
- Public promotion of the training profession and its definition;
- Enhancing the motivation of IVET trainers for further and continuing training;
- Higher qualification levels of IVET trainers considering personal and social competences;
- State-level certificates for IVET trainers in Austria;
- Enhanced quality of apprenticeship training;
- Improvement of the image of apprenticeship training;
- Official and public acknowledgement of highly committed IVET trainers (as a supplement to the State certificate for excellent training enterprises).

Austria is a country where the IVET system enjoys a long tradition. This is particularly true for dual vocational training, which partly takes place in the company and partly in vocational schools. Apprenticeship training in companies also has a long tradition and consequently companies dispose of much training experience and know-how. In order to make this know-how visible, a specialised competition for companies offering training was introduced by the Institute for Research on Qualifications and Training of the Austrian Economy in 2000 with the aim to provide an opportunity for training companies to show their achievements. Since 2000 the competition was held six times and will be continued regularly also in the future. Being a national competition, winners are honoured in the course of a ceremony. Based on this company competition, several good-practice examples could be gathered one of which is described below:

An Austrian company famous for its dual vocational training is voestalpine STAHL DONAWITZ GMBH & CO KG (<http://www.voestalpine.com>). The company has some 1,200 employees, of which 125 are apprentices. voestalpine offers a wide range of apprenticeship training programmes ranging from bookkeeping, office assistant, chemical laboratory engineering, electrical industrial engineering, industry office assistant, store logistics, machine engineering technology, mechatronics, production technician, forwarding trader, machining operator to welder and materials tester. voestalpine STAHL DONAWITZ is part of the rail system division of the voest group, which employs 7,000 staff being one of the top suppliers of the European automobile and domestic appliances industry. In all subsidiaries as well as in Donawitz tradition is strongly connected with innovation. This principle is also true for apprenticeship training and the training of IVET trainers. Trainers attend special courses at the academic level or at the new VET trainer schools, because CVET and the further development of IVET trainers play an important role in the corporate philosophy.

Innovation in CVET training in companies

Although Austria has already reached the European benchmark of 12.5 per cent for participation in lifelong learning, further development in the area of CVET in companies is indispensable. This can be seen from several indicators (European benchmarks) and international comparisons.

- The participation rate, i.e. participants in CVET in relation to employees of companies, ranges between 30 and 40 per cent, remaining relatively low in Austria compared with the majority of the EU-25.

- The used time (in hours) for CVET activities in relation to 1,000 working hours is a further indicator of lifelong learning participation. Concerning this benchmark Austria is placed at the very end of the international ranking with a ratio of 5:1,000. In the progress report concerning the Lisbon goals five hours or less is classified as ‘not satisfying’.
- The cost indicator which measures the relation of CVET expenses and total labour costs was with 1.3 per cent for Austria in 1999 below the European average.

The figures for these indicators point towards a relative need for further improvement. To reach a top position within the European Union, those figures must be more than doubled. But other aspects are also important. In terms of professionalisation, the Austrian system has to cope with a vast array of information deficits causing disorientation. The need for professionalisation is a prerequisite for a functioning market and a high CVET participation rate. The Federal Institute for Adult Education (*bifeb*) is concerned with encouraging the professionalisation of CVET trainers as well as with implementing and establishing a specialised CVET Academy. The institution has been operating since February 2007 and is hence a very young project. It was developed in the course of a project funded by the European Social Fund (ESF). The actors involved in the process include universities, training institutions, the Federal Institute for Adult Education and the Association of Austrian Adult Education Centres as the leading institution.

Being the first one in Austria, the CVET Academy is organised on the basis of a partnership concept. It is concerned with the certification and recognition of competences of adult trainers according to clearly defined standards. The certification follows a two-level structure including two types of exams. There is the possibility of acquiring the status of a “certified adult trainer” (*Zertifizierter Erwachsenenbildner*) and/or becoming a “graduated adult trainers” (*Diplomierter Erwachsenenbildner*). Both certifications issued by the CVET Academy follow European standards and assure a high level of quality of adult training and the professionalisation of trainers.

Applicants who want to acquire a certified level must have completed some kind of vocational education and training (e.g. apprenticeship training or post-secondary vocational school) and have proven practical training experience. Before starting an education programme at the CVET Academy, the fulfilment of requirements is examined and the applicant’s qualification level assessed. Based on this assessment, additional necessary competences are defined.

Sources

Cedefop, eKnowVet

Attracting, Developing and Retaining Effective Teachers. <http://www.oecd.org/dataoecd/58/21/33919144.pdf>, access: April 13 2007

Archan, Sabine et al. (2005): Training VET Teachers and Trainers. Cedefop Theme 6. http://www.abf-austria.at/docs/abf_per_cent20InfoDoc_per_cent204-2004.pdf, access: April 13 2007

Archan, Sabine (2006): Thematic Overview of the Austrian VET System. Cedefop. http://www.ibw.at/html/infos/oebild/pdf/Thematic_per_cent20Overview_per_cent20on_per_cent20the_per_cent20Austrian_per_cent20VET_per_cent20System.pdf, access: April 13 2007

Jessica Blings, Michael Gessler (Eds.): Quality Development and Quality Assurance with Labour Market Reference for the Vocational Education and Training System in the Metal Sector, Results of the European Leonardo Project QualiVET

- Mayr, Thomas and Schneeberger, Arthur: Berufliche Weiterbildung in Österreich und im Europäischen Vergleich, ibw-Schriftenreihe Nr. 126, 2004
<http://www.bmwa.gv.at/NR/rdonlyres/CD462FA2-A0C0-49C4-9FE1-5DF1795F498C/0/StudieWeiterbildung2004.pdf>, access: June 27 2007
- Bundesministerium für Bildung, Wissenschaft und Kultur (bmbwk) (Hrsg.): Optimierung der Kooperation Berufsschule – Lehrbetrieb, Erhebungen und Analysen zu pädagogischen Aspekten der Verbesserung der Qualität in der Berufsbildung
http://www.qibb.at/fileadmin/content/downloads/Studie_21_1.pdf, access: June 30 2007
- Training in Europe – Lifelong Learning in Enterprises.
http://www.trainingineurope.com/netautor/napro4/appl/na_professional/parse.php?id=2500_percent2C_percent2C10589_percent2C, access: July 3 2007
- Zwischen Lebenslangem Lernen, Qualitätsdebatte und Werkvertrag.
<http://www.abif.at/deutsch/download/Files/AMSreport53K.pdf>, access: July 3 2007
- Betriebliche Weiterbildung in Österreich und Europa.
<http://www.trainingineurope.com/mmedia/2007.06.27/1182942099.pdf>, access: July 3 2007
- Der Markt betrieblicher Weiterbildung 2004-2006, Fluten, Brisen, Ströme.
<http://www.trainingineurope.com/mmedia/2007.06.27/1182946725.pdf>, access: July 3 2007
- Europäische Benchmarks für die allgemeine und berufliche Bildung.
<http://europa.eu/scadplus/leg/de/cha/c11064.htm>, access July 6 2007
- Diverse statistical data, access: July 6 2007. <http://wko.at/statistik/eu/eu.htm>
- Second Continuing Vocational Training Survey 1999.
http://www.statistik.at/web_de/statistiken/bildung_und_kultur/erwachsenenbildung/weiterbildung_lebenslanges_lernen/betriebliche_weiterbildung/index.html, access: July 6 2007
- OECD: Economic Survey on Austria 2007.
http://www.oecd.org/document/24/0,3343,en_2649_201185_38909400_1_1_1_1_00.html, access: July 10 2007

AUSTRIA: Summary of semi-structured interviews with experts

Introduction

- What is your role/function/relationship to the work and training of trainers?

Interview 1	<i>Referee of the Austrian Federal Economic Chamber in the area of dual vocational training</i>
Interview 2	<i>Decision maker in the area of dual vocational training</i>
Interview 3	<i>I'm working at the interface of the economy and the social partner institutions. Thus I know both the situation of the trainers themselves and the policy level where important decisions concerning the training of trainers are being made.</i>
Interview 4	<i>Member of different expert groups of trainers which work for the development of the dual training of apprentices.</i>

Identify major issues / key challenges in a national perspective

- Can you identify 3 major issues or big challenges that in-company trainers in your country face at the moment?

	Issue 1	Issue 2	Issue 3
Interview 1	<i>Educational expansion and the demographic development: Teenagers do not meet the expectations and do not correspond to the increasing qualification requirements. There is a lack of basic skills and competences. Not only subject-specific but also social competences are lacking. Attitudes do not correspond with the expectations of the companies. Due to the crisis of apprenticeship positions teenagers often cannot choose their dream job, thus IVET-trainers in companies have to cope with unmotivated apprentices.</i>	<i>Changing of culture and values: Integration is difficult to realise; schools do not prepare their pupils anymore (teachers resign from their responsibility for education – e.g. disciplinary measures are being rejected) ; IVET-trainers in companies have to manage a lot of social problems.</i>	<i>Pseudo-moral pressure due to the crisis of apprenticeship positions; counter pressure of the management (rationalisation). IVET-trainers are often in the situation to defend the training of apprentices. They are forced to convince the management of the profitability of dual vocational training.</i>
Interview 2	<i>Socio-economic change: IVET-trainers have to transmit this change to the youth. For carrying out this task highly developed social competences are required of IVET-trainers.</i>	<i>Professionalism and its traditions are decreasing, especially because of the expansion of the tertiary sector. As a result long work experience in one job is not attractive anymore.</i>	<i>Certain issues concerning lack of basic qualifications (writing, reading, calculating) have been neglected during school education. These deficits must be balanced by IVET-trainers.</i>
Interview 3	<i>The continuing learning of trainers - the demand of further trainings is constantly rising</i>	<i>Quality of training of trainers In the year 2000 the formal requirements for the trainer profession changed. Until then passing an official trainers examination was the only possibility to becoming a trainer. Now trainers may choose between a trainers' course and a trainer examination. This has led to a less strict formal</i>	

		<i>qualification, because the trainer exam originally took place in front of a commission, whereas the trainer course ends with a conversation conducted by the trainer of the course.</i>
Interview 4	<i>Trainers have to bring in line their professional qualification with the expectations of the company and outstanding persons. Thus continuing learning gains more importance and has become indispensable.</i>	<i>Trainers must first of all be educators before enhancing their training professional skills. The pedagogical knowledge in-company trainers usually have is not sufficient. A lot of time is needed for the education of apprentices as well as for “teaching” basic knowledge (like writing, reading). Also cultural problems appear more often as a lot of migrants choose the dual training than continuing a full-time school education.</i>

Discuss in a national perspective common issues that may be of relevance across Europe

Staff shortages of trainers and remedies: How do you see the problem of staff shortages of in-company trainers in your country and do you have any suggestion how this problem could be tackled?

Interview 1	<i>Pressure of rationalisation also concerns IVET-trainers.</i>
Interview 2	<i>The motivation to training teenagers is decreasing because of economic constraints. Companies do not train because of social responsibility and social commitment anymore. Thus staff shortages are found in some segments in the area of IVET trainers even if they are very little in general.</i>
Interview 3	<i>Especially industrial companies generally tend to reduce staff. Of course, also in-company trainers are affected by this strategy. Because there is a legal framework for how many trainers have to be employed for a certain number of apprentices, companies tend to fully exhaust this legal guidelines in order to save costs. Trainers of such companies who have become redundant usually change the job/enterprise, or go back to their original profession. <i>The strategy of staff shortages has not been adopted by companies which share the point of view that qualified personnel is important for the future of the company. They usually see training and education of apprentices more as an investment than a cost factor. There is also a clear distinction between short and long term perspectives as staff shortages are mostly short-time decisions.</i></i>
Interview 4	<i>Staff shortages are on the agenda of a great percentage of big companies. Small enterprises are also concerned especially in terms of business closings. Of course also trainers are subject to staff shortages even if there are legal regulations due to which a certain amount of trainers is stipulated for a certain amount of apprentices. As companies (smaller or bigger ones) tend to reduce the number of apprentices also the number of trainers decreases. Fortunatel, IVET-trainer lay-offs are not very numerous.</i>

Aging workforce – how is knowledge transferred to younger workers?

Interview 3	<i>Usually companies employ younger trainers. Two thirds of the in-company trainers are younger, one third is older than 45. <i>There are several reasons for this fact: Younger trainers can cope more easily with the accelerated pace of innovation. Younger trainers are less expensive in terms of salaries.</i></i>
Interview 4	<i>Of course there are older and younger in-company trainers but the latter in comparison to the former have become extremely numerous. Where older</i>

	<i>trainers are still active (sometimes they additionally work as examiners), often out-of-date knowledge is passed on to apprentices, because they usually do not manage the integration of innovative know-how into their training methods.</i>
--	---

Professionalisation of in-company trainers: Opportunities and motivation for continuing learning

Interview 3	<i>There are no legal obligations for continuing training. Trainers as far as they are young and open-minded usually motivate themselves to follow continuing learning activities.</i>
Interview 4	<i>Companies are usually very pleased if trainers follow continuing training. If the company has no separate CVET programme, trainers are often told to select further trainings on their own which must then be approved by management.</i>

How do trainers cope with the accelerated pace of innovation?

Interview 3	<i>Quite easily because the majority of in-company trainers is young. Older trainers tend to have more problems.</i>
Interview 4	<i>Young trainers usually do not have big problems and as they are the majority of trainers, there is no reason for worries regarding this.</i>

How are trainers being prepared to implement new learning methods?

Interview 3	<i>There is no such preparation during the formal training of trainers and from the company itself. This is only done in continuing training activities. The problem in companies is mainly the organisation of responsibilities. Often companies have different departments for personnel development, dual training and education and personnel organisation. The personnel development departments do not necessarily provide the dual training department with special support concerning the training of IVET-trainers because they often focus on the training of managers.</i>
Interview 4	<i>In-company trainers are not prepared for using new learning methods during their formal qualification period (e.g. trainer course). E-Learning for example has become quite important also in the dual training system, but trainers unfortunately are not qualified for using or implementing such tools (except trainers in the IT-sector). New learning methods are subject to continuing training.</i>

How are they being prepared to manage the diversification of trainee groups?

Interview 3	<i>This is a special topic which is dealt with during continuing training courses.</i>
Interview 4	<i>Only in continuing training programmes.</i>

How and to what extent are trainers organised in professional bodies/ associations?

Interview 3	<i>There are only voluntary associations. There are no large professional bodies.</i>
Interview 4	<i>Trainers are members of voluntary associations. In Austria there are no professional bodies with mandatory memberships.</i>

How is the prior learning of trainers being accredited?

Interview 3	<i>The professional qualification is a formal criteria for the trainers profession which is accredited.</i>
Interview 4	<i>The professional qualification is accredited.</i>

Status and attractiveness of the job

Interview 3	<i>In general the trainer profession is less recognised in the Austrian society than the profession of teachers. Status and attractiveness of the job strongly depend on the attitudes of the individual trainer. The trainer profession usually is attractive for people who enjoy working with teenagers. Those who are terrified by the idea of having to deal with young people normally do not choose this profession.</i>
Interview 4	<i>The job is primarily attractive for people who wish to work with teenagers. This is first of all a question of personality. There are cases in which skilled workers are asked by management to take over responsibilities of a trainer's job but generally speaking these cases seem to be exceptions.</i> <i>The status of in-company trainers in Austria is generally low, to be more precise, at least lower than the status of teachers in vocational schools and teachers in general. One reason for this may be the relatively bad image of the dual training system. The Austrian society in terms of status generally prefers (post)-secondary school education.</i>

Formal regulations / de-regulation

Interview 3	<i>Stronger formal regulations would enhance the quality of the qualifications of trainers but at the same time they would poison the motivation of companies for providing dual training.</i>
Interview 4	<i>In Austria the training of in-company trainers (IVET) is formally regulated. It is no question that for improving the quality of the trainer qualifications stronger formal regulations should be introduced. As a matter of fact private companies are against higher qualification needs because of higher costs</i>

Are there any obstacles for in-company trainers

Interview 3	<i>No.</i>
Interview 4	<i>For becoming an IVET-trainer in a company there are no special obstacles. Candidates must have accomplished the age of 18 years and attend a trainer course or pass the trainer exam. A possible obstacle may be the job search as also a qualified trainer may not find a suited job.</i>

Tendencies of professionalisation and consequences

Interview 1	<i>IVET-trainer colleges is an important keyword regarding professionalisation: Austria is elaborating a standardised training programme for IVET-trainers. The supply of continuing training is increasing because of the demographic development – companies will have to cope with a lack of applicants. Partly this is already the case. It can be assumed that this phenomenon will spread all over the country. Well trained IVET-trainers of course will have advantages in this new form of competition.</i>
Interview 2	<i>The development of technical methods and the outsourcing of production in general strongly effect the importance of continuing training for IVET-trainers – many job profiles are subject to rapid change. As a result also the qualification needs for IVET trainers are changing.</i>
Interview 3	<i>See above.</i>
Interview 4	<i>There is no legal job description of the trainer profession.</i>

Recognition: self-recognition / awareness of being a trainer

Interview 3	<i>If a trainer is highly motivated for his/her work, this will probably have positive effects on his/her self-esteem. Without any professional success a trainer probably will not carry out these tasks for too long. Concerning self-recognition there is a strong self-regulation.</i>
Interview 4	<i>Motivation normally leads to recognition, either self-recognition or recognition from others. Probably even both. Trainers who cannot meet the expectations usually do not stay very long in their job and rather return to their old position or even change the company.</i>

Recognition of the training profession

Interview 1	<i>More structured offers of continuing training enhance overall recognition.</i>
-------------	---

Recognition at the policy level to support trainers

Interview 3	<i>There is no direct support at the policy level. There are no competitions for trainers like there are for apprentices.</i>
Interview 4	<i>There are no competitions for trainers as there are for apprentices. Thus there is no direct support at the policy level.</i>

Recognition of competences and experiences

Interview 3	<i>As far as informal competences and experiences are concerned the current developments regarding the recognition of informal qualifications are at the very beginning.</i>
-------------	--

Recognition of career of trainers (how do people become trainers – what are the effects of becoming a trainer on the career? Different career models / pathways)

Interview 3	<i>Trainers are mostly recruited internally (private enterprises). Public institutions have to make official announcements for a vacant trainer position. This is often only done to fulfil formal criteria. As far as career models are regarded, trainers do not follow fixed career paths. In general there are no requirements, no limitations and no obstacles for making a career. In bigger companies trainers have the possibility to become the head of trainers / head of training department.</i>
Interview 4	<i>IVET-Trainers in companies do not follow special career paths. They normally start as skilled workers and then attend a trainer course or pass the trainer examination for being able to work as an IVET trainer. Having the trainer certificate is an additional qualification but does not necessarily mean that they have better career opportunities. Of course there is the possibility to become the leader of the training section but as these positions are not very numerous only a few come to this position.</i>

Good practice examples

Do you know of any initiatives or approaches that you would identify as a 'good practice example', maybe in relation how a company or a specific sector tries to account for the changing role and training needs of trainers?

Interview 1	<i>At this point I would like to refer to the Austrian competition for IVET-training companies which is named Fit For Future.</i>
Interview 2	<i>There are a lot of good practice examples but in order to name only a few especially the IVET trainer colleges or in the area of concrete companies the International Airport Vienna exercises very good training. But also a lot of small enterprises offer excellent dual vocational training.</i>
Interview 3	<i>VOEST alpine stahl in Linz (capital of Upper Austria): The dual training of apprentices is well organised and so is the training of trainers. Trainers follow special courses at the academic level and are trained in the context of the VET trainer college of a special training association.</i>

Future trends

- How do you see the evolving role of trainers in enterprises?
- Discuss maybe those issues or some of them where this is of interest to the study

Interview 1	<i>Educational expansion and demographic change, change in culture and attitudes, unemployment of teenagers, changes in management.</i>
Interview 2	<i>International benchmarking gains more and more importance; it has to be considered that not apples and oranges are being compared.</i>
Interview 3	<p><i>The pedagogic knowledge becomes more and more important for the practical work of in-company trainers. In former times they could rely on their authoritarian position and instruction methods. Since this education model obviously is no longer accepted, nor by pupils and neither by the parents, trainers suffer from firm resistance if they continue to follow the authoritarian model. Of course, there is a certain percentage of drop-out trainers who resign from their profession.*</i></p> <p><i>*Compared to teachers the percentage of trainers resigning from their job is lower because of the different situation concerning the employment status (contract, salary etc.)</i></p>
Interview 4	<p><i>Trainers face an insecure future as companies must react to demographic problems. Predictions say that the number of young people will decrease due to a constantly low birth rate. Nowadays enterprises yet get hundreds of applications for one job position and enjoy selecting from a wide range of candidates. If the prognosis of some experts is true, in five to ten years companies will find themselves competing for the best talented young people. The first impacts can already be seen: Some companies suffer from a lack of applicants even now.</i></p> <p><i>As a consequence IVET-trainers will face pressures from management. On the one hand trainers may be made redundant due to a lack of apprentices; on the other hand trainers must constantly improve their qualifications in order to meet the expectations of management. The management will enforce the target of highly qualified training for apprentices as they can easily change jobs and enterprise. Trainers are not simply responsible for the outcome and the training success anymore. In addition the effectiveness of their training methods will be assessed by setting up concrete training standards.</i></p>