

Developing VET qualifications and matching labour market demands

The Case of AUSTRIA

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VET policy sharing seminar

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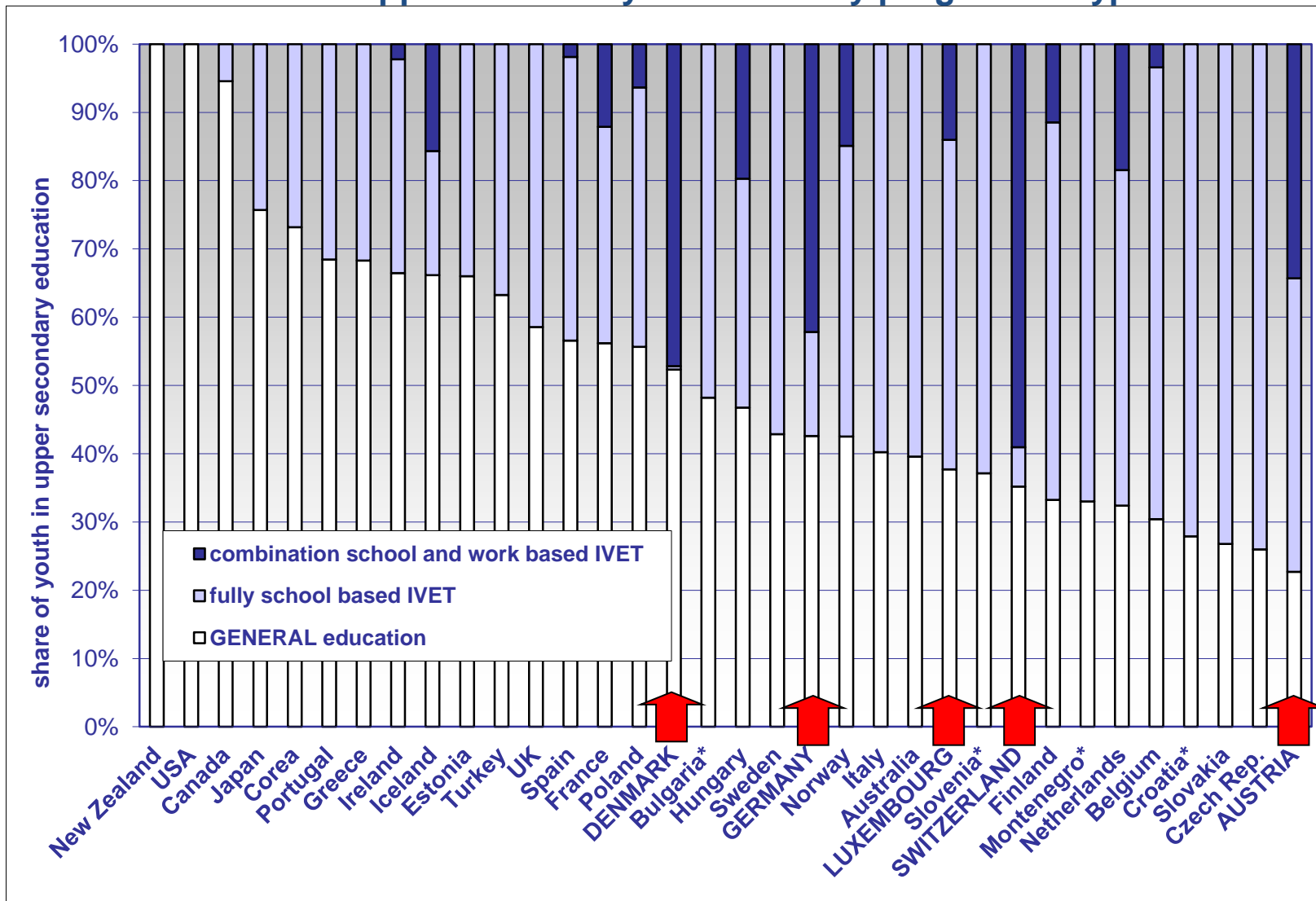
Basic Challenges / Background

Individual educational choice ↔ IVET-offers ↔
qualification demand / labour market

- in a free / market-driven society no labour market planning is possible
- time gap between labour market demand & IVET provision
- highly diverse qualification systems: most countries have fully school based IVET - some have apprenticeship training; countries differ in shares of these programmes
- Austria is „unique“: fully school-based IVET & appr. training

Education Systems:

Share of students in Upper Secondary Education by programme type



Source: ibw based on EUROSTAT data; * internet based data (not strictly comparable to Eurostat)

AUSTRIA I

Systems with high share of IVET: rough correspondence between labour market needs & IVET provision is crucial

=> IVET offers ... „mirror“ economic structure

... have updated content

apprenticeship training as semi-autonomous sub-system

employers crucial role as stakeholders of IVET & as training providers

AUSTRIA II

Fully school based IVET:

- no comprehensive planning between ministry departments (which are structured along “content” (i.e. technical, commercial, social programmes))
- no systematic involvement of social partners (esp. employers)

Apprenticeship training: governed by social partners and run by employers (as administrators and training providers); part-time vocational schools governed by MoE

Both systems form vocational pillars:

- Fully school based IVET qualifies for occupational fields
- Apprentices training qualifies for occupations

⇒ Although overlapping contents, no direct competition

⇒ YET, competition with respect to educational choice (attractiveness)

**AUSTRIA:
new / updated occupations
in apprenticeship training**

AUSTRIA III

- Governance of apprenticeship training:

BBAB (Berufsausbildungsbeirat): Advisory Board on Apprenticeships

- main decision-making body; although defined as board
- entitled to vote: ½ employers respr. & ½ employees repr.
- nonvoting advisory members: voc. school teachers repr.
- unanimous voting procedure
- overall board; i.e. not sector specific => external expertise needed

Procedures for updating / establishing new apprenticeship...

Trend to systematically integrate “external” expertise and foster cooperation between company and school agendas.

Current (“old”) system / approach

Development of new apprenticeships/update of existing apprenticeships

2 - Development of the training regulation and the respective framework curricula of part-time vocational school

3 - Consultations in the Federal Advisory Board on Apprenticeship (Training)

Expertise

Scientific expertise and support by ibw

1 - Initiative
companies, specialist organisations, Economics Ministry, etc.

4 - Economics Ministry:
enactment of the training regulation

Education Ministry:
framework curriculum for part-time vocational school

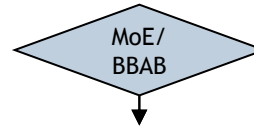
5 - Evaluation
of the apprenticeship



pilot (“new”) system / approach

Competence based development of apprenticeships – process

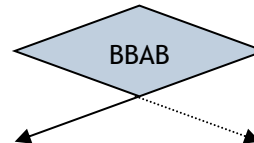
idea/proposal for a new / an update of an apprenticeship trade



NO

formulating a competence profile by research institutes (ibw/öibf), involving occupational/sectorial experts

Agreement in BBAB: contracting



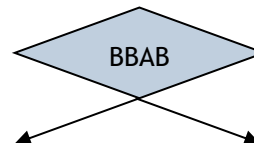
NO

Drafting of training and final exam regulations

Drafting of core curriculum (involvement of ibw/öibf)

Agreement on training regulations between social partners in BBAB (decision by consensus)

Decision on training regulations in BBAB
Noticing of core curriculum by BBAB



NO

Logistics by Ministry of Economics (MoE)

Logistics by Ministry of Education (BMB)

Development of training guidelines etc.

thanX for attention!!!