Comparative Expert Study
Part 2: Main Features and Characteristics of the dual Systems

Dual Vocational Education and Training in Austria, Germany, Liechtenstein and Switzerland

ibw - Institut für Bildungsforschung der Wirtschaft
(Research & Development in VET)
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The statements made in the study are the responsibility of the individual authors and do not necessarily reflect the opinions of the members of the Donor Committee.
As a rule, gender-specific names and formulations apply to both genders.

This study was compiled for the Donor Committee for Dual Vocational Education and Training (DC dVET).
# Table of Contents

2. Main features and characteristics of the dual VET systems in Germany, Liechtenstein, Austria and Switzerland ................................. 1
  2.1. System level .............................................................................................................. 1
      Definition of “dual vocational education and training” (according to the respective legislation) .............................................. 1
      Concepts of the different regulated professions ......................................................................................... 3
      Forms of training (according to places of learning) .................................................................................. 3
      Forms of training for different target groups ............................................................................................. 6
      Governance ........................................................................................................................................... 14
      Innovations ........................................................................................................................................... 16
      System development ............................................................................................................................... 16
      Curriculum development ......................................................................................................................... 18
      Funding ................................................................................................................................................ 19
  2.2. Basic/initial VET ............................................................................................................. 21
      Admission requirements ....................................................................................................................... 21
      Share of apprentices of an age cohort ................................................................................................. 22
      Share of apprentices with the higher education entrance qualifications Matura / Abitur ................................. 22
      Criteria for training companies ........................................................................................................... 23
      Training contract ................................................................................................................................. 24
      Stakeholders: roles and responsibilities .............................................................................................. 25
      Training duration .................................................................................................................................. 26
      Number of occupations ......................................................................................................................... 27
      Places of learning ................................................................................................................................. 28
      Share of school-based training (regular and additional) ........................................................................ 29
      Financial contribution of the companies .............................................................................................. 30
      Final qualification ................................................................................................................................... 30
      Forms and examples of final examinations ........................................................................................... 32
      Credit transfer for school performance in the overall assessment ......................................................... 33
      Responsibility for examinations ........................................................................................................... 33
      Access to higher VET (tertiary B) ............................................................................................... 34
      Permeability to tertiary academic education (tertiary A) ..................................................................... 35
      Cost/benefit for companies .................................................................................................................... 36
      Quality assurance ................................................................................................................................. 37
      Training of trainers ............................................................................................................................... 39
      Administration and implementation ...................................................................................................... 41
      VET marketing ...................................................................................................................................... 42
  2.3. CVET ................................................................................................................................. 46
      CVET .................................................................................................................................................... 46
      Stakeholders: roles and responsibilities ............................................................................................... 47
      Funding ............................................................................................................................................... 48
2. Main features and characteristics of the dual VET systems in Germany, Liechtenstein, Austria and Switzerland

The following table summarises the key features and characteristics of the four dual vocational education and training (VET) systems. In the introduction, the shared features and differences between the countries are also indicated. If specific characteristics for Liechtenstein were discovered during research, these are also shown. Otherwise the same features largely apply for Liechtenstein as indicated for Switzerland. For a number of features we have to distinguish between normal cases (regulations and procedures of standard education and training) and special cases (specific regulations for particular education and training situations, target groups, etc.). In such instances the normal cases are described in the introductory section and are emphasised in **bold**. If other comments and information in the descriptions go beyond the core statement, these are indicated by *italics*.

### 2.1. System level

**Definition of “dual vocational education and training” (according to the respective legislation)**

Dual vocational education and training in all four countries of comparison is understood as VET which takes place in at least two places of learning (therefore dual), i.e. on the job, in particular at the workplace in a company and off the job, in particular at VET school (*Berufsschule*, *Berufsfachschule*) and in VET centres. It leads to a full vocational qualification and is therefore also a programme which lasts for several years. At the workplace in a company the focus is on teaching training contents related to professional practice, and basic skills and also theoretical contents related to the occupation and general education contents are taught in the VET centre and at *Berufsschule/Berufsfachschule*. The practical training at the company clearly predominates in terms of its scope, and the companies and also their associations and representations of interest play a key role in shaping dual vocational education and training.

<table>
<thead>
<tr>
<th>AT</th>
<th>The company-based part of apprenticeship training is regulated in the Vocational Training Act (<em>Berufsausbildungsgesetz</em> or BAG). According to the BAG, the Federal Ministry of Science, Research and Economy (BMWF) is responsible for coordinating and promoting cooperation between the authorities and institutions involved in vocational education and training. Training regulations for apprenticeship occupations are issued by BMWFW after evaluation by the Federal Advisory Board on Apprenticeship (BBAB) with the involvement of the social partners. Provisions regarding the organisation of VET schools and basic provisions regarding curricula are laid down in the School Organisation Act (<em>Schulorganisationsgesetz</em> or SchOG) of the Federal Government by the Federal Ministry of Education and Women’s Affairs (BMBF). The administration of VET schools and the specific design of the curricula are the responsibility of the provinces. At the level of the provinces the administration of the company-based part of training is also carried out by the apprenticeship offices of the economic chambers.</th>
</tr>
</thead>
</table>

1. [https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276), 15.10.2015, only available in German
2. [https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009265](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009265), 15.10.2015, only available in German
### CH

VET is defined in the Vocational and Professional Education and Training Act or VPETA (Berufsbildungsgesetz or BBG) as a “joint task of the Confederation, cantons and professional organisations”. The BBG regulates all occupational areas outside of higher education establishments. These include:

- initial VET (berufliche Grundbildung) including the Federal Vocational Baccalaureate or FVB (Berufsmaturität)
- professional education and training or PET (höhere Berufsbildung)
- job-related oriented CET

The ordinances on initial VET and PET (training regulations) and also the core syllabuses of VET schools (Berufsfachschulen) are issued by a decree by the State Secretariat for Education, Research and Innovation (SERI).

Implementation and administration are the responsibility of the cantonal VET offices.

### DE

Dual vocational education and training in Germany is regulated by the Vocational Training Act (Berufsbildungsgesetz or BBiG), in which the responsibility of the Federal Ministry for Economic Affairs and Energy (BMWi) (or of other responsible line ministries) is determined, in agreement with the Federal Ministry of Education and Research (BMBF), to create the foundations of a well-regulated and standardised vocational education and training system by means of ordinances. Experts work together with the Federal Institute for Vocational Education and Training (BIBB) and with the involvement of the social partners to create drafts of the new training regulations, which the Federal Government sanctions. The Länder have responsibility for the VET schools of the dual system (Länder school legislation).

For developing the framework and standards for education and training and for advising the responsible ministries and Länder governments, committees and expert groups have been set up at the federal and Länder level. The administrative implementation and monitoring are usually carried out by the responsible chambers at the Länder level.

### LI

In the Vocational and Professional Education and Training Act or VPETA (Berufsbildungsgesetz or BBG), vocational education and training is regulated as a joint task of the State and the professional organisations. The law comprises regulations regarding the organisation of (initial) vocational education and training, continuing vocational education and training and retraining as well as aspects of funding. A key component of the law is the regulations which enable young people from Liechtenstein to attend (VET) schools in other countries.

Responsibility for implementation of the law in the area of VET lies with the Office for Vocational Training and Career Guidance (ABB).

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6. https://www.gesetze.li/lilexprod/lgystpage2.jsp?formname=showlaw&lgbld=2008103000&gueltigdate=14102015, 16.11.2015, only available in German
### Concepts of the different regulated professions

The concepts of the different regulated professions in terms of dual vocational education and training describe a bundle of activities/qualifications which belong together and match and which, in the consensus of the involved institutions (state bodies, social partners/professional organisations), are stipulated in training regulations (ordinances on basic/initial VET) and entitle holders to qualified employment.

| AT | According to the BAG, vocational education and training programmes should prepare participants to carry out qualified professional activities and they should be taught the required competences in these programmes. Every training regulation stipulates a specific job profile for the apprenticeship occupation, this corresponds with the “curriculum” for the training company.  
*In contrast, full-time school-based VET programmes are not bound to the concepts of the different regulated professions in the narrower sense, but rather qualify people for specific occupational fields.* | [Berufsausbildungsgesetz – BAG, § 1a BAG](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276), 12.10.2015, only available in German |
| CH | According to the BBG, initial VET (*berufliche Grundbildung*) is used for teaching and acquiring the knowledge, skills and competences which are required in order to carry out an activity in a profession or in an occupational or activity field. This also includes basic general education and the ability to contribute to sustainable development. | [Federal Law on Vocational and Professional Education and Training, Art. 15](https://www.admin.ch/opc/en/classified-compilation/20001860/index.html), 12.10.2015 |
| DE | According to the BBiG, vocational education and training has to teach the professional competences required for exercising a qualified professional activity as part of a well-regulated training course. A “training occupation” is an order category agreed in the consensus (social partners, State) which helps with the selection/bundling of activities/qualifications and competences. | [Berufsbildungsgesetz BBiG](http://www.gesetze-im-internet.de/bundesrecht/bbig_2005/gesamt.pdf), 12.10.2015, only available in German |

### Forms of training (according to places of learning)

Basically, dual vocational education and training in the four countries of comparison is organised in a way that training is carried out at the workplace in a company (or company workshops set up specifically for the training) and at VET school (*Berufsschule/Berufsfachschule*). The company-based form of training is clearly predominant here. In Switzerland, branch courses (*überbetriebliche Kurse*) are added as a third place of learning. In addition, in the individual countries there are various special forms in order to respond flexibly to the particular requirements of companies and also, for example, to be able to integrate specific target groups more easily in the training.

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9 [https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276), 12.10.2015, only available in German
12 [http://www.bibb.de/dokumente/pdf/a1bud_auswahlbibliografie-berufskonzept.pdf](http://www.bibb.de/dokumente/pdf/a1bud_auswahlbibliografie-berufskonzept.pdf), 17.05.2016, only available in German
Dual apprenticeship training is basically carried out at a company and at part-time vocational school, with the company-based part comprising around 80% of the training time and training at school around 20%. According to the apprentice statistics, approx. 92% of all programmes at the reference date 31.12.2014 are in this form.

Special forms:
- Training workshops (Lehrwerkstätten): in industrial enterprises in particular, for a part of the apprenticeship period apprentices are trained in workshops set up specifically for this purpose and, in organisational terms, these are separate from production. Occasionally, apprentices from other companies are also trained in training workshops.
- Training alliances (Ausbildungsverbünde or AV) are sectoral networks of companies set up in order to train apprentices together when a company by itself cannot fulfill the items in the job profile.
- Supplementary training measures are carried out in other suitable businesses or educational establishments (e.g. CVET institutions) and also sectoral IVET and CVET establishments.
- Supra-company apprenticeship training (überbetriebliche Lehrlingsausbildung or ÜBA): for young people registered at Public Employment Service Austria (Arbeitsmarktservice or AMS) who cannot find an apprenticeship place at a company or have dropped out from an apprenticeship. ÜBA is carried out by training establishments which are able to teach all of the skills/knowledge contained in the job profile.

Initial VET (berufliche Grundbildung) can be organised at companies or at schools. Both forms lead to the same qualifications, based on the same qualification procedures. The predominant form is IVET organised at companies. It is carried out in a company, at VET school (Berufsfachschule) and in branch courses (überbetriebliche Kurse). The latter teach basic practical skills and are usually held in centres of the professional organisations. The company-based part of the training comprises between 60% and 80% of the total training, while the part at school covers between 20% and 40%. Around 90% of all qualifications are obtained in training organised at companies, with this figure higher in German-speaking Switzerland and lower in French-speaking Switzerland and Ticino. The terms company-based VET (Betriebslehre) and dual (actually “three-track”) training are also used.

Three types of IVET organised at companies:
- Training in small and medium-sized enterprises: activities at the host company for three to four days per week, interrupted by training blocks in VET centres (depending on the occupation these are for several days up to several months, spread over the entire apprenticeship period). Company-based training can also be carried out in host company networks (Lehrbetriebsverbünde), and here a company is responsible for the training in its entirety in each phase.
case (training alliance of the first kind)

- **Training in medium-sized and large enterprises**: the learners often begin their apprenticeship in training workshops belonging to the company, training laboratories or external VET centres and are employed productively only after a few months, in some cases even after one or two years, i.e. on the job in the companies.

- **Training in a training alliance** (Ausbildungsverbund): an alliance is responsible for the training. In its workshops it teaches the basic skills over a period of several months up to two years. Then the learners are employed in one or more companies affiliated with the alliance in order to gain experience (training alliance of the second kind).

In all three forms, parallel to training at the company and the VET centre, learners go to VET school for one to two days per week or (more rarely) in blocks lasting for several weeks.

Special forms:

- **Block teaching**: the classes at VET school and often also the branch courses are taught in blocks of several weeks’ duration, instead of parallel to the company-based training. This is common for occupations with a small number of learners in order to prevent too long travel distances to school. A special form here is the school hotels, which are specifically for learners in seasonal businesses of the hotel and gastronomy industry.

- **Training in forensic commitment**: implementation of IVET in penal institutions and (more frequently) as part of forensic commitment for young people.

- **VET of competitive athletes and high-performing artists**: these are allowed a leave of absence for their sport/artistic training in connection with an extension of the IVET

- **Basic training year** (Basislehrjahr): learners from small and medium-sized enterprises are trained at a full-time school or an external VET centre in the first apprenticeship year before being integrated into in-company processes.

| DE | Dual vocational education and training is carried out at a company and at part-time vocational school, with the company-based part comprising around 60% to 80% and training in school between 20% and 40%. Around 90% of all dual VET programmes are in the company-based form. Special forms:

- **Inter-company training centres** (überbetriebliche Berufsbildungsstätten or ÜBS): Parts of the training are carried out in suitable establishments outside the training company. These cover VET areas that cannot be provided by the individual company. Since 2000, there have been targeted measures to encourage the development of ÜBS into so-called “centres of excellence” (customer-oriented VET service providers)

- **Four forms of training alliance** (Ausbildungsverbund or AV): Training in the main company with a partner company; | Switzerland - Facts and Figures 2016

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21 [https://datenreport.bibb.de/html/4714.html#erlaeu_a4_2_2-1](https://datenreport.bibb.de/html/4714.html#erlaeu_a4_2_2-1), 12.10.2015, only available in German


mandated training; training with a vocational training association; training consortium. One thing all of them have in common is that not all of the contents of a programme can be taught in the actual training company. One thing all of them have in common is that not all of the contents of a programme can be taught in the actual training company. One thing all of them have in common is that not all of the contents of a programme can be taught in the actual training company. One thing all of them have in common is that not all of the contents of a programme can be taught in the actual training company.

- Training in extra-company establishments (Berufsausbildung in außerbetrieblichen Einrichtungen or BaE): slow learners and socially disadvantaged people who cannot be trained in a company are given the opportunity to obtain a training qualification with the BaE. The aim here is to enable these people to transfer to company-based training at the earliest possible stage. If they are not transferred, the training can continue in extra-company training establishments until it is completed.

### Dual vocational education and training in the “traditional” form – i.e. training at a company and at VET school – is, in all countries of comparison, basically open to all young people who have completed their compulsory education period.

In addition, special forms have been developed in all countries which aim to support and facilitate access to dual vocational education and training for disadvantaged groups. These special forms usually comprise offers outside of companies for people who, for various reasons, cannot find a training place at a company or are unable to accept such a place as well as offers which facilitate or enable company-based training for people (such as training supervision, extension of the training period, etc.). In addition, in all countries there are particular transition offers aiming to facilitate or enable transition from compulsory education to dual VET by, for example, promoting basic competences and the willingness to train, compensating for deficits in certain areas or developing specialist competences, and here there is often a strong focus on intensive career guidance.

**AT**

“Regular” dual vocational education and training is open to everyone who has completed their 9-year compulsory education period.

**Special forms:**

a) For people having difficulties finding/staying in a regular apprenticeship

- Supra-company apprenticeship training (überbetriebliche Lehrausbildung or ÜBA) according to section 30 BAG: This is handled by Public Employment Service Austria (Arbeitsmarktservice or AMS). The target group is apprenticeship seekers registered with AMS who have completed their compulsory education period and, despite placement efforts, cannot find a suitable apprenticeship or have dropped out from a company-based apprenticeship. In the case of ÜBA, the training contract is concluded with a training institution rather than a training company. The training is either carried out entirely by the training institution or this co-operates with companies which teach practical knowledge. In

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24 [https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausbildung/FinanzielleHilfen/ErziehungsfoderungderBerufsausbildung/Detail/index.htm?dfContentId=L6019022DSTBAI515290](https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausbildung/FinanzielleHilfen/ErziehungsfoderungderBerufsausbildung/Detail/index.htm?dfContentId=L6019022DSTBAI515290), 12.10.2015, only available in German

25 Heckl, Eva et al. 2008: [https://www.bmwfw.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Documents/Endbericht_IBA.pdf](https://www.bmwfw.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Documents/Endbericht_IBA.pdf), 15.09.2015, only available in German

26 [https://www.help.gv.at/Portal.Node/hlpd/public/content/24/Seite.240306.html](https://www.help.gv.at/Portal.Node/hlpd/public/content/24/Seite.240306.html), 15.09.2015, only available in German

27 [https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276), 15.09.2015, only available in German
addition to the practical training, there is also regular attendance of VET school. Basically the objective of ÜBA is to find a company-based training place for apprentices. If it is not possible to find a company-based training place during ÜBA, the entire apprenticeship can be held outside of a company and then, subsequently, the apprenticeship-leave exam is completed. ÜBA apprentices are considered equivalent to “company-based” apprentices in all legal matters, but instead of the apprenticeship remuneration (Lehrlingsentschädigung) they receive a so-called training allowance (Ausbildungsbeihilfe). In 2014, 8% of all apprentices completed a supra-company form.

- **Vocational education and training according to section 8b BAG (until June 2015: inclusive VET (Integrative Berufsausbildung or IBA)):** for people who are disadvantaged on the labour market, i.e. school leavers from special needs schools, young people who have not completed their compulsory education or completed it with negative final marks, people with special needs according to the Act on the Employment of People with Disabilities (Behinderteneinstellungsgesetz) and also people who, for other reasons, cannot be provided with a regular training relationship by AMS.
  
  - **Variant 1 Extension of the apprenticeship period:** this variant enables the apprenticeship period to be extended by one year or a maximum of two years if a positive apprenticeship certificate becomes possible as a result.
  - **Variant 2 Acquisition of partial qualifications:** in this variant only specific partial qualifications (excerpts from the job profile for the apprenticeship occupation) can be specified in the training contract during a training period of between one and three years.

  Also possible as part of this are so-called standardised training programmes (Standardisierte Ausbildungsprogramme), which, in a shortened apprenticeship period, teach predefined partial qualifications of the job profile.

  AMS checks if young people qualify for this training. Section 8b programmes are accompanied by vocational training assistants; these (together with experts from the respective occupational area) also carry out a tailor-made final examination for the young people who are being trained in a partial qualification.

  VET according to section 8b BAG can be both company-based and also in supra-company form. It is possible to switch from a section 8b programme to a regular apprenticeship relationship (and vice versa).

**b) Transition offers**

- **Youth coaching:** youth coaching is basically aimed at all young people in the ninth grade or above as well as young people up to the age of 19 who do not attend school, and is particularly aimed at those who are at risk of dropping out of school or not successfully graduating from school. Young people with a disability or special educational needs can make use of the programme until the age of 24.

  The aim is to use the strengths and skills of the young people in order to work together to plan the ideal steps to...

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18 Dornmayr/Nowak 2015, p. 120: [http://www.ibw.at/components/com_redshop/assets/document/jproduct/1445415764_fb183.pdf](http://www.ibw.at/components/com_redshop/assets/document/jproduct/1445415764_fb183.pdf), 16.12.2015, only available in German


enable a successful transfer to training and to future professional life. Youth coaching also helps with the search for an apprenticeship.

Youth coaching is divided into three stages, starting with an initial interview lasting for several hours, followed by an advisory process which lasts for a maximum of three months and then, as a possible third stage, there is long-term support (case management) over a period of a year.

- **Production schools (Produktionsschulen):** young people who, after completing compulsory education (nine school years), do not yet meet important requirements and do not have the fundamental skills to begin vocational education and training, are given the opportunity to catch up on these.

  The target group of production school is young people up to and including the age of 21 (or up to the age of 24 in the case of young people with a disability or special educational needs, learning difficulties, social or emotional impairments) who want to complete a (vocational) programme and whose preferred career choice already seems relatively clear but who are unable to cope on account of deficits in the area of defined basic competences.

  One of the requirements for participation at a production school is completion of a youth coaching programme. Production schools last for between three and 12 months and comprise theoretical and practical modules, coaching and sports activities.

c) For people without a training qualification

- **Exceptional apprenticeship-leave examination (außerordentliche Lehrabschlussprüfung or a.o. LAP):** People can also be admitted to the apprenticeship-leave examination (Lehrabschlussprüfung or LAP) if they have not completed an apprenticeship. A requirement is that candidates are at least 18 years old and have proof that they have obtained the required skills and knowledge in another way (e.g. practical activity over an extended period). Also admitted are candidates who have completed at least half of the training period of an apprenticeship occupation and have no possibility of concluding an apprenticeship contract for the remaining period of time.

- **Intensive training for skilled workers (AMS):** people from the age of 18 who have not completed a training programme can at a later point in life obtain certificates which are in high demand on the labour market by attending programmes in shortened form (either in company-based or supra-company form). This is a special form of the exceptional apprenticeship-leave examination.

d) For particularly high-performing youths

- **Apprenticeship and matriculation exam (Lehre mit Matura; also known as Berufsmatura; Berufsfreiprüfung):** For particularly high-performing youths there is the option of completing the Berufsmatura at the same time as the apprenticeship training and therefore obtaining an unrestricted HE study qualification. The preparation and three of the four required partial exams for the Berufsmatura can be completed during the apprenticeship; in the case of 4-year apprenticeship occupations this also applies for the fourth partial exam.

- **Apprenticeship after the matriculation exam (Lehre nach der Matura):** holders of the upper secondary certificate Matura are given support to make it easier for them to begin an apprenticeship. This support is in the form of pilot
In Switzerland with the Federal VET Certificate for a two-year VET programme (*Eidgenössisches Berufssattest* or EBA) and the Federal VET Diploma for a three- or four-year VET programme (*Eidgenössisches Fähigkeitszeugnis* or EFZ) there are two regular variants of initial VET (*berufliche Grundbildung*). In both cases, completion of compulsory education (in most cantons 11 years including 2 preschool years) and a minimum age of 15 are a requirement for beginning training.

The 2-year initial VET programme with EBA is a nationwide scheme and is based on distinct, labour market-oriented activity descriptions. Connection options for the 3- to 4-year initial VET programmes with EFZ are guaranteed. Like the other initial VET programmes, in the company-based form EBA takes place at three places of learning – the host company, VET school and also in branch courses, and in the school-based model this is in trade and technical schools (*Fachschulen*) or training workshops (*Lehrwerkstätten*). When designing the courses, target group-oriented training forms and qualification procedures must be selected and here the teaching also takes into consideration that the language skills of the learners might be insufficient.

**Special forms:**

a) For people who have difficulties successfully completing an apprenticeship

- **Individual extension of the apprenticeship period:** if it becomes apparent that the education goals cannot be achieved within the normal time, it is possible to apply to the cantonal VET office for an extension of the apprenticeship period. Here it is important to have an exchange between the three places of learning in order to clarify whether the extension makes sense. Even in the case of an unsuccessful qualification procedure, there is also the possibility of extending the initial VET programme.

- **“Individual proof of competences for young people without a Swiss VET qualification”:** The target group is young people with considerable impairments who are in practical training courses (*Praktische Ausbildungen* or PrA) offered by INSOS (national umbrella organisation of institutions for people with disabilities), young people who are not yet able to pass their two-year initial VET programme, young people with vocational education and training who are in juvenile homes or forensic commitment. For these, the Conference of Swiss VET/PET Offices (*Schweizerische Berufsbildungskonferenz* or SBBK), the Swiss Association for Small and Medium-Sized Enterprises

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32 Wettstein/Neuhaus (n.d.): http://bbprojekte.ch/zc/E522_ZC-Darstellung.pdf, 10.11.2015, only available in German
33 SBFI: https://www.sbfi.admin.ch/sbfi/de/home/themen/berufsbildung/berufliche-grundbildung/verordnungen-uber-die-berufliche-grundbildung/zweijahrige-berufliche-grundbildung.html, 10.11.2015, only available in German
34 Federal Department of Economic Affairs, Education and Research EAER 2013 , p. 25 et seq.: http://www.news.admin.ch/NSBSubscriber/message/attachments/37558.pdf, 10.11.2015, only available in German
35 http://www.bbprojekte.ch/zc/F709_StatBevoelkerung.pdf, 14.04.2016, only available in German
(Schweizerischer Gewerbeverband or SGV) and INSOS have launched the proof of competence which aims to indicate the actual abilities and methodical, social and self-competences. Here the host companies receive support from the cantons and POs, which are also responsible for the certification of competences. The proof of competence aims to increase the chances of success on the labour market for the affected young people.

- **Low-threshold offers**: for young people who do not (yet) meet the requirements of a 2-year initial VET programme. These include the **basic apprenticeships** (IV-Anlehren) for people with a notification from their disability insurance that they are entitled to attend these vocational measures; basic apprenticeships last for a maximum of two years and follow an individual curriculum. Graduates receive a diploma from the training institution. The **practical training courses** (Praktische Ausbildungen or PrA) prepare young people for initial VET with EBA, unskilled work in the private sector or work in a sheltered workshop.

- **Socio-pedagogical programmes**: for intellectually strong youths with socio-psychological difficulties: juvenile homes (assisted living in connection with internal or external training offers), training alliances with a socio-pedagogical focus, etc. Programmes which prepare young people for an apprenticeship are often connected with IVET courses organised at schools or companies.

b) **Transition offers**

- **Bridging offers**: at the level of the cantons there are transition solutions with a focus on career entry. They are for preparing young people for initial VET. The target group is young people who have not found an apprenticeship or, for social/school-related reasons, have not begun an initial VET programme. Purely school-based programmes are possible, but combinations of practical and school-based educational measures (preliminary courses (Vorlehren, Vorkurse)) can be attended too. In addition, the unemployment insurance also provides so-called motivation semesters for unemployed young people who have not completed an initial VET programme.

- **VET case management** (Case Management Berufsbildung or CM BB): for youths/young adults who are at high risk. The body responsible for case management ensures across institutional borders that there is a coordinated procedure for increasing the efficiency/effectiveness of various measures which are used. The support can comprise the entire phase from choosing a career onto beginning an initial VET programme and finally completing this course. This offer is not connected with new funding and support measures but rather aims to coordinate existing programmes and the people/institutions involved.

- **Guidance and placement offers**: at the canton level, careers offices help young people choose a career and look for an apprenticeship. They work together closely with schools here. Also during the compulsory education period, (cantonal or private) coaching and mentoring programmes provide individual support for young people to boost their social skills and also competences relevant for their desired occupation or to optimise their application documents.

c) **For people without a training qualification**

Around 550,000 people (13.7% of the permanent resident population) do not have a vocational qualification recognised in Switzerland. This includes 10% of men aged between 25 and 34 and 11% of women of the same age.
Based on the BBG, four pathways are offered today so people can obtain a qualification at a later point in life

- Obtaining a qualification at a later point in life via a regular or – also if candidates have relevant previous knowledge – shortened initial VET programme, and here in some occupations there are special offers available, so-called apprenticeships for adults (Berufslehren für Erwachsene).
- Direct admission to the final examination if somebody can prove at least five years of professional activity and relevant previous knowledge.
- Acquisition via other qualification procedures, in particular the validation of educational achievements.

In addition to the four mentioned pathways, the acquisition of a first qualification recognised in Switzerland is also possible as part of professional education and training in some occupations. In addition, a considerable number of specialist courses are also available, and although these do not lead to a state-recognised qualification (or only indirectly lead to such a qualification), these still enable people to acquire qualifications which are recognised and in demand on the labour market.

d) For particularly high-performing youths

- Federal Vocational Baccalaureate (FVB, Berufsmaturität): For particularly high-performing youths there is the option of completing the preparation for the Berufsmatura during initial VET or after it is completed. In this respect, an extended general education is required on the basis of a three- to four-year initial VET programme, and this is either acquired with attendance for one day per week during the apprenticeship period or afterwards on a full-time basis (1 year) or a part-time basis (2 years). Berufsmaturität enables access to universities of applied sciences (Fachhochschulen). To study at universities or universities of technology (Technische Hochschulen), it is necessary to complete supplementary exams.
- Attendance of optional courses at VET schools
- Preparation for national and international competitions
- Some companies, in particular large companies and VET centres, promote high-performing young people with an enrichment of their requirements and tasks. This is done, for example, in so-called youth enterprises (Juniorunternehmen) in which teams with people from various professions develop, produce and market specific products or services relatively independently.

The “regular” apprenticeship is open to all people who have completed their compulsory education at full-time school (9 school years, in some Länder 10).

Special forms:

a) For people having difficulties finding/staying in a regular apprenticeship

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- **Training in extra-company establishments** (*Berufsausbildung in außerbetrieblichen Einrichtungen* or BaE): for young people with learning difficulties/social disadvantages, who, despite support, have not been able to find a company-based apprenticeship (participants have to take part beforehand for at least 6 months in a prevocational training year or a vocational preparation scheme, and are then placed in a BaE by the Federal Employment Agency). BaE is carried out mainly at social institutions, accompanied by periods of work placement at companies. BaE is offered in two variants: with **inclusive BaE**, both the theoretical and also the practical classes are taught by the education provider, and these are complemented by periods of company-based training. In the case of **cooperative BaE**, practical instruction is provided by a cooperation company. With BaE, the focus is on providing additional educational support in particular. The aim is for the participants to switch to a regular dual VET programme in a normal company during BaE.

- **Assisted training** (*Assistierte Ausbildung* or AsA): the aim of AsA is to place young people with particular need for support (young people with learning difficulties or social disadvantages) in a company-based training programme, and to keep them there until they complete the programme. The trainees are supported and accompanied before and during the training and the companies are also given assistance in administrative and organisational tasks to help them take on people from the aforementioned target group. The regional office of the Federal Employment Agency checks to see if the requirements are met and also selects the eligible people.

b) **Transition offers**

- **Vocational preparation scheme** (*Berufsvorbereitende Bildungsmaßnahmen*): the target group is, in particular, young people who do not yet have the required apprenticeship entry maturity/vocational aptitude. The scheme primarily aims to prepare young people for integration in training and for taking up employment. The scheme aims to provide young people with career guidance and help them make a career choice. It also aims to teach the skills and competences required here. The scheme usually lasts for up to a year and the participants are entitled to a vocational training grant. The local office of the Federal Employment Agency clarifies whether the requirements for receiving financial assistance are met.

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39 [https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ZwischenSchuleundBeruf/Berufsvorbereitung/Detail/index.htm?dfContentId=L6019022DSTBAI485320](https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ZwischenSchuleundBeruf/Berufsvorbereitung/Detail/index.htm?dfContentId=L6019022DSTBAI485320), 10.11.2015, only available in German
41 [https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ZwischenSchuleundBeruf/Berufsvorbereitung/Detail/index.htm?dfContentId=L6019022DSTBAI519675](https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ZwischenSchuleundBeruf/Berufsvorbereitung/Detail/index.htm?dfContentId=L6019022DSTBAI519675), 10.11.2015, only available in German
42 [https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/MenschenmitBehinderung/AusundWeiterbildung/Detail/index.htm?dfContentId=L6019022DSTBAI749575](https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/MenschenmitBehinderung/AusundWeiterbildung/Detail/index.htm?dfContentId=L6019022DSTBAI749575), 10.11.2015, only available in German
• Introductory qualification (*Einstiegsqualifizierung*): in this scheme, young people with limited prospects of being placed in an apprenticeship, those who do not have apprenticeship entry maturity and also apprenticeship seekers who have learning difficulties/social disadvantages are to be prepared for vocational education and training by means of a company-based period of practical training (6 - 12 months). They also attend VET school. Participants conclude a contract with a company regarding an introductory qualification and receive remuneration for the training. The aim is for them to be able to take up a VET programme afterwards. The local offices of the Federal Employment Agency clarify whether the requirements for participation are met.

• Mentoring for the transition to the labour market (*Berufseinstiegsbegleitung*): this is to support young people in the transition from general education schools to VET. The objectives are, in particular, to ensure the young people graduate from general education school, to provide them with career guidance and help them make a career choice, to look for a training place and to stabilise the training relationship. The scheme usually begins at the latest one year before the young people leave general education school. The mentoring ends half a year after they have taken up a VET programme. The participants are selected by the Federal Employment Agency in consultation with teachers and school social workers.

• Activation assistance for younger people (*Aktivierungshilfen für Jüngere*): low-threshold offer before training, qualification and employment. For disadvantaged young people up to the age of 25 who cannot be motivated to seek a professional qualification in another way and have deficits in the area of motivation/attitudes, key skills and social competences. Objective: introduction to/integration in training and employment system primarily by carrying out social and networking activities and also incorporation of the participants in project-related work. Individually adapted support offers are used here: addiction and debt prevention, training for job applications, company-based experience, language training. There is socio-pedagogical support during the entire scheme.

C) For people without an IVET qualification

• Exceptional admission (external examination or “*Externenprüfung*”): people are admitted if they can provide proof that they were active in the respective training occupation for one and a half times the length of the training period without obtaining a training qualification or if they can prove with certificates or in another way that they have obtained the corresponding professional competences.

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46 [Bundesministerium für Arbeit und Soziales 2015: http://www.bildungsketten.de/intern/system/upload/Materialien/Evaluation_der_Berufseinstiegsbegleitung_nach____421s_SGB_III.pdf](http://www.bildungsketten.de/intern/system/upload/Materialien/Evaluation_der_Berufseinstiegsbegleitung_nach____421s_SGB_III.pdf), 10.11.2015, only available in German
Governance

One thing all countries of comparison have in common is cooperation between institutions and authorities at the federal and Länder/province/canton level and also the social partners and the professional organisations (POs). The specific responsibilities and division of tasks differ in the individual countries. At the federal level there is generally strategic control and framework legislation, and here the social partners and POs also have a significant impact in advisory bodies. The social partners/POs play an important role in particular in the definition of training contents.

The administrative implementation of the regulations is always carried out at the Länder/province/canton level, with this in turn involving the social partners and the POs. At the local level, the training companies work together with the VET schools and any supra-company or inter-company training establishments and alliance organisations.

| AT | At the federal level, BMWFW is responsible for the company-based part and BMBF for the school-based part of apprenticeship training. Training regulations are issued by BMWFW after evaluation by the Federal Advisory Board on Apprenticeship (BBAB). The members of BBAB are appointed by BMWFW on the proposal of the social partners (Austrian Federal Economic Chamber and Chamber of Labour). At the level of the provinces, apprenticeship offices are responsible for the administration of the training, with these offices located in the economic chambers of the respective provinces. They check the suitability of the training company, make a record of the apprenticeship contracts and deal with the apprenticeship-leave examinations. VET schools (equipment, co-financing of the teachers, implementation of the core syllabuses of the Federal Government) are within the sphere of responsibility of the provinces. At the local level, authorised apprenticeship trainers act as responsible agents of company-based training and in cooperation with the VET schools. | Austria - Vet in Europe - Country report
Learning for Jobs
Steuerung der beruflichen Bildung im internationalen Vergleich (DE) |

| CH | VET is defined in the Vocational and Professional Education and Training Act or VPETA (Berufsbildungsgesetz or BBG) as a “joint task of the Confederation, cantons and professional organisations”. The Confederation is responsible for strategic system control (quality assurance, further development, transparency of the offered programmes). • State Secretariat for Education, Research and Innovation or SERI (Staatsssekretariat für Bildung, Forschung und Innovation or SBFI): Strategic control and development. SERI issues ordinances on initial VET (berufliche Grundbildung) (including the training plans/curricula) and approves programmes in professional education and training and also for VET professionals. It is also responsible for co-financing VET and is a centre of competence of the Confederation for (inter)national questions of education, research and innovation policy. SERI is supported and advised by various | Joint Governance and Financing of Vet
OECD-Studie zur Berufsbildung Schweiz (DE) |

51 Hoeckel/Field/Grubb 2009: http://www.oecd.org/switzerland/42837311.pdf, 15.12.2015, only available in German
committees, in particular the **Federal Commission for Vocational and Professional Education and Training** (*Eidgenössische Berufsbildungskommission* or EBBK): it has an advisory function for SERI and assesses projects on the development of vocational education and training.

- **Cantonal Offices for Vocational Training and Career Guidance**: Implementation of Swiss regulations. They are centres of competence for all questions of vocational education and training in the canton, for the financial management and coordination of the contents of VET. They ensure there is a sufficient offer of classes at VET schools and branch courses. They approve the apprenticeship contracts and supervise initial VET. They organise the final examinations and promote quality development (together with other education partners).

- **Professional organisations**: The professional associations and certain other sectoral organisations define the educational contents of the initial VET (*berufliche Grundbildung*) programmes and, to some extent, also of professional education and training as well as the national qualification procedures in this area. They participate in the development of vocational education and training and in assuring its quality. The national and cantonal umbrella organisations have considerable influence on the legislation at their level.

| DE | **Overall responsibility** | lies with BMBF, including for the Vocational Training Act (*Berufsbildungsgesetz* or BBiG), the company-based part of apprenticeship training and the funding of the Federal Institute for Vocational Education and Training (*Bundesinstitut für Berufsbildung* or BIBB). The training regulations are issued by the competent ministry in consultation with BMBF.  

The **Länder**, in particular, are responsible for VET schools: development of curricula, training/payment of teachers. On account of the “cultural sovereignty” of the **Länder**, there are considerable differences between the individual **Länder** in terms of the organisation and content of the school-based part of dual VET.  

The **social partners** are heavily involved in designing VET programmes: this includes developing/updating the training regulations and determining the training allowance. The professional chambers advise training companies/apprentices and monitor the company-based part of training. The Federal Employment Agency (*Bundesagentur für Arbeit* or BA) is responsible for advising, placement and promoting vocational education and training for young people and companies. | Germany - Vet in Europe - Country report
- OCED-Studien zur Berufsbildung - Deutschland (DE)

| LI | The VPETA defines vocational education and training as a joint task of the State and POs. The Office for Vocational Training and Career Guidance (*Amt für Berufsbildung und Berufsberatung* or ABB) is responsible for supervising initial VET. | Liechtensteinisches Landesgesetzblatt (DE) |

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53 [https://www.gesetze.li/lilexprod/lgysystpage2.jsp?formname=showlaw&lgblid=2008103000&gueltigdate=14102015](https://www.gesetze.li/lilexprod/lgysystpage2.jsp?formname=showlaw&lgblid=2008103000&gueltigdate=14102015), 15.12.2015, only available in German
Innovations
The initiative for changes and innovations can basically come from all institutions which participate in VET, i.e. both from the responsible authorities at federal and province/Länder/canton level and also from the social partner organisations and POs up to initiatives from training companies. The impetus for new training occupations, for example, or the required amendment of training regulations often comes from representatives of the training companies/host companies (e.g. professional associations) or employer representatives (e.g. trade unions) because these are the first to recognise any need for development from the operating activities in the companies. In all countries of comparison, change and innovation processes are given academic support by educational research establishments in the form of evaluations and studies.

| AT | Initiatives for innovations and developments can come from the affected companies, branches of trade, social partner institutions or responsible ministries, and generally come from companies and their associations. In any case, the focus here is on requirements of working life and practical needs of a branch of trade. *The processes are supported by academic studies and evaluations carried out by educational research institutes.* |
| CH | As a priority, the initiative for changes and innovations comes from professional organisations (POs) which are active throughout the country, in some cases also from the federal authority and cantonal bodies and sometimes from political parties and organisations of civil society. *The processes are supported by academic studies and evaluations carried out by research establishments, including the “leading houses”.* |
| DE | The initiatives for innovation processes come directly from companies or from chambers, trade unions, the Länder and the Federal Government. So if, for example, the content/structure of an apprenticeship occupation needs to be modernised or a new occupation needs to be created, the initiative generally comes from professional associations, umbrella organisations of employers, trade unions or BIBB. *The processes are supported by academic studies and evaluations carried out by research establishments, including BIBB.* |

System development
The initiative for new training regulations usually comes from the representatives of the employers or employees/POs. With the involvement of the social partner organisations/POs, the particular responsible ministry draws up the training regulations in bodies set up specifically for this purpose and the regulations are then examined by the participating institutions. When developing the training contents, VET experts from the respective specialist area are involved. Furthermore, the training regulations have to be coordinated with the core syllabuses for VET schools. Generally, educational research establishments are also involved in the development of new training regulations. Their roles include carrying out needs assessments and evaluations, for example. The training regulation stipulates both the contents of VET and also the timetable. While in DE and AT the training regulations for company-based training and the core syllabuses for VET schools are developed and drawn up separately from each other by different institutions and are then coordinated together, in CH the curricula for all three places of learning are developed together. Generally, accompanying measures are taken in order to raise

awareness of new training regulations at the training companies/host companies and among potential learners. The formal responsibilities vary from country to country.

**AT**
There is always a focus on the practical requirements of the branches of trade. The contents of training regulations are prepared by BBAB and BMWF and then the regulations are issued by BMWF. The process is supported by studies, evaluations, expert opinions and expert surveys carried out by ibw, for example. In the next step all of those involved are incorporated in evaluation processes and their opinions are evaluated. Then the training regulations are put into force by BMWF and core syllabuses by BMBF.

New training regulations are, at first, basically issued as an experiment and are tested before undergoing evaluation and then being converted into a “regular” training regulation.

*Together with the training regulation, the examination regulation is also issued, which regulates the contents of the apprenticeship-leave examination (Lehrabschlussprüfung or LAP).*

The following accompanying measures are taken:

- In selected apprenticeship occupations, *ibw works together with professional organisations of the companies with support from the employees’ representatives to draw up guidelines* for training companies.
- The training companies are informed about new training occupations by the apprenticeship offices.
- Subject-specific training of the trainers at companies and the teachers at VET schools and also training of the examiners for new apprenticeship-leave exams.

**CH**
Three stakeholders are involved in redesigning training regulations: the POs submit the application for the adoption of an initial VET ordinance (*Verordnung über die berufliche Grundbildung*). The main tasks of the POs are operational project management and the definition of the training contents. SERI issues the initial VET ordinance and supervises the reform process (strategic project management, sovereign tasks). The cantons are responsible for implementing the ordinance and supervise/support the reform process from the start.

**DE**
The Federal Government, *Länder*, employers, trade unions and VET researchers are involved in the regulated procedure. Specialists from training practice work together with BIBB to create drafts of the new training regulations, and coordinate these with drafts of core syllabuses with the involvement of VET school specialists. After listening to all those involved, the competent federal ministry makes a decision in consultation with the *Länder*. BIBB often gives its opinion in an expert report beforehand or, in the case of larger reform plans, also carries out a research project. Employers and trade unions canvass in companies for the new training regulations, and the Federal Government sanctions them.

*A “paragraph section” and a general training plan are drawn up for the draft training regulation. The general training plan*

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56 [https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Lehrberufe/Branchen/Wie_entsteht_neuer_Lehrberuf.html](https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Lehrberufe/Branchen/Wie_entsteht_neuer_Lehrberuf.html), 25.11.2015, only available in German

57 [https://www.sbfi.admin.ch/sbfi/de/home/themen/berufsbildung/berufliche-grundbildung/verordnungen-ueber-die-berufliche-grundbildung/handbuch-verordnungen.html](https://www.sbfi.admin.ch/sbfi/de/home/themen/berufsbildung/berufliche-grundbildung/verordnungen-ueber-die-berufliche-grundbildung/handbuch-verordnungen.html), 27.11.2015, only available in German

58 BIBB 2015a: [https://www.bibb.de/veroeffentlichungen/de/publication/show/id/2061](https://www.bibb.de/veroeffentlichungen/de/publication/show/id/2061), 25.11.2015, only available in German
Curriculum development

The approach when developing core syllabuses differs relatively clearly between DE and AT on the one hand and CH on the other. While in DE and AT the development of core syllabuses for VET school is done in consultation but is basically separate from the development of company-based training regulations, in Switzerland a joint core syllabus is drawn up for all three places of learning.

The core syllabus as understood in Germany and Austria specifies the basic contents of teaching at VET school, then the details are worked out at the Länder/province level before the core syllabus is implemented. In Switzerland the core syllabus (Bildungsplan or training plan) determines the contents and the procedure for the entire training for all three places of learning. While in Switzerland the POs are also involved in the development of contents for VET school, the social partners play a lesser role in the development of school curricula in DE and AT.

| AT | Core syllabuses for VET schools are developed for each apprenticeship occupation by a group of experts headed by BMBF. Then, throughout the whole of Austria, there is an evaluation of the drafts. The coordination between the core syllabus and the training regulation is done at BBAB. At the level of the provinces, the core syllabuses are converted into specific curricula for each province by the province’s school inspection. | Lehrlings­ und Berufsausbildung (DE) |
| CH | The core syllabus (so-called Bildungsplan or training plan) specifies the contents and the procedure of the training at the three places of learning. It is developed parallel to the initial VET ordinance and is included as an annex to the respective ordinance. Those decisively involved in its development and revision include the POs and the authorities and also the representatives of the places of learning, in particular teaching staff at the VET schools. All vocational activities are first of all systematically analysed and put in order. This leads to an activity profile (summary of all vocational activities) and, based on this, a qualification profile (defines requirement level for the occupation) and finally the training plan are developed. A pedagogical/didactical model has to form the basis of this: this ensures that the training plan satisfies the quality requirements (comprehensibility, binding nature, consistency). As part of the reform process, the POs also have to work together with the cantons to develop and implement an information and training concept for VET professionals in a timely manner. | 

### Funding

Dual vocational education and training is funded by distributing the costs to the public sector (Federal Government/Confederation and the Länder/provinces/cantons) and the training companies/host companies. In general, the training companies/host companies bear the costs for the company-based part of training, while the Federal Government and states – with this differing depending on their area of responsibility – bear the costs for VET schools and also to some extent for the administration. Different calculations and estimates in the individual countries show that the share of costs for the company-based part of training is clearly above the share for training at schools, so the companies bear the majority of costs. At the same time, the trainees/learners generally contribute to the revenue of the company during their training thanks to their productive work. There are also different forms of support for the training costs at companies, including subsidies (in particular AT) and VPET funds (in particular CH).

<table>
<thead>
<tr>
<th>AT</th>
<th>The training companies finance the company-based part of training (apprenticeship remuneration, costs for trainers, equipment and materials). The costs vary considerably depending on the apprenticeship occupation/apprenticeship duration/branch of trade. VET schools are funded by the public sector. Equipment costs for VET schools (machines, devices, teaching materials) are borne by the provinces, with the costs for teaching staff paid half by the Federal Government and half by the respective province. The costs borne by the companies generally exceed the costs of the public sector by a considerable amount. Often the apprenticeship remuneration makes up the largest share of the costs (the amount is determined in collective agreements). Special cases</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• For the company-based part of training, the public sector grants various subsidies (direct financial support, exemptions from contributions, tax relief, etc.). These are sometimes connected with the fulfilment of specific quality characteristics.</td>
</tr>
<tr>
<td></td>
<td>• In individual branches of trade and training alliances, training companies are also funded by contributions from companies which do not provide training (voluntary training funds).</td>
</tr>
<tr>
<td></td>
<td>• In supra-company apprenticeship training, the costs for the training establishments and also the training remuneration for apprentices are borne by the public sector.</td>
</tr>
</tbody>
</table>

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### CH

The costs for the company-based part of training are essentially borne by the companies, and here the learners contribute to the funding with their productive work, so that in around two thirds of all cases there is already revenue for the company during the training. In addition, in branches of trade and cantons in which there are VPET funds these also make a modest contribution to the costs.

*Their tasks include covering the costs of courses for apprenticeship trainers, start-up funding of host company networks and measures to ensure companies/branches of trade are willing to train apprentices.*

The public share of VET costs includes in particular the costs for teaching at VET schools, for branch courses, for qualification procedures, for the training of VET professionals, for monitoring and quality assurance and for the (largely voluntary) contributions to professional education and training and CVET. The Confederation provides lump sums to cover 25% of the costs, and the remaining 75% of the total expenses has to be covered by the cantons.

**Special cases:**
- The Swiss Federal Council can, on the application of the responsible POs, declare the VPET funds to be mandatory for all companies in the respective branch of trade (there are currently 28 nationwide VPET funds).
- The Confederation also makes contributions “for special achievements in the public interest” which would not be possible without government support (e.g. measures for disadvantaged regions/groups, measures to safeguard/expand the available apprenticeship places). Such contributions are granted for a maximum of 5 years.

### DE

The companies bear the costs for the company-based part of training (cf. AT). The **Länder/municipalities** are responsible for funding VET schools.

**Special cases:**
- In some branches of trade (e.g. the construction sector), general funds have been set up which are paid into by all companies in this branch of trade to cover the training costs. Additional financial resources are provided by the Federal Government and the Federal Employment Agency. Financial incentives are also provided at the **Länder** level: in some **Länder**, for example, there is financial support for companies which take on apprentices from bankrupt companies.
- Inter-company training centres (**überbetriebliche Bildungsstätten** or **ÜBS**), which are becoming increasingly important as a place of learning for supplementary inter-company programmes, especially in the area of SMEs, are generally funded by HWKs, IHKs and chambers of agriculture.
- The costs for training in extra-company establishments (**Berufsausbildung in außerbetrieblichen Einrichtungen** or **BaE**) and other support offers for specific target groups are covered by the public sector. Generally, the regional office of the Federal Employment Agency is responsible for the handling.

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62 SBFI: [https://www.sbf.admin.ch/sbfi/de/home/themen/berufsbildung/berufsbildungsfonds.html](https://www.sbf.admin.ch/sbfi/de/home/themen/berufsbildung/berufsbildungsfonds.html), 10.11.2015, only available in German
63 Federal Statistical Office (ed.) 2013: [https://www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/BeruflicheBildung/BerufsbildungBlick0110019129004.pdf?blob=publicationFile](https://www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/BeruflicheBildung/BerufsbildungBlick0110019129004.pdf?blob=publicationFile), 7.11.2015, only available in German
### 2.2. Basic/initial VET

#### Admission requirements

A requirement for admission to dual vocational education and training in all countries is completion of the compulsory education period.

<table>
<thead>
<tr>
<th>Country</th>
<th>Admission Requirement</th>
<th>Special Cases</th>
</tr>
</thead>
</table>
| **AT** | Completion (fulfilment) of the nine years of compulsory education. – Positive completion of this period is not a formal requirement. | • Increasingly, in particular at the province and municipal levels, transition offers are being created to increase the chances of entering a VET programme for young people who cannot find an apprenticeship at a company by providing additional basic training after the compulsory education period (e.g. in production schools).  
• Strictly speaking, supra-company apprenticeship training (ÜBA) can also be included as part of the transition system, at least in those cases in which, after a year in the ÜBA, young people are looking for a training place in a company. |
| **CH** | Fulfilment of compulsory education. – As a rule, this is 9 years of school attendance. In many cantons, however, 2 years of kindergarten are included in the compulsory education period, which means that compulsory education lasts for 11 years overall. | When will my child start school?[^65]  
• The Confederation, cantons and POs take many different measures to help young people enter a VET programme and to help companies with their training activities. Bridging offers prepare young people for initial VET (berufliche Grundbildung) after their compulsory education period, with the aim of increasing their opportunities on the apprenticeship market by providing further qualifications. |
| **DE** | Fulfilment of the obligation to attend full-time school. – Depending on the Land, this is either 9 or 10 years of school attendance. Positive completion of this period is not a formal requirement. | Externen Prüfungsteilnehmern auf der Spur[^66] (DE)  
• With one-year transition offers such as a basic vocational training year (Berufsvorbereitungsjahr), prevocational training year (Berufsvorbereitungsjahr) and preparation vocational training year (Berufseinstiegsjahr), young people who, after completing compulsory education, cannot find a company-based training place are prepared for vocational education and training and it is made easier for them to enter a VET programme. The transition system in Germany is also often used by young people who have not yet completed compulsory education at regular school, however. |

### Share of apprentices of an age cohort

The share of learners/trainees/apprentices per age group differs considerably from country to country and is between 37% in AT and a little over 60% in CH. One major reason for the differences is the different availability of full-time school-based VET programmes in the respective countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>Approx. 37% of the young people in an age cohort learn a legally recognised apprenticeship occupation after completing their compulsory education. Please note: in addition, another 40% of young people opt for full-time school-based VET. This means almost 80% of an age cohort are in a VET programme at upper secondary level.</td>
<td>Lehrlingsausbildung im Überblick 2015 (DE) 67</td>
</tr>
<tr>
<td>CH</td>
<td>Every year around two thirds of young people opt for dual VET after completing their compulsory education. (School attendance rate of 17-year-olds in 2012/13: 62% initial VET, 21% general education, 7% still in the transition system or lower secondary level)</td>
<td>Schulbesuchsquoten der 16-26-Jährigen 2012/13 (DE) 68</td>
</tr>
<tr>
<td>DE</td>
<td>Among the entire age cohort, the share of young people beginning company-based training for the first time is around 56% (“training beginner rate”).</td>
<td>Landtag, Regierung und Gerichte 69 (DE)</td>
</tr>
<tr>
<td>LI</td>
<td>Almost 60% of school leavers opt for a dual VET programme.</td>
<td>Landtag, Regierung und Gerichte 69 (DE)</td>
</tr>
</tbody>
</table>

### Share of apprentices with the higher education entrance qualifications Matura / Abitur

The clear differences in the share of young people with Matura/Abitur in dual VET can be explained in particular by the considerable differences in the details of the education systems, for example by the large share of full-time school-based VET programmes with Matura in AT, while these play a clearly lesser role in DE and also in CH. This means that AT has a much smaller share of Matura holders who do not yet have a fundamental vocational qualification and could therefore be a target group for dual VET.

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>In the school year 2013/14, around six percent of VET school students in the first classes had a training qualification at upper secondary level.</td>
<td>Lehrlingsausbildung im Überblick 2015 (DE) 70</td>
</tr>
<tr>
<td>CH</td>
<td>Currently no data available.</td>
<td>Datenreport zum Berufsbildungsbericht 71 (DE)</td>
</tr>
<tr>
<td>DE</td>
<td>In the reporting year 2013, around 25% of the trainees with a newly concluded training contract had completed general education school with a qualification to study at a higher education establishment.</td>
<td>Datenreport zum Berufsbildungsbericht 71 (DE)</td>
</tr>
</tbody>
</table>

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68 [http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/04/00/blank/uebersicht_document-21611.pdf](http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/04/00/blank/uebersicht_document-21611.pdf), 15.06.2015, only available in German
Criteria for training companies
In order to train apprentices/trainees/learners, companies in all countries of comparison need a permit stating their suitability as a training company/host company. Requirements for this permit are, in particular, that the companies have corresponding equipment, that they are able to train the required skills and knowledge, and the presence of suitable trainers. The actual steps of the procedures and the specific requirements for the trainers, for example, differ from country to country.

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
</table>
| AT      | Companies submit an application to assess their suitability to the regionally responsible apprenticeship office of the economic chamber (stipulated in the BAG). The apprenticeship office is legally obliged to check the suitability with the cooperation of the Chamber of Labour. If the company is considered suitable, it will be given a so-called declaration on accreditation *(Feststellungsbescheid)*.  
  
  **Criteria:**
  
  ▪ According to the Trade, Commerce and Industry Regulation Act *(Gewerbeordnung)*, the company must be authorised to carry out the activities which will be the focus of the training.
  
  ▪ It must be set up/run in such a way that all of the knowledge/skills contained in the job profile can be taught (exception: training alliances).
  
  ▪ A sufficient number of trainers with suitable subject-specific and pedagogical competences must be available in the company. | [Berufsausbildungsgesetz (BAG)](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276), 15.10.2015, only available in German |
| CH      | The requirement for company-based training is VET accreditation *(Bildungsbewilligung)*. The cantonal VET office is responsible for the accreditation procedure. Depending on the canton, VET accreditation is granted after the submission of written documents or after a visit to the company by inspectors from the VET office.  
  
  **Criteria:**
  
  ▪ Matters which need to be clarified include who within the company is suitable as an apprenticeship trainer and what the training procedure looks like.
  
  ▪ Apprenticeship trainers need to have completed an apprenticeship trainer course. |  |
| DE      | The company’s suitability is assessed by the responsible Chamber of Industry and Commerce (IHK) or Chamber of Skilled Crafts and Small Businesses (HWK). According to the BBiG, only those companies with the right people and expertise may train apprentices.  
  
  **Criteria:**
  
  ▪ Training companies have to be equipped in such a way that the skills/knowledge/experiences as stipulated in the training regulation can be taught. |  |

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72 [https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276), 15.10.2015, only available in German
Technical devices and tools do not have to be the latest models but must be up to date.

If the training organiser (company owner, entrepreneur) is not suitable for the particular subject matter or does not carry out training himself/herself, a trainer must be appointed.

Training contract

In all countries of comparison the relationship between the training company/host company and the apprentice/trainee/learner is regulated by a written contract (apprenticeship contract/training contract), the minimum components of which are specified in the respective Vocational Training Act (Berufsbildungsgesetz) or, in Switzerland, in the labour law (Arbeitsrecht). For underage apprentices/trainees/learners, the consent of their legal representatives is required in each case. In all countries the contract has to be checked and approved by a regional establishment entrusted with the administration (apprenticeship office, IHK/HWK, cantonal authority).

AT

Between the authorised apprenticeship trainer and the apprentice a written apprenticeship contract has to be concluded, the minimum contents of which are regulated as mandatory in the BAG (section 12).

- Standardised forms are issued by the apprenticeship office of the economic chamber. The apprenticeship office checks the data in the apprenticeship contract and makes a record of (approves) the contract. This record is a requirement for later admission to the LAP.
- In the case of underage apprentices, the consent of their legal representatives is required.
- A written employment contract must be concluded for any particular or additional training agreements.

CH

The apprenticeship contract is an employment contract with the particular characteristic that the work mainly serves the purpose of providing VET for the learner. The apprenticeship contract including its minimum contents is regulated in the labour law and must be concluded in written form between the host company and the learner. The apprenticeship contract has to be approved by the responsible cantonal authority.

*The apprenticeship contract regulates the following areas in particular:*

- Purpose of the training
- Duration of the apprenticeship
- Training obligation of the employer
- Time off work for attending VET school and participating in the final examinations

*Forms which are standardised throughout the country must be used. In the case of underage learners, the consent of their legal representatives is required.*

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73 [https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276), 15.10.2015, only available in German

74 [http://www.lehr-vertrag.ch/](http://www.lehr-vertrag.ch/), 15.09.2015, only available in German
According to the BBiG, training companies and trainees have to conclude a training contract in written form, the minimum contents of which are also regulated as mandatory in the BBiG.

- With the conclusion of the training contract, training organisations and trainees assume specific obligations.
- In the case of underage trainees, the consent of their legal representatives is required.
- Sample forms are provided by the different IHKs/HWKs. These also check the contents of the contract.

Stakeholders: roles and responsibilities

The dual systems in the countries of comparison are characterised by mixed responsibility between public establishments (ministry, state governments and assigned institutions) and social partner establishments/POs. At the federal level, responsibility generally lies with the competent ministries, which are advised by various bodies with a high level of participation by the social partners/POs. In AT and to some extent in DE there is a separation of responsibilities for the company-based part and the school-based part of training. In CH an institution bears the entire responsibility for initial VET (berufliche Grundbildung) at the national level.

At the Länder/province/canton level, the respective governments and their institutions (e.g. ministries of education and cultural affairs/AT: regional education boards for VET schools) have regional responsibility, and these are also generally supported by advisory bodies containing social partners. The implementation and administration of company-based VET are, as a rule, the responsibility of the regional IHKs, HWKs and WKs in DE and AT. In CH the regional VET offices are responsible for the implementation of the entire dual IVET at the canton level.

### DE

<table>
<thead>
<tr>
<th>Stakeholder Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal level: BMWF</td>
<td>BMWF is responsible for company-based training and BMBF for the school-based part of training; BBAB (containing social partners) supports BMWF with advice and expert reports.</td>
</tr>
<tr>
<td>Province level: the apprenticeship offices of the economic chambers are responsible for the administration of company-based training. They are given responsibility by BMWF for these activities. The Regional Advisory Board on Apprenticeship is the advisory body at the level of the provinces and also contains social partners; regional school inspectors are responsible for carrying out the federal requirements at VET schools and also inspecting schools; the provincial governments are responsible for the funding of VET schools.</td>
<td></td>
</tr>
</tbody>
</table>

### AT

<table>
<thead>
<tr>
<th>Stakeholder Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal level: BMWF</td>
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<tr>
<td>Province level: the apprenticeship offices of the economic chambers are responsible for the administration of company-based training. They are given responsibility by BMWF for these activities. The Regional Advisory Board on Apprenticeship is the advisory body at the level of the provinces and also contains social partners; regional school inspectors are responsible for carrying out the federal requirements at VET schools and also inspecting schools; the provincial governments are responsible for the funding of VET schools.</td>
<td></td>
</tr>
</tbody>
</table>

### CH

<table>
<thead>
<tr>
<th>Stakeholder Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confederate level: SERI</td>
<td>SERI is, as a centre of competence, responsible for the regulation and co-financing of VET and has overall responsibility for ordinances on initial VET (berufliche Grundbildung), recognition of the examination regulations, training plans. The Federal Commission for Vocational and Professional Education and Training (EBBK), consisting of representatives of the Confederation, cantons, POs and the academic sphere, advises the federal authorities and contributes to the further</td>
</tr>
</tbody>
</table>
**Regional level:** 26 cantonal VET offices are the bodies responsible for implementing VET at the canton level. The POs are involved both nationally and also in the cantons and define education contents, national qualification procedures and organise initial VET (*berufliche Grundbildung*).

**Federal level:** BMBF is responsible for the BBiG and the training regulations, along with the competent ministries. BIBB carries out tasks as part of the Federal Government’s education policy. As a central advisory and decision-making body, the BIBB Board has to participate in all major concerns of vocational education and training. This consists of representatives of employers, employees, the Federal Government and the Länder.

**Länder level:** the VET schools/school supervision are within the field of competence of the ministries of education and cultural affairs. There is an exchange between the ministers of education and cultural affairs of the individual Länder at the Standing Conference of the Ministers of Education and Cultural Affairs. Installed in the Land government there is a Land committee for VET: this advisory board consists of equal numbers of representatives of the employers, trade unions and Land authorities.

The IHKs/HWKs are responsible for monitoring, providing advice and regulation of company-based training.

### Training duration

The training duration is between 2 and 4 years, in DE it is a maximum of 3.5 years. Most apprenticeship occupations/training occupations have a training period of 3 years. In all countries under certain conditions it is also possible to shorten programmes, and extensions of the training duration are possible too.

#### AT

**2 to 4 years, usually 3 years**

**Special cases:**

- Under certain conditions, credits can be transferred for prevocational training and periods spent at school: this means a reduction of the apprenticeship period (apprenticeship occupations lasting 3, 3.5 or 4 years) by 1 year is possible for people who have passed the secondary school leaving examination (*Reifeprüfung*), graduates of a school for intermediate vocational education lasting at least 3 years and people who have completed the LAP/skilled workers’ examination (*Facharbeiterprüfung*) for an apprenticeship occupation in the field of agriculture and forestry. Credits can also be transferred for professional practice.

- In the case of school-based VET programmes with related subjects, it is also possible to transfer credits for periods extending over several years, with this going as far as replacing the entire apprenticeship period.

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79. [http://www.bibb.de/dokumente/pdf/Motor_der_Dualen_Berufsbildung_DE.pdf](http://www.bibb.de/dokumente/pdf/Motor_der_Dualen_Berufsbildung_DE.pdf), 06.04.2016. only available in German
80. [https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Rechtsinformation/Lehrzeitanrechnung.html](https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Rechtsinformation/Lehrzeitanrechnung.html), 23.05.2016, only available in German
For apprentices in a vocational education and training programme according to section 8b BAG and for apprentices who complete the Berufseifeprüfung (“Lehre mit Matura”) at the same time as the apprenticeship, an extension of the apprenticeship period is also possible.

<table>
<thead>
<tr>
<th>CH 2 to 4 years</th>
<th>For study dropouts there is the possibility of an apprenticeship with a reduction of the training duration (credits awarded for previous course achievements or reduction of the training duration on account of the previous education).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special cases:</td>
<td>For Abitur holders a reduction of the training period by up to twelve months is possible.</td>
</tr>
<tr>
<td></td>
<td>Proof of a relevant basic vocational training programme, professional activity or work experience can also be taken into consideration.</td>
</tr>
</tbody>
</table>

Number of occupations
The differences in the indicated number of training occupations can be caused by different ways of counting in the individual countries, for example. For instance, in Austria apprenticeship occupations which are established with specific areas of specialisation are counted only as one apprenticeship occupation (e.g. the apprenticeship occupation retail trade has 15 areas of training specialisation but counts only as one apprenticeship occupation).

<table>
<thead>
<tr>
<th>AT</th>
<th>Around 200 (last updated 2015)</th>
<th>Lehrberufliste (DE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH</td>
<td>Around 250 (last updated 2015)</td>
<td>Berufliche GB (DE)</td>
</tr>
</tbody>
</table>

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81 http://www.azubi-azubine.de/mein-recht-als-azubi/verkiuerrung-verlaengerung-der-ausbildung.html, 19.05.2016, only available in German
82 http://lehrberufliste.m-services.at, 17.11.2015, only available in German
83 http://www.sbfi.admin.ch/bvz/grundbildung/index.html?lang-de, 27.11.2015, only available in German
## Places of learning

Basically, training in all countries of comparison is at a company and at VET school. The company-based part is clearly predominant here. Company-based training is directly at the workplace and/or – in particular at larger companies – in workshops set up specifically for this purpose. In Switzerland branch courses are often added as a third training place. These also exist in DE and AT, but here they are special forms of training.

### AT

**Company and VET school**

*Special forms:*

- In many large companies there are in-house training workshops (*Lehrwerkstätten*); apprentices from other companies are sometimes also trained in these.
- In some branches of trade (e.g. construction industry) there are additionally supra-company training establishments.
- For young people who cannot find an apprenticeship place at a company or a training place at a school there are supra-company establishments (ÜBA) available. Instead of an apprenticeship contract, a training contract is concluded for 1 year with the aim of subsequently placing the apprentice in a company for apprenticeship training. There is also the possibility of completing the entire apprenticeship period in ÜBA, however.

### CH

**Company-based IVET: company, VET school, VET centre (branch courses - überbetriebliche Kurse or üKs) – three-track training**

**School-based IVET: VET school, business school or training workshop, company (traineeship)**

*The VET centres are the place of learning for the basic training years, branch courses and off-the-job training of companies and training alliances. As the place at which üKs are carried out, VET centres are the official third place of learning for company-based IVET. Occupations and companies with their own VET centres can be freed from their üK obligation.*

*Special forms:*

- *In-house training workshops (interne Ausbildungsstätten):* Company facilities which have their own separate rooms and their own forms of organisation which distinguish them from “typical”, i.e. non-training related parts of the company.
The in-house training workshops belong to the host company, and learners from other companies are also often trained there.

- In the basic training year, learners are trained at a full-time school or an external VET centre in the first year of training before switching to the company.
- The training location for supplementary courses, e.g. poison course for painters, driving school for truck drivers, training workshops of producers for beauticians, automobile experts, etc.

<table>
<thead>
<tr>
<th>DE</th>
<th>Company and VET school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special forms:</td>
<td>Duale Ausbildung sichtbar gemacht 87 (DE)</td>
</tr>
<tr>
<td>• Supra-company training is held in programmes lasting for several weeks in supra-company establishments (set up by chambers and guilds). Content, number, duration of the courses are specified by parties to a collective agreement at the federal level and are laid down in mandatory core syllabuses by the Economics Minister.</td>
<td></td>
</tr>
</tbody>
</table>

### Share of school-based training (regular and additional)

The share of VET school among the entire training is between 20% and 40%. While in AT the share is generally around 20%, the range in DE and CH is much bigger, depending on the particular apprenticeship occupation. VET school is generally attended for 1 to 2 days per week, in some cases also in block form over several weeks.

<table>
<thead>
<tr>
<th>AT</th>
<th>Around 20% of the entire training: 1 to 2 days per week (2 half-days) or in block form as schools offering courses over a period of several weeks a year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching at VET school can be for a full year (on at least one full day or two half schooldays per week) or in course form (throughout a period of at least 8 weeks in block form at a specific time of year in case of seasonal employment). The type of organisation is based on the agreement between the economy and the school and takes into account the needs of the branches of trade and regions. The main focus of the contents is on specialist vocational education (65%).</td>
<td></td>
</tr>
</tbody>
</table>

| CH | 20% to 40%: depending on the apprenticeship, 1 to 2 days per week, in exceptional cases in block form. |

<table>
<thead>
<tr>
<th>DE</th>
<th>20% to 40%: depending on the training occupation, 1 to 2 days per week or in block form over several weeks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two thirds of the training at school is dedicated to specialist instruction, with one third dedicated to general education. Coordination meetings between companies and schools to optimise the organisation of training are common.</td>
<td></td>
</tr>
</tbody>
</table>

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Financial contribution of the companies

The companies’ share in the training costs as a percentage of the overall costs ranges between around 70% and 75% of the overall costs, with the calculations for Switzerland giving a much lower figure but this may be down to the fact that the entire initial VET (berufliche Grundbildung) here including at trade and technical schools is included in the calculation. Key cost items are staff costs (training allowances/wages/apprenticeship remuneration for the trainees, wages/salaries for the trainers), equipment and non-personnel costs (e.g. material and machine costs), administrative costs and fees. The equipment and non-personnel costs in particular can vary considerably from company to company and very much depend on the way the training is organised in the company (e.g. training at the workplace or in training workshops). When assessing the shares of costs for company-based training, it must be borne in mind that the trainees/learners already contribute to the success/revenue of the company during their training.

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**AT**

Companies cover around three quarters of the entire training costs.
*However, they are entitled to various public subsidies which, in some cases, depend on the fulfilment of certain criteria. The apprenticeship remuneration often accounts for the largest share of the costs.*

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**CH**

The companies’ expenses make up around 43% of the entire education expenditure for initial VET.

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**DE**

According to estimates by experts, training companies contribute around 70% of the entire training costs.
*At almost 90%, the largest item for companies is the staff costs connected with the training. This also includes the training allowance for trainees, for example.*

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Final qualification

In all countries, training is completed with a final examination/apprenticeship-leave exam/qualification procedure in which the candidates, usually in an examination procedure lasting for several stages (various combinations of written and oral exam sections and practical exams/assignments), have to show that they have achieved the objective of the training and have the required professional knowledge, skills and competences and are able to use these. The awarded certificates always confirm a publicly recognised, full vocational qualification.

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88 Lassnigg/Steine n.d.: [http://www.equi.at/dateien/lehrl_betrkzusfass.pdf](http://www.equi.at/dateien/lehrl_betrkzusfass.pdf), 17.06.2015, only available in German
90 [http://edudoc.ch/record/103002/files/kost-nutz-2012.pdf](http://edudoc.ch/record/103002/files/kost-nutz-2012.pdf), 27.11.2015, only available in German
91 Pfeiffer et al 2009: [https://www2.bibb.de/bibbtools/tools/dapro/data/documents/pdf/eb_21203.pdf](https://www2.bibb.de/bibbtools/tools/dapro/data/documents/pdf/eb_21203.pdf), 17.06.2015, only available in German
<table>
<thead>
<tr>
<th>Country</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>Training is completed with a LAP at the end of the training. The LAP aims to determine whether the exam candidate has acquired the required skills/knowledge and is able to carry out the activities necessary for the occupation in a professional manner. The LAP is divided into a theoretical exam and a practical exam. Exam fees have to be paid in order to take the LAP. Every apprenticeship occupation has different regulations with regard to the LAP procedure. The examination regulation is issued by BMWFW together with the training regulation. There is also a general examination regulation which applies to all occupations and regulates, for example, the composition of the exam committee, the exam procedure and the determination of the exam result. Special form: ▪ With the establishment of the modular apprenticeship in laboratory technology in June 2015, checking the progress of training in the middle of the apprenticeship period is being introduced on an experimental basis in this occupation.</td>
</tr>
<tr>
<td>CH</td>
<td>Both company-based and also school-based IVET programmes are completed with a final examination. For various occupations, an intermediate examination is carried out during the training. The qualification procedures (QPs) aim to show if the examinees have achieved the learning objectives outlined in the training regulation/curriculum. The most important part of the QP is the final examination. But it can contain other parts, in particular the inclusion of performance grades. The final examination is divided into the areas company-based practice, occupation-specific training, and general school education. It is free of charge. The criteria for its design differ depending on the occupation and are contained in the training regulations (by decree of SERI). The Swiss Federal Council regulates the requirements for the qualification procedure, with SERI regulating the admission requirements. The final examinations are organised by the cantonal authorities, and for most occupations the tasks are compiled by representatives of the POs on behalf of the authorities.</td>
</tr>
<tr>
<td>DE</td>
<td>Vocational education and training is completed with a final exam (in the skilled crafts: journeyman’s examination (Gesellenprüfung); in industry: skilled workers’ examination (Facharbeiterprüfung)) at the end of the training. During the training there is an intermediate examination to determine the level of training, with this being held around the middle of the training period. The final examination aims to show if the examinee has acquired professional competences. The exam consists of a written part and a practical part and is free of charge. The responsible authority issues the examination regulation, which is approved by the highest Land authority. The examination regulation has to regulate the admission criteria, the structure of the exam and the assessment criteria, for example.</td>
</tr>
</tbody>
</table>

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93 [http://www.qv.berufsbildung.ch/dyn/1563.aspx](http://www.qv.berufsbildung.ch/dyn/1563.aspx), 19.05.2016, only available in German  
94 [http://www.dihk.de/themenfelder/aus-und-weiterbildung/ihk-pruefungen/ausbildungspruefungen](http://www.dihk.de/themenfelder/aus-und-weiterbildung/ihk-pruefungen/ausbildungspruefungen), 19.05.2016, only available in German  
Forms and examples of final examinations

One thing the countries of comparison have in common is that the final examinations/qualification procedures consist of several parts (usually a written exam and a practical exam). One component of the exam is always proof of the obtained competences as part of a practical assignment. There are different regulations in the respective countries regarding how any intermediate examinations or performance grades are included in the assessment at the end of the training. In all countries there are special forms which enable people to take the final examination without having undergone any previous training if they can prove corresponding professional experience (this is regulated differently).

<table>
<thead>
<tr>
<th>AT</th>
<th>Regular LAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The <strong>theoretical exam</strong> is written.</td>
<td></td>
</tr>
<tr>
<td>• Depending on the apprenticeship occupation, the <strong>practical exam</strong> consists of written tasks geared towards company-based practice or a practical assignment: completion of a company-based work assignment, creation of a work piece.</td>
<td></td>
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<tr>
<td>• Topics from company-based practice are examined in the <strong>oral expert interview</strong>. The examinee has to develop suitable solution proposals.</td>
<td></td>
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<tr>
<td><strong>Special cases:</strong></td>
<td></td>
</tr>
<tr>
<td>• <em>Exceptional apprenticeship-leave examination</em>: admission requirements are that candidates are aged at least 18; that they have proof of the required skills/knowledge (e.g. with corresponding subject-specific on-the-job training activity, other practical activity or by attending corresponding course events).</td>
<td></td>
</tr>
<tr>
<td>• Exceptional admission after completing a full-time school-based VET programme which is considered equivalent because it covers a related subject.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CH</th>
<th>Regular final examination (LAP):</th>
</tr>
</thead>
<tbody>
<tr>
<td>The final examination comprises a <strong>practical assignment</strong> as an individual practical assignment or as a predefined practical assignment. The responsible cantonal authority decides on the form of the examination. The examinee has to show that the required activities can be carried out professionally and according to requirements/the situation. A written examination on the professional knowledge also has to be taken. The qualification procedure for general education comprises a performance grade, an in-depth assignment and (in the 3- and 4-year apprenticeships) a final examination.</td>
<td></td>
</tr>
<tr>
<td><strong>Special cases:</strong></td>
<td></td>
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<tr>
<td>• Direct admission to the final examination is also possible if candidates have at least <strong>five years of professional experience</strong>.</td>
<td></td>
</tr>
<tr>
<td>• Adults can also obtain the EFZ/EBA via <strong>other qualification procedures</strong>, in particular the validation of educational achievements. Competences acquired off-the-job (e.g. family work, voluntary work) are also taken into consideration. These are examined in a structured procedure, for which the cantons are responsible.</td>
<td></td>
</tr>
</tbody>
</table>

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96 [https://www.lap.at/lap/allgemeine-infos/](https://www.lap.at/lap/allgemeine-infos/), 25.09.2015, only available in German

97 [https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276), 19.05.2016, only available in German

98 [http://www.qv.berufsbildung.ch/dyn/1563.aspx](http://www.qv.berufsbildung.ch/dyn/1563.aspx), 19.05.2016, only available in German
Regular final examination:
The form of the exam depends on the training regulation, and in some parts is similar to in Austria: e.g. examination area work assignment: processing/documentation of a work task, which corresponds with a customer order, and also conducting an expert interview about this. The intermediate examination (before the end of the 2nd training year) is in the form of a practical test of the knowledge (implementation of a complex work task including situational interview phases and written tasks).

Special cases:
- Exceptional admission (external examination or Externenprüfung): people are admitted if they can provide proof that they were active in the respective training occupation for one and a half times the length of the training period without completing a training programme or if they can prove with certificates/in another way that they have obtained the corresponding professional competences.

Credit transfer for school performance in the overall assessment
Success in VET school (Berufsfachschule/Berufsschule) is taken into account completely differently in the final examination (Abschlussprüfung) or qualification procedure (Qualifikationsverfahren) in the individual countries, or is not considered at all.

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>The theoretical examination section of the apprenticeship-leave examination (LAP) is waived for candidates who have completed part-time vocational school (Berufsschule) with positive marks. The same applies to those who can furnish proof of completion of subject-specific full-time school-based VET.</td>
</tr>
<tr>
<td>CH</td>
<td>The school examination is part of the final examination. Most often, performance grades are considered in the overall assessment.</td>
</tr>
<tr>
<td>DE</td>
<td>For school successes there is no credit transfer to the final examination.</td>
</tr>
</tbody>
</table>

Responsibility for examinations
Whereas in DE and AT the employers’ representations of interest (IHK, HWK and WK) are responsible for organising and holding the final examinations, the qualification procedures in Switzerland are organised and carried out by experts specifically appointed for that purpose.

<table>
<thead>
<tr>
<th>Country</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>The apprenticeship offices of the WK, which are set up in every province, are responsible for organising and holding the apprenticeship-leave examinations (LAP) and issuing the final certificates. Their task is to ensure that all apprentices can take the LAP at the end of their apprenticeship period. The LAP must be taken before an exam committee set up by the apprenticeship offices. The committee’s chairperson is appointed by the head of the apprenticeship office for a term of 5 years, the committee’s assessors are appointed separately for each exam date and comprise employers’ and employees’ representatives. The apprenticeship offices support the exam committee in the</td>
</tr>
</tbody>
</table>

The qualification procedures are organised and implemented by chief examiners (Chefexpertinnen und -experten, CPEX) or examiners (Prüfungsexpertinnen und -experten, PEX). These are appointed by the cantonal authorities upon the proposal of a PO.

Where no PO exists, the appointment is made on an individual basis. A prerequisite for being able to work as a CPEX/PEX is attendance of a basic course offered by the SFIVET.

IHK and HWK organise the entire exam details (dates, exam committees) in the Länder and issue the exam certificates and final certificates.

The exam committees comprise at least three members (representatives of employers, employees and VET schools). They are appointed for no more than 5 years.

### Access to higher VET (tertiary B)

In all of the countries of comparison there are possibilities of obtaining higher vocational qualifications and access pathways to higher vocational qualifications after IVET graduation, but these are characterised by very different structures and formalities. A common feature of these countries is the master craftsperson qualification in the skilled crafts sector, which provides access to self-employment in regulated fields of the economy, but differs in terms of formal requirements. In Switzerland, provision of higher vocational qualifications with higher VET attendance (called professional education and training in Switzerland) has the strictest formal requirements and is structured in several stages.

<table>
<thead>
<tr>
<th>Country</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>Completion of a dual VET programme with the apprenticeship-leave certificate provides access to a large number of higher vocational programmes at post-secondary and tertiary level such as master craftsperson and qualifying exams (Meister- und Befähigungsprüfungen), part-time industrial master colleges (Werkmeisterschulen), colleges of advanced vocational studies (Berufskademiener) and specialist academies (Fachakademien). Even where no compulsory previous qualification is specified, such as for admission to the master craftsperson exam, reality shows that almost all exam candidates can furnish proof of completion of a subject-specific apprenticeship and professional practice.</td>
</tr>
<tr>
<td>CH</td>
<td>The federal examination for the Federal PET Diploma (Berufsprüfung) provides skilled workers who have an initial VET (berufliche Grundbildung) qualification with the opportunity of initial in-depth study and specialisation. This Diploma is usually a requirement for admission to the federal exam for the Advanced Federal PET Diploma. Like the master craftsperson examination (Meisterprüfung), the Advanced Federal PET Diploma qualifies holders as sectoral experts, for executive positions and for managing a business as entrepreneurs. A prerequisite for admission to these exams is always a longer period of professional experience, and for most exams also a subject-specific Federal VET Diploma (EFZ).</td>
</tr>
</tbody>
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100 Schneeberger/Schmid/Petanovitsch 2013: [http://www.ibw.at/de/ibw-studien/1-studien/fb175/P600-postsekundäretertiäre-berufsbildung-in-oesterreich-2013](http://www.ibw.at/de/ibw-studien/1-studien/fb175/P600-postsekundäretertiäre-berufsbildung-in-oesterreich-2013), 17.06.2015, only available in German

101 [https://www.sibf.admin.ch/sibf/de/home/themen/hbb.html](https://www.sibf.admin.ch/sibf/de/home/themen/hbb.html), 19.06.2015, only available in German
PET thus provides holders of the EFZ with specialised in-depth expert knowledge in their respective field. In addition, they can acquire qualifications in the field of company management.

Another offer in the PET sector is programmes at professional colleges (Höhere Fachschulen). A prerequisite for attendance is also an EFZ. They promote competences in the field of specialist and managerial responsibilities and, like the Advanced Federal PET Diploma, are completed with a state diploma.

| DE | Provision of higher vocational qualifications is safeguarded by different pathways for upgrading training, especially master craftsman/master craftswoman (Handwerksmeister) or industrial foreman/industrial forewoman (Industriemeister), certified senior clerk (Fachwirt/in), clerk (Fachkaufmann/-frau).
Exams for Industriemeister, for example, are organised uniformly across the country at the Chamber of Industry and Commerce (IHK). A prerequisite for attendance is a subject-specific vocational qualification and sufficient professional practice (regulated differently in the various specialist areas). |

Permeability to tertiary academic education (tertiary A)
Permeability to tertiary academic education is facilitated in AT and CH with the Berufsmatura/Berufsmaturität. Here the Berufsmatura in AT ensures unrestricted access and the Berufsmaturität in CH provides access that is restricted to universities of applied sciences. In DE, the possibility of acquiring the higher education entrance qualification Abitur as access to tertiary academic education parallel to dual VET is restricted to some Länder and specialist areas. In all countries there are also options for people who do not hold the Matura/Abitur to enrol in certain, subject-specific bachelor’s studies if they can prove a VET qualification and professional experience (in some cases after taking additional exams).

| AT | Berufsmatura (= Lehre mit Matura, a special form of the Berufsfreifeprüfung) can be taken free of charge and at the same time as the apprenticeship. It entitles holders to general higher education access (university, university of applied sciences, university college of teacher education (Pädagogische Hochschule), post-secondary VET courses (Kollegs)). The related preparatory courses and three out of four exams can be completed during the apprenticeship period. The fourth partial exam cannot be taken until the apprenticeship has been completed (exception: 4-year apprenticeship occupations).
Other forms:
• Berufsfreifeprüfung (BRP) – after the apprenticeship: A prerequisite is completion of an IVET programme, the duration (including preparatory courses) depends on previous qualifications and is between 1 and 2 years. The certificate grants general higher education access.
• Studienberechtigungsprüfung: Holders of the certificate have the restricted HE study qualification for programmes at |

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102 BMBF 2011: [https://www.bmbf.de/pub/karriere_mit_beruflicher_fortbildung.pdf](https://www.bmbf.de/pub/karriere_mit_beruflicher_fortbildung.pdf), 17.06.2015, only available in German
104 [https://www.bmbf.gv.at/schulen/bw/zb/berufsreifepruefung.html](https://www.bmbf.gv.at/schulen/bw/zb/berufsreifepruefung.html), 19.05.2016, only available in German
universities, Fachhochschulen, Pädagogische Hochschulen and Kollegs. This certificate provides access to programmes in a specific branch of study. A precondition is a minimum age of 20 years and study-related previous qualifications obtained in the course of the professional or educational career. Duration 2-3 semesters.

- At Fachhochschulen it is possible to take up a study also without the Matura if a subject-related professional qualification can be proven. Such study beginners need to take additional exams if the educational objective of the study programme requires this.

### CH

**Federal Vocational Baccalaureate (FVB, Berufsmaturität):**

Acquisition of Berufsmaturität gives learners, apprenticeship graduates and people with several years of professional experience access to study programmes at universities of applied sciences (Fachhochschulen), and following additional, usually one-year training also access to Swiss tier-one universities (universitäre Hochschulen).

Preparation for Berufsmaturität can be completed during VET or afterwards at different schools. Depending on previous qualifications, entry to higher semesters is possible.

**Special forms:**

- On certain conditions at some universities it is also possible to take up a bachelor’s degree programme without the Matura. A prerequisite is completion of an admission procedure which differs depending on the university and, in most cases, requires a certain minimum age and professional experience.

### DE

In some Länder there is the possibility to acquire a vocational qualification and the Abitur in specific specialist areas: These programmes combine practical training at a company and a school-based section (vocational grammar school (berufliches Gymnasium), vocational school (Berufsschule)). The training duration is 4 years. A prerequisite is admission to vocational grammar school.

Higher education institutions: On certain conditions, holders of a VET qualification with professional experience can take up a subject-specific programme immediately. The detailed regulations differ depending on the respective Land.

### Cost/benefit for companies

In all countries of comparison, cost-benefit ratios in the training companies depend on diverse factors such as the respective training occupation, the amount of training remuneration, the organisation of the training (training workshops versus involvement in the productive work process), investments, the company size, etc. In addition, it is of key importance what is defined as a benefit. In general it can be stated that the earlier and more intensively they succeed in involving the learners/trainees in the productive work process, the more favourable cost-benefit ratios already become for companies during the training.

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106 Euler/Severing 2015: [http://www.bibb.de/dokumente/pdf/a33_durchlaessigkeit_hp_bertelsmann_150122.pdf](http://www.bibb.de/dokumente/pdf/a33_durchlaessigkeit_hp_bertelsmann_150122.pdf), 17.09.2015, only available in German
Expenses for company-based training must be viewed alongside with the productive work carried out by the trainees. The apprenticeship training additionally secures the companies' own supply of future skilled workers and promotes continuity in the company and also innovation. Based on an older study (1995), net costs accrue on average for Austrian training companies. But there is a lot of variation in the cost-benefit ratios, so there are many companies that record net earnings from apprenticeship training (35-40% of all training companies). In addition, especially in Austria, public funding plays a certain role in covering the companies’ costs.

Several studies (2003, 2004, 2009) have revealed that the host companies’ expenses are already offset during the apprenticeship period by the learners’ productive work in two thirds of all working relationships, in the other cases this is usually done by saving on opportunity costs after completion of the working relationship. It is presumed that the reasons for the higher net earnings in Switzerland in particular compared to Germany (but also to Austria) are the fewer periods of absence of the apprentices from the company and higher productive time shares, particularly in difficult productive tasks.

Studies have revealed that in 2007 around 30% of training companies generated net earnings with their training activities.

### Quality assurance

The main mechanisms of quality assurance are similar in all countries of comparison. Modern training is ensured by revising and updating exam and training regulations at regular intervals. In all countries, mechanisms are in force to determine the companies’ authorisation to train apprentices, and systems are in place to qualify the trainers. Even if the specific procedures and individual responsibilities are organised very differently, one thing the systems have in common is that quality assurance is understood as the joint task of all stakeholders, i.e. the competent authorities, employer and employee representations, and the individual training companies and VET schools (*Berufsschulen / Berufsfachschulen*).

The main quality assurance instruments are the following:

- Regular revision and updating of training and exam regulations by implementing a structured procedure with the involvement of all stakeholders.
- Assessment of the companies’ suitability to train apprentices by the apprenticeship office, jointly with the chamber of labour.
- IVET trainer examination and preparatory courses: The trainers have to be qualified in their specialist field/occupation and to teach their profession. They need to furnish proof of having completed an IVET trainer examination or an equivalent qualification. The training of trainers is supported by providing IVET trainer courses and CVET programmes.

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1. Lassnigg/Steiner n.d.: [http://www.equati.at/pdf/lehrl_betrkozusfass.pdf](http://www.equati.at/pdf/lehrl_betrkozusfass.pdf), 17.06.2015, only available in German
4. BMWFW/WKO 2014: [https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Ausbildungsqualitaet/Qualitaet_Lehre.pdf](https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Ausbildungsqualitaet/Qualitaet_Lehre.pdf), 05.09.2015, only available in German
**Other measures:**
- Regular assurance of the in-company training quality by using supportive training materials (guidelines etc.).
- Quality assurance of the teaching staff at part-time vocational schools by offering related in-service and further training.
- Quality assurance of the teaching process and school organisation by implementing quality development programmes.
- Clearing office for the apprenticeship-leave examination: This project comprises the revision of examples of examinations for the apprenticeship-leave exam based on the exam and training regulation as well as the awarding of a quality label for suitable examples of examinations.
- Training of examiners for the apprenticeship-leave exam.
- Further development of the exam modalities.
- Awards for exemplary training companies (“State-honoured training company”, state prize “Best training company”, etc.) at the federal and regional level.

In addition, diverse public initiatives have been established which aim to raise awareness of high-quality training.

<table>
<thead>
<tr>
<th>CH</th>
<th>The BBG explicitly demands that quality be assured by the VET providers. The measures include:</th>
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<tbody>
<tr>
<td></td>
<td>• Requirements for the trainers: professional qualification (Federal VET Diploma or higher), at least 2 years of professional practice in the respective field, the qualification to teach the profession or, as a minimum requirement, completion of an apprenticeship trainer course.</td>
</tr>
<tr>
<td></td>
<td>• Examination of the companies’ suitability to train apprentices (VET accreditation) by the competent cantonal department.</td>
</tr>
<tr>
<td></td>
<td>Other measures:</td>
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<tr>
<td></td>
<td>• <em>Information, image and promotional campaigns</em> of the Confederation, cantons and POs, such as the “Lehrbetrieb” (“host company”) sticker: this sticker for host companies is awarded throughout the country in recognition of their commitment in VET and can be used by host companies as a marketing instrument.</td>
</tr>
<tr>
<td></td>
<td>• <em>VET forums</em>: interface between school and VET, regular meetings and public events aiming to identify problems at an early stage (such as supply and demand for apprenticeship vacancies, the integration of migrants into VET).</td>
</tr>
<tr>
<td></td>
<td>• <em>Annual National Apprenticeship Conference</em>: a platform for discussing different current challenges for VET, strengthening host company networks and for direct dialogue with host companies.</td>
</tr>
<tr>
<td></td>
<td>• <em>QualiCarte</em>: instrument developed by the cantons and business associations for the self-evaluation of company-based initial VET.</td>
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<table>
<thead>
<tr>
<th>DE</th>
<th>VET is organised as a cooperative system, i.e. the training quality is the result of the collaboration of all parts and</th>
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<tbody>
<tr>
<td></td>
<td>Qualitätsverantwortlichkeiten in der Berufsbildung112 (DE)</td>
</tr>
</tbody>
</table>

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112 SBFI: [https://www.sbfi.admin.ch/dam/sbfi/de/dokumente/qualitaetsverantwortlichkeiten.pdf.download.pdf/qualitaetsverantwortlichkeiten.pdf](https://www.sbfi.admin.ch/dam/sbfi/de/dokumente/qualitaetsverantwortlichkeiten.pdf), 19.09.2015, only available in German
stakeholders of the system. A key aspect is the regular adjustment of exam and training requirements by implementing clearly structured revision and updating procedures.

- **At the structural level:** concepts of the different regulated professions (Berufskonzepte) as a quality assurance instrument; the dual structure of the places of learning; examination of the companies’ suitability to train apprentices; the personal/specialist suitability of trainers;
- **Supportive regulations/measures:** external training management; training alliances; inter-company training centres; support during training; pilot projects.

The companies apply quality assurance systems such as ISO certifications and EFQM models. The details of the minimum requirements and of the exams are always specified by practitioners (experts).

### Training of trainers

In all countries of comparison, the companies’ authorisation to train apprentices is connected with the presence of qualified trainers (Ausbilder/innen or Berufsbildner/innen). Here the qualification comprises both the required specialist professional competences and pedagogical as well as methodological competences. In all countries, differently organised trainer courses and trainer examinations to obtain this trainer certificate (Ausbildungsbefähigung) and authorisation to train apprentices (Ausbildungsberechtigung) are established. Previous knowledge is recognised in differing degrees. Usually, participation in these courses is not subject to any requirements.

#### AT

Individuals who want to train apprentices in Austria need to prove to the competent apprenticeship office of the economic chamber that they meet the following requirements:

- the specialist knowledge for the training,
- the pedagogical and methodological as well as
- the legal knowledge.

There are three pathways towards this trainer qualification:

- **with the IVET trainer examination:** This exam can be taken as part of the master craftsperson or qualifying exam or as a separate exam before an exam committee, which needs to be set up by the office responsible for the master craftsperson exam (Meisterprüfungsstelle) of the economic chamber. Preparatory courses are offered by the CVET establishments WIFI and BFI.
- **with the IVET trainer course:** This course comprises at least 40 periods of instruction and is completed with an expert interview. IVET trainer courses are offered by WiFi, BFI and other training establishments.
- **with a replacement for the IVET trainer examination:** Based on a decree of BMWFW, there are several exams which

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114 [http://ausbilder.at/fuer-ausbilder](http://ausbilder.at/fuer-ausbilder), 17.11.2015, only available in German

115 [http://ausbilder.at/fuer-ausbilder/weiterbildung](http://ausbilder.at/fuer-ausbilder/weiterbildung), 17.11.2015, only available in German
replace the IVET trainer exam. Subject-related programmes and exams can be recognised as replacements by the Economics Ministry upon application.

The IVET trainer exam is conducted orally and based on examples from training practice.

**A prerequisite for admission** to the IVET trainer course and IVET trainer exam is that candidates are at least 18 years old. In some provinces, specific IVET trainer colleges and IVET trainer forums have been set up which offer tailored CVET programmes for IVET trainers. They also promote the exchange of experiences between the IVET trainers.

### CH
In Switzerland, VET trainers are known as **Berufsbildner/innen**. According to the **Berufsbildungsgesetz** they need to furnish proof of **qualified subject-specific training** and **appropriate pedagogical, methodological and didactic skills**. The minimum requirements for the training of trainers are laid down by the Swiss Federal Council, the cantons ensure implementation of the training. (Berufsbildungsgesetz, Art. 45)

The contents of the basic training for **Berufsbildner/in** are laid down in a curriculum adopted in 2007 by the Conference of Swiss VET Offices (SBBK). The cantons develop their educational programmes based on the curriculum, with some leeway in terms of format, design and methods as well as the time structure.

The following prerequisites need to be fulfilled to be able to train apprentices:

- completion of the apprenticeship trainer course
- subject-related VET qualification (apprenticeship or equivalent, such as a degree course) as well as
- two years of professional practice in the respective field.

In Switzerland, apprenticeship trainer courses for commercial occupational fields differ slightly from those for all other occupational groups. In principle, everyone is entitled to complete the apprenticeship trainer course, no statutory prerequisites need to be fulfilled.

Continuing vocational education and training (CVET) can be provided in relevant programmes, for example, which provide in-depth insights into VET and are completed with a diploma recognised in Switzerland.

### DE
In Germany, individuals are authorised to train apprentices if they have the required professional skills and knowledge and the required vocational and occupational knowledge in pedagogical terms.

- The **subject-related knowledge, skills and competence** are proven, for instance, with a final certificate of a training occupation or a study programme certificate in the relevant discipline. (§30 BBiG)
- Proof of the **vocational and occupational aptitude of trainers in pedagogical terms** is regulated by the Ordinance on...
Trainer Aptitude (Ausbildereignungsverordnung, AEVO; sometimes also referred to as training of trainers (Ausbildung der Ausbilder, AdA)). Here, a distinction is made between the trainer certificate (Ausbildungsbefähigung) and the authorisation to train apprentices (Ausbildungsberechtigung): The trainer certificate is awarded to those who have passed the AdA exam. The authorisation to train apprentices is granted only to those who have passed the AdA exam, completed a subject-related VET programme (apprenticeship, study programme) and if the training company is registered with the competent chamber of industry and commerce or chamber of skilled crafts and small businesses. Therefore only those who have a trainer certificate and the authorisation to train apprentices are recognised as trainers in Germany.

The AEVO does not stipulate any prerequisites for admission to the trainer examination. Preparatory courses for the trainer exam are offered by the chambers of industry and commerce and the chambers of skilled crafts and small businesses, for example.

Trainers can take advantage of a wide variety of further training options, such as for Certified IVET and CVET Teacher (Geprüfter Aus- und Weiterbildungspädagoge).

Administration and implementation
In all countries of comparison, dual VET is based on vocational training acts (Berufsbildungsgesetz or Berufsausbildungsgesetz respectively). The administration and implementation of training comprises activities including the verification of the training companies’ suitability to train apprentices and the trainers’ training certificate, the granting of authorisation to train apprentices, the verification and validation of apprenticeship contracts, the organisation and implementation of final apprenticeship examinations, the administrative and sometimes advisory support for the training companies, etc.

In DE and AT these administrative tasks are within the sphere of competence of the regional IHKs, HWKs or the apprenticeship offices of the WKs. In Switzerland, cantonal VET offices are set up for this purpose. Specific experts are appointed to hold the exams in Switzerland.

AT
- Uniform legal regulation based on the BAG.
- Integration of all relevant stakeholders (employers, employees, the State).
- Companies are key stakeholders and bear responsibility for in-company training. Via the representation of interest, they are the primary elements of the administrative system (“apprenticeship offices”).
- The apprenticeship-leave exam is regulated uniformly by law and implemented by the apprenticeship offices. The exam is held before a committee comprising representatives of the WK and AK.
- Joint funding of apprenticeship training.
- Another basic element is the clearly defined apprenticeship contract.

CH
- Uniform legal regulation based on the BBG. VET builds on clearly defined educational offers and national qualification

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121 Bliem/Schmid/Petanovitsch: http://www.ibw.at/components/com_redshop/assets/document/product/1392296354_fb177.pdf, 22.06.2015, only available in German
procedures. It is characterised by a high degree of permeability. A wide range of CVET programmes are offered at all levels.

- The programmes are geared towards actually demanded vocational qualifications and available vacancies.
- VET is the task of the Confederation, the cantons and POs. The principle of host company networks applies, with responsibilities regulated in the BBG and the Ordinance on VPET (Berufsbildungsverordnung). Where interfaces exist, stakeholders cooperate based on circumstances and the issues at hand. The cantonal VET offices are familiar with the regional conditions and maintain contact with local businesses. This enables them to assess the development of the apprenticeship vacancies on offer and take suitable measures in a timely manner (marketing of apprenticeship positions).

<table>
<thead>
<tr>
<th>DE</th>
<th>Gear towards broad objectives: IVET as a means of achieving economic (effectiveness), social (integration) and individual (development) objectives.</th>
<th>Germany's dual vocational training system: a model for other countries?122</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IVET as a joint task of the State and the economy in a spirit of partnership.</td>
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<td></td>
<td>Joint funding of VET.</td>
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<td></td>
<td>Codification of quality standards (minimum requirements to safeguard the training quality).</td>
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<td></td>
<td>Quality of the teaching and training staff (regulation of minimum standards).</td>
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<td></td>
<td>Balance between standardisation and flexibility.</td>
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<td></td>
<td>Development of well-founded decision-making structures and design structures.</td>
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<td></td>
<td>Social acceptance of VET.</td>
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</table>

VET marketing

Although the dual VET system can look back on a long tradition in the four countries of comparison, is recognised by the public and implemented as a fundamental part of the formal education system, all four countries are faced with the growing challenge of declining numbers of training enterprises and trainees. The causes are diverse and, among other factors, are due to a clear trend towards general education and academisation, but also massive changes in the world of work. Therefore the stakeholders in dual VET in all four countries of comparison are called upon in equal measure to maintain and enhance the attractiveness of dual VET by continually developing and modernising VET, widening access options and carrying out intensive information work in companies and among young people, their parents and the general public. Joint features of the approaches pursued in the four countries include, for instance, the intensification of educational counselling and career guidance, the increased provision of information and guidance for existing and potential training enterprises about IVET options, the expansion of support offers for trainees and training enterprises to ensure a continuation of training in case of

Difficulties, the public seal of approval for exemplary training enterprises, or the widening of access pathways towards training, the improvement of transition options and enhanced permeability to the tertiary sector.

- **Compulsory educational counselling and career guidance** towards the end of the compulsory school period basically aims to enhance information and guidance on training options and encourage decision-making on educational careers based on aptitude and interests (in some cases, career guidance has been set up as a separate school subject, in other cases it has been integrated into other subjects or projects);

- an integral part of this career guidance is the **days of practical work experience** *(berufspraktische Tage)*, which provide young people with the opportunity to visit different training companies over several days to explore job and training options there.

- **Career guidance provided by the Public Employment Service and social partner institutions**: career guidance centres, online databases (such as [www.bic.at](http://www.bic.at)), publications, the organisation of lectures before classes, sectoral presentations, training for job applications, events for teachers and parents, trade fairs, etc.

- Image campaigns: “A career with apprenticeship”, the quality seal “State-honoured training company”, the state prize “Best training companies – Fit for Future”, publicly organised professional competitions

- **The training companies’ scouts**: inform, motivate and provide advice to potential training companies.

- “Day of apprenticeship”: initiative of the Economics Ministry; pupils, teachers, parents, etc. can get information about apprenticeship training; training companies provide insights into practice; institutions such as AMS, WKÖ and the Federation of Austrian Industries provide career guidance.

- Intensive media coverage of successes recorded at the WorldSkills and EuroSkills championships.

- Initiatives promoting the participation of young women in training for technical careers, such as the “Girls’ Day”

- **Sector-specific image campaigns and information materials** by employers’ associations and professional associations in the form of websites, folders, trade fair appearances, etc.

- **Coaching for apprentices** (and coaching for training companies) aims to support apprentices and IVET trainers in crisis and conflict situations so they can solve problems and continue the training relationship.

- The **“Apprenticeship and matriculation exam” (“Lehre mit Matura”) scheme** aims to make apprenticeship training attractive for high-performing youths by giving them the opportunity to complete the special type of matriculation exam *Berufsreifeprüfung* and an apprenticeship at the same time.

- Financial incentives using public funding (these play a relatively important role in Austria)

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123 ReferNet Austria 2014, p. 5 et seq.: [http://www.refernet.at/index.php/de/component/docman/doc_download/473-atapprenticeshiparticle2014definal](http://www.refernet.at/index.php/de/component/docman/doc_download/473-atapprenticeshiparticle2014definal), 17.06.2015, only available in German


125 [https://www.wko.at/Content.Node/Lehre-For/Startseite---Lehrefoerdern.html](https://www.wko.at/Content.Node/Lehre-For/Startseite---Lehrefoerdern.html), 15.10.2015, only available in German

126 [https://www.bmbf.gv.at/schulen/bw/bm/index.html](https://www.bmbf.gv.at/schulen/bw/bm/index.html), 19.05.2016, only available in German
• Regular updating of training contents and job profiles to ensure modern and forward-looking qualifications

| CH | • Career guidance at lower secondary schools and at the career guidance centres of the cantons and municipalities aims to support guidance in the varied range of initial VET programmes (*berufliche Grundbildungen*). |
| • Promoters of apprenticeship positions: These can be mandated by the canton, contact companies, actively carry out marketing and counselling for apprenticeship positions in the cantons; in addition they coordinate measures of the economic chambers, professional associations, cantons and VET schools (*Berufsfachschulen*) to promote and strengthen apprenticeship training; they are the points of contact for companies for new apprenticeship positions, support companies in the establishment of host company networks and help them look for partners for these networks. |
| • Information, image and advertising campaigns: organised by the Confederation, cantons and POs, such as the “host company” sticker: a sticker for host companies that is awarded throughout the country in recognition of their commitment in VET, can be used by host companies as a marketing instrument. In the cantonal list of apprenticeship positions (Lehrstellenachweis or LENA) the cantons can publish addresses of host companies with apprenticeship vacancies. |
| • VET forums: organised at district level as associations at the interface between school and VET; by carrying out meetings and public events they contribute to the early recognition of problems (such as supply and demand for apprenticeship positions) and finding solutions as well as to the PR work for VET and VET marketing. |
| • National Apprenticeship Conference: initiated in 2005 in response to the then prevailing lack of apprenticeship positions, it has been held every year since then and has now been turned into a platform to discuss current challenges for VET. It aims to strengthen host company networks in particular and enter into direct dialogue with as many host companies as possible. |
| • Career shows: supported by the SERI, they aim to show the diversity and quality of VET to the general public. Pupils, teachers, parents, etc. can get information about the training offer in different occupations and about career pathways as well as CVET options. Generally it is seen as the task of the sectoral associations to canvass for their occupations. As well as young people, parents, teachers and the general public are the targets of these measures. Within the framework laid down by law, the SERI takes over the costs of the marketing concept, project evaluation and – for a limited period – costs of administration, project management and staff on a prorated basis for job marketing projects that fulfil certain criteria. |

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127 Federal Department of Economic Affairs, Education and Research EAER: http://edudoc.ch/record/110019/files/WBF_Bericht-de.pdf, 10.11.2015, only available in German
128 https://www.kmu.org/politik-themen/berufsbildung, 15.10.2015, only available in German
129 http://www.berufsbildung.ch/dyn/21307.aspx, 15.10.2015
130 http://www.berufsbildung.ch/dyn/6601.aspx, 15.10.2015, only available in German
131 http://www.mba.zh.ch/internet/bildungsdirektion/mba/de/dienstleistungen_kommunikation/talentfoerderung/berufsbildungsmarketing.html, 15.10.2015, only available in German
Financial incentives using public funding play a very minor role in Switzerland; VPET funds have a certain importance: through these funds, companies that do not provide training make a contribution to the training costs of companies and POs.

**School-based career guidance**: as laid down by the ministries of education and cultural affairs in the Länder in school legislation, framework guidelines, ordinances, etc., with specifications varying widely across the Länder. Measures can comprise periods of work placement at companies, company visits, teaching in cooperation with VET schools, projects covering professional practice, model businesses set up by pupils, etc.

“Promotion of career orientation in inter-company and comparable vocational training centres” (“Förderung der Berufsvorbereitung in überbetrieblichen und vergleichbaren Berufsbildungsstätten” or BOP): the target group of this scheme is pupils of the lower secondary level (general education); an analysis of potential is carried out to allow the pupils to determine their interests/competences; afterwards they can become familiar with different occupational fields for two weeks in so-called workshop days (Werkstatttag).

**Training canvassers** (Ausbildungskaufleute): these work in some Länder (e.g. Lower Saxony, Schleswig-Holstein, Bavaria) and canvass for new training places at companies which, to date, do not provide any training or do not provide sufficient training. In addition they provide counselling and practical support during the training. Training canvassers are also employed by the regional offices of the Federal Employment Agency.

Online career guidance: such as by the Federal Employment Agency or employer organisations. A large number of databases provide information about training pathways and occupations.

Financial incentives using public funding (these play a less significant role in Germany)

Regular updating of training contents and job profiles to ensure modern and forward-looking qualifications

| DE | **School-based career guidance**: as laid down by the ministries of education and cultural affairs in the Länder in school legislation, framework guidelines, ordinances, etc., with specifications varying widely across the Länder. Measures can comprise periods of work placement at companies, company visits, teaching in cooperation with VET schools, projects covering professional practice, model businesses set up by pupils, etc. **Training canvassers** (Ausbildungskaufleute): these work in some Länder (e.g. Lower Saxony, Schleswig-Holstein, Bavaria) and canvass for new training places at companies which, to date, do not provide any training or do not provide sufficient training. In addition they provide counselling and practical support during the training. Training canvassers are also employed by the regional offices of the Federal Employment Agency. Online career guidance: such as by the Federal Employment Agency or employer organisations. A large number of databases provide information about training pathways and occupations. Financial incentives using public funding (these play a less significant role in Germany) Regular updating of training contents and job profiles to ensure modern and forward-looking qualifications |
| Gewährung von Bundesbeiträgen | Berufsvorbereitung in Schüler | The VET Programme | Ausbildungsberatung | Ausbildungsakquisitoren | Ausbildungsakquisitoren der Arbeitsagentur | Arbeitsagentur - Berufe | Employment agency - Job exchange | Portal für berufliche Aus- und Weiterbildung | Best-Practice - Die Jugendberufsagentur |
2.3. CVET

CVET

In all countries of comparison there are varied possibilities and access pathways towards CVET and higher vocational qualifications after IVET. Here, traditional master craftsperson qualifications are a shared feature of the four countries. Apart from that, formal and informal CVET options are very differently organised and structured, with CH showing the most pronounced structuring of CVET with its professional education and training (or PET, Höhere Berufsbildung) sector. Schemes termed Berufsmatura/Berufsmaturität (in DE only in some Länder and in certain specialist areas as a professional qualification and Abitur) increasingly also promote permeability to the academic tertiary sector.

<table>
<thead>
<tr>
<th>AT</th>
<th>Pathways of formal higher vocational qualifications for apprenticeship graduates are, in particular:</th>
<th>Postsekundäre/tertiäre Berufsbildung in Österreich(^{144}) (DE)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Master craftsperson schools (Meisterschulen) &amp; master craftsperson exams (Meisterprüfungen)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Part-time industrial master colleges (Werkmeisterschulen) and industrial master exams (Werkmeisterprüfungen)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Degree programmes at universities of applied sciences (Fachhochschulen)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evening schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Specialist academies (Fachakademien)/colleges of advanced vocational studies (Berufsakademien)</td>
<td></td>
</tr>
</tbody>
</table>

*It is, however, not always possible to draw a clear line between formal and non-formal CVET and upskilling. Fachakademien and Berufsakademien in particular would rather have to be classified as non-formal. The master craftsperson exam (Meisterprüfung), for example, as one CVET pathway, is the highest form of qualification in the skilled crafts. The title “master craftsman/master craftswoman” (“Meister”) entitles holders to manage their own business as entrepreneurs and to train apprentices. Although candidates for the Meisterprüfung do not have to furnish proof of any compulsory previous qualification, in reality almost all of them have completed a subject-specific apprenticeship and professional practice. Bachelor’s programmes at universities of applied sciences can also be attended by people without the matriculation certificate (Matura) if they can furnish proof of subject-specific VET qualifications and professional practice. As a rule, they also need to take additional exams. Conditions of admission are laid down by the respective university of applied sciences.*

| CH | Formal upskilling is the task of the PET (Höhere Berufsbildung) sector. It comprises a two-stage examination system and professional college degree programmes (Höhere Fachschulen). The preparation for the federal examination for the Federal PET Diploma (Berufsprüfung) provides skilled workers who have a initial VET (berufliche Grundbildung) qualification and work experience with the opportunity of initial in-depth study and specialisation. Candidates who pass a Berufsprüfung (there are around 230 of them) are awarded the Federal PET Diploma (eidgenössischer Fachausweis). | Die höhere Berufsbildung\(^{145}\) (DE) |

\(^{144}\) Schneeberger/Schmid/Petanovitsch 2013: [http://www.ibw.at/de/ibw-studien/1-studien/fb175/p600-postsekundaeretertiare-berufsbildung-in-oesterreich-2013](http://www.ibw.at/de/ibw-studien/1-studien/fb175/p600-postsekundaeretertiare-berufsbildung-in-oesterreich-2013), 17.06.2015, only available in German

\(^{145}\) [https://www.sbfi.admin.ch/sbfi/de/home/themen/hbb.html](https://www.sbfi.admin.ch/sbfi/de/home/themen/hbb.html), 19.06.2015, only available in German
This Diploma is usually also a requirement for admission to the federal examination for the Advanced Federal PET Diploma (höhere Fachprüfung). Like the Meisterprüfung, the Advanced Federal PET Diploma qualifies holders as sectoral experts, for executive positions and for managing a business as entrepreneurs and is completed with a legally protected diploma. Currently around 170 federal examinations for the Advanced Federal PET Diploma are offered.

A Federal VET Diploma (EFZ) is required for admission to education programmes of professional colleges (höhere Fachschulen). These promote competences in the field of specialist and managerial responsibilities and are completed with a legally protected diploma.

The Federal Vocational Baccalaureate (FVB, Berufsmaturität) opens up access to bachelor’s programmes at universities of applied sciences, and after attendance of a one-year preparatory course for the University Aptitude Test (Passerelle) also to Swiss tier-one universities (universitäre Hochschulen).

**DE**

Provision of higher vocational qualifications is safeguarded by different pathways for upgrading training, especially:

- Master craftsman/master craftswoman (Handwerksmeister) or industrial foreman/industrial forewoman (Industriemeister)
- Certified senior clerk (Fachwirt/in)
- Clerk (Fachkaufmann/-frau)

Exams for Industriemeister, for example, are organised uniformly across the country at the Chamber of Industry and Commerce (IHK). A prerequisite for attendance is a subject-specific vocational qualification and sufficient professional practice (regulated differently in the various specialist areas). Like Handwerksmeister, Industriemeister qualifies holders for managerial positions in the respective fields. In the commercial area, CVET programmes for Fachwirt/in correspond to the master craftsman qualification in the skilled crafts and are considered equivalent by law. The exam for Fachkaufmann/-frau is an IHK CVET exam for commercial and administrative occupations and requires three years of professional practice.

**Stakeholders: roles and responsibilities**

Institutional responsibility for higher vocational qualifications varies considerably between the individual countries and there are very big differences in the levels of regulation. Whereas there is very little regulation of upskilling in DE – but with IHK and HWK essentially being the key stakeholders at the regional level –, institutional responsibility in AT is very much geared towards the spheres of competence prevailing in the IVET sector. In the Swiss professional education and training (PET, Höhere Berufsbildung) sector there are also very clear spheres of institutional responsibilities, with competences corresponding to the sector of initial VET (berufliche Grundbildung).

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146 BMBF: https://www.bmbf.de/pub/karriere_mit_beruflicher_fortbildung.pdf, 17.06.2015, only available in German
147 http://www.weiterbildung-fachwirt.de/fachwirt-betriebswirt.php, 17.11.2015, only available in German
148 https://wis.ihk.de/?id=154, 17.11.2015, only available in German
Competences and responsibilities for formal upskilling mainly rest with the institutions that are also responsible for IVET. At the federal level, these are, above all, BMWFW for *Fachhochschule* programmes and the master craftperson qualifications, and BMBF for school-based programmes. In addition, the professional organisations of the Austrian Federal Economic Chamber are responsible stakeholders in particular in the area of master craftperson qualifications. Also in the area of more recent developments such as colleges of advanced vocational studies (*Berufskademien*)/specialist academies (*Fachakademien*), responsibility rests with the professional organisations of the Austrian Federal Economic Chamber both at the federal and the regional level. At the regional level, the provinces are also responsible for the provision of higher vocational qualifications especially in the sphere of school-based programmes and financial support. In the field of master craftsperson qualifications, the offices responsible for the master craftperson examination (*Meisterprüfungsstellen*) of the economic chambers in the respective provinces are in charge of administration.

### Funding

Funding of CVET and higher vocational qualifications is structured rather differently in the countries of comparison. Whereas CVET is largely funded privately and by companies in CH, subsidies both for participants and companies play a larger role in DE and AT. Here the funding options depend both on the selected CVET programme and the respective provider.

| AT | Competences and responsibilities for formal upskilling mainly rest with the institutions that are also responsible for IVET. At the federal level, these are, above all, BMWFW for *Fachhochschule* programmes and the master craftperson qualifications, and BMBF for school-based programmes. In addition, the professional organisations of the Austrian Federal Economic Chamber are responsible stakeholders in particular in the area of master craftperson qualifications. Also in the area of more recent developments such as colleges of advanced vocational studies (*Berufskademien*)/specialist academies (*Fachakademien*), responsibility rests with the professional organisations of the Austrian Federal Economic Chamber both at the federal and the regional level. At the regional level, the provinces are also responsible for the provision of higher vocational qualifications especially in the sphere of school-based programmes and financial support. In the field of master craftsperson qualifications, the offices responsible for the master craftperson examination (*Meisterprüfungsstellen*) of the economic chambers in the respective provinces are in charge of administration. |
| **Professional education and training** (PET, *Höhere Berufsbildung*), like initial VET (*berufliche Grundbildung*), is regulated by the Confederation, but the POs, which also propose the establishment of a programme in each case, enjoy a large degree of freedom in the definition of contents and requirements. In the **CVET sector**, responsibilities are split between the Confederation and the cantons. According to the VPETA, the cantons are obliged to ensure job-related CET is provided based on needs. The Confederation is mainly responsible for transparency, coordination and cooperation and, in particular, supports programmes of relevance for the labour market (the unemployed, re-entry). |
| DE | Overall, upskilling is only regulated to a minor degree, but laws on CVET (*Weiterbildungsgesetze*) have been in force in all *Länder* since 1975: These include structural policy statements on CVET at *Länder* level and define the conditions for the state recognition of CVET establishments. They also contain principles for awarding grants to CVET establishments. In the area of higher vocational qualifications, the IHK in particular is a key stakeholder at the regional (*Länder*) level as the provider of the main upgrading qualifications. |
Different measures (such as educational leave) and subsidies (such as grants, tax incentives) provide public financial support for the participants (partly via Public Employment Service Austria AMS). A study from 2008 found the following distribution of CVET funding: around 38% by AMS, some 31% companies, about 20% private expenses, 12% public.

CH  **CVET is largely privately financed.**

As well as the participants themselves, the companies make a large contribution. It is difficult for a large part of adults to finance upskilling themselves, some measures can hardly be realised without financial support. Therefore contributions are provided for PET by the cantons and partly also the Confederation, with further expansion planned. For CVET, however, there are practically no support options apart from co-funding by employers.

Under the keyword “demand-driven funding”, schemes are developed that aim at a more targeted promotion of CVET participation tailored to adults. Here the focus aims to be on those who ask for programmes rather than the programmes on offer. Funds would consequently not go as subsidies to the CVET providers but to those who want to take part in CVET.

DE  **CVET is funded jointly by companies, participants and the public (“mixed funding”).**

Support for the living expenses of CVET participants is legally enshrined (mainly support based on the Upgrading Training Act or Aufstiegsfortbildungsgesetz). In addition, funding programmes, public subsidies (such as continuing education grants (Bildungsprämien) from the Education Ministry) are becoming increasingly important. Almost all Länder finance programmes to promote participation in CVET. The largest funding volume is provided by the Federal Employment Agency (BA) for people affected or threatened by unemployment.

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153 Sgier 2011: [http://www.effekte-projekt.de/Effekte-Arbeitsbericht%20No%204.pdf](http://www.effekte-projekt.de/Effekte-Arbeitsbericht%20No%204.pdf), 17.11.2015, only available in German
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