



O17 Recommendations for Austrian state authorities

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Challenges and Recommendations

When it comes to the topic of “dual training systems” in Europe, the discussion is about systems that primarily adopt a dual learning approach to career training and apprenticeships, gradually introducing dual learning elements in their systems, new intervention tools and re-defining of training programmes, either through creating new systems or elaborating recommendations for optimising the existing dual learning systems in countries like Austria.

Beside the flexibility and variation possibilities of the existing dual system in Austria (some of those modified activities has been shown e.g. in BFI’s best practise examples), there remain difficulties and challenges, which could lead to recommendations:

Recommendation no. 1

Promoting the attractiveness of dual education in general

To maintain the attractiveness of VET in the future, it is necessary to give the programmes an interesting and modern design. Important elements in this context are:

- In some areas of VET (such as apprenticeship training, CVET), financial incentives aim to keep people interested in following these VET pathways.
- Optimising learners’ interest by providing comprehensive educational counselling and career guidance services, by offering opportunities both in the school-based and non-school area to obtain information about various options for apprenticeship training.

Recommendation no. 2

Transition of model projects for dual training to standard programmes, financed by public sources like Labour market service: for example, those offering supporting training in a special way, additionally to vocational school and vocational training in the companies (“triple education”).

Recommendation no. 3

“Coaching” for young people with minor problems

Coaches accompany these young people and support them if necessary. For persons with more serious deficits or problems, we recommend “trial education” with provision of an additional workshop structure and social workers.

Recommendation no. 4

Convincing more companies to employ and train apprentices and participate at the “dual system”. Our main argument: the company will have a strong influence in forming an excellent educated – and possible future – employee for their own company.

Recommendation no. 5

Well skilled trainers at the companies, focus also on more quality pedagogical competencies.

Recommendation no. 6

Motivation of apprentices

Optimising learners' interest by providing comprehensive educational counselling and career guidance services, by offering opportunities both in the school-based and non-school area to obtain information about various options for apprenticeship training. Additional support in personal matters like available social workers should give assistance to avoid conflicts and keep the drop-out rates low.

Recommendation no. 7

Regular check of the stage of skills and competences during the period of dual apprenticeship. Ensuring that businesses do not take advantage of apprentices by assigning them activities that are inconsistent with the planned training for the occupational qualification. Apprentices must concentrate on learning all the skills planned by the programme, and should not be asked to perform non-qualifying activities.

Recommendation no. 8

Impact of companies on school lessons (content)

Continually update VET contents in the curricula and adapt them to the requirements of the economy.

Recommendation no. 9

Optimising the **development and implementation of new apprenticeship professions**.

Recommendation no. 10

Optimising the training co-ordination (e.g. support – if necessary – when it comes to change of the employer, ...) and training support in the professional field. In case of trial training form, workshops should be available which can be used for training purposes (model production school – modified).

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