

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

Comparative Expert Study

Full Study



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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.



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As a rule, gender-specific names and formulations apply to both genders.

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1. Economic framework conditions and historical developments

1.1. Background

The dual vocational education and training systems in Germany, Liechtenstein, Austria and Switzerland have evolved over time and are considerably influenced by the economic framework conditions and the historical development process in the country in question. They are similar to each other in many respects. This includes the fact that they are not the result of deliberate planning but rather are the outcome of a complex historical process. This chapter of the study gives a brief overview of the economic situation and the historical developments of the dual vocational education and training systems in the four countries.

Comparison of key economic data over time

The following table summarises the main key data to give an overall economic comparison:

Area	2005				2010				2015			
	AT	DE	CH	LIE	AT	DE	CH	LIE	AT	DE	CH	LIE
Unemployment rate (in % of the working population aged 15-64) ^{a)}	5.2	11.1	4.2	3.2 ^{b)}	4.4	7.1	4.5	2.6	5.8	4.6	3.4	2.4 ^{c)}
Real economic growth (in %)	2.1	0.9	3.1	4.8	1.9	3.9	2.9	7.4	0.8	1.9	1.5	1.9 ^{d)}
Budget balance (in % of GDP)	-2.5	-3.3	-0.5		-4.4	-4.1	0.1		-2.0	0.6	0.2	1.1 ^{d)}
Government debt (in % of GDP)	68.3	67.2	67.0	-	82.3	80.6	47.1	-	87.0	71.5	41.7	-
Export rate; exports of goods and services (in % of GDP)	48.6	37.8	53.9	73.0 ^{b)}	50.7	42.3	64.2		53.6 ^{b)}	45.6 ^{b)}	72.1 ^{d)}	
Research quota (in % of GDP)	2.5	2.5	-		2.8	2.8	-		2.8 ^{d)}	2.9 ^{d)}	3.0 ^{e)}	

TABLE: Comparison of key economic data for Austria, Germany, Switzerland and Liechtenstein over time¹ (in-house presentation; sources: see below).

a) Liechtenstein: unemployment rate in % of the working population aged 15 or older (Amt für Statistik, no date)²

b) Data from 2006

c) Data from 2014

d) Data from 2013

e) Data from 2012

¹ Source: https://www.wko.at/Content.Node/Interessenvertretung/ZahlenDatenFakten/Laenderprofile_weltweit.html, 27.10.2015

² Source: <http://www.llv.li/files/as/arbeitslosenstatistik-2014.pdf>, p. 64, 19.05.2016

1.2. Austria

Economic structure

Austria is one of the richest countries in the EU. Nominally, the entire GDP is 329 billion euros (2014), with 1.3% of this allocated to the primary sector, 28.4% is generated in the producing industries (secondary sector) and 70.3% is attributed to services (tertiary sector). In the area of tourism – an economic sector which is important for creating value and for employment in Austria and which, unlike in many other countries, takes place throughout the year – there were around 132 million overnight stays (Austrians and foreigners) overall in 2014, with around 50 million of these coming from Germany. The high share of industry in Austria in an international comparison is characterised by a highly developed mechanical engineering sector, many automotive suppliers and also several large medium-sized businesses which are highly specialised and which, in some cases, are the global market leader in their segment. The public spending ratio (proportion of the entire government expenditure to GDP) is, at around 52% (2014), above the average of the EU states. The position of Austrian companies in Central and Eastern Europe is relatively strong. This applies to capital investments as well as exports. More than 40% of all Austrian foreign investments are made in this region. Austrian banks are also heavily involved in Eastern and Southeast Europe.³

Socio-economic context and historical development of dual vocational education and training

Back in the Middle Ages, master craftsperson apprenticeships organised in guilds, initiated by craft communities, emerged in order to secure the next generation of professionals. Social and economic upheavals meant that this training became less important in the course of the 18th/19th century. In 1859 a new Trade, Commerce and Industry Regulation Act (*Gewerbeordnung*) was issued which ended the guild system and established freedom of trade. The state tried to support traditional craft apprenticeships by providing accompanying offers at schools. During the 19th century Sunday school developed, which was completed alongside training in the master craftsperson's company. From the mid-19th century, continuation schools were gradually introduced as a replacement for Sunday school, and it became compulsory for apprentices to attend such schools when the Trade, Commerce and Industry Regulation Act was amended in 1897. (GRUBER 2004, p. 6 et seqq.)

During the First Republic (1918 to 1938), further framework conditions were established for dual vocational education and training, which improved the situation of the trainees (ban on night work, restriction on the weekly working hours). Works councils and also chambers of labour were set up too. These also represented the interests of apprentices. The Trade, Commerce and Industry Regulation Act remained the legal basis for the company-based part of apprenticeship training for a long time. It was not until the Vocational Training Act (*Berufsausbildungsgesetz* or BAG) was passed in 1970 that fundamental new framework conditions for dual vocational education and training were established, and these are still valid today: e.g. apprentices as employees, implementation of the BAG by apprenticeship offices, qualification requirements for trainers regulated with the introduction of an IVET trainer examination. (ibid., p. 8 et seqq.)

One particular national characteristic in Austria is the high share of full-time school-based vocational education and training: in the school year 2013/2014, 40% of pupils in the 10th grade were at schools for intermediate vocational education and colleges for higher vocational education (jointly referred to as *Berufsbildende mittlere und höhere Schulen* or BMHS), with around 37% at part-time vocational schools (*Berufsschulen*) as part of the dual system. This means that dual vocational education and training and full-time school-based training are roughly equal-sized pillars of the Austrian VET system. For comparison, the shares of pupils in full-time school-based training in Germany and Switzerland are clearly below 20% in many cases. (DORNMAYR/NOWAK 2014; EBNER/NIKOLAI 2010)

³ Source: http://www.auswaertiges-amt.de/DE/Aussenpolitik/Laender/Laenderinfos/Oesterreich/Wirtschaft_node.html, 19.05.2016

Socio-demographic aspects

- Parliamentary republic, consisting of nine federal provinces with a relatively high degree of federal structures. Education matters are mainly but not exclusively the responsibility of the Federal Government and are dealt with at the Education Ministry.
- Particular role of the social partnership – economic and socio-political cooperation between interest groups (employers, employees, government representatives) including in the area of education.
- Demographic development: increasing age of society; the percentage of people aged 65+ in the population in 2013 was 18%, with this figure expected to rise to over 21% by 2025.⁴
- Unemployment rates: in Austria in all age categories there are significantly lower unemployment rates than the EU-28 average: 15- to 24-year-olds: Austria: 10.3%, EU-28: 22.2% (2014). (TRITSCHER-ARCHAN 2014)
- Around 80% of young people of a corresponding age cohort opt for vocational training, with 40% of these choosing dual training. (BMWFW 2014, p. 4)
- According to CVTS 4, the share of companies offering initial vocational training in Austria in the survey year 2011 was 47%. (STATISTIK AUSTRIA 2013, p. 38)
- The three most commonly chosen apprenticeship occupations by young men in 2014 were metal technology (*Metalltechnik*), electrical engineering (*Elektrotechnik*) and motor vehicle engineering (*Kraftfahrzeugtechnik*); among young women these were retail trade services (*Einzelhandel*), office assistant (*Bürokauffrau*) and hairdresser and wigmaker (stylist) (*Friseurin und Perückenmacherin (Stylistin)*). (BMWFW 2014, p. 38 et seqq.)

Branch structure and size structure of the training companies

In Austria, at around 43%, by far the largest share of all apprentices in 2014 were in the sector “crafts and trades”, which also provided around 56% of all training companies in the same year. Next, with a share of 15% and 14% respectively, are the sectors trade and industry. (DORNMAYR/NOWAK 2015, p. 17,19,30) If we look at the figures according to economic segments, it can be seen that the sectors “production of goods” and “construction” are the most active in apprenticeship training: in each case, 30% of all businesses in the respective branch of trade were active in training in 2014. The share of employed apprentices among all employees in companies active in training in 2014 was highest in the sector “education and teaching” (around 34%); however, this high figure is because of the fact that this sector includes those institutions which train participants in supra-company apprenticeship training. If we do not take this economic segment into account, it is the training companies in the area of “other services” and also the construction industry which, proportionally, employ the highest number of apprentices measured by the total number of employees (14% and 12% respectively). (FRICK et al. 2015, p. 16,18)

In Austria in 2014, 35% of all apprentices were trained in companies with more than 250 employees. This means that 65% of apprentices are trained in companies with fewer than 250 employees (18% in companies with fewer than 10 employees). The share of trainees among the total number of employees is also higher in smaller companies: in those businesses with fewer than ten employees, this figure is 5.0%; in companies with between 10 and 49 employees this is as high as 5.4%; while this figure is just under 4% for companies with more than 50 employees.

Role of the public sector in apprenticeship training

In 2014, the public administration had an average level of participation in training with around 14% of the institutions active in training. The actual extent of employment created by these training activities is low, however: if we look at the share of apprentices among all employees in this sector, it is the lowest figure among all economic segments at around one percent. (ibid., p. 16,18)

⁴ Source:

http://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/bevoelkerung/demographische_prognosen/bevoelkerungsprognosen/027308.html, 19.06.2016

1.3. Germany

Economic structure

Germany is the biggest national economy in the European Union (EU) and the fourth biggest in the world. With the highest gross domestic product (GDP) and the highest population in the EU, Germany is the most important market in Europe. The GDP is around 2,920 billion euros (2014), with 0.6% of this coming from agriculture and forestry (primary sector), and 30.5 percent being generated in the producing industries including the construction industry (secondary sector) and 69% in the service sector. With more than 25 million people, small and medium-sized enterprises have the most employees and also provide the majority of training places for young people. At the same time, industry is an important pillar of the German economy – classic industrial production does not have such a comparatively significant role in any of the other traditional economies. It contributes around 37% to the German economic output. One area of specialisation is the development and manufacture of complex industrial goods, and in particular investment goods and innovative production technologies. The most important branches of industry are automotive engineering, mechanical engineering, electrical engineering and the chemical industry.⁵

Socio-economic context and historical development of dual vocational education and training

Apprenticeship training was introduced back in the 14th century by craft and commercial guilds, but then became less important at the start of the 19th century. Mainly on the initiative of private individuals, a number of part-time schools were set up in this period for apprentices and journeymen (continuation schools or Sunday schools), which were direct predecessors of today's part-time vocational schools.

From the 1920s, apprenticeship training was also carried out in industry, and from 1930 the chambers started holding exams for industrial apprentices. The industrial employers' associations created a new kind of qualified labour force with the skilled worker (*Facharbeiter*). The traditional form of training for apprentices in crafts was passed down here, but teaching methods and forms of learning were adapted, however. First of all, the corporate associations determined the training regulations for apprenticeship training without the involvement of other interest groups. A milestone was therefore set in 1969 with the implementation of the Vocational Training Act (*Berufsbildungsgesetz* or BBiG) as the interests of the state, employers and employees were taken into consideration together for the first time here. The Education Ministry also became a key player in the field of vocational education and training, which meant the influence of employers became limited.⁶

Partly as a result of this, dual vocational education and training also became widely accepted in Germany (and also in the other German-speaking countries) and was supported and financed by companies because the guilds had not been abolished as much as they had in countries such as France and the Netherlands. There were therefore powerful intermediary forces which were able to mediate between citizens and the state and enabled the introduction of a clearly structured vocational education and training system. Large-scale industry also helped with the spread of apprenticeship training: for this sector it proved useful to teach broad, standardised qualifications to trainees and therefore create transparency. (REINISCH/FROMMBERGER 2004, p. 32 et seqq.)

Socio-demographic aspects

- Parliamentary republic, consisting of 16 federal states (*Länder*), with a strong federal component. One particular feature is the significant role played by the *Länder* in education matters ("cultural sovereignty of the *Länder*"). In this context, there are ministries of education and cultural affairs in all *Länder*, and their main tasks include school supervision and school administration.

⁵ Source: <http://www.tatsachen-ueber-deutschland.de/index.php?L=0>, 17.05.2016

⁶ Source: <http://www.bpb.de/politik/innenpolitik/arbeitsmarktpolitik/187850/duales-system>, 23.05.2016

- Demographic development: increasing age of society; the percentage of people aged 65+ in the population is 21% (2013), with this figure expected to rise to 29% by 2030.⁷
- Unemployment rates: in Germany in all age categories there are significantly lower unemployment rates than the EU-28 average: 15- to 24-year-olds: Germany: 7.7%, EU-28: 22.2% (2014)⁸
- Around 56% of an age cohort takes up dual vocational education and training each year. (BIBB, no date, p. 4).
- According to CVTS 4 (*Continuing Vocational Training Survey*), 62% of companies provided initial vocational training in Germany in the survey year 2011. (VOLLMAR 2013, p. 9)
- The three most common training occupations chosen by young men in 2014 were motor vehicle mechatronics technician (*Kraftfahrzeugmechatroniker*), industrial mechanic (*Industriemechaniker*) and management assistant for retail services (*Kaufmann im Einzelhandel*). For young women these were office manager (*Kauffrau für Büromanagement*), sales assistant (*Verkäuferin*) and management assistant for retail services (*Kauffrau im Einzelhandel*). (BIBB 2015, p. 1).

Branch structure and size structure of the training companies

The way the economic sectors are grouped in the individual countries means the available figures for Germany can only be compared to a very limited extent with the results from Liechtenstein, Austria and Switzerland.

In Germany in 2014, the largest share of trainees could be found in the occupational area “raw material extraction, production and manufacturing” with a third of all apprentices overall. The biggest groups within this area were “automotive, aeronautical, aerospace and naval engineering”, energy engineering and also “mechanical and production engineering”. The biggest individual occupational group in terms of figures, however, is “sales (without product specialisations)” with more than 100,000 trainees. (Statistisches Bundesamt 2015, p. 150 et seqq.)

The involvement of companies in training in Germany increases with the number of employees: in 2008, the share of companies active in training which had fewer than ten employees did not quite reach 17%. Around 66% of all companies with between 50 and 99 employees were active as training companies, with this figure rising to around 87% for large businesses (250+ employees).⁹ If we compare the share of trainees with the total number of employees in the companies (= training ratio), the situation in Germany in 2013 is different than in Austria and Switzerland (see below for comparative figures): while the training ratio in very small businesses with fewer than ten employees is at 3%, it increases to around 4% in all other business sizes (small businesses, medium-sized businesses and large businesses). In the average of all businesses the training ratio is 4%. (IAB 2014, p. 3)

Overall in Germany in 2013, 29% of the trainees were trained in large businesses with more than 250 employees. 18% of all trainees were trained in very small businesses with a maximum of 9 employees. The majority of training (53%) was carried out in small and medium-sized businesses with between 10 and 249 employees.¹⁰

Role of the public sector in apprenticeship training

For Germany, the Federal Institute for Vocational Education and Training (BIBB) calculated a training ratio of 3.3% in the public sector for the end of June 2013. There was a higher than average number of apprenticeships at the federal level (around six percent), while this figure was under three percent at the *Länder* level. Another statistic of the Ministry of the Interior for mid-October 2013 gives a training ratio of a little over seven percent in the public sector.¹¹

⁷ Source: <https://www.destatis.de/>, 17.04.2016

⁸ Source: http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Youth_unemployment_rate_and_ratio_2011-13_%28%25%29_YB15-de.png, 26.04.2016

⁹ Source: http://www.bibb.de/dokumente/pdf/ausbildungsbetriebsquote_d_1999_2008.pdf, 17.04.2016

¹⁰ Source: <http://de.statista.com/statistik/daten/studie/223720/umfrage/auszubildende-in-deutschland-nach-groesse-des-betriebs/>, 17.04.2016

¹¹ Source: <http://www.bibb.de/datenreport/de/2015/30735.php#module30738>, 17.04.2016

1.4. Liechtenstein

Socio-economic context and historical development of dual vocational education and training¹²

The historical development of the Principality of Liechtenstein is closely linked with that of its neighbours Austria and, in particular, Switzerland. This is also the case with vocational and professional education and training (VET and PET, also referred to as VPET) matters and their institutional implementation. VPET did not develop until after the general school system and developed largely independently of this. The first major development boost came after the end of the Second World War as a consequence of the rapidly increasing economic growth. Before this, the creation of a vocational and professional education and training system had not been a priority, on account of the largely rural economic structure, the insignificant role of crafts and trades and also the relatively late industrialisation. (NIGSCH ET AL. 1997, p. 11)

The School Act (*Schulgesetz*) which came into force in 1929 meant that, for the first time, there was a legal basis for training apprentices. At the time Liechtenstein also considered setting up its own VET schools. But, on account of the limited resources in the country, people realised it was necessary to cooperate with Switzerland. This close cooperation still plays a key role in determining the way dual vocational education and training works in the principality. This is also the case with aspects of funding, for example. In the past, Liechtenstein provided financial assistance for setting up and running VET schools in Switzerland. (ibid., p. 11 et seq.)

The first Apprenticeship Act (*Lehrlingsgesetz*) of the Principality of Liechtenstein dates back to 1936 and established the dual basic structure of initial vocational training. This law regulated the obligation to attend vocational school (*Gewerbeschule*) and taking the final apprenticeship examination in particular. The first Vocational and Professional Education and Training Act or VPETA (*Berufsbildungsgesetz* or BBG) was implemented in 1976. The law comprised regulations regarding the organisation of (initial) vocational training, continuing 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 (vocational) schools in other countries. (ibid., p. 12)

The VPETA was completely revised in 2006 and was implemented again in 2008: this was done mainly in order to develop in line with corresponding developments in Switzerland and to keep as similar as possible terminology in the vocational and professional education and training of the two countries. (RESSORT BILDUNGSWESEN 2006, p. 7 et seqq.)

Socio-demographic aspects

- Liechtenstein is a hereditary constitutional monarchy on a democratic and parliamentary basis and consists of eleven municipalities. (Stabstelle für Kommunikation und Öffentlichkeitsarbeit 2009, p. 34)
- While there are enough training companies to carry out training in around 80 different professions in the country itself, young people generally go to VET schools (*Berufsfachschulen*) in Switzerland for their theoretical vocational training. This means intensive and extensive cooperation in the field of education is required with Switzerland.¹³ (Ressort Bildungswesen 2006, p. 7)
- On average, 60% to 70% of an age cohort (350 to 400 school leavers) begins a two-, three- or four-year apprenticeship each year. There are currently just over 1,200 registered training relationships. Every year an average of 400 young people complete their apprenticeship training with a qualification procedure (final initial VET examination).¹⁴
- Demographic development: increasing age of society; the percentage of people aged 65+ in the population in 2015 was around 18%, with this figure expected to rise to around 23% by 2025.¹⁵

¹² The Liechtenstein VET system is covered in the other chapters with the descriptions of the Swiss system. Only in exceptional cases is there direct reference to the Liechtenstein VET system.

¹³ Source: www.liechtenstein.li/bildung/berufsbildung/, 23.10.2015

¹⁴ ibid., 23.10.2015

¹⁵ Source: www.llv.li/#/1312

- Unemployment rates: in August 2015 the overall unemployment rate was 2.3%. Among young people (aged 15 to 24) the rate was 2.9% according to the Liechtenstein Public Employment Service (AMS FL).¹⁶
- The three most commonly selected initial VET courses in 2014 were management assistant (*Kaufleute*), computer scientist (*Informatiker/in*), multi-skilled mechanic (*Polymechaniker/in*). (2015, p. 169).

Branch structure and size structure of the training companies

In the apprenticeship year 2014/15 a total of 1,183 learners were trained in 328 training companies in Liechtenstein. 68.7% of these learners are resident in Liechtenstein, 30.0% in Switzerland and 1.3% in Austria. In addition, 118 learners from Liechtenstein were trained in companies in Switzerland. In total, 931 apprenticeship contracts were therefore registered for learners from Liechtenstein. The most popular training areas were the metal and machining industry at 30.2% and the educational field of organisation, administration and office work at 20.3%. In the other 19 educational fields, the share of registrations was less than 10% of the apprenticeship contracts in each case. (AMT FÜR STATISTIK, no date, p. 19 et seq.)

There is a downward trend in the number of training companies. Compared to the training year 2006/07 (first available figures), the number of companies active in training fell by 16% from 389 to 328. (ibid., p. 20) Almost half of the training companies (159) train only one learner. 21 training companies employ 10 or more learners, with three of these employing at least 50 learners. (ibid., p. 80) On average, therefore, 3.6 learners are trained per training company. The training ratio as the proportion of learners to the total number of jobs was 6.2% in 2014 and, on average, it is therefore relatively clearly above the figure for the countries of comparison Germany, Austria and Switzerland. (ibid., p. 150)

Role of the public sector in apprenticeship training

Based on the available education statistics, it is not possible to say anything about the importance of the public sector as a training provider in apprenticeship training in Liechtenstein.

¹⁶ Source: www.amsfl.li/ams/startseite

1.5. Switzerland

Economic structure

Switzerland is one of the wealthiest countries in the world. In 2014, the GDP was around 640 billion Swiss francs, meaning Switzerland was in eighth place among the most economically powerful countries in Europe. 0.8% of the created value is in the agriculture and forestry sector, with 26.3% being generated by industry and the construction trade and 73% by services. The industry is export-oriented, with focuses on chemistry and the pharmaceutical industry, the machine, electrical and metal industries and also precision mechanics (in particular watches/clocks, jewellery and medical precision instruments). Switzerland has now also become successfully established in the field of environmental protection technologies. Some 75% of the working population, i.e. around three million people, work in the services sector. With a share of around ten percent of the GDP (2014) and around 200,000 jobs (approximately six percent of the total employees), the finance sector represents an important pillar of the economy but has become slightly less important in the last few years. The international commodity trade generates extremely high export revenue which now exceeds the revenue of the banking industry.

Socio-economic context and historical development of dual vocational education and training

Beginning in the 13th century, artisans in the towns formed guilds which also regulated the professional education and training of the next generation of professionals. The collapse of the Old Swiss Confederacy following the French Revolution also led to the end of the guild system and the regulation of professional education and training. At the start of the 19th century, the guilds were again granted certain rights, the extent of which varied from canton to canton: in some mountain cantons and in parts of French-speaking Switzerland in the west of the country, the guilds were never as influential as they were in the city cantons, which explains the different development and organisation of vocational and professional education and training in the German-speaking and French-speaking parts of Switzerland. (WETTSTEIN 2005, p. 1 et seqq.)

As a response to a long-lasting recession during the 1870s, local craft and trade associations emerged, which, at the federal level, merged into the Swiss Association for Small and Medium-Sized Enterprises. This formed professional associations which began drawing up regulations for apprentices. These included, for example, a standardisation of the agreements between the apprenticeship trainer and the apprentice with the introduction of an apprenticeship contract (1889), the promotion of theoretical training alongside the apprenticeship at part-time schools and the introduction of apprentice exams. In 1930, the first federal law on vocational and professional education and training transferred supervision of the final apprenticeship examination to the Federal Government, with execution transferred to the cantons or the professional associations. The law applied to VPET in the areas of trade, transport, crafts, industry and the catering and hotel sector, and stipulated a minimum apprenticeship period of one year and also monitoring by cantonal inspectors or intermediate examinations. (ibid., p. 5 et seqq.)

After revisions of the Vocational and Professional Education and Training Act or VPETA (*Berufsbildungsgesetz* or BBG) in 1963 and 1980, the currently valid VPETA finally came into force in 2004. With this, all professions were standardised for the first time outside of universities, meaning they could be compared with each other. The new VPETA promotes permeability in the (vocational) education and training system, defines higher VET (known as PET in Switzerland) in the non-university area, introduces performance-oriented funding and gives more on-site responsibility to the local stakeholders.¹⁷

One specific feature of the system in Switzerland is the VPET funds (*Berufsbildungsfonds*), which, according to the VPETA, are geared towards a specific branch of trade and use solidarity contributions to financially integrate businesses which do not participate in the costs of vocational and professional education and training. On request, the Federal Government can declare VPET funds to be generally obligatory for the entire branch of trade.¹⁸ In the Cantons of Geneva, Fribourg, Jura, Neuchâtel, Ticino, Vaud, Valais and Zurich

¹⁷ Source: <http://www.sbfi.admin.ch/berufsbildung/01550/01551/index.html?lang=de>, 27.11.2015

¹⁸ Source: <http://www.sbfi.admin.ch/berufsbildung/01550/01551/index.html?lang=de>, 27.11.2015

there are also cantonal VPET funds which cover all those branches of trade that are not subject to a sector fund. (WETTSTEIN/SCHMID/GONEN 2014, p. 153)

Socio-demographic aspects

- Federal republic with a high level of local and regional autonomy and also strong elements of direct democracy, consisting of 26 partly sovereign cantons (each with their own constitutions) and four linguistic regions.
- One of the few countries which does not have an education ministry. General education matters are mainly located at the cantonal level, with vocational and professional education and training under the regulatory authority of the Federal Government. VPET according to the VPETA is a joint task of the Federal Government, cantons and professional organisations, while the cantons are responsible for the implementation of initial VET.
- Demographic development: increasing age of society; the percentage of people aged 65+ in the population is 18% (2014), with this figure expected to rise to around 23% by 2030.¹⁹
- Unemployment rates: a total of around 3% (2014), among 15- to 24-year-olds this figure varies depending on the canton (between 1% and 6%), overall around 3% (2014).²⁰
- Around 2/3 of young people complete a dual VET programme after their compulsory schooling period. (SBFI 2016, p. 4)
- A survey from 2009 (costs and benefits for training companies) determined that out of all the suitable companies, more than 40% actually offered training. (STRUPLER/WOLTER 2012, p. 3)
- In 2012 in Switzerland, the three most commonly selected initial VET programmes with the Federal VET Diploma (*Eidgenössisches Fähigkeitszeugnis* or EFZ) among young men were management assistant (*Kaufmann*), electrician (*Elektroinstallateur*) and retail trade specialist (*Detailhandelsfachmann*); among young women these were management assistant (*Kauffrau*), retail trade specialist (*Detailhandelsfachfrau*) and health specialist (*Fachfrau Gesundheit*).²¹

Branch structure and size structure of the training companies

In Switzerland there is data available on this theme from a survey from 2008. The construction sector – similar to in Austria – also had one of the highest figures of all economic sectors in Switzerland in 2008 with a training participation rate of 28%. With a training participation rate of 32% in 2008, the economic segment “public administration, defence, social security” was, interestingly, the sector which was most active in training in Switzerland. Measured by the number of employees overall, however, it was the construction trade which stands out with apprentices accounting for a 10% share of all employees – the highest figure of all sectors. This also corresponds with the Austrian results, which suggests “that the training activities are also characterised by the intensity of labour and the intensity of technology used for production in a sector. Construction and trade / repair industry are labour-intensive areas in which the use of learners is clearly worthwhile.” (MÜLLER/SCHWERI 2012, p. 40)

In Switzerland the business census data from 2008 also reveals that participation in training greatly increases as the size of the company increases. While a maximum of around a third of micro-enterprises (fewer than 10 employees) offer training, with companies of between 100 and 149 employees this share is as high as two thirds. The training intensity of the host companies, however, greatly decreases as the size of the company increases: the share of apprentices among the total number of staff in companies with fewer than 10 employees was between 7.5% and 9%, in the case of companies with 50-99 employees this figure was 4.4%, and companies with 1,000+ employees had a share of 3.3%. (ibid., p. 38)

Generally, in Switzerland in 2008 more than 2/3 of learners (around 70%) were trained in companies with fewer than 50 employees, i.e. in small businesses and micro-enterprises. Large businesses with more than 250 employees trained only around 11% of the learners. (ibid., p. 39)

¹⁹ Source: <http://www.sbfi.admin.ch/berufsbildung/01550/01551/index.html?lang=de>, 27.11.2015

²⁰ ibid.

²¹ Source: <http://www.berufsberatung.ch/dyn/1296.aspx#>, 27.11.2015

Role of the public sector in apprenticeship training

In Switzerland there is a similar picture to the one in Austria. According to the business census 2008, while 32% of all institutions in the sector “public administration, defence, social security” were active in training, the share of apprentices among the total number of employees was only 4.6%, however (in contrast with 10% in the construction sector and 8% in trade, for example).

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.

AT	<p>The company-based part of apprenticeship training is regulated in the Vocational Training Act (<i>Berufsausbildungsgesetz</i> or BAG). According to the BAG, the Federal Ministry of Science, Research and Economy (BMWFW) 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 (<i>Schulorganisationsgesetz</i> or SchOG) of the Federal Government by the Federal Ministry of Education and Women's Affairs (BMBF).</p> <p><i>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.</i></p>	<p>Berufsausbildungsgesetz - BAG²² (DE)</p> <p>Schulorganisationsgesetz (SchOG)²³ (DE)</p>
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²² <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276>, 15.10.2015, only available in German

²³ <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009265>, 15.10.2015, only available in German

CH	<p>VET is defined in the Vocational and Professional Education and Training Act or VPETA (<i>Berufsbildungsgesetz</i> 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:</p> <ul style="list-style-type: none"> ▪ initial VET (<i>berufliche Grundbildung</i>) including the Federal Vocational Baccalaureate or FVB (<i>Berufsmaturität</i>) ▪ professional education and training or PET (<i>höhere Berufsbildung</i>) ▪ job-related oriented CET <p>The ordinances on initial VET and PET (training regulations) and also the core syllabuses of VET schools (<i>Berufsfachschulen</i>) are issued by a decree by the State Secretariat for Education, Research and Innovation (SERI).</p> <p><i>Implementation and administration are the responsibility of the cantonal VET offices.</i></p>	<p>Federal Act on Vocational and Professional Education and Training²⁴</p> <p>State Secretariat for Education, Research and Innovation SERI²⁵</p>
DE	<p>Dual vocational education and training in Germany is regulated by the Vocational Training Act (<i>Berufsbildungsgesetz</i> 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 <i>Länder</i> have responsibility for the VET schools of the dual system (<i>Länder</i> school legislation).</p> <p><i>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.</i></p>	<p>Berufsbildungsgesetz BBiG²⁶ (DE)</p> <p>The Education System in the Federal Republic of Germany²⁷</p> <p>Presentations on the German VET system (GOVET)²⁸</p>
LI	<p>In the Vocational and Professional Education and Training Act or VPETA (<i>Berufsbildungsgesetz</i> 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.</p> <p>Responsibility for implementation of the law in the area of VET lies with the Office for Vocational Training and Career Guidance (ABB).</p>	<p>Berufsbildungsgesetz (BBG)²⁹ (DE)</p>

²⁴ <https://www.admin.ch/opc/en/classified-compilation/20001860/index.html>, 15.04.2016

²⁵ <https://www.sbfi.admin.ch/sbfi/en/home.html>, 15.09.2015

²⁶ http://www.gesetze-im-internet.de/bundesrecht/bbig_2005/gesamt.pdf, 15.09.2015, only available in German

²⁷ <https://www.kmk.org/kmk/information-in-english.html>, 15.09.2015

²⁸ <https://www.bibb.de/govet/en/2362.php>, 15.09.2015

²⁹ <https://www.gesetze.li/lilexprod/lgsystpage2.jsp?formname=showlaw&lgblid=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	<p>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.</p> <p><i>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.</i></p>	Berufsausbildungsgesetz – BAG, § 1a BAG ³⁰ (DE)
CH	<p>According to the BBG, initial VET (<i>berufliche Grundbildung</i>) 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.</p>	Federal Law on Vocational and Professional Education and Training, Art. 15 ³¹
DE	<p>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.</p>	Berufsbildungsgesetz BBiG ³² (DE) Auswahlbibliografie "Berufskonzept" ³³ (DE)

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.

³⁰ <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276>, 12.10.2015, only available in German

³¹ <https://www.admin.ch/opc/en/classified-compilation/20001860/index.html>, 12.10.2015

³² http://www.gesetze-im-internet.de/bundesrecht/bbig_2005/gesamt.pdf, 12.10.2015, only available in German

³³ http://www.bibb.de/dokumente/pdf/a1bud_auswahlbibliografie-berufskonzept.pdf, 17.05.2016, only available in German

AT	<p>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%.</p> <p><i>According to the apprentice statistics, approx. 92% of all programmes at the reference date 31.12.2014 are in this form.</i></p> <p>Special forms:</p> <ul style="list-style-type: none"> ▪ Training workshops (<i>Lehrwerkstätten</i>): 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 (<i>Ausbildungsverbünde</i> or AV) are sectoral networks of companies set up in order to train apprentices together when a company by itself cannot fulfil 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 (<i>überbetriebliche Lehrlingsausbildung</i> or ÜBA): for young people registered at Public Employment Service Austria (<i>Arbeitsmarktservice</i> 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. 	<p>Lehrlingsausbildung im Überblick 2015³⁴ (DE)</p> <p>Jugendliche in der überbetrieblichen Berufsausbildung³⁵ (DE)</p> <p>Überbetriebliche Lehrlingsausbildung im Tirol³⁶ (DE)</p> <p>Ausbildungsverbünde in AT - Potenzial zusätzlicher Lehrstellen³⁷ (DE) <small>Please copy link to the browser</small></p>
CH	<p>Initial VET (<i>berufliche Grundbildung</i>) 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 (<i>Berufsfachschule</i>) and in branch courses (<i>überbetriebliche Kurse</i>). 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%.</p> <p><i>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.</i></p> <p><i>Three types of IVET organised at companies</i></p> <ul style="list-style-type: none"> ▪ <i>Training in small and medium-sized enterprises:</i> 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 (<i>Lehrbetriebsverbünde</i>), and here a company is responsible for the training in its entirety in each 	<p>Schulisch organisierte Grundbildung³⁸ (DE)</p> <p>Lehrbetriebsverbünde³⁹ (DE)</p> <p>Evaluation Lehrbetriebsverbünde⁴⁰ (DE)</p> <p>Vocational and Professional Education and Training in</p>

³⁴ Dornmayr/Nowak 2015: http://www.ibw.at/components/com_redshop/assets/document/product/1445415764_fb183.pdf, 22.01.2016, only available in German

³⁵ Lenger/Löffler/Dornmayr 2010: http://www.forschungsnetzwerk.at/downloadpub/ams_ak_ibw_oeibf_Endbericht_ueba_.pdf, 12.10.2015, only available in German

³⁶ Löffler/Helling 2011: http://amg.tsn.at/sites/amg.tsn.at/files/documents/2011_Evaluierung_%C3%BCberbetrieblicheLehrausbildungen.pdf, 12.10.2015, only available in German

³⁷ Lachmayr/Dornmayr 2008: <http://www.oeibf.at/db/calimero/tools/proxy.php?id=12804>, 12.10.2015, only available in German → please copy link to the browser.

³⁸ Wettstein/Amos 2010: http://edudoc.ch/record/109417/files/SBBK_schulische_beGr.pdf,12.04.2016, only available in German

³⁹ <http://www.berufsbildung.ch/dyn/bin/3819-13827-1-mb19.pdf>, 12.10.2015, only available in German

⁴⁰ BBT (ed.) 2008: https://www.sbf.admin.ch/dam/sbf/de/dokumente/evaluation_lehrbetriebsverbuende.pdf.download.pdf/evaluation_lehrbetriebsverbuende.pdf, 12.10.2015, only available in German

	<p>case (training alliance of the first kind)</p> <ul style="list-style-type: none"> ▪ <i>Training in medium-sized and large enterprises:</i> 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. ▪ <i>Training in a training alliance (Ausbildungsverbund):</i> 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). <p><i>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.</i></p> <p>Special forms:</p> <ul style="list-style-type: none"> ▪ <i>Block teaching:</i> 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. ▪ <i>Training in forensic commitment:</i> implementation of IVET in penal institutions and (more frequently) as part of forensic commitment for young people. ▪ <i>VET of competitive athletes and high-performing artists:</i> these are allowed a leave of absence for their sport/artistic training in connection with an extension of the IVET ▪ <i>Basic training year (Basislehrjahr):</i> 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. 	<p>Switzerland - Facts and Figures 2016⁴¹</p>
DE	<p>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%.</p> <p><i>Around 90% of all dual VET programmes are in the company-based form.</i></p> <p>Special forms:</p> <ul style="list-style-type: none"> ▪ <i>Inter-company training centres (überbetriebliche Berufsbildungsstätten or ÜBS):</i> 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) ▪ <i>Four forms of training alliance (Ausbildungsverbund or AV):</i> Training in the main company with a partner company; 	<p>BIBB-Datenreport 2012⁴² (DE)</p> <p>Inter-company vocational training centres⁴³</p> <p>Gestaltung von Ausbildungsverbünde⁴⁴ (DE)</p>

⁴¹ SBFI 2016: https://www.sbfi.admin.ch/dam/sbfi/en/dokumente/berufsbildung_inderschweiz-faktenundzahlen2016.pdf.download.pdf/vocational_and_professionaleducationandtraininginswitzerland-fac.pdf, 12.10.2016

⁴² https://datenreport.bibb.de/html/4714.htm#erlaeu_a4_2_2-1, 12.10.2015, only available in German

⁴³ <https://www.bibb.de/en/741.php>, 12.10.2015

⁴⁴ Drinkhut/Acker/Schlottau 2003: http://www.bibb.de/dokumente/pdf/a11_starregio_gestaltung.pdf, 12.10.2015, only available in German

	<p>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.</p> <ul style="list-style-type: none"> ▪ <i>Training in extra-company establishments</i> (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. 	Außerbetriebliche Berufsausbildung ⁴⁵ (DE)
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Forms of training for different target groups

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	<p>“Regular” dual vocational education and training is open to everyone who has completed their 9-year compulsory education period.</p> <p><i>Special forms:</i></p> <p>a) <i>For people having difficulties finding/staying in a regular apprenticeship</i></p> <ul style="list-style-type: none"> ▪ <u>Supra-company apprenticeship training (<i>überbetriebliche Lehrausbildung</i> or ÜBA) according to section 30 BAG:</u> This is handled by Public Employment Service Austria (<i>Arbeitsmarktservice</i> 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 	<p>Evaluierung der integrativen Berufsausbildung⁴⁶ (DE)</p> <p>Überbetriebliche Lehrausbildung⁴⁷ (DE)</p> <p>Berufsausbildungsgesetz §8b (BAG)⁴⁸ (DE)</p> <p>Lehrlingsausbildung im</p>
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⁴⁵ <https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/Ausbildung/FinanzielleHilfen/FoerderungderBerufsausbildung/Detail/index.htm?dfContentId=L6019022DSTBAI515290>, 12.10.2015, only available in German

⁴⁶ Heckl, Eva et al. 2008: https://www.bmwf.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Documents/Endbericht_IBA.pdf, 15.09.2015, only available in German

⁴⁷ <https://www.help.gv.at/Portal.Node/hlpd/public/content/24/Seite.240306.html>, 15.09.2015, only available in German

⁴⁸ <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276>, 15.09.2015, only available in German

	<p>enable a successful transfer to training and to future professional life. Youth coaching also helps with the search for an apprenticeship.</p> <p>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.</p> <ul style="list-style-type: none"> ▪ <u>Production schools (<i>Produktionsschulen</i>)</u>: 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. <p>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.</p> <p>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.</p> <p>c) For people without a training qualification</p> <ul style="list-style-type: none"> ▪ <u>Exceptional apprenticeship-leave examination (<i>außerordentliche Lehrabschlussprüfung or a.o. LAP</i>)</u> People can also be admitted to the apprenticeship-leave examination (<i>Lehrabschlussprüfung or LAP</i>) 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. ▪ <u>Intensive training for skilled workers (AMS)</u>: 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. <p>d) For particularly high-performing youths</p> <ul style="list-style-type: none"> ▪ <u>Apprenticeship and matriculation exam (<i>Lehre mit Matura</i>; also known as <i>Berufsmatura</i>; <i>Berufsreifepprüfung</i>)</u>: For particularly high-performing youths there is the option of completing the <i>Berufsmatura</i> 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 <i>Berufsmatura</i> can be completed during the apprenticeship; in the case of 4-year apprenticeship occupations this also applies for the fourth partial exam. ▪ <u>Apprenticeship after the matriculation exam (<i>Lehre nach der Matura</i>)</u>: holders of the upper secondary certificate <i>Matura</i> are given support to make it easier for them to begin an apprenticeship. This support is in the form of pilot 	
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	projects where regionally-specific VET school classes for holders of the upper secondary certificate are formed in technical apprenticeship occupations. Generally, the apprenticeship period can also be reduced by a year for holders of the upper secondary certificate if this is agreed with the training company.	
CH	<p>In Switzerland with the Federal VET Certificate for a two-year VET programme (<i>Eidgenössisches Berufsattest</i> or EBA) and the Federal VET Diploma for a three- or four-year VET programme (<i>Eidgenössisches Fähigkeitszeugnis</i> or EFZ) there are two regular variants of initial VET (<i>berufliche Grundbildung</i>). 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.</p> <p>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 (<i>Fachschulen</i>) or training workshops (<i>Lehrwerkstätten</i>). 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.</p> <p><i>Special forms:</i></p> <p>a) For people who have difficulties successfully completing an apprenticeship</p> <ul style="list-style-type: none"> ▪ <u>Individual extension of the apprenticeship period</u>: 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. ▪ <u>“Individual proof of competences for young people without a Swiss VET qualification”</u>: The target group is young people with considerable impairments who are in practical training courses (<i>Praktische Ausbildungen</i> 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 (<i>Schweizerische Berufsbildungsämter-Konferenz</i> or SBBK), the Swiss Association for Small and Medium-Sized Enterprises 	<p>Apprenticeship Positions⁵²</p> <p>Berufliche Grundbildung für Erwachsene⁵³ (DE)</p> <p>Zweijährige berufliche Grundbildung EBA⁵⁴ (DE)</p> <p>Förderung von Jugendlichen mit unterschiedlichen Begabungspotenzialen⁵⁵ (DE)</p> <p>Personen ohne Abschluss auf Sekundarstufe II, 2014⁵⁶ (DE)</p> <p>Statistik der Abschlüsse⁵⁷ (DE)</p>

⁵² State Secretariat for Education, Research and Innovation: <https://www.sbfi.admin.ch/sbfi/en/home/topics/vocational-and-professional-education-and-training/vocational-education-and-training--vet-/apprenticeship-positions.html>, 10.11.2015

⁵³ Wettstein/Neuhaus (n.d.): http://bbprojekte.ch/zc/E522_ZC-Darstellung.pdf, 10.11.2015, only available in German

⁵⁴ SBFI: <https://www.sbfi.admin.ch/sbfi/de/home/themen/berufsbildung/berufliche-grundbildung/verordnungen-ueber-die-berufliche-grundbildung/zweijaehrige-berufliche-grundbildung.html>, 10.11.2015, only available in German

⁵⁵ Federal Department of Economic Affairs, Education and Research EAER 2013, p. 25 et seqq.: <http://www.news.admin.ch/NSBSubscriber/message/attachments/37558.pdf>, 10.11.2015, only available in German

⁵⁶ http://www.bbprojekte.ch/zc/F709_StatBevoelkerung.pdf, 14.04.2016, only available in German

⁵⁷ http://www.bbprojekte.ch/zc/F624_StatAbschl_2014.pdf, 14.04.2016, only available in German

	<p>(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.</p> <ul style="list-style-type: none"> ▪ <u>Low-threshold offers:</u> for young people who do not (yet) meet the requirements of a 2-year initial VET programme. These include the basic apprenticeships (<i>IV-Anlehren</i>) 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 (<i>Praktische Ausbildungen</i> or PrA) prepare young people for initial VET with EBA, unskilled work in the private sector or work in a sheltered workshop. ▪ <u>Socio-pedagogical programmes:</u> 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. <p>b) Transition offers</p> <ul style="list-style-type: none"> ▪ <u>Bridging offers:</u> 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 (<i>Vorlehren, Vorkurse</i>)) 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. ▪ <u>VET case management (<i>Case Management Berufsbildung</i> or CM BB):</u> 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. ▪ <u>Guidance and placement offers:</u> 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. <p>c) For people without a training qualification</p> <p>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.</p>	
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	<p>Based on the BBG, four pathways are offered today so people can obtain a qualification at a later point in life</p> <ul style="list-style-type: none"> ▪ 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 (<i>Berufslehren für Erwachsene</i>). ▪ Direct admission to the final examination if somebody <i>can prove at least five years of professional activity and relevant previous knowledge</i>. ▪ Acquisition via <i>other qualification procedures</i>, in particular the validation of educational achievements. <p>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.</p> <p>d) For particularly high-performing youths</p> <ul style="list-style-type: none"> ▪ <i>Federal Vocational Baccalaureate (FVB, Berufsmaturität)</i>: For particularly high-performing youths there is the option of completing the preparation for the <i>Berufsmatura</i> 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). <i>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.</i> ▪ <i>Attendance of optional courses at VET schools</i> ▪ <i>Preparation for national and international competitions</i> ▪ Some companies, in particular large companies and VET centres, promote high-performing young people with an <i>enrichment of their requirements and tasks</i>. This is done, for example, in so-called youth enterprises (<i>Juniorunternehmen</i>) in which teams with people from various professions develop, produce and market specific products or services relatively independently. 	
DE	<p>The “regular” apprenticeship is open to all people who have completed their compulsory education at full-time school (9 school years, in some <i>Länder</i> 10).</p> <p><i>Special forms:</i></p> <p>a) For people having difficulties finding/staying in a regular apprenticeship</p>	<p>Konzept - Assistierte Ausbildung⁵⁸ (DE)</p> <p>Berufsvorbereitende</p>

⁵⁸ Federal Employment Agency (ed.) 2015: <http://www.arbeitsagentur.de/web/wcm/idc/groups/public/documents/webdatei/mdaw/mjv4/~edisp/l6019022dstbai750367.pdf>, 10.11.2015, only available in German

<ul style="list-style-type: none"> ▪ <u>Training in extra-company establishments (<i>Berufsausbildung in außerbetrieblichen Einrichtungen</i> or BaE):</u> 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. ▪ <u>Assisted training (<i>Assistierte Ausbildung</i> or AsA):</u> 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. <p>b) Transition offers</p> <ul style="list-style-type: none"> ▪ <u>Vocational preparation scheme (<i>Berufsvorbereitende Bildungsmaßnahmen</i>):</u> 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. 	<p>Bildungsmaßnahmen⁵⁹ (DE)</p> <p>Berufsvorbereitung⁶⁰ (DE)</p> <p>Forschungsbericht - Einstiegsqualifizierung⁶¹ (DE)</p> <p>Einstiegsqualifizierung⁶² (DE)</p> <p>Aktivierungshilfe⁶³ (DE)</p> <p>Bundes- und Länderprogramme zur Förderung der Berufsausbildung⁶⁴ (DE)</p> <p>Außerbetriebliche Berufsausbildung - Geschäftsanweisungen⁶⁵ (DE)</p>
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⁵⁹ Federal Employment Agency (ed.) 2012, p. 2: <https://www.arbeitsagentur.de/web/wcm/idc/groups/public/documents/webdatei/mdaw/mta1/~edisp/l6019022dstbai433408.pdf>, 10.11.2015, only available in German

⁶⁰ <https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ZwischenSchuleundBeruf/Berufsvorbereitung/Detail/index.htm?dfContentId=L6019022DSTBAI485320>, 10.11.2015, only available in German

⁶¹ Becker et al. 2010, p. 15: http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Publikationen/Forschungsberichte/fb-411-Einstiegsqualifizierung.pdf?jsessionid=F8B24C2CC72540597D79158DBDC31204?_blob=publicationFile&v=2, 10.11.2015, only available in German

⁶² <https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ZwischenSchuleundBeruf/Berufsvorbereitung/Detail/index.htm?dfContentId=L6019022DSTBAI519675>, 10.11.2015, only available in German

⁶³ <https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/MenschenmitBehinderung/AusundWeiterbildung/Detail/index.htm?dfContentId=L6019022DSTBAI749575>, 10.11.2015, only available in German

⁶⁴ BIBB (ed.) 2015: http://www.bibb.de/dokumente/pdf/a2_dokumentation-bundes-laenderprogramme-2015.pdf, 10.11.2015, only available in German

⁶⁵ Federal Employment Agency (ed.) 2011, p. 4: https://www.arbeitsagentur.de/web/wcm/idc/groups/public/documents/webdatei/mdaw/mdk5/~edisp/l6019022dstbai392763.pdf?_ba.sid=L6019022DSTBAI392766, 10.11.2015, only available in German

<ul style="list-style-type: none"> ▪ <u>Introductory qualification (<i>Einstiegsqualifizierung</i>)</u>: 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. ▪ <u>Mentoring for the transition to the labour market (<i>Berufseinstiegsbegleitung</i>)</u>: 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. ▪ <u>Activation assistance for younger people (<i>Aktivierungshilfen für Jüngere</i>)</u>: 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. <p>c) For people without an IVET qualification</p> <ul style="list-style-type: none"> ▪ <u>Exceptional admission (external examination or "<i>Externenprüfung</i>")</u>: 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. 	<p>azubi - Berufsausbildung in außerbetrieblichen Einrichtungen⁶⁶ (DE)</p> <p>Evaluation Berufseinstiegsbegleitung 2015⁶⁷ (DE)</p>
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⁶⁶ <http://www.azubi-azubine.de/ausbildung/berufsvorbereitende-massnahmen/berufsausbildung-in-einer-ausserbetrieblichen-einrichtung-bae.html>, 10.11.2015, only available in German

⁶⁷ Bundesministerium für Arbeit und Soziales 2015: 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	<p>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).</p> <p>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.</p> <p>At the local level, authorised apprenticeship trainers act as responsible agents of company-based training and in cooperation with the VET schools.</p>	<p>Austria - Vet in Europe - Country report⁶⁸</p> <p>Learning for Jobs⁶⁹</p> <p>Steuerung der beruflichen Bildung im internationalen Vergleich⁷⁰ (DE)</p>
CH	<p>VET is defined in the Vocational and Professional Education and Training Act or VPETA (<i>Berufsbildungsgesetz</i> 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).</p> <ul style="list-style-type: none"> • State Secretariat for Education, Research and Innovation or SERI (<i>Staatssekretariat für Bildung, Forschung und Innovation</i> or SBFI): Strategic control and development. SERI issues ordinances on initial VET (<i>berufliche Grundbildung</i>) (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 	<p>Joint Governance and Financing of Vet⁷¹</p> <p>OECD-Studie zur Berufsbildung Schweiz⁷² (DE)</p>

⁶⁸ Tritscher-Archan 2014: <http://refernet.at/de/berufsbildung-in-oesterreich/publikationen>, 15.12.2015

⁶⁹ Hoeckel 2010: <http://www.oecd.org/edu/45407970.pdf>, 15.12.2015

⁷⁰ Rauner 2008: <http://www.modul2012.de/BertelsmannRauner2008Kurzfassung.pdf>, 15.12.2015, only available in German

⁷¹ Scharnhorst 2013: http://www.cedefop.europa.eu/files/07_Joint_governance_and_financing_of_VET_in_Switzerland_-_advantages_and_challenges_Ursula_Scharnhorst.pdf, 15.12.2015

⁷² Hoeckel/Field/Grubb 2009: <http://www.oecd.org/switzerland/42837311.pdf>, 15.12.2015, only available in German

	<p>committees, in particular the Federal Commission for Vocational and Professional Education and Training (<i>Eidgenössische Berufsbildungskommission</i> or EBBK): it has an advisory function for SERI and assesses projects on the development of vocational education and training.</p> <ul style="list-style-type: none"> • 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 (<i>berufliche Grundbildung</i>) 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	<p>Overall responsibility lies with BMBF, including for the Vocational Training Act (<i>Berufsbildungsgesetz</i> or BBiG), the company-based part of apprenticeship training and the funding of the Federal Institute for Vocational Education and Training (<i>Bundesinstitut für Berufsbildung</i> or BIBB). The training regulations are issued by the competent ministry in consultation with BMBF.</p> <p>The Länder, in particular, are responsible for VET schools: development of curricula, training/payment of teachers. On account of the “cultural sovereignty” of the <i>Länder</i>, there are considerable differences between the individual <i>Länder</i> in terms of the organisation and content of the school-based part of dual VET.</p> <p>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/trainees and monitor the company-based part of training. The Federal Employment Agency (<i>Bundesagentur für Arbeit</i> or BA) is responsible for advising, placement and promoting vocational education and training for young people and companies.</p>	<p>Germany - Vet in Europe - Country report⁷³</p> <p>OCED-Studien zur Berufsbildung - Deutschland⁷⁴ (DE)</p>
LI	<p>The VPETA defines vocational education and training as a joint task of the State and POs. The Office for Vocational Training and Career Guidance (<i>Amt für Berufsbildung und Berufsberatung</i> or ABB) is responsible for supervising initial VET.</p>	<p>Liechtensteinisches Landesgesetzblatt⁷⁵ (DE)</p>

⁷³ Hensen/Hippach-Schneider n.d.: http://www.cedefop.europa.eu/files/2012_cr_de.pdf, 15.12.2015

⁷⁴ Hoeckel/Schwartz 2010: <http://www.oecd.org/berlin/45924455.pdf>, 15.12.2015, only available in German

⁷⁵ <https://www.gesetze.li/lilexprod/lgsystpage2.jsp?formname=showlaw&lglid=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. <i>The processes are supported by academic studies and evaluations carried out by educational research institutes.</i>	
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. <i>The processes are supported by academic studies and evaluations carried out by research establishments, including the “leading houses”.</i>	Leading Houses ⁷⁶
DE	The initiatives for innovation processes come directly from companies or from chambers, trade unions, the <i>Länder</i> 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. <i>The processes are supported by academic studies and evaluations carried out by research establishments, including BIBB.</i>	

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

⁷⁶ <https://www.sbfi.admin.ch/sbfi/en/home/topics/vocational-and-professional-education-and-training/vet-pet-research/leading-houses.html>, 10.11.2015

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

AT	<p>There is always a focus on the practical requirements of the branches of trade. The contents of training regulations are prepared by BBAB and BMWFW and then the regulations are issued by BMWFW. 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 BMWFW and core syllabuses by BMBF.</p> <p>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.</p> <p><i>Together with the training regulation, the examination regulation is also issued, which regulates the contents of the apprenticeship-leave examination (Lehrabschlussprüfung or LAP).</i></p> <p><i>The following accompanying measures are taken:</i></p> <ul style="list-style-type: none"> ▪ In selected apprenticeship occupations, <i>ibw works together with professional organisations of the companies with support from the employees’ representatives to draw up guidelines</i> 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. 	<p>Wie entsteht ein neuer Lehrberuf?⁷⁷ (DE)</p>
CH	<p>Three stakeholders are involved in redesigning training regulations: the POs submit the application for the adoption of an initial VET ordinance (<i>Verordnung über die berufliche Grundbildung</i>). 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.</p>	<p>Handbuch Verordnungen⁷⁸ (DE)</p>
DE	<p>The Federal Government, <i>Länder</i>, 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 <i>Länder</i>. 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.</p> <p><i>A “paragraph section” and a general training plan are drawn up for the draft training regulation. The general training plan</i></p>	<p>Ausbildungsordnungen und wie sie entstehen⁷⁹ (DE)</p>

⁷⁷ 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

⁷⁸ <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

⁷⁹ BIBB 2015a: <https://www.bibb.de/veroeffentlichungen/de/publication/show/id/2061>, 25.11.2015, only available in German

	<p><i>sets out the syllabus and the timetable. The paragraph section contains the name of the apprenticeship occupation, the training profile and the exam requirements, for example.</i></p> <p><i>The BBiG provides for the possibility of testing new occupations/forms of training.</i></p>	
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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 ⁸⁰ (DE)
CH	The core syllabus (so-called <i>Bildungsplan</i> 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.	

⁸⁰ BMWFW (ed.) 2014: http://www.bmwfw.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Documents/HP_Kern_Die%20Lehre_2014_311.pdf, 11.12.2015, only available in German

DE	In coordination with experts from the Federal Government, experts from the <i>Länder</i> develop the draft of a core syllabus for teaching at VET school. In a development and coordination phase, training regulations for companies and core syllabuses for VET schools are coordinated with each other. In a final meeting, experts (Federal Government, <i>Länder</i>) once again discuss the drafts and coordinate these with each other.	Handreichung für die Erarbeitung von Lehrplänen ⁸¹ (DE)
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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).

AT	<p>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.</p> <p><i>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).</i></p> <p><i>Special cases</i></p> <ul style="list-style-type: none"> ▪ 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. ▪ 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). ▪ In supra-company apprenticeship training, the costs for the training establishments and also the training remuneration for apprentices are borne by the public sector. 	
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⁸¹ Standing Conference of the Ministers of Education and Cultural Affairs (ed.) 2011: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2011/2011_09_23_GEP-Handreichung.pdf, 27.11.2015, only available in German

CH	<p>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.</p> <p><i>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.</i></p> <p>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.</p> <p><i>Special cases:</i></p> <ul style="list-style-type: none"> ▪ 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. 	<p>Die duale Lehre: eine Erfolgsgeschichte – auch für Betriebe⁸² (DE)</p> <p>Berufsbildungsfonds⁸³ (DE)</p>
DE	<p>The companies bear the costs for the company-based part of training (cf. AT). The <i>Länder</i>/municipalities are responsible for funding VET schools.</p> <p><i>Special cases:</i></p> <ul style="list-style-type: none"> ▪ 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 <i>Länder</i> level: in some <i>Länder</i>, for example, there is financial support for companies which take on apprentices from bankrupt companies. ▪ Inter-company training centres (<i>überbetriebliche Bildungsstätten</i> 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 (<i>Berufsausbildung in außerbetrieblichen Einrichtungen</i> 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. 	<p>Berufsbildung auf einen Blick⁸⁴ (DE)</p> <p>Costs, benefits and financing of vocational education and training⁸⁵</p>

⁸² Strupler/Wolter 2012: <http://edudoc.ch/record/103002/files/kost-nutz-2012.pdf>, 27.11.2015, only available in German

⁸³ SBFI: <https://www.sbfi.admin.ch/sbfi/de/home/themen/berufsbildung/berufsbildungsfonds.html>, 10.11.2015, only available in German

⁸⁴ Federal Statistical Office (ed.) 2013: https://www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/BeruflicheBildung/BerufsbildungBlick0110019129004.pdf?_blob=publicationFile, 7.11.2015, only available in German

⁸⁵ <https://www.bibb.de/en/698.php>, 17.11.2015

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.

AT	<p>Completion (fulfilment) of the nine years of compulsory education. – <i>Positive completion of this period is not a formal requirement.</i></p> <p><i>Special cases:</i></p> <ul style="list-style-type: none"> ▪ 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	<p>Fulfilment of compulsory education. – <i>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.</i></p> <p><i>Special cases:</i></p> <ul style="list-style-type: none"> ▪ 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 (<i>berufliche Grundbildung</i>) after their compulsory education period, with the aim of increasing their opportunities on the apprenticeship market by providing further qualifications. 	When will my child start school? ⁸⁶
DE	<p>Fulfilment of the obligation to attend full-time school. – <i>Depending on the Land, this is either 9 or 10 years of school attendance. Positive completion of this period is not a formal requirement.</i></p> <p><i>Special cases:</i></p> <ul style="list-style-type: none"> ▪ With one-year transition offers such as a basic vocational training year (<i>Berufsgrundbildungsjahr</i>), prevocational training year (<i>Berufsvorbereitungsjahr</i>) and preparation vocational training year (<i>Berufseinstiegsjahr</i>), 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. 	Externen Prüfungsteilnehmern auf der Spur ⁸⁷ (DE)

⁸⁶ <https://www.ch.ch/en/length-compulsory-schooling/>, 16.06.2015

⁸⁷ Schreiber/Gutschow 2013: http://www.bibb.de/dokumente/pdf/a12_BIBBreport_2013_20.pdf, 16.06.2015, only available in German

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.

AT	Approx. 37% of the young people in an age cohort learn a legally recognised apprenticeship occupation after completing their compulsory education. <i>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.</i>	Lehrlingsausbildung im Überblick 2015 ⁸⁸ (DE)
CH	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)	Schulbesuchsquoten der 16-26-Jährigen 2012/13 ⁸⁹ (DE)
DE	Among the entire age cohort, the share of young people beginning company-based training for the first time is around 56% ("training beginner rate").	
LI	Almost 60% of school leavers opt for a dual VET programme.	Landtag, Regierung und Gerichte ⁹⁰ (DE)

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.

AT	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.	Lehrlingsausbildung im Überblick 2015 ⁹¹ (DE)
CH	Currently no data available.	
DE	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.	Datenreport zum Berufsbildungsbericht ⁹² (DE)

⁸⁸ Dornmayr/Nowak 2015: http://www.ibw.at/components/com_redshop/assets/document/product/1445415764_fb183.pdf, 13.12.2015, only available in German

⁸⁹ <http://www.bfs.admin.ch/bfs/portal/de/index/themen/15/04/00/blank/uebersicht.Document.21611.xls>, 15.06.2015, only available in German

⁹⁰ <http://www.li.li/files/srk/rb14-rechenschaftsbericht-2014-gesamt.pdf>, 27.11.2015, only available in German

⁹¹ Dornmayr/Nowak 2015: http://www.ibw.at/components/com_redshop/assets/document/product/1445415764_fb183.pdf, 13.12.2015, 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.

AT	<p>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 (<i>Feststellungsbescheid</i>).</p> <p>Criteria:</p> <ul style="list-style-type: none"> ▪ According to the Trade, Commerce and Industry Regulation Act (<i>Gewerbeordnung</i>), 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) ⁹³ (DE)
CH	<p>The requirement for company-based training is VET accreditation (<i>Bildungsbewilligung</i>). 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.</p> <p>Criteria:</p> <ul style="list-style-type: none"> ▪ 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	<p>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.</p> <p>Criteria:</p> <ul style="list-style-type: none"> ▪ Training companies have to be equipped in such a way that the skills/knowledge/experiences as stipulated in the training regulation can be taught. 	

⁹² BIBB (ed.) 2015b: http://www.bibb.de/dokumente/pdf/bibb_datenreport_2015.pdf, 27.04.2016, only available in German

⁹³ <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276>, 15.10.2015, only available in German

	<ul style="list-style-type: none"> ▪ 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. 	
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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	<p>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).</p> <ul style="list-style-type: none"> ▪ <i>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.</i> ▪ <i>In the case of underage apprentices, the consent of their legal representatives is required.</i> ▪ <i>A written employment contract must be concluded for any particular or additional training agreements.</i> 	Berufsausbildungsgesetz (BAG) ⁹⁴ (DE)
CH	<p>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.</p> <p><i>The apprenticeship contract regulates the following areas in particular:</i></p> <ul style="list-style-type: none"> ▪ <i>Purpose of the training</i> ▪ <i>Duration of the apprenticeship</i> ▪ <i>Training obligation of the employer</i> ▪ <i>Time off work for attending VET school and participating in the final examinations</i> <p><i>Forms which are standardised throughout the country must be used. In the case of underage learners, the consent of their legal representatives is required.</i></p>	Lehrvertrag ⁹⁵ (DE)

⁹⁴ <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276>, 15.10.2015, only available in German

⁹⁵ <http://www.lehr-vertrag.ch/>, 15.09.2015, only available in German

DE	<p>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.</p> <ul style="list-style-type: none"> ▪ <i>With the conclusion of the training contract, training organisations and trainees assume specific obligations.</i> ▪ <i>In the case of underage trainees, the consent of their legal representatives is required.</i> ▪ <i>Sample forms are provided by the different IHKs/HWKs. These also check the contents of the contract.</i> 	Berufsbildungsgesetz BBiG ⁹⁶ (DE)
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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.

AT	<p>Federal level: BMWFW is responsible for company-based training and BMBF for the school-based part of training; BBAB (containing social partners) supports BMWFW with advice and expert reports.</p> <p>Province level: the apprenticeship offices of the economic chambers are responsible for the administration of company-based training. They are given responsibility by BMWFW 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.</p>	FAQ Lehre EN ⁹⁷ (DE) Lehrlingsprogramme ⁹⁸ (DE)
CH	<p>Confederate level: 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 (<i>berufliche Grundbildung</i>), 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</p>	Vocational and Professional Education and Training in Switzerland

⁹⁶ http://www.gesetze-im-internet.de/bbig_2005/_11.html, 15.09.2015, only available in German

⁹⁷ ibw (ed.) 2012: http://www.en.bmwfw.gv.at/Vocationaltraining/Apprenticeshipsandvocationaltraining/Documents/FAQ_Lehre_EN.pdf, 17.06.2015, only available in German

⁹⁸ ReferNet Austria 2014 : http://www.refernet.at/index.php/de/component/docman/doc_download/473-atapprenticeshiparticle2014definal, 17.06.2015, only available in German

	<p>development/coordination of VET.</p> <p>Regional level: 26 cantonal VET offices are the bodies responsible for implementing VET at the canton level.</p> <p>The POs are involved both nationally and also in the cantons and define education contents, national qualification procedures and organise initial VET (<i>berufliche Grundbildung</i>).</p>	- Facts and Figures 2016⁹⁹
DE	<p>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 <i>Länder</i>.</p> <p>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 <i>Länder</i> at the Standing Conference of the Ministers of Education and Cultural Affairs. Installed in the <i>Land</i> government there is a <i>Land</i> committee for VET: this advisory board consists of equal numbers of representatives of the employers, trade unions and <i>Land</i> authorities.</p> <p>The IHKs/HWKs are responsible for monitoring, providing advice and regulation of company-based training.</p>	Motor der dualen Berufsbildung¹⁰⁰ (DE)

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	<p>2 to 4 years, usually 3 years</p> <p><i>Special cases:</i></p> <ul style="list-style-type: none"> 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 (<i>Reifeprüfung</i>), graduates of a school for intermediate vocational education lasting at least 3 years and people who have completed the LAP/skilled workers' examination (<i>Facharbeiterprüfung</i>) 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. 	Lehrzeit - Anrechnung, Ersatz, Verkürzung¹⁰¹ (DE)
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⁹⁹ https://www.sbfi.admin.ch/dam/sbfi/en/dokumente/berufsbildung_inderschweiz-faktenundzahlen2016.pdf.download.pdf/vocational_and_professionaleducationandtraininginswitzerland-fac.pdf, 23.05.2016

¹⁰⁰ http://www.bibb.de/dokumente/pdf/Motor_der_Dualen_Berufsbildung_DE.pdf, 06.04.2016. only available in German

¹⁰¹ <https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Rechtsinformation/Lehrzeitanrechnung.html>, 23.05.2016, only available in German

	<ul style="list-style-type: none"> For apprentices in a vocational education and training programme according to section 8b BAG and for apprentices who complete the <i>Berufsreifeprüfung</i> (“<i>Lehre mit Matura</i>”) at the same time as the apprenticeship, an extension of the apprenticeship period is also possible. 	
CH	2 to 4 years <i>Special cases:</i> <ul style="list-style-type: none"> In individual occupations there are special shortened programmes for adults. The period of training can be reduced by 1 to 2 years if specific requirements are met (often a second apprenticeship in a similar professional area). The cantonal authority can reduce the duration of training in individual cases (by 1 to 2 years). Requirement: the learner has gathered previous job-related knowledge in the specific occupation or has completed a training programme in another occupation. If the training objective cannot be achieved within the normal period, the training duration can be extended by the canton if the parties apply for an extension. Also in the case of reduced working hours (sport training of competitive athletes!) an extended training period can be agreed. 	
DE	2 to 3.5 years, usually 3 years <i>Special cases:</i> <ul style="list-style-type: none"> 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). For <i>Abitur</i> holders a reduction of the training period by up to twelve months is possible. Proof of a relevant basic vocational training programme, professional activity or work experience can also be taken into consideration. 	Verkürzung – Verlängerung der Ausbildungsdauer ¹⁰² (DE)

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).

AT	Around 200 (last updated 2015)	Lehrberufsliste ¹⁰³ (DE)
CH	Around 250 (last updated 2015)	Berufliche GB ¹⁰⁴ (DE)

¹⁰² <http://www.azubi-azubine.de/mein-recht-als-azubi/verkuerzung-verlaengerung-der-ausbildung.html>, 19.05.2016, only available in German

¹⁰³ <http://lehrberufsliste.m-services.at>, 17.11.2015, only available in German

¹⁰⁴ <http://www.sbf.admin.ch/bvz/grundbildung/index.html?lang=de>, 27.11.2015, only available in German

DE	Around 330 (last updated 2015)	Ausbildungsberufe ¹⁰⁵ (DE)
LI	Around 110 occupations and semi-skilled occupations in which learners are trained (last updated 2014).	Landtag, Regierung und Gerichte ¹⁰⁶ (DE)

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 <i>Special forms:</i> <ul style="list-style-type: none"> ▪ In many large companies there are in-house training workshops (<i>Lehrwerkstätten</i>); 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. 	Ausbildung in den Bauakademien ¹⁰⁷ (DE)
CH	Company-based IVET: company, VET school, VET centre (branch courses - <i>überbetriebliche Kurse</i> or üKs) – three-track training School-based IVET: VET school, business school or training workshop, company (traineeship) <i>The VET centres</i> 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. <i>Special forms:</i> <ul style="list-style-type: none"> ▪ <i>In-house training workshops (interne Ausbildungsstätten):</i> 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. 	

¹⁰⁵ <http://www.bmwi.de/DE/Themen/Ausbildung-und-Beruf/ausbildungsberufe.html>, 13.05.2016, only available in German

¹⁰⁶ Government of the Principality of Liechtenstein (ed.) 2015: <http://www.llv.li/files/srk/rb14-rechenschaftsbericht-2014-gesamt.pdf>, 27.11.2015, only available in German

¹⁰⁷ Gruber/Schmid/Nowak 2012: http://www.forschungsnetzwerk.at/downloadpub/ibw2012_kurzexpertise_ausb_bauakademien.pdf, 17.11.2015, only available in German

	<p>The in-house training workshops belong to the host company, and learners from other companies are also often trained there.</p> <ul style="list-style-type: none"> ▪ In the <i>basic training year</i>, learners are trained at a <i>full-time school</i> or an <i>external VET centre</i> 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. 	
DE	<p>Company and VET school</p> <p><i>Special forms:</i></p> <ul style="list-style-type: none"> ▪ 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. 	<p>Duale Ausbildung sichtbar gemacht ¹⁰⁸ (DE)</p>

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.

AT	<p>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.</p> <p><i>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%).</i></p>	
CH	<p>20% to 40%: depending on the apprenticeship, 1 to 2 days per week, in exceptional cases in block form.</p>	
DE	<p>20% to 40%: depending on the training occupation, 1 to 2 days per week or in block form over several weeks.</p> <p><i>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.</i></p>	

¹⁰⁸ BMBF n.d.: http://www.worldskillsleipzig2013.com/download/downloads/edu/BMBF_Duale_Ausbildung.pdf, 17.11.2015, only available in German

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.

AT	<p>Companies cover around three quarters of the entire training costs.</p> <p><i>However, they are entitled to various public subsidies which, in some cases, depend on the fulfilment of certain criteria.</i></p> <p><i>The apprenticeship remuneration often accounts for the largest share of the costs.</i></p>	<p>Die betrieblichen Kosten der Lehrlingsausbildung¹⁰⁹ (DE)</p> <p>Lehrlingsausbildung im Überblick 2015¹¹⁰ (DE)</p>
CH	<p>The companies' expenses make up around 43% of the entire education expenditure for initial VET.</p>	<p>Kosten Nutzen Studie¹¹¹ (DE)</p>
DE	<p>According to estimates by experts, training companies contribute around 70% of the entire training costs.</p> <p><i>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.</i></p>	<p>Kosten und Nutzen der betrieblichen Ausbildung¹¹² (DE)</p>

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.

¹⁰⁹ Lassnigg/Steine n.d.: http://www.equi.at/dateien/lehrl_betrkozufass.pdf, 17.06.2015, only available in German

¹¹⁰ Dornmayr/Nowak 2015: http://www.ibw.at/components/com_redshop/assets/document/product/1445415764_fb183.pdf, 13.12.2015, only available in German

¹¹¹ <http://edudoc.ch/record/103002/files/kost-nutz-2012.pdf>, 27.11.2015, only available in German

¹¹² Pfeiffer et al 2009: https://www2.bibb.de/bibbtools/tools/dapro/data/documents/pdf/eb_21203.pdf, 17.06.2015, only available in German

AT	<p>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.</p> <p><i>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.</i></p> <p><i>Special form:</i></p> <ul style="list-style-type: none"> 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. 	<p>Lehrabschlussprüfung en Ergebnis Pilotversuche¹¹³ (DE)</p>
CH	<p>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.</p> <p><i>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.</i></p>	<p>Qualifikationsverfahren (QV)¹¹⁴ (DE)</p>
DE	<p>Vocational education and training is completed with a final exam (in the skilled crafts: journeyman's examination (<i>Gesellenprüfung</i>); in industry: skilled workers' examination (<i>Facharbeiterprüfung</i>)) 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.</p> <p><i>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.</i></p>	<p>Ausbildungsprüfungen¹¹⁵ (DE)</p> <p>Berufsausbildungsgesetz BBiG §§ 37-50a¹¹⁶ (DE)</p>

¹¹³ Dornmayr et al. 2014: http://www.ibw.at/components/com_redshop/assets/document/product/1407930739_lap_in_oesterreich_teilbericht_pilotversuche.pdf, 19.06.2016, only available in German

¹¹⁴ <http://www.qv.berufsbildung.ch/dyn/1563.aspx>, 19.05.2016, only available in German

¹¹⁵ <http://www.dihk.de/themenfelder/aus-und-weiterbildung/ihk-pruefungen/ausbildungspruefungen/ausbildungspruefungen>, 19.05.2016, only available in German

¹¹⁶ http://www.gesetze-im-internet.de/bundesrecht/bbig_2005/gesamt.pdf, 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).

AT	<p>Regular LAP</p> <ul style="list-style-type: none"> ▪ The theoretical exam is written. ▪ Depending on the apprenticeship occupation, the practical exam 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. ▪ Topics from company-based practice are examined in the oral expert interview. The examinee has to develop suitable solution proposals. <p><i>Special cases:</i></p> <ul style="list-style-type: none"> ▪ <i>Exceptional apprenticeship-leave examination:</i> 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). ▪ Exceptional admission after completing a full-time school-based VET programme which is considered equivalent because it covers a related subject. 	<p>Lehrabschlussprüfung¹¹⁷ (DE)</p> <p>Berufsausbildungsgesetz BAB §§ 21-27¹¹⁸ (DE)</p>
CH	<p>Regular final examination (LAP):</p> <p>The final examination comprises a practical assignment 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.</p> <p><i>Special cases:</i></p> <ul style="list-style-type: none"> ▪ Direct admission to the final examination is also possible if candidates have at least <i>five years of professional experience</i>. ▪ Adults can also obtain the EFZ/EBA via <i>other qualification procedures</i>, 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. 	<p>Qualifikationsverfahren (QV)¹¹⁹ (DE)</p>

¹¹⁷ <https://www.lap.at/lap/allgemeine-infos/>, 25.09.2015, only available in German

¹¹⁸ <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10006276>, 19.05.2016, only available in German

¹¹⁹ <http://www.qv.berufsbildung.ch/dyn/1563.aspx>, 19.05.2016, only available in German

DE	<p>Regular final examination:</p> <p>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).</p> <p><i>Special cases:</i></p> <ul style="list-style-type: none"> ▪ <i>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.</i> 	Berufsausbildungsgesetz BBiG §§ 37-50a ¹²⁰ (DE)
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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.

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

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.

AT	<p>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.</p> <p><i>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</i></p>	
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¹²⁰ http://www.gesetze-im-internet.de/bundesrecht/bbig_2005/gesamt.pdf, 19.05.2016, only available in German

	<i>implementation of the LAP.</i>	
CH	<p>The qualification procedures are organised and implemented by chief examiners (<i>Chefexpertinnen und -experten</i>, CPEX) or examiners (<i>Prüfungsexpertinnen und -experten</i>, PEX). These are appointed by the cantonal authorities upon the proposal of a PO.</p> <p><i>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.</i></p>	
DE	<p>IHK and HWK organise the entire exam details (dates, exam committees) in the <i>Länder</i> and issue the exam certificates and final certificates.</p> <p><i>The exam committees comprise at least three members (representatives of employers, employees and VET schools). They are appointed for no more than 5 years.</i></p>	

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.

AT	<p>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 (<i>Meister- und Befähigungsprüfungen</i>), part-time industrial master colleges (<i>Werkmeisterschulen</i>), colleges of advanced vocational studies (<i>Berufsakademien</i>) and specialist academies (<i>Fachakademien</i>).</p> <p><i>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.</i></p>	Postsekundäre tertiäre Berufsbildung ¹²¹ (DE)
CH	<p>The federal examination for the Federal PET Diploma (<i>Berufsprüfung</i>) provides skilled workers who have an initial VET (<i>berufliche Grundbildung</i>) 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 (<i>Meisterprüfung</i>), 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).</p>	Die höhere Berufsbildung ¹²² (DE)

¹²¹ Schneeberger/Schmid/Petanovitsch 2013: <http://www.ibw.at/de/ibw-studien/1-studien/fb175/P600-postsekundäre tertiäre berufs-bildung-in-oesterreich-2013>, 17.06.2015, only available in German

¹²² <https://www.sbf.admin.ch/sbf/de/home/themen/hbb.html>, 19.06.2015, only available in German

	<p>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.</p> <p>Another offer in the PET sector is programmes at professional colleges (<i>Höhere Fachschulen</i>). 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.</p>	
DE	<p>Provision of higher vocational qualifications is safeguarded by different pathways for upgrading training, especially master craftsman/master craftswoman (<i>Handwerksmeister</i>) or industrial foreman/industrial forewoman (<i>Industriemeister</i>), certified senior clerk (<i>Fachwirt/in</i>), clerk (<i>Fachkaufmann/-frau</i>).</p> <p><i>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).</i></p>	<p>Aufstiegsfortbildung¹²³ (DE)</p> <p>Studium¹²⁴ (DE)</p>

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	<p><i>Berufsmatura</i> (= <i>Lehre mit Matura</i>, a special form of the <i>Berufsreifeprüfung</i>) 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 (<i>Pädagogische Hochschule</i>), post-secondary VET courses (<i>Kollegs</i>)). 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).</p> <p><i>Other forms:</i></p> <ul style="list-style-type: none"> ▪ <i>Berufsreifeprüfung (BRP) – after the apprenticeship:</i> 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. ▪ <i>Studienberechtigungsprüfung:</i> Holders of the certificate have the restricted HE study qualification for programmes at 	<p>Berufsreifeprüfung¹²⁵ (DE)</p>
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¹²³ BMBF 2011: https://www.bmbf.de/pub/karriere_mit_beruflicher_fortbildung.pdf, 17.06.2015, only available in German

¹²⁴ Kultusministerkonferenz 2009: http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2009/2009_03_06-Hochschulzugang-erful-qualifizierte-Bewerber.pdf, 10.10.2016, only available in German

¹²⁵ <https://www.bmbf.gv.at/schulen/bw/zb/berufsreifepruefung.html>, 19.05.2016, only available in German

	<p>universities, <i>Fachhochschulen</i>, <i>Pädagogische Hochschulen</i> and <i>Kollegs</i>. 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.</p> <ul style="list-style-type: none"> At <i>Fachhochschulen</i> it is possible to take up a study also without the <i>Matura</i> 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	<p>Federal Vocational Baccalaureate (FVB, <i>Berufsmaturität</i>): Acquisition of <i>Berufsmaturität</i> gives learners, apprenticeship graduates and people with several years of professional experience access to study programmes at universities of applied sciences (<i>Fachhochschulen</i>), and following additional, usually one-year training also access to Swiss tier-one universities (<i>universitäre Hochschulen</i>).</p> <p>Preparation for <i>Berufsmaturität</i> can be completed during VET or afterwards at different schools. Depending on previous qualifications, entry to higher semesters is possible.</p> <p><i>Special forms:</i></p> <ul style="list-style-type: none"> On certain conditions at some universities it is also possible to take up a bachelor's degree programme without the <i>Matura</i>. 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. 	Berufsmaturität ¹²⁶ (DE)
DE	<p>In some <i>Länder</i> there is the possibility to acquire a vocational qualification and the <i>Abitur</i> in specific specialist areas: These programmes combine practical training at a company and a school-based section (vocational grammar school (<i>berufliches Gymnasium</i>), vocational school (<i>Berufsschule</i>)). The training duration is 4 years. A prerequisite is admission to vocational grammar school.</p> <p>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 <i>Land</i>.</p>	Durchlässigkeit ¹²⁷ (DE)

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.

¹²⁶ <http://www.sbf.admin.ch/themen/01366/01379/01570/index.html?lang=de>, 17.09.2015, only available in German

¹²⁷ Euler/Severing 2015: http://www.bibb.de/dokumente/pdf/a33_durchlaessigkeit_hp_bertelsmann_150122.pdf, 17.09.2015, only available in German

AT	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.	Die betrieblichen Kosten der Lehrlingsausbildung ¹²⁸ (DE)
CH	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.	Kosten-Nutzen ¹²⁹ (DE)
DE	Studies have revealed that in 2007 around 30% of training companies generated net earnings with their training activities.	Cost-benefit analysis ¹³⁰

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*).

AT	<p>The main quality assurance instruments are the following:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Ausbildungsqualität¹³¹ (DE)</p> <p>Apprenticeship - Key Success Factors¹³²</p>
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¹²⁸ Lassnigg/Steiner n.d.: http://www.equi.at/pdf/lehrl_betrkozufass.pdf, 17.06.2015, only available in German

¹²⁹ Strupler/Wolter 2012: <http://edudoc.ch/record/103002/files/kost-nutz-2012.pdf>, 27.11.2015, only available in German

¹³⁰ Muehleemann/Wolter 2013: www.eenee.de/dms/EENEE/Analytical_Reports/EENEE_AR16.pdf, 21.10.2015

¹³¹ BMWFW/WKO 2014: https://www.wko.at/Content.Node/Service/Bildung-und-Lehre/Lehre/Ausbildungsqualitaet/Qualitaet_Lehre.pdf, 05.09.2015, only available in German

¹³² European Commission 2013: http://ec.europa.eu/education/policy/vocational-policy/doc/alliance/apprentice-trainee-success-factors_en.pdf, 15.09.2015

	<p><i>Other measures:</i></p> <ul style="list-style-type: none"> ▪ 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. <p>In addition, diverse public initiatives have been established which aim to raise awareness of high-quality training.</p>	
CH	<p>The BBG explicitly demands that quality be assured by the VET providers. The measures include:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Examination of the companies’ suitability to train apprentices (VET accreditation) by the competent cantonal department. <p><i>Other measures:</i></p> <ul style="list-style-type: none"> ▪ <i>Information, image and promotional campaigns</i> 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. ▪ <i>VET forums:</i> 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). ▪ <i>Annual National Apprenticeship Conference:</i> a platform for discussing different current challenges for VET, strengthening host company networks and for direct dialogue with host companies. ▪ <i>QualiCarte:</i> instrument developed by the cantons and business associations for the self-evaluation of company-based initial VET. 	Qualitätsverantwortlichkeiten in der Berufsbildung ¹³³ (DE)
DE	<p>VET is organised as a cooperative system, i.e. the training quality is the result of the collaboration of all parts and</p>	Qualität in der

¹³³ SBF: <https://www.sbf.admin.ch/dam/sbf/de/dokumente/qualitaetsverantwortlichkeiten.pdf.download.pdf/qualitaetsverantwortlichkeiten.pdf>, 19.09.2015, only available in German

	<p>stakeholders of the system. A key aspect is the regular adjustment of exam and training requirements by implementing clearly structured revision and updating procedures.</p> <ul style="list-style-type: none"> ▪ At the structural level: concepts of the different regulated professions (<i>Berufskonzepte</i>) 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. <p><i>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).</i></p>	Ausbildung ¹³⁴ (DE)
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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	<p>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:</p> <ul style="list-style-type: none"> ▪ the specialist knowledge for the training, ▪ the pedagogical and methodological as well as ▪ the legal knowledge. <p>There are three pathways towards this trainer qualification:</p> <ul style="list-style-type: none"> ▪ 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 (<i>Meisterprüfungsstelle</i>) 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 	<p>Ausbilder werden¹³⁵ (DE)</p> <p>Ausbilder-Weiterbildung¹³⁶ (DE)</p>
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¹³⁴ Kohl/Weber 2011: http://www.f-bb.de/fileadmin/Materialien/Ringvorlesung/111021_Ringvorlesung_Qualitaet_in_der_Ausbildung.pdf, 19.09.2015, only available in German

¹³⁵ <http://ausbilder.at/fuer-ausbilder>, 17.11.2015, only available in German

¹³⁶ <http://ausbilder.at/fuer-ausbilder/weiterbildung>, 17.11.2015, only available in German

	<p>replace the IVET trainer exam. Subject-related programmes and exams can be recognised as replacements by the Economics Ministry upon application.</p> <p>The IVET trainer exam is conducted orally and based on examples from training practice.</p> <p>A prerequisite for admission to the IVET trainer course and IVET trainer exam is that candidates are at least 18 years old.</p> <p>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.</p>	
CH	<p>In Switzerland, VET trainers are known as Berufsbildner/innen. According to the <i>Berufsbildungsgesetz</i> 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)</p> <p>The contents of the basic training for <i>Berufsbildner/in</i> 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.</p> <p>The following prerequisites need to be fulfilled to be able to train apprentices:</p> <ul style="list-style-type: none"> ▪ 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. <p>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.</p> <p>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.</p>	<p>Der kantonale Lehrplan¹³⁷ (DE)</p> <p>Lehrplan - Berufsbildner¹³⁸ (DE)</p> <p>Kantonale Subventionen¹³⁹ (DE)</p> <p>Diplomlehrgang für Berufsbildnerinnen und Berufsbildner¹⁴⁰ (DE)</p>
DE	<p>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.</p> <ul style="list-style-type: none"> ▪ 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 	<p>Ausbildung der Ausbilder¹⁴¹ (DE)</p>

¹³⁷ <http://www.doku.berufsbildung.ch/download/dokubb/html/sites/4.2.3.html>, 18.09.2015, only available in German

¹³⁸ <http://www.formationprof.ch/dyn/11131.aspx>, 18.09.2015, only available in German

¹³⁹ <https://berufsbildner.ch/allg-infos-berufsbildner#dispensation>, 19.09.2015, only available in German

¹⁴⁰ <http://www.wst.ch/weiterbildung/berufsbildnerin-berufsbildner/dipl-lehrgang-berufsbildner?tab=Ausbildungsziele>, 19.09.2015, only available in German

¹⁴¹ <http://www.ausbilder-ihk.de/>, 17.11.2015, only available in German

	<p>Trainer Aptitude (<i>Ausbildereignungsverordnung</i>, AEVO; sometimes also referred to as training of trainers (<i>Ausbildung der Ausbilder</i>, AdA)). Here, a distinction is made between the trainer certificate (<i>Ausbildungsbefähigung</i>) and the authorisation to train apprentices (<i>Ausbildungsberechtigung</i>): 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.</p> <p>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.</p> <p>Trainers can take advantage of a wide variety of further training options, such as for Certified IVET and CVET Teacher (<i>Geprüfter Aus- und Weiterbildungspädagoge</i>).</p>	
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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	<ul style="list-style-type: none"> ▪ 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. 	Erfolgsfaktoren der dualen Berufsausbildung ¹⁴² (DE)
CH	<ul style="list-style-type: none"> ▪ Uniform legal regulation based on the BBG. VET builds on clearly defined educational offers and national qualification 	

¹⁴² Bliem/Schmid/Petanovitsch: http://www.ibw.at/components/com_redshop/assets/document/product/1392296354_fb177.pdf, 22.06.2015, only available in German

	<p>procedures. It is characterised by a high degree of permeability. A wide range of CVET programmes are offered at all levels.</p> <ul style="list-style-type: none"> ▪ 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 (<i>Berufsbildungsverordnung</i>). 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). 	
DE	<ul style="list-style-type: none"> ▪ Geared towards broad objectives: IVET as a means of achieving economic (effectiveness), social (integration) and individual (development) objectives. ▪ IVET as a joint task of the State and the economy in a spirit of partnership. ▪ Joint funding of VET. ▪ Codification of quality standards (minimum requirements to safeguard the training quality). ▪ Qualification of the teaching and training staff (regulation of minimum standards). ▪ Balance between standardisation and flexibility. ▪ Development of well-founded decision-making structures and design structures. ▪ Social acceptance of VET. 	Germany's dual vocational training system: a model for other countries? ¹⁴³

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

¹⁴³ http://www.bertelsmann-stiftung.de/fileadmin/files/BSt/Publikationen/GrauePublikationen/GP_Germanys_dual_vocational_training_system.pdf, 25.09.2015

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.

AT	<ul style="list-style-type: none"> ▪ 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 (<i>berufspraktische Tage</i>), 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), 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” (<i>“Lehre mit Matura”</i>) scheme aims to make apprenticeship training attractive for high-performing youths by giving them the opportunity to complete the special type of matriculation exam <i>Berufsreifeprüfung</i> and an apprenticeship at the same time. ▪ Financial incentives using public funding (these play a relatively important role in Austria) 	<p>Lehrlingsprogramme¹⁴⁴ (DE)</p> <p>Lehre - stärken und fördern¹⁴⁵ (DE)</p> <p>Lehre fördern¹⁴⁶ (DE)</p> <p>Berufsmatura - Lehre mit Reifeprüfung¹⁴⁷ (DE)</p>
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¹⁴⁴ ReferNet Austria 2014, p. 5 et seqq.: http://www.refernet.at/index.php/de/component/docman/doc_download/473-atapprenticeshiparticle2014definal, 17.06.2015, only available in German

¹⁴⁵ BMWFW 2009: <http://www.bmwfw.gv.at/presse/archiv/archiv2009/documents/presseunterlagelehre090920092.pdf>, 17.06.2015, only available in German

¹⁴⁶ <https://www.wko.at/Content.Node/Lehre-F-rdern/Startseite---LehreFoernern.html>, 15.10.2015, only available in German

¹⁴⁷ <https://www.bmbf.gv.at/schulen/bw/bm/index.html>, 19.05.2016, only available in German

	<ul style="list-style-type: none"> Regular updating of training contents and job profiles to ensure modern and forward-looking qualifications 	
CH	<ul style="list-style-type: none"> 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 (<i>berufliche Grundbildungen</i>). 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 (<i>Berufsfachschulen</i>) 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 (<i>Lehrstellennachweis</i> 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. <p>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.</p>	<p>Jugendliche mit unterschiedlichen Begabungspotenzialen¹⁴⁸ (DE)</p> <p>Die Wirtschaftskammer fördert Berufsbildung¹⁴⁹ (DE)</p> <p>Portal of Swiss Vocational and Professional Education and Training¹⁵⁰</p> <p>Vignette für Lehrbetriebe¹⁵¹ (DE)</p> <p>Berufsbildungsmarketing¹⁵² (DE)</p> <p>Nationale Lehrstellenkonferenz¹⁵³ (DE)</p> <p>Kantonale Lehrstellenkonferenz¹⁵⁴ (DE)</p>

¹⁴⁸ 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

¹⁴⁹ <https://www.kmu.org/politik-themen/berufsbildung>, 15.10.2015, only available in German

¹⁵⁰ <http://www.berufsbildung.ch/dyn/21307.aspx>, 15.10.2015

¹⁵¹ <http://www.berufsbildung.ch/dyn/6601.aspx>, 15.10.2015, only available in German

¹⁵² http://www.mba.zh.ch/internet/bildungsdirektion/mba/de/dienstleistungen_kommunikation/talentfoerderung/berufsbildungsmarketing.html, 15.10.2015, only available in German

¹⁵³ <https://www.sbf.admin.ch/sbf/de/home/themen/berufsbildung/berufliche-grundbildung/spitzentreffen-der-berufsbildung/archiv-lehrstellenkonferenz-und-tag-der-berufsbildung.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.	Gewährung von Bundesbeiträgen ¹⁵⁵ (DE)
DE	<ul style="list-style-type: none"> ▪ School-based career guidance: as laid down by the ministries of education and cultural affairs in the <i>Länder</i> in school legislation, framework guidelines, ordinances, etc., with specifications varying widely across the <i>Länder</i>. 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” (<i>“Förderung der Berufsorientierung in überbetrieblichen und vergleichbaren Berufsbildungsstätten”</i> 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 (<i>Werkstatttage</i>). ▪ IHK and HWK: They employ training consultants, are the points of contact for companies and trainees (they visit companies, inform about training options, occupations, canvass for new training places and companies); IHKs and HWKs also organise VET fairs, many people responsible for IVET and CVET provide information here. General education schools carry out pedagogical preparatory and follow-up work for attendance of these trade fairs. ▪ Training canvassers (<i>Ausbildungsakquisiteure</i>): these work in some <i>Länder</i> (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 	Berufsorientierung an Schulen ¹⁵⁶ (DE) The VET Programme ¹⁵⁷ Ausbildungsberatung ¹⁵⁸ (DE) Ausbildungsakquisiteure ¹⁵⁹ (DE) Ausbildungsakquisiteure der Arbeitsagentur ¹⁶⁰ (DE) Arbeitsagentur - Berufe ¹⁶¹ (DE) Employment agency - Job exchange ¹⁶² Portal für berufliche Aus- und Weiterbildung ¹⁶³ (DE) Best-Practice - Die Jugendberufsag. ¹⁶⁴ (DE)

¹⁵⁴ <http://www.mba.zh.ch/internet/bildungsdirektion/mba/de/aktuell/mitteilungen/2016/kantonale-lehrstellenkonferenz-2016.html>, 10.10.2016, only available in German

¹⁵⁵ https://www.sbf.admin.ch/dam/sbf/de/dokumente/richtlinie_ueberdiegewaehrungvonbundesbeitraegen.pdf.download.pdf/richtlinie_ueberdiegewaehrungvonbundesbeitraegen.pdf, 15.10.2015, only available in German

¹⁵⁶ http://www.mk.niedersachsen.de/portal/live.php?navigation_id=1893&article_id=124167&psmand=8, 22.10.2015, only available in German

¹⁵⁷ <https://www.berufsorientierungsprogramm.de/de/the-vocational-orientation-programme-1791.html>, 15.10.2015

¹⁵⁸ <http://www.ihk-nordwestfalen.de/wirtschaft/aus-und-weiterbildung/ausbildung/themen/ausbildungsberatung/>, 15.10.2015, only available in German

¹⁵⁹ <http://www.stmas.bayern.de/berufsbildung/akquisiteure/index.php>, 15.10.2015, only available in German

¹⁶⁰ <https://www.arbeitsagentur.de/web/content/DE/dienststellen/rdnrw/dortmund/Agentur/Presse/Presseinformationen/Detail/index.htm?dfContentId=L6019022DSTBAI731621>, 15.10.2015, only available in German

¹⁶¹ <http://berufenet.arbeitsagentur.de/berufe/>, 15.10.2015, only available in German

¹⁶² <http://jobboerse.arbeitsagentur.de/vamJB/startseite.html?kgr=as&aa=1&m=1&vorschlagsfunktionaktiv=true/>, 15.10.2015

¹⁶³ <http://kursnet-finden.arbeitsagentur.de/kurs/index.jsp>, 15.10.2015, only available in German

¹⁶⁴ <http://www.perspektive-berufsabschluss.de/de/2045.php>, 15.10.2015, only available in German

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.

AT	<p>Pathways of formal higher vocational qualifications for apprenticeship graduates are, in particular:</p> <ul style="list-style-type: none"> ▪ Master craftsperson schools (<i>Meisterschulen</i>) & master craftsperson exams (<i>Meisterprüfungen</i>) ▪ Part-time industrial master colleges (<i>Werkmeisterschulen</i>) and industrial master exams (<i>Werkmeisterprüfungen</i>) ▪ Degree programmes at universities of applied sciences (<i>Fachhochschulen</i>) ▪ Evening schools ▪ Specialist academies (<i>Fachakademien</i>)/colleges of advanced vocational studies (<i>Berufsakademien</i>) <p><i>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.</i></p>	Postsekundäre/tertiäre Berufsbildung in Österreich ¹⁶⁵ (DE)
CH	<p>Formal upskilling is the task of the PET (Höhere Berufsbildung) sector. It comprises a two-stage examination system and professional college degree programmes (<i>Höhere Fachschulen</i>).</p> <p>The preparation for the federal examination for the Federal PET Diploma (Berufsprüfung) provides skilled workers who have a initial VET (<i>berufliche Grundbildung</i>) qualification and work experience with the opportunity of initial in-depth study and specialisation. Candidates who pass a <i>Berufsprüfung</i> (there are around 230 of them) are awarded the Federal PET Diploma (eidgenössischer Fachausweis).</p>	Die höhere Berufsbildung ¹⁶⁶ (DE)

¹⁶⁵ Schneeberger/Schmid/Petanovitsch 2013: <http://www.ibw.at/de/ibw-studien/1-studien/fb175/P600-postsekundaeretertiaere-berufsbildung-in-oesterreich-2013>, 17.06.2015, only available in German

¹⁶⁶ <https://www.sbfi.admin.ch/sbfi/de/home/themen/hbb.html>, 19.06.2015, only available in German

	<p>This Diploma is usually also a requirement for admission to the federal examination for the Advanced Federal PET Diploma (<i>höhere Fachprüfung</i>). 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.</p> <p>A Federal VET Diploma (EFZ) is required for admission to education programmes of professional colleges (<i>höhere Fachschulen</i>). These promote competences in the field of specialist and managerial responsibilities and are completed with a legally protected diploma.</p> <p>The Federal Vocational Baccalaureate (FVB, <i>Berufsmaturität</i>) 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 (<i>Passerelle</i>) also to Swiss tier-one universities (<i>universitäre Hochschulen</i>).</p>	
DE	<p>Provision of higher vocational qualifications is safeguarded by different pathways for upgrading training, especially:</p> <ul style="list-style-type: none"> ▪ Master craftsman/master craftswoman (<i>Handwerksmeister</i>) or industrial foreman/industrial forewoman (<i>Industriemeister</i>) ▪ Certified senior clerk (<i>Fachwirt/in</i>) ▪ Clerk (<i>Fachkaufmann/-frau</i>) <p><i>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 craftsperson 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.</i></p>	<p>Aufstiegsfortbildung¹⁶⁷ (DE)</p> <p>Fachwirt¹⁶⁸ (DE)</p> <p>Das Weiterbildungs-Informationen-System¹⁶⁹ (DE)</p>

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*).

¹⁶⁷ BMBF: https://www.bmbf.de/pub/karriere_mit_beruflicher_formation.pdf, 17.06.2015, only available in German

¹⁶⁸ <http://www.weiterbildung-fachwirt.de/fachwirt-betriebswirt.php>, 17.11.2015, only available in German

¹⁶⁹ <https://wis.ihk.de/?id=154>, 17.11.2015, only available in German

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 <i>Fachhochschule</i> programmes and the master craftsperson 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 craftsperson qualifications. Also in the area of more recent developments such as colleges of advanced vocational studies (<i>Berufsakademien</i>)/specialist academies (<i>Fachakademien</i>), 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 craftsperson examination (<i>Meisterprüfungsstellen</i>) of the economic chambers in the respective provinces are in charge of administration.	Vet in Europe - Country report - Austria ¹⁷⁰
CH	Professional education and training (PET, <i>Höhere Berufsbildung</i>), like initial VET (<i>berufliche Grundbildung</i>), 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 (<i>Weiterbildungsgesetze</i>) have been in force in all <i>Länder</i> since 1975: These include structural policy statements on CVET at <i>Länder</i> 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 (<i>Länder</i>) level as the provider of the main upgrading qualifications.	Vet in Europe - Country report - Germany ¹⁷¹

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	Funding depends on the respective educational measure and comes from the public, the participants and the companies. <i>School-based programmes (such as post-secondary VET courses, evening schools for employees), in some cases programmes at higher education establishments and labour market qualification measures are largely funded by the public, other forms (preparation for the master craftsperson exams, part-time industrial master colleges) are paid by the participants and/or</i>	Lebenslanges Lernen in Österreich ¹⁷² (DE)
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¹⁷⁰ Tritscher-Archan et al 2012: http://www.cedefop.europa.eu/files/2012_cr_at.pdf, 17.11.2015

¹⁷¹ Hensen/Hippach-Schneider 2012: http://www.cedefop.europa.eu/files/2012_cr_de.pdf, 15.12.2015

¹⁷² Lassnigg/Vogtenhuber/Kirchtag 2008: <http://media.arbeiterkammer.at/PDF/StudieLebenslangesLernen.pdf>, 15.11.2015, only available in German

	<p>companies.</p> <p>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.</p>	
CH	<p>CVET is largely privately financed.</p> <p>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.</p> <p>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.</p>	<p>Skills beyond School Review of Switzerland¹⁷³</p> <p>Nachfrageorientierte Förderprogramme¹⁷⁴ (DE)</p>
DE	<p>CVET is funded jointly by companies, participants and the public (“mixed funding”).</p> <p>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.</p>	<p>Continuing Vocational Training in Germany¹⁷⁵</p> <p>Finanzierung beruflicher Weiterbildung in Deutschland¹⁷⁶ (DE)</p>

¹⁷³ Fazekas/Field 2013: <http://www.oecd.org/switzerland/Skills%20beyond%20School%20Review%20of%20Switzerland.pdf>, 17.11.2015

¹⁷⁴ 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

¹⁷⁵ <https://www.bibb.de/en/16624.php>, 17.11.2015

¹⁷⁶ Dohmen 2013: <http://www.die-bonn.de/doks/report/2013-berufliche-weiterbildung-02.pdf>, 17.11.2015, only available in German

3. Neighbouring systems: CVET, labour market information and labour market measures

VET systems are also always closely linked with other systems. Here, CVET systems, systems of labour market information and systems of (active) labour market measures are particularly relevant for work in development cooperation. Therefore this chapter aims to briefly describe these two systems in the countries of comparison.

5.1. CVET systems

The CVET sector is characterised by a wide range of different providers and stakeholders in the countries of comparison. Here the public sector with formalised CVET programmes at schools, higher education establishments and universities, but also those provided by municipalities, for example, plays an important role alongside CVET programmes offered by social partners, representations of interest, religious communities and commercial private providers, which mainly provide or administer non-formal CVET (i.e. CVET not leading to a nationally recognised qualification).

Financial support provided by the Federal Government and *Länder/provinces/cantons* is an attempt to stimulate and promote CVET in particular either directly or in delegated responsibility through public employment service institutions (in AT and DE through AMS and BA) or other bodies. Regulations concerning CVET can be found in the many different laws at federal and state levels in the countries of comparison, with CH additionally having its own federal law regulating the framework for the CVET sector. In DE and AT, different laws contain, in particular, regulations on the (financial, but also non-financial) promotion of CVET and the acquisition of qualifications at a later point in life.

Whereas the employers' and employees' representations of interest in AT and DE above all focus on structured higher and further qualifications of skilled workers especially from dual VET, e.g. by providing master craftsperson qualification programmes, specialist academies (*Fachakademien*)/colleges of advanced vocational studies (*Berufsakademien*), in CH this area is very clearly formally structured by the Swiss professional education and training sector (PET, *Höhere Berufsbildung*).

In AT and DE, public employment services (AMS and BA) play a key role in CVET. They do not provide and hold CVET themselves, but initiate and fund CVET programmes particularly to qualify and (re-)integrate jobseekers as part of labour market promotion measures.

One joint feature of the CVET sectors in the countries of comparison is also that CVET providers are organised in different associations to jointly promote CVET but also to develop and safeguard its quality. Within such associations or in public bodies (in some cases also jointly), certification procedures for CVET institutions and adult educators are also offered and held for the purpose of quality assurance.

AT	<p>The adult learning landscape is characterised by large institutional diversity and a wide range of programmes. As well as the public sector (schools, higher education establishments), there are many non-profit as well as commercial adult learning providers, such as social partners (WIFI, BFI, LFI), religious communities, registered societies, representations of interest, etc.</p> <p>The formal education sector also includes schools which make it possible for people in employment to acquire qualifications in second-chance education and for skilled workers to acquire higher professional qualifications. Universities and <i>Fachhochschulen</i> also offer CVET programmes for adults (e.g. part-time <i>Fachhochschule</i> programmes, CVET courses). Non-profit adult education and training associations active throughout Austria offer both general and vocational adult learning programmes. Commercial providers are also active in both areas of the adult learning sector. In addition, companies themselves are frequently used as places of learning for labour market-related CVET.</p> <p>The stakeholders at the federal level:</p> <ul style="list-style-type: none"> At the federal level, BMBF in particular needs to be mentioned as a relevant institution, with its sphere of responsibility also comprising adult learning at schools. Based on the Adult Education and Training Act (<i>EB-Gesetz</i>), BMBF additionally supports adult learning. The Federal Institute for Adult Education (bifeb) is a subordinate office of BMBF and serves as a centre of competence for adult education and training. It provides comprehensive part-time in-service and CVET programmes for teachers, trainers, educational counsellors and career guidance officers, etc. The Federal Ministry of Labour, Social Affairs and Consumer Protection (BMASK) is responsible for labour market-related qualifications provided by AMS. The Federal Ministry of Agriculture and Forestry, Environment and Water Management (BMLFUW) provides support for adult education and training in the agrarian sector, such as in the learning establishments of the chambers of agriculture (Institutes of Agrarian Education and Training, <i>Ländliche Fortbildungsinstitute</i>, LFI). BMWFW supports professional qualification programmes as a means of employment policy and promotes CVET. Here there is a close connection with IVET via the master craftsperson qualifications, for example. In addition, BMWFW is responsible for CVET programmes offered at universities and <i>Fachhochschulen</i>. The Federal Ministry of Health and Women's Affairs (BMG) encourages CVET in the healthcare sector. 	<p>Portrait Weiterbildung Österreich¹⁷⁷ (DE)</p> <p>Erwachsenenbildungsbericht 2011¹⁷⁸ (DE)</p> <p>Erwachsenenbildungsbericht 2011/2012¹⁷⁹ (DE)</p> <p>European Commission - Austria: Adult Education and Training¹⁸⁰</p>
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¹⁷⁷ Lenz 2005: <http://www.die-bonn.de/doks/2005-weiterbildung-oesterreich-01.pdf>, 17.11.2015, only available in German

¹⁷⁸ http://www.statistik.at/web_de/services/publikationen/5/index.html?includePage=detailedView&pubId=642§ionName=Bildung%2C+Kultur, 17.11.2015, only available in German

¹⁷⁹ http://www.statistik.at/web_de/services/publikationen/5/index.html?includePage=detailedView&pubId=656§ionName=Bildung%2C+Kultur, 17.11.2015, only available in German

¹⁸⁰ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Austria:Adult_Education_and_Training, 17.11.2015

- The Adult Education Initiative (IEB), which was initiated by the Federal Government and the provinces, provides funds to implement educational programmes to help people acquire basic competences and the compulsory school qualification at a later point in life.

Adult education and training networks:

As well as ministries, two adult education and training networks in particular need to be mentioned as key stakeholders:

- The Austrian Conference of Adult Education Institutions (KEBÖ), which was founded in 1972, comprises the ten largest Austrian CVET associations which are active independently across the country. KEBÖ acts as a partner of BMBF in the implementation of educational policy focuses, expresses its views on laws and regulations that are of relevance for the adult education and training sector, and publishes thematically relevant statistics and reports. In addition, KEBÖ joined together with bifeb to initiate the Cooperative System of adult education and training: this aims to promote the professionalisation/quality development of adult education and training as well as part-time CVET programmes of adult educators, and the recognition of non-formally/informally acquired competences. The business fields of this Cooperative System include the Austrian Academy of Continuing Education (wba), which examines and recognises the adult educators' competences based on defined standards.
- The Platform for Adult Training (PbEB) is an alliance of providers of vocational and business-related initial and continuing training aiming to enhance the importance of adult training.

AMS:

Public Employment Service Austria (AMS) itself is not a provider of adult education and training programmes but a major funding body, initiator and contracting authority of labour market-related adult education and training programmes offered at non-profit or commercial institutions. Many AMS initiatives also focus on the acquisition of apprenticeship-leave qualifications at a later point in life.

Regional level:

At the province level, the Provincial CVET Network (*Ländernetzwerk Weiter.Bildung*) in particular needs to be mentioned, which is an association of adult education and training institutions in the provinces and the competent departments at the offices affiliated to the provincial governments with competence in the respective case.

Certification bodies:

Certification bodies are not educational providers in the narrower sense of the word but award qualifications of relevance for the adult learning sector (such as the office responsible for the master craftsperson examination (*Meisterprüfungsstelle*) or the Austrian Academy of Continuing Education (*Weiterbildungsakademie*)).

CH	<p>The CVET sector in Switzerland is heterogeneously structured and regulated. The competences for regulation and the legal bases are assigned to a wide range of stakeholders and structures: the Confederation, the cantons, social partners, CVET providers and professional associations all make a specific contribution here. Overall the country is characterised by a comprehensive and diverse range of CVET programmes, from small private schools to large enterprises financed privately, from public providers, associations or trade unions to micro-enterprises. Private providers dominate the picture, they organise some 80% of all course hours.</p> <p>Federal level:</p> <p>Switzerland adheres strictly to international conventions, based on which only non-formal measures are counted as part of CVET, i.e. continuing education programmes which do not lead to an officially recognised qualification. In 2014 the first national law was adopted on this education sector, the National Law of Adult Continuing Education (<i>Weiterbildungsgesetz</i> or WeBiG). It was conceived as framework legislation but also comprises provisions on research and development in CVET and on the promotion of basic competences of adults. The WeBiG specifies five principles: responsibility, quality, transfer of credits for educational achievements to formal education, improvement of equality of opportunity, and competition. It also defines uniform prerequisites to be applied to the subsidisation of CVET.</p> <p>The Vocational and Professional Education and Training Act (VPETA) regulates job-related education and training programmes in the tertiary sector which lead to officially recognised qualifications as well as the acquisition of professional qualifications at the upper secondary level later in life, such as with an application for admission to the final examination based on subject-specific work experience.</p> <p>Another public-law provider category is universities, which set up CVET coordination offices during the 1990s. They offer programmes that are accessible for the general public (but usually only for holders of tertiary degrees). The Confederation organises CVET at universities of technology (<i>Technische Hochschulen</i>) (Zurich, Lausanne). In addition, universities of applied sciences (FH) offer a wide range of CVET programmes.</p> <p>Furthermore, special legislation includes provisions concerning the training of responsible stakeholders in many cases: the Federal Law on Accident Insurance (<i>Bundesgesetz über die Unfallversicherung</i>), for example, contains provisions concerning the training of heavy machine operators (<i>Baumaschinenführer</i>) and the Animal Welfare Act (<i>Tierschutzgesetz</i>)</p>	<p>Porträt Weiterbildung Schweiz¹⁸¹ (DE)</p> <p>SVEB - The Swiss national Umbrella Organisation for Adult Education¹⁸²</p> <p>European Commission: Switzerland: Adult Education and Training¹⁸³</p> <p>Weiterbildungsgesetz¹⁸⁴ (DE)</p>
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¹⁸¹ Schläfli/Sgier 2008: <http://www.die-bonn.de/doks/2007-schweiz-weiterbildungssystem-01.pdf>, 17.11.2015, only available in German

¹⁸² <http://www.alice.ch/en/sveb/>, 17.11.2015

¹⁸³ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Switzerland:Adult_Education_and_Training, 17.11.2015

¹⁸⁴ <http://www.sbfi.admin.ch/themen/01366/01382/01388/index.html?lang=de>, 17.11.2015, only available in German

<p>on (continuing) training provided in the field of the commercial breeding of animals.</p> <p>The Swiss Federation for Adult Learning (<i>Schweizerischer Verband für Weiterbildung</i> or SVEB) is a nationwide umbrella organisation of CVET establishments. Its members include private and state CVET providers, associations, in-company CVET departments, etc. Its tasks comprise the representation of interests as well as the promotion of professionalisation/quality of CVET and the formation of a network including all CVET stakeholders. In addition, SVEB manages the units Training of Trainers (<i>Ausbildung der Ausbildenden</i> or AdA), eduQua (the Swiss quality label for further education institutions) and ModuQua. As part of AdA, different certificates with a modular structure are awarded to CVET staff. eduQua distinguishes good practice in CVET. ModuQua is a registered society focusing on the development of a modular system in IVET and CVET. It supports and coordinates the implementation of the modular system based on the specifications laid down in the VPETA.</p> <p>Regional level:</p> <p>The cantons bear responsibility for individual CVET areas, including for the further training of teachers and for the acquisition of the Federal Vocational Baccalaureate (<i>Maturität</i>) by adults. CVET courses are also offered by cantonal upper secondary schools (<i>Mittelschulen</i>) and VET schools (<i>Berufsschulen</i>) to some extent, but with major differences between the cantons.</p> <p>Other establishments:</p> <ul style="list-style-type: none"> ▪ Swiss coordination conference on continued education (<i>Schweizerische Koordinationskonferenz Weiterbildung</i> or SKW) and Swiss Forum for Continuing Education and Training (<i>Forum Weiterbildung Schweiz</i> or FWS). In the SKW the Confederation and cantons work together to coordinate issues related to CVET. In the FWS the Confederation and cantons meet social partners and different educational organisations to exchange ideas. ▪ Association of Swiss Adult Education Centres (<i>Verband der Schweizerischen Volkshochschulen</i> or VSV): is the umbrella organisation of VHS and is organised as a non-profit society. Its tasks include the promotion of CVET and lifelong learning, the development of VHS, the representation of interests at national/international level, etc. <p>National specifics:</p> <ul style="list-style-type: none"> ▪ Migros club schools (<i>Migros-Klubschulen</i>): with some 400,000 course participants and 600 courses provided a year, the club schools are the largest providers of non-formal CVET in Switzerland. They are represented in all parts of the country and provide a wide range of courses. ▪ In addition, commercial VET schools (<i>kaufmännische Berufsschulen</i>) count among the largest providers: most often they offer job-related CVET and are very active in the sector of professional education and training. ▪ Parent education organisations (<i>Elternbildungsorganisationen</i>), which aim to support parents in their educational 	
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	<p>work: this includes programmes offered by more than 100 organisations, most of which work on a voluntary basis.</p> <ul style="list-style-type: none"> ▪ <u>Professional and sectoral associations</u> are the most important cooperation partners in particular for SMEs in CVET issues. 	
DE	<p>The adult education and training sector in Germany (similarly to Austria) is characterised by a pronounced diversity of providers. As well as public providers (<i>Länder</i>, municipalities), there are many programmes offered by social groups (churches, political parties, trade unions, etc.). Over the past decades, commercial private providers have increasingly offered their services. In the general CVET sector, adult education centres (VHS) in particular offer a wide range of regular programmes. More than 900 VHS are organised in the German Adult Education Association (DVV). The German VHS are mostly municipal institutions (in contrast to Austria, for example, where VHS are, as a rule, registered societies). Overall, VHS in Germany have a stronger position than in Austria whereas, compared to Austria, adult education with religious links is less pronounced. Another also specifically German CVET institution is the Work and Life working group, a cooperation of the German Trade Union Confederation (DGB) and DVV. It is mainly active in professional development and political education.</p> <p>Federal and <i>Länder</i> level:</p> <p>Unlike the other education sectors (school, IVET, universities), adult learning has – from the start – been a sector in which the State itself does not become involved but restricts its activities to financial support, which was at first provided on a voluntary basis and became legally binding in 1970.</p> <p>State regulations concerning the structure and support of the adult learning sector are laid down in federal and <i>Länder</i> legislation, they also cover the prerequisites for CVET support and funding. CVET legislation guarantees a plurality of institutions and provides for state recognition procedures for them. Complementing CVET legislation, the school legislation of the <i>Länder</i> contains regulations for CVET tasks in the school sector; the development of academic CVET is legally enshrined in higher education legislation.</p> <p>In 13 <i>Länder</i>, employees can take educational leave which is enshrined in law: if they fulfil certain conditions, they can attend CVET measures lasting for several days a year while their employers continue to pay their salaries.</p> <p>Evening classes and vocational schools (<i>Kollegs</i>) provide programmes for the acquisition of school qualifications later in life.</p>	<p>State Law¹⁸⁵</p> <p>Berichtssystem Weiterbildung¹⁸⁶ (DE)</p> <p>Bildung für Menschen mit Behinderung¹⁸⁷ (DE)</p> <p>BMBF Trendbericht¹⁸⁸ (DE)</p> <p>Adult Education and Training¹⁸⁹</p>

¹⁸⁵ https://www.die-bonn.de/weiterbildung/wb_fakten/recht_politik/landesgesetze.aspx?lang=en&, 17.11.2015

¹⁸⁶ BMBF 2006: https://www.phil-fak.uni-duesseldorf.de/fileadmin/Redaktion/Institute/Sozialwissenschaften/BF/Lehre/SoSe2008/KK/berichtssystem_weiterbildung_neun.pdf, 17.11.2015, only available in German

¹⁸⁷ Authoring Group Educational Reporting 2014: http://www.bildungsbericht.de/daten2014/bb_2014.pdf, 17.11.2015, only available in German

¹⁸⁸ BMBF 2014: http://www.bmbf.de/pubRD/BMBF_Trendbericht_AES2014_2015-03-16.pdf, 17.11.2015, only available in German

¹⁸⁹ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Germany:Adult_Education_and_Training, 17.11.2015

Based on the higher education legislation of the *Länder*, scientific/artistic CVET as well as research and study are among the core tasks of higher education establishments. CVET study courses aim to provide specialist, in-depth knowledge and lead to additional professional qualifications.

Further vocational training:

- As a rule, chambers (chambers of skilled crafts and small businesses, chambers of industry and commerce, chambers of agriculture) are responsible for examinations in further vocational training. Chambers provide a wide range of CVET programmes, although this part of the German CVET sector is less pronounced than in Austria (with WIFI, bfi, LFI, for instance).
- Trade and technical schools (tertiary sector) offer 1- to 3-year programmes on a full- or part-time basis.
- One particularity of the German CVET sector is distance education. Distance learning courses offered by private organisations require state approval by the Central Office for Distance Learning (*Staatliche Zentralstelle für Fernunterricht*).
- In some *Länder*, colleges of advanced vocational studies (*Berufsakademien*) are established (tertiary sector). They provide specialist academic education at a study institution termed *Studienakademie* combined with practical in-company professional training in keeping with the principle of the dual system.

Federal Employment Agency (BA):

Based on the Social Security Code (*Sozialgesetzbuch*), the promotion of CVET is the responsibility of the BA. This promotion includes further vocational training (measures to maintain, expand and update professional knowledge) and re-training (with a qualification in a training occupation). The Upgrading Training Assistance Act (*Aufstiegsfortbildungsförderungsgesetz* or AFBG), which came into force in 1996, provides a nationwide means for financing vocational career advancement training. A prerequisite for attendance is an IVET qualification or a comparable professional qualification.

5.2. Labour market information

Labour market information in the form of statistical data on employment and the labour market, but also in the form of qualitative analyses and evaluations of developments in the world of work, is mainly collected, evaluated and made available in the individual countries by the respective public employment services (in CH by university-based competence networks on behalf of SERI) and statistical offices. Different presentation tools make this information accessible and understandable also for laypeople. In addition, research establishments in all countries focus on the topics labour market, employment, qualification development, education and training. Whereas, with BIBB in DE and SERI in CH, large central institutions coordinate the activities here (and in the case of BIBB perform research work themselves), the landscape in AT is relatively uncoordinated and is characterised by several smaller stakeholders.

In the sphere of labour market information, the importance of educational counselling and career guidance, which supports young people and adults in their vocational orientation, must be highlighted in particular. This work depends on up-to-date and comprehensive information about career and employment opportunities and developments while, at the same time, it also generates, processes and prepares such information. Whereas in DE and AT (as well as a large number of other stakeholders) it is above all the national public employment service which runs regional guidance centres across the country, in CH this task is within the sphere of competence of cantonal or communal career guidance centres.

AT	<p>Research on VET and the labour market and labour market statistics:</p> <p>Among the major institutions of research on VET and the labour market in Austria there are, in particular, ibw, öibf, ÖFEB, equi (IHS) and the Austrian working group for research on VET (<i>Arbeitsgemeinschaft Berufsbildungsforschung Austria</i>). The Austrian Conference on VET Research (<i>Österreichische Konferenz für Berufsbildungsforschung</i>) is a platform for relevant exchanges between researchers and experts and has been held every 2 years since 2008. One of the major contracting authorities in research on VET and the labour market is AMS, which also carries out research work itself in its Department for Labour Market Research and Career Guidance.</p> <p>Statistics Austria, the statistical office of the Republic of Austria, supplies academically backed statistical information on all spheres of politics, society and business on a multidisciplinary basis and is therefore also a key source in the field of labour market information.</p> <p>Research areas are the result, in particular, of new regulations/further developments of apprenticeship occupations, in connection with apprenticeship statistics, labour market statistics, the development of qualifications, quality assurance, etc.</p> <p>AMS:</p> <p>The legally defined tasks of AMS also include labour market observation and statistics as well as basic and development work and also research in the fields of the labour market, employment and the world of work. Therefore AMS has set up</p>	<p>Statistics Austria: www.statistik.at</p> <p>ibw: http://www.ibw.at/en</p> <p>öibf: www.oebf.at</p> <p>ÖFEB: www.oefeb.at (DE)</p> <p>equiIHS: www.equi.at</p> <p>Arbeitsgemeinschaft Berufsbildungsforschung Austria: www.abf-</p>
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	<p>its own research area: the AMS Research Network (<i>AMS-Forschungsnetzwerk</i>) is a comprehensive information and service platform comprising the latest findings from internal and external sources from the spheres of research on the labour market, occupations, education and qualifications as well as research news and events. An e-library offers free-of-charge specialist literature from the mentioned fields and currently comprises roughly 10,000 full text publications. To ensure knowledge is transferred to practice, the AMS expertise is processed in various information tools (such as the Qualifications Barometer of AMS) as well as methodological and info manuals.</p> <p>Educational counselling and career guidance:</p> <p>The tasks of educational counselling and career guidance are to support young people and adults in the career choice process, in questions related to IVET and CVET pathways or professional re-orientation. Information and counselling services aim to provide advice and support to young people in their search for an apprenticeship post or when selecting a school. Here the individual abilities and interests as well as the requirements of the world of work are taken into account. The career guidance centres (<i>Berufsinformationszentren</i> or BIZ) of AMS offer information and advice free of charge across Austria. Social partner institutions such as the Austrian Federal Economic Chamber and the Chamber of Labour also run guidance centres in many provinces.</p> <p>In addition, basic professional orientation is provided in career guidance classes at the lower secondary level.</p> <p>In the adult learning sector, educational counselling and career guidance is gaining in importance and is organised in Austria-wide networks of provider-neutral advisory services. Here important topics of the counselling are re-orientation, re-entry, CVET, grants, etc.</p>	<p>austria.at (DE)</p> <p>AMS-Forschungsnetzwerk: http://www.ams-forschungsnetzwerk.at/deutsch/willkommen.asp?id=378878127&lng=1</p>
CH	<p>Research on VET and the labour market and labour market statistics:</p> <ul style="list-style-type: none"> ▪ <i>SERI</i>: SERI's tasks also include the promotion of VET research. It uses two instruments for this purpose: on the one hand, it sets up <i>leading houses</i> at universities with the goal of working out one focus of VET research. These leading houses organise several research projects as competence networks, are themselves part of broad networks, and are coordinated by a university chair. On the other hand, where necessary SERI supports individual research assignments which are restricted in terms of scope. These individual projects focus on issues related to VET and examine innovative aspects which are not covered within the framework of a leading house. All of SERI's research projects are listed in a database (ARAMIS). A major element of the support programme for VET research is the dissemination of results obtained through research projects to boost the implementation of the results. ▪ The Federal Statistical Office (<i>Bundesamt für Statistik</i>) controls and coordinates the system of public statistics in 	<p>Berufsbildungsforschung¹⁹⁰ (DE)</p> <p>Laufbahnzentrum Stadt Zürich¹⁹¹ (DE)</p> <p>ARAMIS information system: www.aramis.ch</p>

¹⁹⁰ <http://www.sbfi.admin.ch/berufsbildung/01528/index.html?lang=de>, 17.11.2015, only available in German

¹⁹¹ https://www.stadt-zuerich.ch/sd/de/index/laufbahnzentrum/unser_team.html, 18.11.2015, only available in German

	<p>Switzerland. It generates and publishes statistical information on the status and development of the population, economy and society, especially the labour market. This is complemented by overarching analyses, the development of indicator systems to identify complex issues and the elaboration of future development scenarios. The data collected by the Federal Statistical Office supports political decision-making, the impact assessment of government activities and also the early recognition of relevant issues.</p> <ul style="list-style-type: none"> ▪ The Swiss Job Market Monitor (<i>Stellenmarkt-Monitor Schweiz, smm</i>) has the task of continually observing the job market by academic means. It aims to systematically expand academic knowledge about the job market and contribute to improved labour market transparency by informing the public about the latest developments. The focuses are on continual observation and information as well as academic research. The research objectives include the clarification of connections between vacancies and economic, technological, organisational and institutional developments as well as the analysis of qualitative shifts in the companies' demand for qualifications. The smm is affiliated to the Institute of Sociology of the University of Zurich. <p>Career guidance:</p> <p>A central source for labour market and career information is the career guidance centres (<i>Laufbahn- und Berufsinformationszentren</i>), which are organised at cantonal and municipal level. They provide support in the career choice process, in IVET and CVET issues or professional reorientation. Information and counselling services aim to provide advice and support to young people in their search for an apprenticeship post. Here the individual abilities and interests as well as the requirements of the world of work are taken into account.</p>	<p>Switzerland Statistical Office: https://www.bfs.admin.ch/bfs/en/home.html</p> <p>Swiss Job Market Monitor: www.stellenmarktmonitor.uzh.ch/en.html</p>
DE	<p>Research on VET and the labour market and labour market statistics:</p> <ul style="list-style-type: none"> ▪ The Federal Institute for Vocational Education and Training (BIBB) is recognised as a centre of excellence for vocational research and for the progressive development of IVET and CVET in Germany. BIBB works to identify future challenges in the VET sector, stimulate innovation in national and international vocational systems and develop new, practice-oriented solutions for both initial and continuing vocational education and training. The Institute's tasks are set out in the Vocational Training Act (BBiG). Research is based on an annual research programme approved by BMBF. Major research findings are published. BIBB also cooperates in the preparation of training regulations and other legal instruments as well as the collection of statistics on VET. ▪ BMBF also conducts its own research activities on topical research issues related to VET (VET research initiative). The goal is to generate information, data and proposals on educational policy measures in the form of expert opinions and empirical studies. 	<p>Berufsbildungsforschung ¹⁹² (DE)</p> <p>Bundesagentur für Arbeit¹⁹³ (DE)</p> <p>BIBB: www.bibb.de</p> <p>FreQueNz:</p>

¹⁹² <http://www.bmbf.de/de/13567.php>, 18.04.2016, only available in German

¹⁹³ <https://www.arbeitsagentur.de/web/content/DE/BuergerinnenUndBuerger/ArbeitundBeruf/Berufswahl/Berufsinformationszentren/index.htm>, 15.05.2016, only available in German

<ul style="list-style-type: none"> ▪ Early identification of qualification needs and requirements on the internet (<i>Früherkennung von Qualifikationserfordernissen im Netz</i>, FreQueNz): this is a research network funded by BMBF in which different institutes contribute to the early identification of qualification needs and requirements. An information and communication platform serves to connect the relevant research findings. ▪ The Federal Statistical Office (<i>Statistisches Bundesamt</i>, Destatis) is the leading supplier of official statistical information on business, society and the environment: it is an independent upper-level federal agency which is part of the portfolio of the German Federal Ministry of the Interior. <p>Federal Employment Agency (BA):</p> <p>Its tasks also include labour market and employment research, labour market observation and reporting, and maintenance of labour market statistics. The Institute for Employment Research (<i>Institut für Arbeitsmarkt- und Berufsforschung</i>, IAB), BA's research unit, bears responsibility. Research focuses include the analysis of causes and structures of labour market developments which affect the entire economy, the observation, measurement and presentation of the companies' demand for labour, and the study of labour market structuring based on occupations.</p> <p>Educational counselling and career guidance:</p> <p>The tasks of educational counselling and career guidance are to support young people and adults in the career choice process, in questions related to IVET and CVET pathways or professional re-orientation. BA's career guidance centres (<i>Berufsinformationszentren</i> or BiZ) are a major point of contact across Germany for all citizens who seek information on topics related to education, occupations and the labour market. The BiZ also provide support in the form of online searches for training or job vacancies and the preparation of professional application documents. There is one BiZ centre in every employment agency (<i>Agentur für Arbeit</i>).</p>	<p>www.frequenz.net (DE)</p> <p>Statistisches Bundesamt: https://www.destatis.de/EN/Homepage.html;jsessionid=1C0FE33E7FA91D55823B93B0A4B9C5B5.cae2</p> <p>IAB: www.iab.de</p>
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5.3. Labour market measures

Labour market measures are very different in the individual countries and depend on the respective employment and training market situation and the overall economic framework conditions. Relevant responsibility mainly rests with the respective public employment services, which become active on a legal mandate but are organised very differently in the individual countries. In the IVET sector, labour market measures are geared, among other things, towards promoting access to IVET for people at a disadvantage by creating, promoting and funding transition programmes or setting up and promoting extra-company training opportunities. Promotion measures can target both the training participants and also the companies and training establishments. Also the promotion of programmes for people without a formal qualification is a growing field of activity of labour market and employment policies and has a certain importance in all countries of comparison.

AT	<p>General:</p> <p>Based on the Labour Market Service Act (<i>Arbeitsmarktservicegesetz</i>), AMS is responsible for implementing the labour market policy of the Federal Government. First and foremost, AMS places employees in vacancies and supports the initiative of jobseekers and companies by providing advice, information, qualifications and financial assistance.</p> <p>AMS is a service provider based on public law and is divided into one federal, nine provincial and 104 regional offices. Social partners (representatives of WK, AK, ÖGB, industry) are involved in business operations at all levels and play a major role in designing labour market policies and controlling the organisation at every level.</p> <p>The legally defined tasks of the federal organisation include the implementation of labour market policy targets of the Ministry of Social Affairs, the preparation of proposals for designing labour market policies, and the development of and adherence to quality standards in service provision. AMS employed a staff of some 5,800 people in 2014.</p> <p>Instruments of active labour market policy:</p> <ul style="list-style-type: none"> There are some special labour market measures which focus on apprentices and apprenticeship training in particular. They include supra-company apprenticeship training (<i>Überbetriebliche Lehrausbildung, ÜBA</i>) and VET based on section 8b of the Vocational Training Act (<i>Berufsausbildung gemäß § 8b BAG</i>). These measures are described briefly in sections 1.3 and 1.4. Promotion of company-based training by providing financial support. This support is partly granted to all training companies (basic subsidisation) and partly linked to certain criteria (quality subsidisation). Some funds also aim to 	<p>AMS: www.ams.at/english.html</p> <p>Rechtsinformationssystem¹⁹⁴ (DE)</p> <p>Labour Market Policy: Youth Employment¹⁹⁵</p>
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¹⁹⁴ <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10008905&ShowPrintPreview=True>, 15.11.2015, only available in German

¹⁹⁵ https://www.sozialministerium.at/site/Arbeit_Behinderung/Arbeitsmarkt/, 17.05.2016

	<p>ease access to training for groups at a disadvantage.</p> <ul style="list-style-type: none"> ▪ Promotion of VET for people without a VET qualification e.g. by recognising informally acquired competences and shortening the training duration, intensive training for skilled workers in a shortened apprenticeship period, etc. <p>Current developments in active labour market policy:</p> <ul style="list-style-type: none"> ▪ Coaching for apprentices and training companies to prevent apprenticeship dropouts ▪ Youth coaching to provide support in career choice ▪ Training guarantee and the obligation to attend training (from 2016/2017) to attract young people to VET and keep them there. ▪ Production schools (<i>Produktionsschulen</i>) as a transition system from compulsory schooling to VET. 	
CH	<p>General:</p> <p>The labour market measures in Switzerland at the national level are mainly regulated by the State Secretariat for Economic Affairs (<i>Staatssekretariat für Wirtschaft</i>, SECO) and at intercantonal level through the Association of Swiss Labour Market Authorities (<i>Verband Schweizerischer Arbeitsmarktbahörden</i>, VSAA). VSAA is the federal umbrella organisation of public labour market authorities in the cantons. It supports the cantons in their task as enforcement bodies in the field of labour market policy. To implement federal legislation, VSAA works together with SECO and the State Secretariat for Migration (<i>Staatssekretariat für Migration</i>, SEM) to develop the bases and contributes to designing and developing the national labour market policy. In its capacity as an umbrella organisation, it supports cooperation between Swiss labour market authorities and makes instruments, working aids and information available to its members for the fulfilment of their tasks. Its members comprise the 26 cantonal labour market authorities, the Office of Economic Affairs (<i>Amt für Volkswirtschaft</i>) of the Principality of Liechtenstein, SECO, SEM, and the Intercantonal Association for Employee Protection (<i>Interkantonale Verband für Arbeitnehmerschutz</i>).</p> <p>Swiss labour market authorities are responsible for the Federal Act on Employment Services and the Hiring of Services (<i>Arbeitsvermittlungsgesetz</i>, AVG), for example. Their partners in the implementation of public employment services are the cantons and the regional employment centres or RECs (<i>Regionale Arbeitsvermittlungszentren</i>, RECs). The RECs are agencies specialised in the fields of the labour market, job placement and unemployment and provide support to all jobseekers and apprenticeship post seekers. Currently there are around 130 RECs across the country.</p> <p>The Confederation contributes funds to educational measures for apprenticeship dropouts seeking a job to prevent/interrupt periods of unemployment. In addition, young apprenticeship graduates are supported in the acquisition of CVET certificates.</p>	<p>Verband Schweizerischer Arbeitsmarktbahörden VSAA: www.vsaa.ch (DE)</p> <p>Treffpunkt-Arbeit RAV¹⁹⁶ (DE)</p>

¹⁹⁶ http://www.treffpunkt-arbeit.ch/arbeitslos/arbeitsmarktliche_massnahmen_old_rbe/, 17.11.2015, only available in German

	Instruments of active labour market policy: <ul style="list-style-type: none"> ▪ Promotion of course attendance (such as language courses, IT courses) ▪ Training subsidies (<i>Ausbildungszuschüsse</i>) for those who acquire basic qualifications later in life or update their skills to the needs of the labour market. ▪ Temporary employment scheme (<i>Programm zur vorübergehenden Beschäftigung</i>): this scheme aims to maintain or improve employability by working in a job-related activity ▪ Training internship ▪ Induction allowances (<i>Einarbeitungszuschüsse</i>): wage subsidy for the employer if a longer induction period is necessary for a potential employee. ▪ Motivation semester for young people who are unemployed after completing compulsory school or passing the Federal Vocational Baccalaureate examination (<i>Matura</i>) or who have dropped out from apprenticeship training, a baccalaureate school (<i>Gymnasium</i>) or another upper secondary school. The motivation semester aims to show young people fixed structures in life and support them in their choice of a VET programme. ▪ Period of work placement: a period of work placement of up to six months in a private company aims to help participants gain work experience and make contacts with the private economy. 	
DE	General: <p>In Germany, the Federal Employment Agency (<i>Bundesagentur für Arbeit</i>, BA), a self-governing public body, fulfils comprehensive service tasks for the labour and training market. The legal basis of its work is the Social Security Code (<i>Sozialgesetzbuch</i>).</p> <p>BA's main tasks are placement in training posts and job vacancies, career guidance and counselling for employers, the promotion of VET and CVET, services to maintain and create jobs, and wage compensation (such as unemployment benefits, insolvency payments).</p> <p>To fulfil these tasks, BA has a nationwide network of employment agencies and branch offices: it consists of the head office, 10 regional directorates, 156 employment agencies and some 600 branch offices as well as 303 job centres. Then there are also various specialist agencies, such as the Institute for Employment Research (<i>Institut für Arbeitsmarkt- und Berufsforschung</i>, IAB), the Staff College (<i>Führungsakademie</i>) and the University of the Federal Employment Agency. Overall, BA employed around 96,000 people in 2014.</p>	<p>Federal Employment Agency: www.arbeitsagentur.de/web/content/EN/index.htm</p> <p>Sozialgesetzbuch¹⁹⁷ (DE)</p> <p>Arbeitsmarktpolitik¹⁹⁸ (DE)</p>

¹⁹⁷ http://www.gesetze-im-internet.de/sgb_3/index.html, 15.11.2015, only available in German

¹⁹⁸ <http://www.kas.de/wf/de/71.10167/>, 15.11.2015, only available in German

	<p>Instruments of active labour market policy:</p> <ul style="list-style-type: none"> ▪ To promote employment, BA offers a wide range of promotion measures for training companies and trainees, such as the vocational training grant, grants for extra-company IVET, measures promoting job hunts, measures promoting occupational integration, etc. ▪ Instruments to improve the chances of integration include aptitude assessments, periods of work placement and training programmes at educational providers or companies, and the placement voucher (to be redeemed at a private employment agency). Also the promotion of CVET by job-related measures or retraining aims to facilitate (re-)integration. ▪ Measures to promote employment on the regular labour market include financial grants such as the integration allowance (a temporary wage subsidy), start-up support, and the integration bonus. ▪ In addition, measures are taken to create jobs. These are subsidised employment relationships on the subsidised labour market, such as job creation schemes, job opportunities (“1 euro jobs”) or the employment grant. 	
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4. Terminology

This section aims to describe and define many terms from the field of dual vocational education and training (VET). Each term includes a note on where it is commonly used – whether in Germany (DE), Liechtenstein (LI), Austria (AT) or Switzerland (CH) or in several of these countries. Where corresponding terms exist in the other countries, a reference is made in the description.

The terms were selected based on their importance for understanding the basic structures of dual VET and its respective national designs, but also its major special forms.

Where texts include terms that are themselves part of this terminology list, they are marked with an arrow →.

Unless explicitly specified otherwise, the definitions are explanations developed by ibw's team of authors. All the terms which have already been used in the publication "Success Factors for the Dual VET. Possibilities for Know-how-Transfer" and have been taken from there are marked with an asterisk *.

Term (German term)	Explanation
Final examination DE, CH, LI (<i>Abschlussprüfung</i>)	In Germany, Liechtenstein and Switzerland this term is used for the → <i>apprenticeship-leave examination</i> . The final examination aims to determine if the examinee has acquired the professional competences. It is taken before an examination committee / board of examiners, which comprises at least three professionally qualified members.
Vocational qualification for adults CH (<i>Berufsabschluss für Erwachsene</i>)	A form of the qualification procedure for adults without an → <i>apprenticeship contract</i> : the final examination can be taken by candidates after at least five years of professional activity (partly in the desired occupational field) without attending any prior apprenticeship contract. DE → external examination AT → exceptional apprenticeship-leave examination
(IVET) Trainer DE, AT (<i>Ausbilder/in*</i>)	The trainer bears responsibility for ensuring training is conducted properly in place of the → <i>authorised apprenticeship trainers</i> . They lay down the objectives and the time structure of the training, instruct the trainees / apprentices in specialist issues, supervise the training and keep contact with the trainees' parents and with the → <i>part-time vocational school</i> . The number of trainers who are employed by a company mainly depends on the number of apprentices. The Austrian → <i>Vocational Training Act</i> for example, specifies that for every five apprentices, the company needs to employ one trainer who does not only have training-related tasks. For every 15 apprentices, the company needs to employ at least one trainer who has only training tasks. Previously also used in CH, LI → <i>apprenticeship trainer</i>
Aptitude examination for trainers (according to AEVO) DE (<i>Ausbildereignungsprüfung (nach AEVO)</i>)	This examination serves to determine the trainers' vocational and occupational aptitude in pedagogical terms. Candidates who have successfully completed the examination are awarded the trainer certificate; however, they will only get the authorisation to train apprentices after completing the examination as well as relevant professional training (an apprenticeship, a study course) and on the condition that the company providing the training is registered at the chamber.
Training of trainers AT, DE	Special training programme for → (IVET) <i>trainers</i> which replaces the (IVET) trainer examination in Austria.

<i>(Ausbildertraining*)</i>	CH, LI → course for apprenticeship trainers
(IVET) trainer examination AT, DE <i>(Ausbilderprüfung*)</i>	<p>The (IVET) trainer examination entitles the trainer to train apprentices at the company. In Austria, the (IVET) trainer examination is held by the offices responsible for the master craftsperson examination in the economic chambers. Various other programmes and exams replace the (IVET) trainer examination or are considered equivalent: these include the entrepreneurial examination, a certificate from part-time industrial master college or completion of a training programme for trainers, concluded with an expert interview. The (IVET) trainer examination covers educational, psychological and legal contents. A prerequisite for admission to the exam is full legal age.</p> <p>CH: Course confirmation upon completion of the → <i>course for apprenticeship trainers</i></p> <p>DE → aptitude examination for trainers</p>
Training regulation (AO) DE, AT <i>(Ausbildungsordnung (AO)*)</i>	<p>In Austria, the AO specifies the specific job description of an apprenticeship occupation with the minimum basic vocational knowledge, knowledge and skills which must be imparted during the apprenticeship period. It can be compared with a school-based curriculum. In addition, the AO contains an activity description, which briefly outlines the occupational requirements for fully trained skilled workers. The AOs are issued by the Ministry of Economy.</p> <p>In Germany the AO contains the title of the training occupation, the training duration, the knowledge, skills and competences which are the minimum objectives of the vocational programme (training profile), the syllabus and timetable to be followed when imparting the training, as well as the examination requirements. The AOs are issued by the competent ministry (in most cases the Ministry of Economic Affairs) in consultation with the Ministry of Education.</p> <p>CH → initial VET ordinance</p>
Training alliance DE, AT, CH <i>(Ausbildungsverbund*)</i>	<p>Training/host companies commit themselves to train apprentices in all knowledge and skills specified in the job description. But due to their high specialisation level, some companies cannot impart all the items listed in the job description, whereas others shy away from the (administrative) work involved or the responsibility they would have to bear over the entire apprenticeship period lasting for several years. In such cases there is the option to impart these contents as part of a training alliance at other training establishments (such as in another company).</p> <p>In Germany, four different forms of such collaborative training exist. One thing all these variants have in common is that not all contents of a training programme can be imparted at the actual training company:</p> <ul style="list-style-type: none"> ▪ training at a main company with a partner company, ▪ mandated training, ▪ training with a vocational training association, ▪ training consortium. <p>The training scheme comprising a main company and a partner company is found very frequently in practice. Also mandated training is a common model. This is usually between large enterprises on the one hand and small and micro enterprises on the other.</p> <p>In Switzerland, two basic types of training alliances are found, the → <i>training/host company network</i> and the <i>collaborative training alliance</i>. In the training/host company network, two or more companies form a network and train complementary parts of the training. The training/host company is</p>

	<p>responsible for the training whereas the partner companies cover fields of study which cannot be imparted by the training/host company or can be taught better by the partner company. In most cases, the host company itself provides training but in addition it also fulfils staff-related, organisational, planning and managerial functions. The collaborative training alliance includes a managing organisation. This organisation is usually organised externally and performs key organisational and administrative tasks. Training is held in the different participating companies of the alliance. A managing organisation of a large alliance is generally not involved in the training of learners.</p>
<p>Training allowance DE (<i>Ausbildungsvergütung</i>)</p>	<p>The remuneration which trainees are paid by the companies. AT → apprenticeship remuneration CH, LI: learner's pay or learner's salary</p>
<p>Exceptional apprenticeship-leave examination AT (<i>Außerordentliche Lehrabschlussprüfung</i> *)</p>	<p>Exceptional admission to the apprenticeship-leave examination can be allowed to persons who have neither completed any apprenticeship training nor any school-based programme that is considered equivalent to the apprenticeship occupation. These are:</p> <ul style="list-style-type: none"> ▪ candidates from the age of 18 who can furnish proof that they have acquired the required skills and knowledge for the respective apprenticeship occupation in another way (such as with corresponding periods of on-the-job training, practical activities, or course events). ▪ candidates who have completed at least half of the apprenticeship period of an apprenticeship occupation and have no possibility of concluding an apprenticeship contract for the remaining period of time. <p>DE → External examination CH → Vocational qualification for adults</p>
<p>Basic training year CH (<i>Basislehrjahr</i>)</p>	<p>Under this scheme, trainees in Switzerland are trained in a full-time school or an external training centre in the first year of the VET programme (sometimes also in the first two years) before being integrated into in-company processes. In some cases, learners undergo practical training in the form of a traineeship at their host company.</p>
<p>Retention period AT (<i>Behaltefrist</i>*)</p>	<p>The training company is obliged to employ an apprentice for three months at the company in his/her learned profession after his/her apprenticeship period expires as stipulated in the apprenticeship contract or due to completion of the apprenticeship-leave examination. (Source: BAG § 18)</p>
<p>colleges of advanced vocational studies DE (<i>Berufsakademien</i>)</p>	<p>The learners conclude a three-year apprenticeship contract with a company in which half of the training takes place. The other half is provided at college of advanced vocational studies, with theoretical and practical stages alternating roughly every three months.</p>
<p>Vocational Training Act AT, DE (<i>Berufsausbildungsgesetz (BAG)*, Berufsbildungsgesetz (BBiG)</i>)</p>	<p>In Austria, the BAG regulates company-based apprenticeship training in Austria. It specifies who is entitled to train apprentices, which qualifications (IVET) trainers need to furnish, which obligations apprentices, (IVET) trainers and parents have, how apprenticeship contracts need to be formulated, the duration of the apprenticeship period, how the training regulations need to be formulated, etc.</p> <p>In Germany, the BBiG regulates the provision of all VET programmes in Germany (IVET, CVET, retraining, VET for special groups) including their organisation and research on VET. It also forms the legal basis of the → <i>Federal Institute for Vocational Education and Training (BiBB)</i>.</p>

	CH, LI → Vocational and Professional Education and Training Act (VPETA)
Training in extra-company establishments DE (<i>Berufsausbildung in außerbetrieblichen Einrichtungen (=außerbetriebliche Berufsausbildung, BaE))</i>)	As part of the career guidance services provided by the Federal Employment Agency in Germany, young people who cannot find a training place are placed in BaE schemes. A training course is termed “company external” if it is (almost) completely funded by state programmes or programmes of public employment services without a training contract being concluded with a company. Company external establishments include colleges, education centres, trade and technical schools, church-run establishments and institutions for occupational rehabilitation. AT → supra-company training (ÜBA) CH → branch courses in VET centres (ÜK)
Job description DE, AT, CH, LI (<i>Berufsbild*</i>)	In general, this term denotes how a group (or the general public) jointly see a professional activity. Frequently three key aspects are taken into consideration here: 1) the legal norms and standards applicable to the occupation, 2) the activities and tasks which are typical for the occupation as well as the scope of competences and qualifications, 3) the required formal and informal qualifications. In the apprenticeship training, the job description is a catalogue of the basic vocational knowledge, knowledge and skills – broken down by apprenticeship years – that need to be imparted as a minimum prerequisite in company-based training. The job description forms part of the → <i>training regulation (AO)</i> .
VET/apprenticeship trainer CH, LI (<i>Berufsbildner/in</i>)	VET/apprenticeship trainers in companies or → <i>branch courses</i> (also referred to as apprenticeship trainers in dual-track VET programmes or traineeship supervisors in school-based VET programmes) provide apprentices with training or ensure that apprentices receive such training during their → <i>initial vocational education and training (I-VET)</i> . They refer to the training plan that accompanies each → <i>initial VET ordinance</i> . Apprenticeship trainers are part of the group of → <i>VET professionals</i> . Source: Glossary of Vocational and Professional Education and Training, http://www.lex.berufsbildung.ch/dyn/20850.aspx AT, DE → (<i>IVET</i>) <i>trainer</i>
Training course / Training programme for VET/apprenticeship trainers CH (<i>Berufsbildner/innen-kurs resp. Berufsbildner/innen-bildung</i>)	This training course (40 hours) / training programme (100 hours) serves to determine the trainers’ educational, methodological and teaching skills. The contents of the basic training are specified in a curriculum adopted at national level by the Conference of Swiss VET/PET Offices (SBBK). Cantons develop their training programmes based on this curriculum, with some scope in terms of form, design and methods. This course was previously called course for <i>Lehrmeister/innen</i> . The training programme for VET trainers (100 hours) leads to a nationally recognised diploma, the training course (40 hours) to a cantonal, nationally recognised certificate. AT, DE → training of trainers
Vocational and Professional Education and Training Act (VPETA) CH, LI (<i>Berufsbildungsgesetz</i>)	The Swiss VPETA regulates the provision of all vocational and professional education and training programmes provided outside the higher education. It covers → <i>upper secondary VET</i> (i.e. apprenticeship training), → <i>Federal Vocational Baccalaureate (FVB)</i> , higher professional education and training (professional college degree programmes, federal PET Diploma and advanced federal PET diploma), job-related continuing education and training, as well as qualification procedures (i.e. examinations), certificates and degrees.

(BBG))	AT → Vocational Training Act (BAG) DE → Vocational Training Act (BBiG)
Initial vocational education and training (I-VET) CH, LI (<i>Berufliche Grundbildung</i>)	Swiss term for apprenticeship training. There are two-year VET programmes (completed with the Federal VET Certificate) and three- or four-year VET programmes (completed with the Federal VET Diploma). The training can be company-based or school-based. In the first case, which applies to some 90% of all training relationships, the term → <i>company-based VET</i> is also used. AT, DE: apprenticeship training
VET based on § 8b of the Vocational Training Act AT (<i>Berufsausbildung gemäß § 8b BAG</i>)	The scheme VET based on § 8b of the → <i>Vocational Training Act</i> (previously referred to as inclusive VET) is a training scheme enabling people who are disadvantaged on the labour market to acquire a vocational (partial) qualification. By attending inclusive VET programmes, specific groups (such as people without a final certificate from lower secondary school, with a negative final certificate from such a school, or people with disabilities within the meaning of the <i>Act on the employment of people with disabilities</i>) can acquire an apprenticeship diploma in an apprenticeship period that is prolonged by one year (in exceptional cases by two years) or they can obtain partial qualifications useful in the business sphere in one or several apprenticeship occupations.
Training contract DE (<i>Berufsausbildungsvertrag</i>)	In Germany, the term training contract refers to the written agreement concluded between a trainee and his/her training company. The → <i>Vocational Training Act</i> lays down the minimum contents which must be included in the training contract. These include, in particular, the names and addresses of the contract partners, the objective, the syllabus and timetable, the beginning and duration of the training, the training location, the working hours, the amount of the → <i>training allowance</i> , etc. AT, CH, LI → apprenticeship contract
Vocational training committee DE (<i>Berufsbildungsausschuss</i>)	In Germany, this is a committee comprising representatives of employers, employees and vocational school teachers. It is the task of the body competent in the respective case (chambers, branches of public service, etc.) to establish such a committee, which then acts as this body's main advisory and decision-making authority. The committee has to be involved in all key matters concerning VET (e.g. issues related to VET preparation, IVET, CVET and retraining). AT → Federal Advisory Board on Apprenticeship CH → Federal Commission for Vocational and Professional Education and Training
VET professionals CH (<i>Berufsbildungsverantwortliche</i>)	The VPETA draws a distinction between three groups of VET professionals: → 1. VET/apprenticeship trainers at host companies, 2. Teachers at → VET schools and 3. other VET professionals. The training and qualifications required from VET professionals are regulated by the legal bases (i.e. the → <i>VPETA</i> , ordinances on vocational and professional education and training and the core syllabuses).
VET school CH, LI (<i>Berufsfachschule</i>)	VET schools provide classroom instruction in accordance with the established → <i>initial VET ordinance</i> and training plan. Besides, they have their own specific training mission. Vocational instruction provides learners with the theoretical knowledge they require to carry out their chosen occupation. General education encourages the learners' personal development and imparts social competences. Numerous VET schools also offer a preparatory course for the → <i>Federal Vocational Baccalaureate (FVB)</i> .

	Source: Glossary of Vocational and Professional Education and Training, http://www.lex.berufsbildung.ch/dyn/20850.aspx AT, DE → part-time vocational school
Apprenticeship with the matriculation certificate AT (<i>Berufsmatura</i>)	Apprenticeship with the matriculation certificate is a special form of the higher education entrance examination. The related preparatory courses and three out of four partial exams can be completed during the apprenticeship period. For this it is possible to prolong the apprenticeship period. The Apprenticeship with the matriculation certificate provides holders with unrestricted access to studies at universities, universities of applied sciences, university colleges of teacher education and post-secondary VET courses. It is also known as apprenticeship with <i>matura</i> . CH → Federal Vocational Baccalaureate (FVB)
Federal Vocational Baccalaureate (FVB) CH (<i>Berufsmaturität</i>)	The Federal Vocational Baccalaureate (FVB) is an optional general education qualification that learners may prepare for alongside their normal vocational instruction and apprenticeship training for the federal VET Diploma. FVB holders may enrol in a related degree programme at a Swiss university of applied sciences without having to take an entrance examination. Source: Glossary of Vocational and Professional Education and Training, http://www.lex.berufsbildung.ch/dyn/20850.aspx AT → apprenticeship with the matriculation certificate
Job profile AT (<i>Berufsprofil*</i>)	Job profil is a term used in the apprenticeship training and denotes a short list of occupational requirements made on a fully trained apprentice. As a rule, this activity description forms part of the → <i>training regulation (AO)</i> .
Part-time vocational school AT, DE (<i>Berufsschule*</i>)	Alongside the training company, part-time vocational school is the second place of learning in the apprenticeship training. Part-time vocational school imparts the theoretical background required for exercising the respective occupation and aims to expand the learners' general education. Part-time vocational school also imparts additional occupation-specific practical knowledge. CH, LI → VET school
company-based VET CH (<i>Betriebslehre</i>)	This term refers to company-based → <i>initial vocational education and training (I-VET)</i>
VET accreditation CH, LI (<i>Bildungsbewilligung</i>)	In order to be able to provide apprenticeship training, companies in Switzerland must obtain VET accreditation from the cantonal authority in charge of VET. In Austria, this is equivalent to the declaration on accreditation (→ <i>assessment procedure</i>). DE: examination of the suitability of vocational training facilities
Federal Advisory Board on Apprenticeship AT (<i>Bundes-Berufs-ausbildungsbeirat*</i>)	The federal advisory board on apprenticeship is a body which comprises social partner representatives and is set up by the Ministry of Economy. It advises the Ministry in issues related to apprenticeship training and submits expert opinions and concepts in case of legal amendments and new regulations. (BMFWF 2014, p. 21) DE → vocational training committee CH → Federal Commission for Vocational and Professional Education and Training
Federal Institute for VET DE (<i>Bundesinstitut</i>)	The BIBB has the task of contributing to VET research in Germany by conducting academic research projects. Research is carried out in the form of an annual research programme, which requires the approval of the Ministry of Education. CH → Swiss Federal Institute for Vocational Education and Training (SFIVET)

<i>für Berufsbildung (BiBB))</i>	
Double apprenticeship training AT (<i>Doppellehre*</i>)	In the Austrian VET system, learners can learn two occupations at the same time. This is termed double apprenticeship training. A prerequisite is that the training company is equipped in a way that it can provide training in both occupations. In addition, the two occupations should not be fully related. A double apprenticeship lasts for a maximum of 4 years. The attendance of → <i>part-time vocational school</i> is regulated differently for double apprenticeships. In principle, however, attendance of part-time vocational school in one of the two occupations is compulsory in each apprenticeship year.
Federal Commission for vocational and professional education and training CH (<i>Eidgenössische Berufsbildungskommission (EBBK)</i>)	The EBBK advises the → <i>State Secretariat for Education, Research and Innovation (SERI)</i> on matters concerning the development and coordination of VPET. It assesses projects related to the development of VPET and applications for contributions for special achievements in the public interest. The commission, which is elected by the federal council, comprises representatives of the confederation, cantons and professional organisations. AT → Federal Advisory Board on Apprenticeship DE → vocational training committee
(Swiss Federal Institute for Vocational Education and Training (SFIVET) CH (<i>Eidgenössisches Hochschulinstitut für Berufsbildung (EHB)</i>)	The SFIVET is the Swiss expert organisation for the provision of basic and continuing training to VPET professionals, the development of occupations and the pursuit of research in the VPET field. In Germany, at least some parts of these tasks are fulfilled by the → <i>Federal Institute for Vocational Education and Training (BiBB)</i> . In Austria, these tasks are spread over different establishments.
Complementary training measure AT (<i>Ergänzende Ausbildungsmaßnahme</i>)	Where a training company cannot fully impart the skills and knowledge laid down in the training regulations, the training shall nevertheless be admissible if a complementary training measure can be conducted in another suitable company or in another suitable establishment as part of an → <i>training alliance</i> . The syllabus and timetable of complementary training (related to the apprenticeship year) shall be laid down in the declaration on accreditation (→ <i>assessment procedure</i>) and shall also be agreed upon with the apprentice in the → <i>apprenticeship contract</i> . (cf. BAG section 2a) DE → inter-company vocational training centres CH → branch courses
External examination DE (<i>Externenprüfung</i>)	In Germany, under certain conditions, it is possible to admit individuals to the final examination if they have not completed any VET programme but can prove sufficient professional practice. They will then take part as “externals” in the examination for a state-recognised training occupation. The respective competent body will decide on admission. AT → exceptional apprenticeship-leave examination CH → Vocational qualification for adults
Trade and technical schools DE	Continuing vocational training establishments. The programmes in the various faculties at these schools follow on from initial vocational training and professional experience. They can be attended in different forms of organisation (full-time or part-time) and lead to a post-secondary vocational qualification that

<i>(Fachschulen)</i>	is recognised by the state. <i>Please note: In Austria, the term Fachschulen refers to the 3- to 4-year schools for intermediate vocational education at upper secondary level.</i>
Assessment procedure AT <i>(Feststellungsverfahren*)</i>	Procedure to assess whether a company meets the prerequisites for training apprentices in a specific occupation. This procedure is conducted by the locally competent apprenticeship office in cooperation with the Chamber of Labour upon an application submitted by the (training) company. A company that meets all requirements will receive a declaration on accreditation attesting that the company is entitled to employ and train apprentices. DE: examination of the suitability of vocational training facilities CH → VET accreditation
Professional education and training (PET) CH, LI <i>(Höhere Berufsbildung)</i>	In Switzerland and Liechtenstein, professional education and training (PET) comprises all vocational programmes at tertiary level, ISCED 5B (incl. federal PET diplomas, advanced federal PET diplomas and professional college degree programmes).
In-house training workshop CH <i>(Interne Ausbildungsstätten)</i>	The Swiss in-house training workshops are training facilities which are part of the host company but are located in their own separate rooms and have their own forms of organisation which distinguish them from “typical”, i.e. non-training related production or service areas. However, these training facilities are nevertheless part of the host company and are funded by it. Frequently learners from other companies are trained there as well, in which case the training facility functions as an external training centre. Some companies nowadays have delegated related tasks to the managing organisation of an → <i>training alliance</i> . DE, AT: training workshops
Cantonal VET offices CH <i>(Kantonale Berufsbildungsämter)</i>	The main agencies implementing the tasks of cantons in the sphere of VET are the VET offices, which are in some cantons called Offices for Upper Secondary education and training. They support the parties to the apprenticeship contract, promote VET, safeguard the quality of education and training, bear responsibility for coordinating all VET stakeholders (company, → <i>branch course</i> and → <i>VET school</i>) and also have a supervisory function. In operational, occupation-specific issues, the offices can be supported by experts from professional organisations.
Apprenticeship-leave examination AT <i>(Lehrabschlussprüfung (LAP)*)</i>	The apprenticeship is concluded with the apprenticeship-leave examination. It comprises a practical and a theoretical examination. The theoretical exam section is waived for apprentices who have completed → <i>part-time vocational school</i> without receiving the grade insufficient. The LAP aims to determine if the apprentices have acquired the know-how required to execute their occupation. The exam is taken in front of experts from their occupation. DE → final examination CH → qualification procedure, → final examination
Authorised apprenticeship trainer AT <i>(Lehrberechtigte/r *)</i>	The authorised apprenticeship trainer is the person responsible for apprenticeship training in a company. CH → VET/apprenticeship trainer DE → (IVET) trainer
Apprenticeship occupations AT	Apprenticeship occupations are occupations where the qualifications are imparted via the dual system (dual training). The legislator specifies the training contents in an → <i>training regulation</i> and → <i>examination regulation</i> and lays down which knowledge and skills need to be examined in the apprenticeship-

<p>(<i>Lehrberufe*</i>)</p>	<p>leave exam. A prerequisite for being trained in an apprenticeship occupation is completion of general compulsory schooling and conclusion of an apprenticeship contract with a training company. In Austria, apprenticeship training is provided in 197 occupations in crafts and trades and in 14 occupations in agriculture and forestry (as at September 2015).</p> <p>DE: training occupations</p> <p>CH, LI → initial vocational education and training (I-VET)</p>
<p>List of apprenticeships AT</p> <p>(<i>Lehrberufsliste*</i>)</p>	<p>The list of apprenticeships is an alphabetical list of all apprenticeship occupations in the trades, crafts, industry and services sector. It is published by the Federal Ministry of Science, Research and Economy and the Austrian Federal Economic Chamber. The list includes information on the apprenticeship period, on how the occupations are related, and information on applicable training and examination regulations of the individual occupations. It does not include the 14 occupations in agriculture and forestry.</p>
<p>Training/host company network CH</p> <p>(<i>Lehrbetriebsverbund</i>)</p>	<p>The training/host company network is an alliance of companies which mainly pursue the objective of manufacturing products or rendering services rather than fulfilling training tasks. Such a network is set up to provide sufficiently broad training despite the companies' specialisations. The → <i>training alliance</i> by contrast is an organisation whose main task is the provision of training. Training alliances are set up to relieve the host companies of organisational tasks, reduce the duration of responsibility, and relieve the burden on host companies related to problems with learners. They can also be understood as a means of professionalising education management.</p>
<p>Apprenticeship remuneration AT</p> <p>(<i>Lehrlingsent- schädigung*</i>)</p>	<p>Apprentices already perform productive work during their apprenticeship period. Therefore they are paid the so-called apprenticeship remuneration by the training company. This remuneration is also paid for the time they attend → <i>part-time vocational school</i>.</p> <p>DE → training allowance</p> <p>CH, LI: learner's pay, also: learner's salary</p>
<p>Apprenticeship office AT</p> <p>(<i>Lehrlingsstelle*</i>)</p>	<p>The apprenticeship office is the first point of contact for all issues related to apprenticeship training. In every Austrian province there is an apprenticeship office at the regional economic chamber (for all occupations in crafts and trades) and an apprenticeship and specialist training office (for all occupations in agriculture and forestry). The apprenticeship contract is recorded by the apprenticeship offices, where learners also register for the apprenticeship-leave examination.</p> <p>DE: Chamber of Industry and Commerce, Chamber of Skilled Crafts and Small Businesses</p> <p>CH → Cantonal VET offices</p>
<p>Apprenticeship contract AT, CH, LI</p> <p>(<i>Lehrvertrag*</i>)</p>	<p>The apprenticeship contract is a written agreement concluded between the apprentice and the authorised apprenticeship trainer and its content is precisely laid down by law. The apprenticeship contract forms the basis for the training of apprentices. If the apprentice is below the age of 18 years, his/her legal representative (one parent) also needs to sign it.</p> <p>In Switzerland, the apprenticeship contract is a particular form of private law contract and is therefore governed by the Swiss Code of Obligations, not by the VPETA.</p> <p>DE → training contract</p>
<p>Modularisation</p>	<p>Modularisation in the development of apprenticeship occupations refers to a</p>

AT (Modularisierung*)	<p>modular structure of apprenticeship training with several combination and specialisation options. Compulsory attendance of a “basic module” guarantees broad basic training. A modular apprenticeship comprises three modules:</p> <ul style="list-style-type: none"> ▪ The basic module usually lasts for two years and covers the knowledge and skills that correspond to the basic activities of one apprenticeship occupation or several apprenticeship occupations in a specific occupational area. ▪ A main module has a minimum duration of one year. It covers the knowledge and skills beyond the basic module which are typical of the qualifications of one apprenticeship occupation or several apprenticeship occupations in a specific occupational area. There can be several main modules building on one basic module. ▪ A special module has a duration of half a year or a full year and aims to impart further knowledge and skills that correspond to specific modes of production and services. <p>Modularisation concepts are also found in Switzerland.</p>
Professional organisations CH, LI (Organisationen der Arbeitswelt (OdA))	In Switzerland, this is a collective term used to refer to professional, sectoral and employer associations.
Recording of the apprenticeship contract AT (Protokollierung des Lehrvertrages*)	When an apprenticeship contract is recorded, this means the apprenticeship office has approved the training relationship. In this process it examines the apprenticeship contract data and the suitability of the training company. This recording is the prerequisite for the later admission of the apprentice to the apprenticeship-leave examination. (BMWFW 2014, p. 17)
Examination regulation AT, DE (Prüfungsordnung*)	<p>In apprenticeship training, the general examination regulation lays down the provisions governing the implementation of apprenticeship-leave examinations, additional exams, repeat exams, as well as partial and intermediate exams pursuant to the → <i>Vocational Training Act</i>.</p> <p>CH → initial VET ordinance</p>
Qualification procedure CH, LI (Qualifikationsverfahren)	<p>In Switzerland this is a generic term for all examination procedures serving to ascertain whether an individual has the competences required to acquire a qualification recognised in Switzerland.</p> <p>AT → apprenticeship-leave examination</p> <p>DE → final examination</p>
State Secretariat for Education, Research and Innovation (SERI) CH (Staatssekretariat für Bildung, Forschung und Innovation (SBFI))	The SERI is the Swiss competence centre of the confederation for nationally and internationally oriented issues related to education, research and innovation policies.
Partial qualification AT (Teilqualifikation*)	Learners acquire a partial qualification where training in an apprenticeship occupation is restricted to parts of the job description and does not cover the entire job description. A partial qualification is permitted only if the trainee, for one reason or another, is not able to learn the entire job description, but not if

	<p>the company is unable to provide training in the entire job description. Based on a 2015 amendment to the → <i>Vocational Training Act</i> it is possible to set up standardised training programmes for this purpose.</p>
<p>Supra-company apprenticeship training AT, LI</p> <p>(<i>Überbetriebliche Ausbildung (ÜBA)*</i>)</p>	<p>Supra-company (apprenticeship) training is understood as training in an occupation which is conducted in a training centre rather than in a company. A prerequisite is that this training centre is equipped in a way that it can impart the occupation-specific practical knowledge and skills. Supra-company training is mainly intended for young people who cannot find an apprenticeship place at a company. Apprentices attending supra-company training are considered equivalent to apprentices in company-based training, both in terms of their obligation to attend → <i>part-time vocational school</i> and also social security legislation. (cf. BAG § 30 and § 30b)</p> <p>DE → training in extra-company establishments</p> <p>CH → branch courses in VET centres</p>
<p>Inter-company training centres DE</p> <p>(<i>Überbetriebliche Berufsbildungsstätten (ÜBS)</i>)</p>	<p>In Germany, the training regulation can stipulate that parts of VET shall be conducted in suitable establishments outside the training company, in inter-company training centres. These cover the VET areas that cannot be covered by an individual company (mostly SMEs). One particular feature is the targeted funding of the further development of inter-company training centres into so-called “competence centres” by the federation. The goal is to develop suitable training establishments into VET service providers. They offer education, training and qualification concepts and also advisory services, especially on new technologies including their application and marketing particularly for SMEs.</p> <p>AT → complementary training measure</p> <p>CH → branch courses in VET centres</p>
<p>Branch courses CH</p> <p>(<i>Überbetriebliche Kurse (üK)</i>)</p>	<p>The Swiss → <i>vocational education and training</i> comprises beside the learning places → <i>host/training company</i> and → <i>VET school</i> also → <i>branch courses</i>. Therefore, it is sometimes referred to as a “three-track system”. Depending on the occupation, these courses last between a few days and several weeks. They complement professional practice and school-based education. Branch courses are conducted at VET centres, most of which are run by professional organisations.</p> <p>In Austria, such a three-track training structure can be found only in the construction sector (training company, part-time vocational school and construction academies).</p> <p>DE → inter-company training centres</p> <p>AT → complementary training measures</p>
<p>Student-teacher ratios AT</p> <p>(<i>Verhältniszahlen*</i>)</p>	<p>Student-teacher ratios indicate the ratios between (IVET) trainers and apprentices, i.e. how many apprentices are allowed to be trained by one (IVET) trainer.</p> <p>Corresponding regulations also exist in DE, LI and CH. But the term is not used in the same way in these countries.</p>
<p>Initial VET ordinance CH, LI</p> <p>(<i>Verordnung über die berufliche Grundbildung / Bildungsverordnung</i>)</p>	<p>The initial VET ordinances contain, for example, the purpose and duration of the VET programme, information about the learning places and the language of instruction, the professional competences an individual needs in order to execute an occupation, the requirements on host/training companies, and information about the qualification procedure (= final examination). They are issued by the State Secretariat for Education, Research and Innovation (SERI). For most apprenticeship occupations, the training and examination regulations solely refer</p>

(BiVo))	<p>to the occupation-specific part of the training. General education is regulated in the core syllabus for general education covering different occupations. The objective and structure of the training, broken down into the three places of learning, is regulated in the training plan, which is an independent annex to the ordinances.</p> <p>DE, AT → training regulation</p>
<p>Federal Act on Continuing Education and Training CH (<i>Weiterbildungsgesetz</i>)</p>	<p>This act was adopted in 2014 and, since then, has regulated the entire (non-formal) continuing education and training sector as a nationwide framework act. It also contains provisions on research and development in the continuing education and training sector and the promotion of basic competences of adults.</p>
<p>Intermediate examination DE (<i>Zwischenprüfung</i>)</p>	<p>By taking the intermediate examination laid down as compulsory in the → <i>Vocational Training Act</i> (BBiG), the apprentice needs to demonstrate the learning level he/she has achieved. The intermediate examination is taken around the middle of the apprenticeship training period.</p>

Annex 1: List of Abbreviations

This list of abbreviations is a compilation of the abbreviations used in the text above together with their meaning and country of origin.

a.o. LAP	außerordentliche Lehrabschlussprüfung	Österreich
	<i>exceptional apprenticeship-leave examination;</i>	<i>Austria</i>
ABB	Amt für Berufsbildung und Berufsberatung	Liechtenstein
	<i>Office for Vocational Training and Career</i>	<i>Liechtenstein</i>
AdA	Geschäftsstelle Ausbildung der Ausbilder	Österreich
	<i>Office for the Training of Trainers</i>	<i>Austria</i>
AEVO	Ausbildereignungsverordnung	Deutschland
	<i>Ordinance on Trainer Aptitude</i>	<i>Germany</i>
AFBG	Aufstiegsfortbildungsförderungsgesetz	Deutschland
	<i>Upgrading Training Assistance Act</i>	<i>Germany</i>
AK	Arbeitskammer	Österreich
	<i>Chamber of Labour</i>	<i>Austria</i>
AMS	Arbeitsmarktservice	Österreich
	<i>Public Employment Service Austria</i>	<i>Austria</i>
AO	Ausbildungsordnung	Deutschland
	<i>Training regulation</i>	<i>Germany</i>
AsA	Assistierte Ausbildung	Deutschland
	<i>assisted training</i>	<i>Germany</i>
AT	Österreich	Österreich
	<i>Austria</i>	<i>Austria</i>
AV	Ausbildungsverbund	Deutschland
	<i>training alliance</i>	<i>Germany</i>
BA	Bundesagentur für Arbeit	Deutschland
	<i>Federal Employment Agency</i>	<i>Germany</i>
BaE	Berufsausbildung in außerbetrieblicher Einrichtung	Deutschland
	<i>training in company external establishments</i>	<i>Germany</i>
BAG	Berufsausbildungsgesetz	Österreich

	<i>Vocational Training Act</i>	<i>Austria</i>
BBAB	Bundes-Berufsausbildungsbeirat	Österreich
	<i>Federal Advisory Board on Apprenticeship</i>	<i>Austria</i>
BBF	Berufsbildungsfonds	Schweiz
	<i>VPET funds</i>	<i>Switzerland</i>
BBG	Berufsbildungsgesetz	Schweiz / Liechtenstein
VPETA	<i>Vocational and Professional Education and Training Act</i>	<i>Switzerland / Liechtenstein</i>
BBiG	Berufsbildungsgesetz	Deutschland
	<i>Vocational Training Act</i>	<i>Germany</i>
BBV	Berufsbildungsverordnung	Schweiz / Liechtenstein
	<i>Ordinance on Vocational and Professional Education and Training</i>	<i>Switzerland / Liechtenstein</i>
BFI	Berufsförderungsinstitut	Österreich
	<i>Vocational Training Institute</i>	<i>Austria</i>
BIBB	Bundesinstitut für Berufsbildung	Deutschland
	<i>Federal Institute for Vocational Education and Training</i>	<i>Germany</i>
Bifeb	Bundesinstitut für Erwachsenenbildung	Österreich
	<i>Federal Institute for Adult Education</i>	<i>Austria</i>
BIP	Bruttoinlandprodukt	Alle Länder
GDP	<i>gross domestic product</i>	<i>All countries</i>
BIZ/BiZ	Berufsinformationszentrum	Deutschland / Österreich
	<i>career guidance centre</i>	<i>Austria / Germany</i>
BMASK	Bundesministerium für Arbeit, Soziales und Konsumentenschutz	Österreich
	<i>Federal Ministry of Labour, Social Affairs and Consumer Protection</i>	<i>Austria</i>
BMBF	Bundesministerium für Bildung und Forschung	Deutschland
	<i>Federal Ministry of Education and Research</i>	<i>Germany</i>
BMBF	Bundesministerium für Bildung (und Frauen)	Österreich

	<i>Federal Ministry of Education</i>	<i>Austria</i>
BMG	Bundesministerium für Gesundheit und Frauen	Österreich
	<i>Federal Ministry of Health and Women's Affairs</i>	<i>Austria</i>
BMHS	Berufsbildende mittlere und höhere Schulen	Österreich
	<i>Schools for intermediate vocational education and colleges for higher vocational education</i>	<i>Austria</i>
BMLFUW	Bundesministerium für Land- und Forstwirtschaft, Umwelt und Wasserwirtschaft	Österreich
	<i>Federal Ministry of Agriculture and Forestry, Environment and Water Management</i>	<i>Austria</i>
BMWFW	Bundesministerium für Wissenschaft, Forschung und Wirtschaft	Österreich
	<i>Federal Ministry of Science, Research and Economy</i>	<i>Austria</i>
BMWi	Bundesministerium für Wirtschaft und Energie	Deutschland
	<i>Federal Ministry for Economic Affairs and Energy</i>	<i>Germany</i>
BRP	Berufsreifeprüfung / Berufsmatura	Österreich
	<i>Apprenticeship with the matriculation certificate</i>	<i>Austria</i>
z.B.	zum Beispiel	Alle Länder
e.g.	<i>for example</i>	<i>All countries</i>
CH	Schweiz	Schweiz
	<i>Switzerland</i>	<i>Switzerland</i>
CVTS	Continuing Vocational Training Survey	
DC dVET	Geberkomitee für duale Berufsbildung	Alle Länder
<i>DC dVET</i>	<i>Donor Committee for dual Vocational Education and Training</i>	<i>All countries</i>
DE	Deutschland	Deutschland
	<i>Germany</i>	<i>Germany</i>
Destatis	Statistisches Bundesamt	Deutschland
	<i>Federal Statistical Office</i>	<i>Germany</i>
DGB	Deutscher Gewerkschaftsbund	Deutschland
	<i>German Trade Union Confederation</i>	<i>Germany</i>
d.h.	das heisst	Alle Länder
<i>i.e.</i>	<i>that is</i>	<i>All countries</i>

DVV	Deutscher Volkshochschul-Verband	Deutschland
	<i>German Adult Education Association</i>	<i>Germany</i>
EB	Erwachsenenbildung	Alle Länder
	<i>Adult education</i>	<i>All countries</i>
EBA	Eidgenössisches Berufsattest	Schweiz
	<i>Federal VET Certificate for a two-year VET Programme</i>	<i>Switzerland</i>
EBBK	Eidgenössische Berufsbildungskommission	Schweiz
	<i>Federal Commission for Vocational and Professional Education and Training</i>	<i>Switzerland</i>
EFQM	European Foundation for Quality Management	All countries
EFZ	Eidgenössisches Fähigkeitszeugnis	Schweiz
	<i>Federal VET Diploma for a three- or four-year VET programme</i>	<i>Switzerland</i>
EHB	Eidgenössisches Hochschulinstitut für Berufsbildung	Schweiz
SFIVET	Swiss Federal Institute for Vocational Education and Training	Switzerland
Eidg.	Eidgenössisch	Schweiz
	<i>Federal</i>	<i>Switzerland</i>
equiIHS	Employment – Qualification – Innovation am Institut für Höhere Studien	Österreich
	<i>Employment – Qualification – Innovation at the Institute for Advanced Studies</i>	<i>Austria</i>
EU	Europäische Union	Alle Länder
EU	<i>European Union</i>	<i>All countries</i>
FH	Fachhochschule	All Länder
UAS	<i>University of applied sciences</i>	<i>All countries</i>
FWS	Forum Weiterbildung Schweiz	Schweiz
	<i>Swiss Forum for Continuing Education and Training</i>	<i>Switzerland</i>
HWK	Handwerkskammer	Deutschland
	<i>Chamber of Skilled Crafts and Small Businesses</i>	<i>Germany</i>
IAB	Institut für Arbeitsmarkt- und Berufsforschung	Deutschland
	<i>Institute for Employment Research</i>	<i>Germany</i>
IBA	Integrative Berufsausbildung / Berufsausbildung	Österreich

	gemäß § 8b BAG	
	<i>Inclusive vocational training / VET based on § 8b of the Vocational Training Act</i>	<i>Austria</i>
ibw	Institut für Bildungsforschung der Wirtschaft	Österreich
	<i>Research & Development in VET</i>	<i>Austria</i>
IEB	Initiative Erwachsenenbildung	Österreich
	<i>Adult Education Initiative</i>	<i>Austria</i>
IHK	Industrie- und Handelskammer	Deutschland
	<i>Chamber of Industry and Commerce</i>	<i>Germany</i>
i.d.R.	In der Regel	Alle Länder
i.e.S.	Im engeren Sinne	Alle Länder
Insb.	Insbesondere	Alle Länder
INSOS	Nationaler Branchenverband der Institutionen für Menschen mit Behinderungen	Schweiz
	<i>National association of social institutions for persons with disabilities</i>	<i>Switzerland</i>
ISO	<i>International Organization for Standardization</i>	<i>All countries</i>
Jh.	Jahrhundert	Alle Länder
KEBÖ	Konferenz der Erwachsenenbildung Österreichs	Österreich
	<i>Austrian Conference of Adult Education Institutions</i>	<i>Austria</i>
KMU	Kleine und mittlere Unternehmen	Alle Länder
SMEs	<i>small and medium-sized enterprises</i>	<i>All countries</i>
LAP	Lehrabschlussprüfung	Österreich
	<i>apprenticeship-leave examination</i>	<i>Austria</i>
LFI	Ländliches Fortbildungsinstitut	Österreich
	<i>Institute of Agrarian Education and Training</i>	<i>Austria</i>
LI	Liechtenstein	Liechtenstein
	Liechtenstein	Liechtenstein
OdA	Organisationen der Arbeitswelt	Liechtenstein / Schweiz
PO	<i>professional organisations</i>	<i>Liechtenstein / Switzerland</i>
ÖFEB	Österreichische Gesellschaft für Forschung und Entwicklung im Bildungswesen	Österreich

	<i>Austrian Association of Research and Development in Education</i>	<i>Austria</i>
ÖGB	Österreichischer Gewerkschaftsbund	Österreich
	<i>Austrian Trade Union Federation</i>	<i>Austria</i>
Öibf	Österreichisches Institut für Berufsbildungsforschung	Österreich
	<i>Austrian Institute for Research on Vocational Training</i>	<i>Austria</i>
OR	Obligationenrecht	Schweiz
CO	<i>Swiss Code of Obligations, a part of the Swiss Civil Code</i>	<i>Switzerland</i>
PbEB	Plattform für berufsbezogene Weiterbildung	Österreich
	<i>Continuing Vocational Education and Training Platform</i>	<i>Austria</i>
PO	Prüfungsordnung	Deutschland / Österreich
	<i>Examination regulation</i>	<i>Austria / Germany</i>
QV	Qualifikationsverfahren	Liechtenstein / Schweiz
QP	<i>Qualification procedures</i>	<i>Liechtenstein / Switzerland</i>
RAV	Regionale Arbeitsvermittlungszentrum	Schweiz
REC	<i>regional employment centres</i>	<i>Switzerland</i>
SBBK	Schweizerische Berufsbildungsämter-Konferenz	Schweiz
	<i>Swiss Conference of VET Offices</i>	<i>Switzerland</i>
SBFI	Staatssekretariat für Bildung, Forschung und Innovation	Schweiz
SERI	<i>State Secretariat for Education, Research and Innovation</i>	<i>Switzerland</i>
SchOG	Schulorganisationsgesetz	Österreich
	<i>School Organisation Act</i>	<i>Austria</i>
SECO	Staatssekretariat für Wirtschaft	Schweiz
	<i>State Secretariat for Economic Affairs</i>	<i>Switzerland</i>
SEM	Staatssekretariat für Migration	Schweiz
	<i>State Secretariat for Migration</i>	<i>Switzerland</i>
SKW	Schweizerische Koordinationskonferenz Weiterbildung	Schweiz

	<i>Swiss coordination conference on continued education</i>	<i>Switzerland</i>
smm	Stellenmarkt-Monitor	Schweiz
	<i>Swiss job market monitor</i>	<i>Switzerland</i>
SVEB	Schweizerischer Verband für Weiterbildung	Schweiz
	<i>Swiss Federation for Adult Learning</i>	<i>Switzerland</i>
SVG	Schweizerischer Gewerbeverband	Schweiz
	<i>Swiss Association for Small and Medium-Sized Enterprises</i>	<i>Switzerland</i>
tw.	teilweise	Alle Länder
u.a.	unter anderem	Alle Länder
ÜBA	Überbetriebliche Lehrausbildung	Österreich
	<i>Supra-company apprenticeship training</i>	<i>Austria</i>
ÜBS	Überbetriebliche Berufsbildungsstätten	Deutschland
	<i>Inter-company vocational training centres;</i>	<i>Germany</i>
ÜK	Überbetriebliche Kurse	Schweiz
	<i>Branch courses</i>	<i>Switzerland</i>
VA	Verbundausbildung	Schweiz
	<i>Training alliance</i>	<i>Switzerland</i>
v.a.	Vor allem	Alle Länder
BB	Berufsbildung	Alle Länder
VET	<i>Vocational Education and Training</i>	<i>All countries</i>
VHS	Volkshochschule	Alle Länder
	Adult education centre	All countries
VSSA	Verband Schweizerischer Arbeitsmarktbahörden	Schweiz
	<i>Association of Swiss Labour Market Authorities</i>	<i>Switzerland</i>
VSV	Verband der Schweizerischen Volkshochschulen	Schweiz
	<i>Association of Swiss Adult Education Centres</i>	<i>Switzerland</i>
WB	Weiterbildung	Alle Länder
CET	<i>Continuing education and training</i>	<i>All countries</i>
wba	Weiterbildungsakademie	Österreich
	<i>Austrian Academy of Continuing Education</i>	<i>Austria</i>

WeBiG	Weiterbildungsgesetz	Schweiz
	<i>Federal Act on Continuing Education and Training</i>	<i>Switzerland</i>
WIFI	Wirtschaftsförderungsinstitut	Österreich
	<i>Institute for Economic Promotion</i>	<i>Austria</i>
WK	Wirtschaftskammer	Österreich
	<i>Economic chamber</i>	<i>Austria</i>
WKÖ	Wirtschaftskammer Österreich	Österreich
	<i>Austrian Federal Economic Chamber</i>	<i>Austria</i>
z.B.	Zum Beispiel	Österreich
IVET	Berufliche Erstausbildung / Grundbildung	Alle Länder
<i>IVET</i>	<i>Initial Vocational Education and Training</i>	<i>All countries</i>
CVET	Berufliche Weiterbildung	Alle Länder
<i>CVET</i>	<i>Continuing Vocational Education and Training</i>	<i>All countries</i>

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