

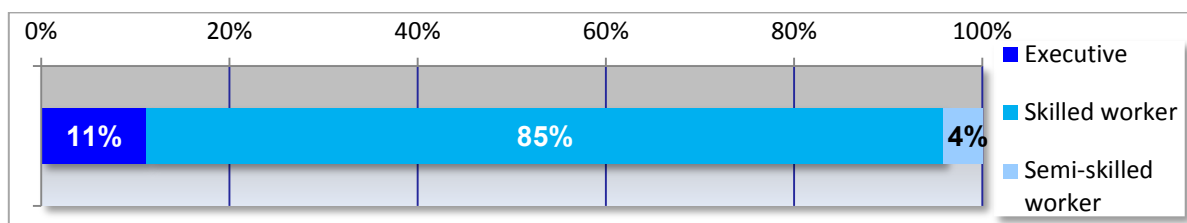
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## Survey among apprenticeship graduates in Austria two years after completion of training

As part of the “Background analysis of the effectiveness of company-based apprenticeship subsidisation based on §19c of the Vocational Training Act” (ibw-öibf study commissioned by the Federal Ministry of Science, Research and Economics or BMWFW<sup>1</sup>), ibw’s activities included carrying out a survey among Austria’s apprenticeship graduates around two years after they received their apprenticeship diploma. The findings show that the apprenticeship training scheme reaches its objectives: the vast majority of graduates of an apprenticeship training programme are employed at skilled worker’s level and fulfils qualified tasks (cf. Diagram 1). In addition, the questioned apprenticeship graduates generally expressed their satisfaction with apprenticeship training and with their success in professional life after having completed the programme. Challenges for apprenticeship training are mainly found with respect to its image and the social recognition and appreciation of the training.

DIAGRAM 1:

Current professional position of currently employed apprenticeship graduates



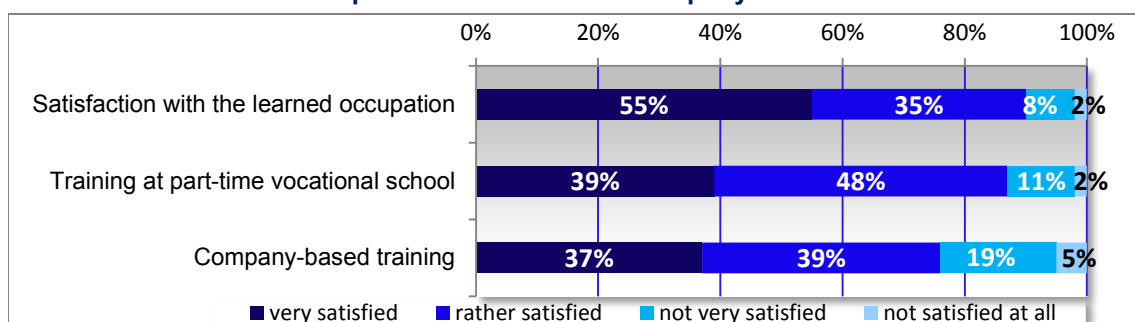
Source: 2015 ibw survey among Austrian apprenticeship graduates (n=655)

The Austria-wide survey among apprenticeship graduates (n=655) who had received their diploma (i.e. completed their apprenticeship period) in 2013 was conducted in May 2015 with a written questionnaire (by post).

In retrospect, the questioned Austrian apprenticeship graduates rate their training as largely very positive.

DIAGRAM 2:

Satisfaction with the learned occupation as well as with company- and vocational school-based training

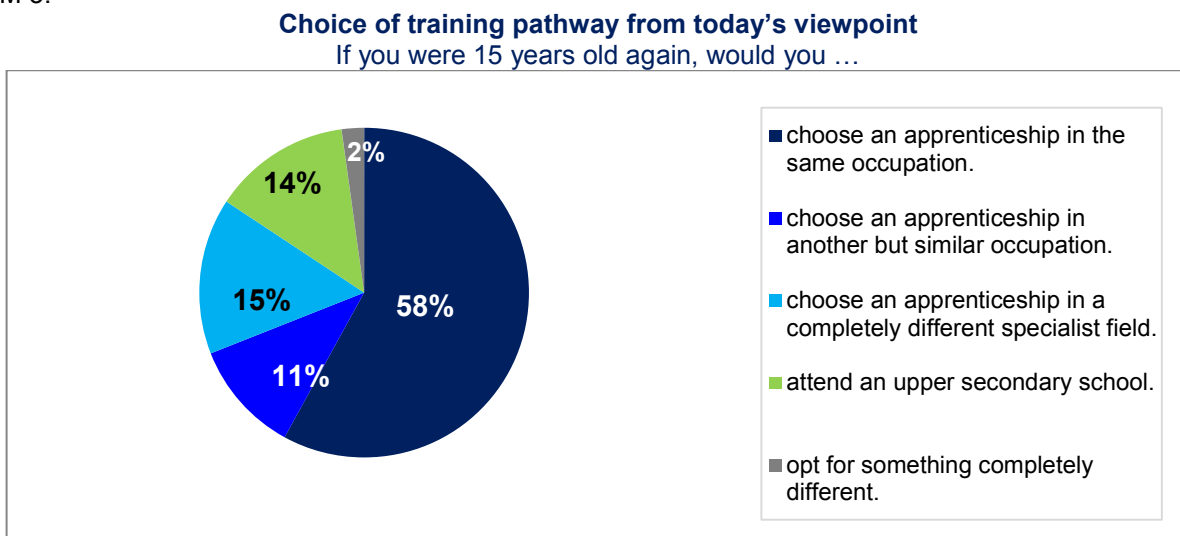


Source: 2015 ibw survey among Austrian apprenticeship graduates (n=655)

Two years after completing their apprenticeship training, the vast majority are also very or rather satisfied with company-based training (76%) and training at part-time vocational school (87%). The questioned apprenticeship graduates see a need for improvement or potential for improvement in training with regard to the coordination of the training contents between the training company and vocational school because overall 42% of those surveyed

state they disagree rather or strongly with the statement that the training contents were well coordinated between the training company and vocational school. Overall 84% of the questioned graduates would again opt for an apprenticeship if they had to decide again which education or training pathway to pursue at the age of fifteen. In their majority, they would even opt for the same apprenticeship occupation again (cf. Diagram 3).

DIAGRAM 3:



Source: 2015 ibw survey among Austrian apprenticeship graduates (n=655)

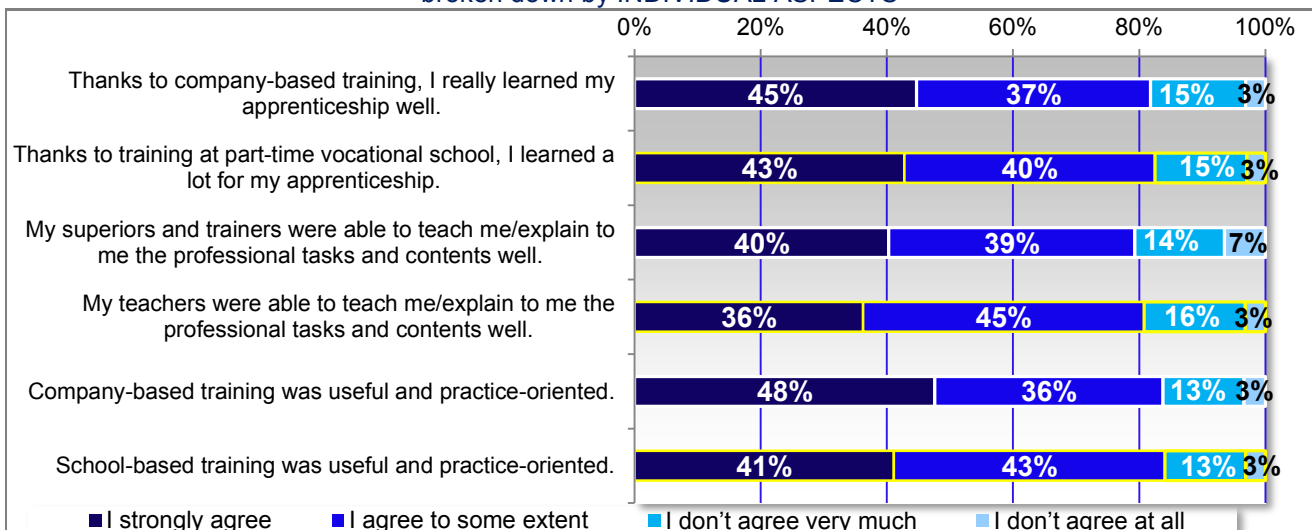
**Satisfaction with training at the two places of learning**

In the comparison of training provided at the two places of learning (company and vocational school), vocational school is rated as slightly more positive overall (cf. Diagram 2), but in individual aspects this most often applies to the company as a place of learning. In almost all instances, the share of those who are (very or rather) satisfied

is over 80% (cf. Diagram 4). By way of example, 84% of the questioned apprenticeship graduates are satisfied (48% very and 36% rather satisfied) with the usefulness and practice-orientation of company-based training. By comparison, in retrospect 41% stated they were very satisfied with the usefulness of the vocational school's training share, another 43% were rather satisfied (cf. Diagram 4).

DIAGRAM 4:

**Satisfaction with the training provided at the company and part-time vocational school**  
broken down by INDIVIDUAL ASPECTS



Source: 2015 ibw survey among Austrian apprenticeship graduates (n=655)

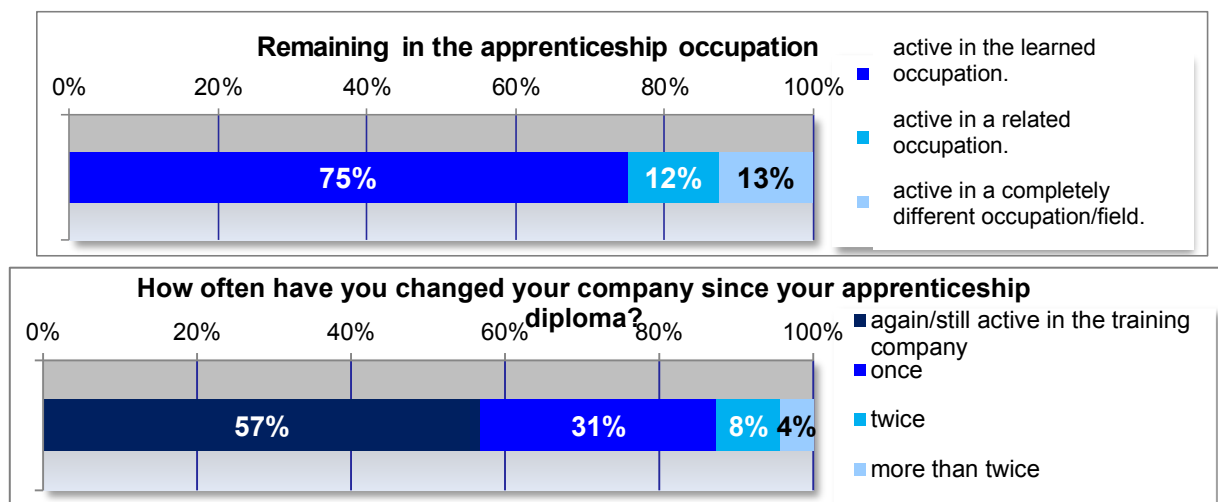
### Professional success

Labour market integration and the professional success of the questioned apprenticeship graduates two years after completing their training in Austria<sup>2</sup> represent another strength of the apprenticeship training scheme, in particular in comparison with drop-out rates: at the time of the survey, 6% of the questioned apprenticeship graduates are in training, 84% employed, 7% job-seekers. 96% of these employees are employed at least at skilled worker's level, 11% even (already) as executives. 95% additionally stated they (very much or rather) liked to work in their current profession.

Diagram 5 illustrates that the majority of interviewees (75%) are still active in their apprenticeship occupation, 12% in a related field, most of them also as skilled workers, which again underlines that apprenticeship graduates boast related cross-sectional competences. Furthermore, most graduates (57%) are still employed at the company where they were trained. As regards the fact that they still work in their original apprenticeship occupation and/or training company, however, it must be mentioned that both a career change and a company change sometimes have to be seen from the perspective of the (often demanded) job mobility and may imply both career advancements, changes or declines, which is why they can neither be interpreted as fundamentally positive or negative.

DIAGRAM 5:

**Remaining in the apprenticeship occupation and in the training company**  
(of those 84% who are self-employed or in dependent employment)



Source: 2015 ibw survey among Austrian apprenticeship graduates (n=655)

### Comparison with acquaintances of the same age who have attended an upper secondary school

In a direct comparison with acquaintances of the same age who have completed an upper secondary school type (with or without the higher education entrance qualification) (cf. Diagram 6), the questioned apprenticeship graduates mostly see themselves as being at an advantage: The apprenticeship graduates appreciate that it is probably easier for them to find an appropriate job, that they are more likely to enjoy doing their work and that their fields of activity are probably more exciting and diverse. In addition, apprenticeship graduates more often see the possibility to use what they have learned in their training in their private life.

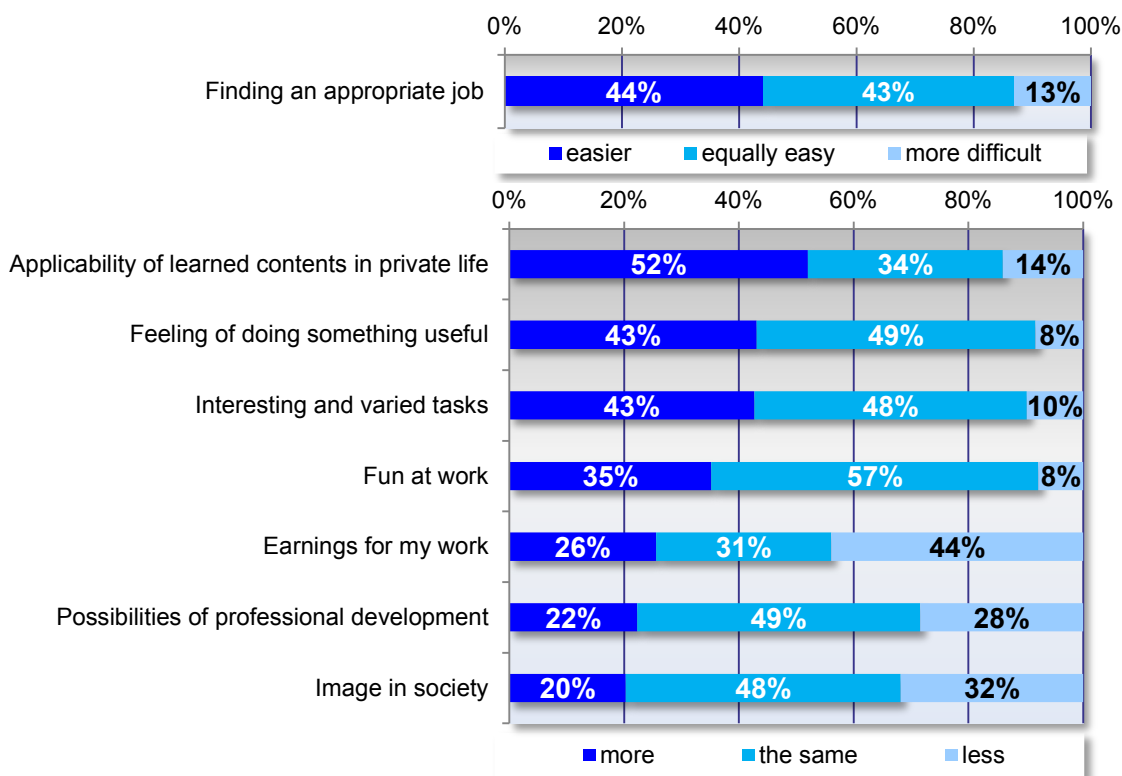
The questioned Austrian apprenticeship graduates see themselves as being rather at a disadvantage compared with graduates of an upper secondary school type (with or without the higher education entrance qualification)

with regard to those aspects that are related to the external assessment/recognition of their work and qualification – that is their image in society and the (strongly occupation group-specific) income, which can also be seen from the viewpoint of recognition – on the part of employers as well as of customers. In particular, the issue of recognition in society is also ultimately related to the achievable price on the market, i.e. the price which customers are prepared to pay for services provided by apprenticeship graduates.

In connection with the standing in society, attention is additionally drawn to discussions on the recognition and upgrading of vocational training and related topics (such as colleges of advanced vocational studies and the “bachelor professional” degree) as well as the National Qualifications Framework (NQF), which offers the opportunity to indicate “parity of esteem” (rather than equality) of different educational qualifications.

DIAGRAM 6:

**Comparison with employed acquaintances of the same age  
who have attended an upper secondary school (with or without the higher education entrance qualification)**



Source: 2015 ibw survey among Austrian apprenticeship graduates (n=655)

**Summary and conclusions**

By way of summary it can be stated that the survey among apprenticeship graduates in Austria two years after they received their apprenticeship diploma underlines the strengths of the apprenticeship training scheme but also reveals problems related to the apprenticeship training scheme in terms of image and recognition. In order to ensure the continuation of the apprenticeship training scheme also in the long term, not least from the perspective of securing the future skilled workforce against the background of the increasingly imminent threat of a skilled workers' shortage (largely due to demographic reasons: decline in the number of 15-year-olds and the medium-term strong increase in retirements) special efforts will be required to maintain the currently high attractiveness and effectiveness of the apprenticeship training scheme and also to gain the relevant social and economic recognition for apprenticeship training.

<sup>1</sup> This study comprises six sub-reports: Synthesis report (ibw/öibf); Context and implementation analysis (ibw); Survey among apprenticeship graduates (ibw); After the apprenticeship: training success and professional careers of apprenticeship graduates from 2008-2013 in Austria (ibw); Impact modelling (öibf); Company survey on the costs and benefits of apprenticeship training in Austria (öibf).

<sup>2</sup> Regarding professional success, cf. also the more detailed information provided in the sub-report "After the apprenticeship: training success and professional careers of apprenticeship graduates from 2008-2013 in Austria" ("Nach der Lehre: Ausbildungserfolg und Erwerbskarrieren der LehrabgängerInnen 2008-2013 in Österreich") – ibw.

The entire study can be downloaded from <http://www.ibw.at/de/ibw-studien> (in German).