Youth and Work in Austria

Reporting Year 2018/2019
## Contents

**Introduction** ........................................................................................................................................... 5

1 **Demography, Education and Statistics** .......................................................................................... 7

1.1 Demographic trends .......................................................................................................................... 7

1.2 The Austrian education system ......................................................................................................... 10

1.2.1 Education and apprenticeship ...................................................................................................... 12

1.2.2 Tertiary education ..................................................................................................................... 17

1.2.3 Level of education ....................................................................................................................... 23

1.2.4 Education policy priorities .................................................................................................... 24

1.3 Youth employment and apprenticeship statistics ............................................................................. 30

1.3.1 Young people after completion of training: education-related career monitoring survey ........ 31

1.3.2 Apprenticeship statistics and apprenticeship market ................................................................. 33

1.3.3 Retention by training companies ............................................................................................... 36

1.3.4 Loyalty to training sector ....................................................................................................... 37

1.4 Youth unemployment ..................................................................................................................... 38

2 **Policy areas to improve labour market prospects for young people** .............. 45

2.1 Ongoing development of the training and career counselling systems ......................... 45

2.1.1 Apprenticeship system – news and ongoing development .................................................. 45

2.1.2 Subsidies to company-based apprenticeships ......................................................................... 50

2.1.3 Coaching and counselling for apprentices and their employers ........................................... 52

2.1.4 Training guidebooks – quality of training .............................................................................. 53

2.1.5 Clearing centre for final apprenticeship examinations ............................................................. 53

2.1.6 Support to apprentices’ placement abroad ............................................................................ 53

2.1.7 Funding the attendance of preparatory courses for the final examination .......................... 54

2.1.8 Funding the costs of repeat LAP examinations .................................................................... 54

2.1.9 Participation in international skills competitions ..................................................................... 54
2.1.10 Project grants

2.1.11 Supplementary measures to support the quality of company-based apprenticeship training

2.1.12 Supplementary measures to support integration into apprenticeship training and the labour market

2.1.13 Reimbursement of the costs of boarding school

2.1.14 Career counselling and guidance

2.1.15 Career counselling and guidance by the public employment service

2.1.16 Austria’s strategy for lifelong learning

2.2 Labour market policies for young people

2.2.1 Managing the transition from school to work

2.2.2 Apprenticeships subsidised by the public employment service

2.2.3 Training Guarantee for young people – supra-company training programme

2.2.4 Measures for young people from migrant backgrounds

2.2.5 Policies for young people with health-related employment handicaps

2.2.6 Inclusion measures by the Social Affairs Ministry for young people with disabilities

2.2.7 Extended periods of apprenticeship training and acquisition of partial skills (vocational training under §8B of the BAG)

3 Activities of the European Union

3.1 European Social Fund

3.2 Europe 2020 Strategy and initiatives of the European Union

3.2.1 European Youth Guarantee and Youth Employment Initiative

3.2.2 Agenda for New Skills for New Jobs

3.2.3 ERASMUS+
Introduction

Austria’s labour market policy programmes support young people in finding suitable training and adequate jobs, ranging from career counselling and Youth Coaching to supra-company training schemes and low-threshold programmes such as Production Schools and measures tailored to the needs of specific target groups. These widespread programmes and projects are subject to ongoing adjustments and upgrading in order to provide better opportunities, impart skills and competences and individualised assistance to young people. Youth Coaching was introduced throughout Austria in 2013, while the Fit for Training (AusbildungsFit) pilot project was launched in 2014 and continued as of Jan 2015 in the form of Production Schools based on the modern and comprehensive concept of the pilot project. This was a major step towards harmonising and systematising the schemes offered to young people. A particularly important and large project of the federal government is the Compulsory Education or Training initiative adopted in July 2016. With the implementation of EducationTraining till 18, compulsory schooling will be followed by another period of compulsory education or training to enhance young people’s skills beyond the ones acquired in the existing nine years of compulsory education, thus improving their chances in life. Young adults (age 19-25), too, are being offered new opportunities with the implementation of a special LMP programme called ‘Training Guarantee till 25’ (Ausbildungsgarantie bis 25), which focuses on education and training aimed at ensuring sustainable labour market integration.

The annual brochure Youth and Work in Austria aims to provide an overview of education, training and employment of young people in Austria focusing on the wide range of labour market policies available to young people and on current changes and new developments. We wish to thank all those who have provided information and contributed to this brochure for their support!

The first chapter of the brochure includes an overview of the demographic situation as well as education and labour market data. Moreover, it describes the Austrian education system and current priorities in education policies. The second chapter ‘Policy Areas to Improve Labour Market Prospects for Young People’ illustrates developments in the education system and labour market measures for young people. This is an area where ‘transition management’ has played an increasingly central role in recent years, and where many new programmes have been created. Youth Coaching, Production Schools or supra-company training programmes are intended to facilitate and ensure a smooth transition
from compulsory schooling to continuing training or to the job market. The third chapter ‘Activities of the European Union’ describes initiatives and programmes launched at the European level.
1 Demography, Education and Statistics

1.1 Demographic trends

In 2018, an average of roughly 8.8 million people lived in Austria compared with 8 million in 2000 (approximately 4.3 million men and 4.5 million women). The age group of under 20-year-olds accounted for 19.4% of the total population in 2018 (2000: 23.1%). 61.8% (2000: 61.5%) were of working age (20 to 64 years) and 18.8% (2000: 15.4%) of the population were aged 65 years and older\(^1\).

Between 1 Jan 2018 and 1 Jan 2019, the population grew by 0.41%. Population growth in 2018 was much lower than in 2017 (+0.56%). Net migration to Austria from other countries accounted for about 97% of the total population increase of +35,301 persons\(^2\), down 21% against 2017.

On 1 January 2019, about 1.4 million foreign nationals lived in Austria, their proportion being 16.2% of the total population. Almost half of these foreign nationals came from EU and EFTA countries. 13.4% of them were German, 7.8% Romanian, 5.7% Hungarian and 5.6 Croatian nationals. 48.6% were third-country nationals. With 8.4% in all foreign nationals, Serbian nationals accounted for the largest group followed by Turkish nationals (8.1%) and Bosnian nationals (6.7%). Syrians (3.4%) and Afghans (3.1%) form the largest group among non-European nationals living in Austria\(^3\).

Growth of the Austrian population will be higher than predicted in recent forecasts. As early as 2030 Austria will have more than 9.3 million inhabitants provided the current trend continues. The Austrian population will continue to grow to 10 million people by 2080 (+13%). This will coincide with a significant age shift in our society towards the older end of the age spectrum. Although the number of children and young people under 20 years of age will continue to grow, their proportion within the population will decline (from 19.4% in 2018 to 18.9% by 2080), whereas the proportion of those aged 65plus will

\(^{1}\) Source: Statistics Austria; table on population level and structure; table on annual average population 1981-2018 broken down by gender, broad age groups and nationality.

\(^{2}\) Source: Statistics Austria, press release: 12.024-090/19.

rise substantially (from 18.8% in 2018 to 28.9% in 2080); see Figure 1: Population by broad age groups 1950 -2080 (medium variant) on page 8.

Figure 1: Population by broad age groups 1950 -2080 (medium variant)

Source: Statistics Austria, population forecast 2017.

The average number of live births was 90,000 per year in the 1980s and 1990s, with figures peaking in 1982 and 1992 (see Figure 2: Births and deaths 1950 – 2080 (medium variant) on page 9). Since then there has been no consistent trend and the number of new-borns hovers around 70,000 to 90,000 per year. Natural population growth in 2018 was again positive, i.e. up 1,560, although lower than in 2017. The total number of children born in 2018 was around 85,500.

The average number of children per woman (total fertility rate) fell from around 1.5 in the 1980s to around 1.39 in 2009. In 2010, total fertility rose for the first time to 1.44 children per woman. Since then this rate continued to increase and was around 1.53 children per woman in 2016, but dropped again in 2018 (1.48). In comparison: in 1963, total fertility reached a record post-war level of 2.82 and was thus almost twice as high as nowadays.

4 Source: press release: 11.969-035/19.
According to projections by Statistics Austria, the average number of children per woman will remain at around 1.55 until 2030, while life expectancy for women and men will continue to rise\(^5\).

Figure 2: Births and deaths 1950 – 2080 (medium variant)

![Births and deaths graph](image)

Source: Statistics Austria, population forecast 2017.

The age pyramid (see Figure 3: Age pyramid 2017, 2030 and 2060 on page 10) shows the composition of the Austrian population for 2017, 2030 and 2060\(^6\).

---

\(^5\) Source: Statistics Austria; table on population level and structure.

\(^6\) Source: Statistics Austria, population forecast 2017.
1.2 The Austrian education system

In the field of education, the legislative and the executive powers are shared by the federal government and the Länder (federal states).

Austria has a diversified school system, meaning that after Year Four and again after Year Eight the system offers alternatives, and that different schools offer different types of education pathways (see Figure 4: The Austria Education System on page 11). Item 1.2.1 Education and apprenticeship on page 12 provides a detailed description of the educational system from Kindergarten to university including the various types of schools. Level of education – see item 1.2.3 Level of education on page 23 - gives an overview of the educational attainment level in Austria. Education policy priorities presents new
programmes and priorities introduced in recent years to improve and widen learning opportunities, see item 1.2.4 Education policy priorities on page 24.

Figure 4: The Austria Education System

Source: Federal Ministry of Education, Sciences and Research
1.2.1 Education and apprenticeship

There are nine years of compulsory education in Austria, beginning at the age of six. Children below school age may attend elementary pre-school education establishments (e.g. kindergarten); for children who have turned five by 31 Aug of any given year, enrolment (minimum 20hrs/4 days per week) is compulsory and free of charge in the last year before entering school. Children who enter school early are exempted from compulsory attendance of kindergarten. Parents or guardians may submit an application to the regional authority (Land) asking for permission to fulfil a child’s obligation to attend kindergarten through home education or child minders. This implies that the child does not require any support in developing German language skills (language of habitual use) and that the tasks of providing education and inculcating values are met. Within the free compulsory year of kindergarten for five-year-olds, a mandatory counselling meeting has been introduced for parents of four-year-olds who are neither in any form of (institutional) care nor registered for enrolment in kindergarten. The meeting is intended to make parents aware of the positive effects of kindergarten attendance on the child in terms of acquiring social skills, improving language and communication capabilities and enhancing creativity.

The attendance rate of children aged three in kindergarten increased from 45.3% in 1995 to now 86.7%, while that of children aged four rose from 80.4% to 96.4% and of those aged five from 86.3% to 98.2% over the same period. For children aged 0 to 2 years, attendance rates increased from 4.6% to 26.5%.

The majority of school-age children, i.e. more than 98%, attend primary school which comprises four years (primary level). The remaining 2% attend special-needs schools, other general schools with their own organisational status (such as Realschule, Waldorf and Montessori schools) or schools with foreign curricula. Children of compulsory school age who are not yet ready for primary school are enrolled in preparatory or pre-school programmes designed to help children grow into the challenges of school life.

After primary school, as a rule at the age of ten, children move on to lower secondary level (level I). The lower secondary level lasts four years. Here the pupils’ education system diversifies for the first time into two types of schools, i.e. the lower level of academic secondary schools (Allgemein Bildende Höhere Schule – AHS) and the new

---

7 Source: Federal Ministry of Education, Sciences and Research (BMBWF)
8 Source: Statistics Austria, statistics on children’s day-care centres 2018/19.
9 Source: Statistics Austria: Education in Figures (Bildung in Zahlen) 2017/18.
secondary – i.e. comprehensive – schools (Neue Mittelschule – NMS, see item 1.2.4 Education policy priorities on page 24). For admission to an AHS, children completing Year Four of primary school must have good or excellent marks in German/Reading/Writing and Arithmetic or must pass an entrance examination to that particular school. The choice of lower secondary level school depends on a number of factors, i.e. which schools are available in any given region or the time needed to travel to and from the preferred type of school. Other factors include the pupils' social environment or socio-economic backgroundъ

**Types of schools and training at upper secondary level**

Having completed the lower secondary level with Year Eight, pupils move on to the upper secondary level (level II). At this level, the following education pathways are available: a pre-vocational year (Polytechnische Schulen – PTS, one-year course), level II academic secondary schools (Allgemein Bildende Höhere Schulen – AHSs, four years), secondary vocational colleges (Berufsbildende Höhere Schulen – BHS, five years), and secondary technical and vocational schools (Berufsbildende Mittlere Schulen – BMS; one to four years). The ninth grade or Year Nine is the last year of general compulsory education, whereupon young people may either continue their school-based education in upper secondary academic or upper secondary technical and vocational schools or colleges, or they may enter the dual training system. With the introduction of the Education Training till 18 initiative, all young people under 18 years are obliged to continue education or training after completion of general compulsory schooling. For more details see item 2.2.1 Managing the transition from school to work on page 60.

PTS schools follow directly on Year Eight and last one year. They offer general education, vocational guidance and basic vocational education.

Pupils who fail to complete the 4th grade of a new secondary school (Neue Mittelschule – NMS) or the pre-vocational year (Polytechnische Schule – PTS) during compulsory education or after continuing education in a voluntary Year Ten may continue to attend these schools under a voluntary Year Ten or Year Eleven programme with the approval of both the school provider and the competent education authority. The same conditions apply to pupils who complete an NMS or PTS in Year Nine of general compulsory

---

10 In addition to the above three types of schools, there are schools for children with special needs. They comprise both the primary and the secondary level and last eight (nine) years.
education as extraordinary pupils. They, too, are entitled to continue attending these schools for another year as ordinary or extraordinary pupils.

Moreover, the Education Package 2018 (Pädagogikpaket 2018 - Federal Law Gazette I no. 101/2018) introduced the legal framework enabling pupils who completed their general compulsory education (Year Nine) with negative marks at upper secondary schools or colleges to enter a voluntary Year Ten programme at a PTS school. This gives young people the chance to (re-)design their vocational and educational career after Year Nine and benefit from the school’s vocational guidance and basic vocational education curriculum. This provision entered into force as of September 2019.

Academic secondary schools (AHSs) have either levels I and II, i.e. lower and upper secondary levels, or only upper secondary level education lasting four years (or five in special strands). Pupils graduate from an AHS by taking and passing the standard matriculation examination (called Matura or Reifeprüfung), which permits access to universities, universities of applied sciences, teacher training colleges and academies.

As of Year Nine, technical and vocational schools offer a wide variety of training opportunities in secondary technical and vocational colleges (Berufsbildende Höhere Schulen – BHSs) or secondary technical and vocational schools (Berufsbildende Mittlere Schulen – BMSs). They provide both sound general education and initial vocational training of varying duration and level.

Secondary technical and vocational education establishments include the vocational schools of the dual training system as well as schools providing education and training in the fields of engineering, technology, arts and crafts, business, commerce, household services, tourism, fashion, arts and design, social services, agriculture and forestry, pre-school education, social education including its special types of schools. They can be of different types and duration (1-5 years):

The 3- or 4-year BMS courses are full-time courses of intermediate level education including mandatory practical training (compulsory placement). They start from Year Nine and impart the whole gamut of initial vocational training. BMS graduates may take the vocational matriculation examination (Berufsreifeprüfung) to gain general access to higher education. Completion of a 3-year (minimum) BMS course is equivalent to NQF\textsuperscript{11} level 4.

\textsuperscript{11} NQF = National Qualifications Framework.
The 1- or 2-year BMS courses are full-time courses from Year Nine and serve to provide vocational prep training.

The 5-year BHS courses are full-time courses of upper level education including mandatory practical training (compulsory placement). They start from Year Nine and are concluded with matriculation and diploma examinations. BHS graduates have dual qualifications: they have general access to higher (university) education on the one hand, and completed initial training in a vocation on the other. Completion of a BHS course is equivalent to NQF level 5. The 4th and 5th grade of a BHS corresponds to ISCED level 5 (ISCED = International Standard Classification of Education), i.e. short-cycle tertiary education. The skills and competences acquired in a BHS are thus directly comparable to academic qualifications.

In addition to continuing their education after completion of compulsory schooling, pupils may also choose to enter the dual training system, i.e. apprenticeships that involve on-the-job training (80%) plus compulsory attendance of vocational school courses (Berufsschule, 20%). Apprenticeships involve formal training which ends with a final examination. Completion of an apprenticeship is equivalent to NQF level 4. There are around 200 recognised apprenticeship trades in many different fields. Roughly, 40.0% of young people leaving compulsory school in any given year enter apprenticeship-based training. For more details on the transition from school to work, the dual training system, the supra-company training system, etc., refer to items 2.2.1 Managing the transition from school to work on page 60, 2.2.2 Apprenticeships subsidised by the public employment service on page 63 and 2.2.3 Training Guarantee for young people – supra-company training programme on page 64. Those who have completed their apprenticeships may move on to attend schools for master craftsmen/craftswomen or foremen/forewomen. Moreover, they may take academic entrance examinations or vocational matriculation examinations enabling them to enter the tertiary education system or gain access to certain tertiary study programmes.

In the school year 2017/18, Austrian schools had 1,144,600 pupils, with 47.7% of them being female. At the beginning of lower secondary level in Year Five, 59.9% of all pupils attended a new secondary school (NMS), 35.7% the lower level of academic secondary schools (AHS), 1.9% a special needs school, 1.3% a new secondary school attached to an AHS and 1.2% a recognised school with own statutory rights. From the lower level of AHS

\[12\] Source: apprenticeship statistics of the Austrian Economic Chamber - WKO (ratio of apprenticeship entrants to the total population of 15-year-olds on an annual average in 2018).
\[13\] Including schools with their own statutory rights and organisation.
more than 90% of the pupils move on to the upper level of an AHS (62.2%) or to a BHS (30.3%). From new secondary schools roughly 42.7% move on to AHS or BHS schools, the majority to the latter type of school (34%).

In Year Nine, i.e. at the beginning of the upper secondary school level, 35.1% of the pupils attend a BHS\textsuperscript{14}, 28.5% an AHS, 19.5% a PTS pre-vocational year and 16.9% a BMS school, meaning that more than 60% of pupils in Year Nine attend schools that are to be completed with a matriculation examination. In 1980, this ratio was only 40%. Female pupils account for a greater percentage in higher levels of secondary education\textsuperscript{15} (lower level of AHS: 52.3% female; upper level of AHS 57.8% female, BHS 52.7% female, vocational schools of dual system: 33.3% female, pre-vocational year: 36.5% female)\textsuperscript{16}.

**Vocational and educational information**

Schools support vocational choices by strengthening the pupils' career management skills in class, by offering appropriate information and counselling as well as by providing hands-on insights into working life. This great variety of consistent support is summarised under 'ibobb' (German acronym for information, counselling and guidance on education and career) and is mainly intended to enable pupils to make independent education and career choices based on their interests and abilities. Close cooperation with extra- and post-curricular entities – e.g. the PES’s vocational information centres (BIZ), information and advice by the social partners and the tertiary education section – is of key importance in this context. For more information, refer to the following BMBWF link: ibobb.

Newly available is the ibobb portal with valuable information and materials on vocational information and guidance: portal.ibobb.at

With the 18plus – Berufs- und Studienchecker (= check your job and study options at age 18plus) programme (18plus.at), pupils in the last two years of the upper level of academic secondary schools (AHS) and secondary technical or vocational colleges (BHS) are assisted in making better informed decisions about their post-secondary training and educational career in line with their interests and aptitudes. This project focuses on the pupils’ individual talents, affinities, interests and strengths.

\textsuperscript{14} BHS including higher teacher training establishments.

\textsuperscript{15} Basis: all school levels.

\textsuperscript{16} Source: selected figures for 2017 (Zahlen spiegel 2017) and school statistics.
In the 2018/19 school year, 402 schools (whereof 167 BHSs/47% and 235 AHSs/67.5%) participated in this free programme. In October 2018, the Federal Ministry of Education, Science and Research hosted a celebratory tenth anniversary event for the 18plus programme.

### 1.2.2 Tertiary education

Standard matriculation examinations (Matura), academic entrance examinations (Studienberechtigungsprüfung) or vocational matriculation examinations (Berufsreifeprüfung) permit access to tertiary-level education at universities, universities of applied sciences, teacher-training colleges and academies (although some courses of study may require additional examinations).

Non-university based tertiary education comprises post-secondary VET courses (Kollegs) and vocational training academies (berufsbildende Akademien), as well as training courses based on vocational qualifications which train participants to become master craftsmen/craftswomen or foremen/forewomen. In order to qualify for post-secondary VET courses and academies, students are required to pass matriculation examinations, vocational matriculation examinations or academic entrance examinations. Schools for master craftsmen/craftswomen or foremen/forewomen, in turn, require their students to have completed their vocational training (apprenticeship).

University education and training is provided by university colleges of teacher training, universities and universities of applied sciences. In Austria more than 40% of 30- to 34-year-olds had tertiary or equivalent education attainment levels (ISCED 5-8) in 2018\(^\text{17}\).

Slightly more than three quarters of all students are trained at the 16 science and six arts universities, all of them public universities. Alongside these public universities, universities of applied sciences represent the second major area of tertiary training. In recent decades, the number of university graduates and students has risen substantially. In the winter semester 2017/18, 382,945 students (54% female) were in higher education (short-term courses included), whereof 278,052 studied at universities, 51,522 at universities of applied sciences, 29,177 at teacher training colleges, 11,034 at private universities and 334 at theological colleges. The proportion of foreign students is approx. 26%. Foreign nationals studying in Austria primarily come from Germany (37% of foreign students), Italy

\(^\text{17}\) Source: EUROSTAT LFS; retrieved on 24 July 2019.
(10%) and the other EU-28 countries (approx. 23%). Thus, these groups make up roughly 70% of all foreign students.\textsuperscript{18}

In the 2016/17 academic year, 52,932 regular study programmes were completed at public universities, universities of applied sciences and teacher training colleges. 16,130 of them were bachelor’s degrees, 6,383 diplomas and 9,879 master’s degrees at public universities. The universities of applied sciences reported 9,025 bachelor’s degrees, 5,090 master’s degrees and only 1 diploma degree, while the teacher training colleges reported 3,838 bachelor’s degrees\textsuperscript{19}.

**Universities\textsuperscript{20}**

Austria has 22 public universities, which currently offer more than 1,000 programmes of study to prospective students. The transition of study programmes from a two-stage system (diploma/doctorate) to three stages (bachelor/master/doctorate) will be completed in the forthcoming years. The number of diploma degree programmes under the previous system is already very low. In the winter semester of 2016, 57% of students at public universities enrolled in bachelor’s degree programmes, 19% in master’s degree programmes and 7% in doctoral degree programmes. A mere 18% account for 'classical diploma programmes'.

As illustrated in Table 1: Regular study programmes by field of study, winter semester 2018 (cut-off date: 28 February 2019) on page 19, roughly one fourth (22%) of the 315,481 regular studies in the winter semester of 2018 were in the humanities and cultural sciences, 21% in engineering, 14% in social studies and economics, 14% in natural sciences and about 13% in law. In the humanities and cultural sciences, the proportion of female students is 70% and in veterinary medicine programmes even some 80%. At 30%, engineering study programmes report the lowest percentages of women. In specific study programmes (such as mechanical engineering), female students account for less than 10%.

\textsuperscript{18} Source: Statistics Austria: Education in Figures (Bildung in Zahlen) 2017/18.
\textsuperscript{19} Source: Statistics Austria: Education in Figures (Bildung in Zahlen) 2017/18.
\textsuperscript{20} Source: Statistics Austria: Education in Figures (Bildung in Zahlen) 2017/18.
Table 1: Regular study programmes by field of study, winter semester 2018
(cut-off date: 28 February 2019)

<table>
<thead>
<tr>
<th>Regular study programmes by field of study</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
<th>Percentage of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and culture sciences</td>
<td>49,647</td>
<td>20,872</td>
<td>70,519</td>
<td>70.4%</td>
</tr>
<tr>
<td>Engineering sciences</td>
<td>20,025</td>
<td>47,157</td>
<td>67,181</td>
<td>29.8%</td>
</tr>
<tr>
<td>Interdisciplinary sciences</td>
<td>602</td>
<td>426</td>
<td>1,028</td>
<td>58.6%</td>
</tr>
<tr>
<td>Art sciences</td>
<td>4,266</td>
<td>3,375</td>
<td>7,641</td>
<td>55.8%</td>
</tr>
<tr>
<td>Teaching training studies</td>
<td>13,546</td>
<td>7,823</td>
<td>21,369</td>
<td>63.4%</td>
</tr>
<tr>
<td>Medicine</td>
<td>7,494</td>
<td>6,675</td>
<td>14,169</td>
<td>52.9%</td>
</tr>
<tr>
<td>Natural sciences</td>
<td>25,680</td>
<td>19,300</td>
<td>44,980</td>
<td>57.1%</td>
</tr>
<tr>
<td>Law</td>
<td>21,925</td>
<td>17,598</td>
<td>39,523</td>
<td>55.5%</td>
</tr>
<tr>
<td>Social and economic sciences</td>
<td>22,498</td>
<td>22,024</td>
<td>44,522</td>
<td>50.5%</td>
</tr>
<tr>
<td>Theology</td>
<td>991</td>
<td>1,164</td>
<td>2,155</td>
<td>46.0%</td>
</tr>
<tr>
<td>Veterinary medicine</td>
<td>1,374</td>
<td>355</td>
<td>1,729</td>
<td>79.5%</td>
</tr>
<tr>
<td>Individual courses</td>
<td>342</td>
<td>310</td>
<td>652</td>
<td>52.5%</td>
</tr>
<tr>
<td>Other study activities</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>61.5%</td>
</tr>
<tr>
<td>Total</td>
<td>168,398</td>
<td>147,083</td>
<td>315,481</td>
<td>53.4%</td>
</tr>
</tbody>
</table>

Source: uni: data; data reported by universities on the relevant cut-off date as required by the university study reporting ordinance (UniStEV), with add-on courses not included.

**Universities of applied sciences**

Introduced in Austria in 1994 with roughly 700 students, universities of applied sciences (Fachhochschulen – FH) have increased enrolment figures to 53,401 students (winter semester 2018). Continuing education courses have now been added to widen the range of study programmes offered. Today there are 21 universities of applied sciences throughout Austria, with 15 being FHs and the remainder being providers of FH study courses (FH establishments). Of the 53,401 regular FH students in the winter semester of 2018, roughly 71% were enrolled in bachelor programmes and roughly 29% in master programmes, while the phase-out of diploma programmes is almost completed with only a few students left (three, all of them male, in the 2018 winter semester). Table 2: Regular
students enrolled in FH courses by areas of training; winter semester 2018 (cut-off date: 15 November 2018) on page 20 provides an overview of FH students. In the winter semester 2018, most students chose training programmes in economics (38%), technology and engineering (37%) as well as health sciences (13%). Information technology and electronics were the most popular programmes in the technical field. Study programmes in economics mainly focus on business administration. Around four out of ten programmes are attended by working students.

Table 2: Regular students enrolled in FH courses by areas of training; winter semester 2018 (cut-off date: 15 November 2018)

<table>
<thead>
<tr>
<th>Regular students enrolled in FH courses by areas of training</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
<th>Percentage of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Design</td>
<td>496</td>
<td>383</td>
<td>879</td>
<td>56.4%</td>
</tr>
<tr>
<td>Health sciences</td>
<td>5,723</td>
<td>1,379</td>
<td>7,102</td>
<td>80.6%</td>
</tr>
<tr>
<td>Military and security sciences</td>
<td>29</td>
<td>299</td>
<td>328</td>
<td>8.8%</td>
</tr>
<tr>
<td>Natural sciences</td>
<td>441</td>
<td>373</td>
<td>814</td>
<td>54.2%</td>
</tr>
<tr>
<td>Social sciences</td>
<td>2,976</td>
<td>1,051</td>
<td>4,027</td>
<td>73.9%</td>
</tr>
<tr>
<td>Technology and engineering sciences</td>
<td>4,838</td>
<td>15,018</td>
<td>19,856</td>
<td>24.4%</td>
</tr>
<tr>
<td>Economic sciences</td>
<td>12,113</td>
<td>8,282</td>
<td>20,395</td>
<td>59.4%</td>
</tr>
<tr>
<td>Total</td>
<td>26,616</td>
<td>26,785</td>
<td>53,401</td>
<td>49.8%</td>
</tr>
</tbody>
</table>

Source: uni: data; data reported by universities on the relevant cut-off date as required by the university study reporting ordinance (UniStEV); data edited by Federal Ministry of Education, Sciences and Research, Division IV/9.

Teacher training colleges
Teacher training colleges offer initial, further and in-service training in all education-related fields of work, in particular in teaching. The 14 teacher training colleges provide training programmes with different priorities and specialisations. Training has been reformed in recent years. Teacher training colleges now offer bachelor's and master's programmes for future teachers at pre-school, primary, secondary level of general education.

Source: Statistics Austria: Education in Figures (Bildung in Zahlen) 2017/2018
education in cooperation with universities and secondary level of vocational education. Teacher training colleges and universities have formed four regional networks for cooperation. The new training scheme for primary level teachers was launched in 2015 throughout Austria, the scheme for secondary level teachers in 2017.

In the winter semester 2018/19, 14,595 students were admitted to teacher training programmes, the majority of them already under the new system; i.e. there are only a few students left in the old programmes for prospective teachers at primary schools, new secondary schools, special-needs schools, etc. – see Table 3: Students enrolled by type of teacher training programme (Lehramt LA); winter semester 2018/2019 on page 22.

22 Source: Statistics Austria: Education in Figures (Bildung in Zahlen) 2017/2018
Table 3: Students enrolled by type of teacher training programme (Lehramt LA); winter semester 2018/2019

<table>
<thead>
<tr>
<th>Students enrolled by type of teacher training LA programme</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
<th>Percentage of Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Elementary Education</td>
<td>343</td>
<td>1</td>
<td>344</td>
<td>99.7%</td>
</tr>
<tr>
<td>Bachelor LA Primary Level</td>
<td>5,643</td>
<td>755</td>
<td>6,398</td>
<td>88.2%</td>
</tr>
<tr>
<td>Bachelor LA for Elementary Schools</td>
<td>250</td>
<td>36</td>
<td>286</td>
<td>87.4%</td>
</tr>
<tr>
<td>Master LA Primary Level</td>
<td>272</td>
<td>17</td>
<td>289</td>
<td>94.1</td>
</tr>
<tr>
<td>Bachelor LA Secondary Level General Education</td>
<td>2,906</td>
<td>1,760</td>
<td>4,667</td>
<td>62.3%</td>
</tr>
<tr>
<td>Master LA Secondary Level</td>
<td>66</td>
<td>27</td>
<td>94</td>
<td>70.2%</td>
</tr>
<tr>
<td>Bachelor LA for New Secondary Schools (NMS)</td>
<td>261</td>
<td>200</td>
<td>461</td>
<td>56.6%</td>
</tr>
<tr>
<td>Bachelor LA for Special Schools</td>
<td>42</td>
<td>14</td>
<td>56</td>
<td>75.0%</td>
</tr>
<tr>
<td>Bachelor LA for Pre-Vocational Schools (PTS)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>33.3%</td>
</tr>
<tr>
<td>Bachelor LA for Secondary Level Vocational Education and Training</td>
<td>631</td>
<td>851</td>
<td>1,482</td>
<td>42.6%</td>
</tr>
<tr>
<td>Master LA for Secondary Level Vocational Education and Training</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>61.5%</td>
</tr>
<tr>
<td>Bachelor LA for Vocational Schools</td>
<td>21</td>
<td>49</td>
<td>70</td>
<td>30.0%</td>
</tr>
<tr>
<td>Bachelor in Vocational Education at Secondary and Higher Vocational schools</td>
<td>165</td>
<td>58</td>
<td>223</td>
<td>74.0%</td>
</tr>
<tr>
<td>Bachelor LA for Religion at Polytechnic Schools (PS)</td>
<td>113</td>
<td>76</td>
<td>189</td>
<td>59.8%</td>
</tr>
<tr>
<td>Master of Music Education for Career Changers</td>
<td>11</td>
<td>9</td>
<td>20</td>
<td>55.0%</td>
</tr>
<tr>
<td>Total</td>
<td>10,733</td>
<td>3,860</td>
<td>14,595</td>
<td>73.5%</td>
</tr>
</tbody>
</table>

Source: Statistics Austria, higher education statistics compiled on 13 May 2019. Note: Secondary level of general education programme: jointly organised with university / admission to teacher training college.
1.2.3 Level of education

There was a general increase in the educational attainment levels of Austria’s resident population between 1971 and 2017. Whereas in 1971 roughly 58% of the resident population aged 25-64 had no more than compulsory education as their highest level of educational achievement, this proportion was only 18% in 2017. There have been substantial increases in all continued education qualifications. Since 1971, the proportion of BMS graduates has doubled from 7.5% to 15% or that of AHS/BHS graduates has soared from 6% to 15% (AHS: 6%, BHS: 9%). In 1971, only some 3% of Austria's resident population had higher education degrees, whereas by 2015 this ratio had quintupled to 15%.

Women in particular have caught up in recent decades. In 1971, 70.4% of all women aged 25-64 had compulsory education and only 1.3% higher (tertiary) education qualifications. In 2017, a mere 21% had only compulsory education as opposed to 16% with tertiary education qualifications. Among younger women (age 25-34), 25% had higher education credentials. 27% of all women aged 25-64 years had apprenticeship, 17% BMS, 7% AHS, 8% BHS and 5% post-secondary VET course (Kolleg) or academy credentials as their highest levels of educational achievement. Among men, 15% had no more than compulsory education, 42% apprenticeship, 12% BMS, 6% AHS, 9% BHS, 2% post-secondary VET course (Kolleg) or academy credentials and 15% university degrees, the percentage of apprenticeship-trained men being much higher than that of apprenticeship-trained women\(^{23}\).

Compared with other EU Member States, Austria is in the upper mid-range for people with secondary level II qualifications and in the mid-range for people with tertiary level qualifications. In 2018, 89% of all 30- to 34-year-olds had secondary II level as their minimum educational attainment. The EU-28 average for people with secondary II education as the mini-mum attainment level was 84% in 2018. Poland had the highest ratio for this indicator (95%) followed by the Czech Republic, Slovenia and Lithuania with 94% each. The lowest proportion was reported by Spain and Malta with 66% each and Portugal with 67%. The percentage of people with tertiary education (ISCED 5-8) in Austria was 41% in 2018\(^{24}\), the EU average being 41%. Lithuania (58%), Cyprus (57%) as well as

\(^{23}\) Source: Statistics Austria; Education in Figures (Bildung in Zahlen) 2017/2018 compendium of tables; Social Affairs Ministry’s own calculations.

\(^{24}\) BHS schools come under ISCED 5.
Luxembourg and Ireland (56% each) recorded the highest percentages for this indicator, while Romania (25%) and Italy (28%) recorded the lowest.25

1.2.4 Education policy priorities

Good education and training are important for an individual’s development, and they are indispensable for successful entry into formal-sector jobs. In order to give children and young people good and fair education opportunities, the Austrian education system is being continually developed. Successful education programmes are being continued, while new options and reforms are introduced to create fairer opportunities.

In December 2018, the Austrian Council of Ministers adopted the Education Package (Päda-gogikpaket) which consists of six projects and the following work packages: further development of primary/ (new) secondary school; assessment of individual competences and potential (iKPM) – a multifunctional concept; further development of curricula; performance assessment ordinance (LBVO)/competence grid; compulsory education and training; and readiness for school. The policy measures will be introduced gradually as of the 2019/20 school year. The Education Package aims at modernising the Austrian school system and aligning it with the requirements of today’s society. For this purpose, it is necessary to create comparable standards throughout Austria, impart fundamental skills and competences and ensure that no child leaves school without these skills and competences. The objective is to further talents and interests and make up for any deficits in school performance, thus enabling children to complete their education pathways successfully and well-prepared for continued education or on-the-job training.

Policy measures taken in the apprenticeship system – such as modularisation of training or subsidies to apprenticeships – will be described in item 2.1 Ongoing development of the training and career counselling systems on page 45.

Education reform 201726

The education reform programme adopted by the National Council in 2017 was based on the following work packages, which were implemented at the beginning of 2018: autonomy package; school clusters; allocation and security of resources; school partnerships; administrative reorganisation; and school pilot projects. The legal provisions

---

25 Source: EUROSTAT
26 Source: Federal Ministry of Education, Science and Research (BMBWF)
of this education reform programme entered into force progressively. The key reforms in the field of school autonomy became operative in September 2018.

With the implementation of the education reform programme 2017, the following objectives are to be achieved: providing maximum leeway for individual schools to develop innovative education schemes against an appropriate backdrop of planning and resource security; enabling the creation of regional education concepts where school profiles are adequately coordinated and the pupils’ transition from one school to another is optimised; improving the skills level of school principals and having the authority to design needs-based in-service and further training schemes for teachers independently; increasing transparency and enhancing governance of the school system by establishing a joint federal/Länder education authority; targeting quality development through improved quality management and uniform education control.

The 2017 education reform programme created the possibility of combining up to eight school locations into one school cluster. The schools’ direct responsibility over their actions has been strengthened. Based on legal changes, school principals are now involved in and thus also responsible for choosing their teaching staff. The education authority now only checks whether formal requirements are met and makes adjustments wherever the number of applications for vacancies is inadequate. At the school level, the focus is on autonomy in designing classroom teaching and managing human resources. An appropriate educational, organisational, human and financial framework has been created within which teachers and principals have greater leeway for designing their school programmes.

On 1 January 2019, the education boards of the Länder (federal states) and the education board of the city of Vienna were replaced by new education directorates (Bildungsdirektionen). This change introduces clear administrative structures and a clear demarcation of responsibilities between federal and Länder levels. These directorates will be the first to administer both federal and Länder teachers based on a general supervisory and an education service division.

Another major change under the 2017 education reform programme is the organisation of school oversight by educational regions. Depending on their size, 2-7 such educational regions have been established in the individual Länder. Each educational region has its own school oversight team, which develops and implements regional strategies, concepts and measures that go beyond the horizon of individual school locations or clusters and
help improve the quality of education and enhance equal opportunities and gender equality in the region. This new structure of school oversight will become visible as of 2020.

**National strategy for preventing early dropout from education/training**
This strategy involves three areas: prevention, intervention and compensation. Early school leaving is to be avoided by putting a stronger focus on vocational and educational career guidance, on the acquisition of competences, on practical aspects in technical and vocational education as well as on preventing repetition of classes. This includes ongoing efforts to improve the coordination of psychosocial support systems (the schools’ social and psychological services, pupil and education counselling, Youth Coaching), in particular at and for schools with a high percentage of socially disadvantaged pupils.\(^\text{27}\)

**Integration of refugee children and adolescents\(^\text{28}\)**
Since 2016, targeted measures have been taken to integrate refugee children and adolescents including, inter alia, language support and the establishment of mobile intercultural teams (MITs) to help schools solve communication problems with parents or conflicts at school as well as support measures for young refugees (15plus) who are no longer subject to compulsory education.

In 2018, MITs conducted counselling meetings with roughly 40,000 pupils (refugee children and adolescents) and roughly 8,000 activities within the framework of prevention projects. In addition, some 20,000 counselling meetings with teachers, 7,000 with school principals and 12,000 with parents of refugee children and adolescents, including lectures for these parents, were held. Almost 1,000 information events for and discussions with teachers as well as approximately 6,000 networking talks with school-based and non-school support systems took place.

250 established posts have been added to help with educational integration at primary schools and new secondary schools in need of special support.

Moreover, measures have been taken to improve language skills and prioritise the development of German language skills (language of habitual use) in special remedial

---

\(^{27}\) Source: economic report 2016 (BMWFW).

\(^{28}\) Source: Federal Ministry of Education, Science and Research (BMBWF).
classes and courses. Language skills are important in all areas of education as they often are the first obstacles for (adults but also) young people and later the reason why they (must) leave vocational training prematurely.

The new model of remedial classes and courses is intended to improve German language skills sustainably and, in so doing, increase the likelihood of educational and vocational success for all children and adolescents. In addition, pupils are to receive greater support than previously to enable them to join mainstream schooling rapidly. Remedial German language classes now comprise remedial lessons increased to 15 hours at primary level and to 20 hours at secondary level in combination with several hours of joint education with mainstream class pupils (e.g. music, sports), uniform testing of language skills after each semester and, consequently, options to change over to mainstream schooling after each semester.

Remedial German language courses provide targeted support to former extraordinary pupils after changeover to mainstream schooling, 6 hours of such courses being provided per week.

Young refugees without German language skills may attend ‘transition classes’ at upper secondary technical and vocational schools or colleges (BMS/BHS) as of November 2015 and at academic secondary schools (AHS) as of autumn 2016. In more than 100 courses provided throughout Austria, young refugees who are no longer subject to compulsory education are taught skills to enable them to attend BMSs, BHSs, AHSs or enrol in apprenticeships. Although there is still some need for these classes in the 2018/19 school year, the reported figures are much lower than in previous years. Consequently, 27 transition classes were still launched in November 2018 but are to be phased out.

A number of basic education programmes still offered in 2018 to refugees aged 15 to 19 years according to the quality standards of the adult education initiative are to be phased out as well. They focus on teaching German, Arithmetic, ICT and Learning Skills. These programmes were supplemented by additional measures in the field of educational guidance and/or educational assistance as well as courses to complete previously missed compulsory education cycles. The programmes offered by the adult education initiative continue to be available.
Gender equity and equality at school
The main gender equity and equality measures are targeted at enhancing gender competence among key players, e.g. by establishing a federal centre for ‘gender pedagogics’ in charge of coordination and in-service training opportunities throughout Austria, to improve gender awareness in career guidance and integrate gender perspectives into school quality development.\(^{29}\)

New curricula in technical and vocational education\(^{30}\)
In autumn 2015, a special curricula package introduced five commercial\(^{31}\), 28 technical and 26 social services curricula of upper secondary technical and vocational schools or colleges (providing education and training in the fields of business, commerce, technology, engineering, tourism, fashion, household services, arts, design and social services). For the purpose of implementing the ‘new upper secondary level’ in due time, the curricula of upper secondary technical and vocational schools/colleges of at least three-year duration need to be skills-focused and semester-based with due regard to the technical innovations of the related vocational fields.

‘Vocation-related learning outcomes’ (also of relevance for European and international classification) will be indicated for all fields, disciplines and subjects, while every competence module includes education and teaching duties specifying the competences to be achieved and the curricula to be taught for any given semester.

All curricula for technical and vocational education continue to be based on learning outcomes, skills and competences. In 2018 and 2019, numerous curricula of VET schools were revised, i.e. those of vocational schools under the dual system as well as of upper secondary technical and vocational schools or colleges including special strands. Revised or new curricula are in place for e.g. special strands of technical, business, arts and crafts colleges – advanced courses for working students as well as post-secondary VET courses for working students – and for upper secondary business schools (HAKs), the latter offering, inter alia, a digital business curriculum (DIG-BIZ) as well as transition curricula for 'Industrial Business Schools', 'European and International Business Schools (Europa HAKs)', 'Business and Law Schools (JusHAKs)' and 'Communication and Media Informatics Schools'.

---

\(^{29}\) Source: Federal Ministry of Education, Science and Research (BMBWF).

\(^{30}\) Source: Federal Ministry of Education, Science and Research (BMBWF).

\(^{31}\) Note: the curricula for HAS, HAK, AUL and bilingual (German-Slovenian) HAK were already implemented in 2014, with the strands for working students (HAK B, Kolleg and Kolleg B) following in 2015.
A large number – roughly twenty for 2018 and 2019 – of vocational school curricula (dual system) have been revised or newly introduced under the amended or new training regulations of the Federal Ministry for Digital and Economic Affairs. All curricula of VET schools can be retrieved from: berufsbildendeschulen.at

**New secondary school**

As of the 2015 school year all former general secondary schools (Hauptschulen) have become new secondary schools (Neue Mittelschulen – NMSs). The mission of new secondary schools is to enable pupils – depending on their interests and affinities, their talents and aptitudes – to move on to upper secondary schools or colleges as well as to prepare them for working life.

NMSs are characterised by a new teaching and learning culture focusing on flexible differentiation, individualisation and teamwork to both nurture and challenge pupils based on a curriculum, which is identical with that of the AHS in all specialised subjects. Transparent, meaningful and fair assessments of achievement in fundamental and in-depth general education, supplementary differentiated descriptions of pupils’ achievement (EDL) as well as talks between pupils, parents and teachers focus on the pupils' strengths. Entitlement conditions for transfer to an upper secondary school are well defined and simple to provide in assessments of in-depth general education. Under the autonomy framework, schools may set their own priorities.

**New upper secondary level**

The new upper secondary level is a holistic educational concept revolving around individualisation and competences of pupils. Learning contents are broken down and pupils assessed by semesters as of Year Ten within competence modules resulting in a changed teaching and learning culture which fosters the pupils' awareness of personal responsibility for learning success and of the need to manage learning time and lifetime carefully. Within the new upper secondary level, pupils will retain positive achievements; they will only have to correct the weaknesses in the subjects where they were less than adequate and will have to repeat classes in specific cases only. This policy is to raise both their motivation and the rates of success. The new upper secondary level was introduced

---

in 2017/18. Since then it has been implemented in about 200 academic secondary and technical/vocational schools and is currently being evaluated.

1.3 Youth employment and apprenticeship statistics

Austria continues to be one of the top performers in this policy area within the European Union thanks to its dual training system, to a number of additional policy tools and initiatives introduced to combat youth unemployment, as well as to substantial government funding for this target group. In 2018, government spending on labour market integration of young people (15 to 24 years of age) totalled €928m\(^{35}\) (2017: €868m).

In the same period the stock of young employees (15 to 24 years) increased by 0.2 percent-age points to 451,920 persons, whereof 135,155 were 15-19 years old and 316,766 20-24 years old. The proportion of 20-24-year-olds rose 0.4% (up 1,159 on the previous year), whereas the proportion of 15-19-year-olds decreased by 0.3% (down 437). It is pleasing to note that in 2018 the number of young adults (15 to 24 years) registered as unemployed with the public employment service (Arbeitsmarktservice – German acronym AMS, but for ease of understanding the English acronym PES will be used in this document) plunged by 14.1 percentage points against the previous year to 32,444 persons. At 14.4%, the decrease was higher for those aged 15-19 years than for those aged 20-24 years (14%).\(^{36}\)

According to Eurostat, the 2018 youth employment rate increased by 0.7 percentage points against the previous year to 51.3% (men: 53.9% or up 1.8 percentage points, women: 48.7% or up 0.3 percentage points). Austria thus ranks third within the EU behind the Netherlands with 63.9% and Denmark with 57.3% (see Figure 5: Employment rate of young people aged 15 to 24, 2018 on page 31).\(^{37}\)

\(^{35}\) Budgetary funds including prorated social insurance spending (on activating UI benefits, subsistence allowance DLU and skilled worker’s grant FKS).

\(^{36}\) National administrative data, source: Social Affairs Ministry, ELIS.

\(^{37}\) Source: EUROSTAT; Labour Force Survey (LFS).
Analytical data – such as those on labour turnover – clearly illustrate that the youth labour market is characterised by above average dynamics. The annual labour turnover in this age group amounts to roughly 100%.

1.3.1 Young people after completion of training: education-related career monitoring survey

The education-related career monitoring survey is used to analyse the job careers of young people who completed school, training or university between 2008 and 2015.

After completion of their apprenticeship, most young people enter employment as opposed to their peers who, after completion of compulsory education and AHS, tend to choose continuing education pathways. Out of those young people who completed apprenticeships in the 2014/15 school year 73% were economically active, 5% were in continued training, 11% were registered as unemployed by the employment service and

Source: Statistics Austria, Young people after completion of training: results of the training-related career monitoring survey (BibEr) carried out at the request of BMASK and PES for the 2008/09-2010/11 school years, Vienna, June 2015 – own updates for the 2011/12 and 2012/23 school year; July 2017.
11% had some other labour market status 18 months after completion of training. Among secondary technical and vocational school (BMS) graduates, 39% were in employment, 44% in training, 5% in the PES’s unemployment register and 12% had some other labour market status. Most of academic secondary school (AHS) graduates were in continued training/education: 18 months after graduation only 5% were economically active, 82% in continued education/training, 1% in the PES’s unemployment register and 12% had some other labour market status. For secondary technical or vocational colleges (BHS) graduates the situation 18 months after completion of school was as follows: 42% were economically active, 48% continued education/training, 2% were registered as unemployed and 8% had some other labour market status.

Within the first two years after completion of schooling, only 2% of compulsory school graduates and 11% of AHS graduates had not entered any further education/training programme. For BMS and BHS graduates the ratios were 44% and 47%, respectively, whereas 86% of apprenticeship graduates did not continue training within the first two years after completion of their apprenticeship.

For young people who do not continue training within the first two years after completion of schooling/training the risk of being unemployed is particularly high after compulsory school and lowest for BHS and university graduates: 18 months after completion of education, 14% of the young people with nothing but compulsory schooling were economically active, 18% unemployed and 68% had some other status. Among young people with completed apprenticeships, roughly 78% were economically active and 12% registered as unemployed with the PES, while 72% of BMS graduates were economically active and 8% registered with the PES. Conversely, only 3-5% of AHS, BHS and university graduates were among the registered job seekers, but only 30% of AHS graduates were economically active compared with 82% of BHS graduates and 76% of university graduates.

The median gross monthly entry level income in (full-time) employment\(^\text{39}\) was around €1,960 for young people with completed apprenticeships or BHS schooling, €1,930 for those with completed BMS training, €1,720 for those with completed AHS education and €2,400\(^\text{40}\) for higher education graduates (university, university of applied sciences, teacher

\(^{39}\) Entry level income (gross) of persons who did not continue training in the first two years of completing school/training.

\(^{40}\) For university graduates: persons who completed education/training under the age of 30 years irrespective of whether they continue education/training.
training colleges including doctorates). Broken down by gender, female BMS graduates earned €1,680, their male counterparts roughly €2,090; after BHS schooling, women earn €1,790 and men €2,140 on average. Female AHS graduates earn roughly €1,620 and male AHS graduates €1,800. The gender pay gap is more pronounced between women (average €1,630) and men (average €2,120) with completed apprenticeships, i.e. men earn 30% more than women do. After higher education (study programmes) the median income of women was €2,300 and that of men €2,600. This is not only due to the differently weighted fields of training chosen by women and men but also to major gender differences within these fields.

1.3.2  Apprenticeship statistics and apprenticeship market

Apprenticeship training in Austria has always been a key component of both vocational training and career entry. As at 31 December 2018, 107,915 apprentices (67% male and 33% female) were in training with 28,970 employers (including supra-company training/ÜBA programmes). Of these 107,915 apprentices 8,302 (men: 5,214, women: 3,088) were trained in 93 training companies under the supra-company training scheme (Überbetriebliche Lehrausbildung – ÜBA), while 8,045 young people had vocational training slots under §8b of the BAG, with 6,407 of them enrolled in apprenticeships with extended periods of training and 1,638 in apprenticeships for acquiring partial skills; 5,257 received training within companies and 2,788 within ÜBA training schemes.

The number of apprentices increased by 1,302 persons in 2018 against the previous year. Whereas the number of apprentices rose between 2004 and 2008, it fell continuously between 2009 and 2017. The average annual number of 15-year-olds has also fallen substantially over the same period and began to rise in 2018 to 86,083 (97,730 15-year-olds in 2009 vs. 85,325 in 2017).

In 2018, the number of apprentices in the first year of apprenticeship training was 32,402, i.e. a slight increase by 681 apprentices or 2% against the previous year (including supra-company training, extended periods of training and apprenticeships for acquiring partial skills); see Figure 6: Apprentices in their first year of training and apprenticeship-seekers, 2011 - 2018 on page 34. The ratio of apprenticeship entrants to the total population of 15-year-olds (apprentice ratio) was 40% in 2018 and thus 0.5 percentage points above the level of the year before (2017: 39.5%).

Sources: Austrian Economic Chamber (WKO), apprenticeship statistics 2018.
Figure 6: Apprentices in their first year of training and apprenticeship-seekers, 2011 - 2018

Source: apprenticeship statistics 2018 of the Austrian Economic Chamber (WKO) and data retrieved from BALI on 22 July 2018 (stock of apprenticeship-seekers). Note: Apprentices in the first year of training as at 31 December of each year (cut-off date); annual average stock of immediately available apprenticeship-seekers without any employer’s pledge to recruit them.

Of the 28,938 apprentices in the first year of training reported for 2018, 5,464 apprentices were foreign nationals. The share of these non-Austrians among apprentices in the first year of training was 15.9%\textsuperscript{42} i.e. an increase of 1.7 percentage point against 2017. However, they are still much underrepresented within the dual training system.

A closer look at the previous educational qualifications of pupils of vocational schools within the dual training system shows that the greatest proportion completed the pre-vocational year (Polytechnische Schule – PTS), while many of them have migrated from secondary technical and vocational schools (BMS) and secondary technical or vocational colleges (BHS): in the 2017/18 school year, approximately 33% of apprentices (pupils of vocational schools within the dual training system) had previously attended pre-vocational year courses, 15% a BMS, 12% a BHS, some 6% a general secondary school and 8% a new secondary school, some 10% a vocational school within the dual training system (e.g. those repeating classes or changing their apprenticed trade), 6% an upper secondary AHS.

\textsuperscript{42} Source: statistics unit of Austrian Economic Chamber (WKO).
and around 1% a lower secondary AHS. 7% had previously been enrolled in some form of continued training, where-of the majority completed a BMS course.\(^{43}\)

In 2018, the stock of apprenticeship-seekers increased by 0.8% to 6,205 persons over the previous year, while the number of PES-registered apprenticeship vacancies increased by 17.8% to 5,479. The demand for apprenticeships exceeded the supply of training slots offered by employers by 726 on an annualised average in 2018. The ratio between immediately available apprenticeship-seekers registered with the public employment service and the immediately available apprenticeship vacancies notified to the employment service was 1.1 in 2018. The proportion of employers notifying their apprenticeship vacancies to the PES\(^ {44}\) was 83% in 2018 (compared with 77% in 2014).\(^ {45}\)

In 2018, a total 45,744 apprentices (i.e. 42.4% of all apprentices or up 2.6% on the previous year) were trained in trades and crafts in 16,243 companies offering such training. 15,754 persons or 14.6% (+3.9%) were trained in one of the 1,243 companies with training slots in the industrial sector and 14,957 persons or 13.9% (+0.4%) in one of the 3,893 companies with training slots in the retail sector in 2018 (see Figure 7: Percentage of apprentices by sector in 2018 on page 36). Broken down by sectors, banking and insurance reported the greatest decline in apprentices against the previous year (down 0.6%), while the industrial sector reported the strongest increase with +3.9% in 2018.

The choice of apprenticed trades is influenced by the supply of available training slots on the one hand, and by the general economic framework on the other. In Austria, young people still tend to be very traditional in choosing apprenticeships. Out of all young women apprentices in 2018, 22.9% chose retail including associated fields, 11.3% clerical apprenticeships and 9.1% hairdressing/wig making (hair stylist). Male apprentices preferred to be trained in metal engineering (13.5%), electrical engineering (11.8%) and automotive engineering (9.8%). Roughly 23% of all female apprentices are found in the three most popular and roughly 64% in the ten most popular apprenticed trades. Male

---

\(^{43}\) Source: Statistics Austria, school statistics; Table 'Previous educational qualifications of apprentices in the first classes of vocational schools within the dual training system 2017/18'; compiled on 29 Nov 2018.

\(^{44}\) PES involvement (apprenticeships) = inflow of apprenticeship vacancies divided by all apprenticeships actually taken up. This figure may exceed 100% if the number of incoming apprenticeship vacancies is greater than the number of apprenticeships taken up.

\(^{45}\) Source: Alteneder et.al., Lehrlingsausbildung: Angebot und Nachfrage 2018 (Apprenticeship training: supply and demand 2018), Synthesis Forschung.
apprentices show a similar range of career choices: about 35% are found in the three most popular and 64% in the ten most popular apprenticed trades.

Figure 7: Percentage of apprentices by sector in 2018

Source: 2018 apprenticeship statistics of the Austrian Economic Chamber (WKO). Note: Other authorised training providers = employers who are not members of the WKO (e.g. lawyers, municipal departments, etc.). ‘Other authorised training providers’ were designated as ‘non-chamber’ until 2012. ÜBA = supra-company training (training providers authorised to train apprentices under the Vocational Training Act [BAG], e.g. supra-company training programmes commissioned by the PES, independent training providers).

1.3.3 Retention by training companies

After having completed apprenticeship, a number of young women and men moved from an apprenticeship relationship to a standard employment relationship with the same employer. In 2014, two years after completion of their apprenticeship, more than one

---

third (37%) of all (former) apprentices (women: 32.3%, men: 39.5%) were still working for the company that had trained them. According to forecasts by Synthesis Forschung, the rate of retention by the original employer will drop to roughly 35% by 2019.

An above-average percentage of persons continued to work for their training company in the energy/water supply sector (50.9%). The second highest retention rate of 50.8% was recorded by the manufacturing sector in 2014. Whereas in 2013 the financial/insurance services sector had reported the highest retention rate of roughly 58%, it dropped to third rank with 49.2% in 2014. Only 8.3% of apprentices in the health care/social services sector had remained with their training provider for two or more years beyond completion of training in 2014.47

Of all apprentices with PES-subsidised training slots, 26.7% were still employed by their training company in 2014 two years after completion of training. The highest retention rate within this group is recorded for young women in subsidised apprenticed trades with a low proportion of women (2014: 34.7%).

1.3.4 Loyalty to training sector48
Once apprenticeship is completed, quite a number of the former apprentices tend to change both the company and the sector. Two years after completion of training, almost 43% of apprenticeship graduates were no longer employed in the sector they had been trained for, while slightly more than half (56.5%) of young skilled workers (54.7% female and 57.5% male) were still (or again) in their original sector. According to Synthesis Forschung projections, retention rates for training sectors will increase to 56.9% by 2019. The greatest retention rates for 2014 were reported for the financial/insurance services (69.9%), transport (67.3%) and retail/repair (64.1%) sectors. At just under 16.3%, the retention rate in the health care and social services sectors was particularly low. Broken down by Länder (states), apprenticeship graduates from Upper Austria (61.3%), Salzburg (59.7%) and Lower Austria (59.1%) remained most loyal to their training sector. This contrasts greatly with Vienna, where almost half of young workers (46.3%) switch sectors in the first two years of completion of apprenticeships.

47 The lowest retention rate is reported for education. Since all apprentices in supra-company schemes come under this category irrespective of their training priority this figure cannot be interpreted as a low retention rate for the sector/company.
For skilled workers trained in PES-subsidised training places, the sectoral retention rate was 48.6% in 2014. Here, too, the highest retention rate (53.6%) was reported for girls in subsidised apprenticed trades with a low proportion of women.

1.4 Youth unemployment

Unemployment among young people aged 15 to 24 years decreased by 14.1% (down 5,312 persons to a stock of 32,444) on average in 2018. Unemployment among 15- to 19-year-olds declined by 14.4% and that of 20- to 24-year-olds by 14% (see Figure 8: Unemployed youth aged 15 to 19 years and 20 to 24 years, 2011 - 2018 on page 39). Broken down by gender, unemployment among young men (age 15-24) fell by 15.1% and among young women (age 15-24) by 12.6%. This compares with a reduction of total unemployment in 2018 by 8.1% or 27,868 to 312,107 persons registered by the PES as unemployed.

The unemployment rate based on registered unemployed (national definition) in the age group of 15- to 24-year-olds fell 1 percentage point to 6.7% over the year before. Although unemployment rates indicate that young people are at a slightly more than average risk of unemployment than other groups with longer-term labour market attachment, the average unemployment period of those aged 25 and under is significantly shorter than that of other age groups. The average unemployment episode (period between entry into and exit from unemployment) for a young adult in 2018 lasted 61 days (down 5 days on the 2017 level), compared with an average of 125 days (down 2 days on the previous year's level) for all unemployed.49

49 Source: BALI database, Social Affairs Ministry (retrieved on 26 August 2019).
The annual average of training participants aged less than 25 years dropped by 1.4% to 29,450 young participants in 2018 compared with the previous year, whereas the total number of training participants was 68,739 persons (-3,360 participants or -4.7% on 2017). Young men's participation in training fell by 3.7% in 2018, while young women's rose by 1.9% against the previous year; see also Figure 9: Unemployed youth aged 15 to 24 years enrolled in training measures, 2009 - 2018 on page 40.

Of the 27,256 unemployed young adults aged 20 to 24 years 41.4% had only compulsory schooling, 35.8% had completed apprenticeships, 6.5% some form of intermediate school, 16.1% upper secondary or academic education (see also Table 4: Unemployed youth (20-24 years) by educational attainment, 2011 - 2018 on page 40). This compares with the following educational attainment levels for the total population of 20- to 24-year-olds: 13% had compulsory education or less, 28.4% apprenticeship training, 8.4% intermediate school level and roughly 50% upper secondary or tertiary education.

Source: Social Affairs Ministry, BALI database (retrieved on 26 August 2019).
Figure 9: Unemployed youth aged 15 to 24 years enrolled in training measures, 2009 - 2018

Source: PES (national data); retrieved from BALI on 22 July 2019.

Table 4: Unemployed youth (20-24 years) by educational attainment, 2011 - 2018

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory education</td>
<td>12,965</td>
<td>13,825</td>
<td>14,729</td>
<td>15,725</td>
<td>16,329</td>
<td>15,352</td>
<td>13,162</td>
<td>11,291</td>
</tr>
<tr>
<td>Apprenticeship training</td>
<td>11,220</td>
<td>11,951</td>
<td>13,066</td>
<td>13,391</td>
<td>14,422</td>
<td>13,416</td>
<td>11,491</td>
<td>9,751</td>
</tr>
<tr>
<td>Vocational training</td>
<td>2,244</td>
<td>2,235</td>
<td>2,275</td>
<td>2,416</td>
<td>2,442</td>
<td>2,323</td>
<td>2,012</td>
<td>1,768</td>
</tr>
<tr>
<td>Higher education*</td>
<td>3,666</td>
<td>3,762</td>
<td>4,317</td>
<td>4,833</td>
<td>5,263</td>
<td>5,435</td>
<td>4,945</td>
<td>4,377</td>
</tr>
<tr>
<td>unknown</td>
<td>106</td>
<td>108</td>
<td>129</td>
<td>135</td>
<td>131</td>
<td>99</td>
<td>82</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>30,201</td>
<td>31,880</td>
<td>34,516</td>
<td>37,041</td>
<td>38,587</td>
<td>36,625</td>
<td>31,693</td>
<td>27,256</td>
</tr>
</tbody>
</table>

Source: PES (national data); retrieved from BALI on 22 July 2019.
Compared with other countries, Austria boasts one of the lowest unemployment rates for people aged under 25 years. According to Eurostat, the unemployment rate of 15- to 24-year-olds was 9.4% in 2018 (men: 9.5%; women: 9.3%). The lowest rates were reported by the Netherlands (7.2%), the Czech Republic (6.7%) and Germany (6.2%). The EU-28 average was 15.2% in 2018. Greece (39.9%) and Spain (34.3%) recorded the highest unemployment ratios among young people (see also Figure 10: Youth unemployment rates in 2018 – international comparison on page 41).

Figure 10: Youth unemployment rates in 2018 – international comparison

Source: Eurostat; retrieved on 29 July 2019.

The youth unemployment rate only relates to the workforce, i.e. to all those persons who (are potentially available for and willing to) work. This means that, for instance, pupils or young people who, for whatever reason, are not (are no longer) seeking a job are not
included. Since this ratio is generally higher among young people (e.g. because of training), it is more informative to relate unemployment among this group to the total population of the same age: in the Czech Republic 2%, in Bulgaria 3% and in Germany 3.1% of all young people aged 15-24 years were out of work in 2018. The percentage for Austria was 5.3% (young women 5%, young men 5.6%), while the EU-28 average was 6.3% in 2018. Spain had the highest proportion (11.3%) followed by Greece (9.3%). Sweden and Finland reported the highest percentages (9.3% and 8.6%, respectively) for ‘younger’ young people (aged 15 to 19 years). Lithuania (1%) followed by the Czech Republic (1.1%), Poland (1.2%) and Latvia (1.3%) had the lowest percentages for this group. Austria recorded 4.2% (young women 4.1%, young men 4.4%) compared with an EU average of 3.5%. For ‘older’ young people (aged 20 to 24 years) Spain (17.1%) and Greece (16.7%) reported the highest ratios, while the Czech Republic (2.9%), Germany (4%), the Netherlands (4.2%) and Bulgaria (4.3%) reported the lowest ratios. Austria’s rate was 6.2%; young women 5.8% and young men 6.6%. The EU-28 average for this indicator was 8.7% in 2018.

The ratio of long-term unemployed youth (12 months and more) aged 15 to 24 years was lowest in Denmark (0.6%) followed by the Netherlands (0.8%) and Finland (0.9%). With 1.3%, Austria comes sixth (women 1.5% and men 1.5%) compared with an EU-28 average of 3.9%. Greece and Italy reported the highest ratios of 21.1% and 15.6%, respectively (see also Figure 11: Long-term unemployment rates (12 months and longer) among young people in 2018 on page 43).
The NEET rate (Not in Education, Employment or Training) shows the proportion of young people aged 15 to 24 years who are not in education, employment or non-formal training as a percentage of the resident population (15-24 years) and is thus broader in scope than the unemployment rate. For this indicator, the Netherlands comes first with 4.2% followed by Luxembourg with 5.3% and the Czech Republic with 5.6%. In 2018, the proportion of NEET youth in Austria was 6.8% (young women: 7.1%, young men: 6.6%) compared with an EU-28 average of 10.5% (young women: 10.9%, young men: 10.1%). The highest NEET rate of 19.2% was recorded by Italy (see also Figure 12: NEET rate, 15-24 years, 2018 on page 44).
Figure 12: NEET rate, 15-24 years, 2018

Source: Eurostat; retrieved on 22 July 2019. Note: The NEET rate is the proportion of young people who are neither in employment, nor education, nor training.

In order to reach out to all members of the NEET group, numerous programmes or initiatives have been introduced, particularly so in recent years, ranging from active labour market policies and revised apprenticeships to reforms and new strategies in the school system. An overview of new school programmes has already been provided under item 1.2.4 Education policy priorities on page 24. Ongoing developments of the training system and labour market policies for young people will be presented in Chapter 2 Policy areas to improve labour market prospects for young people on page 45.
2 Policy areas to improve labour market prospects for young people

2.1 Ongoing development of the training and career counselling systems

Austria’s education and training system is continuously being adapted to improve young people’s development and job opportunities (see also item 1.2. The Austrian education system on page 10. Major options include the Apprentice Coaching (Lehrlingscoaching), the Youth Coaching (Jugendcoaching) or the Production School programmes. Models such as the vocational matriculation examinations (Berufsreifeprüfung), or combining apprenticeships with matriculation examinations, are important to open up further education and training pathways to young people. In 2017, the ‘Education Training till 18’ (AusBildung bis 18) and the ‘Training Guarantee till 25’ (Ausbildungsgarantie bis 25) programmes became operative and will be described in detail under item 2.2.1. Managing the transition from school to work on page 60.

2.1.1 Apprenticeship system – news and ongoing development

The dual training system plays an important role in Austria, as it combines practical on-the-job training and school-based theoretical education (on one or two days per week or for several weeks per school term). The duration of apprenticeship training varies according to the chosen trade and may last two, two and a half, three, three and a half or four years and is completed with a final apprenticeship examination. Sector-specific priority programmes have been introduced for a number of apprenticed trades. An apprentice’s ‘wage’ is called Lehrlingsentschädigung, its minimum rate being defined in the relevant collective agreement. This remuneration will increase with every year of training, and in the last year, it will reach roughly 80% of a corresponding skilled worker’s wage. For example, remuneration of a retail apprentice is between €550 and €730 in the first year of training, between €590 and €820 in the second year and between €710 and €950 in the third year (2019). Apprenticeships end with a final examination. About 35% of young people in Austria enter an officially recognised apprenticeship after completion of compulsory education, thus making the dual system the strongest upper secondary level education pathway in numbers. Would-be apprentices may choose from roughly 200
apprenticed trades. Based on the continuous development of training regulations and the introduction of new apprenticed trades, the dual system is able to meet the requirements of the world of business and work and provide training in tune with the needs of the market.

Apprenticeships are regulated by the Vocational Training Act (BAG) and the School Organisation Act (SCHOG) as well as the Vocational Training in Agriculture and Forestry Act (LFBAG). The most important revisions in recent years will be described below.

**New apprenticed trades 2018**

Currently, there are 203 apprenticed trades in business and 15 in agriculture and forestry (as at July 2018). The Apprenticed Trade Package 2018 introduced six new pilot apprenticeships. For seven apprenticed trades, the training regulations have been revised. Digital training is part and parcel of all new job profiles. In addition, the training regulations for three apprenticeships are widened: parts of the examinations in upholstery are credited towards the final examination of decorators; the options for combining the individual modules of electrical engineering and metal engineering apprenticeships have been enlarged. The ‘specialist dental assistant’ pilot scheme was converted into a regular apprenticed trade in 2018.

New apprenticed trades 2018:

- Application development – coding
- Assistant structural engineer
- E-commerce merchant
- Glass process engineering (two priority areas)
- Information technology (two priority areas)
- Make-up artist
- Media specialist (four priority areas)
- Stone cutting technology
- Veterinary surgery assistant
- Specialist dental assistant

---

52 Source: Federal Ministry of Digital and Economic Affairs (BMDW)
53 Source: Vocational information computer at link: bic.at.
The Apprenticed Trade Package 1/2019 includes five new training regulations. The contents for apprenticeships in catering, hairdressing and process engineering have been revised and redesigned. On or after 1 August 2019, training in five new apprenticeships is available:

- Bicycle mechatronics
- Short-distance and distribution logistics
- Sports equipment specialist
- Waterproofing technology
- Baking technology

Digitalisation is a key challenge in the training of apprentices. In the past five years the need for apprentices in the field of 'IT, computing and communication technology' has more than doubled. The development of new job profiles plays a central role. For this purpose, all job profiles are to be revised to include the skills necessary for coping with digitalisation and new developments.

**Supra-regional placement in apprenticeships**

A Vienna-based pilot project (WKO, BMWFW, Social Affairs Ministry and PES) involves supra-regional placement in apprenticeships to offer career perspectives to recognised young refugees in occupations and regions suffering from shortages of apprentices. The skills and interests of these young people are identified before placement to ensure optimal matching with available training slots. The young refugees will be appropriately prepared for the requirements of an apprenticeship and assisted after placement. A special coach will be available locally to ensure permanent contact and help them with questions relating to their job and their private life. These coaches also counsel employers on apprenticeships involving young refugees.

**Modularisation of apprenticeship training**

The combination of several individual apprenticed trades into one single modular trade introduces greater clarity into the apprenticeship landscape. The joint basic module ensures a uniform groundwork for training, while the various main and special modules can be combined as needed for the apprenticed trade in question. Within a total period of four years, participants may complete these basic, main and special modules. In some of the modular apprenticeships, several special modules can be chosen (e.g. metal
engineering, electronics, electrical engineering, clothing design, installations and technical equipment). In modularised apprenticeships, training is thus provided in three modules:

- Basic module: apprentices acquire the knowledge needed for performing the basic tasks of this trade.
- Main module: apprentices acquire the knowledge and skills required for performing the jobs of the chosen occupation (e.g. ventilation engineering for the modularised apprenticeship in installations and technical equipment).
- Special module: apprentices acquire the knowledge and skills required for special services, products and/or their making. The period of training in this module is between half a year and one year.

**Apprenticeship with matriculation examination**

Since 2008, apprentices may take ‘vocational’ matriculation examinations (Berufsmatura) free of charge. Participants may take three of the four component examinations (German, Living Foreign Language, Mathematics and Special Discipline, i.e. the training field of the candidate) while still in apprenticeship training (i.e. before taking their apprenticeship examination) and the last component examination after their 19th birthday.

In order to take the vocational matriculation examination free of charge within the subsidised programme launched for this purpose, at least one of the required tests must have been taken successfully while in training, whereas the other tests may be taken free of charge no later than three or five years after completion of an apprenticeship. Within an introductory phase – composed of an analysis of the apprentices' potential, basic courses in German and Mathematics as well as counselling meetings – the apprentices are prepared for the funded programme.

Each of the federal states in Austria has a coordination office responsible for managing the applications for and organisation of the preparatory courses. Preparatory courses are open to apprentices in the first year of training in all apprenticed trades. The courses are offered by a large number of providers, e.g. WIFI, bfi, adult education centres, as well as vocational or upper secondary schools. They may be attended outside the working hours. If their employer agrees, apprentices may attend the preparatory course also during their working hours. If so, training may be extended for a maximum period of 18 months in agreement with the apprentice in question. However, extension of the period of training is not mandatory.
Having passed the vocational matriculation examination, successful candidates have unrestricted access to study programmes of Austrian universities and universities of applied sciences, post-secondary VET courses and other Austrian training establishments requiring matriculation examinations for enrolment.

**Apprenticeship following standard matriculation examination**
Graduates from academic secondary schools or secondary technical or vocational colleges may enter fast-track apprenticeships as an additional form of practical vocational training. Graduates of secondary technical and vocational schools providing three or more years of training, graduates with matriculation certificates as well as young people who have already completed an apprenticeship may have an(other) apprenticeship of three or more years’ duration reduced by one year. Attendance of vocational school classes is condensed into shorter periods as well.

**Placements abroad for apprentices**
International mobility is gaining in importance in apprenticeship training, too. Through placements and internships abroad, young people are given the opportunity to get to know methods of production and work in other countries and broaden their cultural horizon.

Employers seek workers with international experience. They are in particular important for Austrian businesses that are seeking a foothold in foreign markets and trying to assert their position in these markets. Therefore, apprentices may now go abroad for placements or internships supported by EU and other funds. The IFA Association (International Young Workers Exchange) is the central point of contact in this field. It helps compile job application files, prepare and organise the apprentices’ placements in other European countries, allocates the funding necessary for this purpose and ensures the recognition of competences acquired abroad. These practical work placements are available in spring and autumn and are organised for groups of four to ten apprentices. Individually organised placements as well as placements organised by companies are also eligible for financial support. Apprentices aged 16 years and above (preferably after the second year of their apprenticeship) are entitled to participate in this programme. Placement must cover a minimum period of two weeks. For more information refer to the website of the International Young Workers Exchange (link: [ifa](#)).
Work placements of up to six months per year of apprenticeship can be credited towards the lengths of training periods required in Austria (four months max. for other training-related education activities abroad).

As of 1 July 2017, language-learning stays of apprentices in preparation for work placements abroad are eligible for financial support. For more information refer to link: WKÖ-Sprachförderung und Auslandspraktika/Lehrlinge.

Europass

Europass is a means of documenting skills and qualifications uniformly throughout Europe, thus helping to understand information on the knowledge and skills acquired and facilitating their recognition in other European countries. It includes the Curriculum Vitae (single template for writing individual CVs), Europass Mobility (document to record knowledge and skills acquired in another European country), Certificate Supplement and Diploma Supplement (describes the knowledge and skills acquired by holders of certificates and diplomas) and the Language Passport (assessment of language skills and qualifications).

Sponsoring talent through mobility projects – placements abroad for talented apprentices

Since 2014, placements of talented apprentices in other countries have also been eligible for support under a special programme. Initiated by the Austrian Economic Chamber (WKO) and the Federal Ministry of Science, Research and Economy, this project offers placements abroad to achievers, i.e. apprentices with average marks of 2.0 or under in their most recent vocational school reports. It is targeted at apprentices in an ongoing apprenticeship as defined by §2 of the BAG as well as at apprenticeship graduates having passed the final examination no more than one year ago. For more information and further details refer to ifa-International Young Workers Exchange.

2.1.2 Subsidies to company-based apprenticeships

Subsidies to company-based apprenticeships provide basic support to all employers willing to train apprentices. In addition, a number of measures have been introduced in recent years in order to improve the quality of training (varying greatly between

---

enterprises) and avoid dropouts. The subsidy scheme and the most important revisions will be described below. Chapter 2 Policy areas to improve labour market prospects for young people on page 45 details the PES’s subsidy system for company-based apprenticeships and the supra-company training scheme.

The number of apprenticeship-seekers exceeded the number of available training positions in recent years. Moreover, employers apparently have high demands apprenticeship-seekers are often unable to meet and/or the available training positions are in segments or regions other than the ones preferred by apprenticeship-seekers. In order to reduce these imbalances, great varieties of subsidies are available for company-run apprenticeships.

As of 2008, subsidies to company-based apprenticeships are available under the Vocational Training Act (BAG). The funding committee of the Federal Advisory Board on Vocational Training (Bundes-Berufsausbildungsbeirat), which is composed of representatives of the Federal Ministry for Digital and Economic Affairs (BMDW), the Social Affairs Ministry (BMASGK), the Austrian Economic Chamber (WKO) and the Chamber of Labour (AK), defines the funding guidelines. Certain guidelines, such as those on coaching for apprentices and their employers, are drafted exclusively by the Federal Minister for Economic Affairs in consultation with the Federal Minister of Labour.

Basic subsidies are determined by the rate of remuneration paid to apprentices. In the first year of training they total three monthly gross remunerations for apprentices as defined by collective agreements, in the second year they total two monthly gross remunerations and in the third year and fourth year they total one such remuneration.

In addition to this basic support scheme, companies are offered quality- and employment-related subsidies to, inter alia, improve the quality of training and encourage the establishment of training clusters managed by several companies (Ausbildungsverbände), train and continue to train trainers and foster the acquisition of additional skills. Since career choices still vary greatly by gender, employers are also supported in efforts to take measures ensuring equal access to apprenticed trades by young women and men.

Since the introduction of the 2008 reform package all the subsidies available to individual companies in support of apprenticeship training have been processed by the Apprenticeship Offices (Lehrlingsstellen) of the Austrian Economic Chamber (WKO) and
are financed by the Insolvency Contingency Fund (IEF), with the latter spending roughly €203m on company-based apprenticeship subsidies in 2018.

2.1.3 Coaching and counselling for apprentices and their employers

This coaching programme for apprentices and their employers aims to reduce the number of drop-outs (link: Lehre statt Leere), increase the number of successful apprenticeship examinations and raise the quality of training by providing coaches to assist apprentices and their employers whenever problems occur. The programme was launched in summer 2012 with a pilot project in the federal states (Länder) of Upper Austria, Styria, Tyrol and Vienna and extended to the whole of Austria in 2015.

Coaching for apprentices: if problems occur during training, assistance by a professional coach may be requested by apprentices (for themselves), by trainers or those responsible for training within a company, by vocational schools or by parents. The tasks of these coaches include: to have an initial talk with the apprentice in question; to identify perspectives; to conduct mediation where required; to assist with choosing refresher, upskilling or continued training programmes; and to support apprentices in preparation for the final apprenticeship examination. The steps to be taken are identified and defined in the initial meeting. Follow-up meetings are agreed between apprentices and coaches according to individual requirements.

Coaching for the employers of apprentices: Employers of apprentices may request coaches from the WKO’s Apprenticeship Offices to address issues of training design, of how to deal with apprentices or where to request funding as well as to provide information on educational opportunities for apprentices and trainers. The kind and intensity of counselling depend on the requirements of the company concerned and are agreed on an individual basis.

The number of programme users has soared in recent years. Whereas in 2016 only 1,100 apprentices sought help under the coaching scheme, this number rose to more than 2,000 young adults in 2018. In addition, more than 400 companies used the coaching programme for employers of apprentices in 2018.
2.1.4 Training guidebooks – quality of training
In cooperation with the Federal Ministry for Digital and Economic Affairs, the Social Affairs Ministry adopts measures designed to support quality management and quality assurance in company-based training as well as to test or further develop systemically relevant tools in pilot projects. The details of the corresponding development projects are defined and adopted by the Federal Advisory Board on Vocational Training. They include various measures, e.g. the preparation of training guidebooks and the development of internet learning tools for apprentices, or the testing and implementation of innovative examination procedures and creditable skills checks during training. Every year up to €3m from funds under §13e of the IESG are made available for this purpose.

2.1.5 Clearing centre for final apprenticeship examinations
In order to assure the quality of test questions in final apprenticeship examinations (LAPs), a special clearing centre (Clearingstelle LAP) has been established for all Apprenticeship Offices. Its tasks include inter alia: to check current test questions and examples for their relevance; draft new ones and, if approved, mark them with a ‘quality label’. For example, the clearing centre drafted a blueprint for the preparation of examiners for their tasks and developed a certificate (‘certified LAP examiner’). Up to €750,000 may be made available for this measure until 2020 from funds earmarked for this purpose under §13e of the IESG.

2.1.6 Support to apprentices’ placement abroad
Employers whose apprentices gain job-related work experience in placements abroad may get these apprentices’ remuneration refunded. Requests can be processed either by the Apprenticeship Offices or (as an alternative) by the competent entities involved in the organisation of placements abroad (see also item 3.2.3 ERASMUS+ on page 78).

Further funds can be made available under §13e of the IESG for claiming funding under the European Erasmus+ programme as well as for enabling apprentices and trainers who are not eligible for Erasmus+ funding to enter work placements abroad. As of 2016, up to €200,000 can be earmarked for this purpose every year.
2.1.7 Funding the attendance of preparatory courses for the final examination
Apprentices who attend courses in their last year of training in preparation for their final apprenticeship examination and persons who attend such courses no later than twelve months after the end of their apprenticeship may request financial support. Tuition fees are fully borne by the subsidies to company-based apprenticeship programmes.

2.1.8 Funding the costs of repeat LAP examinations
This funding option is available to cover the repeat examination fee as well as the costs of the necessary test materials for apprentices who failed the final apprenticeship examination (LAP) once or twice.

2.1.9 Participation in international skills competitions
Employers who enrol their apprentices or apprenticeship graduates in international skills competitions (WorldSkills – international vocational skills competition, EuroSkills – European vocational skills competition) are supported with a grant. The Apprenticeship Office pays prorated refunds of the apprentices’ remuneration or the employee’s wage or salary (gross) for the period of (external) preparation (expert training, etc.) and of the competition itself. Every year up to €70,000 from funds under §13e of the IESG are made available for this purpose.

2.1.10 Project grants
As of 2016, up to €300,000 can be made available under §13e of the IESG every year to support the organisation of WorldSkills and EuroSkills as well as Austrian skills competitions (‘National Championships’).

2.1.11 Supplementary measures to support the quality of company-based apprenticeship training
These measures are designed to support quality management and quality assurance in company-based training as well as to test or develop systemically relevant tools in pilot projects. In order to enhance quality development in the dual training system, an Austria-wide and data-based quality management system is available for apprenticeship training (‘quality management in apprenticeships’). The newly established quality committee of
the Federal Advisory Board on Vocational Training (Bundes-Berufsausbildungsbeirat) ensures Austria-wide coordination.

2.1.12 Supplementary measures to support integration into apprenticeship training and the labour market

In addition to the above support measures, and for the purpose of ensuring better – also supra-regional – integration into apprenticeship training and the labour market, the following measures are eligible for funding: measures with a special focus on persons from migrant backgrounds as well as on persons qualifying as recognised refugees or for subsidiary protection status (see also ‘Supra-regional placement in apprenticeships’). Funding is based on additional funds made available under §13e of the IESG. As of 2018, up to €10m will be provided for this purpose every year, e.g.:

- Targeted support within the framework of the ‘coaching and counselling programme for apprentices and their employers’;
- Organisation and provision of accompanying support measures in addition to the types of funding specified in item III of the guideline according to §19c (1) 1-7 of the BAG as well as, where required, psychosocial care;
- Projects and instruments helping beneficiaries to enter company-based apprenticeship training;
- Projects supporting the company-based training of young adults with the aim of enabling them to take the final apprenticeship examination.

This involves the following projects:

- Supra-regional placement of young people with special integration needs in apprentice-ship vacancies;
- ‘JUST new’ (JUST neu) – foundation for young adults who find it difficult to integrate into the labour market; it offers individual assisted and supported job-related training to complete formal apprenticeships (focus on persons qualifying as recognised refugees or for subsidiary protection status); and
- Upstream support to access apprenticeship training.
2.1.13 Reimbursement of the costs of boarding school
On 1 January 2018, a new rule entered into force under the BAG. Authorised training providers are now obliged to bear the costs of boarding schools for their apprentices while these attend vocational schools. Training providers may recover the costs incurred from the Apprenticeship Office. Funding is made available by the subsidy programme for company-based apprenticeships.

2.1.14 Career counselling and guidance
Finding the right occupation is a special challenge for young people in view of the often very complex and broad range of career options available. Career choice in Austria is still traditional and very gender-specific. Whereas girls want to become shop assistants, clerical assistants and hairdressers, boys prefer to be auto mechanics, electrical fitters and mechanical technicians (see item 1.3 Youth employment and apprenticeship statistics on page 30). Both girls and boys continue to be underrepresented in a number of occupations. It is a difficult task to maintain an overview of the gamut and diversity of career perspectives in the modern workplace and to help young people choose careers that match their individual skills and interests.

Career guidance services in Austria are broad-based and wide-ranging. Alongside Austria’s public employment service with its core tasks of career counselling and job brokerage, a variety of other entities, e.g. the Chamber of Labour and the Economic Chamber, offer advice. Career guidance at school includes improvement of basic learning skills in classes, compulsory vocational guidance for Year Seven and Year Eight pupils, projects and hands-on experiences (days of practical job experience, company visits, visits to information and counselling centres, etc.) as well as information provided by vocational and academic education counsellors.

2.1.15 Career counselling and guidance by the public employment service
Austria’s public employment service is a first-stop shop for information on employment and careers. The PES offers initial counselling to young people who have completed or are about to complete compulsory schooling, or seek apprenticeship training. It also helps early school leavers to complete their education cycle. Interested young people will be registered as apprenticeship-seekers and placed in an apprenticeship where possible, or in a supra-company training programme where required. A special regional PES office for young people is available in Vienna.
BIZ counsellors (BIZ = vocational information centres) help young people with information retrieval and questions on career and education choices. They also provide lectures, workshops, seminars or in-house fairs on work and career issues. The numerous services offered by these vocational information centres at 68 locations around the country were used by roughly 516,000 persons (about one third of whom were young people under 21 years) in 2018. The public employment service offers special services to schools, such as arranging guided visits for classes to one of the BIZs where pupils are given the chance to discover their vocational interests and affinities. All Year Seven or Year Eight pupils are required to visit a BIZ centre to give them the opportunity to gather independent information on career and training pathways and take informed decisions on their future job and education. Information for parents and teachers completes the range of BIZ services. BIZ counsellors are thus not only instrumental in helping schools to achieve the education targets defined in the curriculum but also in strengthening the pupils’ information skills. In the 2017/18 school year, assistance was provided to more than 90,000 primarily Year Seven and Year Eight pupils.55

Against the backdrop of globalisation, Europeanisation and lifelong learning requirements, the future mission of BIZs will not only consist of providing more and detailed information on career choices but also of being a competent partner in vocational and educational guidance for young people as well as for adults in both preventive assistance and case management.

Other information is available from the Internet:

The application portal (Bewerbungsportal) of the PES contains instructions, exercises and tips on all steps of the job application process (AMS-Bewerbungsportal). Checklists and many examples of application letters and CVs from different fields of occupations to support job seekers. An ‘application coach’ provides step-by-step support in writing an application letter and a CV.

The job compass (AMS-Berufskompass) and youth compass (AMS-Jugendkompass) provide initial orientation on career choices. An online test asks personal and job-related questions of relevance to an individual’s career choice, and after submitting the answers test participants get a list of suggestions on suitable jobs and an individual evaluation of the test results. The training compass (AMS-Ausbildungskompass) offers detailed

information on the Austrian education system, on education choices and training establishments.

'Workroom' (AMS-Arbeitszimmer) is the PES’s youth platform, which provides information to pupils, apprentices and students on school, job and higher education choices. Very popular in 2016 were information on schools and apprenticeships as well as concrete searches for apprenticeship vacancies. Other information searches related to study programmes and the 'clever girls' platform.

Young people may access the PES job lexicon (Beruflexikon-Startseite) to view detailed job descriptions arranged by level of educational attainment; more than 300 online videos supplement the written texts and photographs. General information videos and 'virtual' company visits are also available. They are supplemented by so-called ‘FemTech’ videos, which give examples of women in technical jobs and encourage girls to choose a career in this promising field.

Although the PES vocational information system (Berufsinformationssystem – BIS) primarily targets at experts, one fifth of the users are public. It describes roughly 600 occupations (Berufe), classified in 24 fields, and provides nearly 10,000 designations of occupations, details on training, earnings prospects, qualifications, etc.

An online educational and vocational information platform of the private association Bildung und Beruf (Beratung Bildung und Beruf) is targeted at pupils, at individuals with higher education qualifications, as well as at those who are already employed, and provides information on education, training and careers. Moreover, it offers basic training and coaching in the context of education and career choices, career planning, lifelong learning, etc.

2.1.16 Austria’s strategy for lifelong learning
Initial training as well as lifelong learning are of key significance for young people, and adults in general, to be able to adjust to changing job requirements, for personality development, career reorientation, as well as for enhancing their job prospects. Not only education policy, but also labour market and employment policy, social and family policy, science policy, integration, finance and regional policies are essential determinants of the possibilities and conditions for lifelong learning (LLL). The LLL: 2020 Strategy is the first to unite all the policy fields and players concerned under an overarching common objective
and to involve all learning areas – ranging from early childhood education to adult education in retirement. Ten points of action, including a total of 53 goals and 70 measures, have been defined and their status has been identified. Based on these points of action, work packages and operational interim goals are defined and reviewed every year.

The Task Force LLL is composed of representatives of the four leading ministries in charge of coordinating the entire process. The National Platform LLL, in turn, includes all relevant stakeholders: alongside representatives of the ministries representatives of the social partners, Länder, municipalities and local communities, universities, adult education establishments, public employment service and researchers are found on this platform. This National Platform was formally established in April 2012 and adopted a widely agreed working approach and procedure to implement the LLL: 2020 Strategy based on the 15 key areas for specific action (clusters of measures) proposed by the Task Force. Working groups representing all relevant stakeholders have been established within the National Platform to address these key areas.

The ten points of action of the LLL Strategy:

1. Strengthening of pre-school education as a longer-term fundamental requirement.
2. Basic education and equity of opportunities in school and initial training systems.
3. Free programmes offering adults a second chance to complete previously missed education cycles and acquire basic skills and competences.
4. Expansion of alternative routes into the world of work for young people.
5. Measures to improve reorientation in education and career with due regard to work/life balance.
7. Promotion of learning-friendly work environments.
8. Continued education to ensure employability and competitiveness.
10. Procedures to recognise non-formal and informal learning experiences and competences in all education sectors.

Every year a monitoring report is presented to the Austrian Council of Ministers. In view of the multitude of stakeholders and measures involved, reporting is intended to provide an
overview of the progress made in implementation and to support the further development of this strategy in order to ensure target attainment.

A pdf file of the strategy paper detailing Austria’s Strategy for Lifelong Learning (in German) can be downloaded from the following link: Strategiepapier LLL in Österreich.

2.2 Labour market policies for young people

Austria’s youth unemployment rate, as calculated by the international method, was 9.4% in 2018 (sixth rank within the European Union), thus continuing to be far below the European average (EU-28) of 15.2%. Austria’s comparatively favourable position within international rankings is primarily due to the dual training system and various active labour market policies targeted at young people.

This strong focus on young people within Austria’s labour market policy is also illustrated by the public funds made available: in 2018, the Austrian government spent around €928m for the integration of young people into the labour market, of which €626m were used by the public employment service for subsidies and grants. Around €203m were spent on subsidies to company-based apprenticeships, while €99m went to various programmes of the Social Affairs Ministry Service. When fully operative, the EducationTraining till 18 initiative will receive another €57m as of 2020; in 2019, an additional €53m are provided to support young people in obtaining continuing training certificates.

Moreover, subsidies to apprenticeships provided by the Social Affairs Ministry Service for disadvantaged and disabled young people, including Training Assistance (Berufsausbildungsassistenz) totalled €20m, expenditure on Youth Coaching roughly €39m and on Production Schools roughly €42m.

2.2.1 Managing the transition from school to work

Transition from school to employment involves many challenges for young people and is not always straightforward. Therefore, young people are offered a wide variety of measures and projects designed to meet their different requirements and capabilities. They revolve around schemes giving young participants sufficient time to mature at their own pace and acquire the necessary skills, as well as on counselling and assistance
services (see also item 2.1.15 Career counselling and guidance by the public employment service on page 56). They are intended to offer guidance and support to help young people steer through the often-confusing maze of occupation and education landscapes.

In recent years, these programmes have been enhanced and put on a systematic basis. The various types of programmes available to young people increasingly dovetail. In 2016, the ‘EducationTraining till 18’ (AusBildung bis 18) programme was adopted and is currently being implemented.

**EducationTraining till 18 (compulsory education/training)**
The Austrian government decided to adopt the EducationTraining till 18 programme to improve young people’s career opportunities in the future. This is intended to support sustainable labour market integration on the one hand, and meet the employers’ demand for well-trained young people on the other.

As of 1 July 2017, every young person is required to continue education/training following completion of compulsory school. Compulsory school graduates may do so by moving on to upper secondary schools or colleges or by entering apprenticeships. Programmes such as Production Schools or supra-company training schemes are available to disadvantaged youth. Under the EducationTraining till 18 programme, the federal government intends to provide a wide variety of dovetailing schemes, the necessary assistance and appropriate incentives to make the participation in education and training opportunities more binding.

Whereas most young people already continue education or take up apprenticeships after completion of compulsory school, a small group of their peers fails to do so. They drop out of school or training, take up unskilled jobs or intermittently withdraw from the education, training and job market. In particular, young people without sustainable access to continued learning will be supported by the EducationTraining till 18 programme through appropriate choices tailored to their needs.

This is ensured by better coordination and greater efficiency in using the many existing schemes as well as by closing the gaps in and between current programmes. The necessary (further) developments relate to the following areas: assisting young people in making appropriate education/training choices; preventing young people from dropping out of education/training; preparing disadvantaged youth for the requirements of continued training; as well as upgrading company-based and supra-company apprenticeships.
The Federal Ministry of Labour, Social Affairs, Health and Consumer Protection (BMASGK), the Federal Ministry of Education, Science and Research (BMBWF), the Federal Ministry for Digital and Economic Affairs (BMDW) as well as the Federal Ministry for Women, Families and Youth in the Federal Chancellery (BKA) are responsible for the implementation of the EducationTraining till 18 programme. Other relevant stakeholders involved in this process include the public employment service, the Social Affairs Ministry Service (SMS), the Länder, social partners, youth representatives at the federal level (BJV) and the local communities.

The Compulsory Education or Training Act (Ausbildungspflichtgesetz – APflG) related to the EducationTraining till 18 programme was adopted by parliament in July 2016 and entered into force on 1 Aug 2016, with continuing education or training being compulsory as of 1 July 2017 after completion of the necessary preparatory measures.

**Youth coaching**

The Youth Coaching (Jugendcoaching) programme has been established in close cooperation between the Federal Ministry of Education and the Social Affairs Ministry and is implemented by the Social Affairs Ministry Service. In difficult periods of decision-making, young people frequently need professional advice and support. Youth Coaching begins before pupils complete compulsory schooling, i.e. directly in the school, and offers free and uncomplicated advice and assistance in matters of education, career choice as well as personal problems. For a detailed description of Youth Coaching, refer to item 2.2.6 Inclusion measures by the Social Affairs Ministry for young people with disabilities on page 69.

**Production Schools**

Programmes such as supra-company apprenticeship training may be overly ambitious for some disadvantaged young people. They need other types of support to gradually accustom them to learning and working. Based on this approach (career guidance, personal development and maturing, basic and hands-on learning processes), Production Schools help pupils prepare for continuing training and open up (career) perspectives. The Social Affairs Ministry Service implements the programme. For a detailed description of Production Schools, refer to item 2.2.6 Policies for young people with health-related employment handicaps on page 68.
2.2.2 Apprenticeships subsidised by the public employment service
In addition to subsidies to company-based apprenticeships (for details see item 2.1.2 Subsidies to company-based apprenticeships on page 50), the PES supports apprenticeships of the following groups:

- Girls/women in apprenticed trades with a low proportion of women;
- Specially disadvantaged\footnote{If the Land Directorate includes early school leavers in the group of eligible persons, the subsidy level for employers is €200 and for training providers €400.} apprenticeship-seekers\footnote{e.g.: people with physical, psychological or mental impairment; people having social problems; people who spent part or all of their education in special needs schools or in general secondary/new secondary schools with special needs; slow learners after completion of compulsory schooling, etc.};
- Participants in programmes offering extended apprenticeship training or the acquisition of partial skills; as well as
- Young people aged 18 plus and earning a standard apprentices’ remuneration with at least one of the characteristics of the above groups, or early school leavers with grants up to €400 per month or in supra-company training with grants up to €453 per month;
- Young people aged 18 plus and earning a higher apprentices’ remuneration defined by collective agreements or earning unskilled workers’ wages defined by collective agreements or adequate wages with grants up to €900 per month.

Companies and other training providers may claim the subsidy. It is paid as a monthly grant towards the costs of apprenticeships, extended apprenticeship training or the acquisition of partial skills (apprentices’ remuneration, staff costs and overheads). The grant is awarded for one year of training/apprenticeship at a time and may be granted for up to three years in total.

There is the possibility of changing from non-subsidised to subsidised apprenticeships with extended training or the acquisition of partial skills if at the end of a regular period of apprenticeship an extended period of training is agreed. In such a case, only the additional period needed for extended training will be eligible for subsidisation.

The PES spent almost €33m on individual support in 2018.
2.2.3 Training Guarantee for young people – supra-company training programme

As of 2008, each young person who cannot be placed in a company-run apprenticeship has the guarantee that she/he will be enrolled in equivalent apprenticeship programmes in a supra-company training entity including recognised final exams.

There are two types of supra-company training (ÜBA): ÜBA 1 and ÜBA 2.

ÜBA 1 is a training course that requires completion of the entire course offered by a training entity or by such an entity in cooperation with a company-run training workshop. Although participants can complete training within an ÜBA 1 setting, a key objective is to help them switch to regular company-based apprenticeships during training.

ÜBA 2 is based on training contracts that do not cover the entire period of an apprenticeship, with practical training being provided in appropriate partner entities. They are designed as pathways towards placement in, and completion of, company-run apprenticeships.

ÜBA also includes 'special forms' of training: young people in need of special support may enter apprenticeships involving longer periods of training and support by training assistants, or they may acquire only some of the skills covered by an apprenticeship. These special forms of training may be provided both within company-run and ÜBA-run apprenticeship programmes, see also item 2.2.7 Extended periods of apprenticeship training and acquisition of partial skills (vocational training under §8B of the BAG) on page 74.

In the 2017/18 training year, 12,285 young people participated in supra-company training schemes. The training grant paid to these apprentices is roughly €300 net per month in the first and second year of training and roughly €730 net per month in the third year.

Again, more than 12,000 training places are available to young people in supra-company training schemes in the 2018/19 training year. Public (earmarked) funds of roughly €192m have been set aside for this purpose by the PES.

Employers that are authorised to provide apprenticeship training and have taken on a young person from the ÜBA programme on or after 1 Aug 2013 may claim funding of
€1,000 after the first year of training or after the end of the period of continued employment if:

- training is provided in the same or in a related apprenticed trade;
- the training period spent in the ÜBA programme is credited;
- no other PES subsidy is claimed for this young person (exception: girls in male-dominated occupations); and
- the apprenticeship contract was concluded between 1 Aug 2013 and 31 Dec 2015.

Payment of this bonus for taking on young people from ÜBA programmes has now been extended until 31 Dec 2020 (date of enrolment of the apprentice).

**Training Guarantee till 25**
The Training Guarantee till 25 is Austria's key programme for upskilling young people aged 19-24 years. A variety of qualification-based training programmes are available to young adults (having no more than compulsory education) to open up good labour market prospects in the long term and effectively address the impending shortage of skilled workers in Austria. The Training Guarantee till 25 (AG 25) programme has been implemented by the PES since 2017.

Around 10,000 (2017) and 12,000 (2018) young adults were supported under the AG 25 programme with €98m (2017) and €120m (2018) in actual funds.

On an annual average, 18,000 young people aged 18-24 years with no more than compulsory schooling are registered as unemployed (or about 43% of all unemployed members of this age group). The Training Guarantee is implemented under applicable federal guidelines through funding of PES programmes, which are primarily aimed at providing vocational training credentials.

The following tools are used for this purpose:

- Apprenticeship training for young adults aged 18plus;
- Intensive programmes to train young people to become skilled workers;
- Supra-company vocational training;
- Preparation for final apprenticeship examinations;
- Job-related skills training;
• Training within the framework of labour foundation/implacement foundation schemes;
• School-based education and training.

2.2.4 Measures for young people from migrant backgrounds

Insufficient German language skills, low (recognised) skills levels and lack of information on possible training and occupations make it difficult for young migrants to get a foothold in the labour market. In 2018, around 108,000 apprentices were trained under regular company-run programmes. Out of the average number of registered apprenticeship-seekers (7,000) 50% had a migrant background. The large majority of migrants who have settled in Austria and are of working age enjoy legally secure and permanent labour market access. This signifies that integration measures no longer focus on the removal of legal barriers to labour market access but rather on assistance to sustainable inclusion in the job market.

Young migrants are supported with guidance, counselling and skills training measures tailored to their needs. These policies include educational and vocational guidance, counselling and support services, as well as employment projects.

If upon completion of compulsory education young people cannot be placed in a formal apprenticeship programme, they will be offered the opportunity to enter an equivalent apprenticeship programme in a supra-company training entity including recognised final exams (see also item 2.2.3 Training Guarantee for young people – supra-company training programme on page 64). Young people who have dropped out of school or training, as well as young people with learning difficulties who require special support, are invited to join Production Schools (see also item 2.2.1 Managing the transition from school to work on page 60). By combining work and learning, Production Schools are to impart basic qualifications and social skills to help young people prepare for the labour market.

Young migrants are also encouraged to acquire basic qualifications, such as completing lower secondary school and improving their German language skills, in order to raise their skills level. Other labour market integration policies and programmes for this group include: testing and analysing their skills, mentoring programmes, networking with and for

58 Persons of migrant background within the PES context are defined as: persons who have/had foreign nationality and persons who have changed their citizenship (first generation) as well as co-insured persons of first-generation migrants (=second generation).
girls, or women in crafts and engineering (FiT). Under the latter programme, young women and girls enter skills training in non-traditional occupations.

Austria’s public employment service regularly invites specialised external providers (Beratungszentrum für MigrantInnen, WUK Monopoli, Sprungbrett, etc.) to its offices on counselling days for young people. Owing to their special mission and objectives, these providers ensure more detailed and comprehensive advice and assistance to adolescents. They can address problems a caseworker of the public employment service cannot address. Special pilot projects have been launched which reach out to and support young migrants who show potential for skills development or have foreign credentials likely to be recognised in Austria. Young people from migrant backgrounds benefit to an above average degree from Youth Coaching (see also item 2.2.1 Managing the transition from school to work on page 60).

The Managing Diversity programme of the Vienna PES office for young people is designed to create a better framework for the inclusion of this target group both in PES measures and in the labour market. Implementation of Managing Diversity involves several levels: measures are geared to the needs of the target group’s family context; counselling takes place within a suitable framework (e.g. counselling provided by staff of migrant background); measures are implemented within training courses provided by the employment service; and employers are assisted in matters of diversity management.

For young migrants (18plus) of refugee background, the Labour Market Integration Act (Arbeitsmarktintegrationsgesetz – AMIG)\(^{59}\) provides the basic framework for comprehensive labour market integration support: it introduces a so-called ‘integration year’ to be used by persons qualifying for recognised refugee/subsidiary protection status and by asylum-seekers to acquire German language skills (level A2 and higher) and qualifications required for integration into the Austrian labour market. This will greatly raise these young people’s chances of sustainable integration into formal-sector jobs.

\(^{59}\) Federal Law Gazette I no. 75/2017.
2.2.5 Policies for young people with health-related employment handicaps

Under Austria’s Public Employment Service Act (AMSG) disadvantaged persons are to be given special assistance. In order to comply with this legal duty of ensuring greater equality of opportunity in the labour market, the public employment service uses a broader definition of disability: its assistance to unemployed young people with health-related employment handicaps is based not only on their legally defined disabilities (beneficiary disabled persons according to the Austrian Disability Employment Act [BeinstG], the Victims Welfare Act [Opferfürsorgegesetz] or the Länder’s disability legislation) but also on the actual possibilities they have of being integrated into the labour market. Hence, it takes into account physical, psychological or mental impairment provided that this is supported by medical assessment and results in major placement difficulties or limited job opportunities for those concerned. Holders of disability passports have been included in these measures since 2010. The average number of young people with health-related employment handicaps listed in the employment service’s unemployment register in 2018 was 2,500.

In principle, this target group may access the entire range of programmes offered by the public employment service, including the Youth Coaching programme (for details see item 2.2.1 Managing the transition from school to work on page 60), which assists this group with its individual needs and concerns. One of the priorities of the employment service is to support the training of young people with health issues and social disadvantages within the framework of Integrated Vocational Training programmes (Integrative Berufsausbildung). These programmes offer apprenticeship training or the acquisition of partial skills, see also item 2.2.7 Extended periods of apprenticeship training and acquisition of partial skills (vocational training under §8B of the BAG) on page 74.

10,000 young people with health-related employment handicaps received subsidies from the public employment service in 2018, 1,500 of whom were assigned to employment measures and 3,000 to support measures. A very large part of them was given the opportunity to participate in initial or advanced training programmes: in 2018, the

---

Disabilities of beneficiary persons are graded by official assessment (Feststellungsbescheid) pursuant to the Austrian Disability Employment Act (BeinstG), the Victims Welfare Act (Opferfürsorgegesetz) or/and similar legislation (Landesbehindertengesetze) of the individual Austrian Länder (states). The public employment service, too, may grade clients as having health issues based on their restricted physical or psychological aptitude for the labour market.
The number of young people with health-related employment handicaps supported by the PES with skills training measures was 8,400\(^6\).

### 2.2.6 Inclusion measures by the Social Affairs Ministry for young people with disabilities

Participation in working life is one – if not the key – element for integrating young people with disabilities into society and achieving an inclusive society.

In response to a changing labour market, the Social Affairs Ministry Service has shifted the strategic focus of its programmes in recent years. Whereas in the early 1990s measures of vocational integration focused on beneficiary disabled persons (i.e. persons registered as such), the group of persons eligible for support has been gradually widened and based on the kind of personal assistance needed by people with disabilities. Specific assistance needs arise from special life situations, age and life course, special types of impairment or the coexistence of disability and other disadvantages that are likely to make labour market integration more difficult. Basically, and within the meaning of disability mainstreaming, all young people with disabilities have access to all general labour market measures and appropriate support. However, a number of disabilities require special assistance in the workplace or in preparation for the labour market.

The past key programme for improving the labour market situation of people with disabilities was BABE 2014-2017 (BABE = German acronym for disability – training – employment). With the inclusion package adopted in October 2017 by the National Council, strengthening labour force participation and fostering the development and continuation of existing programmes for people with disabilities continue to be the focus of disability policy. To this end, the government and major stakeholders agreed a package of measures which includes a mix of new enterprise-focused and person-centred programmes as well as measures to extend existing programmes in response to actual needs. The package is to be implemented in stages.

In addition to extending the legal protection of people with disabilities, the annual budget resources for improving labour force participation of people with disabilities have been increased.

---

\(^6\) Source: PES DWH, cube: fdg_personen 2018, number of persons.
The Social Affairs Ministry offers a wide variety of funding and support tools for the integration of disabled people into the labour market, which includes projects and individual assistance or a combination of both, with a special focus on young people (15-24 years). All measures in support of labour market participation of people with disabilities are open to young people in need of assistance, i.e. young people with disabilities or with impairments caused by individual social factors. Innovative measures developed in response to the specific needs of young people will be described in detail below.

The Employment Assistance Network (Netzwerk Berufliche Assistenz – NEBA) of the Social Affairs Ministry Service plays a key role in ensuring equality of people with disabilities and fighting against poverty and exclusion. NEBA provides a differentiated system of assistance to young people with disabilities as well as to marginalised young people or those at risk of exclusion at the transition from school to work, including Youth Coaching, Production Schools, Training Assistance (Berufsausbildungsassistenz), Job Assistance (Arbeitsassistenz) and Job Coaching.

NEBA accompanies young people in need of assistance on their gradual path towards integration, i.e. from Youth Coaching, Production School, vocational training under §8b of the BAG (acquisition of partial skills, extended periods of apprenticeship training), Job Assistance, Job Coaching and skills training projects to formal employment relationships.

**Youth Coaching**

Youth Coaching is targeted at all Year Nine pupils, under 19-year-olds 'staying outside the system' as well as young people under age 25 if they have been identified as having special educational needs or disabilities, individual impairments or social disadvantages or as being at risk of failing to complete secondary levels I or II (early school leavers). Youth Coaching takes place in three stages. Young people entering this programme may need only the first stage or proceed to stages 2 and 3. Stage 1 involves an initial interview, stage 2 more detailed counselling and stage 3 ongoing assistance of up to one year. The whole programme is based on counselling, assistance and case management to outline perspectives for young people. Youth Coaches identify the young people’s strengths and capabilities together with their charges, whereupon they will draft an adequate development plan.
All young people are to be empowered to take appropriate and independent decisions on how to continue training or education after completion of compulsory schooling. Youth Coaching does not involve any form of actual training, but rather various forms of counselling to prevent young people from ending up on the streets or being kicked out of the welfare system. Its ultimate goal is to ensure a successful transition to future working life.

In 2018, 55,505 young people (whereof 30,977 male and 24,528 female) benefited from the Youth Coaching programme (stages 1-3)\(^{62}\).

**Production Schools**

Fit for Training (AusbildungsFit – AFit) was developed in 2013, its contents being coordinated with the PES. The pilot scheme to test a future nationwide programme was organised within the ‘maturing projects’ funded by the Social Affairs Ministry Service. As of January 2015, the Fit for Training programme has been available throughout Austria under the designation of ‘Production School’. Since January 2016 the Fit for Training programme of the Social Affairs Ministry Service (SMS) and the PES’s Production Schools have been gradually dovetailed to enhance synergies and ensure structural improvement for better quality and efficiency. The basic function of Production Schools is to enhance young people's fitness for training and is targeted at all young people who are in need of assistance and whose enrolment in, or successful attendance of, continuing vocational training courses is bound to fail due to deficits in defined basic skills. Production Schools train individual capabilities in preparation for the next step towards vocational training. Production Schools provide the previously missing nationwide, low-threshold, standardised programme for disadvantaged young people who are not yet ready to enter training. Based on consistent individual support, the programme is designed to guide participants towards (vocational) training or into the labour market without losing precious time (to detours).

In 2018, 54 Production Schools were available, attended by 4,769 young participants (2,913 male, 1,856 female)\(^{63}\).

For more information on Youth Coaching and Production Schools see also item 2.2.1 Managing the transition from school to work on page 60.

---


Training Assistance
The Training Assistance (Berufsausbildungsassistenz – BAS) programme aims at improving labour market integration of young people with individual impairments. The BAS scheme supports young people with disabilities and other employment handicaps through Integrated Vocational Training (Integrative Berufsausbildung – IBA) as well as assistance both at the workplace and at school to ensure the sustainability of this training pathway. Suitable preparation, support and assistance measures are offered to ensure young people’s successful completion of the chosen training programme.

In 2018, 9,479 young people (whereof 6,673 male and 2,806 female) benefited from the Training Assistance scheme\textsuperscript{64}.

Job Assistance programme for young people
The Job Assistance programme is one of the key instruments of Employment Assistance services available in Austria to help finding a job. It pursues three major goals: to maintain an existing job (preventive function); to help with finding a job (inclusive function); as well as to play the role of central contact for disadvantaged job-seekers and workers, their employers, superiors, colleagues, etc. (communicative function).

Job Assistance services may range from analysing the situation together with the young client to exploring individual career options, providing job-search support and special work-place assistance in the initial phase of an employment relationship. Another key function of this programme is to ensure crisis intervention to secure jobs at risk.

In 2018, 6,337 young people (whereof 3,750 male and 2,587 female) benefited from the Job Assistance scheme\textsuperscript{65}.

\textsuperscript{64} Source: Federal Ministry of Labour, Social Affairs, Health and Consumer Protection (BMASGK) IV/A/6 UeW_2018.

\textsuperscript{65} Source: Federal Ministry of Labour, Social Affairs, Health and Consumer Protection (BMASGK) IV/A/6 UeW_2018.
Job Coaching
The Job Coaching programme is designed for young people in need of special assistance due to their cognitive impairment or other physical disability as well as for their employers, but in fact, it is mainly used for young people with learning disabilities.

Job Coaches provide direct and individual assistance in the workplace, thus promoting the professional, communicative and social skills of their charges. This is to empower young disabled workers to become independent in meeting workplace requirements. At the same time, it should raise company staff awareness for disability-related issues.

In 2018, 780 young people (whereof 477 male and 303 female) benefited from the Job Coaching service\textsuperscript{66}.

Personal Assistance in the Workplace
Young people with severe functional impairment often have greater difficulties finding and retaining employment even if they have adequate skills for the job. Personal Assistance for Young People in the Workplace (Persönliche Assistenz für Jugendliche am Arbeitsplatz) is tailored to these workers’ needs to ensure self-determined and equal participation in the labour market for this group. Workers relying on such personal assistance receive the kind of one-on-one support needed for doing the job or completing vocational training.

In 2018, 152 young people (whereof 77 male and 75 female) benefited from this Personal Assistance scheme\textsuperscript{67}.

Skills training
The objective of skills training programmes is to offer, alongside Production Schools, specific education/training with due regard to the participants’ individual capabilities. In addition, they offer the opportunity of getting accustomed to job situations in the private sector. In recent years, a number of skills training programmes in Production Schools have been aligned with the standardised Fit for Training (AusbildungsFit) scheme.

\textsuperscript{66} Source: Federal Ministry of Labour, Social Affairs, Health and Consumer Protection (BMASGK) IV/A/6 UeW_2018.

\textsuperscript{67} Source: Federal Ministry of Labour, Social Affairs, Health and Consumer Protection (BMASGK) IV/A/6 UeW_2018.
In 2018, 1,056 young people (whereof 579 male and 477 female) benefited from these programmes\(^\text{68}\).

**Integration enterprises**

Integration enterprises are seasoned and indispensable tools for the vocational integration of people with disabilities. Over the years, integration enterprises have evolved into modern and high-performing companies and have become competent and reliable partners of business and industry.

As well as jobs, integration enterprises offer training slots to people with disabilities. In autumn 2015 a new priority programme was rolled out, i.e. apprenticeships in integration enterprises (Integrative Betriebe Lehrausbildung – IBL). People with disabilities are to be given not only low-threshold skills training but also access to quality training with formal credentials. The programme is to be gradually expanded to provide 90 apprenticeship slots on average as from 2018. Based on the infrastructure available (equipment, expert staff, etc.), integration enterprises are well placed to ensure high-quality training aimed at improving participants' employability through taking the final apprenticeship examination, thus enabling sustainable integration into the general labour market.

As at 31 March 2017 around 2,400 persons worked in integration enterprises, whereof 1,800 were people with disabilities. The money spent by the Compensatory Levy Fund (Ausgleichs-taxfonds) on integration enterprises was €36.6m in 2016.

### 2.2.7 Extended periods of apprenticeship training and acquisition of partial skills (vocational training under §8B of the BAG)

A revision of the Vocational Training Act (BAG) in 2003 provided the legal basis for Integrated Vocational Training of disadvantaged persons with special placement handicaps\(^\text{69}\).

---

\(^{68}\) Source: Federal Ministry of Labour, Social Affairs, Health and Consumer Protection (BMASGK) IV/A/6 UeW_2018.

\(^{69}\) These are individuals who could not be placed in formal-sector apprenticeships and who belong to the following groups: individuals with special educational needs at the end of compulsory education spent, at least in part, under the curriculum of a special-needs school; individuals who have not finished their schooling at general lower secondary schools or have finished schooling with too many negative marks; people with disabilities within the meaning of the Disability Employment Act (BeinstG)
Another revision of the Vocational Training Act (BAG), in force as of 10 July 2015 (Federal Law Gazette I no. 78/2015) eliminated the term ‘integrated vocational training’. The training pathways defined in §8b (extended periods of apprenticeship training and acquisition of partial skills) and §8c (supra-company training scheme – ÜBA) of the BAG no longer bear special designations but are characterised by their content structure.

Within extended apprenticeships, the period of training may be extended by one year or in exceptional cases, and if this is required to prepare a candidate for the final apprenticeship examination, by up to two years. Participants may also acquire partial skills within one and three years of training. Trainees in an extended training programme have the same status as other apprentices concerning their obligation to attend vocational school within the dual system. Extended training and the acquisition of partial skills may be provided within a company-based training scheme or within a supra-company training programme (ÜBA). It is supported by the Training Assistance programme (Berufsausbildungsassistenz) under which support workers provide different types of support to disadvantaged and disabled young people while they are trained in a company (or by another provider) and attend vocational school.

8,045 of all 107,915 apprentices were in vocational training under §8b of the BAG (cut-off date 31 December 2018). Of these 8,045 apprentices, 6,407 were enrolled in apprenticeships with extended periods of training and 1,638 in apprenticeships for acquiring partial skills, 5,257 being trained in companies and 2,788 by special providers (supra-company scheme)\(^70\).

---

\(^{70}\) Source: 2018 apprenticeship statistics (Table: Apprentices by Länder) of the Austrian Economic Chamber (WKO).
3 Activities of the European Union

3.1 European Social Fund

The European Social Fund (ESF) supports initiatives that promote employment as well as economic and social cohesion in the Member States of the European Union and co-funds national, regional and local projects that improve the levels of employment and the inclusiveness of the labour market.

The Operational Programme Employment Austria 2014-2020 (ESF OP) is based on the Europe 2020 Strategy and the national reform programme. The EU 2020 objectives of relevance to the ESF include higher levels of labour force participation, reduction of early school leavers and combating poverty. The ESF budget for Austria 2014-2020 totals roughly €442m plus co-funding by national partners. Austria is active in the following fields: equality of women and men; active and healthy ageing; active inclusion; reduction of early school leavers; access to lifelong learning; employment for job seekers; and adapting to change.

Under this Operational Programme, the European Social Fund supports adolescents and young adults who are neither in employment nor in training (NEET). The aim is to assist them on their way back to training and to offer flanking measures to ensure stabilisation and personal development.

In order to reduce school dropout rates, the ESF supports measures of learning support and advice or intensive training in German, Mathematics and Science in the early periods of technical/vocational school attendance to help pupils cope with the requirements made and avoid the risk of failure.

In addition to measures already carried out, young people with disability or impairment will be offered other support measures such as Youth Coaching, Production Schools, Training Assistance, Job Assistance and Job Coaching programmes.

The ESF supports a number of other options as well: education counselling or development projects supporting timely completion of compulsory schooling and appropriate link-up with continuing education or training.
3.2 Europe 2020 Strategy and initiatives of the European Union

Due to the economic and financial crisis, youth unemployment has soared in many Member States of the European Union (see Chart 10). Consequently, EU programmes and initiatives increasingly focus on promoting the training and employment of young people. Important thematic priorities have been set with the Europe 2020 Strategy and the European Youth Guarantee. The most important initiatives for young people are summarised in the Europe 2020 Strategy. Within this strategy, the goals that focus on young people include reducing the early school-leaving rate to below 10% and increasing the percentage of people in higher education to at least 40%.

The Europe 2020 flagship initiative Youth on the Move covers the areas of employment, education and training, with the Youth Guarantee and the Youth Employment Initiative being part of this programme. Another EU initiative aimed at young people is the Agenda for New Skills and Jobs. Erasmus+ is the new EU programme for education, training, youth and sports. Other programmes initiated in recent years include the European Training Alliance and the adoption of a European Quality Framework for Traineeships.

3.2.1 European Youth Guarantee and Youth Employment Initiative

In 2013, the European Council adopted the European Youth Guarantee. Young people under 25 who are neither in employment nor in training are to get a good-quality, concrete offer for a job, apprenticeship, traineeship or continued education within four months of them leaving formal education or becoming unemployed. This is to prevent young people from staying outside the education/training system or the labour market for a long time. The Member States have submitted Youth Guarantee Implementation Plans including numerous newly created and upgraded programmes for young people. Their implementation will be monitored and assessed at EU level. Under the Youth Employment Initiative (YEI) €6.4bn (€3.2bn from a dedicated Youth Employment budget line complemented by €3.2bn more from the ESF) will be provided to support the Youth Guarantee in the Union's regions with a youth unemployment rate at above 25%. In addition, ESF money is made available for young people’s labour market integration and education.

Austria’s Implementation Plan revolves around the Education-Training till 18, Training Guarantee, Future for Youth Action and Youth Coaching schemes. The projects submitted
3.2.2 Agenda for New Skills for New Jobs
The flagship initiative Agenda for New Skills for New Jobs has been launched to help achieve the goals of Europe 2020, i.e. increase the employment rate and the percentage of people in higher education, as well as reduce the early school-leaving rate and the rate of people in, or at risk of, poverty and social exclusion.

The initiative includes a number of concrete measures, which aim to:

- step up reforms to enhance flexibility and security in the labour market,
- equip people with the right skills for today’s and tomorrow’s jobs,
- improve the job quality and working conditions as well as improve the conditions for creating jobs.

For more information, refer to the following website of the European Commission: Employment, Social Affairs & Inclusion.

3.2.3 ERASMUS+
Erasmus+\(^{71}\) is the EU’s programme for education, training, youth and sports for the period 2014-2020. It provides opportunities for adolescents and young adults to gain experiences abroad by studying, working or volunteering in other European countries.

Erasmus+ is intended to support the mobility of e.g. (higher education) teaching staff, students, pupils and apprentices. They may gather experiences abroad by entering traineeships or studying a semester in another EU country, etc. On the other hand, it fosters international cooperation and partnerships between institutions and countries, e.g. through the eTwinning network for schools.

Other major elements of Erasmus+ include standards and frameworks for the recognition of qualifications, courses, universities or diplomas. A wide range of tools is available for this purpose: the European Qualifications Framework (EQF), the European Credit Transfer

\(^{71}\) For more information refer to the Erasmus+ website of the European Commission: EU-Erasmus+ as well as to the Austrian website: National-Erasmus+.
System (ECTS), the European Credit System for Vocational Education and Training (ECVET), European Quality Assurance in Vocational Education and Training (EQAVET), etc.
List of Tables

Table 1: Regular study programmes by field of study, winter semester 2018 (cut-off date: 28 February 2019) 19
Table 2: Regular students enrolled in FH courses by areas of training; winter semester 2018 (cut-off date: 15 November 2018) 20
Table 3: Students enrolled by type of teacher training programme (Lehramt LA); winter semester 2018/2019 22
Table 4: Unemployed youth (20-24 years) by educational attainment, 2011 - 2018 40
List of Figures

Figure 1: Population by broad age groups 1950 -2080 (medium variant) 8
Figure 2: Births and deaths 1950 – 2080 (medium variant) 9
Figure 3: Age pyramid 2017, 2030 and 2060 10
Figure 4: The Austria Education System 11
Figure 5: Employment rate of young people aged 15 to 24, 2018 31
Figure 6: Apprentices in their first year of training and apprenticeship-seekers, 2011 - 2018 34
Figure 7: Percentage of apprentices by sector in 2018 36
Figure 8: Unemployed youth aged 15 to 19 years and 20 to 24 years, 2011 - 2018 39
Figure 9: Unemployed youth aged 15 to 24 years enrolled in training measures, 2009 - 2018 40
Figure 10: Youth unemployment rates in 2018 – international comparison 41
Figure 11: Long-term unemployment rates (12 months and longer) among young people in 2018 43
Figure 12: NEET rate, 15-24 years, 2018 44
## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>EFTA</td>
<td>European Free Trade Association</td>
</tr>
<tr>
<td>NMS</td>
<td>New secondary school</td>
</tr>
<tr>
<td>AHS</td>
<td>Academic secondary school</td>
</tr>
<tr>
<td>PTS</td>
<td>Pre-vocational school</td>
</tr>
<tr>
<td>BHS</td>
<td>Secondary technical and vocational school</td>
</tr>
<tr>
<td>BMS</td>
<td>School for intermediate vocational education</td>
</tr>
<tr>
<td>HAS</td>
<td>Commercial school</td>
</tr>
<tr>
<td>HAK</td>
<td>Upper secondary business schools</td>
</tr>
<tr>
<td>BAG</td>
<td>Vocational Training Act</td>
</tr>
<tr>
<td>SCHOG</td>
<td>Scholl Organisation Act</td>
</tr>
<tr>
<td>LFBAG</td>
<td>Vocational Training in Agriculture and Forestry Act</td>
</tr>
<tr>
<td>IEF</td>
<td>Insolvency Contingency Fund</td>
</tr>
<tr>
<td>IKT</td>
<td>Information and communication technologies</td>
</tr>
<tr>
<td>NQF</td>
<td>National Qualifications Framework</td>
</tr>
<tr>
<td>ISCED</td>
<td>International Standard Classification of Education</td>
</tr>
<tr>
<td>WKO</td>
<td>Austrian Economic Chamber</td>
</tr>
<tr>
<td>AK</td>
<td>Chambers of labour</td>
</tr>
<tr>
<td>PES (AMS)</td>
<td>Public Employment Service</td>
</tr>
<tr>
<td>DWH</td>
<td>Data ware house</td>
</tr>
<tr>
<td>BABE</td>
<td>German acronym for disability, training and employment</td>
</tr>
<tr>
<td>ÜBA</td>
<td>Supra-company training scheme</td>
</tr>
<tr>
<td>ibobb</td>
<td>German acronym for information, counselling and guidance on education and career</td>
</tr>
<tr>
<td>BMBWF</td>
<td>Federal Ministry of Education, Science and Research</td>
</tr>
<tr>
<td>BMASGK</td>
<td>Federal Ministry of Labour, Social Affairs, Health and Consumer Protection</td>
</tr>
<tr>
<td>BMDW</td>
<td>Federal Ministry of Digital and Economic Affairs</td>
</tr>
<tr>
<td>BKA</td>
<td>Federal Chancellery Republic of Austria</td>
</tr>
<tr>
<td>LA</td>
<td>Type of Teacher training</td>
</tr>
<tr>
<td>EUROSTAT</td>
<td>Statistical office of the European Union</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>LFS</td>
<td>Labour Force Survey</td>
</tr>
<tr>
<td>NEET</td>
<td>Not in Education, Employment or Training</td>
</tr>
<tr>
<td>BGBl</td>
<td>Federal Law Gazette</td>
</tr>
<tr>
<td>IFA</td>
<td>International Young Workers Exchange</td>
</tr>
<tr>
<td>ERASMUS</td>
<td>European Union funding programme</td>
</tr>
</tbody>
</table>