

# Apprenticeship system

Dual Vocational Education and Training in Austria



Vienna, 2025

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## 1 Table of Content

<b>Preface .....</b>	<b>1</b>
<b>1 Apprenticeship in the Austrian Education System .....</b>	<b>2</b>
1.1 The Austrian education system .....	2
1.2 Initial vocational education and training.....	4
<b>2 Apprenticeship: Dual vocational training.....</b>	<b>5</b>
2.1 Training in the company .....	6
2.1.1 Why companies train apprentices .....	6
2.1.2 Characteristics of company-based training.....	7
2.1.3 Accreditation of a training company.....	7
2.1.4 Apprenticeship trainers.....	8
2.1.5 Training alliance .....	9
2.1.6 State-honoured training companies .....	10
2.2 Education at part-time vocational schools.....	12
2.2.1 Vocational school teachers .....	12
2.3 Apprenticeship occupations .....	13
2.3.1 Apprenticeship training period .....	15
2.3.2 Requirements for modern competence profiles .....	15
2.3.3 New regulation of an apprenticeship profile .....	16
2.3.4 Modularisation of apprenticeship training .....	18
<b>3 From the beginning of the apprenticeship to the apprenticeship-leave examination .....</b>	<b>21</b>
3.1 Ways towards an apprenticeship vacancy .....	21
3.2 Apprenticeship contract .....	21
3.2.1 Recording of the apprenticeship contract .....	22
3.3 Matura graduates in apprenticeship training.....	22
3.4 Apprenticeship with Matura (Berufsreifeprüfung) .....	23
3.5 Supra-company apprenticeship training (ÜBA).....	25
3.6 Vocational training according to § 8b Vocational Training Act .....	27
3.7 Apprenticeship-leave examination.....	29

3.7.1	The Apprenticeship Leave Exam Clearing Office.....	31
3.8	Further qualifications.....	31
<b>4</b>	<b>Competencies in the Dual System .....</b>	<b>33</b>
4.1	Federal level.....	33
4.2	Provincial level .....	34
4.3	Local level .....	36
4.4	Financing of apprenticeship training .....	36
<b>5</b>	<b>Subsidisation options and quality assurance in the dual system.....</b>	<b>39</b>
5.1	Funding for training companies.....	39
5.1.1	Basic subsidy (Basisförderung) .....	39
5.1.2	Quality-oriented and system related subsidisation options .....	39
5.1.3	Project funding and benefits .....	40
5.2	Subsidisation by Public Employment Service (AMS) .....	41
5.3	Quality management in apprenticeship .....	41
<b>6</b>	<b>Apprenticeship training in an European and international context.....</b>	<b>43</b>
6.1	Bilateral cooperation – training agreements.....	44
6.2	International cooperation – VET-transfer projects .....	44
<b>7</b>	<b>Facts &amp; figures.....</b>	<b>46</b>
7.1	Development of the number of apprentices and training companies .....	46
7.1.1	Apprentice figures and demographic development .....	47
7.1.2	Number of apprentices in occupational fields .....	47
7.2	Formal qualification structure of the economically active population .....	49
7.2.1	Occupational status of apprenticeship graduates .....	50
7.3	Success on the labour market .....	51
7.4	The most popular apprenticeship occupations .....	52
<b>8</b>	<b>Annex.....</b>	<b>54</b>
8.1	Contact information of the Apprenticeship Offices .....	54
8.2	Further Information.....	55
8.3	List of figures.....	56
8.4	List of tables.....	57

# Preface



Federal Minister  
Wolfgang Hattmannsdorfer

Apprenticeship training is the most popular educational pathway for skilled workers in Austria. On the one hand, apprenticeships are traditionally deeply rooted in the economy and society, and on the other hand, dual training in companies and vocational schools meets the technological and economic requirements of the times due to its integration into real business operations and the quality standards that apply. Austrian apprenticeship training is also regarded internationally as a best practice example of practical vocational training and preparation for the labor market. After

completing their compulsory schooling, 37 percent of tenth-grade students learn one of the currently around 230 apprenticeship occupations. In 2024, more than 27,000 companies trained apprentices, with the number of apprentices exceeding 106,000. The aim of the training is to enable apprentices to work independently and on their own responsibility. In this way, future skilled workers make a decisive contribution to the economic development and competitiveness of Austrian companies. Regular revision and modernization of the training programs (job profiles) ensures that the legal basis is also up to date and meets the current requirements for practicing the profession. This includes, in particular, skills in digitalization, sustainability, climate protection, and resource conservation.

Apprenticeship training is therefore seen as a good basis for lifelong continuing education in the profession: in many trades, formal education opportunities are available in the form of master craftsman or proficiency examinations. In addition, for many years now, apprentices have been able to combine their apprenticeship with a high school diploma in the form of the vocational matriculation examination. Furthermore, the new Federal Act on Higher Vocational Education has created a framework for the development and awarding of advanced and further qualifications at levels 5 to 7 of the National Qualifications Framework.

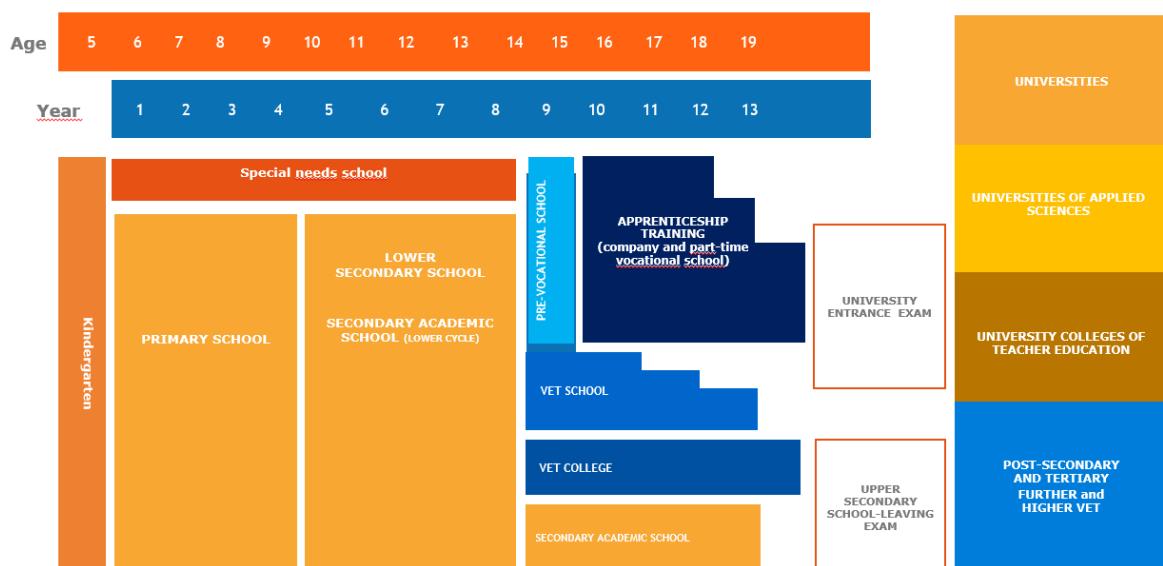
Due to the central role that apprenticeship training plays in the Austrian economy, the Austrian federal government has set itself the goal of continuously improving the quality of the framework conditions for current and future apprentices and the companies that train them. This brochure provides you with a deeper insight into the structure and functioning of apprenticeship training in Austria.

# 1 Apprenticeship in the Austrian Education System

## 1.1 The Austrian education system

In Austria after completing 8<sup>th</sup> grade, students can choose between a vocational training or a general education track (see chart below).

Figure 1: The Austrian education system; Source: BMWET



In order to compare education systems internationally, both the ISCED classification (International Standard Classification of Education) and the European Qualifications Framework (EQF) are applicable. Within these frameworks, National qualification frameworks (NQF) are derived. ISCED maps the various levels of education in national education systems. The EQF and NQF classify educational qualifications into eight qualification levels by content descriptors based on **learning outcomes**. Thus, transparency is ensured and allows comparability of the competences obtained in the economic and labour market policy context. The Austrian NQF is regulated in the NQF-act (NQR-Gesetz). In accordance with this act, an educational qualification assigned to a qualification level of the NQF also corresponds to the respective reference level of the EQF. This system contributes to cross-border mobility of learners and employees and their participation in lifelong learning.

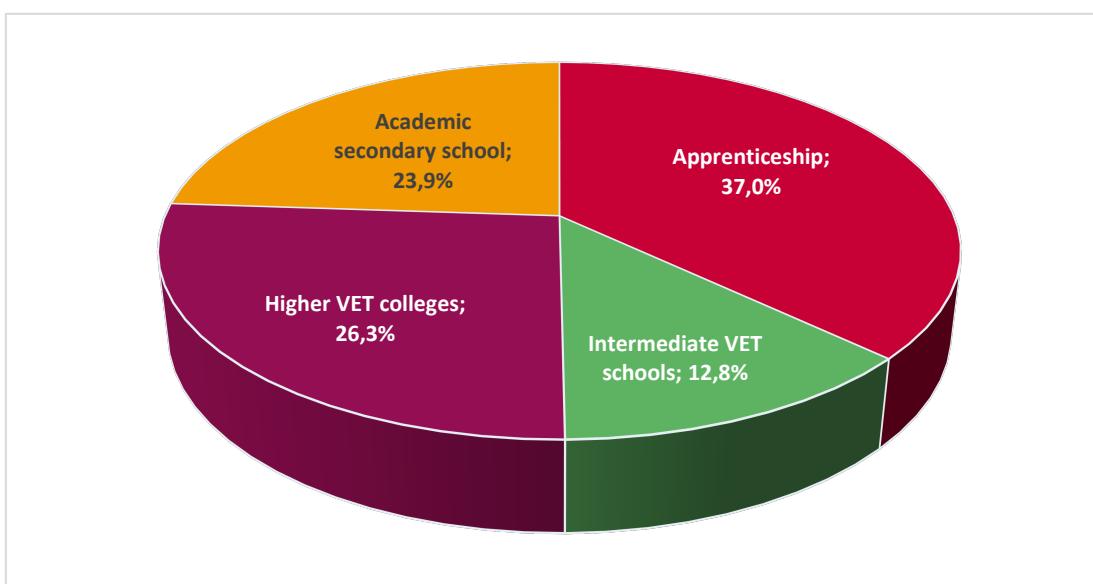
Vocational training in Austria takes place either as part of a (full-time) education in school or in the dual system (ISCED 354, EQF 4). The dual vocational education and training with currently 232 different apprenticeships (as of September 2025) takes place at two learning locations – in the training company and in the vocational school. It offers on-the-job training that is close to the economy and the labour market, with a direct link to entrepreneurial activity. The practical training takes place predominantly in the training company (around 4/5 of the training period). In the vocational school (around 1/5 of the apprenticeship period), the focus is on general education and technical theory as well as the deepening of in-company training. Depending on the teaching profession, apprenticeship training lasts between two to four years and ends with the final apprenticeship examination. The training time and duration can be designed flexibly for people with special needs or for parents with childcare obligations. The corresponding framework conditions are regulated in the Vocational Training Act (Berufsausbildungsgesetz, BAG). Furthermore, the dual training can be combined with a **“Matura”** (= **general qualification for university entrance**); in this case, three additional modules in the general subjects German, maths and a foreign language as well as an in-depth specialist module must be completed (see also section 3.3 “Apprenticeship with Matura” and section 3.4, “Duale Akademie”).

In addition to the dual system, secondary vocational schools (ISCED 354, EQR 4) set up at secondary level II offer theoretical education with mandatory internships that enable absolvents to immediately start professional employment. Education at vocational higher secondary schools (ISCED 554, EQF 5) lasts five years and concludes with a “Matura” and diploma examination.

## 1.2 Initial vocational education and training

Initial vocational education and training (IVET) starts at secondary level II and is of high significance in Austria. After completing the compulsory schooling period, about 37% of the students are trained in a legally recognised apprenticeship. Another 39.1% opt for a secondary vocational education and training programme. This means that 76.1% of Austrian students follow a vocational education and training path.

Figure 2: Distribution of pupils in school level 10 (school year 2023/2024); Source: Statistik Austria, Schulstatistik



Initial vocational education and training qualifications can be obtained by attending **dual vocational education and training programmes** (apprenticeship and part-time vocational school) or **full-time higher vocational education and training schools**. There are four types of full-time vocational education and training schools:

- schools for intermediate vocational education, e.g. schools of engineering, arts and crafts; business schools; schools of management and services industries (Fachschulen) and
- colleges for higher vocational education, e.g. colleges of engineering, arts and crafts; colleges of business administration; colleges of management and service industries; colleges of tourism, colleges for early childhood education (Höhere technische Lehranstalten, Höhere Lehranstalt für wirtschaftliche Berufe, Höhere Lehranstalt für Tourismus, Lehranstalt für Kindergartenpädagogik) as well as
- schools for healthcare and nursing and
- schools in the field of agriculture and forestry.

## 2 Apprenticeship: Dual vocational training

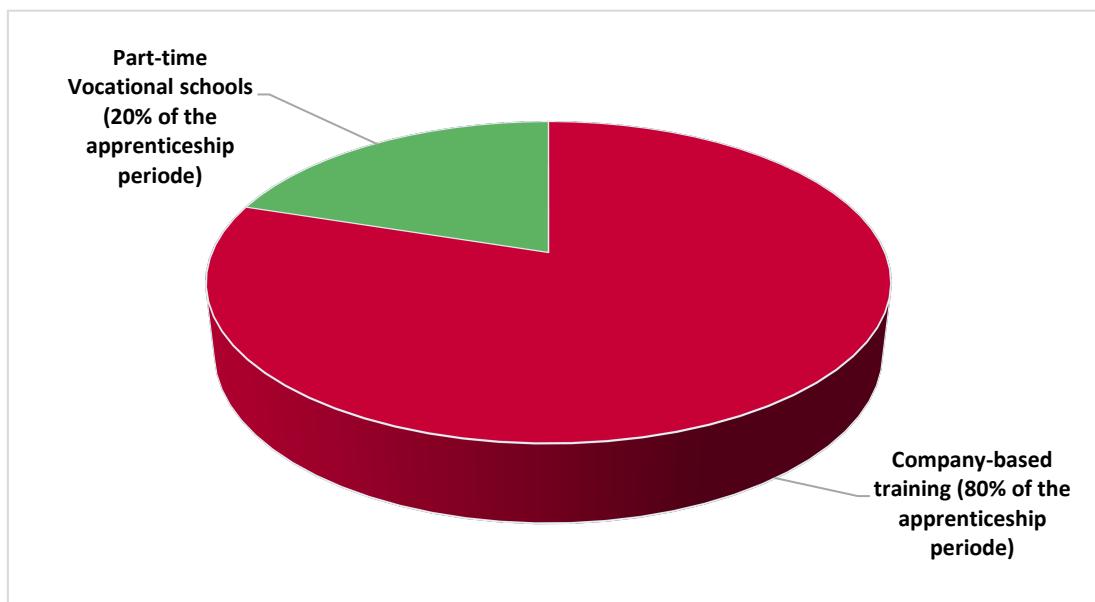
Graduates of an apprenticeship programme acquire a **full vocational qualification of high standard**. The training in an apprenticeship is **open to all young people who have completed nine years of compulsory schooling**. No specific school qualification is required for starting an apprenticeship.

There are significant differences between **dual vocational education and training** and secondary vocational education and training in full-time schools:

- In the apprenticeship training system there are two learning locations: the training company and a part-time vocational school. Hence, these actors are partners in the training of apprentices.
- The apprentice is in a training relationship (employment according to austrian employment acts and fully insured) with his or her training company and at the same time student at a part-time vocational school.
- The company-based part of dual vocational education and training makes up the major part of the apprenticeship period (80%).
- Professional experts assess the apprenticeship-leave exam, of which the focus lies on the competences required for the respective profession.

The legal basis for apprenticeship is the Vocational Training Act (Berufsausbildungsgesetz, BAG), Federal Law Gazette I No. 62/2023, which regulates in particular the company-based part of training. The vocational school part is regulated in the School Organisation Act (SchOG), Federal Law Gazette I No. 121/2024.

Figure 3: Distribution of training time in the company and the vocational school; Source: Federal Ministry of Economy, Energy and Tourism (BMWET)



## 2.1 Training in the company

### 2.1.1 Why companies train apprentices

Companies view apprenticeship training as a valuable **investment in their future**. It enables them to meet their future need for qualified skilled employees as best as possible, since already during their training, apprentices contribute significantly to the daily work routine of the training company.

Currently (last update 31.12.2024) **27,472 companies** (training companies and supra-company training institutions) are open to young people as training institutions. By voluntarily providing apprenticeship training, companies show that they accept social responsibility and make an important contribution to reducing youth unemployment while at the same time securing their future need for qualified and skilled employees.

However, upon termination of apprenticeship training, an employment contract between the apprenticeship graduate and the training company is not mandatory. Fully trained skilled graduates can switch to other companies and at the same time, companies can recruit graduates trained at other training sites. This possible **fluctuation** is a characteristic of a **free education system**. Therefore, companies that invest in apprenticeship training do not only act in their own best interest but also contribute to the **benefit of all economic sectors and professional branches**, which have a demand for qualified apprenticeship graduates.

### 2.1.2 Characteristics of company-based training

Company-based training is characterised by the following features:

- It takes place under **real-life working conditions**. The apprentice acquires the knowledge and skills laid down in the job profile (Berufsbild) for the respective apprenticeship. Therefore, **the apprentice is able to take up a qualified professional activity as a skilled worker immediately upon completion of the training**.
- Most of the training is provided as part of real-life **productive activities**; this reduces costs and increases the apprentice's motivation to learn.
- For companies that cannot fully train the job profile, there is the option of **supplementary practical training in a training alliance**. In addition, **supra-company training centres** (e.g. "Lehrbauhöfe") are set up by the economy in some sectors.

#### Factbox: Strengths of company-based training

- On-the job training in practise for practice learning by carrying out productive activities and using state-of-the-art technologies
- Immediate experience in the development of process and / or product innovations
- Learning of "soft skills" such as communication in a business environment
- Learning in a training alliance (cf. chapter 2.1.5)
- Taking up a qualified employment immediately after completion of apprenticeship

### 2.1.3 Accreditation of a training company

A company that wants to train apprentices is obliged to submit **an application to assess suitability for apprenticeship training (Feststellungsantrag – application for assessment)** to the Apprenticeship Office (*Lehrlingsstelle*) in the province in which the company is located. In each of the nine Austrian provinces one Apprenticeship Office is established. It is located at the site of the regional Economic Chamber (Wirtschaftskammer – WKO) but operates on behalf of the Federal Ministry of Economy, Energy and Tourism. In cooperation with the Chamber of Labour, the Apprenticeship Office is obliged by law to examine whether the company applying for accreditation as a training company meets the required prerequisites (see below). In case it does, the company receives official notification (*Feststellungsbescheid*) certifying that it is entitled to train apprentices.

## Prerequisites for accreditation

### Fulfilment of legal conditions

Pursuant to the **Trade, Commerce and Industry Regulation Act (Gewerbeordnung)** the company must be entitled to carry out the activities in which the apprentice is to be trained. Apprentices can be trained by companies in trade, commerce and industry, but also by **freelancing professions**, such as pharmacists, architects, lawyers, civil engineers, etc., and by **associations, administrative offices and other legal entities**.

### Fulfilment of corporate conditions

The company needs to be equipped and managed in a way that the apprentice can acquire all necessary knowledge and skills according to the job profile (Berufsprofil). Companies that cannot fully impart the required knowledge and skills but want to train apprentices can do so within the framework of a training alliance. In addition, a sufficient number of professionally and pedagogically qualified trainers must be available in the company. The **size of the company is not a decisive factor for apprenticeship training**, every company – including **one-person companies** – can train apprentices if the prerequisites mentioned above are fulfilled.

#### Factbox: Number of training companies

- By the end of December 2024, 27,472 companies were training 106,452 apprentices (including supra-company training centres).
- Approximately 2/3 of all apprentices are trained in small and medium-sized enterprises – SMEs (up to 250 employees).

### 2.1.4 Apprenticeship trainers

The authorized instructor (e.g. company owner) can train apprentices herself or himself. However, she or he can also entrust suitable employees of the company with the training. The success of in-company training is primarily determined by the professional ability and pedagogical skills of the trainer.

In addition to **professional experience**, an apprenticeship trainer needs to have basic knowledge of pedagogy (teaching methods and theory) **and the legal framework**.

Apprenticeship trainers have to pass a **trainer examination**. The exam can be replaced by taking a forty-hour **instructor course**. Some trainings or exams (e.g. master craftsperson qualification) replace the trainer exam.

Most of the trainers educate their apprentices on a part-time basis alongside their **regular work**. There are, however, also **full-time trainers and full-time training managers**, in particular in larger companies.

#### Factbox: Apprenticeship trainer qualification

- professional qualification
- vocational pedagogical competences
- relevant legal knowledge

#### 2.1.5 Training alliance

Within the framework of a **training alliance (Ausbildungsverbund)** also those companies can train apprentices which cannot fully impart the knowledge and skills regulated in the apprenticeship profile.

However, the Vocational Training Act (*Berufsausbildungsgesetz*, BAG) provides for a **compulsory training alliance**: It is permissible to provide training if complementary training measures are conducted in another company or in a suitable educational institution. However, the majority of the essential knowledge and skills of the occupation must **be acquired in the “base” company**.

In the training contract, the training alliance, the alliance partner(s) (suitable companies or educational institutions) as well as the knowledge and skills acquired in the partner institution must be agreed upon.

If training companies aim to impart special competences to apprentices – possibly going beyond the job profile (e.g. specific computer programmes, foreign language skills, particular soft skills, etc.) it is also possible to enter into training alliances on a **voluntary basis**.

In some provinces **institutionalised training alliances** have been set up (such as the Upper Austrian Corporate Training Alliance – FAV OÖ), which provides information and support to companies about possible partner enterprises and educational institutions and take on coordination of different training alliance measures.

### Factbox: Forms of training alliances

#### Compulsory training alliance

In case a company cannot fully impart the knowledge and skills laid down in the job profile for the apprenticeship occupation.

#### Voluntary training alliance

Training of additional knowledge and skills which go beyond the job profile.

#### Organisational options

- Mutual exchange of apprentices between two or more companies
- Unilateral sending (usually against payment) of apprentices to (an)other company/companies
- Attendance in fee-based programmes or courses at IVET (initial vocational education and training) institutions

### 2.1.6 State-honoured training companies

**The Federal Minister of Economy, Energy and Tourism awards training companies for special efforts and achievements in apprenticeship training with the Austrian emblem. Companies may use the emblem in their commercial correspondence.**



Criteria for receiving the state award include among outstanding achievements of a company's apprentices in apprenticeship-leave exams and in regional and national competitions, dedicated involvement in the field of career guidance, cooperation ventures entered into by the training company and its in-house and external continued education and training (CET) programmes for apprentices and trainers.

Applications for this award must be submitted to the Regional Advisory Board on Apprenticeship that is set up at the Apprenticeship Office of the respective region/province.

#### **Further Information:**

A list of all training companies with state awards can be found on: -->

<https://www.bmwet.gv.at/Themen/Lehre-und-Berufsausbildung/Lehrlingsausbildung-Duales-System/Staatliche-Auszeichnung-gem-Paragraf30aBAG.html>  
(in German only)

The **EQAMOB quality label**, which highlights the importance of learning mobility in vocational education and training, is awarded by the Federal Minister of Economy, Energy and Tourism in cooperation with the IFA – “Internationaler Fachkräfteaustausch” ( International Young Workers Exchange) – association. The label is awarded to training companies that demonstrate particular commitment and high quality in the mobility of their apprentices (internships abroad).

#### **State award “Best training companies – Fit for Future”**

Every two years, the state award “Best training companies – Fit for future” is conferred by the Ministry of Economy, Energy and Tourism in the categories small, medium-sized and large enterprises.

The objective of the state award is to improve quality, innovation and sustainability in apprenticeship training.

Specifically the state award aims to

- set a clear signal for quality in apprenticeship,
- acknowledge the excellent work of the Austrian economy in the field of youth training,
- help to motivate new companies to become training companies,
- raise awareness among parents and adolescents for the excellent training conditions provided by Austrian companies and the wide spectrum of apprenticeship occupations.

**Further Information** about the state award on [www.ausbilder.at](http://www.ausbilder.at)

(in German only)

## 2.2 Education at part-time vocational schools

The focus of training at vocational schools is around 65% on professional theory, general education takes up around 35% of school time. Practical training is also provided as part of the specialist teaching (e.g. in workshops, laboratories, etc.).

The apprentice is obliged to attend vocational school, ideally in the vicinity of the training company. The apprentices are taught according to a curriculum coordinated with the training regulations (Ausbildungsordnung). There are classes for every profession and every grade. In professions with small numbers of apprentices, they are taught in classes of a related professions.

Classes at the vocational school can be organized in the following ways:

- all year round, i.e. at least one full school-day or two half school-days a week,
- in seminars, i.e. for at least eight weeks or for at least four weeks, if the respective school level corresponds to half a year of apprenticeship,
- seasonally, i.e. in block at a particular time of the year,
- The variety of organizational forms is based on the coordination between business and school managers and takes into account the needs of the individual industries and regions.

### Facbox: Part-time vocational school

- occupation-specific theoretical training supplementing company-based training
- complementary occupation-specific practical training
- deepening and complementing general education
- subject-related foreign language training

### 2.2.1 Vocational school teachers

Vocational school teachers have broad practical experience in the respective occupational field. Since the academic year 2016/17, training for teachers at a part-time vocational school is offered in the Bachelor programme "Secondary Vocational Education and Training – Dual Training and Technology and Commerce" university colleges of teacher education (Pädagogische Hochschule; a total of 240 ECTS credits, recognition of credits based on professional prequalification is possible). Graduates are awarded the academic degree Bachelor of Education (BEd). In addition, vocational education and

training teachers can also attend a Master degree qualification “Vocational Secondary Education – Dual Vocational Education and Technology and Commerce” amounting to 60 ECTS credits.

In simplified terms, the following three groups of part-time vocational school teachers prevail:

- Teachers of general education and teachers of business administration (Group I)
- Teachers of occupation-specific theory (Group II)
- Teachers of occupation-specific practice (Group III)

For group I and group II, a school leaving exam (“Matura” – general qualification for university entrance) and diploma examination of a relevant vocational secondary school or the (vocational) matriculation examination (“Berufsreifeprüfung”) as well as a relevant subject related training is required for **admission to the Bachelor Programme** mentioned above. For group III a relevant master craftsman’s examination (“Meisterprüfung”) or equivalent relevant qualification is necessary.

Furthermore, in addition to the personal suitability, a relevant **professional experience of a minimum of three years** for admission to study is required.

## 2.3 Apprenticeship occupations

In Austria there are currently **216 apprenticeship occupations in trade, commerce and industry sectors** and **16 in agriculture and forestry** (last update July 2025). They are set up as individual, group, special-focus or modular apprenticeships and are regulated by federal legislation.

All legally recognised apprenticeships in trade, commerce and in industry sectors are set out in the **list of apprenticeship occupations (Lehrberufsliste)**, which also specifies the apprenticeship periods and relationships to other apprenticeship occupations including credits awarded for already completed apprenticeship periods.

The legal basis is the **Vocational Training Act (Berufsausbildungsgesetz, BAG)**. In addition, the Federal Minister of Economy, Energy and Tourism (BMWET) issues a nationwide **training regulation (Ausbildungsordnung)** for each apprenticeship occupation, which is **legally binding for the training provided by training companies**.

Regulations of the apprenticeships in agriculture and forestry are laid down in the **Vocational Training Act for Agriculture and Forestry (Land- und forstwirtschaftliches Berufsausbildungsgesetz, LFBAG)**. Based on this act, the provinces (*Länder*) draw up specific training regulations for each occupation.

Training regulations stipulate the **job profile (Berufsbild)** specific to the respective apprenticeship occupation. This job profile is the “curriculum” for the training company. It regulates the professional competences for every year of training, which the apprentice has to obtain in **company-based training**. Moreover, regulations also contain the **competence profile or profile of learning outcomes (Berufsprofil)**, i.e. a description of what graduates have to know and are able to do after completion their training. The curriculum of the part-time vocational school is based on the training regulation. In many occupations, supportive training guidelines and manuals supplement the training regulation.

#### Further information:

- Apprenticeship occupations in trade, commerce and industry:  
<https://lehrberufsliste.bic.at/>
- Agricultural and forestry apprenticeships: Vocational Training Act for Agriculture and Forestry (LFBAG 2024), Federal Law Gazette No 42/1924

#### Factbox: Apprenticeship Occupations in Austria

##### 216      Apprenticeship occupations in trade, commerce and in industry sectors

Apprenticeship periods:

11	Modular apprenticeships (with a duration of 3 to 4 years)
5	Apprenticeships with a duration of 2 years
145	Apprenticeships with a duration of 3 years
37	Apprenticeships with a duration of 3 ½ years
18	Apprenticeships with a duration of 4 years
15	Apprenticeship occupation in agriculture and forestry (with a duration of 3 years)

Last update: July 2025; Source: Federal Ministry of Economy, Energy and Tourism (BMWET) – List of Apprenticeship occupations and Federal Ministry of Agriculture and Forestry, Climate- and Environmental Protection, Regions and Water Management (BMLUK)

### 2.3.1 Apprenticeship training period

Depending on the apprenticeship occupation, the apprenticeship training takes between two and four years. If **job-specific training** has already been acquired **in related apprenticeships** or in **job-related school-based training**, or if another apprenticeship qualification or degree from a technical school or higher secondary school is available, the apprenticeship period **can be reduced**.

Credits may also be obtained for relevant training periods completed abroad.

Qualifications, which lead to a reduction of the apprenticeship period:

- the upper secondary school-leaving certificate from an academic secondary school (AHS-Matura),
- the final certificate from a college for higher vocational education (BHS-Matura),
- the final certificate from an intermediate vocational education school (BMS) of at least three years' duration,
- another apprenticeship already completed with the apprenticeship diploma.

### 2.3.2 Requirements for modern competence profiles

The knowledge and skills required for an apprenticeship are specified in the training regulation (Ausbildungsordnung). They correspond to the **requirements of the labour market** in the respective professional sector. Priority is given to the **ability to exercise an occupation**: Training in an apprenticeship aims to qualify graduates to take up their chosen occupation immediately upon completion of training. Training regulations thus lay down the minimum requirements, which are needed to be trained by the training company. Training regulations guarantee a **consistent and uniform training level** in the respective apprenticeship.

When specifying and formulating the training content, i.e. the individual elements of the competence profile, it must be considered that **qualification and skills requirements are subject to e.g. technical changes**. Therefore, the requirements of the competence profile are **not** laid down **statically**, but rather **dynamically**, so that curriculums can be adjusted easily to new developments.

Training regulations emphasise the provision of **key skills**: i.e. self-reliance, individual responsibility, teamwork, etc. are significantly promoted by company-based training. A focus also lies on environmentally-friendly and quality-oriented work forms and are included in all modern training regulations, also **European integration** is increasingly taken into account, to increase the willingness of Austrian skilled workers to be mobile and to strengthen the Austrian companies' competitiveness. Furthermore, all new job-profiles take into account the increasing significance of digitalisation in all professional fields.

Competence orientation is a key concept in both general and vocational education, and it has a central impact on the change from an input to an outcome orientation in training and education. In this context, the legal implementation of the National Qualifications Framework (NQF-law of 2016) is to be seen, which enables Austrian qualifications to be assigned to eight different levels based on learning outcomes. Apprenticeship training is assigned to NQF level 4. This binding classification presents new requirements for the development of apprenticeship occupations. In any case, it must be ensured that the corresponding NQF level is maintained for apprenticeship occupations. In addition, this level must also be expressed in correspondingly formulated learning outcomes. These new legal framework conditions required an adaptation of the formal process for the development of apprenticeship occupations as well as of the formulation principles for the training goals.

### **2.3.3 New regulation of an apprenticeship profile**

In order to meet the requirements of modern job profiles, the **continuous modernisation** of the training regulations is of great importance.

Generally, initiatives for the introduction of new or the modernisation of existing regulations are launched by the economic sectors concerned, as well as the responsible ministries and social partners (e.g. employees representation board). But also international developments and education programmes play a key role in this respect.

In any case, the professional and practical requirements of the economic sector are always given priority. The content of training regulations is prepared by the Ministry of Economy, Energy and Tourism based on reports and expert opinions drawn up by the Federal Vocational Training Advisory Board (Bundes-Berufsausbildungsbeirat – B-BAB). Both actors may be supported by further studies and evaluations carried out by VET research institutes.

#### **Factbox: Innovation in apprentice training – Activities on “Digital Competences” and “Green Skills”**

##### **Digital Competences:**

In order to integrate digital competences into apprenticeship training, “digital competences” are being introduced into new training regulations for the respective apprenticeship occupations and new apprenticeship trainings have been established (such as “application development – coding” and “e-commerce clerk”).

### **Green Skills:**

Climate protection, sustainability, energy and resource efficiency are central topics in the development of apprenticeships. As of July 2024, the new apprenticeship "Climate Gardener" has been introduced as a pilot project to implement urban greening within the framework of environmental and climate protection. Following this model, the apprenticeship "Electrical Engineering" has also been revised to include green competencies. The apprenticeship "Automotive Engineering" will soon undergo a systematic revision.

At the beginning of the formal process of apprenticeship development, a proposal for a new occupational profile is submitted to the Federal Ministry of Economy, Energy and Tourism. The preparatory work for the development of this proposal, which is usually done within the sector, is not covered by the formal process. After an initial verification, the proposal is sent to the Federal Vocational Training Advisory Board (B-BAB). The Federal Vocational Training Advisory Board makes an initial assessment (demand, potential training companies, possible vocational school locations, clarification of the apprenticeship occupation structure) and nominates experts to the Federal Ministry of Economy, Energy and Tourism.

After positive evaluation, the Federal Ministry of Economy, Energy and Tourism arranges for up to three workshops to be held for detailed elaboration with experts nominated by the social partners and representatives of the vocational schools (the number of experts is based on expediency and availability). After verification by the Federal Ministry of Economy, Energy and Tourism, a final social partnership vote and decision is made in the Federal Vocational Training Advisory Board.

The legislative work starts and a training regulation is formulated. Like all other legal acts in Austria, the draft has to pass public review and ends with the official notice of the new training regulations. The training regulations specify the date of entry into force, after the set date the training regulation has to be applied.

<b>Preliminary phase</b>	Proposal for a new job profile
<b>First evaluation</b>	Assessment and identification of needs
<b>Elaboration</b>	Development of the job profile with experts from the occupational field of the new or to be modernised apprenticeship occupation
<b>Final vote</b>	Coordination with the social partners and the vocational school sector in the Federal Vocational Training Advisory Board
<b>Legal process</b>	General appraisal, ordinance and publication in the Federal Law Gazette

#### **Further information:**

- On behalf of the Federal Ministry of Economy, Energy and Tourism, training guidelines and other materials are produced to support training in companies, available on: <https://www.qualitaet-lehre.at/>
- This platform offers a good overview and description of apprenticeships: [www.bic.at](http://www.bic.at)

#### **2.3.4 Modularisation of apprenticeship training**

The Vocational Training Act (“Berufsausbildungsgesetz”, BAG) enables the modularisation of apprenticeship occupations. This is intended to broaden the range of training possibilities, while at the same time ensuring common basic knowledge and skills in a vocational field.

In modular apprenticeships, training is **structured in three modules**:

##### **Basic module**

The basic module aims to impart the knowledge and skills required for carrying out **basic activities** of the modular apprenticeship. It has a **minimum duration of two years**. In justified exceptional cases it can have a reduced duration of one year.

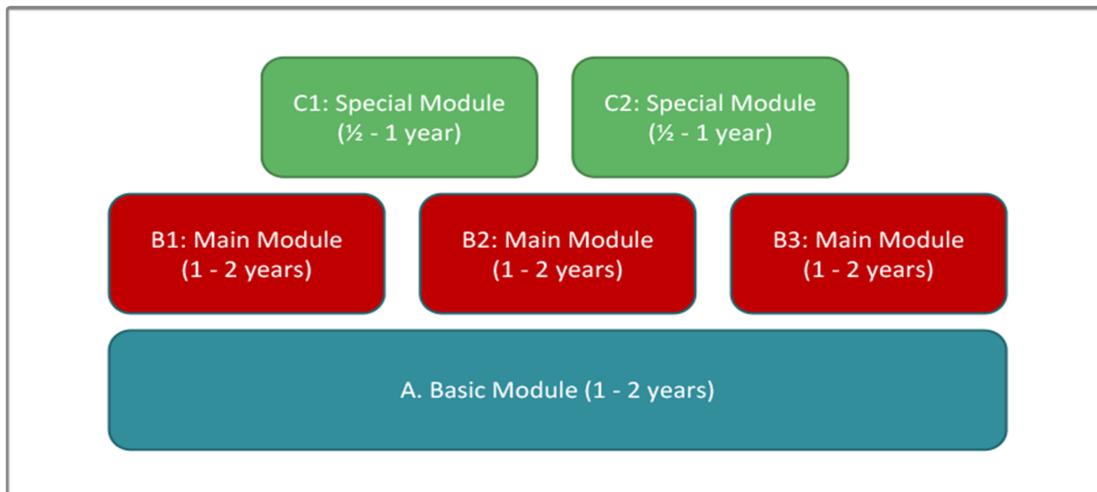
##### **Main module**

The main module comprises the knowledge and skills required for **exercising the chosen specialisation** (e.g. ventilation technology in the modular apprenticeship “Installation and Building Technology”). It has a **minimum duration of one year**. The duration of the basic and main module must be at least three years. If the basic module – as mentioned above – only takes one year, the main module must have a minimum duration of two years.

##### **Special module (optional)**

The special module aims to impart the **knowledge and skills** for special services, products or their production. It covers a training period of **half a year or a full year**.

Figure 4: Presentation of the structure of modular apprenticeships; Source: Federal Ministry of Economy, Energy and Tourism (BMWET)



### Combination possibilities

Different modules can be combined within this system:

- Every apprentice in a modular scheme must complete the basic module first and then the selected main module (**basic module + main module**) has to be completed. Afterwards, trainees may pass the final apprenticeship examination and complete the apprenticeship training.
- In addition, the training in a further main module (**basic module + 1<sup>st</sup> main module + 2<sup>nd</sup> main module**) or
- special module (**basic module + main module + special module**) can be agreed on between the training company and the apprentice.

The overall training period must not exceed the **maximum apprenticeship period of four years**.

The combination of modules has to be agreed on when concluding the apprenticeship contract – hence at the beginning of the apprenticeship period. The possible combinations of main and special modules are regulated in the training regulations for the modular apprenticeship occupations. A change or addition of a special module or a further main module is possible, whereby the apprenticeship contract must be adapted by the contractual partners.

### Benefits of modularization

The option of combining different modules in a modular apprenticeship has the advantage for companies and apprentices that the training can be designed more flexibly.

However, more flexibility is not only given in the design of the training. This “modular system” also creates more room for manoeuvre when introducing new training contents. Instead of modernising an entire apprenticeship or adapting it to the urgent qualification requirements of the economy, individual modules of existing modular apprenticeships can be exchanged, updated or added. This makes it possible to react more quickly to changing sectoral needs.

This also has the advantage that the number of apprenticeships does not increase continuously and also promotes the clarity of the apprenticeship landscape.

#### **Factbox: Examples of modernizations of occupational profiles by modularization**

- *Since 2020, a total of 75 job profiles have been modernized and/or newly created across 11 apprenticeship packages.*
- *In 2023, the modular apprenticeship “Electrical Engineering” introduced the specialised modules “Smart Home” and “Renewable Energy and E-Mobility” to address the energy transition.*
- *Additionally, the new apprenticeship „Wastewater Technology“ was established to help ensure water protection, particularly with regard to the supply of drinking water.*

**⚠ Attention:**

Not all main and special modules may be combined. For certain special modules a certain main module may be a prerequisite.

# 3 From the beginning of the apprenticeship to the apprenticeship-leave examination

## 3.1 Ways towards an apprenticeship vacancy

It is not always easy for young people to select the suitable apprenticeship occupation from 232 possibilities. Several services and initiatives have been set up to support, e.g.:

- The career guidance tool **Berufsinformationscomputer BIC (www.bic.at)** of the Economic Chambers of Austria is a digital communication and information forum, which provides comprehensive information to support young people in their decision-making process. They can determine their individual interest profile on the basis of various training and educational options proposed.
- If a young person cannot find a training company, the **Public Employment Service Austria (AMS)**, which is also responsible for the assignment of training vacancies, will provide support and vocational guidance.
- General information about apprenticeship and help while searching for available apprenticeship posts are also provided by the **Apprenticeship Offices of the Economic Chambers in the individual provinces**, which act as first instance authorities for in-company training in the dual system. The addresses of the Apprenticeship Offices in the provinces can be found in the Annex (see appendix 8.1).
- Together with the **Austrian Federal Economic Chamber, the AMS** has set up an online apprenticeship exchange ([www.ams.at/lehrstellen](http://www.ams.at/lehrstellen)), which enables young people to search for potential training companies efficiently.

## 3.2 Apprenticeship contract

The apprenticeship contract is the basis for vocational training in the dual system. Both the training company and the apprentice conclude a **written** contract. In case of underaged apprentices, a legal representative also needs to sign the apprenticeship contract. A standardised template is provided by the Apprenticeship Offices of the Economic Chambers (see chapter 4.2 or appendix 8.1) .

### 3.2.1 Recording of the apprenticeship contract

The apprenticeship contract must be submitted to the Apprenticeship Office for documentation purposes as fast as possible, at least within three weeks after the beginning of the training. **The Apprenticeship Office will then check the apprenticeship contract if all legal requirements are met.** It also recognises creditable relevant periods of vocational training. The recording of the apprenticeship contract is a prerequisite for the apprentice's later admittance to the apprenticeship-leave exam.

The apprenticeship contract must include the following:

- the name of the apprenticeship occupation in which training is conducted
- the apprenticeship period
- the beginning and end of training
- details regarding the authorised persons to train apprentices and, if applicable, the name of the initial vocational education and training trainer(s) (and training manager) responsible for the apprentice
- personal data of the apprentice
- a note concerning compulsory attendance of part-time vocational school
- any periods of training held within the framework of a training alliance with other companies or educational institutions
- the amount of the apprenticeship remuneration
- date of conclusion of the apprenticeship contract

## 3.3 Matura graduates in apprenticeship training

Apprenticeship training is also an interesting option for holders of the higher education (HE) entrance qualification (Reifeprüfung or Matura) – in particular for those who have completed an academic secondary school upper cycle level (see. chapter 1.1). For Matura graduates the following regulations apply:

**Shortened apprenticeship period:** With the agreement of the teaching company, duration of the apprenticeship can be reduced by one year for Matura graduates. For graduates of higher-level vocational education and training schools (that also end with the HE entrance qualification, see chapter 1), there may be more significant credits (even until replacement of the entire apprenticeship period), depending on the degree of overlapping contents.

**Apprenticeship remuneration:** For apprentices over the age of 18, some collective labour agreements provide an increased remuneration for apprentices.

### 3.3.1 "Dual Academy" ("Duale Akademie")

The Dual Academy is a special qualification model for the apprenticeship training of general Matura graduates and offers trainees and training companies, in a shortened training period and if possible in own vocational school classes, specialized training elements, with focus on future competences, e.g. digital applications, future-oriented project related to apprenticeship, job-related work placement abroad. After one year of professional experience following graduation, it is possible to obtain certification for the "Dual Academy Professional" ("DA Professional") qualification at NQF Level 5. As of July 2025, the following apprenticeships are available for training towards "DA Professional": Mechatronics, Metal Technology, Plastics Technology, Carpentry Technology, Electrical Engineering, Wholesale Merchant, Freight Forwarding Agent, Business Logistics, Application Development-Coding, IT Systems Engineering, Bank Clerk, Garden and Green Space Design, and Florist.

The Nationwide uniform standards for the Dual Academy are based on a directive from the Federal Ministry of Economy, Energy and Tourism (BMWET).

#### Factbox: Dual Academy (DA)

- Since the start of the first course in 2018/19 already 760 participants started the DA. 402 participants passed their apprenticeship-leave exam and 235 persons graduated with a DA-Professional (NQF Level 5) and 34 according to the BMWET guideline.
- A total of 780 Companies are actively involved as training institutions within the framework of the Dual Academy (*Source: Dual Academy Federal Office – Report for the first quarter of 2025*).
- Service and support of Companies is provided by the Dual Academy Federal Office Bureau DA.
- For more information to the DA please see:  
[www.dualeakademie.at](http://www.dualeakademie.at) (german only)

## 3.4 Apprenticeship with Matura (Berufsreifeprüfung)

With the "Matura" or "Berufsreifeprüfung" the apprenticeship also offers a good foundation for tertiary education. Since autumn 2008, the support programme "Berufsreifeprüfung: Lehre mit Matura" has enabled all apprentices in Austria to take the Berufsreifeprüfung **free of charge** and **parallel** to their apprenticeship training.

In Austria, the Berufsreifeprüfung is the entitlement to access higher education (universities, universities of applied sciences, university colleges of teacher education or post-secondary vocational education and training courses).

The Berufsreifeprüfung consists of **four partial exams**:

- German,
- Mathematics,
- Modern foreign language,
- Specialist area exam (corresponding to the apprentice's occupational area).

Within the "Apprenticeship with Matura" programme, up to **three partial exams** can already be **taken during apprenticeship training**. The last one can only be taken **after the apprenticeship-leave exam by graduates older than 19**. In four-year apprenticeships it is possible to sit the partial exam on the specialist area within the framework of the apprenticeship-leave exam.

In order to be able to complete the programme Berufsreifeprüfung free of charge within the framework of the support programme "Apprenticeship with Matura", **at least one partial exam** must be successfully taken **during the apprenticeship**. An introductory phase consisting of a potential assessment, basic courses in German, Mathematics and English as well as a counselling session prepares apprentices for entry into the "Apprenticeship with Matura" programme.

In every federal province there is at least one project partnership responsible for the registration and organisation of the preparatory courses. Access to these courses is possible in all apprenticeships **from the first year onwards**. The **courses can be attended outside working hours** or with the company's consent **during working hours**. With the apprentice's approval, the apprenticeship period can be prolonged by a maximum of 18 months for this purpose. But prolongation of the apprenticeship period is not mandatory.

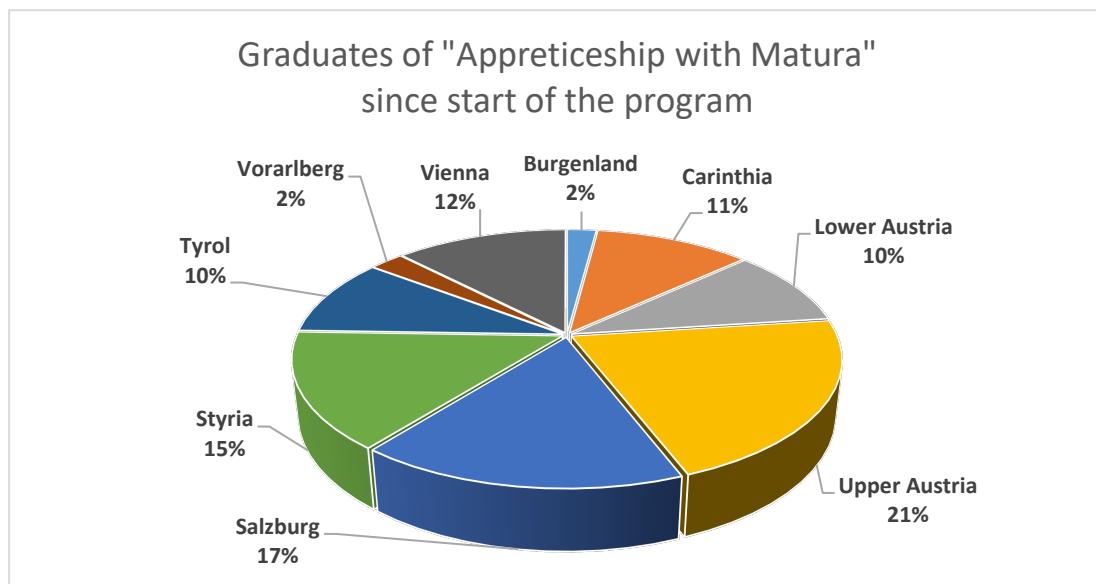
**Note:**

It is possible to take the Berufsreifeprüfung exams after completion of the apprenticeship training. In this case, however, the attendance of the preparatory courses entails costs, if there are no other educational grants available.

Since the introduction of the “Apprenticeship with Matura” programme in 2008, participant rates in the preparatory courses have more than quadrupled. Between May 1<sup>st</sup> 2024 and October 31<sup>th</sup> 2024, 11,733 apprentices actively participated in the programme. The proportion of women was just over 45%. This means that women were overrepresented in the programme "Apprenticeship with Matura" compared to their share in dual training.

So far, 14,801 apprentices have successfully completed the “Apprenticeship with Matura” program.

Figure 5: Participants in the “Apprenticeship with Matura” programme admitted since introduction by federal state (as of October 31<sup>th</sup> 2024); Source: Federal Ministry of Education (BMB), 2024



#### Further Information:

<https://www.wko.at/lehre/lehre-matura> (in German only)

### 3.5 Supra-company apprenticeship training (ÜBA)

In order to counteract youth unemployment, the Federal Government, based on proposal by the social partners, warranted a training guarantee for young people. Supra-company training (Überbetriebliche Ausbildung – ÜBA) institutions offer adolescents without an in-company apprenticeship job the possibility of an apprenticeship with a recognized final apprenticeship-leave exam.

## Prerequisites for eligibility for supra-company apprenticeship training

Supra-company apprenticeship training addresses young people who have completed compulsory education, **are registered at the Public Employment Service (AMS)** and cannot find a suitable apprenticeship job despite intense efforts or have dropped out from a company-based apprenticeship training.

## Institutions providing supra-company apprenticeship training

Apprenticeship training can be provided by training facilities, which must be organised and equipped with all necessary infrastructure that the learning outcomes specified by the competence profile can be met. **Initial vocational education and training (IVET)** institutions, which are not run by authorised apprenticeship trainers or as part of a school are obliged to apply for accreditation by the Federal Ministry of Economy, Energy and Tourism.

The Public Employment Service can commission initial vocational education and training facilities with providing supra-company apprenticeship training. In this case, it is not necessary to obtain authorisation from the Federal Ministry of Economy, Energy and Tourism.

## Equivalence of supra-company and company-based apprenticeship training

Training provided in supra-company training facilities is **equivalent to apprenticeship training in a company**, therefore the trainees are considered as apprentices. Instead of an apprenticeship contract, a training **agreement** (Ausbildungsvertrag) is concluded. Since the purpose of the training agreement is to place the apprentice into a company-based training, the agreement can be concluded for a limited period of time. It is also possible, however, to complete the entire apprenticeship period in a supra-company apprenticeship programme.

When changing from an initial vocational education and training institution to a company or vice versa, the already served training period in the same occupation is recognised. Supra-company training is also completed with the apprenticeship-leave examination.

### Factbox: Trainees in a supra-company apprenticeship training

- As of December 31<sup>st</sup> 2024, 5,701 persons were trained in a supra-company apprenticeship training program, approximately 5,4 % of all apprentices.
- If a company takes on an apprentice from an inter-company training program, it receives a bonus of EUR 1.000 per apprentice unless an AMS subsidy is paid (except for the promotion of women in apprenticeships with a low proportion of women).

### 3.6 Vocational training according to § 8b Vocational Training Act

Based on comprehensive preparatory work by the social partners, the legislator introduced the “Vocational training according to § 8b Vocational Training Act (Berufsausbildungsgesetz, BAG)” (formerly: inclusive initial vocational education and training), a flexible system for persons who are disadvantaged in the labour market due to personal disabilities. Purpose is to enable these persons to obtain vocational training and to integrate them into working life.

Vocational training in accordance with § 8b of the Vocational Training Act can be completed both in a company and in a training facility and is open to following persons:

- individuals with special educational needs
- people without or a negative certificate of compulsory school
- people with disabilities
- persons of whom it must be assumed, within the framework of a career guidance measures or due to an unsuccessful placement attempt in an apprenticeship training, that it will be most unlikely to find an apprenticeship vacancy for reasons, that are exclusively related to the individuals themselves

Inclusive vocational education and training can be offered in two forms:

- **Prolongation of the apprenticeship period:** regular training period of the apprenticeship qualification can be prolonged up to one year, in exceptional cases by up to two years.
- **Partial qualification:** Vocational education and training can be focused on parts of the competence profile of a certain occupation, i.e. not the entire qualification is obtained but a bundle of competences.

Table 1: Possibilities of initial vocational education and training pursuant to § 8b Vocational Training Act; Source: Federal Ministry of Economy, Energy and Tourism (BMWET)

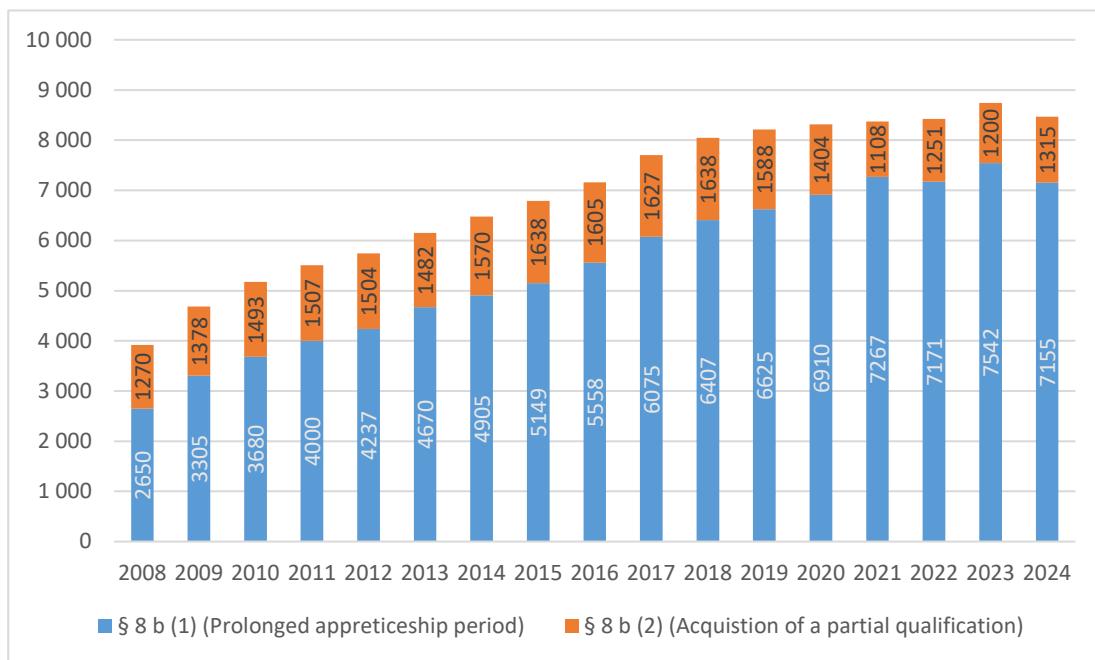
	Prolongation of apprenticeship period	Partial qualification
<b>Training</b>	Teaching of the entire competence profile of an apprenticeship	Imparting parts of the in-company curriculum
<b>Duration</b>	The regular apprenticeship period is prolonged by one, in exceptional cases by two years	One to three years
<b>Attendance of part-time vocational school</b>	Compulsory attendance of part-time vocational school	Depending on the training objectives specified in the training agreement (concluded at the beginning of the training), people are either entitled or obliged to attend part-time vocational school
<b>Final examination</b>	Apprenticeship-leave exam	Individual final exam possible

Initial vocational education and training pursuant to § 8b of the Vocational Training Act is coordinated and supported by the **Vocational Training Assistance** (Berufsausbildungssistenz, BAS). The Vocational Training Assistance's task is to specify the objectives of training, in cooperation with the training company, the apprentices and her or his legal guardian, and to support all actors involved and to mediate if difficulties occur.

#### Factbox: Development in vocational training according to § 8b Vocational Training Act

- Since its establishment in 2003, there has been a steady increase in the number of adolescents who are trained in either form of prolongation of apprenticeship period or partial qualification.
- By the end of December 2024, a total of 8,470 apprentices were in vocational training according to § 8b of the Vocational Training Act.
- 7,155 apprentices were trained in prolonged apprenticeships, 5,763 of them in companies and 1,392 in training facilities.
- 1,315 persons were trained in partial qualification, 711 of them in companies and 604 in training facilities.

Figure 6: Apprentices in a vocational education and training programme pursuant to § 8b  
 Vocational Training Act (in absolute numbers 2008 - 2024; Source: Apprentice statistics of the  
 Austrian Federal Economic Chamber 2024 (Wirtschaftskammer Österreich, WKO); Vienna 2024



Note: The figures indicate the number of all apprentices in vocational training pursuant to § 8b of the Vocational Training Act as of 31 December of the respective year.

### 3.7 Apprenticeship-leave examination

The **apprenticeship-leave exam** aims to establish whether the candidate has acquired the learning outcomes required for the respective apprenticeship occupation and is able to fulfil the activities particular to the occupation in an appropriate manner. The apprenticeship qualifications correspond to Level 4 of the National Qualifications Framework (NQF).

The apprenticeship-leave exam consists of a **practical** and a **theoretical part**. The theoretical part is waived if the candidate can prove successful completion of part-time vocational school.

#### Admittance to the apprenticeship-leave exam for:

- apprentices (in the trained or a related apprenticeship occupation) as well as
- people who have completed the stipulated apprenticeship period with credits being awarded for school-based education (schools for intermediate vocational training) or who are not obliged to complete any apprenticeship period after having graduated such an education (colleges for higher vocational training).

Even people who have **not** undergone **formal education** (apprenticeship training or school) can, according to § 23(5) of the Vocational Training Act, take the final **apprenticeship-leave examination** and thus acquire a vocational qualification. The following prerequisites must be fulfilled:

- Persons above the age of 18, and
- evidence that the knowledge and skills required for the respective apprenticeship occupation were acquired in an informal or non-formal way (e.g. by exercising a relevant semi-skilled or other practical activity of appropriate length or by attending a relevant course).
- Also the completion of at least half of the legal apprenticeship period stipulated for the respective apprenticeship occupation is accepted as evidence if there is no other possibility of entering into an apprenticeship contract for the remaining apprenticeship period.

The 2011 amendment to the Vocational Training Act has broadened **access to the apprenticeship final exam**. The respective provision legitimates Apprenticeship Offices of the Economic Chambers to determine that the practical final apprenticeship-leave examination be taken in two parts. The first part comprises identification of the candidate's already acquired qualifications while in the second part the candidate is required to prove any missing qualifications. This provision applies if candidates

- are 22 years or older and
- have, as part of higher qualification schemes, completed educational measures that have been rated as compatible by the Regional Advisory Board on Apprenticeship.

#### **Factbox: Success in the final apprenticeship examination and the labour market**

Apprentice monitoring carried out in 2017, showed that the successful termination of the apprenticeship training is directly reflected in a successful integration into the labour market (Source Apprenticeship Overview 2020; ibw 2020):

- By far the lowest level of labour market integration is found among persons who have dropped out of apprenticeship (only 36% in employment).
- Slightly better integrated into the labour market are persons who have completed their apprenticeship but have not taken the final apprenticeship examination (59% in employment).
- Labour market integration is even better for persons who have taken the final apprenticeship examination, even if they have not passed it (69% in employment).

- Successfully passing of the final apprenticeship examination leads to an even higher chance of integration in the labour market. To a lesser extent, however, the degree of successful labour market integration also depends on whether the final apprenticeship examination was simply passed or passed with honorable success or even with distinction (80–85% in employment).

### 3.7.1 The Apprenticeship Leave Exam Clearing Office

The aim of the Apprenticeship Leave Exam Clearing Office is an **Austria-wide quality assurance** for the **tasks of the apprenticeship-leave exam**. For that reason, the Clearing Office (together with vocational training experts) develops examination tasks and also standardises tasks drawn up by experts outside the Clearing Office. The exams that are “cleared” are marked with a quality seal and are available to all Apprenticeship Offices that administer the exam process.

In addition to the examination tasks, the qualification of the examiners of the apprenticeship final examination is also supported. **Guidelines** are available to **examiners** for selected occupations. In addition, there is a two-part certified examiner training course. It can be attended throughout Austria based on the curriculum of the Apprenticeship Leave Exam Clearing Office.

#### Further Information:

[www.qualitaet-lehre.at/duale-berufsbildung/qualitaetssicherung-in-der-lehre/lap-clearingstelle/](http://www.qualitaet-lehre.at/duale-berufsbildung/qualitaetssicherung-in-der-lehre/lap-clearingstelle/) (in German only)

## 3.8 Further qualifications

After successfully passing the final apprenticeship examination, graduates have various further training and qualification options open to them. These include the master craftsman's examination and the proficiency examination (“Meisterprüfung” and “Befähigungsprüfung”), through which further professional qualifications can be obtained. They also prepare them for self-employment. In addition, the new Federal Act on Higher Vocational Education and Training (HBB Act) (“Bundesgesetz über die höhere berufliche Bildung”) creates a framework for the development and awarding of advanced and further qualifications at levels 5 to 7 of the National Qualifications Framework.

Table 2: Vocational Education in Austria; Source: Federal Ministry of Economy, Energy and Tourism (BMWET)

HBB Act	Further formal qualifications (examples)	School and higher education / tertiary vocational education		Qualification level
		PhD		NQF 8
HBB: Higher technical diploma	Individual proficiency examinations	Master Professional	MA	NQF 7
HBB: Professional diploma	<ul style="list-style-type: none"> <li>Master craftsman examination</li> <li>Engineering qualification</li> <li>Dual academy</li> </ul>	Bachelor Professional	BA	NQF 6
HBB: Higher vocational qualification	<ul style="list-style-type: none"> <li>Master craftsman school</li> <li>Nursing assistant</li> </ul>	School leaving exam BHS		NQF 5
Final apprenticeship examination		BMS qualification		NQF 4
Secondary level I				

# 4 Competencies in the Dual System

The success and further development of the dual system builds on the partnership of many institutions and establishments at various levels.

## 4.1 Federal level

### Federal Ministry of Economy, Energy and Tourism (BMWET)

The company-based part of apprenticeship training is within the sphere of competences of the Ministry of Economy, Energy and Tourism. The legal basis for professional training is laid down in the **Vocational Training Act** (*Berufsausbildungsgesetz*, BAG). Based on the Vocational Training Act, there are training and examination regulations (*Ausbildungs- und Prüfungsordnungen*) for each apprenticeship occupation. These regulations are issued by the Ministry of Economy, Energy and Tourism based on expert opinions submitted by the Federal Advisory Board on Apprenticeship (*Bundesberufsausbildungsbeirat*, B-BAB).

### Federal Advisory Board on Apprenticeship (B-BAB)

This board is set up by the Ministry of Economy, Energy and Tourism upon the proposal of social partners (Austrian Federal Economic Chamber, Federal Chamber of Labour). Part-time vocational school teachers are co-opted as advisory members. B-BAB submits **statements and concepts** to the Ministry of Economy, Energy and Tourism, which need to be considered when adopting or amending regulations. Furthermore, the B-BAB compiles experts opinion reports (e.g. on modernisations of apprenticeships) on behalf of the Ministry of Economy, Energy and Tourism.

### Federal Ministry of Education (BMB)

Provisions concerning the organisation of part-time vocational schools and the cornerstones for the framework curricula are laid down in the **Federal School Organisation Act** (*Schulorganisationsgesetz*, SchOG). The Ministry for Education issues **framework curricula** for part-time vocational schools for **each apprenticeship occupation**. Half of the **salaries of teachers of part-time vocational schools** are financed from federal funds, the other half by the provinces.

#### Factbox: Vocational Training Act (Berufsausbildungsgesetz – BAG)

- legal basis for the individual apprenticeship occupations and their development
- regulates the company-based part of the apprenticeship training
- contains all the rights and duties of apprentices and persons entitled to train apprentices
- organises the final apprenticeship-leave examinations
- regulates the recognition of occupational certificates and qualifications completed abroad
- regulates the qualification of the apprenticeship trainers
- regulates the inclusive vocational education and training and supra-company apprenticeship training that takes place not in a training company but in a training institution
- defines subsidies, support services and additional offers for apprentices and training companies

## 4.2 Provincial level

### Apprenticeship Offices (Lehrlingsstellen)

Apprenticeship Offices are established at the **Economic Chambers** in every province and act as vocational training authority of first instance. They examine (jointly with representatives of the regional Chambers of Labour) the training companies' suitability to provide apprenticeship training in subject-specific and staff-related aspects and are responsible for examining and recording apprenticeship contracts. It is their task to provide wide-ranging **counselling** to apprentices and training companies in all matters concerning apprenticeship. Apprenticeship offices are supported by offices for the protection of apprentices and young people, which are established at the regional **Chambers of Labour**. Based on a proposal from the Regional Advisory Board on Apprenticeship (Landesberufsausbildungsbeirat) the head of the Apprenticeship Office appoints the **chairperson of the apprenticeship-leave examination board**. The **apprenticeship-leave exams and subsidisation schemes for training companies** are managed by the Apprenticeship Offices as well.

#### **Further information:**

Contact addresses of the Apprenticeship Offices (see section 8.1, page 54) or  
[https://www.wko.at/service/Addresses\\_and\\_Contact\\_of\\_the\\_Austrian\\_Economic\\_Chambers.html](https://www.wko.at/service/Addresses_and_Contact_of_the_Austrian_Economic_Chambers.html)

#### **Federal provinces**

The federal provinces are responsible for **constructing and equipping part-time vocational schools**. In addition, they finance half of the **salaries of teachers of part-time vocational schools**.

#### **Provincial governors and Provincial administrative courts**

At the regional level, provincial governors assisted by the respective provincial government offices are responsible for **apprenticeship training** and act as a **supervisory authority**. They decide among others on the cancellation of registered apprenticeship training contracts and appoint the members of their respective regional advisory board on apprenticeship. The provincial administrative courts decide as second instance on appeals in apprenticeship training matters, such as the withdrawal of accreditation as training company.

#### **Regional Advisory Boards on Apprenticeship (Landes-Berufsausbildungsbeiräte, L-BAB)**

In every province, one Regional Advisory Board on Apprenticeship with representatives of the social partners and the aim of providing counselling services in all issues related to VET on the regional level is established. The Board is responsible for preparing expert opinions, proposals and suggestions directly related to the apprenticeship training system in the respective province. On its proposal, chairpersons of apprenticeship-leave examination boards are appointed.

#### **Regional Educational Directorates (Bildungsdirektionen)**

The regional educational directorates are responsible for the quality assurance and adherence to the tasks within their area of responsibility as well as the implementation of the federal framework curricula.

## 4.3 Local level

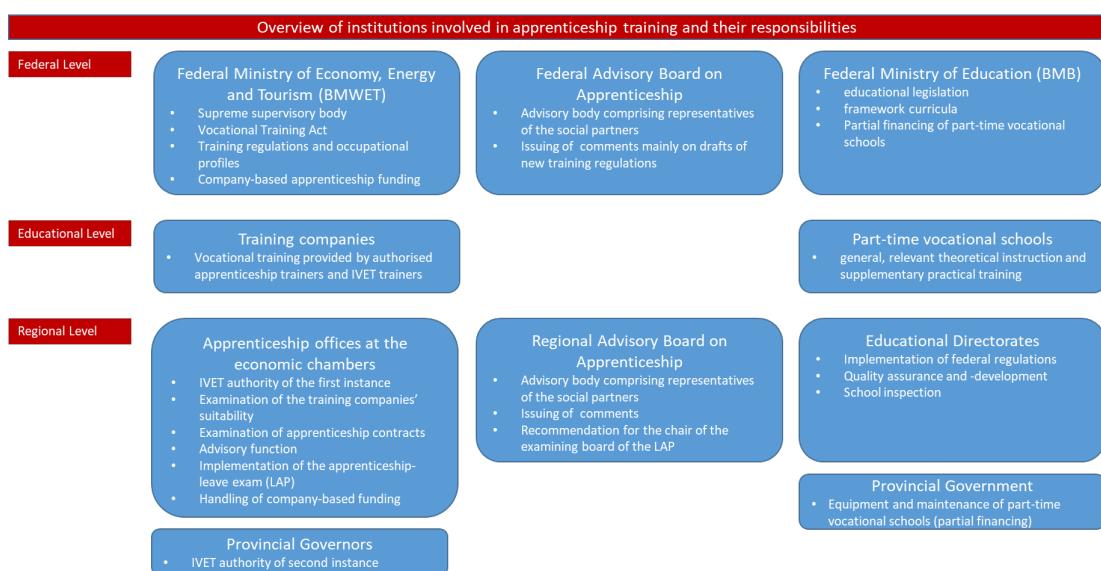
### Training companies

The **person entitled to teach** (i.e. the company owner) is responsible for the apprenticeship training. In her or his company, the apprentice is trained to become a skilled qualified employee. The apprentice is supported by the **trainers**.

### Part-time vocational school

The part-time vocational schools are **in direct contact** with the training companies. This is one of the most important prerequisites for a successful apprenticeship training.

Figure 7: Overview of institutions involved in apprenticeship training and their responsibilities; Source Federal Ministry of Economy, Energy and Tourism (BMWET)



## 4.4 Financing of apprenticeship training

The respective training company bears the costs of company-based training, whereas the costs of school-based education (part-time vocational school) are financed by public funds. **This means that the largest part of costs of dual vocational education and training is borne by companies.** The **apprenticeship remuneration (Lehrlingeinkommen)** constitutes the major part of the costs for apprenticeship training.

Its amount is determined for each individual apprenticeship occupation in collective bargaining agreements. In case that no such agreement exists, the remuneration is agreed upon individually and stipulated in the apprenticeship contract. The remuneration increases with every year of apprenticeship. In the last year of apprenticeship training, it totals an approximate average of 80% of the corresponding skilled qualified employee wage.

This must be seen, however, against the fact that in the course of their training, apprentices contribute to the training companies' productivity through their **productive work** and that their share in productive work increases with every year of apprenticeship.

In 2016 social security contributions (health care, work related accident insurance, pension insurance, unemployment insurance) were facilitated:

- **Health insurance contribution:** The health insurance contribution accrues from the first until the last year of apprenticeship. The contribution rate is 3.35% throughout the entire apprenticeship. The apprentice has to carry 1.67% and the employer 1.68%.
- **Accident insurance contribution:** For apprentices, no accident insurance contribution needs to be paid. Nevertheless, the apprentice is accident insured.
- **Pension insurance contribution:** The contribution rate for the pension insurance for apprentices doesn't differ to the general rate and is 22.80% during the entire apprenticeship period, whereas the apprentice bears 10.25% and the employer 12.55%. The pension insurance contribution of an apprentice starts with the first day of the apprenticeship.
- **Unemployment insurance contribution:** The unemployment insurance contribution accrues from the first to the last year of apprenticeship. The contribution rate is 2.40% during the entire apprenticeship period (1.20% for each employee and employer).

In addition, a large number of **subsidisation options** exist for apprenticeship training (cf 5.1).

The costs for equipping part-time vocational schools with machinery, equipment and teaching material are borne by the federal provinces. The federal government and the respective province share costs for the teaching staff equally.

Table 3: Comparison of public expenditures on initial vocational training per apprentice or student (202/2023; Source: Apprenticeship Overview 2023–2024 (Bericht zur Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2023–2024), Vienna 2024

<b>Facts: Annual public expenditures for initial VET per apprentice or student (2022/2023)</b>		
<b>Initial Vocational Education and Training (VET) Option</b>	<b>Annual detailed costs per person per training place</b>	<b>Total annual public expenditures per person per training place</b>
Apprenticeship (dual vocational education and training)	Part-time vocational school € 5,733,- Company-based apprenticeship funding according to §19c Vocational Training Act (cf. 5.1) € 1,955,-	€ 7,688,-
Supra-company apprenticeship training on behalf of Public Employment Service (AMS) (according to § 30b Vocational Training Act, BAG) (cf. 17)	Part-time vocational school: € 5,733,- Costs for Public Employment Service: € 15,919,- Funding of Federal Provinces (+8.71%): € 1,387,-	€ 23,039,-
Schools for intermediate vocational education and colleges for higher vocational education	€ 11,947,-	€ 11,947,-

# 5 Subsidisation options and quality assurance in the dual system

## 5.1 Funding for training companies

There are numerous public subsidisations for apprentices and training companies. The different options of the company-based apprenticeship funding (Betriebliche Lehrstellenförderung) are regulated in two guidelines:

- Guideline acc. § 19c para. 1 digit 1-7 Vocational Training Act (Berufsausbildungsgesetz, BAG) and
- Guideline acc. § 19c para. 1 digit 8 Vocational Training Act (Berufsausbildungsgesetz, BAG).

### 5.1.1 Basic subsidy (Basisförderung)

The training company can apply for a basic subsidy by the end of every year of apprenticeship. The aim of the basic subsidy is to support the company to cover the costs for remuneration, social security contribution that arise for companies during their apprentices' schooling periods. The amount of the subsidy depends on the year of training and on the remuneration paid. Based on the respective collective agreement the subsidy for apprentices is:

- for apprentices in the 1<sup>st</sup> year of training companies receive three gross apprenticeship remunerations (pursuant to the respective collective agreement),
- for apprentices in the 2<sup>nd</sup> year they receive two,
- for those in the 3<sup>rd</sup> and 4<sup>th</sup> year one,
- in case the apprenticeship period is 3.5 years, companies receive half of the remuneration in the last (half) year of training.

In case of credits awarded for apprenticeship periods and in case of reductions of apprenticeship periods, the basic subsidy will be calculated on aliquot basis.

### 5.1.2 Quality-oriented and system related subsidisation options

- training measures that go beyond the job profile (e.g. obligatory or voluntary training alliance measures, job-specific additional competences for apprentices, preparatory courses for the apprenticeship-leave examination)
- measures for apprentices with learning difficulties (e.g. remedial courses in German, mathematics and living foreign language)

- internships abroad including related language courses for apprentices
- support for costs for boarding school during a visit of a vocational school
- support for professional development measures of initial vocational education trainers
- contribution to apprentices who passed the apprenticeship-leave exam “with distinction” or “good pass”

### 5.1.3 Project funding and benefits

- projects to support equal access for women and men to the different apprenticeships
- projects to support integration into the dual system as well as supra-regional placement to an apprenticeship vacancy
- projects to support quality management and innovation in company-based training

In order to increase participation in apprenticeship training and raise the chance of a successful completion (i.e. reduce or prevent drop-outs) advisory, mentoring and support services are promoted. These include e.g.:

- coaching and counselling for apprentices as well as training companies
- the provision of training guides for apprenticeships
- ensuring the quality of the apprenticeship-leave exam by setting up a Clearing Office

The funding for the promotion of apprenticeships in companies comes from labour market policy funds, which are provided on the basis of Section 14 of the Labour Market Policy Financing Act (AMPFG).

#### Further Information (in German only)

Guidelines for the company based apprenticeship funding:

**Fehler! Linkreferenz ungültig.**[www.bmwet.gv.at](http://www.bmwet.gv.at) --> Lehre und Berufsausbildung --> Lehrlingsausbildung --> Duales System --> Lehre fördern

Company based apprenticeship funding:

<https://www.wko.at/lehre/foerderungen-lehre?shorturl=lehre-foerdernat>

Project funding: (“Projektfoerderung-Lehre – WKO.at”):

<https://www.wko.at/pages/projektfoerderung-lehre/start>

Quality-related activities/measures: [www.qualitaet-lehre.at](http://www.qualitaet-lehre.at)

## 5.2 Subsidisation by Public Employment Service (AMS)

Subsidies are available for the following:

- young women in apprenticeship occupations with a low share of women
- disadvantaged adolescents in the labour market
- young people with special educational needs and
- persons who are above 18 years, by the time they start with the apprenticeship training, and whose difficulties finding employment, due the lack of professional qualifications can be solved by means of an apprenticeship (these also include holders of the certificate of secondary education from academic secondary school).

**Further Information (in German only):**

**[www.ams.at](http://www.ams.at) -> Service für Unternehmen -> Förderungen**

## 5.3 Quality management in apprenticeship

As part of the quality management of apprenticeship, personal data is collected and evaluated in order to identify sectors or apprenticeship occupations with high drop-out rates, particularly at regional level. The data basis is formed by all persons who have regularly ended their apprenticeship contract in the evaluation year and have not concluded another apprenticeship contract by the end of the following year.

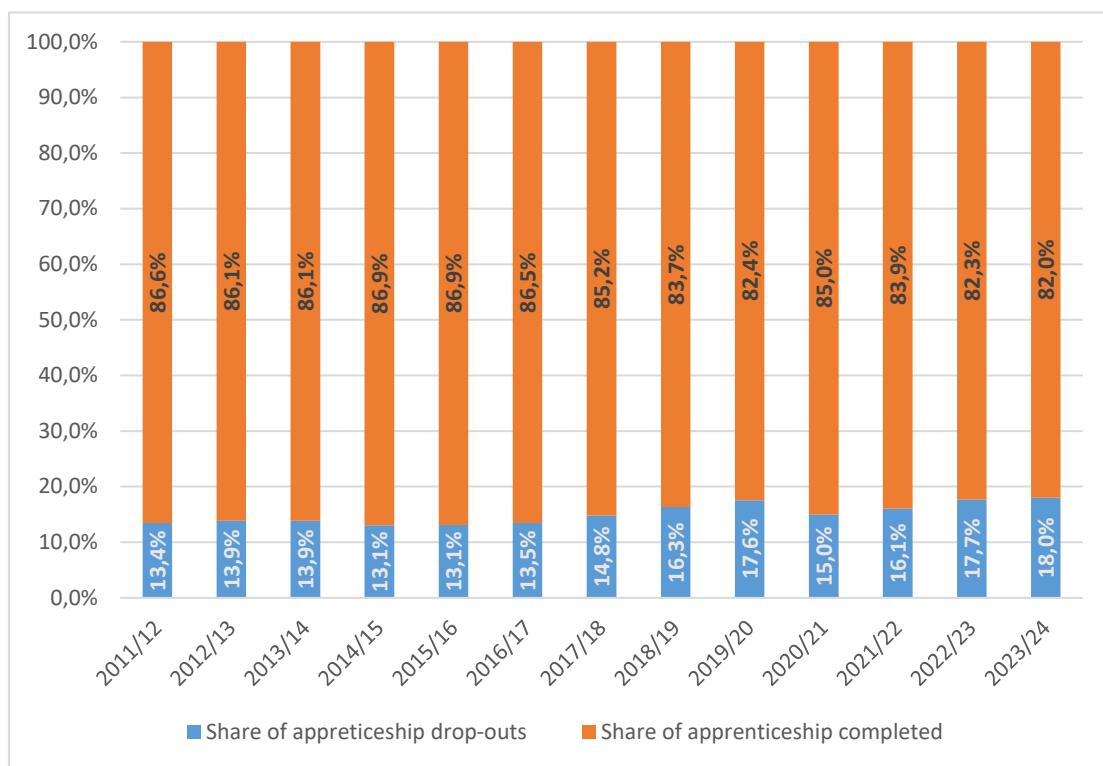
The aim of the quality management process is to ensure that a higher proportion of young people complete their apprenticeship training and then have a positive final apprenticeship-leave examination without lowering the level of the examinations.

### Evaluation for 2023/2024

In 2024, 35,557 apprentices (including supra-company apprenticeship training) have completed their apprenticeship period. Of these, 20.1% had not concluded a subsequent apprenticeship contract by the end of 2024 and had not passed a final apprenticeship-leave examination. These persons are considered as apprenticeship drop-outs (drop-out quota). Of the remaining 28,427 apprentices, 87.4% have passed the final apprenticeship-leave examination by the end of 2024.

Figure 8: Development of drop-out rates and graduation rates between 2011 and 2024.

Source: Annual Report Quality Management Apprenticeship 2023/2024, Austrian Economic Chamber (Wirtschaftskammer Österreich, WKO) 2024



**Further informationen (in German only):**

**[www.wko.at -> Bildung und Lehre -> Lehrlingsausbildung -> Daten zum QML](http://www.wko.at -> Bildung und Lehre -> Lehrlingsausbildung -> Daten zum QML)**

# 6 Apprenticeship training in an European and international context

In order to remain competitive in the international economic arena, highly trained skilled employees are required. In the European Union it is increasingly recognised that apprenticeship training does make a key contribution. Due to high youth unemployment rates in many EU member states, the Austrian apprenticeship training system is considered a best-practice model. However, this form of training, based on a high commitment of companies and social partners in system governance can only be found in few countries in Europe.

Policy measures taken by the Ministry of Economy, Energy and Tourism aim to preserve and to further develop this specific strengths of Austria:

- securing the value of the apprenticeship training system,
- promoting lifelong learning, which encompasses formal, non-formal and informal learning,
- ensuring **mobility** and **transparency** as well as **recognising vocational qualifications** acquired by Austrian citizens abroad; this goal is intended to be achieved, in particular, by the recent classification of apprenticeship-leave certificates at Level 4 in the National Qualifications Framework (NQF) and the European Qualifications Framework (EQF) respectively,
- participation in **European exchange programmes**, in particular Erasmus plus for apprentices, skilled employees and trainers,
- further promoting mobility by implementing the EU recommendation on a credit transfer system for vocational education and training (ECVET),
- intensifying **research on vocational education, training and qualifications**, especially directed towards appropriate and future-oriented occupational profiles (competences relevant to the economy and labour market),
- promoting close cooperation between the various regions in Europe with the aim of providing sufficient training possibilities and an adequate training infrastructure,
- including the **European dimension** in initial vocational education and training (IVET), thereby fostering the ability to communicate and understand different ways of life.

## 6.1 Bilateral cooperation – training agreements

Austria and the **Federal Republic of Germany** have signed an **agreement on cooperation** in the field of vocational education and training and the mutual . Based on this agreement, approximately 270 Austrian vocational education and training qualifications (apprenticeship-leave exams and school-based certificates) correspond to some 350 German final certificates and apprenticeship diplomas. An equivalence of 26 Austrian master craftsperson's certificate with as many German qualifications has also been achieved.

Besides Germany, Austria has also concluded a bilateral agreement with **Hungary** regarding the recognition of occupational certificates and qualifications. So far, mutual recognition has been agreed upon for 23 qualifications.

An agreement between the autonomous **Province of Bolzano (Italy)** and Austria on the mutual recognition of apprenticeship-leave examinations is in force too. It applies to 130 apprenticeship-leave exams and 32 master craftsperson's certificates.

## 6.2 International cooperation – VET-transfer projects

The dual system is internationally regarded as a “best practice” model for teaching economic and labour market skills. To support the further development of the vocational education and training (VET) systems in the individual countries, several Austrian institutions are involved in international VET transfer projects. This concerns:

- work programmes in the field of VET in the context of mixed economic commissions,
- implementation of bilateral VET transfer projects,
- European cooperation with the European Commission and institutions.

In addition, the Federal Ministry of Economy, Energy and Tourism is also involved in the overarching educational cooperation for the establishment of the **“Western Balkans Alliance for Work-Based Learning”** as a joint work platform of the chambers of commerce (Wirtschaftskammernetzwerk) and education authorities (ERI SEE) of the Western Balkans with an office in Trieste (CIFF network). The expert conference on dual education in the Western Balkan countries as part of the Berlin Process held in Vienna in 2016 started this initiative.

The aim of this platform is to develop opportunities to increase the labour market relevance of VET, foster labour mobility in the region and develop common occupational profiles in the region.

Further there are cooperations with other States based on Memorandums of Understanding (MoU), e.g. with the US, Indonesia and Thailand, to support and develop dual vocational training. Within the framework of this cooperation, dual training shall be continuously developed in the respective cooperation country.

**Further Information:**

To support bilateral VET-transfer projects, the online information portal [www.bibb.de/en/apprenticeshiptoolbox.php](http://www.bibb.de/en/apprenticeshiptoolbox.php) was set up in cooperation with the European Commission and European countries with dual training systems (Denmark, Germany, Liechtenstein, Austria and Switzerland).

# 7 Facts & figures

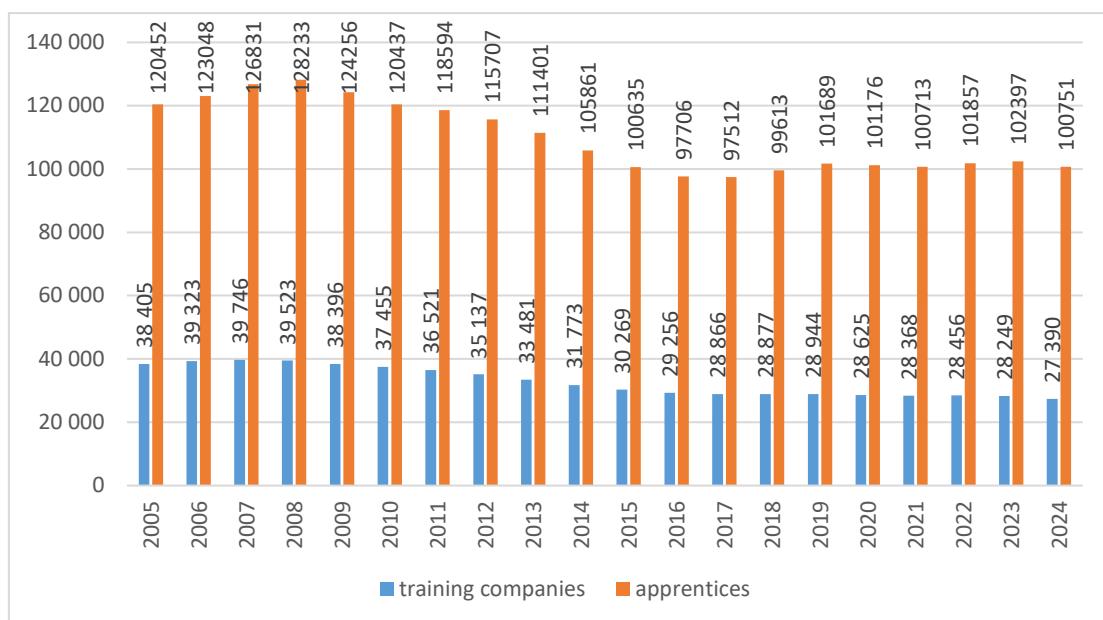
In all sectors, new and modernised competence profiles ensure that the **attractiveness of apprenticeship training** for young people is enhanced and the **companies' willingness to train** is maintained.

## 7.1 Development of the number of apprentices and training companies

At the end of December 2024, a total of 106,452 apprentices were in training in Austria, 100,751 of them were trained in companies and 5,701 in supra-company training facilities.

As of December 31<sup>st</sup> 2024, 27,472 training companies (including 82 supra-company training facilities) were training apprentices. Thus, there were approximately 3.8 apprentices per training company.

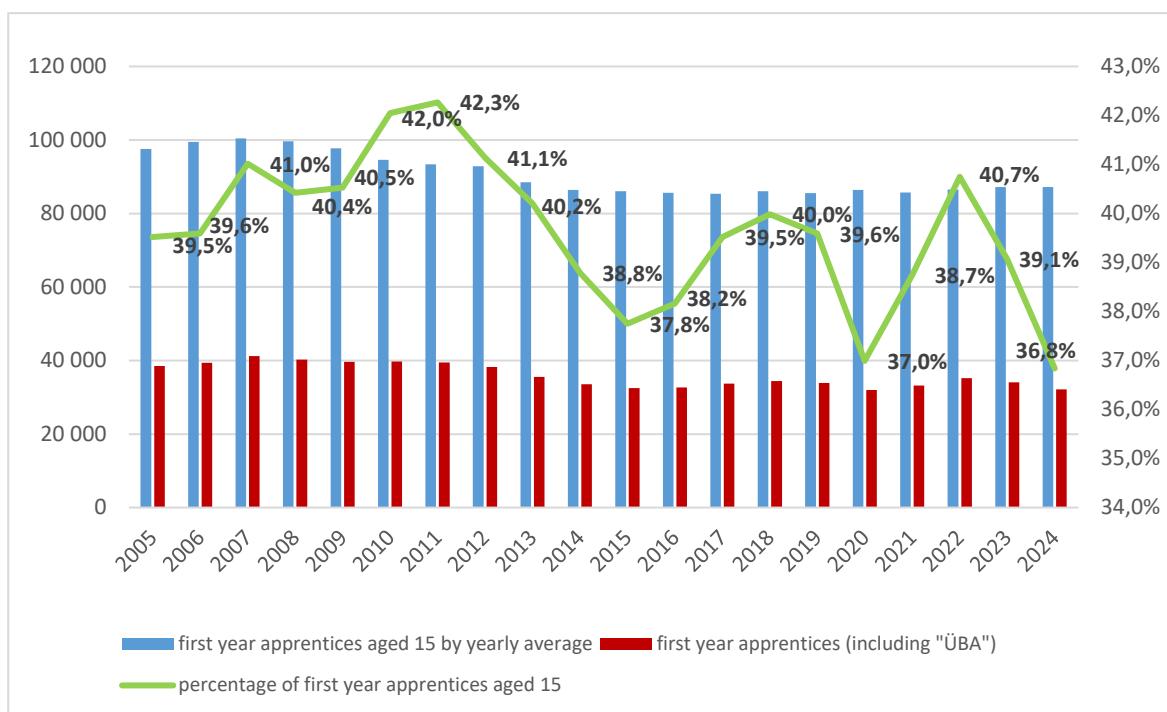
Figure 9: Development of training companies and apprentices (excluding supra-company training) in Austria since 2005; Source: Apprenticeship statistics 2024 of the Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO); Vienna 2024



### 7.1.1 Apprentice figures and demographic development

Demographic trends have a significant impact on apprentice numbers. Between 2007 (when the number of 15-year-olds in Austria peaked) and 2024, the number of 15-year-olds fell by around 13%, while the total number of apprentices (all apprenticeship years) fell by around 18% over the same period. Another factor is companies' expectations of economic development, especially since training companies see their commitment to apprenticeships as an investment decision with a view to building up future skilled personnel within the company. This correlation is particularly evident in times of economic hardship, such as during the COVID crisis in 2020. The proportion of new apprentices (apprentices in their first year of training) among 15-year-olds was 36.8% in 2024. The decline in the years from 2022 onwards, when there were catch-up effects after the coronavirus crisis, is mainly due to the economic downturn. Overall, however, there is still a reasonably constant level of interest among young people in apprenticeship training.

Figure 10: Demographic change and number of apprentices in the 1st year of apprenticeship; Source: Apprenticeship statistics 2024 of the Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO); Vienna 2024



### 7.1.2 Number of apprentices in occupational fields

New economic trends and technological developments have a direct impact on the demand for well-educated apprentices of the business environment. Therefore a continuous modernisation of apprenticeship qualifications is necessary.

There was strong growth between 2020 and 2024 in the occupational group 'Health/Medicine/Care', which is attributable to the introduction of the apprenticeships 'Care Assistant' and 'Nursing Assistant' in September 2023. There was also strong growth between 2020 and 2024 in the apprenticeship groups 'IT/EDP/communication technology' (+19.1%) and 'arts/crafts' (16.9%). The sharpest decline was in the apprenticeship group 'Fashion/Textiles/Leather' (-27.6%).

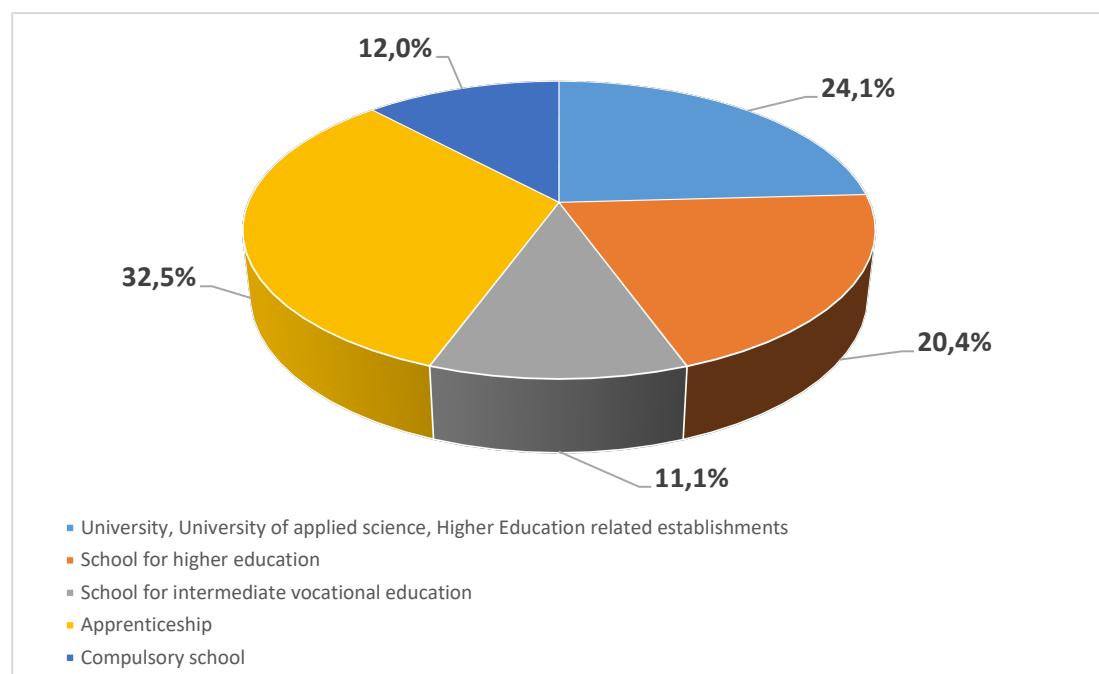
Table 4: Number of apprentices in occupational fields; Source: Apprenticeship statistics 2024 of the Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO); Vienna 2024 and Federal Ministry of Economy, Energie and Tourism (BMWET) calculations

sector of professional trainig	Absolute Value 2024			Growth total 2020 - 2024
	male	female	total	
Construction / Architecture / Building-technology	11 610	1 296	<b>12 906</b>	-7.1%
Office / Commercial / Finance	7 220	11 754	<b>18 974</b>	-10.5%
Chemistry / Plastic	988	658	<b>1 646</b>	-9.2%
Media / Printing / Design	394	442	<b>836</b>	-14.5%
Electrical engineering / electronics	10 096	913	<b>11 009</b>	6.7%
Tourism / Hospitality / Hotellery	3 620	3 713	<b>7 333</b>	-9.5%
Leisure industry / sports	181	103	<b>284</b>	-1.0%
Health / Medicine / Nursing	634	3 558	<b>4 192</b>	50.3%
Wood / paper / glass / ceramics	4 256	693	<b>4 949</b>	-6.7%
Computer Science / EDP / Communication				
Technology	5 786	905	<b>6 691</b>	19.1%
Body care / beauty	439	2 726	<b>3 165</b>	-23.6%
Culture / Language / Society	14	52	<b>66</b>	-1.5%
Art / crafts	64	88	<b>152</b>	16.9%
Food and stimulants / nutrition	961	1 156	<b>2 117</b>	-10.5%
Machinery / vehicles / metal	22 541	2 450	<b>24 991</b>	0.5%
Fashion / Textile / Leather	48	141	<b>189</b>	-27.6%
Agriculture and forestry / animals / plants	444	781	<b>1 225</b>	2.3%
Transport / traffic / warehouseing	1 728	974	<b>2 702</b>	11.0%
Law / Security / Administration	604	2 115	<b>2 719</b>	15.8%
Environment / Energy / Raw materials	263	43	<b>306</b>	0.3%
<b>Total</b>	<b>71 891</b>	<b>34 561</b>	<b>106 452</b>	<b>-1.8%</b>

## 7.2 Formal qualification structure of the economically active population

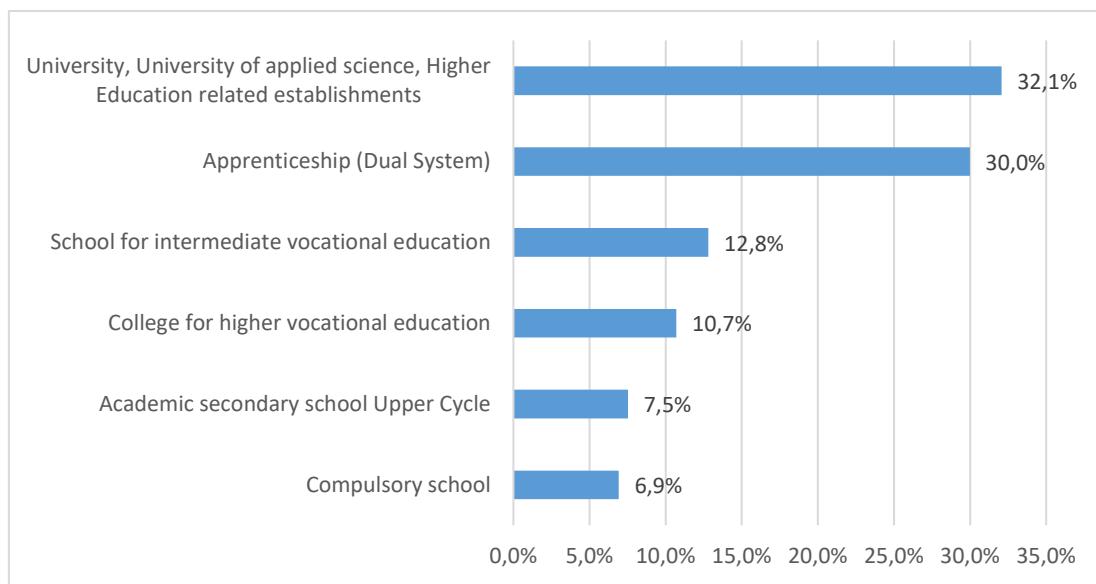
Apprenticeship training is a highly valued vocational education and training (VET) pathway. In 2024, about **33% of all employed persons** in Austria had an apprenticeship diploma as the highest education attainment.

Figure 11: Distribution of employed persons in Austria in 2024 according to the highest educational attainment; Source: Statistics Austria: Microcensus Labour Force Survey, Vienna 2024



Moreover, apprenticeship is the most important qualification of self-employed people in Austria. Almost one third of all self-employed persons in Austria in 2020 hold an apprenticeship certificate as the highest completed qualification. However, the proportion of apprenticeship graduates among the self-employed is higher overall, as some graduates of secondary schools and universities have previously completed an apprenticeship or have completed one in addition to their studies.

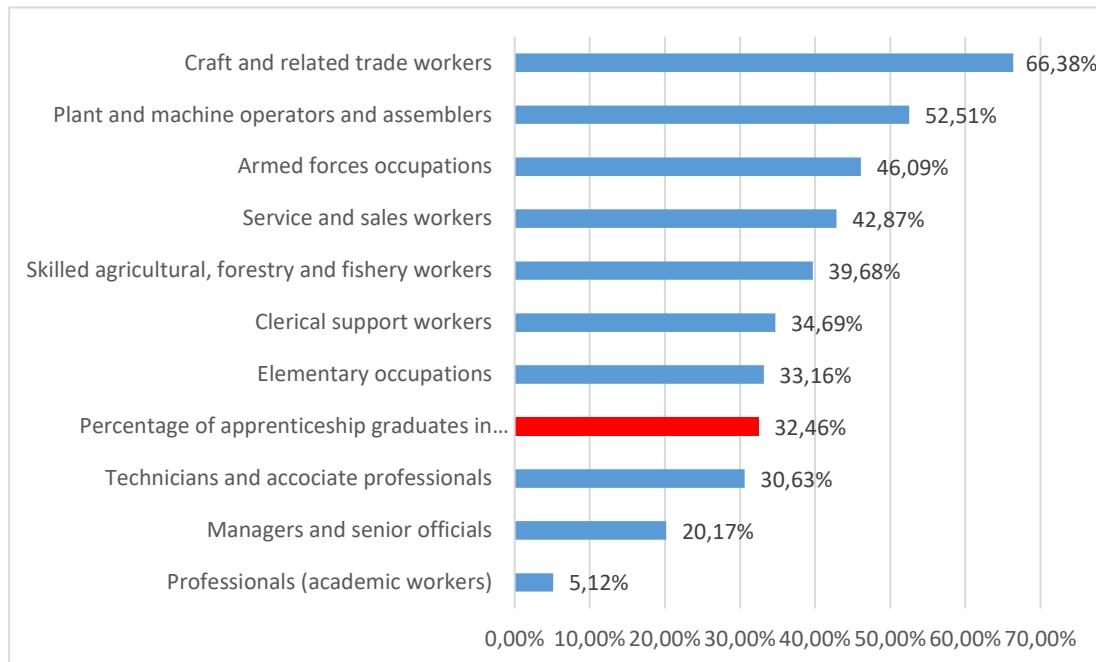
Figure 12: Self-employed persons according to the highest educational attainment; Source: Statistics Austria: Microcensus Labour Force Survey 2024, Vienna 2024



### 7.2.1 Occupational status of apprenticeship graduates

The apprenticeship graduates' occupational status and professional activities show that they are a very important group of the **skilled labour force** of the Austrian economy. The highest share of apprenticeship graduates in 2020 can be identified in the **occupational group "craft and related trade workers"** (66.4%). Among "managers and senior official", the share of people with an apprenticeship diploma as their highest qualification is 20.2%. The occupational group of "technicians and equivalent non-technical occupations" has a share of apprenticeship graduates of 30.6% compared to "office staff and comparable occupations 34.7%".

Figure 13: Share of apprenticeship graduates among the working population according to ISCO main occupational groups\*; Source: Statistics Austria: Microcensus Labour Force Survey 2024, Vienna 2024

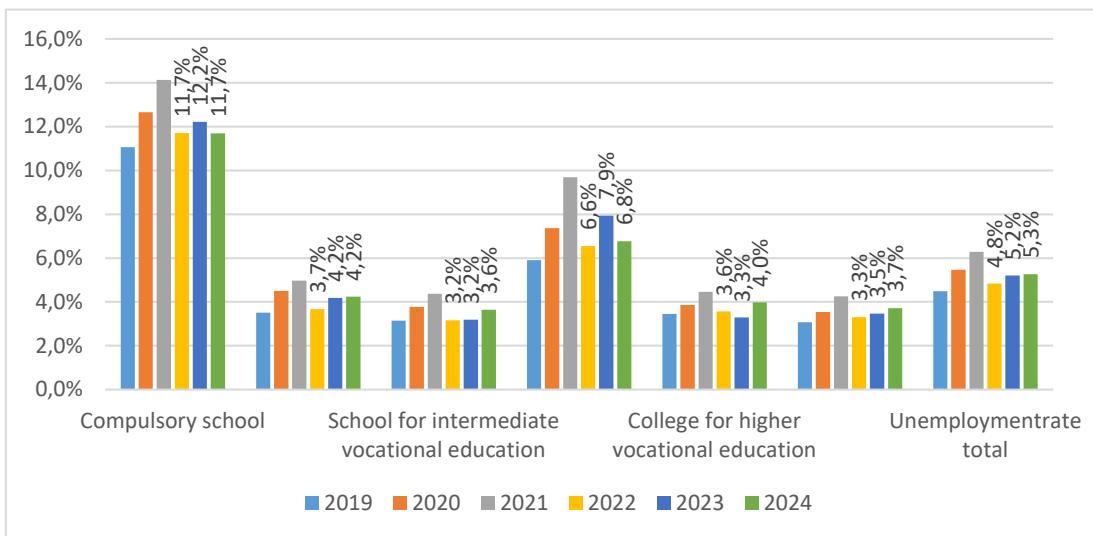


\* Note: ISCO stands for "International Standard Classification of Occupations" and is an internationally valid classification scheme for groups of occupations.

## 7.3 Success on the labour market

In 2024, the **unemployment rate** according to the international definition of **apprenticeship graduates** amounted to **4.2%**. This is clearly below the average of all people registered as job-seekers (5.3%).

Figure 14: Unemployment rate according to the Labour Force concept (ILO) by highest educational attainment; Source: Statistics Austria: Microcensus Labour Force Survey 2024, Vienna 2024



## 7.4 The most popular apprenticeship occupations

There is a wide spectrum of apprenticeship occupations in Austria, ranging from those, which are rich in tradition to modern high-tech occupations (see also chapter Apprenticeship occupations on page 13). When it comes to young people's choice of occupation, however, it becomes apparent that the many opportunities are only used to a limited extent. As shown by the Apprenticeship Statistics of the Austrian Federal Economic Chamber (WKO) by the 31<sup>st</sup> December 2024, **33% of all female apprentices** and **35.6% of all male apprentices** are trained in three very popular apprenticeships respectively.

Table 5: The ten popular apprenticeship occupations among young women (last update 31.12.2024); Source: Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO), Apprenticeship Statistics 2024, Vienna 2024

apprenticeship occupation	Female apprentices	Total share of female apprentices in %
1. Retail trade overall	5 984	17.3%
2. Office assistant	3 422	9.9%
3. Hairdresser (stylist)	2 000	5.8%
4. Administrative assistant	1 670	4.8%
5. Pharmaceutical trade assistance	1 507	4.4%
6. Metal technology	1 122	3.2%
7. Hotel and restaurant trade assistant	965	2.8%
8. Cook	942	2.7%
9. Confectioner (sugar baker)	853	2.5%
10. Restaurant specialist	782	2.3%
<b>Sum "TOP-10"</b>	<b>19 247</b>	<b>55.7%</b>
Total female apprentices	34 545	100%

Table 6: The ten popular apprenticeship occupations among young men (last update 31.12.2024); Source: Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO), Apprenticeship Statistics 2024, Vienna 2024

apprenticeship occupation	Male apprentices	Total share of male apprentices in %
1. Electrical engineering	9 367	13.0%
2. Metal technology	8 760	12.2%
3. Motor vehicle engineering	7 497	10.4%
4. Retail trade overall	4 712	6.6%
5. Installation and building technology	4 125	5.7%
6. Mechatronics	3 040	4.2%
7. Joinery	2 163	3.0%
8. Information Technology	1 997	2.8%
9. Cook	1 920	2.7%
10. Carpentry	1 849	2.6%
<b>Sum "TOP-10"</b>	<b>45 430</b>	<b>63,2%</b>
Total male apprentices	71 891	100%

# 8 Annex

## 8.1 Contact information of the Apprenticeship Offices

Province	Contact
Apprenticeship office of the economic chamber of Burgenland Robert-Graf-Platz 1 7000 Eisenstadt	<b>Phone:</b> +43 5 90 907-5510 <b>E-mail:</b> <a href="mailto:lehrlingsstelle@wkbgl.at">lehrlingsstelle@wkbgl.at</a> <b>Web:</b> <a href="https://www.wko.at/lehre/lehrlingsstellen-wirtschaftskammern">https://www.wko.at/lehre/lehrlingsstellen-wirtschaftskammern</a>
Apprenticeship office of the economic chamber of Carinthia Koschutastraße 3 9020 Klagenfurt	<b>Phone:</b> +43 5 90 904 868 <b>E-mail:</b> <a href="mailto:lehrlingsstelle@wkk.or.at">lehrlingsstelle@wkk.or.at</a> <b>Web:</b> <a href="https://www.wko.at/ktn/lehrlingsstelle">https://www.wko.at/ktn/lehrlingsstelle</a>
Apprenticeship office of the economic chamber of Lower Austria Wirtschaftskammer-Platz 1 3100 St. Pölten	<b>Phone:</b> +43 2742 851 17900 <b>E-mail:</b> <a href="mailto:lehrlingsstelle@wknoe.at">lehrlingsstelle@wknoe.at</a> <b>Web:</b> <a href="https://www.wko.at/noe/bildung">https://www.wko.at/noe/bildung</a>
Apprenticeship office of the economic chamber of Upper Austria Wiener Straße 150 4021 Linz	<b>Phone:</b> +43 5-90909-2000 <b>E-mail:</b> <a href="mailto:lehrvertrag@wkoee.at">lehrvertrag@wkoee.at</a> <b>Web:</b> <a href="https://www.wko.at/lehre/lehrlingsstellen-wirtschaftskammern">https://www.wko.at/lehre/lehrlingsstellen-wirtschaftskammern</a>
Apprenticeship office of the economic chamber of Salzburg Julius-Raab-Platz 2 5027 Salzburg	<b>Phone:</b> +43 662 88 88 431 <b>E-mail:</b> <a href="mailto:lehrlingsstelle@wks.at">lehrlingsstelle@wks.at</a> <b>Web:</b> <a href="https://www.wko.at/sbg">https://www.wko.at/sbg</a>
Apprenticeship office of the economic chamber of Styria Körblergasse 111-113, 8010 Graz	<b>Phone:</b> +43 316 601 545 <b>E-mail:</b> <a href="mailto:lehrlingsstelle@wkstmk.at">lehrlingsstelle@wkstmk.at</a> <b>Web:</b> <a href="https://wko.at/stmk/lehrlingsstelle/">https://wko.at/stmk/lehrlingsstelle/</a>
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## 8.2 Further Information

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## 8.3 List of figures

Figure 1: The Austrian education system; Source: ibw, Vienna 2020 .....	2
Figure 2: Distribution of pupils in school level 10 (school year 2023/2024); Source: Statistik Austria, Schulstatistik .....	4
Figure 3: Distribution of training time in the company and the vocational school; Source: Federal Ministry of Economy, Energy and Tourism (BMWET) .....	6
Figure 4: Presentation of the structure of modular apprenticeships; Source: Federal Ministry of Economy, Energy and Tourism (BMWET) .....	19
Figure 5: Participants in the “Apprenticeship with Matura” programme admitted since introduction by federal state (as of October 31 <sup>th</sup> 2024); Source: Federal Ministry of Education (BMB), 2024.....	25
Figure 6: Apprentices in a vocational education and training programme pursuant to § 8b Vocational Training Act (in absolute numbers 2008 - 2024; Source: Apprentice statistics of the Austrian Federal Economic Chamber 2024 (Wirtschaftskammer Österreich, WKO); Vienna 2024 .....	29
Figure 7: Overview of institutions involved in apprenticeship training and their responsibilities; Source Federal Ministry of Economy, Energy and Tourism (BMWET)....	36
Figure 8: Development of drop-out rates and graduation rates between 2011 and 2024. Source: Annual Report Quality Management Apprenticeship 2023/2024, Austrian Economic Chamber (Wirtschaftskammer Österreich, WKO) 2024....	42
Figure 10: Demographic change and number of apprentices in the 1st year of apprenticeship; Source: Apprenticeship statistics 2024 of the Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO); Vienna 2024 .....	47
Figure 11: Distribution of employed persons in Austria in 2024 according to the highest educational attainment; Source: Statistics Austria: Microcensus Labour Force Survey, Vienna 2024.....	49
Figure 12: Self-employed persons according to the highest educational attainment; Source: Statistics Austria: Microcensus Labour Force Survey 2024, Vienna 2024.....	50
Figure 13: Share of apprenticeship graduates among the working population according to ISCO main occupational groups*; Source: Statistics Austria: Microcensus Labour Force Survey 2024, Vienna 2024 .....	51
Figure 14: Unemployment rate according to the Labour Force concept (ILO) by highest educational attainment; Source: Statistics Austria: Microcensus Labour Force Survey 2024, Vienna 2024 .....	52

## 8.4 List of tables

Table 1: Possibilities of initial vocational education and training pursuant to § 8b Vocational Training Act; Source: Federal Ministry of Economy, Energy and Tourism (BMWET) .....	28
Table 2: Vocational Education in Austria; Source: Federal Ministry of Economy, Energy and Tourism (BMWET) .....	32
Table 3: Comparison of public expenditures on initial vocational training per apprentice or student (202/2023; Source: Apprenticeship Overview 2023–2024 (Bericht zur Jugendbeschäftigung und Lehrlingsausbildung in Österreich 2023–2024), Vienna 2024.....	38
Table 4: Number of apprentices in occupational fields; Source: Apprenticeship statistics 2024 of the Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO); Vienna 2024 and Federal Ministry of Economy, Energie and Tourism (BMWET) calculations .....	48
Table 5: The ten popular apprenticeship occupations among young women (last update 31.12.2024); Source: Austrian Federal Economic Chamber (Wirtschaftskammer Österreich,WKO), Apprenticeship Statistics 2024, Vienna 2024 .....	53
Table 6: The ten popular apprenticeship occupations among young men (last update 31.12.2024); Source: Austrian Federal Economic Chamber (Wirtschaftskammer Österreich, WKO), Apprenticeship Statistics 2024, Vienna 2024 .....	53