

# Training supervisors to support apprentices and training companies

POLICY DEVELOPMENT

STRATEGY/ACTION PLAN

 AUSTRIA

## Timeline

2019 Design

2020 Pilot

2021 Pilot

2022 Pilot

2023 Pilot

2024 Pilot

2025 Pilot

ID number 29900

## Background

Many young people in training need continuing support, guidance and assistance. Dual training poses a special structural challenge due to the existence of two learning locations (company and vocational school). As experience shows in supra-company vocational training or in integrative forms of vocational training (such as partial qualification or extended apprenticeship), the training institutions or a so-called vocational training assistant try to take on the task of continuous coaching of apprentices and companies. They also accompany the learning progress in the vocational schools. The need for design options for such support structures has not yet been examined in regular apprenticeship training.

Although there is a range of different support structures depending on the sectors and region, in-company apprenticeship training has so far lacked comprehensive, continuous and coordinated support for apprentices to ensure progress in training and thus avoid early dropout from training.

For this reason, the social partner institutions of employers and employees (Economic Chamber, Chamber of Labour, trade unions) have suggested investigating how apprentices and companies can be supported in carrying out their training, in addition to the existing model of coaching and counselling for apprentices and companies.

## Objectives

The aim of the project is to develop a concept for support structures that focuses on all actors and places of learning in apprenticeship training (company, vocational school, apprentices), quickly recognises training-related and non-apprenticeship problems and contributes to this prematurely through neutral advice and continues support during training to prevent dropout.

## Description

At the suggestion of the social partners, the Ministry of Digital and Economic Affairs (BMDW) commissioned a study in 2018 to evaluate existing support structures in

apprenticeship training and develop a concept for comprehensive and consistent support for apprentices and training companies throughout the entire training period.

As part of the preliminary study – carried out by ibw and öibf between 2018 and 2019 – the training supervisors scenario was developed, which will subsequently be tested in Vienna as part of a pilot for apprenticeships in the profession of painter. The training supervisors scenario takes an existing support structure in integrative vocational training as a model. In this model, disadvantaged young people and companies that accept such young people as apprentices are supported by vocational training assistants.

The role of the training supervisors will be broader and includes all training companies and apprentices with a special focus on professions and industries that have a high proportion of dropouts from apprenticeship training and a high proportion of non-appearances for the final exam. Their task is to maintain a regular exchange with apprentices, their companies, the trainers and the teachers in the vocational school about the progress of the training and possible barriers to successfully completing the apprenticeship. If necessary, they should provide advice, support and coaching. The role of the training supervisor is that of neutral observer and advisor as well as a mediator on other issues/problems (housing problems, health promotion, addiction problems, financial emergencies, debt counselling, violence prevention, etc.). Overall, training supervisors are in charge of the following:

- (a) continual recording of existing support structures. Outreach contacts to all companies in the selected industry in a region;
- (b) determination of the persons entrusted with the training (training managers, trainers, vocational school teachers);
- (c) registration of all upright apprenticeships;
- (d) clarification of the training situation in the recorded apprenticeship training relationships;
- (e) identification of potential problems in the apprenticeship training relationship;
- (f) regular clarification of the training progress with a special focus on apprenticeship training relationships in problem situations;
- (g) neutral advice to the people involved in the training to develop proposals for solutions to problems together with all those involved (including the apprentices);
- (h) contacting and arranging support structures (coaching, counselling for apprentices and companies, counselling and support facilities, training obligation until the age of 18);
- (i) set up coordination of activities with a steering group.

### 2019 Design

In 2019, a first accompanying study was completed in the course of which a concept for the training supervisor was developed. On the basis of this concept, a pilot project was tendered for the year 2020 in the federal province of Vienna.

### 2020 Pilot

In 2020, the KUS network for education, social affairs, sports and culture (Kultur- und Sportverein der Wiener Berufsschulen) which is a non-profit organisation in the field of supporting and training of young people, was commissioned to carry out a pilot project for apprentices in the painters and house painters profession in Vienna.

The pilot project is based on the work/training assistance light concept, which was developed in 2019 and was renamed, by the responsible funding committee, training supervisors. The concept draws on an existing support structure in the area of integrative vocational training (extended apprenticeship period or partial qualification). Disadvantaged young people and companies who decide to take these young people into an apprenticeship are offered vocational training assistants, whose task is to prepare both contractual partners for the apprenticeship relationship and its special challenges, and to accompany them in the process of training. These assistants also take over the contact with the vocational schools and are, therefore, networked with all actors.

For the work/training assistant light, a significantly more extensive supervisory ratio (1:100) is assumed. Ideally, this support structure should be used for larger regions in a job or sector-centred manner. The task of the work/training assistant light would be to have a regular exchange on the progress of training within the selected region and industry with all apprentices who have a valid apprenticeship relationship, their training companies, trainers and the contact persons in the vocational school to remove the barriers to successful completion of the apprenticeship and, if necessary, provide advice, support and coaching. The role of the work/training assistant light is that of neutral observer and advisor. Financing can be provided through the apprenticeship funding.

### 2021 Pilot

In 2021, the project was still in the pilot phase. The Vienna Economic Chamber, the painters' specialist committee, the vocational school for wood, sound, paint, varnish, the Vienna Chamber of Labour, the trade union Bau-Holz and the Vienna Education Directorate act as cooperation partners of the KUS, which was commissioned to carry out the implementation. Overall, the KUS is currently cooperating with eight specialist companies as partner companies. The training supervisors act as contact persons for apprentices and companies and offer information and support on all questions relating to apprenticeships (including apprenticeship coaching, tutoring for vocational school, preparation for the final apprenticeship exam, interfaces to Viennese apprenticeship companies and the apprenticeship exchange of the Vienna Public Employment Service, subsidies for Viennese apprenticeship companies and a hotline for apprentices).

A project website has been set up where apprentices and training companies can find relevant information about the project and contact details.

### 2022 Pilot

In 2022, the pilot project was further implemented and continued for the profession of painter and coating technology. The KUS cooperated with 12 partner companies in 2022. In October, the training support team was awarded the Anton Benya Prize 2022. Every two years, this award honours individuals, projects, and training companies that have made a significant contribution to skilled work.

### 2023 Pilot

In 2023, the pilot project was continued for the profession of painter and coating technology and now includes 28 partner companies.

### 2024 Pilot

In 2024, the pilot project has been continued and continues to offer regular preparation courses for the final apprenticeship examination.

### 2025 Pilot

In 2025, the pilot project has been continued and continues to offer regular preparation courses for the final apprenticeship examination. It includes 28 partner companies.

An extension of the pilot phase to other apprenticeship professions is not currently foreseeable.

## Bodies responsible

- Federal Ministry of Digital and Economic Affairs (BMDW) (until 2022)
- Federal Ministry of Labour and Economy (BMAW) (until 2025)
- Federal Ministry of Economy, Energy and Tourism (BMWET)

## Target group

### Learners

Learners in upper secondary, including apprentices  
Learners at risk of early leaving or/and early leavers  
Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

### Entities providing VET

Companies  
VET providers (all kinds)

## Thematic categories

### Modernising VET offer and delivery

Reinforcing work-based learning, including apprenticeships

### Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

## Subsystem

IVET

## Further reading

[Training supervision Vienna - project website](#)

## Related policy developments

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**2025 Implementation**

### Training Obligation Act - training up to the age of 18

The legislation introducing a training obligation until the age of 18 was approved by parliament in 2016 and came into force in the summer of 2017.

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#### Type of development

Regulation/Legislation

#### Subsystem

IVET

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**2025 Implementation**

### Promoting VET's social agenda and quality development

Since 2016, the Austrian Economic Chamber, on behalf of the Federal Ministry of Digital and

Economic Affairs (BMDW), has funded up to 100% of the costs of projects supporting quality, gender equality and social integration in apprenticeships:

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET

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**2025 Implementation**

## Coaching and counselling for apprentices and companies

Coaching and counselling for apprentices and companies (in particular the apprenticeship trainers) has been mainstreamed across Austria since October 2015. These services were evaluated in a 2018-19 pilot project. In particular, guidance and counselling can be divided as follows:

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**Type of development**

Practical  
measure/Initiative

**Subsystem**

IVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/29900>