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Optimising Cooperation between Part-time Vocational Schools and Company-based Training

Surveys and Analyses of Pedagogical Aspects to Improve the Quality of Initial Vocational Education and Training



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Optimising Cooperation between Part-time Vocational Schools and Company-based Training

Surveys and Analyses of Pedagogical Aspects to Improve the Quality of Initial Vocational Education and Training

The study was compiled on behalf of the Federal Ministry for Education, Science and Culture by the Institute for Research on Qualification and Training of the Austrian Economy

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Vienna, January 2006

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Summary

In November 2005, the *ibw* (Institute for Research on Qualification and Training of the Austrian Economy) conducted a written survey among training enterprises and part-time vocational schools for apprentices regarding their contacts, mutual information and cooperation in the interest of quality assurance in dual training (the apprenticeship training system).

Six large apprenticeship occupations and all nine Austrian provinces were covered. Approximately 760 questionnaires were returned by the training enterprises (return rate: >40 percent) and about 640 questionnaires by the part-time vocational schools (return rate: >60 percent).

90 percent of training enterprises are satisfied with the occupation-related theoretical subjects, nearly as many with the occupation-related practice taught at part-time vocational school.

Satisfaction of training enterprises with part-time vocational school is clearly most pronounced with regard to occupation-related theory and practice. These services provided by the schools are also considered “very important” by far most frequently.

Also classes with relevance for the apprenticeship-leave examination are rated as “very important” by more than 50 percent of responding entrepreneurs, satisfaction with these subjects is expressed even considerably more often.

The difference between their assessment of importance and satisfaction strikes as most positive with regard to the expansion of general education (improvement of knowledge and skills from compulsory school). Here, the companies’ satisfaction is significantly more pronounced than their appraisal of the importance of these services.

Their satisfaction is by far least pronounced with regard to special support provided to apprentices with learning difficulties, where also their assessment of the importance of these measures is relatively weak.

TABLE 1:

Viewpoint of training enterprises: Importance and satisfaction regarding services provided by part-time vocational school, in %

Part-time vocational school services	Percentage: Very important	Percentage: Satisfied*	Difference
Provision of occupation-related theory	73	91	18
Provision of occupation-related practical contents needed in the company	73	85	12
Preparation for the apprenticeship-leave exam	55	79	24
Specific offers for particularly gifted apprentices	49	60	11
Support classes for apprentices with learning difficulties	45	47	2
Expansion of general education, improvement of knowledge and skills from compulsory school	32	65	33

* “Very satisfied” and “Satisfied”

Source: *ibw* training enterprise survey, November 2005

Confirmation of underlying hypothesis: Information and contacts between part-time vocational school and training enterprises guarantee training quality

The underlying hypothesis, which was that information and contacts between the two places of learning (training enterprise and part-time vocational school) are important elements for quality development and quality assurance in dual training, was confirmed by empirical evidence.

- Among enterprises that feel very well informed by part-time vocational schools, 53 percent are “very satisfied” with occupation-related theory imparted to their apprentices, whereas among enterprises that feel poorly informed this share is at merely 2 percent.
- Among enterprises that feel very well informed by part-time vocational schools, 48 percent are “very satisfied” with occupation-related practice taught to their apprentices, whereas among enterprises that feel poorly informed this share is at merely 5 percent.

TABLE 2:

Satisfaction with occupation-related theory taught at part-time vocational school, broken down by degree of satisfaction with information provided by part-time vocational school (n=650), in %

Satisfaction with occupation-related theory taught at part-time vocational school	With the “information provided to the training enterprise by part-time vocational school” ...				Total
	Very satisfied	Satisfied	Rather dissatisfied	Very dissatisfied	
Very satisfied	53	21	10	2	18
Satisfied	47	75	78	73	74
Rather dissatisfied	0	4	12	25	8
Very dissatisfied	0	0	0	0	0
Total	100	100	100	100	100
Absolute	n= 55	n=319	n=266	n=63	n=758

Source: ibw training enterprise survey, November 2005

The satisfaction with the organisation of learning times at part-time vocational school does not come close to the enterprises’ high rate of satisfaction with occupation-related subjects. One quarter of the training enterprises expressed their dissatisfaction with the timetables (among companies with fewer than five employees, this share was 44 percent).

Reasons and functions of information exchanges: Company size as a determinant of communication

In functional respect, two types of information exchanges between part-time vocational school and training enterprise may basically be distinguished between:

- Firstly, talks about the performance or behaviour of the young people,
- secondly, subject-related exchanges between part-time vocational school teachers and experts in the sector of industry concerned.

Regarding both activities, company size is the major variable of distinction between training enterprises. In micro-enterprises, the transfer of information is occasioned most

frequently at the initiative of part-time vocational school, whereas in enterprises with 100 or more employees, the initiative to communicate about the apprentices frequently comes from sides. Experts at larger training enterprises are an additional major factor influencing subject-related knowledge transfer between the world of business and part-time vocational school.

TABLE 3:

Informational activities of training enterprises and part-time vocational school
Survey among training enterprises, in %
Tabulated values: “very often” and “sometimes”

<i>Number of employees at company</i>	Vocational school teachers get in touch with enterprises in case of problems with an apprentice	Training enterprise asks vocational school for information about the apprentices' performance	Experts at training enterprise maintain subject-specific contacts and exchange with vocational school teachers
Below 5 (n=47)	41	38	16
5 to 20 (n=232)	37	41	17
21 to 99 (n=262)	47	42	19
100 and more (n=216)	64	68	41
Total (n=758)	49	49	24

Source: ibw training enterprise survey, November 2005

More than half of the training enterprises feel well informed by part-time vocational school, slightly less than half “rather not”. As could be expected, the share of those who wish to be provided with still more information by part-time vocational school is relatively low among the well-informed, with 20 percent. By contrast, clearly more than half of those companies which have so far had little contact or feel not so well informed express the wish for more information from the part of part-time vocational school. Among those which are currently “very poorly informed” this share is 90 percent in both cases.

Personal contacts between trainers/teachers and company-oriented CVET for part-time vocational school teachers are key variables that guarantee quality

The majority of part-time vocational school teachers express their interest in subject-related feedback on learning at school level. information provided by the companies, more company-oriented CVET, as well as frequent suggestions by training enterprises. 52 percent fully agree with the statement “Information provided by training enterprises is important to my work because it makes classroom instruction more topical”, another 39 percent rather agree with this statement. The sentence “I wish I had more contacts and excursions to companies” finds agreement with 84 percent.

These findings reveal starting points for quality-assuring measures which basically aim to meet two objectives at the same time:

- To establish and maintain personal contacts of key stakeholders in the dual training system and
- to update subject-oriented teacher qualifications and skills via company-oriented CVET measures.

The survey shows that there are already good examples from practice for these activities (work placements, invitations to events and training programmes at companies, etc.).

TABLE 4:

Interest in information provided by companies among part-time vocational school teachers, in %

Statements	<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Information provided by training enterprises is important to my work because it makes classroom instruction more topical	52	39	8	1
I wish I had more contacts and excursions to companies in the sector	40	44	14	2

Source: ibw part-time vocational school survey, November 2005

Apprenticeship occupation-specific differences in experience of part-time vocational school teachers with training enterprises

Nearly 30 percent of the representatives of part-time vocational schools work at schools which “cooperate closely with training enterprises”, 44 percent of them at schools where this statement applies to a certain degree; contacts are perceived as less close and positive according to the experience of the remaining 27 percent of interviewees from part-time vocational school. There are marked differences between apprenticeship occupations, they manifest themselves also in other indicators.

TABLE 5:

Our part-time vocational school cooperates closely with some training enterprises, in %

Trained apprenticeship occupation	<i>Fully agree</i>	<i>Rather agree</i>	<i>Disagree</i>
Motor vehicle engineering	35	43	22
Machine engineering technology	34	46	21
Office assistant	31	44	25
Electrical installations engineering	25	48	28
Cook	17	48	35
Bricklayer (mason)	16	47	38
Total	29	44	27

Source: ibw part-time vocational school survey, November 2005

Head teachers of part-time vocational school as points of contact to training enterprises and regional offices of the economic chambers

Within the part-time vocational schools, a division of work between subject teachers and head teachers regarding contacts with the training enterprises and the representative bodies of the economic chambers in the provinces (Apprenticeship Offices and specialised organisations) can be observed. Even though part-time vocational school teachers frequently state to have contacts, this proportion is markedly higher among head teachers.

Conclusions

The survey among training enterprises has proved empirically the following: The more information is exchanged and the more contacts exist between training enterprises and part-time vocational schools, the higher is the satisfaction among “accepting institutions” in the dual training system with subject-related / occupation-specific teaching. This trend is enhanced by the fact that 90 percent of those that feel they have so far not received sufficient information express the wish for more information.

An amazing 85 to 90 percent of the training enterprises are satisfied with occupation-related theory provided at part-time vocational school. But there is also the wish for more information (expressed by part of training enterprises), the wish for more interest by training enterprises in part-time vocational school, and more subject-related information provided by companies (part-time vocational school).

In principle it must be assumed that the training enterprises and part-time vocational schools belong to different “learning cultures”. Therefore, the survey results must take into account both perspectives in order to meet with acceptance.

How can sufficient information and contacts between the two “partners” in the dual training system be guaranteed?

1. Continuous “cultivation of relationships” at the institutional level of part-time vocational school (school inspectorate, head teachers) and the Federal Economic Chamber (Apprenticeship Offices and specialised organisations).
2. Establishment of personal contacts and relations at the level of authorised apprenticeship trainers and part-time vocational school teachers as the basis of communication. For this, e.g. interesting (also informal) evening events or other activities (award ceremonies on the occasion of apprenticeship competitions, Open Door Days at school, regular meetings of master craftspersons, etc.).
3. The micro-enterprises need mediators for cooperation with part-time vocational school. Many part-time vocational schools talk about e.g. good contacts with the sectoral subunits of the employers’ organisations.
4. Instruments to ensure a timely exchange of information in case young people have problems: student booklets (with information about their school performance, behaviour, training contents, etc.), regular phone calls, half-yearly information may be useful tools if the “relationship between the two training partners” is well established.
5. Deepening of contacts and subject-specific CVET measures by means of a long-term cooperation (both partners are able to introduce something); also here we find some good examples, such as working groups, the joint organisation of apprenticeship competitions, and participation in European VET and CVET programmes.
6. The part-time vocational school teachers need to regularly update their subject-specific skills and qualifications. The survey has shown some relevant good examples (such as invitations to a *three-day work placement* for a professional caterer [system gastronomy expert]).

TABLE 6:

Experiences made with training enterprises from the viewpoint of part-time vocational school*, in %

Statements	Vocational school teachers (n=576)	Vocational school head teachers (n=74)	Difference: in percent
I have very good contacts with training enterprises: I get their support whenever I need it	58	86	28
I get sufficient support from the training enterprises if I try	79	90	11
Our part-time vocational school cooperates closely with some training enterprises	71	82	11

* Answer categories "Fully agree" and "Rather agree"

Source: ibw part-time vocational school survey, November 2005

TABLE 7:

Contacts to institutions that have some responsibility for the quality of apprenticeship training, in %

<i>"Very often" or "sometimes" contacts with the following institutions</i>	Vocational school teachers (n=576)	Vocational school head teachers (n=74)	Difference
Apprenticeship Office of the economic chambers	23	75	52
Specialised organisations of the economic chambers (sectoral subunit, occupational association, steering committee)	25	63	39
Chamber of Workers and Employees	20	55	35
Training enterprises	84	96	12
Trade union	20	23	3

Source: ibw part-time vocational school survey, November 2005

OVERVIEW 1:

Allocation of *examples of good cooperation* with a training enterprise as named by part-time vocational school teachers and head teachers¹

Types of cooperation	Number of replies
Company projects or project partnerships by training enterprises and part-time vocational schools with involvement of other training providers	71
“Real-life encounters” with the economy: sector-specific know-how transfer to school (excursions, trips, experiential days, etc.)	34
Support by training enterprises (tangible and intangible)	32
Cooperation in measures for students (apprenticeship competitions, Leonardo da Vinci exchange programmes, preparation for the apprenticeship-leave exam, etc.)	26
Regular/coordinated information about the young person’s development (e.g. student booklet, joint visiting day for parents) as well as about the training situation	21
Events-related information and coordination of a joint procedure in case of difficulties with part-time vocational school students/apprentices	17
Regular contact fora of IVET trainers in training enterprises and/or part-time vocational schools (e.g. working groups, IVET trainer jour fixes, quality circles, cooperation schemes between different places of learning)	24
Cooperation with sectoral subunits of the employers’ organisations and specialised organisations in the sector and with the social partners	13
Coordination meetings between part-time vocational schools and training enterprises regarding learning contents and training quality	12
Total number of replies	280

Longer-term or repeated cooperation with focus on a broad range of contents

Apprentice in the focus

Subject- and occupation-specific coordination in the focus

Source: ibw survey November 2005

¹ The question was as follows: “Finally, can you please name an example of good cooperation with a training enterprise or make a related suggestion? If yes, please give short answers in keywords!”

OVERVIEW 2:

Allocation of *suggestions for good cooperation* with a training enterprise as named by part-time vocational school teachers and head teachers

Types of cooperation	Number of replies
Regular/coordinated information about the young person's development (e.g. student booklet, joint visiting day for parents) as well as about the training situation	36
Events-related information and coordination of a joint procedure in case of difficulties with part-time vocational school students/apprentices	6
Cooperation in measures for students (apprenticeship competitions, Leonardo da Vinci exchange programmes, preparation for the apprenticeship-leave exam, etc.)	4
"Real-life encounters" with the economy: sector-specific know-how transfer to school (excursions, trips, experiential days, etc.)	33
<i>I would like the training enterprises to show more interest, initiative and interaction (e.g. regular visits by the training enterprises to programmes)</i>	31
Support by training enterprises (tangible and intangible)	10
Coordination meetings between part-time vocational schools and training enterprises regarding learning contents and training quality	22
Regular contact fora of IVET trainers in training enterprises and/or part-time vocational schools (e.g. working groups, IVET trainer jour fixes, quality circles, cooperation schemes between different places of learning)	7
Cooperation with sectoral subunits of the employers' organisations and specialised organisations in the sector and with the social partners	6
Total number of replies	172

	<i>Longer-term or repeated cooperation</i> with focus on a broad range of contents
	<i>Apprentice</i> in the focus
	<i>Subject- and occupation-specific coordination</i> in the focus

Source: ibw survey November 2005

OVERVIEW 3:

Improvement requirements from the viewpoint of training enterprises

Allocation of critical comments and suggestions made by training enterprises regarding cooperation with part-time vocational school²

Aspects of improvement requirements (multiple answers were possible!)	In % of survey participants
Curriculum, practice-orientation, quality of occupation-specific subjects, occupation-specific contents, teaching methods and orientation of part-time vocational school, boarding school	6
Organisation of timetable of part-time vocational school subjects	5
Information behaviour of part-time vocational school, suggestions for improved communication between part-time vocational school and training enterprises	5
The part-time vocational school students' basic education and attitude – pedagogical suggestions towards improved personal development	3
Criticism of teacher qualification (subject-related and pedagogical), teaching quality and teaching methods	3
More business-oriented CVET offers for part-time vocational school teachers	2
Differentiation at part-time vocational school level, learning for specific groups – criticism and suggestions	1
Number of survey participants who expressed critical comments (excl. multiple entries)	20

Source: ibw training enterprise survey, November 2005 (n= 758)

² The question was as follows:

”If there is anything else you would like to tell us on the topic of vocational schools, please make your comments in short sentences or keywords (e.g. example of good cooperation, suggestions, criticism of school-based instruction, examples of deficits etc.)!”

In all, this open question was answered by 179 training enterprises, of which 154 made critical remarks. Taking into account multiple replies, a total of 213 themes were mentioned (criticism and praise).

Overview 4:

Examples of good cooperation of part-time vocational school with a training enterprise as named by school inspection³

Specific examples named by the school inspection
Good cooperation with the following sectoral subunits of the employers' organisations: ▪ Motor vehicle engineering ▪ Joiners ▪ Bakers ▪ Painters
Vocational School St. Veit - Fieberwerk MAHLE Bleiburg; Coordination for the project "apprenticeship training and the certificate of secondary education"; Spar-Akademie Spittal: coordination of curricula, lectures by companies held at part-time vocational school
Numerous good personal contacts between IVET teachers and trainers (primarily industrial enterprises)
Cooperation scheme of places of learning – Vocational School Linz 6: Learning partners (enterprises / part-time vocational school) organise regular meetings (2 to 3 times a year) at part-time vocational school or enterprises; Store area Ried 2: The steering committee of interior decorators furnishes the store area at its own expense and also regularly pays for new equipment
Trade group conferences e.g. mechatronics at part-time vocational school; Apprentice competitions
Leonardo da Vinci projects; Training programme for SAP, <i>Berufsreifepprüfung</i> (BRP, an exam and certificate providing university access for skilled workers) for apprentices of the Municipality of Vienna → Vocational School for Occupations in Administration; Dental technicians: Seminars – apprentices-teachers-dental technology enterprises, meetings
Joint events (apprenticeship competitions); Cooperation in projects
Tyrol Vocational School for Electrical Engineering, Communications and Electronic Engineering: Appraisal of curricula and syllabi by training enterprises in periodical intervals (already conducted two times)

Source: ibw survey November 2005

³ The question was as follows: "Finally, can you please name an example of good cooperation with a training enterprise or make a related suggestion? If yes, please answer in short sentences or keywords!"

Overview 5:

Suggestions for good cooperation of part-time vocational school with a training enterprise as named by school inspection⁴

Specific examples named by the school inspection

Coordination of syllabus contents in the specialist fields between training enterprises and part-time vocational school;
Coordination talks about workshop equipment

Companies should show interest in part-time vocational school not only when they want them to reduce IVET time but also when they want to discuss contents.
Visits by companies at Open Door Days organised by part-time vocational schools are important

Cooperation meeting every two years with obligatory attendance of all teachers;
Conferences held at sites of training enterprises;
Portfolio (documentation of learning and training);
Bridge syllabus

Closer cooperation regarding the BRP;
coordination of training contents => many possibilities

Information flows primarily from part-time vocational school to the training enterprises; the training enterprises seek contact only upon request if they encounter problems. This would change if the companies showed more concern for school processes and became active by themselves.

Source: ibw survey November 2005

⁴ The question was as follows: “Finally, can you please name an example of good cooperation with a training enterprise or make a related suggestion? If yes, please answer in short sentences or keywords!”

INTRODUCTION

Objective and Context of the Study

The mission of part-time vocational school within the dual IVET system⁵ consists in providing supplementary subject-related and occupation-specific training as well as in expanding the young people's general education. IVET in the apprenticeship system is based on two supplementary pillars: on the one hand on the training regulations (occupational profiles and activity descriptions) of the respective apprenticeship occupation, which are prepared by experts nominated by the social partners in the form of expert opinions and subsequently adopted by the Federal Ministry of Economics and Labour, on the other on part-time vocational school curricula, which are developed by the Federal Ministry for Education, Science and Culture in accordance with the occupational profile and the specific tasks of part-time vocational school.

The output of apprenticeship training is safeguarded in the form of exams held in front of a committee. The examination board comprises experts in the respective occupation who have been nominated by the social partners. During training, and also as an accompanying measure, a variety of quality assurance measures are in place. They comprises the work of the Apprenticeship Offices of the Federal Economic Chamber and of the Offices for the Protection of Apprentices and Minors of the regional chambers of labour, school inspection in the provinces, the organisation of CVET programmes for part-time vocational school teachers, and the training of IVET trainers in the companies. As accompanying measures, competitions for apprentices/part-time vocational school students are held at regional and national levels and prizes are awarded to outstanding training enterprises, which attracts pronounced media coverage (apprenticeship competition "Fit for Future"⁶).

Various institutions at regional and national level are responsible for compliance with occupational profiles and curricula, apart from those directly involved at the training

⁵ Cf.: Bundesministerium für Wirtschaft und Arbeit: Die Lehre: Berufsausbildung in Österreich. Moderne Ausbildung mit Zukunft, October 2003, Vienna, p. 6.

⁶ Bundesministerium für Wirtschaft und Arbeit / Wirtschaftskammer Österreich: Lehrbetriebe schaffen Zukunft. Das große Buch zum österreichischen Lehrbetriebswettbewerb Fit for Future. Vienna, 2005.

enterprises and part-time vocational schools. On the company-based part of the training, these are the Apprenticeship Offices and the Regional Advisory Boards on Apprenticeship, on the side of the schools these are school inspection in the provinces and the competent unit of the Federal Ministry for Education, Science and Culture. The Apprenticeship Offices are principally responsible for all issues in the interest of the apprentice and the training enterprises; they are supported in their work related to quality assurance of apprenticeship training by the Offices for the Protection of Apprentices and Minors of the regional chambers of labour (e.g. aptitude of the training enterprise in subject-specific and staff-related respect).

One key aspect of quality assurance in apprenticeship training is the apprenticeship-leave exam. This examination is organised by the Apprenticeship Offices. Apprenticeship-leave examinations are divided into a practical and a theoretical exam. The theoretical is waived under certain conditions, e.g. if the examination candidate can prove successful completion of part-time vocational school.

The head of the Apprenticeship Office appoints the chairpersons of the apprenticeship-leave examination boards on the basis of a proposal to be obtained from a Regional Advisory Board on Apprenticeship. The apprenticeship-leave exam aims to “establish whether the candidate has acquired the skills and competences required for the respective apprenticeship trade and is able to carry out the activities particular to the trade himself or herself in an appropriate manner.”⁷

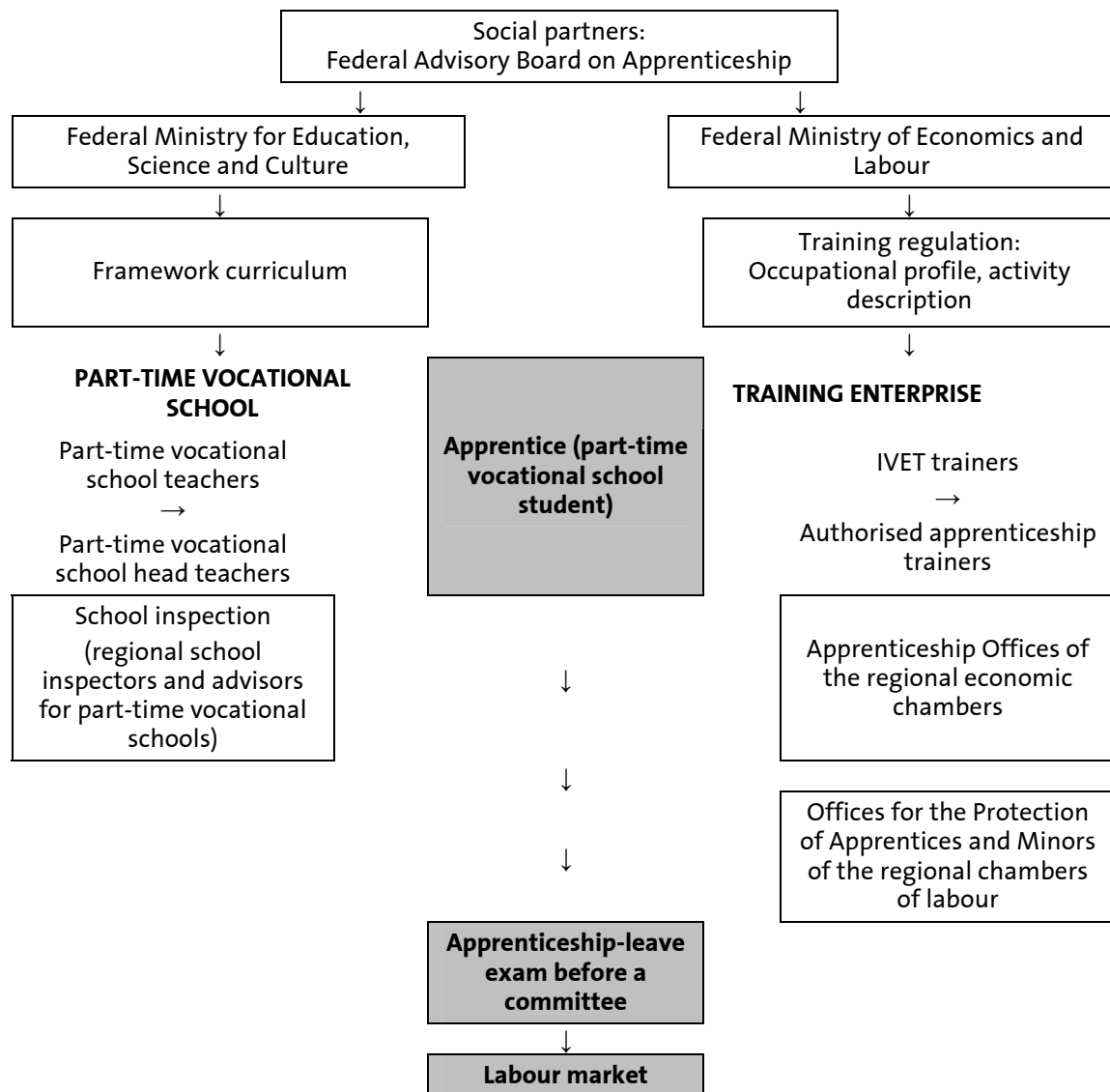
The apprenticeship-leave examination, which is taken in front of expert practitioners of the respective occupation, thus represents a cornerstone for assuring the output quality of apprenticeship training. The input quality of apprenticeship training is safeguarded by the two ministries involved (BMWA and BMBWK) and by competent authorities at the provincial level. The social partners are involved in quality assurance of training at federal and provincial levels.

Educational research is involved mainly in the preparation and drafting of training regulations and curricula as well as in general issues of the development of the dual training system (currently e.g. modularisation).

⁷ Bundesministerium für Wirtschaft und Arbeit: Die Lehre: Berufsausbildung in Österreich. Moderne Ausbildung mit Zukunft, Oktober 2003, Wien, p. 19.

FIGURE 1:

Simplified representation of competencies for the implementation, quality and development of the dual IVET system



Source: *ibw* 2006

Within the framework of apprenticeship training (the dual IVET system), part-time vocational school fulfils both supplementary and independent tasks in the interest of the young people's general education and vocational training. In this work, part-time vocational school with the training enterprises forms part of a legal, institutional and regional network: Key prerequisites for success are information and contacts. "Part-time vocational schools form an integral part of the **economic life** of their respective site.

Direct contact with the training enterprises in the region is a key prerequisite to ensure they optimally fulfil their educational task.”⁸ This normative provision may be considered the starting point of the present empirical study of the relationship between part-time vocational schools and training enterprises in six large apprenticeship occupations.

For the purpose of this study, both training providers of the dual IVET system have been contacted. The experiences and expectations of training enterprises regarding teaching, cooperation and contact options with part-time vocational school, as well as the experiences and expectations of part-time vocational schools regarding interest as well as cooperation and contact options with training enterprises are at the centre of this study. It has been the aim of the present surveys and analyses to obtain empirical facts to examine pedagogical aspects to improve the quality of dual IVET system and be able to deduce related practical conclusions and recommendations.

This study has been developed as a contribution towards quality assurance of dual training in the training enterprise and at part-time vocational school as well as of their cooperation, and it aims to strengthen the mutual basis of trust of the two training partners. It is on this basis of trust that joint objectives of training and of the quality of training can be formulated and agreed on in a better way. This study covers the general theme of quality assurance via information and communication between the two places of learning – part-time vocational school and training enterprise – on the basis of six selected large apprenticeship occupations. This selection aims to cover a broad spectrum of training situations and thus comprises office training, technical occupations, the cook and the bricklayer. In all, these six apprenticeship occupations include one quarter of apprentices in “single apprenticeship occupations” (see Table 1).

⁸ Bundesministerium für Wirtschaft und Arbeit: Die Lehre: Berufsausbildung in Österreich. Moderne Ausbildung mit Zukunft, Oktober 2003, Wien, p. 15.

Survey Design and Data Basis

Within the framework of this study, training enterprises and part-time vocational schools were questioned which train or teach in one of the mentioned apprenticeship occupations. Both the training enterprises and the part-time vocational schools were, to the largest part, interviewed by using *structured questionnaires*. In the selection of the six large and typical apprenticeship occupations, particular attention was paid to the fact that all the provinces were represented across the occupations. By late December, about 760 questionnaires had been completed and returned by training enterprises, and approximately 640 by part-time vocational school teachers.

The spread by apprenticeship occupation and province corresponded to the structure of the dispatched questionnaires. So far, a return rate of more than 60 percent from part-time vocational schools and over 40 percent from training enterprises can be assumed.

TABLE 1:

Apprentices and training enterprises in single training⁹ in the selected six apprenticeship occupations, 2004

Apprenticeship occupation	Apprentices	Training enterprises	Sample size
Office assistant	6,089	3,413	327
Cook	4,913	2,470	304
Electrical installations engineering	5,263	1,560	299
Motor vehicle engineering	7,229	2,389	291
Machine engineering technology	3,745	638	272
Bricklayer	2,832	785	298
Total	30,071	11,255	1,791
Apprentices total	119,071	33,528	

Source: ibw survey November 2005

As of the cut-off date 31 December 2004, the *sampled population* was 11,255 training enterprises with at least one apprenticeship contract in force in one of the six selected single occupations. In all, 30,071 apprentices were enrolled in these programmes. Sample size was exactly 1,791 enterprises, hence the relative sample size makes up 16

⁹ Single training means that the apprentice has entered into an apprenticeship contract specifying one apprenticeship occupation, which is the case with about 85% of apprentices. The alternative is to be trained in two apprenticeship occupations at the same time → double training.

percent of the sampled population. *The survey of training enterprises aimed to cover between 270 and 320 training enterprises for all six apprenticeship occupations, with all provinces being represented in each case.*

In the reporting period until 15 December 2005, an approximate total of 750 training enterprises returned practicable questionnaires. The return rate was 42 percent, which is above average for a survey conducted by post, which suggests a pronounced interest on the part of training enterprises in the issue.

TABLE 2:

Sample size, respondents and return rate of the training enterprise survey by federal province

Federal province	Sample size	Respondents	Return rate (in %)
Burgenland	164	77	47.0
Kärnten (Carinthia)	220	83	37.7
Niederösterreich (Lower Austria)	209	101	48.3
Oberösterreich (Upper Austria)	212	88	41.5
Salzburg	194	82	42.3
Steiermark (Styria)	201	96	47.8
Tirol (Tyrol)	205	79	38.5
Vorarlberg	178	77	43.3
Wien (Vienna)	208	72	34.6
All of Austria	-	3	-
Total	1,791	758	42.3

Source: ibw training enterprise survey, November 2005

When breaking up the surveyed apprenticeship occupations by company size, a clear focus on SMEs comes to the fore, which applies to the spread of training enterprises in Austria in general: Pursuant to the 2001 Job Census data, slightly less than 80 percent of apprentices are trained at enterprises with fewer than 100 employees in employment.¹⁰ Also the distribution of survey participants by company size furnishes similar results. About 72 percent of responding enterprises have fewer than 100 employees (see Table 3). This finding may be interpreted as an external validity test on the basis of the company size structure.

¹⁰ Statistik Austria, 2001 Job Census, ISIS database query; own calculations

TABLE 3:

Sampling distribution of training enterprise survey by company size

Company size (number of employees)	%
Below 5	6.2
5 to 20	30.6
21 to 99	34.6
100 or more	28.5
Total	100.0

Source: ibw survey November 2005

Complementing the findings of the training enterprise survey, 95 school locations were contacted by post where IVET programmes in the six selected apprenticeship occupations that make up about 25 percent of part-time vocational school students are offered. Every school received 11 questionnaires with the request to distribute them to teachers of the six occupations under investigation. A total of 1,045 questionnaires were sent out according to this procedure.

TABLE 4:

Survey among part-time vocational schools: school locations, sample size, respondents and return rate by federal province, 2005

Federal province	All apprenticeship occupations ¹¹ : part-time vocational school teachers pursuant to school statistics 2001/02	Six apprenticeship occupations of the survey			
		Number of questioned school locations	Number of dispatched questionnaires	Number of respondents	Return rate (in %)
Burgenland	117	3	33	14	42.4
Kärnten (Carinthia)	343	7	77	65	84.4
Niederösterreich (Lower Austria)	703	13	143	49	34.3
Oberösterreich (Upper Austria)	909	21	231	191	82.7
Salzburg	352	8	88	36	40.9
Steiermark (Styria)	692	10	110	71	64.5
Tirol (Tyrol)	499	16	176	82	46.6
Vorarlberg	258	8	88	74	84.1
Wien (Vienna)	735	9	99	59	59.6
Non-attributable		-	-	2	-
Total	4,608	95	1,045	643	61.5

Source: ibw part-time vocational school survey, November 2005; BMBWK, Austrian school statistics

¹¹ BMBWK: Österreichische Schulstatistik 02/03, Vienna, December 2004, p. 91.

The return rate is approximately 62 percent. As already stated in the chapter on training enterprises, this represented an above-average return rate for a survey conducted by post, which suggests a pronounced interest on the part of part-time vocational schools in the topic under investigation. Pursuant to the school statistics, about 4,600 part-time vocational school teachers were employed in Austria to teach apprentices of all apprenticeship occupations in the 2001/02 school year.¹² Thus, the sample covers a considerable part of part-time vocational school teachers in the selected occupational segments (six large apprenticeship occupations from a list of about 260 occupations).

Supplementing the surveys among training enterprises and part-time vocational schools, also regional school inspectors and advisors for part-time vocational schools were questioned in their capacity as school inspection bodies on all pedagogical and administrative issues relating to compulsory vocational schools. Whereas regional school inspectors are responsible for inspecting a specific school type, viz. in this case all vocational schools in the respective province, the competence of the advisors for part-time vocational schools is “sectoral”, i.e. defined for specific training fields of part-time vocational schools and hence particular apprenticeship occupations. However, regional school inspectors have not been appointed in every province; they can be found in Carinthia, Lower Austria, Upper Austria, Styria and Vienna.

¹² Statistik Austria: Austrian school statistics 2002/03, Vienna, p. 339.

TRAINING ENTERPRISE SURVEY

1. Appraisal of Part-time Vocational School Services by Enterprises

A key dimension of a quality control of part-time vocational school services can be found in the satisfaction of training enterprises with school instruction. However, this analysis becomes even more clear cut when defining in advance which tasks part-time vocational schools are primarily attributed to by training enterprises.

1.1 Importance of Part-time Vocational School Services

As expected, the teaching of occupation-related theory tops the list of services ascribed to part-time vocational school by enterprises in terms of importance. Their expectation regarding occupation-related practice is as pronounced, which reflects a particular feature of the Austrian part-time vocational school.

TABLE 1-1:

How important are the following services provided by part-time vocational school in your opinion?
Survey among training enterprises (n=758)

Part-time vocational school services	Very important %	<i>Important</i> %	<i>Rather unimportant</i> %	<i>Not important at all</i> %	<i>Total</i> %
Provision of occupation-related theory	73	26	1	0	100
Provision of occupation-related practical contents needed in the company	73	22	6	0	100
Preparation for the apprenticeship-leave exam	55	38	7	1	100
Specific offers for particularly gifted apprentices	49	40	11	1	100
Support classes for apprentices with learning difficulties	45	45	9	1	100
Expanding general education	32	51	17	1	100

Source: ibw survey November 2005

TABLE 1-2:

How important are the following services provided by part-time vocational school in your opinion? Survey among training enterprises (n=758)

Tabulated value: “very important”; highest value per line highlighted

Part-time vocational school services	EIE ¹³ n=175	MVE ¹⁴ n=146	MET ¹⁵ n=164	Brick-layer (ma-son) n=131	Cook n=108	OA ¹⁶ n=201	Total n=758
Provision of occupation-related theory	78	80	77	67	73	65	73
Provision of occupation-related practical contents needed in the company	71	72	60	82	77	71	73
Preparation for the apprenticeship-leave exam	56	57	47	42	67	63	55
Specific offers for particularly gifted apprentices	49	45	41	42	63	46	49
Support classes for apprentices with learning difficulties	49	43	48	37	49	47	45
Expanding general education	29	32	25	23	52	39	32

Source: ibw training enterprise survey, November 2005

As becomes obvious, the occupation-related qualifications of apprentices represents the most important IVET aspect provided by part-time vocational school in the viewpoint of the majority of training enterprises. The expansion of general education as another task of part-time vocational school lags slightly behind in the assessment of relevance. This aspect is attributed highest importance to by authorised apprenticeship trainers in the occupation “cook”, who also most frequently want to see offers for particularly gifted apprentices at part-time vocational school. Those who attach much importance to the supra-disciplinary teaching area “expansion of general education” will also significantly more frequently rate as important other part-time vocational school services going beyond their core task “occupation-related subjects” (see correlations in the following table).

¹³ EIE – electrical installations engineering

¹⁴ MVE – motor-vehicle engineering

¹⁵ MET – machine engineering technology

¹⁶ OA – office assistant

TABLE 1-3:

Importance of part-time vocational school services from the perspective of training enterprises, intercorrelations (N=758)

*Note: correlation coefficients * over 0.2 are highlighted*

Variable	Provision of occupation-related practice	Provision of occupation-related theory	Expanding general education	Support classes for apprentices with learning difficulties	Offers for particularly gifted apprentices	Preparation for the apprenticeship-leave exam
Provision of occupation-related practice	1.00	.02	-.02	.03	.04	.08
Provision of occupation-related theory		1.00	.17**	.13**	.08	.06
Expanding general education			1.00	.30**	.22**	.22**
Support classes for apprentices with learning difficulties				1.00	.27**	.28**
Offers for particularly gifted apprentices					1.00	.22**
Preparation for the apprenticeship-leave exam						1.00

* The higher the statistical value, the stronger the correlation between the two variables.

** The correlation is significant at a level of 0.01 (on both sides).

Source: ibw training enterprise survey, November 2005

1.2 Quality Assessment of Teaching Services

So far we have covered the rating of services provided by part-time vocational school in terms of importance. Now what about satisfaction with the teaching services offered by part-time vocational school?

The by far greatest degree of satisfaction of training enterprises with part-time vocational school can be observed with regard to occupation-related theory and occupation-related practice. The part-time vocational schools' satisfaction is by far least pronounced with regard to special support provided to apprentices with learning difficulties.

TABLE 1-4:

How satisfied are you with the following services provided by part-time vocational school?

Survey among training enterprises (n=758); figures in line percent

Part-time vocational school services	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Rather dis-satisfied</i>	<i>Very dis-satisfied</i>	Share ¹⁷ "satisfied"
Occupation-related theory	18	74	8	0	91
Occupation-related practice	17	68	14	1	85
Preparation for the apprenticeship-leave exam	13	66	19	2	79
Improvement of knowledge and skills from compulsory school	4	61	31	4	65
Offers for particularly gifted apprentices	7	53	32	8	60
Support classes for apprentices with learning difficulties	4	43	45	8	47

Source: ibw training enterprise survey, November 2005

¹⁷ Share "satisfied" is the sum total of "very satisfied" and "satisfied" answers

TABLE 1-5:

Satisfaction with part-time vocational school services from the perspective of training enterprises, intercorrelations* (N=758)

Variable	Occupation-related theory	Occupation-related practice	Improvement of knowledge and skills from compulsory school	Support classes for apprentices with learning difficulties	Offers for particularly gifted apprentices	Preparation for the apprenticeship leave exam	Information flow from PTVS to training enterprise	Contacts to PTVS	Openness of VS to suggestions by industry	Organisation of time-table
	1	2	3	4	5	6	7	8	9	10
1	1.00	.62	.40	.34	.32	.36	.34	.31	.38	.31
2		1.00	.34	.33	.36	.38	.29	.27	.38	.25
3			1.00	.43	.29	.25	.28	.29	.27	.22
4				1.00	.47	.32	.39	.33	.42	.28
5					1.00	.40	.40	.36	.33	.24
6						1.00	.32	.19	.31	.23
7							1.00	.70	.52	.25
8								1.00	.58	.33
9									1.00	.42
10										1.00

*All presented correlation coefficients are significant at a level of 0.01.

Source: ibw training enterprise survey, November 2005

1.3 Satisfaction with the Organisation of the Timetable

Teaching in part-time vocational schools is organised according to different schedules across Austria: all-year round (i.e. at least one full school-day, sometimes two, a week) and in block form (with a duration of several weeks), with the latter being the predominant organisation form for part-time vocational schools.

The background of these two forms goes back to regional differences (accessibility) as well as occupation-specific features (e.g. very small apprenticeship occupations). Some training enterprises train apprentices who attend part-time vocational schools where both organisation forms coexist, others train apprentices from different part-time vocational schools.

Most often, learning times in IVET and CVET are a very rare asset. As part-time vocational school is a compulsory school which is expected to meet many, often divergent interests from the part of companies, it has to face some difficulties. Learning times have already long been a topic with high discussion potential. Therefore the satisfaction of training enterprises with the organisation of timetables at part-time vocational school is of great interest.

The satisfaction with the organisation of learning times at the second place of learning (part-time vocational school) does not come close to the high satisfaction of training enterprises with occupation-related subject instruction. One quarter of training enterprises utters its dissatisfaction in this respect; when breaking down by organisation form, it is particularly the training enterprises where apprentices are trained in both organisation forms that give more negative appraisals.

The effect of the organisation form of part-time vocational school on the appraisal of the organisation of the timetables is not very pronounced. However, when differentiating by apprenticeship occupations, enterprises training apprentices as bricklayers and in motor-vehicle engineering show a high share of “dissatisfied” companies. Even more pronounced however is the negative assessment among very small training enterprises (see Table 1-6): Among companies with fewer than five employees, 44 percent of authorised apprenticeship trainers express criticism of the time organisation of part-time

vocational school attendance of their apprentices, among companies with more than 100 employees this proportion is below 20 percent.

The optimisation of the use of training times at the two places of learning should be one of the major issues in the suggestions and the discussions of representatives of the two partners in the dual IVET system.

TABLE 1-6:

Satisfaction with the organisation of the part-time vocational school timetable broken down by organisation form of part-time vocational school, apprenticeship occupation and company size
Survey among training enterprises

Characteristics of training enterprise	How satisfied are you with the organisation of the part-time vocational school timetable?				Share "dissatisfied"
	Very satisfied	Satisfied	Rather dissatisfied	Very dissatisfied	
Apprentices with block form instruction (n=568)	17	58	17	8	25
Apprentices with all-year-round instruction (n=101)	15	65	16	4	20
Both (n=85)	18	55	22	5	27
<i>Apprenticeship occupation</i>					
Bricklayer (n=131)	10	59	24	7	31
Motor vehicle engineering (n=146)	13	57	22	8	30
Electrical installations engineering (n=175)	21	54	18	8	25
Cook (n=108)	25	57	12	7	19
Office assistant (n=201)	18	64	14	5	18
Machine engineering technology (n=164)	19	65	14	3	16
<i>Number of employees at company</i>					
Below 5 (n=47)	15	41	31	13	44
5 to 20 (n=232)	17	52	21	10	31
21 to 99 (n=262)	16	62	16	6	22
100 and more (n=216)	18	64	14	4	18
Total (n=758)	17	59	18	7	25

Source: ibw training enterprise survey, November 2005

2. Contacts and Information Improve Assessments of Services

One of the leading hypotheses of this study was that mutual information and contact between the two IVET partners in the dual system are important in the interest of increasing the quality of apprenticeship training.¹⁸ Satisfaction regarding information exchange has been surveyed via several questions. On the whole it can be seen that 60 percent of training enterprises are satisfied with their contact to part-time vocational schools.

TABLE 2-1:

How satisfied are you with part-time vocational school regarding information and contact?

Survey among training enterprises (n=758); figures in line percent

Aspects of cooperation	<i>Very satisfied</i>	<i>Satisfied</i>	<i>Rather dissatisfied</i>	<i>Very dissatisfied</i>	Share "satisfied" *
Contacts to part-time vocational school	12	47	34	7	60*
Openness of part-time vocational school to suggestions by industry	7	49	36	8	56
Information flow from part-time vocational school to training enterprise	8	45	38	9	53

* Deviations of the share from the respective sum total of the column are due to rounding.

Source: ibw training enterprise survey, November 2005

What are the effects of contacts and information flows on the appraisal of part-time vocational school services?

Enterprises expressing their satisfaction with the information provided by part-time vocational school in general assess part-time vocational school services better than those that lack information and contacts (see Table 2-2).

¹⁸ Cf. also: ibw - Institut für Bildungsforschung der Wirtschaft: „Ihr heißer Draht zum Partner“, Vienna, 1993, and Monika Tonninger: Entstehung und Entwicklung der Lernortkooperation an der BS Linz 6, 2003/2004.

TABLE 2-2:

**Appraisal of occupation-specific subjects at part-time vocational school
broken down by information provided by part-time vocational school (n=758)**

Appraisal of occupation-specific teaching services of part-time vocational school	Appraisal of “information provided to the training enterprise by part-time vocational school”				Total
	Very satisfied	Satisfied	Rather dis-satisfied	Very dis-satisfied	
	n= 55	n=319	n=266	n=63	
OCCUPATION-RELATED THEORY					
Very satisfied	52.7	21.0	10.2	1.6	18
Satisfied	47.3	74.9	77.8	73.0	74
Rather dissatisfied	0.0	3.8	11.7	25.4	8
Very dissatisfied	0.0	0.3	0.4	0.0	0
Total	100.0	100.0	100.0	100.0	100
OCCUPATION-RELATED PRACTICE					
	n= 54	n=319	n=264	n=64	
Very satisfied	48.1	21.0	9.8	4.7	17
Satisfied	48.1	68.7	70.8	62.5	68
Rather dissatisfied	3.7	9.4	17.8	31.3	14
Very dissatisfied	0.0	0.9	1.5	1.6	1
Total	100.0	100.0	100.0	100.0	100

Source: ibw training enterprise survey, November 2005

3. Forms of Information and Contacts

The flow of information between part-time vocational schools and training enterprises comes in many forms. Most frequently, however, the apprentice is the carrier of information between the two places of learning. According to the enterprises' appraisal, part-time vocational schools get in touch with training enterprises about as frequently as vice versa.

TABLE 3-1:

Contact part-time vocational school – training enterprise: How frequently does the following occur in the company?

Survey among training enterprises (n=758); figures in line percent

Forms of contacts between the IVET partners	<i>Very often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Very often and sometimes</i>
Apprentices report about part-time vocational school	19	53	25	4	72
Part-time vocational school teachers get in touch with enterprises in case of problems with an apprentice	12	37	33	18	49
Training enterprise asks part-time vocational school for information about the apprentices' performance	11	38	34	17	49
Part-time vocational school teachers inform enterprise about the apprentice's absence from classes	18	26	27	29	44
The training enterprise has contacts with the part-time vocational school head teacher	10	25	29	37	34
Experts at training enterprise maintain subject-specific contacts and exchange with part-time vocational school teachers	7	18	28	48	24
Experts from the company and part-time vocational school meet at sector-specific events (e.g. trade fairs, product presentations, etc.)	3	18	29	50	21
The training enterprise invites part-time vocational school teachers to give information about new working methods, machines or products	1	10	18	71	11

Source: ibw training enterprise survey, November 2005

There are two types of contact between part-time vocational school and training enterprise: firstly, talks about the performance or behaviour of the young people, secondly subject-related exchanges. Regarding both activities, company size is the major variable of distinction between training enterprises.

TABLE 3-2:

**Informational activities of training enterprises and part-time vocational school
Survey among training enterprises**

Tabulated values: "very often" and "sometimes"

Characteristics of responding training enterprise	Part-time vocational school teachers get in touch with enterprises in case of problems with an apprentice	Training enterprise asks part-time vocational school for information about the apprentices' performance	The training enterprise has contacts with the part-time vocational school head teacher	Experts at training enterprise maintain subject-specific contacts and exchange with part-time vocational school teachers
<i>Apprenticeship occupation</i>				
Motor vehicle engineering (n=146)	47	45	32	27
Bricklayer (n=131)	48	44	23	17
Electrical installations engineering (n=175)	53	52	36	24
Cook (n=108)	47	51	48	31
Office assistant (n=201)	51	56	35	27
Machine engineering technology (n=164)	56	60	49	36
<i>Number of employees at company</i>				
Below 5 (n=47)	41	38	16	16
5 to 20 (n=232)	37	41	29	17
21 to 99 (n=262)	47	42	27	19
100 and more (n=216)	64	68	53	41
Total (n=758)	49	49	34	24

Source: ibw training enterprise survey, November 2005

For micro-enterprises where apprentices are trained, contacts of part-time vocational school teachers are the most frequent form of information exchange in case of problems with an apprentice. In this connection, part-time vocational school has already in the past shown considerable achievements to make up for the structural disadvantages of

the micro-enterprises, which will be important also in the future, as micro-enterprises with fewer than five employees train about 12 percent of apprentices in Austria (according to the 2001 Job Census).¹⁹ Experts from larger training enterprises where almost 21 percent of apprentices were trained in 2001 (source: see above) are a key factor in the exchange of information between school and the world of business. This relates not only to the problems of the companies' own apprentices but (for 40 percent of responding enterprises) also to subject-specific and occupational exchanges between part-time vocational school teachers and experts from the training enterprise (24 percent on an average of all enterprises).

4. Wishing more Information from Part-time Vocational School

More than half of the responding training enterprises stated in late 2005 that they feel well informed by part-time vocational school. As could be expected, the share of those who wish to be provided with still more information by part-time vocational school is relatively low among this group of training enterprises, with 25 percent. By contrast, clearly more than half of those companies which have so far had little contact or feel not so well informed express the wish for more information from the part of part-time vocational school. Among those which are currently "very poorly informed" this share is as high as 90 percent.

¹⁹ Sabine Nowak, Arthur Schneeberger: Lehrlingsstatistik im Überblick. Strukturdaten zu Ausbildung und Beschäftigung (Edition 2005), (=Bildung und Wirtschaft Nr. 33), Vienna, July 2005, p. 55.

TABLE 4-1:

**Wish for more information from part-time vocational school
broken down by previous contacts with part-time vocational school**

Statement: I would require more information from part-time vocational school!	Degree of satisfaction with the contact with part-time vocational school				Total n=715
	Very satisfied	Satisfied	Rather dis-satisfied	Very dis-satisfied	
	n=86	n=339	n=240	n=50	
Fully agree	18.6	27.7	55.8	94.0	40.7
Rather agree	36.0	50.1	37.5	0.0	40.7
Rather disagree	36.0	20.9	6.3	4.0	16.6
Fully disagree	9.3	1.2	0.4	2.0	2.0
Total	100.0	100.0	100.0	100.0	100.0

Statement: I would require more information from part-time vocational school!	Degree of satisfaction with the information from part-time vocational school				Total n=703
	Very satisfied	Satisfied	Rather dis-satisfied	Very dis-satisfied	
	n=55	n=317	n=266	n=65	
Fully agree	20.0	24.0	53.4	90.8	41.0
Rather agree	34.5	50.8	38.0	6.2	40.5
Rather disagree	36.4	23.3	8.3	1.5	16.6
Fully disagree	9.1	1.9	0.4	1.5	1.8
Total	100.0	100.0	100.0	100.0	100.0

Source: ibw training enterprise survey, November 2005

5. Criticism and Suggestions Expressed by Training Enterprises

At the end of the questionnaire, the contacted training enterprises were asked an open question to obtain information that could not be collected by asking structured questions. A total of 179 of more than 758 survey participants answered this open question. Some training enterprises gave answers that included more than one thematic aspect. In all, over 210 thematic answers can be calculated.

Due to the survey design, the following must be highlighted: Answers to the ten fully structured questions, which also covered detailed questions about their appraisal of the importance and satisfaction with part-time vocational school services, brought largely positive results. The final open question was therefore answered more frequently by those who wanted to express some criticism or make suggestions.

As far as the questionnaire design was concerned, however, attempts were made to formulate the sentences as value neutral as possible:

“If there is anything else you would like to tell us on the topic of part-time vocational schools, please make your comments in short sentences or keywords (e.g. example of good cooperation, suggestions, criticism of school based instruction, examples of deficits, etc.)!”

In proportion to the number of survey participants (n=758) it can be observed that 20 percent of *survey participants uttered criticism in their answers to the open question.*

Ranked by frequency, the following themes have been addressed in the answers provided by the training enterprises:

1. Questions relating to vocational pedagogy in the wider sense of the word most frequently formed part of the written comments made by the training enterprises (this ranges from the topicality and practice-orientation of occupation-specific subjects to the quality of support classes).
2. Not in every questionnaire but still fairly often questions regarding the organisation of the part-time vocational school timetable were raised.
3. The third most frequent topic is the information flow between part-time vocational school and training enterprise, or its deficits.
4. Criticism regarding basic education and the attitudes of part-time vocational school students can be rated under statements of a more general pedagogical nature; respondents have also formulated related suggestions.
5. As a response to the criticism of the quality of IVET instruction (practice-orientation, topicality, etc.) suggestions were made concerning more business-oriented CVET offers for part-time vocational school teachers.

TABLE 5-1:

Criticism and suggestions of training enterprises on the basis of answers to an open question at the end of the questionnaire

QUESTION: *"If there is anything else you would like to tell us on the topic of part-time vocational schools, please make your comments in short sentences or keywords (e.g. example of good cooperation, suggestions, criticism of school based instruction, examples of deficits, etc.)!"*

Answers of training enterprises (multiple answers possible)	Number of replies	In % of survey participants
General praise of part-time vocational school, confirmation of good information exchange	25	3.3
General and more specific criticism of the curriculum, practice-orientation and general orientation of part-time vocational school	75	9.9
General criticism of the curriculum and orientation of part-time vocational school	11	
Doubts regarding practice-orientation and quality of occupation-specific subjects – suggestions for improvement	19	
Criticism of teacher qualification (subject-related and pedagogical), teaching quality and teaching methods	20	
Subject- and occupation-specific, content-related and pedagogical criticism and suggestions	13	
Differentiation at part-time vocational school level, learning for specific groups – criticism and suggestions	10	
Criticism of boarding school	2	
Criticism and suggestions regarding the organisation of the part-time vocational school timetable	41	5.4
Criticism of the information behaviour of part-time vocational school, suggestions for improved communication between part-time vocational school and training enterprises	35	4.6
Improved and timely provision of information by training enterprise in case of problems with apprentices (suggestions)	9	
General suggestions on how to improve the information flow, understanding and contacts	26	
Criticism of the part-time vocational school students' basic education and attitude – pedagogical suggestions towards improved personal development	21	2.8
Suggestions regarding more business-oriented CVET offers for part-time vocational school teachers	16	2.1
Total criticism (including multiple entries)	188	24.8
Number of survey participants who expressed critical comments	154	20.3

Source: ibw training enterprise survey, November 2005 (n=758)

PART-TIME VOCATIONAL SCHOOL SURVEY

The dual IVET system of apprenticeship training can always be viewed under two perspectives: the viewpoint of training enterprises and the perspective of part-time vocational schools. After analysing the survey results from training enterprises, this chapter examines the findings of the survey among the representatives of part-time vocational schools. In this connection, particularly the views and experiences gathered by the part-time vocational school staff regarding training enterprises are of interest in relation to the subject of the entire study.

On the side of part-time vocational schools, the survey covered part-time vocational school head teachers and part-time vocational school teachers. Wherever significant differences between the two function groups can be observed, they have been documented in the relevant tables. In addition, also the competent school inspection representatives took part in the study, whose answers to relevant questions are presented separately however.

In order to safeguard the existing quality of cooperation between part-time vocational schools and training enterprises, it is necessary to identify possible weaknesses and barriers in the cooperation and mutual exchange of information in order to be able to maintain and further develop the high quality of dual apprenticeship training and, at the same time, respond to structural changes in the economy and society. For this purpose, the following aspects have been focused on in the part-time vocational school survey:

- different forms of information transfer and information exchange between part-time vocational schools and training enterprises;
- the appraisal of contacts with training enterprises by interviewees;
- contacts with and support by some major institutions in the field of apprenticeship training.

Also CVET activities and the practice-orientation of teaching will be examined more closely, in which process the commitment, wishes and needs of the respondents in this area will be identified.

1. Information Exchange with Training Enterprises

A share of 61 percent of interviews stated that they become active themselves to contact the training enterprises in case difficulties with an apprentice arise, another third declared to do this sometimes. Thus this form of contact between school and enterprise is mentioned by far most frequently.

The role of part-time vocational school head teachers proves to be particularly important in this form of contact between school and enterprise which is initiated by part-time vocational school: 74 percent of part-time vocational school head teachers stated that they contact training enterprises *very often* in case of problems with an apprentice; another 25 percent declared they sometimes contact the companies in this case (Table 1-1).

TABLE 1-1:

Share of part-time vocational school teachers and head teachers with very frequent contacts with training enterprises, in %

Types of contact	Vocational school teachers (n= 576)	Vocational school head teachers (n= 74)	<i>Difference</i>
Contacts with authorised apprenticeship trainers or IVET trainers are made at events of part-time vocational school	10	36	26
Training enterprises get in touch with schools in case of problems with an apprentice	11	33	22
I myself take the initiative and get in touch with the training enterprise in case of problems with an apprentice	59	74	15
Contacts with authorised apprenticeship trainers or IVET trainers are made at events of the Federal Economic Chamber, the sectoral subunit of the employers' organisations, etc.	5	24	19
Training enterprise wish to receive information about the performances of their apprentices at part-time vocational school	13	21	8

Source: ibw part-time vocational school survey, November 2005; see Annex of Tables

From the viewpoint of part-time vocational school teachers it occurs much less frequently than according to the experience of part-time vocational school head teachers that training enterprises ask for information themselves and become active. On the whole it can be noted that part-time vocational school head teachers play a very important part in the contacts with training enterprises. The survey reveals that they maintain the relation to the “training partner” in the dual IVET system relatively more frequently in all forms of contact, or are obliged to maintain these contacts due to their particular function. However, as the number of part-time vocational school teachers is much larger than that of part-time vocational school head teachers (by a factor of about 7-8), it can be noted that the majority of contacts is still made at the level of part-time vocational school teachers.

Apart from the previously mentioned forms of contact, there exist contacts with the training enterprises for the purpose of skilling and updating qualifications in occupational or subject-specific respect, which however are far less frequent than contacts arising due to the development or problems of the apprentice at part-time vocational school and during the apprenticeship period in general. In this respect, no differences between the two function groups (teachers and head teachers) can be recognised.

TABLE 1-2:

Occupational and subject-specific exchange of information between training enterprises and part-time vocational schools,
Figures in line percent

Forms of information transfer and exchange with training enterprises	<i>Very often</i>	<i>Some-times</i>	<i>Rarely</i>	<i>Never</i>	<i>Very often and some-times</i>
Training enterprises give feedback on subject- or occupation-specific aspects of teaching	3	16	49	32	19
Part-time vocational school teachers are invited by training enterprises to exchange experiences	2	13	35	49	15
Part-time vocational schools are invited by training enterprises to be informed about new working methods, machines or products	1	10	32	57	11

Source: ibw part-time vocational school survey, November 2005 (n=643)

Findings clearly reveal that there is need for optimization. When analysing statistical correlations to other forms of contact, it becomes obvious in particular that among part-time vocational school teachers who have been able to make contacts at events held at part-time vocational school or the Federal Economic Chamber (sectoral subunit of the employers' organisations, etc.) subject-specific information exchange happens significantly more frequently. In other words: The *subject-specific information track* is linked to the *social contact track*. Either of them cannot be promoted when neglecting the other (see Table A-B-3).

As a result of many years of research on the topic of “cooperation between training enterprises and part-time vocational schools” *Günter Walden* highlights structural dependencies of the cooperation intensity from the *size of the training enterprise* and the respective *skilled training occupation*.²⁰ The aspect of the size of training enterprises has repeatedly been confirmed by the training enterprise survey, its effects have been revealed, and the aspect of the respective occupation can be demonstrated also on the basis of part-time vocational school.

When comparing the six large apprenticeship occupations included in the survey, particularly part-time vocational school teachers (incl. head teachers) who teach classes in the occupation “cook” are remarkable. This applies both to their own initiative when informing training enterprises and to their continual contacts with training enterprises, as well as to the interest of training enterprises in the work at part-time vocational schools. This shows an obvious difference to contacts maintained in other apprenticeship occupations. Hence, both variables have been empirically confirmed by the present surveys among training enterprises and part-time vocational schools as significant distinguishing features.

²⁰ Günter Walden: Lernortkooperation und Ausbildungspartnerschaften, in: Felix Rauner (ed.): Handbuch Berufsbildungsforschung, Bielefeld, 2005, p. 257.

TABLE 1-3:

Information- and cooperation-related experiences made by part-time vocational school teachers with training enterprises: “Special case” apprenticeship training for cooks, 2005, in %

Statements	Other apprenticeship occupations (n=583)	Apprenticeship occupation “cook” (n=60)	Difference
<i>Tabulated value: Share “very often”</i>			
I myself take the initiative and get in touch with the training enterprise in case of problems with an apprentice	63	39	-24
Training enterprise wish to receive information about the performances of their apprentices at part-time vocational school	15	3	-12
Training enterprises get in touch with schools in case of problems with an apprentice	14	5	-9
Support by colleagues	72	85	13
Support by the in-service teacher training college	10	28	18
<i>Tabulated value: Share “fully agree”</i>			
Our part-time vocational school cooperates closely with some training enterprises	30	17	-13
I have very good contacts with training enterprises: I get their support whenever I need it	22	14	-8
I get sufficient support from the training enterprises if I try	24	16	-8
The majority of training enterprises is interested in part-time vocational school	10	2	-8

Source: ibw part-time vocational school survey, November 2005

2. School-related Expectations of Training Enterprises

Table 2-1 reflects the appraisal of expectations made by training enterprises on part-time vocational schools regarding subject- and occupation-specific subjects: 93 percent of the respondents believe that *occupation-related practical contents* are considered essential by training enterprises in IVET at part-time vocational school.

This is a particularity specificity of the Austrian dual system: In Germany, the provision of occupation-related practical skills is the exclusive task of training enterprises. The

inclusion of occupation-related practical skills in part-time vocational school curricula increases the costs part-time vocational schools have to bear for technical equipment, and their relevance for the apprenticeship-leave exam grows with regard to training objectives. From the viewpoint of part-time vocational school teachers, training enterprises expect the provision of both aspects of occupation-related contents. The differences in appraisal between the trade groups at part-time vocational school are low, which is partly also due to multiple listings.

TABLE 2-1:

Expectations of training enterprises regarding occupation-related subjects from the viewpoint of part-time vocational school, figures in line percent

Trade group listings of part-time vocational school teachers	<i>“Enterprises expect us to impart those parts of occupation-related theory that cannot be trained in the enterprise”</i>			
	<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Teachers of occupation-related theory (n=391)	55	35	9	1
Teachers of occupation-related practice (n=229)	51	38	9	2
Teachers of general subjects / BA (n=296)	46	43	10	0
Total (n=643)	51	39	9	1
Trade group listings of part-time vocational school teachers	<i>“Enterprises attach great importance to part-time vocational schools imparting occupation-related practical contents that are also needed in the enterprises”</i>			
	<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Teachers of occupation-related theory (n=391)	45	47	7	0
Teachers of occupation-related practice (n=229)	49	45	6	1
Teachers of general subjects / BA (n=296)	45	50	5	1
Total (n=643)	46	47	6	1

Source: ibw part-time vocational school survey, November 2005

The differences by apprenticeship occupations are larger than those by trade groups. When comparing the apprenticeship occupations surveyed in this study in terms of the statement “Enterprises attach great importance to part-time vocational schools imparting occupation-related practical contents that are also needed in the enterprises”, there is a clear spread in the answer category “fully agree”, which ranges from 36 percent (electrical_installations engineering) to 48 percent (motor vehicle engineering). In the field of occupation-related theory, this spread within this answer category relating to the

statement “Enterprises expect us to impart those parts of occupation-related theory that cannot be trained in the enterprise” is slightly smaller: from 50 percent (machine engineering technology) to 60 percent (cook).

TABLE 2-2:

Expectations of training enterprises regarding occupation-related subjects from the viewpoint of part-time vocational school (head) teachers, broken down by trained apprenticeship occupation, line percent

Trained apprenticeship occupation	Fully agree	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
<i>“Enterprises expect us to impart those parts of occupation-related theory that cannot be trained in the enterprise”</i>				
Cook (n=60)	60	33	5	2
Motor vehicle engineering (n= 67)	53	44	2	2
Electrical installations engineering (n=82)	52	30	17	1
Bricklayer (mason) (n= 65)	52	33	14	2
Office assistant (n=200)	51	39	9	1
Machine engineering technology (n = 129)	50	41	10	0
Total (n=643)	51	39	9	1
<i>“Enterprises attach great importance to part-time vocational schools imparting occupation-related practical contents that are also needed in the enterprises”</i>				
Motor vehicle engineering (n=67)	48	48	3	0
Cook (n=60)	48	47	5	0
Machine engineering technology (n=129)	47	48	5	0
Office assistant (n=200)	46	47	5	2
Bricklayer (mason) (n=65)	45	45	11	0
Electrical installations engineering (n=82)	36	58	6	0
Total (n=643)	46	47	6	1

Source: ibw part-time vocational school survey, November 2005

3. Cooperation between Part-time Vocational Schools and Company-based Training

More than 70 percent of survey participants agree to the statement “Our part-time vocational school cooperates closely with some training enterprises”. About one quarter “rather not” shares this view. This question refers to contacts of the part-time vocational school on the whole, not only to personal contacts of the individual teacher or head teacher. When asking the individual teachers or head teachers for their contacts, the figure for good contacts is slightly smaller with approximately 61 percent.

When asking for possibilities to receive support from the companies that result from intense own commitment, this share rises again to 80 percent. It must be noted, however, that about 20 percent of part-time vocational school teachers do not think that support will be provided by training enterprises if they themselves become active.

TABLE 3-1:

Contacts and experiences with training enterprises from the viewpoint of part-time vocational school,

figures in line percent

Statements	<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>	<i>Fully & rather agree</i>
I get sufficient support from the training enterprises if I try	24	57	18	2	80*
Our part-time vocational school cooperates closely with some training enterprises	29	44	24	4	73
I have very good contacts with training enterprises: I get their support whenever I need it	21	39	33	6	61*

* Deviations of the share from the respective sum total of the column are due to rounding.

Source: ibw part-time vocational school survey, November 2005 (n=643)

Due to their differing tasks in IVET, part-time vocational school teachers draw on another “social capital” than part-time vocational school head teachers. Thus e.g. 86 percent of head teachers among survey participants state “I have very good contacts with training enterprises: I get their support whenever I need it”. Fourteen percent of part-time vocational school head teachers cannot share this optimistic view. This proves that good contacts are the result of a successful “cultivation of relationships” at several

levels between part-time vocational school and training enterprises and that they require continuous efforts on both sides and at various levels.

TABLE 3-2:

Contacts and experiences with training enterprises from the viewpoint of part-time vocational school*, in %

Statements	Vocational school teachers (n=576)	Vocational school head teachers (n=74)	Difference: in percent
I get sufficient support from the training enterprises if I try	79	90	11
Our part-time vocational school cooperates closely with some training enterprises	71	82	11
I have very good contacts with training enterprises: I get their support whenever I need it	58	86	28

* Answer categories "Fully agree" and "Rather agree"

Source: ibw part-time vocational school survey, November 2005

A breakdown of the answers to the above three questions relating to the relationships to the training enterprises by the six apprenticeship occupations under survey reveals significant differences by apprenticeship occupations. The share of part-time vocational school experts who boast the best contacts with training enterprises is relatively high in the technology-oriented apprenticeship occupations in particular.

TABLE 3-3:

"Social capital" from the viewpoint of part-time vocational school, figures in line percent

Statement: "Our part-time vocational school cooperates closely with some training enterprises"

Trained apprenticeship occupation	Fully agree	Rather agree	Rather disagree	Fully disagree
Motor vehicle engineering (n=67)	35	43	20	2
Machine engineering technology (n=129)	34	46	19	2
Office assistant (n=200)	31	44	24	2
Electrical installations engineering (n=82)	25	48	23	5
Cook (n=60)	17	48	30	5
Bricklayer (mason) (n=65)	16	47	28	9
<i>Function at part-time vocational school</i>				
Vocational school teachers (n=576)	27	44	25	4
Vocational school head teachers (n=74)	43	40	16	1
Total (n=643)	29	44	24	4

Source: ibw part-time vocational school survey, November 2005

The training enterprise survey reveals that the training experts at larger enterprises are a major hub of information in the dual IVET system. Small enterprises, by contrast, have these options to a much smaller degree. Therefore the function of “apprenticeship counsellors (*Lehrlingswarte*)” has been set up in the crafts, trade and industry sector. This is an authorised apprenticeship trainer who is in charge of all issues relating to the apprenticeship training at the sectoral subunits at the employers’ organisations; this also includes contacts to part-time vocational schools. As this function has not been created in all part-time vocational school sectors, both the response rate to the relevant questions and the share of positive assessments were lower than in the other questions. Nevertheless it becomes obvious that apprenticeship counsellors who work for apprenticeship occupations in engineering, industry and trade act as points of contact for part-time vocational school teachers.

TABLE 3-4:

Relevance of apprenticeship counsellors in apprenticeship occupations in engineering, industry and trade, figures in line percent

Statement: *“In case of problems or support requirements contacts with apprenticeship counsellor will furnish the best results”*

<i>Respondents by trained apprenticeship occupation</i>	<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Machine engineering technology (n=129)	18	46	21	15
Motor vehicle engineering (n=67)	18	39	25	18
Office assistant (n=200)	13	51	22	14
Electrical installations engineering (n=82)	9	43	25	23
Bricklayer (mason) (n=65)	8	44	37	11
Cook (n=60)	6	33	44	17
<i>By function at part-time vocational school</i>				
Vocational school teachers (n=576)	12	46	27	15
Vocational school head teachers (n=74)	13	38	28	21
<i>By organisation form of part-time vocational school</i>				
Block form instruction (=349)	9	44	29	18
All-year-round instruction (n=151)	19	48	16	17
Total (n=643)	12	46	26	16

Source: ibw part-time vocational school survey, November 2005

The questions about the contacts between part-time vocational schools and training enterprises have brought to light that there are pronounced differences in the “social capital” of part-time vocational schools. As can be expected, these differences become apparent, first and foremost, depending on the role in the institutional division of labour at part-time vocational school. In addition, big differences between apprenticeship occupations due to functional reasons have been found. Also the role of apprenticeship counsellors apprenticeship counsellors in the crafts, trade and industry sector is oriented towards individual apprenticeship occupations.

The experiences made by part-time vocational school experts are connected, on the one hand, with attitudes towards the training enterprises’ interest in their work and, on the other, with their institution as such. As expected, different generalised attitudes have been revealed. A more in-depth statistical correlation analysis demonstrates that these generalised attitudes are linked with the personal or institutional contacts and experiences made with training enterprises.

The statement “The majority of training enterprises is interested in part-time vocational school” encounters acceptance and refusal in about equal shares.

TABLE 3-5:

Generalised attitude towards training enterprises, line percent

Statement: “The majority of training enterprises is interested in part-time vocational school”

<i>Apprenticeship occupation</i>	<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Machine engineering technology (n=129)	18	40	37	5
Electrical installations engineering (n=82)	13	42	35	10
Motor vehicle engineering (n=67)	9	51	35	5
Office assistant (n=200)	6	42	44	8
Bricklayer (mason) (n=65)	3	40	42	15
Cook (n=60)	2	27	53	19
<i>Function at part-time vocational school</i>				
Vocational school teachers (n=576)	10	39	42	9
Vocational school head teachers (n=74)	10	44	40	7
Total (n=643)	9	39	42	9

Source: ibw part-time vocational school survey, November 2005

TABLE 3-6:

General attitudes and contacts to training enterprises at part-time vocational school*Tabulated value: Correlation coefficients*

Variable	Our part-time vocational school cooperates closely with some training enterprises	The majority of training enterprises is interested in part-time vocational school	Very good contacts with / support from training enterprises	Sufficient support from training enterprises if you try
	1	2	3	4
1	1.00	0.52	0.44	0.42
2		1.00	0.46	0.47
3			1.00	0.70
4				1.00

* All correlation coefficients are significant at a level of 0.01.

Source: ibw part-time vocational school survey, November 2005 (n=643)

TABLE 3-7:

Contacts and experiences with training enterprises from the viewpoint of part-time vocational school teachers and head teachers, line percent

Statements	Respondents	<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Our part-time vocational school cooperates closely with some training enterprises	Teachers	27	44	25	4
	Head teachers	43	40	16	1
I get sufficient support from the training enterprises if I try	Teachers	23	56	19	2
	Head teachers	32	59	10	0
I have very good contacts with training enterprises: I get their support whenever I need it	Teachers	20	38	35	7
	Head teachers	37	49	14	0

Part-time vocational school teachers (n=576), part-time vocational school head teachers (n= 74)

Source: ibw part-time vocational school survey, November 2005

4. Support from the Immediate Environment and Other Sources

Part-time vocational school teachers receive support in their work from the most different sources, of which obviously their immediate personal work environment, viz. colleagues, constitute the major source of regular support.

Regular (“very often”) support requires a personal and also spatial proximity as among work colleagues, which is more rarely encountered outside the immediate working environment. Therefore any further assessment of support should pay increased attention to the answer category “very often” and “sometimes”: Here the working groups of part-time vocational school teachers with a related share of answers of about 60 percent rank first.

TABLE 4-1:

Appraisal of personal and institutional support in activities conducted at part-time vocational school from the viewpoint of part-time vocational school teachers and head teachers

QUESTION: “How often do you receive support in your activities at part-time vocational school by the following individuals or organisations?” Tabulated answer: sum total of “very often” and “sometimes”

Support by...	<i>Vocational school teachers (n=576)</i>	<i>Vocational school head teachers (n=74)</i>	Difference
Regional school inspector and / or advisors for part-time vocational schools for apprentices	34	85	51
In-service teacher training colleges	42	82	40
Working groups of part-time vocational school teachers, etc.	60	88	28
Training enterprises	48	72	24
My colleagues	96	100	4
Youth office, etc.	9	10	1

Source: ibw part-time vocational school survey, November 2005

Training enterprises with a share of 48 percent already come in second as supporters of the part-time vocational school teachers, and only 11 percent of the part-time vocational school teachers stated they never received support from enterprises (see Table 4-1). This underlines the importance of training enterprises in supporting the activities of part-time vocational school teachers.

The role of training enterprises becomes even more evident when analysing the support providers as specified by part-time vocational school head teachers: More than 70 percent of part-time vocational school head teachers declares to receive support from training enterprises very often or sometimes. Head teachers differ from part-time vocational school teachers with respect to support most due to their declared frequent support by school inspection. Part-time vocational school head teachers have an institutional interface function to training enterprises and the Federal Economic Chamber, in which they are supported particularly by the level of school inspection.

Broken down by apprenticeship occupation, also this battery of questions reveals the significant difference in the relations between part-time vocational school and training enterprises depending on the apprenticeship occupation (see Table 4-2), which has already been shown above.

TABLE 4-2:

Frequency of support by training enterprises from the viewpoint of part-time vocational school, by trained apprenticeship occupation, line percent

Trained apprenticeship occupation	<i>Very often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Machine engineering technology (n=129)	13	48	31	8
Motor vehicle engineering (n=67)	12	41	41	6
Bricklayer (mason) (n=65)	8	31	51	11
Office assistant (n=200)	7	43	39	11
Cook (n=60)	2	36	52	10
Electrical installations engineering (n=82)	1	44	40	15
Total (n=643)	9	42	39	11

Source: ibw part-time vocational school survey, November 2005

5. Contacts with Training Enterprises and Social Partner Organisations

In the following it is aimed to identify the frequency of contacts of part-time vocational school teachers and head teachers with major institutions within the dual IVET system. Most frequently, both function groups name their contacts with training enterprises.

TABLE 5-1:

Frequency of contacts of part-time vocational school teachers and head teachers with training enterprises and other organisations, in %

Question: "How often do you have contacts with the following establishments?"

Tabulated answer: sum total of "very often" and "sometimes"

	<i>Vocational school teachers (n=576)</i>	<i>Vocational school head teachers (n=74)</i>	<i>Difference</i>
Apprenticeship Office of the economic chambers	23	75	52
Specialised organisations of the economic chambers (sectoral subunit, occupational association, steering committee)	25	63	38
Chamber of Workers and Employees	20	55	35
Training enterprises	84	96	12
Trade union	20	23	3

Source: ibw part-time vocational school survey, November 2005

The difference between part-time vocational school teachers and head teachers is most pronounced with regard to their contact with the economic chambers. Part-time vocational school head teachers act as institutional contact points to the economy, whereas differences are much smaller in terms of contacts to individual training enterprises. This also applies to contacts with specialised organisations.

In line with their differing tasks at work, responses of part-time vocational school teachers and head teachers diverge primarily with regard to their contacts with the non-school environment. This necessitates, for example, that head teachers seek support from the advisors for part-time vocational schools more often and, in their capacity as representatives of part-time vocational school, also have contacts to training enterprises more frequently. Within vocational schools, a division of work between subject teachers regarding contacts with the training enterprises and the representative bodies of the economic chambers in the provinces (Apprenticeship Offices and specialised organisations) can be observed. Even though part-time vocational school teachers

frequently state to have contacts, this proportion is markedly higher among head teachers.

TABLE 5-2:

Frequency of contacts to training enterprises from the viewpoint of part-time vocational school, by trained apprenticeship occupation, line percent

N.B.: Ranking by answer category "very often"

Trained apprenticeship occupation	<i>Very often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Machine engineering technology (n=129)	34	53	12	1
Bricklayer (mason) (n=65)	34	46	20	0
Motor vehicle engineering (n=67)	32	50	17	2
Office assistant (n=200)	28	58	13	2
Electrical installations engineering (n=82)	21	69	6	4
Cook (n=60)	17	59	22	2
Total (n=643)	30	56	13	1

Source: ibw part-time vocational school survey, November 2005

TABLE 5-3:

Frequency of contacts to the specialised organisation of the Economic Chamber from the viewpoint of part-time vocational school, figures in line percent

Trained apprenticeship occupation	<i>Very often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
Motor vehicle engineering (n=67)	11	21	39	29
Machine engineering technology (n=129)	8	13	36	43
Bricklayer (mason) (n=65)	8	31	37	25
Office assistant (n=200)	5	15	38	43
Electrical installations engineering (n=82)	6	22	36	36
Cook (n=60)	5	28	31	36
Trade group listings of part-time vocational school teachers				
Teachers of occupation-related theory (n=391)	8	26	34	32
Teachers of occupation-related practice (n=229)	9	28	33	31
Teachers of general subjects / BA (n=296)	4	18	37	41
Total (n=643)	7	22	35	36

Source: ibw part-time vocational school survey, November 2005

6. Continuing Vocational Education and Training Behaviour and Wish for More Contacts with Companies

A key aspect of quality assurance in programmes offered by part-time vocational schools is the type and extent of continuing vocational education and training (CVET) of teaching staff, above all to safeguard the topicality of teaching contents in view of changes in the sectors of the apprenticeship occupations concerned.

Ninety-one percent of survey participants from part-time vocational school state that “information from training enterprises is important for classes to be topical”. At the same time it is striking that frequently the wish for “more contacts and excursions to companies” is uttered: About 40 percent “agree fully”, another 44 percent “rather agree”. The interest for concrete insights into work in the respective sector is even more obvious than the wish for more course-form CVET programmes. However, these two interests regarding CVET show a strong correlation (see Table 6-4). Correlations also demonstrate that teachers who want to keep the contents of their classes up-to-date frequently take part in CVET and are interested in excursions and course-form CVET programmes.

TABLE 6-1:

CVET of part-time vocational school teachers and head teachers, line percent

Statements	<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Information provided by training enterprises is important to my work because it makes classroom instruction more topical	52	39	8	1
I regularly attend CVET events to remain up-to-date in my subject	55	40	5	0
I visit exhibitions and trade fairs, etc., to remain up-to-date in my subject	38	45	13	4
I have good contacts with former students and other people from practice	35	42	20	3
I wish I had more contacts and excursions to companies in the sector	40	44	14	2
I wish there were more CVET options in course form	29	42	25	4

Source: ibw part-time vocational school survey, November 2005 (n=643)

Fifty-five percent of part-time vocational school teachers frequently take part in CVET, another 40 percent partly agree.

When differentiating by apprenticeship occupation, those teaching in the apprenticeship occupation “bricklayer (mason)” are slightly less active in CVET (Table 6-2). The wish for more contacts to companies and excursions, however, is most frequent among part-time vocational school teachers in this occupation, with their wish for course-form CVET ranging average. Cooks, however, boast a high rate of CVET participation, with their wish for CVET options in course form clearly ranging above average.

CVET participation differs by trade groups of part-time vocational school teachers. The wish for more CVET is more frequent among teachers of occupation-related contents than those imparting general contents, though their actual participation rates do not differ significantly.

CVET participation rates of part-time vocational school teachers are slightly higher among those in the middle of their careers than among young teachers. As expected, teachers with many years of professional experience, just as head teachers, are more often active as trainers in CVET (see Table 6-3).

When speaking about CVET of part-time vocational school teachers it is sometimes overlooked that, due to manifold professional qualifications they have accumulated, they frequently teach not only young people but also adults on a part-time basis as *trainers in the adult education sector*. After about 5 years of professional experience as part-time vocational school teachers, more than one quarter of respondents “fully” see themselves also as trainers in CVET, which proportion is about a third among teachers in the apprenticeship occupations machine engineering technology and electrical installations engineering. Most infrequently this is case among part-time vocational school teachers in motor-vehicle engineering (see Table 6-2).

TABLE 6-2:

CVET wishes and CVET behaviour of part-time vocational school teachers and head teachers by apprenticeship occupation and trade group, in %

Tabulated value “fully agree”

<i>Tabulated value “fully agree”</i>	<i>I regularly attend CVET events to remain up-to-date on my subject</i>	<i>I wish I had more contacts and excursions to companies in the sector</i>	<i>I wish there were more CVET options in course form</i>	<i>I myself work as a trainer in CVET</i>
<i>Trained apprenticeship occupation</i>				
Electrical installations engineering (n= 82)	60	35	29	31
Cook (n= 60)	58	43	39	24
Office assistant (n= 200)	57	40	27	25
Motor vehicle engineering (n= 67)	56	29	22	15
Machine engineering technology (n= 129)	52	35	24	34
Bricklayer (mason) (n= 65)	45	51	27	29
Total (n=643)	55	40	29	27
<i>Trained trade group</i>				
Teacher of occupation-related theory (n=391)	54	44	33	33
Teacher of occupation-related practice (n=229)	57	46	38	34
Teacher of general subjects / BA (n=296)	55	39	23	22

Source: ibw part-time vocational school survey, November 2005

TABLE 6-3:

CVET wishes and CVET behaviour of part-time vocational school teachers by duration of teaching career and function at part-time vocational school, in %*Tabulated value "fully agree"*

<i>Duration of teaching career as part-time vocational school teacher</i>	<i>I regularly attend CVET events to remain up-to-date in my subject</i>	<i>I wish I had more contacts and excursions to companies in the sector</i>	<i>I wish there were more CVET options in course form</i>	<i>I myself work as a trainer in CVET</i>
Below 5 years (n=96)	48	40	35	17
5 to 10 years (n=159)	59	49	36	28
11 to 15 years (n=84)	59	37	27	26
More than 15 years (n=265)	55	38	25	28
Total (n=643)	55	40	29	27
<i>Function at part-time vocational school</i>				
Teacher (n=576)	55	42	31	26
Head teachers (n=74)	57	27	11	31

Source: ibw part-time vocational school survey, November 2005

TABLE 6-4:

CVET behaviour and CVET wishes of part-time vocational school teachers and head teachers: Intercorrelations

CVET commitment	1	2	3	4	5	6	7
1 Visits to exhibitions, trade fairs, etc.	1.00	0.32*	0.23*	0.31*	0.12*	0.19*	0.23*
2 Attendance of CVET events		1.00	0.31*	0.21*	0.08	0.04	0.15*
3 Information provided by training enterprises is important to my work because it makes classroom instruction more topical			1.00	0.30*	0.16*	0.17*	0.10*
4 Contacts to former students, etc.				1.00	-0.02	0.00	0.25*
5 Wish for more contacts/excursions to companies					1.00	0.44*	0.01
6 Wish for more CVET options in course form						1.00	0.05
7 I myself work as a trainer in CVET							1.00

* The correlation is significant at a level of 0.01 (on both sides).

Source: ibw part-time vocational school survey, November 2005

7. Examples for Types of Good Cooperation and Related Suggestions

7.1 Survey among School Inspectors

Complementing the surveys among training enterprises and part-time vocational schools, also a survey among school inspectors was conducted.

School inspectors were asked the following questions:

Finally, can you please name an example of good cooperation with a training enterprise or make a related suggestion? If yes, please give short answers in keywords!

This results in two answer categories:

- 1) examples of good cooperation and
- 2) suggestions for good cooperation.

These two categories are connected insofar as suggestions are frequently formulated on the basis of experiences with good practice examples.

FIGURE 7-1:

Examples of good cooperation of part-time vocational school with a training enterprise, 2005

Function	Apprenticeship occupation	Province	Specific examples named by the school inspection
RSI		Burgenland	Sectoral subunits of the employers' organisations for motor-vehicle engineering, joiners, bakers, painters
AVS	EIE, MVE, MET, brick-layer, cook, OA	Carinthia	1. Part-time Vocational School in St. Veit-Fieberwerk MAHLE Bleiburg; coordination for the project "apprenticeship training and the certificate of secondary education"; 2. Spar-Akademie Spittal: Coordination of curricula, lectures by companies held at part-time vocational school
RSI	-	Vorarlberg	Numerous good personal contacts between IVET teachers and trainers (primarily industrial enterprises)
AVS	OA	Upper Austria	Cooperation scheme of places of learning – Vocational School Linz 6: Learning partners (enterprises / part-time vocational school) organise regular meetings (2 to 3 times a year) at part-time vocational school or enterprises; Store Area Ried 2 The steering committee of interior decorators furnishes the store area at its own expense and also regularly pays for new equipment.
AVS	EIE, MVE	Styria	Trade group conferences e.g. mechatronics at part-time vocational school; apprenticeship competitions
AVS	Cook, OA	Vienna	Leonardo da Vinci projects, training programme for SAP, Berufsreifeprüfung (BRP, an exam and certificate providing university access for skilled workers) for apprentices of the Municipality of Vienna → Vocational School for Occupations in Administration; dental technicians: Seminars – apprentices-teachers-dental technology enterprises, meetings
AVS	MET, cook, OA	Lower Austria	Joint events (apprenticeship competitions); cooperation in projects
RSI	-	Tyrol	Tyrol Vocational School for Electrical Engineering, Communications and Electronic Engineering: Appraisal of curricula and syllabi by training enterprises in periodical intervals (already conducted two times)

Source: ibw survey November 2005

FIGURE 7-2:

Suggestions for a good cooperation between part-time vocational school and training enterprise, 2005

Function	Apprenticeship occupation	Province	Specific examples named by the school inspection
RSI	-	Burgenland	Companies should show interest in part-time vocational school not only when they want them to reduce IVET time but also when they want to discuss contents. Visits by companies at Open Door Days organised by part-time vocational schools are important
AVS	EIE, MVE, MET, bricklayer, cook, OA	Carinthia	Coordination of syllabus contents in the specialist fields between training enterprises and part-time vocational school; coordination talks about workshop equipment
RSI	-	Vorarlberg	Information flows primarily from part-time vocational school to the training enterprises; the training enterprises seek contact only upon request if they encounter problems. This would change if the companies showed more concern for school processes and became active by themselves.
AVS	Cook, OA	Vienna	Closer cooperation regarding the BRP; e.g. coordination of training contents => many possibilities
RSI	-	Tyrol	a) Cooperation meeting every two years with obligatory attendance of all teachers; b) Conferences held at sites of training enterprises; c) Portfolio (documentation of learning and training); d) Bridge syllabus

Source: ibw survey November 2005

7.2 Survey among Part-time Vocational Schools

240 of the approximate total of 640 survey participants from part-time vocational schools have given their views on the open questions regarding *examples for good cooperation forms with a training enterprise*.²¹ A great number of representatives from part-time vocational schools have given more than one answer (a total of 280 answers).

From the wealth of answers, various forms and mechanisms of information transfer and variants of cooperation become apparent. The statements, without being further differentiated into feedback given by part-time vocational school teachers and head teachers,

²¹ The question is: "Finally, can you please name an example of good cooperation with a training enterprise or make a related suggestion? If yes, please give short answers in keywords!"

have been bundled into collective categories and quantified by number in the following figure.

The following groups may be identified, ranked by frequency:

1. On top of the list there are company projects and project partnerships between training enterprises and part-time vocational schools with involvement of other training providers, covering a range of cooperation forms from “coordination in training matters” to fixed cooperation forms with companies, whose names were provided by most respondents.
2. This is followed, already at a distance, but still named very frequently, by mutual experience exchange between training enterprises and part-time vocational schools. Related replies may be differentiated into event-driven information exchanges (e.g. coordination of procedure in case of difficulties with part-time vocational school students/apprentices) and “coordinated” or regular information transfer (e.g. joint visiting day for parents, Open Door Days at training enterprises and part-time vocational schools).
3. “Real-life encounters with the economy” are also mentioned often; these include excursions, guided tours through factories, experiential days for students, as well as work placements and specialist training seminars for teachers organised by companies.
4. Also in another context, training enterprises proved to be cooperation partners: they contribute both tangible (e.g. teaching material, demonstration material) and intangible support (e.g. on-the-job-training for equipment, sponsoring, remedial classes for students at companies).
5. Mention should be made of cooperation in additional offers for students: within the framework of apprenticeship competitions, in the organisation of specialist excursions abroad, and international exchange schemes, training enterprises and part-time vocational schools act in concert for the benefit of apprentices.

FIGURE 7-2-1:

Examples of good cooperation with a training enterprise*Ranking by number of replies*

Answers of part-time vocational school teachers and head teachers (multiple replies possible)	Number of replies
Company projects or project partnerships by training enterprises and part-time vocational schools with involvement of other training providers	71
“Real-life encounters” with the economy: sector-specific know-how transfer to school	34
(primarily) for <u>students</u> (e.g. excursions, experiential days)	25
(primarily) for <u>teachers</u> (e.g. in-house training events at company)	9
Support by training enterprises	32
<u>tangible</u> (e.g. training material, demonstration material)	20
<u>intangible</u> (e.g. on-the-job training for technical equipment, specialist lectures held by companies, remedial classes for students at companies)	12
Cooperation in measures for students (apprenticeship competitions, Leonardo da Vinci exchange programmes, preparation for the apprenticeship-leave exam, etc.)	26
Regular/coordinated information about the young person’s development (e.g. student booklet, joint visiting day for parents) as well as about the training situation	21
Events-related information and coordination of a joint procedure in case of difficulties with part-time vocational school students/apprentices	17
Regular contact fora of IVET trainers in training enterprises and part-time vocational schools (e.g. working groups, IVET trainer jour fixes, quality circles)	14
Cooperation with sectoral subunits of the employers’ organisations and specialised organisations in the sector and with the social partners	13
Coordination meetings between part-time vocational schools and training enterprises regarding learning contents and training quality	12
Cooperation of Places of Learning (LernOrteKooperation, LOK): examples in Lower Austria, Vorarlberg and Lower Austria	10
Critical feedback	8
Other comments (collective category)	22
Total number of replies	280

Source: ibw part-time vocational school survey, November 2005

Results of part 2 of the open question relating to suggestions or considerations on the part of the representatives of part-time vocational school for good cooperation between training enterprises and part-time vocational schools are presented in Overview 2.

About 150 of the approximate total of 640 survey participants from part-time vocational schools made related *suggestions for good cooperation with a training enterprise*; in all, more than 170 answers could be counted due to some multiple replies.

Something that already became clear during the first screening of comments was that suggestions follow the known “reply pattern” in the mentioning of “examples for good cooperation with a training enterprise”. Although not all categories have been named as frequently, the category grid from the example overview as such has proven as very useful and has hence been adopted, including another category (“*I would like the training enterprises to show more interest, initiative, interaction*”).

The representatives of part-time vocational schools for apprentices made suggestions mainly where good information exchanges and cooperation forms do not yet exist. Topping the list we find three suggestions or wishes:

- ✦ More regular information about the development of apprentices and the training situation at training enterprise and part-time vocational school,
- ✦ more “real-life encounters” with the economy, and
- ✦ more interest on the part of training enterprises.

Another major focus is on coordination talks between part-time vocational schools and training enterprises concerning teaching and training content, training objectives, and the quality of training.

FIGURE 7-2-2:

Suggestions for good cooperation with training enterprises, 2005*Ranking by number of replies*

Answers of part-time vocational school teachers and head teachers (multiple replies possible)	Number of replies
Regular/coordinated information about the young person's development at training enterprise and vocational school (e.g. student booklet, joint visiting day for parents) as well as about the training situation	36
"Real-life encounters" with the economy: sector-specific know-how transfer to school	33
(primarily) for <u>students</u> (e.g. excursions, experiential days)	18
(primarily) for <u>teachers</u> (e.g. in-house training events at company)	15
<i>I would like the training enterprises to show more interest, initiative and interaction (e.g. regular visits by the training enterprises to programmes)*</i>	31
Coordination meetings between part-time vocational schools and training enterprises regarding learning contents and training quality	22
Support by training enterprises	10
<u>tangible</u> (e.g. training material, demonstration material)	6
<u>intangible</u> (e.g. on-the-job training for technical equipment, remedial classes for students at companies)	4
Events-related information and coordination of a joint procedure in case of difficulties with part-time vocational school students/apprentices	6
Cooperation with sectoral subunits of the employers' organisations and specialised organisations in the sector	6
Cooperation in measures for students (apprenticeship competitions, Leonardo da Vinci exchange programmes, preparation for the apprenticeship-leave exam, etc.)	4
Cooperation of Places of Learning (LernOrteKooperation, LOK): examples in Upper Austria and Vorarlberg	4
Regular contact fora of IVET trainers in training enterprises and part-time vocational schools (e.g. working groups, IVET trainer jour fixes, quality circles)	3
Critical feedback	3
Other comments (collective category)	14
Total number of replies	172

* Content-related overlaps between these two categories occur, therefore a strict delimitation and categorial collection of replies is possible only to a limited degree.

Source: ibw part-time vocational school survey, November 2005

Annex of Tables on the Survey among Part-time Vocational Schools

TABLE A-B-1:

Internal reliability of the survey:

Contacts to training enterprises and support by training enterprises from the viewpoint of part-time vocational school teachers and head teachers, figures in line percent

Contacts to training enterprises	Support by training enterprises				Total	Absolute
	Very often	Sometimes	Rarely	Never		
Very often	26.1	54.9	15.8	3.3	100.0	184
Sometimes	2.0	41.0	50.1	6.8	100.0	351
Rarely	0.0	19.3	48.2	32.5	100.0	83
Never	0.0	0.0	0.0	100.0	100.0	9
Total	8.8	41.6	39.1	10.5	100.0	627

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-2:

Frequency of contacts of part-time vocational school teachers and part-time vocational school head teachers to training enterprises, in line percent

Forms of information transfer and exchange with training enterprises	Respondents	Very often	Sometimes	Rarely	Never
Contacts with authorised apprenticeship trainers or IVET trainers are made at events of part-time vocational school	T	10	53	29	8
	H	36	49	14	1
Training enterprises get in touch with schools in case of problems with an apprentice	T	11	48	35	6
	H	33	43	21	4
Contacts with authorised apprenticeship trainers or IVET trainers are made at events of the Federal Economic Chamber, the sectoral subunit of the employers' organisations, etc.	T	5	37	38	21
	H	24	47	23	5
I myself take the initiative and get in touch with the training enterprise in case of problems with an apprentice	T	59	34	6	1
	H	74	25	1	0
Training enterprise wish to receive information about the performances of their apprentices at part-time vocational school	T	13	51	34	3
	H	21	58	19	3

T = part-time vocational school teachers (n= 576) H = part-time vocational school head teachers (n= 74)

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-3:

Forms of transfer and exchange of information between training enterprises and part-time vocational schools from the viewpoint of part-time vocational school teachers and head teachers: Intercorrelations

*N.B.: All the correlation coefficients are statistically significant at a level of 0.01 and 0.05, the coefficients **above 0.40** have been greyed out and set in bold typeface*

Statements	1	2	3	4	5	6	7	8	9	10
1 Part-time vocational school students report about their work in the apprenticeship occupation	1.00	0.24	0.24	0.17	0.13	-	0.15	0.17	0.16	0.11
2 Training enterprises get into touch in case of problems with an apprentice		1.00	0.51	0.50	0.19	0.13	0.30	0.30	0.34	0.30
3 Training enterprises give feedback about subject-specific/occupational aspects			1.00	0.46	0.16	0.18	0.39	0.36	0.47	0.41
4 Training enterprises want to be informed about the apprentices' performance at part-time vocational school				1.00	0.24	0.13	0.29	0.30	0.36	0.36
5 I myself take the initiative in case of problems with an apprentice					1.00	0.16	0.14	0.10	0.14	0.14
6 Head teacher informs training enterprises in case of problems with an apprentice						1.00	0.26	0.23	0.20	0.15
7 Contacts with training enterprises on the occasion of events organised by vocational school							1.00	0.47	0.37	0.30
8 Contacts with IVET trainers on the occasion of events of the Economic Chamber, etc.								1.00	0.44	0.34
9 Part-time vocational school teachers are invited by training enterprises to exchange experiences									1.00	0.67
10 Training enterprises provide information about new working methods, etc.										1.00

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-4:

**Non-school contacts and support in occupational activity:
Difference between part-time vocational school teachers and head teachers, 2005, in %**

Statements where differences between teachers and head teachers can be observed	Vocational school teachers (n=576)	Vocational school head teachers (n=74)	<i>Difference</i>
Tabulated value: Share "very often"			
Support provided by advisors for part-time vocational schools and/or regional school inspector	7	49	42
Contacts to training enterprises	26	60	34
Contacts with authorised apprenticeship trainers or IVET trainers are made at events of part-time vocational school	10	36	26
Support by the in-service teacher training college	9	31	22
Support by working groups of part-time vocational school teachers	17	38	21
Contacts with authorised apprenticeship trainers or IVET trainers are made at events of the Federal Economic Chamber, the sectoral subunit of the employers' organisations, etc.	5	24	19
Contacts to specialised organisations of the economic chambers	6	23	17
Contacts to the Apprenticeship Office of the economic chambers	4	19	15
Support by training enterprises	9	14	5
Tabulated value: share "fully agree"			
I have very good contacts with training enterprises: I get their support whenever I need it	20	37	17
Our part-time vocational school cooperates closely with some training enterprises	27	43	16
I get sufficient support from the training enterprises if I try	23	32	9

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-5:

CVET wishes of part-time vocational school teachers by trained apprenticeship occupation, in line percent

Statements	N	Fully agree	Rather agree	Rather disagree	Fully disagree
<i>I wish I had more contacts and excursions to companies in the sector</i>					
Trained apprenticeship occupation					
Bricklayer (mason)	65	51	31	17	2
Cook	60	43	45	12	0
Office assistant	200	40	47	11	3
Machine engineering technology	129	35	49	14	2
Electrical installations technology	82	35	46	19	1
Motor vehicle engineering	67	29	48	22	2
Total	643	40	44	14	2
<i>I wish there were more CVET options in course form</i>					
Trained apprenticeship occupation					
Cook	60	39	39	20	2
Electrical installations technology	82	29	41	28	3
Bricklayer (mason)	65	27	36	31	6
Office assistant	200	27	46	21	6
Machine engineering technology	129	24	44	28	3
Motor vehicle engineering	67	22	46	26	6
Total	643	29	42	25	4

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-6:

Frequency of IVET trainer activities and course attendance of part-time vocational school teachers on the whole and by trained apprenticeship occupation, line percent

Statement	N	Fully agree	Rather agree	Rather disagree	Fully disagree
<i>I myself work as a trainer in CVET</i>					
Trained apprenticeship occupation					
Machine engineering technology	129	34	19	13	35
Electrical installations engineering	82	31	11	17	41
Bricklayer (mason)	65	29	17	17	37
Office assistant	200	25	13	19	43
Cook	60	24	10	17	49
Motor vehicle engineering	67	15	19	14	52
Total	643	27	14	18	42
<i>I regularly attend CVET events to remain up-to-date in my subject</i>					
Trained apprenticeship occupation					
Electrical installations engineering	82	60	36	4	0
Cook	60	58	37	5	0
Office assistant	200	57	38	5	1
Motor vehicle engineering	67	56	39	5	0
Machine engineering technology	129	52	39	8	1
Bricklayer (mason)	65	45	51	5	0
Total	643	55	40	5	0

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-7:

CVET wishes of part-time vocational school teachers by duration of teaching activity, in line percent

Duration of teaching career as part-time vocational school teacher	N	I wish there were more CVET options in course form			
		Fully agree	Rather agree	Rather disagree	Fully disagree
Below 5 years	96	36	42	20	2
5 to 10 years	159	37	39	22	3
11 to 15 years	84	28	48	19	5
More than 15 years	265	27	40	27	6
Total	604	31	41	23	4

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-8:

CVET wishes of part-time vocational school teachers by duration of teaching activity, in line percent

Duration of teaching career as part-time vocational school teacher	N	I wish I had more contacts and excursions to companies in the sector			
		<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Below 5 years	96	40	44	14	2
5 to 10 years	159	49	35	14	2
11 to 15 years	84	38	46	15	1
More than 15 years	265	38	46	13	3
Total	604	42	43	14	2

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-9:

Trainer activity of part-time vocational school teachers by duration of teaching activity, in line percent

Duration of teaching career as part-time vocational school teacher	N	I myself work as a trainer in CVET			
		<i>Fully agree</i>	<i>Rather agree</i>	<i>Rather disagree</i>	<i>Fully disagree</i>
Below 5 years	96	17	6	12	66
5 to 10 years	159	28	17	11	45
11 to 15 years	84	26	14	25	35
More than 15 years	265	29	15	20	37
Total	604	26	14	17	43

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-9:

Appraisal of personal and institutional support in activities conducted at part-time vocational school from the viewpoint of part-time vocational school teachers and head teachers

QUESTION: "How often do you receive support in your activities at part-time vocational school by the following individuals or organisations?"

Support by...		<i>Very often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
My colleagues	T	73	23	4	1
	H	75	25	0	0
Difference		2	2		
Working groups of part-time vocational school teachers, etc.	T	17	43	25	15
	H	38	50	6	7
Difference		21	7		
Regional school inspector and / or advisors for part-time vocational schools for apprentices	T	7	26	41	25
	H	49	37	12	3
Difference		42	11		
In-service teacher training colleges	T	9	33	39	19
	H	31	51	15	3
Difference		22	18		
Training enterprises	T	9	39	41	11
	H	14	58	24	4
Difference		5	19		
Youth office, etc.	T	1	8	27	64
	H	1	9	51	39
Difference		0	1		

T = part-time vocational school teachers (n=576) H = part-time vocational school head teachers (n=74)

Source: ibw part-time vocational school survey, November 2005

TABLE A-B-10:

Frequency of contacts of part-time vocational school teachers and head teachers with training enterprises and other organisations, in %

Question: "How often do you have contacts with the following establishments?"

Organisations		<i>Very often</i>	<i>Some-times</i>	<i>Rarely</i>	<i>Never</i>
Training enterprises	T	26	58	14	2
	H	60	36	4	0
<i>Difference</i>		34	-22		
Specialised organisations of the economic chambers (sectoral subunit, occupational association, steering committee)	T	6	20	36	39
	H	23	40	30	7
<i>Difference</i>		17	20		
Apprenticeship Office of the economic chambers	T	4	19	39	38
	H	19	56	23	1
<i>Difference</i>		15	37		
Trade union	T	4	16	32	48
	H	3	21	47	30
<i>Difference</i>		-1	5		
Chamber of Workers and Employees	T	2	18	38	43
	H	5	50	37	8
<i>Difference</i>		3	32		

Source: ibw part-time vocational school survey, November 2005

CONCLUSIONS

An amazing 85 to 90 percent of the training enterprises are satisfied with occupation-related theory provided at part-time vocational school. But there is also the wish for more information (expressed by part of training enterprises), the wish for more interest by training enterprises in part-time vocational school, and more subject-related information provided by companies (part-time vocational school).

In principle it must be assumed that the training enterprises and part-time vocational schools belong to different “cultures” and that there are no hard and fast rules for the forms of information exchange and contacts between the two training providers. Most of it is based on specific developments in the regions and, above all, on the “cultivation of relationships” and readiness/ability to cooperate of the people involved at various levels.

The different locations of the two “partners” in the dual IVET system also implies differing value orientations, experiences and perspectives. Therefore any written surveys among training enterprises and part-time vocational schools need to be interpreted carefully, taking into account both sides, to increase chances to encounter sufficient acceptance for conclusions with both providers in the dual IVET system.

In general it must be noted that large enterprises with training departments and full-time training officers have other resources for the “cultivation of relationships” with part-time vocational school. Small enterprises however need “mediators” for cooperation with part-time vocational school. As a rule these are the sectoral subunits of the employers’ organisations and occupational associations in the regional economic chambers.

The survey among training enterprises empirically proved: The more information is exchanged and the more contacts exist between training enterprises and part-time vocational schools, the higher is the satisfaction among “accepting institutions” in the dual training system with subject-related / occupation-specific teaching. This trend is enhanced by the fact that 90 percent of those that feel they have so far not received sufficient information express the wish for more information.

“Cooperation” is a broad concept. At the basis of this concept there is mutual information exchange which in the most favourable case leads to an organised form of cooperation.²² On a content level, two focuses may be distinguished between: On the one hand, the young person and his/her problems with learning and growing up, on the other the subject-specific aspects of the respective apprenticeship occupation (such as expert exchanges between part-time vocational school teachers and corporate experts, see Figure 1).

FIGURE 1:

Structure of cooperation between places of learning			
Intensity		Focus 1	Focus 2
Cooperation	☐	The problems and development of the young person in and outside school	Specialist content of apprenticeship occupation: feedback, information about innovations and company-oriented CVET
Coordination	☐		
Information	☐		

Source: ibw 2006

How can sufficient information and contacts between the two “partners” in the dual training system be guaranteed? What is hence needed to continually safeguard the quality of cooperation? Which measures should be taken into consideration?²³

1. “Cultivation of relationships” at the meta-level of representative institutions, such as school inspection or part-time vocational school head teachers and related organisations of the Economic Chamber (Apprenticeship Office, sectoral subunit of the employers’ organisations, occupational organisations, steering committees, etc.) to discuss basic issues and innovations and eliminate misunderstandings and ambiguities.
2. “Cultivation of relationships” at the level of actors responsible for training in the training enterprises (authorised apprenticeship trainers, IVET trainers, etc.) and at

²² Buschfeld, D.: Kooperation an kaufmännischen Berufsschulen – eine wirtschaftspädagogische Studie, Cologne, 1994, differentiates between steps of cooperation between places of learning (information, coordination, cooperation)

²³ For more information please refer to Alois Stadlmayer: Möglichkeiten für Öffentlichkeitsarbeit und Lernortkooperation an der Berufsschule Schärding, Diploma thesis, 2004/2005, BPA Linz, , p. 31 et seq.

part-time vocational schools (head teachers and teachers); this ranges from mutual invitations to events, to “regulars’ meetings” in which master craftspeople and part-time vocational school teachers take part, or the joint participation in a European project.²⁴ It is essential that the exchange in pedagogical and subject-specific issues can be conducted successfully only when based on a well-established relationship.

3. Another level is the qualification of the involved actors at the level of training enterprises and part-time vocational schools: Part-time vocational school teachers with pedagogical qualifications mainly need to continually update their subject-related qualifications. In this context, the companies and the CVET offers in the sector are the first address to satisfy CVET requirements. Skilled workers from the sector can profit from the general pedagogical information about young people and their particular problems. This is where part-time vocational schools have quite a lot to offer.
4. Only after the above-mentioned prerequisites at the personal level and competence/qualification level have been met, various information measures, cooperation schemes or instruments to facilitate information exchange and cooperation can be applied. These provisions may range from Open Door Days at part-time vocational school and mixed working groups to excursions and work placements for part-time vocational school teachers. As channels of information about the young people and their development during training, student booklets (with information about his/her school performance, behaviour, training contents, etc.) or regular phone contacts can be used successfully only if the basis of the “relationship between the two training partners” is well-established to be able to jointly face any problems and difficulties.²⁵
5. Both the company size and the apprenticeship occupations or sectors involved represent key framework conditions for the interaction between the two places of learning in the apprenticeship training system. Therefore, any recommendations on how to improve the continuously positive effect of frequent contacts and timely

²⁴ Both these examples were named by part-time vocational school teachers in their answers to the open question regarding good examples for cooperation.

²⁵ The survey conducted at vocational schools and training enterprises has revealed a variety of best-practice examples and suggestions. However, all this can work only if contacts are maintained regularly and any misunderstandings and ambiguities are eliminated as soon as they arise.

provision of information whenever problems or changes in the demands of training contents and its organization arise will have to reflect these structural prerequisites. Whereas larger enterprises frequently carry out activities relating to their trainees, and generally are able to offer information and other support options to part-time vocational school, micro-enterprises are more dependent on initiatives launched by part-time vocational school or other establishments involved in apprenticeship training.

ANNEX OF TABLES

TABLE A-1:

**Employment rate and labour market status by formal qualification,
2004**

Educational attainment	Employment rate ⁽¹⁾ in %	Unemployment rate ⁽²⁾ in %
Higher learning establishment	83.4	3.0
Upper secondary school or college	69.9	4.4
Secondary VET school (BMS)	72.8	3.7
Apprenticeship training (incl. master craftsperson examination)	75.2	4.2
Compulsory school	46.0	9.5
Total	67.8	4.9

⁽¹⁾ Proportion of working-age population under employment

⁽²⁾ Proportion of unemployed in the economically active population pursuant to the *labour-force concept* (Eurostat definition)

Source: Statistik Austria

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ABBREVIATIONS

AVS	advisor for part-time vocational schools
CVET	continues vocational education and training
EIE	electrical installations engineering
ibw	Institute for Research on Qualification and Training of the Austrian Economy
MET	machine engineering technology
MVE	motor-vehicle engineering
OA	office assistant
RSI	regional school inspector