

TWENTY- FOURTH REPORT

Part II

on the implementation of Articles 9, 10 and 15 of the
European Social Charter
(Reporting period 1 January 2001 to 31 December 2004)
submitted by the Federal Government of the
REPUBLIC OF AUSTRIA
under Article 21 of the European Social Charter,
the instrument of ratification of which
was deposited on 29 October 1969.

In accordance with Article 23 of the Charter,
copies of this report have been communicated to

The Austrian Trade Union Federation
(Österreichischer Gewerkschaftsbund)

The Federal Chamber of Labour
(Bundesarbeitskammer)

The Austrian Economic Chamber
(Wirtschaftskammer Österreich)

The Federation of Austrian Industry
(Vereinigung der Österreichischen Industrie)

The Presidential Conference of Austrian Chambers of Agriculture
(Präsidentenkonferenz der Landwirtschaftskammern Österreichs)

and

The Congress of Austrian Chambers of Agricultural Labour
(Österreichischer Landarbeiterkammertag)

ARTICLE 9

THE RIGHT TO VOCATIONAL GUIDANCE

Ad A:

In reply to the supplementary questions of the Committee of Social Rights in Conclusions XVI–2 on Article 9, the previous presentation should be updated as follows:

Vocational guidance in schools:

In Austria, many services are provided by institutions with different approaches that contribute to information, guidance and orientation for education and occupation.

A comprehensive overview is provided by the Austrian country report in connection with the OECD study on “Career Guidance Policies” (See <http://www.oecd.org/dataoecd/48/8/1960595.pdf>).

In keeping with all-European initiatives for the establishment of a system of “lifelong guidance”, Austria is now developing a national strategy for the further development and improvement of coordination between the various services.

The Public Employment Service:

Pursuant to § 1 (1) of the Public Employment Service Act (AMSG), BGBl. No. 131/1994 as amended, the Public Employment Service (PES) is a service enterprise under public law with independent legal personality, subject to supervision by the Federal Minister for Economics and Labour in the non-official sector (§ 59 AMSG). § 29 AMSG describes the aims and tasks of the PES and § 32 defines the services to be offered in the performance of its tasks. In addition, the PES is required to design its services in such a way, and if necessary to provide them in such intensity, as to ensure the greatest possible equality of opportunity with other workers for persons who have particular difficulty in obtaining or retaining a job, either because of their personal circumstances or because they belong to a disadvantaged group on the labour market (§ 31 AMSG).

The PES consists of a Federal organisation, Provincial organisations for each of the nine Federal Provinces and a total of 99 Regional organisations at district level within the Federal Provinces; in addition, there are five branch offices and 60 Vocational Information Centres.

The organs of the PES are the Administrative Board and the Board of Directors in the Federal organisation, the Provincial Directorate and the Provincial Manager in the Provincial organisation, and the Regional Advisory Board and the head of the Regional Office in the Regional organisation.

These organs have at their disposal the Federal Office (BGS) at Federal level, the Provincial Offices (LGS) at Provincial level and the Regional Offices (RGSen) at district level.

Representatives of the social partners, who are nominated by the employers' and employees' representative organisations, are delegated to the collegiate organs (Administrative Board, Provincial Directorate, Regional Advisory Boards), which are constituted on a tripartite parity basis.

ad a:

Pursuant to § 32 (4) AMSG, services such as counselling, information and the promotion of placement for workers, the unemployed and job-seekers must be provided free of charge.

Similarly, no charge is made to pupils for services offered at schools (e.g. vocational guidance classes, individual and educational counselling).

ad b:

Vocational guidance is offered not only by public sector institutions such as schools, colleges, further education institutions and the PES but also by representative organisations (Chamber of Labour, Federal Economic Chamber), associations, enterprises and freelance counsellors.

The Public Employment Service:

Labour market advisory and service institutions are assigned clearly defined tasks for vocational guidance, preparatory courses, coaching and supported employment, etc. in specific target group areas. Other activities and counselling services are intended to have a proactive and preventive effect (e.g. skills training for employed persons and counselling on skills needs for enterprises).

Even when PES services are outsourced, they are available free of charge to PES clients.

ad c and supplementary question on citizens of other Charter contracting States:

In the schools area, appropriate nationwide vocational and educational information is provided at all transitional points:

- The "Prognosis procedure" for the transition from primary to secondary education (see www.schulpsychologie.at/hsoderahs)
- The "INFORAT" initiative for the transition from secondary stage I to secondary stage II (see www.schulpsychologie.at/inforat)
- The "key2success" initiative for the transition from secondary to tertiary education (see <http://key2success.schulpsychologie.at>).

Action in the schools sector to promote equality of opportunity for girls/young women:

Action plans: Since 1997, work has been proceeding in the schools sector on the implementation of the "Action Plans" that were issued by the Federal Minister.

These Action Plans of the Federal Ministry for Education, Science and Culture (BMBWK) constitute a comprehensive approach to realising aspirations for gender equality, through cooperation by the entire ministry. The action plans originated from the catalogue of measures of the Platform for Action of the 1995 Fourth World Conference on Women in Beijing.

Both the “Action Plan 2003 – gender mainstreaming and the advancement of women in schools and adult education” (2001-2003) and the “Action Plan 2003 – gender mainstreaming and gender-sensitive education” (end of 2003 to end of 2006) deal as a priority with activities and projects related to “vocational guidance for girls” and “girls in non-traditional training/occupations”.

Although a great deal of ground has been made up with regard to the level of women’s education and the formal certificates obtained, the number of girls in technical schools has risen only marginally in recent years. Women are still very much under-represented in technical, manual and scientifically oriented training and occupations. The BMBWK therefore concentrates its efforts both on current information and awareness work and on the support of associations and projects that offer targeted counselling and help in the sphere of “vocational orientation for girls “.

The BMBWK has launched the following initiatives:

A new project under the title of **“READY”** was launched in the autumn of 2001 for girls from 13 to 15 (lower secondary and prevocational schools). Workshops on vocational guidance and career planning were held by experts from advisory units for girls and were integrated in school vocational training. As an experiment, they are now being carried out at approximately 16 school locations in four Provinces. “READY” focuses on improving the labour market chances of girls/young women in order to broaden perspectives so as to include non-traditional occupations, on counselling, guidance and support in the choice of an occupation and career planning, on the critical examination of clichés regarding roles and on strengthening self-confidence. In parallel to their class work, the teachers involved are given suggestions for teaching in special workshops. The project is being financed up to 2006 out of European Social Fund and BMBWK resources.

The **“MUT – Mädchen und Technik”** (Girls and Technology) Project (2002 – 2004) was also designed for girls aged 13 to 15. The primary aims are to improve labour market chances, broaden the occupational prospects of girls/young women to include technology and the new media and, in the long term, to increase the proportion of women in non-traditional occupations. It is also a matter of concern to raise self-confidence among girls. The project comprises courses, workshops and counselling sessions for girls. The effectiveness of the project is to be intensified by means of courses for teachers and by cooperation between the Provincial Women’s Affairs Officers and officers of the Public Employment Service and industrial establishments. The experience gained in this project is intended to contribute to the development of innovative models for motivating girls to enter technical occupations and to know-how transfer to the in-

service training of teachers and to schools. As a result of the complexity of this project and the multiplicity of activities, it not only has an effect on girls but also reaches a broader public.

The activities are carried out in selected regions (particularly, rural regions) in seven Provinces. The project is financed out of resources of the European Social Fund and the Research and Technology Development Council.

In order to expand the range of occupations chosen by girls and to increase the proportion of women in technical training and occupations, a special project entitled **“FIT – Women entering technical occupations”** has been in operation for 10 years. As from 2001 and up to 2006 it has been financed out of national resources and from the European Social Fund. In the run-up period, FIT project staff can visit schools in order to give girls and young women general information regarding technical training. Two- or three-day information and “taster” courses will be held at the beginning of the year at six locations: at the Universities of Klagenfurt, Linz, Salzburg and Innsbruck and at the Technical Universities of Graz and Vienna. The target group consists of girls aged 16 to 19 at higher-level schools. The programme includes information on technical courses of study, attendance at technical training institutions, laboratory exercises, workshops on “vocational guidance and career-planning” and talks with experts. Contacts with women working in technical occupations are intended to create new possibilities of identification and to help dismantle inhibitions against taking up technical studies.

The campaign **“MIT – girls/women entering the technical sector”** for girls aged 16 to 19 at intermediate and higher technical schools, in which meanwhile over 20 schools have taken part, has been in operation since 1998. The intention is to create awareness (among teachers, parents, boys/girls and the schools administration) so as to dismantle prejudices and clichés regarding roles. By encouraging girls and introducing them to women actually working in technical occupations, it is intended to increase the proportion of girls in technical training, which is rising very slowly (at present about 10% in the higher technical schools). Concrete action has already been taken in technical schools for girls (such as information events, “taster” courses, and rhetoric or presentation courses); it is also intended to support this project by analysing the attitudes of boys and men. In parallel, several nationwide in-service training courses have been held for teachers at technical schools.

The **“Gender mainstreaming and gender-sensitivity programme in IMST 2”** (Innovation in **M**athematics, **S**cience and **T**echnology **T**eaching) aims to improve the teaching of mathematics and science in Austria and to expand the prospects for study and the range of choices for girls and boys in order to reduce the existing gender gaps in mathematics and science subjects as well as in university study and the professions. A further project target (2002 – 2004) is to raise awareness among professional development facilitators, the IMST project staff and the schools participating in the project of gender-specific aspects, with the aim of making mathematical and science subjects equally attractive to girls and boys.

The Ministry for Education, Science and Culture subsidises **Associations and initiatives** that offer targeted vocational guidance, counselling and courses (on technology, manual trades, the Internet and computers), with the aim of counteracting the socially induced one-sided choice of occupations by girls. (In the period 2001 – 2004 the Gender-specific Education Division gave financial support to a total of 36 relevant projects).

Publications: Various information brochures have been published, with the aim of reaching a further group of persons (teachers, professional development facilitators, schoolgirls) so as to motivate girls/young women to take up non-traditional occupations:

“SCHUG – Schooling and Equality”, an information leaflet of the Ministry for Education, Science and Culture on questions of equal status and on gender-specific topics in schools and education is circulated once a year to all school directors).

Two folders on “vocational guidance for girls and young women”, suggestions and practical hints (published by the Ministries for Social Security and Generations; Education, Science and Culture; Economics and Labour, and the Public Employment Service, 2002).

“Girls can do more”. Step by step – tips for a successful choice of occupation (published by the Ministries for Social Security and Generations; Education, Science and Culture; Economics and Labour; and the Public Employment Service, 2002, 76 pages).

Methods and materials folder: “Leaps into the future”. Suggestions for vocational guidance classes for girls in the 7th and 8th grades (published by the Ministry for Education, Science and Culture, 1997, A4, 163 pages).

Websites: regularly updated;

www.bmbwk.gv.at/gleichstellung-schule
<http://www.mut.co.at>

The Public Employment Service (PES):

PES services, such as information and counselling on occupations, which are not in the sector of State action, can in principle be taken up by anyone at any of the PES offices and institutions, by virtue of § 31 (1) of the Public Employment Service Act.

The Vocational Information Centres – BIZ – offer low-threshold access to all the target groups mentioned. Information and advisory services and self-administered tests, etc. are available anonymously in these Centres. For specific services or intensive counselling, participation in orientation courses subsidised by the PES is usually dependent on registration (with the PES-IT).

The services of the Infozone, trade-fair events and the Internet are also offered on a self-service basis and therefore anonymously. In these cases, naturally, no personal particulars are recorded (e.g. residence or unemployment insurance status, etc.).

ad d: In accordance with the statutory labour market mandate of the PES, the primary aim of all its services for job-seekers, and therefore also of vocational information and guidance, is to bring about positive labour market effects such as placement in vacancies or safeguarding existing employment (see, for example, § 32 Public Employment Service Act).

PES officers are constantly confronted in their day-to-day work with conditions on and the demands of the labour market, so that such experience is naturally taken into account in advisory services. In addition, the staff make use of corresponding further training facilities and a wide range of information is available.

Personal counselling, support and placement are regarded as closely interconnected and interdependent in the work of the Public Employment Service; successful and sustained placement is the prerequisite for successful individual counselling and guidance. The functions of personal counselling, support and placement can therefore not be regarded as separate from one another but as interrelated, with the aim of successful and sustained placement.

It is therefore also an important criterion that each counselling session must take into account the chances of achieving a specific aim in the labour market.

ad e: PES also offers important information on occupations and training, in cooperation with the Austrian Broadcasting Service or at trade fairs, especially educational and vocational training fairs. In 2004, PES launched the JOBmania Tour on the subject of vocational information. The central aim of JOBmania was to address as many young people as possible at local events in an idiom specifically directed at youth and to make them aware of the wide range of PES services for youth. In this context, JOBmania concentrates chiefly on youth who have so far given little thought to their future or among whom inhibitions against visiting a PES vocational information centre have previously been too strong.

A special PES focal point is the **ongoing development of its Internet information service:**

Vocational Information: The Internet is perceptibly developing into a conduit for vocational information, supplementing the information folders, brochures and video films available in the Vocational Information Centres. PES provides numerous information documents and brochures for downloading from its home page www.ams.or.at or from a special vocational information portal www.beruf4u.at.

The so-called **vocational compass**, a test of personal inclinations that is linked with some 700 job profiles, helps young people in choosing an occupation and in career reorientation. It offers a written evaluation of a person's abilities and suggests possible occupations. In the light of the vocational guidance test, a special apprentices' compass proposes suitable apprenticeships.

The **qualifications barometer** shows the occupations and skills for which workers are in demand. Among other things, it offers a clearly arranged presentation of vacancies advertised as well as expert trend assessments. The

advertisements in 84 daily and weekly newspapers, including information on concrete demand for particular skills are analysed and evaluated for that purpose.

The **PES vocational information system** is a comprehensive reference work on occupations, skills and requirements. It presents approximately 10,000 job descriptions, about 3,600 detailed skills profiles and 600 occupations, with short accounts of employment openings, incomes, the working environment, training, etc.

The **“Your choice” system** gives a comprehensive up-to-date picture of approximately 3,000 training facilities and some 1,800 occupations in Austria. Training courses for apprentices, at schools and technical colleges and universities are presented, together with addresses. Detailed descriptions of all training levels can be accessed from the **PES vocational databank**.

The **PES further training databank** gives a survey of further training facilities, training institutions and courses, with the latest information about 22,000 further training seminars.

Jointly with the Austrian Economic Chamber, an **apprenticeship exchange** for enterprises and apprentices is made available online.

The PES eJob Room: PES sees its mission as that of a nerve centre for labour market information; accordingly, as information on vacancies and job-seekers is made accessible to market participants, preserving data protection and security as far as possible. A focal point in the further development of PES services is the intensive development of direct communication channels between prospective employers and job-seekers by means of special self-service instruments or via the Internet. Online job and personnel searches in the Internet have been considerably expanded. Thanks to intensive efforts by PES, the number of registered enterprises was raised from approximately 5,000 in 2003 to some 10,000 in 2004. Some 100,000 job-seekers were registered in the eJob Room at the end of 2004.

In the course of further development, user-friendliness was continuously improved by injecting additional functionality. The search for occupations or groups of occupations was considerably facilitated by the integration of the newly developed PES vocational information system (BES) with the eJob-Room. In addition, a large amount of vocational information on the chosen occupation was offered.

EURES: The EURES databank, which can also be accessed via the Internet and through the self-service facilities of the PES, offers up-to-date information on mobility and transitional provisions in the framework of the 2004 EU enlargement as well as on living and working conditions and the labour market in all EEA States. Vacancies in the EEA area and Switzerland are automatically imported into the PES computer network daily and are also available to job-seekers by means of touch-sensitive Samsomatic instruments and via the eJob-Room.

Labour market and occupational research:

Pursuant to § 32 of the Public Employment Service Act, PES is required to provide services to prepare, make possible or facilitate placement – particularly by providing information on the labour market and occupations. Accordingly, the aim of PES research is to provide the relevant players in vocational basic and further training with high-quality up-to-date information. The spectrum of research comprises short- and medium-term labour market forecasts, studies on the development and evaluation of labour market policy instruments, the basics of labour market research and labour market statistics and research into occupations and skills.

The results of such studies are distributed in various media. Regular publications such as “AMS info” and “AMS report” guarantee information transfer beyond the circle of scientific experts and are available to all institutions, organisations and enterprises interested in these questions. Since 2001, the PES research network has made it possible to present and link up the activities of some 40 private and public research institutions in the area of occupational and skills research. This provides the interested public, including the media, with rapid and useful access to research activities. The Internet platform of the PES research network also offers numerous research reports and abridged versions for downloading.

Results of PES research, such as analysis of job vacancy advertisements, are also incorporated, for example, into the PES skills barometer.

ad f:

The previous presentation should be updated as follows:

In fulfilment of its statutory mandate to create more equality of opportunity in the labour market, the PES applies an expanded concept of disability.

The group of disabled persons includes not only persons who are “beneficiaries” pursuant to Federal or Provincial laws but also persons with medically certified or otherwise credibly asserted limitation of their physical, mental or intellectual capacity (irrespective of the degree of disability). Such persons have difficulties in placement or restricted occupational choices owing to that limitation.

In principle, the entire range of PES services is available to disabled persons. The aim of PES efforts is integration in the primary labour market. In addition, PES offers comprehensive rehabilitation programmes (guidance, skills training, training or active job-seeking). A training support facility for youth was created in the context of integrative vocational training (amendment to the Vocational Training Act 2003 – for details, see the report on Article 15).

Ad B:

See reply to question A.

Under the Labour Market Reform Act 2004, PES was required, as from 1 January 2005, to prepare a support plan for every unemployed person specifying in particular the form of support and the proposed action and a statement of reasons for the intended action, on the basis of the expected support requirement (§ 38 c AMSG).

Ad C:

The previous presentation should be updated as follows:

The Internet is the central source of information. The relevant databanks and information platforms are freely and directly accessible to the public in most cases. In addition, a large volume of written information material for example, concerning training institutions, Vocational Information Centres and training trade fairs is made available to the public free of charge (see reply to question A e).

Ad D a-d:

Taking into account the supplementary questions of the Committee of Social Rights, the previous presentation should be updated as follows:

The Public Employment Service:

The three-zone model of the PES offices already described in the Twentieth Report (see question A e) was almost completely implemented in the year 2003; eight regional offices were able to implement the model only after the necessary building work had been completed.

Information and self-service facilities are offered in the Infozone, job placement and safeguarding of subsistence services in the service zone, and counselling and special measures in the advisory zone. Thanks to the new organisational model, safeguarding of subsistence and job placement will now be offered for roughly 70% of the clients on the basis of the "one-stop shop" principle.

The table below shows the regional distribution of established posts¹ for services to job-seekers (AS), which includes staff in the three zones as well as the permanent civil service posts for the Vocational Information Centres (VIC). The table also shows the percentage of services for job-seekers in total PES staff by regions, namely, 66.6% (2004).

¹ Manning table posts correspond to full-time employment equivalents; one manning table post can, for example, be shared between two part-time staff. In 2004, on average the 4,200 manning table posts were occupied by about 4,621 staff (including 25.69% civil servants) in the Federal Office and the Provincial and Regional Offices. As of 31 December 2004, 1,085 of the 4,621 staff were employed part-time (including 94.5% women).

Established posts 2004				
Region	Service AS	Thereof VIC staff	Total PES staff	% of total staff
AMS-BGS	23.68	0.35	143.95	16.45%
Vienna	747.06	13.73	986.19	75.75%
Lower Austria	461.16	10.76	666.73	69.17%
Burgenland	94.3	2.38	147.08	64.11%
Upper Austria	387.87	10.25	602.8	64.34%
Salzburg	153.25	4.39	252.72	60.64%
Styria	395.05	11.86	593.72	66.54%
Carinthia	232.97	7.77	331.33	70.31%
Tyrol	221.44	7.79	333.76	66.35%
Vorarlberg	81.82	2.27	142.39	57.46%
Austria	2.798.6	71.55	4.200.67	66.62%

Source: PES, PIS Inquiry

With this staffing level of approximately 2,800 established posts, services had to be provided in 2004 to an average of 243,880 unemployed persons registered in that year as well as to 5,375 persons seeking apprenticeship places. However, the labour market dynamic is shown much more clearly in the inflow of persons into unemployment, namely, 864,170, and in the inflow of 33,387 persons immediately available for placement in apprenticeships.

Personnel expenditure in 2004 totalled roughly €142,041,800.00 (including social charges and compulsory contributions) for PES contract employees and some €48,841,500.00 (including travel costs) for PES civil servants.

Training is available within the Public Employment Service and most of the PES counsellors have university entrance qualifications. New staff attend regularly updated standardised basic training courses and internal further training courses for the development of professional counselling competence (interview techniques, client-oriented counselling sessions) or working techniques (communication training, time- and self-management, etc.) as well as training for certain special tasks.

Supplementary question regarding the decrease in the number of persons receiving counselling (Twentieth Report):

In the period 1997 to 2000, there was no decrease in the number of persons receiving counselling but rather a considerable increase accompanied by increased pressure, particularly in the apprenticeships market, as a result of which a quantitatively and qualitatively higher level of counselling activity became necessary. That pressure was due on the one hand to inflows to the labour market from the baby boom generation and on the other hand to the loss of apprenticeship trades as a result of structural change. In the previous report, Austria focused on action taken to deal with that development, such as the Youth Training Consolidation Act (JASG). The JASG also provided for the incorporation of preparatory vocational guidance in advance of such action in order to offer young people suitable guidance.

The statistics on persons immediately available for apprenticeship places – who represent only a subset of youth receiving counselling, since the young people can also for example decide on training at school after receiving counselling – developed as follows:

Inflow of persons immediately available for apprenticeship places							
1997	1998	1999	2000	2001	2002	2003	2004
23,695	20,724	21,189	22,139	23,347	27,128	30,291	33,387

Source: PES

Vocational Information Centres:

The number of persons visiting these centres in 2004 rose by a further 8%, or 38,000, by comparison with the previous year. As in earlier years, the increase was due to the continued rise in demand on the part of adults (+11.8% as compared with 2003). The greatest increase was noted among those men (+17%) and women (+11.5%) who consulted the Vocational Information Centres

as “individuals”. More than half of the persons visiting the Centres in 2004 (53.3%) were older than 20.

It is remarkable that, as before, more girls and women (52%) than boys and men (48%) visit the Centres, although the increase was 10.4% among male clients and 5.9% among female clients, as compared with 2003.

Overall, 78% of all persons visited the Vocational Information Centres as individuals, that is to say, not as part of a group. 22% used the services of the Centres in group visits.

The number of persons visiting the Centres has more than doubled since 1995, as shown by the table below.

VIC	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Clients	246,700	288,200	323,000	361,300	383,600	393,500	416,900	458,222	479,523	517,989
Locations	41	46	50	49	50	52	54	56	58	60

Vocational guidance at schools:

ad a:

Total expenditure: See Austrian country report on the OECD study “Career Guidance Policies” (Chap. 10) <http://www.oecd.org/dataoecd/48/8/1960595.pdf>.

Owing to the broad range of facilities on offer and the partial integration with other activities, a cost estimate can only be imprecise and incomplete.

The annual cost estimates for the public sector taken from the Austrian country report are quoted below (as of 2001):

In the schools sector, costs for vocational guidance in the 7th and 8th grades (lower secondary, secondary, special schools) and in the 9th grade (PTS) can be assumed to be of the order of ATS 216 million (€15,697,332.18).

In addition, annual costs of approximately ATS 30 million (€2,180,185.03) are incurred for allowances in the context of general and educational counselling for pupils and approximately ATS 5 million (€363,364.17) for materials.

In the area of school psychology and educational guidance, the estimated annual share of personnel costs is approximately ATS 15 million (€1,090,092.51), with approximately ATS 3 million (€218,018.50) annually for the cost of materials.

In the context of Objective 3 activities, the Ministry for Education, Science and Culture makes available project funds to an annual total of ATS 8 million (€581,382.67).

Annual personnel and materials costs directly and indirectly related to information and advisory services for the tertiary sector can be assumed to be approximately ATS 50 million (€3,633,641.71) as a rough estimate.

ad b:

There are approximately 2,500 school and educational counsellors (teachers with appropriate additional qualifications in all secondary schools), 150 school psychologists (psychologists), and 34 psychological student advisers (psychologists).

ad c

Since vocational guidance classes are compulsory in the 7th and 8th grades in Austria, all pupils are covered. One annual cohort amounts at the moment to just less than 100,000.

Individual counselling (for example, by school and educational advisers or school psychologists) is not taken up by all pupils.

ad d:

Advisory services in the schools sector are regulated by statute and are thus distributed evenly nationwide.

ad e:

See replies to questions A c and A f.

ARTICLE 10 THE RIGHT TO VOCATIONAL TRAINING

Article 10 paragraph 1

Ad A:

The previous presentation should be updated as follows:

Vocational training at the secondary II level is organised according to the following criteria:

By educational level:

- Vocational schools in the compulsory sector:

Vocational schools (part-time schools to supplement vocational training at work for apprentices), and agricultural and forestry vocational schools (part-time schools to supplement apprenticeship training in agriculture and forestry) do not award general university entrance certificates, but such qualifications can be acquired by subsequently taking an equivalent examination (*Berufsreifeprüfung – BRP*). In the academic year 2004/05, approximately 40% of all 10th-grade pupils received this form of training.

The Federal Provinces are competent for the construction and maintenance of vocational schools in the compulsory sector and for the employment of teachers.

- Intermediate vocational schools:

Full-time technical schools for vocational and general education usually have three-year courses (pupils aged 14-17), though there are also shorter and longer forms. However, they do not award university entrance certificates, but such qualifications can be acquired by taking the BRP examination. There are various subject groups.

In the academic year 2004/05, about 12% of all 10th-grade pupils were attending this type of education.

- Higher vocational schools:

These provide higher vocational training in addition to a thorough general education (five-year course) and offer through their leaving certificates both general access to university and also the acquisition of certain vocational qualifications (double qualification).

In the 2004/05 academic year, approximately 26% of all 10th-grade pupils were attending this type of training.

There are very many different types of training.

Special forms for employed persons (higher vocational schools, top-up courses enabling technical school leavers to obtain university entrance qualifications, as well as colleges and special courses to supplement technical training).

- Post-secondary vocational training institutions:

Non-university vocational training, university entrance qualifications required for admission

- Fachhochschule courses

These have been offered in Austria since the 1994/95 academic year. They offer thorough scientific and at the same time practically oriented training at university level.

- Higher Technical Colleges and Universities

- University Centre for Further Education “Donau-Universität Krems”

According to the Federal Act in BGBl. No. 269/94 the Centre’s tasks are postgraduate teaching, practically oriented research and services.

By subject area:

Schools for agriculture and forestry, small-scale industry, technical subjects, arts and crafts, commercial subjects, social service subjects, tourism, institutions for training teachers and educators.

Ad B and C:

No relevant changes.

Ad D:

It is pointed out that in Conclusions XVI-2 – Austria, page 41, under “higher education”; the description of “post-secondary vocational courses in the fields of engineering, business and the social and services sector” is based on the Ministry’s home page (<http://www.bmbwk.gv.at/>). The passage in question probably refers to the colleges, but there seems to be a misunderstanding.

The entrance requirements are a university entrance certificate from an academic secondary school or a diploma in another subject. A college leaving certificate is equivalent to a diploma examination in the chosen subject.

Ad E:

No relevant changes.

Article 10 paragraph 2

Ad A to E:

The Austrian dual system of apprenticeship training combines practically oriented training in an enterprise with attendance at a part-time vocational school. Apprenticeship training lasts between two and four years.

The main principles of such training are laid down in the Vocational Training Act (BGBl. No.142/1969). The Act covers training for the vast majority of occupations, i.e. for those regulated by the Industrial Code of 1994, and for a number of other occupations. However, the Act does not cover vocational

training for occupations in the agricultural sector. The Minister for Economics and Labour has issued 256 Orders on individual apprenticeship trades, (22 Orders on 2-year apprenticeships, 1 on a 2.5-year apprenticeship, 163 on 3-year, 60 on 3.5-year, and 10 on 4-year apprenticeships).

Apprenticeship training is open to all young people who have completed their nine years of compulsory education; no specific school certificate is required. The Vocational Training Act does not include any discrimination on grounds of gender or nationality, but regulations on the employment of foreigners do apply.

About 40% of young people in Austria acquire full vocational qualifications through apprenticeships. Approximately 38,000 enterprises offer such training. Young people are apprenticed to training enterprises and at the same time attend part-time vocational schools. Training in the enterprise accounts for approximately 80% of the apprenticeship period.

Vocational training is dispensed under real-life working conditions. The apprentice acquires the required knowledge and skills by working with state-of-the-art machinery and equipment. Immediately upon completion of training, apprentices can take up jobs as skilled workers. Most of the training involves productive work, which reduces costs and is a source of added motivation for the apprentice. Smaller enterprises that cannot offer the entire range of apprenticeship training can form alliances with other enterprises for complementary practical training. Supra-enterprise training centres (e.g. the so-called training construction sites) have been established in some sectors of industry. Furthermore, some institutions specialise exclusively in vocational education and training.

The Austrian vocational training system responds swiftly to changes in the business sphere and the labour market.

Apprenticeship training is a solid foundation for self-employment. Nearly 50% of all Austrian entrepreneurs completed their vocational training as apprentices.

Details of all apprenticeships are contained in a list issued by the Minister for Economics and Labour. This list also gives information on apprenticeship periods and on related apprenticeship modules, including credits awarded for completed apprenticeship periods.

The apprenticeship period is reduced for persons who have already undergone job-specific training in related trades or acquired relevant school qualifications. Credits may be obtained for relevant training periods completed abroad.

Each training Order contains a specific description of the occupational skills of the respective trade, giving exact details of when and in what order the minimum skills and knowledge are to be imparted by the master craftsman or training enterprise. Furthermore, Orders on apprenticeships issued since the late 1990s include occupational profiles with precise job descriptions.

The initiative for a new regulation is generally taken by the social partners (Federal Economic Chamber, Chamber of Labour), supported by surveys and research carried out mainly by two institutes (ibw – Institute for Research on

Qualification and Training of the Austrian Economy and öibf – *Österreichisches Institut für Berufsbildungsforschung*), which are also active in formulating new curricula and objectives of apprenticeship training programmes.

Apprenticeship contracts are entered into between the authorised trainer and the apprentice. The contracts must be concluded in writing and registered with the Apprenticeship Office in order to verify compliance with the Vocational Training Act.

The contract may be terminated only during the first three months, either by the training company or the apprentice. Later termination is extremely rare and possible only for a number of reasons explicitly listed in the Vocational Training Act (e.g. criminal acts or gross neglect of duty by either the trainer or the apprentice, or termination by the employer because of non-attendance by the apprentice or because the apprentice becomes unable to practise the trade and it is unlikely that he/she will be qualified by the end of the apprenticeship period).

The final apprenticeship examination is taken with qualified practitioners and consists of a practical and a theoretical part. However, the main focus is on the practical skills required for the trade.

Prior learning and informal learning are recognised in a number of ways: Candidates may be admitted to the final apprenticeship examination if they have completed a related apprenticeship or can demonstrate that they have acquired the knowledge and skills required for the respective trade, e.g. by means of relevant semi-skilled or other practical experience or school attendance. Credits are awarded for school attendance and to persons who are not obliged to complete any apprenticeship period after having completed such an education. Qualifications acquired abroad may be recognised as equivalent to specific apprenticeship certificates by the Ministry for Economics and Labour.

The training company is not obliged to retain the skilled worker permanently upon completion of training, and the latter is not obliged to stay. However, the law provides that apprentices must be employed by the training enterprise for three months after completion of their training (minimum employment period).

Enterprises are approved as training enterprises only if they have suitable technical equipment and training programmes and a sufficient number of trainers.

Frequently, the authorised apprenticeship trainer (e.g. the company owner) at the same time acts as the apprentices' trainer. However, he/she may entrust that task to a competent employee. Trainers require not only relevant technical qualifications but also educational skills and legal knowledge and therefore have to take an examination, which also is one module of the new master craftsman's examination. The latter requirement is waived after successful completion of a forty-hour trainer course, and some examinations are considered to be equivalent to the trainer's examination. Most training is given on a part-time basis alongside the trainers' normal work, but there are also full-time trainers and full-time training supervisors, particularly in large enterprises.

The apprenticeship trainers' main duty is to provide the training required by the Training Order. They may assign to the apprentice only tasks consistent with the Training Order, must ensure that the apprentice performs his/her duties properly and behaves in a responsible manner, and must make him aware of the hazards of the trade. They must also ensure that the apprentice attends a part-time vocational school during working hours. The apprentices, on the other hand, must endeavour to acquire the knowledge and skills required in their trade and to perform their duties properly; they must present the part-time vocational school certificates to the apprenticeship trainers. If either the apprenticeship trainer or the apprentice grossly neglects his/her duties, the contract may be dissolved.

Teaching at part-time vocational schools, which apprentices are required to attend, is predominantly job-oriented (about 75%), general subjects making up one-quarter of the curriculum. Specific job curricula also include practical training in workshops or laboratories. Part-time vocational schools have been set up for selected apprenticeships.

Classes are held either in full-time blocks, usually for between eight and twelve weeks (block-form/seasonal part-time vocational schools), in which case enterprise-based training is interrupted, or on one or two days every week (all-year-round part-time vocational schools).

In 1990, and in a more general form in 2005, the Federal Republic of Germany and Austria signed an agreement on co-operation in the field of vocational education and training and on the mutual recognition of certificates and qualifications. Austria and Hungary signed similar agreements in 1994 and 2005. A new regulation on the mutual recognition of final apprenticeship examinations adopted by the Autonomous Province of Bolzano and Austria entered into force in 1999.

The Federal Ministry for Economics and Labour aims to include a European dimension in vocational training, for instance, in order to ensure mobility and transparency and the recognition of qualifications acquired by Austrians abroad, and also to encourage participation in European exchange programmes for apprentices, young skilled workers and trainers.

The financing of apprenticeship training:

There are no statistics concerning the overall costs of vocational training, mainly because it is the respective training enterprises that bear the costs of enterprise-based training. Part-time vocational schools are financed out of public funds and the pupils pay no fees. Accordingly, enterprises bear by far the greatest part of the costs of vocational training.

If an employer requires an apprentice to undergo additional training, this must take place during regular working hours.

Indirectly, the State co-finances part of the enterprise-based element of dual vocational training by means of the apprenticeship training bonus, which recognises the contribution made to the economy by training young people. Each training enterprise receives €1,000 as a training bonus for each apprentice per

calendar year, which is intended to compensate the enterprise for the average wage costs of apprentices during vocational school attendance. The bonus is credited to the enterprise's tax account by the competent Tax Office. In addition, neither the employer nor the apprentice need pay sickness insurance contributions during the first two years of apprenticeship, though the apprentice is fully insured. Accident insurance contributions are waived for the entire training period but full insurance coverage is provided.

The public authorities sponsor initial training in several ways:

The Austrian Public Employment Service sponsors courses for young people who have not been able to find a training place.

Within the framework of integrative vocational training (see below), vocational training assistance is sponsored out of public funds.

Furthermore, since 2004, the Ministry for Economics and Labour, in cooperation with the Federal Economic Chamber, has financed the activities of experts on apprenticeship training who encourage companies to take part in initial training and offer relevant counselling.

Since 2005, the Ministry for Economics and Labour has also sponsored initial training by paying the training company €400 per month for first-year apprentices, €200 per month for second-year and €100 per month for third-year apprentices.

Courses for especially gifted apprentices and regional, national and international competitions for apprentices are sponsored by the Ministry for Economics and Labour in cooperation with the Federal Economic Chamber. Young workers' mobility is co-financed by the Ministry for Economics and Labour in the framework of Leonardo da Vinci projects. There are also mobility projects financed exclusively by the Ministry for Economics and Labour. The administration of Europass mobility – a European transparency instrument for documenting education and work experience gained in another European country – is co-financed by the Ministry for Economics and Labour in Austria.

The costs of machinery, equipment and teaching materials for part-time vocational schools are borne by the Provinces, while the Federal Government and the respective Provinces share the costs of teaching staff.

The apprentices receive remuneration fixed separately for each type of apprenticeship under collective bargaining agreements. The remuneration increases with each year of apprenticeship.

A number of organisations participate in the dual system:

The bulk of apprenticeship training lies within the sphere of competence of the Ministry for Economics and Labour. The legal bases for dual training are laid down in the Vocational Training Act. Regulations on individual apprenticeships are issued by the Minister for Economics and Labour on the basis of expert opinions submitted by the Federal Advisory Board on Apprenticeship, a body set

up by the Minister for Economics and Labour upon the proposal of the social partners.

The Federal Ministry for Education, Science and Culture is responsible for provisions concerning the organisation of part-time vocational education and the basic elements of the curricula laid down in the Federal Schools Organisation Act.

At Provincial level, the apprenticeship offices set up within the regional economic chambers act as the authorities of first instance in matters regarding apprenticeships. In cooperation with representatives of the regional Chambers of Labour, they examine whether enterprises have the appropriate technical knowledge and staff to train apprentices. They are also responsible for examining and recording apprenticeship contracts and provide apprentices and training enterprises with wide-ranging counselling on all matters concerning apprenticeship. In this work, they are assisted by the Offices for the Protection of Apprentices and Minors of the regional Chambers of Labour. The head of the Apprenticeship Office appoints the chairpersons of the final apprenticeship examination boards on the proposal of a Regional Advisory Board on Apprenticeship. The Apprenticeship Offices also organise the final apprenticeship examinations.

At Provincial level, the Provincial Governors, assisted by their Offices, are responsible for apprenticeship training and act as the next higher apprenticeship authorities. They decide on appeals in apprenticeship training matters, such as the withdrawal of training authorisations and the cancellation of illegally registered apprenticeship training contracts. The Provincial Governors appoint the members of their respective Regional Advisory Boards on Apprenticeship, consisting of representatives of the social partners, which provide consultancy services on all matters related to vocational training.

Trends:

The number of apprentices reached a record high in 1980 but decreased steadily until 1996. That trend was reversed in 1997. By 1999, the number of apprentices had reached the 1994 value, but then fell, probably for demographic reasons, to 119,040 in 2003 and 119,071 in 2004. That development not only reflects constant changes between baby boom generations and age cohorts with low birth-rates but also indicates an increasing willingness among sections of the population to provide their children with education and training at full-time schools. However, apprenticeship has absorbed young people who, in former times, would have taken up work immediately after compulsory schooling and would therefore have remained unskilled or semi-skilled. As a result of this development, there has been a distinct shift of educational flows towards secondary qualifications, particularly through attendance at vocational educational colleges and towards higher education.

The majority of apprentices are trained in the crafts, trades and services sectors. Here, and in all other sectors, new and modernised job profiles guarantee maintenance of the future willingness of enterprises to train a skilled workforce.

Pupils – 10th grade 2002/2003

School type	Males	Females
Part-time vocational schools	49.2	29.4
Intermediate vocational schools – crafts, technical subjects, applied art	4.5	2.0
Intermediate vocational schools – business administration	3.3	5.3
Intermediate vocational schools for occupations in the business sector	0.4	4.9
Intermediate vocational schools for occupations in the social and services sector	0.3	2.7
Intermediate vocational schools for occupations in the agriculture and forestry sector	2.8	3.2
Intermediate vocational schools – total	11.2	18.1
Secondary schools and colleges for engineering, arts and crafts	15.6	5.0
Secondary schools and colleges – business administration	6.7	12.2
Secondary schools and colleges for occupations in the business sector	0.8	9.4
Secondary schools and colleges – agriculture and forestry	0.7	0.6
Secondary schools and colleges for nursery school teachers and for social education	0.1	3.2
Secondary schools and colleges – total	23.8	30.3
Academic secondary school	15.8	22.2
Total	100.0	100.0
Absolute numbers	52,114	49,168

Total number of apprentices

	1970	1975	1980	1985	1990	1995
TOTAL	137,445	170,172	194,089	169,921	145,516	123,377
Male	95,452	119,820	131,837	113,296	95,919	84,627
Female	41,993	50,352	62,252	56,625	49,597	38,749

1999	2000	2001	2002	2003	2004
127,351	126,600	123,762	120,486	119,040	119,071
85,190	84,150	82,393	80,518	79,485	80,037
42,161	42,450	41,369	39,968	39,555	39,034

SECTOR	1970	1975	1980	1985	1990	1995
Crafts, trades and services	78,670	88,928	102,051	85,544	76,120	69,805
Male	64,015	75,518	85,603	69,906	59,859	56,660
Female	14,655	13,410	16,448	15,638	16,261	13,145
Industry	18,898	26,844	28,668	24,932	21,815	14,850
Male	15,557	22,615	23,452	20,471	18,071	12,532
Female	3,341	4,229	5,216	4,461	3,744	2,318
Commerce	28,711	36,226	40,536	34,021	26,352	20,212
Male	7,986	9,686	10,028	8,910	6,540	5,636
Female	20,725	26,540	30,508	25,111	19,812	14,576
Banking and insurance	26	704	524	454	687	708
Male	13	328	265	223	312	337
Female	13	376	259	231	375	371
Transport	1,756	2,770	3,001	2,811	2,689	2,126
Male	1,517	2,400	2,527	2,350	2,181	1,726
Female	239	370	474	461	508	399
Tourism and leisure industries	7,872	11,319	16,232	17,676	13,941	11,363
Male	4,947	6,773	7,881	8,438	6,263	5,223
Female	2,925	4,546	8,351	9,238	7,678	6,140
IT and consulting	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0

Non-Chamber	1,512	3,381	3,077	4,483	3,912	4,313
Male	1,417	2,500	2,081	2,998	2,693	2,513
Female	95	881	996	1,485	1,219	1,800
Non-Chamber §§ 29 & 30	0	0	0	0	0	0
Male	0	0	0	0	0	0
Female	0	0	0	0	0	0
TOTAL	137,445	170,172	194,089	169,921	145,516	123,377
Male	95,452	119,820	131,837	113,296	95,919	84,627
Female	41,993	50,352	62,252	56,625	49,597	38,749

SECTOR	1999	2000	2001	2002	2003	2004
Crafts, trades and services	68,493	67,309	65,734	60,902	59,028	58,494
Male	55,236	54,066	52,540	48,665	47,136	46,870
Female	13,257	13,243	13,194	12,237	11,892	11,624
Industry	14,275	14,557	14,905	15,058	15,338	15,481
Male	12,102	12,450	12,835	13,055	13,383	13,568
Female	2,173	2,107	2,070	2,003	1,955	1,913
Commerce	19,119	19,517	19,566	18,884	18,310	18,126
Male	5,702	5,753	5,895	5,910	5,859	5,947
Female	13,417	13,764	13,671	12,974	12,451	12,179
Banking and insurance	875	900	897	906	870	902
Male	467	443	426	441	434	428
Female	408	457	471	465	436	474
Transport	2,259	2,269	2,318	2,169	2,093	2,044
Male	1,757	1,752	1,800	1,688	1,610	1,568
Female	502	517	518	481	483	476
Tourism and leisure industries	13,515	13,233	12,974	12,918	13,330	13,748
Male	5,744	5,633	5,509	5,774	6,021	6,397
Female	7,771	7,600	7,465	7,144	7,309	7,351

IT and consulting	0	0	0	2,819	2,725	2,588
Male	0	0	0	1,769	1,652	1,527
Female	0	0	0	1050	1,073	1,061
Non-Chamber	6,316	6,230	5,773	5,644	5,721	6,048
Male	2,601	2,592	2,454	2,341	2,289	2,525
Female	3,715	3,638	3,319	3,303	3,432	3,523
Non-Chamber §§ 29 & 30	2,499	2,585	1,595	1,186	1,625	1,640
Male	1,581	1,461	934	875	1,101	1,207
Female	918	1124	661	311	524	433
TOTAL	127,351	126,600	123,762	120,486	119,040	119,071
Male	85,190	84,150	82,393	80,518	79,485	80,037
Female	42,161	42,450	41,369	39,968	39,555	39,034

The ten currently most popular apprenticeships

Females

Trade	Number	%
1. Retail trade	9,825	25.2
2. Hairdresser and wigmaker (stylist)	5,367	13.7
3. Office assistant	4,917	12.6
4. Restaurant specialist	2,109	5.4
5. Cook/restaurant specialist	1,820	4.7
6. Cook	1,604	4.1
7. Hotel- and restaurant trade, commercial assistant	1,182	3.0
8. Pharmaceutical trade assistant	938	2.4
9. Florist	755	1.9
10. Wholesale trader	619	1.6

Males

Sector	Number	%
1. Motor vehicle engineering	7,115	8.9
2. Electrical installations engineering	5,376	6.7
3. Joinery	4,221	5.3
4. Retail trade	4,054	5.1
5. Technical designer specialising in machine engineering technology	3,983	5.0
6. Cook	3,309	4.1
7. Plumbing and air-conditioning technician specialising in gas and water fitting/heating fitting	2,966	3.7
8. Metal industry technician specialising in metal treatment engineering	2,834	3.5
9. Bricklayer	2,822	3.5
10. Painter	2,119	2.6

SECTOR	Training enterprises		Apprentices	
	Total	%	Total	%
Crafts, trades and services	21,514	56.8	58,494	49.1
Industry	1,506	4.3	15,481	13.0
Commerce	5,939	16.3	18,126	15.2
Banking and insurance	196	0.5	902	0.8
Transport	329	0.9	2,044	1.7
Tourism and leisure industries	4,507	11.7	13,748	11.5
IT and consulting	1,591	4.3	2,588	2.2
Non-Chamber	2,085	5.3	6,048	5.1
Non-Chamber §§ 29 & 30	55	0.1	1,640	1.4
TOTAL	37,722	100.0	119,071	100.0

Source: Federal Economic Chamber, apprenticeship statistics

Campaigns have been launched to encourage girls to take up trades that are uncommon or non-traditional for women.

The aim of introducing new apprenticeships is to broaden training opportunities in new areas of industry. At present, 75% of all female and 48% of all male apprentices are trained in only 10 trades.

It is the common objective of all institutions involved in apprenticeship training to preserve and continuously develop apprenticeship as an attractive pathway of vocational training. From 2001 to 2004, 19 new apprenticeships were designed and 45 were modernised.

Since 1999, new training regulations have stressed the provision of key skills. Enterprise-based training significantly promotes independence, individual responsibility, teamwork, etc. The importance of ecological considerations and high-quality work is stressed in every modern training regulation. European integration is increasingly taken into account in drafting training regulations, with the aim of promoting mobility among the Austrian skilled workforce and at the same time enhancing the competitiveness of Austrian enterprises.

The 2003 Amendment to the Vocational Training Act introduced the new concept of integrative vocational training. On the basis of comprehensive preparatory work by the social partners, the legislator created a flexible model for persons with special needs on the labour market, enabling them to acquire (partial) vocational qualifications. Integrative vocational training is open to the following groups of persons:

- Persons with special educational needs who completed their compulsory education at least partly according to a special school curriculum,
- Persons who did not obtain a lower secondary leaving certificate or a negative certificate,
- Persons with disabilities within the meaning of the Federal Disabled Persons Recruitment Act and the relevant Provisional acts,
- Persons whom it must presumably be impossible to place in a regular apprenticeship in the foreseeable future, in the light of vocational guidance or because of a previous unsuccessful attempt at placement and exclusively for reasons related to their personal characteristics.

Integrative vocational training measures can take the form of extending the apprenticeship period by one year, and in exceptional cases by two years, or awarding partial qualifications in one or more trades which are relevant to the economy. Integrative vocational training is facilitated by the supported training programme. On 31 July 2005, 1,575 persons were undergoing integrative vocational training.

Since 2004, the Ministry for Economics and Labour, in cooperation with the Federal Economic Chamber, has financed the activities of apprenticeship training experts who encourage companies to take part in initial training programmes and offer relevant counselling.

The Ministry for Economics and Labour has since 2005 also sponsored initial training by paying the training company €400.- per month for first-year apprentices, €200.- per month for second-year and €100.- per month for third-year apprentices.

In order to improve permeability by facilitating access to the tertiary educational sector, the *Berufsreifeprüfung (BRP)* has been promoted by means of marketing and grants.

In 2005, apprenticeship trades with reduced theoretical content were created for persons with mainly practical talents.

Also in 2005, Parliament adopted a modular system of apprenticeship training, and wide-ranging restructuring and modernisation in this area. In future, common compulsory basic modules will be formulated for several related apprenticeships as the basis for training in appropriate fields. The need for increased specialisation will be met by means of specialised modules developed from these basic modules. Apprentices are required to choose at least one specialised module and in most fields it will be possible to choose another.

The advantage for enterprises will be needs-oriented specialisation and flexibilisation of training. The advantage for young people will be enhanced mobility through a credit transfer system and easy access to additional training qualifications. The close connection between initial vocational training and further training fosters willingness for lifelong learning. The modular system will create new training openings, particularly in the growing services sector.

Modularisation will be offered in a number of fields, such as commercial trades, metalworking or plumbing and air-conditioning. Later, it will be extended to other suitable fields to be defined in cooperation with the social partners.

The Vocational Training system is evaluated in several ways: Practical experience by the social partners, employers and employees in daily working life is discussed by them at several levels and finally in the Federal Advisory Board on Apprenticeship, which reports the results to the Ministry for Economics and Labour. The Minister has issued a number of Orders for single trades and, for instance, on limited periods of Integrative Vocational Training, which will be evaluated. The teaching content of trades is regularly evaluated in studies by IBW – the Institute for Research on Qualification and Training of the Austrian Economy.

Ad F:

In reply to the supplementary question, it is pointed out that the data in the previous report show in substantive terms that all citizens of Contracting States who have their lawful normal residence in Austria enjoy equal access to apprenticeship training in Austria:

The necessity of using different documents is explained by the fact that some documents (for example, the exemption certificate, settlement certificate) permit not only access to apprenticeship training but simultaneously full access to the

labour market (the right to take up any employment outside of and without an apprenticeship).

Article 10 paragraph 3

Ad A to D including reply to the supplementary questions of the Committee of Social Rights in Conclusions XVI-2 on Article 10 paragraph 3:

The previous presentation should be updated as follows:

About 80% of unemployed persons registered with the PES have completed at most compulsory schooling or an apprenticeship. The proportion of unemployed persons among compulsory school leavers is approximately twice as high as the average. Skills training measures therefore continue to represent the most important labour market promotion strategy for solving labour market problems. In 2004, a total of €413.22 million (2003 €452.76 million), or roughly 64% of promotion expenditure (2003: roughly 65%) was spent on skills training for unemployed and employed persons. PES allowances support not only unemployed but also employed persons; every sixth person receiving a PES allowance in 2004 was employed – 84% were unemployed. One in three of some 324,700 unemployed women and one in four of some 453,700 men received allowances.

The Public Employment Service has at its disposal a broad range of training facilities, and knowledge and skills are imparted not merely in the purely technical area but also with regard to key competencies, which are becoming more and more important in professional life.

On the one hand, training of significant value in the labour market can be directly outsourced to the free educational market, in which case PES pays the direct and ancillary costs of the courses and, in certain circumstances, subsistence during training. In 2004, some 33,000 persons (including 17,266 women) attended courses in the free educational market. Expenditure on courses amounted to €33.76 million.

On the other hand, PES also commissions external training institutions to carry out special skills training for PES clients and subsidises staff and materials costs directly related to that activity. In 2004, some 141,500 persons (including 68,520 women) attended courses commissioned by PES. Expenditure amounted to €255.25 million (see Annex 5).

Long-term unemployment:

The early intervention strategy, which entails reaching agreements with job seekers as early as possible on concrete action for taking up employment, and the early use of promotional measures help to prevent long-term unemployment. If the primary barrier to placement is the lack of qualifications or outdated qualifications, suitable action is taken initially (active job seeking, vocational orientation courses, preparatory vocational training, the acquisition of initial and

supplementary skills, e.g. in IT, and training such as apprenticeships). Thereafter, appropriate placement is promoted consistent with the training.

In principle, and especially in the case of the long-term unemployed, combined action packages or multiple forms of assistance have proved to be helpful (for example, orientation, skills training and active job seeking along the lines of labour foundation action, etc.).

Under § 38a AMSG, which entered into force as of 1 January 2004, PES is required to enable unemployed persons under 25 and over 50 to take part in training or re-entry schemes after three months of unemployment.

Labour foundations:

In 2004, 11,635 persons (2003: 10,689), including 5,531 women, took part in labour foundation courses (as a rule, vocational orientation, skills enhancement, outplacement).

For these measures, PES incurred costs of €2.54 million, and a total of €55.67 million was paid out in unemployment benefit to provide for the subsistence of participants in foundation courses. These totals do not include funds raised by enterprises in the context of social plans or participation in insolvency foundations.

Since the middle of 2002, the use of “implacement foundations” has made it possible to train and place workers “according to need” with one or more enterprises of a region that are unable to satisfy their personnel needs directly on the labour market. In 2004, 6,211 persons, including 3,568 women, took part in placement foundation action. The 2003 figure was 2,522. The increase was due in particular to training in the health and nursing sector. PES funds of €1.86 million were spent on the implementation of measures under placement foundations. Those figures do not include financial payments to participants.

Preventive measures

Skills training for employed persons:

In addition to the training of unemployed persons, special attention is devoted to “early” skills training, primarily of women (irrespective of age), and of men as from the age of 45, who are known to be at greater risk on the labour market. As a rule, subsidies provided in equal shares by PES and the European Social Fund cover two-thirds of course fees; the remaining one-third must be paid by the employer. In 2004, some 50,000 workers (about 85% women) received support through “skills training for employed persons”. The importance of training employed persons through ESF action is also shown by the level of the funds expended. Expenditure was some €12.4 million in 2001, but some €27.9 million in 2004.

Skills training counselling for enterprises:

The PES supports companies with up to 50 staff in the search for the most appropriate personnel development measures by means of skills training counselling for enterprises. The spectrum of services on offer includes tailored

training plans for staff and counselling on organisational and personnel development. In 2004, 1,628 companies received such counselling. The relevant PES expenditure was €4.24 million.

Adult education under the responsibility of the Federal Ministry of Education, Science and Culture (BMBWK):

Vocational further training in adult education is a very complex and differentiated field. Apart from the activity of PES, such training is offered in companies themselves (in-house further training), in the school and tertiary sector (especially schools for employed persons, college degree and non-degree courses), in non-profit adult education institutions and also by commercial providers.

According to a list provided by organisers of vocational further training, the distribution is as follows:

Organisers of vocationally oriented courses over the past 12 months (employed persons) by size of company, in % (by column), June 2003

In-house training	27.6
Producer/supplier company	8.3
Parent/associated company	3.4
Company based further training	39.3
Institutions of Employers' Associations	12.7
Institutions of Workers' Associations	6.3
Ländliches Fortbildungswerk	1.8
Volkswirtschaftliche Gesellschaft	0.2
Other private providers, commercial organisations	12.9
Other providers	10.4
Folk high schools, public sector providers	4.5
Caritas, Red Cross and similar non-profit organisations	3.3
Bildungswerk	0.7
Officially recognised private) schools	3.6
University, college	2.9
Fachhochschule	1.3
Total	100.0
Absolute (in 1,000)	867,5

Source: Statistik Austria, Mikrozensus, June 2003

Adult education and further vocational training are dispensed not only by the authorities responsible for school and vocational training but also by private sector institutions; the Federal authorities provide only subsidies. The organisational unit of the BMBWK competent in adult education matters provides subsidies (based on the Adult Education Subsidisation Act, representing a voluntary commitment on the part of the Federal authorities to give financial support to non-profit organisations). In order to guarantee continuous educational work and qualitative improvement of adult education services, it also organises coordination and cooperation between the other divisions of the BMBWK (school and university) and outside that ministry (Federal Ministries of Economics and Labour, Social Security and Generations, Agriculture, Forestry, Environment and Water Management, as well as PES, the social partners and other authorities) and the various associations. The Federal Institute for Adult Education in St. Wolfgang, attached to the BMBWK, is responsible for the basic and further training of persons working in adult education.

Subsidies by the Federal Ministry of Education, Science and Culture (BMBWK) are provided in the following sectors:

Associations of the Konferenz der Erwachsenenbildung Österreichs (KEBÖ):

A clear distinction between general and vocational educational facilities is not possible, since the borderline between the two is tending to disappear. Normally, however, the institutions mentioned in the following table, which lists the number of staff, courses and participants, can be regarded as vocational education institutions.

Vocational training facilities in adult education 2002/2003

(Numbers of staff, courses and participants)

Institution	Full-time staff	Part-time staff	Honorary staff	Number of courses	Number of participants
Berufsförderungs- institut Österreich	1,516	5,705	0	14,858	160,917 (♀ 57 %, ♂ 43 %)
Ländliches Fortbildungsinstitut	123	2,394	514	12,973	308,752 (♀ 41 %, ♂ 59 %)
Volkswirtschaftliche Gesellschaft Österreich	45	234	136	2,538	56,310 (♀ 48 %, ♂ 52 %)
Wirtschaftsförderungs-	519	9,000	0	24,270	291,190

institute der Wirt-
schaftskammer
Österreich

Verband Österreichischer Volkshochschulen*	952	19,283	94	48.943	262.428 (♀ 77 %, ♂ 23 %)
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Source: 18th KEBÖ Statistics (2002/2003)

Federal Ministry of Education, Science and Culture courses for mature students:

In view of the rapid changes in vocational requirements, adult education measures that are an important foundation for further skills training are financially supported. Preparatory courses for the lower secondary leaving certificate examination, the SBP examination, which entitles holders to study a single subject at university, and the BRP examination for employed persons, which is equivalent to the traditional *Matura*, help to improve general and vocational qualifications.

Basic educational courses specifically designed for support to migrants are also offered, in preparation for the mature students final examination, as well as courses in German and supplementary IT training in order to facilitate take-up of employment and/or access to services for further vocational training.

Overview of participation in courses subsidised by BMBWK in the reporting period:

	SBP examination	BRP examination	Lower secondary leaving certificate
1999/00	2,200	4,500	677
2000/01	2,100	5,100	812
2001/02*	2,000	7,000	900
2002/03*	1,800	7,500	1,000
2003/04**	Not available	8,000	1,100

* The following vocational subjects are taught in folk high school courses (percentage of total courses): vocational and vocationally oriented education – 8%; basic education and courses for mature students – 4.2%; science, technology and the environment – 1.1%; languages (partly for specific trades) – 27.7%.

Other focal points:

Information and counselling on education, educational services for groups of disadvantaged persons (particularly migrants), regional educational centres, quality development and professionalisation in adult education.

Ad E:

One of the most important focal points in the targets set for the Public Employment Service by the Federal Minister was co-operation in helping to ensure the compatibility of family responsibilities and employment. Women – and particularly those returning to employment after an interruption – were defined as an important target group for the Public Employment Service. In all, some 15,800 re-entrants (including 98% women) were included in various PES subsidisation programmes. In 2004, approximately 10,600 re-entrants (67% of all subsidised re-entrants) participated in skills training schemes.

The “PES scheme for re-entrants” is a special programme that arranges regular group information services in the PES regional offices. According to their particular problems, re-entrants are offered packages of measures comprising counselling, vocational guidance, skills training, re-entry allowances and childcare support. Some school authorities provide in-house childcare facilities in the framework of skills training for re-entrants.

Career coaching

Coaching is individually tailored counselling in a vocational context and serves to identify and analyse the current situation in order to develop possible courses of action and options.

Jointly with re-entrants, PES counsellors develop helpful strategies for clients' career planning. The PES counsellors are trained in a special coaching course. Career coaching takes place over a period of 10 to 12 weeks. Personal action and career plans are worked out in five to seven sessions.

Support measures

To support women with special integration difficulties that overstretch the internal problem-solving resources of PES, help can also be offered by external labour market counselling and service institutions. In addition to labour market problems, questions arising in the run-up to entry into employment, for example, the accommodation of children, debts, divorce and also existing fears and uncertainty, can be cleared up by these institutions.

Childcare allowance

To improve the compatibility of employment and family responsibilities, the Public Employment Service makes a considerable contribution to promoting the take-up of work and employment by persons with children by means of the childcare allowance. That allowance is an income-dependent contribution to the costs of caring for children in children's groups, kindergartens, by childminders or in after-

school centres and serves to assist clients in taking up work or to safeguard the employment of persons with childcare responsibilities. In 2004, some 7,000 persons (including about 98% women!) received assistance under this programme, through budget expenditure of approximately €5.5 million.

Further statistics are presented in the annex “Women and Men in the Labour Market”.

Ad F:

No relevant changes.

In conclusion, we draw attention to the following links, which contain extensive information on the questions raised on Article 9 and Article 10 paragraph 3:

<http://www.bmwa.gv.at/EN/Topics/Labourmarket/policy/default.htm>

<http://www.bmwa.gv.at/EN/Topics/Labourmarket/comparison/default.htm>

Supplementary question of the Committee of Social Rights in Conclusions XVI-2 concerning individual training leave:

Workers who have had a contract for three years without interruption can conclude agreements with their employers to take training leave for at least three months to one year, against suspension of remuneration (§ 11 Labour Contract Law Adjustment Act). In that context, it is immaterial on whose initiative the agreement regarding training leave was made. The interests of the worker and the requirements of the company must be taken into consideration in the agreement. In companies in which a works council responsible for the workers has been set up, that body must participate in the negotiations at the request of the worker.

After the end of training leave, workers have the right to continued employment in an appropriate job.

A further period of training leave cannot be agreed upon until three years after the return from such leave.

After at least three years of employment, training leave can also be agreed upon immediately following parental leave for mothers (MSchG) or fathers (VKG). The period of parental leave under the relevant Act must be taken into account in calculating the three-year period.

The period of training leave is not taken into account, unless otherwise provided, with regard to legal entitlements related to length of service (in particular, calculation of the period of notice, the duration of continued payment of remuneration, vacation entitlements, and severance pay – old system). However, if the work contract is subject to the Company Staff Welfare Act, the worker is entitled to a contribution from the Family Burdens Equalisation Fund to the Staff Welfare Fund (severance pay – new system) for the duration of training leave.

In calendar years that contain periods of training leave, the worker retains the entitlement to other payments, especially one-off payments, in proportion to the part of the calendar year in which there are no training leave periods. Arrangements more favourable to the worker are permissible.

If a particular year of service includes training periods, the worker has a proportionate vacation entitlement corresponding to that year, minus the duration of training leave, and provided, of course, that the entitlement has not already been exhausted.

Exercising the right to training leave can in principle not be taken as grounds for giving notice of dismissal. Pursuant to § 15 (1) AVRAG, notice of dismissal on grounds of the intended or actual take-up of training leave is prohibited and can be challenged before the competent Labour and Social Court.

Pursuant to § 26 (1) 1 of the Unemployment Insurance Act (AIVG), workers are entitled to a training allowance equal to the childcare allowance for the period of training, provided that they have a legally vested right under unemployment insurance law and can give evidence of attending a further training course for at least 16 hours per week.

Article 10 paragraph 4

Ad A to E:

No relevant changes.

Supplementary question of the Committee of Social Rights in Conclusions XVI-2 on article 10 paragraph 4:

The question whether periods used by the worker for training at the request of the employer can be counted as normal working hours is answered as follows:

Workers:

Employers cannot unilaterally require workers to undergo additional training outside of working hours. Periods that workers use for additional training at the request of their employers must therefore be counted as working hours – in the absence of an agreement to the contrary between the employer and the worker.

Apprentices:

Pursuant to § 11 (4) of the Children and Youth Employment Act, apprentices who are required to attend a vocational school must be released for the period necessary for that purpose.

Payment of wages (apprenticeship remuneration) continues for the period of school attendance.

The period of attendance at a vocational school must be included in weekly working hours provided that such attendance is obligatory for the young person.

The following periods must be included in the period of school attendance:

- Vocational school breaks, except for lunch breaks,
- Instruction in optional subjects and non-compulsory exercises of at most two teaching periods,
- Special coaching and school courses at the vocational school within the meaning of §§ 12 and 13 of the School Education Act, BGBl No. 472/1986,
- Teaching periods on school days at all-year-round and seasonal vocational schools and teaching periods on up to two successive working days or in at vocational schools offering continuous 8- to 12-week courses, if in each of these cases it is unreasonable for the young person to report for work to the enterprise because of the disproportionate extent of travel time,
- Coaching courses within the meaning of Article II § 2 of the Fifth School Organisation Act – Amendment 323/1975.

THE RIGHT OF PHYSICALLY OR MENTALLY DISABLED PERSONS TO VOCATIONAL TRAINING, REHABILITATION AND SOCIAL RESETTLEMENT

Article 15 paragraph 1

Ad A and B:

The previous presentation should be updated as follows:

Since the Austrian Constitution does not include any specific definition of “disabled persons” or “disablement”, there are no comprehensive statistics.

The following data therefore refer to the Disabled Persons Recruitment Act, according to which every employer in Austria is required to recruit one eligible (“favoured”) disabled person per 25 workers.

Austrian citizens, refugees who have been granted asylum, provided that they are entitled to permanent residence in the federal territory, as well as citizens of European Economic Area contracting parties are “favoured” disabled persons within the meaning of the Act, provided that their degree of disability is at least 50%. Disability is assessed in a procedure (establishment procedure) carried out by the locally competent Provincial office of the Federal social welfare authority, in cooperation with medical experts and on application by the disabled person.

On 1 December 2004, the number of such disabled persons was 91,387, of whom 59,491 were in employment.

As has already been mentioned, the PES applies an expanded definition of disability in the context of its statutory remit to provide for greater equality of opportunity on the labour market.

The group of disabled persons includes both beneficiaries under Federal and/or Provincial statutes and persons with a physical or mental handicap (irrespective of the degree of disability) that is certified by a medical report or otherwise credibly asserted. On the basis of that handicap, they have difficulties in placement or only limited career prospects.

Unemployment among disabled persons:

In 2004, unemployment among disabled persons averaged 28,860, a decrease of 1,684 or 5.5% from the previous year. Disabled persons accounted for 11.8% of total unemployment, a decrease from 2003 (12.7%). More disabled men than women were unemployed (18,620 as against 10,240), but the decrease among men at (5.9% or 1,161, absolute) was greater than among women (4.9% or 523, absolute). Some 18% of all disabled persons registered with the Public Employment Service had a certificate of disablement.

	Men	Change from previous year		Women	Change from previous year	
		Absolute	Relative (%)		Absolute	Relative (%)
2003	19,781	-214	-1.1%	10,764	-280	-2.5%
2004	18,620	-1,161	-5.9%	10,240	-523	-4.9%

Total unemployment, unemployed disabled persons and percentage of disabled persons in total unemployment	2001	2002	2003	2004	Change 2003 to 2004
Unemployed disabled persons registered with the PES					
Total	29,767	31,037	30,545	28,861	-5,51%
Men	18,851	19,994	19,781	18,620	-5,87%
Women	10,916	11,043	10,764	10,241	-4,86%
Unemployed disabled beneficiaries under the Act registered with the PES					
Total	4,720	5,180	5,344	5,158	-3,48%
Men	3,058	3,377	3,471	3,342	-3,72%
Women	1,661	1,803	1,873	1,816	-3,04%
Total unemployment					
Total	203,884	232,416	240,078	243,880	1,58%
Men	115,324	134,376	139,716	140,261	0,39%
Women	88,560	98,040	100,362	103,619	3,25%
Percentage of disabled persons in total unemployment					
Total	14.60%	13.35%	12.72%	11.83%	-0,7%
Men	16.35%	14.88%	14.16%	13.28%	-0,62%
Women	12.33%	11.26%	10.73%	9.88%	-0,79%

Source: 2002-2004 AMS/EDV - SAMFA

Rounding differences
possible

Total subsidies and beneficiaries (2002 – 2004)

Year	Subsidies	Beneficiaries	Percentage of women
2004	31,184	24,344	41.1 %
2003	26,751	21,300	40.0 %
2002	23,314	19,016	40.1 %

Supplementary questions of the Committee of Social Rights in Conclusions XVI-2 on Article 15 paragraph 1:

The Standard Rates Order of 1957 (*Richtsatzverordnung*) issued under the War Victims' Relief Act is the authoritative text for the assessment of the degree of disability under the BEinstG and is primarily based on medical criteria. However, as that Order can no longer entirely satisfy present-day requirements, the legislator has empowered the Federal Minister for Social Security, Generations and Consumer Protection to prepare a new Order. A working group with the task of preparing new guidelines has already been set up. In this process, the classifications worked out by international organisations such as WHO will, of course, be taken into consideration.

The assessment of the vocational capabilities of disabled persons is based on the requirements of the general labour market. In other words, there are no general judgements as to the vocational capabilities of disabled persons per se. The strengths and capabilities of job seekers, as incidentally is also the case with non-disabled persons, are not analysed until the stage of concrete application for a specific job.

Although the reporting period covers the years 2001 to 2004, it should be mentioned that the Federal Act on the Equal Status of Disabled Persons entered into force with effect from 1 January 2006. This comprehensive package guarantees effective protection against discrimination based on disablement in the sector for which the Federal Authorities are competent.

Action related to the integration of unemployed disabled persons is described under Article 15 paragraph 2, questions A and B.

Article 7 of the Austrian Federal Constitution creates an enforceable right for all persons under constitutional law, and is thus not restricted to Austrian citizens.

Promotion of the integration of unemployed disabled persons into general vocational training:

In principle, the entire range of PES services is available to disabled persons. In that context, the efforts of the PES are directed towards integration in the primary labour market.

In all, 28,160 disabled unemployed persons (8,737 women and 19,423 men) were able to find new employment in 2004.

Assistance for disabled persons on the labour market

Assistance through allowances and support for unemployed disabled persons is provided in the following areas:

Skills training:

Comprehensive rehabilitation programmes (guidance, skills development, training, active job seeking) in special institutions such as the Berufliches Bildungs- und Rehabilitationszentrum BBRZ.

Intensive skills training is provided in particular for disabled youth. By means of the integrative vocational training system created under the Vocational Training Act – 2003 amendment – an important stimulus for integration into working life was created for persons who are disadvantaged socially or physically or in terms of talent. Under this new training system, either an apprenticeship is extended for one further year or, if completing an apprenticeship is not otherwise possible, training is provided for a partial qualification that enables entry into the labour market. Integrative vocational training is specifically geared to young persons, who

- Suffer from one or more types of disablement, or
- Have special educational needs, or
- Have no lower secondary school leaving certificate, or a negative certificate, or
- Cannot be found a regular apprenticeship in the foreseeable future owing to previous failure to place them in a regular apprenticeship.

Integrative vocational training is supported by assistance from the Public Employment Service, the Federal social welfare authority or the local authorities. Such assistance supports vocational training by helping young persons in socio-educational and psychological matters, through ongoing cooperation by all persons involved (parents, apprenticeship training enterprises, vocational schools, etc.) in determining training targets or in a changeover to training in a different trade.

The PES supports integrative vocational training through apprenticeship subsidisation measures for companies or by means of the JASG safety net.

Employment:

- Integration allowances related to individual workplaces: Special assistance facilities for disabled persons. The long-term unemployed and persons threatened by long-term unemployment constitute the target group for such assistance, and the relevant directive lays special emphasis on disabled persons. Persons threatened by long-term unemployment are defined inter alia as persons with physical or mental impairment or as socially maladjusted persons. In the case of such persons, the trial phase

in which an allowance of up to 100% of the assessment basis can be granted was limited to a maximum of 6 months, though it is normally restricted to 3 months. Under the Disabled Persons Recruitment Act or the relevant Provincial legislation, the assistance period for disabled persons, which is normally limited to a maximum of two years, can be extended to three years (assistance provided jointly with other funding bodies).

- Employment projects: Non-profit employment projects (GBP), socio-economic enterprises (SÖB) and subsidies to safeguard employment. These provide supported workplaces with a transitional function, particularly for problem groups that are especially disadvantaged on the labour market. Project subsidies are provided according to specific regional needs and in the framework of regional agreements.

Support:

Vocational guidance, job coaching programmes. The services of external labour market advisory and service institutions, e.g. BBRZ, are used in dealing with or solving labour market related problems. The supported employment programme is also used, in cooperation with the Federal Office for Social Affairs and Disabled Persons, which is primarily competent for that activity.

In addition to specific measures, all other PES services are available to disabled persons. Specific assistance programmes for the disabled concentrate mostly on comprehensive skills training. At the end of 2004, 82,395 subsidies were approved for the labour market training of disabled persons, 78% being accounted for by skills training.

Under the “active” subsidisation budget, PES spent some €91.6 million of the available budget for disabled persons.

Volume of assistance 2004	Total disabled persons	Women	Men
Employment	36,541,137.87	12,464,945.2	23,076,192.68
Skills training	50,415,015.37	20,306,673.7	30,108,342.03
Support	5,636,876.95	2,324,317.3	3,312,559.65
Total	91,593,030.54	35,095,936.2	56,497,094.36

Special unemployment insurance benefits for disabled persons

If unemployed persons participate in a vocational rehabilitation scheme recognised by the regional office of the PES, the unemployment benefit payment period is extended by at most 156 weeks (§18 (10) of the Unemployment Insurance Act).

Ad C:

In reply to the supplementary questions of the Committee of Social Rights in Conclusions XVI-2, the previous presentation should be updated as follows:

According to school statistics, which, however, (as yet) give a blurred picture in some respects owing to ongoing organisational changes related to the Educational Documentation Act, pupils with special educational needs attended the following types of schools in the compulsory sector (6-15 years):

13,300 pupils attended special schools and 15,600 attended schools in the primary, lower secondary and prevocational sectors.

Children with sensory or physical disabilities at secondary stage II (academic secondary schools, upper grades, and intermediate and higher vocational schools) do not have special educational needs and therefore cannot be covered by school statistics. However, there are statutory deviations from the syllabus for such pupils that are determined by the school authority of first instance. In addition, the schools can apply to the Federal Ministry for Education, Science and Culture for up to 4 unit grants per pupil for extra tuition. As a rule, the Provincial authorities also provide the services of teachers for the blind or deaf. Application can be made to the Federal social welfare authority for the recruitment of sign language interpreters for deaf pupils as from the age of 14.

Since the year 2003, disabled pupils at vocational schools have been able to acquire partial qualifications (subject to the conclusion of a training contract with an enterprise) or to take up an apprenticeship extended by up to two years.

In the choice of a school for pupils with special educational needs (1st-8th grades), the parents decide whether they prefer a special school or integrative education. The legislative basis for this was created by the 15th SchOG amendment 1993 for a common primary school curriculum and by the 17th SchOG amendment for the lower secondary school and the lower grades of the academic secondary school. There is not yet any relevant regulation for the last year of compulsory education.

The calculation formula for the allocation of resources for pupils with special educational needs is based on a teacher-pupil ratio of 1:3.2 for the 2.7% of all primary and lower secondary pupils in the Province in question who have special educational needs. Currently, the training academies for teachers in the compulsory sector have three different training courses according to the type of school: primary school, lower secondary school, and special school. The syllabus for teachers at prevocational schools includes a third teaching subject or a technical subject in addition to the normal training for lower secondary school teachers. "Integrative educational methods" are taught only to primary school teachers, though the extent has not yet been defined.

The above statutory measures cover equal treatment or equal access to the training system to a considerable extent, though not completely.

Article 15 paragraph 2

Ad A and B

The previous presentation should be updated as follows:

In 2001, the Federal Government launched an employment offensive ("The Billion Euro Programme for the disabled") for the integration of disabled persons.

The employment offensive is directed at the primary labour market and at workplaces safeguarded under social insurance law. The targets are integration and resettlement in the primary labour market as well as the protection of jobs at risk. For that reason, the programme covers all disabled persons who can be assumed to be capable of integration or resettlement in the primary labour market, at least in the medium term – given appropriate help.

Young people with learning difficulties or social and/or emotional handicap are in particular also among the target groups.

General assistance measures for disabled persons include individual skills training, training allowances, payment of training costs, orientation and mobility training, promotion of self-employment, technical aids, the creation of jobs and training places, integration allowances, supported employment projects, outplacement, job coaching, personal support at the workplace as well as skills training and employment projects.

In addition to the general measures, specific measures have been developed for the vocational integration of young disabled persons, geared to their special needs.

A number of measures are described below as examples:

The supported employment programme

The number of persons who are difficult to place because of disability is rising continuously. They need specially targeted help, since gainful activity ensures social integration. Help and support at the workplace, particularly supported employment, was incorporated in legislation under the Disabled Persons Recruitment Act (BeinstG). The purpose of supported employment is to assist disabled persons in obtaining employment or averting the imminent loss of a job and to provide information about assistance for vocational integration. Supported employment facilities exist in all Federal provinces for persons with varying types of disablement. Since the Billion Euro Programme is intended to facilitate access to the labour market, especially for young people, it was adapted even more closely to the needs of the target group and, with the entry into force of the directives on the Billion Euro Programme, has now also become an effective instrument for the integration of young disabled persons into the primary labour market. Supported employment in Austria was selected by the European Commission as an example of "best practice" and thus as a successful model to be emulated by all Member States.

Supported employment for youth:

This service is adapted to the needs of disabled youth and is subsidised on the basis of development plans formulated in a previous clearing process. The target is the establishment of individually tailored future and career planning on the basis of which psychosocial counselling support and care can be given in the search for a suitable job. It is intended to offer ongoing support if needed when employment is taken up.

Clearing:

Clearing units are the first link in the school/work interface, with multiple networking and referral functions.

A clearing team, assisted by experts, verifies the individual capacities of disabled pupils as from the 7th grade and of young people who have already finished school, and prepares concrete development plans based on existing talents and capacities that also indicate long- and short-term prospects.

The purpose of this measure is to counteract the difficulties of placement on the labour market with the help of individual promotion packages and to offer young people the most suitable action in each case.

An innovative aspect of this action is the integration of various players at the school/work interface. In 2004, the European Commission selected the clearing programme as an example of “best practice” and as a successful model to be emulated by all Member States.

Integrative vocational training:

Integrative vocational training can be provided:

1. By extending the statutory apprenticeship period (§ 8b (1) BAG) by one year, or by two years in exceptional cases, if that is necessary for taking the final apprenticeship examination or
2. By the conclusion of a training contract providing for the acquisition of a partial qualification (1-3 years) by restricting training to certain parts of the vocational profile of an apprenticeship trade, possibly supplemented by skills and knowledge taken from the profiles of other trades (§ 8b (2) BAG).

Integrative vocational training must be accompanied by ongoing vocational support (BAS).

Persons are eligible for integrative vocational training if the Public Employment Service (PES) has not been able to place them in a regular apprenticeship and if they qualify under one of the following conditions (§ 8b (4) BAG):

1. Persons who have special educational needs at the end of compulsory education and were taught at least partially according to the syllabus of a special school, or
2. Persons without a lower secondary school leaving certificate or a negative certificate, or

3. Disabled persons within the meaning of the Disabled Persons Recruitment Act or the relevant Provincial Act, or
4. Persons for whom it must presumably be impossible to find a regular apprenticeship in the foreseeable future, in the light of vocational guidance, or because of a previous unsuccessful attempt at placement and exclusively for reasons related to their personal characteristics.

Subsidies are granted for expenditure related to training and ongoing support for integrative vocational training by the Federal Academy for Social Work.

Skills training projects for late developers:

Special skills training packages are offered to young people with an extended development and socialisation process. The duration of late development must be determined individually. This action includes imparting cultural techniques, learning social competencies and positive work attitudes as well as help in developing an independent lifestyle.

Often, the best possible qualification is an indispensable prerequisite for obtaining a job. Owing to differences in ability, skills training measures are to a large extent individually geared to the personal needs of the subject or the requirements of business. They range from on-the-job training to apprenticeship training.

Personal support at the workplace (PAA):

Severely disabled persons have difficulty in access to the labour market and in retaining a job, despite technical aptitude, unless they receive individual support. Personal support at the workplace is intended to make possible appropriate self-determined, self-organised participation in working life with equal rights by persons with severe functional impairments. PAA is taken to cover every kind of personal help that severely disabled persons need before they can be gainfully employed.

Target group:

- Disabled persons of working age
- Persons classified in care stages 5, 6 and 7,
- Persons who are capable of gainful activity with the help of PAA.

Tasks:

PAA is geared to individual needs, for example:

- Escorting from home to the workplace or place of training,
- Escorting to work-related activities outside the workplace (e.g. attendance at courses),
- Manual support at work or during training (e.g. filing documents, copying),
- Assistance in personal hygiene during work or training,
- Other necessary disability-related assistance (e.g. help in getting into or out of automobiles, help in putting on or taking off outer clothing, help at meals).

Investment subsidies for improving access to enterprises and institutions by disabled persons:

Subsidies can be granted for:

- Measures for improving access to enterprises by disabled persons, for example, the construction of ramps or the installation of (staircase) lifts, parking slots for disabled drivers or the installation of guide systems for the blind or persons with severe visual impairment,
- The design of workplaces or training places and sanitary installations according to the needs of disabled persons,
- Measures that make possible or facilitate the use of therapeutic devices for disabled persons in health care institutions (in particular, doctors' surgeries, out-patient clinics, pharmacies, spas and wellness institutions).

Supplementary questions of the Committee of Social Rights in Conclusions XVI-2 on Article 15 paragraph 2:

Approximately 1,500 disabled persons are employed in integrative enterprises. They have work contracts that correspond to those of non-disabled workers, receive collective agreement wages and enjoy trade union rights.

According to the Austrian Constitution, the Provinces are responsible for the integration of severely disabled persons who cannot be employed on the open labour market. Daystructure and employment institutions have been created for that purpose.

An amendment to the BEinstG that entered into force on 1 January 2006 incorporated the prohibition of discrimination in the labour sector, implementing EU Directive 2000/78/EC with regard to disabled persons. The ban on discrimination covers all service and work contracts as well as other areas of the labour sector, apprenticeships, homework contracts and contracts similar to those of workers as well as freelance contracts, in so far as they fall within the competence of the Federal authorities.

As examples of action taken by the Provinces in implementation of Article 15, the reports of the Provincial Governments of Upper Austria, Styria and Tyrol are transmitted below:

Upper Austria:

The relevant Upper Austrian Disabled Persons Act 1991 defines disabled persons as those who are suffering from substantial permanent impairment

- On the basis of physical, mental or multiple complaints or disabilities or sensory impairments that are not mainly age-linked,
- Because of substantial dysfunction in a vital field of social relations, particularly in relation with their upbringing, education, vocational training, personality development and earning capacity as well as their integration into society, or among whom, according to the state of scientific knowledge, such

impairment will occur in the foreseeable future, especially in the case of infants.

When it has been found, according to social insurance law regulations, that persons are no longer invalids, incapable of work or in need of care in respect of a complaint, disability or sensory impairment, they are not regarded as disabled persons within the meaning of the Provincial Act in respect of that complaint, disability or sensory impairment.

No figures are available on the number of disabled persons or on the number of disabled persons of working age. Figures are available on the number of persons registered and wishing to participate in vocational integration action under the Upper Austrian Disabled Persons Act (reporting of need).

Registration for vocational integration in Upper Austria

	Urgent	Long-term	Medium-term	Total
Need	264	13	11	288

Vocational integration:

1. Target group

The target group for vocational integration comprises disabled persons:

- Who have completed compulsory schooling,
- Who cannot take up an apprenticeship or other suitable training in the normal way of vocational training, owing to their disability,
- Who nevertheless seem to have a realistic chance of attaining the goals of vocational integration under the programme.

2. Definition

Vocational integration:

- Is limited to at most three years,
- Is intended to ascertain the vocational inclinations of disabled persons, and
- Is intended to achieve sustained vocational and social integration through individual promotion, basic and further training.

Vocational integration targets:

- Attainment of a permanent job on the general labour market,
- Enabling self-determined occupational activity,
- Promoting vocational and social integration.

3. Products

Preparation of a training programme: diagnosis, guidance and counselling, individual introduction in the institution, preparation of individual training plans, personal interviews and conclusion of agreements:

- Services related to training: organising practical training courses, imparting technical knowledge, promoting talents, teaching cultural techniques, preparatory measures for outplacement, placement on the general labour market (cooperation with support structures, such as the supported employment programme),
- Teaching key qualifications: general and training-related key qualifications (e.g. the ability to cope with pressure, reliability, punctuality, reaction to criticism, teamwork, personal appearance),
- Training support measures: imparting practical real-life competencies, guaranteeing basic supplies,
- Socio-educational services: work with parents, support for the detachment process, counselling.

4. Admission procedure

- Information for interested parties,
- Initial interviews and clarification of the expectations of the disabled person,
- “Taster” facilities in the institution.

In the course of the initial interview, the “taster” days and possible tests, the following questions are clarified in the institution:

- Is the form of training suitable for the applicant?
- Is the training target attainable?
- Is the training provided in the selected institution suitable for the applicant or does it correspond to his/her interests?

The decision on the admission of an applicant is made in the institution in consultation with the Upper Austrian Provincial Government. After admission, a fixed-term training or apprenticeship contract comes into effect in the vocational integration institution.

5. Placement on the general labour market

- Disabled persons are assisted in the search for a suitable job, using existing structures such as the supported employment programme.
- Appropriate public relations work is carried on in the enterprises.
- A placement quota is determined in consultation with the Upper Austrian Provincial Government.
- Follow-up services are offered at the workplace, though for a limited period, to ensure the successful placement of disabled persons in the long term.

6. External cooperation:

Successful placement requires cooperation between the institutions and outside persons:

- Parents, family members, administrators (trustees) or youth welfare bodies,
- Housing authorities (bodies offering accommodation for disabled persons),
- Employers,
- Therapists and doctors.

Vocational integration institutions

Institutions	No. of participants
Caritas f. Menschen mit Behinderung, Institut für Hör- und Sehbildung	27
Caritas für Menschen mit Behinderung, St. Elisabeth	88
Miteinander GmbH – On-the-job training	18
Österreichischer Zivilinvalidenverband (ÖZIV), Reha Hof Schlüßberg	46
Österreichischer Zivilinvalidenverband (ÖZIV), Hof Tollet	52
Verein fab - Virtual Office	20
Verein fab – GW Linz	1
Total	252

Institutions of other Federal Provinces	No. of participants from Upper Austria
Ausbildungszentrum Schloss Oberrain	30
Berufsvorschulungszentrum St.Gilgen	34
Ausbildungszentrum für behinderte Jugendliche	2
Bundes-Blindeninstitut Wien	2
Hotel Viktor	1
Odilien-Blindeninstitut Graz	1
Verein für Anlehre und Weiterbildung	2
Verein Jugend am Werk Liezen	2
Total	74

Styria:Legal basis:

Act of 10 February 2004 on Help for the Disabled (Disabled Persons Act), LGBl. No. 26/2004.

Styrian Provincial Government Order of 5 July 2004 on the determination of benefits and payments under the Styrian Disabled Persons Act (Stmk.BHG - Benefits and Payments Order, LEVO-StBHG) LGBl. No. 43/2004.

Requirements:

To qualify, a disabled person must have a congenital or acquired disability – including paroxysmal diseases and addiction – that constitutes a substantial permanent impairment. Conditions in which a substantial permanent impairment would exist without treatment are regarded as equivalent to such disabilities.

All abnormal physical and mental conditions are regarded as disabilities within the meaning of the Act, provided that they are not predominantly age-linked. In the latter case, assistance might be possible under other social law provisions.

Disabled persons must have the same status as those in whom, according to the state of scientific knowledge, impairment such as that described above would probably occur in future. That applies in particular to infants.

A. Forms of assistance:

In principle, assistance can be given either in mobile, outpatient, half-day, or in-patient form or as a cash payment.

The following types of assistance must be given as cash payments:

- Subsistence allowance;
- Wage costs grant;
- Rental allowance.

The following types of assistance may be given as cash payments:

- Medical treatment;
- Vocational integration;
- Travel costs.

As indicated above, other types of assistance can be given either in mobile, outpatient, half-day or in-patient form, according to two principles:

- Priority for mobile assistance, and
- Free choice of the care provider (subject to restrictions under the Benefits and Payments Order).

B. Types of assistance:

1. Educational assistance

This type of assistance includes, for example, payment of the costs of preschool care as well as care in orthopedagogical kindergartens and after-school centres. In addition, costs directly related to school attendance are paid but travel costs arising through attendance at a kindergarten or school and costs that are paid by third parties are not covered.

2. Vocational integration

This type of assistance is granted for basic and further training, retraining and follow-up training in schools, enterprises, apprentice training workshops or similar institutions and also for safeguarding job probation periods and for help in obtaining a job. Job probation is a type of employment for up to a maximum of six months for which a Provincial grant can be awarded in retrospect and in which it must be ensured that the disabled person's remuneration reaches the level of the collective agreement wage.

3. Wage costs grant

If educational assistance or vocational integration no longer seem appropriate for a disabled person and successful competition on the labour market is not possible in view of his/her disability, an employer who recruits such a disabled person and pays the collective agreement wage receives a wage costs grant in the maximum amount of the standard rate for sole earners under the Social Assistance Act. In the event of special hardship, the amount of the Provincial grant can be raised to 1 1/2 times the standard rate.

Integrative enterprises can receive a 20% supplement to the housing allowance granted in order to provide for necessary investments. An integrative enterprise is one with at least 300 employees, of whom 70% are disabled. If the enterprise in question has branches at several locations, the total number of employees is the operative criterion.

The wage costs grant is suspended in the following cases:

- If the demands of supported work are too high;
- If full working output can reasonably be expected in an unsupported workplace;
- On take-up of the statutory old age pension.

4. Supported employment

On a value scale, this lies between the wage costs grant described above and employment in daystructure institutions, to be described below. If a disabled person does not qualify for the wage costs grant, he/she is granted supported employment in which he/she is, however, paid as a marginal employee outside of institutions for the disabled. The amount of the grant, like that of the wage costs grant, is determined according to § 27 BHG. In addition, disabled persons also receive personal assistance as described in greater detail below.

5. Employment in daystructure institutions

If a disabled person cannot receive assistance even through supported employment, a daystructure institution offers the only possible form of help. The client's physical or mental condition must therefore stand in the way of integration into working life, but the aim is to foster the ability to achieve subsequent integration. In other words, suitable training measures should promote the retention or further development of the disabled person's skills or his/her integration into society. Such persons do not receive regular wages in return for

their “work” but pocket money in the amount of 10% of the standard rate for a sole earner under the Social Assistance Act (motivation incentive).

If it turns out in the course of time that a wage costs grant is reasonable and possible, employment in a daystructure institution is suspended. Similarly, such help is suspended if a disabled person is later in a position to benefit from assistance through vocational integration. However, it can continue to be granted in parallel to supported employment, because in practice disabled persons work relatively short hours as marginal staff in a company and accordingly receive help in the form of supported employment, but must be employed for the remainder of the day in a daystructure institution.

6. Travel costs

When the following types of assistance are granted, the necessary travel costs must also be reimbursed. However, only the cost of the most favourable and reasonable form of transport to the nearest suitable service provider is reimbursed. The purpose is to avoid unnecessarily long journeys with unnecessarily expensive transport.

Assistance granted:

- Medical treatment;
- Educational assistance;
- Vocational integration (with the exception of the allowance for travel to the workplace);
- Supported employment;
- Employment in daystructure institutions.

Allowance for travel to the workplace:

In the case of this form of help it is assumed that the disabled person also has an income. This income is taken into account in calculating the allowance by deducting the monthly cost of the most economical and reasonable form of transport for the disabled person from the total income assessed, supplemented to 1 1/2 times the standard rate. However, the allowance may not be greater than the actual monthly travel costs incurred.

C. Procedures

The procedure for the grant of assistance under this Act is in principle conditional on an application by the disabled person. The local authority that receives the application can comment and possibly, in special circumstances, also add a further statement. The application must always be made in advance of the grant of assistance. Exceptions are help for the provision of prosthetic devices, orthopaedic and other aids, in which cases, application is also possible after up to one month – that is to say, after purchase and payment by the disabled person. In order to arrive at a suitable basis for a decision, the authority uses the services of an expert team, which is required to issue an opinion and make a proposal. This team must include the necessary technical experts, according to the nature of the case. The disabled person must be given timely notice of the

holding of the team's discussion, so that he/she can take part. On application, the expert team determines the disabled person's individual assistance requirement. This leads to a proposal by the team as to the help that would be advisable. Furthermore, a lifetime development plan must be prepared, jointly with the applicant, that covers a future but manageable period. The discussion by the team can also take place at the applicant's home, particularly if his/her disability does not make it reasonable to require his/her appearance before the authority or if the home environment is a significant factor in the assessment of the individual's help requirement. The district administrative authority must verify at appropriate intervals whether the target can be achieved. If not, assistance must be suspended and if necessary another suitable form of assistance must be granted ex officio.

D. Institutions and services for the disabled:

All institutions which provide in-patient or half-day help for the disabled must be licensed by the Provincial Government. The prerequisites for licensing are the presentation of an operational programme that meets the requirements of the Benefits and Payments Order and that the structural, technical, personnel and organisational arrangements necessary for efficient operation are present. In addition, an up-to-date safety certificate by the local or Provincial Fire Prevention Office must be presented. The services of institutions for assistance to the disabled are provided either on an in-patient or a half-day basis. The following forms of assistance are provided:

- Medical treatment,
- Educational assistance,
- Vocational integration,
- Employment in daystructure institutions,
- Accommodation in institutions.

However, it should not be forgotten that the first three types of assistance can also be given on an outpatient or mobile basis.

Payment settlements with the public authorities can be made only if the relevant institution has concluded a contract with the Provincial authorities.

Tyrol:

In the reporting period, the Tyrolean Provincial legislator introduced a number of new regulations covering the area of responsibility of the Provincial and local government services – as well as of the official and private-sector business administration of the Province, the local authorities and associations of local authorities – that take into account the special needs of disabled persons for assistance and support.

First of all, for example, L-GIBG 2005 and G-GIBG 2005 incorporate the comprehensive prohibition of discrimination at work on the basis of disability that is backed up by entitlements to damages (§§ 29 ff L-GIBG 2005, § 2 G-GIBG 2005). According to those Acts, no one may be directly or indirectly discriminated against on the basis of disability, in particular in the establishment of the work or

training contract, in the determination of remuneration, in the grant of voluntary social benefits, in basic and further training, in career development and other working conditions and on termination of the work or training contract.

In addition, both Acts incorporate a special requirement for assistance to the disabled (§§ 37 and 38 L-GIBG 2005, § 2 G-GIBG 2005). Thereby, the employer is required to take special action for assistance to disabled employees so as not only to enable them to obtain a work or training contract and to perform the relevant work but also in fact to facilitate that process. In particular, even if certain assistance measures seem unreasonable owing to their disproportionate cost, the employer is required to strive for the greatest possible improvement of the situation of those concerned, by taking reasonable alternative action. In concrete terms, this refers to the following types of assistance (see § 38 L-GIBG 2005):

- The design, furnishing, fitting out or adaptation of workplaces, work rooms, sanitary facilities or job stations according to the needs of disabled persons, in particular without barriers; in that context Austrian Standard ÖNORM B 1600 (Building without barriers -- planning principles) of 1 December 2003 has to be complied with;
- The adaptation of working equipment, working rates or the allocation of tasks according to the needs of disabled persons;
- Special introductory training measures for disabled employees;
- Special basic and further training measures for disabled employees.

The Tyrolean Antidiscrimination Act 2005 – TADG 2005, LGBI. No. 25 – also provides that in general nobody may be discriminated against directly or indirectly on the basis of disablement (§ 3 (1) TADG 2005) by official action in matters within the competence of Provincial legislation or by private-sector administration by organs of the Province, the local authorities, associations of local authorities or the self-administering bodies set up under Provincial legislation. This prohibition of discrimination applies also to natural and juristic persons in regard to activities subject to Provincial legislation (e.g. the operators of hospitals under the Tyrolean Hospitals Act). In concrete terms, the prohibition of discrimination on the basis of disablement applies in particular (but not exclusively) in the following matters (cf. § 3 (2) TADG 2005).

- Social protection including social security and health services;
- Social advantages;
- Education;
- Access to goods and services available to the public, including
- Housing and the supply of such goods and services;
- Access to self-employment;
- Access to all types and to all levels of vocational guidance, vocational training advanced vocational training and retraining, including practical work experience;

- Membership of and involvement in an organisation of workers or employers, or any organisation whose members carry on a particular profession, including the benefits provided for by such organisations.

In addition, the Tyrolean Antidiscrimination Act 2005, LGBl. No. 25, requires the Province, local authorities, associations of local authorities and the self-administering bodies set up under Provincial legislation to take special action to ensure that disabled persons can conduct business with offices and authorities without special difficulty and in principle without third-party assistance, that is say, independently, and can take up the services and benefits provided by the State and private sector administrations (§ 14 TADG 2005). The content of this provision is related to §§ 37 and 38 L-GIBG 2005.

The concept of “disabled persons” is defined as follows in the above-mentioned acts: “Disabled persons are persons whose physical function, intellectual capacity or state of mind deviates not only temporarily from the condition typical for their age to an extent that can impair participation in the life of society. A foreseeable period of more than six months is regarded as not being temporary.” (§ 3 (2) L-GIBG 2005, § 2 (4) TADG 2005).

It is pointed out that in some respects the regulations issued by the Tyrolean legislator in connection with non-discrimination and special assistance for disabled persons go considerably beyond the commitments arising out of the implementation of Directive 2000/78/EC.

The group of disabled persons is defined as follows in § 2 of the Tyrolean Rehabilitation Act (TRG), LGBl. No. 58/1983, as amended by LGBl. No. 27/2004:

“Disabled persons within the meaning of this Act are persons suffering from a permanent substantial impairment of their capacity to lead an independent life in society and in particular to receive appropriate educational assistance or vocational training, or appropriate employment consistent with their education and vocational training, owing to a physical or mental complaint or disability.”

In 2004, the number of persons registered in the Social Affairs Department to be regarded as disabled persons according to the TRG totalled 7,792. Of those persons, approximately 4,700 were of working age, which was assumed to comprise the range from 15 to 65 years.

The vocational capabilities of disabled persons are assessed on an individual basis. Standardised test criteria for the determination of rehabilitation prospects are not in use at present.

The range of measures available to the Social Affairs Department for assistance in the vocational and social integration of disabled persons in Tyrol comprises:

- Counselling by social workers,
- Cooperation with individual employers who are willing to recruit disabled persons. Before entering on work contracts, the future workers receive targeted assistance and training in individual skills that are necessary for the performance of their work,

- The award of wage costs grants,
- The grant of allowances for the suitable adaptation of workplaces,
- Preparatory vocational programmes.

The most important institutions and their admission capacity:

Special institutions of the following associations and institutions: Seraphisches Liebeswerk, Integratives Bunttes Bäuerliches Arbeitsprojekt (IBBA) and Aufbauwerk der Jugend offer targeted vocational training. As of 1 January 2004, 119 disabled persons were receiving assistance in those institutions for the promotion of vocational integration and preparatory training for a future occupation.

The daystructure institutions of the Seraphisches Liebeswerk, Integratives Bunttes Bäuerliches Arbeitsprojekt (IBBA), Lebenshilfe, Impulse Völs, Caritas, the WIR Association, the Evangelisches Diakoniewerk Gallneukirchen, the Tiroler Arbeitskreis für Integrative Entwicklung (TAFIE) Innsbruck-Land and the Soziales Zentrum St. Josef also provide training and vocational promotion. As of 1 January 2004, 1,309 disabled persons were receiving care in these daystructure institutions.

In order to take into account the special assistance requirements of individual disabled persons, approximately 35 persons were placed in institutions outside Tyrol (such as the Ausbildungswerk Schloss Oberrain Unken, Bildungswerk St. Zeno, and the Berufsvorbereitungszentrum St. Gilgen am Wolfgangsee).

In all, approximately 154 disabled persons received training with an (exclusively) vocational orientation.

In addition, some daystructure institutions offer practical training-oriented activities and vocational promotion projects. However, since a clear distinction between daystructure institutions and training-oriented institutions is not always possible, no numerical data can be given.

The following services among others are provided for the placement of disabled persons in employment:

Help in finding a job, help in contacts between employers and workers, ongoing support and counselling, integration allowances, recruitment allowances, wage grants and company integration allowances (BEB). This support is given by various institutions and bodies such as Jugendassistentz, the Arbeitsassistentz Association, the Federal social welfare authority and PES.

Overall, at the moment, 840 persons are employed in protected workshops. Of these, about 500 persons were placed/employed by means of assistance from the Federal Social Welfare Authority and about 335 persons by the Office of the Tyrolean Provincial Government (protected workshops, approximately 135 persons and protected jobs, approximately 200 persons).

Occupational therapy is offered to persons who have at least a 50% limitation of their working capacity.

Other persons who were in employment before the occurrence of the event that led to a general disability of at least 50% continue working for the same employer. However, these are scattered individual cases.