

Table  
 Reform wishes and prospects from the perspective of vocational education and training specialists

	Degree of approval <sup>1</sup> and probability of implementation <sup>2</sup>		Suspected influences on implementation (restricting, promoting) <sup>3</sup>				
	Degree of rejection or approval	Probability of implementation by 2020	Political conditions	Employer attitudes	Employee attitudes	Implementation cost	Demographic change
<b>More efficient institutionalisation of transition management</b> <ul style="list-style-type: none"> <li>In all municipalities, »youth and career working alliances« are emerging between employment agencies, providers of basic security benefits and youth and social welfare agencies. There, young people and parents find all the support services provided under the Social Code »under one roof«.</li> <li>In all municipalities there are organizational units for educational management/educational monitoring. They ensure continuous monitoring of whether all young people were provided with fully qualifying apprenticeships.</li> </ul>	+60	+2	+16	+18	+49	-40	+25
	+18	-26	-5	-13	+33	-51	+13
<b>Streamlining of the transition area</b> <ul style="list-style-type: none"> <li>All measures in the transition area that do not lead to the next higher school-leaving certificate are being abolished.</li> </ul>	-25	-37	-13	+1	-8	+1	+11
<b>Training guarantee through provision of additional training places</b> <ul style="list-style-type: none"> <li>Those who cannot find an in-company training place receive a school-based training course or extra-company training in all cases.</li> <li>School-based and extra-company training providers are also given the possibility to offer apprenticeships and training contracts. Public funds are made available for that purpose.</li> </ul>	+38	-13	-3	-30	+32	-45	+18
	+1	-22	-13	-36	+14	-49	-11
<b>Intensified promotion of trainees in need of support</b> <ul style="list-style-type: none"> <li>Individual support for young people taking vocational school courses is guaranteed. Teachers are trained for that purpose and the instruction (curricula, schedules, learning environments, tests) is made flexible.</li> <li>Social and special education professionals are present in all vocational schools to give individual support to trainees as required.</li> <li>The assisted training model is being introduced all over the country: Trainees, companies and vocational schools are given targeted support by training service providers until initial vocational education and training is completed.</li> </ul>	+79	-18	-1	+24	+46	-54	+23
	+78	-23	-4	+20	+48	-62	+19
	+36	-20	-1	+1	+36	-55	+25
<b>Promotion of the qualification/working conditions of professionals involved in training</b> <ul style="list-style-type: none"> <li>In order to ensure high-quality training, regular training courses are held for all professionals involved in training activities (instructors, vocational school teachers and social education and special needs teachers) which also promote cooperation in interdisciplinary teams.</li> <li>The working conditions for educational institutions are improved: longer terms for contracts awarded by public administrations as well as permanent employment at trade union wages. The goal is to promote continuous cooperation between education providers, young people and businesses and to ensure quality education.</li> </ul>	+73	-22	+1	-1	+47	-54	+18
	+57	-32	-18	-14	+43	-59	+12
<b>Flexible training duration and crediting obligations</b> <ul style="list-style-type: none"> <li>In order to provide young people with an education tailored to their requirements, flexible concepts are implemented that allow an interruption or an extension of training to up to five years.</li> <li>Legal requirements require companies to give young people credit for qualifications acquired in previous courses of training in the form of reductions in the period of training, provided these qualifications are in the same trade.</li> </ul>	+24	-26	-4	-28	+16	-28	+20
	+21	-15	-2	-45	+41	-1	+25
<b>Extensive participation by representatives of trainees</b> <ul style="list-style-type: none"> <li>Trainees are involved in the planning and coordination processes at all levels relevant to their vocational education and training so that they can share their perspectives and their expertise for their own benefit. The appropriate structures have to be established at the relevant administrative levels for that purpose.</li> </ul>	+19	-42	-18	-48	+38	-27	+7

<sup>1</sup> Mean values on scales between -100 (= not desirable) through 0 (= neither nor) to + 100 (= very desirable)  
<sup>2</sup> Mean values on scales between -100 (= not likely) through 0 (= neither nor) to + 100 (= very likely)  
<sup>3</sup> Mean values on scales between -100 (=very inhibitory) through 0 (= neither nor) to + 100 (=very supportive)

Total sample: n = 317 specialists. Calculations always without subjects who responded »don't know«.