

(14) Canada has comparative advantages in many areas with respect to the U.S. We have not developed our own technologies in those areas due, in part, to foreign ownership.

(15) For example, Japan took 20 years to develop auto products for the North American market. We have not developed our markets so that we could sell cars, for instance, in countries such as Japan, the Caribbean, Britain, Hong Kong and so on.

Interview with Dr. Georg Piskaty
Federal Economic Chamber of Commerce
Vienna, Austria
February 2, 1987

(1) The Chamber is a autonomous organization regulated by law. Austrian entrepreneurs are bound by law to belong to the Chamber.

(2) The administration of training by the Chamber has been regulated by the Federal Training Act of 1968.

(3) The education system requires nine years of obligatory schooling up to the age of 15.

(4) At the age of 14, students can choose between:

(i) advanced-level schools leading to baccalaureat and possibilities for university for both general and vocational students.

(ii) vocational schools leading to vocational qualifications similar to the dual system.

(iii) a one-year preparatory course for vocational training in the dual system.

(5) The curricula in higher vocational schools are broad enough to allow graduates to enter university. This is unlike the German system in which graduates from technical schools lack the necessary qualifications for university admission.

(6) For 10- to 24-year-olds there are two types of schools possible. It is possible to transfer from the more academic to the more practical stream and vice versa because the basic courses are the same (mathematics, foreign languages, German). There are three levels of achievement to accommodate different kinds of students in the more practical stream (Hauptschule).

(7) The business community feels that the elite of the school system are somewhat overlooked in favour of low and middle achievers.

(8) The Federal Economic Chamber of Commerce is devoting attention to challenging the "elite" of the education system, particularly at the university level.

(9) The Chamber is responsible for giving the view of business to government (federal, provincial).

(10) Employers' unions, trade unions and the Chambers of Commerce propose changes or needs dealing with training.

(11) Training regulations and guidelines are established by consultation with unions and business and every vocational training program must fulfill these requirements.

(12) Formal changes must be made after extensive negotiations with all social partners and can take up to five years.

(13) It is possible, however, to test proposed changes on a pilot-project basis, abolishing unsuccessful components and submitting successful ones for incorporation. This can shorten the process to one or one-and-a-half years.

(14) Training curricula in part-time training schools are formulated by the government.

(15) Vocational training in the dual system is comprised of four days on-the-job training and one day of schooling.

(16) Labour market forecasting is totally unreliable. Basic transferable skills are necessary in a changing economy.

(17) Forty-five per cent of 15- to 18-year-olds go through apprenticeship training; the other half continues in vocational or academic secondary schools.

(18) The ten apprenticeship occupations with the most apprentices: retail merchant, car mechanic, cook, joiner, waiter, office clerk, hair dresser, electrician, fitter, bricklayer. Approximately 67% of all new apprentices are trained in 14 occupations. Young women are concentrated in traditional occupations and account for one third of all apprentices.

(19) Austria had an increase in birth rates from 1960 to 1963. This resulted in a large number of apprentices entering the system between 1975 and